

CD-LOR Use Case Scenarios

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This document contains 24 scenarios that have been submitted by various CD-LOR project associates. We would like you to tell us which of the scenarios you would most want to be implemented. Please rank your top 5 scenarios (with 1 being the scenario you would most like to see developed) in following table.

Rank	Scenario Code
1	
2	
3	
4	
5	

We also welcome any comments you may have about the scenarios whether they are in your top 5 or not. Your comments can cover anything including further ideas regarding the scenario, why it is important to you or if the scenario was unclear to you. Just add your comments beside the scenarios below.

Title	Support for QTI
Code	CDLOR01
Author(s)	Sarah McConnell
Problem	Can't currently view QTI resources
Category	Technology: interoperability
Scenario	David is a physics lecturer working on a project to produce a collection of multiple choice questions with detailed feedback for students. He has produced the questions in IMS QTI format. He has produced more than 100 questions. He would like to share his resources with the University community so uploads the QTI packages to the University's repository. When discovered in the system, the QTI questions are rendered so that the user can try them out. The repository exports the questions in QTI format.
Partner	University of Edinburgh
Your Comments	
Rank	

Title	Bulk upload of resources
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Code	CDLOR02
Author(s)	Sarah McConnell
Problem	Takes too long to upload resources one by one if you have many resources
Category	Technology: usability
Scenario	Larry has hundreds of learning objects he wants to upload to the institutional repository, but doesn't want to have to upload them one at a time. He uses the bulk upload function of the repository to upload the objects all at once. The objects go into a holding area in the repository for either Larry or someone else to decide where (workflow) they should go so that things like rights and metadata can be assigned to the objects.
Partner	University of Edinburgh
Your Comments	
Rank	

Title	Disaggregating complex resources
Code	CDLOR03
Author(s)	Sarah McConnell
Problem	Users can't easily use just one part of a complex learning object.
Category	Technological: usability
Scenario	Edward is a learning technologist in GeoSciences. He is keen to get members of staff in his college using content packaging, repository systems and learning design. He is collecting learning resources from staff and building them into complex learning resources using RELOAD, and then depositing them as learning objects into the LORE system. Each object has metadata at asset level and at object level. He realises that staff in his college find it incredibly difficult to find the time and enthusiasm to do this kind of work, and he sees it as a critical part of his work. The repository system allows users to disaggregate the complex learning objects and users can export the smaller learning resource/assets in order to use them either in their own teaching or to develop a new complex learning object.
Partner	University of Edinburgh
Your Comments	
Rank	

Title	Harvesting metadata from other repository systems at the University
Code	CDLOR04
Author(s)	Sarah McConnell
Problem	The various sources of materials can be confusing for the users – they just want to go to one place to search
Category	Information Management: metadata
Scenario	LORE is the centrally supported repository for learning resources at the University, but it is not the only system used to store resources. Some of the communities LORE supports have built systems that are OAI harvested by LORE. Users looking for teaching and learning resources throughout the university can use LORE as a one-stop shop for this. It is important this harvesting occurs at regular intervals to ensure the information LORE holds is as up to date as possible, cutting down on work that would otherwise go to the project officer to ensure all such links are live.
Partner	University of Edinburgh
Your Comments	
Rank	

Title	Metadata creation workflow
Code	CDLOR05
Author(s)	Mike Dodds, Jorum Outreach Officer & Catherine Fleming, Jorum Officer
Problem	Academics have little time to complete full metadata records when uploading content to Jorum.
Category	Information Management: metadata workflow
Scenario	A Jorum Contributor has developed an excellent resource that he wishes to upload to Jorum but he doesn't have the time to complete a full metadata record. He/she is able to complete basic fields – classification, title, description, keywords and rights holder information and then submit the resource. He/she can complete more fields than this if wishes, but this is the minimum – he/she cannot publish the resource until this minimum is completed. On completing the minimal metadata, one of the Jorum cataloguers is alerted to a new resource in his/her specialist subject area. He/she then completes a full metadata record for the resource. A reviewer then checks the work of the cataloguer.
Partner	Jorum

