presence" (Anderson, Rourke, Garrison, Archer, 2001) that we wanted to apply in a real-life context. We used the Net to scour the ERIC database and Google (a search engine) to search for related terms like *peer moderators* and *peer teaching*, and we ordered texts not available in our university library using online interlibrary loan request forms. We created a research plan and shared it with a colleague for critical review. We then downloaded and completed the research ethics forms from our faculty Web page and, of course, submitted them electronically. Upon approval of the project, we drafted a letter of introduction to students, in which we informed them of the intent of the research and the proposed activities. We emailed this letter and opened a forum on a conferencing system for discussion of the research process. In some cases, a follow-up email was required, but eventually all eighteen students gave their consent to participate. We then developed a short Net-based survey on the elements of teaching presence. These results were triangulated with information from a transcript analysis. During the six weeks of the experiment, we emailed each of the students reminding them of the day they were to complete the weekly online questionnaire. After the course completed, we conducted semi-structured telephone interviews with a sample of the students, applied our transcript analysis instrument with two independent coders, and reflected on our own experiences of the course. From these data sources, we drafted and revised a paper and emailed it to the students for comments(as a member check). after a final revision, we submitted the paper to the *Journal of Interactive Media in Education*(http://www.jime.ac.uk)-a non-blind, peer- reviewed, online journal. The article was reviewed by three reviewers and after some minor edits and improvements, it was accepted for publication by editor. In addition, we posted the paper along with additional output from our research group on our own Web dissemination site at http://www.atl.ualberta.ca.

Was this e-research example? Certainly the context and the site of investigation were based on the Net. We used the Net extensively to support data collection and administration of the project. For example, we conducted our literature review almost exclusively on the Net, used a conference to archive ongoing discussion with students, used email to obtain informed consent and to communicate, developed and administered a Web-based survey, and used the Web in a number of ways for dissemination of results. However, we weren't dogmatically committed the Net. we used the telephone for interviews, as not all students had IP(Internet Protocol)-based telephony.

In this example,the Web was used in two common applications of e-research. First,it enabled and made more efficient the process of research practice as a means to research and disseminate the results. Second, the Net allowed us to investigate an educational activity taking place on the Net. Rapid communications with subjects throughout the course of the research as well as investigation of interaction through transcript analysis shaped the kind and nature of research

process.

SUMMARY

The primary goal o this book is to help the reader understand, appreciate, and control the underlying economics, operating techniques, and ethical consideration of e-research. Research has many characteristics and qualities is quality itself. Quality research addresses important problems and is honed to find solutions to those problems. It is systematic, transparent, and available to the public. The Net provides us with