



# Unchaining educational publishing in the digital age



## **UNCHAINING EDUCATIONAL PUBLISHING IN THE DIGITAL AGE**

Copyright Agency Limited is partnering with Australian educational institutions, printers and publishers using voluntary licences and the Digital Course Material scheme to streamline the production of course materials and increase commercial opportunities for all.

Published in Sydney by

Copyright Agency Limited  
Level 19, 157 Liverpool Street, Sydney NSW 2000  
Australia

© Copyright Agency Limited 2004

ABN 53 001 228 799

This publication may only be used on the following conditions:

- Copies of this publication may be made for personal use only. Commercial exploitation of the material is prohibited.
- This Copyright Agency Limited (CAL) copyright notice must be included in any copy made.
- Linking to a digital copy of the publication is permitted provided that the links are clearly acknowledged and content is not altered in any way.
- CAL does not warrant, guarantee or make any representations as to the content or suitability of the information in this publication for any purpose.
- CAL will not be liable for any claims or damages whatsoever resulting from use or reliance on information in this publication, or electronic versions of this publication.

Unchaining Educational Publishing in the Digital Age is available for download from the following DOI address: <http://dx.doi.org/10.1275/1014>

For further information about Copyright Agency Limited, visit our website at [www.copyright.com.au](http://www.copyright.com.au)

# CONTENTS

Executive summary .....	1
The future of course material production .....	3
New licence schemes .....	3
The current experience in creating course materials .....	3
Vision for tomorrow .....	4
How the process works.....	5
Commercial trial: Open Learning Institute of TAFE pilot project.....	7
Digital Course Material project background.....	7
Project outcomes .....	7
Workshops and commercial pilot .....	9
Choosing a course .....	9
Negotiating publishing rights.....	9
The discovery process .....	10
Aggregating files.....	10
Registering the book of readings.....	11
Distribution .....	12
Future directions for OLI.....	12
Opportunities and considerations for key participants .....	14
Educational institutions.....	14
Printers.....	14
Publishers and copyright holders .....	15
Conclusion .....	16
About Copyright Agency Limited .....	17
About Open Learning Institute of TAFE.....	18
About Digital Object Identifier .....	19

## EXECUTIVE SUMMARY

Publishers, printers and educational institutions are all striving to benefit from technological change, as the emphasis on paper gradually gives way to new methods of online delivery. Paper will always have its place, and visions of a paperless classroom may never come to fruition. But forward thinking organisations can benefit from using technology to better store and transport content, whether the end result is a printed booklet, CD-ROM or Web page.

Copyright Agency Limited (CAL) acts as a broker between creators and users of copyright material, allowing educational institutions, government agencies, corporations and other organisations to copy and distribute copyright materials while ensuring publishers and copyright holders receive fair payment. CAL is best known in the education sector as the company that administers the statutory licence for photocopying copyright materials.

To allow publishers and educational institutions to take advantage of changes in publishing and distribution technology, CAL has formulated voluntary licences that allow educational institutions more flexibility in providing materials to students than the statutory licence. Voluntary licensing also allows publishers and printers to benefit from the untapped demand for digital distribution of files and to stay on top of customers' changing requirements.

The Digital Course Material (DCM) scheme provides a framework for rights management and digital delivery of copyright content using Digital Object Identifier (DOI) technology. A DOI is a unique identifier for a piece of copyright material that is securely stored and accessed online. CAL maintains a database of DOIs which includes links to the documents they represent. These digital files can be stored on a publisher's system, by an educational institution or elsewhere.

By combining voluntary licensing with the DCM scheme, educational institutions can streamline the process of compiling, printing and distributing books of readings for their students. Students can choose whether to receive material in print or digital form, through a variety of media such as Web browsers and CD-ROMs.

This more efficient system for compiling readings can also benefit printers, and publishers can be comfortable about the security and integrity of their valuable copyright material while developing new revenue streams. Importantly for all parties involved, the process of managing and paying for rights to copyright material can become an automatic part of the compilation, production and distribution process.

To assess the viability and requirements of the DCM scheme, CAL has completed a commercial trial with the Queensland Government-owned Open Learning Institute (OLI) of TAFE. OLI has 60 years experience in delivering high-quality educational products and services that offer choice and flexibility to students with a wide range of lifestyles and educational backgrounds.

