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ASPECT

ASPECT Dissemination Plan & Communication Handbook

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eContentplus

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¹ OJ L 79, 24.3.2005, p. 1.

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1 Introduction

The purpose of this document is to present a Dissemination and Communication Strategy for the ASPECT project to ensure maximum impact of the project during its life span and sustainable benefits to the eLearning standards' community and its stakeholders after the project is ended. It also addresses the collaboration with other learning standards' initiatives and projects, such as iCOPER.

The objective is to:

- promote the adoption of standards, by outlining the current issues and providing conclusions about strengths and weaknesses of current specifications and standards
- bridge the gaps between pre-standardisation, standardisation and standards adoption using a combination of top-down and bottom-up approaches
- identify relevant standardisation activities for stakeholders, by pointing to ways for users, suppliers and policy makers to circumvent barriers related to standards adoption and ensure that planned solutions meet future needs

This document, then, details the activities to be carried out in the framework of a dissemination strategy, the responsibilities to be undertaken by project partners, and the ongoing evaluation of the progress and results of such activities. The document also outlines principles for communication within the ASPECT project and between members of a Best Practice Network (BPN) in the context of standardisation.

The present dissemination plan is a working tool that reflects the approach and activities outlined in the project's Description of Work. It will be enriched by the input and achievements of all partners and be reviewed and updated at regular intervals (every six months). The Interim project report and Final report will specify the actions carried out during the project life cycle.

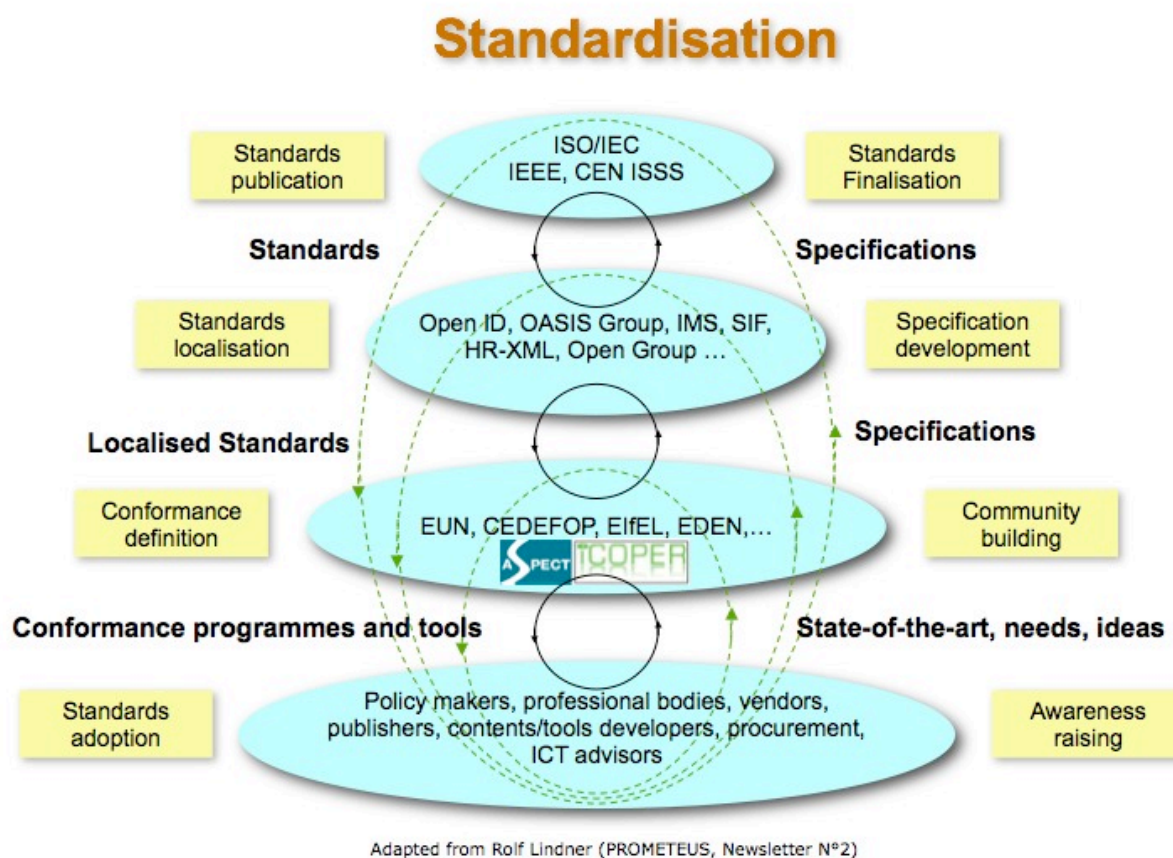


Figure 1 Standardisation process and stakeholders

2 Principles of ASPECT Dissemination Strategy

2.1 Challenges and dissemination and communication in a BPN

The eContentplus programme identifies the following objective of a BPN:

to promote the adoption of standards and specifications for making digital content in Europe more accessible and usable by combining the "consensus building and awareness raising" function of a network with the large-scale implementation in real-life context of one or more concrete specifications or standards by its members.

The key words here are *consensus building*, *awareness raising*, and *large-scale implementation*. It is left to different projects to define who the participants in the BPNs are, and to map their roles and activities.

The mission of ASPECT (Adopting Standards and Specifications for Educational Content) is to seek the widest possible adoption of standards in the education community, beyond the mere raising of awareness.

In order to devise an effective dissemination and communication strategy for this best practice network, we first need: to identify the different communities contributing to the different stages of the content standardisation process, from design to adoption; and to obtain a clear picture of the activity streams we need to connect to in order to build best practices.

There are a number of models that could be used to define a Best Practice Network. The one we will be using does not have as its primary objective simply the definition of *good practice* related to standards (a detailed documentation of identified good practices) among a small community of standards' professionals. The aim is to go a step further and to bring together, through a number of activities, diverse practitioners who have a responsibility in the design and implementation of learning technology standards, beyond the restricted circle of experts who design those standards.

In the diagrammatic language of the Cultural-Historical Activity Theory community this process could be described in the following generic model:

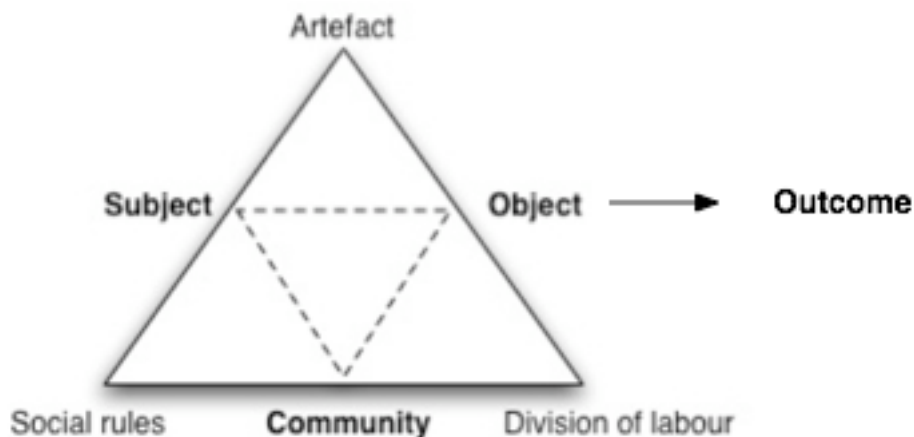


Figure 2 Generic activity model of Cultural-Historical Activity Theory

Applied to a BPN as an activity system, this model could be populated with the following entities (figure below): The Subject could be an Educator or a Standards' Expert, working towards a good Support System for learning using a Learning Technology Specification, being part of a Best Practice Network, that is following some specific Social Rules and encouraging some specific Relationships between their participants.

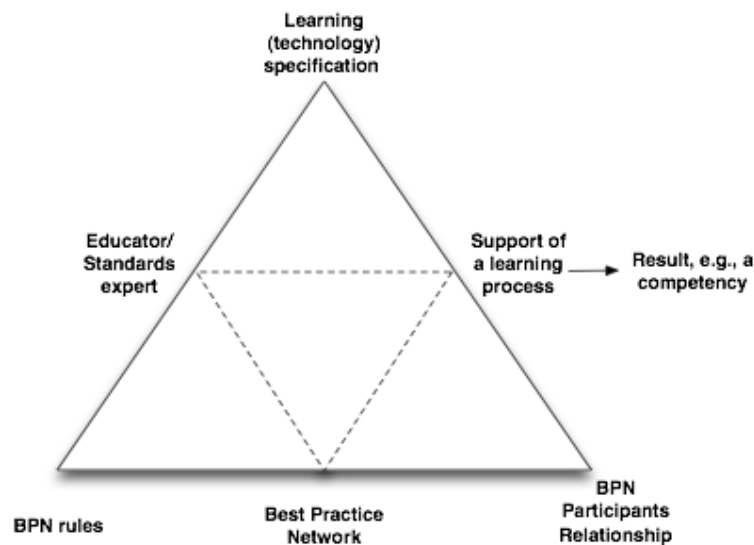


Figure 3 Activity system model of a Best Practice Network

In this Dissemination and Communication Strategy we will be concerned *with the relationships between people and issues*, with a special focus on the shared objects of the particular networks and the rules and practices that the different activity systems build up.

A couple of examples will illustrate the use of this theoretical approach making sense of the best practice networks ASPECT will be working with. In these examples we deal with different type of actors: *policy makers, standardisation bodies and tool developers, publishers of learning contents and authors, school ICT advisors and counsellors, and teachers*. It is important that the different components of the BPN (that can be organised through sub-groups) communicate together through proper feedback mechanisms.

