

OECD-Canada Technology Foresight Forum  
Session 3a  
User-created content: What are the impacts?

---

1 Ottawa, ON

2 --- Upon commencing on Wednesday, October 3, 2007  
3 at 2:00 p.m.

4 --- Audio feed disconnected

5 MR. OXLEY: ...geographic social  
6 separation.

7 The people who work for me all  
8 work the same way, much the same way. Young  
9 people just don't accept that the way we did  
10 things 10 years ago is the way we have to. Like  
11 my daughter ...

12 --- Audio feed disconnected

13 She doesn't know what life was  
14 like before that.

15 --- Audio feed disconnected

16 MR. OXLEY: Thank you ...

17 --- Audio feed disconnected

18 MR. LEBLANC: ... user-created  
19 content: What are the impacts?

20 Mike...?

21 MR. LEBLANC: ... by 600 per cent,  
22 and the initiative was so successful that they cut  
23 11,000 salaries of engineers affected to Client  
24 Services because the clients serviced themselves

---

1 through the forum. So already in '95 this was the  
2 birth of what we could call now user-generated  
3 content.

4 Another question that people might  
5 ask is: What is the actual influence of the  
6 bloggers?

7 Let me ask you what would be the  
8 most influential factor in the purchase decision  
9 of a washing machine. Will this be the publicity  
10 of the manufacturer? Will this be the journalist  
11 that talks about washing machines? Or will this  
12 be your brother-in-law that purchased a washing  
13 machine?

14 Well, bloggers and the blogger  
15 community is a world-wide network of brothers-in-  
16 law. This is why people give so much credit to  
17 bloggers, because they can relate to them and they  
18 can really understand the concern and what they  
19 are seeing.

20 Now, another thing that is very  
21 strange is that at the last provincial election in  
22 the Province of Québec there was several parties  
23 that had blogs, but the party that won the blog  
24 war was a party that had no blog itself. It was

OECD-Canada Technology Foresight Forum  
Session 3a  
User-created content: What are the impacts?

---

1 Action démocratique du Québec. But they had a lot  
2 of users that blogged for them on their own blogs.

3 All the points and all the  
4 political ideas of Action démocratique du Québec  
5 were the next day in the newspaper, because  
6 journalists read the blogs, read the blogs of the  
7 followers of Action démocratique du Québec. So  
8 there again is another user impact that finally  
9 helped that party that became known in Québec.

10 Another thing that we have to  
11 think about when we think about user-created  
12 impact is the effect of that on companies.

13 I give a lot of lectures and  
14 training to companies about their use of blog and  
15 blogging and the first question any company always  
16 comes up with is: Well, if we open a blog, if we  
17 open a forum, people might criticize us. People  
18 might start to say they don't like our product or  
19 our services and we cannot bear the idea of having  
20 such criticism. What can we do?

21 Now, if you have a bad product and  
22 you have a bad service, my point of view is you  
23 had better know it. Instead of paying for a focus  
24 group you could have it live. Somebody will tell

1 you live "Your product is not that good. You  
2 should increase it."

3 Last year there was a new concept  
4 that a lot of people talked about and it was  
5 transparency tyranny. I believe we are at that  
6 age that every company should be transparent and  
7 should be able to live by its product and services  
8 and listen to what it has to improve.

9 Now obviously those types of  
10 things are very hard and could be very hurtful for  
11 your ego to know that your product is not was good  
12 as you are led to believe, but what is the other  
13 thing? If you don't leave a space within your  
14 company presence, how could it hurt you if  
15 somebody bitched about your product elsewhere?

16 I did it myself. I have a blog at  
17 Michelleblanc.com. It is a blog that I'm lucky  
18 enough to have something like 80,000 unique  
19 viewers a month -- and I blog in French.

20 One of the companies that I will  
21 not name, I purchased my furniture, my business  
22 furniture from them. I had very, very, very bad  
23 service, a hell of an experience. I phoned them,  
24 I said how bad the experience was. They gave me

1 the runaround. I went to their Web site, I tried  
2 to find a place where I could put my brief and  
3 state how bad my experience was. I couldn't find  
4 any place, so I wrote a post saying how shitty  
5 their service was.

6 Now if you go on Google and you  
7 write the name of that company, on the first page  
8 of Google you see "Michel Leblanc, M.Sc. commerce  
9 électronique XXX "quelle service de merde!"

10 So if they had a space within  
11 their Web site that allowed me to tell them how  
12 shitty their service was, that comment would have  
13 been melted in the overwhelming information that  
14 the site provided. But now, since it did not  
15 allow me to express my disappointment, I expressed  
16 it anyway and it hurts them much more now.

17 What really surprised me is that  
18 two years down the road they never phoned me to  
19 tell me "What happened? Can we do something to  
20 solve the problem? How can we get rid of that  
21 page?" They did not phone me yet, so it is really  
22 surprising.

23 Another thing I want to tell you  
24 before I let our distinguished panel discuss

---

OECD-Canada Technology Foresight Forum  
Session 3a  
User-created content: What are the impacts?

---

1 further the importance and impact of user-  
2 generated content, a year and a half ago you know  
3 the blog marketing iSpeak about another blogger's  
4 content, another blogger's content, a blogger  
5 speaks about my content?

6                   So there was a guy that linked to  
7 my content for a couple of times. I went back, I  
8 looked at his blog, found it was a very  
9 interesting blog, gave him a call and I said "Why  
10 don't you take a coffee and discuss business and  
11 blogging." We had a lot of fun. We discussed for  
12 something like three hours.

13                   Then I said "Why don't we do that  
14 as a monthly event and invite other people to join  
15 in?" So he wrote a post, I wrote a post. The  
16 next time we were 20 people coming from business  
17 or the blogging community.

18                   Now that event, that cost nothing  
19 to me and that only cost the drink of the people  
20 that come to the meeting, they pay themselves a  
21 drink, it is now in four countries. It is  
22 spreading like wildfire. I never put marketing  
23 money on it. For me it's just for the fun of  
24 discussing with business people and with bloggers

1 about business blogging.

2                   The event is called Yulbiz. Now  
3 you have one in Montréal, you have one in Québec  
4 City, you have one in Paris, you have one in  
5 Brussels and you have one in Warsaw. We are  
6 discussing starting a Yulbiz event in Strasbourg,  
7 in Lille, in New York and in San Francisco.

8                   All this did not exist a year and  
9 a half ago and now, because of Yulbiz -- one of  
10 the three major media corporations in Canada is  
11 called Transcontinental. At Yulbiz the idea  
12 started to start making publicity for business  
13 bloggers. So during one of the Yulbiz events we  
14 discussed that possibility.

15                   Transcontinental came with the  
16 idea of making -- I don't know the word in  
17 English, but it's like a publicity Yul staff.  
18 Transcontinental will sell the publicity, the  
19 publicity will be on business blog and will  
20 directly target business readers which read blogs.

21                   Now, for the last two weeks, the  
22 20 most prominent business bloggers in Québec have  
23 a little publicity, which pays a hell of a lot  
24 more than global accents. We are all very happy

1 about that. The first one that advertised there  
2 is Musée des beaux arts de Montréal, which is a  
3 great idea, and it's like a test.

4 So now business bloggers will be  
5 able, on top of attracting customers, of making  
6 money with their content, and making very good  
7 money. And Transcontinental will give 55 per cent  
8 of the publicity it sells to the bloggers and keep  
9 45 per cent to themselves.

10 To me it's a very great idea and  
11 now in Canada business bloggers can start to make  
12 money with their content and advertisers can now  
13 pinpoint business people that are interested in  
14 the content of business bloggers.

15 So again, it is a very good user-  
16 created impact and now that this was organically  
17 organized through blogs.

18 So I thank you very much and I  
19 would like to present to you Mr. Jungwook Lim who  
20 is the Vice-President of Scientific Innovation at  
21 Daum Communications, Korea. For those who don't  
22 know about Daum Communications, it's like the  
23 equivalent of Yahoo! here.

24 Thank you.

OECD-Canada Technology Foresight Forum  
Session 3a  
User-created content: What are the impacts?