The commercial trial focused on the practical details of publishing a book of readings that included material hosted on a publisher's systems, accessed via CAL's DCM framework and distributed under a voluntary licence scheme.

Through this trial, OLI and CAL worked together to gain a deeper understanding of the technologies and processes that will enable educational institutions around Australia to deliver material to students in a higher-quality format that enhances educational and monetary value.

# THE FUTURE OF COURSE MATERIAL PRODUCTION

## New licence schemes

Educational institutions in Australia are used to working with the copying limits and administrative requirements of the statutory licence scheme CAL administers for copying and distributing copyright content. However, digital technology is changing the way publishers and educational institutions disseminate information to students.

Many students and teachers are only comfortable with hard copy, and the logistics of moving stacks of paper around the campus or the country will always be of concern to the education sector. However, the general population's growing familiarity with electronic media means many students are now comfortable receiving documents in electronic format, delivered either over the Internet, on a CD-ROM or on some other portable storage medium. Students may choose to print these electronic files themselves, or may only use them in electronic format.

CAL aims to act as a broker between publishers and educational institutions to facilitate a more flexible and mutually beneficial system of licensing publishers' content for distribution to students. To do this, CAL is seeking to offer a range of alternative licensing schemes that are not subject to the same restrictions as the statutory licence.

CAL now offers the Digital Course Material (DCM) scheme, which facilitates the digital distribution of content and allows the streamlining of production and rights management under the voluntary licence. DCM uses Digital Object Identifier technology to automate the process of managing copyright under the voluntary licence. (For more information on DOI technology, see *About Digital Object Identifier*.)

The DCM scheme and voluntary licence will complement the existing statutory licence to extend the range of possibilities for educational institutions when they compile course materials.

## The current experience in creating course materials

Under the statutory licence, course material must contain no more than 10 per cent or one chapter of any publication. To comply with this restriction, teachers often have to juggle content from various sources to stay within the limits, and may sometimes omit material they would prefer to include. They may also undertake extensive and time-consuming editing of material in order to comply with the copying limits.

Materials copied under the statutory licence may not be sold at a profit. This provides no incentive for educational institutions or printers to add value to the book of readings, for instance by adding their own supplementary material or by including the same material on a CD-ROM to be bundled with the book of readings.

CAL realises this current situation is inflexible and does not always allow educational institutions to provide the most appropriate and best quality materials to their students. As a result, CAL is enthusiastically promoting a voluntary licensing scheme.

## Changing technologies

Publishers, printers and educational institutions can all take advantage of technological change to streamline and accelerate the distribution of content.

## Vision for tomorrow

CAL's voluntary licensing scheme overcomes some of the limitations educational institutions currently face when compiling course materials for students. Teachers have a wide range of content from which to compile their readings booklets, and are not forced to limit their use to a single chapter or 10 per cent of a publication. The new scheme can also streamline the process of discovery, compilation, printing and reporting on usage of material.

Rather than photocopying chapters from a book, teachers can access high-quality digital content hosted on publishers' servers using a Web browser interface. The process of compiling a book of readings is no less complex than putting together a list of chapters or journal articles and submitting them to a printery.

As well as streamlining production, these changes will make the process of obtaining rights and paying for content a lot simpler. Rights management calculations and payments can be built into the production process.

Printeries and other parts of the supply chain such as university booksellers can sell readings booklets at a profit, which encourages everyone in the production process to improve the quality and value proposition to students. This would also allow well-resourced educational institutions to act as service providers,

compiling materials for other organisations or printing materials to other organisations' specifications.

Educational institutions could integrate rights management into their existing reporting systems. The DCM scheme is flexible enough to allow publishers and educational institutions to use DOI identifiers generated by their own financial systems, as long as each identifier is unique and contains that organisation's DOI prefix. Rights management costs can be calculated and paid automatically as part of the production process.

