

General Description - Use Case**Requirement Name
Requirement #****SOURCE****DOMAIN****Education/Training
Requirement**

Students & instructors engaged in e-learning activities access & process content from multiple sources. Sometimes this may mean aggregating components of a learning object with components of another learning object.	1	Multiple Sources of Aggregated Content	Robby Robson	General	Documents (and environments) in education and training are often aggregated from multiple sources. Rights need to be aggregated in a sensible fashion.
	1.1	Heterogeneous copyright constraints	Robby Robson	General	
	1.2	Rights roll-up rules	Robby Robson	General	

<p>Researchers want to make the output of their scholarship freely available while also wanting to do so under certain conditions, primarily associated with attribution.</p>	2	<p>Attribution and other Creative Commons notions</p>	<p>Robby Robson</p>	<p>General</p>	<p>In education and training we want to be able to express Creative Commons licenses, including those addressing attribution, non-commercial use, etc.</p>
<p>IP rights are applicable to any form of digital resource - from data to single files to learning objects and clusters of objects, etc.</p>	3	<p>Granularity of Content</p>	<p>Jon Mason</p>	<p>General</p>	<p>Rights associated with modular content are handled at various levels of aggregation - raw assets (such as text files, graphics, images, etc), newsfeeds, learning objects, clusters of learning objects, courses, ...</p>
<p>Rights associated with learning objects persist through subsequent updates, where some of these updates are not performed by the original rights holder.</p>	3.1	<p>Versioning of learning objects</p>	<p>Jon Mason</p>	<p>General</p>	

<p>A student or teacher downloads a learning object that is protected by a single download-per-user policy to use off-line on their home computer. This LO cannot be disaggregated or forwarded on.</p>	4	Single use & offline use	Jon Mason	General	
<p>Systems designers will want a means of separating the declaration of rights from the enforcement of rights. They may wish this because they do not wish to pay for, or encumber, a system with enforcement mechanisms. Thus, 'do not copy' in one context may be distinct from 'do not copy' in another context, such that in the former an enforcement mechanism, such as specialized non-copy software is required, while in the latter, no such software is required.</p>	5	Separating Declaration from Enforcement	Stephen Downes	General	<p>The context of a usage cannot always be predicted. However, where it can, and enforcement of rights is a desired outcome this is important. In other contexts, it may be more appropriate just to view a declaration of rights</p>
<p>When purchasing content purchasers will want to be able to express choice of provider. This is expressed in several ways: (1) they may wish to opt for one, rather than another, distributor of a given bit of content; (2) they may wish to opt for one, rather than another, payment processing agency; (3) they may wish to opt for one, rather than another, personal profile or authentication agency.</p>	6	Choice of Providers in supply chains	Stephen Downes	General	<p>When purchasing content purchasers will want to be able to express choice of provider. This is expressed in several ways: they may wish to opt for one, rather than another, (1) distributor of a given bit of content; (2) payment processing agency; or (3) personal profile or authentication agency.</p>

<p>Rights policies can grant a specific set of permissions and conditions to a group of people or to a category of resources. For example, a server repository can have this policy: “university students” can view “university-owned ebooks.” When a student named Alice requests access to an ebook called Solstice, the student gets the resulting license derived from the rights policy: “Alice can view Solstice”</p>	<p>6.1</p>	<p>Support rights policies that apply to categories of content or to groups of people [5-Nov-03]</p>	<p>Manny Ham</p>	<p>General</p>	
<p>Anonymous access to content should be the default, rather than the exception (much in the way that one normally buys a book anonymously).</p>	<p>7</p>	<p>Anonymous access</p>	<p>Stephen Downes</p>	<p>General</p>	<p>In much the same way that one normally buys books anonymously accessing digital content should not be unnecessarily encumbered by having to submit personal information</p>
<p>Potential purchasers will want to be able to access and read reviews and other evaluations of learning material before making a purchase decision; this information needs to be made available at the point of sale.</p>	<p>8</p>	<p>c/f "Trial Usage Permission" in VET below</p>	<p>Stephen Downes</p>	<p>General</p>	<p>Reading reviews and other evaluations of learning material before making a purchase decision is a typical requirement of learners, educators, and trainers.</p>

