

School of Information Management

INFO543 DIGITAL CURATION

Trimester 3, 2015

COURSE OUTLINE

Names and Contact Details

Course Coordinator and Lecturer: Dr Gillian Oliver

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Senior Tutor (Other distance students and Wellington): Kathryn Oxborrow

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Trimester Dates

From Tuesday 5 January to Friday 19 February

Withdrawal from Course

Your fees will be refunded if you withdraw from this course on or before one full week after the first class.

The standard last date for withdrawal from this course is 3 February 2016. After this date, students forced to withdraw by circumstances beyond their control must apply for permission on an ‘*Application for Associate Dean’s Permission to Withdraw Late*’ including supporting documentation. The application form is available from either of the Faculty’s Student Customer Service Desks or [online](#).

Class Times and Room Numbers

INFO543 will be taught in condensed block mode in a five week period. Online internet conference sessions will be held between 5.00 – 8.15 pm, on the following dates:

- Thursday 14 January
- Thursday 21 January
- Thursday 28 January
- Thursday 4 February
- Thursday 11 February

Teaching Format

Course materials

Powerpoints, readings and other materials will be made available on Blackboard.

Online discussion

The Blackboard online discussion board will be used to discuss course topics. Information relating to the Information Studies Programmes will be found in the Blackboard *Information Studies* Community, and through the IST-students email list.

iConferencing

iConferencing sessions will be conducted using the interactive Saba Classroom platform. You will need an Internet-connected device, microphone, headphones/speakers (webcam is optional). Further information about using the iConferencing software and the platform requirements are available in the *Information Studies* Community on Blackboard. If a scheduled session does not run, please check Blackboard for an announcement of any alternative arrangements that the lecturer may make. iConferencing session recordings will also be available on Blackboard.

Group Work

The final assessment is a group assessment. Meetings of group members can be virtual or face to face, and are estimated to require no longer than one hour per week.

Expected Workload

The total number of hours of work for this 15 point course is 150 hours.

To achieve satisfactory grades, you will need to spend approximately 25 hours per week on INFO543, including time spent in the iConferencing sessions. Some aspects of the course will require less time, whereas others will require slightly more, depending on your previous knowledge of the topic.

Before each session, please read the material on Blackboard for the week's topic, and be ready to discuss the readings and other set work prepared for the class.

Prescription

This course covers long-term preservation issues relating to digital objects, that is, maintaining and adding value to a trusted body of digital information for current and future use.

Course Learning Objectives

By the end of the INFO 543 course, students should be able to:

1. Understand the risks associated with the longterm maintenance of digital information.
2. Evaluate digital preservation strategies.
3. Apply the OAI model to the design of digital library and archival repositories.

Course Content

Module	Date	Topic
1	14 January	Issues and Challenges/Digital Preservation Strategies
2	21 January	International Research Projects/Open Archival Information System (OAI)
3	28 January	OAI Functions: Ingest, Storage, Data Management, Administration
4	4 February	OAI Functions: Access and Preservation Planning
5	11 February	Other Conceptual Models/Evaluation

Readings

The following is an indicative list of readings, which may be substituted or supplemented by other key texts as the course progresses. All changes will be communicated via Blackboard.

Week 1

- Lazorchak, Butch., 2011. Digital Preservation, Digital Curation, Digital Stewardship: What's in (Some) Names? *The Signal: Digital Preservation*.
<http://blogs.loc.gov/digitalpreservation/2011/08/digital-preservation-digital-curation-digital-stewardship-what%E2%80%99s-in-some-names/>
- Ross, Seamus. 2007. "Digital Preservation, Archival Science and Methodological Foundations for Digital Libraries." Keynote address to the 11th European Conference on Research and Advanced Technology for Digital Libraries, Budapest, September 16–21, 2007.
www.ecdl2007.org/Keynote ECDL2007_SROSS.pdf
- Higgins, S. (2011). Digital Curation: the emergence of a new discipline. *International Journal of Digital Curation*, 6(2), 78-88.
- Lavoie, B. and Gartner, R. (2013). Technology Watch: Preservation Metadata, 2nd ed.
<http://dx.doi.org/10.7207/twr13-03>
- Cox, Andrew M., and Stephen Pinfield. 2013. Research data management and libraries: Current activities and future priorities. *Journal of Librarianship and Information Science* : 0961000613492542
- Gartner, R. & Lavoie, B., 2013. Preservation Metadata (2nd Edition), Digital Preservation Coalition. http://www.dpconline.org/component/docman/doc_download/894-dpctw13-03
- Cochrane, Euan. 2012. *Rendering Matters: Report on the Results of Research into Digital Object Rendering*. http://archives.govt.nz/sites/default/files/Rendering_Matters.pdf
- Cornell University. 2003-2007. *Digital Preservation Management: Implementing Short-Term Strategies for Long-Term Problems* http://www.dpworkshop.org/dpm-eng/eng_index.html

