

## ***Agreements between repositories and content providers***

EdReNe's report on agreements between repositories and owners/providers of content gives examples of relevant terms of use and deposit licenses from a range of repositories and other online services, together with (references to) a number of guideline examples targeting various groups of repository stakeholders.

Read the complete report: [http://edrene.org/results/deliverables/EdReNeD55Agreement\\_templates.pdf](http://edrene.org/results/deliverables/EdReNeD55Agreement_templates.pdf)

## **2009 began with two EdReNe expert workshops**

In February and March October 2009 the EdReNe network arranged two expert workshops, one on *standards* and one on *rights issues*, in Oegstgeest, The Netherlands, and in Warwick, England, respectively.

### **Workshop 4.2: Standards and interoperability (II) in Oegstgeest, The Netherlands**

<http://edrene.org/workshops/standards/ws4-2.html>

The first EdReNe workshop on standards and interoperability<sup>1</sup> focused on

- Metadata standards:
  - LOM profiles
  - Automatic metadata generation
  - Strategies for vocabularies and curriculum mapping
- Standardized content
- LMS/VLE – repository integration.

New suggestions to the workshop in Oegstgeest were:

- Authentication / Identity management
- Statistics on repository use (dealt with in workshops on engagement of users)
- Mapping the landscape of standards (identifying current use; which standards help provide which functional requirements of educators/learners; best practise examples).
- A workshop on A&A, to share knowledge and best practices on the topic.
- Successful/less successful use of OpenID and other SSO standards.

Accordingly the present workshop focused on the above issues but mainly as seen from different user perspectives in combination with the educational content value chain, which could simply be expressed as: create → share → search → arrange → use.

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<sup>1</sup> For further information on workshop 4.1 in London, see: <http://edrene.org/workshops/standards/ws4-1.html>

## Current educational standards often do not meet primary user needs

From the presentations and discussions during the workshop, it is clear that there are still a number of barriers to overcome when it comes to dealing with standards and interoperability in relation to educational repositories.

It seems evident that irrespective of the user perspective taken current educational standards often do not meet primary user needs. The reasons for this are very diverse depending on whether you want to find, use, produce or reuse digital content, but it underlines the importance of designing for humans first, machines second and reuse building blocks from widely adopted standards instead of developing new. The sheer number of existing standards and differences in their implementation by different providers of tools and content currently seems to have almost made it necessary in some cases to focus on the interoperability between the standards and specifications themselves instead of focusing on the original problem.

Nevertheless there was also (still) consensus on a growing need for ensuring interoperability. One of the important keys to this will undoubtedly be efficient authentication and authorization systems. Various national approaches were presented and discussed during the workshop. An interesting outcome of this discussion was that the success of such initiatives is often much more dependent on political decisions (such as mandatory use of specific solutions etc.) than the actual technical implementation.

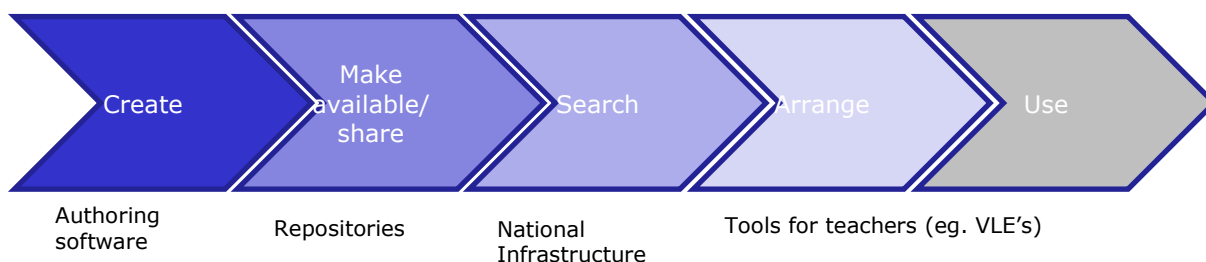
During the workshop a number of user stories seen from the perspective of different types of stakeholders were collected in order to identify what is considered the most important user needs. These stories will be matched and correlated with existing standardization and interoperability initiatives in the forthcoming thematic synthesis report.

## Plenary sessions

### Standards and interoperability

#### – impact and importance of the educational value chain

The first presentations and group discussions dealt with different elements of the “*educational content value chain*”:



Interoperability between the elements of the value chain should ideally be supported by *standardization*.

