



LRMI
Learning Resource
Metadata Initiative

LRMI SURVEY REPORT

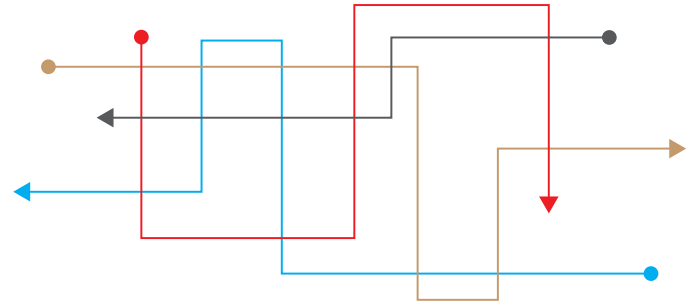
August 2013 Update

Ease and Discoverability:

Educators and Publishers on the Search for
Educational Content

Prepared by Winter Group for the Learning Resource Metadata Initiative, a project of the
Association of Educational Publishers





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The Learning Resource Metadata Initiative: An Overview

The Learning Resource Metadata Initiative (LRMI) is working to make it easier to publish and discover quality educational content and products online.

This project, co-led by the Association of Educational Publishers and Creative Commons, offers the promise of a significant and beneficial impact for both creators and users of educational content and products. The project is funded by the Bill & Melinda Gates Foundation.

The LRMI has developed a common metadata framework for describing educational content and products on the web. This framework is a key first step in developing a richer, more fruitful search experience for educators and learners with the ultimate goal of helping students, educators, and parents search for and access educational resources online with greater accuracy and efficiency.

About the Surveys

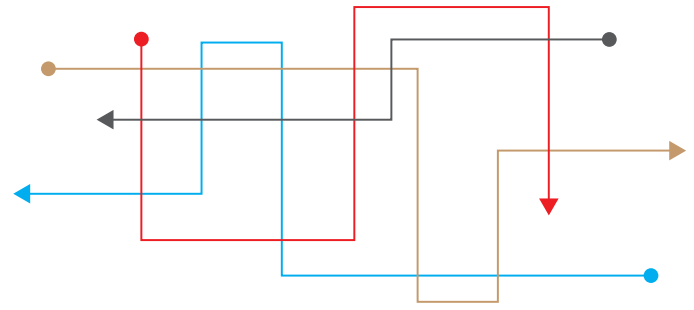
Two initial surveys were conducted in April 2012, followed by two additional surveys in February 2013, to provide measurable data on awareness about the initiative and attitudes toward the discoverability of educational resources. For both rounds of the survey, the targeted groups were educators and publishers, including traditional commercial publishers, online educational content providers, and organizations that provide Open Educational Resources. They responded to separate surveys that gathered information and opinions regarding preferences, frustrations, and experiences in searching for educational resources and content online. This report was compiled by Winter Group and presents the results of the surveys, beginning with the educator survey and moving to the publisher survey.

Data Points To Note

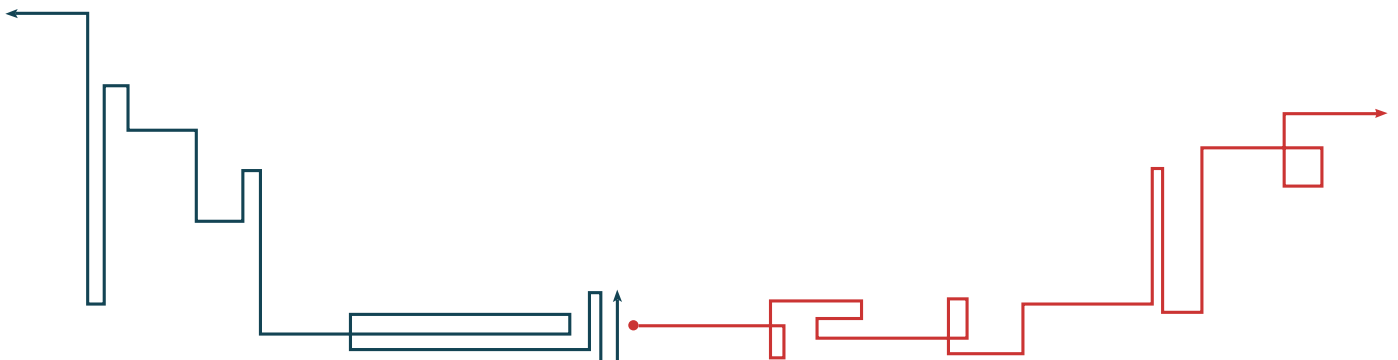
- Awareness of LRMI among publishers has risen significantly from the 2012 survey (46.6% awareness) to the 2013 survey (85.9% awareness).
- Awareness of LRMI among educators still has substantial room for growth, with 90.9% of educators unaware of LRMI in the 2013 survey.
- Irrelevant results and wasted time are still major frustrations among educators when searching online, pointing to the need for a way to narrow results.
- In the 2013 survey, approximately four in ten educators stated that they assign students projects involving internet searches at least several times a month.
- In the 2013 survey, more publishers indicated they would change their marketing and sales programs if tools existed that would make their content more discoverable. Nearly six in ten publishers (58.5%) responded that they would change their marketing and sales programs in 2013, compared to 51% in 2012.
- There is a significant increase in 2013 in the percentage of publishers that use metadata tagging (55.3% in 2013 as opposed to 47.4% in 2012). Of the 2013 publishers who use metadata tagging, over three in five of those publishers (64%) use a content management system to manage their digital resources.
- Multimedia is still the preferred format for publishers to deliver content. However, in 2013 versus 2012, publishers have moved further away from hardbound print and moved more towards softcover print.



LRMI
Learning Resource
Metadata Initiative



EDUCATOR SURVEY RESULTS



Educator Survey Methodology

In February 2013, LRMI re-launched a survey created for education professionals to investigate changes in awareness and perceptions compared to the initial 2012 survey about how educators view their online search experiences. The 2013 survey data will help inform the implementation of the LRMI metadata framework with the ultimate goal of helping students, educators, and parents search for and access educational resources online with greater accuracy, efficiency, and success.

The survey was posted online and the link was emailed to 29,560 educators across grade levels and subject areas. The list of e-mails came from Market Data Retrieval (MDR) and included lead teachers (K-6); middle/junior high and high school department chairs of Math, English & Reading, Science and Social Studies; and librarians/media specialists. Chances to win an Amazon.com gift card were offered as an incentive to increase survey responses. The surveys were deployed by MDR and there were 176 total respondents. The response rate for each question is noted as it appears in the survey.

The Association of Educational Publishers (AEP) also posted the survey link on their site and publicized the survey via Twitter and press releases. As a result, an unknown number of survey respondents may have discovered the survey via AEP’s efforts and were not part of the initial list from MDR.

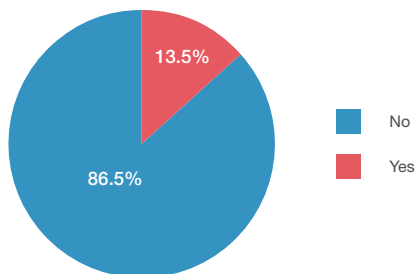
Detailed Findings: Educator Survey

1. Prior to receiving this survey, were you aware of the Learning Resource Metadata Initiative to improve discoverability of educational content and resources?

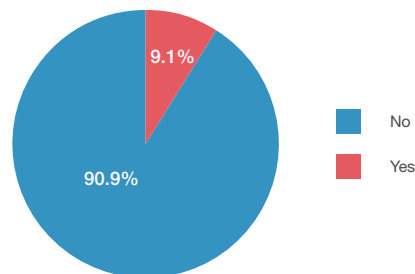
Response Rate:
2013 vs. 2012
99.4% vs. 98.8%

Awareness of the Learning Resource Metadata Initiative decreased since the 2012 survey (13.5% vs. 9.1%). This may be due in part to the composition of 2013 respondents, which included a much higher proportion of classroom teachers—an audience that was not emphasized in the marketing outreach in the early stages of the project. Marketing communications for the initiative focused more directly on library media specialists and technology specialists.

