

TF Media 3rd official Meeting

Trondheim



SWITCH

Serving Swiss Universities

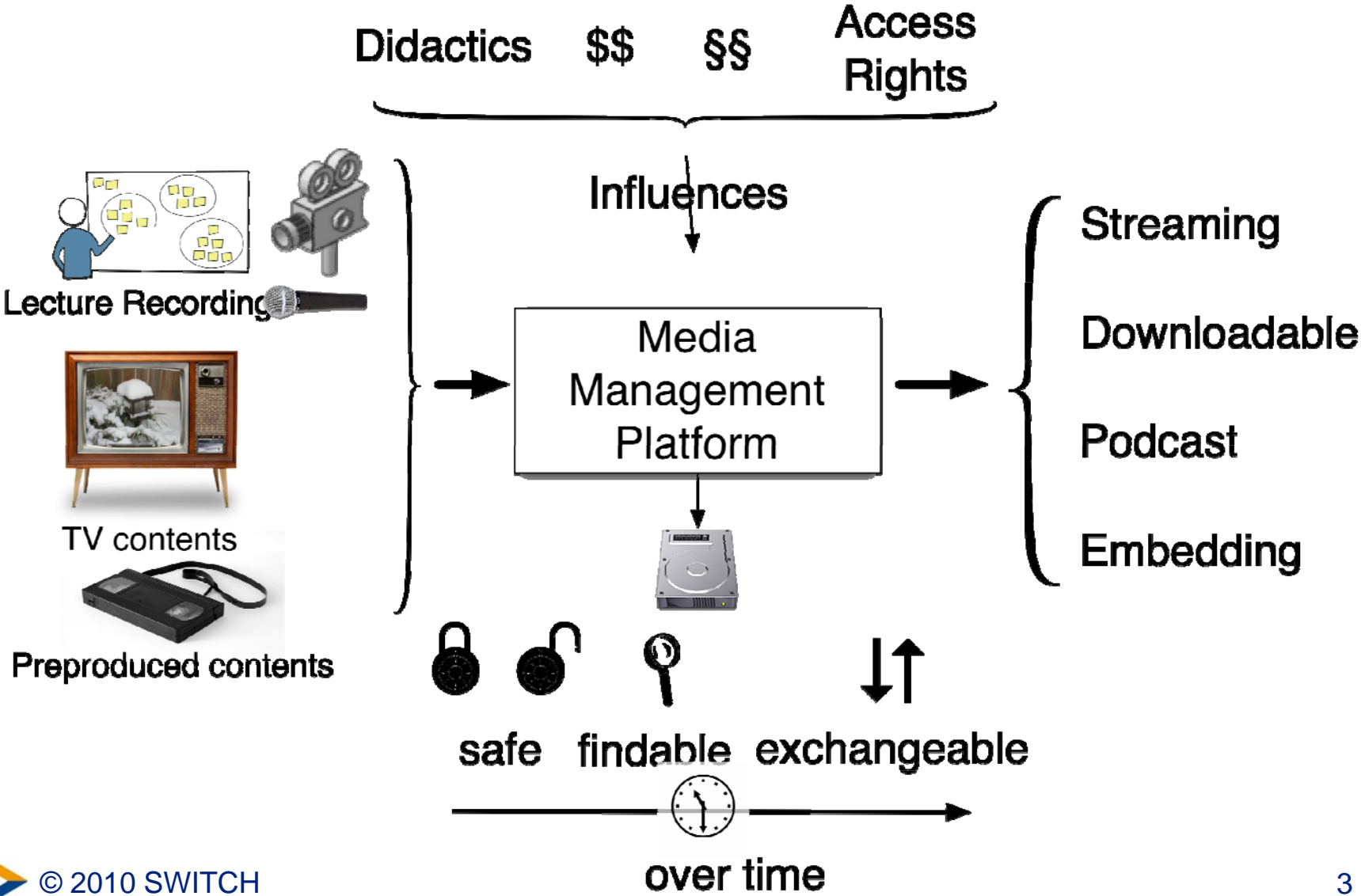
andy.zbinden@switch.ch

Contents

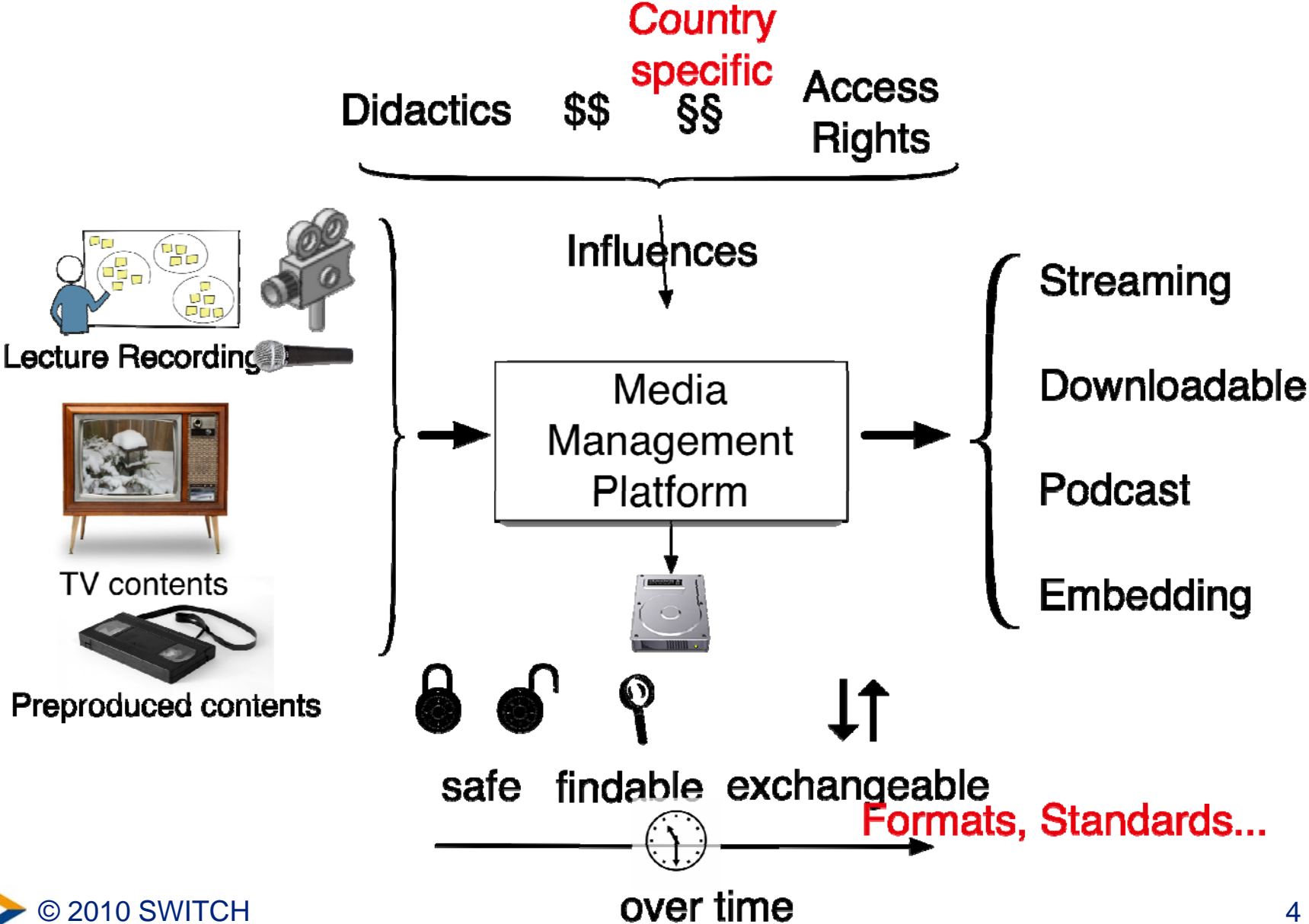
- TF-Media – what is it about
 - Different views of our subject
- Work Items and Agenda
 - What comes today
 - What was initiated / achieved since last time
- Motivational
 - Book tip