<p>Purchasers will want to be able to compare, side-by-side and in the same environment, content that is offered for free with content that is offered for sale; it follows therefore that the mechanisms used to market, distribute and license commercial content cannot impose an encumbrance on free materials offered through the same system (for it would then no longer be possible to offer free materials in this system, and thus, would grant a monopoly of the system to materials offered for sale).</p>	<p>8.1</p>	<p>Evaluating procurement options</p>	<p>Stephen Downes</p>	<p>General</p>	<p>Evaluating learning material prior to its procurement is a typical requirement of learners, educators, and trainers. Ideally, determining outcomes should not be "pre-determined" by constraints of whether this material is "for free" or "for purchase".</p>
<p>A small producer of content would like to offer content for sale without investing in user authentication and similar mechanisms. This producer hopes and expects to have 'right of access' to markets. In other words, the provisions for DRM should not explicitly or implicitly contain the means to lock out competing producers.</p>	<p>9</p>	<p>Basic content offer</p>	<p>Stephen Downes</p>	<p>General</p>	<p>Learners, educators, and trainers all produce content & sometimes may wish to offer it for sale without wanting to deal with complex mechanisms of tracking its use.</p>
<p>A researcher offers his/her content very cheap (or for free) to the role "student", but a little bit more expensive for the role "teacher".</p>	<p>10</p>	<p>Matching offers with roles</p>	<p>Susanne Guth</p>	<p>General</p>	<p>Matching offers with roles already takes place in many ways - with journal subscriptions or conference registrations, for example.</p>

A researcher offers his/her content to teachers that are members of a certain group (for example teachers of the same university) much cheaper, than to teachers that are not members of the group. The requirement here would be to define an attribute e.g. group, and think about reasonable values for this attribute.	10.1	Matching offers with roles (2)	Susanne Guth	General	Matching offers with groups of persons/roles
When granting rights to other people it is of interest for the authors, on what "level in the educational hierarchy" the other people are -- eg, professors are above assistant professors & teaching assistants. Assistant professors are above PHD students and so on. Authors tend to grant more permissions to people that are on the same hierarchical level... and we can draw some relations to knowledge management here.	10.2	Matching offers with roles (3)	Susanne Guth / Bernd Simon	General	Matching offers with groups of persons/roles requires identification for the role of the consumer, and a vocabulary expressing such roles.
Expressing rights associated with a wide variety of content	11	Accommodating diverse content types	Susanne Guth / Bernd Simon	General	In education & training settings there is wide (& increasing) diversity in content types (eg, texts, simulations, animations, video, etc).
Situations such as the 'booking' of content use operate most efficiently when an alert mechanism for this is triggered.	12	Alerting	Susanne Guth / Bernd Simon	General	There are many situations where it is desirable to provide an alert mechanism for the access to or use of content.
Software developers of open source educational technology need to be able to incorporate DREL techniques and code that is compatible with major open source licences, such as the GPL, the LGPL, MIT, BSD and Apache.	13	Open source licences	Wilbert Kraan, CETIS	General	

<p>Australian K-12 authorities wish to facilitate a streamlined approach to e-learning where constraints associated with the use of content do not interrupt its usage during each 'session'.</p>	14	Sector-wide- & site-licensing	Australia - The Learning Federation	k-12	<p>Schooling authorities wish to facilitate the acquisition of e-learning competencies & do not want to be constrained by having to clear the rights associated with content for each 'usage'</p>
<p>Australian K-12 authorities do not wish to be placed in a situation where they have "to acquire and install specific software products in every management and usage environment, in order to use a learning object"</p>	15	Self-contained content & its usage	Australia - The Learning Federation	k-12	
<p>A law student expects his right of fair use to be respected, thereby allowing him to, for example, copy a selection from an article for use in an essay, even in cases where such use is forbidden by the vendor.</p>	16	Fair-Use	Stephen Downes Universities		<p>Copying a selection of content (text &/or graphics) from an article for use in an essay or other educational purpose is a typical requirement of the education and training sector. Legislation exists in various jurisdictions which allows this despite individual copyright notices on materials forbidding it.</p>