Awareness 2012
(n = 175)



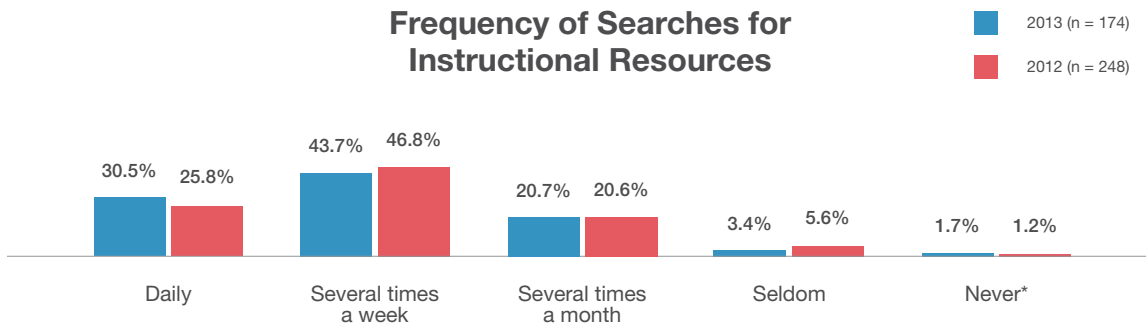
Awareness 2013
(n = 245)



2. How often do you search for instructional resources online?

In both 2013 and 2012, nearly half of educators (43.7% and 46.8%, respectively) search for instructional resources online several times a week and nearly one-third of educators (30.5% in 2013) search for instructional resources daily.

Response Rate:
2013 vs. 2012
99.4% vs. 98.8%



*Those respondents who answered “Never” to this question were then directed to question #3, which asked what sources respondents typically used to learn about resources.

3. If you do not search for instructional resources online, from which sources do you typically learn about resources?

Only two educators answered the multiple-selection question and chose colleagues (2), education conferences (1), and professional development programs (1).

Response Rate:
2013 vs. 2012
1.1% vs. 0.8%

4. How would you describe the results of your searches?

Overall success level (usually successful and sometimes successful) of search results for 2013 respondents is 87.6%. There was an increase in usually successful search results from 2012 to 2013. Over one-third of 2013 educators (35.5%) compared to less than one-fourth of 2012 educators (24.6%) found the results of their searches usually successful.

Response Rate:
2013 vs. 2012
96% vs. 98.4%

Success of Search Results		
RESPONSE	PERCENT	
	2013 (n = 169)	2012 (n = 244)
Usually successful	35.5%	24.6%
Sometimes successful	52.1%	61.9%
Often unsuccessful	11.2%	13.1%
Usually unsuccessful	1.2%	0.4%

5. What are your major frustrations in searching for instructional resources online? (Check all that apply)

Response Rate:
2013 vs. 2012
92% vs. 94.8%

The number one frustration when searching for instructional resources for about two-thirds of educators (66% and 64.8%, respectively) in both 2012 and 2013 is having too many irrelevant results, followed closely by searches being too time consuming and results that do not indicate specifics.

Major Frustrations		
RESPONSE	PERCENT	
	2013 (n = 162)	2012 (n = 235)
Too many irrelevant results	64.8%	66%
Too time consuming	56.8%	63%
Results do not indicate specifics for grade level, cost vs. free, standards alignments, and other instructional criteria	55.6%	62.1%
Results do not specify the type of resource, such as print, multimedia, video, or other formats	21%	29.4%
Other*	6.8%	11%

The total percentages exceed 100% due to the multiple-response format of the question as respondents indicated multiple frustrations with the search process.

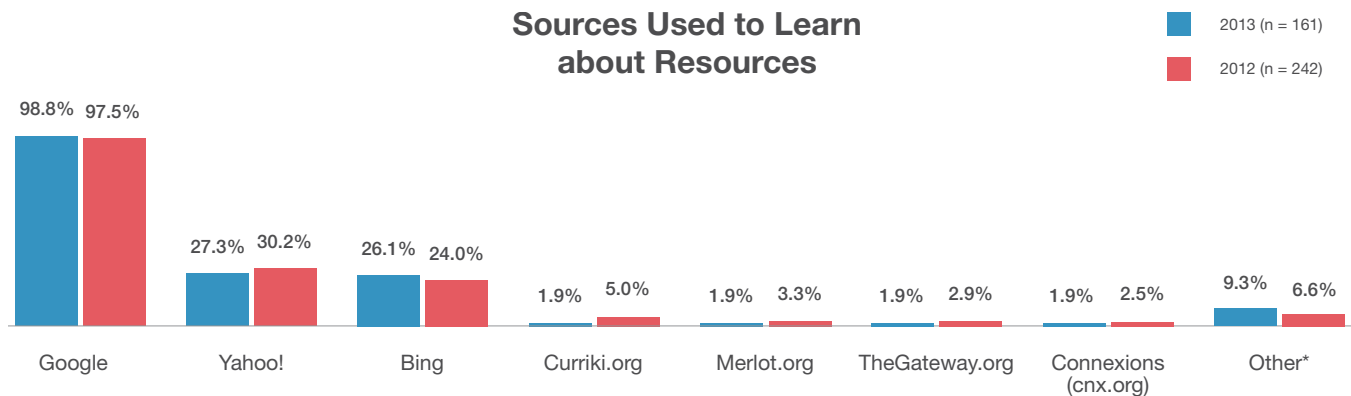
*“Other” 2013 responses included: the school blocked access to the website, cost issues (licenses or membership fees to access materials), the lack of quality or reliability of sources, not having enough of the information, and students find key answers online.

*“Other” 2012 responses included: subject matter could not usually be found or was unavailable, information couldn't be tailored to educators' needs, the school blocked access to the website, cost issues (licenses or membership fees to access materials), and the lack of quality or reliability of sources.

6. Which search engines do you currently use to look for educational content? (Check all that apply)

Response Rate:
2013 vs. 2012
91.5% vs. 97.6%

Google is still the preferred way to search for educational content (98.8% in 2013). This is followed by Yahoo and Bing (27.3% and 26.1%, respectively in 2013).



The total percentages exceed 100% due to the multiple-response format of the question, as educators use more than one search engine to find materials.

*“Other” responses in both 2012 and 2013 included: Ask.com; Safari; Diigo; NCTE; EQUELLA; links from educational, government, and library sites; duckduckgo.com; reseek.com; betterlesson.org; and dogpile.

7. How often do you assign students projects involving Internet searches for educational materials?

Response Rate:
2013 vs. 2012
93.2% vs. 97.2%

In 2013, roughly four in ten educators indicate that they assign students projects involving Internet searches at least several times a month.

Frequency of Assigning Projects Involving Internet Searches		
RESPONSE	PERCENT	
	2013 (n = 164)	2012 (n =241)
Daily	2.4%	3.7%
Several times a week	4.9%	14.1%
Several times a month	32.9%	26.6%
Seldom	46.3%	38.2%
Never	13.4%	17.4%

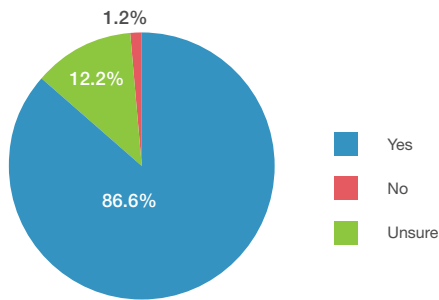
8. If search engines offered the ability to filter results by standard instructional criteria such as grade level, subject area, media type, etc., would that improve your level of satisfaction with Internet searches for educational resources?

Response Rate:
2013 vs. 2012
93.2% vs. 97.6%

In both the 2013 and 2012 survey, nearly nine of ten respondents (86.6% and 87.6%, respectively) say their level of satisfaction would improve if search engines offered the ability to filter results by standard instructional criteria such as grade level, subject area, media type, and other criteria.

