Course information

Course Name: INF385S Digital Libraries
Course ID: 27199
Semester: Fall 2020
Pre-requisites: Graduate standing
Class Meets: Wednesdays, 1.5 hours between 6:00-9:00 pm, with 15-minute break
Course Mode: Online, asynchronous weekly modules, with weekly class meeting via Zoom 1.5 hours
Course Description: Examines design, development, management, and evaluation issues in digital libraries. Covers project management, collection development, and digitization; provision of access to multimedia materials; metadata and interoperability; access strategies and interfaces; policy and social issues.

Instructor information

Melanie Cofield, She/Her/Hers
About me: Watch my intro video, ~5 minutes, posted in the Panopto Video section of the course
Contact: Use Canvas to email me at mcofield@utexas.edu (please include the text "INF385S" in your subject line)
Weekly office hours via course chat in Canvas:
- Mondays 6-7pm
- Tuesdays 12-1pm

Schedule appointment: contact me via email to request a Zoom appointment.

Course Objectives

At the end of this course, students will be able to...

1. Articulate and discuss issues related to digital collections.
2. Ask essential questions in order to maximize the benefits of digital collections for all stakeholders.
3. Develop criteria for a collection to meet the needs of its audience.
4. Describe how the digital collection serves the intended demographic.
5. Read and interpret standards-based metadata documentation.
6. Design standards-compliant metadata to describe and manage digital objects.
7. Use and explain the value of standards-based interfaces such as OAI-PMH and Linked Open Data.
8. Compare and evaluate digital representation formats for textual, audio, and visual materials.
9. Make informed recommendations for adopting digital object formats and descriptive practices.
10. Critically evaluate digital library initiatives.

Course Materials

No textbook is required; readings will be available online through UT Libraries or made available in Canvas.

Pedagogy

This course is designed as a **Flipped Classroom** course, where students complete readings and assignments on their own time, and come together in Canvas and Zoom to share, discuss, and collaborate. This format requires participation of all class members.

Class meetings will include:

- Reflections and discussions on weekly readings and assignments
- Short topic-based lectures, presentations, or Q&A sessions by instructor or guest speakers
- Review of upcoming assignments

Lectures, presentations, and Q&A sessions will highlight important aspects of assigned readings, introduce related concepts and materials, and provide a venue for guest speakers to share expertise and perspectives. The goal is to create a learning environment where together we raise significant questions, discuss concepts, exchange ideas and develop skills collaboratively.

This course also includes a trauma-informed approach, including:

- Warnings that detail content, severity, and duration of material that might be triggering
- Check-ins at the open and close of class meetings: a few minutes at the beginning to talk about how everyone is doing, a few minutes at the end to discuss the personal and emotional reactions to the course material.
- Permission for students to tune out or leave the class meeting to attend to personal and emotional needs when necessary.

Indigenous Land Acknowledgment

As the flagship institution in our state university system, it is important that The University of Texas at Austin demonstrate respect for the historic and contemporary presence of Indigenous Peoples in Texas and, particularly, in the greater Austin area. To that end, it is incumbent upon The University of Texas at Austin to recognize that our campus resides on what were historically the traditional territories of Indigenous Peoples who were dispossessed of their homelands. Land Acknowledgements are an expression of gratitude and appreciation to the Indigenous Peoples, the traditional caretakers of the land, for the use of their lands on which we work, study, and learn.

I would like to acknowledge that we are meeting on Indigenous land, and pay our respects to Carrizo & Comecrudo, Coahuiltecan, Caddo, Tonkawa, Comanche, Lipan Apache, Alabama-Coushatta, Kickapoo, Tigua Pueblo, and all the American Indian and Indigenous Peoples and communities who have been or have become a part of these lands and territories in Texas, here on Turtle Island.

Recognizing that the land we meet on is stolen land, and that the history of this land and its people has brought us to the present moment and places where we live and learn, can help us work towards decolonizing our practices and making this learning environment more inclusive.

Since this class is online, you may be contributing from other tribal lands. Here is a map that may help you in identifying the indigenous peoples of the land on which you study: https://native-land.ca/

My Personal Goals

During this course, I will do my best to:

- Communicate early and often about course assignments and syllabus or schedule changes.
- Provide opportunities to think deeply and engage in lively discourse.
- Cultivate a welcoming, inclusive environment where students feel free to share knowledge, hopes, and concerns.
- Develop students' skills to support professional pursuits.
- Encourage interest in and commitment to life-long learning.
- Foster pride in achievements, both individual and collaborative.
- Support an enjoyable experience.

Student Participation Expectations

General Participation

Student preparation for discussion and participation is extremely important for the success of everyone in the class. Students are expected to:

- **Participate actively**. Active participation includes being prepared to discuss readings, assignments, and concepts, engaging yourself in classroom activities and discussion, and putting your best effort in both formal and informal assignments. The more you put into it, the more you will get out of it.
- **Understand that respect is vital.** You can expect that as the instructor, I am concerned about the educational experience of each student in the class, respectful of individual differences, encouraging of creativity, reasonably open and accessible to discuss material and assignments, thorough in evaluating assignments, and rigorous yet supportive in maintaining high standards for performance. As a student, you are expected to work individually and with others, to create an atmosphere that is safe, valuing of one another, and open to diverse perspectives. Everyone is expected to show

courtesy, civility, and respect for one another. Comments or postings that degrade or ridicule another, whether based on individual or cultural differences, are unacceptable.