Table 1 Key BPN roles

<i>BPN / Subject</i>	<i>Policy makers</i>	<i>Standards' experts, tools developers</i>	<i>Publishers of learning contents and authors</i>	<i>School ICT Advisors and Counsellors</i>	<i>Teachers</i>
Responsibility	Ministries define policies, support the implementation of infrastructures	Define specifications, implement, provide and collect feedback from users	Contribute to and implement specifications and standards	Advisors support ICT infrastructure and people, collect and provide feedback	Teachers and learners use learning resources in their daily practice, collect and provide feedback
Objective (why they produce)	Provide a seamless learning infrastructure and access to learning resources	Improve interoperability, accessibility to learning resources while encouraging innovation	Provide easily accessible, adaptable and reusable educational contents and assets	Provide a seamless learning access to learning resources to learners and teachers	Improve learning achievements through using and sharing knowledge across teachers and learners
Object (what they produce)	Policies, directives, decrees, prescriptions	Standards and tools, implementation guidelines, testing tools and procedures	Educational contents, courses, lessons and learning assets	Setting-up and maintenance of the local infrastructure	Use, adapt and create learning resources, lesson plans and assets.
Tools	Infrastructures, decrees, guidelines	General and learning technology specifications and standards, conformance testing suites, etc.	Authoring tools, LMS and VLE, conformance testing suites	Use procurement systems, support implementation of authoring, LMS, and VLE systems	Authoring, LMS, VLE, meeting places (Internet, f2f)
Rules / procedures	Define policies, rules, auditing	Standardisation meetings, feedback mechanisms, certification, plugfests	Standardisation meetings, plugfests	Meeting, procurement and implementation guidelines, feedback mechanisms	Meeting, usage guidelines, feedback mechanisms
Role in BPN	Provide learning infrastructures at national / European level	Select, adapt and publicise learning resource specifications and standards	Contribute to the standardisation process, adaptation to local contexts (application profiles)	Provide feedback on the use of tools and resources in the school context	Provide feedback on the use of learning resources in the class context

2.2 Principles and key objectives of ASPECT dissemination

Dissemination in a Best Practice Network is a tool to connect people to subjects and activities of the Network. The core principle in our dissemination and communication strategy is to support and strengthen networks of people that are *connected through shared objects and activities*.

We will aim at two different levels of involvement:

1. Dissemination for **Awareness** and **Understanding**

We want to raise the awareness and understanding about the issues addressed by the ASPECT project, its objectives: *why is the adoption of standards critical to the future development of learning technologies?* The level of detail of the understanding will vary, depending on the target audience and different discourses will have to be used for ICT specialists, teachers, ICT advisors, procurement officers and policy makers (those who vote the budgets!).

2. Dissemination for **Action**

“Action” refers to a change of practice related to standards’ adoption resulting from the adoption of ideas, approaches or outcomes offered by ASPECT. The groups/audiences we target are those in a position to “influence” and “bring about change” within their organisations. These are the groups/audiences that need to be equipped with the right skills, knowledge and understanding in order to achieve real change. They should be able to combine and integrate key messages and be challenged to take part in the best practice network and planning for next actions. In order to approach these groups, we need to clearly communicate what are the problems that ASPECT is trying to provide solutions for and how they can benefit from those solutions in their current practices.

2.3 Steps for implementing the ASPECT Dissemination strategy

Focussing on key issues and problems to solve for our stakeholders, the implementation of the ASPECT dissemination strategy is a four-step process:

1. *Define a clear expression of the project mission and its main goals.* This should be done in a visionary manner that addresses both a) the project duration and b) the Best Practice Network after the project is completed.
2. *Address the right target audience with the right message through the appropriate channels*
 - a) Identification of target groups and their roles within the BPN —there are a number of national and local networks that are relatively fragmented
 - b) Identification of key messages for each target group
 - c) Identification of communication channels - online, events, etc.
 - d) Selection of appropriate collaboration/dissemination tools, resources and methodologies
 - e) Each WP will nominate a rapporteur that provides a monthly report on the activities /outcomes of his/her WP for dissemination
 - f) Web-based seminars (webinars) for standards adopters given by experts from the ASPECT consortium – mainly from WP2, WP3 and WP5
3. *Engage stakeholders and motivate them to become **active** participants in project activities, events, workshops etc. to foster cooperation between existing (fragmented) networks*
 - a) Participation in events, workshops etc.
 - b) Organisation of plugfests
 - c) Organisation of meetings addressed to specific stakeholders, such as policy makers in Ministries of Education, content developers, learning platform providers, ICT advisors for schools, technology and service providers
4. *Evaluate and adapt*
 - a) Selection of tools and methodologies for evaluation of dissemination activities –
 - b) Integration of performance indicators defined in DoW
 - c) Evaluate Dissemination gaps – cooperation with WP7 to establish a methodology for evaluation (e.g., target groups, tools, technologies, thematic coverage, etc.)

2.4 Dissemination of deliverables

ASPECT has planned a number of deliverables that need to be disseminated in the course of the project.

We have separated the ASPECT deliverables into two main categories:

- WP4 deliverables, i.e. those supporting the dissemination process
- Other WPs public deliverables that will be disseminated in the course of the project

2.4.1 WP4 deliverables

It is the objective of this dissemination plan to explicit the WP4 deliverables

Deliverable No	Deliverable title	Delivery date	Comments
D4.1	Dissemination Plan & Communication Handbook	M6	This document
D4.2	ASPECT web site and community	M2	Described in this document
D4.3.1	PowerPoint presentations on project (initial)	M3	Done
D4.3.2	PowerPoint presentation on project (final)	M30	TBD
D4.4.1	Report on ASPECT workshops, plugfests and conferences n1	M15	TBD
D4.4.2	Report on ASPECT workshops, plugfests and conferences n 2 & 3	M30	TBD
D4.5	ASPECT Network of Practitioners	M6	Described in this document
D4.5.1	Report on ASPECT workshops, plugfests and conferences n 1	M15	TBD
D4.6	ASPECT Award	M18	An initial description in this document
D4.7	LRE Service Centre	M12	An initial description in this document

2.4.2 Deliverables for dissemination

Deliverable No	Deliverable title	Delivery date	Comments
D1.1	Charter for ASPECT Associate Partners	M3	Done
D1.3.1	Intermediate Public Report	M15	TBD
D1.3.2	Final Public Report	M30	TBD
D2.1	ASPECT approach to federated search and harvesting	M6	A document structuring ASPECT vision
D2.2	Design of data model and architecture for a registry of LO repositories and app. profiles	M6	A document structuring ASPECT vision
D2.3	ASPECT approach to multilingual vocabularies, including automated translation services	M6	A document structuring ASPECT vision

Deliverable No	Deliverable title	Delivery date	Comments
D2.4	Wiki with material from repository to support training and dissemination	M6	An online document (http://wiki.aspect-project.org/) gathering the technical documentation produced by ASPECT
D2.5	Infrastructure and services v1.0	M9	
D2.6	Infrastructure and services v2.0	M18	
D2.7	Infrastructure and services v3.0	M27	
D3.1	Best practice report for content use	M6	A document structuring ASPECT vision
D3.2.1	Conformance Testing Tools version 1	M9	
D3.2.2	Conformance Testing Tools version 2	M18	
D3.3	IMS CC & SCORM Demonstrator v1.0	M12	
D3.4	Intermediate Evaluation Report for content use	M15	
D3.5	Best practice report for content use v2.0	M18	
D3.6	IMS CC & SCORM Demonstrator v2.0	M24	
D5.3	Release 1 of the integrated system	M15	
D5.4	Release 2 of the integrated system	M24	
D5.5	Report on the advantages/issues associated with the large-scale implementation of selected standards	M28	
D6.3	Report on summer school	M20	
D6.4	National Validation reports	M27	

2.5 Scope and Target Groups for ASPECT BPN

The adoption of standards, as elicited in figure 1, involves a number of different stakeholders, working at different levels. In the following table, we have identified a number of targets, mainly organisations, their expectations *vis à vis* standards and the key messages ASPECT could use to address those particular stakeholders. Several representatives of these stakeholders are represented in the ASPECT consortium with its 22 partners. A status of *Associated Partners* has been created in order to aggregate a more diverse group of organisations that could benefit from / contribute to ASPECT activities.

Table 2 - ASPECT view of key stakeholders

Target	Priority	Who	Expectations from standards	Key Messages (in short)
Policy makers	1	Ministries of Education, Regional governments, Municipalities	Improve quality of education provision through innovation while reducing costs	Standards reduce costs and improve usability/interoperability

Target	Priority	Who	Expectations from standards	Key Messages (in short)
Regulatory bodies	3	Quality assurance, accreditation bodies, awarding bodies	Seamless integration of ICT, Interoperability	Standards reduce costs and improve usability/interoperability
Education providers	1	States, regional authorities, voluntary sector, formal and non-formal providers	Understanding and support to adoption of standards – to achieve better resource management and sustainability	Importance of standards; ASPECT offers conformance testing
Education management	2	School boards, university boards, class boards, Head Teachers	Understanding of and support for adoption of standards – to achieve better resource management and sustainability	Importance of standards; ASPECT offers conformance tested products
Education delivery	2	Teachers, Teacher associations, unions,	Easy authoring and re-use of learning resources (including within VLEs) to create new learning experiences; easy exchange of self-generated content	Standards ease educational content use and learning design!
Learners	5	Learners also act as mentors and tutors	Seamless access to external and self-generated content;	Access to more educational contents and of better quality
Tools' developers and delivery	2	Commercial and open tools and learning platform providers, trade associations such as BESA	Develop/sell/deliver products and services	Standards adoption will give you an edge over competition; ASPECT offers conformance testing
Content developers/publishers and delivery	1	Commercial organisations (very large, SMEs and sole traders) and developers of OER content. Trade associations such as EEPG. Wiki Educator, individual teachers / learners	Sell/deliver interoperable products and services, universal access to content	Standards adoption will facilitate maximum interoperability and reuse, give you an edge over competition, ease exchange of content with other teachers
Standardisation bodies and consortia	1	CEN-ISSS, SC36, IMS, SIF, ADL, AICC, HR-XML, ARIADNE; national bodies (DIN, AFNOR, BSI, AENOR, etc.)	Interoperability, reduced costs, innovation	Work close to the users to design relevant standards Assess added value of new specifications
ICT Innovation	2	JISC, CETIS, SURF	Adapt standards through application profiles	Help us to define tomorrow's standards
ICT local support	1	NAACE (UK)	Reduce workload, costs, improve access to learning resources and knowledge	Help us and your institution by adopting standards.

3 Connecting ASPECT to the wider community

As stated in the ASPECT DoW:

“ASPECT is a Best Practice Network for educational content that involves 22 partners from 15 countries, including 9 Ministries of Education (MoE), four commercial content developers and leading learning technology providers. For the first time, experts from all international standardisation bodies and consortia active in e-learning (CEN/ISSS, IEEE, ISO, IMS, ADL) are working together in order to improve the adoption of learning technology standards and specifications.”

With this potential at hand, the ASPECT consortium is in the best position to promote the adoption of standards and specifications for educational content in Europe, making them more accessible and usable by combining consensus building and awareness raising.

3.1 Creating public awareness of ASPECT

This includes the creation of the ASPECT public web site, our online community, project brochures, newsletters and marketing material. Awareness of existing specifications and standards is carried out through the Learning Technology Standards Observatory (LTSO¹), which has received more than 1,5 million visitors since its launch in 2004. The LTSO gathers information about all SSLT working areas, provides tracking data on the evolution of draft specifications and offers updated information about related news and events. The LTSO was initially designed and launched with the support of the CEN/ISSS WS-LT. Maintenance and content updated was funded in 2005 and 2006 through the Learning Interoperability Frameworks for Europe (LIFE) project. Now, thanks to the ASPECT BPN it is possible to keep it alive and offer services to thousands of LTSO users.

