



## INLS 690-150: Creating Learning Resources for the Digital Curation Community

Fall 2013, August 22 – September 26

### The Instructor.

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### Office Hours.

I will be in my office after class 4:45 to 5:30 most Thursdays and after my other class, Mondays 4:00 to 5:00. Please feel free to drop by for random or chance meetings, or send me an e-mail message for a more definite scheduling opportunity. If the door is closed, just knock unless there is a sign otherwise. I am on a lot of campus committees and a wide range of projects, all of which have seemingly endless meetings on a weekly or bi-weekly basis. Just because I am not in my office does not mean I am not on campus. If I am not available when you try to see me, please send an email, which is my primary means of communication. Also, feel free to call me at home in the evening before 9:00 PM.

### Course Timeline.

Thursdays: 2:00 – 4:45; Manning 304  
First Class: Thursday, August 21, 2013  
Last Class: Thursday, September 26, 2013

### Brief Course Description & Target Audience.

This course provides a brief overview of digital curation and the challenges those new to curation activities face. Students will learn how to edit pages in Drupal and evaluate materials to use in online learning resources for the digital curation community. Students will also develop strategies to remain current with new technology and information throughout their professional careers.

## Goals and Objectives.

By the end of the course, the student should be able to:

1. Understand the basics of digital curation.
2. Identify the key issues and challenges for those starting out in digital curation activities.
3. Define and apply essential terminology related to digital curation.
4. Understand the digital curation lifecycle from conceptualization through disposition.
5. Demonstrate familiarity with a variety of digital preservation and curation projects and resources worldwide.
6. Identify standards that are important to the digital curation lifecycle.
7. Identify best practice guidelines and organizations that are creating them for digital curation.
8. Demonstrate in-depth knowledge of a selected issue or activity that digital curators face.
9. Develop strategies for keeping up-to-date as a working professional.
10. Share your knowledge with the digital curation community.
11. Use Drupal (well, a bit...)
12. Select appropriate materials (articles, videos, standards, etc.) for the practitioner community and provide concise and useful annotations noting important information and the reasons to read these items.

## Assignments & Evaluation.

<i>Assignment</i>	<i>% of Grade</i>	<i>Due Date</i>
Becoming Familiar with Drupal Editing		August 29
Questions for Selected Getting Started Guide	15%	September 5
Weekly Update on Sources, Questions, & Progress	20%	Each week
Updated Getting Start Guide	35%	September 26
Reflective Paper on Process, Challenges, and Lessons Learned	15%	September 26
Class Participation	15%	On-going

### 1. Questions for Selected Getting Started Guide.

The guides are currently built around eight scenarios. We have found that these are the scenarios in which professionals often find themselves taking on new responsibilities and struggling to determine how to get started. They are:

- Acquiring Data from Storage Media
- Analyzing Costs
- Archiving Web Sites
- Building Institutional Repositories

- Cloud Computing
- Curating Digital Video
- Digitizing Collections
- Managing Data

In order to simplify the process of managing and preserving digital collections, the CDCG project broke digital curation activities into a set of high-level functions:

**Prepare, Identify, Select, Get, Store, Protect, Manage, and Provide.**

Each functional area presents content to answer a number of questions practitioners are likely to have. For example, the following questions are found under “Digitizing Collections.”

1. Prepare

What general information should I know before I begin a digitizing initiative?

Why should I digitize?

What project management skills do I need?

2. Identify

What do I need to identify before I start digitizing?

3. Select

How should I select materials for digitization?

How should I deal with issues of trust and authenticity?

What file formats should I use?

What standards and best practices should I follow?

For this first assignment, students are to select one of the Getting Started Guides (everyone will select a different one), review the existing structure and questions in each section, and develop additional questions as appropriate. These should be questions that novice digital curators might ask as they begin to grapple with stewarding digital materials.

**2. Weekly Update on Sources, Questions, & Progress.**

For weeks 2-5 students will discuss sources they have discovered, new questions they may add to the Guides, and their overall progress. Students will pass citations and annotations they have created during the past week for review and enter these into Drupal once the instructor has reviewed them.

**3. Updated Getting Started Guide and Reflective Paper.**

Students will present their final updated guide during class 6 along with passing in their reflective paper on process, challenges, and lessons learned. Paper should be no more than 5 pages long.

#### 4. Class Participation.

Students are expected to participate in class discussions and present the high points of readings they have found each week. The purpose of the discussions is to help students to think critically about issues and challenges related to digital preservation and access, and to address ways that the literature may affect practice. Your responsibilities are to be prepared for class each day through reading and reflecting on the appropriate literature you have discovered during the previous week. required readings assigned for that particular session.

#### Assignment Nomenclature

For all assignments or any other items that are emailed to the instructor or added to the dropbox in Sakai, please save your file as "lastname\_assignment\_690-150.docx". All assignments should be turned in as word documents, pdf documents or text documents. Please put your name on the first page of your assignments as well.

#### Grading Scale

Graduate Grading Scale

- H (95-100): "Clear excellence", above and beyond what is required
- P (80-94): Entirely satisfactory; SILS recognizes subtle levels of "satisfactory" since most grades tend to cluster here:
- L (70-79): Low passing
- F (< 70): Failed
- IN: Work incomplete (only given under extreme circumstances, such as serious illness)

#### Honor Code & Class Conduct.

This class follows the UNC Honor Code. Information on the Honor Code can be found at: <http://honor.unc.edu/>. Students are encouraged to become familiar with the UNC Honor Code to understand the rights and responsibilities defined there. The UNC Honor Code prohibits giving or receiving unauthorized aid on examinations or in the completion of assignments. *Whenever you use the words or ideas of others, this should be properly quoted and cited.* You should adopt a style guide – e.g., American Psychological Association, Chicago Manual of Style, MLA, or Turabian – and use it consistently. Students who are discovered attempting to take credit for work performed by others will be referred to the Honor Court for resolution.

