



Report on jurisdictional contribution to the national content pool pilot

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1.0 Summary

This report summarises the findings of a limited pilot to investigate the logistics of jurisdictions sharing digital content using distribution infrastructure (the trial Sharing Exchange called the NEALS pilot Exchange) provided by The Learning Federation (TLF) under the Agreement for National Educational Access Licence for Schools ('NEALS Licence').

Participating jurisdictions were asked to record issues that arose when using the NEALS pilot Exchange to:

- load content
- prepare the content under a NEALS licence
- seek permissions to share content at a national level.

The purpose of this paper is to document outcomes of the *Jurisdictional contribution to the national content pool pilot* and report on issues that will inform jurisdictions on the impact of sharing content nationally.

While NEALS was selected as the operational licence for the trial, a review of its scope was undertaken. The National Copyright Director advised that NEALS is intended only to cover works usually captured under the Part VB statutory licence and is not suitable as a licence for diverse types of content in a shared repository. The issues reported in preparing the content and clearing the copyright for national use for the pilot will inform ongoing preparation of content by jurisdictions for sharing.

Participants reported that:

- significant resources are required to clear permissions for third-party intellectual property when it initially has not been cleared for national distribution
- variation in metadata standards exist between jurisdictions and national and sector initiatives
- templates are required to assist in applying a licence logo to existing content
- the NEALS licence is not suitable for multimedia content
- jurisdictions should apply dedicated resources to assist in preparing content for sharing
- consistent systems should be implemented across jurisdictions that cater for developing content for the purpose of sharing nationally as well as catering to local requirements.

2.0 Background

Participants of the pilot were eLearning Branch, Department of Education, Training and the Arts (Qld) and Centre for Learning Innovation, NSW Department of Education and Training (NSW) as suppliers of content and TLF as broker and manager of the supportive infrastructure. Initially Access Media, part of South Australia's Department of Education and Children's Services, was involved; however, their involvement ceased when Access Media closed operations.

The objectives of the pilot were to:

- investigate and document the processes and actions required for the participating jurisdictions to offer content for the national pool via the Sharing Exchange
- investigate and trial licensing models to suit jurisdictions' requirements and determine the processes required to administer the licences
- review the upload and quality-assurance processes defined within the Sharing Exchange
- inform TLF and jurisdictions on distribution models and suitability of the Sharing Exchange for distributing jurisdictional content
- make content available for other jurisdictions to use based on the NEALS licensing framework.¹

Qld and NSW made available to the pilot online curriculum content that was deemed as complementing the national pool.

3.0 Definitions

ANZ-LOM:	Agreed TLF metadata specification updated 2008
TLF Sharing Exchange:	TLF-sponsored repository to facilitate the sharing of content between Australian and New Zealand jurisdictions
NEALS pilot Exchange:	Trial version of the TLF Sharing Exchange used for the NEALS pilot. TLF used the findings of the NEALS pilot to inform the development of the TLF Sharing Exchange
NEALS:	National Education Access Licence for Schools

4.0 Findings

Participants were asked to collate data under the headings outlined below.

4.1 Project management

The task required a coordinated approach. A project manager was appointed and staff allocated according to their expertise. Tasks required were:

- identification of content
- clearance of content under the NEALS licence
- preparing templates for insertion of the NEALS logo
- preparing content, where necessary, for upload into the NEALS pilot Exchange
- mapping metadata to ANZ-LOM and updating metadata as required

¹ Content made available to this pilot has since been uploaded into the Sharing Exchange to be shared with other jurisdictions.

- loading content into the NEALS pilot Exchange.

The process was affected by other priorities, and the participants indicated the need to establish dedicated responsibilities if the preparation of materials for sharing is to be ongoing and sustainable.

Qld

Operational authority was delegated from the Manager, Digital Resource Services, eLearning Branch to the Senior Project Officer, Digital Resource Architecture team who have technical and metadata experience. The project was allocated a high priority.

More time than expected was required to investigate technical issues such as packaging and metadata. The Technical Officer needed to become familiar with the Qld and ANZ-LOM metadata standards. Issues with an upgrade to the Equella LCMS meant that resources were reallocated away from the pilot, slowing the development of a template to embed the conditions of use statement and NEALS logo.

The source of most of the items for the trial and probably in the near future will be from the Advisory and Development Services (ADS) section of eLearning Branch. While the eLearning Branch had the responsibility to provide items for the trial, it did not 'own' the items. Consideration will be required to influence the development of objects in the future so that they are 'ready to share'.

The eLearning Branch has very limited technical, metadata and copyright staff resources so all work related to the project impacted on normal business, although no personnel required formal training.

NSW

The processes included identifying the learning resources to be part of the trial, identifying key personnel, defining the work tasks, formulating the schedule of work, estimating work effort and costs, and designing the evaluation strategy.

An initial list of 14 items was created to represent a range of subject areas, technologies and copyright agreements.

After consultation with the designers, developers and copyright unit at the Centre for Learning Innovation, the list was reduced to five items. Six of the initial 14 were rejected because they contained embedded copyright material and would have been too difficult or too costly to obtain clearance for the pilot. Another three items were incomplete at the time the pilot project commenced.