<p>Universities create a range of reports on e-learning content usage that meet with their legal requirements such as copyright. Reports may include details of usage, technical controls to limit usage, and relevant compliance information accompanying resources. Reports can also be used as feedback on effective and popular usage of content for developers and</p>	17	Reports that meet legal requirements	adapted from Australian Govt Study - Jon Mason	Universities	<p>Universities require a means for generating reports that can match their specific legal requirements with usage of e-learning content & copyright.</p>
---	----	--------------------------------------	--	--------------	---

University X has outsourced the development of digital material associated with output from its R&D: University X maintains copyright over the content while the developers maintain copyright on specific technological solutions they used to add interactivity to the content.	18	Separating content from technology	adapted from Australian Govt Study - Jon Mason	Universities	Universities & their staff will need mechanisms for tracking their IP on content that is subsequently utilised in novel technical ways. Given that electronic boundaries are sometimes diffuse this presents a challenge
Following on from above, University X makes their content available to other universities free of charge so long as their logo is displayed when their content is accessed.	18.1	Persistent identification of IP	adapted from Australian Govt Study - Jon Mason	Universities	
A lecturer uses a national e-content exchange to locate two Japanese Learning Objects (LOs). The lecturer finds that both are suitable but would prefer to take Lesson 1,2,4,6 from LO#1 and Lessons 3,5,7,8 from LO#2. On viewing the digital rights, the lecturer sees that this is possible and instructs the university LO repository administrator (or automated system) to do this and create a personalised LO for use by the students. The merged digital rights are still honoured.	19	Merging digital rights from disparate LOs into a new LO (1)	adapted from Australian Govt Study - Jon Mason	Universities	Lecturers will typically want to mix and match content and portions of content that might have rights attached. Disaggregating & reassembling content is a typical activity for a lecturer.
Extending the scenario above, the lecturer develops supplementary material to assist the students with the Japanese LO. These are so successful that the lecturer re-submits the whole LO back into the e-content exchange as a new LO. The digital rights on the original Japanese LOs allow this (re-use right was granted). The university decides to charge on each sale of the new LO. When all three digital rights are 'merged' the final fee for the new LO is calculated. Each time it is purchased, the three rights holders are credited.	20	Merging digital rights from disparate LOs into a new LO (2)	adapted from Australian Govt Study - Jon Mason	Universities	

<p>A Lecturer wants to provide a seamless link from the course management system to access a specific library e-reserve article, and then add another link to a broad-ranging search across various repositories for students to search for other similar articles, with direct links to full text versions of relevant articles once discovered by student searches.</p>	<p>21</p>	<p>Integrating library permissions</p>	<p>adapted from Australian Govt Study - Jon Mason</p>	<p>Universities</p>	<p>Within a university lecturers will want (& require) students to access specific (& sometimes scarce) resources that have local permissions assigned by the library. Integrating these permissions with other content usage ideally needs to be seamless</p>
<p>A Librarian wants to ensure that digital rights, copyright and fair use are properly managed within a collection of resources aggregated by a Lecturer for use in the course management system, and then later to preserve any Lecturer-created resources within the aggregation, as well as pointers to any external copyright materials, for the future.</p>	<p>22</p>	<p>Tracking lecturer usage</p>	<p>adapted from Australian Govt Study - Jon Mason</p>	<p>Universities</p>	<p>Libraries will sometimes need to perform an 'audit' on usage by lecturers of copyrighted materials for which they are the custodians of.</p>
<p>A Student wishes to gain easy access to various learning and information resources across the university, with contextual advice on searching techniques together with online help from a virtual reference desk. The virtual reference desk is able to see previous failed search attempts by the student if the student decides to share these failed searches.</p>	<p>23</p>	<p>Privacy assumed but permissions to share log of personal activity</p>	<p>adapted from Australian Govt Study - Jon Mason</p>	<p>Universities</p>	<p>The open environment of universities is conducive to sharing of digital information of many kinds. Personal search logs or other online activities that are tracked can be shared if appropriate permissions are in place to do so.</p>
<p>A Researcher wishes to automatically gain access to data and computational services within a grid repository at another institution, where access to this repository should be anonymous, but the other institution needs to know that the researcher is authenticated at their home institution, and the anonymous access request has relevant attributes for accessing the repository according to the policies for this grid repository.</p>	<p>24</p>	<p>Maintaining anonymity while being authenticated</p>	<p>adapted from Australian Govt Study - Jon Mason</p>	<p>Universities</p>	<p>Maintaining anonymity while undertaking or participating in research is a common university requirement.</p>