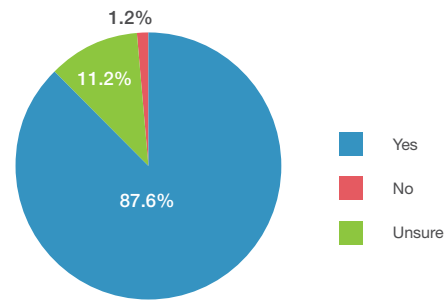
2013 Satisfaction Improvement

(n = 164)



2012 Satisfaction Improvement

(n = 242)



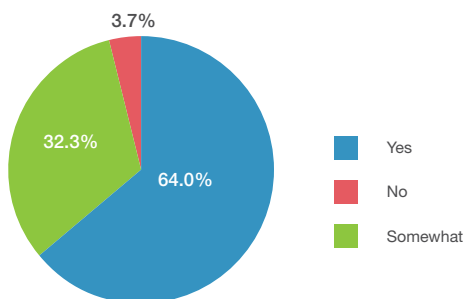
9. Would search engine result filtering as described in the previous question increase your likelihood and frequency of using the Internet to find instructional materials?

Response Rate:
2013 vs. 2012
93.2% vs. 97.6%

Overall, educators continue to say they would be more likely to search for content online if search engines offered filters. In both 2013 and 2012, roughly two out of three educators (64% and 68.2%, respectively) state using these standard search filters would definitely increase their use of the Internet to find instructional materials.

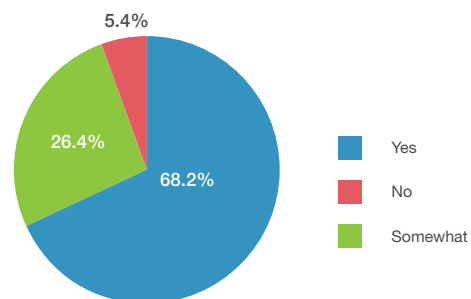
2013 Increase Likelihood & Frequency of Use

(n = 164)



2012 Increase Likelihood & Frequency of Use

(n = 242)

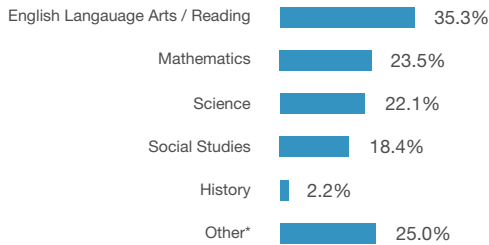


10. Which content area do you currently teach in? (New question in the 2013 survey)

Response Rate:
2013
77.3%

2013 Content Area Taught

(n = 136)



Over one-third of educators surveyed in 2013 (35.3%) teach ELA / Reading, followed by Math (23.5%), Science (22.1%), and Social Studies (18.4%).

The total percentages exceed 100% due to the multiple-response format of the question, as some educators teach in more than one content area.

**“Other” responses included: Library Media, Library, Technology, Educational Support, Special Education, all of the above content areas, and Art.

11. What search criteria would you find most helpful in searching for educational resources? (Check all that apply.)

Response Rate:
2013 vs. 2012
93.2% vs. 96%

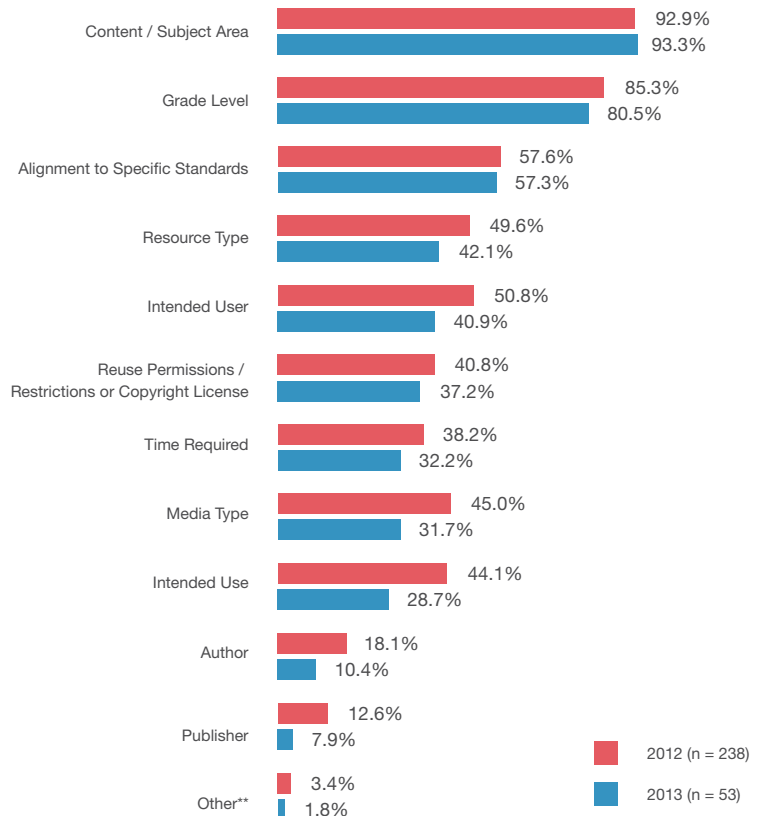
In both the 2012 and 2013 survey, the most helpful search criteria for educational resources were content/subject area and grade level. Respondents in 2013 rank the remaining search criteria as follows: alignment to specific standards, resource type, intended user, reuse permissions/restrictions or copyright license, and time required. The order of helpful criteria ranked by the 2012 respondents differed slightly from the 2013 respondents, after the first two criteria. The order is as follows: alignment to specific standards, intended user, resource type, media type, and intended use.

The total percentages exceed 100% due to the multiple-response format of the question, meaning that educators find multiple search criteria helpful.

**“Other” 2013 responses included: wanting search criteria that indicated cost, rigor, and primary source documents.

***“Other” 2012 responses included: wanting search criteria that indicated cost, creation date, and malleability.

Helpful Search Criteria for Educational Resources



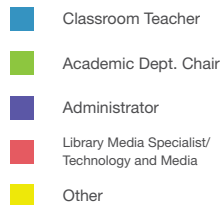
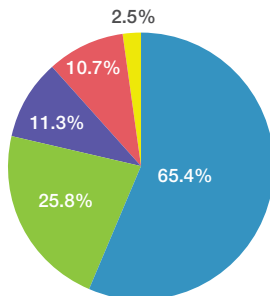
12. What is your job title?

The percent of classroom teacher respondents increased dramatically from 2012 to 2013. Over two-thirds of the educator respondents (65.4%) in 2013 are classroom teachers compared to about four in ten (39.1%) in 2012.

Response Rate:
2013 vs. 2012
90.3% vs. 94%

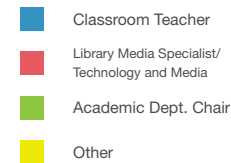
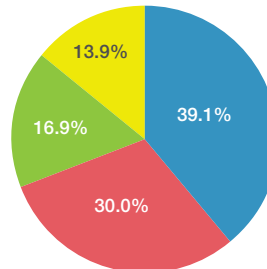
2013 Job Titles*

(n = 159)



2012 Job Titles*

(n = 233)



Respondent Titles Included

Classroom Teacher

- 1st grade teacher
- 5th grade teacher
- 7th grade math teacher
- 7th grade English teacher
- High school math teacher
- Middle school science teacher
- Kindergarten teacher
- English teacher
- Math teacher
- Science teacher
- Social studies teacher
- Communication arts teacher
- History teacher
- Computer teacher

Academic Department Chair

- English department chair
- Mathematics department chair
- Science department chair
- Social studies chair

Administrator

- Principal
- Counselor
- CEO
- Preschool director of learning center
- Instructional coach
- Chief learning designer
- Adjunct higher-education faculty
- Educational technology specialist
- Technology and curriculum coordinator
- Data specialist / test coordinator

Library Media Specialist / Technology and Media

- Librarian / assistant librarian
- Co-director of library services
- Library media specialist
- Media development assistant