- **Complete all assignments**, including reflection surveys that follow class meetings.
- **Read material in advance** of weekly discussion deadlines; use the course readings to inform participation in discussions, team activities, and completion of assignments.
- **Post discussion questions and comments** to Canvas before the deadline.
- **Turn in all assignment deliverables fully and on time.** Late submissions will only be accepted as specified in the grading policies or the assignment. For exceptions related to emergency situations and university excused absences, please contact me as soon as possible (see also Grading and Policies).
- **Communicate with and educate each other.** Team activities and discussion of the readings and assignments are designed to encourage this kind of collaboration.
- **Ask for additional help** from peers or professor when needed.
- **Have fun!** This course is an adventure in exploring your thought processes, empowering yourself with the ability to evaluate information, and reasoning through arguments that you encounter. Some of what we do may be personally and intellectually uncomfortable. It is OK to express your discomfort as long as you are open to safely exploring beyond those comfort zones. Make the most of it!

Canvas Participation

Students are expected to:

- **Confirm your email address on file with UT is accurate** - [review University policy](#) and update your information in UT Direct as needed.
- **Complete weekly course modules in Canvas**, including engagement in discussion of assigned readings, submission of assignments, and team collaborations.
- **Turn on Canvas notifications** in order to receive weekly course announcements at confirmed UT email address.

Zoom Participation

Weekly virtual class meetings will be held on Wednesday nights for 1.5 hours between 6-9 pm, with a 15-minute break. Meetings will be recorded. Attendance at these weekly meetings is strongly encouraged, but optional. Students are expected to:

- **Have video cameras on** when attending.
- **Wear headphones** when attending, whenever possible (to cut down on noise/interruptions)
- **Watch recordings within specified timeframe** if not able to attend live meeting.
- **Submit reflection surveys** shortly after attending the virtual meeting or watching the recording.

NOTE: Class recordings are reserved only for the use of members of this class (students, TAs, and the instructor), only for educational purposes and are protected under FERPA. The recordings

should not be shared outside the class in any form. Violation of this restriction by a student could lead to Student Misconduct proceedings.

Schedule

Week	Date	Topic	Assignments due & In-class activities
1	August 26	Introductions, syllabus & Canvas course review	**Due by 11:59pm August 25**: Introductions & Pre-survey In class: icebreakers, review syllabus and Canvas course, expectations, technical requirements, assignments, peer review, group project signup and kickoff.
2	September 2	Digital Libraries: Tour, Tools, and Librarianship	**Due by 11:59pm September 1**: Syllabus scavenger hunt & readings discussions In-class: reflect on discussions, guest speakers Lea DeForest and Alex Suarez from Texas Digital Library, review upcoming assignments.
3	September 9	Historical narrative	**Due by 11:59pm September 8**: readings discussions, group project teams and signups, individual assignment 1. In class: reflect on discussions and Find Five assignment, prep for peer review, group project teams, review upcoming assignments.
4	September 16	File formats and metadata standards	**Due by 11:59pm September 15**: readings discussions, peer review of individual assignment 1. In class: reflect on discussions and peer review, guest speaker Marcia McIntosh from University of North Texas Libraries Digital Projects Lab, review upcoming assignments.
5	September 23	Ethical practice in digital libraries	**Due by 11:59pm September 22**: readings discussions, pair assignment 1. In class: reflect on discussions and pair assignment 1, guest speakers Theresa Polk

			and Itza Carbajal from University of Texas Libraries, review upcoming assignments.
6	September 30	Infrastructure, repositories, digital objects, and identifiers	**Due by 11:59pm September 29:** readings discussions, draft of group project work statements. In class: reflect on discussions and preliminary project proposals, follow-up on pair assignment 1, guest speaker Ashley Adair from University of Texas Libraries, review upcoming assignments.
7	October 7	Interoperability and crosswalks	**Due by 11:59pm October 6:** readings discussions. In class: reflect on discussions and progress of individual assignment 2, review upcoming assignments.
8	October 14	Data aggregations	**Due by 11:59pm October 13**: readings discussions, individual assignment 2. In class: reflect on discussions and prep for peer review, guest speakers Nick Woodward from Texas Digital Library, Anne Washington from University of Houston Libraries, and Paloma Graciani-Picardo from the Harry Ransom Center, review upcoming assignments.
9	October 21	User interfaces	**Due by 11:59pm October 20:** readings discussions, group project progress reports, pair assignment 2 outlines, and revised Statements of Work if desired. In class: reflect on discussions, guest speaker Jane Field from Texas After Violence Project, review upcoming assignments.
10	October 28	Research data	**Due by 11:59pm October 27:** readings discussions, peer review of individual assignment 2. In class: guest speakers Jessica Trelogan, Research Data Services Coordinator at UT

