

**SUBMISSION OF  
PERMISSIONS FOR USE AND FAIR USE DETERMINATION  
OF SOURCED FIGURES AND TABLES FOR:**

**A Formative Evaluation of  
Personal Learning Networks for Professional Development  
in the Architecture and Design Industry**

Leigh A. Lally

Dissertation submitted to the faculty of the Virginia Polytechnic Institute and State University in  
partial fulfillment of the requirements for the degree of

Doctor of Philosophy  
In  
Architecture and Design Research

**Draft 09/01/2009**

(Questions? Concerns? Contact Gail McMillan, Director of the Digital Library and Archives at Virginia Tech's University Libraries: [gailmac@vt.edu](mailto:gailmac@vt.edu))

(Please ensure that Javascript is enabled on your browser before using this tool.)

## **Virginia Tech ETD Fair Use Analysis Results**

***This is not a replacement for professional legal advice but an effort to assist you in making a sound decision.***

Name: Leigh Lally

Description of item under review for fair use: Engestrom, Y., (1987), Learning by Expanding: An Activity Theoretical Approach to Developmental Research. Helsinki: Orienta Konsultit, p. 78

Report generated on: 04-05-2014 at : 16:50:42

### **Based on the information you provided:**

#### **Factor 1**

Your consideration of the purpose and character of your use of the copyright work weighs: ***in favor of fair use***

#### **Factor 2**

Your consideration of the nature of the copyrighted work you used weighs: ***in favor of fair use***

#### **Factor 3**

Your consideration of the amount and substantiality of your use of the copyrighted work weighs: ***in favor of fair use***

#### **Factor 4**

Your consideration of the effect or potential effect on the market after your use of the copyrighted work weighs: ***in favor of fair use***

**Based on the information you provided, your use of the copyrighted work weighs: *in favor of fair use***



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Name: Leigh Lally

Description of item under review for fair use: Buchem, I. (2014), Personliche Lernumgebungen, Presentation on Personal Learning Environments at University of Potsdam, 1/20/14, Beuth University of Applied Sciences, Berlin, <http://www.slideshare.net/ibuchem/buchem-plepotsdam20012014> (accessed 3/14/14)

Report generated on: 04-05-2014 at : 16:53:17

### **Based on the information you provided:**

#### **Factor 1**

Your consideration of the purpose and character of your use of the copyright work weighs: *in favor of fair use*

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Description of item under review for fair use: <http://www.slideshare.net/ibuchem/buchem-http://www.scribd.com/doc/62828883/Understanding-Personal-Learning-Environments-Literature-review-and-synthesis-through-the-Activity-Theory-lens>

Report generated on: 04-05-2014 at : 15:22:32

### **Based on the information you provided:**

#### **Factor 1**

Your consideration of the purpose and character of your use of the copyright work weighs: *in favor of fair use*

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**Figure 2.7 [used with permission] :**

**From:** Ilona Buchem [<mailto:buchem@beuth-hochschule.de>]

**Sent:** Sunday, April 06, 2014 5:27 PM

**To:** Lally, Leigh

**Subject:** Re: Permission for use of PLE figure

Dear Leigh,

Thank you for your inquire. Yes, as long as you attribute to our work, you are more than welcome to use the figure.

Please let me know once the document you are writing is published. If possible, please send me a copy per e-mail.

Best regards,

Ilona Buchem

--

Prof. Dr. Ilona Buchem  
Gastprofessorin für Medienforschung und Chancengleichheit  
Professor in Residence for Digital Media & Diversity

Beuth Hochschule für Technik Berlin  
Beuth University of Applied Sciences  
FBI Wirtschafts- und Gesellschaftswissenschaften  
Department of Economics and Social Sciences  
Haus Gauss/Room 230, Luxemburger Str. 10, D-13353 Berlin

Homepage: <http://prof.beuth-hochschule.de/buchem>

Blog: [ibuchem.wordpress.com](http://ibuchem.wordpress.com)

Strategische Projektleitung "Credit Points" im IQ Netzwerks Berlin: [CREDIT POINTS](#)  
Projektleitung und Kooperation mit Wikimedia Deutschland e.V.: [WIKIPEDIA DIVERSITY](#)

Tel. [0049-30-45045243](tel:0049-30-45045243)

Twitter: [mediendidaktik](#)

Skype: Ilona.tfh



4/5/14 9:50 PM, Lally, Leigh:

Dear Dr. Buchem,

I would like permission to use the diagram below from your publication (Understanding Personal Learning Environments, Literature review and synthesis through an Activity Theory lens, 2011) with proper attribution and credit to you and the other authors accordingly.

The topic of my work is a formative evaluation of personal learning networks for professional development in the architecture and design industry. I greatly appreciate the scientific analysis that you did on the literature to date on PLE's. The factors and the activity diagram that you developed provide an important contribution to the body of knowledge on this emerging topic.

Please reply as soon as possible as I must include your permission when I submit my document on April 10th.

