



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

The mission of UBC iSchool is to enhance humanity’s capacity to engage information in effective, creative and diverse ways, through innovative research, education and design.

ARST 556L / LIBR 514L Metadata Course Syllabus (3)

Program: MAS and MLIS
Year: 2022-2023 Winter Session Term 1
Course Schedule: Wednesdays 2-5pm, Frederic Lasserre (LASR) - 102
Instructor: Julia Bullard
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Learning Management Site: canvas.ubc.ca

Course Goal: This course will give students a broad introduction to descriptive, structural, administrative, and use metadata covering metadata collection and generation, schema design and revision, and querying and analysis. This course will have a substantial practice component through lab activities. Technical work in the course will include the management of metadata within digital repository environments while class lectures and student research will cover a range of standards, applications, and contexts. Class material will include lectures covering course concepts and domains, lab sessions practicing related skills, and presentation days for students to report on individual investigation into areas of personal and professional interest.

Course Objectives:

Upon completion of this course students will be able to:
1. Apply theories of information and documents to describe items, collections, and datasets through metadata; [1.2]
2. Describe existing metadata standards in terms of scope, application, governance, and maintenance; [1.1]
3. Understand the role that metadata plays in libraries, archives, and record management; [1.1, 1.4]
4. Analyze and assess proposed and deployed metadata schemas for suitability, feasibility, and risk; [1.1]
5. Design metadata schemas and application profiles around particular resources and contexts; [1.1,1.3]
6. Manage metadata schemas and metadata records within a digital repository environment; [1.2]
7. Understand critical perspectives on metadata including bias, labour, surveillance, and professionalization; [1.4, 4.1]
8. Communicate the relevance of metadata principles and practices to real world situations; [1.3, 2.1]



9. Create and follow through on plans for professional development and practice in the domain of metadata that are accountable to the philosophy, principles and ethics of the profession. [5.1, 5.3]

Course Topics:

- Metadata for items, collections, and datasets
- Metadata in library, archival, and record management contexts
- Metadata functions:
 - Access
 - Control
 - Description
 - Preservation
 - Relationships
 - Surveillance
- Metadata generation & collection
 - Traditional processes
 - Automated processes
 - Crowd processes
- Metadata principles:
 - Entities, attributes, and relations
 - Structures & encoding
 - Interoperability, extensibility, modularity, & hospitality
- Schema design & revision and application profiles

Prerequisites:

MLIS and Dual MAS/MLIS: Completion of MLIS Core. MAS: Completion of MAS core.

Format of the course:

This course alternates between lecture-based sessions and design, analysis, and reflection activities. The final weeks of the course will be delivered by students in the class as they draft the outcome of their term projects. There will be peer assessment of assignments. There will be guest speakers for certain topics.

50%, Online, weekly activities:

For most weeks of the course, I will post lectures online in advance of our weekly class session. The weekly content and assignment instructions will be within the recorded lecture and can also be accessed as a pptx or audio file. On weeks where there is an assignment to submit, the assignment should take under 5 hours and is to be submitted on Canvas by the following Tuesday at 2pm. Some assignments will have peer review components in which you will comment on 3 submissions from your classmates.

50%, In-class sessions:

Each week there is an in-class session (time & room number is given on our Canvas homepage) for discussion and time to work on your weekly assignment and your end-of-term project. In-class sessions are particularly important for students who work better in a structured environment, at a regular time, with the immediate availability of the instructor. Bring whatever materials you require for information seeking and creative tasks (a laptop, a notebook and pens, your current knitting project). To understand



the requirements involved in-class sessions, please carefully read the following information about COVID safety on campus.

COVID-19 Safety: Per the most recent UBC Broadcast, you are no longer required to wear a mask, yet UBC recommends that you do in indoor public spaces. Daily health checks and frequent hand-washing are advisable. Whether you choose to wear a mask or not, please be mindful and accepting of each other's choices and comfort levels as we navigate the new academic year. Please maintain a respectful environment ([UBC Respectful Environment Statement](#)).

If you are sick, it is important that you stay home. Complete a self-assessment for COVID-19 symptoms here: <https://bc.thrive.health/covid19/en>. In this class, the marking scheme is intended to provide flexibility so that you can prioritize your health and still succeed.

If I (the instructor) am feeling ill: If I am unwell, I will not come to class. I will make every reasonable attempt to communicate plans for class as soon as possible (by email, on Canvas, etc.). Our classroom will still be available for you to sit in and work. If I am well enough to teach, but am taking precautions to avoid infecting others, we may hold the class online. If this happens, you will receive an announcement in Canvas informing you how to join the class.