The LTSO provides a channel for official dissemination on SSLT mainly oriented to specialist. However, there is also a need to include channels where informal information, comments to current draft specifications and access to experts are provided. This will also include profiled access to simplified information allowing different stakeholders to directly access the information they need and get the message they look for. The ASPECT BPN will further develop the current CEN/ISSS WS-LT in order to create the LTSoPlus, a web portal where both formal and informal dissemination data were available.

3.2 Cross network communication

ASPECT is part of an eContentplus “project family” of, all working on related challenges. We engage many of the same experts, having liaisons with the same standards bodies, analysing the same specifications and standards, and so on. The ASPECT Best Practice Network, therefore, will be best served by developing close synergies with the other networks. Consequently, the dissemination and communication work in ASPECT will aim at establishing best practices for standards and learning technology discourse and services that will be used by our European target groups as a whole.

3.3 Creation of the ASPECT Best Practice Network

The creation of the BPN will be based on a series of activities involving all the ASPECT partners in cooperation with specification/standardisation bodies. The creation of a virtual community, using social networking software will be also explored. We will invite the larger community to support the goals of ASPECT and join the BPN as *associated partners* (the charter for associate partners was approved in the ASPECT General Meeting in Vigo in March 2009). The BPN will be organised through a series of activities such as the organisation of workshops (3) and plugfests (3) and, more generally, exploit project meetings and other major European learning technology events and conferences as opportunities to

¹ <http://www.cen-ltso.net>

include a larger audience in the project and recruit new Associate Partners. When possible, workshops will be co-located with existing major learning technology events.

Table 3 – Participation to BPN of key stakeholders

Target	Participation to BPN
Ministries and national agencies —e.g. BECTA (UK)— regional and public authorities	Lead the BPN. Provide leadership on educational contents policies
Standardisation bodies —CEN-ISSS, SC36, IMS, SIF, ADL, AICC, ARIADNE; national bodies (DIN, AFNOR, BSI, AENOR, etc.)	Lead standard design for contents
Contents publishers and aggregators — from large corporations to SMEs, sole traders, and developers of OER content. Wiki Educator, resources from individual	Lead standard adoption. Contribute to standards design and implement them in their contents
Professional associations and networks of ICT advisors —NAACE (UK)	Lead ICT implementation at local level; provide feedback on standards
Commercial and open tools and learning platform providers, trade associations such as BESA (UK) France Didact (FR), EEPG (Europe)	Promote interoperable contents
ICT leadership centres —JISC (UK), SURF (NL)	Contribute to standards design and implementation, promote pilot projects
School boards, university boards, voluntary sector, formal and non-formal providers	Lead procurement policies for learning resources
head teachers, teachers, teacher associations and trade unions	Provide feedback data useful to improve standards

The workshops will be designed to acquaint stakeholders (including teachers producing user generated content) with different standards and specifications, provide demonstrations, and highlight best practice to facilitate implementation of the standards. The plugfests are **hands-on interoperability test sessions**. As a result of the plugfests, a survey of interoperability issues for various systems will be maintained. It will be made available to all plugfest participants.

3.4 Building the ASPECT community – how to harmonise working routines and tools use

The ASPECT consortium is using the EducaNext platform as a tool for internal communication, as a data store for documents, for reporting purposes, etc. The EducaNext platform offers a wide variety of different tools, often found in a number of integrated platforms or stand-alone services on the web. As ASPECT partners are working in a number of national, European and international projects, there is no way that we could expect all activity to happen within one technical framework.

How can we build a map of the community activities, roles, persons involved in ASPECT, so that we will be able *to connect people on tasks*? The challenge is to a large extent the same as the one we have when we are designing learning technologies. We need to consider identity management, administer access rules, provide spaces for collaborative work, distribute resources, etc. When ASPECT reviews all the different standards supporting these activities in order to decide on recommendations, we have to make sure that we use project results to also enhance our own support infrastructure, to build the ASPECT community and also to lay the foundations for a sustainable learning technology standards' community after the end of the ASPECT project.

In order for this to be possible ASPECT needs to search for feedback from the main stakeholders. This will be achieved through several channels:

- 1.- Feedback from the ASPECT public web site to be obtained through the ability to comment on the publications and via a feedback form.
- 2.- Feedback from events to be collected via systematic short evaluation questionnaires as well as qualitative interviews with a number of selected participants.
- 3.- Feedback from Best Practice Network participants will be collected through a series of qualitative interviews.
- 4.- Feedback from ministries of education and public bodies responsible for educational resources policies to be collected through a dedicated series of interviews that will be carried out during the design of a Best Practice Award in standards implementation.
- 5.- Feedback collected during other work package activities will be used to inform and adjust dissemination activities.

ASPECT has gathered so far input from its members on the use of social software tools, personal management tools, e-learning tools, etc., and will continue to do so during the remainder of the project. The first survey¹ was carried online and was targeted to both iCOPER and ASPECT participants. Main results and conclusions from this survey are included in Annex 7.5. This data will be used to inform design of ASPECT online community tools, e.g., EducaNext, NING and ASPECT public platform, and to build a best practice on the use of services available on the Net.

3.5 Identification of ASPECT resources: Tagging

Initial discussions with project partners and with the iCOPER project have highlighted the potential benefits of having *a common tagging practice* among communities working on learning technologies and standards'. Using such an approach, anyone could store their "stuff" wherever they like and still hope that existing and future aggregation services will be able to find and make use of the resources, including resources for dissemination. At the moment, nobody in this wide community of practice is able to list what types of resources will be exchanged in which format, kept in what stores for what purpose. However, our aim is to try to build a consensus on the tags we attach to our objects, so that, at a later stage, we will be able to identify what is "ours", and for what purpose the resource was originally exposed to the world.

In an open community we do not "own" our tags. They will be picked up and used by people with various interests and knowledge in learning technologies and standards. Therefore, we want to try to devise a tagging regime that, at the same time, clearly identifies the resources produced by the learning standards' community, while fostering communication with our ultimate target groups, they being policy makers, content developers and publishers, tools vendors, university or school principals, etc.

Our tagging scheme should serve four purposes:

¹ <http://www.cen-ltso.net/survey/>

1. Identifying the resource within our own Community of Practice, and within the particular eContent^{plus} Best Practice Network (keeping in mind that these are short lived projects)
2. Classifying the resource according to some main concepts that our communities agree upon
3. Specifying what specific issue(s) the resources are addressing, according to the author
4. Making resources visible to the other communities working in the field of standards and/or learning
5. Gather and aggregate related resources in order to make them more accessible and visible.

The scope of this tagging recommendation is to describe how tags are constructed and combined, so that the community specific resources can be tagged, searched and aggregated for different purposes, allowing identification of the source community and the subject of the resource.

The model should be:

- simple to understand and implement
- accurate enough to be able to retrieve the information easily
- flexible enough to cope with the complexity of the domain of learning and standards

The proposed tag model consists of a combination of currently used tags with the addition of a number of limited ad-hoc ones. According to this model, each resource should be tagged with at least one tag – *preferably with 3 or more tags*.

The tag that identifies the learning technology standards' community at large is LearningStandards. This tag is a compound of two words, learning and standards, each being too broad to use alone. (This tag could also be 'learningstandards', as tags are not case sensitive).

ASPECT (resp. ICOPER) as a particular community is identified with the tag 'aspect (resp 'iCOPER').

ASPECT and other Best Practice Networks like iCOPER are working on core concepts giving a high-level view of the Learning, Education and Training domain. For dissemination purposes a 1:1 match between all the ASPECT key concepts and recommended tags would not be very productive in terms of aggregation, e.g., in a tag cloud. We therefore suggest a simplified model, based on the iCOPER educational framework, outlined in Figure 3¹.

¹ Whether the first box should be LearningAssessment or LearningImpact should be discussed. To have one more box at the end, e.g., LearningAssessment, is not a good solution, as it would be filled with pretty much the same stuff as Box 1.

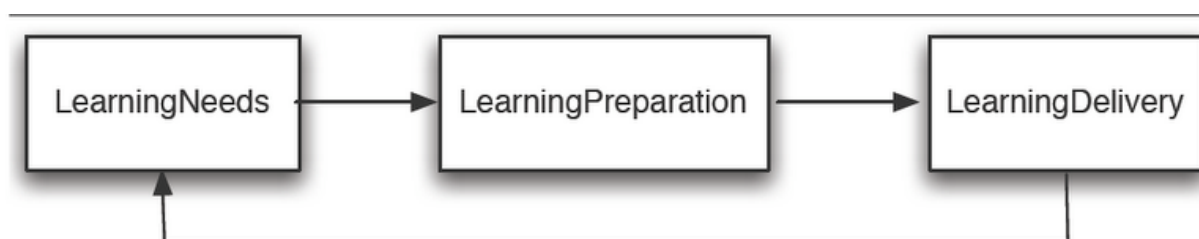


Figure 4 Tagging for Core Concepts

Users may extend the core concepts with their own descriptive elements, specifying in more tags aspects of Learning Needs, Learning Preparation and Learning Delivery. This might be a description of specific specifications or standards the community analyses, e.g. HR-XML or IMS QTI used for competency descriptions and assessment. Or, it might be analysis of tools used, e.g. Repositories, Moodle, Slideshare, etc.

When the tags are used within the communities, we will see that the practice clusters around a number of domain specific tags that could be subject to standardisation at a later stage.

The above suggestion for tags does not imply any kind of levels or mandating of tags. Each resource should be tagged with as many tags as the author wishes, preferably more than one, ideally 3 or more. Each tag consists of one word only (hyphens are allowed).

The following is a list of examples in line with this recommendation, one example per line and tags separated by commas:

- LearningStandards, LearningNeeds, HR-XML
- LearningStandards, LearningNeeds, LearningDelivery, QTI
- LearningStandards, LearningNeeds, HR-XML, IMS-LD
- LearningStandards, LearningPreparation, IMS-LD
- LearningStandards, LearningDelivery, OAI-PMH
- LearningStandards, LearningDelivery, Educanext, Moodle, Plone
- LearningStandards, LearningNeeds, CurriculumExchangeFormat

3.6 Testing data for conformance

The project will provide a service that tests content, packaged for the LRE, for compliance with the standards used in the project and their allowed variations. This will be used by content developers for testing their content packages prior to release to avoid interoperability problems as well as by end users and LMS vendors for the resolution of conflicts concerning standard compliance. Testing will be accessible online, in the LRE Service Centre.

