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Metadata Worker Group User Requirements Committee report out from interviews:
Chuck McConnell/NETA-OSBE

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The assignment was to consider the Statewide, Local Programming and University communities in regard to User requirements.

The following represents my views as a University License, involved in local production and statewide programming and a founding member of oncourse along with an interview with Chuck McConnell (NETA). (Pending conversation with Art Zygielbaum at Nebraska.) Chuck speaks through the perspective of NETA who works with local production, state networks and content carries a large educational perspective. He also has station experience (including Alaska)

Chuck sees media heading into the realm of CLIP ART. Any material that can be made available should be. In this regard we are saying that the end user must be considered and that the end user may be a teacher in a classroom, a student at home preparing a report or a professional in print, web, broadcast or any other media. End users will not necessarily be sophisticated. They will not have librarian's skill sets.

With the importance of the educational community, it seems that anything that is catalogued must be aligned to the national and state educational standards.

All words must be defined so that our words equal their words. And to the extent that there are differences, it must somehow be explained and designed to identify and clarify terms

On the local station path--- they must assume the consumer will be accessing the material—in the same type of way. They also will not be sophisticated researchers. It will be like parents buying encyclopedias—they will expect the material to be available to their kids, and expect it to be correct and easy to access.

In this way it becomes a consumer product. So the metadata system can not be so sophisticated that they or others can't use it. Perhaps their needs to be an internal industry and consumer oriented database search.

The assumption is that the interface will be web based. Assume a thumbnail will download potential. Perhaps different access levels.

The front door of the access should look and feel like public TV—the local public TV station. Local is a value add that we have that most other content providers can not. The content can reside anywhere—or in many different places but the public should come into a local place to ask for content. It is information more than it is entertainment.

In consideration of the end user: they come because we have information. We are the non-fiction stacks in the library. Materials should be considered that way. They are not looking for the title and author as much as the content area. The content like the Nova's and NPR reports should be made available for web, power point, other broadcast—we need to deliver differently and price differently. The end user may be a sophisticated broadcast or multimedia user, a venture capitalist or a student or teacher.

Answers to case interview questions:

- 1 Common questions: answer as a local station and as a educational content service provider: The end user wants different things depending on the tools and the potential of service—example: used to ask when the show was going to be repeated—then the VCR so now asks can I buy the tape.

Content areas of interest on the station level: one is medical/health then history- especially local history.

2. Aside from general public: Educators: K-12 levels of Ed. Most interested then post secondary. This will place a heavy demand for us to respond to. We must tie content to the standards to add value and make it desirable
3. Want the whole asset? The day of wanting the entire asset is gone. No one wants whole show. One of the real challenges is to deal with the ancillaries and corollaries. Pictures, Moving Picture, moving picture with sound, text...Links need to have it all available depending on the end users needs and level of technology.
4. What form? Technical standards are an issue. Some have been set by the marketplace. File formats? Where things are stored? The public needs to have some form of common standards and it needs to be user friendly. We need a plan for people to find and be able to access and easily download or receive in some manner the material that they were searching for. Pay a price to search—pay a price to retrieve.

The commercial marketplace may grow a distribution channel though others. We should decide if we are going to be true retailers.

5. Metadata: Chuck does not use any now. NETA is and I have two contacts to follow up with on the local production side and the k-12 education side. We

do. We are providing content to schools in a pilot project that is using eight fields :

Our traffic department is using a set of metadata to share program information with Pro Track which is common statewide.

9. The dictionary: Align with the state standards and national standards for education. Make sure it contains a thesaurus and so every one is using the same word to mean the same thing. (lion vs. big cat) We could be the default dictionary and provide a huge service to the entire community if we do this right.

The already understood fields like title, description, length, owner, rights, date, price, need to be there. Additionally educational content, state standards, more information available, links. We need to have the intelligence that points out terms—you said big cat—do you mean lion, tiger, household cat, jazz musician... Teach the consumer how to use the dictionary properly.