



## Project Deliverable Report

### D8.3 – Exploitation plan

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<b>Abstract (for dissemination)</b>	D8.3 introduces the exploitation plan of the project. It starts with a brief introduction of the project's objectives and planned results. Next, it analyses the results and their stakeholders and the project results especially after the end of the project duration. It discusses the options for exploitation during and after the project period and the actions required during the life time of the project. The main focus is set by the "open source" policy opted for by the consortium to enable a maximum spread of and access to the results of the project.		
<b>Keywords List</b>	exploitation, sustainability, open source, license, media, website, audiences, target groups, material		

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## Executive Summary

This deliverable reports on work carried out in LTfLL workpackage 8, Dissemination, Training and Exploitation. It focuses in particular on task 7 i.e. it aims to create the conditions for the successful exploitation of the project results both during the project lifetime and especially after the project has concluded.

Successful exploitation or sustainability of the LTfLL results is one of the key objectives of the project. To enable the exploitation this plan structures the most important aspects, i.e. the results to be exploited, the stakeholders, the possible models of exploitations and a first analysis of the fit between these results, the needs and requirements of our stakeholders, and the exploitation models. Additionally, since the exploitation plan will stepwise mature as the project progresses, activities have been described how we expect to gain further insights in the forthcoming two years and how we plan to gain the attention of and get in contact with our stakeholders and potential alliances (further details about this can also be found in D8.1 and D8.2).

The starting point for the exploitation plan is the open source model. All results will be freely available to both the scientific and the open public. The expected results can be divided into two main categories:

- The primary results, connected to the project's objectives, being the services resulting from WP4, 5 and 6.
- The secondary results, i.e. parts of the NLP infrastructure and resources, the mash-up approach, the design and validation methodology.

The target audience can be summarised in three groups:

- The technical and scientific audience, i.e. the research community, such as software developers, researchers and participants in other EU projects.
- Target customers such as learning centres, providers of e-learning environments, and companies, who provide services or source codes to the open public.
- The general community, this group concerns the general public, interested in learning and language technologies.

The models identified can be roughly characterised as follows:

- A (straight forward) distribution model based on the open source principles. It implies that all results should be easily accessible, documented, with guidance material and possibly with access to some trial installation.
- A community driven model, possibly including an revenue model for generating the necessary funding to support the community.
- A commercial model offering paid services for stakeholders which are interested in one or more of the results but require whatever kind of support.

# 1 Introduction

The objective of this document is to present the first version of the exploitation plan and its planned activities for the next period. Both the stage of the project (it is the 1<sup>st</sup> year) and the stage of the core R&D tasks (all classified as long-term research) in this project are at an early stage. Moreover, in the project relevant and valuable side products will be developed, which deserve their own specific exploitation and dissemination activities. Therefore in the next two years substantial input and effort will be required to complete the picture. This document should assist and work as framework for clarification of the (commercial) use of services and additional products during and after the end of the project's official lifecycle.

This plan starts with an enumeration of all core products and the possible side products. It continues with a diversification of the target groups within the global audience and concludes with a listing of activities to undertake, in order to reach the optimal target audience for each product at the right time. These activities spread the results within the internal and external community, to ensure the sustainability after the official end of the project. The exploitation strategy is presented in a concise form and it pins down the main activities which will ensure effectiveness of the LTfLL project.

For a successful project lifecycle careful dissemination *and* exploitation strategies are essential. With the Scenario Based Design methodology (c.f. D3.1) of LTfLL, adopted for the research and development of the services, an early discussion with the possible stakeholders has already been started. It has been structured around a description of their educational problems and the LTfLL offered solutions, with overviews of features and claims after the implementation of the proposed solution. At this time these stakeholder groups have been found mainly within the educational partners of the LTfLL consortium. We plan to extend this with early adapters both from universities and the business world. While dissemination activities have been performed from the founding period of LTfLL project onwards, our exploitation strategy exploits the project's results during the last phase and afterwards to reach sustainability after the project's end.

