

Interdisciplinary

Journal of Knowledge and Learning Objects

Volume 2, 2006

Publisher: Informing Science Institute, Elizabeth Boyd

Editor-in-Chief: Alex Koohang, University of Wisconsin – Milwaukee

Managing Editor: Eli Cohen, Informing Science Institute

Associate Editors:

Keith Harman, Oklahoma Baptist University (USA)

Namdar Mogharreban, Southern Illinois University – Carbondale (USA)

Miguel-Angel Sicilia, University of Alcalá (Spain)

The mission of the Interdisciplinary Journal of Knowledge and Learning Objects (IJKLO) is to provide readers around the world with the widest possible coverage of developments in Knowledge and Learning Objects. IJKLO is an interdisciplinary forum that publishes high quality articles on theory, practice, innovation, and research that cover all aspects of Knowledge and Learning Objects.

In addition, IJKLO provides those who submit manuscripts for publication with useful, timely feedback by making the review process constructive. IJKLO will strive to be the most authoritative journal on Knowledge and Learning Objects.

IJKLO is an academically peer reviewed Journal. All submissions are blind refereed by three or more peers. IJKLO is published in print by subscription and its articles also appear online free of charge on the web site **<http://ijklo.org>**

ISSN: online 1552-2237; print 1552-2210; CD 1552-2229

Published by the Informing Science Institute
131 Brookhill Ct., Santa Rosa, California USA
phone: +1-707-537-2211; fax: +1-480-247-5724
<http://informingscience.org>

**Copyright of Material Published in the
Interdisciplinary Journal of Knowledge and Learning Objects**

Material published as part of this journal, either on-line or in print, is copyrighted by the Informing Science Institute. Permission to make digital or paper copy of part or all of these works for personal or classroom use is granted without fee provided that the copies are not made or distributed for profit or commercial advantage AND that copies 1) bear this notice in full and 2) give the full citation on the first page. It is permissible to abstract these works so long as credit is given. To copy in all other cases or to republish or to post on a server or to redistribute to lists requires specific permission and payment of a fee. Contact Publisher@InformingScience.org to request redistribution permission.

IJKLO Volume 2, 2006 – Table of Contents

The Development and Implementation of Learning Objects in a Higher Education Setting Kristy de Salas and Leonie Ellis	1-22
Learning Objects and E-Learning: an Informing Science Perspective Eli Cohen and Malgorzata Nycz	23-34
Learning Objects: Adaptive Retrieval through Learning Styles Pollyana Notargiacomo Mustaro and Ismar Frango Silveira	35-46
Using Podcasts as Audio Learning Objects Zeynel Cebeci and Mehmet Tekdal	47-57
The Present and Future of Standards for E-Learning Technologies Iraklis Varlamis and Ioannis Apostolakis	59-76
A Cognitive and Logic Based Model for Building Glass-Box Learning Objects Philippe Fournier-Viger, Mehdi Najjar, André Mayers, and Roger Nkambou	77-94
Guidelines and Standards for the Development of Fully Online Learning Objects Nicole Buzzetto-More and Kaye Pinhey	95-104
Clicker Sets as Learning Objects Gerald Bergtrom	105-110
A New Learning Object Repository for Language Learning: Methods and Possible Outcomes Catherine Caws, Norm Friesen, and Martin Beaudoin	111-124
The OSEL Taxonomy for the Classification of Learning Objects Vito Nicola Convertini, Diego Albanese, Agostino Marengo, Vittorio Marengo, and Michele Scalera	125-138

