



Course Outline - Digital Curation

General Information

Course #	<i>GLIS 649</i>
Term	<i>Winter</i>
Year	<i>2021</i>
Course schedule (day and time of class)	<i>Wednesdays, 5:30 to 8:30PM</i>
Number of credits	<i>3 credits</i>
Course location	<i>Online (Zoom)</i>

Instructor Information

Name and Title	<i>Lori Podolsky, sessional lecturer</i>
E-mail	lori.podolsky@mcgill.ca ; lori.podolsky@mail.mcgill.ca
Office hours for students	<i>By appointment only</i>

Course Overview

The life-cycle and value-added management of digital content for future use, re-use and access. Addresses strategies, principles, and practices of digital preservation, digital curation, digital collection management, institutional repositories, trusted digital repositories, metadata, and file formats at archives, libraries, museums, data centers, and other cultural heritage institutions.

Learning Outcomes

- Identify the actions or stages of the digital curation lifecycle and related models;
 - Understand the different modes and frameworks within the field of digital curation;
 - To understand and evaluate the characteristics of repositories for institutional and personal digital materials;
 - Analyze a case study in which digital curation has been used; and
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- Evaluate your digital collection, including creating a digital collection, applying the lifecycle model to curate the collection and report your evaluation.

Instructional Method

The instructional method will consist of course lectures supplemented with in-class discussions and activities as well as guest speakers on selected topics. Group activities and presentations, along with written assignments will enhance the student’s knowledge of the topic.

The lectures will be pre-recorded and attendance for the live lectures is recommended but not necessary. Students will be expected to watch the pre-recorded lectures.

While attendance is not mandatory, there will be live discussions for the students to ask questions and comment about readings or the pre-recorded lectures. These sessions will be recorded and students will follow online etiquette and be respectful of students during live discussions and in the MyCourses discussion forum.

Chat may be used to post questions and comments during the live sessions or students may indicate a question by using the “raise hand” function. Break-out rooms will also be used to facilitate smaller group discussions during the live sessions.

The MyCourses discussion forum is used as an alternative for students who are not able to attend the live sessions and will provide the opportunity for all students to participate in course discussions.

Required Course Materials

There are no required course text books. A selection of articles will be made available through MyCourses. Students will also be expected to search for articles and books as part of the assignments and readings.

A selected bibliography will be provided to the students after the first week of class. Students will be expected to develop their own bibliographies on the subject as part of their assignments and projects.

Course Content

The course content is divided into five main themes. These are Overview of Digital Curation, Principles and Strategies, Theoretical Frameworks and Models, Institutional Repositories and Open Data, and Challenges and Ethics of Digital Curation.

Class	Date	Description	Assignments Due
1	January 13	Introduction to Digital Curation	
2	January 20	Intro to Digital Curation con’t	
3	January 27	Digital Curation Frameworks and Models	
4	February 3	Models con’t and Metadata	Actions and stages assignment due
5	February 10	Policies and Preservation	

Class	Date	Description	Assignments Due
6	February 17	Data Collection, Creation and Storage	Preparation for digital collections
7	February 24	Data Collection, Creation and Storage con't	Digital Curation model or concept map due
8	March 3	Reading Week	No classes
	March 10	Open Data	
9	March 17	Data Use and Re-use	Case study analysis mid-term essay due
10	March 24	Electronic Records and Content Management and Repositories	
11	March 31	Institutional Repositories	
12	April 7	Ethics and Challenges and Wrap-Up	Digital Curation Report due

Evaluation

The evaluation for the course is broken down as described in the table below;

- During the term, students will submit two written assignments, one visual diagram, give a class presentation and participate in class discussions and activities;
 - Students will submit a two-page written assignment summarizing the key actions and stages, including how the stages interrelate, of digital curation;
 - Students will submit a visual diagram of their digital curation model or concept map and 1 to 2 page summary of the model;
 - Students will submit a written analysis of a case study highlighting an institution's implementation and use digital curation lifecycle and its strategies;
 - Students will develop or create their own digital collection and curate it using the principles, actions and strategies learnt during the course. At the end of the term students will submit a written essay on the challenges of digital curation and their successes (lessons learned) on curating a collection;
 - Students will participate in class discussions through a variety of activities in the MyCourses Discussion Forum.

Extensions for assignments may be considered. Any assignments not submitted by the end of the term will have a mark of 0 and an incomplete may be given for the course, unless an course extension is approved.

Students submitting assignments electronically should do so either via MyCourses or McGill e-mail.

Assignment	Due Date	% of final grade
<i>Short written description (2 pages) on the different stages or actions of digital curation and how the stages relate or interact with each other</i>	February 3	10
<i>Develop and present a digital curation model or concept map (marks are given for the model and for a 1 to 2 page summary)</i>	February 24	20
<i>Case Study analyzing digital curation activities (approximately 5 pages)</i>	March 17	25
<i>Create and curate a digital collection, including evaluating the challenges and successes of the curation activities (includes a written paper of approximately 10 pages)</i>	April 7	35
<i>MyCourses Discussion Forum participation</i>		10

McGill Policy Statements

McGill University is on land which has long served as a site of meeting and exchange amongst Indigenous peoples, including the Haudenosaunee and Anishinabeg nations. We acknowledge and thank the diverse Indigenous people whose footsteps have marked this territory on which peoples of the world now gather.

L'Université McGill est sur un emplacement qui a longtemps servi de lieu de rencontre et d'échange entre les peuples autochtones, y compris les nations Haudenosaunee et Anishinabeg. Nous reconnaissons et remercions les divers peuples autochtones dont les pas ont marqué ce territoire sur lequel les peuples du monde entier se réunissent maintenant.

Language of Submission:

In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded. This does not apply to courses in which acquiring proficiency in a language is one of the objectives.

Conformément à la Charte des droits de l'étudiant de l'Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté (sauf dans le cas des cours dont l'un des objets est la maîtrise d'une langue).

Academic Integrity:

All students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see [McGill's guide to academic honesty](#) for more information).

Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l'étudiant et des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter le [guide pour l'honnêteté académique de McGill](#)).

- Note that to support academic integrity, your assignments may be submitted to text-matching or other appropriate software (e.g., formula-, equation-, and graph-matching).
- The [University Student Assessment Policy](#) exists to ensure fair and equitable academic assessment for all students and to protect students from excessive workloads.
- As the instructor of this course I endeavor to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me and the [Office for Students with Disabilities](#), 514-398-6009.
- [End-of-course evaluations](#) are one of the ways that McGill works towards maintaining and improving the quality of courses and the student's learning experience. You will be notified by e-mail when the evaluations are available. Please note that a minimum number of responses must be received for results to be available to students.
- Additional policies governing academic issues which affect students can be found in the McGill Charter of Students' Rights (see [document](#)).
- McGill has policies on sustainability, paper use and other initiatives to promote a culture of sustainability at McGill. (See the [Office of Sustainability](#).)

- Guidelines for the use of mobile computing and communications (MC2) devices in classes at McGill. Please consult the [Guidelines](#) for further information.