An IT Director wants to provide a single login point to all staff and students for seamless access to all university systems, but only to the systems they are entitled to use according to the security and policy requirements of each system and the institution itself.	25	Authentication & access control	adapted from Australian Govt Study - Jon Mason	Universities	Single sign-on is currently pursued by universities as a service goal. However, different systems will need to apply different policies to users
The University of Princeton wants an extension of the copyright extensions associated with face-to-face teaching to also cover web-based teaching. The US TEACH legislation only does that in a very circumscribed fashion, because it requires that the presentation of material to the web-connected students be done essentially simultaneously with the presentation to the classroom students ... i.e., it allows you to stream a class in real time to a distant location. This ignored the reality that more and more education is delivered "just-in-time", which is not generally class time, but any time convenient to the student.	26	Web-based teaching copyright provisions	Serge Goldstein	Higher Education	
Determining whether the downstream use of content will have a commercial aspect to it or not will also determine conditions of use	27	Determining commercial usage	Susanne Guth / Bernd Simon	General	Content is often shared freely in university settings. However, where it is used for commercial reasons certain IP rights must be recognised.

<p>An Instructional Designer searches a Learning Object Exchange (LOX) & requests a preview or evaluation copy of an object that requires a nominal payment for any use. However, the object does not currently have such rights expressed in its conditions for use so the ID submits an offer for trialing purposes to the administrator of the LOX who then contacts the rights holder. An agreement is reached. As a further consequence the administrator develops an 'offer template' for trialing purposes for all objects held within the LOX.</p>	<p>28</p>	<p>Trial usage permission</p>	<p>Australian VET LO Project - adapted by Jon Mason</p>	<p>Vocational Educ & Training</p>	<p>There are numerous intermediaries involved in education & training (tutors, instructional designers, teacher aides, teachers, etc. In appraising the value or otherwise of content such persons require the ability to evaluate content prior to recommending the purchase of this content.</p>
<p>A teacher logs onto an Institute intranet to search for Learning Objects for a specific training session. There are four different types available: (1) unrestricted but requiring attribution (2) restrictions on changing or revising (3) commercially sourced & paid for, and (4) commercially available but for which payment is required (& Institute protocols require a chain of approvals before this can take place).</p>	<p>29</p>	<p>Determining & responding to rights restrictions</p>	<p>Australian VET LO Project - adapted by Jon Mason</p>	<p>Vocational Educ & Training</p>	<p>Educators & trainers will be typically faced by a range, if not a myriad, of choices concerning conditions of use of Learning Objects. In wanting to benefit from the modularity of such content they will require systems that make it easy to assemble this content in a manner that does not impede workflow.</p>
<p>An Instructional Designer searches a Learning Object Exchange (LOX) for some specific LOs. Finding none that are suitable the ID develops some and then loads them to the LOX, assigning the necessary metadata and rights information.</p>	<p>30</p>	<p>Tools for assigning rights</p>	<p>Australian VET LO Project - adapted by Jon Mason</p>	<p>Vocational Educ & Training</p>	<p>Educators & trainers require systems that enable them to assign rights in simple ways. That is, they (& sometimes their students) act as publishers of content.</p>