3.7 Feedback to specification process

The project experience and best practices will be feed back to the specification processes including to: the IMS Application Profile Management Groups which are under development for various IMS specifications and to the IMS K12 Common Cartridge PUF SIG; ADL; IEEE LTSC; and to CEN/ISSS WSLT and TC. Project results will also be given a high level of visibility within the CEN/ISSS Learning Technology Standards Observatory. The findings of

the experimentation with schools in WP6 will be contributed by JYU to the CEN/ISSS Workshop on Learning Technologies as the main forum for pre-standardisation on a European level (quarterly).

3.8 Set-up and running the LRE Service Centre

We will create an online service collecting tools and services from WP2 and WP3. The Learning Resource Exchange Service Centre¹ (LSC) is the aggregation of a distributed network of existing services or services that will be built in the course of the project, provided by the ASPECT partners and that can be accessed from different entry points, including the LTSO.

The following services will be available:

Service name	Description	Partner responsible for support
LTSO contents	The LTSO offers official information about SSLT, providing updated data on related news and events	U Vigo
LOR registry	LOR registries are used to facilitate interoperability between repositories, either for consultation by humans and for access by software processes such as harvesting	EUN and KUL
Vocabulary Bank for Education	A vocabulary bank for education (VBE) for managing and referencing terms from controlled vocabularies and their translations.	VMG
Conformance testing	LRE contents will be tested for compliance against standards and their allowed variations (application profiles). This will be used by content developers for testing their content packages prior to release.	KOB
Application Profile Registry	A registry for legal variation of standards (application profiles) to provide a reference for testing against conformance	VMG
Automatic Translation service for Learning Object Metadata	Automatic translations will be provided on the basis of multilingual controlled vocabularies for the IEEE LOM as well as the LRE multilingual thesaurus for school education resources, is available in 14 languages with 6 more currently under construction.	EUN
Transformer service	Transformation of metadata into another format.	EUN
Access to known interoperability issues	A repository, FAQ and resources, like expert advices, on interoperability issues.	KUL
Identifier Service	A persistent identifier service (handle) to identify learning resources	KUL and EUN

Each service will be provided by the partners responsible for its provision, the Learning Resource Exchange (LRE) Service Centre providing a federated access to each of them.

In terms of promoting these services to the stakeholder community, it has been decided (at the ASPECT General Meeting in Vigo in March 2009) to now refer to this activity as “the LRE Service Centre (developed in the ASPECT project)”. The rationale behind this name change is that LRE already has visibility as a service for schools and that the LRE Service Centre can

¹ It was agreed in the ASPECT General Assembly held in Vigo, March 2009 to use the term LRE Service Centre instead of ASPECT Service Centre as it appears in the Description of Work

then be more easily perceived as another 'layer' that provides services to those organisations providing LRE content and to ASPECT Associate Partners.

4 ASPECT Dissemination Instruments

Three main instruments for dissemination have been identified:

1.- Online dissemination instruments. A set of online tools will be developed, each one focusing on a particular need for a particular stakeholder. Web 2.0 tools and social networks will provide the framework for informal dissemination while the current LTSO will be the basis for formal dissemination on SSLT.

2.- Events. Including workshops, plugfests and external conferences. As promised in the Description of Work at least 3 workshops and 3 plugfest will be organised and most of ASPECT participants will disseminate their activities within the project through external conferences.

3.- Documents. Including deliverables published in the ASPECT web site, conference papers and other written dissemination documents.

The following sections detail the plans for developing these three dissemination instruments.

4.1 Online dissemination instruments

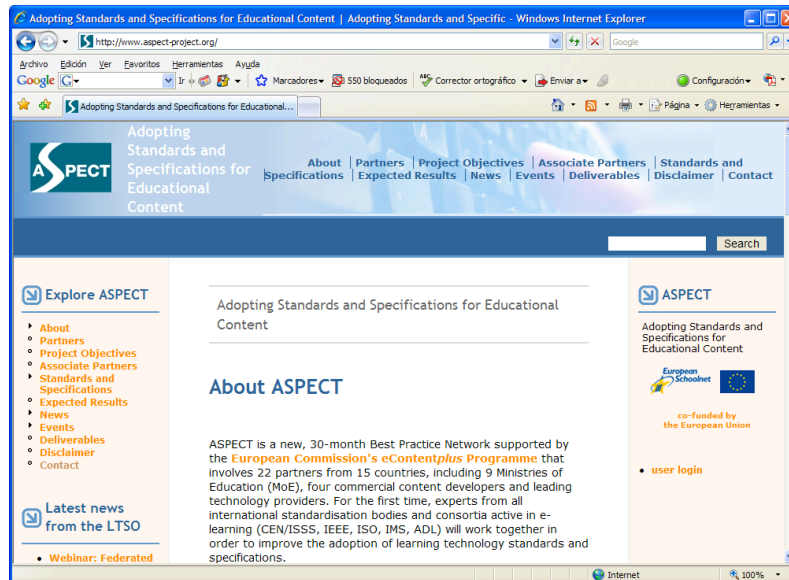
Online instruments are grouped according to their target and focus. The following table presents an overview of the four groups identified.

The structure of the external communication and dissemination of ASPECT includes four different sites, each one addressing a specific target.

Site	Function	Target	Contents
ASPECT project website	Official (public) project website	All public	Project presentation & contractual deliverables
Internal online tools	Internal communication and shared workspaces	ASPECT partners	Deliverables, draft documents, events information
ASPECT/iCOPER shared space	Public common dissemination space for iCOPER & ASPECT	Clustering activities	Links to official deliverables; shared documents; information on shared events.
LTSoPlus	Public dissemination on SSLT	SSLT stakeholders	Contacts, discussions, special interest groups, webinars, blog aggregators, LRE service center, LTSO contents (References to LT standards for IT specialists)

4.1.1 ASPECT project website

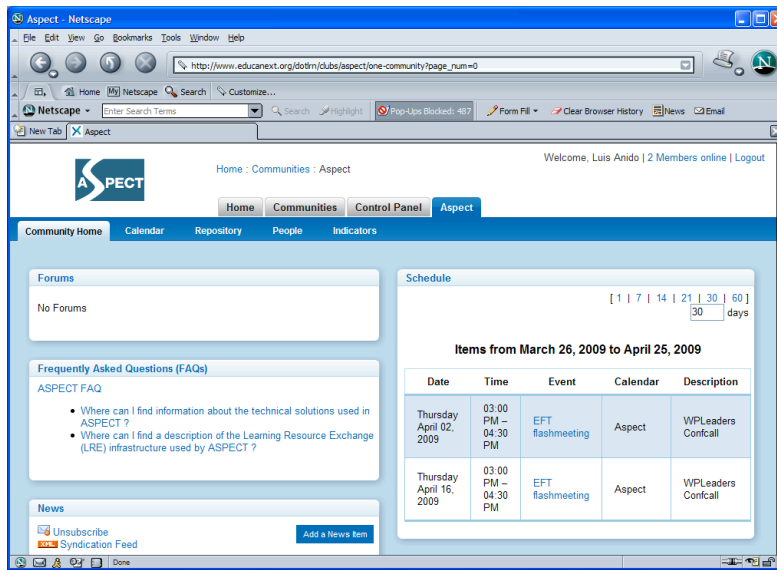
The ASPECT public website is accessible at <http://www.aspect-project.org/>



The website is actively used for dissemination purposes and is being continuously improved during the project life cycle.

4.1.2 Internal online tools

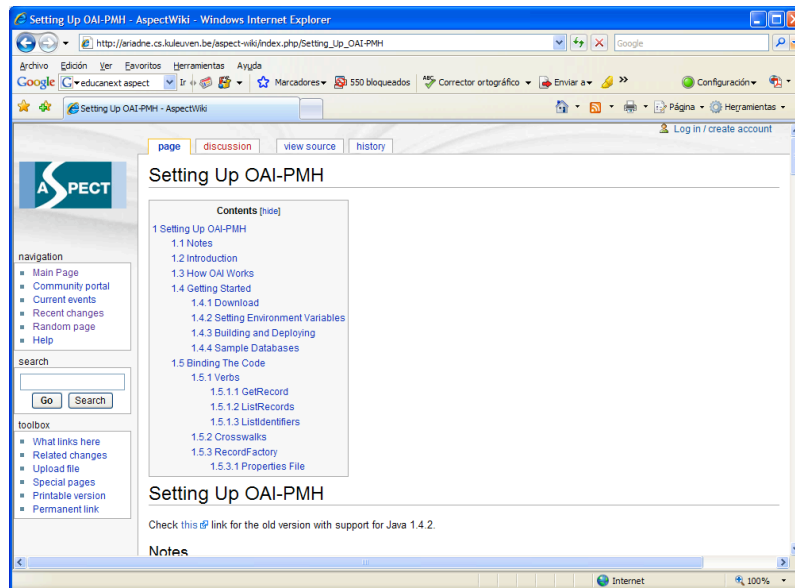
ASPECT deliverables are initially created or uploaded in the ASPECT internal project website (EducaNext: <http://www.educanext.org/dotlrn/clubs/aspect/>), then made available through the public website from where they will be distributed to a number of other sites through RSS. The objective is to keep the deliverables in one place (the project website), while being visible, when made public, in other websites.



There is also an internal wiki. The aim of this wiki, is to provide a platform through which training and dissemination materials will be made available about the ASPECT approach to:

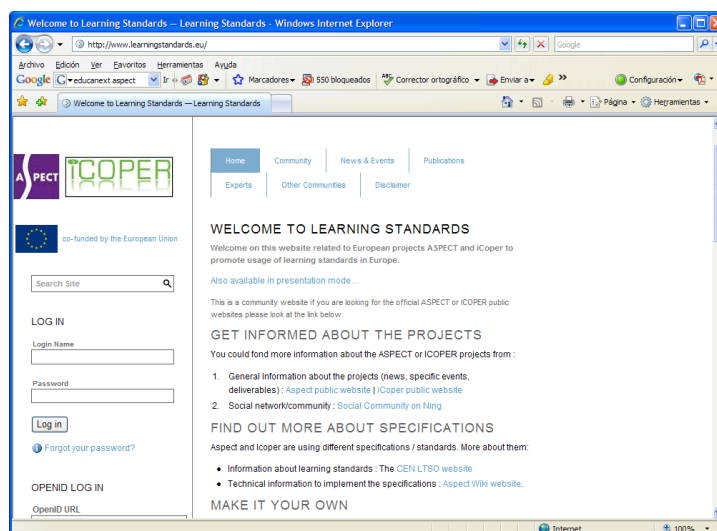
- Federated search and harvesting of learning object repositories (D2.1)
- An architecture for the registry of learning object repositories and application profiles (D2.2)
- Multilingual vocabularies, including automated translation services (D2.3)
- The deliverables above are available for download at the ASPECT project site.
- These materials will be used to train staff from content and tools' partners in WP5 who will apply the standards and specifications from D2.1, D2.2 and D2.3 to a substantial proportion of their resources. Furthermore, this wiki will contain lessons learned on the solutions above.