			Libraries and member of the [Texas Data Repository Steering Committee](#) , and Susan Kung, Manager of the [Archive of the Indigenous Languages of Latin America](#).
11	November 4	Sustainable development and management	**Due by 11:59pm November 3:** readings discussions, pair project 2 presentations. In class: reflect on discussions and pair presentations, guest speaker Hesam Andalib from Texas Digital Library, review upcoming assignments.
12	November 11	Digital scholarship	**Due by 11:59pm November 10:** readings discussions In class: reflect on discussions, guest speaker Allyssa Guzman from University of Texas Libraries, review upcoming assignments.
13	November 18	Group project presentations	In class: presentations by group project teams (10-minutes each), review upcoming assignments.
14	November 25	Digital Libraries: Challenges, trends, future outlook	**Due by 11:59pm November 24:** All group project deliverables, including confirmation/sign-off from project contact NO CLASS MEETING DUE TO THANKSGIVING HOLIDAY
15	December 2	Digital Libraries: Challenges, trends, future outlook, Wrap up	**Due by 11:59pm December 1:** readings discussion, peer reviews for pair project 2 presentations, individual assignment 3 In class: reflect on lessons learned, course evaluation, collaborate on thank-yous for guest speakers

Keep up with assignments in Canvas by:

- Navigating to Modules in the menu on the left
- Viewing the course Calendar

Changes to the syllabus or schedule may be made at my discretion and if circumstances require. It is your responsibility to note these changes when announced (although I will do my best to ensure that you receive the changes with as much advanced notice as possible).

Readings

Week 1
Syllabus in Canvas

Week 2
Choi, Y., & Rasmussen, E. (2009). What Qualifications and Skills are Important for Digital Librarian Positions in Academic Libraries? A Job Advertisement Analysis. *The Journal of Academic Librarianship*, *35*(5), 457–467. https://doi.org/https://doi-org.ezproxy.lib.utexas.edu/10.1016/j.acalib.2009.06.003

Gkoumas, G., & Lazarinis, F. (2015). Evaluation and usage scenarios of open source digital library and collection management tools. *Program: Electronic Library and Information Systems*, *49*(3), 226–241. https://doi.org/https://doi-org.ezproxy.lib.utexas.edu/10.1108/PROG-09-2014-0070

Raju, J. (2017). Information Professional or IT Professional? The Knowledge and Skills Required by Academic Librarians in the Digital Library Environment. *Portal: Libraries & the Academy*, *17*(4), 739–757. https://doi.org/https://doi-org.ezproxy.lib.utexas.edu/10.1353/pla.2017.0044

Week 3
Levy, D. M., & Marshall, C. C. (1995, April). Going digital: a look at assumptions underlying digital libraries. *Communications of the ACM*, *38*(4). https://doi.org.ezproxy.lib.utexas.edu/10.1145/205323.205346

Borgman, C. (1999). What are digital libraries? Competing visions. *Information Processing and Management*, *35*(3), 227–243. https://works.bepress.com/borgman/204/

Lesk, M. (2005). Chapter 12 - A World Tour of Digital Libraries. In *Understanding Digital Libraries* (2nd ed.). Elsevier. http://ezproxy.lib.utexas.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=123435&site=ehost-live&ebv=EB&ppid=pp_321

Lynch, C. (2005). Where Do We Go From Here? The Next Decade for Digital Libraries. *D-Lib Magazine*, *11*(7/8). http://www.dlib.org/dlib/july05/lynch/07lynch.html

Lesk, M. (2012). A personal history of digital libraries. *Library Hi Tech*, *30*(4), 592–603. http://dx.doi.org.ezproxy.lib.utexas.edu/10.1108/07378831211285077

Zemankova, M. (2016). *Future Digital Libraries: Research and Responsibilities* [Keynote address]. Joint Conference on Digital Libraries. http://2016.jcdl.org/keynote-slides/JCDL2016-keynote-zemankova.pdf

Week 4
File Formats
Bainbridge, D., Witten, I. H., & Nichols, D. M. (2009). *How to Build a Digital Library* (2nd ed.). ProQuest Ebook Central. Section 4.1, Section 4.2, and Chapter 5 (PDFs available in Canvas)
Sustainability of Digital Formats: Planning for Library of Congress Collections. (2020, August 30). https://www.loc.gov/preservation/digital/formats/sustain/sustain.shtml

Metadata Standards
Elings, M. W., & Waibel, G. (2007). Metadata for All: Descriptive Standards and Metadata Sharing across Libraries, Archives, and Museums. *First Monday*, *12*(3). https://firstmonday.org/ojs/index.php/fm/article/view/1628/1543

Gilliland, A. J. (2016). Setting the Stage. In *Introduction to Metadata*, edited by Murtha Baca (3rd ed.). Getty Publications. http://www.getty.edu/publications/intrometadata/setting-the-stage/

Riley, J. (2017). *Understanding Metadata: What is metadata, and what is it for?* National Information Standards Organization (NISO). https://groups.niso.org/apps/group_public/download.php/17446/Understanding%20Metadata.pdf