## How the process works

All the elements required for this streamlined production process using the voluntary licensing scheme exist today and are ready to be implemented. Here's how it can work:

1. CAL maintains a database of content information – including book chapters, journal articles and newspaper clippings – that is available through the voluntary licensing scheme. The database includes metadata about each article, similar to a library catalogue, and the DOI is used as the unique identifier, similar to ISBNs for print publications.
2. Publishers wishing to make content available using the voluntary licence scheme host it on their own systems, giving them full control over security. Once this content is available, publishers submit information about each unit of content to CAL's database.
3. Teachers then use CAL's search interface to discover, preview and access digital material. They compile a book of readings and register it using CAL's database. CAL is already in the process of negotiating with publishers to make a wide variety of content available, but these compilations are by no means restricted to articles currently provided by publishers. Educational institutions can generate and host their own content and register it with CAL's database in the same way a publisher would. Where publishers' content is not available, CAL can act as a broker to negotiate rights to that material.
4. The digital content – usually in Adobe Portable Document Format (PDF) – can be downloaded from the publishers' servers into the educational institution's document repository. The printery can print the compiled book of readings by adding printing instructions such as paper stock, binding and number of copies. Once in the document repository, the same content can also be made available to students online, provided they are authenticated users.

If the document repository is integrated with the institution's enterprise reporting systems, copyright payments for materials printed or accessed online can be generated automatically.

Security of the institution's document repository is a major issue for publishers who want to ensure the integrity of their copyright material. A report (<http://dx.doi.org/10.1275/1013>) by consultants JJ Murphy Pty Ltd commissioned by CAL found that TAFEs and universities have suitable security arrangements to keep publishers' material safely. The report said most educational institutions have: "the security framework and policies ... typical of a large government agency"; and that they apply "best practice government security policy".

# COMMERCIAL TRIAL: OPEN LEARNING INSTITUTE OF TAFE PILOT PROJECT

The commercial trial at the Queensland Government-owned Open Learning Institute of TAFE was one of a number Copyright Agency Limited has undertaken to gain a better understanding of the issues involved in producing course materials using the DCM scheme under a voluntary licence. The trial at OLI was conducted between March and September 2004.

## Digital Course Material project background

The pilot at OLI follows on from the Enhanced Printing Industry Competitiveness Scheme (EPICS) DOI project<sup>1</sup>. CAL undertook this project with funds granted by the Federal Department of Industry, Tourism and Resources.

The main objective of the EPICS/DOI project was to explore the capability of the DCM scheme for rights management and delivery of digital content to consumers and printers. CAL has completed significant development of models and systems to now include digital distribution of content. The initial models were trialled on a non-commercial basis in the Australian higher education sector, specifically universities.

Having completed the EPICS DOI project, CAL is now looking to partner with organisations that are positioned to take advantage of the new licensing opportunities enabled by the DCM scheme. OLI agreed to join a commercial pilot project to assess the potential of the DCM scheme.

The benefits of the project for OLI include:

- Increase access to rights-cleared published material
- Reduce time taken to develop learning materials
- Decrease time taken to obtain copyright permission
- Ensure compliance with copyright laws
- Increase exposure of OLI learning material in the training market.

## Project outcomes

The purpose of this project was for OLI and CAL to:

- Identify, develop and trial procedures, standards and technologies required to apply DOI numbers and associated metadata to OLI learning materials and course packs

Voluntary  
licence

Copyright  
Agency Limited  
has developed  
a voluntary  
licence scheme  
that allows  
more flexibility  
in delivering  
copyright  
materials to  
educational  
institutions.

- Trial the acquisition of rights and access to third-party copyright material registered through CAL's DCM infrastructure
- Identify the potential advantages for OLI and TAFE Queensland of using the DCM scheme to produce and distribute course materials. This would include any time and resource savings associated with the development of TAFE material that could otherwise be directly sourced from publishers.

The objectives were to:

- Develop the standards, procedures and technologies required to support users of the CAL DCM scheme
- Explore the capabilities of the DCM scheme for the digital management of copyrighted works
- Document the implications of the DCM scheme for instructional design of course packs.

The pilot was limited to:

- A sufficient sample of existing OLI learning materials to test the necessary procedures, standards and technologies involved in using the DCM scheme
- Third-party copyright material provided by publisher John Wiley & Sons (Australia)
- Testing the capabilities of the system to aggregate copyright material into new learning materials
- Limited development of additional resources needed to complete course packs.