Your Comments	
Rank	

Title	Quality control of resources
Code	CDLOR06
Author(s)	Mike Dodds, Jorum Outreach Officer & Catherine Fleming, Jorum Officer
Problem	Jorum does not review content quality, but some institutions contributing resources want to quality assure the resources deposited from their university/college.
Category	Information Management: Q&A
Scenario	<p>Jorum can offer Contributing projects customisable workflows models. Contributors can build in a stage in the workflow where a member of the Contributor's group can assess the quality of the resource for themselves. This additional stage in the workflow ensures that resources from this Contributor cannot be uploaded without approval. The functionality allows the individual to reject the resource at this stage; it can be sent back to the previous stage or rejected outright. The functionality provides a safety net for institutions who are concerned about poor quality resources reflecting badly on them.</p> <p>Whether or not this process has been undertaken, if users themselves find a resource in Jorum which they believe to be of poor quality they can alert Jorum to this. The team will investigate and this may result in the original Contributor being contacted, and ultimately withdrawal of the resource.</p> <p>The quality of the resources deposited can also be reviewed by users through the comments/star rating function of the repository software.</p>
Partner	Jorum
Your Comments	
Rank	

Title	Training users of repositories
Code	CDLOR07
Author(s)	Mike Dodds, Jorum Outreach Officer & Catherine Fleming, Jorum Officer

Problem	The national nature of Jorum means the team are unable to promote and train end users directly. Users themselves find it difficult to attend organised events.
Category	Organisational: change management
Scenario	<p>Jorum have produced a range of promotional and training materials, available through the website, which users are able to access at their leisure.</p> <p>Intermediaries in institutions ('Reps') are given a Rep Pack containing a standard PowerPoint presentation, leaflets, posters, several fact sheets, training guides, and an automated demo. The automated demo is an animated introduction to the system. Reps can organise training sessions locally and pass on the information given to them to their users. Users can also access these materials directly from the Jorum website.</p> <p>Jorum delivers training and promotional events which are primarily aimed at potential Reps – it is intended that they will then champion use of the service locally as described above. This model works well for many other national JISC services who are used to disseminating information through intermediaries</p>
Partner	Jorum
Your Comments	
Rank	

Title	Policy regarding third-party rights of materials
Code	CDLOR08
Author(s)	Mike Dodds, Jorum Outreach Officer & Catherine Fleming, Jorum Officer
Problem	Staff from institutions signed up to Jorum Contributor may have not cleared use of third party copyrighted material for a resource they are uploading.
Category	Information Management: IPR

Scenario	<p>Responsibility for resources contributed to Jorum rests with the institution. They accept liability for materials submitted by their staff when they sign the Jorum Deposit Licence. Staff do however agree to terms and conditions, including agreeing to terms on use of third party content. We will also supply guidelines and support on clearing third party materials for use in content to be deposited in Jorum.</p> <p>Some institutions are considering making members of staff agree in writing that they have made "best efforts" to clear third party rights. In effect this provides them with more reassurance, but would operate outside of the Jorum Deposit Licence.</p> <p>We can build a stage into the workflow for Contributors so a member of the group can double check all third party content has been cleared.</p> <p>A Notice and Takedown Procedure will be in place should an individual bring to our attention a resource which contains uncleared third party material</p>
Partner	Jorum
Your Comments	
Rank	

Title	Informing users of new resources
Code	CDLOR09
Author(s)	Mike Dodds, Jorum Outreach Officer & Catherine Fleming, Jorum Officer
Problem	A Jorum User (an engineering lecturer) does not have time log in and search Jorum regularly to check for new, relevant resources
Category	Technology: usability

Scenario	<p>Several options will be available to the lecturer in the coming months-</p> <ul style="list-style-type: none"> • We will investigate use of technology such as RSS feeds which can directly inform the lecturer of any new resources which he/she will find relevant. • A search only function will be available from the Jorum website. Anyone can search from here and this does not require the user to log in. He/she must however log in if she wishes to preview/retrieve the resource. • If a new batch of engineering resources is uploaded into Jorum, this will be announced to the JORUM-UPDATE Mailing list which keeps subscribers up to date with news, events and resource announcements.
Partner	Jorum
Your Comments	
Rank	