Riley, J. (2009, 2010). *Seeing Standards: A Visualization of the Metadata Universe*. http://jennriley.com/metadatamap/

Doctorow, C. (2001, August). *Metacrap: Putting the torch to seven straw-men of the meta-utopia*. https://people.well.com/user/doctorow/metacrap.htm

Week 5
Bourg, C. (2018, February 11). *Debating y/our humanity, or Are Libraries Neutral?* Feral Librarian. https://chrisbourg.wordpress.com/2018/02/11/debating-y-our-humanity-or-are-libraries-neutral/

Caswell, M., & Cifor, M. (2019). Neither a Beginning Nor an End: Applying an Ethics of Care to Digital Archival Collections. In *The Routledge International Handbook of New Digital Practices in Galleries, Libraries, Archives, Museums, and Heritage Sites* (pp. 159–168). Routledge. https://doi-org.ezproxy.lib.utexas.edu/10.4324/9780429506765

Digital Archive of the Guatemalan National Police Historical Archive (AHPN). (n.d.). Digital Archive of the Guatemalan National Police Historical Archive (AHPN). https://ahpn.lib.utexas.edu/

Guatemala Police Archive Under Threat. (2018, August 13). *National Security Archive*. https://nsarchive.gwu.edu/news/guatemala/2018-08-13/guatemala-police-archive-under-threat

Noble, S. U. (2018). The Future of Knowledge in the Public. In *Algorithms of oppression: How search engines reinforce racism* (pp. 134–152). ProQuest Ebook Central. https://ebookcentral-proquest-com.ezproxy.lib.utexas.edu

Smith-Yoshimura, K. (2019, October 29). *Strategies for alternate subject headings and maintaining subject headings*. Hanging Together: The OCLC Research Blog. https://hangingtogether.org/?p=7591

Cultural Assessment Working Group of the Digital Library Federation (DLF) Assessment Interest Group. (2017). *Annotated Bibliography for Cultural Assessment of Digital Collections*. https://osf.io/94pgj/

Week 6

Kahn, R., & Wilensky, R. (1995). *A Framework for Distributed Digital Object Services*. http://www.cnri.reston.va.us/k-w.html

Moore, R. W., Rajasekar, A., & Wan, M. (2005). Data Grids, Digital Libraries, and Persistent Archives: An Integrated Approach to Sharing, Publishing, and Archiving Data. *Proceedings of the IEEE*, *93*(3), 578–588. https://doi.org/10.1109/JPROC.2004.842761

Henry, G. (2012). *Core Infrastructure Considerations for Large Digital Libraries* (CLIR publication 153). https://www.clir.org/pubs/reports/pub153/

Duerr, R. E., Downs, R. R., Tilms, C., Barkstrom, Bruce, Lenhardt, W. C., Glassy, J., Bermudez, L. E., & Slaughter, P. (2011). On the utility of identification schemes for digital earth science data: an assessment and recommendations. *Earth Science Informatics*, *4*, 139–160. https://doi.org/10.1007/s12145-011-0083-6

Di Cosmo, R., Gruenpeter, M., & Zacchiroli, S. (2018). Identifiers for Digital Objects:the Case of Software Source Code Preservation. *Proceedings of 16th International Conference on Digital Preservation*. iPRES2018. https://osf.io/tmzub/

Heath, T., & Bizer, C. (2011). *Linked Data: Evolving the Web into a Global Data Space*. Morgan & Claypool. http://linkeddatabook.com/editions/1.0/ (Read chapters 1 and 3)

Fedora 5.1 Documentation - Fedora 5.1 Documentation - LYRASIS Wiki.
https://wiki.lyrasis.org/display/FEDORA51/Fedora+5.1+Documentation

Functional Overview - DSpace 6.x Documentation - LYRASIS Wiki.
https://wiki.lyrasis.org/display/DSDOC6x/Functional+Overview

Week 7

Breeding, M. (2002). Understanding the Protocol for Metadata Harvesting of the Open Archives
Initiative. *Computers in Libraries*, *22*(8), 24–29. https://librarytechnology.org/document/9944

Shreeves, S. L., Riley, J., & Hagedorn, K. (2007). *Best Practices for OAI PMH DataProvider
Implementations and Shareable Metadata* (p. 77). DLF/NSDL Working Group on OAI PMH Best
Practices.
https://www.ideals.illinois.edu/bitstream/handle/2142/50272/dlf108.pdf?sequence=2&isAllowed=y (PDF available in Canvas)

Woodley, M. S. (2016). Metadata Matters: Connecting People and Information. In Introduction
to Metadata (3rd ed.). Getty Publications.
http://www.getty.edu/publications/intrometadata/metadata-matters/

Chew Chiat Naun, Kovari, J., & Folsom, S. (2015). *LTS and Linked Data: a position paper*. (PDF
available in Canvas)

Warner, S. (2017, October 26). *Introduction to the International Image Interoperability
Framework (IIIF)*. Library Network Days, National Library of Finland Kirjastoverkkopäivät,
Helsinki, Finland. https://www.slideshare.net/simeonwarner/iiif-tutorial-2017