The main achievements of the project were:

- Creation of a selection of original, copyright-cleared OLI learning materials registered with DOI numbers
- Registration of these materials as learning objects capable of being distributed in a variety of formats
- Registration at an appropriate level of granularity of selected material licensed from a third-party publisher through the CAL DCM scheme
- Registration of aggregated course packs that include the learning materials and other objects
- Developing the capability to use DOI-registered portions of commercial publications in combination with digitised internal material to create course packs which can be printed on demand

- Developing a better understanding of the underlying issues such as metadata handling and course pack building
- Documenting procedures and standards for implementing the DCM scheme
- An evaluation of the benefits to OLI of using the DCM scheme.

## Workshops and commercial pilot

To increase awareness of the DCM scheme and voluntary licences, CAL held a series of workshops. OLI staff who attended found it particularly useful to hear the views of others who would be affected by a move to the new value chain. OLI staff also attended the DOI National Infrastructure Project Workshop in Sydney in April 2004.

OLI's pilot project gave both OLI and CAL an insight into the practical issues of a wide-scale implementation of course note production based on CAL's DCM scheme.

## Choosing a course

OLI selected the Forecast Market and Business Needs module from its Marketing course. Resources for this module consisted of a study guide, an assessment booklet and a text, published by John Wiley & Sons. Some of the advantages of choosing this module included the low sell-through rate of the prescribed textbook, and the fact that only half a chapter from the textbook was required for the course materials.

In the long term, the availability of content from publishers will be a major factor in the viability and availability of this method for publishing course materials. For example, the publisher Software Publications is seeking to provide an extended range of rights-cleared content for use in applications for OLI after this commercial trial is completed.

## Negotiating publishing rights

CAL negotiated the grant of rights and release of the required files from John Wiley & Sons. The conditions of release were embedded in a contract between CAL and the OLI. These conditions included the right for OLI to print a copy and communicate a digital file to the student. Under the terms and conditions of the contract<sup>2</sup>, OLI students are also permitted to print a copy of the digital file.

As the dedicated collecting society of Australia, CAL has close relationships with more than 100 domestic and international publishers. It is also proactively obtaining content for several initiatives that will take advantage of the DCM scheme. This content includes granular, rights-cleared material such as book chapters and journal articles.

CAL is expanding the base of content available under the DCM scheme with both domestic and international material. For example, CAL has obtained rights to 500,000 journal articles from John Wiley & Sons (US). CAL is also seeking to obtain print and digital mandates for additional content. This trend will allow a wide range of publisher content to be delivered to consumers in a variety of print or digital formats.

## The discovery process

CAL negotiated prices for the required content with Wiley for print and digital reproduction. The publishing industry is moving towards offering print and digital rights as a package.

CAL held a workshop with OLI staff to determine the information and financial flows involved in payment to CAL for content consumed. CAL determined that the point at which content is considered “consumed” is when students enrol in the course. The model allows OLI to design and produce content without incurring consumption costs up front.

In a wide-scale implementation, the DCM scheme will allow teachers to calculate upfront the cost of reproducing content. As a consequence, they will be able to make more informed decisions about fitting the content they require into a budget that students will be willing to pay for.

## Aggregating files

John Wiley & Sons provided all material as vector-based PDF files. This proved a significant advantage in relation to file sizes and print quality. Using vector files meant the material could be made available online, minimising issues with bandwidth or print quality.

OLI generated a table of contents and cover page for the book of readings in PDF format and aggregated this material along with the content provided by Wiley into a single PDF file. The corresponding study guide was modified to refer students to the book of readings rather than the original textbook.

The PDF file format is compatible with content supplied by publishers. PDF is also the format of choice for publishing content on the Internet.

In the future, OLI may consider using a knowledge store (possibly in XML) and using various rendering engines to repurpose the central information store into a variety of formats. These include HTML for browser access, PDF for printed documents and possibly speech rendering engines for visually impaired clients.

In a wide-scale implementation of this technology, documents could be dynamically created from a database system that describes the required content. This database would specify a header describing the learning module and separate records for each of the included chapters. The document could be submitted to the print queue directly from the database to minimise labour. OLI already has much of the required infrastructure.