Title	Discovering how other users have embedded a particular learning object
Code	CDLOR10 (LX001)
Author(s)	Neil Ballantyne and Ellen Daly
Problem	Need to encourage propagation of good practice
Category	Information Management: metadata workflow

Scenario	<p>A university social work lecturer who teaches on a "working with offenders" module is interested in using a three minute video-based case study (the 'Jamie case study') he found in the Learning Exchange. The case study objective states it was designed to be used in teaching students about criminogenic needs but he's not quite clear how best to embed this piece of content into his module.</p> <p>He's interested in finding out how other educators have used this piece of content so checks the comments page. Although there are a number of comments made most are general impressions of the usefulness of the LO. The majority of the comments are very positive but he's none the wiser on how people have actually used the LO.</p> <p>He decides to visit the Learning Exchange 'Communities of Practice' section and locates the Working with Offenders CoP. He searches the discussion boards for information on the Jamie Case Study and finds one or two interesting remarks on how people have used the LO, as well as some comments on suggested improvements to the LO.</p> <p>These raise some specific questions for him so he sends an email to the CoP discussion board. Within 36 hours several comments come back from CoP members and the CoP moderator. These arrive in his normal email since he elected to receive comments in that way as well as being posted on the discussion board. There's a flurry of email over the next few days about the case study and how best to embed it. The CoP moderator has also commented on how helpful the discussion has been in suggesting ways to enhance the LO and she offers to send the comments back to the developers.</p>
Partner	SIESWE Learning Exchange
Your Comments	
Rank	

Title	Managing access to content
Code	CDLOR11 (LX002)
Author(s)	Neil Ballantyne and Ellen Daly
Problem	Some contributors require their materials to be given limited access
Category	Information Management: DRM

Scenario	<p>An agency-based Child Protection trainer wants to contribute a series of LOs developed by her agency to the Learning Exchange. However, because of issues around the sensitive nature of the material, she want to ensure that only a specific community or sub-group of Learning Exchange users are able to access the content: agency based registered social workers.</p> <p>She contacts the repository manager who agrees to set up a special collection area that will only allow access to agency-based social workers. The repository manager agrees and when the content is submitted she places it in a special collection area. This collection requires an extra level of authorisation and is subject to additional license conditions effectively including only agency based social workers. Since the repository has been set up to recognise this group of users as a specific group any agency based registered social worker is automatically granted access.</p>
Partner	SIESWE Learning Exchange
Your Comments	
Rank	

Title	Community support for learning object adaptation
Code	CDLOR12 (LX003)
Author(s)	Neil Ballantyne and Ellen Daly
Problem	The practitioners may lack the skills to adapt a learning object for their own needs
Category	Pedagogical: user skills

Scenario	<p>An FE social care lecturer is frustrated that some of the LOs designed for HE students could also be used by FE students with some adaptations. She's heard on the FE Community of Practice discussion board that the Rehash project <http://www.etu.sgul.ac.uk/rehash/index.htm> are doing this in the context of health and medical education.</p> <p>She's identified ten LOs in the area of working with older people within the Learning Exchange that could be adapted in this way. She checks the terms and conditions of use for each LO and finds that seven of them can be 'modified'. However, she doesn't feel confident that she would have the technical skill to make the necessary adaptations.</p> <p>She visits the LO Development Community of Practice discussion area and posts her suggestion there. Within 48 hours three other FE lecturers have posted messages supporting her idea and offering to help, and the Learning Exchange LO development team have written stating that they may be able to provide technical support if she can gather some colleagues willing to draft content.</p>
Partner	SIESWE Learning Exchange
Your Comments	
Rank	

Title	Subscribing to learning objects
Code	CDLOR13 (LX004)
Author(s)	Neil Ballantyne and Ellen Daly
Problem	A user does not have time log in and search the Learning Exchange regularly to check for new, relevant resources
Category	Technology: usability