Week 2

- Digital Curation Centre. Digital Curation Manual <http://www.dcc.ac.uk/resources/curation-reference-manual>
- Lee, Christopher A., et al. 2014. *From Code to Community: Building and Sustaining BitCurator through Community Engagement*. <http://www.bitcurator.net/wp-content/uploads/2014/11/code-to-community.pdf>
- Higgins, Sarah. 2008. "The DCC Curation Lifecycle Model." *International Journal of Digital Curation* 3 (1): 134–40. doi:10.2218/ijdc.v3i1.48
- Lavoie, Brian 2014. *The Open Archival Information System (OAIS) Reference Model: Introductory Guide*. DPC Technology Watch Report 14-02
- Treloar, A., Groenewegen, D. & Harboe-Ree, C., 2007. The Data Curation Continuum: Managing Data Objects in Institutional Repositories. *D-Lib Magazine*, 13(9/10).
<http://www.dlib.org/dlib/september07/treloar/09treloar.html>

Week 3

- Barone, F., Zeitlyn, D., & Mayer-Schönberger, V. (2015). Learning from failure: The case of the disappearing Web site. *First Monday*, 20(5). doi:10.5210/fm.v20i5.5852
- Rosin, Leigh and Smith, Kirsty. 2014. "Then and Now: The Evolution of Digital Preservation and Collecting Requirements over a Decade." Paper presented at iPres, the 11th International Conference on Digital Preservation, Melbourne, 4-6 October. <http://ndha-wiki.natlib.govt.nz/assets/NDHA/Publications/2014/NL-CIMS-526628-v1-iPres-Paper-Format.pdf>
- Tjalsma, Heiko D. and Rombouts, Jeroen. 2010. "Selection of Research Data. Guidelines for appraising and selecting research data. A report by DANS and 3TU. Datacentrum."

http://www.theresourcedepot.com/000010/memento/20130421094416/http://www.dans.knaw.nl/sites/default/files/file/publicaties/Selection_of_research_data_DEF.pdf

- Knight, Gareth, and Maureen Pennock. 2008. "Data Without Meaning: Establishing the Significant Properties of Digital Research." Paper presented at iPres 2008, London, September 29–30, 2008. www.bl.uk/ipres2008/presentations_day1/16_Knight.pdf
- Paradigm Project. 2008a. "File Formats." Chapter 8 in *Workbook on Digital Private Papers*. Oxford: Paradigm Project. <http://www.paradigm.ac.uk/workbook/preservation-strategies/file-formats.html>
- Waugh, A. (2007). The design and implementation of an ingest function to a digital archive. *D-lib Magazine*, 13(11), 5.
- Angevaere, Inge. 2009. "Taking Care of Digital Collections and Data: 'Curation' and Organisational Choices for Research Libraries." *LIBER Quarterly* 19, no. 1 (April): 1–12
- National Archives. 2014. How cloud storage can address the needs of public archives in the UK Available: <http://www.nationalarchives.gov.uk/documents/archives/cloud-storage-guidance.pdf>
- Oliver, Gillian and Knight, Steve. 2015. "Storage is a Strategic Issue: Digital Preservation in the Cloud." *D-Lib Magazine*, Volume 21, Number 3/4 <http://www.dlib.org/dlib/march15/oliver/03oliver.html>