As OLI is required by the Queensland State Government to restrict the size of files that are made available online<sup>3</sup>, the vector-based PDF supplied by Wiley is the preferred format. CAL has negotiated with publishers to allow the PDF documents to be published in several parts to overcome this file size limit.

Although the content aggregation process may be different for each educational institution, CAL's DCM scheme can accommodate a wide variety of production methods.

## Registering the book of readings

CAL provided OLI with a metadata schema, which had been used in CAL's previous Coursepack projects. OLI registered the aggregated book of readings using this schema.

CAL issued OLI with a registered DOI prefix and OLI can register items using identifiers generated by its internal systems. This allows OLI to generate DOIs that can be processed by its financial systems and automatically account for licence costs during the production process.

The aggregated book of readings was registered into CAL's DCM database. This process automatically registers a DOI for the compilation and captures the appropriate metadata for each individual work included in the book of readings. This procedure is a key component of the rights management reporting process that allows OLI to use third-party published material in its learning materials.

## Providing the framework

The Digital Course Material scheme provides a framework for rights management in this new technology landscape.

An additional advantage of using this method is that metadata can also be used to produce a table of contents automatically. This was not done as part of the trial but would need to be considered in a wide-scale implementation of the project.

## Distribution

This commercial pilot was designed to allow the distribution of a book of readings in both printed hard copy and online formats. As discussed earlier, publishers are now moving towards bundling the rights to access print and online distribution together. The voluntary licence scheme permits members of the production process to derive profits from the manufacture and sale of the book of readings to students, while still protecting the commercial interests of the original publisher.

Under the workflow proposed, documents would be dynamically generated and submitted to OLI's print engines, making allowance for the cyclical peaks and troughs experienced in print production. This print-on-demand solution illustrates the importance of workflow design in an environment where cyclical peaks and troughs have a major financial impact.

Publishers requested a review of the security of providing copyright materials to third-party information aggregators such as academic institutions. OLI contracted John Murphy of JJ Murphy Pty Ltd to review OLI's printing processes relating to file security. The report concluded that printing-related security at TAFE OLI is sufficient to meet the security concerns of publishers in the short-to-medium term. In the long term, printeries and educational institutions will need to ensure publishers are satisfied with the security of their procedures and systems for handling copyright material.

If the licensed material is published electronically, OLI's current myOLI Web infrastructure and document management system provides a security model that means that only authenticated student users will see any copyright material, and only the material they are entitled to.

The document management server is a Web environment with strong authentication processes. In a wide-scale implementation, providers could make this material available to authenticated users within the TAFE intranet throughout Queensland.

## Future directions for OLI

Innovative educational institutions today use an information store that can be accessed and repurposed by various rendering engines to suit the end use of content. For example, the same data may pass through a PDF rendering engine to produce a printed page, an HTML engine for Web viewing and even speech synthesis engines for the visually impaired.

This project presented a number of possible opportunities for OLI. For example:

### **Develop policies to support OLI publishing initiatives**

To act as a publisher, OLI would have to establish processes to ensure the integrity and quality of the end product. This includes sourcing content with appropriate rights, aggregating material under the terms and conditions of licence agreements with content providers and negotiating licences to distribute content to external markets other than the current channel of TAFE students. OLI should continue to work with CAL to manage the contract negotiation process with third-party publishers.

### **Continue to build best practice content workflows**

The DCM project has identified the need for OLI to continue development of content compilation and delivery workflows. This should focus on specific environments and standards, including PDF and XML formats.

### **Manage rights-clearing processes through CAL**

The partnership with CAL has allowed OLI to access content through a flexible voluntary licence scheme. CAL is committed to continuing its role as a broker of content on behalf of the major publishers. This process includes clearing rights and distributing payments to publishers.

### **Initiate the development of course materials at OLI using the CAL DCM scheme**

OLI should continue this partnership with CAL and seek to build learning materials for other courses offered by OLI. CAL is active in developing further releases of software that OLI and other institutes could use in the development of learning materials.

