

LIBR 582/ARST 556P: Digital Image and Text Collections – Course Syllabus (3)

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

Program:	Master of Archival Studies; Master of Library and Information Studies
Year:	Winter Session 2018/19, Term 2
Course Schedule:	Thursdays, 9:00 a.m. – 11:50 a.m.
Location:	Terrace Lab, SLAIS
Instructor:	Richard Arias-Hernandez
Office location:	IBLC 484
Office phone:	604-822-1458
Office hours:	Monday, 2:00 p.m. – 4:00 p.m., or by appointment
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SLAIS Student Portal:	http://connect.ubc.ca

Course Goal: The course is designed to introduce students to the fundamental concepts, terminology, techniques and algorithms used for creating and managing digital collections of images and text. The student will acquire knowledge and skills necessary to design and create digital image and/or text collections, from the selection of materials and planning the project through design, implementation, maintenance and evaluation.

Course Objectives: Upon completion of this course students will be able to:

- Solve issues related to selection of analogue material for digitization and creation of a digital collection [1.1, 1.2, 1.4, 5.1]
- Solve issues related to digital access to image and text collections [1.3, 1.4, 2.1]
- Use digitization hardware & software systems for the production of digital image and text collections [1.3, 2.2, 3.1]
- Plan a digitization project to create a digital image and/or text collection [1.2, 1.4, 3.2]
- Create digital image and/or text collections in local/intranet as well as in web environments [1.1, 1.2, 1.3, 3.1, 5.3]
- Propose recommendations for the design, management, and evaluation of cultural heritage-related digitization projects [1.1, 1.2, 1.3, 3.2, 5.3]

(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:

- Images and Text: Characteristics and Formats
- Planning and Managing Digitization Projects
- The Digitization Process
- Metadata for Digital Objects
- Content Based Retrieval
- Digital Collections and Database Design
- Software to create and publish digital text and image collections
- User Interface Issues
- Intellectual Property Rights and other issues in Digital Asset Management

Prerequisites:

MLIS students: Completion of MLIS Core or permission of SLAIS Graduate Advisor. Take LIBR582.
MAS students: Completion of MAS Core or permission of SLAIS Graduate Advisor. Take ARST 556P.
Dual Students: Completion of MLIS/MAS Core or permission of SLAIS Graduate Advisor.

Format of the course:

Design studio centered around a term-long, progressive, and collaborative digital collection project. Design activities are complemented with short lectures, technology tutorials/workshops, student-led presentations, field visits, and guest speakers.

Required and Recommended Reading:

As general resources, the following texts will be helpful:

Textbook:

- Mark Jordan (2006). *Putting Content Online: A Practical Guide for Libraries*. Oxford: Chandos. [Available at the UBC bookstore; one copy on reserve at IKBLC Library: ZA4080 .J67 2006]

Weekly Readings (articles, online resources, books):

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>

S. Anderson et al. (2006). *Digital Images Archiving Study*. Arts and Humanities Data Service. Available at: <https://connect.ubc.ca/bbcswebdav/courses/CL.UBC.ARST.556P.002.2016W2.81935/Anderson2006.pdf>

M. Baca and P. Harding (2014). *Categories for the Description of Works of Art*. Available at: http://www.getty.edu/research/publications/electronic_publications/cdwa/index.html

M. Baca, Ed. (2002). *Introduction to Art Image Access: Issues, Tools, Standards, Strategies*. J. Paul Getty Trust. Available at: http://www.getty.edu/research/publications/electronic_publications/intro_aia/index.html

M. Baca, Ed. (2008). *Introduction to Metadata, Version 3.0*. J. Paul Getty Trust. Available at: http://www.getty.edu/research/publications/electronic_publications/intrometadata/index.html

BCR's CDP Digital Imaging Best Practices Version 2.0. June 2008. http://mwdl.org/docs/digital-imaging-bp_2.0.pdf

Capture Your Collections: A Guide for Managers Planning and Implementing Digitization Projects. (2013). Ministry of Public Works and Government Services Canada. [online tutorial]. Available at: http://www.pro.rcip-chin.gc.ca/contenu_numerique-digital_content/numerisez_collections-capture_collections/publication-publication/numerisez-capture-eng.jsp

DPLA (2015). Curriculum for Digitization. Available at <http://dp.la/info/2015/10/07/new-self-guided-curriculum-for-digitization/>

H.F. Cervone (2007). Standard methodology in digital library project management. *OCLC Systems and*

Services 23(1); 30-34.

P. Enser (2008). The evolution of visual information retrieval. *Journal of Information Science* 34(4): 531-546.

FADGI - Still Image Working Group (2016). *Technical Guidelines for Digitizing Cultural Heritage Materials*. US Federal Agencies Digitization Initiative. Available at: <http://www.digitizationguidelines.gov/guidelines/digitize-technical.html>

P. Harping (2010). *Introduction to Controlled Vocabularies: Terminology for Art, Architecture, and Other Cultural Works*. J. Paul Getty Trust. Available at: http://www.getty.edu/research/publications/electronic_publications/intro_controlled_vocab/index.html

M. Hearst (2009). *Search User Interfaces*. Cambridge University Press. (Especially Chapter 1, The Design of Search user Interfaces). <http://searchuserinterfaces.com/>

National Information Standards Organization (NISO). (2007). A Framework of Guidance for Building Good Digital Collections. 3rd ed. Available at: <http://www.niso.org/publications/rp/framework3.pdf>

S. Shatford Layne (1994). Some issues in the indexing of images. *Journal of the American Society for Information Science* 45 (8): 583-588.