30 minutes

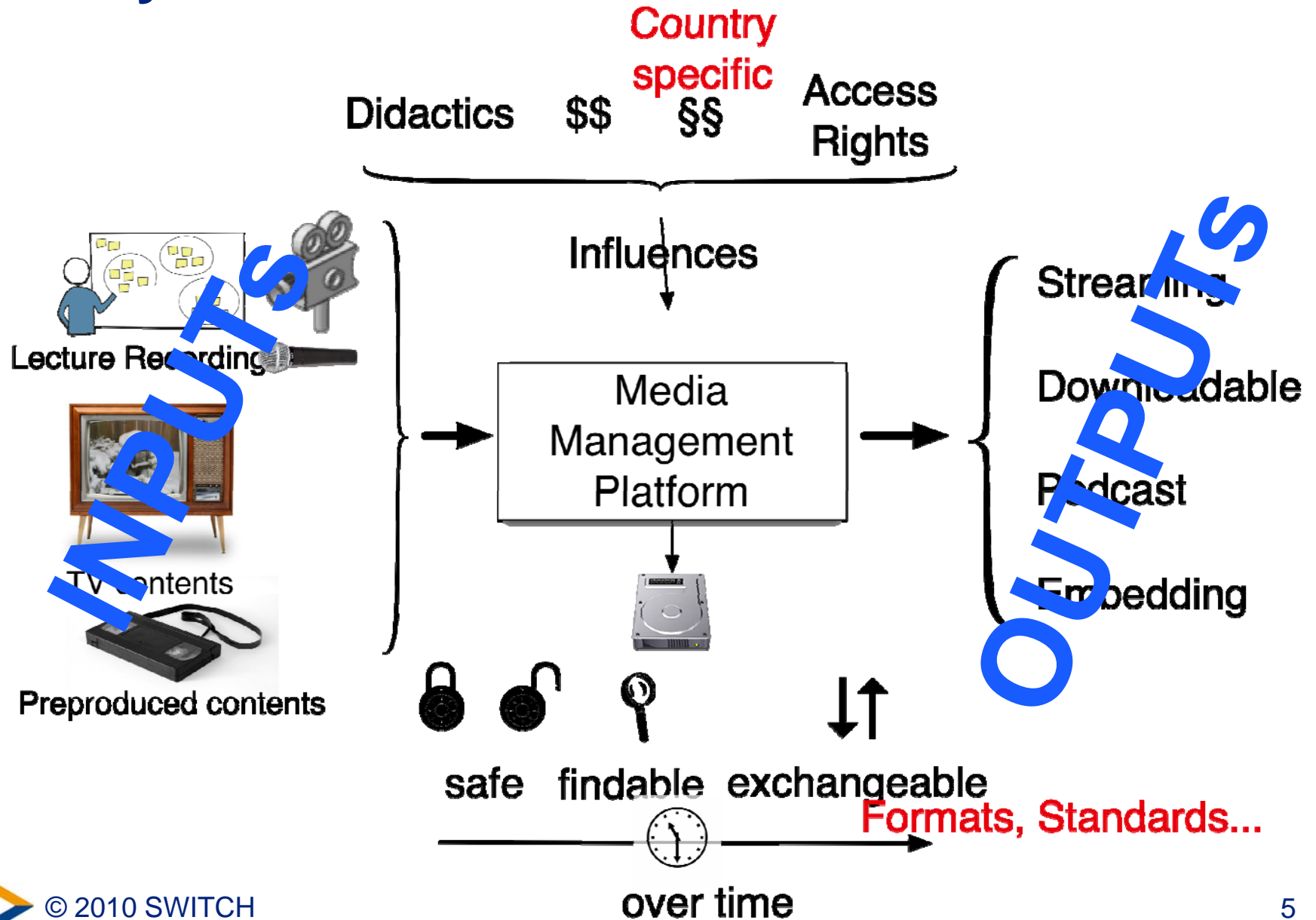
The System View



The System View

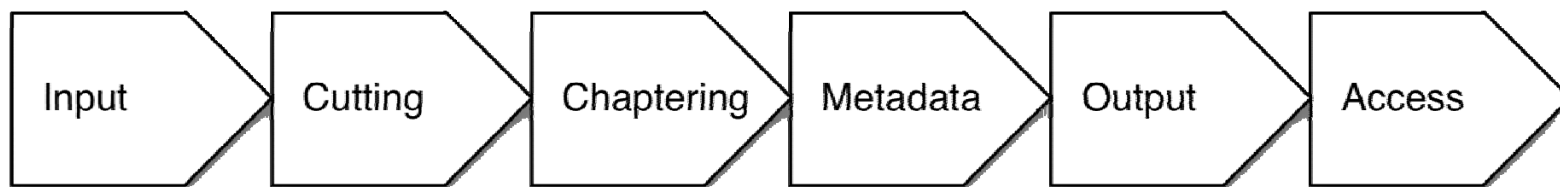


The System View



The Modular View

Nearly-comprehensive set of modules of a Media Management Platform



from various sources:

- Lecture Recording
- TV
- VC
- existing film
- MMP
- etc.

cut away unwanted sequences (breaks etc.)

give content a structure (positions to jump to, etc.)

add information:

- who did it
- what is it
- accepted usage
- etc.

