Proceedings of the

5th EdReNe seminar

6 – 7 October 2010

Copenhagen, Denmark

The EdReNe network was founded with co-funding from the European Union.
Please go to www.edrene.org to see all relevant public information about the EdReNe-project.
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SEMINAR SUMMARY

The 5th EdReNe seminar took place on the 6th – 7th October 2010 in Copenhagen, Denmark.

The seminar presented and discussed EdReNe’s recommendations and experiences on repository strategies, the engagement of users and producers, relevant standards to ensure interoperability, and handling of intellectual property rights.

See the EdReNe recommendations at: http://edrene.org/results/deliverables/EdReNeD2.7Recommendations.pdf

The connection between the learning object and the learning line, the curriculum was another theme of the seminar.

Besides news from members and new members, the seminar also debated EdReNe’s potentially future role in new contexts. A starting point was the ideas behind the project proposal EFL – Europeana for Learning.

At Members zone members have access to all presentations.
### AGENDA

**Wednesday 6th October 2010**

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<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Speaker(s)</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.00</td>
<td>Welcome Introduction to EdReNe</td>
<td>Leo Højsholt-Poulsen, UNI-C</td>
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<tr>
<td>9.20</td>
<td><em>Opening keynotes – Danish perspectives</em></td>
<td>Karin Levinsen, The Danish School of Education, Aarhus University</td>
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<td></td>
<td>Finding digital (learning) resources and various ways of using them</td>
<td>Marie Falkesgaard Slot, The National Knowledge Centre for Designs for Learning, Denmark</td>
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<td></td>
<td>User-Driven Innovation of Digital Learning Materials</td>
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<tr>
<td>10.40</td>
<td>Coffee</td>
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<tr>
<td>11.00</td>
<td>EdReNe’s recommendations on Standards and interoperability, Rights issues, Repository strategies, and Engaging users and producers</td>
<td>Tommy Byskov Lund, regional manager, NTS-center Midtjylland, Denmark</td>
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<tr>
<td></td>
<td>Group discussion – which recommendations do I miss?</td>
<td>Participants</td>
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<tr>
<td>12.00</td>
<td>Lunch</td>
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<tr>
<td>13.00</td>
<td>*The connection between the learning object and the learning line, the curriculum I (see table below <em>)</em></td>
<td>Introduction, Henk Nijstad, Kennisnet</td>
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<tr>
<td></td>
<td>Open learning lines - a bumpy stairway to heaven?!</td>
<td>Allard Strijker, SLO, and Henk Nijstad, Kennisnet</td>
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<td></td>
<td>Opening up the curriculum</td>
<td>Diny Golder, Executive director, JES &amp; Co., USA</td>
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<td></td>
<td><em>Experiences from professional educational publishers</em></td>
<td>Roger Larsen, SVP of Market Development and Strategy, Pearson education platforms, Founder of Fronter</td>
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<td></td>
<td>Pearson</td>
<td>Danish educational publishers:</td>
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<td></td>
<td>Systime</td>
<td>Claes Sønderriis, Systime</td>
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<td>ConDidact</td>
<td>Kim Conrad Petersen, ConDidact</td>
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<tr>
<td>15.30</td>
<td>Coffee in discussion groups</td>
<td>Participants</td>
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<td>16.30</td>
<td><em>EdReNe success stories</em></td>
<td>EdReNe members</td>
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<td><strong>KlasCement</strong>, Belgium</td>
<td>Hans de Four, KlasCement</td>
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<td></td>
<td><a href="http://www.schule.at/www.eduhi.at">www.schule.at/www.eduhi.at</a>, Austria</td>
<td>Astrid Leeb, EduHi</td>
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<td><strong>GOLD</strong>, Italy</td>
<td>Silvia Panzavolta and Antonella Turchi, ANSAS/Indire</td>
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<tr>
<td>17.30</td>
<td>First day finishes</td>
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<tr>
<td>20.00</td>
<td>Seminar Dinner – Spiseloppen, Christiania Bådsmandsstræde 43, 1407 København K</td>
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</table>
Thursday 7th October 2010