Staff involved in the TLF pilot obtained advice from CLI TAFE Officers who have knowledge and experience in creating IMS packages for learning management systems. While there was no formal training for the pilot, it is strongly recommended for a future project.

4.2 Selecting content

With advice from TLF regarding gaps in the national pool, participants were asked to identify and make available suitable digital content.

NSW selected items that represented a range of subject areas, technologies and copyright agreements.

Qld chose to offer learning objects that were interactive and that had proved to be very popular with teachers in Qld schools. At the time the majority of these learning objects were focused on early years mathematics, so a selection was made covering the strands at the earliest end of the range (i.e. Prep). An attempt was made to provide a representative range of object types.

Some material could not be provided, despite being of potential benefit nationally, due to copyright restrictions.

4.3 Technical implementation

Content packages were supplied to TLF by NSW and Qld to be tested and uploaded in the trial NEALS pilot Exchange. This required participants to package the content to IMS packaging specification, embedding the NEALS logo and mapping the metadata.

Qld content is stored within the Equella learning content management system (LCMS). The content had to be exported and the metadata converted to TLF specification.

Qld provided the following overview of the technical process.

- Develop a software application to: extract selected learning objects from Equella LCMS, transform learning objects from previous metadata standard to ANZ-LOM and deposit transformed learning objects onto local disk. The application took about a week to build. Estimates for the time taken include:
 - 40% understanding various specifications
 - 30% implementing transformation from Qld metadata specification to ANZ-LOM
 - 20% programming the application
 - 10% testing the application.
- Run the software application to convert the learning objects.
- Manually process the learning objects. The process includes:
 - adding NEALS footer to each learning object
 - adding copyright PDF to each learning object
 - adding '/manifest/resources' and '/manifest/organisation' data to manifest
 - repackaging
 - testing.

4.3.1 Applying the NEALS mark to content (e.g. issues around embedding mark / including mark in template wrapper)

The level of effort to apply the logo is dependent on the methodology. If an html wrapper is applied around the resources, then applying the logo is relatively simple. When the logo is applied to the resource the effort considerably increases as the source code may not be available. On advice from the National Copyright Director the NEALS logo was applied so that it could be visible on every screen of the resource.

Qld

Qld applied an HTML wrapper around the learning objects that contained the embedded NEALS logo. They reported that this was a relatively easy process.

NSW

Once the copyright quality assurance process had been completed, applying the NEALS mark required work tasks to be identified and allocated. NSW reported that this was mainly a matter of regenerating the HTML pages and re-publishing them through the NSW system, using the template with the NEALS logo. However, some of the objects in the resources had to be manually programmed to incorporate the NEALS logo. This increased the number of tasks and the amount of effort involved in completing the project.

4.3.2 Presentation templates

Qld

Each learning object had a NEALS footer added. Qld based the template on the one shared by NSW. The footers were then manually added to each learning object, with the intention of automating the process later.

NSW

Refer to screenshot included below.

[Print](#) | [Close](#) | [Text Version](#), (Word 37KB)



4.3.3 Uploading content to NEALS pilot Exchange

During the project it was decided participants would prepare and package the content and send it to TLF for upload into the NEALS pilot Exchange. This allowed TLF to analyse the interface and issues on uploading content into the NEALS pilot Exchange to inform the development of the TLF Sharing Exchange.

Qld

Qld packaged the first five items and emailed them separately as zips. The others were stored in a zip file for TLF to download from Qld's resource centre at:

http://learningplace.eq.edu.au/cx/resources/NEALS-QLD-LOs_2008-04-29.zip.

NSW

NSW mainly sent the items to TLF via email and CD-ROM.

4.3.4 Metadata

Issues arising from mapping metadata were documented and used to inform the development of support documentation for the ANZ-LOM metadata specifications. The need to agree on metadata standards will be an ongoing issue for sharing content nationally, irrespective of the licence arrangements.

Qld

Consistency of metadata specifications is an issue. Various specifications include: ANZ-LOM, IMS, EdNA, TLF and internal (CX).

Reported issues with ANZ-LOM include the following.

- ANZ-LOM documentation is incomplete and inconsistent with practice.
- TLF specifications should be more prescriptive when values are to be used in controlled vocabulary fields. As an example, ANZ-LOM says to use 'DCMI' as the source vocabulary for learning resource type. Looking at examples we have been given, the literal value used (as encoded into an IMS manifest) is most commonly 'DCMI Type'. Some examples only use the string 'DCMI'.
- The ANZ-LOM specification would be far more useful for this sort of activity if it gave examples of where metadata had been encoded to XML. (It seems like the aim was to be language/encoding-neutral – it doesn't really help.)
- A number of TLF mandatory or highly recommended metadata elements are not currently in use in the CX schema, or are not used in the same format (e.g. educational value statements may be included as part of the description, but are not a separate element). Either TLF needs to be willing to accept less comprehensive metadata or eLearning Branch needs to investigate extending the CX schema to accommodate these elements and support staff through training.
- Inclusion of multiple examples of xml encoding in ANZ-LOM would help to resolve some of the ambiguities in the ANZ-LOM table of examples (a la CANCORE).
- We need to consider the need to add administrative fields to our schema to monitor NEALS status and Sharing Exchange sharing status.