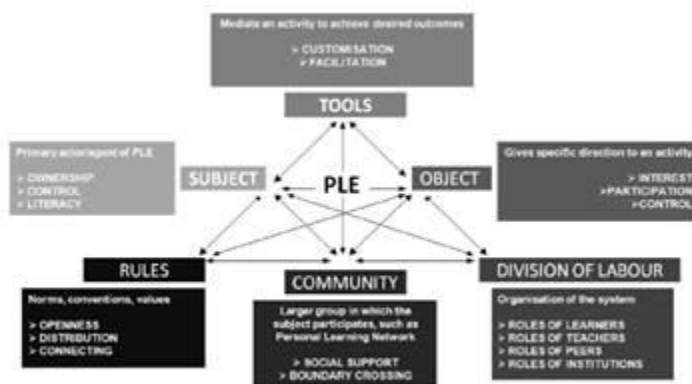


Figure 6.1: Summary of PLE elements and their core dimensions

Thank you very much for your consideration,

Leigh

Leigh Lally  
Doctoral Candidate, PhD Architecture & Design Research  
Virginia Tech

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Description of item under review for fair use: HCII, Carnegie Melon University, (2014), HCI development process, <http://www.hcii.cmu.edu/M-HCI/2011/GE-PACS/design.htm> (accessed 3/20/14),

Report generated on: 04-05-2014 at : 16:54:56

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Description of item under review for fair use: Cramer, James P., (2007) Re-designing Collaboration, Design Intelligence, July 1, 2007, Greenway Communications, [http://www.di.net/articles/archive/re-designing\\_collaboration/](http://www.di.net/articles/archive/re-designing_collaboration/), (accessed 3/20/14),

Report generated on: 04-05-2014 at : 16:45:51

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Description of item under review for fair use: AIA/ AIA CC, (2007) Integrated Project Delivery: A guide, AIA/ AIA California Council, AIA Knowledge Net, AIA Center for Integrated Practice, November 2007, <http://www.aia.org/>

Report generated on: 04-05-2014 at : 16:48:53

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Name: Leigh Lally

Description of item under review for fair use: Mentis, Mandia; Ryba, Ken; Annan, Jean, (2001) Creating Authentic On-Line Communities of Professional Practice, paper presented at Australian Association for Research in Education Conference, Fremantle, 2-6 December, 2001, <http://www.aare.edu.au/data/publications/2001/men01511.pdf> (accessed 3/20/14),

Report generated on: 04-05-2014 at : 16:55:52

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Name: Leigh Lally

Description of item under review for fair use: Van Winkelen, Christine, (2003) Inter-Organizational Communities of Practice, elearningeuropa.info, 20 May 2003, <http://www.openeducationeuropa.eu/en/article/Inter-Organizational-Communities-of-Practice>, (accessed 3/20/14),

Report generated on: 04-05-2014 at : 16:57:33

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Name: Leigh Lally

Description of item under review for fair use: Hart, Jane, (2014) Directory of Learning & Performance Tools, C4LPT, <http://c4lpt.co.uk/directory-of-learning-performance-tools/>, (accessed, 3/16/14),

Report generated on: 04-05-2014 at : 16:59:22

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Additionally, I would like to use this excerpt of your tool feature table from Technology for Communities:

Asynchronous Interactions		
<ul style="list-style-type: none"> <li>• Email</li> <li>• Email Lists</li> <li>• Discussion Boards</li> <li>• Questions &amp; Answers</li> <li>• Polling</li> <li>• Wikis</li> <li>• Blogs</li> </ul>	These types of tools enable communities to interact across geography, hours of the day and time zones	Especially useful for distributed communities across locations and time zones, but used more generally by all types of communities to keep in touch, interact, and do things without meeting.
Discussion Boards	Tool Description	Tool Usefulness
<p>Issues addressed by the feature set include:</p> <ol style="list-style-type: none"> <li>1. message posting</li> <li>2. message display and viewing options</li> <li>3. enabling participation</li> <li>4. administrative functions</li> </ol>	Enables written discussions in asynchronous mode. Members participate whenever they can from wherever they are. They can post successive messages, with date stamp and author name, onto an environment where they can view the entire discussion. Today most discussion boards are web-based because the Web has become such an accessible interface for many people. Sometimes also called online forums or discussion databases.	<p>This is a classic tool, used by many communities to sustain conversations without meeting physically. Especially useful when time zones are a problem, but expect turn-taking to be slower the more time zones are covered. May require some getting used to, but we have seen communities accomplish a lot in this medium in terms of asking for help, discussing issues in depth, socializing, and reflecting. Compared with e-mail lists, discussion boards do usually require participants to learn an additional interface.</p> <p>But they are better for discussing many topics in parallel. And they also enable adding and viewing postings in the context of an entire thread, which gives more of a “community feel” to the conversation. The price is that it is not as easy to follow one person’s evolving thinking as it is in blogs.</p>
Features	Feature Description	When Relevant
<i>1.5 Upload attachments with messages</i>	One or more document or multimedia files can be uploaded with a posting	Increasingly indispensable as people want to include documents, pictures, and other files in their conversations. Especially important for communities that want to use this medium for in-depth conversations.
<i>1.6 Preview own postings</i>	See a posting as it will appear in the discussion before committing to posting it.	Very useful when people are not confident with written text, with the community’s main language, or with the process of posting.

Thank you, Leigh  
 Leigh Lally  
 Phd, Architecture + Design Research  
 Virginia Tech, Blacksburg, VA 24061