---

1 --- Applause

2 MR. LIM: Thank you, Monsieur, for  
3 the nice introduction.

4 Let me give you some  
5 characteristics of a Korean UCC and the Korean  
6 market.

7 This is the history of a Korean  
8 UCC. This is the timeline over Korean Internet  
9 industry. We actually started the same as other  
10 countries. Like, Internet error just started from  
11 1995, but I think there are two distinctions  
12 compared to other countries. The one is some kind  
13 of -- only spread over broadband Internet.

14 There are some reasons. Broadband  
15 Internet started from 1998, and it started  
16 heavily, you know, provided from the 1990s,  
17 because of some huge industry competition and the  
18 government support and some kind of dense  
19 population, because of Seoul, you know, has about  
20 one-third of the population in Korea.

21 So, actually, broadband Internet  
22 start to be a key driver for UCC, something like  
23 that. So after, dot-com collapsed from 2000, even  
24 though we have a lot of some interesting -- you

OECD-Canada Technology Foresight Forum  
Session 3a  
User-created content: What are the impacts?

---

1 know, some Internet new services, like -- so from  
2 the time, people started using Avatar, and with  
3 Avatar people expressed themselves in the  
4 cyberspace after that, from 2003.

5                   And even before the Web 2.0, and  
6 Korea started from something like Web 2.0 service,  
7 like, I'm going to give you some examples, like,  
8 enable analogy in is a Q and A community service,  
9 and the other one such as for story is the  
10 Cyworld.

11                   Cyworld is a social networking  
12 service started from 1999, and it really took off  
13 from 2003. And the Cyworld is like from 2003 and  
14 2004 and all of a sudden in Korea, in twenties and  
15 teenagers, just everybody's using the Cyworld and  
16 the network and they started express themselves in  
17 the cyberspace.

18                   So I think there are some kind of  
19 key drivers, and I think the important  
20 technological driver is the digital devices.  
21 Korea is famous for one of the -- you know, some  
22 early market, early adapt to market for some  
23 digital devices, like digital camera, personal  
24 multimedia player and cellphone.

---

OECD-Canada Technology Foresight Forum  
Session 3a  
User-created content: What are the impacts?

---

1                   From only 21st century, these  
2 cameras is having a huge market share in the  
3 Korean market and personal multimedia player has  
4 been, you know, sold very vastly. The cellphone,  
5 I think from 2000, almost every cellphone has  
6 camera capabilities, and with that people starting  
7 to upload their photos to the Internet, and I  
8 think that's the start of UCC.

9                   So let me give you two interesting  
10 examples about UCC. The first one, in my  
11 company's case, is the down blogger news. It's  
12 something like helping the bloggers. Anybody's  
13 whose familiar with journalism probably knows  
14 about the OMI New. OMI News is famous for the  
15 (inaudible) journalism, so it's the down blog and  
16 uses one of the odd bands to form over (inaudible)  
17 journalism.

18                   Anybody who has their blog in  
19 Korea can register their blogs to the down blogger  
20 news system, so now the number of down blogger  
21 journalists registered is about 35,000 right now.  
22 They actually posted articles, about 38,000 in a  
23 month. Of course, there are a lot of something,  
24 they are worthless articles, but there are many,

OECD-Canada Technology Foresight Forum  
Session 3a  
User-created content: What are the impacts?

---

1 many, and good articles and there's some  
2 interesting life stories, and something like that.

3           So we are actually the editors of  
4 the down news system and they are helping with the  
5 down editors, you know, some peoples, and they are  
6 pick, you know, down interesting articles. And it  
7 actually appears the down front page. Down front  
8 page has about, you know, some 7 million visitors  
9 every day, and it has, you know, some huge power  
10 in Korean society.

11           And this the banking hours of the  
12 globe is one example. Recently, Korean Banking  
13 Union, they are opposed to cutting the working  
14 hours of the bank and they are trying to compare  
15 it to the other countries. They are arguing that  
16 the other countries' bank, their working hour is  
17 short, and so Koreans have to, you know, some  
18 cutting the working hours of bank.

19           So one down blogger, actually,  
20 Korean blogger, trying to, you know, some analyze  
21 this, and he wrote articles about this and they  
22 are asking for sending some comments about other  
23 countries', you know, situation. So this Korean  
24 blogger collected the comments from the other

OECD-Canada Technology Foresight Forum  
Session 3a  
User-created content: What are the impacts?

---

1 Koreans living around the world on the working  
2 hours and services, over 25 different countries.

3           Actually, after that, he wrote an  
4 article based on the information, proving that the  
5 demands of the Korean Banking Union were  
6 unreasonable. Actually, they are based on the  
7 fact -- on wrong facts. So eventually Korean  
8 Banking Union that took the proposal for the time  
9 being due to criticism raised by the blogger news.  
10 So this is, I think, the good example for how UCC,  
11 you know, influence, you know, some society.

12           And a second one is (inaudible).  
13 This is one of the very successful -- you know,  
14 some business cases also, and this is one of the  
15 first polar-based -- this is the first polar base  
16 to question and answer community in Korea, and  
17 maybe in the world.

18           This is capable of giving very  
19 specific answers to the various questions. So if  
20 you have any some kinds of questions about Ottawa  
21 and what to do after this conference, you can just  
22 ask him a question in the system and somebody who  
23 has that information answers the Internet. And  
24 you can easily search that same kind of questions.

---

OECD-Canada Technology Foresight Forum  
Session 3a  
User-created content: What are the impacts?

---

1 So it's very easy to find some kind of specific  
2 answer.

3 And they actually started the  
4 system from 2002, and actually it became strong  
5 actually over competitors like Google. So it's  
6 like extracting analysis from users' brains, so it  
7 has been very successful. It's like copied by the  
8 Yahoo! answer, something like that.

9 So this is one of the two examples  
10 of UCC impact on Korean society. And these days,  
11 resumes in the forms of UCC are increasing because  
12 companies there, who values the creativity more,  
13 they are trying to analyze, you know, some  
14 applicants' UCC, like a video or blog and  
15 something like that, and read it, and they are  
16 trying to decide who's, you know, appropriate for  
17 their companies.

18 Korean UCC also have challenges,  
19 like copyright issue in appropriated contents, and  
20 so we have a video service and we have a very --  
21 too many, you know, some videos posted every day,  
22 but the problem is that a lot of them actually  
23 copyright infringement, you know, videos,  
24 actually.

OECD-Canada Technology Foresight Forum  
Session 3a  
User-created content: What are the impacts?

---

1                   So we spend a lot of time,  
2           actually, filtering this, and so making system for  
3           providing some video filtering system, cue out  
4           filtering and provide some human monitoring teams.  
5           And we are talking about the government a lot,  
6           about making the policies and guideline about  
7           this.

8                   Thank you.

9           --- Applause

10                   MR. LEBLANC: Now we will listen  
11           to Mr. Andres Monroy-Hernandez, from Lego and  
12           Lifelong Kindergarten Initiative at MIT.

13                   MR. MONROY-HERNANDEZ: Hello. I  
14           am part of a group at the MIT Media Lab called  
15           Lifelong Kindergarten Group and we are interested  
16           in technology and education, and how these two  
17           areas can converse. As this panel is about how  
18           the user united content and Web 2.0 technologies  
19           can have an impact in society, I think the kind of  
20           work that we are doing in our group is very  
21           relevant.

22                   One of the things that we often  
23           think about when we think about education is an  
24           image like this, where we have a professor or a

1 teacher basically giving data or knowledge to  
2 students, the students memorize it, and then you  
3 take a test and then that's the end of the  
4 process, basically. If you fail, then you have to  
5 relearn everything.

6                   However, we all know that this is  
7 one of the simplest and not-so-useful ways of  
8 learning. Unfortunately, when we think about  
9 technology and education, we often think of just  
10 perpetrating this model with new technologies. So  
11 when we think about, like, how the web can help  
12 kids learn, we just think about maybe Wikipedia is  
13 a good way for them to get information or just  
14 access to information over the web or videos, or  
15 interactive content. But we don't really think  
16 about how technology can really change these  
17 models, because just delivering information with  
18 the web is just perpetrating the same model and  
19 replacing the teacher for a computer, which is  
20 basically the same thing.