NSW

NSW reported that this aspect proved to be the most time consuming. NSW's current publishing system allows for the input of metadata via the learning references repository. The items identified for use in the TLF pilot project reside within existing CLI resources. These CLI resources have metadata attached to them. During production, the CLI resources are tagged to metadata as seen in the screen shot below.

The screenshot displays a web interface for a CLI resource. At the top, there are navigation tabs: 'Browse', 'Schools', 'TAFE', and 'Deposit'. A rating system shows five stars and a file size of 67.83 MB. The resource title is 'Crime films (downloadable zip version)'. The page is divided into several sections:

- General:** Resource ID: 4637 (v1), Last Updated: 29/08/2006 : 3:39 PM, Resource type: [Unit of Work](#). Description: Interactive unit of work for Stage 5 English. Includes activities based on video, text, audio and flash animations. Students explore the way crime films and TV crime shows reflect and represent the values and social experiences of their time. Students focus on the key features of the film Ocean's Eleven and compare the opening scenes of some popular crime TV series. Also available as an online version viewable in browser. Download: [crimefilms.zip](#). Keywords: [genres](#), [crime movie](#), [crime TV shows](#), [film analysis](#), [lighting features](#), [sound features](#), [catch a thief](#), [Ocean's Eleven](#), [film techniques](#). View metadata: [DETLRM](#).
- Project details:** Status: [LV](#), Depositor: [Nielsen, Catherine](#), Manager: [Nielsen, Catherine](#), Resource Domain: CLI_WESTERN_SYDNEY, Project Number: - Not Applicable -, Project Name: - Not Applicable -, Project Manager: - Not Applicable -.
- Publish information:** Publisher/Organisation: New South Wales Department of Education and Training, Published date: Tuesday, 29 August 2006, Published to: [Tale](#).
- Resource links:** [Tale Resource access page \(Copy link\)](#), [Download resource \(Copy link\)](#).
- Author:** Organisation: Centre for Learning Innovation, Resource created date: Thursday, 10 Au.
- Course/curriculum information:** Educational level(s): [Stage 5](#). VET specific information: Competencies: - Not Applicable -, Modules: - Not Applicable -, TAFE RAM Categories: - Not Applicable -.
- Schools specific information:** Key Learning Areas: [English Syllabuses](#): [English 7-10](#).

The challenge for the pilot project was to extract the data at the asset level. After investigation, it was concluded that the most efficient method was to manually extract the metadata from the NSW system and put it into the template provided. Some fields on the template were excluded for the efficacy of the pilot project.

4.3.5 Technical specifications and quality assurance testing

Both participants applied a quality assurance process based on local rather than TLF technical specifications.

NSW

- NEALS logo on each printable page
- W3C standards
- IMS packaging - CLI has the technical capability and processes to achieve this
- NSW followed normal CLI procedures for the technical quality assurance. The assets were technically quality assured as separate items.

Qld

QLD reported the following processes to improve quality.

- Metadata Officer and Technical Officer went over the sample output from the manifest transformation XSLT many times.
- XSLT transformation ensures that XML input is XML output (i.e. IMS manifests are syntactically correct).
- Technical Officer checked that each learning object could be uploaded into the resource centre, which checks that the package is correctly structured and that some of the more important parts of the manifest (like the parts that tell the system where to find the actual content) are correct.

Qld reported that it would also like to:

- automate most or all of the process. The last few steps were done manually
- automatically validate the IMS packages against XML Schemas (to ensure that the data in the manifest is valid).

4.4 Intellectual property

A key task for the pilot project was to examine issues associated with licensing copyright material for national use.

Through the pilot, the following requirements arose:

- identifying which licence terms are essential and which are simply desirable for shared content, and establishing a shared understanding, where there are ambiguities, as to how rights map onto specific educational scenarios
- confirming copyright ownership and existing rights are in place for third-party copyright material, as well as student and other consents
- determining which new permissions and consents need to be obtained prior to sharing and whether these can be reasonably obtained by existing staff and processes
- recording and communicating copyright and author information
- labelling material according to licence requirements.

What follows is an examination of the participants' experience of these issues in greater detail.

4.4.1 Establishing licence terms and shared understandings

With NEALS adopted as the operational licence it was agreed that content would be made available for a minimum of 12 months (with an option to extend) and the project was, naturally, contingent on participating jurisdictions being signatories to the NEALS agreement.

NEALS permits schools to copy and communicate material for educational use free of charge from each other's websites and publications. It applies to print and digital material published by schools, education departments, and independent and Catholic sector educational bodies. Typical materials include websites and bulletins. NEALS does not apply to films or sound recordings such as CDs or MP3 files.

Both Qld and NSW are op-out signatories to NEALS, which means that all of their material is available under NEALS unless expressly excluded. In their overall production process, any excluded material should be marked 'Not part of NEALS'. Where a NEALS work includes embedded copyright material copied under a statutory licence, such material should be marked 'Copied Under Part VB'.