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<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Presenter(s)</th>
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<tbody>
<tr>
<td>9.20</td>
<td><strong>EdReNe – role and opportunities</strong></td>
<td>Leo Højsoldt-Poulsen, UNI-C</td>
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<td></td>
<td>Status of the EdReNe project</td>
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<td><strong>EFL – Europeana for Learning, a proposal for the EC</strong></td>
<td>Andrew Kitchen, Becta</td>
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<tr>
<td></td>
<td>Discussion</td>
<td>Members</td>
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<tr>
<td>9.50</td>
<td><strong>The connection between the learning object and the learning line, the curriculum II</strong></td>
<td>Fredrik Paulsson, IML</td>
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<td></td>
<td>Connecting digital learning resources and personal development plans to the curriculum through the use of sw-technology</td>
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<td>International examples of learning trajectories</td>
<td>Leonie Verhoeff, Kennisnet</td>
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<tr>
<td>10.40</td>
<td>Coffee</td>
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<tr>
<td>11.00</td>
<td><strong>News from members</strong></td>
<td><strong>EdReNe members</strong></td>
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<td>New French initiatives and curriculum linking</td>
<td>Rosa María Gómez de Regil, CNDP</td>
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<td>Plans in Portugal</td>
<td>Jose Moura Carvalho, DGIDC</td>
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<td>ASPECT: teachers’ experiences with Common Cartridge</td>
<td>Kati Clements, University of Jyväskylä</td>
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<td></td>
<td>Lithuanian ASPECT content</td>
<td>Asta Buineviciute, ITC</td>
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<tr>
<td></td>
<td>Becta’s assets and work stream exit plans</td>
<td>Andrew Kitchen, Becta</td>
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<tr>
<td></td>
<td>Update on the Share.TEC project</td>
<td>Fred de Vries, Share.TEC</td>
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<tr>
<td></td>
<td>Federated searches from multiple repositories into Scoilnet</td>
<td>Patrick Coffey, NCTE</td>
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<td>Latest from Sweden</td>
<td>Peter Karlberg, Skolverket</td>
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<tr>
<td></td>
<td>Updating the current status of European educational repositories</td>
<td>EdReNe members</td>
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<tr>
<td>13.00</td>
<td>Lunch</td>
<td>Participants</td>
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<tr>
<td>14.00</td>
<td>Seminar finishes</td>
<td></td>
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<tr>
<td>14.00 – 15.00</td>
<td><strong>EdReNe management board meeting</strong></td>
<td><strong>EdReNe board members</strong></td>
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*The connection between the learning object and the learning line, the curriculum*

Some headlines, statements and questions as a basis for presentations and discussion

- Curriculum development in the era of (open and commercial) digital (and non-digital) learning material
  - relation between learning objectives and learning material; relation in between learning objects
- ‘(Flexible) learning lines’ as a backbone for the curriculum: didactical aspects + standards aspects + functional-technical aspects
- Development of vocabularies (how detailed, on which didactical aspects, which classification, how is this organized in each country)
  - Statement: detailed vocabularies are key for flexible learning lines.
- Role of (LOM?) metadata to support the use of learning lines
- Infrastructure for vocabularies (management, versioning, release management, responsibilities).
SESSION SUMMARIES

Welcome and Introduction

On behalf of UNI-C’s management Leo Højsholt-Poulsen welcomed all participants; EdReNe members, members of the steering board and user group of the Danish national repository, and the external expert speakers, to UNI-C’s main offices in Copenhagen.

“To UNI-C, as managers of the Danish national repository, there is a close connection between what we learn from colleagues of the EdReNe network, and our visions for strategies of our national platform. We try to copy some of the best ideas, and do our best to avoid less unsuccessful detours.”