The wiki is available at: <http://wiki.aspect-project.org/>.



4.1.3 ASPECT/iCOPER shared space

Following two conference calls with the leader of the iCOPER dissemination work package, a test version of a collaborative knowledge building community has been established at <http://www.learningstandards.eu>. This is foreseen both as: a space where partners in the ASPECT and iCOPER BPNs can work together and share experiences and results; and where Associate Partners of both projects can participate in BPN activities. Work here is currently exploring how blog aggregators and RSS feeds can facilitate more automatic forms of information sharing.

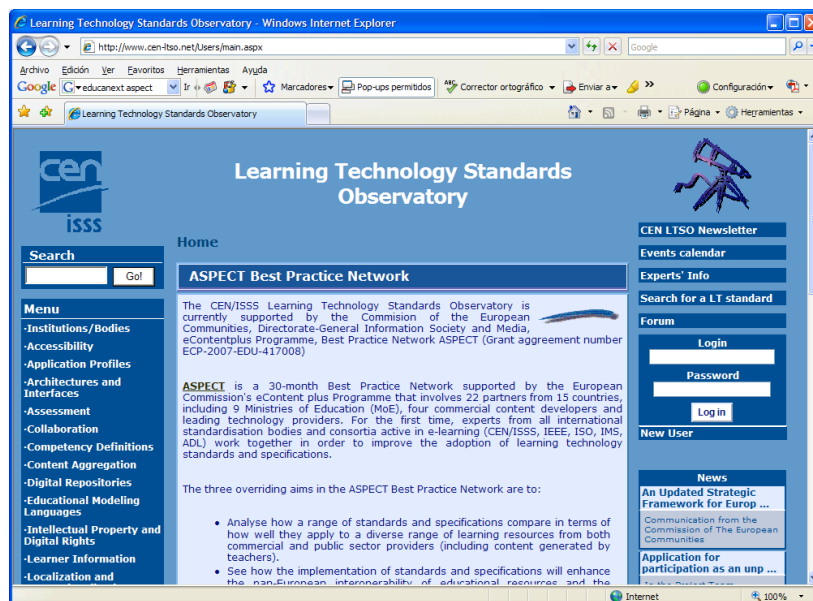


4.1.4 LTSOplus

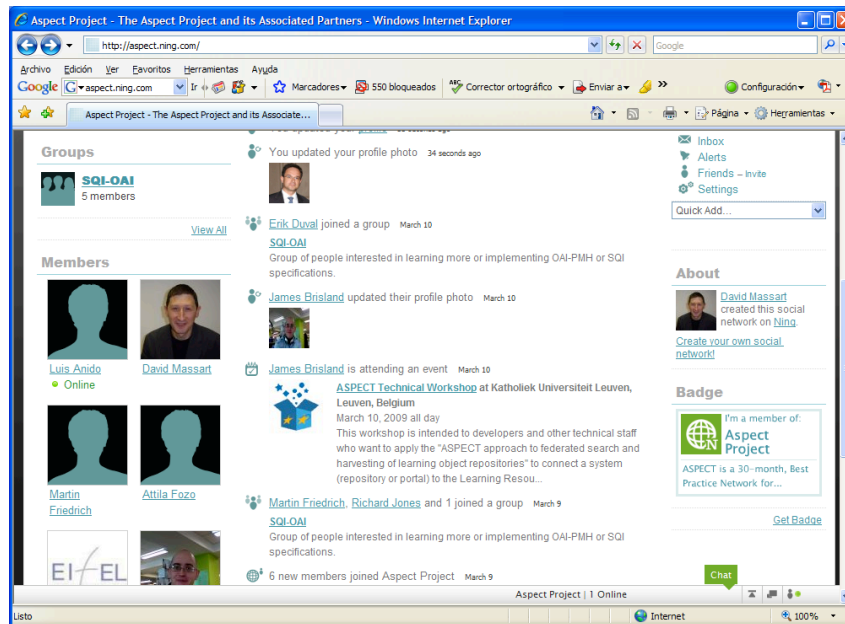
The ASPECT BPN will provide an online dissemination channel on Standards and Specifications for Learning Technologies. This will be built upon the current LTSO but will

be enhanced including a set of new tools (mostly based on Web2.0) and services (including the LRE service center). What follows is a description of the main components for the LTSOplus

- The CEN/ISSS WS-LT Learning Technology Standards Observatory (LTSO), which will provide official information on SSLT. Uptake of learning technology standards is increasing, with numerous commercial products under development, and many R&D projects exploring the issues in this area. However, there is widespread confusion and misunderstanding about the relationships between the relevant standards and specifications, as well as between the organisations that develop, define, profile or implement them. This was the rationale for the establishment of an accessible and sustainable web based repository that acts as a focal access point to projects, results, activities and organisations that are relevant to the development and adoption of e-learning technology standards. Contents included in the Learning Technology Standards Observatory are mostly taken from the web sites of other institutions and bodies and edited for presentation. They do not reflect the official position of the CEN/ISSS WS-LT or the ASPECT consortium. The LTSO is available at <http://www.cen-ltso.net>. Plan for further development of the LTSO include (1) update of contents; (2) re-organisation of the content structure and (3) re-design of the user interface.



- Dissemination about informal activities/comments related to SSLT. The new LTSOplus will include access to social networks and blog aggregators. Through these Web2.0 tools it will be possible to comment on current working drafts for standards/specifications, get in contact with experts, share documents and other data or read through a single access point those entries taken from experts' blogs directed related to SSLT. So far a ning community has been set up at <http://aspect.ning.com>



- Webinars. It was agreed at the ASPECT General Assembly in Vigo that a set of webinars will be held during the ASPECT lifetime. These will allow standards adopters to have at their disposal during a period of time those standards specialists that belong to the ASPECT consortium. Webinars will be scheduled and organised around the different standardisation areas covered by ASPECT.
- The LRE Service Center. The LTSOplus will be a frontal access point to the set of services identified in the LRE service center (c.f. *Set-up and running the LRE Service Centre* p. 17)

Each service will be provided by the partners responsible for its provision, the Learning Resource Exchange (LRE) Service Centre providing a federated access to each of them.

- Stakeholder-based online dissemination tools. Profiled access to simplified information allowing different stakeholders to directly access the information they need and get the message they look for will be provided. Many dissemination platforms available do not provide focused information depending upon the person who is accessing and her role. This will be avoided in the LTSOplus offering a set of simplified documents with structured information for those who just want to grasp the gist of the most relevant implications of SSLT for them.

4.2 Events

In addition to internal meetings, see <http://www.cen-ltso.net/aspectMeeting/> for information on the first ASPECT general assembly, different events will be organised.

Deliverables 4.4.1 (Month 15) and 4.4.2 will report on ASPECT workshops, plugfest and conferences.

4.2.1 ASPECT workshops

Open workshops will be organised in conjunction with every project meeting (6, including kick off). The organisation of such workshops provides a natural opportunity to engage with the community at the different stages of the project in order to collect requirements and exploit the ASPECT outcomes. Given the depth of standards' experience among partners in the project, these workshops could include a 'Meet the Experts' session (both online prior to the workshop and face-to-face during the workshop).

Three major public workshops will be organised in collaboration with key stakeholders (standardisation bodies, professional associations, content/tools developers, publishers, regulatory bodies, education authorities and institutions, etc.) and invited members of the focus group of teachers in WP6 where the results of the ASPECT project will be presented, discussed and debated. The workshops are designed to acquaint stakeholders (including teachers producing user-generated content) with different standards and specifications, provide demonstrations, and highlight best practice to facilitate implementation of the standards.

Three international technical events such as codebashes and plugfests will be organised to bring together the different learning content stakeholders, including developers of user-generated content. The code bashes and plugfests are hands-on interoperability test sessions. As a result of the plugfests, a survey of interoperability issues for various systems will be maintained. It will be made available to all plugfest participants.

Five national or regional workshops will be organised and held in national languages (Italian, German, French, Scandinavian and English), preferably to be run at, or in tandem with, major European learning technology events such as BETT (London) Educatech (Paris), Learntech (Karlsruhe), Online Educa, Berlin, etc. (or more regional/national events). ASPECT will already be attending such events to disseminate outcomes and recruit new members to the BPN. The idea behind participation in more national/regional events is particularly to reach: the very large target population of SME educational content developers and teacher-developers for whom the cost of travelling to international workshops and plugfests may be a disincentive.

4.2.2 ASPECT award

ASPECT will organise an Awards ceremony to recognise individuals or organisations contributing to the take-up of standards in the education community. The awards will provide a communication channel with other organisations that will act as a relay to the dissemination of information regarding standards as well as supporting services. This award will be delivered during one of the EUN's annual events (e.g. EMINENT conference), at a NAACE annual conference or at a specially staged one; the exact scope of the awards and the delivery method will be addressed later in 2009 date in an updated version of the communication plan (this is a living document!).

4.2.3 ASPECT plugfests

A number of plugfests will be organised in order to promote the standards adopted and conformance testing tools developed in the course of the project. They will be planned as independent events as well as being integrated within existing external events.

4.2.4 External events

Aspect will participate in public key events like conferences, meetings, workshops, trade fairs and exhibitions. Dedicated ASPECT dissemination materials will be delivered to the participants. A number of them are identified in the following section.

4.2.5 Provisional Planning of main events

More events will be added in the course of the project.

Timing	Title (of event)	Type of Activity	ASPECT Outcome	Medium	Target audience and scope	Partners Involved
January 2009	BETT	Briefing	Connecting with British publishers	Documents	Publishers	EUN, EIFEL, CUP
March 2009	Technical workshop	Public workshop	Connecting with teachers	Documents	Publishers, experts	All
September 2009	EC-TEL	Public workshop	Connecting with ICT advisors	Documents	eLearning practitioners, ICT advisors	All
December 2009	EMINENT	Conference, plugfest	Influence policy makers and school professionals	Documents	MoE and school networks	All
January 2010	BETT	Briefing, exhibition	Connecting with British publishers	Documents	Publishers, teachers	EUN, EIFEL, CUP
March 2010	NAACE	Workshop	Connecting with ICT advisors	Documents	ICT Advisors	EUN, EIFEL
November 2010	Salon de l'éducation	Presentation	Connecting with French publishers	Documents	eLearning professionals	EUN, EIFEL
November 2010	Online Educa Berlin	Workshop	Connecting with publishers and professionals	Leaflets	eLearning professionals	All
December 2010	EMINENT	Conference, Award ceremony	Influence policy makers and school professionals	Documents	MoE and school networks	All
January 2011	BETT	Plugfest and exhibition	Connecting with British publishers	Documents	Publishers, teachers	EUN, EIFEL, CUP
March 2011	NAACE	Presentation, Award ceremony	Connecting with ICT advisors	Documents	ICT Advisors	EUN, EIFEL

4.3 Documents

There is a number of documents that are planned to be produced as part of the ASPECT dissemination plan. These are described through the following sections.