For the purposes of the trial, TLF clarified that *all* material needed to be available under NEALS. That is, material could not include embedded Part VB material that would attract payment under the statutory licence scheme administered by Copyright Agency Limited.

During the trial, queries arose regarding:

- whether curriculum units, or only schools, are permitted to use NEALS material
- whether modifications to material are permitted.

NEALS signatories view these two matters differently. For the purposes of the trial TLF clarified that material supplied needed to be available to curriculum units and education department employees. While the right to modify material was deemed to be desirable, it was not essential to participants in the pilot. Where participants were comfortable permitting modifications, they were encouraged to communicate this in the conditions of use or copyright notice associated with the content.

It is worth noting that the pilot did not deal with issues associated with sharing back derivatives, and there was no requirement that derivative material be shared. However, because there is the assumption that all material created by Qld and NSW is offered under NEALS unless otherwise marked, in practice material would be available for use by all signatories in the first instance.

The matter of sharing back derivatives warrants further consideration, specifically in relation to agreed processes and systems infrastructure to support such processes at a national level.

4.4.2 Confirming copyright ownership and existing licences are in place for any third-party copyright material

When choosing material to offer as part of the trial, jurisdictions were attentive to embedded copyright material for which they either had existing licences in place with the copyright holders or had copied under Part VB. Where licences had been previously negotiated with copyright holders, participants needed to ascertain whether the rights in place aligned with the requirements of NEALS and the interpretations of the NEALS agreement established for the trial.

The presence of third-party copyright material presented problems for Qld and Qld has expressed interest in TLF undertaking permissions clearance in order to broaden the scope of content shared nationally. Until Sept 2007 the permissions that Digital Resource Services obtained were for DETA use only and not requested under NEALS. More recently they have had some success with making requests under NEALS with non-commercial publishers and content owners.

Qld's Copyright Officer for eLearning Branch reported that she has found that commercial publishers usually require licence payments based on estimated usage of the item including the third-party content. It makes it more difficult to estimate usage if an item is to be shared through NEALS and by making requests under NEALS the payment is higher. She has therefore not been making this type of request under NEALS and third-party content within

resources is marked 'Not for NEALS'. Taking these permissions issues into account, Qld supplied only one item that included third-party copyright material. The item was a student information sheet with website links and excerpts from some of the websites.

All other material Qld located had been developed in-house and contained no third-party content or intellectual property issues.

Before offering the material as part of the pilot, permission to share was gained from the Manager of the Distance Learning Unit. Obtaining the consent of the relevant authority within a jurisdiction is an important facet to recognise in any national framework for sharing as it illustrates that there are often other stakeholders to take into consideration, beyond copyright owners, which will affect the flow of material from one jurisdiction to another.

When selecting appropriate material, Qld found that most TIPS items (lesson plans, units of work, activities) were considered unsuitable because:

- they were not interactive
- they included third-party content
- there was lack of clarity about whether signed teacher consent included permission to share the content for use nationally - the consent mentions only department and state.

In NSW permissions were completed and recorded by the Centre for Learning Innovation (CLI) copyright unit. CLI investigated the copyright records of all the suggested pilot items.

In some cases, pursuing a copyright agreement for the pilot was deemed to be too costly or time consuming. The items that were finally selected for the pilot were able to be distributed under NEALS.

4.4.3 Recording and communicating copyright information

For Qld, the item of content that included third-party copyright material required different processing than the other learning objects. For that item, the conditions of use statement needed to be edited to include all necessary information.

The following process was applied by Qld when confirming that copyright information communicated with trial content.

- The rights/description metadata field was used to indicate if the item contained solely DETA content or contained third-party copyright material. The wording used was:
 - Qld Department of Education, Training and the Arts. This material solely contains DETA content. Refer to conditions of use.
- OR
- Qld Department of Education, Training and the Arts. This material contains non-DETA content. Refer to conditions of use.
- On the advice of the Copyright Officer in Qld's eLearning Branch a statement was included that is used on other DETA publications and was approved by the department's Legal Branch. It includes an acknowledgements section in which owners of third-party materials can be noted.

This approach is the same as that taken by NSW and TLF – both NSW and TLF provide a link to a conditions of use statement on each object.

In the past Qld has not attached conditions of use statements or included the rights/description metadata field, so this is an added process for them. If they were to continue sharing content in this manner they would need to build this into existing processes.

NSW needed to prepare acknowledgements for third-party copyright material offered as part of the trial, to ensure that third-party copyright and author attributions were included before content was shared. In NSW's case conditions of use were already associated with content, appearing as a separate page when content is launched to communicate what educational users are permitted to do with the material.

4.4.4 Labelling content for NEALS

Participants were instructed to follow the NEALS Implementation Kit for applying the NEALS logo, in addition to ensuring appropriate copyright notices were applied to communicate conditions of use.

In relation to NSW's content, some of the pilot items already had the NEALS logo, but most did not. Many of the pages in the pilot objects had to be manually adjusted to fit the NEALS logo. NSW commented that 'the pilot increased our awareness and skill in modifying other existing non-pilot resources for the NEALS logo'.