#### Class Policies:

- Be considerate of others in using reserve and other materials, returning them promptly and in good condition.
- Be considerate of your classmates by arriving to class on time, with cell phones turned off for the duration of the class period. Unexcused/unexplained tardiness may impact your class participation grade.
- Be considerate of yourself as well as your instructor and classmates by staying in the moment and not Facebooking, etc.
- Additionally, be considerate of your classmates by informing instructor of any planned absences. Unexcused/unexplained absences may impact your class participation grade.
- Be prepared for each class and participate in class discussion.

- Be an active and positive participant in class, characterized as:
  - Having a clear command of the readings for the day;
  - Sharing analyses and opinions based on the readings;
  - Allowing other students the opportunity to participate; and
  - Freely agreeing and disagreeing with others when warranted.
- Please note: An intellectual exchange of ideas is the cornerstone of education, but any criticism should be limited to an idea and not the person specifically.
- Turn in assignments by or at the beginning of the class session on which the assignment is due.

## Weekly Course Calendar

### 1. Thursday, August 21: Introduction, Digital Curation, Drupal, & the Getting Started Guides.

#### Objectives:

- Students will be able to identify goals of the course and understand requirements, readings, assignments, and expectations.
  - Students will be able to identify the framework for course, based on:
    - Matrix of Digital Curation Knowledge and Competencies: <http://ils.unc.edu/digccurr/digccurr-matrix.html>
    - Digital Curation Lifecycle Model: <http://www.dcc.ac.uk/docs/publications/DCCLifecycle.pdf>
      - Higgins, Sarah. "The DCC Curation Lifecycle Model." *International Journal of Digital Curation*, Vol 3, No 1 (2008). <http://www.ijdc.net/ijdc/article/view/69/69>.
    - H.R. Tibbo, C. Hank, C.A. Lee, & R. Clemens (Eds.), *Proceedings of DigCCurr2009: Digital Curation: Practice, Promise, and Prospects*, April 3-5, 2009, Chapel Hill, NC, 2-3. Chapel Hill, NC: School of Information and Library Science, University of North Carolina at Chapel Hill. Available as free download at: <http://stores.lulu.com/DigCCurr2009>. (Browse)
    - Continuum Model: <http://john.curtin.edu.au/society/australia/>
    - OAIS Reference Model:
      - CCSDS 650.0-M-2: Reference Model for an Open Archival Information System (OAIS). Magenta Book. June 2012. [This Recommendation has been adopted as ISO 14721:2003 and is currently under revision.] <http://public.ccsds.org/publications/archive/650x0m2.pdf>.
- Introduction to the class, instructors, and students. We will discuss how we want to conduct the class and the nature of the assignments and the expectations of all of us. What do we value in class participation?
- Framework for semester. Lifecycle Approach: Overseeing digital assets across their lifecycles from planning and resource allocation through creation, management, delivery, preservation, and reuse. We will talk about the following today but please read/review before next week.

- ✚ Continuum Model: <http://john.curtin.edu.au/society/australia/>
  - ✚ DCC Curation Lifecycle Model.  
<http://www.dcc.ac.uk/docs/publications/DCCLifecycle.pdf>.
  - ✚ Higgins, Sarah. "The DCC Curation Lifecycle Model." *International Journal of Digital Curation*, Vol 3, No 1 (2008). <http://www.ijdc.net/ijdc/article/view/69/69>.
  - ✚ Lee, Christopher. Matrix of Digital Curation Knowledge and Competencies:  
<http://ils.unc.edu/digccurr/digccurr-matrix.html>
  - ✚ Lee, Christopher A., Helen R. Tibbo, and John C. Schaefer. "Defining What Digital Curators Do and What They Need to Know: The DigCCurr Project." Proceedings of the *ACM IEEE Joint Conference on Digital Libraries*. June 18-23, 2007: Vancouver, British Columbia, Canada. [http://www.ils.unc.edu/digccurr/jcdl2007\\_paper.pdf](http://www.ils.unc.edu/digccurr/jcdl2007_paper.pdf)
- Watch:
- ✚ Horton, Robert. "Preserving Digital Content in the 21st Century." *YouTube*. April 15, 2009. <http://www.youtube.com/watch?v=UG6AodGkWZs>
  - ✚ Library of Congress. "Why Digital Preservation is Important for Everyone." *YouTube*. April 1, 2010.  
<http://www.youtube.com/watch?v=qEmmeFFafUs&feature=related>
- Edwards, Paul. "How to Read a Book."  
<http://pne.people.si.umich.edu/PDF/howtoread.pdf>
- What do we mean by "digital preservation & access" and "digital curation"? See Digital Curation Center (DCC) <http://www.dcc.ac.uk/digital-curation/what-digital-curation>
- Discuss class focus on policy, technology, and resources. Cornell perspective.
- Watch and discuss: Rothenberg, Jeff. "Digital Preservation in Perspective How Far Have We Come and What's Next." *YouTube* <http://www.youtube.com/watch?v=2Idbur1qR8I>  
Slides at: <http://www.slideshare.net/FuturePerfect/jeff-rothenberg-digital-preservation-perspective>

2. **August 29: Students Present Questions for Guides and Report on Literature Discovered.**
3. **September 5: Students Discuss Progress and Key Resources Discovered.**
4. **September 12: Students Discuss Progress and Key Resources Discovered.**

- 5. September 19: Students Discuss Progress and Key Resources Discovered.**
- 6. September 26: Students Discuss Progress and Key Resources Discovered and Present Revised Guides and Reflective Paper.**