Week 4

- Baker, Drew and Anderson, David. 2014. Laying a Trail of Breadcrumbs – Preparing the Path for Preservation. In *Preserving Complex Digital Objects*, 91-106, eds Janet Delve and David Anderson. London: Facet
- Day, Michael, Ann MacDonald, Maureen Pennock, and Akiko Kimura. 2014. "Identifying Digital Preservation Requirements: Digital Preservation Strategy and Collection Profiling at the British Library." Paper presented at iPres, the 11th International Conference on Digital Preservation, Melbourne, 4-6 October.
- Vermaaten, S., Lavoie, B. & Caplan, P., 2012. Identifying Threats to Successful Digital Preservation: the SPOT Model for Risk Assessment. *D-Lib Magazine*, 18(9/10). <http://www.dlib.org/dlib/september12/vermaaten/09vermaaten.html>
- Holley, R. (2011). Extending the Scope of Trove: Addition of E-resources subscribed to by Australian Libraries. *D-Lib Magazine*, 17(11), 1.
- Palmer, Carole L., Lauren C. Teffeu, and Carrie M. Pirmann. 2009. *Scholarly Information Practices in the Online Environment: Themes from the Literature and Implications for Library Service Development*. Dublin, OH: OCLC. www.oclc.org/programs/publications/reports/2009-02.pdf
- Reilly, H. and Crookston, M. 2015. *Awareness and use of the New Zealand Web Archive: A survey of New Zealand academics*. Wellington: National Library of New Zealand <http://natlib.govt.nz/files/webarchive/nzwebarchive-awarenessanduse.pdf>
- Wright, Sarah J. et al. 2013. "Using Data Curation Profiles to Design the Datastar Dataset Registry". *D-Lib Magazine*, Volume 19, Number 7/8 <http://www.dlib.org/dlib/july13/wright/07wright.html>

Week 5

- Dallas, C. (2015) Digital curation beyond the "wild frontier": a pragmatic approach. *Archival Science*. Available at Online First <http://link.springer.com/article/10.1007/s10502-015-9252-6>
- Kim, Jeonghyun, Edward Warga, and William Moen 2013. Competencies Required for Digital Curation: An Analysis of Job Advertisements. *International Journal of Digital Curation* 8.1 (2013): 66-83

Pryor, Graham, and Martin Donnelly. 2009. "Skilling Up to Do Data: Whose Role, Whose Responsibility, Whose Career?" *International Journal of Digital Curation* 4, no. 2: 158–170.

Materials and Equipment

The INFO 543 Blackboard course pages will contain course readings, links to websites of interest, assignment information and submission links, course announcements, and a Web-based forum for discussing issues related to the course.

You are expected to prepare any work listed in the relevant Blackboard section before each weekly seminar session so that you can be an active participant in the session.

All students will also be automatically enrolled in the *Information Studies* Community under 'My Organizations' on Blackboard. General announcements and information will be posted here, and students should check this site regularly. If you have any difficulties logging on to the Blackboard site please contact the Help Desk, at: its-service@vuw.ac.nz

Assessment

This course will be internally assessed. For all further details, including the breakdown of marks, requirements, and submission details, you should refer to the 'Assessment' section of the INFO 543 course site on Blackboard.

Assignment	Date Due	Value	Length	Learning objectives
Select, describe and evaluate a digital curation tool, presenting findings in class and contributing to course wiki	Various	35%	750 word max.	1-2
Select, describe and review one digital preservation strategy	29 January 2016	35%	1500 words	2
Working in groups, develop and present an ingest strategy for a specific repository type	11 February 2016	30%	Slide presentation	3

For the group assignment, each participant will be required to actively contribute to the decision making process associated with selecting the repository type, determining the details of an appropriate ingest strategy, and provide input into the final slide presentation. Specific areas of responsibility may be negotiated within the group. Assessment will be based on the final overall presentation, with 10% allocated for group members' peer evaluation.

Use of Turnitin

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine <http://www.turnitin.com>. Turnitin is an on-line plagiarism prevention tool which compares submitted work with a very large database of existing material. At the discretion of the Head of School, handwritten work may be copy-typed by the School and submitted to Turnitin. A copy of submitted materials will be retained on behalf of the University for detection of future plagiarism, but access to the full text of submissions will not be made available to any other party.

Class Representative

The IST programmes have a student committee which provides a communication channel to liaise with the Programmes Director and course coordinators on behalf of students.

Communication of Additional Information

Further details about the course, and additional information, will be made available through Blackboard

Student feedback

The last time INFO543 was offered in block mode was in 2011, and this feedback together with the last normal mode iteration in 2013 has been taken into account in developing this course.

Student feedback in general was very positive. Students particularly appreciated the assessment structure, but some changes to the make-up of the first assessment were suggested. In the light of this feedback the word limit for the written component of the first assessment, the wiki entry, has been increased to 750 words, and a strict time-limit will be applied to the oral component.

Student feedback on University courses may be found at

www.cad.vuw.ac.nz/feedback/feedback_display.php

Link to general information

For general information about course-related matters, go to

<http://www.victoria.ac.nz/vbs/studenthelp/general-course-information>

Note to Students

Your assessed work may also be used for quality assurance purposes, such as to assess the level of achievement of learning objectives as required for accreditation and academic audit. The findings may be used to inform changes aimed at improving the quality of VBS programmes. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the course.
