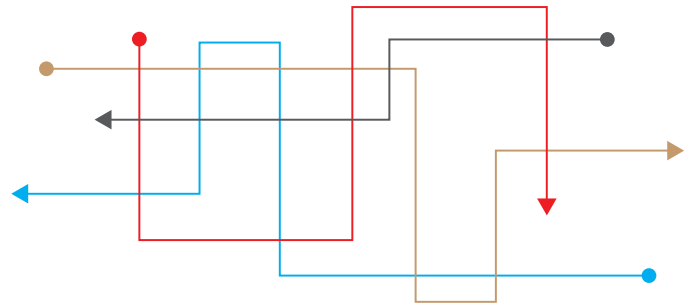# LRMI SURVEY REPORT
July 2014 Update

Momentum. Opportunity. Outreach.

Prepared by Winter Group for the Association of Educational Publishers, the 501(c)(3) arm of the Association of American Publishers

WINTER
G R O U P

Contents

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 — the 501 (c)(3) arm of the Association of American Publishers — and Creative Commons, offers the promise of a significant and beneficial impact for both users and creators 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 providing a richer, more fruitful search experience for learners and educators 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 online surveys were conducted in February 2014. Both surveys were created and deployed to validate and inform the continued direction of the initiative. One of the surveys targeted educators and the other targeted publishers, including traditional commercial publishers, online educational content providers, and organizations that provide Open Educational Resources. The two groups responded to separate surveys that gathered information and opinions regarding preferences, frustrations, and experiences with searching for and improving the discoverability of educational resources and content online. In addition to the quantitative educator survey, 7 individual phone interviews were conducted with district level technology and curriculum directors to provide qualitative and contextual comments. These comments are included in the educator results section. This report was compiled by Winter Group and presents the results of these surveys.

In 2012 and 2013, surveys containing some similar questions were deployed to the same targeted participant pool. Results from a few questions from these previous surveys have been cross-referenced with their 2014 counterparts to provide historical context. These responses are noted as being from previous surveys.

Overall Survey Trends and Hot Topics

Aware vs. Unaware:

More than 8 out of 10 of publishers surveyed (82.5%) were <u>aware</u> of tagging initiatives in general (with 71.9% specifically aware of the LRMI). Awareness has risen substantially since the first survey. In 2012, that figure was only 46.6%, which shows the positive effects of the awareness efforts that the LRMI conducted between 2012 and 2013. Awareness remains low among educators, with 87.2% saying they were <u>unaware</u> of tagging initiatives (only 6.4% had heard of the LRMI). This reflects the fact that most of the LRMI's outreach has been directed toward content creators rather than educators. Educator awareness has increased slightly (90.9% were unaware in 2013), but significant opportunity remains to alert educators to the initiative and its value.

On the Same Page:

When asked to identify the most helpful search criteria for online educational resources, both the educator and publisher participants placed Content/Subject Area (72% of publishers and 83.8% of educators) and Grade Level (56% of publishers and 71.1% of educators) as their first and second choices.

Better and Faster:

Educators identify "more productive searches" as the largest advantage to having educational resources described with metadata (59.6%), followed by "faster searches to save time" (36.3%).

Spread the Word:

Nearly 2 out of 3 educators surveyed (65.7%) say YES, educational publishers should tag/describe their materials to allow for more precise online searching (only 1.4% said no, while 32.9% were neutral). In addition, more than 3 out of 4 (77.9%) say they want publishers to let them know that they are tagging their resources through promotional/informational material.

Metadata Tagging Momentum:

Educators surveyed say that educational resources tagged with metadata will help with searches, and the publishing community has been listening. Nearly 6 in 10 publishers surveyed (58.1%) currently describe/tag their resources with metadata, up from 55.3% in 2013, and more than half (56%) of those who don't currently tag have plans to begin within the coming year. In addition, LRMI tagging also factors in prominently for respondents' future tagging plans. More than half (53%) of those with prior knowledge of the LRMI indicated they either already include or have plans to include LRMI metadata as part of their tagging schema within the next year.
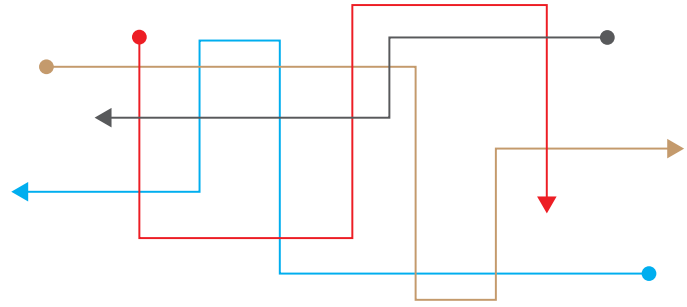
EDUCATOR SURVEY
RESULTS
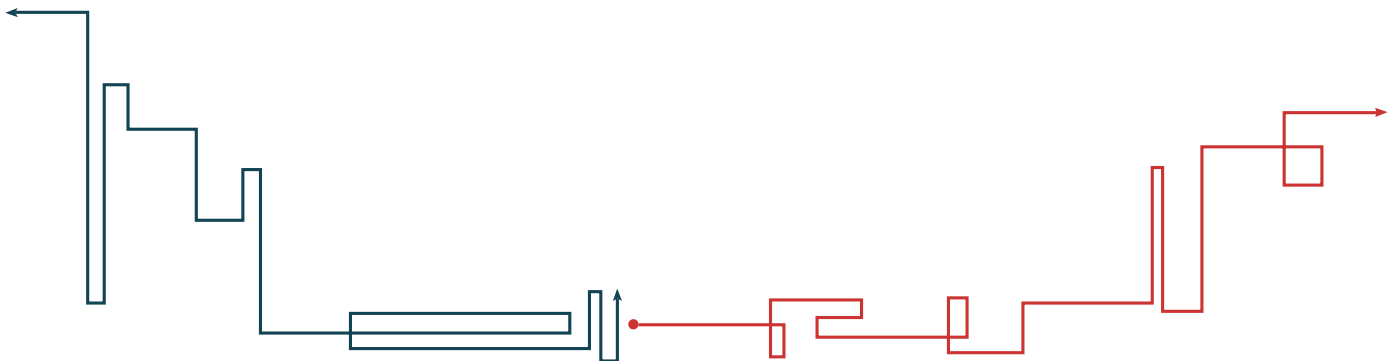
Educator Survey Methodology

In February 2014, the LRMI surveyed education professionals to investigate current awareness of metadata tagging initiatives as well as their perceptions about their online search experiences. The 2014 survey data will help inform the LRMI's ongoing efforts to encourage learning resource providers to tag their content with LRMI metadata, 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 62,279 K–12 educators across grade levels and subject areas. The list of e-mails came from MCH Strategic Data and included lead teachers (K–6), technology directors and curriculum directors at the district level, library/media specialists, and middle/ junior high/ high school department chairs of math, English, reading, science, and social studies. Randomly awarded Amazon gift cards were offered as an incentive to increase survey responses. The surveys were deployed through Survey Monkey and there were 157 total respondents. The response rate for each question is noted.

The survey was also posted on aepweb.org, lrmi.net, and publicized via social media, blog posts, and press releases. As a result, an unknown number of survey respondents may have discovered the survey through these efforts and were not part of the initial list from MCH.

Detailed Findings: Educator Survey

1. Prior to receiving this survey, were you aware of any initiatives to tag or describe educational resources with metadata in order to improve discoverability?

Only 13% of educator respondents indicated awareness of metadata tagging initiatives in general. This is not surprising given that educators, while the ultimate beneficiary of these initiatives once they are fully in place, are not typically aware of the underlying infrastructure standards and technology.

Awareness of Metadata Initiatives?

13%

87%

No

Yes
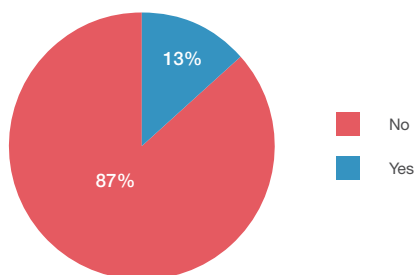
156 answered the question

1 skipped the question

2. Specifically, were you aware of the initiative known as LRMI, the Learning Resource Metadata Initiative?

Educators who participated in the 2014 survey are almost entirely unaware of the LRMI. At this point in time, while the framework of the initiative has been developed and rolled out, the majority of marketing communications about LRMI have been targeted at the publishing community. This is reflected in the results that follow.

Aware of LRMI?