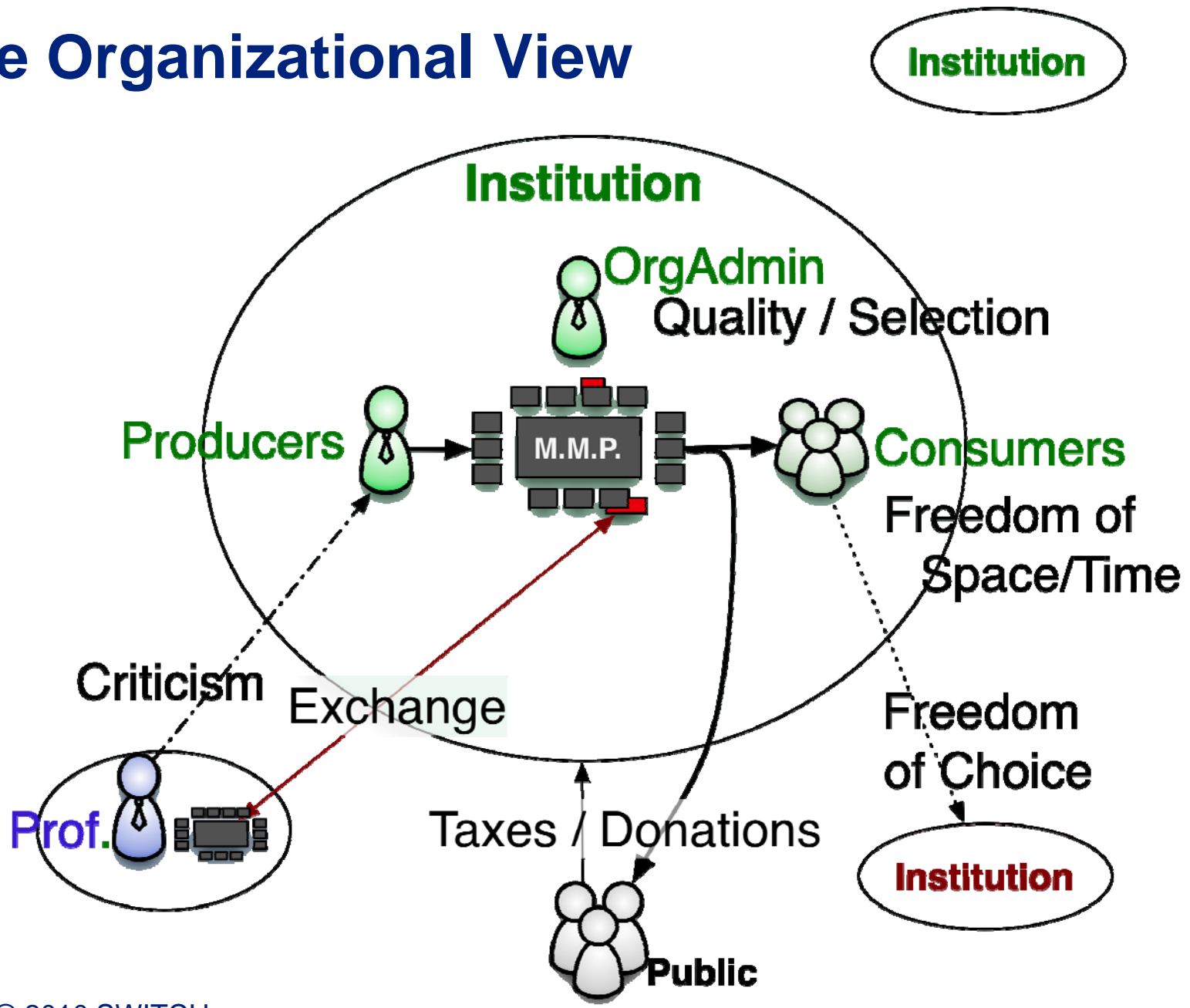
produce delivery formats:

- Flash
- HTML5
- PodCast
- etc.