Roddic, T. (2017, November 10). *Everything You Always Wanted to Know About IIIF* (*But Were
Afraid to Ask)*. CogApp. https://blog.cogapp.com/everything-you-always-wanted-to-know-about-iiif-but-were-afraid-to-ask-6f7acc7d56c3

Super, R. (n.d.). Semantic Web and Linked Data [Research guide]. Retrieved September 27,
2020, from https://guides.library.ucla.edu/semantic-web

Week 8

Piper, P. S. (2013). HathiTrust and Digital Public Library of America as the future. *Online
Searcher: Information Discovery, Technology, Strategies*, *37*(2).
https://www.infotoday.com/OnlineSearcher/Articles/Features/HathiTrust-and-Digital-Public-Library-of-America-as-the-future-88089.shtml

DPLA. (2015, January 28). *Metadata Aggregation Webinar Video and Extended Q&A*. Digital Public Library of America. https://dp.la/news/metadata-aggregation-webinar-video-and-extended-qa (Duration: 01:26:21)

King, G. (2017). *The Big Deal About Big Data: A Lecture by Gary King [Streaming video]*. https://methods-sagepub-com.ezproxy.lib.utexas.edu/video/the-big-deal-about-big-data-a-lecture-by-gary-king?utm_source=summon&utm_medium=discovery-provider (Duration: 01:19:09)

Texas Digital Library. (n.d.). *DPLA Metadata Harvesting (TxHub)*. Retrieved October 6, 2020, from https://texasdigitallibrary.atlassian.net/wiki/spaces/DMHT/overview

Freire, N., Voorburg, R., Cornelissen, R., de Valk, S., Meijers, E., & Isaac, A. (2018). Aggregation of Linked Data: A case study in the cultural heritage domain. *2018 IEEE International Conference on Big Data (Big Data)*, 522–527. https://ieeexplore-ieee-org.ezproxy.lib.utexas.edu/document/8622348 (PDF available in Canvas)

Rogers, C., & Duranti, L. (2017). Ethics in the Cloud. *Journal of Contemporary Archival Studies*, *4*(Article 2). http://elischolar.library.yale.edu/jcas/vol4/iss2/2

Week 9

Whitelaw, M. (2015). Generous Interfaces for Digital Cultural Collections. *Digital Humanities Quarterly*, *9*(1). http://www.digitalhumanities.org/dhq/vol/9/1/000205/000205.html

Dolski, A., Lampert, C., & Choi, K. (2017). Explorations of a Very-large-screen Digital Library Interface. *D-Lib Magazine*, *23*(7/8). https://doi.org/https://doi.org/10.1045/july2017-dolski

Ferati, M., & Beyene, W. M. (2017). Developing Heuristics for Evaluating the Accessibility of Digital Library Interfaces. *Universal Access in Human–Computer Interaction. Design and Development Approaches and Methods*, *10277*, 171–181. https://doi.org/https://doi.org/10.1007/978-3-319-58706-6_14

Tarver, H., & Phillips, M. E. (2018, May 17). *Experiments with Metadata Quality Interfaces*. Texas Conference on Digital Libraries. https://digital.library.unt.edu/ark:/67531/metadc1164518/ (PDF available in Canvas)

Introducing Mirador 3: The next generation image comparison viewer. (2019, May 2). [Blog]. Stanford Libraries Blog. https://library.stanford.edu/blogs/stanford-libraries-blog/2019/05/introducing-mirador-3-next-generation-image-comparison-viewer

IIIF-C Staff. (2020, April 7). *How To Use IIIF Resources and Image Viewers*. IIIF: International Image Interoperability Framework™. https://iiif.io/explainers/using_iiif_resources/

Steans, R. (2018). *A Walkthrough of Avalon 6.4*.
https://demo.avalonmediasystem.org/media_objects/vd66vz95s

Dunn, J. (2020, August 3). *Interoperable access for audiovisual collections - exploring Avalon Media System | Europeana Pro*. Europeana Pro. https://pro.europeana.eu/post/interoperable-access-for-audiovisual-collections-exploring-avalon-media-system

Week 10

Borgman, C. L., Darch, P. T., Sands, A. E., Pasquetto, I. V., Golshan, M. S., Wallis, J. C., & Traweek, S. (2015). Knowledge Infrastructures in Science: Data, Diversity, and Digital Libraries. *International Journal on Digital Libraries*, *16*(47). http://works.bepress.com/borgman/371/

Henke, R., & Berez-Kroeker, A. L. (2016). A brief history of archiving in language documentation with an annotated bibliography. *Language Documentation &*, *10*, 411–457. http://hdl.handle.net/10125/24714

Strasser, C., Cook, R., MIchener, W., & Budden, A. (2012). *Primer on Data Management: What you always wanted to know*. DataOne. https://old.dataone.org/sites/all/documents/DataONE_BP_Primer_020212.pdf

Hadley, H. (2020, March 6). *Data Curation Primers: Collaborative Resources for Data Curators* [Webinar]. https://www.youtube.com/watch?v=j9pKJbwfWgc