- No
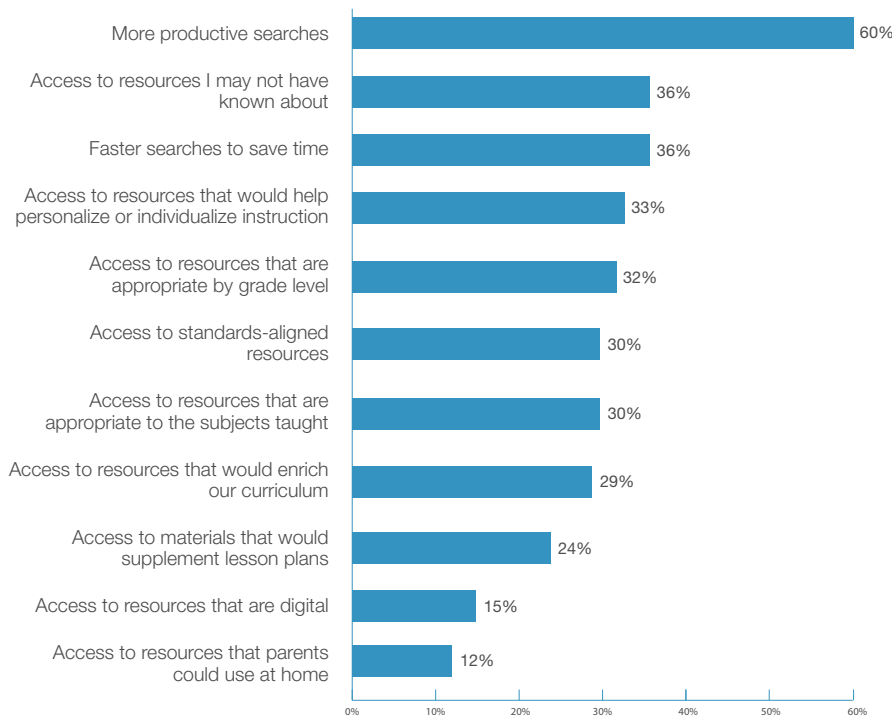- Yes

94%

6%
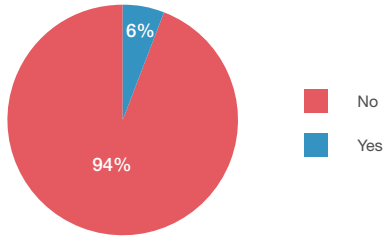
156 answered the question

1 skipped the question

3. If educational resources were described with metadata in a way that enabled more precise searching and filtering, what do you see as the major advantages? Please check the 3 most important for you.

Search productivity far exceeded all other advantages among educators surveyed with 6 out of 10 respondents listing it in their top 3. Access to resources they might not otherwise have known about and faster searches were the next most frequently cited benefits.

Advantages of Precise Searching and Filtering

More productive searches	60%
Access to resources I may not have known about	36%
Faster searches to save time	36%
Access to resources that would help personalize or individualize instruction	33%
Access to resources that are appropriate by grade level	32%
Access to standards-aligned resources	30%
Access to resources that are appropriate to the subjects taught	30%
Access to resources that would enrich our curriculum	29%
Access to materials that would supplement lesson plans	24%
Access to resources that are digital	15%
Access to resources that parents could use at home	12%

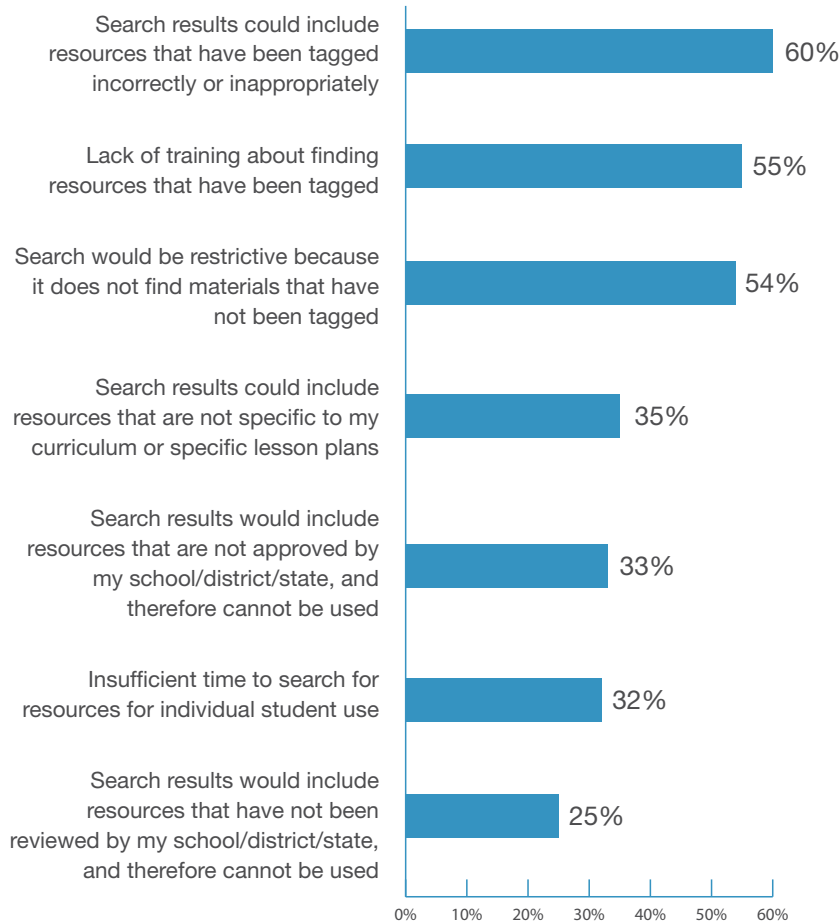146 answered the question

11 skipped the question

Additional Responses:

- Does access really mean access? Will LRMI make them available at no cost?
- Access to credible, reliable, authoritative sources.
- No idea what metadata is so cannot see advantage.
- Exclusion of sources that are not appropriate for use in the classroom.

4. Assuming you and your colleagues (both teachers and administrators) had access to educational resources that had been tagged for better discoverability, what do you see as potential disadvantages? Please check the 3 most important for you.

Concern that search results might include inaccurately or inappropriately tagged resources was the top potential disadvantage of tagging, cited by 6 out of 10 participants. Additionally, lack of training and inability to locate resources that haven't been tagged were among the top 3 potential disadvantages cited by respondents.

Potential Disadvantages

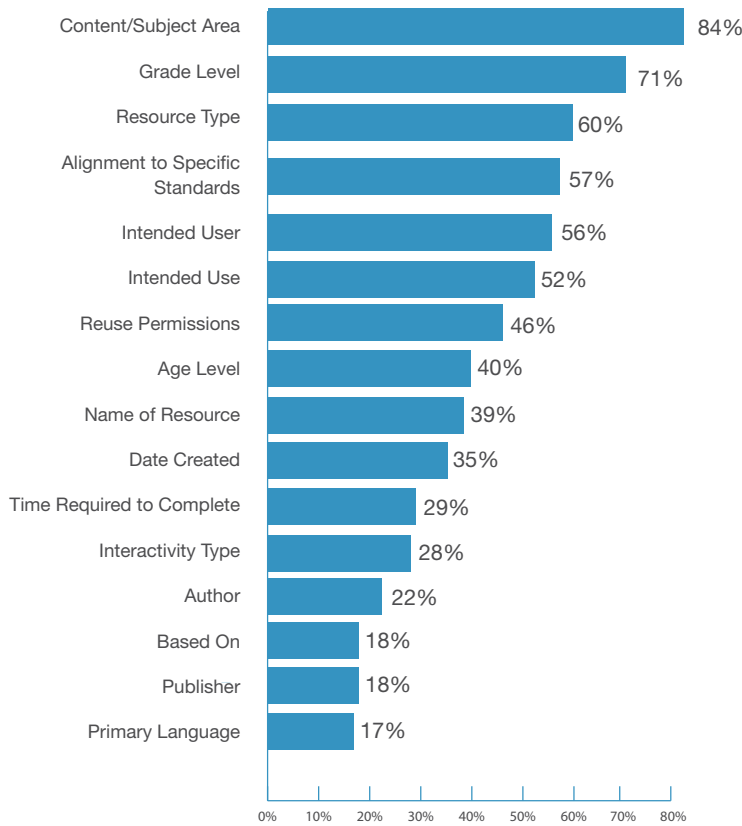| Category	Percentage
Search results could include resources that have been tagged incorrectly or inappropriately	60%
Lack of training about finding resources that have been tagged	55%
Search would be restrictive because it does not find materials that have not been tagged	54%
Search results could include resources that are not specific to my curriculum or specific lesson plans	35%
Search results would include resources that are not approved by my school/district/state, and therefore cannot be used	33%
Insufficient time to search for resources for individual student use	32%
Search results would include resources that have not been reviewed by my school/district/state, and therefore cannot be used	25%

142 answered the question

15 skipped the question

Additional Responses:

- The community of individuals contributing to resource tagging is too small.
- Results may not have been vetted or verified.
- So many search tools exist already…would this just add to the clutter?
- Cost.
- I do not see any real problems.
- I would rather have no censorship.

5. What search criteria (in your opinion) would be most helpful in searching for educational resources online? Check all that apply.

Educators were invited to check all search criteria that would be most helpful during a search for educational resources, and they ranked Content/Subject Area and Grade Level as their top 2 overall, well ahead of all other choices. Resource Type, Alignment to Specific Standards, and Intended User were also indicated as important criteria.

Most Helpful Online Search Criteria

Criteria	Percentage
Content/Subject Area	84%
Grade Level	71%
Resource Type	60%
Alignment to Specific Standards	57%
Intended User	56%
Intended Use	52%
Reuse Permissions	46%
Age Level	40%
Name of Resource	39%
Date Created	35%
Time Required to Complete	29%
Interactivity Type	28%
Author	22%
Based On	18%
Publisher	18%
Primary Language	17%

142 answered the question
15 skipped the question

6. Would the properties described in the previous question be useful in terms of finding resources in support of personalized learning?