21                   So, when we look at inspiration,  
22 we look at places like the kindergarten and we  
23 often criticize how bad educations are in  
24 different countries and everybody says, like

OECD-Canada Technology Foresight Forum  
Session 3a  
User-created content: What are the impacts?

---

1 middle school is really bad, elementary school is  
2 really bad, but we often don't hear people  
3 criticize kindergarten, and we believe that's  
4 because it works and because at that age people  
5 are really learning a lot of different things in a  
6 very short period of time. Perhaps it's not the  
7 most advanced things because we are really young,  
8 but people explore, the kids explore by playing  
9 with Playdough, Lego blocks, or fingerpaint, and  
10 as they do that, as they explore their world and  
11 play with different things they learn a lot of  
12 different concepts like numbers, the concept of  
13 time and so on.

14 But, (inaudible) one of the things  
15 that happens) after kindergarten is that it seems  
16 that we never have (inaudible) and that's where we  
17 think technology makes a big difference. We will  
18 keep the same learning style throughout all the  
19 (inaudible) called the Scratch.

20 Scratch is a (inaudible) language.  
21 This is an (inaudible) of the application that  
22 allows anyone to be able to program animations,  
23 interactive art, video games, anything that you  
24 want to created in the ether world, you can create

1 with Scratch.

2                   So these applications, it's, I  
3 could show it to you if I had my computer here,  
4 but basically what you do is that you drag blocks  
5 from that panel into these panels in the middle,  
6 and then can control different things to happen on  
7 the screen. So, for example, I can say every time  
8 I clap I want a character to be jumping, or when  
9 I, say, move my mouse, I want my image to be  
10 changing. So, this application was developed as  
11 part of a research project of four years where we  
12 tested these in different countries with different  
13 kids.

14                   One of the things I recently did  
15 is that I thought about the idea of, okay, it's  
16 fine, people can create this kind of interactive  
17 content. We give people the tools for them to  
18 create things, not just consume. But, it is  
19 important for them to share. As we have heard  
20 here in the conference like the idea of sharing  
21 on-line and this, this whole concept, is a very  
22 important concept also in education. You don't  
23 just create things alone, you also have to share  
24 them with others.

OECD-Canada Technology Foresight Forum  
Session 3a  
User-created content: What are the impacts?

---

1                   So, as part of my thesis project I  
2 kind of focus on these particular portions of the  
3 application, which is the share button. This is a  
4 very simple button but what it does is that in  
5 addition to it allows you to save on your computer  
6 or to share with others on your desktop, you can  
7 also share it with other people on-line. So, I  
8 created a website similar to U-Tube and all these  
9 different websites, Flickr and so on, I created a  
10 website where kids can upload their creations made  
11 in Scratch and share them with the world.

12                   The site was released about four  
13 months ago. We have received tons of projects  
14 like this one, for example. This is one of the  
15 most advanced projects, it's a video game that  
16 some kid from -- I think this kid was from the UK.  
17 So, there are different types of animations and  
18 video games that people have created, and we have  
19 received about 33,000 projects from all over the  
20 world, and we have been really surprised because  
21 originally this was just my thesis project but it  
22 has grown a lot in the past few months, and now we  
23 are thinking of better ways of fostering this idea  
24 of collaboration.

1                   One of the different things that I  
2 believe Scratch presents compared to other on-line  
3 media sharing applications is that in a lot of  
4 applications you basically go to a community to  
5 get inspirational ideas or also to put content out  
6 there, so I created a video, I put it on U-Tube  
7 and then people can see my video and get  
8 inspiration to create another video, and perhaps  
9 like a lip-sync video and so it's like a cycle  
10 there.

11                   One of the things that is really  
12 hard to do in places like U-Tube or other places  
13 like that, is to creatively appropriate or  
14 download content and re-mix it to create new  
15 content. So that's something that in Scratch is  
16 very simple to do.

17                   In Scratch when you are looking at  
18 a project like this one, you can see that you can  
19 download the original source code of any project  
20 that you see on the website and then build on top  
21 of it. So, about 15% of the projects right now,  
22 on our site, are re-mixes of other people's  
23 content, which we have been really surprised about  
24 and we think this has a lot of promises allowed

1 for the future.

2 One of the things that we are  
3 doing, also, is, that all the content that kids  
4 share on-line is shared under the Creative Common  
5 Licence attribution and Share Alike type of  
6 license. So, you are allowed to do anything you  
7 want with content that is uploaded there as long  
8 as you share it in the same way. So, we are  
9 trying to foster this idea of collaboration and  
10 also giving credit to others.

11 Going back to what kind of  
12 statistics we have gotten in the past four months.  
13 We have gotten about six million page views, about  
14 900,000 visits, people from all different  
15 countries, and 33,000 projects.

16 One of the interesting things is  
17 that about 20% of the registered users are active  
18 content creators of projects and more than that  
19 are people who are actually posting comments and  
20 giving feedback to other kids, creating content on  
21 the site.

22 If we analyse how much code has  
23 been created on the site, there are about 500,000  
24 scripts created. So each project is composed of

1 different scripts and there's lots of code on the  
2 website.

3           There is also this idea of  
4 creating a network of friends in the website, so  
5 we have friendship connections there.

6           So, the type of changes that  
7 people have done is about 44% of the changes are  
8 scripts changes and code changes, which are to the  
9 core of what you can actually change on a project.

10           The distribution of ages on the  
11 site right now, the peak is at twelve, but you can  
12 see that the youngest generation from eight to  
13 around sixteen, which is our target audience, is  
14 really the people who are using the website.

15           Finally, the distribution across  
16 gender is not as good as we wished, and this is  
17 something that we are working on. Right now, the  
18 distribution is like this, but we are hoping to do  
19 more changes into the wrapping or the application  
20 to promote more participation across gender.

21           One of the things that I have done  
22 is analyse how people correlate gender and number  
23 of projects. And one of the things that I found  
24 is that there is no correlation between gender and

OECD-Canada Technology Foresight Forum  
Session 3a  
User-created content: What are the impacts?

---

1 age and number of projects, which means that girls  
2 and boys are as likely to work on projects as each  
3 other.

4 And, finally, these are the kind  
5 of projects that people have created. There are  
6 different trends on the site. People are citing  
7 other people's work, and acknowledging that other  
8 people are reaching (inaudible) their content.  
9 People are creating content based on what you see  
10 on TV, like *Deal or No Deal*, that kind of  
11 application, or also the *Transformers* or the theme  
12 songs, or *Hot Reporter*.

13 Finally, people are reaching out  
14 to other communities. They are creating their  
15 blogs about what they are doing on Scratch. They  
16 created *Facebook* groups, etcetera.

17 So, I hope you get to visit our  
18 site. If you google Scratch on *Google* you'll find  
19 our website and our software. Thank you.

20 --- Applause

21 MR. LEBLANC: Thank you Mr.  
22 Monroy-Hernandez.

23 Now, please listen to Mrs.  
24 Jennifer Corriero, who is the Executive Director

---

OECD-Canada Technology Foresight Forum  
Session 3a  
User-created content: What are the impacts?

---

1 and Co-founder of TakingITGlobal.

2 MS CORRIERO: All right, well, I  
3 wanted to start off with a question for you. If  
4 you can just think about a young person that you  
5 know, or know of, between the ages of about  
6 fifteen and twenty-five, and if you can think of  
7 an example of how they would have demonstrated  
8 leadership, or a contribution that they have made  
9 to the world in some way, whether it be to your  
10 own life or to the community or their school, but  
11 think about a positive contribution.

12 I'll give you ten seconds.

13 And, if you can turn to your  
14 neighbour and just quickly share that example.  
15 And I know a lot of you are distancing yourselves  
16 from each others, so network, and you have about  
17 thirty second each just to share that example.  
18 Please go ahead.

19 You guys are very quiet.

20 Okay. And are there any of you  
21 that are willing to share with the group? Please?  
22 Yes? And actually there's three of you, you guys  
23 can just go up to the mic so everyone can hear,  
24 and for the translation. Up to three or four can

OECD-Canada Technology Foresight Forum  
Session 3a  
User-created content: What are the impacts?