Scenario	<p>A social work lecturer who specialises in mental health teaching is keen to stay up to date with new materials in the Learning Exchange in his specific teaching area. He's a regular contributor to the Mental Health Community of Practice discussion area and very excited about the new functionality of the Learning Exchange that allows him to subscribe to individual learning objects; particular taxonomy nodes; or specific collections.</p> <p>Every time an individual LO is updated, or a change occurs within a node or collection, the system sends him a notification email giving him the URL location of any updated or new LOs.</p> <p>After receiving a notification he usually checks into the Mental Health CoP to read and contribute to the inevitable critique of the new or updated material.</p>
Partner	SIESWE Learning Exchange
Your Comments	
Rank	

Title	Encouraging feedback
Code	CDLOR14 (LX005)
Author(s)	Neil Ballantyne and Ellen Daly
Problem	There can be a lack of information associated with a learning object with regards to how it might be used.
Category	Information Management: metadata

Scenario	<p>A social work practice teacher is searching for some material for a communication skills group she's planning to run three weeks from now. She discovers some excellent resources in the Learning Exchange and decides to download them. At download the system reminds her of the default option to send a feedback comments email one week from download. She deselects the default and, from a drop-down menu, selects the option to receive the email four weeks from download.</p> <p>Four weeks later she receives an email from the repository with a URL link to a feedback page. She clicks the URL and is offered a comments page with text fields for 'How the LO was deployed; 'The impact this had; and 'Suggestions to enhance the LO or it's deployment'. She completes the fields reflecting on what an improvement the reminder system is over the previous system that depended on users returning to add comments of their own volition.</p>
Partner	SIESWE Learning Exchange
Your Comments	
Rank	

Title	Submitting to multiple LO repositories
Code	CDLOR15 (SW_001)
Author(s)	Iain Wallace, Digital Services Development Librarian
Problem	Submitting object to more than one repository is too time consuming for users
Category	Technology: interoperability

Scenario	Bob is an engineering lecturer and a keen early adopter of our University's Learning Object Repository. He has already submitted 50-100 items to our local LOR and maintained these locally. But he is now under pressure to submit these objects, and any new objects created, to both his subject based Engineering LOR and the national LOR JORUM. Ideally Bob would submit to the local Engineering LOR in the usual way, indicating during this process that the object can be accessed by the National Repository. The National Repository harvests the metadata of the Engineering LOR and either provides links to the objects (no version problems) from there or takes a copy of the object for itself. In the latter case, the National Repository needs to regularly interrogate the Engineering Repository to check for newer versions of the object.
Comments	How can he best avoid duplication of effort and problems with version control? Ideally he would like to submit to one LOR only (where he maintains the latest version of his LOs) and have the other LORs (or indeed any other repository system) harvest his LO metadata at periodic intervals using a standard protocol like OAI-PMH. What are the technical, organisational and cultural issues involved?
Partner	Spoken Word
Your Comments	
Rank	

Title	Access to repository content for practice based teachers
Code	CDLOR16 (SW_002)
Author(s)	Iain Wallace, Digital Services Development Librarian
Problem	Difficult for some communities to get access to the repository
Category	Information Management: DRM

Scenario	<p>Jane is a social worker based in a teaching hospital but affiliated to a Higher Education institution. She undertakes a small amount of contracted part-time teaching for this University and would like to access and re-use learning object content from her national subject LOR in teaching.</p> <p>However, access to this LOR is currently only available to users with an ATHENS password. She is not recognised by the University she teaches for as an academic member of staff, and so they will not issue her with an ATHENS account.</p> <p>Jane requires access to the LOR in order to add value to her teaching. She would also like to contribute her own learning materials to this LOR.</p>
Comments	<p>This could be seen as an institutional issue – ie how do HEI’s deal differently with status of part-time/contracted practice based teachers?</p> <p>Or perhaps it could be seen as an issue for the LOR and they should investigate different forms of authentication/authorisation systems which would offer access to a wider educational community than strictly defined by HE/FE?</p>
Partner	Spoken Word
Your Comments	
Rank	

