We acknowledge that we are on the traditional, ancestral and unceded territory of the həń̓q̓əmiń̓əm̓ speaking Musqueam people.

iSchool Mission: Through innovative research, education and design, our mission is to enhance humanity's capacity to engage information in effective, creative and diverse ways.

ARST 500 Information Technology (IT) and Archives

Program:	Master of Archival Studies
Year:	2020-2021 Winter Session Term 2
Course Schedule:	Thursdays, 6-8:15 pm, with additional, asynchronous individual and group study time.
Location:	Online at https://canvas.ubc.ca/courses/57858
Instructor:	Jill Teasley
Office location:	Online
Office phone:	604-838-0199
Office hours:	Online meetings will be scheduled with individual students and groups as needed.
E-mail address:	teasleyj@mail.ubc.ca
LMS:	http://lthub.ubc.ca/guides/canvas/

Course Goal:

ARST 500 IT and Archives aims to provide knowledge of the role of technology in archival work, at the theoretical and pragmatic level. Through lectures, guest speaker presentations, educational visits and hands-on experience, students will gain insight into relevant technology-raised issues, and learn what kind of technology is applied in archives.

The knowledge acquired in *ARST 500 IT and Archives* complements the learning outcomes of the core and required MAS courses, specifically:

- ARST 510 Archival Diplomatics
- ARST 515 Arrangement and Description of Archives
- ARST 516 Management of Current Records
- ARST 520 Selection and Acquisition of Archival Documents
- ARST 573 Archival Systems and the Profession

ARST 500 IT and Archives will help students establish foundational knowledge for their second-year elective courses, such as ARST 554-Database Design, and ARST 555-The Continuing Preservation of Electronic Records.

First Nations Curriculum Concentration (FNCC) Specialization:

The assignments in this course can serve the requirements of the First Nations Curriculum Concentration (FNCC). If you would like to take this course for FNCC credit, please contact me to discuss this option.

Objectives: Upon completion of the course, students will be able to:

1. Discuss the role of technology in archival work. [1.1, 1.3][1]
2. Show concern for users of archives and other content services. [1.1, 2.1]
3. Differentiate among and evaluate the most commonly used types of applications in archival work. [1.1, 3.2]
4. Communicate with stakeholders and IT service providers about archives' IT requirements. [1.1, 1.3, 2.1, 2.2]
5. Describe typical methods for designing and implementing IT systems. [1.1, 1.3]
6. Design and build a website using a content management system (CMS) and custom code. [1.3, 2.1]
7. Design and build a basic relational database using readily available tools. [1.3, 2.1]
8. Identify solutions to technical problems on their own. [3.2]
9. Demonstrate effective collaboration within teams and small groups. [3.1]
10. Discuss and demonstrate understanding of the course topics listed below. [1.1, 1.3]

Course Topics:

- Technology and the changing landscape of archival work;
- Archival functions and technology: digital preservation; acquisition; appraisal; disposition; accessioning; arrangement and description; online access; databases;
- Web and database design for archival users;
- Reference services;
- Everyday practice in archival work;
- Electronic finding aids;
- Archival trusted digital repositories and certification;
- Legislation and the online archival environment;
- Records management and technology;
- Information architecture;
- Human-centered design and other methods and practices that facilitate the effective use of IT.

Prerequisites: for MAS and Dual students, completion of the MAS core courses

Format of the course:
- This class will meet online for 2¼ hours beginning at 6 pm on Thursdays. Class meetings will include lectures by the instructor and guest speakers as well as in-class discussion and exercises.
- During weeks in which no assignment is due, class meetings may be preceded by an online, asynchronous activity for students to complete before class.

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[1] Number in brackets refer to the relevant iSchool Graduate Competencies, described at https://slais.ubc.ca/about/about-the-ischool/graduate-competencies/ (retrieved Jan. 11, 2021).

- If a student is unable to join a class meeting, they will be able to access a recording of the in-class content (presentations and discussions).
- Students will collaborate in small groups during and outside of class using virtual breakout rooms.

Estimated average number of weekly hours: Students should plan to dedicate an average of 9 hours to this course per week, including in-class time. Based on the assignment schedule, some weeks will be more intensive than others, while others will be lighter.