He presented the overall agenda idea:
1st day is for both EdReNe members and Danish audience; a day’s sharing of experiences and successful practices.

2nd day is for EdReNe members; equally interesting but with sessions where EdReNe members will also be discussing the role and future of our network.

Introduction to EdReNe

Leo Højsholt-Poulsen, UNI-C

Where is EdReNe now – where to we come from and where are we heading?

I his opening remarks Leo gave an overview of the EdReNe project and described the four themes that the project had worked with (illustration):

https://files.itslearning.com/data/826/open/CO15/811.pptx
OPENING KEYNOTES – DANISH PERSPECTIVES

Finding digital (learning) resources and various ways of using them

Karin Levinsen, the Danish School of Education, Aarhus University

In her presentation Karin showed three examples of how Danish pupils and students are using digital resources and the problems concerning finding these resources. From her findings she concluded that there was a weak tradition for user involvement in general, and for applying user centred design approaches. She also noted that we in the future would see a challenge from the cloud and asked for further feasibility studies. See the presentation at: https://files.itslearning.com/data/826/open/CO15/812.pptx

User-Driven Innovation of Digital Learning Materials

Marie Falkesgaard Slot, the National Knowledge Centre for Designs for Learning, Denmark

In her presentation Marie focused on the different actors in the educational world, who are influencing the use of digital materials? And she came with recommendations on how to integrate digital resources in the school. She suggested different models for publishers as well as schools to get digital learning materials more fully integrated into daily practice in the school.

The recommendations from Marie FS concerning digital materials were:
Recommendations

1. be easy to use
2. make use of the opportunities of working product-oriented
3. facilitate interaction between various learning resources
4. be made to make teaching differentiation possible
5. be open for peer to peer teaching
6. be distributable

Marie Falkesgaard’s presentation is available to members only from the EdReNe Members zone.
**EDRENe’s Recommendations on Standards and Interoperability, Rights Issues, Repository Strategies, and Engaging Users and Producers**

**Enabling (Teachers) to Find, Share and Remix (Digital) Learning Resources**

*Tommy Byskov Lund, regional manager, NTS-center Midtjylland, Denmark*

Tommy referred to the work done previously at EdReNe seminars and focused on the findings on the four major themes: Repository strategies, Standards and interoperability, Engaging users and Rights issues. The presentation ended with group discussions, where the four issues were evaluated: what was important, what could be omitted, what was missing.

https://files.itslearning.com/data/826/open/CO15/825.pptx

The recommendations of EdReNe have been summarised in the annexes of the EdReNe final report http://edrene.org/results/deliverables/EdReNeD1.11FinalReport.pdf, pages 30 – 33.

A brief summary of the statements from the group discussions are given in Annex I of this report. Tommy presented this humoristic drawing to illustrate the gap between users and content.

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*Educational Repositories*

Bridging the gap between users and content

Open learning lines - a bumpy stairway to heaven ?!

Allard Strijker, SLO, and Henk Nijstad, Kennisnet

Allard argued for the need to focus on Learning Trajectories in relation to the work with repositories. But in order to work on this exercise we need a clear understanding of the term “Learning trajectory” as well as a common vocabulary. Allard ended by pointing out what technical requirements were needed for working with Learning trajectories and what standards were being established.

What is a Learning Trajectory 1?

• A learning trajectory is a
  reasoned structured set of intermediate
  objectives and content leading to a
  certain core objective

Allard showed this example of a Learning Trajectory to illustrate the concept.

https://files.itslearning.com/data/826/open/CO15/823.pptx

Opening up the curriculum

Diny Golder, Executive director, JES & Co., USA

Diny introduced an Achievement Standard, which is an assertion by someone in authority of what someone (a teacher or a learner) in an educational context should do or know.
She reported on the goals and results of her work on the ASN data model for these assertions, their source document and the relationships among assertions and documents.