The term sustainability should be read as:

1. ensuring that the developed products are used as basis for further research activities
  - by the own partners
  - by new projects
  - by R&D departments of companies
  - by R&D communities
2. ensuring that these services/products are used just in time in real learning contexts
  - in formal and informal learning
  - in educational institutes and in lifelong learning

To enable the transition from an R&D setting to educational use important requirements should be met about stability, language dependencies, ease of adaptation etc.. During the validation specific activities will be undertaken to create a complete picture of all these requirements. The results should clarify the best way to exploit each of the results including any need for further R&D.

Finally this document aims to create a common view for all LTfLL partners to these exploitation activities. It states how the outcomes should be promoted to support the adoption and the use in different academic, educational and commercial environments.

## 2 The LTfLL Project

### 2.1 Summary

The overall objective of the LTfLL project is to create a set of next-generation support and advice services that will enhance individual and collaborative building of competences and knowledge creation in educational as well as organizational settings. The project makes extensive use of language technologies and cognitive models in the services.

To this end the project will conduct R&D activities to design, develop and validate services with the following (sub-)objectives:

- to establish for the learner a starting position and recommendations on what to learn, i.e.:
  - to (semi-)automatically analyse the e-portfolio and domain of study in order to determine prior knowledge;
  - to give advice to the learner with regard to their profile in the domain studied.
- to give the learner support and feedback on the process and artefacts of learning, i.e.:
  - to offer recommendations based on an analysis of interactions in collaborative settings;
  - to offer recommendations based on the analysis of textual outputs by the learner.
- to support social and informal learning by
  - implementing a common semantic framework (i.e. an ontology) which will allow communication among users;
  - supporting social and informal learning through linking the formal representation of a domain and the informal descriptions produced by social tagging and folksonomies.

### 2.2 Objectives

Learning does not occur in isolation, but in a context involving various actors and resources. In such a learning environment, technology can enhance learning in a direct way e.g. by selecting content to be presented to the learner, or in an indirect way by enhancing support processes, such as tutoring. LTfLL uses language technologies in educational settings to make support processes more efficient and effective. The services developed in LTfLL will result in:

- an improved appreciation of the requirements and current profiles of the learners that will bring forward recommendations to better plan their studies and their choice of study resources.
- an improved support of (and therewith access to) contemporary pedagogical models such as computer supported collaborative learning.
- improved co-construction of knowledge in social and informal learning.

The emphasis lies on the monitoring of the learner's progress, rather than on formal assessment. This will improve recommendations for further competence and knowledge building. Additionally learners can benefit from each other's work, which will enhance the social interaction among learner groups in modern learning environments. The use of

language technologies shows a future oriented way to address the needs of different formal and informal learning situations.

## 2.3 Methodology

During the LTfLL lifecycle three cycles have been planned. At the end of the first cycle showcases (pre-pilots) are ready for validation. A showcase is not a real first version, but acts as a proof of concepts with a focus on studying existing components, testing critical issues and identifying R&D focus point for the next versions. The results of this validation will direct the R&D for the real first and second version. The validation of the first version enables iteration and adjustment for the second version, while the final validation depicts the user- and system requirements for the final roadmap. The final roadmap describes future research as well as possible implementations in the intended organisations.

The uptake of tools for e-learning and personal competence development at a larger scale is not merely dependent on the quality and the accessibility of a tool. There is an important role for illustrating ways of describing how to use of a tool in different settings showing the conditions of use and the potential benefits. Experience has shown that a detailed and concise common understanding of the outcomes of a project among the partnership is a critical success factor for any project and especially a European project with differing and sometimes unknown assumptions on the educational process. To guarantee the educational focus and to enable an open and detailed discussion between all the partners a LTfLL specific structured design methodology is created. The used methodology adopts and adapts the scenario based design of Rosson and Carroll<sup>1</sup> (2003) to the needs of the project and its additional requirements. In addition it has been combined with templates for use cases and scenarios and with examples to be used as illustrative background material for the partners. To instruct them in the use of this methodology several training and workshops has been given. This methodology will be adapted and evolves based on the results of validation activities.

