After The Deluge: 
navigating DRM in learning object repositories
A ‘data deluge’ is hitting our educational institutions. We need to learn how to manage digital materials, understand what is important, what needs to be kept, managed and preserved.

Individuals and institutions have become de-facto digital publishers – enjoying both the legal rights and the responsibilities this brings.

In the context of e-learning this is also linked to fundamental changes in teaching and learning at national, institutional and professional levels.
The ‘Learning Object Economy’
A Challenge to the Political Economy of Academia?
Practical ways of managing IPR in digital learning materials

Operates at the intersection of technology, education and the law

DRM (Digital Rights Management) systems for institutional repositories

Is not just a technical problem

Digital ..........................(Technology & Use)

Rights ............................(Legal & Social)

Management ......................(Policy & Culture)

Requires a Systems Approach
Is not the same business model as before… a more systematic approach

Pedagogical framework, educational setting, organisational context

From *Effective networked learning in higher education: notes and guidelines*, Lancaster University & JISC JCALT
E-learning as part of a fundamental shift in education

Current Practice (subsistence)  Future Practice (sustainable)

Really About Process Change - think of DRM as an enabler
Attempts to implement e-learning are revealing underlying problems in structure and culture – e-learning as a reification agent (Pollock & Cornford, 2000)

Much of what is assumed and taken for granted is incorrect (UK e-U)

These technologies carry a strong organisational and pedagogical model - to use them *you* have to change (Freisen, 2004)

E-learning will be ineffective without the necessary changes in the structure of institutions and changes to working practices, needs top-down action

Main obstacles are philosophical, pedagogical, political, and organisational - the technical issues are comparatively minor

Current concentration on technical issues is a ‘displacement activity’

Tradition, dominant groups and vested interests delay and obstruct new knowledge (Kuhn, 1996)
What does Your E-learning System Look Like?

**E-learning**

- accurate MIS information
- systematic
- core business
- Business not understood
- fragmented
- ‘enterprise’ rhetoric but no decent MIS

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**Functional**

- senior management engaged
- teaching and research separate
- management by analysis
- sustainable
- collective
- long-term
- design once use many
- no evaluation
- individual
- unsustainable
- management by budget
- design once use once
- short-term

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**Dysfunctional**

- techno-sceptic
- evaluation
- no evaluation
- techno-fetish
- teaching and research conflated
- senior management disengaged
Simplify the ‘Problem Space’

DRM gets easier if you:
- Understand your business
- Know where the value is
- Are clear about what you are trying to do

Adopt a ‘systems’ approach to e-learning

Lots of good advice is already available - use it! Don’t reinvent the wheel! (see the references)

If you can’t prove your rights or ownership then no amount of technology will help – simple record keeping, administration, policy and procedures are the foundation of successful DRM in any sphere. Linked to a clear expression of your rights this might be enough

Accurate & sufficient metadata is key - it’s a human thing!
DRM and IPR as Lightening Conductors

acts as a ‘lightening conductor’ to bring to the surface many difficult problems:

- ownership
- power
- control
- status

Image by Christopher Hollis
Develop a *clear* policy for IPR in learning materials
Use standard policies and licences where possible
Management of IPR by library service *not* the research or commercialisation office
Ownership is very over-rated in IPR & the digital domain!
   (Adopt a ‘Take What You Need’ philosophy)

Use licences - a standard set will cut costs and make admin easier
Use the TrustDR Framework for Managing IPR in e-learning
Use the TrustDR Organisational Model to understand your e-learning
Use the TrustDR Institutional Development Packs
Introducing the TrustDR framework for managing IPR in e-learning
TrustDR Framework

- Recognition of rights
- Assertion of rights
- Expression of rights
- Dissemination of rights
- Exposure of rights
- Enforcement of rights

DRM Policy Creation

DRM Policy Projection
TrustDR Framework

Recognition of rights
Assertion of rights
Expression of rights
Dissemination of rights
Exposure of rights
Enforcement of rights

Cultural & Legal

DRM Policy Creation

Cultural, Legal & Technical Nexus

CC UK JORUM

Technical

DRM Policy Projection
Tools to Support a Systems Approach

TrustDR Organisational Model

Fig. 2 Basic Analysis and Audit Tool Derived from the Model

derived from van der Klink & Jochems, 2004

http://www.ariadne.ac.uk/issue24/virtual-universities/

http://www.alt.ac.uk/altc2005/keynotes.html#carol


Kuhn, T. 1996 *The Structure of Scientific Revolutions*, University of Chicago Press.


Compass in a wooden frame. On wikipedia

Taken from stock.xchng: "There are no usage restrictions for this photo." Photographer's (Murat Cokal, Umitkoy, Ankara, Turkey) user page set no usage restrictions.

Map of Samoa from the University of Texas at Austin collection of maps – free to use and adapt

Lightening Image by Christopher Hollis under a CC ‘BY’ licence

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