See the presentation at https://files.itslearning.com/data/826/open/CO15/824.ppt
Connecting digital learning resources and personal development plans to the curriculum through the use of SW-technology

Fredrik Paulsson, IML
Fredrik Paulsson gave an overview of the Annofolio project, which aims to present the curriculum as a service on the Semantic Web. Through analysis of the Swedish curriculum, the project analysed the documents of the Curriculum, added structural and semantic markup, so it could be used as a component in digital services. Fredrik gave a few examples for the use of this methodology:

- Connect the curriculum to Learning Object Repositories (after a similar markup process)
- For chunking up the documents and for creating digital compendia
- Connecting personal development plans and the curriculum
- For analyzing the curriculum and for quality work

Fredrik pointed out the next phase in the research phase:

New (2.0) project starts in 2011

- Financed for 2 years (+ 4 years for a PhD student)
- Using Curriculum Exchange Format (CEF)
- Using Open Linked Data and other Semantic Web Technology
- Dynamically linking the curriculum to other data sources, such as the Wikipedia (DBpedia) and Europeana
- Refining and adapting the markup methodology to recent developments
International examples of learning trajectories

Leonie Verhoeff, Kennisnet

In her presentation Leonie focused on a “learning trajectory” as defined as “The assumptions made by a teacher when planning a sequence of lessons”. She drew on several examples from NSDL, National Science Digital Library, as well as from Thinkfinity, Pennsylvania and National Geographic. To see examples, Verizon Foundation's Think Finity program has produced nine discipline-specific, standards-based Web sites geared primarily toward K-12 teachers and students.

Get resources from Thinkfinity website.

https://files.itslearning.com/data/826/open/CO15/826.ppt
EXPERIENCES FROM PROFESSIONAL EDUCATIONAL PUBLISHERS

**Pearson**

Roger Larsen, SVP of Market Development and Strategy, Pearson education platforms, Founder of Fronter

Roger gave a presentation of various delivery and content repository strategies from a publisher's point of view. Among them is Pearson Resource Gateway (http://www.pearsonschoolsandcolleges.co.uk/Primary/GlobalPages/ResourceGateway/ResourceGateway.aspx), which is a repository populated with a large number of curriculum tagged multimedia content for UK schools, and Equella (http://www.equella.com/), which is a digital repository. Roger stressed the importance of getting mapping between various national curriculums / learning standards, which content can be tagged against.

**Systime**

Claes Sønderrriis, Systime

Claes gave a presentation of the link between the book and the web and pointed to two publications that Systime recently had released in mathematics and psychology for upper secondary education: plus.systime.dk and ibog psykologiensveje systime.dk.

In Denmark Systime has registered iBog as a trademark. Unfortunately they did not manage to register the English version of the word (iBook) in time... Claes outlined the thoughts and considerations in relation to the electronic publications.
Kim Conrad Petersen, ConDidact

Kim went through the publications from his publishing house: Danish Animals, European Countries and some electronic text-books to be used in Danish schools. He stressed that in order to have successful on-line materials, it was important to focus on accessibility, information levels and interactivity. See the full presentation at:

https://files.itslearning.com/data/826/open/CO15/822.ppt
**KlasCement, Belgium**

*Hans de Four, KlasCement*

Hans highlighted the factors that had made KlasCement a successful website used by as many as half the teachers in Flanders. KlasCement was started as a bottom-up initiative by teachers for teachers, and the content is checked by teachers. Within its lifetime over 12 years it has gone from a private project to a large scale project with funds from national as well as international level.

Hans showed the organization behind KlasCement, the way the collection of material was organized, and he showed how teachers evaluated other teachers’ postings on KlasCement. An interesting feature was the scores that all teachers could give to other teachers’ contribution, with quite positive results.