Required and Recommended Reading: Required and recommended readings from selected websites, monographs, journals, and other sources will be provided through Canvas. Many of the publications to which we'll refer will be available through the UBC Library's subscription to *O'Reilly for Higher Education*, at: https://resources.library.ubc.ca/page.php?details=oreilly-for-higher-education&id=2460

Course Assignments:

#	Assignment Name	Due Date*	Weight**	Graduate Competencies
1	Website design and build (group)	1.1 Project brief and proto-personas: **Feb.4** 1.2 Documentation: **Feb. 25** 1.3 Website: **Mar. 11**	45 %	1.1, 1.3, 2.1, 3.1
2	Database design and build (group)	Design documentation and database due **Apr. 8**	20 %	1.1, 1.3, 2.1, 3.1
3	IT solution assessment (individual)	3.1 Research brief: **Mar. 25** 3.2 Report: **Apr. 22**	25 %	1.1, 1.3, 2.1
-	Professionalism and participation (individual)	Throughout the term	10 %	2.1, 3.1

* We will review due dates during the first class meeting and adjust them based on student needs. In the event of Covid-related disruptions to the academic term, we will re-evaluate due dates.

** These assignment weightings are suggestions. Each student may determine how much each assignment (not including the "professionalism and participation" assessment) will count their overall course grade. Please account for the effort you put into each assignment and the value you have gained from it in determining your assignment weighting. I will explain the logistics and timeline for this arrangement at the course's first meeting and provide written instructions on Canvas.

Course Schedule:

#	Session Date	Topic(s)
1	Jan. 14	− Introduction to the course − The relationship of archives, information systems, and IT
2	Jan. 21	− Archives and records management services' IT requirements (including the role of legislation, standards, and maturity models) − Human-centered design foundations and principles
3	Jan. 28	− Human-centered design practice: proto-personas and user stories
4	Feb. 4	− Web design foundations − ***Assignment 1.1 due*** *(Website project brief and proto-personas)*
5	Feb. 11	− Web design practice: using a CMS − Information architecture
6	Feb. 18	Reading week (no class)
7	Feb. 25	− Web design practice: HTML and CSS − ***Assignment 1.2 due*** *(Website documentation)*
8	Mar. 4	− Evaluating IT solutions and services (web archiving case study)
9	Mar. 11	− Database design foundations and principles − Database design practice: tables, attributes, and relationships − ***Assignment 1.3 due*** *(Website build)*
10	Mar. 18	− Database design practice: data types and keys
11	Mar. 25	− Database design practice: forms, reports, and queries − ***Assignment 3.1 due*** *(IT solution assessment brief)*
12	Apr. 1	− Database design practice: review − Implementing IT solutions and services
13	Apr. 8	− Course review and summary − ***Assignment 2 due*** *(Database design and build)*

#	Session Date	Topic(s)
14	Apr. 15	− *No class*
15	Apr. 22	− *No class* − **Assignment 3.2 due** *(IT solution assessment report)*

Attendance and Participation: I advise you to attend all class meetings so that you get the most benefit from taking this course. Your attendance is one of the components of your "professionalism and participation" grade, along with your participation in course activities and your collaboration with your classmates. Penalties for excessive absences are at my discretion.

Evaluation: All assignments will be marked using the evaluative criteria given on the iSchool web site.

Required Materials:
- Software and hosting: We will use UBC's LMS and UBC-approved collaboration tools to meet. You will complete your website and database assignments using UBC Blogs (WordPress), Microsoft Access, and other UBC-approved software as needed.
- Hardware and networking: You will need a PC using an up-to-date operating system. You will also need a reliable high-speed internet connection.

Academic Concession:
- If you miss marked coursework for the first time (assignment, exam, presentation, participation in class) and the course is still in-progress, **speak with me immediately** to find a solution for your missed coursework.
- I will refer any concessions that will result in a change to the student record (such as late withdrawal from the course) to the Faculty of Graduate and Postdoctoral Studies for evaluation.
- If this is not the first time you have requested concession or classes are over, please consult the Faculty of Graduate and Postdoctoral Studies' webpage on academic concession, and then contact me where appropriate.

Policies and Resources to Support Student Success: UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious and cultural observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available here (https://senate.ubc.ca/policies-resources-support-student-success)

Academic Integrity: The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply when the matter is referred to the Office of the Dean. Careful records are kept in order to monitor and prevent recurrences. A more detailed description of academic integrity, including the University's policies and procedures, may be found in the UBC Calendar: Student Conduct and Discipline. Academic misconduct includes cheating, plagiarism, and self-plagiarism http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,959 (§7)

Academic Accommodation for Students with Disabilities: Academic accommodations help students with a disability or ongoing medical condition overcome challenges that may affect their academic success. Students requiring academic accommodations must register with the Centre for Accessibility (previously known as Access & Diversity). The Centre will determine that student's eligibility for accommodations in accordance with Policy LR7: Accommodation for Students with Disabilities (Joint Senate and Board Policy). Academic accommodations are not determined by your instructors, and instructors should not ask you about the nature of your disability or ongoing medical condition, or request copies of your disability documentation. However, your instructor may consult with the Centre for Accessibility should the accommodations affect the essential learning outcomes of a course.