Nearly 9 out of 10 respondents (87%) said that all or most of the search properties listed would be useful in terms of helping to personalize learning.

**Useful for Finding Resources in Support of Personalized Learning?**

Category	Percentage
Some	13%
Most	60%
All	27%
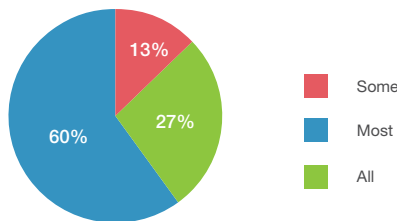
142 answered the question
15 skipped the question

7. Have some/any of the resources you have used recently been tagged or described by metadata?

Results showed that knowledge about whether resources have been tagged or not is mostly absent among this pool of participants. Over 6 out of 10 respondents (64%) indicated that they were unsure whether the resources they have used recently have been tagged/described. However, slightly more than 3 out of 10 respondents did answer either yes or no, which shows an awareness and level of attention to whether resources have been tagged or not. Some educators are paying attention to tagging.

Have Resources Recently Used Been Tagged?

- 17% Yes
- 19% No
- 64% Unsure
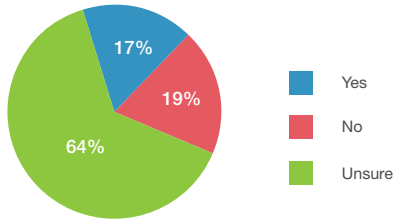
140 answered the question
17 skipped the question

8. In your opinion, should educational publishers and providers of instructional resources tag or describe their materials using metadata for more precise online searching?

While the majority (66%) of those surveyed did indicate that providers of instructional resources should tag their materials, there is still a rather large cross-section where respondents were unsure. This speaks to the general lack of awareness regarding tagging and metadata and the potential benefits for educators. However, only 1% of those surveyed said that publishers should <u>not</u> tag their resources.

Should Publishers Tag Resources?


- 66% Yes
- 1% No
- 33% Unsure
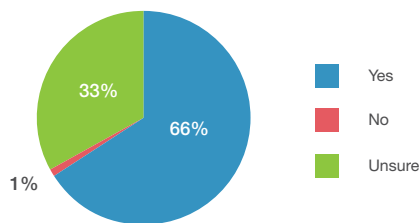
140 answered the question
17 skipped the question

9. If publishers tag or describe their resources using metadata, should they make you aware that they have done so in their informational and promotional materials?

A much larger contingent of those surveyed want to know if publishers are tagging their resources. Close to 80% of respondents indicated that they would like to be made aware of whether resources are being tagged. As indicated in the previous question, educators surveyed have been largely unaware of tagging, but they want to be "in the know" moving forward.

Should Publishers Make You Aware of Tagging?
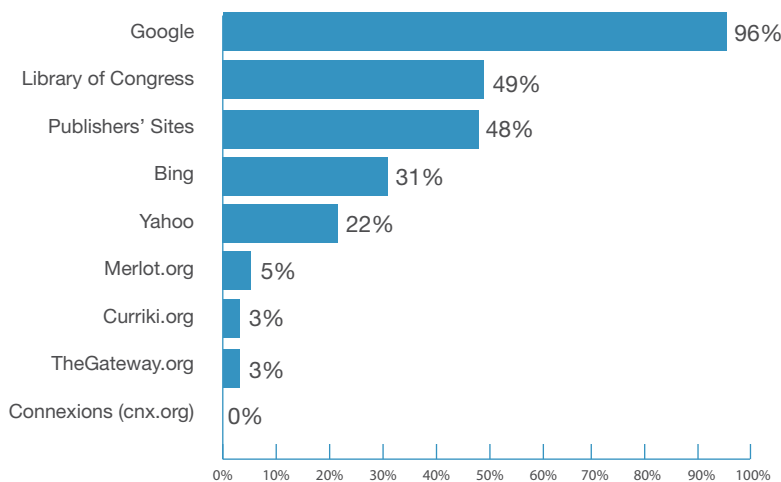

- Yes
- No
- Unsure

3%
19%
78%
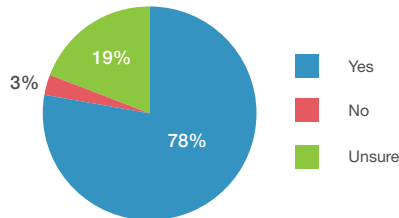
140 answered the question

17 skipped the question

10. Which search environments do you currently use to look for educational content? Check all that apply.

Google continues to be the top search environment for educational content searches with over 9 out of 10 participants in the 2014 survey indicating that they use it. These results are consistent with previous surveys (98.8% of respondents in 2013 and 97.5% in 2012 said that they used Google). Various publishers' sites and the Library of Congress are other frequently used gateways.

Which Search Engine Do You Currently Use for Educational Content?

Google	96%
Library of Congress	49%
Publishers' Sites	48%
Bing	31%
Yahoo	22%
Merlot.org	5%
Curriki.org	3%
TheGateway.org	3%
Connexions (cnx.org)	0%

138 answered the question

19 skipped the question

Most Common Additional Responses:

Paid Databases	7	Educational Magazines	2
EBSCO	3	Sweet Search	2
Gale Databases	1	YouTube	2

11. If search engines, such as Google, Bing, and Yahoo, 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 the results of your Internet searches for educational resources?

When asked if filtering search results by instructional criteria would improve their level of satisfaction with their results, 5 out of 6 educators surveyed (84%) said "Yes." These results are consistent with those obtained in previous surveys as well (86.6% in 2013 said "Yes", as did 87.6% in 2012). Results continue to indicate strong support for the goals of the LRMI.

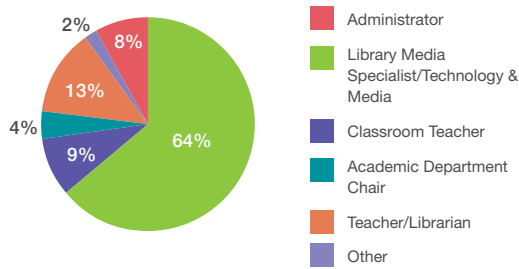**Would Filtering Search Data Improve Level of Satisfaction with Results?**

- Yes
- No
- Unsure/Neutral
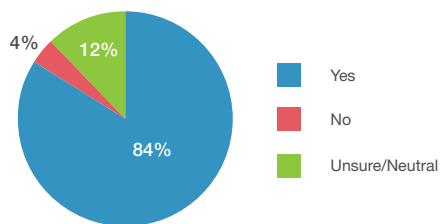
140 answered the question

17 skipped the question

12. Tell us about yourself! What is your current job title?

Educator Titles

Legend:
- **Administrator**
- **Library Media Specialist/Technology & Media**
- **Classroom Teacher**
- **Academic Department Chair**
- **Teacher/Librarian**
- **Other**

Pie chart values: 8%, 2%, 13%, 4%, 9%, 64%

Respondent Titles Included

**Some educators are in more than one job title category.

Library Media Specialist / Technology and Media

Director of Library Services / Media Specialist Director

District Media Specialist

Librarian / Library Media Specialist: Elementary School

Librarian / Library Media Specialist: Middle School

Librarian / Library Media Specialist: High School

Media Generalist / Specialist: High School

Head Media Specialist: PreK – 6th grade

Library Media Specialist / Instructional Media Aid

Librarian / Library Media Specialist

Media Coordinator

Instructional Technology and Program Facilitator

Library Media & Technology Integration Specialist

Technology Coordinator

Technology Director

Teacher Librarian and Web/Tech Coordinator

Academic Department Chair

Department Chair — Social Studies

Instructor

Teacher Coach: K – 8

Math Chair / Teacher: Jr/Sr High School

Math Department Head

Teacher / Librarian

Teacher / Librarian: Elementary

Teacher / Librarian: Middle School

Teacher / Librarian: High School

School Library Media Specialist / Technology Coordinator / English Faculty

Teacher / Library Media Specialist

Teacher / Librarian / Tech Coordinator

Classroom Teacher

Classroom Teacher

English Teacher

Integrated Science Teacher: 9th Grade

Physics Teacher

Science Teacher

Social Studies: 10th Grade

Special Education Teacher: High School

Teacher

Teacher: Elementary

Other

Computer Operations Supervisor

Marketing for Edtech Company

Masters in Elementary Education: 2nd grade

13. If you are a teacher, what grade(s) have you taught or do you currently teach? Check all that apply.

The snapshot of 2014 respondents indicated an even distribution across the PreK–12 continuum. The lower number of post-secondary teachers is consistent with the fact that marketing outreach in 2014 was largely to K–12 professionals.
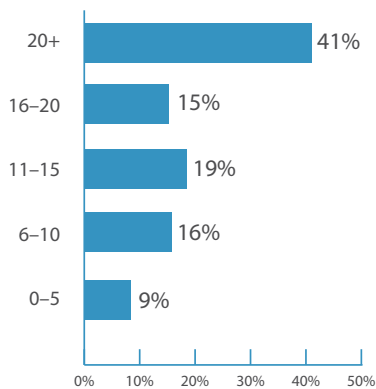
What Grades Do You Teach?