Texas Data Repository, Texas Digital Library. https://www.tdl.org/texas-data-repository/ *Texas Data Repository Training Series*. [YouTube video playlist]. Retrieved October 19, 2020, from https://www.youtube.com/playlist?list=PLHTJEapaCC32q5JxYH980SZwz1hMiGBKK

Week 11

Avalon Media System: Integrating audiovisual collections with research, digital preservation, and a sustainable developer community. (2017). Retrieved October 11, 2020, from https://www.imls.gov/sites/default/files/grants/lg-70-17-0042-17/proposals/lg-70-17-0042-17-full-proposal-documents.pdf

Blumenthal, K.-R., Griesinger, P., Kim, J., Peltzman, S., & Steeves, V. (2017, July 14). *What makes a digital steward: A competency profile based on the National Digital Stewardship Residencies*. https://doi.org/https://doi.org/10.31229/osf.io/tnmra

Dohe, K. (2019). Care, Code, and Digital Libraries: Embracing Critical Practice in Digital Library Communities. *In The Library With The Lead Pipe*. http://www.inthelibrarywiththeleadpipe.org/2019/digital-libraries-critical-practice-in-communities/

Thomas, S. *Circulating Ideas* (190: Interview with John Bracken, August 25, 2020). Retrieved October 27, 2020, from https://circulatingideas.com/2020/08/25/190-john-bracken/ (Podcast, 33:04 duration)

Operations Policy for the UT Libraries Digital Asset Management System. (2019, September 5). https://wikis.utexas.edu/display/UTLDAMS/Operations+Policy+for+the+UT+Libraries+Digital+Asset+Management+System

Collection Development Policy for the UNT Libraries' Digital Collections. (2017, January 12). https://library.unt.edu/policies/collection-development-digital-collections/

California Digital Library Collection Development Framework. (2019, October 14). https://cdlib.org/services/collections/licensed/policy/collection-development-framework/

Colorado State University Libraries Digital Collection Development Policy. (2019, May). https://lib.colostate.edu/digital-collection-development-policy/

Week 12

Mulligan, R. (2016). *Supporting Digital Scholarship* (SPEC Kit 350). Association of Research Libraries. https://doi.org/10.29242/spec.350 - Read executive summary, review TOC, and state one section of particular interest that you would like to read in the future. (PDF available in Canvas)

Padilla, T. (2016, December 21). *Collections as Data: Conditions of Possibility* [Closing Keynote]. Library of Congress Symposium "Collections as Data: Stewardship and Use Models to Enhance Access." https://www.youtube.com/watch?v=IxlNK81B-Mo&feature=youtu.be

Moritz, Carolyn, Smart, R., Retteen, A., Hunter, M., Stanley, S., Soper, D., & Vandegrift, M. (2017). De-centering and recentering digital scholarship: A manifesto. *Journal of New Librarianship*, *2*(2). https://doi.org/https://doi.org/10.21173/newlibs/3/2 (PDF available in Canvas)

Moritz, Carloyn. (2017). *An annotated bibliography of Digital Scholarship in libraries*. https://doi.org/10.31229/osf.io/nejzc (PDF available in Canvas)

Always Already Computational - Collections as Data. (2016-2018). Retrieved November 1, 2020, from https://collectionsasdata.github.io/
- *The Santa Barbara Statement on Collections as Data, Version 2*
- Explore 1 thing listed on the Resources page

Lippincott, S. (2020). *Mapping the Current Landscape of Research Library Engagement with Emerging Technologies in Research and Learning*. Association of Research Libraries, Born-

Digital, Coalition for Networked Information, and EDUCAUSE.
https://doi.org/10.29242/report.emergingtech2020.landscape
Read Executive Summary (March 26, 2020)

Week 13-15

Collecting Digital Content at the Library of Congress. (2017). Library Services Collection Development Office. https://www.loc.gov/acq/devpol/CollectingDigitalContent.pdf

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Grading

Grades will be determined both by individual performance as well as the performance of small teams on course projects. These components will be weighted as follows:

Individual performance

20% - Participation (including pre-survey, personal introduction in Canvas, syllabus scavenger hunt, class discussions, reflection surveys, and peer reviews)

5% - Assignment 1 – Find Five: Explore digital collections listed in course materials, come up with a topical theme, and pick 5 objects from those or other digital collections you are interested in that reflect that theme.

15% - Assignment 2 – Create and encode metadata for a digital object assigned to you, using the Dublin Core schema and one additional schema from choices provided.

10% - Assignment 3 – Retrieve data about digital collections using OAI-PMH and SPARQL queries.

Individual performance will be assessed on a satisfactory/unsatisfactory basis per the assignment specifications. Satisfactory work will receive full credit; incomplete or unsatisfactory work will receive no credit.

Group performance

15% - Pair projects (teams of 2)

1. Create metadata for a digital object assigned to your team, in a tabular format and including values for each of the 15 Dublin Core elements.

2. Technology topic presentation - choose and present to the class a particular technology that supports any of the myriad activities involved in creating or managing digital collections.

35% - Group project (groups of 3-ish) – semester-long project involving sign up for a project from options provided; development of formal statement of work; progress reports; presenting as a group to class and project contacts; submission of all final deliverables to project contact and instructor.