---

1 just go ahead to the microphones. I see three, so  
2 that's good.

3 Okay, so we'll start with you. And  
4 just say your name.

5 QUESTION: My name is Stephen. I  
6 have a cousin, she lives in South Africa and she's  
7 helping bridge communities through the wine  
8 culture and sharing expertise through Rhine in a  
9 non-profit way.

10 MS CORRIERO: Okay, thank you.

11 QUESTION: And she's twenty-four.

12 MS CORRIERO: Twenty-four. Great.  
13 Okay, over there in the back?

14 QUESTION: I have a 16 year old  
15 daughter who organized a fashion show at her  
16 school to raise funds for helpless Huti, specially  
17 geared towards AIDS orphans.

18 MS CORRIERO: Wow, that's great.  
19 Thank you.

20 QUESTION: Hi. My name is Bernard  
21 Marcou(ph). The guy I know, which is quite  
22 extraordinary, is Emera Kevin(ph) lives in  
23 Switzerland, he is 18 years old, he has been a  
24 long-time Web site designer, is ranked actually an

---

OECD-Canada Technology Foresight Forum  
Session 3a  
User-created content: What are the impacts?

---

1 expert in voice over IP. That's not  
2 extraordinary.

3 What is, is that he is actually  
4 completely blind. Quite extraordinary. Emera  
5 Kevin.

6 MS CORRIERO: Thank you.

7 And I was asked to share an  
8 example and I will share an example of someone who  
9 I know from New Zealand. Her name is Cherie(ph)  
10 and in high school she started a club called The  
11 Tech Angels and they became the mentors to help  
12 implement the use of laptops in their school. She  
13 was the head tech angel.

14 There are countless examples of  
15 the contribution I think that all people are  
16 making in this question around, you know, what are  
17 the impacts of user-created content.

18 For me what that speaks to is the  
19 ability to contribute. My frame of reference is  
20 really around the massive potential that exists  
21 for young people in particular to contribute to  
22 society and how that age where you are in  
23 transition from being a kid, you are in a stage of  
24 adolescence and you are moving into adulthood, you

1 are developing your own sense of identity and  
2 place in the world.

3                   That is such a critical time, a  
4 critical stage in one's life to really nurture a  
5 sense of creativity, a sense of social  
6 responsibility, a sense of place, a sense of  
7 community, to be having a sense of inquiry about  
8 the world, curiosity for all of these attributes  
9 that really help to foster active citizens who can  
10 really contribute to shaping society over the long  
11 haul.

12                   I think a lot of young people  
13 today, there are arguments about whether or not  
14 there is enough cultivation of these attributes.

15                   We were talking just before about  
16 kindergarten and how we need to go back to that  
17 sort of environment where people are really  
18 nurtured. I think that those are important values  
19 for us to think about and how are we nurturing the  
20 youth of our society and how do we continue to  
21 have effective mechanisms because there will  
22 always be generations of youth.

23                   Now I don't identify as a youth so  
24 I consider myself youthful and I think many in the

OECD-Canada Technology Foresight Forum  
Session 3a  
User-created content: What are the impacts?

---

1 room might also consider themselves to be  
2 youthful. I think it is really critical to make  
3 sure that there are effective bridges across  
4 generations and that we can create avenues for  
5 young people to really participate.

6 So this is the motivation behind  
7 my life and my work with taking it global.

8 We actually created back in 2000  
9 an online community called "TakingITGglobal.org,  
10 which is essentially based around the idea of  
11 user-generated content with a focus on social  
12 responsibility and international development  
13 issues, looking at issues around poverty and  
14 issues around peace and conflict, culture and  
15 identity, environmental issues, and we are trying  
16 to actually create an environment for young people  
17 to recognize their ability to have a voice and  
18 their ability to contribute and to have that  
19 contribution be valued and appreciated.

20 So the site is in 12 languages,  
21 all of them translation has been done by our own  
22 community, and we have reached -- well, on a  
23 monthly basis we reach about a million unique  
24 users, though as registered members there are

OECD-Canada Technology Foresight Forum  
Session 3a  
User-created content: What are the impacts?

---

1 160,000 that have registered and there is about a  
2 million hits that the site received on a daily  
3 basis.

4 The average length per visit on  
5 the site is about 30 minutes and only about 10 per  
6 cent of the total members have actually  
7 contributed the content of the site, so I guess it  
8 still does fall within the dichotomy of a lot of  
9 people may be registering and being consumers of  
10 the information and maybe sharing it with others,  
11 but not necessarily all contributing actively to  
12 all the content.

13 I just wanted to give you a sense  
14 of some of the features.

15 The "Make Connection" section is  
16 really around the profiles and how people connect  
17 to each other. We have discussion forums and  
18 blogs. The quote from one of our members:

19 "Take provides me with the  
20 opportunity to interact with  
21 others who have similar ideas  
22 and interests." (As read)

23 And really that commonality is  
24 around the desire for young people to make a

1 difference. We are not excluding anyone by age,  
2 it's just focused on youth.

3 We have active discussion forums  
4 that have a whole range of facilitators, and what  
5 has really been interesting is how our policies on  
6 the discussion forums and the guidelines for  
7 moderation have evolved over the years and how --  
8 we are looking at the impact of policy more  
9 broadly here today and I guess one of the  
10 questions that we face as a Canadian-based charity  
11 that has a very global audience.

12 I didn't mention, but only 30 per  
13 cent of our members are in North America. The  
14 next highest region is actually in Africa. The  
15 second highest language of our site is Arabic. So  
16 you really see a blend of different cultures,  
17 values, norms, expectations. So when we are  
18 creating guidelines obviously we are going to be  
19 compliant with the Canadian law, because that is  
20 what we are governed by, but how do we also look  
21 at policies that should exist within our site to  
22 sort of govern the activity that takes place.

23 One of our goals as well is to be  
24 very classroom-friendly and so how do we ensure

OECD-Canada Technology Foresight Forum  
Session 3a  
User-created content: What are the impacts?

---

1 that there is sort of the level of appropriateness  
2 of content so that we are not banned in schools,  
3 which we are not, though we are actually in  
4 Alabama.

5 Sorry, I had to mention that. We  
6 are not banned in other countries, but anyway.

7 The "Take Action" section is  
8 really trying to cultivate the -- well, our motto  
9 is "Inspire, Inform and Involve". So how do we  
10 actually move from the desire to do something to  
11 actually cultivating a sense of initiative?

12 We have a guide to action that can  
13 be downloaded and various projects that people  
14 post on the site. We have databases of  
15 organization, and we map those organizations.  
16 Using Google maps for example you can actually  
17 spot where they are and sort of zoom in, sort of  
18 align the data that we have with other ways to  
19 sort of visualize that information.

20 We also have calendars of events  
21 and financial opportunities and scholarships that  
22 are all posted on the site.

23 "Express Yourself", which is my  
24 personal favourite section where we have an online

OECD-Canada Technology Foresight Forum  
Session 3a  
User-created content: What are the impacts?

---

1 global gallery, people are submitting images, they  
2 are submitting artwork, and we have allowed the  
3 ability for people to integrate content on our  
4 site posted from other sites. For example, on  
5 your personal profile you can feed in your  
6 Facebook profile link or your Flickr photos if you  
7 are uploading it elsewhere.

8           Understanding the issues is really  
9 providing that background. We have worked with  
10 different groups from many UN agencies like the  
11 Millennium Campaign to actually have a whole  
12 awareness initiative around the millennium  
13 development goals on our site. We have  
14 distributed thousands of campaign kits to our  
15 members who have run many activities in their  
16 communities.

17           The country sites is a way for  
18 people to explore the world and there is also two  
19 million city sites that are generated. All the  
20 content is very much database-driven so you can  
21 access information in so many different ways, by  
22 issue, by language, by country.

23           So I will just close with just  
24 highlighting the three areas of impact that we

1 have discovered from our own community.

2 First is the support and  
3 motivation.

4 Seventy-three per cent of our  
5 members who were surveyed said that through their  
6 experience with TakingITGlobal, their perception  
7 of the ability of youth to effect change in the  
8 world has improved. That is so critical, because  
9 without a sense of hope and optimism I think that  
10 we are all lost.