Other

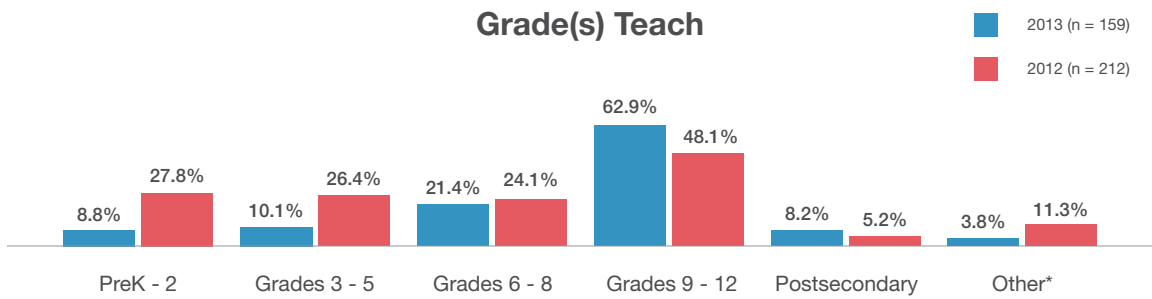
- Early childhood manager
- Literacy tutor
- English as a Second Language (ELA) teacher
- Special education teacher
- Gifted and talented resource teacher
- Art teacher
- District level position
- Currently not teaching
- Adult education
- Teacher education

*Some educators held multiple titles within their school or district.

13. What grade(s) do you teach?

In 2013, grade 9-12 teachers increased to over three-fifths of respondents (62.9%) versus less than half of 2012 respondents (48.1%).

Response Rate:
2013 vs. 2012
90.3% vs. 85.5%

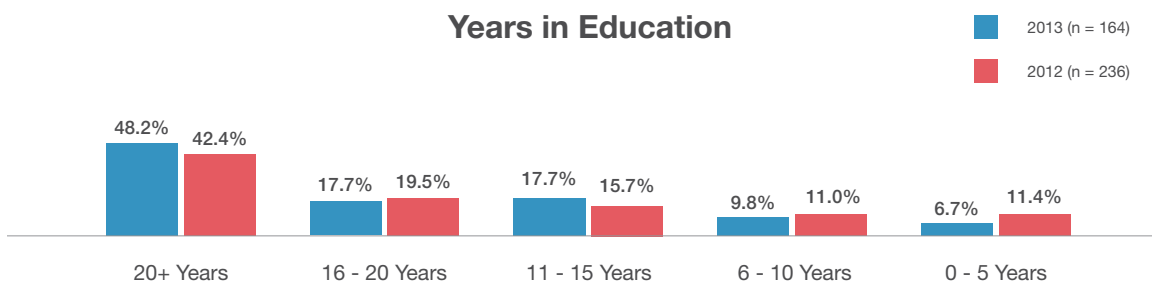


*The total percentages exceed 100% due to the multiple-response format of the question, as some educators indicated that they teach at multiple grade levels.

14. How many years have you been an educator?

In both 2013 and 2012, almost half of respondents (48.2% and 42.4%, respectively) have been in education for more than 20 years.

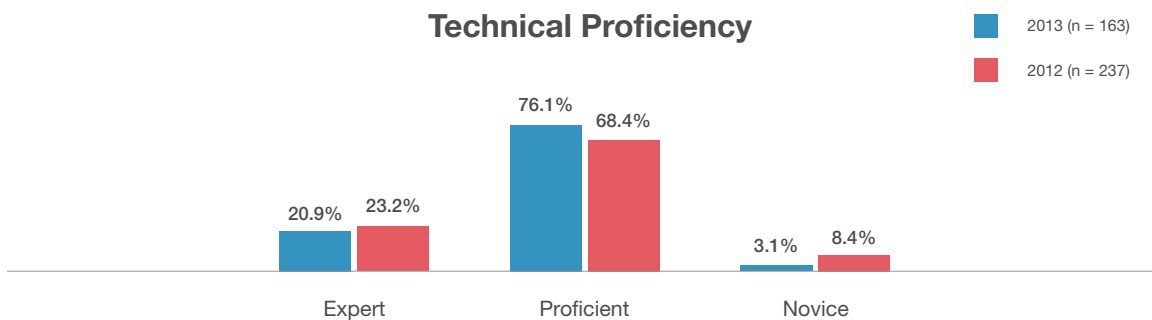
Response Rate:
2013 vs. 2012
93.2% vs. 95.2%

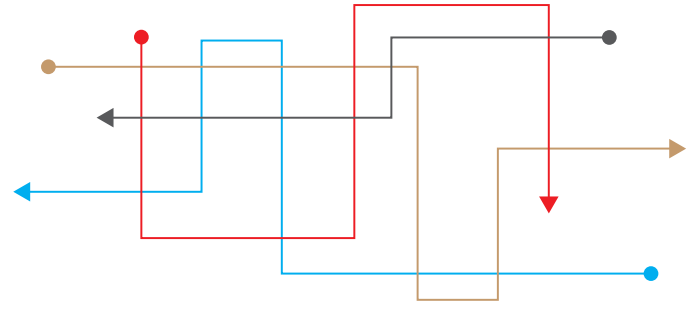


15. How would you rank yourself on a scale of technical proficiency?

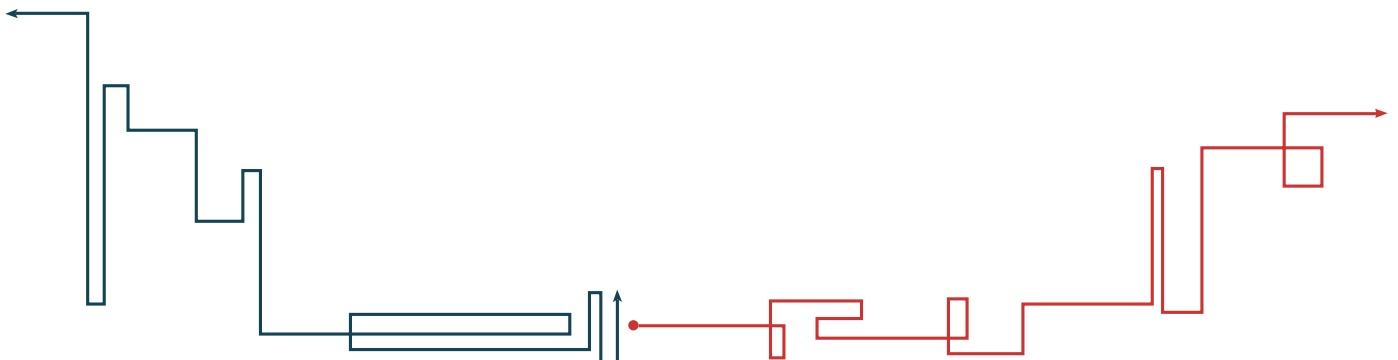
More respondents consider themselves technically proficient in 2013 compared to 2012 (76.1% vs. 68.4%, respectively); however, more respondents in 2012 versus 2013 (23.2% vs. 20.9%, respectively) believe they are experts in technology.

Response Rate:
2013 vs. 2012
92.6% vs. 95.6%





PUBLISHER SURVEY RESULTS



Publisher Survey Methodology

In February 2013, LRMI re-launched a survey created for educational publishers. The survey investigated changes in perceptions and awareness of online visibility and discoverability for publishers' content and products they develop. The initial survey was conducted in April 2012. The 2013 data collected from this survey will help inform the implementation of the LRMI metadata framework with the ultimate goal of helping students, educators, and parents search for and access educational resources online with greater accuracy, efficiency, and success.

The survey was posted online and the link was e-mailed to members of the Association of Educational Publishers (AEP) as well as to the Association of American Publishers' membership list. The surveys were deployed by Winter Group and there were 66 responses. The response rate for each individual question is noted as it appears in the survey.

The survey link was posted on the LRMI website, as well as the AEP website. AEP also publicized the survey via Twitter and press releases. As a result, an unknown number of survey respondents may have discovered the survey via AEP's efforts and were not part of the initial list.