Grade	Percent
PreK–2	40%
3–5	45%
6–8	35%
9–12	38%
Post-secondary	7%
Not Applicable	16%
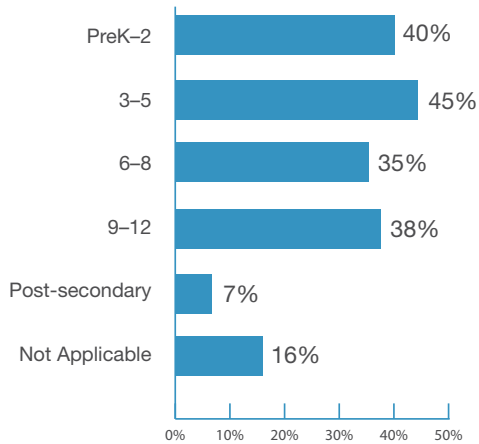
134 answered the question

23 skipped the question

14. How many years have you worked in education?

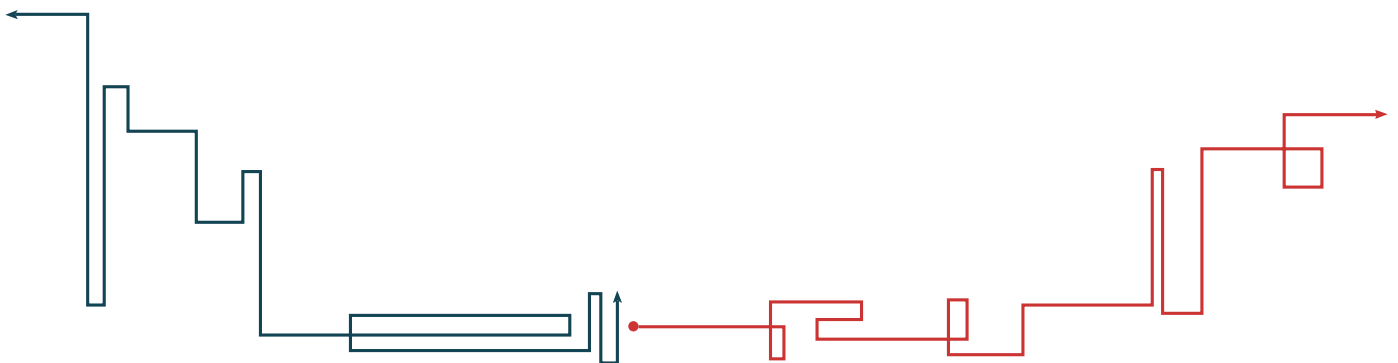Three out of 4 participants (75%) have more than 10 years of experience.

How Many Years in the Education Field?

Years	Percent
20+	41%
16–20	15%
11–15	19%
6–10	16%
0–5	9%

140 answered the question

17 skipped the question
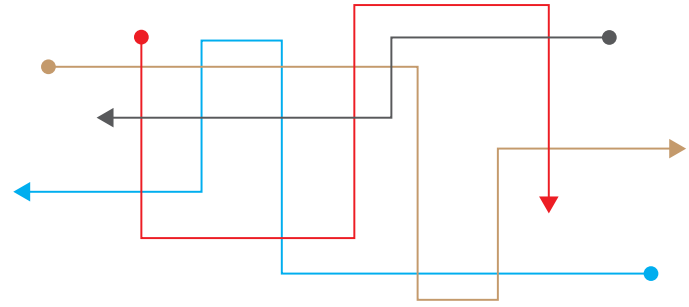
EDUCATION PROFESSIONAL INTERVIEWS

Education Professional Interview Methodology

In February 2014, Winter Group conducted 7 individual 20-minute interviews on behalf of the LRMI with district-level education professionals across the U.S. The goal of the interviews was to collect qualitative comments about educator opinions, ideas, experiences with, and pain points around, online educational resource search. The interviews probed the interviewees' level of familiarity with metadata tagging, whether their districts were tagging any of their resources currently, their impressions of the LRMI concept, and their reactions to the idea of creating a standard framework for all resource tagging.

Interview participants were recruited from a list of MCH education contacts that carried the titles technology or curriculum director at the district level. Participants were offered an AMEX gift card for their participation.

Education Professional Interview Excerpts

When asked whether publishers they are considering should use a standard set of metadata tags or descriptors, and even require that they use the standard tags:

"I think that's a great idea. In fact, I would advocate that they have a seal or a stamp."

    - Superintendent and Curriculum Director, OK

"Yeah, they need to agree if they're going to call it informational text, if they're going to call it close reading...there's a lot of math language that is different, depending upon how conceptual the math program is. Very different. So yes, there is a huge argument to be made now that it's a must to have this common language."

    - Director of Curriculum, VT

When asked about the benefits of tagging resources and improving online search:

"We're just flooded with so many results...[It] has always been an initiative in education to make sure that people can get to resources quickly and efficiently."

    - Computer Technology Director, TX

"Number one is time...I would say quality. I would say alignment."

    - Assistant Superintendent of Curriculum, TN

"Well, I think initially unless we train teachers on how to use the metadata, it's not going to be of much use at all...once it's in place and teachers know how to use it...they'll be able to teach their students how to find information more quickly and more relevantly, so that they can make maximum use of their instructional time."

    -Director of Curriculum and Technology, IL

When asked about best methods to introduce instructors on how to utilize the search capabilities on major search engines:

"I think contacting the principals, also the librarian so she can…introduce it to students. But, my favorite way and what I do with my teachers is what is called a "Quick Start." I have a blog where I do a Quick Start and a short video that shows them how the process goes. No more than 3 minutes, or 2 minutes because [otherwise] they're not going to watch it."

> \- Computer Technology Director, TX

After hearing a description of the LRMI initiative and asked for an anticipated response:

"I think it would be very positive. We've recently gone to a one-to-one environment. We use Chrome Books one-to-one in grades two through twelve, and we'll be adding first grade next year as well. So I definitely think that would be met with very positive results from both teachers and students because it would help them maximize time and use the Chrome Books more efficiently in the classroom."

> \- Director of Curriculum and Technology, IL

"I think that's a great concept."

> \- Technology Director, ID

When asked about how tagging initiatives might help with individualized learning:

"…it becomes very difficult to vet all of those sources in time to insure that the student has a high-quality project in their research. So there's the challenge. Should the internet be used for personalized learning? Absolutely. The challenge is as long as we're talking about whole class and 'download this app please' that's fine. And then let the app do the work of individualizing. But when we really seriously talk about individualizing research, the key barrier is how do we upfront make sure that those are vetted sites?"

> \- Director of Curriculum, VT

"There are so many ways to approach things. Even when you talk about strategies. I think the more precise and narrow we are both in our terms of what we're searching for and in the results that we get back, we're more likely to find something that we can actually implement and see how it's doing."

> \- Superintendent/Curriculum Director, TX

"If a teacher has individual students that they need to modify the curriculum for I think it would be very beneficial, because then they can target in on exactly what they're looking for with curriculum."
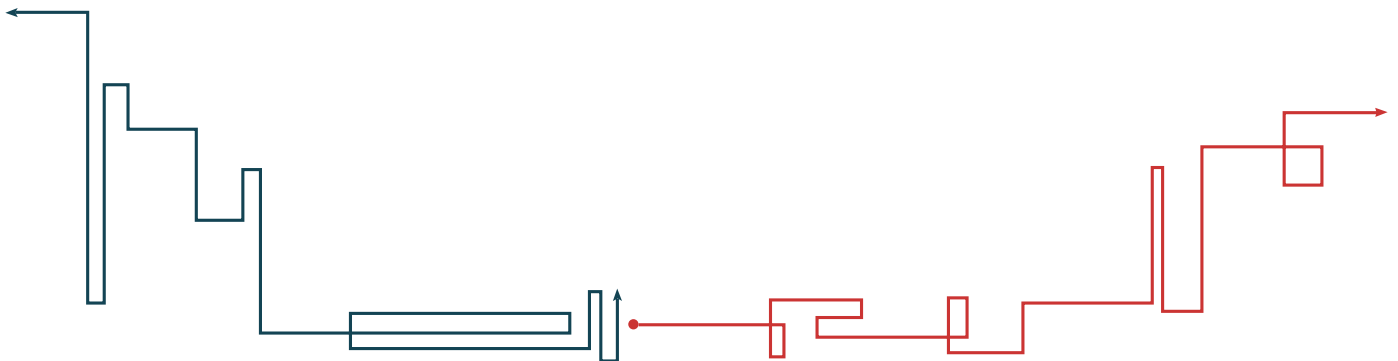
> \- Technology Director, ID

When asked about current barriers to online resource search:

"I think one of the real challenges has always been trying to teach kids, and this is part of that evaluative process of research: what's a good source and what's not a good source."

> \- Superintendent/Curriculum Director, TX
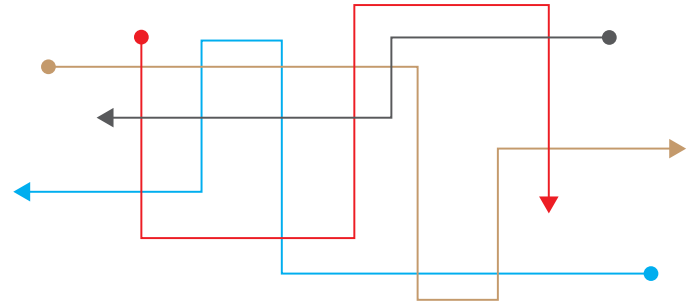
PUBLISHER SURVEY RESULTS

Publisher Survey Methodology

In February 2014, LRMI launched a survey created for educational publishers and resource providers to discover awareness levels and implementation plans for describing online resources. The survey probed for difficulties these participants may experience while implementing tagging initiatives in order to identify services and resources to support their efforts. The 2014 survey data will help inform ongoing efforts to encourage content providers to implement LRMI tagging, with the ultimate goal of helping students, educators, and parents search for and access educational resources online with greater accuracy, efficiency, and success, while also helping publishers improve the discoverability of their materials.