## 2.4 Products

Within the products a distinction can be made between the core products (services designed and implemented by WP4, WP5 and WP6) and all the possible side products. At this stage of the LTfLL project the services are not yet fully defined. The overall scope has been defined in the final Use Cases (D3.1). Currently, the consolidated Problem and Solution Scenarios are being finalised and the Information and Interaction Scenarios are under development. The first version of the design of the services will be available in D3.2 (May 2009).

The core products are the following services (see D3.1, D4.1, D5.1 and D6.1 for a detailed description):

1. Positioning the Learner
2. Conceptual Development Diagnosis and Feedback,
3. Recommendations Based on Interaction Analysis
4. Provide Students Feedback about their Textual Outputs
5. Create Common Semantic Framework (CSF)
6. Using the social dimension of the Knowledge Sharing System

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<sup>1</sup> Rosson M.B. and Carroll J.M. (2002), Usability engineering: scenario-based development of human-computer interaction, Morgan Kaufmann Publishers Inc., San Francisco.

The side products of the LTfLL project contain:

- 1 the Scenario Based Design methodology (including templates, examples and training material)
- 2 the validation methodology (including formative and summative validation planning & tools e.g. used questionnaires as well as training materials)
- 3 a collection of NLP products (e.g. corpus, ontology, tokeniser etc.) for different languages
- 4 a functional Mash-up environment (including the knowledge and examples on how to build a mash-up i.e. the integration of three layers: data, services, and widgets)
- 5 a roadmap to direct future use and/or research and development

The front end of LTfLL services will be provided as widgets allowing, in principle, a relatively easy integration to existing portals or learning management systems (e.g. Moodle, Ilias or commercial learning management systems like SITOS). However, concerning the core services it is important to state that exploitation may require labour-some adaptations to meet specific requirements (language, topic, domain, level etc.), which should be done by highly skilled (R&D) staff. These adaptations should be made in the background defining the running engine, while the connection with the visible widgets could appear to be easy and straightforward. Therefore as part of the validation activities more information will be gathered on all explicit and implicit requirements for the use of the LTfLL services and on “transferability” issues. They will be analysed and reported in the roadmap and the consequences will be taken into account as part of the final exploitation plan.

Table 1 summarises the identified products.

*Table 1. LTfLL products*

<b>Core products</b>	
WP 4.1	Positioning the Learner, service as widget
WP 4.2	Conceptual Development Diagnosis and Feedback,
WP 5.1	Recommendations Based on Interaction Analysis
WP 5.2	Provide Students Feedback about their Textual Outputs
WP 6.1	Create Common Semantic Framework (CSF)
WP 6.2	Using the social dimension of the Knowledge Sharing System
<b>Side products</b>	
WP 3	Scenario Based Design Methodology
WP 7	Validation Methodology
WP 2 (4/5/6)	NLP products
WP 2	Mash-up environment
All	A roadmap for future use and/or R&D

### 3 Relevant target groups

Several criteria can be used to distinguish our target groups. One criterion is the distance to the project team of the LTfLL. Other criteria could start with the access to the market and its segmentation, the products, the type of organisation, etc.. In this document we will use a mixed approach; combining the distance as main criterion with specific characteristics in the possible use of the LTfLL products. The reason for the selection of the distance as the primary criterion is the realistic expectation that most of the products need more R&D or at least

additional development before these could be set into a real user market. The main target circles will be divided into: the LTfLL consortium, Other EC Projects and External Target Groups. In addition we consider within each circle three main secondary groups, namely: scientific communities, developer communities and user communities. The last one contains the so-called end users as well as the providers (figure 1).