Detailed Findings: Publisher Survey

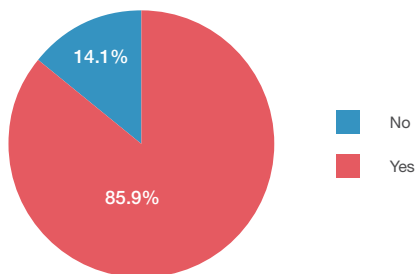
1. Prior to receiving this survey, were you aware of the Learning Resource Metadata Initiative (LRMI), the project to create a standard framework for tagging educational resources online?

Response Rate:
2013 vs. 2012
97% vs. 98.5%

The percentage of respondents aware of LRMI prior to the survey went up dramatically from 2012 to 2013 (46.6% vs. 85.9%, respectively).

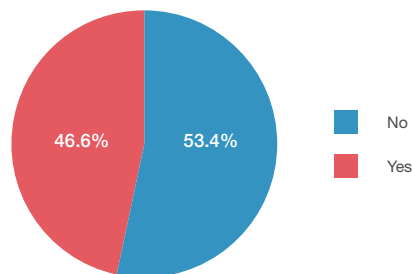
Awareness 2013

(n = 64)



Awareness 2012

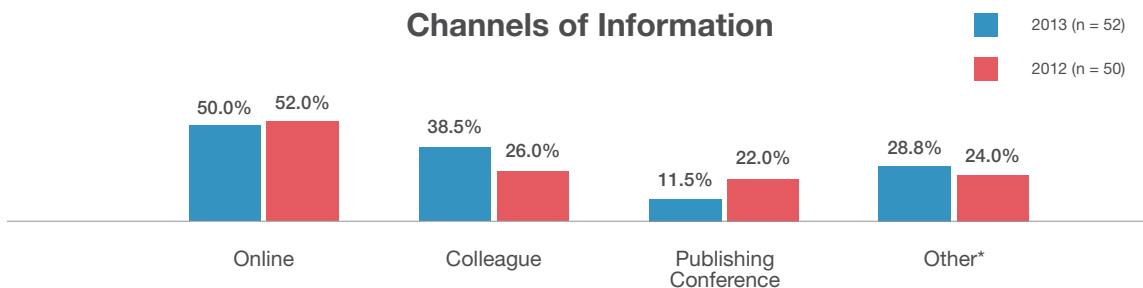
(n = 131)



2. Where did you learn about this new initiative?

Of the respondents who are familiar with LRMI for both the 2013 and 2012 survey, about half of those respondents (50% and 52%, respectively) learned about LRMI online, followed by colleagues (38.5% in 2013 and 26% in 2012).

Response Rate:
2013 vs. 2012
78.8% vs. 37.6%

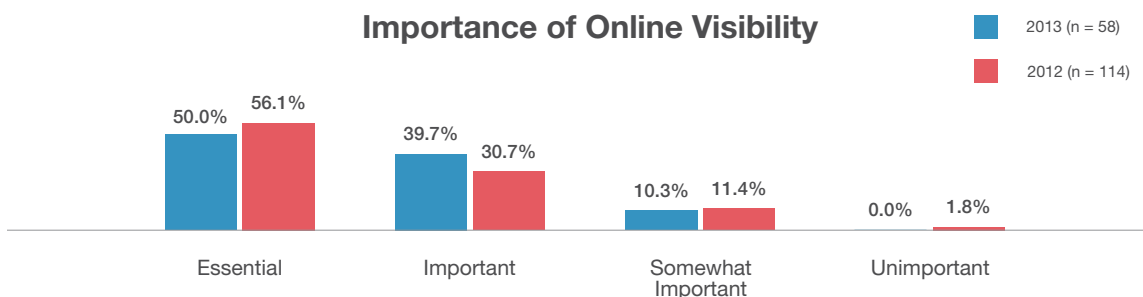


*Most of the “Other” responses for both 2012 and 2013 were more specific versions of the original choices, such as the Open Educational Resource Advocacy Coalition listserv, which could be categorized under the online response. Several respondents indicated that they had heard about the initiative at “various conferences,” and several respondents specifically cited hearing about the LRMI through AEP.

3. How important is online visibility in your current product sales and marketing programs?

For the 2013 and 2012 survey, nearly nine out of ten respondents (89.7% and 86.8%, respectively) believe online visibility is important or essential. In 2013, all respondents believe online visibility is at least somewhat important.

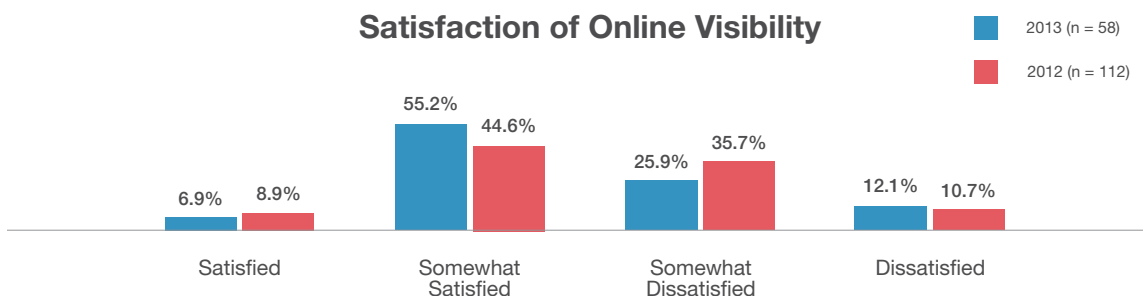
Response Rate:
2013 vs. 2012
87.9% vs. 85.7%



4. How satisfied are you with the current online visibility of the products and programs you provide to the education market?

Overall satisfaction levels (“satisfied” or “somewhat satisfied”) increased in 2013 from 2012 (62.1% vs. 53.5%). However, respondents who are “satisfied” decreased in 2013 (6.9% vs. 8.9% in 2012).

Response Rate:
2013 vs. 2012
87.9% vs. 84.2%



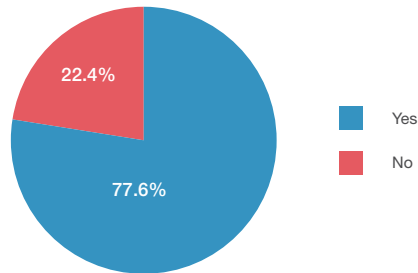
5. Do you currently offer sample content online for educators as part of your marketing efforts?

Response Rate:
2013 vs. 2012
87.9% vs. 82%

In 2013, over three-fourths of publishers (77.6%) indicated that they offer sample content. This is a similar percentage to publishers' responses in 2012 (78.9%).

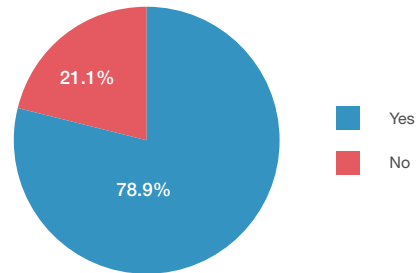
Sample Content Offered 2013

(n = 58)



Sample Content Offered 2012

(n = 109)



6. How easy or difficult do you think it is for your customers to find your content or products when searching online?

Response Rate:
2013 vs. 2012
80.3% vs. 78.9%

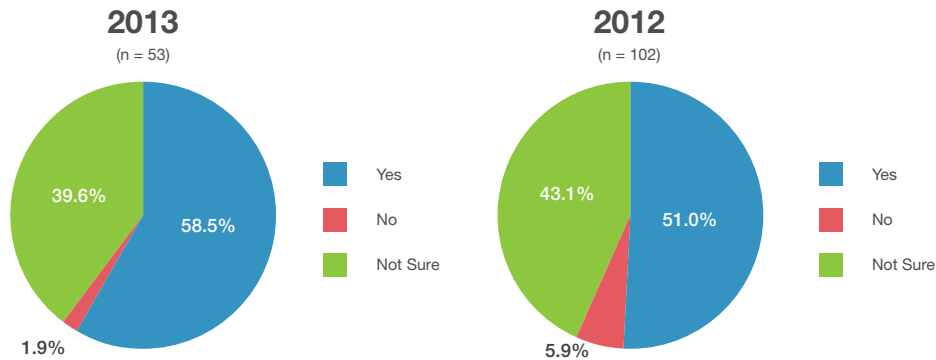
In 2013, over three-fourths of respondents (73.6%) say that it is somewhat difficult or difficult for customers to find their content or products online. This is an increase from 2012 (57.1%).