Title	Providing access to a variety of differently licensed content from 1 repository
Code	CDLOR17 (SW_003)
Author(s)	Iain Wallace, Digital Services Development Librarian
Problem	Need to be able to control access to objects based on communities of users (including different licensing terms)
Category	Information Management: DRM

Scenario	<p>The repository in question contains a wide range of content, with a range of different licensing terms attached to each object. There are also a wide variety of users from both educational and non-educational sectors.</p> <p>Caroline is a researcher based in an HE Institution and so has the right to view and re-use all the repository content in teaching and learning. Jock is not based in education, but works for a not-for-profit organisation - under terms of a depositor license he has no access to content from certain sources. However, he should still be able to view and use other objects which have different license conditions e.g. any objects with a Creative Commons Attribution-NonCommercial-ShareAlike license</p> <p>Caroline would like to be able to see and use all content available to her and the different licensing conditions attached to each object, expressed in standardised ways. Jock would also like to be able to see all content available to him; he may be able to view metadata records for educational-only content, but must not be allowed to access the objects themselves.</p> <p>Both users would also like to know what happens when different content, possibly from different repositories, is combined to make a new learning object. What licensing conditions now apply? They need guidance on how to combine different license conditions to ensure that their re-use is fair and appropriate.</p>
Comments	<p>How does a repository system deal with users with different roles, and therefore different rights of access?</p> <p>Should access be defined in terms of the right to view content, or based solely on licensing conditions (ie user is given access to everything, and responsibility for conformance lies with them)?</p> <p>Should license conditions ever be determined at a repository level, or always by the object in question? What issues arise when an object is taken out of its original context and re-used?</p>
Partner	Spoken Word

Your Comments	
Rank	

Title	Reflective practice with Learning Object repositories
Code	CDLOR18 (TrustDR_01)
Author(s)	Jackie Proven, John Casey, David Dripps, Alan Masson
Problem	The rights associated with an object need to be exposed to the user (as well as other users' comments about the object)
Category	Information Management: IPR
Scenario	<p>A lecturer needs to select suitable Learning Objects for inclusion in a course of study that will enhance the student experience. The lecturer has access to a federated search of a set of repositories, both internal and external to the institution. Selection of content is to be based on two main criteria: (1) feedback from previous use/reviews of the material and (2) choice of legal constraints on use such as cost or restricted rights.</p> <p>The lecturer requires that the necessary evaluative information to make his choice is exposed at the search stage and that he can easily understand and act on that information to make an informed choice.</p> <p>Once selected the Learning Object must retain a link to the information about legal constraints that allows notification/enforcement in its new location (VLE)</p>

Comments	<p>(1) Feedback might include –</p> <ul style="list-style-type: none"> • annotation and contextual information supplied by academics • teacher/student reviews with star-rating system • usage data – numbers of times accessed, courses in which used <p>(2) Legal constraints might include</p> <ul style="list-style-type: none"> • Access by Secure Authentication must be maintained • Time-limited subscription or licence • Requirements on tracking / auditing of use • Clearance of 3rd party rights • Transactional cost • Limited use permissions (eg. view only) • Geographical restrictions <p><i>This scenario has already been developed into a Use Case by TrustDR</i></p>
Partner	TrustDR
Your Comments	
Rank	

Title	Easy integration with VLE
Code	CDLOR19 (TrustDR_02)
Author(s)	Jackie Proven
Problem	It can be difficult for some users to get materials from the repository into their VLE.
Category	Technology: interoperability
Scenario	A lecturer needs to provide material for a VLE course at short notice. He finds suitable Learning Objects in a digital repository that are free for educational use. With little technical knowledge and no time, he needs to insert the material into the course area.
Comments	<p>The lecturer has no awareness of Content Packaging, Metadata schemas or technical standards.</p> <p>The lecturer has been told that material can be uploaded to the VLE “with one click”</p> <p>The lecturer is happy for the material to run “as is” with no repurposing.</p> <p>The lecturer needs to be confident that the material will run effectively in the VLE as support may be unavailable.</p>
Partner	TrustDR