In Qld, the eLearning Copyright Officer clarified that all material produced by the eLearning Branch is considered to be 'published', and therefore everything is part of NEALS (except third-party derivative material which should be marked 'NOT PART OF NEALS').

There is a hope that in the future a whole-of-department approach will be taken and the NEALS logo will be included in a copyright link on departmental websites so there will not be a need to mark documents individually as being part of NEALS. Qld observed that: 'This means that items shared would not include the logo unless we apply it as a separate process (as we had to do for this trial)'.

Through the pilot, it became clear that there are tangible production process and budgetary ramifications associated with the activity of labelling content. Where new or additional labelling is required, and such labelling involves a material alteration to the content (whether metadata or other content) to include a licence mark and/or statement, there is particular technical expertise required which has time and budgetary implications.

During the time they participated in the project, South Australia queried whether the logo needed to be applied on the initial splash page of their multimedia content or applied to every page. NSW had shared examples of how they managed to include the NEALS logo to integrate with their different publishing formats and processes, but these examples did not include multimedia. SA noted that application to every multimedia page would be expensive to implement and that there would be benefits to developing a discrete wrapper with licence labelling requirement already applied.

The National Copyright Director clarified that the NEALS logo should be applied to every page to ensure that Copyright Agency Limited processed survey results correctly. Consequently, each participant included sufficient scope in their budgets to label trial content according to this guideline.

To minimise barriers to sharing nationally it would be helpful to have an agreed standard for labelling shared content that requires minimal material intervention to that content. The trial identified a need for easy-to-apply labelling requirements, with time-saving templates/wrappers where appropriate, where existing content is nominated for sharing.

4.5 Resourcing

Qld reported that the initial budget was based on the cost of staff and an estimate of the number of hours required for each item. These included: project management, technical processing, metadata considerations and copyright processing)

Actual Qld

Project management	Planning and administration of item selection, documentation, and integration of NEALS	35 hours
Technical process	Preparation, testing and upload of 20 items with metadata (ANZ-LOM)	65 hours
Copyright	Assessment and processing	5 hours

The original cost estimates for the NEALS content sharing pilot project rose principally because of an underestimation of the staff time needed to work through the technical issues.

Actual NSW

Project management	40 hours
Research and training in IMS, LMS, file format	10 hours
Programming	20 hours
Graphics	5 hours
Technical quality assurance	12 hours
Copyright	12 hours

5.0 Conclusion

Retrofitting content for the purpose of sharing nationally requires resourcing and systems implemented for quality assurance. No matter which licence is adopted, participants will need to consider the way in which terms of use are to be communicated and how they will insert a logo and link into their shared content. Each participant identified the need for clearing the broadest rights for third-party material when content is developed. They also agreed that processes need to be clarified across a jurisdiction if there are multiple parties developing content.

The NEALS licence is not appropriate for sharing digital content, particularly if the content has embedded multimedia. The lessons learnt from this trial will be applicable for any agreed national licensing model.

One participant identified the need to reach agreement on metadata standards within the jurisdiction and across jurisdictions. Further guidance in implementing the ANZ-LOM specification is required and TLF has responded by developing user guides and more detailed samples.

The pilot informed the development of the TLF Sharing Exchange and has resulted in a successful implementation of the revised specifications. Support documentation was subsequently developed for the ANZ LOM metadata specification and implementation.

6.0 Appendix 1 - Project brief

6.1 Introduction

6.1.1 Purpose

The purpose of this project brief is to outline a pilot project that will investigate issues arising from jurisdictions contributing to a national content pool, managed by The Le@rning Federation, under the principles of the Agreement for National Educational Access Licence for Schools ('NEALS Agreement'). Participants to the pilot are eLearning Branch, Department of Education, Training and the Arts, Access Media, Department of Education and Children's Services, South Australia and Centre for Learning Innovation, NSW Department of Education and Training as providers of content and The Le@rning Federation as broker and manager of the supportive infrastructure. Each participating jurisdiction will make available online curriculum content that complements the national pool and will be uploaded into the TLF Sharing Exchange for distribution. The project will occur during Phase Three of TLF.

6.1.2 Audience

The audience for this project brief is participating organisations and TLF Contact Liaison Officers.

6.2 Objectives

The objectives of the pilot are to:

- investigate and document the processes and actions required for the participating jurisdictions to offer content for the national pool via the Sharing Exchange
- investigate and trial licensing models to suit jurisdictions' requirements and determine the processes required to administer the licences
- review the upload and quality assurance processes defined within the Sharing Exchange
- inform TLF and jurisdictions on distribution models and suitability of the Sharing Exchange for distributing jurisdictional content
- make available content for other jurisdictions to use based on the NEALS licensing framework.

