



# **DIGITAL LIBRARIES**

Curriculum Development

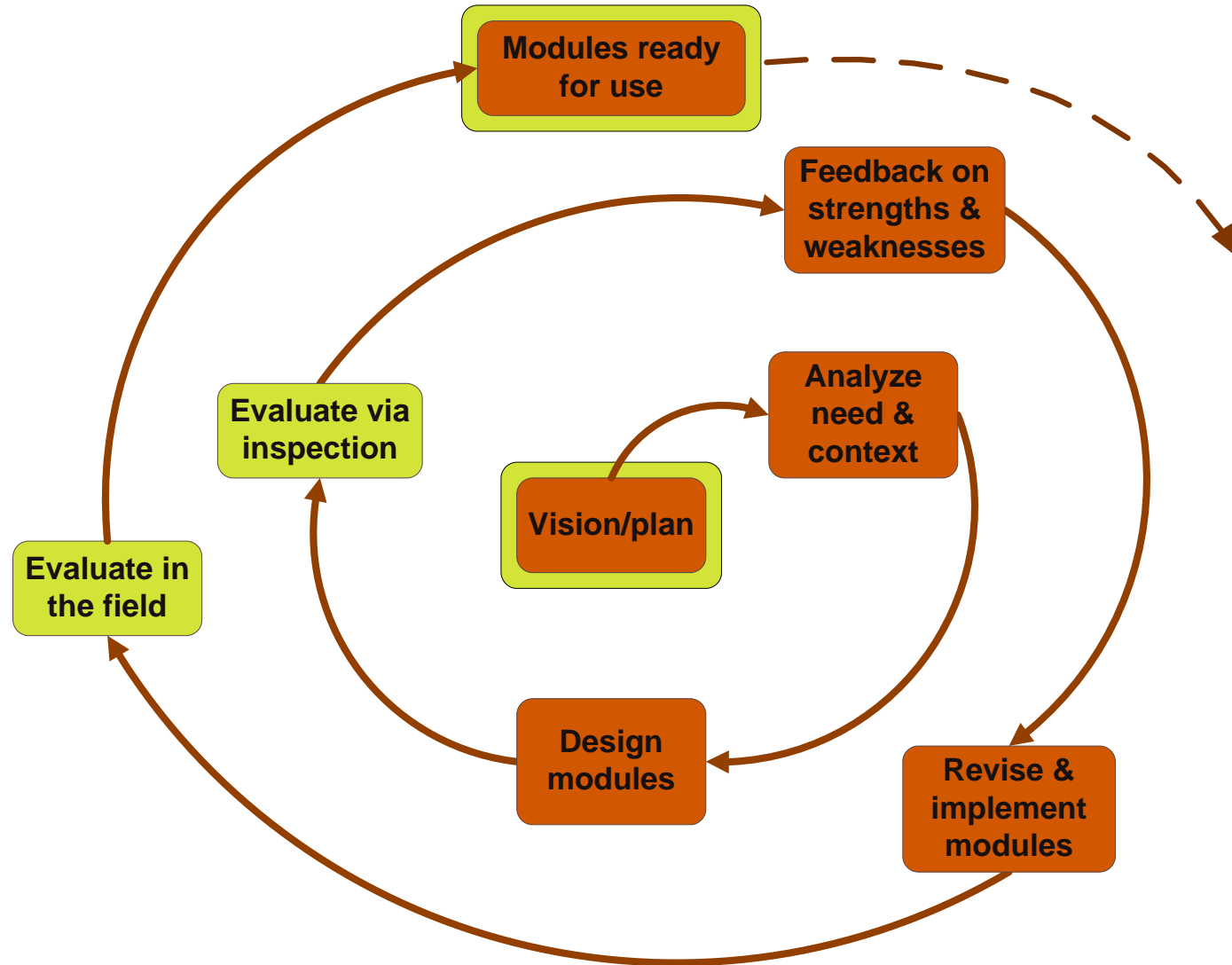
## **Preliminary Results from Field Testing of DL Curriculum Modules**

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# Development and Evaluation Process