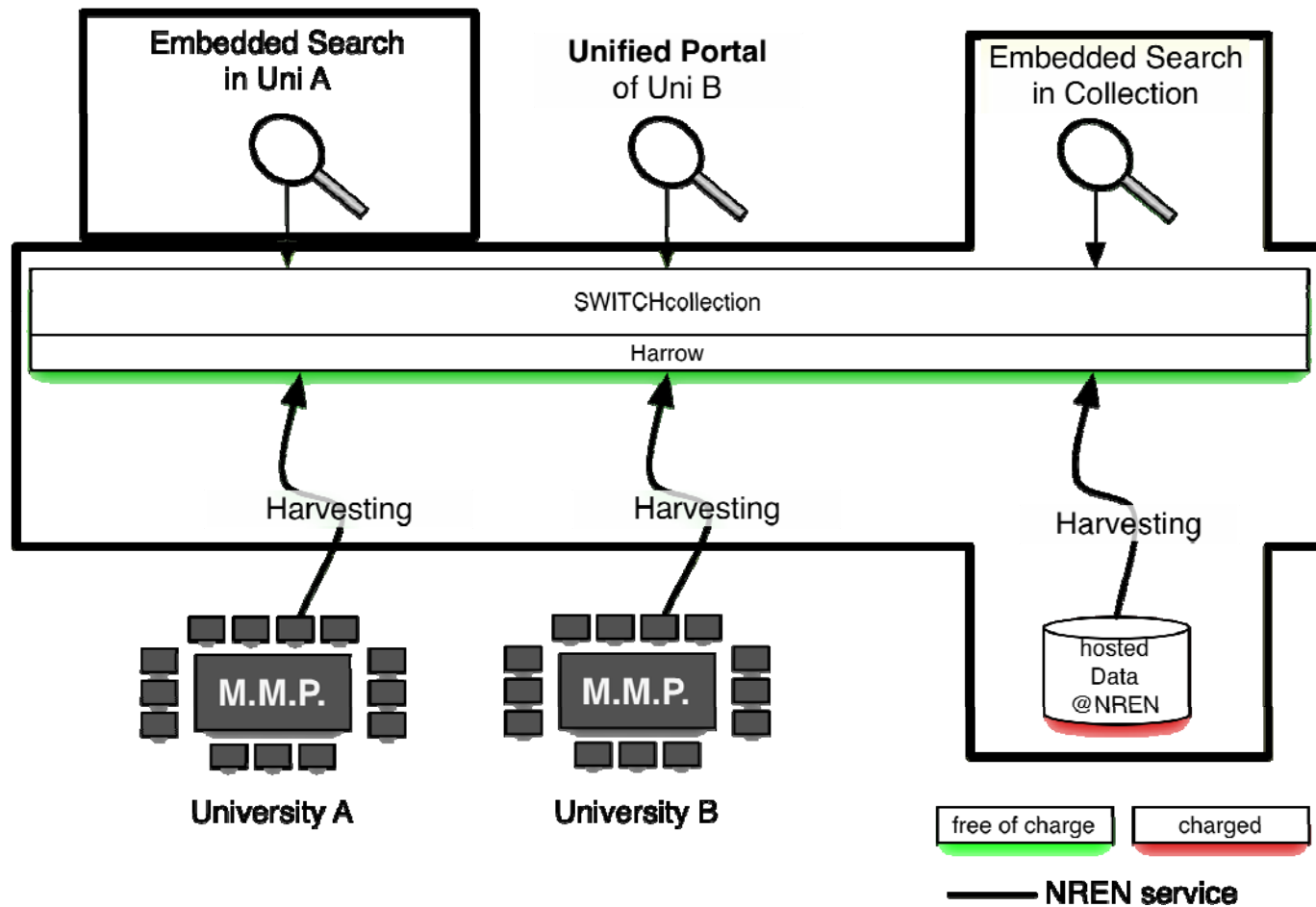
means and methods to provide content & for whom (webserver, LMS, catalog system, ..., by/for password, intranet, worldwide...)

Theoretically, each module could be interchangeable by one produced by somebody else, thus being a natural unit for multi-organisational collaboration.