Your Comments	
Rank	

Title	Sharing between VLE systems
Code	CDLOR20 (TrustDR_03)
Author(s)	Jackie Proven
Problem	Interoperability of resources between VLEs
Category	Technology: interoperability
Scenario	A group of academic partners have decided to network a short course that was previously delivered at a single institution. The course material was created as one SCORM package using CourseGenie software and loaded to WebCT. Academic partners have a variety of VLE systems including Bodington and Blackboard and material needs to be made available in each of these systems. Some partners will only deliver a single module from the course so will not need the entire package. The partners employ part-time lecturers who will be required to find and deliver the appropriate content for the module they teach.
Comments	The original SCORM package contains all necessary metadata for administration and resource discovery. There are limited resources available to assist with recreating metadata. Not all academic partners have Learning Technologists. A central repository is available as a storage point for course material (how would this solve potential barriers?)
Partner	TrustDR
Your Comments	
Rank	

Title	Effective use of resources
Code	CDLOR21 (TrustDR_04)
Author(s)	Jackie Proven
Problem	Some lecturers have to go through other people to download the resources they want
Category	Technology: usability

Scenario	A group of academic partners have access to digital Learning Materials from NLN and other providers that they are free to use. The material needs to be downloaded by a registered individual in an institution. A lecturer wishes to check whether some new content is available for instant use in a class situation without having to ask every partner if they have downloaded the content. She also needs to know that the material will run smoothly on her networked equipment.
Comments	The lecturer doesn't know the exact details of the content, only the subject and that it is recent. The lecturer must be able to verify that the content is from the correct source and genuinely free to use.
Partner	TrustDR
Your Comments	
Rank	

Title	Public Attribution Facility
Code	CDLOR22 (TrustDR_05)
Author(s)	Jackie Proven, David Dripps, John Casey
Problem	Recognition for contributing to repositories
Category	Organisational: motivation to contribute
Scenario	An academic needs to reveal details of all learning materials that they have authored (or shared in authoring) in a public way from within a repository. This ideally would allow them to send a URL to a 3rd party.
Comments	<i>This scenario has already been developed into a Use Case by TrustDR</i> Success Scenario: <ul style="list-style-type: none"> • Academic queries repository to reveal list of self authored work. • Repository constructs URL suitable for copy and pasting. • Academic sends URL to third party • Third party receives URL • Third party follows URL and sees relevant list • Produced list meets recipients' needs.
Partner	TrustDR
Your Comments	
Rank	

Title	Repository information / newsfeed
Code	CDLOR23 (TrustDR_06)
Author(s)	Jackie Proven, David Dripps, John Casey
Problem	Making users aware of what is available
Category	Information Management: metadata
Scenario	Administrator searches a repository of learning objects, retrieves records and feeds / reveals results to selected recipients
Comments	<i>This scenario has already been developed into a Use Case by TrustDR</i> Success Scenario: <ul style="list-style-type: none"> • Administrator enters search criteria in repository • Repository returns formatted results (e.g. RSS / HTML) • Administrator sends results to list of recipients • Recipient able to view and interpret results
Partner	TrustDR
Your Comments	
Rank	

Title	Web based public search of repository
Code	CDLOR24 (TrustDR_07 and TrustDR_08)
Author(s)	Jackie Proven, David Dripps, John Casey
Problem	Promoting a repository's contents
Category	Information Management: metadata
Scenario	End user conducts search of repository to view metadata records through web based public interface (access to learning objects is unavailable). Repository administrator controls the metadata profile revealed to end user.

<p>Comments</p>	<p><i>This scenario has already been developed into a Use Case by TrustDR</i></p> <p>Success Scenario:</p> <ul style="list-style-type: none"> • End user accesses search page • End user enters search criteria for metadata • Search submitted to repository for processing • Metadata records returned to end user • Metadata records meet end users needs <p>And</p> <ul style="list-style-type: none"> • Administrator able to set constraints in metadata profile within repository • End user able to access search page (public interface) • End user enters search criteria for metadata • Search submitted to repository for processing • Repository processes search according to constraints • Metadata records revealed match administrator’s requirements
<p>Partner</p>	<p>TrustDR</p>
<p>Your Comments</p>	
<p>Rank</p>	