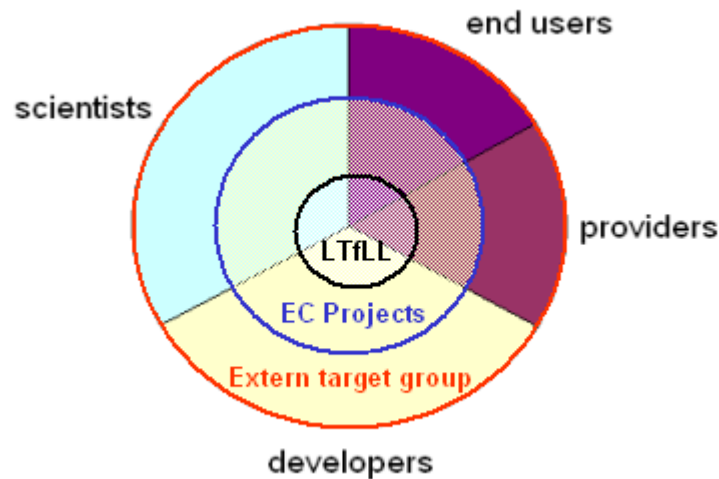


Figure 1. The subdivision of the target groups of the LTfLL project within the exploitation and dissemination.

### 3.1 LTfLL consortium

This first circle (LTfLL-project partners) can be expected to be the most important one for a continuation and exploitation of the own results. The background of the partners is quite different, covering multiple disciplines, languages and educational or IT oriented people. In this sense the composition of the project team is roughly the same as for the other targeted circles.

All partner institutions are involved in educational settings; which makes then the first circle of potential users of the LTfLL services. The partners are also part of broader scientific communities (Education, Educational Technology, Language Technology or Information Technology oriented) and some belong to developer communities. The links with specific networks depends heavily on the concerning background.

With solid groundings in the internal target circle the main focus can be diverted to the outer circles. The project partners, with their complete overview, can use the examples as a ‘snow ball effect’ to take the required steps to reach the wider communities.

### 3.2 Other EC Projects

The second circle, other (EC) projects is also important for LTfLL especially for the exchange of experiences and ideas. However, the background of the individual partners of these projects is even more diverse than that of LTfLL. The possible objectives for the projects cover much more than technology enhanced learning. Besides this also the type of projects differ starting from long term R&D projects to short term, implementation oriented ones (relatively close to early adaptors).

Being part of the same community and sharing some common ground, helps to open communication channels with these groups. Concerning the domain and/or discipline are all projects in Technology Enhanced Learning possible candidates for detailed contacts. Contacts have already been established with a number of projects such as TENCompetence, Grapple, Stellar, LT4eL, iCamp, idSpace (see also appendix I) both to exchange results and to organise joint events (ECTEL, Winterschool, Summerschool).

The list of relevant candidate projects, extending the group of projects mentioned above, and the main institutions involved, shall stepwise be enlarged and become more targeted, in particular as the first versions of the services are available.

### **3.3 External Target group**

The external target group for exploiting the project's results include possible stakeholders, who might take up the outcomes of the research work. The expected results of LTfLL (core products) likely need further development of e.g. labour some set ups and installation. Therefore within this group the main focus will be on researchers and decision makers with research budgets at their disposal and the so called early adaptors. Only some side products (e.g. validation, design methodology) can be used by a broader public, but being side products these will be neglected here in the first version of the plan.

In this section we will divide the target group into distinct subgroups being the Scientists, Developers, Users (Stakeholders) and the General Public. For each subgroup we will analyse globally some of the most likely target groups. This analytical overview shall progressively be elaborated during the lifecycle of LTfLL fed by the experiences in the communication with the first target groups. Within these communication acts the ideas are evaluated, the market potentials will be investigated and more information on the target groups will be collected.

#### **3.3.1 Scientific Audience**

This group contains researchers and lecturers within the disciplines Educational Sciences, Technology enhanced Learning, Languages, Language Technology, IT, Social Sciences who can use the accumulated knowledge, the concepts, the innovative visions and the experiences gathered by the LTfLL project for their teaching and/or future research. The communication with these groups follow the normal roads for any academic exchange of thoughts and ideas, namely papers, presentations, discussions and workshops at scientific conferences, symposia or in academic journals and books. The showcases and several versions of the services act as illustrations of a proof of concepts and show pilots for this audience. In this academic debate we want to prove the educational potentials and the LTfLL claims (see the scenarios). The universities and institutions of higher education as potential customers of the LTfLL services will be described in section 3.3.3 as users and target stakeholders.