The Organizational View

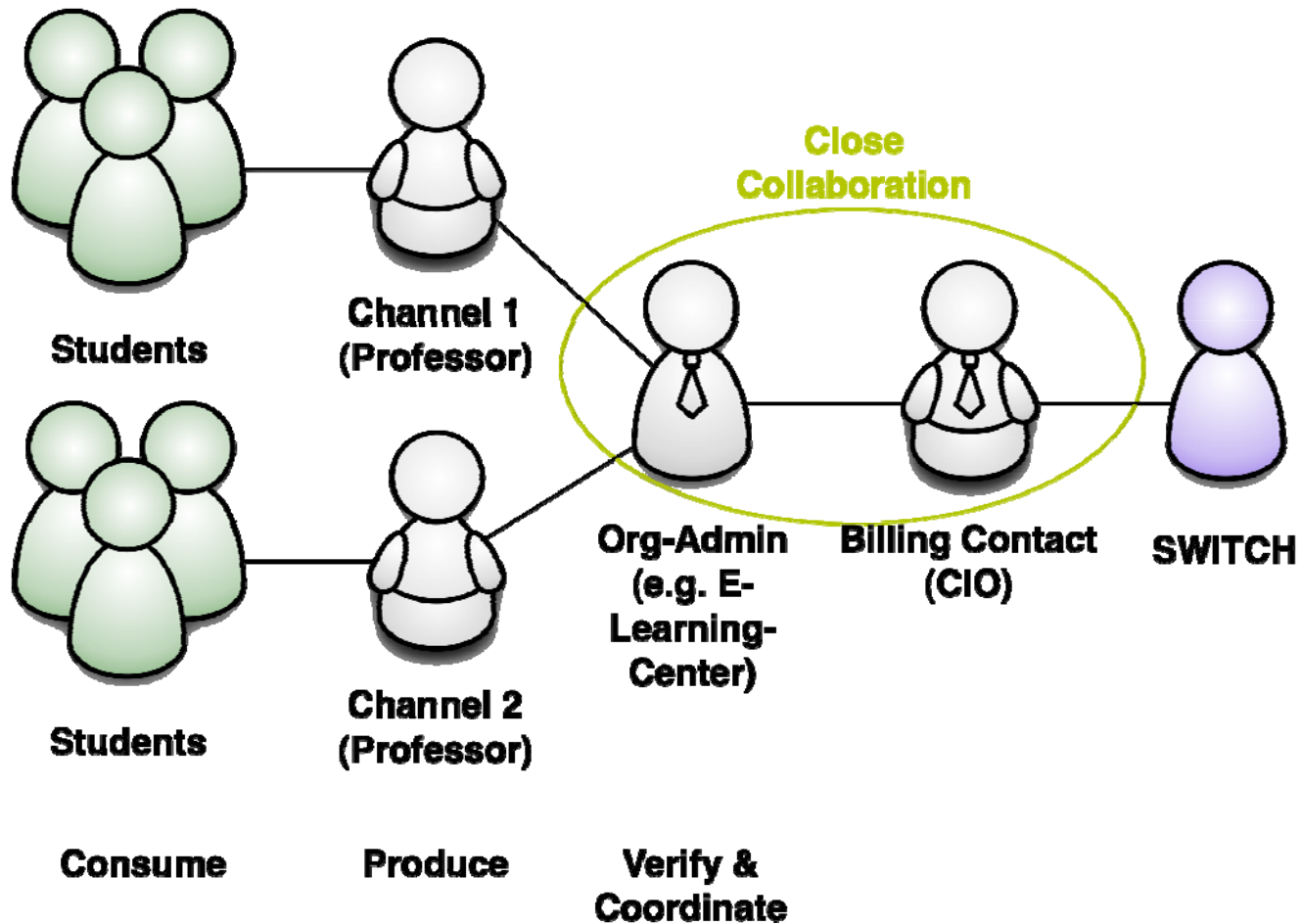


The Pan-Organizational View



from EduCast, an AAA/SWITCH project managed by Olaf Schulte (ETHZ)

Update (5) – schematic view



Why do we do that – or: “What’s in it for me?”

Rather than promoting instances of the service itself (the services themselves) i'd go to a meta-level and promote

- the potential for
 - the educational market,
 - the universities and
 - the propagation of knowledge in Europe in general.
- More a "What's in it for me" view for the customers on a basic level.
 - Why multimedia in universities?
 - What's the benefit?
 - What are possible pitfalls and how to avoid them?