6.3 Pilot Scope

6.3.1 Background

The Le@rning Federation (TLF) initiated discussion between representatives of TLF, eLearning Branch, Department of Education, Training and the Arts, Qld, Access Media, Department of Education and Children's Services, South Australia and Centre for Learning Innovation, NSW Department of Education and Training with the purpose of setting up a pilot project to facilitate the contribution of online curriculum content to the TLF national pool both by jurisdictions under the principles established through the Agreement for National Educational Access Licence for Schools ('NEALS Agreement') and TLF Phase Three.

The NEALS Agreement allows for jurisdictions to license content to other jurisdictions to reproduce and communicate the whole or any part of licensed materials for educational use

in schools. Phase Three of TLF promotes the brokering of content from diverse sources, including jurisdictions.

The participating jurisdictions agreed to source content from their repositories, license the content for use by other jurisdictions under the terms of the NEALS agreement and distribute the content through the TLF Exchange. This project would be supported by TLF during Phase Three.

6.3.2 Duration and contingencies

The licence conditions for the pilot will be 12 months and be contingent on participating jurisdictions being signatories to the NEALS agreement. Initial licences for content should be for a 12-month period with an option to extend.

The pilot is contingent on the availability of the prototype TLF Sharing Exchange.

It is intended for agreements to be in place by 1 August 2007 and the project be completed by November 2007.

6.3.3 Participants

6.3.4 eLearning Branch, Department of Education, Training and the Arts, Qld

eLearning Branch manages the Curriculum Exchange, a service provided within The Learning Place. The Learning Place is a future-driven e-learning environment creating a fully networked learning community to achieve high quality outcomes. The Learning Place features the following areas:

- Online learning: a variety of online courses offered to Education Qld staff and students to access
- Online communication: a range of innovative online communication tools
- Professional Learning Communities: two community places for professional learning and collaborative student projects
- Curriculum Exchange: a gateway to a wealth of student and professional learning resources.

eLearning Branch will source content from Curriculum Exchange as part of its contribution to the pilot.

6.3.5 Access Media, Department of Education and Children's Services, South Australia

Access Media provides a diverse range of services to its key client, the Open Access College, comprising three schools of distance education (SODEs) as well the broader educational community and other groups and agencies. Services include the following.

- The development and production of student print, multimedia and digital materials, including full courses and resources. Generic scaffolded exemplars and tools are produced to assist skills learning in context across a range of learning areas.
- Advice, support and digital materials to support strategic systemic initiatives, such as the DECS Eschooling initiative and implementation of the systems languages strategy.

- Commissioned online projects for the educational sector and other groups and commercial agencies.
- Research and development strategies to enable the development of digital resources that more effectively engage students in digital learning environments.
- Industry placements for schooling sector students studying multimedia and associated courses.

6.3.6 Centre for Learning Innovation, NSW Department of Education and Training

The Centre for Learning Innovation (CLI) was established in 2004 to provide support for teachers and learners across the NSW Department of Education and Training in both schools and TAFE. CLI offers a range of services that support teaching and learning in public education in NSW.

CLI's products and key services are designed to help teachers in schools and TAFE integrate innovative learning design and the use of information and communication technologies (ICT) into their teaching.

These include:

- the promotion of connected learning, which supports and promotes the use of technology in teaching and learning, including developing innovative ways that technology can be used
- learning resources for use in schools and TAFE, focusing on quality teaching and the integration of technology in teaching and learning
- information services for all of NSW DET, supplying information relating to education and training
- multimedia production supported by on-site industry standard facilities
- standards for learning design and educational technology used across CLI and NSW DET
- the Teaching and Learning exchange (TaLe), an online gateway providing teachers, parents and students with easy access to resources and information that support teaching and learning.

6.3.7 The Le@rning Federation

The Le@rning Federation is an initiative of its owners and funders: the governments of Australia, the Australian states and territories and New Zealand. Its basic purpose is to develop online curriculum content for Australian and New Zealand schools in six agreed curriculum priority areas. Once developed, this curriculum content is made available to each of the school education jurisdictions for non-commercial educational use – thus assuring the curriculum content has maximum visibility, support and usage in Australian and New Zealand schools. TLF is project managed by Curriculum Corporation.

At its May 2005 meeting the Ministerial Council for Education, Employment, Training and Youth Affairs (MCEETYA) made a further three-year (2006–2008) commitment to invest in the procurement of online curriculum content for all schools in Australia and New Zealand (TLF Phase Three).

6.3.8 Contribution of the participants

Activity	eLearning Branch, DETA, QLD	CLI NSW DET	TLF
Administration	eLearning Branch to administer internal activity.	CLI to administer internal activity.	TLF to project manage pilot.
Content identification and sourcing	eLearning Branch to identify and make available suitable content.	CLI to identify and make available suitable content.	TLF to provide advice on where there are gaps in the national pool.
Presentation templates (if required)	eLearning Branch to create content for template to support licensing and instructional requirements.	CLI to create content for template to support licensing and instructional requirements.	TLF to provide guidelines and templates.
Licensing and Intellectual Property requirements	eLearning Branch to license content to national pool, warranting that is has the right to do so. Content is branded with appropriate licence.	CLI to license content to national pool, warranting that is has the right to do so. Content is branded with appropriate licence.	TLF to facilitate agreed approach to licensing under the principles of the NEALS agreement. TLF manages licensing to national pool and records intellectual property information relating to project.
Specifications	eLearning Branch ensures content meets agreed specifications.	CLI ensures content meets agreed TLF specifications.	TLF liaises with participating jurisdictions on agreed specifications consistent with TLF specifications.
Quality assurance testing	eLearning Branch ensures content is tested under agreed specifications.	CLI ensures content is tested under agreed specifications.	TLF undertakes technical testing to ensure content works within the TLF Exchange and framework.
Reporting	eLearning Branch documents and reports to DETA on issues arising that impact on internal and jurisdictional issues.	CLI documents and reports to NSW DET on issues arising that impact on internal and jurisdictional issues.	TLF to document and report on the pilot and issues that will inform jurisdictions on the impact of sharing content nationally.