Ease of Finding Information		
RESPONSE	PERCENT	
	2013 (n = 53)	2012 (n = 105)
Difficult	11.3%	3.8%
Somewhat difficult	62.3%	53.3%
Easy	26.4%	35.2%
Very easy	0%	7.6%

7. If the content you develop was more readily discovered through online searches, would that change your current marketing and sales programs?

Response Rate:
2013 vs. 2012
80.3% vs. 76.7%

Over half of respondents in 2013 and 2012 (58.5% and 51%, respectively) would change their marketing and sales programs if their content could be more easily found through online searches.



8. Assuming a new metadata standard would improve discoverability, how likely are you to implement this standard for tagging online educational resources for your current and future publishing programs?

Response Rate:
2013 vs. 2012
81.8% vs. 75.2%

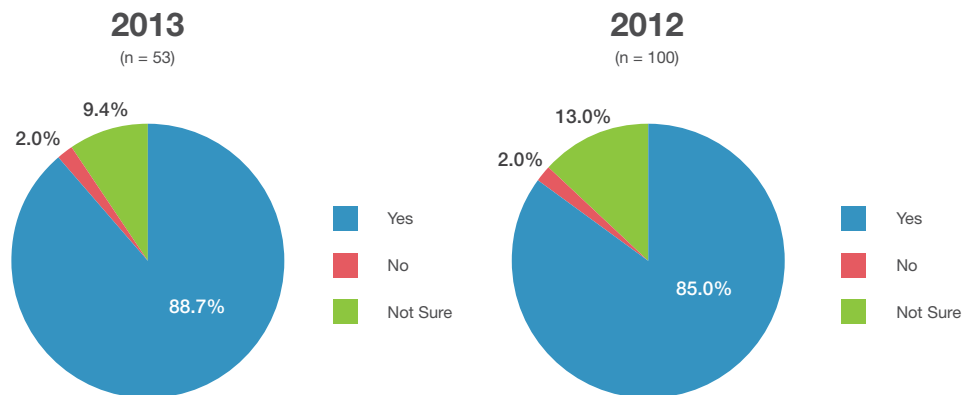
If a new metadata standard improved discoverability, publishers are likely to implement a tagging system. In both 2013 and 2012, nearly two-thirds of respondents (64.8% and 65%, respectively) are at least highly likely to implement the standard for tagging.

Likelihood of Implementation		
RESPONSE	PERCENT	
	2013 (n = 54)	2012 (n = 100)
Would Definitely Implement	14.8%	18%
Highly Likely	50%	47%
May Implement	22.2%	32%
Unlikely	1.9%	3%
Not Sure*	11.1%	--

9. Would you be more likely to implement this framework if you knew that major search engines were using it to inform their search results?

Response Rate:
2013 vs. 2012
80.3% vs. 75.2%

There is little change in responses from 2012 respondents to 2013 respondents. Both years, more than five out of six respondents (88.7% in 2013 and 85% in 2012) are more likely to implement the framework if major search engines are part of the initiative. Only 2% of publishers in both 2012 and 2013 indicate that they would not be more likely to implement the framework.



10. Which search criteria and terms would you find most important in an “industry standard” framework for educational resources searches? (Check all that apply.)

Response Rate:
2013 vs. 2012
80.3% vs. 73.7%

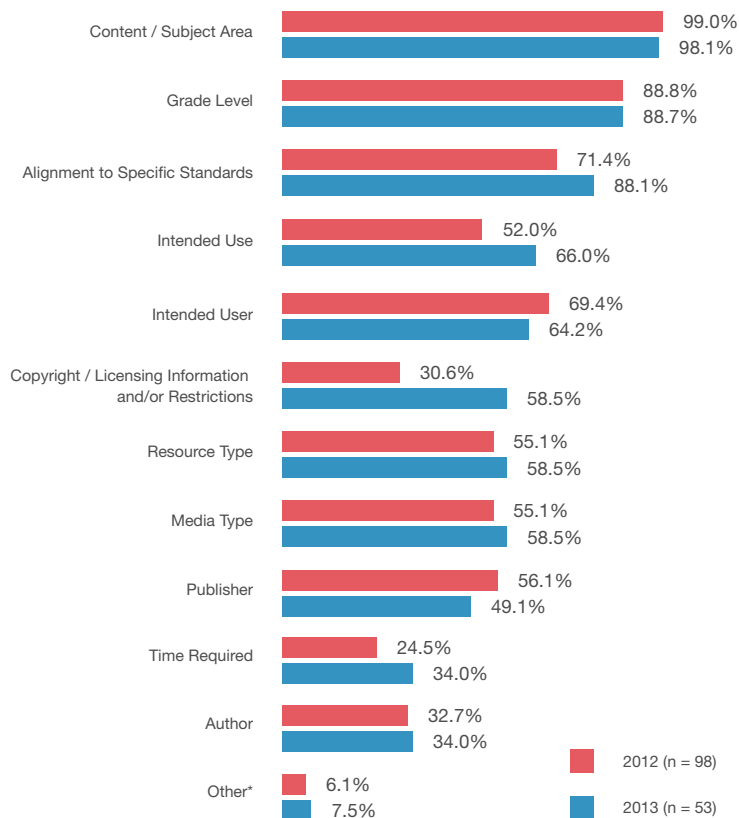
In both years of the survey, educators and publishers find content / subject area, grade level, and alignment to specific standards to be the most helpful search criteria.

The total percentages exceed 100% due to the multiple-response format of the question, suggesting publishers may find multiple search criteria helpful.

*“Other” 2013 responses included: text complexity measure, resource language, publication information, and topics/themes.

*“Other” 2012 responses included: hardware compatibility, adaptability for special education and special populations, languages available, state licensing, home usage availability, cost, age range, type of interactivity, genre, and topics/themes.

2013 Helpful Search Criteria for Educational Resources



11. Which department or job titles within your organization would be most likely to take responsibility for implementing an industry-standard metatagging program to improve discoverability and access for your products and content? (Check all that apply.)

Response Rate:
2013 vs. 2012
81.8% vs. 66.9%

According to respondents in 2013, product development and marketing specialists are likely to be the job titles responsible for implementing the new tagging initiative. This is a change from 2012, when marketing, IT, and editorial specialists were noted as being responsible for implementation.

Departments Responsible for Implementation		
RESPONSE	PERCENT	
	2013 (n = 54)	2012 (n = 89)
Product Development	55.6%	36%
Marketing	42.6%	52.8%
IT	37%	40.4%
Editorial	33.3%	40.4%
Production	25.9%	24.7%
Other*	0%	12.4%

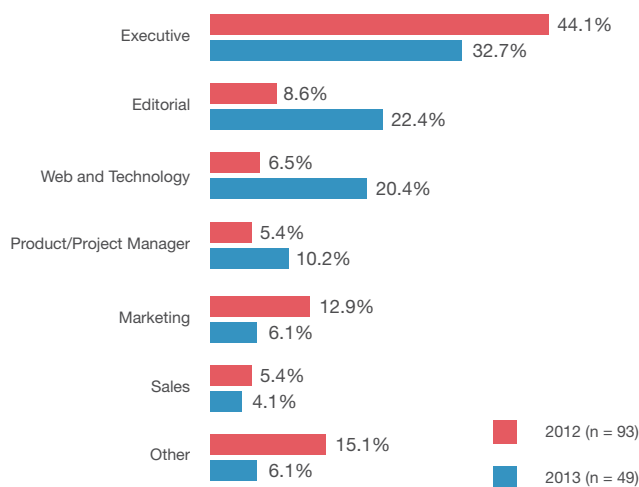
The total percentages exceed 100% due to the multiple-response format of the question, as publishers indicated that multiple departments may share responsibility for implementing the framework.

