

## **CORDRA Workshop - Position Statement from the National Library of New Zealand**

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The National Library is working with the NZ Education Sector on a major sector-wide programme to establish an Education Sector Architecture Framework to support e-learning and the use and sharing of digital resources. As the Library builds its own digital repository architecture, it must keep abreast of international developments in the learning environment in the interest of interoperability between the sectors. The Library has a mandate to 'develop and deliver services for schools to support teaching and learning'. Digital resources of value to education include Discover supporting the secondary school Arts curriculum; Matapihi and Papers Past making unique primary resources available online, and EPIC providing national access to over 20,000 full text journals. The 'Any Questions' virtual reference service offers individualised learning opportunities for students.

New Zealand's draft national Digital Strategy, June 2004, aims to 'create the conditions and realise the benefits' of today's technologies. This over-arching strategy, with a focus on adopting a whole-of-government perspective to the information infrastructure, was supported and contributed to by the National Library.

### **1. The National Library sees the following as key issues or impediments to achieving a nation-wide framework to support e-learning:**

- There is a need to provide coordinated leadership across education sectors, as current structures are not conducive to centralised collaboration or controls.

Objectives are not yet sufficiently well defined, eg

- Requirements for establishing connectivity across the learning environment
- defining the extent of the collaboration (systems, standards, services)
- defining the digital resources and how widely they are to be shared with
- Defining the policies and protocols around digital repositories

Without these it will be difficult to identify the human or financial resources needed to build, describe and maintain repositories of sharable learning objects.

- Standards on which such wide-reaching collaboration is based are still developing. For the education sector to maximise use of existing digital resources, the extent of the collaboration needs to cross educational, library, museum and archival boundaries – each of which have long-established standards and protocols in use.
- There is a need for clarity around where responsibilities lie, in order to avoid duplication of effort and duplication of the digital resources themselves, eg
  - Who owns the resources, the IP rights? And how will unique intellectual entities be globally identified - for purposes of authorisation, rights management and long term maintenance and preservation? Do we need global persistent identifiers for each digital resource (cf ISBN)? In an environment where reuse and repurposing is a requirement, who will own and maintain the resulting learning objects?
  - How will authentication, authorisation, and restrictions on access or on conditions of use be managed in a collaborative cross-sectoral environment? Is there a need for a federated infrastructure to support personal authentication and authorisation – potentially reaching beyond national boundaries?
  - Who has responsibility for preserving resources over time, ensuring continuing viability of resources? – ie establishing a preservation infrastructure, with the associated hardware, software and human resource implications?

### **2. Critical activities that we feel the learning content repository community should address are:**

- Ensuring work is coordinated internationally - to avoid duplication and wasted effort.
- Providing clarity around responsibilities - to avoid risking some aspects falling through a gap.
- Recognising cross-sectoral implications – education, library, museum and archive sectors are all rich providers of digital resources.