THE UNIVERSITY OF BRITISH COLUMBIA
iSchool (Library, Archival & Information Studies)
Faculty of Arts

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.

ARST556E/LIBR514G: Record Systems in the Digital Environment – Course Syllabus (3)

Program: MAS and MLIS
Year: 2018/2019, Fall Semester
Course Schedule: Mondays 6-8:50 pm
Location: Terrace Lab
Instructor: Sarah Romkey
Office location: Adjunct Office - Room 489
Office phone: 604-822-0051
Office hours: By appointment
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Learning Management Site: http://canvas.ubc.ca

Course Goal: The goal of the course is to provide students with a clear conceptual framework and a sound methodology for analyzing, developing and evaluating digital records systems, referring to the main national and international standards, best practices and projects relevant in this area.

Course Objectives:

Upon completion of this course students will be able to:
1. Discuss and articulate the main theoretical concepts about record-creation, record-making and record-preservation in the context of a digital environment [1.1]
2. Demonstrate an increased awareness of the risks to records posed by the digital environment including format risk, software obsolescence, and contexts and technologies of records creation and use [1.2]
3. Identify and assess tools for addressing recordkeeping challenges in the digital environment, throughout the records lifecycle [1.3]
4. Demonstrate their understanding of a more robust ability in handling models and methodologies related to the design of records systems [1.2]
5. Analyze, evaluate and compare digital record-making, recordkeeping and records preservation systems [1.4]
6. Construct a roadmap for designing and developing a record-making, recordkeeping and a records preservation system for records throughout the records life cycle [4.2]
7. Discuss and synthesize recent and current standards, research and literature on electronic record management systems (ERMS) and digital preservation systems [4.1]
8. Employ modeling tools to communicate the objectives of a recordkeeping system [2.2]
9. Articulate the challenges of recordkeeping and preservation in the digital environment through written and oral communication [2.1]

Course Topics:

- Systems, models and methodologies for records systems throughout the records lifecycle, including electronic records management systems (EDRMS), digital preservation systems, and access systems.
- Systems and standards for records classification and appraisal
- The archival stage of electronic records and the Open Archival Information System
- Acquiring and providing access to electronic records in archival institutions
- Systems design, including requirements gathering, modeling, and software development methodologies
- Metadata for records
- Risk and compliance management in reference to the digital records environment
- Format specific issues in records creation, use and preservation including tools and metadata
- Personal recordkeeping in the digital environment

Prerequisites:

MAS and Dual Students: completion of the MAS core courses

MLIS students should take LIBR 514G

Format of the course: This course is a hybrid in-person and online course; the first two thirds of the course will take place in person and the last third (November) will take place online. The course components will involve lectures, class discussions and activities, individual and group work, and instructor- and peer-assessment.

Required and Recommended Reading: Please refer to Canvas for required and recommended readings. There is no textbook or course pack required for this course.

Course Assignments:

Assignment Name	Due Date	Weight	Graduate Competencies
EDRMS case study summary	October 8	15%	1.3, 4.1, 1.4
System modeling activity (group assignment)	October 29	25%	1.1, 1.3, 2.2, 4.2
Presentation/manual on media specific issues (group assignment)	November 19	20% (presentation) 15% (manual)	1.1, 1.2, 1.3, 2.1, 3.1, 4.1]
Reflection on presentations (individual assignment)	November 26	15%	2.1, 2.2
Participation	Throughout	10%	

Assignments in detail

EDRMS case study summary: 15%
Competencies: 1.3, 4.1, 1.4

Selecting from a list of EDRMS implementation case studies provided by the instructor, you will write a summary and critique of the EDRMS implementation (individual assignment, approximately 1,000 words). Use the following points to frame your summary:
- Did the implementation follow the 4 steps we discussed in class? If not, how did it deviate?
- Did the case study address interaction between different systems (technological or otherwise?)
- What were considered as measures of success? Was evaluation of the implementation addressed fully?
- How were issues of change management and organizational culture addressed?

Systems modeling activity: 25%
Competencies: 1.1, 1.3, 2.2, 4.2

Using workflow software (available online- will be demonstrated in class by the instructor), you will work in groups to create a workflow diagram for an imaginary digital records system to meet the needs of a user story, which will be provided by the instructor. You will be graded on how your workflow diagram demonstrates your understanding of the user needs and how digital records systems (composed of software, processes and policies) can address the articulated need. The instructor will be available in the lab during an agreed-upon time if students wish to have the opportunity to ask questions in-person.