11 The second area is around  
12 networking and information. Fifty-four per cent  
13 say that TakingITGlobal has helped them to become  
14 more informed about issues that are important to  
15 me. And we have really combined an approach where  
16 we are encouraging both user-generated content but  
17 also linking to other sources that might not be  
18 content-generated by youth, so combining both.

19 The third area of impact has been  
20 around mobilizing and organizing into real-world  
21 action. Forty-four per cent of members surveyed  
22 say that TakingITGlobal has helped them to have a  
23 positive impact in their community.

24 So these are the areas at large

OECD-Canada Technology Foresight Forum  
Session 3a  
User-created content: What are the impacts?

---

1 and I look forward to continued discussion.

2 Thanks.

3 --- Applause

4 MR. LEBLANC: Thank you, Ms  
5 Corriero, for that very energetic presentation.

6 Now would you please welcome, Ms  
7 Manon Ress, Director, Information Society Projects  
8 for the Consumer Project on Technology.

9 --- Pause

10 MS RESS: Thank you.

11 I work for a consumer group and  
12 therefore I represent consumer groups. I was very  
13 happy to hear about all these consumer-driven  
14 activities and I found all of them very exciting.

15 I'm going to talk to you about  
16 something that is much less exciting, which is  
17 closer to what consumer groups do actually, it's a  
18 kind of user-generated content that is not new but  
19 often overlooked, and certainly overlooked in the  
20 last documents I read about it. It's about data  
21 and databases. I would like to talk to you about  
22 some of the future impact and what to do about it  
23 for consumer groups.

24 First of all, I would like to tell

OECD-Canada Technology Foresight Forum  
Session 3a  
User-created content: What are the impacts?

---

1 you upfront what is my main point. My main point  
2 is that I think we should -- all of us and OECD of  
3 course should, too -- try to make user-created  
4 databases open, compatible now and in the future.  
5 I see a lot of databases, like the one we just  
6 heard about where kids enter things or NGOs enter  
7 good NGOs, but none of these work together. This  
8 is a real problem for me.

9                   First, a few remarks on  
10 terminology. I'm going to date myself, but this  
11 term "user-created content" sounds very business  
12 2005 for me.

13                   In my generation, we didn't talk  
14 about content, we talked about books or text or  
15 videos or poetry, but content is something a  
16 little bizarre for me. I would rather use user-  
17 generated stuff.

18                   But content also implies that we  
19 treat all contents the same, they are all the  
20 same. We should have the same idea about text,  
21 video, data, art, games, educational material,  
22 and, unfortunately, I think that user-generated  
23 content, because we have to get used to that word,  
24 have existed long before the Internet, actually.

---

OECD-Canada Technology Foresight Forum  
Session 3a  
User-created content: What are the impacts?

---

1 I think that a lot of people here would admit that  
2 maybe editorials were user-generated content, when  
3 you sign an editorial to a newspaper.

4 Graffiti, in my generation, in  
5 France, we had "Rendez la Bourgogne aux  
6 escargots", that was user-generated content.  
7 There's also class notes. When I was a student,  
8 we used to take notes and we made copies and gave  
9 them to other to students.

10 So what I mean is that there's a  
11 history of user-generated content and they were  
12 not all treated the same way, and that's sort of  
13 in the background of my remarks.

14 I think that UCC -- let's go to  
15 the acronym now -- is well explained in the OECD  
16 paper that has been circulating here, and on the  
17 web, too, and it actually has been taken almost  
18 verbatim by Wikipedia. If you go to "UCC", on  
19 Wikipedia, you will see that same document.

20 The three characteristics, which  
21 is the publication requirement, the creative  
22 effort, those characteristics seem fine to me.  
23 The last one, creation, has to be a creation  
24 outside of professional routines and practices, is

---

1 a little bit of a stretch for me, but maybe it  
2 will work better.

3 I would like to avoid repeating  
4 all this praise about the great expansion that we  
5 have seen in access to knowledge. I mean, it's  
6 obvious that the scale-up of reference materials  
7 for kids, since we have been talking about kids a  
8 lot, has been incredible.

9 I think that we also hear a lot  
10 about the blogs and the lists of the free  
11 software, the uTube, Flickr. There's many, many  
12 examples of really great, great UCC out there.  
13 And the impact, I think, we all, depending on our  
14 angle or our expertise, understand that there's a  
15 social, a technical, a political and economical  
16 impact. We all understand that there's positive  
17 and negative impact.

18 For example, the expansion of  
19 reference materials such as in Wikipedia also gave  
20 birth to a lot of questions about quality and  
21 credibility of what you found among this UCC, but  
22 I would like to focus on one type of kind of  
23 boring content, which is data, and databases.  
24 It's different from text and movies, even though

OECD-Canada Technology Foresight Forum  
Session 3a  
User-created content: What are the impacts?

---

1 some people might think here that uTube is almost  
2 a database of videos, right, because you can find  
3 a video, you can put a keyword and stuff, but it's  
4 quite different.

5 I'm thinking about what I look for  
6 when I'm looking for data. And I'm talking about  
7 numbers, I'm talking about consumer reviews,  
8 prices. My group works a lot on access to  
9 medicines, so we have to have a lot of numbers  
10 when it comes to the price of medicines all over  
11 the world.

12 We would like the FDA, the U.S.  
13 federal agency that regulates drugs, to put down  
14 on some kind of website, for example, the drugs  
15 that are publicly funded. That would be a great  
16 kind of data we would like to have. So that's  
17 what I would like to talk about. Because even  
18 though I have seen a wonderful thing happening for  
19 text and videos, blogger really freed a lot of  
20 people from the technical parts of writing and now  
21 anybody can do a blog.

22 I mean, my father can start a blog  
23 and he's in his late-eighties, and you see that  
24 for videos. I mean, not me and not my father, but

OECD-Canada Technology Foresight Forum  
Session 3a  
User-created content: What are the impacts?

---

1 my kids, they upload their videos and all that.  
2 But I haven't seen any of that for data and  
3 databases. Am I the only one who likes to have  
4 evidence-based policy?

5 So I'm just trying to make the  
6 case that we need to create tools for people like  
7 me, and I'm sure a lot of people here are  
8 interested in data and databases.

9 I would like everybody here to  
10 keep in mind that there's a big issue that's  
11 looming in the future of the Internet, which is  
12 the information decay. I haven't heard too much  
13 about it. I think that most of you have read  
14 probably Vint Cerf's comments on the BBC Online  
15 this summer, where he talked about the information  
16 decay, and he says:

17 "We will also be confronted  
18 with a kind of information  
19 decay in which digital  
20 objects become less and less  
21 accessible owing to the age  
22 of the software that created  
23 it. As an example..."

24 -- he writes --

1                                    "...it is already a challenge  
2                                    to watch video posted on the  
3                                    BBC website in 1997. Imagine  
4                                    trying to watch the same  
5                                    video in 100 years or in  
6                                    1,000 years." (As read)

7                                    Well, I would add to Vint that  
8                                    imagine for data. It's even difficult now. I  
9                                    mean, it's totally not open.

10                                    So there are a good example of  
11                                    databases out there, a good one and bad one. A  
12                                    good one, I think is the EMBO EBI, which is a  
13                                    European effort to create sort of a template for  
14                                    scientists to share and compare large-scale  
15                                    genomic data. And that, of course, is funded by  
16                                    the governments.

17                                    There's some that are funded by  
18                                    industry, like the Wi-Fi. I don't know if you  
19                                    check on the free Wi-Fi access website to find out  
20                                    where in Ottawa you can get free Wi-Fi, but it's a  
21                                    Fortune 500 website, and it's a database because  
22                                    anybody can go on it and if you find a free  
23                                    hotspot, you can enter it. I don't know how long  
24                                    it's going to be good, of course.

---

1                   We don't know how long it's going  
2 to be good and we don't really know how it's  
3 updated and how it works because it's not open. I  
4 think that consumers and consumer groups are very  
5 worried about this lack of openness.