In The Netherlands 4-5 major players facilitate the connection of 18 repositories by offering 8 different interfaces including a mobile interface. Among the standards that are currently in use are: OIA-PHM for harvesting, IEEE-LOM for metadata, SCORM for packaging and SRU/SRW for searching.

### The teacher as a user of digital content

A teacher's experiences with the use of ICT and digital content in upper secondary education over his career as a teacher included examples from the early days of computer assisted instruction to today where the school has a learning portal (VLE) where they put learning resources, organize activities, facilitate collaboration between the students and monitor their use. The importance of being able to adapt and remix content was emphasized – but many teachers seem to be perfectly happy to use the material without adapting

it. And many of the most popular content resources are not standardized content packages but rather “just” embedded web pages etc.

Ger Thielemans, Lyceum Enschede, Stedelijk  
Lyceum Enschede in Stedelijk, VLE (in Dutch): <http://studiewijzerplus.nl/>

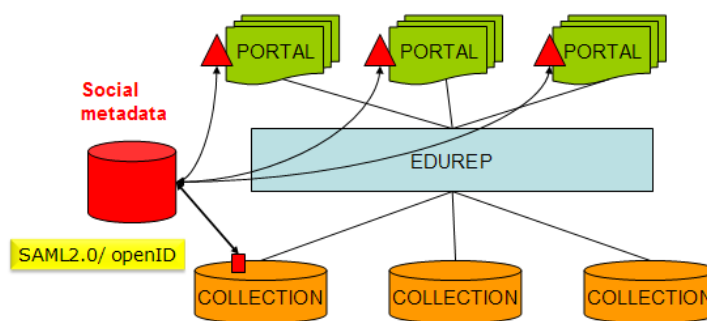
### Benefits of standards and interoperability – from a VLE provider perspective

The Dutch VLE provider TeleTOP works with their customers on facilitating e-learning through their VLE. They put emphasis on integration with other systems – and that was considered one of the main drivers for their adoption of standards. Standards have been adopted from a commercial point of view (necessary marketing argument) but also to improve the users’ value of the VLE and the included content. They also conform to non-content standards such as IMS Enterprise Services, IMS Tools Interoperability and IMS ePortfolio. One of the most challenging issues concerning standards right now – from the point of view of a VLE provider – is the necessity of dealing with multiple solutions to provide single sign on to customers.

Bart van Kimmenade, TeleTOP  
Presentation: <https://files.itslearning.com/data/826/open/CO4/605.pptx>  
TeleTOP: [www.teletop.nl](http://www.teletop.nl)

### Connection services for the Content (Value) Chain

As a national agency Kennisnet helps and facilitates the use of digital content in schools by providing the “connecting middle layer” of the Dutch content value chain. One of the prominent examples of this is the central metadata harvester EduRep, which at one end integrates (harvests metadata from) a number of collections from museums and teachers etc., and then allows (specific subsets of) the metadata to be searched from a



number of different sites (VLEs, portals etc.). To be part of EDUREP you have to conform to the national LOM profile. A major goal of Kennisnet is to implement and facilitate a market model.

Henk Nijstad, Kennisnet  
Presentation: <https://files.itslearning.com/data/826/open/CO4/604.pptx>  
EDUREP: [edurep.kennisnet.nl](http://edurep.kennisnet.nl)

### Educational Repository owner

The TSS (Take Shape Share) initiative has special emphasis on teachers as content producers. Teachers learn to produce digital content and register it in the **repository**. Students learn how to find content and store it in their **portfolio**. Teachers learn how to retrieve learning objects from the repository and place them inside a VLE, and teachers learn how to manage learning material within their own field. TSS is currently facing the challenge of establishing a sharing culture – responsibility is divided between management and teachers. Sharing is a very social thing and often only done upon request.

Frans Kamp, ROC Westerschelde, and Albert de Vos, ROC Zeeland  
Presentation: <https://files.itslearning.com/data/826/open/CO4/606.ppt>  
TSSEurope: [www.tsseurope.eu](http://www.tsseurope.eu)

### The teacher as an author

Teachers at Lyceum Enschede use their VLE to produce and share learning objects. Their mindset is that content has to be easy to produce and adapt, accessible at all times and “fit for purpose”.