The survey was posted online and the link was e-mailed to members of the Association of American Publishers PreK–12 Learning Group as well as to the Association of American Publishers' membership list. Randomly drawn Amazon.com gift cards were offered as an incentive to increase survey responses. The survey was deployed through Survey Monkey. There were 57 respondents. The response rate for each individual question is noted as it appears in the survey.

LRMI posted the survey link on their website, as did the AAP PreK-12 Learning Group, who also publicized the survey via Twitter and press releases. As a result, an unknown number of survey respondents may have discovered the survey via AAP PreK-12 Learning Group's efforts and were not part of the initial list.

Please note: skip logic was used to guide respondents appropriately through the survey based on their answers. The survey was split into two main groups after Question 2: those with prior knowledge of the LRMI and those without prior knowledge of the LRMI. All respondents came back together for the final section of questions. Each track and its responses are noted throughout the survey results.

Detailed Findings: Publisher Survey

Prior to receiving this survey, were you aware of any initiatives to tag or describe educational resources with metadata in order to improve discoverability?

More than 8 out of 10 survey participants were aware of tagging initiatives to improve educational resource discoverability. This is a high level of awareness, but may also reflect communication to AAP members who may have been receiving more information about tagging initiatives than non-members.

Aware of Initiatives to Tag?
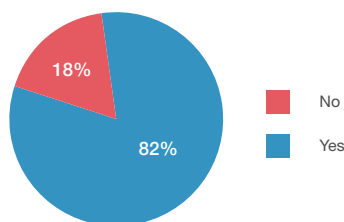
57 answered the question

Specifically, were you aware of the initiative known as LRMI, the Learning Resource Metadata Initiative?

Again, as with the question above, awareness of the LRMI in particular is high, with 72% prior awareness of the initiative among all participants. This may be partially attributed to the fact that the LRMI is an AAP program, and marketing outreach for this survey was targeted toward AAP members.
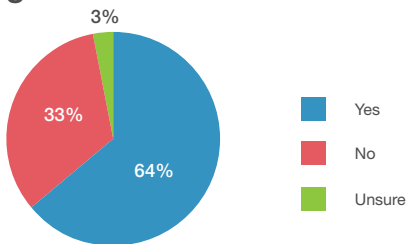
Aware of LRMI?
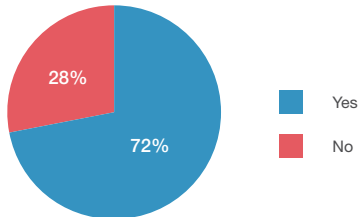
57 answered the question

Track 1: Prior Knowledge of LRMI

Does your organization currently describe/tag your resources with metadata?

The majority (64%) of participants who knew about LRMI also currently describe/tag their resources.

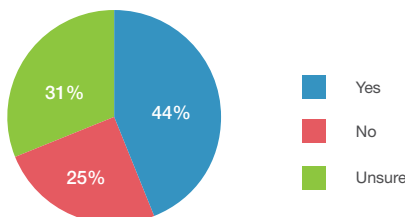### Does Your Organization Currently Tag Resources with Metadata?

39 answered the question

Track 2: No Prior Knowledge of LRMI

Does your organization currently describe/tag your resources with metadata?

Those participants who were unaware of the LRMI had a much higher percentage of "No" (25%) and "Unsure" (31%) responses to the question about whether they currently describe their resources.
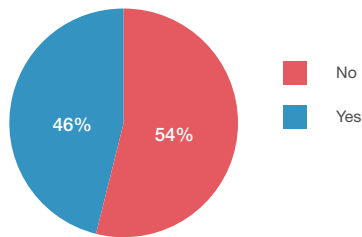
Currently Tagging?

16 answered the question

Track 1: Prior Knowledge of LRMI

Do you have plans to tag your resources with metadata in the coming year?

The number of responses on both tracks to this question was relatively low, so no concrete conclusions can be safely drawn. However, those who did answer this question and also said that they didn't currently tag their resources were close to split on whether they had plans to tag in the coming year, with 54% saying "No" and 46% saying "Yes."

Plans to Tag with Metadata?

13 answered the question

Track 2: No Prior Knowledge of LRMI

Do you have plans to tag your resources with metadata in the coming year?

As above, responses on Track 2 to this question were relatively low, so no concrete conclusions can be safely drawn. However, the majority (80%) of those who did answer this question and also said that they didn't currently tag their resources responded that they did have plans to implement tagging in the coming year.
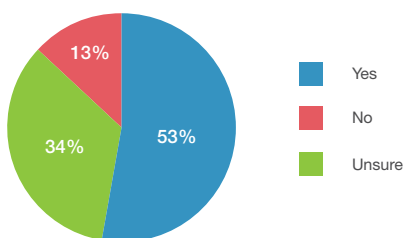
5 answered the question

Track 1: Prior Knowledge of LRMI

Do you include or have plans to include LRMI metadata as part of your tagging schema in the coming year?

Slightly more than half of respondents with prior knowledge of the LRMI either currently use it or have plans to implement it in the next year. Only 13% said that they weren't planning on using it in the next year. This represents a positive knowledge/implementation trend, with some opportunity for continued communication to educate those who were unsure about the benefits of the initiative.

Plans to Include LRMI

32 answered the question

Track 1: Prior Knowledge of LRMI

Which metadata standard(s) is your organization currently using or planning to use, and what are some of the benefits of the standard that made your organization choose it?

With only 1 response to this question, no conclusions can be drawn.

Response:

- We have an in-house standard.

Track 2: No Prior Knowledge of LRMI

Which metadata standard(s) is your organization currently using or planning to use, and what are some of the benefits of the standard that made your organization choose it?

With only 3 responses to this question, no conclusions can be drawn.

Responses:

- Unknown.
- Benefits are related to SEO.
- Schema.

Track 1: Prior Knowledge of LRMI

Please describe the barriers or reasons for electing not to include LRMI metadata in your tagging scheme.

There were no responses to this question. Therefore, no conclusions can be drawn. Based on answers to previous questions, only 4 people were in the pool of possible respondents for this question.

Please describe any significant barriers your organization faced or anticipates facing when implementing the LRMI tagging scheme.

With only a few responses covering a variety of topics, no trends are seen, but the responses are included below for qualitative commentary.

Responses:

- We're in the midst of a significant effort to revamp the entire set of processes and technologies which support our product information management efforts. It is a very large undertaking and will require we chunk the work into phases - not all metadata requirements will be addressed in one phase.

- The amount of time and labor required to tag existing resources.

- There are a number of barriers (or confusion) we have come across in our implementing of LRMI. One significant barrier is the lack of fixed vocabulary for the learningResourceType, educationalUse, and educationalRole fields. Without a fixed vocabulary, or at least a strong list of recommended items, there is no potential hope of using those fields effectively once consumed, as there is no consistency between sources.

  Another barrier that I personally have expressed discomfort with amongst my peers is that educational Alignment / Alignment Object is a far too open concept. I've interpreted its basic use as aligning to standards, but I've seen people suggest aligning to subjects, grade levels, and other externally defined frameworks, which muddles the understanding of educational Alignment. By definition it is fair to align to these other frameworks, but just like the other fields that are wide open this can complicate associating this data between different sources.

  Even if it was only standards, consider there are a number of different unique identifiers for standards (GUID, multiple URLs, unique notation keys). Would be nice to define, for at least the frameworks we are familiar with, like Common Core Standards, what the expected AlignmentObject data should contain. Lastly, given the wideness of AlignmentObject it would be nice to see subject/topic as its own top level item alongside age range, resource type, etc. In the eyes of educators consuming this data we have found this to be of far more importance than audience or resource type. An English teacher is far more likely to want to filter for English resources over finding all resources that are video (English and not).

- Common language. I.e. frameworks (Danielson, CCSS) are fine, but not always the way people want to search. How do you accommodate a common nomenclature for the "general" searches like "classroom management" or "small group" or "questioning"?

Are there services/supports that would make it easier for you to tag resources using the LRMI specification? Please briefly describe these supports.

There were 8 responses to this question. Some have been included below for qualitative commentary.

Responses:

- A mapping of ISBNs to Common Core Standards.
- Funding! And training here on-site.
- The content of the LRMI, the agreed upon nomenclature, the iPD work.
- Online LRMI metadata editor and repository.

Are there changes to the LRMI specification that would make it more beneficial to your organization? Please briefly describe these proposed changes.

There were 7 responses to this question. Some have been included below for qualitative commentary.

Responses:

- We're still struggling with US grade not being a part of the standard.
- Addition of an explicit subjects/topics fields as described in my previous comment.
- Define Vocabulary for each element.

How is LRMI metadata being used in your organization (or how will it be used if implementation is planned for the future)?

Of the respondents currently using LRMI metadata, most are using it both externally and internally (61%), with 31% only using it externally and just 8% using it exclusively for internal purposes.