6.3.9 Key people

This section identifies the key people required to complete the project. It enables determination of their availability and their assignment to the project.

Role	Name	Contact
The Le@rning Federation		
Project Manager	Stuart Tait	stuart.tait@thelearningfederation.edu.au 03 9207 9630
Intellectual Property Manager	Cara Gould	cara.gould@thelearningfederation.edu.au 03 9657 9753
Legal Council	Daniel Rose	daniel.rose@curriculum.edu.au 03 9207 9627

e Learning Branch, Department of Education, Training and the Arts, Qld		
Manager, Digital Resource Services	Andrew Dalgliesh	andrew.dalgliesh@deta.qld.gov.au 07 3421 6472
Senior Project Officer, Digital Resource Services	Allison Bowles	allison.bowles@deta.qld.gov.au 07 4321 6609
Centre for Learning Innovation, NSW DET		
Project Manager	Bill Spence	bill.spence@det.nsw.edu.au 02-9715 8045
Manager, Quality and Copyright Systems	Judy Wallin	judy.wallin@det.nsw.edu.au 02-9715 8049
Manager, Learning Systems and Publishing	Dheeraj Chowdhury	dheeraj.chowdhury@det.nsw.edu.au 02-9715 8019

6.3.10 Schedule

Please refer to the attached detailed project schedule.

Payments will be made on completion of the pilot.

7.0 Appendix 2 - Summary and discussion arising from NEALS pilot sample upload into TLF Sharing Exchange

7.1 Introduction

The purpose of this paper is to report on the initial pilot on uploading jurisdictional content into the TLF Sharing Exchange. While all content was accepted by the TLF Sharing Exchange there will be a requirement for the group to agree on metadata. To inform this discussion we have provided samples of metadata from each participant and TLF mandatory elements.

Please read and comment.

7.1.1 Discussion questions

- What metadata standard should we adopt for the trial?
- What is the best method to upload content into the TLF Sharing Exchange? (Manually? As an xml file format? Through a mapping tool?)

7.2 Summary findings NEALS – Pilot sample upload to Exchange

A number of content packages were supplied to TLF by NSW, Qld and SA to be tested and uploaded in the NEALS Exchange system. The following is the summary of the findings.

Jurisdiction	Content details	Content acceptance	Metadata	Copyright	Exchange manipulation
NSW	The content supplied had multiple entry points into the main content. Some content had nested organisation structure.	The Exchange accepts the content.	The metadata is separate word file so can't be directly copied to the metadata field in Exchange.	The NEALS logo and copyright statement are visible.	The manifest does not reference all files used in the content so in the Exchange the files are required to be manually associated. Nested organisation structure is no longer supported and a workaround is required where this is used by the content.
Qld	The content supplied had single entry point into the main content	The Exchange accepts the content.	Minimal metadata in the manifest is read by the Exchange. Additional metadata supplied via email was direct dump from the LMS and hence can't be used in any way in Exchange.	The NEALS logo and copyright statement are not visible.	There is no manual manipulation required for the content to work.

7.2.1 Sample metadata provided by NSW

Timeline for Crime films

Taken from the resource Crime films

Description

The timeline provides information about some aspects of the social context of six time periods and samples of film titles from the same era. The films are from the crime film genre.

Teachers' notes

How do films reflect the society of their times? The timeline allows students to reflect on the themes in crime films through the ages and the criminal activity of the time. They can see a relationship between the changes in society and the types of crimes that were committed.

Educational value points

- 1. The resource is a starting point for discussion and exploration of the way crime films and TV crime shows reflect and represent the values and social experiences of the time.*
- 2. Early American and UK crime films include classic hold-up stories and gang violence. There was an underclass of criminals who felt that they were fighting an unjust system. Students can trace elements of these themes through the pre-1930s to the 1950s.*
- 3. In the post war period, society was more settled and many groups were more prosperous and satisfied. Films reflected crimes by individuals and courtroom dramas were popular.*
- 4. From the 1960s on, films reflected the restlessness of individuals and the generation gap. For example, the Vietnam War divided people.*
- 5. In more recent times, there has been a rise in white collar crime, links to drug cultures, casinos, kidnapping, global terrorism. There are a few examples of films with these themes with an opportunity to add to the list.*
- 6. The timeline does not include reference to TV shows and the way they reflect and represent society but it could serve as a model for an exploration of TV crime themes.*

7.2.2 Sample metadata provided by Qld

There are four parts to this object. Students add clothes to the washing on the line, count a family and place numerals, words and dot patterns in correct order. The activity can be printed.