The extensive presentation can be seen at:

[https://files.itslearning.com/data/826/open/CO15/813.pdf](https://files.itslearning.com/data/826/open/CO15/813.pdf)
**Education Highway, Austria**

*Astrid Leeb, EduHi*

Astrid gave a short history of Austria’s largest educational repository “Education Highway”. EduHi started back in 1996 and consist of over 80,000 items divided on 39 sub portals. Some of the contributing success factors have been that it was a teacher to teacher project, it was flexible and it had different approaches to content. But as the project has developed and grown very large, new maintenance problems are facing the “Education Highway”: Exchange with other repositories is difficult, it is increasingly difficult to manage and to communicate with users and many items, scripts and tables has to be changed.

In version 2.0 for the “EduHi” the challenge is to focus more on quality not quantity, to enhance exchange possibilities with other repositories and to have improved connectivity between repositories and LMS.

[https://files.itslearning.com/data/826/open/CO15/821.ppt](https://files.itslearning.com/data/826/open/CO15/821.ppt)
**GOLD, Italy**

*Silvia Panzavolta and Antonella Turchi, ANSAS/Indire*

Antonella and Silvia gave the background for GOLD, a repository functioning for now 10 years. GOLD targets all kind of professionals in the school system and all levels. Contributors to the GOLD database are teachers, who actually get funding for writing material, and all material is screened by teachers.

The descriptors for the GOLD-repository have been set up by Indire and have been adopted by several other national repositories - as well as the largest EU repository, Learning Resource Exchange for Schools. The rights of the material is managed through the Creative Commons License - and teachers guarantee for what they are uploading.

Silvia and Antonella were proud to tell that the GOLD project had been mentioned in a Florence University – Faculty of social sciences - study as one of the 4 best projects in the public administration sector in Italy.

[https://files.itslearning.com/data/826/open/Co15/827.ppt](https://files.itslearning.com/data/826/open/Co15/827.ppt)
**NEWS FROM MEMBERS**

**New French initiatives and curriculum linking**

*Rosa María Gómez de Regil, CNDP*

Rosa María presented the CNDP - and referred to an interesting experiment with Secondary schools digital textbook experiment. The objectives of the experiment were to decrease weight of the schoolbags, to propose innovative digital resources and to develop the use of ICT in the classroom. 69 secondary schools with VLE’s and digital resources were involved in the project for the 11 – 12 years old classes. All in all 15.000 pupils and 800 teachers were engaged in the project that was aimed for French and History textbooks

[https://files.itslearning.com/data/826/open/CO15/814.ppt](https://files.itslearning.com/data/826/open/CO15/814.ppt)

Overview of the CNDP organization.
Plans in Portugal

Jose Moura Carvalho, DGIDC

Jose Moura referred to the state of the situation in Portugal, where “Portal des Escolas” is the official school portal. He was not content with the situation as the portal was not well known among the teachers, and as a result of this a dissemination campaign was launched as well as a Creative Commons campaign.

There was still progress on expanding the repository with the adding of 1,500,000 scanned pages of newspapers and magazines from 1910-2010 as well as approx. 500 educational video clips produced by different TV stations.

https://files.itslearning.com/data/826/open/CO15/835.pptx
**ASPECT: teachers’ experiences with Common Cartridge**

*Kati Clements, University of Jyväskylä, Finland*

As a partner in European Schoolnet’s ASPECT project, University of Jyväskylä, have been testing the teachers’ experiences with the content packaging standards: SCORM specification by ADL, and the IMS Common Cartridge specification. Questions raised:

- Are the current implementations of these standards too difficult for teachers to use?
- Can the teachers see benefits in using packaged content?
- Are the standards interoperable with LMSs like Moodle?

The initial results show that almost 100% of the teachers said that if high quality educational resources were available in either SCORM or Common Cartridge format, they would use them. However, the participating teachers are above average ICT-teachers so it is hard to draw a general conclusion. Furthermore Kati found that the teachers still need more training.