How is LRMI Data Used?


Legend:
- Internally
- Externally
- Both
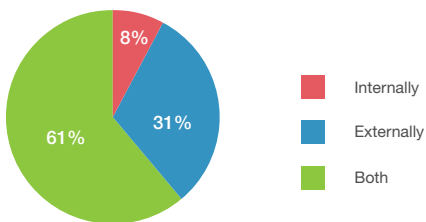
13 answered the question

Approximately how many of your resources will be tagged with LRMI metadata at the end of 2014?

When asked to estimate how many resources would be tagged with LRMI metadata, just under half of respondents who had previously indicated that they either currently use, or had plans to use LRMI, replied that 'All' or 'Most' would be tagged by the end of 2014. All respondents said that at least some would be tagged with LRMI metadata by the end of the year.

How Many will be Tagged with LRMI Data?
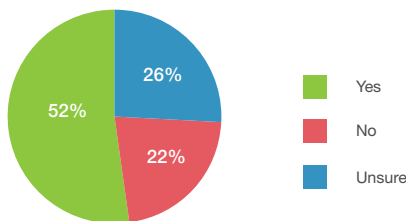

23%
23%
54%

■ All
■ Most
■ Some
■ A Small # (0%)
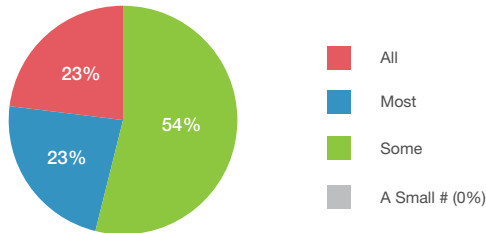
13 answered the question

Do you currently, or do you plan to promote or communicate to your clients and prospects that your organization tags resources for improved discoverability?

Only 2 out of every 10 respondents (22%) said that they weren't planning to promote the fact that their organization tags their resources to their clients and prospects. The remaining respondents either have plans to promote their tagging efforts, or weren't sure if there were plans to promote this.

Plan to Promote Tagging?

26%
52%
22%

■ Yes
■ No
■ Unsure

27 answered the question

Track 2: No Prior Knowledge of LRMI

Do you currently, or do you plan to promote or communicate to your clients and prospects that your organization tags resources for improved discoverability?

Three out of 4 respondents (75%) either have plans to promote to their clients and prospects the fact that their organization tags their resources or weren't sure if there were plans to promote this. Only 1 in 4 respondents said that they did not plan to promote this.

Plan to Promote Tagging?

- Yes — 25%
- No — 25%
- Unsure — 50%
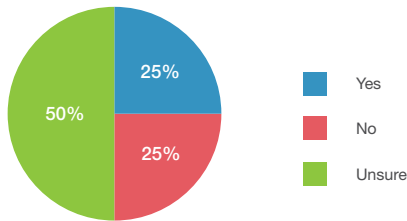
12 answered the question

Track 1: Prior Knowledge of LRMI

Please describe the benefits of informing your clients and prospects about your tagging efforts.

There were 7 responses to this question. Some have been included below for qualitative commentary.
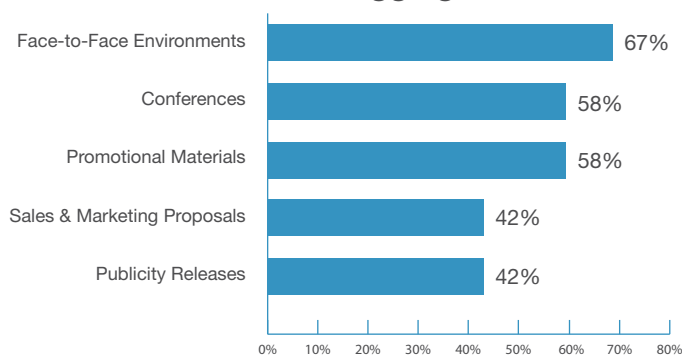
Responses:

- Can't search without them.
- Telling them how to discover resources via helpful descriptions and words.
- Now that the Learning Registry has adopted the LRMI terminology for its resource data structure we find that asking our clients to simply update their db driven website templates to include LR would allow us to easily harvest all of the necessary data to publish into LR. This not only allows us to access the necessary data but allows other consumers (search engines, education crawlers) to do the same without additional work.
- Helps teachers find assets more easily.
- Adds value to our work by better supporting theirs.
- They will realize more advantages of our content: it's tagged according to well-known schema, it's discoverable by search engines, and it's more reusable as a result.

Track 1: Prior Knowledge of LRMI

How do you currently inform, or how do you plan to inform, clients and prospects about your efforts to tag resources for discoverability? Check all that apply.

All marketing channels listed were identified as ways that survey participants will be informing their client base about tagging efforts. Face-to-face, conferences, and promotional materials did have a slight edge over publicity releases and sales and marketing proposals.

Informing Clients & Prospects About Tagging

- Face-to-Face Environments — 67%
- Conferences — 58%
- Promotional Materials — 58%
- Sales & Marketing Proposals — 42%
- Publicity Releases — 42%

12 answered the question

Track 2: No Prior Knowledge of LRMI

How do you currently inform, or how do you plan to inform, clients and prospects about your efforts to tag resources for discoverability? Check all that apply.

There were only 2 responses by those with no prior knowledge of LRMI, but their responses fall in line with the Track 1 responses. All marketing channels will be used to inform their client base.
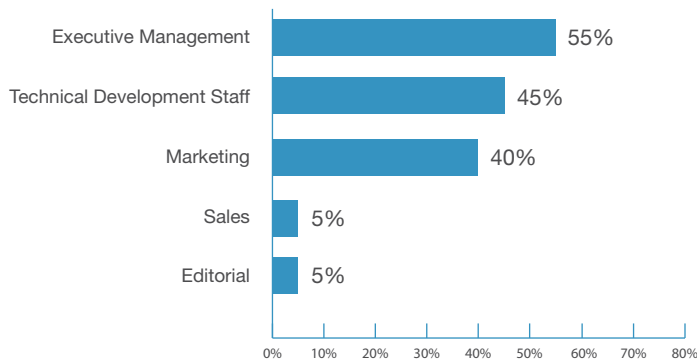
2 answered the question

Track 1: Prior Knowledge of LRMI

Which department in your organization is or would be primarily responsible for a decision to proceed with implementing metadata tagging?

Executive Management and Technical Development Staff were identified by respondents as most likely to make metadata tagging implementation decisions. Editorial and Sales were least likely, with only 1 out of 10 identifying those departments as the decision makers. Some people mentioned multiple departments.

**Responsible
for Deciding to Tag?**

Department	Percentage
Executive Management	55%
Technical Development Staff	45%
Marketing	40%
Sales	5%
Editorial	5%

20 answered the question
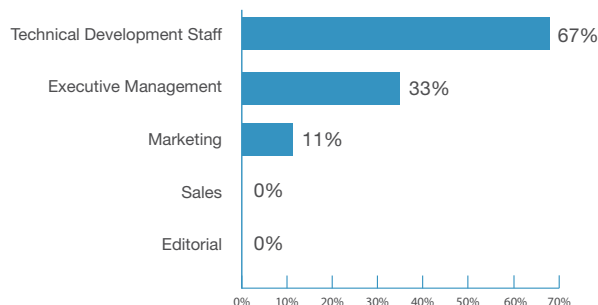
Other Response:

- Communications

Track 2: No Prior Knowledge of LRMI

Which department in your organization is or would be primarily responsible for a decision to proceed with implementing metadata tagging?

Results were consistent among those with no prior LRMI knowledge, with Technical Development Staff and Executive Management being identified by most respondents as the departments with the primary responsibility for this decision. Multiple departments could be chosen for this question.

Responsible for Deciding to Tag?

Department	Percentage
Technical Development Staff	67%
Executive Management	33%
Marketing	11%
Sales	0%
Editorial	0%

9 answered the question

Track 1: Prior Knowledge of LRMI

Which department in your organization is or would be primarily responsible for implementing metadata tagging?

More than 8 out of 10 respondents (81%) identified Technical Development Staff as the department who would actually implement metadata tagging. One in 3 respondents (33%) mentioned either the Editorial or Marketing department as having primary responsibility for tagging. Some people mentioned multiple departments.

Implementing Tagging

Technical Development Staff	81%
Editorial	19%
Marketing	14%
Sales	5%
Executive Management	0%
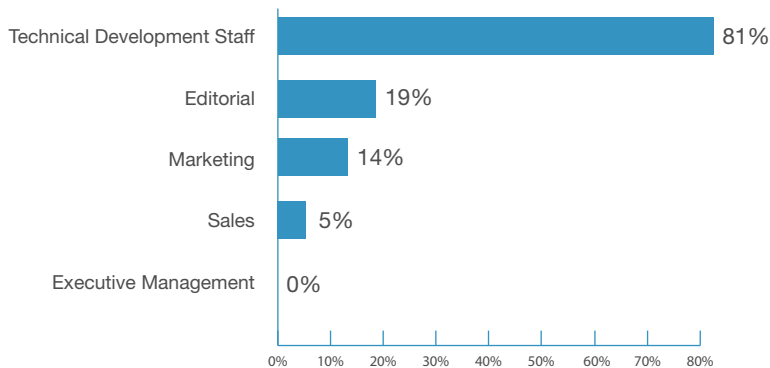
21 answered the question

Other responses:

- Education
- Communications

Track 2: No Prior Knowledge of LRMI

Which department in your organization is or would be primarily responsible for implementing metadata tagging?

