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STANDARDS Australia

Standard for learning technology — Conceptual model for resource aggregation for learning, education, and training

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Preface

This Standard was prepared by the Australian member of the Joint Standards Australia/Standards New Zealand Committee IT-019, Information and Documentation, Information Technology – Learning, Education, Training and Research.

After consultation with stakeholders in both countries, Standards Australia and Standards New Zealand decided to develop this document as an Australian Standard rather than an Australian/New Zealand Standard.

The objective of this document is to define a conceptual model for interpreting externalized representations of digital aggregations of resources for learning, education, and training. The conceptual model defines a set of concepts and the relationships among them and is expressed as a formal ontology. Internal compositions and uses of digital resources are not specified nor are processing methods for resource aggregations.

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IEEE Standard for Learning Technology—Conceptual Model for Resource Aggregation for Learning, Education, and Training

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IEEE Standard for Learning Technology—Conceptual Model for Resource Aggregation for Learning, Education, and Training

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Approved 29 March 2012

IEEE-SA Standards Board

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Abstract: A conceptual model for interpreting externalized representations of digital aggregations of resources for learning, education, and training is defined. The conceptual model is defined as an ontology. Internal compositions and uses of digital resources are not specified nor are processing methods for resource aggregations.

Keywords: aggregation format, conceptual model, content aggregation, digital aggregation, digital resource, IEEE 1484.13.1, resource aggregation, resource aggregation format

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Introduction

This introduction is not part of IEEE Std 1484.13.1-2012, IEEE Standard for Learning Technology—Conceptual Model for Resource Aggregation for Learning, Education, and Training.

This standard defines a conceptual model for interpreting externalized representations of digital aggregations of resources for learning, education, and training. The conceptual model is defined as an ontology. Internal compositions and uses of digital resources are not specified nor are processing methods for resource aggregations.

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[a] Knoodl is a registered trademark of Revelytix, Inc. This information is given for the convenience of users of this standard and does not constitute an endorsement by the IEEE of these products. Equivalent products may be used if they can be shown to lead to the same results.

Contents

IEEE Standard for Learning Technology—Conceptual Model for Resource Aggregation for Learning, Education, and Training

1. Overview

1.1 Scope

This standard defines a conceptual model for interpreting externalized representations of digital aggregations of resources for learning, education, and training. The conceptual model defines a set of concepts and the relationships among them and is expressed as a formal ontology. Internal compositions and uses of digital resources are not specified nor are processing methods for resource aggregations.

1.2 Purpose

Currently, resource aggregations used in learning, education, and training are defined in a variety of standards and specifications. The conceptual model defined in this standard facilitates interoperability by providing an ontology that can be used to represent a variety of aggregation formats. Interoperability may be achieved by the creation of crosswalks among the various aggregation standards and specifications. In addition, this standard may serve as a common reference for the development and evolution of standards and specifications for resource aggregations and may assist the development of profiles that maximize interoperability between the various aggregation formats.