



### NJVID Learning on Demand working group

Minutes of meeting held 12/11/09, 12:30pm-2:30pm

Present: Shunfa Li, Sujay Daniel, Joe Russo, Sandie Miller, Grace Agnew, Sheri Prupis, Bill Duelly, Bill Reynolds, Camille Shelley, David Murray, Tom Nemeth

Grace began the meeting by explaining the background of NJVID and, specifically, the purpose of the Learning on Demand collection. We want to enable faculty to upload their videos directly from their institution. Video access will be restricted to members of the faculty's affiliated institution. Faculty can upload their videos and keep them on NJVID for about two years, but this timeframe is something that the committee should decide on. If we decide to let students upload videos via the faculty member, they could keep them on NJVID for about three months. User-created video annotations will be a key component of Learning on Demand. Published annotations will not be tied to the creation tool and will not necessarily have a permanent URL. Therefore, users will be able to share their annotations separate from the videos they annotate. Furthermore, Rutgers is writing another grant to build an analytic tool on top of the annotation tool so that it will become a really robust and useful research tool.

The group discussed the videos that are currently being created at each institution. NJIT uses Relay to create video content. They currently publish this content into 120-130 iTunes U courses. They are interested in Learning on Demand because they are looking for a way to host files in a less-restrictive manner than what iTunes U allows; they would like something more along the lines of open courseware. Faculty increasingly are recording and uploading their own content. Some tend to want to keep their videos online until they retire.

Montclair State University uses Camtasia Relay to publish content to iTunes U and screencast.com. They are running out of space for their online videos in iTunes U and are targeting Learning on Demand to provide that. Presently, approximately twenty faculty create videos at Montclair State using Camtasia Relay. A number of faculty use other technologies to create videos as well. Montclair also has student-created videos that they are wondering if Learning on Demand could host. The catch to using iTunes U to host videos is that there is a 500GB upload limit per school.

Brookdale is interested in Learning on Demand because it will help them share online video resources. However, they don't have too much actual faculty-created content yet. They are also interested in commercial videos, especially PBS.

At this point in the meeting, a few points of clarification were made. The WMS can't handle uploads of HD videos due to their large file sizes. The group also expressed a desire for a quick-and-easy metadata template for entering metadata in the WMS. Everyone acknowledged that we need to develop easy-to-

follow metadata policies for faculty. Grace posited that faculty could use the annotation tool to upload videos and enter metadata. If so, they could altogether avoid having to use the WMS. The group very much liked this idea. The prototype for the annotation tool is scheduled for release in January.

Next, a preliminary workflow was considered by the group. An institutional member initially creates an account to participate in Learning on Demand. Then, the user browses his/her computer for the file to upload, uploads it to the system using the annotation tool, enters metadata via the tool, the video gets added to the user's personal collection where he/she can add it to his/her playlist. He/she can share the video with his/her students and colleagues. This needs to be fleshed out some more. Where are annotations stored considering they are not part of the videos themselves?

With regard to collection management within Fedora, the group thought Learning on Demand will probably fall outside of the permanent NJCore collection hierarchy; rather, it will comprise personal video collections. This needs to be explored further as well.

Meeting adjourned.