[https://files.itslearning.com/data/826/open/CO15/817.ppt](https://files.itslearning.com/data/826/open/CO15/817.ppt)

Interface preferences: When using SCORM in Moodle it is much more suitable for the learning situation than viewing web-pages.
Lithuanian ASPECT content

Asta Buineviciute, ITC

Asta gave a brief presentation of the in the ASPECT project in Lithuania. According to Asta already 95% of the teachers use ICT, so it is important to have repositories – in Lithuania they have as well material from publishers as from other teachers.

The plan for the future is to improve the quality of the repositories through funding from the European Social Fund and by revising all non commercial learning objects in Lithuania (in all databases).

https://files.itslearning.com/data/826/open/CO15/815.ppt

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<td><strong>649</strong></td>
<td><strong>443</strong></td>
<td><strong>1092</strong></td>
</tr>
</tbody>
</table>

In the ASPECT project it was especially in Biology that material was developed – only a small fraction of these learning objects was published under CC format.
Becta’s assets and work stream exit plans

Andrew Kitchen, Becta

Andrew described the situation of Becta after the new UK-government in May 2010 decided to close the organization. There will be different scenarios for the assets in Becta:

- Some will not be available due to functions transferring from Becta to other Government bodies
- Some will be sold
- Some will be undergo a non-fee based transfer of ownership
- Some will be charitably donated
- It is expected the majority of electronic assets will be released as either Creative Commons or Crown Copyright and archived, where none of the above apply.

He mentioned three projects, where the situation was as follows:

- The Interactive Whiteboard Common File format - interest from government in continuing this project
- Content ECO-system - funding has stopped
- IPR and copyright - unclear what will happen

https://files.itslearning.com/data/826/open/CO15/818.ppt

What we can share with you....

- Some functions within Becta will be transferred to other Government bodies and shall continue.
- Other functions will not be and shall cease by the date of closure.
  - We are undertaking Expressions of Interest (EOI) for our assets.....
    - Some will not be available due to functions transferring from Becta to other Government bodies
    - Some will be sold
    - Some will be undergo a non-fee based transfer of ownership
    - Some will be charitably donated
    - It is expected the majority of electronic assets will be released as either Creative Commons or Crown Copyright and archived, where none of the above apply.
Update on the Share.TEC project

Fred de Vries, Share.TEC

Fred referred to the Share.TEC project - Sharing Digital Resources in the Teacher Education Community. A consortium of 8 institutions was behind the project with the aim of getting teacher educators more easy access to resources. The project is now in its final year and Share.TEC is an associate member to EdReNe.

Fred told about the current status of Share.TEC, which is reflected in the slide from the presentation:

**Current status**

- Repository harvesting different national repositories: focus on **relevance** for TE not on **quantity**. (portal)
- Usability a serious issue in testing platform
- Focus on communities of TE’s; … 8 pilots
- Challenge to make Metadata as complete as possible
  - ‘automatic’ metadata
  - Accept levels of completeness

https://files.itslearning.com/data/826/open/CO15/816.ppt
Federated searches from multiple repositories into Scoilnet

Patrick Coffey, NCTE

www.scoilnet.ie

Main access route to resources is through the Resource Finder. The Resource Finder pulls from a single database but the access points to it are tailored to meet specific audiences – teachers at primary level; teachers at second level; students at both levels. So, for example you get

Teachers First Level (Primary age 5-12) www.scoilnet.ie/TeachersFirstLevel.aspx
Students First Level www.scoilnet.ie/StudentsPrimary.aspx
Students Second Level (age 13-18) www.scoilnet.ie/StudentsPostPrimary.aspx

Students will also access resources through, what we term ‘themed pages’ like the one for Halloween www.scoilnet.ie/halloween_themepage.shtm

Within the last year Scoilnet has licensed the use of World Book Encyclopaedia and Encyclopaedia Britannica. In both cases access is ‘free’ to all Irish schools – verified by IP address. In addition teachers can access the online encyclopaedias from home once they register (with their Teaching Council number and school roll number).