#### **3.3.2 Developers communities**

This group consists of the research community, such as software developers, researchers and participants in innovative projects. By contacting this group we want to establish a body (or an associate with existing bodies) of parties that will support a future (Europe-wide) initiative for a continuation of the LTfLL services in their development, maintenance and deployment. In addition from this group we can expect that they start to use these services and techniques in other contexts creating new examples of practical use. The educational scenarios support a

constructive communication, but for this target group the source code and documentation are of more importance.

### 3.3.3 Users and target stakeholders

LTfLL shall explicitly target the “Lead Users” who are prepared to take the risk in an early adaptation of the innovation. These users will provide the project with valuable feedback and are important as supporters to open the broader market for LTfLL alike services. We are searching these early adaptors in institutions like:

- Providers and publishers in the E-learning market
- Big publishers of educational material
- Institutions of higher education
  - The staff
  - The students
- Private learning centres
- Bigger companies with internal training facilities
- Integrating Learning Management Systems
- Providers of internet services
- HRM departments and institutions for job hunting and outplacements

These target groups of “lead users” are very general and widely spread. Ideally they need to be addressed individually with a translation to their special needs and requirements. They need to manage their own specific customization (technology, IT-infrastructure, domain, language etc.), in order to make the services work in their own context. This requires a skilled staff that initially can be supported by the LTfLL partners and by offering interaction in a community with other “lead users”.

### 3.3.4 General public

In the last decade the use of high technology has invaded the general public. Especially in the use of telephone and internet services the layman has entered the market at a large scale. In the competition between concurrent systems, often the general public appears to be decisive. Some of the examples are Google, Twitter, the use of SMS etc. This target group is also of interest because it includes all lifelong learners and especially for the informal learning. To address this group a translation of the potential of the LTfLL learning and language services into possible solutions for their daily use is important.

## 4 Exploitation

The exploitation models identified for LTfLL can be divided into two categories. First we distinguish two “non-commercial exploitation” models:

- A simple distribution model where individuals or organisation adopt for their own use or for further R&D the results or part of the results of LTfLL. Specific branches of the results may develop.
- A community driven model, possibly including a revenue model for generating the necessary funding to support the community. Here, the community decides on further developments and collectively approves new releases and takes care of maintenance. A community may be driven by LTfLL, however, it can also be part of another community

e.g. an existing developers or e-learning community or a community consisting of partners of a new (R&D) project.

Secondly, we distinguish commercial exploitation. A commercial model offering paid services for stakeholders which are interested in one or more of the results but require support. The commercial model, in principle, can be followed by a combination of partners of LTfLL but equally well by an independent commercial company having access to the right knowledge and markets. In the next section we briefly describe the two main categories and for each category we discuss the expected options for exploitation.

#### **4.1 Non-commercial Exploitation**

The first category of exploitation activity concerns non-commercial exploitation. This includes the products (see table, section 2.4), which are meant to be shared among the project partners and potential external users. The exploitation options include:

- R&D-projects: usage of one or more of the existing products for continued R&D
- Early adaptors projects: usage of one or more of the existing products as part of a solution to an existing problem scenario. Further development, experimentation or adaption are required to customise, facilitate, enable large scale usage, or improve.
- Implementation projects: usage of one or more of the existing products as part of a solution to an existing problem scenario.

Table 2 gives a provisional (to be updated each year) overview of the combination of products & exploitation options. In addition it indicates the main questions to be answered to see whether the selections indicated are viable:

- Validation. The validation should answer the applicability of the product and/or the need for further research
- Transferability. The transferability should indicate if or to what extent the product can be transferred to another domain, topic or language; and the efforts involved
- Developmental efforts. The developmental efforts should give an estimate of the effort required to come from a prototype to a working product for a specific installation in real practice.
- Training. The training should answer to which extent documentation and/or training is needed to be able to use a product (or the existing materials are sufficient).