6                   The first thing that we should ask  
7 ourself when we find data is: Is the data open  
8 and transparent? Can I use it? How can I use it?  
9 Can I store it? In many cases you cannot. Are  
10 there privacy issues? Is the data format open?  
11 What about the interface? Are there opportunities  
12 to change the interface? Is there is a mesh up  
13 like we saw with the Google map, you know, and  
14 they have different rules in different  
15 jurisdictions.

16                   So why do consumer and consumer  
17 groups care about openness in databases? Because  
18 of the kind of application they need. I think  
19 that consumer feedback, like we heard before, is  
20 very important, but we would like to have it maybe  
21 organized. I'm calling for programmers to design  
22 sort of a good template. Wikipedia, which has  
23 created a good template for a lot of editors to  
24 enter information about everything. A good

OECD-Canada Technology Foresight Forum  
Session 3a  
User-created content: What are the impacts?

---

1 template for data would be good.

2                   So I think that the OECD  
3 articulated in 2004 a very good declaration on  
4 access to research data that were made with public  
5 funding, and I think that there's some work and  
6 some thinking to be made about how to organize all  
7 that stuff, those numbers that can be used for a  
8 long time.

9                   I will end with one example. A  
10 group of people wanted to create a database  
11 because they are looking at gender issues. So  
12 they asked the public to put down the gender of  
13 their publicly elected officials in the U.S. Very  
14 soon somebody wants to do it, but add, because  
15 it's global, Canada and Australia, and then other  
16 countries, because they are interested in gender.

17                   But eventually, if somebody comes  
18 in and says, Well, I want to add another variable,  
19 what about race, if the database is not an open  
20 standards, you can't really work it in, and that  
21 would be a pity.

22                   Thank you.

23 --- Applause

24                   MR. LEBLANC: We will now take

OECD-Canada Technology Foresight Forum  
Session 3a  
User-created content: What are the impacts?

---

1 questions.

2                   In the meantime, I can tell you  
3 other people that would be very interested in open  
4 database, it's all the market analysts, such as  
5 myself, who would certainly appreciate having  
6 access to a free database to help us do our job.  
7 And I'm sure a lot of governmental analysts would  
8 also be very interested in such openness.

9                   Now, talking of open database,  
10 another database that has a lot of people worried  
11 is the Google database. John Battelle wrote a  
12 book and he called Google's database the database  
13 of intentions. Obviously, knowing what Google  
14 knows about everybody else, it would certainly be  
15 available to consumers, to marketers, and to  
16 policy makers.

17                   Now, is there anybody that wants  
18 to discuss with us the impact of a user-generated  
19 content?

20                   In the meantime, maybe I can have  
21 a question for the panel here. There's one other  
22 point that we did not discuss and it's Virtual  
23 World And Its Impact. Do you have any ideas of  
24 the impact of user-generated content on virtual

OECD-Canada Technology Foresight Forum  
Session 3a  
User-created content: What are the impacts?

---

1 world or the impact of virtual world on user-  
2 generated content?

3 MR. MONROY-HERNANDEZ: One of the  
4 things that we are exploring recently is also how  
5 to develop the same kind of philosophies of using  
6 technology for education in a creative way in  
7 places like SecondLife. So, one thing that we  
8 found is that even though in SecondLife it's  
9 really entertaining to just walk around and hang  
10 out with your friends, very few people get into  
11 the programming of objects in SecondLife which  
12 actually is something that SecondLife is really  
13 great about, that it allows you to have a  
14 scripting language for programming behaviour of  
15 objects. Unfortunately, it is kind of hard for  
16 everyone to do these, so we are exploring how we  
17 can use things like Scratch so that people can  
18 create behaviour on the creations on places like  
19 SecondLife, so I think there is a lot of  
20 possibilities for places in like virtual worlds  
21 for education and not necessarily to just  
22 distributing information but also to allow people  
23 to engage and to creating things.

24 MR. LIM: Actually (inaudible) to

---

OECD-Canada Technology Foresight Forum  
Session 3a  
User-created content: What are the impacts?

---

1 Sci-world and there's some famous virtual worlds  
2 that have some kind of -- some impacts and  
3 problems and in their perspective was some kind of  
4 negative site and I think if there is some kind of  
5 big social, you know, some kind of issues and the  
6 problem and there's some celebrity has some kind  
7 of problem, and there is some famous singers who  
8 must have their mini(inaudible) and there is some  
9 -- their web pages and they have a lot of mix over  
10 their, you now, personal life and there is  
11 something -- there are a lot of privacy problems  
12 and everything. And sometimes people, you know,  
13 some just to flocking into those sites and just  
14 are taking and say a bad word, a lot of negative  
15 words, and that's the kind of social issues, this.  
16 So we are trying to have some more positive site  
17 over Internet but, you know, these days we have a  
18 lot of some negative sites. So, we are trying to  
19 make it more positive and so we made a policy  
20 about some registering their real name in Internet  
21 in such a big site.

22 MR. LEBLANC: We have our first  
23 question over there to the right. Yes, sir?

24 QUESTION: Hi, I'm Sherwin (ph)

OECD-Canada Technology Foresight Forum  
Session 3a  
User-created content: What are the impacts?

---

1 with Public Knowledge. One of the most common  
2 things that I come across whenever people start  
3 talking about user-generated or user-created  
4 content, usually I hear two words. Usually, in  
5 the same sentence I hear u-Tube and I hear  
6 Copyright. And I think at the end of Mr. Lim's  
7 presentation he talked a little bit about some of  
8 those issues. I was hoping to hear from the panel  
9 about how questions of infringement come into some  
10 of these efforts, what you do about that, and how  
11 you ensure that counter-measures against  
12 infringement don't stifle additional speech?

13 Thank you.

14 MR. LEBLANC: Anybody?

15 MS CORRIERO: Well, I just wanted  
16 to comment. Yeah, I guess there's another -- I  
17 guess, when I think of the user-generated content  
18 communities copyright also certainly comes to mind  
19 as well as privacy.

20 For the copyright issue, one of  
21 the ways we have tried to look at copyright with  
22 (inaudible) taking a global and especially, for  
23 example, within our global gallery where people  
24 are submitting artwork is to allow members to

OECD-Canada Technology Foresight Forum  
Session 3a  
User-created content: What are the impacts?

---

1 choose what sort of creative content license that  
2 they would like to have for their work.

3 We have review processes for not  
4 every -- well, every bit of content has a  
5 different type of review so some content is  
6 actually pre-screened, some is moderated. There's  
7 moderators and the blogs are just subject to our  
8 terms of service.

9 So, yeah, that's sort of an  
10 approach we've taken.

11 Another sort of thing around  
12 policy or regulation is that we try to generally  
13 consider or recognize the Universal Declaration of  
14 Human Rights, and so for example if there's  
15 content that would promote hate -- like, not just  
16 going against hate laws, but also trying to  
17 promote human rights as a principle for the  
18 content. And so that creates a lot more  
19 responsibility for us to actually moderate the  
20 content that exists on the site, and then you  
21 spend a lot of time maintaining what you have, and  
22 so there's both a pro and con to that.

23 MR. LEBLANC: Then, again, the  
24 question of a content and a user-generated stuff

---

OECD-Canada Technology Foresight Forum  
Session 3a  
User-created content: What are the impacts?

---

1 is a very relevant question, and there are views  
2 on both sides.

3 One of the views that for instance  
4 the TV corporations want to protect their  
5 copyright and they don't want their programs to be  
6 on u-Tube.

7 Then, again, persons that put  
8 their stuff on My Space and learn after having put  
9 so many pages on My Space that their copyright  
10 belongs to My Space. And as a matter of fact,  
11 they might not have copyright. So there are  
12 questions going both way.

13 My point of view, for instance, I  
14 wrote the Disk Industry Association of Canada who  
15 bitched about the youngsters stealing their music  
16 on-line, and there was a big publicity stunt,  
17 harnessing the teenagers, saying that they were  
18 thieves and they should not steal music. I said  
19 to themselves, maybe they hit the wrong nail. How  
20 many fourteen-year-olds have a credit card? So if  
21 fourteen-year-olds cannot legally purchase music,  
22 what is he going to do? He's going to get music.  
23 So, instead of telling the teens that they steal  
24 the music and they infringe the copyright, maybe

---

OECD-Canada Technology Foresight Forum  
Session 3a  
User-created content: What are the impacts?