<p>An Instructional Designer sources an LO from a national pool (repository) & wishes to re-purpose it for a context other than the one it was created for. Fortunately the LO is available for unrestricted use. The LO is downloaded, and the development team integrate it into another context. It is reloaded into the repository with the additional metadata and rights are assigned.</p>	<p>31</p>	<p>Re-purposing Learning Objects (1)</p>	<p>Australian VET LO Project - adapted by Jon Mason</p>	<p>Vocational Educ & Training</p>	<p>Educators & trainers are trained to apply content to novel contexts. They are often wishing to modify existing content & modify it for use in a new context.</p>
<p>As above, except that original LO is constrained by a range of usage conditions</p>	<p>31.1</p>	<p>Re-purposing Learning Objects (2)</p>	<p>Australian VET LO Project - adapted by Jon Mason</p>	<p>Vocational Educ & Training</p>	

<p>A teaching video is made of a surgical procedure but which cannot identify the patient. There are a number of individuals involved some of whom have rights issues, some consent: The patient; The patient's next of kin; The lead consultant surgeon; Other members of the theatre staff; The specific Hospital Department in which the procedure took place; The Hospital Trust (or other global body) in which the procedure took place; and, The University or faculty for whose students the video was made.</p> <p>For any one or more than one of these entities to establish rights would seem to place the others in positions requiring varying degrees of consent. For instance, for the Hospital and University to co-own the rights to the video this would require consent from most if not all of the individuals concerned. Some of these consents may be covered within a contract of employment. Non-contracted people, and in particular the patient, will almost certainly have no rights over the video but will have degrees of deciding control via consent of how and where the video is used (and indeed if it is made at</p>	32	Consent	Rachel Ellaway, MVM Learning Technology Section The University of Edinburgh	Vocational Educ & Training	Particularly in the medical training field, restrictions to digital assets are associated with consent. Patients and their families can restrict who has access to digital assets that identify the patients. A DREL needs to have the semantics to express consent based restrictions
---	----	---------	---	----------------------------	--

TAFE NSW (an Australian VOCED provider) has developed a model for assessment validation with an associated website which shows the model working in practice. It is available for other registered Training Organisations (RTOs) for a fee which is higher for public RTOs. Adaptation and contextualisation are allowed to suit user needs	33	Maximum use of a document model with an associated website.	Tim Hand, Sam Meredith	Vocational Educ & Training	
Private Registered Training Organisation (RTO) has developed interactive material for Cert II level competency Work Effectively with Others for business studies area. The material contains reusable material for developing Teamwork and can be used across of a variety of discipline areas. For this to happen the materials need to be evaluated & vetted where appropriate.	34	Wide application of resources developed by Private RTO but vetting of adaptations required.	Tim Hand, Sam Meredith	Vocational Educ & Training	
Developer has produced an animation on how to use a compass. Wants to make this widely available for educational use to assist for example recreational bushwalkers	35	Maximising educational use including ability to adapt and republish.	Tim Hand, Sam Meredith	Vocational Educ & Training	

Lethbridge Community College is developing & providing learning materials or learning objects to students in a variety of methods and situations from a variety of sources and in a variety of media and locations. It resells materials to students in some form (this could be done through a sale in the campus bookstore or perhaps by including the cost of materials in the student fees) all on a cost-recovery basis only. For example, reading packages and/or course content packages may contain such things as articles from the internet, A/V resources such as videos and will be provided to our students in paper formats, on CD or via a password protected internet site.	36	Non-commercial cost recovery	Leah Berkoff	Vocational Educ & Training	Non-commercial cost recovery of learning materials development. As technology changes and learner needs change, institutions have no choice but to adapt to the changes and to deliver these materials in a manner that is not only economically viable for both the institution and the learner, but in a manner that meets the needs of both the learner and the copyright owner.
Content license includes the limitation on usage duration and number of users	37	usage duration and number of users	ALIC(Kiyoshi Nakabayashi)	General	
In the above requirement, duration may be either absolute (fixed by contract), or relative (measured from learner's actual learning start date)	38	Absolute/relative duration	ALIC(Kiyoshi Nakabayashi)	General	
In the above requirement, number of users may be counted as either simultaneous users or cumulative users	39	simultaneous/cumulative number of users	ALIC(Kiyoshi Nakabayashi)	General	
Above license may be applied single content as well as a course consisting of multiple contents	40	compound course	ALIC(Kiyoshi Nakabayashi)	General	
In the above requirements, the multiple contents may be provided by multiple content providers, and intermediate agent (aggregator) combines and sells them to the end user.	41	content aggregator	ALIC(Kiyoshi Nakabayashi)	General	