# Current Status, 1 of 2

## CORE TOPICS

1	Overview	1-a (10-c): Conceptual frameworks, models, theories, definitions	1-b: History of digital libraries and library automation
2	Digital Objects	2-a: Text resources 2-b: Multimedia	2-c (8-c): File formats, transformation, migration
3	Collection Development	3-a: Collection development/selection policies 3-b: Digitization	3-c: Harvesting 3-d: Document and e-publishing/presentation markup
4	Info/ Knowledge Organization	4-a: Information architecture (e.g., hypertext, hypermedia) 4-b: Metadata 4-c: Ontologies, classification, categorization	4-d: Subject description, vocabulary control, thesauri, terminologies 4-e: Object description and organization for a specific domain
5	Architecture	5-a: Architecture overviews 5-b: Application software 5-c: Identifiers, handles, DOI, PURL	5-d: Protocols 5-e: Interoperability 5-f: Security

Legend:

Module under development

Expert review underway or completed

Field testing underway

# Current Status, 2 of 2

## CORE TOPICS

6	User Behavior/ Interactions	6-a: Info needs, relevance	6-c: Sharing, networking, interchange (e.g., social)
		6-b: Online information seeking behavior and search strategy	6-d: Interaction design, usability assessment
			6-e: Info summarization and visualization
7	Services	7-a: Search engines, IR, indexing methods	7-c: Recommender systems
		7-b: Reference services	7-d: Routing, community filtering
			7-e: Web publishing
8	Preservation	8-a: Preservation	8-c (2-c): File formats, transformation, migration
		8-b: Sustainability	
9	Management and Evaluation	9-a: Project management	9-e: Intellectual property
		9-b: DL case studies	9-f: Cost/economic issues
		9-c: DL evaluation, user studies	9-g: Social issues
		9-d: Bibliometrics, Webometrics	
10	DL education and research	10-a: Future of DLs	10-c (1-a): Conceptual framework, theories, definitions
		10-b: Education for digital librarians	10-d: DL research initiatives

Legend:

Module under development

Expert review underway or completed

Field testing underway

# Modules Undergoing Field Testing

- **Spring 2008**

- 5-b: Application software
- 6-a: Info needs, relevance
- 8-a: Preservation
- 9-e: Intellectual property

- **Summer 2008**

- 5-b: Application software
- 6-d: Interaction design
- 9-c: DL evaluation, user studies

# Field Testing Procedures

- **Teacher perceptions**
  - Individual interviews based on earlier inspection criteria
- **Student perceptions**
  - Questionnaires related to course content and student effort and learning
- **Student outcomes**
  - Evaluation of student work completed during the module

# Teacher Perceptions

- **Objectives:** Are the objectives appropriate for the topic?
- **Body of knowledge:** Does the module address all areas of the topic that need to be addressed?
- **Readings:** Are the readings the best and most appropriate for the topic?
- **Learning activities:** Are the learning activities appropriate for the topic?
- **Logistics:** Is it feasible to teach the module as it is currently constructed?
- **Overall structure:** Is the module well-structured?

# Student Perceptions

## Digital Library Curriculum Development

### Student Survey

Thank you for being willing to provide feedback on [module name], recently used in your class, [class name].

We would like to know your views about the effectiveness of the module. Please rate your level of agreement or disagreement with each of the following statements, in relation to the module on [module name].

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Clearly outlined objectives and outcomes were provided.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The module was well-organized.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The amount of work required for this module was appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The assigned readings helped me better understand the subject matter.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Given the module's objectives, the learning activities and/or assignments were appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The learning activities and/or assignments required thinking and understanding.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



# Student Perceptions: Sample Results

	5b, App Software (n=9)	6a, Info Needs (n=9)	8a, Preservation (n=13)	9e, Intellectual Property (n=8)
Clear objectives	3.3	2.2	2.8	2.4
Well-organized	2.9	2.6	2.8	2.4
Amount of work appropriate	2.5	3.1	2.7	2.9
Readings helpful	3.3	2.4	2.9	2.4
Learning activities appropriate	3.0	2.7	2.6	2.4
Know more than before	3.1	1.7	2.9	2.5
Gained understanding of basic concepts	3.1	2.9	3.2	2.6

1=Strongly disagree, 5=Strongly agree

# Next Steps: How You Can Help

- **Develop a module**
  - Any that are not yet under development
  - Module template available for guidance
- **Review a module**
  - Using same criteria incorporated in instructor interviews
  - Review online via wiki
- **Field test a module**
  - Incorporate in your class
  - Participate in interview after module use

# Additional information

## Project team:

Virginia Tech: Ed Fox, Seungwon Yang

UNC: Barbara Wildemuth, Jeffrey Pomerantz,  
Sanghee Oh

## Project website:

<http://curric.dlib.vt.edu/>

## Project wiki:

<http://curric.dlib.vt.edu/wiki/index.php/>

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