---

1 they should rather force the government to enable  
2 debate on-line and permit the teenager that has a  
3 lot of money to spend, to at least spend it on the  
4 music. Because, to a teenager it's going to take  
5 him much more time waiting for the Napster  
6 download than it's going to take him to just  
7 purchase the song.

8                   And then, again, myself, on my  
9 blog, I have a creative content license, okay.  
10 And I agree to share my content with anybody that  
11 also shares the content.

12                   But then, again, I'm very pissed  
13 when somebody steals my content and puts it on his  
14 website that is a website for money, and it  
15 doesn't give credit to what is told. So, you  
16 know, it's a very difficult and sometimes  
17 emotional argument, and obviously it is a legal  
18 argument that the specialists could discuss better  
19 than I could ever do.

20                   MS CORRIERO: I just wanted to add  
21 one thing which is, I think there's also a  
22 difference between using -- stealing content and  
23 re-using it for educational purposes like Scratch,  
24 for example, versus re-using it for a profit.

OECD-Canada Technology Foresight Forum  
Session 3a  
User-created content: What are the impacts?

---

1                   MR. LEBLANC: And then, again,  
2                   just before the advent of Internet there as the  
3                   late eighties and early nineties, a concept called  
4                   Scratch Video, okay. Some people would take,  
5                   let's say, several episodes of *Star Trek*, take  
6                   parts of it and make a new piece of art from  
7                   gluing together various parts.

8                   Now, this is another aspect of  
9                   copyright. Are we allowed to re-mix? To what  
10                  extent can we do a new thing from collecting and  
11                  gluing together different pieces? You know, it's  
12                  not such an easy subject. And there was a big  
13                  legal argument and legal fights against what was  
14                  called then Scratch videos, which gave birth to  
15                  what we see now on u-Tube and user-generated  
16                  content.

17                  Then, again, in a marketing  
18                  aspect, you have the word of mouth movement in  
19                  United States and the ultimate goal of a word of  
20                  mouth movement is user-generated ads. There are  
21                  some people that like your brand so much that they  
22                  will spend their time and money to make you a  
23                  publicity clip that they will share with the  
24                  world, and it's not going to cost you a cent.

OECD-Canada Technology Foresight Forum  
Session 3a  
User-created content: What are the impacts?

---

1                    Obviously, one of the great  
2                    benefiterers of that type of publicity is Google.  
3                    One of the clips that went all over the world was  
4                    two cops coming in a room where (inaudible) une  
5                    guy put a boom box, started to strip and then his  
6                    phone rang, he listened to his cell phone and then  
7                    you see with "Google Map never make an address  
8                    mistake again." So, it was a very efficient  
9                    publicity which Google did not really approve but  
10                   which they benefited from.

11                   We have another question over  
12                   there.

13                   QUESTION: Hello, this is Sasha  
14                   Wunsch Vincent from the OECD. I have one question  
15                   from a remote participant from France and this is  
16                   for the consumer group.

17                   This person has the impression  
18                   that in theory the Internet could be used quite  
19                   well by consumers to organize and you know through  
20                   product reviews and other forums of organization,  
21                   give feedback to manufacturers of products in a  
22                   sense of a totally different sort of consumer  
23                   organization to represent their interests, and  
24                   specifically in telecom's issues against your

OECD-Canada Technology Foresight Forum  
Session 3a  
User-created content: What are the impacts?

---

1 Internet service provider, et cetera.

2 But the impression of that  
3 particular person is that those technologies are  
4 not used to their fullest extent. There is no --  
5 I mean as far as the OECD is concerned I'm not  
6 aware of any studies that try to measure the  
7 impact of consumer reviews and the organization of  
8 consumers on how that feeds back to industry and  
9 business.

10 This is the remote question and I  
11 have one OECD question, if I may. This is  
12 directed to Jennifer probably, and maybe also to  
13 MIT.

14 For us at the OECD at least this  
15 meeting is important to kind of shape the  
16 ministerial agenda in 2008. The question I had  
17 when I was listening to Jennifer is: If you  
18 listen to a 16, 17 year old and if I was asking  
19 them what the one or two policy priorities on  
20 their minds is for this ministerial, would that be  
21 any different from our priorities or would they be  
22 the same in the IT area?

23 Thanks.

24 MS RESS: Well, in response to

OECD-Canada Technology Foresight Forum  
Session 3a  
User-created content: What are the impacts?

---

1 your question about the consumer voice I heard  
2 that quite a bit. When you look at hotel reviews  
3 when you go on a trip you check the Web site and  
4 you are not sure these are really done by  
5 consumers. Right? So there is a lot of lack of  
6 credibility, and that's in the mild case for a  
7 hotel review.

8           You think that when you work like  
9 our group on access to medicine we would want  
10 something a little bit more sure, because we don't  
11 want big pharma to come onto our database of price  
12 of medicine and start fooling around with it.

13           So that takes me to part of the  
14 UCC world that we didn't talk about, which is  
15 which part is filtered or organized, even loosely  
16 organized, and which one is totally unfiltered.

17           I think that because of Yoki  
18 Bandler's(ph) great book on the wealth of the  
19 network there's a lot of kind of dream about how  
20 things get organized magically and it's just a  
21 great creation.

22           As a matter of fact, good UCC is  
23 controlled by its own community. I think that if  
24 you think of the MSF database on price of

OECD-Canada Technology Foresight Forum  
Session 3a  
User-created content: What are the impacts?

---

1 medicine, not everybody can go in there and start  
2 messing around with it, certainly not Pharma. So  
3 there is a sort of filtering by the community. I  
4 think we all are very well aware of that. I mean,  
5 if the trade union Web site is being taken over by  
6 the corporation, that is not going to work.  
7 Right?

8                   So I would say that' is something  
9 we have to think about, how the community of users  
10 and consumer is actually somewhat in charge. And  
11 I think that government certainly has a role to  
12 play in that, too, in some countries. In the U.S.  
13 I think when you go on Amazon.com and you look at  
14 a review of books it's no big deal if it's the  
15 author himself who wrote a great review, right,  
16 but you can imagine consumer reviews being more  
17 important than that one.

18                   MS CORRIERO: Okay. I'm really  
19 glad that you ask the question about policy  
20 priorities, not because I have the answer, but  
21 because I think it's an important question that  
22 should be asked to young people.

23                   I wanted to just briefly mentioned  
24 that we facilitated the youth caucus for the World

OECD-Canada Technology Foresight Forum  
Session 3a  
User-created content: What are the impacts?

---

1 Summit on the Information Society and we actually  
2 ran different national information society youth  
3 campaigns and online consultations and there were  
4 a lot of results -- and Industry Canada was one of  
5 the supporters of that. There are a lot of  
6 results and outcomes that came from this. Of  
7 course this was the few years ago.

8 I think one of the concerns that I  
9 have in general with policy processes is that it  
10 seems to really involve those who can afford to  
11 participate. And we faced a lot of barriers as a  
12 youth caucus and in general I recognize this was  
13 an issue with civil society at large, the cost to  
14 be able to be invited to forums, to pay for  
15 forums, especially things that were in  
16 Switzerland, it's very expensive there.

17 So I would say that definitely I  
18 think some of the issues might be the same, some  
19 of the issues might be different. Certainly I'm  
20 sure views around intellectual property are very  
21 different. Some young people probably don't even  
22 realize that they are infringing it and if they do  
23 the cultural norm says that it is okay to  
24 download. Frankly, I think -- yes, I think the

---

OECD-Canada Technology Foresight Forum  
Session 3a  
User-created content: What are the impacts?

---

1 laws should change around that, and especially  
2 when people are reusing things for learning.

3 But I would also encourage maybe  
4 as one of the outcomes for this forum is to  
5 consider how there could be some ways forward for  
6 teenagers and for young people in general to have  
7 an input.

