

The area of epistemological beliefs is important and recognised globally as a critical element in future educational planning. This element could not be ignored, if instructional design methodologies are proposed to keep pace with advancing society. Developing and understanding these beliefs, how they are formed and the level of influence will be of significant value toward the development of educational and social advancement. This book, therefore, provides the readers about structuring epistemological beliefs in the context of Sri Lankan higher education sector based upon a research conducted in 2011/2012. The book provides an insightful analysis of epistemology literature and the methods used to identify epistemological belief structures. Furthermore, this work identifies different groups with difference epistemological belief patterns within the population and the relationship between contextual variables, e-resource usage and different epistemological belief patterns. The results would enabled to define improvements to be made in utmost educational outcomes, allowing the learner to bridge the gap between what they see as learning, compared to what they feel they are really understanding. By understanding epistemic belief structures and using them to develop new strategies aimed at positively influencing learners' personal epistemological beliefs, learners will become more active, higher level, independent thinkers by improving their own personal literacy development, thus allowing them to bridge the gap between their own learning and understanding. It is expected that the findings in this research will be a preliminary step to enhance the understanding of fundamental belief principles and update library practices, as well as the wider academic community as a whole.