Ger Thielemans, Lyceum Enschede in Stedelijk  
[www.deonderwijsvernieuwingscooperatie.nl/](http://www.deonderwijsvernieuwingscooperatie.nl/)

The presentation generated a plenum discussion on issues such as: How do we overcome barriers of getting teachers to share? What? – A new standard...but now I just thought SCORM was the solution? Web 2.0 and social networking: How can (should?) these be blended into traditional repositories? Engaging teachers: How should we motivate the bulk part of teachers that are not motivated by the technology itself? Who should we encourage to publish – schools or individual teachers? And what would the consequences be?

## ASPECT

ASPECT (Adopting Standards and Specifications for Educational Content) is a new best practise network with experts from all major international standardisation bodies and consortia active in e-learning (CEN/ISSS, IEEE, ISO, IMS, ADL). The objective is to specify, develop and inform stakeholders in the educational community of best practice approaches to implementing standards for both educational content discovery and use. Experts and content providers from a range of European countries will work together on improving the use of standards and specifications relating to educational resources and repositories. Standards and specifications suggested by standardization bodies and experts will be put into practice by the content providers. In return they will provide feedback on advantages and disadvantages of the proposed standards and specifications seen from their point of view.

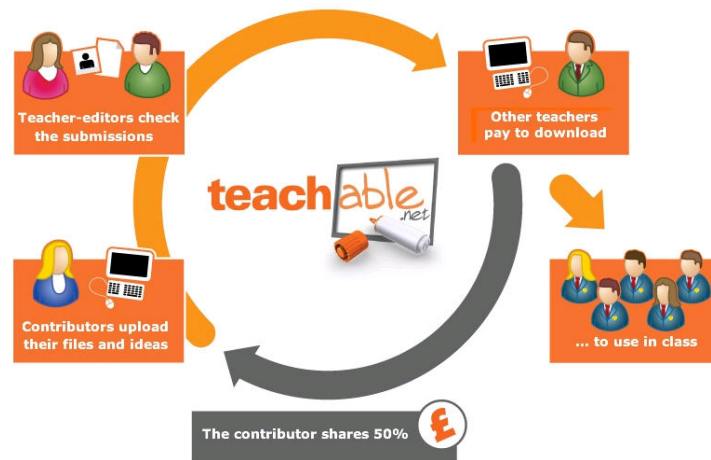
Frans van Assche, European Schoolnet (EUN)

Presentation: <https://files.itslearning.com/data/826/open/CO4/607.ppt>

ASPECT: <http://aspect.eun.org/>

## Teachable.net

The teachable.net organisation accepts material from any contributing teacher (also from small commercial publishers), moderate it for quality, and charge other users per file to download it. All content is made available under an adapted Creative Common license, allowing use within schools. A learning object should be enough for at least one learning lesson.



Edward Upton, teachable.net

Presentation:

<https://files.itslearning.com/data/826/open/CO4/599.ppt>

[www.teachable.net](http://www.teachable.net)

## UNI-Login – a national educational single sign on solution

Over the past years UNI•C has developed a unified login for several web services in the Danish educational sector. More than 750.000 teachers, students and administrators now have a unique UNI-Login userid and password. The services UNI-Login provides access to include national tests from the Ministry of Education; online subscription based content services from private publishers; streaming video archive from a national broadcaster (DR); VLE/intranets at school level; local network access at schools and all online services behind login developed by UNI•C.

Michael Viskum, UNI•C

Presentation: <https://files.itslearning.com/data/826/open/CO4/600.ppt>

## **FEIDE**

The Norwegian single sign on (SSO) solution Feide is an identity management system on a national level for the educational sector in Norway. It is managed by UNINETT and is based on SAML 2.0.

Feide is based on the principle that every user in the educational sector - pupil, student or employee - receives a user name from their school, college or university, which can be used throughout the sector.

Currently 75% of universities use Feide, while this number is only 50% for upper secondary schools. The roll-out to primary schools is still at an early stage.

Trond Hanssen, utdanning.no

Presentation: <https://files.itslearning.com/data/826/open/CO4/601.pptx>

Feide (English summary): <http://feide.no/content.ap?thisId=1307>

## **Kennisnet Entrée: federated authentication**

Kennisnet's SSO solution (Entrée) is used in the Dutch educational system. The current goal of Entrée is to ensure that all VLE/LMS systems can and will be connected to Entrée using easy to implement webservice. Entrée is a cookie based federation model where the central part is an authentication engine (A-select). The solution provides a Single Sign On path directly from VLE/LMS to a service provider.