Group performance will be assessed via rubrics laid out for each assignment. Specifications for the final projects will include expectations defined in project proposals created by students and their project contacts.

Each student will have 1 token/opportunity to revise an unsatisfactory individual assignment or submit an individual assignment 24 hours late.

As I hope you can see, flexibility is built into the assignments to support your success in this course. Consequently, the final grades are firm.

Policies

Statement on Learning Success

Your success in this class is important to me. I recognize we all learn differently, and accommodations are necessary. If there are aspects of this course that prevent you from

learning or exclude you, please let me know as soon as possible. Together we'll develop strategies to meet both your needs and the requirements of the course. I also encourage you to reach out to the student resources available through UT. Many are listed on this syllabus, but I am happy to connect you with a person or Center if you would like.

Late Work

Late work will be handled on a case-by-case basis. Generally, except in the case of an excused absence, work submitted after an assigned deadline will not be eligible for full credit. Please communicate with me if you are having problems keeping to the schedule. It is better to talk through problems than ignore them.

Absences

If you are absent on the day that your team (pair or group) meets, you are responsible for providing them the necessary information to compensate for your absence. *It is crucial to keep in communication with your team members; you are responsible for letting both your instructor and your team know if you cannot make it to a class or team meeting.*

Excused Absence: The only absences that will be considered excused are for religious holidays or extenuating circumstances due to an emergency (including COVID-19-related circumstances). If you plan to miss class due to observance of a religious holiday, please let your instructor know at least two weeks in advance. You will not be penalized for this absence, although you will still be responsible for any work you will miss on that day if applicable. Check with your instructor for details or arrangements.

If you have to be absent, use your resources wisely. Ask your team and other classmates to get a run-down and notes on any lessons you miss. If you find there are topics that we covered while you were gone that raise questions, you may drop in during office hours or schedule a meeting with your instructor to discuss. Email specific questions you have in advance so that we can make the most of our time. "What did I miss?" is not specific enough.

Personal Pronouns

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name, unless they have added a "preferred name" with the Gender and Sexuality Center. I will gladly honor your request to address you by a name that is different from what appears on the official roster, and by the gender pronouns you use (she/he/they/ze, etc). Please advise me of any changes early in the semester so that I may make appropriate updates to my records. Students are encouraged to add preferred pronouns to their Canvas account settings (see video tutorial) and their Zoom name display.

University Resources for Students

COVID-19 Update: "Keep Learning" Resources

This course may be offered in a format to which you are unaccustomed. If you are looking for ideas and strategies to help you feel more comfortable participating in our class, please explore the resources available here: https://onestop.utexas.edu/keep-learning/

Services for Students with Disabilities

This class respects and welcomes students of all backgrounds, identities, and abilities. If there are circumstances that make our learning environment and activities difficult, if you have medical information that you need to share with me, please let me know. I am committed to creating an effective learning environment for all students, but I can only do so if you discuss your needs with me as early as possible. I promise to maintain the confidentiality of these discussions. Any student with a documented disability who requires academic accommodations should contact Services for Students with Disabilities at 471-6259 (voice) or 512-410-6644 (Video Phone) as soon as possible to request an official letter outlining authorized accommodations. For more information, visit http://ddce.utexas.edu/disability/about/.

Counseling and Mental Health Center

Do your best to maintain a healthy lifestyle this semester by eating well, exercising, avoiding drugs and alcohol, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone. There are many helpful resources available on campus and an important part of the college experience is learning how to ask for help. Asking for support sooner rather than later is often helpful.If you or anyone you know experiences any academic stress, difficult life events, or feelings like anxiety or depression, we strongly encourage you to seek support. http://www.cmhc.utexas.edu/individualcounseling.html

The Sanger Learning Center

Did you know that more than one-third of UT undergraduate students use the Sanger Learning Centereach year to improve their academic performance? **All students** are welcome to take advantage of Sanger Center's classes and workshops, private learning specialist appointments, peer academic coaching, and tutoring for more than 70 courses in 15 different subject areas. For more information, please visit http://www.utexas.edu/ugs/slcor call 512-471-3614 (JES A332).

Graduate Student Services at the Undergraduate Writing Center: http://uwc.utexas.edu/grad/

UT Libraries: http://www.lib.utexas.edu/

ITS: http://www.utexas.edu/its/

Student Emergency Services: http://deanofstudents.utexas.edu/emergency/

BeVocal

BeVocal is a university-wide initiative to promote the idea that individual Longhorns have the power to prevent high-risk behavior and harm. At UT Austin all Longhorns have the power to

intervene and reduce harm. To learn more about BeVocal and how you can help to build a culture of care on campus, go to: https://wellnessnetwork.utexas.edu/BeVocal.