4.3.1 Standards and specifications

A number of specifications and standards are to be produced as outcomes from the technical work within ASPECT. These will focus on the adoption and use of current standards and specifications:

- CEN Workshop Agreements (CWAs). As a result of the technical activities within ASPECT at least two CWAs will be submitted to the CEN/ISSS WS-LT. These will deal with the use of standards and specifications for educational content discovery and with educational content in use.
- CEN TC353 EN. It is expected that at least European Standard would be raised as the result of the ASPECT BPN. Due to the normal procedure followed by CEN Technical Committee and Workshop for Learning Technologies, it is expected that this EN comes from one of the produced CWAs.
- IMS GLC specifications. It is expected that at least an IMS specification were developed as the result of the outcomes from ASPECT

ASPECT is committed itself to submit these documents to the mentioned standardisation bodies/consortia. They will be subject to approval by them.

4.3.2 Newsletters

6 newsletters are planned in the course of the project. These will consist of about one A4 page, summarising the work per thematic category and updating people on the progress made in the project, including tasks and completion rates. The newsletter will be fed by monthly reports provided by nominated WP rapporteurs.

In writing their short reports, partners will highlight:

- What the WP currently working on. (formulated in a way that can be understood by people that are not involved in ASPECT)
- What has the WP achieved so far.
- What the WP is going to achieve next.
- Any new publication of interest (from the consortium or external).
- Any scheduled events coming up where people could meet ASPECT partners.

4.3.3 Scientific publications

Abstracts of all the scientific publications of the members of the network will be provided via the ASPECT website. The readers will be able to comment on them.

Contribution should be marked up with the following text:

Acknowledgement

The work presented in this paper is partially supported by the European Community eContent^{plus} programme - project ASPECT: Adopting Standards and Specifications for Educational Content (Grant agreement number ECP-2007-EDU-417008). The author(s) is (are) solely responsible for the content of this paper. It does not represent the opinion of the European Community and the European Community is not responsible for any use that might be made of information contained therein.

It is planned that the ASPECT participants will produce at least 60 conference papers and 4 top quality journals. The high scientific production during the past few years of many of the researches involved guarantees this target.

A feedback report will be provided following each workshop, meeting, conference that will have information on the participants, the conclusions and the impact on ASPECT work. All reports will be available at the EducaNext platform.

5 Monitoring ASPECT dissemination strategy

All project activities are subject to monitoring and evaluation as part of an ongoing quality control. The principal purpose of this process in the case of dissemination activities is to assess the impact of the project on targeted stakeholders in order to determine future sustainability. The following table details key indicators of the success of the activities.

The objective of the performance monitoring of dissemination is to ensure that the project achieves the goals defined in the dissemination plan.

For monitoring the performance of dissemination activities, we will work with the support of WP7 (Evaluation, Quality Assurance).

5.1 Methodology applied

The dissemination will apply the main evaluation as described in WP7. The project is based on an approach of continuous evaluation. The performance indicators are taken into account in the following procedure (this is a summary):

Nr	Objective/expected result	Indicator name	Expected Progress (figures for each year are cumulative)		
			Year 1	Year 2	Year 3
1	Networking and creating impact	Number of participants at ASPECT technical events, codebashes and plugfests	50	100	100
2	Networking and creating impact	Number of participants at workshops and conferences	50	200	200
3	Dissemination and creating impact	Number of unique users of ASPECT web site	1000	5000	6000
4	Dissemination and creating impact	Number of references to ASPECT activities and deliverables	50	200	500
5	Dissemination and creating impact	Number of external European experts, professionals, policy makers joining / actively supporting the BPN	50	100	150
6	Dissemination and creating impact	Number of CEN Workshop Agreements (subject to approval by the CEN/ISSS WSLT)	1	2	2
7	Dissemination and creating impact	Number of IMS GLC specifications (subject to approval by the IMS TAB)	0	0	1
8	Dissemination and	Number of ENs submitted to TC353	0	1	2

8	Dissemination and creating impact	Number of ENs submitted to TC353	0	1	2
9	Dissemination	Number of contributions (i.e. articles, presentations) to relevant conferences and events	30	45	60
10	Dissemination	Number of high quality, scientific papers accepted for leading, internationally recognised conferences or journals	0	3	4

1. Evaluation planning: In this phase, the detailed evaluation plan is designed based on the first project decisions. In this phase, additional monitoring and performance indicators are added.
2. Data collection: During the project, data will be gathered to calculate the performance indicators.
3. Data interpretation: Data gathered in the previous phase will be interpreted. The first analysis will be done by JYU. In case of underachievements, a deeper analysis will be done, using qualitative methods (interviews, in-depth analysis).
4. Improvement suggestions: The corresponding partners shall agree to the improvement procedure as part of their project tasks. The suggestions will be developed by JYU, EUN and the corresponding partner.
5. Continuous monitoring: In addition to observing performance indicators, in the continuous evaluation process, a variety of interaction and feedback loops are realized. By analysing this feedback, we will provide recommendations to the partners when there is a probability that their objectives might not be achieved - this can identify problems in advance.

5.2 Success indicators

The dissemination strategy will be successful if the following success indicators are satisfied.

5.3 Evaluation items

Working with WP7, we have defined a number of evaluation items, with a description of the method for collection of data and the success indicators.

Eval Item ID	EV41
Project objective	Creating public awareness of ASPECT
Evaluation objective	<ul style="list-style-type: none"> • Assess the level of awareness of ASPECT • Assess the level of awareness on educational standards by the different stakeholders (policy makers, publishers, standardization bodies, ICT advisors, teachers, etc.)
Hypotheses	<ul style="list-style-type: none"> • Some of the stakeholders find learning standards useful • Some of the stakeholders see standards as a problem • Some of the stakeholders don't care for standards
Method	<ul style="list-style-type: none"> • Google analytics for the public website • Survey with Google the number of references to ASPECT • Interview with representative of key stakeholders • Organisation of an ASPECT Award

Indicator	<ul style="list-style-type: none"> • Number of visits to the ASPECT Website • Number of external references to the ASPECT project • Number of references to educational standards and the spread of these references in diverse communities (incl. multiple languages) • Number of public presentations in external (to ASPECT) events • Number of publications in conferences and peer-reviewed journal • Number and quality of the applications to the ASPECT Award
Expected Outcome	<ul style="list-style-type: none"> • Get a better understanding of stakeholders needs and understanding • Raise the awareness of a larger community, beyond those working on standards
Related Items	D4.1 Dissemination Plan & Communication Handbook D4.2 ASPECT web site and community D4.3.1/2 PowerPoint presentation on project D4.4.1/2 Reports on ASPECT workshops, plugfests and conferences D4.6 ASPECT Award

Eval Item ID	EV42
Project objective	Creation of the ASPECT Best Practice Network
Evaluation objective	<ul style="list-style-type: none"> • Evaluate the number of professionals who are directly and indirectly linked to the ASPECT BPN • Evaluate the level of cooperation with other projects - e.g. ICOPER
Hypotheses	<ul style="list-style-type: none"> • Some of the stakeholders are organised in formal networks at national (e.g. NAACE in the UK) or international levels (EEPG) • Other stakeholders tend to be fragmented - e.g. school ICT advisors • There is a number of different initiatives related to standards and interoperability for educational contents
Method	<ul style="list-style-type: none"> • Measure the number of people directly and indirectly associated to the BPN • Measure the level of interactivity within the BPN
Indicator	<ul style="list-style-type: none"> • Number of ASPECT associate partners • Attendance to ASPECT public events • Cooperation with other projects and initiatives
Expected Outcome	<ul style="list-style-type: none"> • An increased awareness by the different stakeholders of their role and responsibilities vis à vis standards and interoperability • An increased level of organisation of the stakeholders at local, national and European levels
Related Items	D4.5 ASPECT Network of Practitioners

Eval Item ID	EV43
Project objective	Testing data for conformance and feedback to specification process
Evaluation objective	<ul style="list-style-type: none"> • Evaluate whether the sample of content being tested against their application profiles is representative • Measure the impact of the outcomes of the tests on a) the dissemination of learning standards b) the improvement of standards
Hypotheses	<ul style="list-style-type: none"> • There is a large bank of resources available for testing against agreed standards • Test results provide meaningful information • There is a good communication with specification/standardisation bodies

Method	<ul style="list-style-type: none"> • Qualitative measure through interviews with key stakeholders • Measure impact on adoption of standards and awareness • Polling plugfests and events participants
Indicator	<ul style="list-style-type: none"> • Poll results • Evidence of standards change as result of ASPECT activities
Expected Outcome	<ul style="list-style-type: none"> • Feedback to specification/standardisation bodies • Increased awareness of other stakeholders —publishers, ICT advisors, etc.
Related Items	D3.2.1/2 Conformance Testing Tools version 1 & 2 D4.4.1 plugfests and conferences

Eval Item ID	EV44
Project objective	Set-up and running the LRE Service Centre —which is essentially an aggregation of existing services
Evaluation objective	<ul style="list-style-type: none"> • The ASPECT Service Centre is up and running
Hypotheses	<ul style="list-style-type: none"> • The service is available and not used • It is used but not self-sustainable • It is used and self-sustainable
Method	<ul style="list-style-type: none"> • Collect feedback from current and potential service users
Indicator	<ul style="list-style-type: none"> • Value perceived by stakeholders
Expected Outcome	<ul style="list-style-type: none"> • A place where different stakeholders will find valuable information to adopt standards
Related Items	D4.7 ASPECT Service Centre The following services will be aggregated: <ul style="list-style-type: none"> • LTSO content • LOR registry • Vocabulary Bank for Education • Application Profile Registry • Automatic Translation service for Learning Object Metadata and content packaging formats • Compliance testing • Transformer service • Access to known interoperability issues

6 Annexes

6.1 Partner reporting of dissemination activities

Dissemination Activity Reporting Model Partner:

Output/Action	Timing	Target Audience and Scope	Medium	Costs	Outcomes
Creation and maintenance of TAS3 website:					

6.2 Table 3: Detailed Dissemination activities/Action Plan

In table 3, we are trying to match the strategic objectives of table 1 to concrete dissemination activities, give some thought to the timing of these activities and set our targets. The idea of this table is to motivate us to plan ahead specific events, assign responsibilities, think about whom to approach and set our targets for dissemination and training.