### **Offer OLI infrastructure to other institutes and colleges in Queensland**

CAL's voluntary licence scheme allows OLI to move to a more commercial publishing model that permits profits from course material production. The DCM scheme has the flexibility, for example, to allow other TAFE institutes to manage the discovery and selection process for learning materials and OLI to manage the aggregation, production and distribution processes. OLI is well positioned to use the knowledge gained from this project by offering the infrastructure it has developed to other organisations.

### **Quantify business opportunities for OLI from DCM**

OLI has a number of opportunities to produce revenue from voluntary licence content. OLI should undertake a business case analysis to determine potential new revenue streams, return on investment from process optimisation and its capability to perform as an extended service provider.

# OPPORTUNITIES AND CONSIDERATIONS FOR KEY PARTICIPANTS

The results of this pilot project point to opportunities for all the participants in the production chain: educational institutions, printers, publishers and copyright holders. To take best advantage of these new opportunities, all participants need to invest in technology and develop new processes.

## Educational institutions

The most obvious opportunity for the education sector is in streamlining the production of course notes and other materials for students and more efficiently obtaining and paying for content licences.

In addition to saving staff time through a straightforward and automated production process, voluntary licences and the DCM scheme will help educational institutions improve the quality and perceived value of the course materials they sell to students. Students will also benefit from having this information available to them in a variety of print and digital formats.

The voluntary licences can work on a profit model, rather than the cost-recovery model of the statutory licence. This offers new opportunities for educational institutions to take a more commercial approach to course note production. Early adopters of the technologies will be able to act as service providers by compiling content for other institutions or by printing compilations made by other organisations.

Educational institutions will need to develop technological and process expertise to benefit from these opportunities. Many have already invested heavily in document management systems that would be suitable repositories for the digital files involved. However, as OLI's experience shows, they must put significant effort into designing workflows in course note production. The use of XML schema and the PDF file format are central, but many educational institutions have already developed considerable expertise in doing this.

## Printers

The printing industry is changing, and the development of the Internet and related technologies should be seen as an opportunity for the printing industry rather than a threat. By keeping on top of these changing technologies, printers will be able to develop revenue from untapped areas of the market.

Like the educational institutions, the biggest issue for printers will be designing workflows and technologies to manage the production process outlined in this

report. Most printeries operated by educational institutions and commercial printers have already invested heavily in document management technology which allows them to securely store and print from documents in a variety of formats. Many have also started offering print-on-demand and personalised printing services. The DCM scheme allows printers to profit further from their investments in these technologies.

Publishers will need to be confident in the security processes and technologies printers employ to be comfortable with releasing commercially sensitive copyright material. Most printers have already developed these procedures to safeguard the integrity of customers' material and to avoid the costs and embarrassment of printing the wrong material.

### Publishers and copyright holders

The changes in technology that affect printeries offer even greater opportunities to publishers. Rather than viewing the Internet and digital media as a threat to paper book sales, publishers can take advantage of the latent demand for more flexible access to copyright materials.

Just as banks and retailers have taken advantage of online transactions to reduce expensive real-world infrastructure and wasteful processes, publishers are also building technology solutions to benefit from this growing market. Developing a technology infrastructure that uses the open standards compatible with the DCM scheme allows printers to work with educational institutions but also offers the flexibility to develop new online channels more easily.

As well as allowing publishers to optimise the cost of delivering content to customers, the DCM scheme ensures that publishers have control over the process, pricing and marketing of their material. Publishers can aim for selling a substantial proportion of course materials, especially in TAFE and postgraduate university courses.

### More efficient

This framework streamlines processes for discovering, distributing and paying for copyright material, while maintaining the security and integrity of the content.

## CONCLUSION

Educational institutions, printers and publishers all need to protect and broaden their revenues while staying on top of changes in technology that allow more flexible distribution of content to students and other consumers. Copyright Agency Limited now provides a voluntary licensing scheme for digitally distributing and accounting for the use of copyright materials. This scheme will help all participants in the course note production supply chain reduce their paperwork, increase their revenues and use digital technologies to stay ahead of the competition.

The cost recovery model of the statutory licence scheme provides no incentive for educational institutions and printers to add value by supplementing it with their own content or distributing it in a more convenient format.