Details (6) – Feedback

- Feedback
 - In lecture halls, feedback was always difficult due to time, distance, number of participants, ...
- Annotated Lectures
 - An idea by shanghailectures.org : feedback for questions or comments
- Improvement of quality
 - The professor learns what was misunderstood, what was good
- Issues
 - How to change contents gradually (not having to re-do the whole contents)?
 - How to manage the feedback in large quantities?

Roles and rights

Example: Roles and Rights

- Lecture hall fully equipped, non-manned recording of Professor
- Who may produce
 - The one who produces (Professor) is not the one who pays (ICT Department)
- Who may process
 - The professor is not the assistant. What if the assistant is also a lecturer? Who's the assistant's assistant?
- Who may supervise
 - Is the “Organizational Administrator” (Master of Contents) in ICT or in E-Learning Department?
- Who may consume
 - Who defines who may see which contents? Org-Admin or Prof?

TF-Media Work Items I (as per Terms of Reference)

A Knowledge dissemination and service promotion

today: joint effort with TF-CPR

target groups to convince:

students, media admins, teachers

B Overview of (national) activities, deployments and services

today: workshop for finalizing questionnaire

keep in mind:

help to fill the wiki

workflow, I/O, access rights, roles, modular schematic

TF-Media Work Items II (as per Terms of Reference)

C Coordinating/Collaborating media production, management and distribution service development and deployment activities

sadly: a sequel to Work Item B

D Fostering federated media content and/or metadata repositories

content sharing, metadata harmonisation

today: MAdEK, Indexing & Searching, open discussion

E Investigate and liaise with other communities

liaisons with CineGrid, Eunis, Europeana, OpenCast, Steeple

Next steps for the TF-Media itself (Athens)

→ Define tangible targets and milestones

- What do we really want to deliver after those two years
- We want to be sure that the time we dedicated to the TF was well worth it

→ Define how to reach those targets

- How do we check progress
- How can we help each other in achieving the milestones, and eventually the targets
- How to work efficiently and effectively together

Next steps for the TF-Media itself (today)

→ **Nearly half time**

- Many presentations so far
- This meeting with some workshops

→ **Work is ahead – heads up!**

- **Between** meetings:
- Summarize survey
- Detect collaboration potential
- Work on how-tos and checklists
- Make your knowledge **visible**

Motivational food

Ask yourself

1. What have I expected from this TF?
2. What can I do to help that my expectations come true?

Book tip

The rational optimist: how prosperity evolves, by Matt Ridley

At a certain density specialism arises and makes a progress leap possible.

Is **our** density high enough?

Potential for educational market, the universities and knowledge in Europe – 1/3

Publishing educational contents (i.e. videos in our case) does

- Stop “inventing the wheel” over and over again
- Improve the contents of learning content (see detail 6)
- Free lecture halls → students can attend from home
- Enable repetition → students can rehearse lectures

It can be useful for

- Promotion of tutors → high quality lectures as a teaser
- Promotion of universities → excellent professor as a magnet to attract students
- Promotion of higher education itself → access by broad public

Potential for educational market, the universities and knowledge in Europe – 2/3

Obstacles in the way to get there

Why tutors see no benefit in making their lecture available:

- Plagiarism: “others use my dearly produced lectures”
- Offense: “others emphasize on my faults”
- © threats: “the material I used may be copyrighted”
- No merits for ‘going public’

To overcome:

- Mental hurdles
- Procedural hurdles

Potential for educational market, the universities and knowledge in Europe – 3/3

What must eventually be solved, too:

- Easy production → our main goal here
- Easy feedback → students and colleagues help improving contents
- Easy correction → replace sequences, slides, sound
- Easy legal protection → access to high quality non-copyrighted graphics etc.

Restrictions

- Resources
 - Few money
 - Few places in lecture halls
 - Few preparatory hours
- Students
 - Many more and growing
- Stakes
 - High @ Exams – every student wants to see the lectures again
- Side effects
 - Time is always short
 - Pride to be seen by many is not yet established
 - Envy that others might use “my” content is existent
 - Copyright questions are unsolved or unknown



Task Force



TF members

- Are interested in the subject – be it the whole or a part
- Have overcome “not invented here” and “mine is better than yours”
- Have understood that ICT becomes more complicated and needs more specialists and thus
- Have understood that we can’t win as “lonely wolves”

Lastly

Thank you for being here



Let's go to work.