*“Other” 2012 responses included: administration, catalogers, communication, content management, finance, multiple departments, taxonomy, web strategist, and unsure.

12. What is your job title?

Response Rate:
2013 vs. 2012
74.2% vs. 70%

Respondents' Job Titles

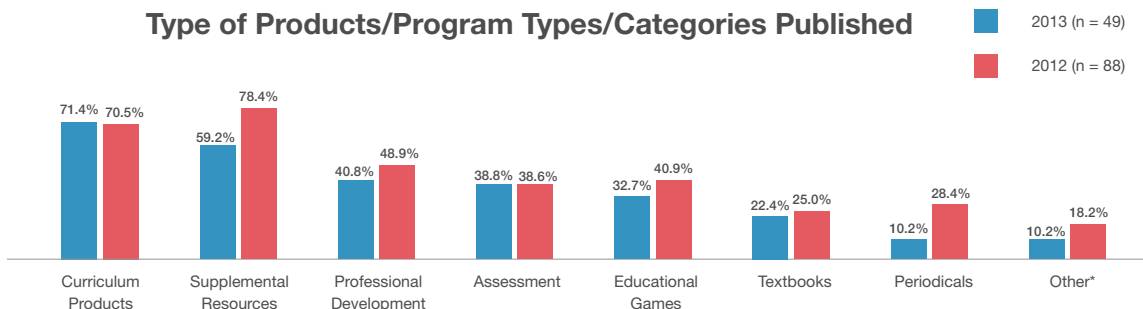


In 2013, nearly one-third of respondents (32.7%) are executives. This is followed by editorial (22.4%) and web and technology (20.4%). The percentages of respondents who are editorial, web and technology, and product/project managers rose significantly between 2012 and 2013; the number of executives and marketing personnel declined significantly.

13. What products/program types/categories does your company publish? (Check all that apply.)

Response Rate:
2013 vs. 2012
74.2% vs. 66.2%

For both years' surveys, respondents published mostly curriculum products and supplemental resources. However, the largest percentage of 2013 respondents (71.4%) publish curriculum products, while the largest percentage of 2012 respondents (78.4%) publish supplemental resources.



The total percentages exceed 100% due to the multiple-response format of the question, as respondents indicated they publish multiple products.

*“Other” 2013 responses included: educational applications, web-based products, and product reviews.

*“Other” 2012 responses included: education videos, multimedia versions of content, mobile applications, teacher tools (such as math equation editors), supplemental texts and databases, market research, metadata aggregator and publisher, and educational technology learning systems.

14. In which content/subject areas and grade ranges does your company publish? (Check all that apply.)

Response Rate:
2013 vs. 2012
69.7% vs. 57.1%

Across all levels, most of the respondents in 2013 and 2012 publish materials for English / Language Arts. The most frequent grades and subjects of published material the 2013 respondents' report are grade 6-8 social studies (91.3%), grade 6-8 math (89.7%), and grade 6-8 English / Language arts (86.1%). Over nine out of ten respondents in 2013 (91.3%) compared to about three-fourths of respondents in 2012 (76.1%) publish social studies material for sixth through eighth graders.

2012						
	2012 PREK-2	2012 GR. 3-5	2012 GR. 6-8	2012 GR. 9-12	2012 HIGHER EDUCATION	2012 TOTAL
Math	68.3%	75.6%	80.5%	70.7%	26.8%	53.9%
English / Language Arts	75.9%	72.4%	75.9%	63.8%	25.9%	76.3%
Science	71.7%	73.9%	82.6%	76.1%	23.9%	60.5%
Social Studies	76.1%	73.9%	76.1%	67.4%	32.6%	60.5%
Other, see below.*						

2013						
	2013 PREK-2	2013 GR. 3-5	2013 GR. 6-8	2013 GR. 9-12	2013 HIGHER EDUCATION	2013 TOTAL
Math	69%	79.3%	89.7%	62.1%	20.7%	63%
English / Language Arts	69.4%	83.3%	86.1%	66.7%	16.7%	80.4%
Science	62.1%	75.9%	82.8%	79.3%	31%	63%
Social Studies	65.2%	82.9%	91.3%	82.6%	21.7%	50%
Other, see below.**						

The total percentages exceed 100% due to the multiple-response format of the question, as publishers often produce content for multiple grades.

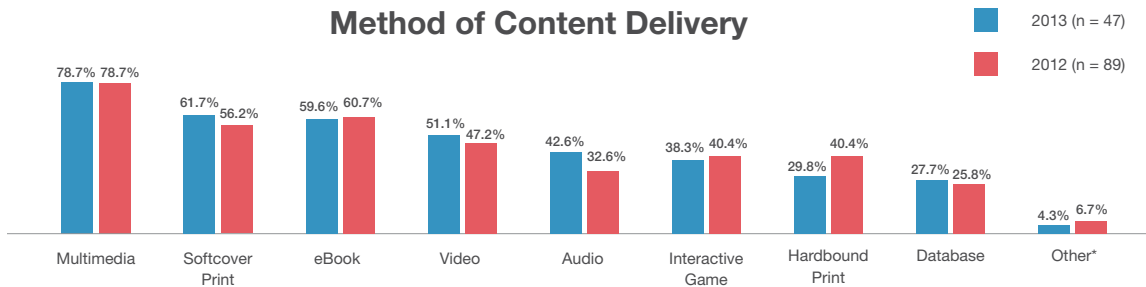
*“Other” 2012 responses included: agriculture, visual arts and music, career skills, library / information literacy, character-building skills, ELL / foreign language, health, physical education and safety, financial literacy, professional development for educators, and religion.

**“Other” 2013 responses included: visual arts and music, career skills, ESL / foreign language, computer / technology, health, physical education and safety, and professional development for educators.

15. Please indicate the format/media through which your content is delivered. (Check all that apply.)

Response Rate:
2013 vs. 2012
71.2% vs. 66.9%

Multimedia (78.7%), softcover print (61.7%), and eBook (59.6%) are still the most common methods of delivery for the publishers surveyed in 2013.



The total percentages exceed 100% due to the multiple-response format of the question, as publishers noted multiple methods of content delivery.

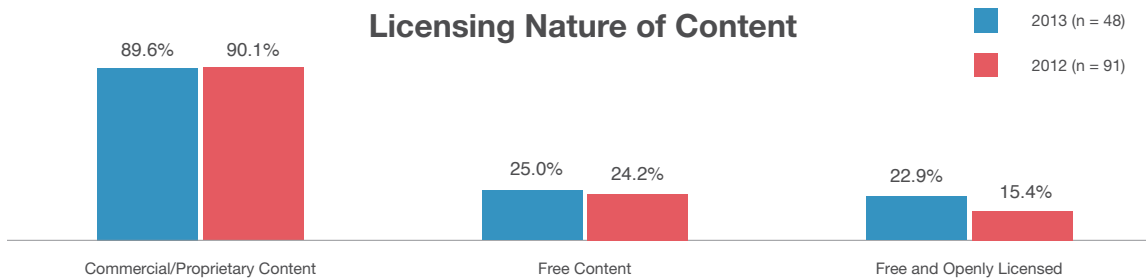
*“Other” 2013 responses included: online or web-based content and mobile apps.

*“Other” 2012 responses included: online or web-based content, magazines, and mobile apps.

16. Please indicate the licensing nature of your content.

Response Rate:
2013 vs. 2012
72.7% vs. 68.4%

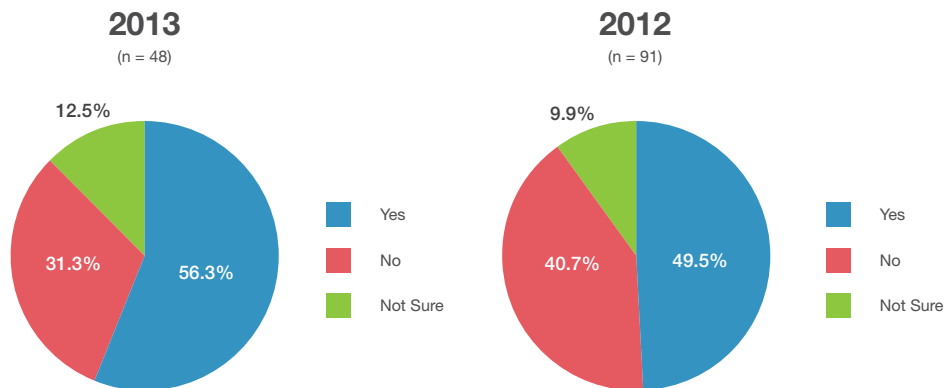
Publishing commercial or proprietary content is the most frequent response from the publishers surveyed. The percentage of respondents who publish free and openly licensed content increased from 15.4% in 2012 to 22.9% in 2013.