Timing	Title (of event)	ASPECT Outcome	Type of Activity	Medium	Target audience and scope	Partners Involved
			e.g., Conference, paper submission, training activity, survey, etc.	web, mailing list, newsletter, print, publications, network, presentation		

6.3 List of ASPECT Partners

Part. No1	Participant full name	Parti. short name	Country	Role in the project2	Date enter project	Date exit project
1	EUN Partnership a.i.s.b.l.	EUN	BE	Coordinator/content provider/technology provider	1	30
2	Katholieke Universiteit Leuven	KUL	BE	Technology provider	1	30
3	Siveco Romania SA	SIVECO	RO	Content provider/school pilot	1	30
4	Cambridge University Press (Holdings) Ltd.	CUP	UK	Content provider	1	30
5	Universität Koblenz-Landau	KOB	DE	Technology provider	1	30
6	Istituto Nazionale di Documentazione per L'Innovazione e la Ricerca Educativa	INDIRE	IT	Content provider	1	30
7	RWCS Limited	RWCS	UK	Technology provider	1	30
8	Vocabulary Management Group	VMG	UK	Technology provider	1	30
9	Association EIFEL, European Institute for E-Learning	EIFEL	FR	Dissemination	1	30
10	Universidad Vigo	VIGO	ES	Dissemination	1	30
11	Icodeon	ICODEON	UK	Technology provider	1	30
12	Young Digital Planet S.A.	YDP	PL	Content provider	1	30
13	Svietimo Informaciniu Technologiju Centras Valstybes Biudzetine Istaiga	ITC	LT	Content provider/school pilot	1	30
14	EduCentrum	EduC	BE	Content provider/school pilot	1	30
15	UNI•C Danmarks EDB-Center for Uddan	UNI•C	DK	Dissemination	1	30
16	FWU Institut für Film und Bild in Wissenschaft und Unterricht GmbH.	FWU	DE	Content provider	1	30
17	DG Innovation and curriculum development (Ministry of Education)	DGIDC	PT	Content provider/school pilot	1	30
18	Institut Za Matematiko, Fiziko in Mehaniko, Univerza Edvarda Kardelja V Ljubljani PO	UL	SI	Content provider	1	30
19	EDUCATIO Tarsadalmi Szolgáltatató Kft.	EDUCATIO	HU	Content provider	1	30
20	The Open University	OU	UK	Content provider	1	30
21	Jyväskylän Yliopisto, University of Jyväskylä	JYU	FI	Evaluation	1	30
22	Centre National de Documentation Pédagogique	CNDP	FR	Content provider	1	30

Beyond the core partners mentioned above, we also foresee to involve a number of associated partners.

6.4 List of deliverables

Deliverable No	Deliverable title	Delivery date	Nature	Dissemination level
D1.1	Charter for ASPECT Associate Partners	M3	R	PP
D1.2.1	1st Progress Report	M9	R	PP
D1.2.2	2nd Progress Report	M15	R	PU
D1.2.3	3rd Progress Report	M22	R	PP
D1.2.4	4th Progress Report	M30	R	PP
D1.3.1	Intermediate Public Report	M15	R	PU
D1.3.2	Final Public Report	M30	R	PU
D1.4	Final Cost Statements	M30	R	PP
D2.1	ASPECT approach to federated search and harvesting	M6	R	PU
D2.2	Design of data model and architecture for a registry of LO repositories and app. profiles	M6	R	PU
D2.3	ASPECT approach to multilingual vocabularies, including automated translation services	M6	R	PU
D2.4	Moodle course or wiki with material from repository to support training and dissemination	M6	P	PU
D2.5	Infrastructure and services v1.0	M9	O	PU
D2.6	Infrastructure and services v2.0	M18	O	PU
D2.7	Infrastructure and services v3.0	M27	O	PU
D3.1	Best practice report for content use	M6	R	PU
D3.2.1	Conformance Testing Tools version 1	M9	O	PU
D3.2.2	Conformance Testing Tools version 2	M18	O	PU
D3.3	IMS CC & SCORM Demonstrator v1.0	M12	D	PU
D3.4	Intermediate Evaluation Report for content use	M15	R	PU
D3.5	Best practice report for content use v2.0	M18	R	PU
D3.6	IMS CC & SCORM Demonstrator v2.0	M24	D	PU
D4.1	Dissemination Plan & Communication Handbook	M6	R	PU
D4.2	ASPECT web site and community	M2	P	PU
D4.3.1	PowerPoint presentations on project (initial)	M3	O	PU
D4.3.2	PowerPoint presentation on project (final)	M30	O	PU
D4.4.2	Report on ASPECT workshops, plugfests and conferences n 2 & 3	M30	R	PU
D4.5	ASPECT Network of Practitioners	M6	O	PU
D4.5	Exploitation and Sustainability Plan	M28	R	PU
D4.5.1	Report on ASPECT workshops, plugfests and conferences n 1	M15	R	PU

D4.6	ASPECT Award	M18	P	PU
D4.7	LRE Service Centre	M12	P	PU
D5.1	A critical mass of metadata that can be searched for and discovered seamlessly	M18	O	PU
D5.2	A critical mass of content to which a set of preferred standards and specifications have been applied	M18	O	PU
D5.3	Release 1 of the integrated system	M15	P	PU
D5.4	Release 2 of the integrated system	M24	P	PU
D5.5	Report on the advantages/issues associated with the large-scale implementation of selected standards	M28	R	PU
D6.1	Customised version of LRE portal	M6	O	PP
D6.2	Protocol of experimentation with national adaptations	M8	R	PP
D6.3	Report on summer school	M13	R	PU
D6.4	National Validation reports	M27	R	PU
D6.5	Final Report on the Experimentation	M28	R	PU
D7.1	Evaluation Plan	M7	R	PP
D7.2	Quality Assurance Plan	M12	R	PP
D7.3.1	Evaluation Report v1	M15	R	PU
D7.3.2	Final Evaluation Report	M28	R	PU

6.5 ASPECT/iCOPER Survey on Virtual Dissemination

This appendix presents the online survey (<http://www.cen-ltso.net/survey/>) (next section), its results (section 6.5.2) and the main conclusions driven from it (section 6.5.3.)

6.5.1 Questions

1. What kind of technology do you use to publish about Standards and Specifications for Learning Technologies (SSLT)? (0-never, 1-rarely, 5-often)
 - *Blogs*
 - *Wikis*
 - *Stand alone documents (pdf, etc.)*
 - *A web site*
 - *Presentation slides*
 - *Audio and video records, podcasts*
 - *Other?*
2. What specific tools (e.g. Blogspot, Wordpress, Mediawiki, Joomla) are you using to publish about SSLT?
3. Which method do you prefer to get your stuff related to Standards and Specifications for Learning Technologies (SSLT) published through the ASPECT/iCOPER BPN?

4. Can you provide one or more addresses of RSS/Atom/XML feeds related to SSLT (your own RSS/Atom/XML feeds or those of others that you value)
5. Can you provide one or more addresses of sources (also related to SSLT) such as website, documents, resources (your own addresses/sources or those of others that you value)
6. Search engines use tags to identify content. If the standards community comes up with a "tagging policy" and a number of recommended tags, how likely is it that you will tag your content accordingly?
7. Please, make any other comments that you feel important

6.5.2 Results

1. What kind of technology do you use to publish about Standards and Specifications for Learning Technologies (SSLT)? (0-never, 1-rarely, 5-often)

- Blogs

<i>Option</i>	<i># responses</i>	<i>Percentage</i>
Never	19	56%
Rarely	7	21%
	0	0%
	5	15%
	1	3%
Often	2	6%

- Wikis

<i>Option</i>	<i># responses</i>	<i>Percentage</i>
Never	17	50%
Rarely	8	24%
	3	9%
	4	12%
	1	3%
Often	1	3%

- Stand alone documents(pdf, etc.)

<i>Option</i>	<i># responses</i>	<i>Percentage</i>
Never	7	21%
Rarely	4	12%
	5	15%
	9	26%
	5	15%
Often	4	12%

- A web site

<i>Option</i>	<i># responses</i>	<i>Percentage</i>
Never	8	24%
Rarely	7	21%
	6	18%

	6	18%
	3	9%
Often	4	12%

- Presentation slides

<i>Option</i>	<i># responses</i>	<i>Percentage</i>
Never	6	18%
Rarely	2	6%
	9	26%
	8	24%
	4	12%
Often	5	15%

- Audio and video records, podcasts, etc

<i>Option</i>	<i># responses</i>	<i>Percentage</i>
Never	21	62%
Rarely	7	21%
	5	15%
	0	0%
	1	3%
Often	0	0%

- Other:

- David Massart: *“Published papers: 3”*
- Hans de Four: *“Articles in magazines: 1”*
- KLEIN: *“Word files: 3”*
- Erik Duval: *“Scientific publications: 4”*
- Susanne Neumann: *“Twitter: 2”*
- Volker Zimmermann: *“Our own software documentation: 4”*

2. What specific tools (e.g. Blogspot, Wordpress, Mediawiki, Joomla) are you using to publish about SSLT?

- Tore Hoel: *“Wordpress, Drupal, Atlassian Confluence wiki”*
- Friedhelm Schumacher: *“Wordpress; Mediawiki”*
- David Massart: *“Scientific publications (journals, conference proceedings), I recently started to use slideshare.”*
- Hans De Four: *“Our own educational portal: www.klascement.net (CMS) + a new website which we will build in the next months www.klascement.info with information about quality of learning objects, metadata, standards and specifications, creative commons, ...”*
- KLEIN: *“I do not publish much on the specific topic of e-learning standard . I have written with two co-authors a few years ago a comparative study of existing standard . This contribution was published in a conference.”*
- Erik Duval: *“wordpress, mediawiki, garageband, latex, keynote”*
- Fredrik Paulsson: *“Wordpress and confluence.”*
- Patricia Heckmann: *“at this point nothing”*
- Gytis Cibulskis: *“Wordpress, Blogspot”*

- Susanne Neumann: *"Calimero, frontier, Typo3"*
- Mike Collett: *"EditMe Mambo Dreamweaver"*
- Martin Sillaots: *"Trac"*
- Ingo Dahn: *"Camtasia, Word"*
- Rosa María Gómez de Regil: *"Wordpress"*
- Silvia Panzavolta: *"None of them"*
- Attila Fozo: *"We do not use any tools for this purpose."*
- Abelardo Pardo: *"Blogspot, XoWiki, .LRN"*
- Michael Derntl: *"Personal or institution website"*
- Giancarlo Bo: *"Moodle, Joomla, Powerpoint"*
- Volker Zimmermann: *"Word Documents"*
- Alenka Kavèiè: *"None."*
- Stefaan Ternier: *"mediawiki, yahoo groups, google sites"*
- teresa Connolly: *"am not sure what institution choice is.... most SSLT stuff is disseminated via web/intranet."*

3. Which method do you prefer to get your stuff related to Standards and Specifications for Learning Technologies (SSLT) published through the ASPECT/iCOPER BPN?

