Managing Repurposed Content

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2nd International Workshop on Multitype Content Repurposing and Sharing in Medical Education
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medical education “content”

refers to educational material
linked with a specific educational context

ideally,

– with defined educational objectives, expected
  learning outcomes and assessment methods

– recommended with certain teaching methods

– with a registered history of creation and evolution
learning content in medical education

• produced by a variety of sources:
  – basic research outcome
  – accepted scientific knowledge
  – clinical practice

• addresses a variety of learning/teaching approaches, e.g.
  – conventional teaching
  – active learning experiences:
    case/problem/role/inquiry/… based learning
  – ...

E. Kaldoudi  -  Plovdiv, Jan 2010
considering the state-of-the-art nature of medical educational content, and the cost to create it, it is imperative that such content can be:

- enriched
- repurposed
- re-used

so as to be embedded effectively in medical curricula, continuing medical education and public awareness
content repurposing

changing a learning object
initially created and used for a specific educational purpose in a specific educational context, in order to fit a different purpose in the same or different educational context
managing repurposed content

crucial, in order to find and retrieve educational content and repurposed content requires:

• an environment to organize and interact with content and repurposed content

• search mechanisms to retrieve relevant content based (among else) on repurposing history
a social network of content

basically 2 social networks intertwined

• one formed by actual people (authors, teachers, students, other interested parties)

• one formed by content items

with rich interactions within each network and across the two networks
online social networking

online grouping of individuals in specific groups

• via social web sites
  – individuals can see others’ profile, share interests, communicate, interact
  – individuals interconnect via common interests and declared relationships

• dynamic evolution of the community

• emergent, user generated organization, as opposed to predefined structure

• examples: facebook, delicious, biomedexperts ...
interactivity for humans

• declaration of “friends”
• personal blogs
• personal content libraries
• creation of groups
• private and group messaging
• ...
interactivity for content items

- via (author defined) tags
- via comments and blogging
- via repurposing history

use the

“I am a friend of” and “my friend is”
relationships of a social network to describe
“repurposed from” and “repurposed to”
the implementation based on the ELGG open source social network platform modified for the incorporation of the second network of learning objects
the “Social Graph”

the social network can be represented with graphs

• graphs depict both the entities of a network in the form of nodes and the relationships between those entities in the form of edges.

• graph metrics can be applied to this visual representation: e.g. centrality, density, radiality, ...
next steps

• populate the network

• enrich social interactivity of educational content items

• study the double network dynamics

and incorporate suitable search mechanisms ....
work done partly within mEducator

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Information Society & Media Directorate General, European Commission

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website: http://www.meducator.net/
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