The same conclusions can be drawn for Track 2, with 78% identifying Technical Development Staff as the department responsible for implementation.

Implementing Tagging

|	
Technical Development Staff	78%
Editorial	22%
Marketing	11%
Executive Management	11%
Sales	0%
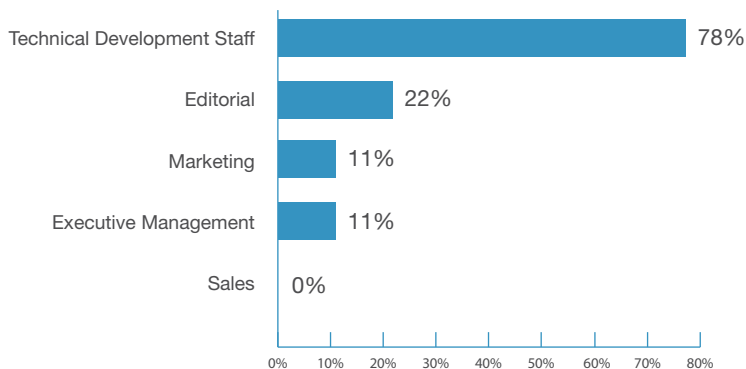
9 answered the question

All Respondents Merged Together for Final Questions

Are you aware of the Learning Registry, which is the platform funded by the U.S. Departments of Defense and Education to collect and make available metadata and paradata about educational resources?

Awareness of the Learning Registry is split almost half and half with slightly over half (56%) responding that "Yes" they were aware of it.

### Learning Registry Awareness

- Yes
- No
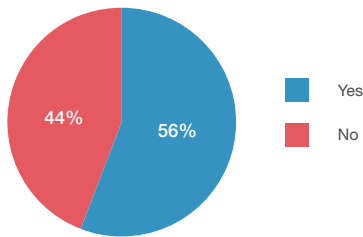
41 answered the question
16 skipped the question

Does your organization currently publish or plan to publish metadata about your educational resources to the Learning Registry?

Almost half of those who were familiar with the Learning Registry indicated that their organization did have plans to publish to the Learning Registry. Only 19% said that they didn't have any plans to do so.

Plans to Publish Metadata to the Learning Registry


- Yes
- No
- Unsure
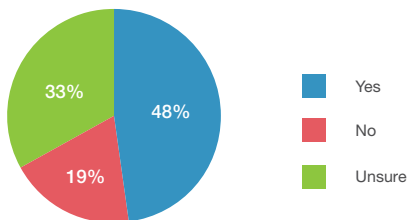
21 answered the question

Would your organization be interested in learning more about a program that could demonstrate in a concrete way the benefits of publishing your resource metadata to the Learning Registry?

Interest in more information about the Learning Registry was expressed by nearly 7 out of 10 respondents (68%).

Would You Like to Know More about the Learning Registry?
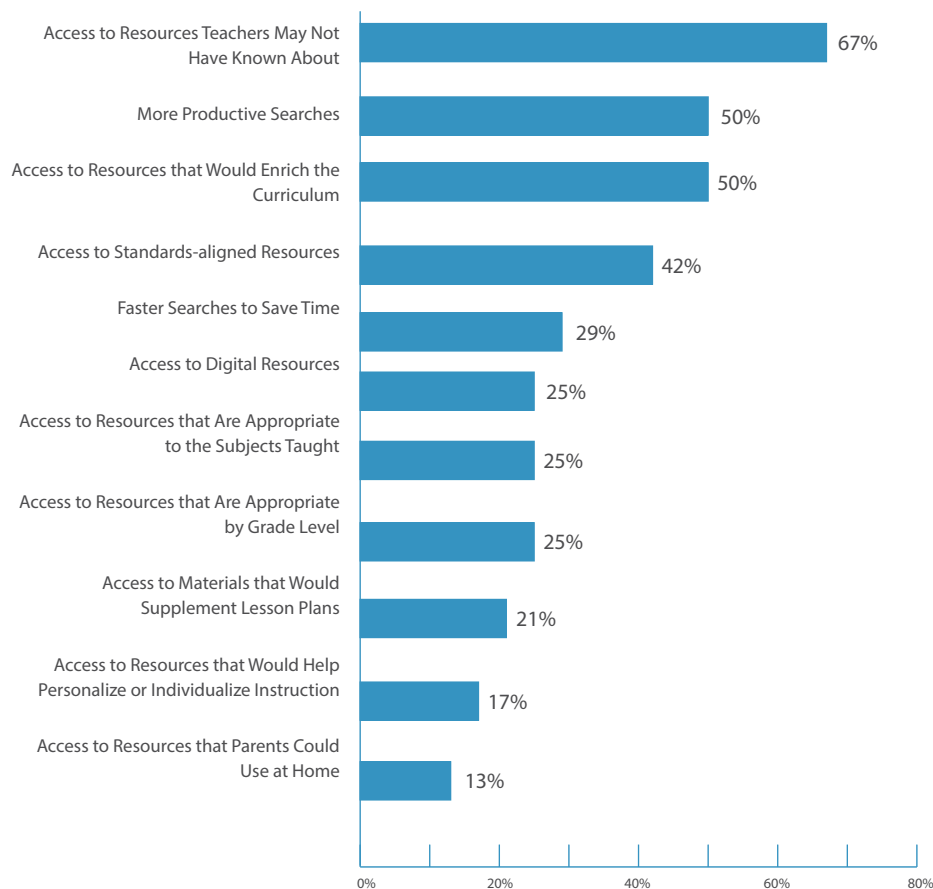

32%

68%

■ Yes
■ No
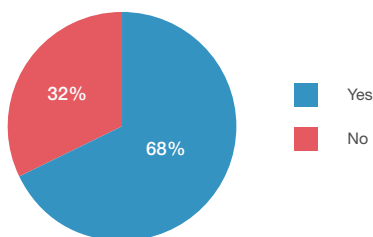
31 answered the question
26 skipped the question

If educational resources were described with metadata in a way that enabled more precise searching and filtering, what do you see as the major advantages for educators? Please check the 3 most important for you.

"Access to resources they may not otherwise have known about" was identified as the largest advantage for educators if educational resources were described with metadata. "More productive searches" and "Access to curriculum-enriching resources" rounded out the top 3.

Advantages of Tagging for Educators

Access to Resources Teachers May Not Have Known About — 67%
More Productive Searches — 50%
Access to Resources that Would Enrich the Curriculum — 50%
Access to Standards-aligned Resources — 42%
Faster Searches to Save Time — 29%
Access to Digital Resources — 25%
Access to Resources that Are Appropriate to the Subjects Taught — 25%
Access to Resources that Are Appropriate by Grade Level — 25%
Access to Materials that Would Supplement Lesson Plans — 21%
Access to Resources that Would Help Personalize or Individualize Instruction — 17%
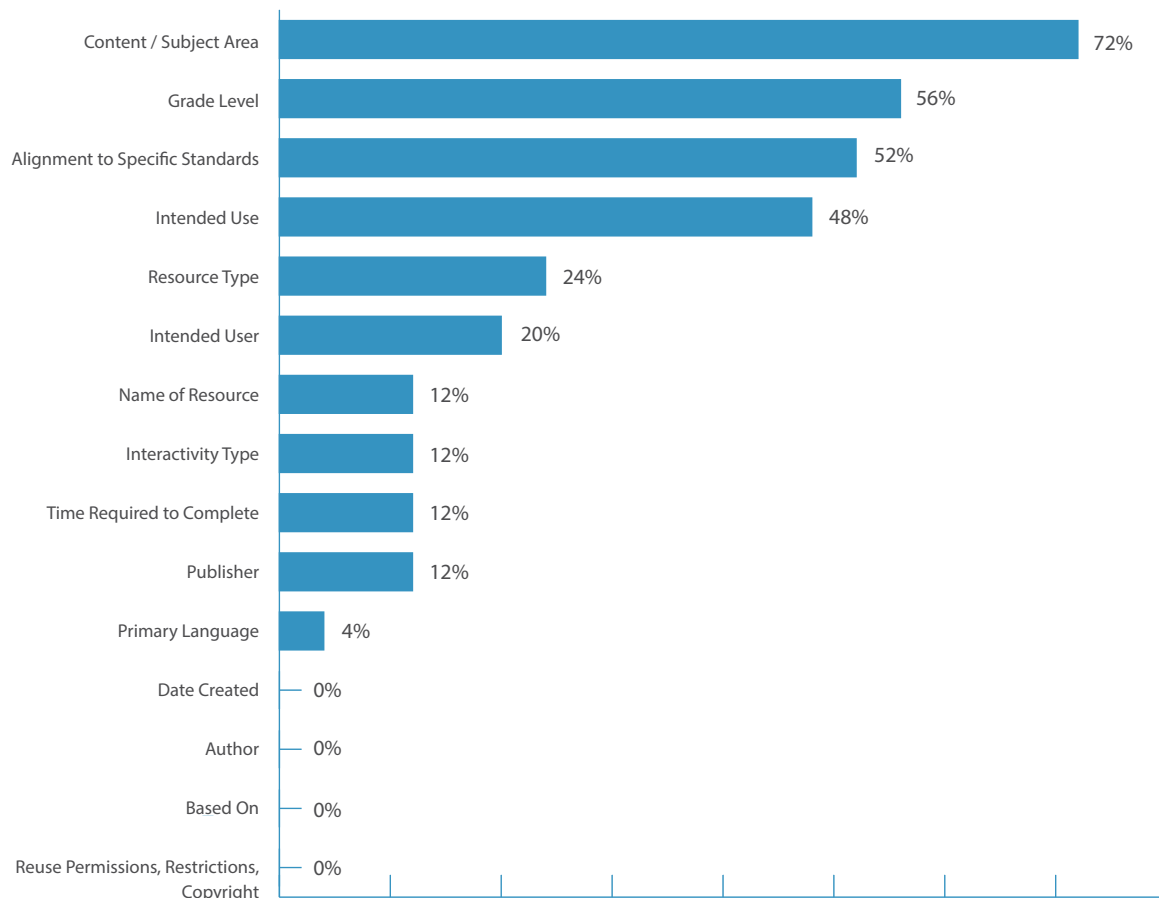Access to Resources that Parents Could Use at Home — 13%

24 answered the question
33 skipped the question

What search criteria (in your opinion) would be most helpful in searching for educational resources online? Please check the 3 most important for you.