Table 2. LTfLL products & exploitation options

Core products		R&D	Questions/issues	Early adap-Tors	Questions/issues	Implemen-Tation	Questions/issues
1	Positioning the Learner, service as widget	X	- Validation results	X	- Validation results - Transferability - Developmental efforts - NLP domain and language specific	-	
2	Conceptual Development Diagnosis and Feedback,	X	“	X	“	-	
3	Recommendations Based on Interaction Analysis	X	“	X	“	-	
4	Provide Students Feedback about their Textual Outputs	X	“	X	“	-	
5	Create Common Semantic Framework (CSF)	X	“	X	“	-	
6	Using the social dimension of the Knowledge Sharing System	X	“	X	“	-	
<b>Side products</b>							
7	Scenario Based Design Methodology	X	- Validation results - Training	X	- Validation results - Training	X	- Validation results - Training
8	Validation Methodology	X	“	X	“	X	“
9	NLP products	X	- Validation results	X	- Validation results - Transferability	-	
10	Mash-up environment	X	“	X	“	X	- Validation results - Training
11	A roadmap for future use and/or R&D	X	n.a.	-		-	

In a similar way, as stepwise the viable combination of products & exploitation options become clear, we will indicate in table 3 which options have been or will be applied in practice. Both models, the simple distribution model and the community model, introduced in the beginning of this chapter can be applied. For the community model we will explore if it is possible to take advantage of existing alliances.

Table 3. LTfLL products & target groups

Core products		LTfLL partners	Other EC projects	Scientific Audience	Developers	User and stakeholders	General audience
1	Positioning the Learner, service as widget	<i>Example:</i> - R&D - Early adaptor					
2	Conceptual Development Diagnosis and Feedback,	<i>To be completed</i>					
3	Recommendations Based on Interaction Analysis						
4	Provide Students Feedback about their Textual Outputs						
5	Create Common Semantic Framework (CSF)						
6	Using the social dimension of the Knowledge Sharing System						
Side products							
7	Scenario Based Design Methodology						
8	Validation Methodology						
9	NLP products						
10	Mash-up environment						
11	A roadmap for future use and/or R&D						

## 4.2 Commercial Exploitation

The second category of activities is commercial exploitation. This happens through the free open source availability of developed services and their documentation. Into this category belong means such as the offer of technical support, consultant service, project implementations based on the services.

The primary outcomes of LTfLL are services which are available for free download via Open Source licensing. Nevertheless several potential products for commercial use can complete the portfolio. These ideas are a basis for the internal discussion and negotiation:

- Consulting for the use, combination and configuration of LTfLL services  
Additionally to the free training material and documentation, the services might need additional customized training and consulting packages for interested organisations or customers.
- Hosting services (use of LTfLL infrastructure)  
The services will be available for free download on SourceForge (<http://sourceforge.net/projects/ltfll/>). If organisations or customers want to use services without needing to install, they might use installed versions in the LTfLL infrastructure. However it will need a payment model to cover the running costs of servers and maintenance.
- Installation and configuration support  
Installation and configuration documentation will be enclosed to the services on the open source platform. Nevertheless additional service packages might be interesting for organisations or customers.
- Front-end generation and customization (development or training)  
Some customers might need CI branding of their front ends or even more powerful integrations. This side product will cover these needs.
- Generation of feeds (development or training)  
Deliverable D2.1 defines feeds as input for LTfLL services. For all potential users of these services the generation or transformation of available data to the structure of feeds might be an interesting support.
- Hosting and licensing of non-LTfLL services  
The infrastructure as defined in D2.1 is prepared for a high work load. Additionally the infrastructure is designed to be scalable. Hosting of additional services can be a supplementary offer to interested parties.
- Hosting of customer's services  
On request it is possible to add additional framework components or packages to the infrastructure.
- Licensing the use of collected corpora  
Some of the collected corpora might be of high value to interested parties. A commercial use of these components could be a potential business chance.
- Early adaptors projects (similar as in the previous section): usage of one or more of the existing products as part of a solution to an existing problem scenario. Further development, experimentation or adaption are required to customise, facilitate, enable large scale usage, or improve.

