
**Information technology for learning,
education and training — Supportive
technology and specific integration —**

**Part 3:
Platform and Media Taxonomy (PMT)**

*Technologie de support ITLET et intégration de spécification —
Technologie de support et intégration spécifique —*

Partie 3: Taxinomie de plates-formes et de milieux



Reference number
ISO/IEC TR 24725-3:2010(E)

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Published in Switzerland

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Foreword

ISO (the International Organization for Standardization) and IEC (the International Electrotechnical Commission) form the specialized system for worldwide standardization. National bodies that are members of ISO or IEC participate in the development of International Standards through technical committees established by the respective organization to deal with particular fields of technical activity. ISO and IEC technical committees collaborate in fields of mutual interest. Other international organizations, governmental and non-governmental, in liaison with ISO and IEC, also take part in the work. In the field of information technology, ISO and IEC have established a joint technical committee, ISO/IEC JTC 1.

International Standards are drafted in accordance with the rules given in the ISO/IEC Directives, Part 2.

The main task of the joint technical committee is to prepare International Standards. Draft International Standards adopted by the joint technical committee are circulated to national bodies for voting. Publication as an International Standard requires approval by at least 75 % of the national bodies casting a vote.

In exceptional circumstances, when the joint technical committee has collected data of a different kind from that which is normally published as an International Standard ("state of the art", for example), it may decide to publish a Technical Report. A Technical Report is entirely informative in nature and shall be subject to review every five years in the same manner as an International Standard.

Attention is drawn to the possibility that some of the elements of this document may be the subject of patent rights. ISO and IEC shall not be held responsible for identifying any or all such patent rights.

ISO/IEC TR 24725-3 was prepared by Joint Technical Committee ISO/IEC JTC 1, *Information technology*, Subcommittee SC 36, *Information technology for learning, education and training*.

ISO/IEC TR 24725 consists of the following parts, under the general title *Information technology for learning, education and training — Supportive technology and specific integration*:

- *Part 1: Framework* [Technical Report]
- *Part 2: Rights Expression Language (REL) — Commercial applications* [Technical Report]
- *Part 3: Platform and Media Taxonomy (PMT)* [Technical Report]

Introduction

Information technologies are being employed throughout the world to support learning, education and training activities using various media (digital video, audio, etc.) and varying platform configurations. Instructors, trainers, mentors and learners can be located in different places around the world and can engage in activities synchronously or asynchronously. Teaching personnel, learners, administration and technical support staff can be separated by geographic distance and located in different time zones. With these considerations in mind, it is essential that a shared standardized vocabulary and associated taxonomy be developed to support the interoperability and sound functioning of underlying information technology (IT) structures, including media and platform applications.

The concept and structure of integrated supportive technologies and specifications that can be combined to sustain and enhance learning, education and training activities are specified in ISO/IEC TR 24725-1. The purpose of ISO/IEC TR 24725-3 is to recommend when and how certain IT media and platform applications can be combined and used. A bundle of different media and platform technologies defines subsets or combinations of technologies that support a specific function, and can be associated with a particular application, community, and/or environment. Different bundles can be created and utilized to meet the needs of specific communities (e.g. learning communities, educational institutions, and corporate training organizations).

Several technology bundles can be developed for different operating scenarios, such as “browser platform”, “workstation platform” and “media types”. These bundles are determined by first considering the function or purpose; then, the components required are identified from the taxonomy. The identification of the technologies can include consideration of compatibility issues and recommendations to ensure interoperability across diverse IT systems. It is expected that, over time, these profiles will be updated and amended as needed to remain relevant to updates and changes resulting from the development of new and emerging technologies.

This standard profile will identify existing standards and specifications of learning technology platforms and their content. It will not specify the technical details, but limitations and enhancements to these standards and specifications.

It is recognized that the bundling of technologies to support learning, education, and training activities has certain considerations that are not within the scope of this document, including but not limited to:

- a) suitability of technology bundles to meet basic requirements for
 - 1) teaching (teaching style, underlying learning theory (or theories) employed, etc.),
 - 2) learners (learning styles, previous experiences, attitudes towards technology, etc.),
 - 3) subject matter (subject domain, level of complexity, technical content, etc.),
 - 4) milieu (networked environment at a university, corporate intranet, etc.),
 - 5) other (privacy requirements, administrative and government reporting, etc.);
- b) technical considerations (e.g., backward and forward compatibility, migration, integration with multiple systems such as Human Resource Information Systems, Student Information Systems, etc.);
- c) evaluation of technology bundle effectiveness in terms of intended function.

It is anticipated that some or all of these considerations will be addressed in future editions of ISO/IEC 24725-3, in companion standards, Technical Reports, best practices guidelines, or in documents elsewhere.