The above case can be applied to multiple LO's in a single content.	42	content consisting multiple source LO's	ALIC(Kiyoshi Nakabayashi)	General	
For the SCORM content, some provider wants to protect whole content, but some wants to protect SCOs only, and some course structure. It depends on provider's core-competence.	43	SCORM content protection	ALIC(Kiyoshi Nakabayashi)	General	
Content may be licensed with other educational service such as mentoring.	44	Educational service license	ALIC(Kiyoshi Nakabayashi)	General	
Usage condition violation by the end user should be notified to all the providers and intermediate agent.	45	Tracking	ALIC(Kiyoshi Nakabayashi)	General	
Usage condition violation by the intermediate agent also should be prevented and notified to all the providers..	46	Tracking	ALIC(Kiyoshi Nakabayashi)	General	

Support of Multiple Usage/Business Models MPEG

Articulation of Roles MPEG

Definition of Terms MPEG

Standard Identification Systems MPEG

Interoperability MPEG

Extensibility MPEG

Customizability MPEG

Expressiveness MPEG

Machine Readable Language MPEG

Adding New and Modifying Existing Expressions MPEG

Identification and Description of Rights Expressions MPEG

Authentication of Expressions MPEG

Verification of Expressions MPEG

Multiple Expressions Conflicts MPEG

Permission by Contract and/or Legislation MPEG

Expression Language Support of Dictionary Terms MPEG

Written in Open, Standard Meta Language MPEG

Well-Defined Semantics MPEG

A Core Set of
Primitives

MPEG

Sequencing

MPEG

Inheritance
Semantics

MPEG

Minimizing
Overheads

MPEG

Digital Item
Description

MPEG

Creation Types

MPEG

Composite Digital
Items

MPEG

Fragments of Digital
Items

MPEG

Digital Item
Aggregations

MPEG

Digital Item
Protection

MPEG

Digital Item
Authentication MPEG

Digital Item
Confidentiality MPEG

Digital Item
Availability MPEG

Life Cycle of Digital
Items MPEG

Format and Delivery
Independence MPEG

Specification of
Usage Permissions MPEG

Categorization of
Permissions MPEG

Transport
Permissions MPEG

Render Permissions MPEG

Derivative Digital
Item Permissions MPEG

File Management
Permissions MPEG

Configuration Permissions MPEG

Revocation of Issued Permissions MPEG

Conditional Update/Refresh of Issued Permissions and Obligations MPEG

Usage Conditions MPEG

Rule Expiration due to non-Temporal Constraints MPEG

Specification of Obligations MPEG

Expression of Marks for Digital Items MPEG

Obligations on Agents MPEG

Governance of RDD-REL MPEG

REL Requirement**Technical Suggestsions DISPOSITION
(In Scope/Out
of Scope)**

<p>1. The DREL shall allow content owners specify permissions to allow their content to be embedded/aggregated within other learning objects</p> <p>2. The DREL shall allow content owners to specify the permissions and conditions that must be preserved when content is aggregated</p> <p>3. The DREL shall support the aggregated permissions and conditions for the aggregated learning objects</p>		In	
Rights expressions must be able to carry information from multiple sources.	This is not a problem with MPEG REL or ODRL	In - is covered in analysis doc.	
Rights expressions should be able to express "rights roll-up rules."	Aggregation of IPR is matter of law - aggregation of content is done under license and in cases where it is not otherwise specified the aggregation has the constraints of the aggregated element with the most restrictive rights. In other words, the restriction propagates upward into the aggregation.	In scope - but the REL may not be the only means for conveying this	