Web Content Accessibility Guidelines (WCAG) 2.0 (2008). <https://www.w3.org/TR/WCAG20/>

I.H. Witten, D. Bainbridge and D.M. Nichols (2010). *How to Build a Digital Library*. 2nd ed. Morgan Kaufmann [On reserve at IKBLC, one copy also available outside Instructor's office]

Xie, I. and Matusiak, K. (2016). *Discover Digital Libraries: Theory and Practice*. New York: Elsevier. [Selected readings available as hard copies outside Instructor's office]

Course Assignments:

Assignment	Date Due	Weight
Collection Assessment	January 10	5%
Project Plan	February 07	15%
Sample Scans	February 28	10%
Image Processing	March 14	5%
Term Project: Digital Processing	March 28	20%
Term Project: Cataloguing & Access	March 28	20%
Term Project: Interface/UX	March 28	15%
Participation	Overall	10%

Course Schedule [week-by-week]:

Date	Topics	Lab/Tour/Talk	Readings	Assignments
Session 1 Jan-03	Introduction to Course, Characteristics of Digital Collections, Term Project	Lab: Introduction to CONTENTdm	Jordan, Ch. 1	
Session 2 Jan-10	Managing Digital Collections <ul style="list-style-type: none"> • Project Planning • Technical Issues • Case Studies 	Lab: Introduction to Islandora/ARCA	Capture Your Collections (2013) Cervone (2007) Jordan, Ch. 2 & 8 DPLA (2015)	Collection Assessment Due
Session 3 Jan-17	Issues in Digital Asset Management <ul style="list-style-type: none"> • Preservation • Licensing and Use • Copyright 	Talk: Copyright and digital collections	Anderson (2006), Ch. 6, 8 & 9 Jordan, Ch. 3 Jordan, Ch. 11	
Session 4 Jan-24	The Digitization Process <ul style="list-style-type: none"> • Digitizing Images and Text • Quality Standards • Basic Processing 	Lab: CONTENTdm (II)	Xie & Matusiak, Ch 3 FADGI (2016) ALCTS (2013) BCR's CDP (2008)	
Session 5 Jan-31	Design Studio: In-class team work project plan	Lab: Islandora/ARCA (II)		
Session 6 Feb-07	Digital Collections: Images (I) <ul style="list-style-type: none"> • What we know of image use • Describing the physical image • Metadata 	Optional lab: Scanning	Baca (Ed.) (2008) Anderson (2006), Ch. 7 Baca (Ed.) (2002) Baca and Harding (2014)	Project Plan Due
Session 7 Feb-14	Digital Collections: Images (II) <ul style="list-style-type: none"> • Concept-based indexing • Content-based info retrieval 	Lab: Adobe Photoshop	Enser (2008) Harping (2010) Shatford Layne (1994)	
	Midterm Break: Feb. 18-22			
Session 8 Feb-28	Digital Collections: Text <ul style="list-style-type: none"> • The digital book • Metadata 	Lab: CONTENTdm (III)	Witten et al., Ch. 4 Jordan, Ch. 4	Sample Scans Due
Session 9 Mar-07	Designing the User Interface <ul style="list-style-type: none"> • HCI Issues • Creating a User Interface 	Lab: CONTENTdm (IV)	Hearst, Ch. 1 Jordan, Ch. 6 Xie & Matusiak, Ch. 7, pp. 205-215	

Date	Topics	Lab/Tour/Talk	Readings	Assignments
Session 10 Mar-14	Web-accessible Digital Collections. Design Studio	Tour of UBC's Digital Initiatives	Xie & Matusiak, Ch. 6 W3C's WACG (2008)	Image Processing Due
Session 11 Mar-21	Design studio: In-class team-work on digital collections.	Talk on integration and evaluation of digital collections		
Session 12 Mar-28	Presentations and demos of implemented digital collections			Final Projects Due
Session 13 April 4	No class – Instructor away at iConference 2019			

Assignments and Course Project:

1. Individually: identify two professional digital collection projects and prepare a case study report on them, comparing issues such as their goals the scope, imaging standards and procedures, access and retrieval features, usability, and copyright. Be prepared to demo/discuss your collection (5%). *Due January 10*
2. In project teams: Prepare a project plan for creating and managing the digital collection you will prototype for this course. (15%) *Due February 7*
3. Individually: for 3 images or text pages (mixture of colour and black and white), provide files in the following resolutions: thumbnail, display/access, archival. Describe the formats and resolutions you have chosen and justify them according to an identified standard or best practice (identify the standard/best practice). (10%). *Due February 28*
4. Individually: Perform at least 5 image operations (e.g. enhancement/restoration, synthesis, analysis, etc.) on each of 2 images and save the results of each operation (5%). Briefly describe the processing you have done and why it was necessary. *Due March 14*
5. In project teams: Scan and process the collection of images and/or documents you have chosen for your project using current digitization standards (20%) *Due March 28*
6. In project teams: Generate a description of each digital object in your collection (including subject access) following an appropriate metadata format. Determine appropriate indexing and structure for search, browsing, and effective retrieval of item in your collection. Implement your digital collection using ARCA/Islandora and CONTENTdm and (20%). *Due March 28*
7. In project teams: Create an appropriate interface for the collection of your image collection in CONTENTdm and ARCA/Islandora (15%). *Due March 28*