Access to the encyclopaedias is through links on the home page www.scoilnet.ie/. However, for Encyclopaedia Britannica we have built a federated search to their content through the site search on Scoilnet. The results for Britannica appear in an additional tab – only visible through school IP addresses.
Scoilnet’s site search also pulls from the ‘Ask About Ireland’ repository. Also available at [www.askaboutireland.ie](http://www.askaboutireland.ie) This is an initiative of libraries in Ireland and contains great primary source material.

Scoilnet’s site search also pulls from [www.imagebank.ie](http://www.imagebank.ie) a safe environment for children to access photos uploaded under a creative commons licence. This project has an emphasis on photos of places and spaces with an Irish interest.

Within the last two months Scoilnet has also arranged for Irish schools to access the Ireland Collection on JSTOR.org. This links to over 75 academic journals and will be of interest to senior students undertaking research studies for History. See [www.scoilnet.ie/irelandcollection.shtm](http://www.scoilnet.ie/irelandcollection.shtm)
Latest from Sweden

Peter Karlberg, Skolverket

Peter informed about the beta version of SOCH (Swedish Open Cultural Heritage), which was released in February 2009. It is a web service used to search and fetch data from any organization that holds information or pictures related to the Swedish cultural heritage.

SOCH functions as an exchange/aggregator where data from many local databases are made searchable and visible to the public and to the research community. Being a web service, it is up to the application developers to build the actual applications that exploit SOCH. One of the first applications built on SOCH is a mobile phone application showing ancient monuments on a map layer. A number of museums are also building applications on SOCH in order to make more than their own information available online.

http://www.ksamsok.se/in-english/

Foto: Gerhard Milstreu. CC (by-nc-nd)
EDRENE – ROLE AND OPPORTUNITIES

Status of the EdReNe project

Leo Højsholt-Poulsen, UNI-C

Leo mentioned that two reviewers are currently conducting the final review of the EdReNe project for the Commission. He expected that UNI-C’s response to the review will be quick, and that the Commission will also approve the final EdReNe financial statement this year.

He reminded members to update their part of the current status of European educational repositories

EfL – Europeana for Learning, a proposal for the EC

Andrew Kitchen, Becta

Andrew went through the proposal for “Europeana for Learning”, which a number of EdReNe members together with providers to Europeana had submitted to the EC for funding. The bid was in the framework of CIP ICT PSP call 4. As there was significant funding, more than 30m Euros for the Digital Libraries initiative, in enhancing/Aggregating content for Europeana, he found it to be a great opportunity to seek funding.

The proposers saw the EC call as an opportunity to also raise funding for sustaining the EdReNe network. Unfortunately the proposal did not go through this time, but Andrew was confident that there would be a great chance next time the opportunity came for sending a similar proposal, due to the following reasons:

- The commission were positive and constructive about the proposal’s concept.
- We knew all along that this proposal was put together in a rush and that a future opportunity would be more effectively written.
- Europeana are keen to ensure their content is used!
- The learning society is the ideal place for their content to be used in anger.
- Future calls will be more aligned to what was being proposed and therefore the severe risk will vanish....

https://files.itslearning.com/data/826/open/CO15/819.ppt
**ANNEX**

*Follow up on group discussions of EdReNe’s prioritised recommendations*

**Repository strategies**
The most important is a combination:

- Leverage the support of existing communities of practice by supporting their needs
  - what do you do when you have an existing repository
  - ok BUT it is not easy 😊
- Engage with all stakeholders early in the planning process and base development on user needs

Least? important

- Support open licensing to increase impact of funding and maximize possibilities for reuse and repurposing

Open licensing -> generic licensing model
It sounds as if it has to be free. It is not going to happen within the publishers’ market 😊

**Engaging users and producers**
Most important

- A strong community cannot be built quickly – plan for long term sustainability should be combined with other points because the essential issue is Community!!