Readings:

- Adler, M. (2019). Eros in the library: Considering the aesthetics of knowledge organization. *Art Libraries Journal*, 44(2), 67–71. <https://doi.org/10.1017/alj.2019.6>
- Cornwell, S. E. (2019). Language Classification in The Ethnologue and its Consequences. *Proceedings of the Annual Conference of CAIS / Actes Du congrès Annuel De l'ACSI*. <https://doi.org/10.29173/cais1104>
- Drucker, D. J. (2017). How Subjects Matter: The Kinsey Institute's Sexual Nomenclature: A Thesaurus (1976). *Information & Culture*, 52(2), 207–228.
- Duval, Eric, Wayne Hodgins, Stuart Sutton, and Stu Weibel. (2002) Metadata principles and practicalities. *D-Lib*. Available at: <http://dlib.org/dlib/april02/weibel/04weibel.html>
- Elings, Mary W., and Günter Waibel. (2007). "Metadata for all: Descriptive standards and metadata sharing across libraries, archives and museums." *First Monday* 12(3).
- Kropotkin, P. (1881). *On Order* [Pamphlet]. <https://theanarchistlibrary.org/library/petr-kropotkin-on-order>
- Littletree, S., & Metoyer, C. A. (2015). Knowledge Organization from an Indigenous Perspective: The Mashantucket Pequot Thesaurus of American Indian Terminology Project. *Cataloging & Classification Quarterly*, 53(5–6), 640–657. <https://doi.org/10.1080/01639374.2015.1010113>
- Millerand, F., & Bowker, G. C. (2009). Metadata standards: Trajectories and enactment in the life of an ontology. *Standards and their stories: How quantifying, classifying, and formalizing practices shape everyday life*, 149-165.
- Pomerantz, Jeffrey. (2015) *Metadata*. Boston: MIT Press. **(This book accounts for half the reading in this course. UBC Libraries has an ebook copy and you can get a print copy for ~\$20).**
- Ribes, David. 2017. Notes on the concept of data interoperability: cases from an ecology of AIDS research infrastructures. *Proceedings of the 2017 ACM Conference on Computer Supported Cooperative Work and Social Computing 2017*, 1514-1526



Course Assignments:

This course is based on students' own plans and priorities for the material and their desired course outcomes. At the beginning of the term, you'll work on your own, individualized version of the syllabus. In the middle of the term, you'll check in with the instructor to determine your chosen term project and discuss how to evaluate yourself. At the end of the term, you will present a case for a grade you **assign yourself** based on your progress toward your course objectives. This may be radically different from grading in your previous coursework. Questions and discussion about the process are expected and welcome.

Assignment Name	Deliverables	Estimated Hours/120	Weight	Peer Activities
Individual Student Plan	Week 2	10	Ungraded	
Course Notes	Throughout	20	Ungraded	Optional collaboration
Lab Reports	Weeks 4, 8, 11	30	Ungraded	Optional collaboration
Term Project	Weeks 12, 13, 14	40	Ungraded	Peer evaluation
Portfolio	December 14	20	100%	

Individual Student Plan:

Early in the term you will individually submit a plan with professional development goals within the domain of metadata. The instructor will use your plan to advise you on a term project and check-in with you on your goals at the midpoint of the course. Possible goals may be informed by sample job requirements and could include:

- Familiarity with a particular metadata standard;
- Experience explaining metadata operations to peers; or
- Understanding the role of metadata in a particular context.

These goals should align with the course learning outcomes, prioritize among these outcomes, and specify versions of outcomes central to your goals. Your plan can reference extracurricular activities to develop particular skills.

Lab Work:

Three of our class meetings are lab activities in which you will be expected to attempt an exercise and submit your notes on problems and outcomes. Students are expected to complete these labs and submit the reports the week in which they are given. In-classroom support is available to help students complete the technical components of labs and to discuss the activity with the instructor. Lab reports should briefly describe: what was attempted, how it worked out, and how the activity relates to broader concepts in the course.

Term Project:

Your term project will take a different form depending on your overall goals for the course. Broadly, projects can align to one of the three foci of the course: metadata design (e.g., planning new schemas for a given collection), metadata collection (e.g., designing modes of metadata input, such as crowdsourcing and the training for those doing item description), and metadata processing (e.g., approaches to fixing data cleanliness issues). When you submit your individual student plan at the beginning of the course, you will suggest what project you'd like to pursue. Term projects that are practical in nature, such as technical tutorials and small scale or pilot metadata projects are welcome, as are more conceptual or research-focused projects, including first drafts of papers for publication or study design proposals. If you have a work placement or other course work with relevance to metadata, you can propose a simultaneous submission or resubmission of that work if it matches the topic of this course.



At the mid-way point of the course, you should have a clear idea of what shape your term project will take. Your project plan should include:

- What skills, knowledge, or competencies the project will require you to develop (alternatively, what the project will provide evidence you're able to do);
- How the project fits into the overall course;
- When you will have a draft version of the project ready to share with peers; and
- What type of engagement you need from the instructor and your peers. For example, if you are designing a training module for metadata collection or redesigning a tutorial for data cleaning, you may need a small group of your classmates to pilot it. If you are writing a paper for publication, you may want a run-through of the peer review process.