[Note that items 5, 6 and 7 comprise the Term Project assignment; this breakdown is simply to indicate how marks will be assigned]

Attendance: The calendar states: “Regular attendance is expected of students in all their classes (including lectures, laboratories, tutorials, seminars, etc.). Students who neglect their academic work and assignments may be excluded from the final examinations. Students who are unavoidably absent because of illness or disability should report to their instructors on return to classes.” 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 a note from a health professional or Access and Diversity. Failure to provide this documentation could result in a lower course mark. Any penalties imposed for excessive absences are at the discretion of the instructor.

Evaluation: All assignments will be marked using the evaluative criteria given on the [SLAIS web site](http://slais.ubc.ca/resources/ischool-policies/letter-grades-and-grading-policy/) [http://slais.ubc.ca/resources/ischool-policies/letter-grades-and-grading-policy/]. While these criteria are stated at the level of course marks they also apply to the marks awarded to assignments. Please note that based on these criteria, if on a given assignment you do a good job of meeting ALL the required elements the mark will typically be in the range of B to B+. In order to achieve a mark in the overall "A" range [A-, A, A+] you must demonstrate excellence that goes considerably beyond the basic requirements of an assignment. If you receive a mark such as A-/B+ you should interpret it as a low A-, likewise a mark of B+/A- should be interpreted as a high B+. The top mark represents the awarded letter grade, and the bottom mark indicates the relative position of the numerical equivalent in the range for the letter grade on the SLAIS web site. Use of this split/letter marking scheme allows to more fairly assigning the course marks at the end of the term.

Late Assignments: Assignments will not be accepted late. Consideration will be given to legitimate emergencies. If an extension is granted, a late penalty may be imposed; this will be discussed when you request an extension.

Written & Spoken English Requirement: Written and spoken work may receive a lower mark if it is, in the opinion of the instructor, deficient in English.

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: [\[http://www.students.ubc.ca/access/drc.cfm\]](http://www.students.ubc.ca/access/drc.cfm). 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 varsity athletics, family obligations, or other similar commitments, cannot assume they will be accommodated, and should discuss their commitments with the instructor before the course drop date. UBC policy on Religious Holidays: <http://www.universitycounsel.ubc.ca/policies/policy65.pdf> .

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.

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." Below is an excerpt on reckless plagiarism from UBC Faculty of Arts' leaflet, "Plagiarism Avoided: Taking Responsibility for Your Work," (<http://www.arts.ubc.ca/arts-students/plagiarism-avoided.html>).

"The bulk of plagiarism falls into this category. Reckless plagiarism is often the result of careless research, poor time management, and a lack of confidence in your own ability to think critically. Examples of reckless plagiarism include:

- Taking phrases, sentences, paragraphs, or statistical findings from a variety of sources and piecing them together into an essay (piecemeal plagiarism);
- Taking the words of another author and failing to note clearly that they are not your own. In other words, you have not put a direct quotation within quotation marks;
- Using statistical findings without acknowledging your source;
- Taking another author's idea, without your own critical analysis, and failing to acknowledge that this idea is not yours;
- Paraphrasing (i.e. rewording or rearranging words so that your work resembles, but does not copy, the original) without acknowledging your source;
- Using footnotes or material quoted in other sources as if they were the results of your own research; and
- Submitting a piece of work with inaccurate text references, sloppy footnotes, or incomplete source (bibliographic) information."

Bear in mind that this is only one example of the different forms of plagiarism. Before preparing for their written assignments, students are strongly encouraged to familiarize themselves with the following source on plagiarism: the Academic Integrity Resource Centre <http://help.library.ubc.ca/researching/academic-integrity>. Additional information is available on the Connect site <http://connect.ubc.ca>.

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

Students are held responsible for knowing and following all University regulations regarding academic dishonesty. If a student does not know how to properly cite a source or what constitutes proper use of a source it is the student's personal responsibility to obtain the needed information and to apply it within University guidelines and policies. If evidence of academic dishonesty is found in a course assignment, previously submitted work in this course may be reviewed for possible academic dishonesty and grades modified as appropriate. UBC policy requires that all suspected cases of academic dishonesty must be forwarded to the Dean for possible action.

Canvas and FTP class account: Canvas UBC's e-learning system [<https://canvas.ubc.ca/>] and a class FTP account will be used to organize class resources, manage assignments and in-class exercises, provide grades & feedback, and centralize class announcements. Make sure that you check the course space in Connect constantly for updates.