17. Does your organization currently use a content management system to manage your digital resources?

Response Rate:
2013 vs. 2012
72.7% vs. 68.4%

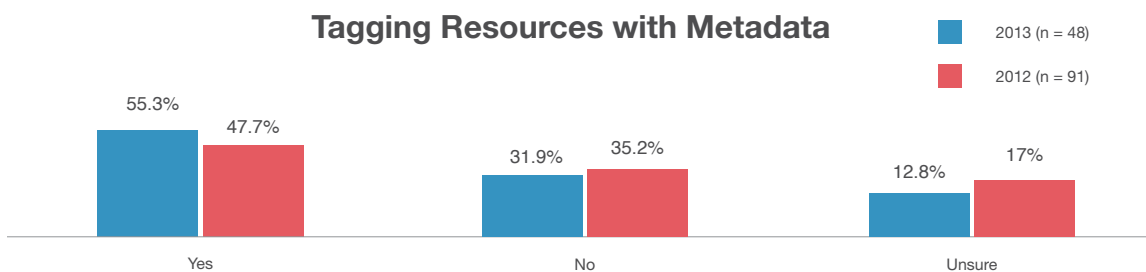
Over half of 2013 respondents (56.3%) indicate that they currently use a content management system to manage their digital resources, while 31.3% say they do not.



18. Does your organization tag your resources with metadata so they can be searched, sorted, and otherwise organized?

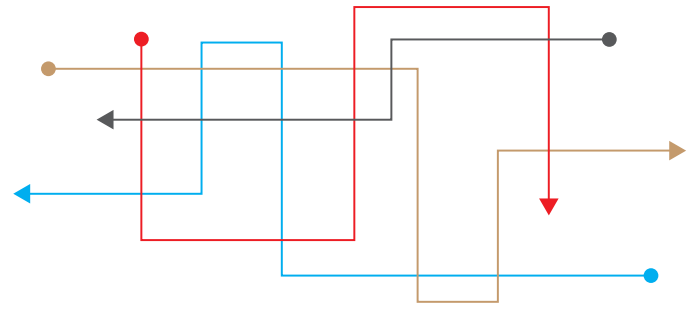
Response Rate:
2013 vs. 2012
71.2% vs. 66.2%

In 2013, 55.3% of publishers stated that they tag their resources with metadata so they can be organized and found, up from 47.7% in 2012. Of the 2013 respondents that utilize tagging, the metadata standards they said they use are IEEE LOM, ANZ-LOM, ONIX, and Dublin Core. One respondent specifically mentioned implementing LRMI’s metadata standards.

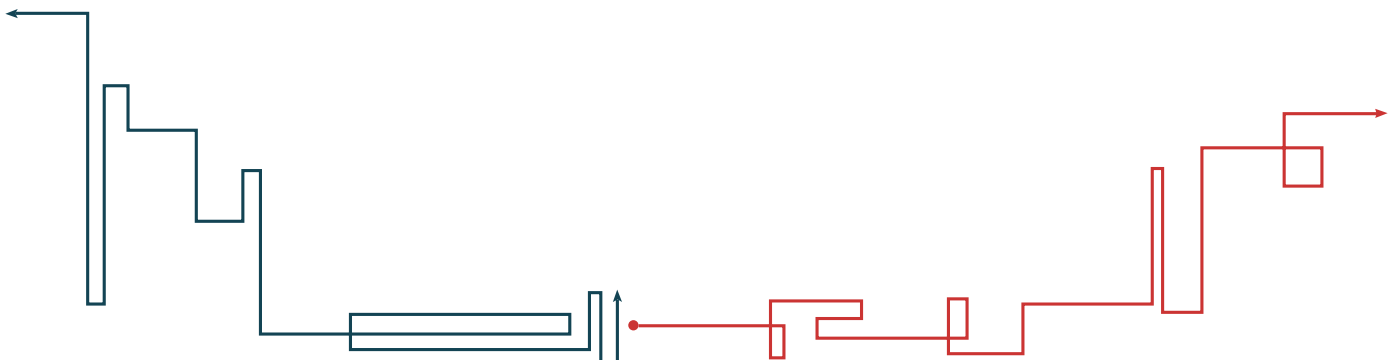




LRMI
Learning Resource
Metadata Initiative



CONCLUSIONS



Conclusions

The LRMI is gaining traction, particularly in the publishing community. There's ample opportunity to continue to spread the word. As resources proliferate exponentially, educators and publishers alike will seek better and more effective ways to search, find, and be found in the drive to support student achievement. The LRMI offers a way to help educators find just the right learning resources for students while also helping publishers improve the discoverability of their products.

Lift Off from Publishers

Publishers are becoming far more aware of the LRMI and its potential benefits. Awareness is the first critical step in generating interest and a willingness to explore tagging opportunities more fully. Continued communication, strong case studies, and direct endorsements from the publishing community will keep this momentum strong and growing.

Educators Are the “Next” Frontier in Communications to Support the LRMI

Classroom teachers, curriculum leaders, and administrators will play a central role in making the LRMI successful. Leadership and outreach from both publishing organizations and professional education associations will be instrumental in creating the awareness needed to encourage educators to search for resources using LRMI-defined tags. Educators continue to express frustration with time-consuming, unproductive Internet searches. Using communications strategies and tactics that leverage this frustration and point to a better solution will build awareness of and support for the LRMI initiative.

Specific Information. Specific Successes.

Data from the 2013 survey also point out the need for communicating the specifics of the LRMI search criteria. This will help both educators and publishers “see” the potential ease, value, and productivity of the initiative. Specifics matter because they'll help tell and sell the story of the LRMI's impact on improved discoverability and more efficient searches for educational resources. Success stories, simple “how to's”, publishers' and educators' endorsements and testimonials, and a sustained information campaign will continue to build awareness, trial, and usage among publishers and educators alike.

Outreach Matters

Continuation and expansion of the communications programs, special promotions, and an industry-wide campaign will build on the already solid awareness of the program within the publishing community and can make a strong impact on educators as the framework is adopted by major search engines. Some thought should be given to “segmented” campaigns within the reading, social studies, science, math, and library/media education market subsets, to inform thought leaders and influencers about new and better ways to search for digital educational resources. This effort can be shared by publishers within and across disciplines as the framework is implemented.



The Learning Resource Metadata Initiative (LRMI) aims to make the educational resource search experience richer for educators and learners and improve the discoverability of resources for content creators. Creative Commons and the Association of Educational Publishers (AEP) have co-led the project since its founding in 2011. In July 2013, the School Division of the Association of American Publishers (AAP) and AEP merged to form the AAP PreK-12 Learning Group. AEP's programs have been transferred to AAP pursuant to the merger. However, AEP continues to manage the LRMI because of AEP's 501(c)(3) status.

For more information, please visit www.lrmi.net.



Winter Group started more than 30 years ago with one goal—to move beyond simply marketing to actually connect and influence real decision-makers. We accomplish this by doing our homework. We start with objective, independent thought and develop a razor-sharp strategy based on research and an in-depth analysis of our clients' specific market subsets and their competitors. Couple this with eye-catching creative that focuses on delivering the right message, and we achieve remarkable results.

We care about our clients and go above and beyond to help them succeed. It's nice to receive awards for what we do, but the real reward is in creating materials that not only reach and inform people but deliver measurable results. That's when we know that we have helped our clients graduate to a higher level of success.