Re-phrase

- Keep moderation to a minimum
to
- Keep moderation to the minimum/right level to sustain the community

- Encourage and facilitate real life meetings between users
Is not crucial, however
  - Physically or virtually people/resources should be nearby

**Standards and interoperability**
Most important

- Make it easier to find quality content because quality covers all other recommendations. It emphasizes users’ perspective.

Missing

- general guidelines how to implement standards on national and European level
Rights issues
Most important

- Provide recommendations and guidance on how to remix “incompatible” content (teachers and students) – but to provide clear message, all content should have clearly expressed usage rights.

Bright new ideas

- The structure of a repository should not be too rigid – multiple ways of finding resources

- Metadata is important, but it should be created by multiple sources
  - Curriculum experts/teachers/ users

- Automatic generated metadata may be the best solution. Plus system should allow for human referent of result display?

- Lessons to be had from ‘failed’ projects, e.g. Intel ‘Teach to the future’

- Always engage users. But don’t leave it too late!

- Interfaces should not be fixed. Interoperability is important for different scenarios
PARTICIPANTS

17 EdReNe members were represented together with representatives of the steering- and user boards of the Danish national repository, Materialeplatformen, and invited external experts – giving a total of 40 participants.

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<thead>
<tr>
<th>Name</th>
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<tr>
<td>Allard Strijker</td>
<td>SLO</td>
<td>Netherlands</td>
</tr>
<tr>
<td>Andrew Kitchen</td>
<td>Becta</td>
<td>UK</td>
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<td>Anne-Marie Pedersen</td>
<td>UNI-C</td>
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<td>Bernhard Racz</td>
<td>ENIS</td>
<td>Austria</td>
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<tr>
<td>Bernt Hubert</td>
<td>UCC University College Capital</td>
<td>Denmark</td>
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<tr>
<td>Bjarne Kebmand Petersen</td>
<td>University College Sjælland</td>
<td>Denmark</td>
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<td>Claes Sønderris</td>
<td>Systime</td>
<td>Denmark</td>
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<td>Diny Golder</td>
<td>JES @ Co.</td>
<td>USA</td>
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<tr>
<td>Fred de Vries</td>
<td>Share.Tec</td>
<td>Netherlands</td>
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<tr>
<td>Fredrik Paulsson</td>
<td>IML</td>
<td>Sweden</td>
</tr>
<tr>
<td>Hans De Four</td>
<td>klascement.be</td>
<td>Belgium</td>
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<td>Hans de Vries</td>
<td>SLO</td>
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<td>Henk Nijstad</td>
<td>Kennisnet</td>
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<td>Jakob Birklund Andersen</td>
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<td>Jens Erik Rasmussen</td>
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<td>José Moura Carvalho</td>
<td>DGIDC</td>
<td>Portugal</td>
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<tr>
<td>Karin Levinsen</td>
<td>The Danish School of Education, Aarhus University</td>
<td>Denmark</td>
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<td>Kati Clements</td>
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<td>Kim Conrad Petersen</td>
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<td>Lars Juul Jensen</td>
<td>ConDidact/BFU</td>
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<td>Leo Højsholt-Poulsen</td>
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<td>Leonie Verhoeff</td>
<td>Kennisnet</td>
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<tr>
<td>Marie Falkesgaard Slot</td>
<td>The National Knowledge Centre for Designs for Learning</td>
<td>Denmark</td>
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<td>Michael Viskum</td>
<td>UNI-C</td>
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<td>Niklas Grønlund Lind</td>
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<td>Patrick Coffey</td>
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<td>Thomas Lumplecker</td>
<td>Education Highway</td>
<td>Austria</td>
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<td>Thomas Meloni Rønn</td>
<td>Forlaget Meloni/BFU</td>
<td>Denmark</td>
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<tr>
<td>Thomas Wilckens</td>
<td>Dansk Teaterforlag/BFU</td>
<td>Denmark</td>
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<tr>
<td>Tommy Byskov Lund</td>
<td>NTS-center Midtjylland</td>
<td>Denmark</td>
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