Important Safety Information
COVID-19 Update: Latest news related to student experience
While we will post information related to the contemporary situation on campus, you are encouraged to stay up-to-date on the latest news as related to the student experience: https://coronavirus.utexas.edu/students

If you have concerns about the safety or behavior of fellow students, TAs or Professors, call BCAL (theBehavior ConcernsAdviceLine): 512-232-5050. Your call can be anonymous. If something doesn't feel right–it probably isn't. Trust your instincts and share your concerns.The following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, http://www.utexas.edu/safety/

Emergency Evacuation Procedures
The following recommendations regarding emergency evacuation are from the Office of Campus Safety and Security, 512-471-5767, http://www.utexas.edu/safety/

Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.

- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- Link to information regarding emergency evacuation routes and emergency procedures can be found at: www.utexas.edu/emergency

Bias Incidents and Title IX Reporting
The University of Texas at Austin is committed to addressing incidents that impact our campus climate, especially those that are bias-related. The Campus Climate Response Team encourages us all to report incidents as soon as possible, via online form, phone call, or office appointment .

Faculty members are not confidential reporting resources. If you disclose to me incidents related to discrimination or harassment as defined in the nondiscrimination policy below, I am obliged to file a report.

From the UT-Austin Handbook of Operating Procedures 3-3020: "*It is the policy of The University of Texas at Austin ("University") to provide an educational and working environment that provides equal opportunity to all members of the University community. In accordance with federal and state law, the University prohibits unlawful discrimination, including harassment, on the basis of race, color, religion, national origin, sex, pregnancy, age, disability, citizenship, veteran status, and genetic information. The University also prohibits discrimination on the basis of, sexual orientation, gender identity, and gender expression.*" https://policies.utexas.edu/policies/nondiscrimination-policy

The UT-Austin Office for Inclusion and Equity reminds us that: "Every supervisor, administrator, University official or any other employee who has the authority to take action to redress an alleged violation and/or has the duty of reporting such allegations as defined under "responsible employee" in HOP 3-3031 is responsible for promptly reporting incidents of discrimination and harassment in violation of this policy that come to their attention to either the Office of the Dean of Students or OIE."

Title IX is a federal law that protects against sex and gender-based discrimination, sexual harassment, sexual assault, sexual misconduct, dating/domestic violence and stalking at federally funded educational institutions. UT Austin is committed to fostering a learning and working environment free from discrimination in all its forms. When sexual misconduct occurs in our community, the university can:

1. Intervene to prevent harmful behavior from continuing or escalating.
2. Provide support and remedies to students and employees who have experienced harm or have become involved in a Title IX investigation.
3. Investigate and discipline violations of the university's relevant policies(https://titleix.utexas.edu/relevant-polices/).

Beginning January 1, 2020, Texas Senate Bill 212 requires all employees of Texas universities, including faculty, report any information to the Title IX Office regarding sexual harassment, sexual assault, dating violence and stalking that is disclosed to them. Texas law requires that all employees who witness or receive any information of this type (including, but not limited to, writing assignments, class discussions, or one-on-one conversations) must be reported. **I am a Responsible Employee and must report any Title IX related incidents** that are disclosed in writing, discussion, or one-on-one. Before talking with me, or with any faculty or staff member about a Title IX related incident, be sure to ask whether they are a responsible employee. If you would like to speak with someone who can provide support or remedies without making an official report to the university, please email advocate@austin.utexas.edu. For more information about reporting options and resources, visit http://www.titleix.utexas.edu/, contact the Title IX Office via email at titleix@austin.utexas.edu, or call 512-471-0419.

Although graduate teaching and research assistants are not subject to Texas Senate Bill 212, they are still mandatory reporters under Federal Title IX laws and are required to report a wide range of behaviors we refer to as sexual misconduct, including the types of sexual misconduct covered under Texas Senate Bill 212. The Title IX office has developed supportive ways to respond to a survivor and compiled campus resources to support survivors.

Academic Integrity

Each student in the course is expected to abide by the University of Texas Honor Code: "As a student of The University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity." Plagiarism is taken very seriously at UT. Therefore, if you use words or ideas that are not your own (or that you have used in previous class), you must cite your sources. Otherwise you will be guilty of plagiarism and subject to academic disciplinary action, including failure of the course. You are responsible for understanding UT's Academic Honesty and the University Honor Code which can be found at the following web address: https://deanofstudents.utexas.edu/conduct/standardsofconduct.php

Q Drop Policy

If you want to drop a class after the 12th class day, you'll need to execute a Q drop before the Q-drop deadline, which typically occurs near the middle of the semester. Under Texas law, you are only allowed six Q drops while you are in college at any public Texas institution. For more information, see: http://www.utexas.edu/ugs/csacc/academic/adddrop/qdrop

Sharing of Course Materials is Prohibited

No materials used in this class, including, but not limited to, lecture hand-outs, videos, assessments (quizzes, exams, papers, projects, homework assignments), in-class materials, review sheets, and additional problem sets, may be shared online or with anyone outside of the class unless you have my explicit, written permission. Unauthorized sharing of materials promotes cheating. It is a violation of the University's Student Honor Code and an act of academic dishonesty. I am well aware of the sites used for sharing materials, and any materials found online that are associated with you, or any suspected unauthorized sharing of materials, will be reported to Student Conduct and Academic Integrity in the Office of the Dean of Students. These reports can result in sanctions, including failure in the course.