Pieter Bruring, Kennisnet

Presentation: <https://files.itslearning.com/data/826/open/CO4/602.ppt>

Entrée (in Dutch): <http://entree.kennisnet.nl/>

## **Common standards for Interactive Whiteboards (IWB)**

Becta coordinates the development of a common file format for content used in interactive whiteboards (IWB), so that teachers can export and share materials and resources irrespective of the chosen IWB provider. The current status is that most of the major IWB suppliers have now agreed to support the new IWB common file format.

Will Ellis, Becta

<http://industry.becta.org.uk/display.cfm?resID=38729>

## Workshop 6.2: Rights issues (II) in Warwick, United Kingdom

<http://edrene.org/workshops/rights/ws6-2.html>

The first EdReNe workshop on rights issues<sup>2</sup> focused on how to provide relevant guidelines for educators and producers as well as giving emphasis on implementation models of open licensing schemes in educational repositories.

At the strategic seminar in Lisbon the following issues were given the highest priority:

- Licensing schemes (consequences for remixing; Creative Commons; presenting usage rights; cross border concerns...)
- Relevant policies and initiatives (open educational resources; education of content creators; free access to content produced for public money; incentives for commercial producers...)
- Rights clearance practices (guidance to educators; strategies for providing copyright cleared material for education...)

### **The legal side of rights issues doesn't move very fast**

The network members gave highest priorities to the same rights issues as for the first workshop, demonstrating that this is not the fastest moving area. Or rather – the legal side doesn't move very fast while user behaviour and expectations towards being able to reuse and remix content have indeed seen dramatic changes during recent years.

Most initiatives concerning rights issues and digital educational content concentrate on educating pupils and teachers to understand and comply with current copyright law. One of the conclusions from the discussions during the workshop was however that there is an equally important task in having legislation and/or licensing models that will actually meet user needs and expectations.

While licensing issues are almost inevitably sorted out in concrete projects it is still rare to see coherent strategies across the entire educational sector (or public sector in general). It is also clear from discussions that there is a clear link between current approaches to content licensing and the need for the publishing industry to develop new business models for online content.

## **Plenary sessions**

### **Licensing practice: Allowing teachers to scan and use text book material in their own learning resources**

In Scotland a concrete initiative aimed at allowing teachers to use copyright material in their own learning resources. The initiative was based on experiences from a repository showing that around 75% of teacher produced materials were rejected due to actual or potential copyright infringement. The project strategy aims at making existing behaviour permissible – as changing behaviour seems a much more difficult task. The idea is also to move effort from practitioners to administrators.

The presentation showed an approach that included setting up a new licensing model with the Copyright Licensing Agency allowing schools to scan or retype from books in order to create learning resources – on the basis that it is recorded what is scanned/re-typed.

Jim Henderson, LT Scotland

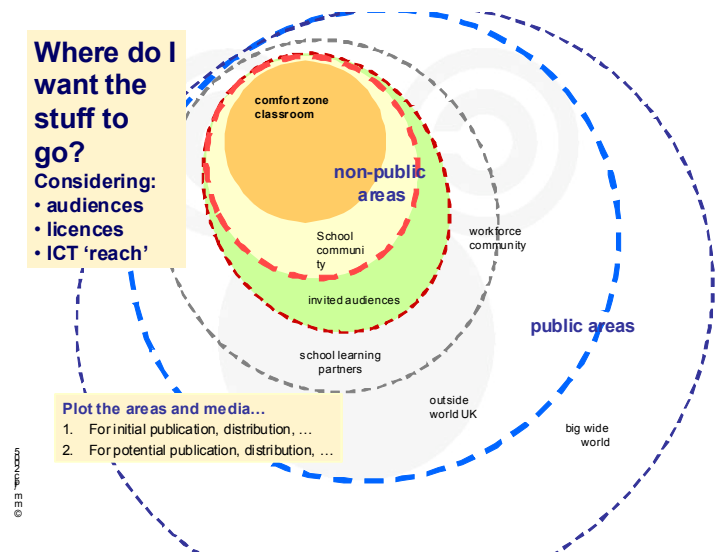
Presentation: <https://files.itslearning.com/data/826/open/CO14/621.pptx>

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<sup>2</sup> For further information on workshop 6.1 in Ljubljana, see: <http://edrene.org/workshops/rights/ws6-1.html>

