THE UNIVERSITY OF BRITISH COLUMBIA
School of Information
Faculty of Arts

We acknowledge that we are on the traditional, ancestral and unceded territory of the hən̓q̓əmin̓əm̓ 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 556M / LIBR 581: Digital Libraries and Archives – Course Syllabus (3)

Program:	MLIS, MAS, Dual MAS/MLIS
Year:	Summer 2022 Term 1
Course Schedule:	Tuesday and Thursday from 2:00 pm to 4:50 pm
Location:	Terrace Lab
Instructor:	Richard Arias-Hernandez
Office hours:	On Zoom by email appointment
E-mail address:	richard.arias@ubc.ca
Learning Management Site:	https://canvas.ubc.ca/

Course Goal: The goal of this course is to provide students with the theoretical and practical knowledge required to understand the processes and techniques involved in creating, organizing, presenting, and using information in digital environments.

FNCC specialization: The assignments in this course can serve the requirements of the First Nations Curriculum Concentration (FNCC). Every single assignment in this course as well as the student-led activities in class can be approached from an Indigenous perspective. If students would like to take this course for FNCC credit, they are invited to contact me to discuss this option.

Learning Outcomes:

Upon completion of this course students will be able to:

1. Outline the major components of a digital library/archive [1.4, 4.1]*
2. Use current technologies associated with the development and implementation of digital libraries/archives [1.1, 1.2, 1.3]*
3. Analyze issues related to curation of and access to digital resources [1.4, 4.1]*
4. Apply a critical perspective in analyzing current digital library/archive efforts [1.4, 2.1, 3.1]*
5. Analyze the role, potential, and challenges of digital libraries/archives in relation to societal needs and concerns [1.1, 3.1]*
6. Design a digital library/archive solution to satisfy users' information needs and information organizations' mission and goals [1.1, 1.3, 2.1, 3.1, 3.2]*

* Course objectives are stated in terms of student learning outcomes and reference the iSchool Statement on Graduate Competencies: http://slais.ubc.ca/programs/about-department/graduate-competencies/

Course Topics:

- Digital libraries & archives - definitions and examples
- Resources - multimedia and text
- Digital collection development

- Privacy and Intellectual Property Rights
- Information organization and representation
- Metadata
- Resource discovery
- Information needs and information seeking
- Digital library/archive services
- Digital preservation
- Digital library & archive systems and technology platforms
- Design and evaluation of digital libraries & archives

Prerequisites:
MLIS and Dual MAS/MLIS: Completion of MLIS Core or permission of SLAIS Graduate Advisor
MAS: completion of MAS core or permission of the SLAIS Graduate Adviser

Format of the course: Class sessions will combine short lectures, student-led class colloquia discussing main ideas and issues raised by weekly topics, guest speakers, and technology workshops/demos in-class or at the Terrace Lab.

Estimated number of weekly hours students should dedicate to this class (preparation activities + class activities): 18 hours [weekly intensity of class doubles during the summer term]

Required Readings: (available from LOCR on Canvas)

- Course Textbook:
  - Xie, I. and Matusiak, K. (2016). *Discover Digital Libraries: Theory and Practice*. New York: Elsevier. Full text of the book is freely available online through UBC Library. One hard copy of the book will be available outside of my office on reserve for local consultation at the UBC iSchool only.

- Book chapters:
  - Calhoun, K. (2014). Chapters 1 and 8, In: *Exploring Digital Libraries: Foundations, Practice, Prospects*. London, UK: Facet Publishing. Full text of the bool is freely available online through UBC Library. One hard copy of the book will be available outside of my office on reserve for local consultation at the UBC iSchool only.

- Journal Articles, Web Articles/Tutorials:
  - Arms, W. Y. (2001). "Uniform Resource Names: Handles, PURLs, and Digital Object Identifiers." Communications of the ACM, 44(5), pp. 68. Available online at: http://www.cs.cornell.edu/wya/papers/cacm-2001.pdf
  - Bearman, D. (2007) "Digital Libraries." Annual Review of Information Science and Technology, 41(1), pp. 223–272. Available online from UBC library.
  - Brown, M. (2014). "Is Almetrics and Acceptable Replacement for Citation Counts and the Impact Factor?. The Serials Librarian, Vol 67, No. 1, pp. 27-30. Available at: https://www.tandfonline.com/doi/abs/10.1080/0361526X.2014.915609
  - Candela, L. et al. (2011). Digital Library Manifesto. DL.org. Available at: http://www.dlorg.eu/uploads/Booklets/booklet21x21_manifesto_web.pdf
  - Conway, P. (2010). "Preservation in the Age of Google: Digitization, Digital Preservation, and Dilemmas." The Library Quarterly, 80(1), pp. 61-79. Available online from UBC library.
  - Head, A. and Eisenberg, M.B. (2010). "Truth To Be Told: How College Students Evaluate and Use Information in the Digital Age." Information School, University of Washington. Available at:

http://web20kmg.pbworks.com/f/How+College+Students+evaluate+information+Digital+Age+2010.pdf

- Hirtle, P.B. (2012). "When Is 1923 Going to Arrive and Other Complications of the U.S. Public Domain." Searcher: The Magazine for Database Professionals. 20. Available at: https://ecommons.cornell.edu/handle/1813/30861
- Holley, R. (2010). "Crowdsourcing: How and why should libraries do it?" D-Lib Magazine 16(3/4). Available at: http://www.dlib.org/dlib/march10/holley/03holley.html
- Julie Kelly and Linda Eells (2016). "Institutional Repositories: Home for Small Scholarly Journals?" D-Lib Magazine 22(5/6), May/June 2016. Available at: http://dlib.org/dlib/may16/kelly/05kelly.html
- Mayernik, M. S., Phillips, J. and Nienhouse E. (2016). "Linking Publications and Data: Challenges, Trends, and Opportunities." D-Lib Magazine 22(5/6) , May/June 2016. Available at: http://dlib.org/dlib/may16/mayernik/05mayernik.html
- Marmor, M. (2006) The ARTstor Digital Library: a case study in collection building. *Collection Building*, 25(3), 95-99. Emerald. Available at: http://www.emeraldinsight.com/doi/full/10.1108/01604950610701037
- Monnich, M. and Spiering, M. (2008). "Adding value to the library catalog by implementing a recommendation system." D-Lib Magazine 14(5/6). Available at: http://www.dlib.org/dlib/may08/monnich/05monnich.html
- Ooghe, B. and Moreels, D. (2009). "Analysing selection for digitization: Current practices and common initiatives." D-Lib Magazine 15(9/10). Available at: http://www.dlib.org/dlib/september09/ooghe/09ooghe.html
- Rosenthal, D.S.H., Robertson, T., Lipkis, T., Reich, V., and Morabito, S. (2005). "Requirements for digital preservation systems: a bottom-up approach." D-Lib Magazine 11(11). Available at: http://www.dlib.org/dlib/november05/rosenthal/11rosenthal.html
- Shumaker, D. (2021). The next normal: The post-pandemic future of library services. *Information Today*, 38, 14-16. Available online at UBC Library.
- Vakkari, P. (2011). "Comparing Google to a digital reference service for answering factual and topical requests by keyword and question queries." Online Information Review, 35(6), pp.928 – 941. Available online at UBC library.
- Van den Branden, R., Terras, M., and Vnahoutte, E. TEI by Example. http://www.teibyexample.org/. Tutorial 0: Introduction to Text Encoding and the TEI is available at: http://www.teibyexample.org/modules/TBED00v00.htm

- Reports:
  - American National Standards Institute (ANSI) and National Information Standards Organization (NISO) (2012). Z.39.85-2012: The Dublin Core Metadata Element Set. Available at: https://groups.niso.org/apps/group_public/download.php/10258/Z39-85-2012_dublin_core.pdf
  - ALCTS – Association for Library Collections and Technical Services. Preservation and Reformatting Section. (2013) Minimum Digitization Capture Recommendations. American Library Association. Available at: http://www.ala.org/alcts/resources/preserv/minimum-digitization-capture-recommendations
  - RUSA – Reference and User Services Association. MARS Digital Reference Guidelines Ad Hoc Committee. (2017). Guidelines for Implementing and Maintaining Virtual Reference Services. Available online at: http://www.ala.org/rusa/resources/guidelines/virtrefguidelines

Course Assignments:

Assignment Name	Due Date	Weight	Course Learning Outcome	Graduate Competencies
Audio/Video Digitization	May 31	15 %	1 and 2	1.4, 2.1
Digital Collection Development paper	June 7	20 %	1 and 4	1.4, 2.1
DLA Issues paper	June 14	25 %	3, 4, and 5	1.4, 2.1
DLA Case Scenario	June 21	30 %	2, 5, and 6	1.1, 1.3, 2.1, 3.1, 3.2
Participation	Throughout	10 %	1, 2, 3, 4, and 5	2.1, 5.1

Course Schedule:

Date	Topic	Reading	Assignment Due
Session 1 May 17	OVERVIEW (I) Introduction to course History of digital libraries and digital library initiatives	*Xie & Matusiak (2016) Ch. 1* Shumaker (2021)	
Session 2 May 19	OVERVIEW (II) Conceptual frameworks, theories, definitions Digital Library Exemplars	Bearman (2007) Candela et al. (2011)	
Session 3 May 24	DIGITAL OBJECTS (I) Text and still images TEI, *TEI Lab*	*Xie & Matusiak (2016) Ch.3* Ron Van den Branden et al. (2014): Tutorial 0	
Session 4 May 26	DIGITAL OBJECTS (II) Audio and multimedia	*Xie & Matusiak (2016) Ch.4* ALCTS (2013)	
Session 5 May 31	DIGITAL COLLECTION DEVELOPMENT Collection development, Selection policies, IPR.	*Xie & Matusiak (2016) Ch. 2* Ooghe and Moreels (2009) Hirtle (2012) Marmor (2006)	**Audio/Video Digitization**
Session 6 June 2	METADATA *Metadata Lab*	*Xie & Matusiak (2016) Ch. 5* ANSI/NISO (2012) Arms (2001)	

Date	Topic	Reading	Assignment Due
Session 7 June 7	USER BEHAVIOUR/ INTERACTIONS Information needs/ relevance, Search strategy, information seeking behavior, *Islandora Lab*	*Xie & Matusiak(2016) Ch. 8* Head and Eisenberg (2010) [Skim read]	**Digital Collection Development Paper**
Session 8 June 9	SERVICES Virtual reference, education services, recommender systems *Omeka Lab*	RUSA (2017) Vakkari (2011) Monnich and Spiering (2008)	
Session 9 June 14	INSTITUTIONAL REPOSITORIES *DSpace Demo/Lab*	*Calhoun (2014) Ch.8* Kelly and Eells (2016) Mayernik et al. (2016)	**DLA Issues Paper**
Session 10 June 16	DIGITAL PRESERVATION *Archivematica Demo/Lab*	*Xie & Matusiak(2016) Ch. 9* Conway (2010) Rosenthal et al. (2005)	
Session 11 June 21	NEW DEVELOPMENTS AND CHALLENGES	*Xie & Matusiak(2016) Ch. 11* Holley (2010) Brown (2014)	**DLA Case Scenario**

Attendance: The UBC calendar states: “Regular attendance is expected of students in all their classes (including lectures, laboratories, tutorials, seminars, etc.)”. Attendance is required in all class meetings. If you know you are going to be absent you must inform me beforehand if at all possible. Up to two excused absences are allowed with prior notification to me. Additional absences will require compliance with UBC Academic Concession Policy. Failure to comply could result in a lower course mark.

Evaluation: All assignments will be marked using the evaluative criteria given on the iSchool web site Extensions to assignment deadlines will only be considered in accordance to UBC Academic Concession Policy and to individually-arranged provisions with the Centre for Accessibility. In all other circumstances, points will be deducted, at the discretion of the instructor, to assignments that are handed in late as a late penalty.

Required Materials: All required material (i.e., textbooks, book chapters, and journal articles) is available through the UBC Library either in printed form, as eBooks, or a PDF files or it is made available by the instructor on Canvas under fair dealing. All software used in this class has either licensed access through UBC campus agreements, it is installed in UBC iSchool lab computers, it is free software, or a 30-day free license can be obtained for class exercises purposes. There is no cost associated to any reading materials or software/hardware required for this class.

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. Any concessions that will result in a change to the student record (such as late withdrawal from the course) will be referred 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.

Canvas: Canvas, UBC's e-learning system https://canvas.ubc.ca/ will be used to organize class resources, slides, and additional material. It will also be used to manage assignments, grades, and in-class exercises. Make sure that you check the course space in Connect constantly for announcements, resources, assignments, feedback and grades.