8 QUESTION: We should even be doing  
9 that over your site maybe. We'll think about  
10 this.

11 MS CORRIERO: Sure. Yes.

12 MR. MONROY-HERNANDEZ: I would  
13 like to add also kind of like the same idea.

14 One of the things that we had on  
15 the Web site is we have a forum where kids can  
16 post comments. At the beginning we were very  
17 sceptical that kids were actually going to engage  
18 in discussions in these text-based forums, but we  
19 were actually surprised at the level of discussion  
20 and the depth of these discussions in these  
21 forums.

22 In particular, one of the  
23 discussions about plagiarism and whether or not  
24 it's okay to copy somebody else's project. So

---

OECD-Canada Technology Foresight Forum  
Session 3a  
User-created content: What are the impacts?

---

1 here it's not just about getting content from TV,  
2 movies, et cetera, or music, but also getting  
3 content from other kids.

4 So I think just the idea of  
5 engaging youth in these discussions at the level  
6 of governments I think will be really, really  
7 important for forming policies.

8 Finally, one of the other things  
9 that we hear a lot about from kids is that they  
10 often say things like "The school is getting in  
11 the way of my education." When they are trying to  
12 learn a lot about different things, like for  
13 example playing with these kind of technologies,  
14 they do engage themselves in like designing,  
15 creating, learning math and science, but  
16 oftentimes the school content is very rigid and it  
17 doesn't let them explore.

18 So I think that's also one of the  
19 changes that could be seen in the policy-making  
20 area of OECD.

21 MS CORRIERO: Actually, yes, just  
22 one quote which I can't remember the source, but  
23 our education system faces irrelevancy unless we  
24 bridge the gap between how students live and how

---

OECD-Canada Technology Foresight Forum  
Session 3a  
User-created content: What are the impacts?

---

1 students learn. I have to remember that quote,  
2 but I can't remember the source. I will get back  
3 to you on that.

4 MR. LEBLANC: One of the examples  
5 I like to give when I say how easy it is to build  
6 a blog, one of my friends who is nine years old  
7 already has three blogs. Now at his school the  
8 teacher made a class blog. And the teacher was  
9 very controlling and saying you should blog that  
10 way and the class made a reaction blog where they  
11 blog themselves on that blog instead of blogging  
12 on the school class blog.

13 So, you know, even if you are  
14 young you might have your own opinion about stuff  
15 and starting a blog -- if a nine year old can  
16 start a blog, a government official or a business  
17 person certainly can.

18 MS RESS: Just to answer Sasha's  
19 question about consumer group, I don't know if you  
20 ever looked at a site which is consumerreview.com  
21 or something. It's the example of a consumer  
22 review done by businesses. It's quite interesting  
23 to see actually.

24 That is a good example for me of

OECD-Canada Technology Foresight Forum  
Session 3a  
User-created content: What are the impacts?

---

1 the need for openness and transparency. That's  
2 another reason we need transparency openness.  
3 Because when you look at Wikipedia, which is very  
4 often accused of all sorts of credibility issues,  
5 it is quite an open and transparent process. You  
6 can go and see what editor did what. It always  
7 comes out. The community actually takes care of  
8 its bad actors.

9 So I think because you need  
10 transparency and openness to trust user-generated  
11 content it has to be part of the fundamental  
12 principles.

13 MR. LEBLANC: But then again I see  
14 paradox with the wisdom of the crowd. The wisdom  
15 of the crowd in Wikipedia to me is one of the  
16 highest good examples of that wisdom, but when I  
17 look at Google video and I look at -- like last  
18 summer for two months the video that was number  
19 one was a girl caught cheating on the Web. I  
20 wonder about that wisdom of the crowd.

21 So there are paradoxes. There are  
22 places where the crowd is very, very good and  
23 places where it is very, very bad.

24 Yet, I have not made up my mind as

OECD-Canada Technology Foresight Forum  
Session 3a  
User-created content: What are the impacts?

---

1 to what are the circumstances that get the best or  
2 the worst of people in that wisdom. I don't know  
3 yet.

4 Maybe somebody has an answer, or  
5 maybe somebody has a question.

6 --- Pause

7 QUESTION: Hi. My name is Stephan  
8 LaGrange(ph), I have a blog on ecommerce but it's  
9 not related to that.

10 This issue is about the impact of  
11 user-generated content. What are the risks? Some  
12 of the risks were copyright issues, but what about  
13 the traces you leave on the Internet and the ethic  
14 of what you should write and how long it stays on  
15 the Internet and how someone can recover what you  
16 said a few years ago and hold it against you. So,  
17 basically, what are the risks of that, your  
18 generated content?

19 MR. LEBLANC: Actually, yes,  
20 yesterday I was with a couple of people, at  
21 another day here that we discussed, and the  
22 question of Facebook came out and the question of  
23 how does a youngster see his private versus his  
24 public life?

OECD-Canada Technology Foresight Forum  
Session 3a  
User-created content: What are the impacts?

---

1                    Obviously, the metric where you  
2                    say my private life stops might be quite different  
3                    depending on your age, but also might be quite  
4                    different depending of your outlook on Internet.

5                    For instance, to me, Facebook, the  
6                    fact that my friend talks about his fishing trip,  
7                    puts pictures of his kids, talks about his cause  
8                    or his last movie that he really liked, to me that  
9                    is very good business information.

10                    That permits me to relate to that  
11                    contact another way than knowing what was his last  
12                    year gross profit and how many new customers he's  
13                    got. When I have a business relation with that  
14                    person, I have a business relation with the person  
15                    instead of a representative of a company. So to  
16                    me, knowing a bit of his personal life is very  
17                    good.

18                    Now, the youngsters, they are  
19                    very, very outgoing and they say a lot of stuff,  
20                    and sometimes they don't realize that being that  
21                    outgoing might be dangerous for your own future.  
22                    Because some day you are going to look for a job  
23                    and seeing a picture of you partying at the  
24                    dormitory and being pissed out of your head might

1 not be good to get you hired.

2 But then, again, you know, the  
3 line to where the public and private life is  
4 getting more and more blurred, and that line will,  
5 in my opinion, change depending on your views of  
6 the use of Internet and also of your age.

7 Anybody else?

8 MS CORRIERO: I, actually, just  
9 wanted to recognize that is definitely a very  
10 important policy issue that should be looked into,  
11 especially because, as we heard earlier from IBM,  
12 you know, IBM sharing the sort of virtual world  
13 guidelines, how do we behave in a virtual world.

14 People going into these virtual  
15 worlds are almost going in -- older generations  
16 who haven't really grown up with the Internet,  
17 they are entering it with their professional hat  
18 on, so they are already thinking of these  
19 implications. Whereas, kids that are just going  
20 on and creating their profiles on Facebook and  
21 adding 300 friends, that can be tagged in any of  
22 these photos, that then get fed into -- you know,  
23 everyone has access to a lot of information.

24 Your entry point is at, initially,

OECD-Canada Technology Foresight Forum  
Session 3a  
User-created content: What are the impacts?

---

1 just a very personal level, so how do you sort of  
2 delete maybe some of that history? Because I  
3 think some bad potential histories could be  
4 following people as they grow up, and I think that  
5 could be a big problem.

6 So that should be something: that  
7 people should be able to delete things about them.  
8 Because if my friend puts up a photo of me and  
9 tags me, it's going to be there. I can take away  
10 my name from it, but it's there. And, like, it's  
11 just I think we need to protect people on that.  
12 That's an important issue.

13 MR. OXLEY: Actually, I think on  
14 Jennifer's comment, user-content created is a  
15 challenge on both the positive side and on the  
16 negative side. You brought up a good point  
17 earlier, it's something from a government  
18 perspective and from a policy perspective: how do  
19 you balance the choice, and, as Susanne said this  
20 morning, the opportunity with the citizens you had  
21 out there, as well, too, because privacy is  
22 important and so is possibilities?

23 I really appreciate everybody's  
24 great comments and so on. That was wonderful.

---

OECD-Canada Technology Foresight Forum  
Session 3a  
User-created content: What are the impacts?

---

- 1 Thank you so much.
- 2                                   Can we give a big, big hand for
- 3 the panel, please?
- 4 --- Applause
- 5 --- Whereupon the session concluded at 3:14 p.m.