Presentation/manual on media specific issues: 35% plus reflection 15%
Competencies: 1.1, 1.2, 1.3, 1.4

In groups of 4 or 5, you will sign up for a specific type/format of media for which you will write a manual and prepare a presentation. The "presentation" can either be pre-recorded (using Camtasia or similar) and use traditional powerpoint slides, etc., or alternatively you can build an interactive website using Twine. Your presentation will discuss recordmaking and recordkeeping issues specific to your assigned record type. Your presentation should include:
- The essential elements/characteristics of the record including technical characteristics
- Contexts in which these records are created, used and preserved and the related recordkeeping challenges.
- File format information and tools for identification, characterization, and/or other recordkeeping or preservation tasks
- Issues related to retention, classification and metadata
- Preservation challenges and solutions

The presentation topics are listed below. You should expect your presentation to last 20-30 minutes.

The manual should cover practical steps for maintenance, ingest and preservation of your record type for use by a fictional preservation agent (an archives, a library, a records management program). You can choose to make the manual specific to a type of setting, or generalize it. Your manual should include a bibliography listing the sources used in your manual and your presentation.

The presentation, or Twine website, will be uploaded to Canvas. If you wish, you can also share your manual on Canvas for the entire class. Your bibliography must be shared.

To show your participation with your classmates' presentation you will be asked to sign off that you watched each one, and submit a question or discussion topic to at least two presentations other than your own.

In conjunction with the group presentations, the instructor will provide you with some questions for reflection, which you will prepare written answers for and we will discuss as a group via Canvas chat. The purpose of the reflection is to synthesize knowledge gained from the presentations on the whole and reflect to what extent media-specific issues should guide management and preservation activities.

Presentation topics:

- Digital photographs
- Audio-visual material in the digital context
- Digital artwork
- Email
- GIS
- Data management

Participation: 10%

Throughout the course, your participation will be graded by your participation in class discussions, participation in group activities, and asking questions of our guest speakers and your fellow classmates' presentations.

Course Schedule [week-by-week]:

Topic	Date
Introductions/class overview; What is a recordkeeping system? ; Systems throughout the records lifecycle	Sept. 10th
Systems for records creation and records management; EDRMS	Sept. 17th
Systems and standards for records classification and appraisal	Sept. 24th
Digital records preservation fundamentals; OAIS.	Oct. 1st
No class (Thanksgiving)	Oct. 8th

Electronic records at the archival stage; digital preservation systems	Oct. 15th
Digital records acquisition and access; Systems/software design methodology	Oct. 22nd
Systems modeling assignment time (attending outside of class time optional)	TBD
Risk and compliance management; Maintenance	Oct. 29th
Metadata for records; linked open data	Week of Nov 5th-Online
Time preparing group presentations	Week of Nov 12th-Online
Time viewing group presentaitions	Week of Nov 19th-Online
Personal recordkeeping systems; Personal Information Management; Course wrap-up. Presentation reflections due.	Week of Nov 26th Online

Attendance:

Attendance is required in all class meetings. If you know you are going to be absent (for illness, etc) please inform the instructor via email beforehand if at all possible.

Online sessions will usually be done asynchronously.

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

Access & Diversity: Access & Diversity works with the University to create an inclusive living and learning environment in which all students can thrive. The University accommodates students with disabilities who have registered with the Access and Diversity unit: [https://students.ubc.ca/about-student-services/access-diversity]. You must register with the Disability Resource Centre to be granted special accommodations for any on-going conditions.

Religious Accommodation: The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let your instructor know in advance, preferably in the first week of class, if you will require any accommodation on these grounds. Students who plan to be absent for family obligations, or other similar commitments, cannot assume they will be accommodated, and should discuss with the instructor before the course drop date. UBC policy on Religious Holidays: http://equity.ubc.ca/days-of-significance-calendar/

Academic Integrity
Plagiarism

The Faculty of Arts considers plagiarism to be the most serious academic offence that a student can commit. Regardless of whether or not it was committed intentionally, plagiarism has serious academic consequences and can result in expulsion from the university. Plagiarism involves the improper use of somebody else's words or ideas in one's work. The UBC policy on Academic Misconduct is available here: http://www.calendar.ubc.ca/Vancouver/index.cfm?tree=3,54,111,959.

It is your responsibility to make sure you fully understand what plagiarism is. Many students who think they understand plagiarism do in fact commit what UBC calls "reckless plagiarism." The UBC Learning Commons has a resource page on how to avoid plagiarism, with policies on academic integrity and misconduct found here: [http://learningcommons.ubc.ca/resource-guides/avoid-plagiarism/

If after reading these materials you still are unsure about how to properly use sources in your work, please ask your instructor for clarification.