<i>Option</i>	<i># responses</i>	<i>Percentage</i>
To use an ASPECT/iCOPER blog system that allows me to be a user	14	41%
To use my current system and to tag the entries in accordance with ASPECT/iCOPER recommendations. Then, a central system would fetch my entries and publish them in conjunction with related entries of other participants	15	44%
Other	5	15%

- Hans De Four : *"The second option is also good (but not easy to develop). Maybe RSS would be a good alternative."*
 - KLEIN : *"I write my notes with Word as many others. I have no objection to provide my notes if members of the project are interested. I can also provide remarks on the contribution of others."*
 - Mike Collett : *"submit entries and tag online at time of publishing"*
 - Ingo Dahn : *"In order to avoid copyright violations our current system has canceled the possibility to make Blogs public."*
 - Volker Zimmermann: *"Mail"*
 - Alenka Kavèiè : *"Since we act more as a content provider and we do not have an elaborated system for publishing about SSLT, we could use any of the above methods if needed."*
 - teresa Connolly: *"again am not clear about this one!"*
4. Can you provide one or more addresses of RSS/Atom/XML feeds related to SSLT (your own RSS/Atom/XML feeds or those of others that you value)
- Tore Hoel: *"http://hoel.nu/wordpress/?feed=rss2"*

- David Massart: “no, I can't.”
 - Hans De Four: “I don't have the RSS feed at this moment, but I read the blog of Erik Duval and other related articles.”
 - Erik Duval: “See <http://erikduval.wordpress.com/>”
 - Fredrik Paulsson: “<http://www.frepa.org/wp/feed/>
<http://feeds.feedburner.com/FlossePosse>
<http://mikaenilsson.blogspot.com/feeds/posts/default?alt=rss>
<http://zope.cetis.ac.uk/members/scott/content.atom>”
 - Patricia Heckmann: “None”
 - Gytis Cibulskis: “<http://jisc.cetis.ac.uk/index/rss>
<http://www.downes.ca/news/OLDaily.rss>
<http://www.cetis.ac.uk/members/scott/content.atom> <http://www.pontydysgu.org/feed/>”
 - Susanne Neumann: “http://www.ifeb.uni-bremen.de/wordpress_staedtler/?feed=rss2
(feed is at times in German though, and may thus not be valuable to all)”
 - Mike Collett : “<http://jisc.cetis.ac.uk/> <http://fm.schmoller.net/> and of course ltso !!”
 - Ingo Dahn: “<http://www.imsglobal.org/>”
 - Silvia Panzavolta: “No, we do not use them”
 - Attila Fozo: “No”
 - Michael Derntl: “No”
 - Giancarlo Bo: “N/A”
 - Volker Zimmermann: “NO”
 - Alenka Kavèiè: “No.”
 - Stefaan Ternier: “<http://rss.groups.yahoo.com/group/publishinterop/rss>
<http://www.cen-ltso.net/Users/news.aspx>”
 - teresa Connolly: “not yet....”
5. Can you provide one or more addresses of sources (also related to SSLT) such as website, documents, resources (your own addresses/sources or those of others that you value)
- Tore Hoel: “<http://jisc.cetis.ac.uk/>”
 - Friedhelm Schumacher: “<http://sodis.de/lom-de/LOM-DE.doc>”
 - David Massart: “<http://fire.eun.org>”
 - Jim Ayre: “I value <http://jisc.cetis.ac.uk/>”
 - Hans De Four: “<http://www.edustandaard.nl> <http://www.pubelo.be>
<http://connect.educause.edu/> <http://www.thelearningfederation.edu.au>”
 - KLEIN: “I am not sure I understand what I can do. I have not written much on standards except one article . I am interested in standards . For example I can express what standard should do with respect to IPR. (Intellectual Property Rights) . However the project seems to concentrate on Open access resources. In which case even if I disagree with the idea to only consider only Open Access resources my knowledge of IPR is not useful.”
 - Erik Duval: “Can I send you an OPML file?”
 - Fredrik Paulsson: “<http://www.frepa.org/>
<http://mikaenilsson.blogspot.com/2007/10/time-for-interoperability.html>”
 - Patricia Heckmann: “None”
 - Anxo Moreira: “www.cen-ltso.net”
 - Susanne Neumann: “<http://www.jisc.ac.uk/>”
 - Mike Collett: “SC36
<http://isotc.iso.org/livelink/livelink?func=ll&objId=806742&objAction=browse&sort=>”

t=name

<http://www.cen.eu/cenorm/businessdomains/businessdomains/iss/activity/wslt.asp>

<http://www.downes.ca>

- Martin Sillaots: "<http://trac.htk.tlu.ee/waramu>"
- Ingo Dahn: "Will send archive of our internal web site on SSLT separately to Marc"
- Rosa María Gómez de Regil: "<http://www.educnet.education.fr/dossier/metadata>"
- Silvia Panzavolta: "Some examples are:
<http://www.indire.it/content/index.php?action=read&id=56>
<http://www.indire.it/content/index.php?action=read&id=1303>
<http://www.indire.it/content/index.php?action=read&id=1301>
<http://www.indire.it/content/index.php?action=read&id=1191>"
- Attila Fozo: "No"
- Abelardo Pardo: "www.imsglobal.org"
- Michael Derntl: "No"
- Giancarlo Bo: "<http://www.imsproject.org/> <http://www.tencompetence.org/>
<http://www.adlnet.gov/scorm/>"
- Volker Zimmermann: "No"
- Alenka Kavèiè: "<http://www.imsglobal.org/> <http://www.adlnet.gov/> <http://aspect-project.com/>"
- Stefaan Ternier: "<http://www.prolearn-project.org/lori>"
- teresa Connolly: www.open.ac.uk kn.open.ac.uk [for multiple documents, guides, outlines, resources for SSLT stuff](http://www.open.ac.uk/multiple_documents_guides_outlines_resources_for_SSLT_stuff)

6. Search engines use tags to identify content. If the standards community comes up with a "tagging policy" and a number of recommended tags, how likely is it that you will tag your content accordingly?

<i>Option</i>	<i># responses</i>	<i>Percentage</i>
Unlikely	2	6%
Likely	18	53%
Very likely	8	24%
Extremely likely	6	18%

7. Please, make any other comments that you feel relevant

- KLEIN: "I will use tags as long as they seem to me appropriate to express the topic of my text. If they do not seem appropriate I shall probably not use them too much. One problem is that interesting texts deal often with the causal relation between several variables or the reason explaining a behaviour. This kind of relationship is rarely tagged. (it is also difficult to infer from the text without understanding of the text !)"
- Erik Duval: "Not sure if we need tagging here - I use google alerts and feeds based on searches for "learning object metadata" and the like and then you don't need to ask anyone to do anything specific, which may conflict with what they already do..."
- Svetlana Kubilinskiene: "We don't publish information about Standards and Specifications, but we plan to do it."
- Fredrik Paulsson: "There is a need to make information about standards and standardization more accessible for people (teachers, policymakers etc) outside the standardization community in order to gain momentum."

- Patricia Heckmann: *“at this time we have workshops and deliverables to disseminate about our work”*
- Susanne Neumann: *“I have to distinguish about my own work and the work I officially publish within ICOPER. There are different qualities in the material and different distribution channels. I am not sure that these two types can be well distinguished in this survey.”*
- Agueda Gras: *“none at the moment”*
- Silvia Panzavolta: *“We use a set of recommended terms derived from authority lists or controlled vocabulary for indexing our resources.”*
- Michael Derntl: *“The standards related work in my WP was not yet fully launched, so I don't have any fancy feeds to contribute yet. However, I do not feel confident that I would use my blog very frequently for SSLT related stuff.”*
- Volker Zimmermann: *“I think that the whole standardization work lacks the link to business benefit. If I take IMS LD for instance, it lacks a clear argumentation, in which scenario this standard should be used, what tools support it and what benefits a user organization has from this.”*
- Alenka Kavèiè: *“As a non-commercial content provider we are not much into SSLT and that is also one of the reasons we are happy to be part of the ASPECT project.”*
- teresa Connolly: *“apologies for not completing this survey earlier. Also for being so vague! I am not entirely sure what information you are looking for..... put it down to me being the new girl :) and not yet understanding a lot of iCoper. yet. very happy to answer further questions if required/I can!”*

6.5.3 Survey conclusions

Responses to question 1 have highlighted some facts:

- 56% never use blogs for publishing about SSLT
- 50% never use wikis for publishing about SSLT
- 62% never use audio and video records for publishing about SSLT
- Stand-alone documents, presentation slides and web sites are more frequently used for publishing about SSLT

In relation with the specific tools that ASPECT/iCOPER partners are using for publishing about SSLT, it has to be remarked that Wordpress is by far the most popular tool with dissemination purposes.

Question 3 proposes two alternatives. Percentages of responses which propose to participate as a user of a central blog system, and of those who propose to keep using their own blog system are very close each other. The final system should satisfy both alternatives, since people have not clearly chosen one alternative.

In questions 4 and 5, participants were requested to provide both feeds and sources related to SSLT. A rather big number of sources and feeds were provided. It would be interesting to try to aggregate such sources/feeds in the final system.

Results of question 6 show that a majority of participants would tag the content in their own dissemination systems in accordance with a central tag policy.

In conclusion, the final dissemination system should provide both an aggregator for external sources and a blog system which allows participants to become users. Most participants are willing to tag the contents in their current dissemination systems in accordance with a

predefined set of tags in order to put contents accessible from the final dissemination system. So, both alternatives have to be taken into account when designing the ASPECT/iCOPER dissemination system. Also, a Wordpress-based system would be familiar to many participants, who are currently using it with dissemination purposes.

Document Control

Amendment History

Version	Baseline	Date	Author	Description/Comments
1.0		17 Mar 2009	Serge Ravet	Integration of partners comments
2.0		14 April 2009	Serge Ravet	Integration of partners comments