## Children, Teachers, Learning and Rights

Some paradoxes accompany the increased use of ICT both in schools and outside schools. Whereas ICT to a great extent can facilitate the wishes of educators to have flexible, open and contextualised materials, as well as offer great potential for personalised learning, this is often at stakes with doing all of this legally. A concrete proposal for “risk management” for educators is always to start with considering 5 W’s: i) Who am I? (today); ii) Where am I? (what am I part of?); iii) What am I doing, what stuff do I need and where did it come from?; iv) Where do I want it to go?; v) Why? (the existential imperative)



Marshall Mateer, Education Consultant, Shapes of Time

Presentation: <https://files.itslearning.com/data/826/open/CO14/618.ppt>

Shapes of Time: [Shapes of Time](#)

## Encouraging teachers to do learning object with copyrights?

Students at Umeå University teacher education are trained on copyright issues. The training is a two hour lecture introducing the basic concepts and a number of relevant examples. There is no common standard or format for how these issues are introduced to teachers in Sweden.

Pär Segerbrant, IML

Presentation: <https://files.itslearning.com/data/826/open/CO14/623.pptx>

## Remix! Interactive rights negotiation

Difficulties remain for educators trying to remix content from different sources even if these are all licensed under some of the more popular open content licenses. Participants were split in groups and each group supplied with a deck of cards designed to enable a number of games exploring the intricacies of open content license compatibility issues, and the difficulties these create for anyone who wants to remix open educational resources. The intention was both to demonstrate that difficulties remain within the area of open content despite the progress made within recent years, and to initiate the discussion in the next group session on how rights issues can be presented in different ways to educators and students.

The OER Remix game (cards and game design by David Wiley): <http://opencontent.org/game/betagame.html>

## Allowing content mixing and adapting business models

Setting content free by providing access through all the platforms and contexts where teachers and students want it – and allowing for more flexibility with regard to reuse and remixing - can prove a more efficient business model than protecting your content. Encyclopaedia Britannica has a strategy along these lines and demonstrated the interface allowing users to interact with existing content and supplement it with their own additions.

Adam Bates, Encyclopaedia Britannica:

Presentation: <https://files.itslearning.com/data/826/open/CO14/649.pptx>

The screenshot shows the Britannica website interface for the 'elephant' article. At the top, there is a search bar and navigation links: SHOP, BROWSE, BLOG, EBOC May 2008, and LOG OUT. Below the search bar, a red circle highlights three buttons: 'SUGGEST EDIT', 'TOPIC HISTORY', and 'SHARE'. The article title 'elephant' is followed by '(family Elephantidae)'. Under the 'Main' section, there is a video player showing an elephant in a savanna. To the right of the video, there is a list of links: Main, Form and function, Life cycle, Importance to man, Conservation, Additional Reading, Related Articles, External Web sites, and Citations. Below the video, there is a gallery of images showing different types of elephants. The page also features several sidebars and widgets, including 'Audio/Video', 'Contributors', 'Additional Content', 'Widgets & Gadgets', 'Related Products', and 'My Documents'.

Screenshot from britannica.com showing the recently included possibilities for editing and sharing content

### Removing cultural and legal obstacles to engaging with the web

The JISC funded Web2Rights project has developed a set of online tools and accompanying flowcharts to raise awareness about – and simplify the procedures necessary to tackle – copyright issues related to producing and using digital learning resources. Supplementary tools dealing with other legal issues (inappropriate content, data protection, freedom of information, contract and employment, international issues and liability, eSecurity, accessibility) were also produced in the project. To some extent these tools build upon the recommendations and outputs from the earlier trustDR project.

Naomi Korn, NKCC:

Download presentation: <https://files.itslearning.com/data/826/open/CO14/648.ppt>

Web2Rights project: <http://www.web2rights.org.uk/>

### Towards a Capability Maturity Model for the management of Open Educational Resources: Following flows of value, licences and content

The typical flow of rights and value in a content creation process were examined. Following a brief introduction to the basics of open content, real-world examples illustrated the different models of flow of content, permissions and value. These examples served to point out whether open content licenses would be an appropriate choice for different scenarios.

The main findings and key recommendations from a qualitative study on seven cases in the UK public, cultural and educational sector were introduced. The study aimed to develop a methodology for assessing the optimal IPR strategy in order to maximize value for public sector organizations in the UK. A noteworthy finding was that value is primarily assessed in non-monetary terms.

Prodromos Tsiavos, London School of Economics:

Presentation: <https://files.itslearning.com/data/826/open/CO14/642.ppt>

May 2009, [Leo Højsholt-Poulsen](#), UNI•C, EdReNe coordinator