All term projects are meant to be shared with the entire class and to contribute to your peers' understanding of metadata.

Portfolio

Throughout the term you will develop an ePortfolio documenting progress toward your goals. Your portfolio can feature:

- Your course notes from lectures and labs;
- Your term project and peer feedback you receive; and
- Related work from other courses and work experience.

Your portfolio should include your reflection on your progress through the course, the links between your weekly work and course concepts, and the next steps you'll take to build on these skills. You can provide this reflection on individual items, **through a reflective post on the collection as a whole**, and through the organization of the items themselves. There are two check-in phases (midway through the course and the end of the course) during which you should meet with the instructor to discuss the portfolio assignment and your weekly work to date.

As part of the final submission of your portfolio, you will assess the grade you earned through your work in the course. You are welcome to use the scheduled check-ins and other meetings with the instructor to discuss how to assess your work in the course. The instructor may adjust the grade you give in your assessment but will not punish you for overshooting or reward you for being overly modest.

As a suggestion on estimating your grade, consider the iSchool grading policy, in which a B corresponds to "Solid work meeting the basic course requirements," an A as "Consistently excellent work demonstrating high degree of analytical ability, creativity, and clarity of expression," and a C as "Work barely permitting a pass in the single course."

**Course Schedule [week-by-week]:**

Readings will be available through the Canvas site (check Library Online Course Reserves within the course page). **Bolded** items have deliverables in Canvas and are due the Tuesday following the class date.

Week #	Topic	Activities	Readings	Class Date
1	Introduction to the course: Metadata vs. data	Job application search & summary	Course syllabus Pomerantz Chs 1-2	September 7
2	Types of metadata: descriptive, administrative, technical, use	Individual student plan	Pomerantz Chs 3-5	September 14
3	Metadata vocabularies	LCSH investigations	Pick one of: Littletree & Metoyer 2015; Drucker 2017; Cornwell 2019	September 21
4	Metadata design	Metadata schema setup IRSHDC demo	Pomerantz Chs 6-8 DTES RAP documentation	September 28
5	Metadata control	Metadata anarchy guest lecture	Adler 2019 Kropotkin 1881	October 5
6	Metadata design lab session	Metadata design lab report	Providence documentation especially the Data Modelling section Metadata Elements Review the Metadata Assessment Framework Review one example from the Application Profile Clearing House	October 12



7	Metadata collection		Duval, Hodgins, Sutton, & Weibel 2002 Elings & Waibel 2007	October 19
8	Metadata collection activity	Metadata collection lab report	Crowdsourcing option: Frogbear documentation API option: UBC Open Collections API documentation	October 26
9	ASIS&T travel	No lecture or in-class meeting Share your reading notes	Read a publication from DCMI-2022	November 2
10	Fall break			November 9
11	Metadata processing activity	Metadata processing lab report	OpenRefine documentation	November 16
12	Student presentations	Distribute online copies by class time Live presentation options Peer evaluations		November 23
13	Student presentations	Distribute online copies by class time		November 30



		Live presentation options Peer evaluations	
14	Student presentations	Distribute online copies by class time Live presentation options Peer evaluations	December 7
	Portfolios due		December 14

Evaluation: All assignments will be marked using the evaluative criteria given on the [iSchool web site](#). Extensions will be granted upon request.

Required Materials: All reading material is available through Canvas and UBC Libraries.

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](http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,959). 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.

Conflicting Responsibilities: UBC recognizes that students may occasionally have conflicting responsibilities that affect their ability to attend class or examinations. These may include: representing the University, the province or the country in a competition or performance; serving in the Canadian military; or observing a religious rite. They may also include a change in a student's situation that unexpectedly requires that student to work or take responsibility for the care of a family member, if these were not pre-existing situations at the start of term.

Students with conflicting responsibilities have a duty to arrange their course schedules so as to avoid, as much as possible, any conflicts with course requirements. As soon as conflicting responsibilities arise, students must notify either their instructor(s) or their Faculty Advising Office (e.g. Arts Academic Advising), and can request [academic concession](#). Instructors may not be able to comply with all such requests if the academic standards and integrity of the course or program would be compromised. Varsity student-athletes should discuss any anticipated and unavoidable regular-season absences with the instructor at the start of term, and provide notice of playoff or championship absences in writing as soon as dates are confirmed.

Religious observance may preclude attending classes or examinations at certain times. In accordance with the [UBC Policy on Religious Holidays](#), students who wish to be accommodated for religious reasons must notify their instructors in writing at least two weeks in advance. Instructors provide opportunity for such students to make up work or examinations missed without penalty.