<p>Expressions of specific types of conditions and permissions are resolved through a data dictionary. A standardized extension of the dictionaries that "come with" MPEG REL and ODRL are required.</p> <p>1. The DREL shall allow content owners to specify permissions to allow anyone to view scholarly output for free</p> <p>2. The DREL shall allow content owners to specify permissions to allow anyone to extract portions of their scholarly output as long as the stated attribution is made in the resulting learning object</p>		In	
<p>1. The DREL shall allow content owners to specify rights expressions that support different levels of content granularity [comment – this may need to be supported by a taxonomy of content types]</p> <p>2. The DREL shall support rights expressions for composite objects</p>		In	
<p>covered above</p>			

<p>1. The DREL shall support rights expressions intended for an individual user or for groups of users</p> <p>2. The DREL shall support count-based conditions to restrict the number of times content can be used</p> <p>3. The DREL shall support device-based conditions to restrict the use of content to a single computer or a group of computers</p> <p>4. The DREL shall support connectivity-based conditions to ensure that content is used online or offline</p>		In	
<p>1. The separation appears to happen naturally since DRELS do not actually perform the enforcement</p> <p>2. Interpretation of the rights expressions must be consistent across applications (no ambiguity)</p> <p>3. The DREL shall be based on a formal grammar</p>	<p>complexity in this use-case. Natural separation between declaration & enforcement. May need to be an override ??</p>	Possibly out of scope	
<p>e-mail from S. Downes seems to suggest the need for rights policies that apply to categories of content or groups of people (see use case #6.1)</p>	<p>Searching for suppliers that offer certain rights and conditions (the best price) is outside of the scope of the DREL</p>	Possibly out of scope	

<p>1. The DREL shall support the specification of rights policies</p>		In	
<p>REL should be able to allow anyone to anonymously access content 1. The DREL shall support rights expressions to specify that “anyone” can use the specified content</p>	<p>1. Gathering personal information is an implementation issue of the distribution system not a DREL concern 2. DRELS provide the ability to explicitly state the permissions that are granted (if a permissions is not stated, then said permission is not granted)</p>	In	
<p>trial usage (preview with certain conditions); relatedness to other objects (reviews, evaluations, other LOs, etc) The ability for a rights holder to offer a free preview of the content must be supported by the DREL and this is covered in use case #4</p>	<p>Reading reviews and other evaluations of learning material seem to be outside of the learning object itself (like the reviews of books at Amazon.com)”</p>	In	

<p>The DREL shall allow rights holders to specify that portions or entire content be previewed by specific users also covered in use case #4</p>	<p>Reading reviews and other evaluations of learning material seem to be outside of the learning object itself (like the reviews of books at Amazon.com)''</p>		
<p>1. The DREL shall allow content owners to offer for free the permission to view a learning object 2. The DREL shall allow content owners to offer for a fee the permissions to view and print (without additional restrictions) a learning object 3. The DREL shall allow content owners the ability to specify tracking conditions when content is used</p>		In	
<p>1. The DREL shall allow rights holders to specify offers for free or with condition to permit the use of learning objects to groups of people with specific roles such as student, teacher, club member, journal subscriber, etc. 2. The DREL shall support the specification of rights expressions associated with activities or roles defined in a formal taxonomy</p>		In	

same as above			
same as above			
An increasing amount of educational software is developed under a range of open source licences. Licence restrictions on the DREL that are not compatible with the major open source software licences will mean that the uptake of a DREL will be severely limited, and possibly fragmented.			