The entire process is ripe for automation and streamlining. The DCM scheme allows teachers to search for and access digital material that is available under a voluntary licence scheme, then easily create compilations of readings that can be easily accessed by printeries and students with appropriate rights.

The commercial pilot run by CAL and the Open Learning Institute of TAFE demonstrated that:

- Educational institutions will need to put in place technologies and workflows to manage the DCM scheme production process, but that these are achievable with existing and widely-available products
- Many publishers are amenable to delivering content online in this way, provided the security of their content can be guaranteed
- CAL's role as a broker between educational institutions and publishers is a vital one to ensure as wide as possible a range of materials is made available online under a voluntary licence
- The DCM scheme and voluntary licence provide educational institutions with opportunities to turn books of readings into a source of revenue and optimise production processes. It also gives organisations such as OLI the opportunity to act as service providers, compiling or printing course materials for other organisations.

Rather than viewing online distribution as a threat to their revenue, printers and publishers can also optimise their processes and take advantage of the pent-up demand for new, lucrative ways to access copyright content.

## ABOUT COPYRIGHT AGENCY LIMITED

Copyright Agency Limited is an Australian rights management company whose role is to provide a bridge between creators and users of copyright material. CAL represents authors, journalists, visual artists, photographers and publishers as a non-exclusive licensing agent for the copying of their works to the general public.

CAL's mission is to provide world class intellectual property management services connecting creators and consumers.

CAL provides a legal and practical method for the public, business and government to copy published works. As a single resource, CAL can provide copyright clearances for hundreds of thousands of books, articles, essays and artwork.

CAL administers the copying of print material by educational institutions, government agencies, corporations, associations, places of worship and other organisations. CAL encourages the development of lively and diverse markets for published works with a range of commercial and non-commercial copying licences.

## ABOUT OPEN LEARNING INSTITUTE OF TAFE

The Open Learning Institute of TAFE offers educational products and services that maximise choice and flexibility in study. OLI students are able to access nationally recognised qualifications and lifestyle courses regardless of their geographical location or lifestyle commitment. The Institute delivers quality vocational and lifestyle courses to 25,000 students annually. OLI is also nationally recognised for providing innovation in tailored training programs for industry and business clients.

The Open Learning Institute of TAFE is the leader in innovative open learning solutions in Queensland through its commitment to customers. Building on its original goal of providing skills and knowledge to Queenslanders in remote areas since 1944, the Institute is capable of meeting the education challenges of today and delivering quality training for the future.

The Institute is part of the Queensland Technical and Further Education (TAFE) system. TAFE Queensland is a division of the Queensland Government's Department of Employment and Training.

## ABOUT DIGITAL OBJECT IDENTIFIER

The International Digital Object Identifier Foundation Inc is a not-for-profit corporation established in the United States. Digital Object Identifiers (DOIs) are persistent, interoperable and actionable alphanumeric strings to facilitate the management and exchange of intellectual property in a digital environment.

DOIs are gaining widespread acceptance from publishers, government agencies, educational institutions and other organisations around the world. The Office for Official Publications of the European Communities now assigns DOIs for every single European Union publication. The International Publishers' Association, which represents publishers in 47 countries, has called for broad adoption and development of DOIs.

In early 2002, CAL became a DOI registration agency, and is working with publishers and educational institutions to assess their interest in a pilot trial of the use of the DCM scheme.

### Footnotes

<sup>1</sup> *The CAL Digital Object Identifier Coursepack Implementation Project: Lessons Learned*, <http://dx.doi.org/10.1275/1005>

<sup>2</sup> The content referred to here is managed through a voluntary licence scheme offered by CAL. This licence is separate to the statutory licence which allows copying by educational institutes under Part VB of the *Copyright Act 1968*.

<sup>3</sup> [http://www.qld.gov.au/web/cue/standard/pdf\\_principles.html](http://www.qld.gov.au/web/cue/standard/pdf_principles.html)



**Copyright Agency Limited**  
ABN 53 001 228 799

Level 19, 157 Liverpool Street  
Sydney NSW 2000 Australia

Telephone +61 2 9394 7600 Facsimile +61 2 9394 7601  
Email [info@copyright.com.au](mailto:info@copyright.com.au) Website [www.copyright.com.au](http://www.copyright.com.au)