The commercial exploitation options are, given the open source policy of the project, in principle open for all parties interested. Given, the complexity of the services under development it is likely that, if this model is further developed, a partnership of companies and research organisations is required with the following potential roles:

- Exploitation, marketing and order processing is typically a role of the business partners in the consortium.
- Universities should be able to concentrate on research, development and improvement of services and to deliver training or consulting services.

The further active exploration of this will depend on the viable combination of products & exploitation options for commercial purposes. Funding opportunities for market-ready

products out of research results shall be screened during the project duration. (e.g. EUREKA Eurostars).

## 5 Requirements

In order to make the project’s exploitation a success, certain requirements have to be considered during the work. The most important are a strategic and well balanced set of dissemination & training activities (see D8.1 and D8.2 for a detailed discussion) and a number of additional specific activities which partly follow from the dissemination strategy and partly follow from the previous chapters.

### 5.1 Dissemination activities

The chance for an effective exploitation process is increased through a variation of dissemination & training materials and activities. Figure 2 gives an overview of the dissemination & training activities as described in D8.1 and D8.2.

Target Groups / Purpose	Internal Audience	Audience from other projects	External Audience		
			Technical and Scientific	Target Customers	Consortium Organizations
Awareness	Introduction and executive overviews on public website, see <a href="http://www.ltffl-project.org">www.ltffl-project.org</a> .				
		Presentations on conferences, fairs, other events by all project partners, see D8.2 section 2.3 and 2.4.			
		Press release and interviews on radio, newspaper and magazines, see D8.2 section 2.3 and 2.4.			
Information	Deliverables and publications on public website, see: <a href="http://www.ltffl-project.org">www.ltffl-project.org</a> (supported by Dspace: <a href="http://dspace.ou.nl/simple-search?query=ltffl">http://dspace.ou.nl/simple-search?query=ltffl</a> )				
	face-to-face training initiated by training need forms, see D8.2 section 3.3 and 3.4.				
		Presentations on conferences, fairs, other events by all project partners, see D8.2 section 2.3 and 2.4.			
Engagement					
	Internal website, see <a href="http://partners.ltffl-project.org">http://partners.ltffl-project.org</a> Project meetings, interim meetings and reports, see D1.5 period 1-4.				
		Discussions on conferences, fairs, other events by all project partners see section 2.3 and 2.4.			
Promotion		Presentation material a poster ( <a href="http://hdl.handle.net/1820/1745">http://hdl.handle.net/1820/1745</a> ) and a flyer ( <a href="http://hdl.handle.net/1820/1746">http://hdl.handle.net/1820/1746</a> )			

Figure 2. LTfLL dissemination & training activities.

In addition the following additional activities are planned:

- The public website will link to or if technically possible include the visual front ends for all services developed.
- A regular newsletter will be used to raise attention to specific results, events or release of a new service.

## 5.2 Exploitation activities

With the different products and the distinguished target groups in mind specific, activities are designed to smoothen a detailed customisation. These activities include exploitation ‘only activities’ and activities that form the bridge between the scenarios, the R&D, validation and the exploitation, establishing the communication plans and the background materials. The main target groups as well as the activity holders are described in the table.

For reaching our aims for exploitation the following activities have been planned:

Activity	Target	Responsibility	When
upload of services and documentation to SourceForge	Developers Communities	WP2 with support of developing partners WP4,5,6	Version 1 & 2 and in between
updating table 2 LTfLL products and exploitation options	LTfLL	WP8 with the support of all	permanent
updating table 3 LTfLL products and target groups	LTfLL	WP8 with the support of all	permanent
strategic decision how to plan the exploitation and main target groups	LTfLL	Executive Committee	March 2009 and afterwards
initial list of “Lead Users”	User and target stakeholders	WP8 with the support of all	September 2009
updating list of “Lead Users”	User and target stakeholders	WP8 with the support of all	permanent
Communication plan for target groups and “Lead Users”	All external target groups	WP8 with the support of all	December 2009
ensure stability of services version 1 for continuation of development	Developers Communities	WP2 with support of developing partners WP4,5,6	January 2010
ensure stability of services version 2 for continuation of development	Developers Communities	WP2 with support of developing partners WP4,5,6	December 2010
Investigation for a possible user and/or industrial promotion board	LTfLL	consortium and interested partners in commercial exploitation	February 2010
translating the results of showcases into promotion material (use as proof of concepts)	All external target groups	WP8/WP7 with the support of all	September 2009
translating the results of version 1 into promotion material (use as demonstrators)	All external target groups	WP8/WP7 with the support of all	September 2010
Sorting out all IPR aspects	LTfLL	Executive Committee	February 2011
Clarity about the transferability to another configuration, domain etc.	LTfLL	WP2/WP7 with support of developing partners WP4,5,6	February 2011
specify the market-readiness and potential of all services and products	LTfLL	All partners	February 2011
definition of communication and possible marketing channels	LTfLL	WP8 with the support of all	October 2010
Organising or joining a project exhibition	All external target groups	WP8	Before 2011

## **6 Conclusions**

This deliverable provides the first exploration of the exploitation and sustainability options of the LTfLL results. The document lists and discusses the possible products, target groups and exploitation models both non-commercial and commercial models for exploitation. It gives all partners a common overview over the planned exploitation options and a set of activities to execute and discuss in the next two years.

Both the stage of the project (it is the 1<sup>st</sup> year) and the stage of the core R&D tasks (all classified as long-term research) in this project are at an early stage. Moreover, relevant and valuable side products have been identified, which deserve their own specific exploitation and dissemination activities. Therefore in the next two years substantial input and effort will be required to complete the picture. This document should assist and work as framework for clarification of the (commercial) use of services and additional products during and after the end of the project's official lifecycle.

LTfLL project has been declared an open source project. Nevertheless commercial exploitation has been explored as a serious option to ensure sustainability of the project's outcomes. The final exploitation strategy and plan will contain answers to the questions which are opened in this document.

## Appendix I: Contacts established in year 1

The following table gives an overview are the most important co-operations that have been established in year 1:

Name	Type	comments
ECTEL'08	TEL-conference	Active participation and collaboration with various TEL projects (iCamp, TENCompetence) to organise mash-up workshop
Kluwer	Company (educational publisher)	Meeting and exchange of project information to enable early awareness of the LTfLL R&D and services.
TENCompetence	Integrated Project	An exchange on research and an active contribution to the TENCompetence winterschool
ECTEL'09	TEL-conference	Active participation and collaboration with various TEL projects
TEL summerschool '09	TEL-activity	Active participation and collaboration with various projects including Stellar, Grapple, Icopar, Aposdle. LTfLL partners did contribute as tutors and attendants
LT4eL	STREP	Exchange of research results in particular for WP6 and WP4
iCamp.	STREP	Exchange on research results in particular for the mash-up approach (WP2)
Aposdle	Integrated project	Exchange of project results (WP6)
Bony	Project Lifelong Learning Programme	Exchange of project results (WP6)
Melt	Project eContentplus programme	Exchange of project results (WP6)
University of Salamanca	University	Participation in additional showcase trial of task 4.2
University of Maastricht	University	Special workshop and an initial agreement to contribute with test materials
Syntens	Advisory organisation for SME	Meeting and exchange of project information for further distribution in the Syntens network
Bibliotheek Huis Limburg	library support organisation	Meeting and exchange of project information to enable awareness of the LTfLL R&D and services.
McGraw-Hill International Publishing Group	Company	exchange of project information and results in the area of social media (WP6)
Cairo Microsoft Innovation Center	Company	exchange of project information and results in the area of semantic search (WP6)
Web Intelligence Research Division of J.D. Power and Associates	Company	exchange of project information and results in the area of social media (WP6)
University of Southern California	University	exchange of project information and results in the area of online discussion analysis (WP5)
Yahoo (research)	Company	exchange of project information
Technical University Graz	University	Exchange of research results
Bit schulungcenter	Educational SME	Participation in task 4.1
Siemens Professional Education	Enterprise	Exchange of research results, awareness and evaluation of being one of the early adaptors