Rights expressions must accommodate usage at various levels of multiple use - individual, class, cohort, site, region, sector, etc

(a) Hierarchical policy constraint. (b) Temporality of use. Also cross-reference with 6.1

Out - doesn't relate to a DREL specifically

The DREL must be able to specify whether fair use needs explicit declaration. This will be subject to 'Context'. See 6.1 for the multiple variables (of which fair use must be one)

Taxonomy? Of fair use In

--	--	--	--

--	--	--	--

The RDD-REL shall be used to express multiple Usage/Business Models utilizing Permissions, Conditions and Obligations

The RDD-REL shall support the articulation of Roles undertaken by Users

The RDD-REL shall support identification and definition of the semantics without syntactical encodings

The RDD-REL shall support open standard identification systems

RDD-REL shall support complete Interoperability for the management and protection of Expressions associated with Digital Items across IPMP Systems

The RDD-REL shall provide extensibility

The RDD-REL shall be flexible to enable subsets of Expressions and meet different purposes and needs
The RDD-REL shall provide mechanisms for all Users of Digital Items to express their rights and interests in, and contractual agreements related to Digital Items according to a variety of useage and business models

The RDD-REL shall be machine readable
The RED-REL shall provide mechanisms to introduce new and modify existing Expressions
The RDD-REL shall provide mechanisms to unambiguously identify Expressions written in the language, as well as supply descriptive information about these Expressions

The RDD-REL shall enable authentication of Expressions and descriptions written in the language
The RDD-REL shall provide mechanisms for verification of Expressions

The RDD-REL shall provide a mechanism to resolve conflicts between multiple Expressions
The RDD-REL shall support expression of Permission by contract and/or legislation
The REL shall support all of the terms defined in the RDD

The RDD-REL shall be defined in open, standard meta-language

The RDD-REL shall have unambiguous, and understandable semantics

The RDD-REL shall provide a minimal core set of primitive constructs from which all Expressions can be constructed or derived

The RDD-REL shall allow for the specification of Expressions that must be fulfilled in a total or partial temporal ordering

The RDD-REL shall enable an hierarchy of Permissions via an inheritance mechanism

The RDD-REL must be expressed in an efficient manner to ensure the minimal impact upon content payload

The RDD-REL shall provide mechanisms to reference Digital Item Descriptions as part of the language, make reference to external content descriptions, and include existing content descriptions

The RDD-REL shall support the creation of Expressions associated with all creation types.

The RDD-REL shall provide mechanisms to associate Expressions with composite Digital Items

The RDD-REL shall provide mechanisms to reference fragments of Digital Items that are not pre-declared as Digital Items themselves

The RDD-Rel shall provide mechanisms to reference Containers or other aggregations of Digital Items

The RDD-REL shall support mechanisms to protect Expressions from being altered or removed

The RDD-REL shall provide mechanisms to reference authentication schemes.

The RDD-REL shall support mechanisms to indicate types and levels of protection against unauthorized Users accessing Expressions

The RDD-REL shall support mechanisms to indicate where Digital items are available for retrieval or access

The RDD-REL shall support all operations throughout the entire life Cycle of Digital Items

The RDD-REL shall provide mechanisms to ensure that the interpretation of Expressions is independent of the format or delivery channel of Digital Items

Usage Permissions expressed in the RDD-REL shall cover all types and modes of operations and activities that happen to Digital Items during their Life Cycle

The RDD-REL shall enable the organization of Permissions into categories

The RDD-REL shall provide mechanisms to express transport Permissions

The RDD-REL shall provide mechanisms to express render Permissions

The RDD-REL shall provide mechanisms to express derivative Digital Item Permissions

The RDD-Rel shall provide mechanisms to express file management Permissions

The RDD-REL shall provide mechanisms to express configuration Permissions

The RDD-REL shall support mechanisms by which Permissions, Conditions and/or Obligation may be revoked during the Life Cycle of a Digital Item

The RDD-REL shall provide for situations where Permissions and Obligations require update or renegotiation when specified trigger Conditions are met

The RDD-REL shall provide mechanisms that will allow Conditions to be specified for all types of usage

The REL shall support an expiration construct

The RDD-REL shall provide mechanisms to express Obligations for all types of usage

The RDD-REL shall express mechanisms that may require that a Digital Item be marked or re-marked

The RDD-REL shall express Obligations on Agents on their handling of Digital Items

Management mechanisms shall be provided to enable governance of the RDD-REL