Content/Subject Area, Grade Level, and Standards Alignment were the top 3 most helpful search criteria.

Most Helpful Criteria

Criteria	Percentage
Content / Subject Area	72%
Grade Level	56%
Alignment to Specific Standards	52%
Intended Use	48%
Resource Type	24%
Intended User	20%
Name of Resource	12%
Interactivity Type	12%
Time Required to Complete	12%
Publisher	12%
Primary Language	4%
Date Created	0%
Author	0%
Based On	0%
Reuse Permissions, Restrictions, Copyright	0%

25 answered the question

32 skipped the question

Tell us about yourself! What is your current job title?

Publisher Titles
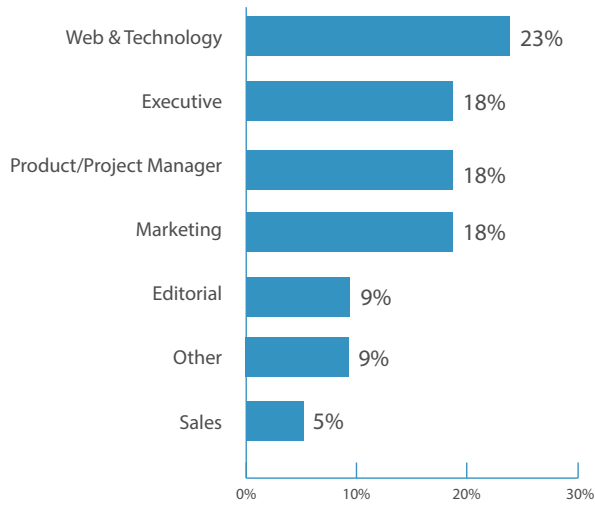
Web & Technology

General Manager for Online Learning and Professional Products

Senior Digital Strategist

Software Architect

Head of eLearning Department

Software Project and Portfolio Manager

Executive

Founder

Executive Director Metadata Standards and Services

Executive Director

Director

Product / Project Manager

Publications Manager

Business Unit Manager, Education

Product Development

North American Business Development for a Publisher

Marketing

Advertising Associate

Marketing Manager

Strategic Communications Manager

Marketing

Editorial

Senior Editor

Editor-Writer, Educational Media

Sales

International Business Development

Other

Chief Engineer

Senior Research Associate

How many years have you worked in educational publishing or resource development?

Respondents had a wide range of experience levels. Nearly 6 out of 10 survey participants (58%) have less than 10 years of experience in educational publishing/resource development, but 17% have over 20 years of experience.
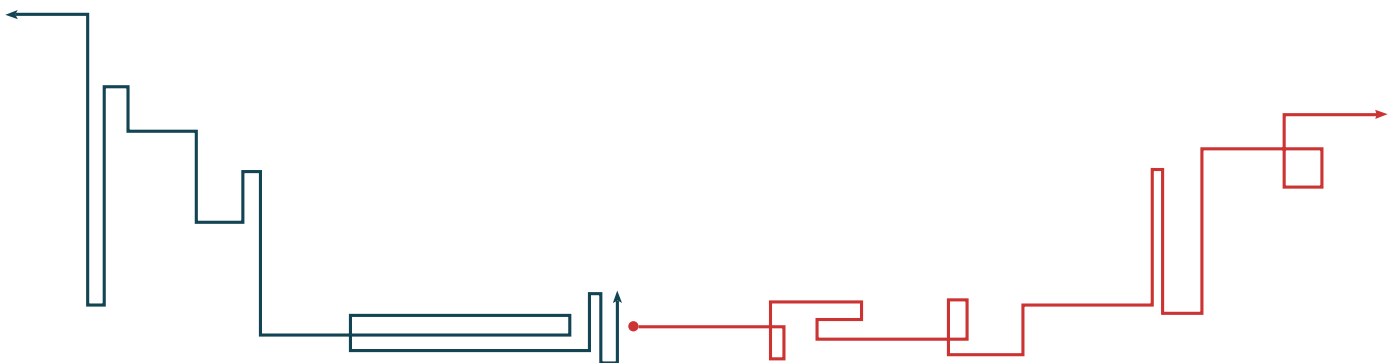
How Many Years in Industry?

Years	Percentage
0–5	33%
6–10	25%
11–15	13%
16–20	13%
20+	17%
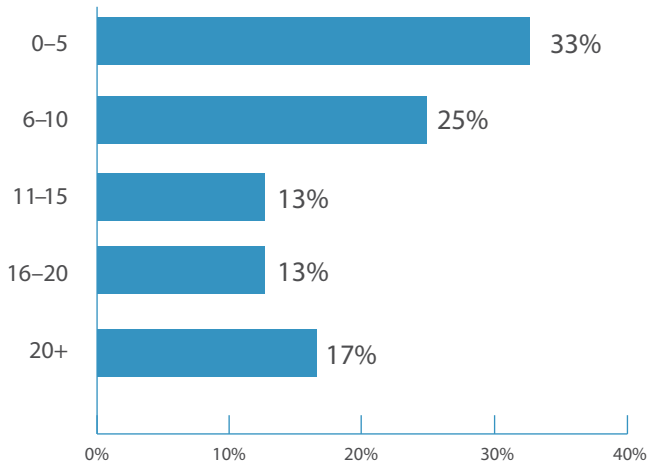
24 answered the question
33 skipped the question
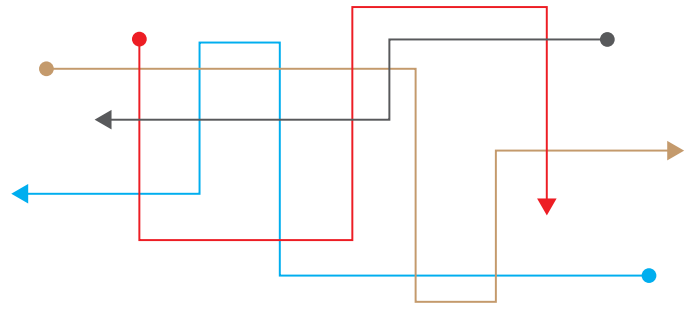
CONCLUSIONS

Conclusions

These survey results support and extend the major conclusions of previous LRMI surveys: Educators seek faster, more efficient ways of finding educational content online, and learning resource providers want to make their materials more easily discoverable. Among the new findings from this most recent survey is the fact that nearly 2 out of 3 educators (65.7%) say that educational publishers should tag/describe their materials with metadata to allow for more precise online search. In addition, more than 3 out of 4 educators (77.9%) want publishers to announce that they are tagging their resources through promotional/informational material. Feedback gathered during telephone interviews conducted with district-level education professionals further underscores the fact that the educational community is becoming more aware of the potential power of metadata to make a positive difference for teachers and students alike.

Among publishers, momentum for metadata tagging continues to grow, with nearly 6 in 10 publishers surveyed (58.1%) currently describing/tagging their resources with metadata, up from 55.3% in 2013. Furthermore, more than half (56%) of those who don't currently tag their resources plan to begin within the coming year. Among those who already use, or have plans to use LRMI, nearly half (46%) said that either "All" or "Most" of their data would be tagged by the end of 2014. The rest (54%) said that at least some of their materials would be tagged with LRMI metadata by the end of the year.

The survey results indicate that the LRMI can meet important needs both for educators and learning resource providers. The findings also suggest that continued outreach is needed to raise awareness of the LRMI among educators—especially decision-makers at the state and district levels who could incorporate usage of the LRMI into their RFPs and purchase decisions or work toward establishing platforms like the Illinois Shared Learning Environment that incorporate LRMI to help provide educators and learners with data and tools that drive student success. Among publishers, the findings likewise suggest the importance of continued outreach to ensure that all learning resource providers are fully aware of the potential benefits to their company or organization of tagging their content with LRMI metadata.

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. The Association of Educational Publishers—the 501(c)(3) arm of the Association of American Publishers—and Creative Commons have co-led the project since its founding in 2011. The project is funded by the Bill & Melinda Gates Foundation. 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.