SDE-LearningObject: mth0012

Technical requirements:

Macromedia Flash Player 8 ([download](#)) is required.
Javascript must be enabled
Minimum browser:
Microsoft Internet Explorer 6.0 (MS-Windows); 5.2 (MacOS)
Netscape 6.2 (MS-Windows); 6.2.3 (MacOS)
Opera 5.0
Minimum operating system:
MS-Windows 95
MacOS 8.6

Curriculum area (P-10)

Mathematics

Strand

Mathematics
Number
Number (Number concepts)

Strand and outcome level

Mathematics
Mathematics: Level 1;
Number: Level 1;
Number (Number concepts): Level 1;

Year level

Prep year - Year 1

Descriptors

Counting; Number concepts; Numbers; Numerals

Source

Queensland. Department of Education and the Arts (publisher)
Queensland. School of Distance Education (author)

7.2.3 TLF sample metadata

Title:	Exploring for resources: oil			
Description:	Work as an exploration geologist who is searching for a new offshore oil deposit in New Zealand. Find out how oil deposits form and investigate the methods geologists use to discover them. Carry out a field survey. Use geological methods such as gravity, seismic and sniffer surveys to pinpoint a deposit. Use your budget effectively. This learning object is one in a series of five objects.			
Topics:	Geologists; Mining; Petroleum; Prospecting; Risk management			
Keywords:	Geological maps, Geological surveys, Geologists, Mineral exploration, Mining, Oil deposits, Petroleum, Prospecting, Risk management			
Learning area:	Science			
Strand:	Earth and beyond; Working scientifically			
Concept:	Geology; Mineralogy			
Audience user level:	9; 10	Audience type:	Student	
Age range:	13-16	Audience sector:	School	
Key learning objectives:	<p>Students apply knowledge of the formation of oil deposits to evaluate the resource potential of area.</p> <p>Students use geological methods to evaluate the resource potential of areas.</p> <p>Students choose exploration methods to economically locate oil deposits.</p> <p>Students describe some financial risks involved in resource exploration.</p>			
Educational value:	<p>Explains the methods geologists use to find oil deposits.</p> <p>Illustrates the processes leading to the formation of oil deposits.</p> <p>Introduces geological maps and explains their use in exploration.</p> <p>Challenges students to interpret geological data.</p> <p>Supports repeated use by randomly generating an oil deposit to discover.</p>			
Skill:	Analysis; Application; Comprehension; Knowledge			
Student activity:	Analysis; Experiment; Interactives; Modelling			
Learning design:	Experiential learning; Independent learning; Problem solving; Visual learning			
Contributors:	<p>Role:Publisher Entity:Curriculum Corporation; The Learning Federation Address:Melbourne; VIC; 3000; Australia URL:http://www.thelearningfederation.edu.au/</p> <p>Role:Subject matter expert Entity:Chris Dyt; CSIRO Exploration and Mining Address:Kensington; WA; 6151; Australia URL:http://www.em.csiro.au/</p> <p>Role:Educational validator Entity:Denis Goodrum; Australian National University Address:Canberra; ACT; 2600;</p>	<p>Role:Script writer Entity:Nick Pitsas; CSIRO Publishing Address:Collingwood; VIC; 3066; Australia URL:http://www.publish.csiro.au/</p> <p>Role:Subject matter expert Entity:Graham Coghill Address:Marcus Beach; Qld; 4573; Australia</p> <p>Role:Technical implementer Entity:CSIRO Publishing Address:Collingwood; VIC; 3066; Australia URL:http://www.publish.csiro.au/</p>		

	Australia URL: http://www.anu.edu.au/	
Relation:	Kind:issiblingof Catalogue:TLF-LearningObject Entry:L5924 Kind:issiblingof Catalogue:TLF-LearningObject Entry:L5923	Kind:issiblingof Catalogue:TLF-LearningObject Entry:L5925 Kind:issiblingof Catalogue:TLF-LearningObject Entry:L5927
Access profile:	Device independence; Hearing independence	
Learning resource type:	Interactive resource	
Format:	application/octet-stream; application/xhtml+xml; application/x-shockwave-flash; audio/mpeg; image/png; text/css; text/xml	
Size:	415935 bytes	
Browsers:	Microsoft Internet Explorer 6.0 (MS-Windows); Firefox 1.0 (MS-Windows); Safari 1.2 (MacOS)	
Plug-ins:	Adobe Flash Player 8	
Operating systems:	MacOS X; MS-Windows 2000 - XP	
Catalogue entry:	Catalogue:TLF-LearningObject Entry:L5926	
General language:	ENGLISH	
Aggregation level:	2	
Spatial coverage:	ISO 3166-1:NZ DCMI-Point:East: 174.4889; North: -37.0256; Name: Taranaki Bay;	
Meta-metadata language:	ENGLISH	
Version notes:	v.1.0 First public release.	
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