Welcome to LS 566.901 - Metadata!

Instructor: Steven L. MacCall, PhD

Course meets online Wednesday evenings during the Spring 2014 semester from 6:00 pm to 8:50 pm CENTRAL time

TO GET TO CLASS, CLICK ON COLLABORATE LINK ON LEFT NAV BAR AND THEN CLICK ON THE "LAUNCH ROOM" BUTTON IN "METADATA MAIN ONLINE" BOX

Please use BlackBoard Learn messaging system to contact Dr. MacCall about course concerns.
Access BlackBoard messaging by clicking on the "Tool Panel" link on the left nav bar and then clicking "Course Messages".

Please feel free to email me at my SLIS email account for questions outside of the course context: smaccall@slis.ua.edu.

REMINDER ABOUT TECH SUPPORT DURING CLASS SESSIONS
The UA College of Continuing Studies has a staff of skilled tech support personnel available to help you until 8pm on Wednesday evenings. You may reach them at 1-866-205-1011 or 205-348-9157.
Syllabus

Course Objectives

Course Calendar (opens in new window)

Assignments and Grading

Twitter, Blogs, and RSS

Presentation Option: Metadata Schema

Presentation Option: Digital Image Repository
Syllabus

Course Web Site

To access course materials, please login to BlackBoard Learn.

Course Meeting Day, Time, and Electronically-mediated Class Participation

This course meets on Wednesday evenings from 6:00 pm to 8:50 pm CENTRAL TIME in the online BlackBoard Collaborate session accessible from the course BlackBoard Learn homepage. There will be one 15 minute break approximately 90 minutes into the class period.

PLEASE NOTE: There is a prerequisite for this course: LS 500.

Attendance Policy

Students should notify the instructor in advance if a class is going to be missed. More than one unexcused absences will affect final grade.

Non-Discrimination Policy

The University of Alabama is committed to providing an inclusive environment that is free from harassment or discrimination based on race, genetic information, color, religion, ethnicity, national origin, sex, sexual orientation, gender expression, age, ability, or veteran status. The University of Alabama prohibits any verbal or physical conduct that threatens or endangers the health or safety of any individual or group, including physical abuse, verbal abuse, threats, stalking, intimidation, harassment, sexual misconduct, coercion, and/or other communication or conduct that creates a hostile living or learning environment.

UA Code of Academic Conduct

All students in attendance at the University of Alabama are expected to be honorable and to observe standards of conduct appropriate to a community of scholars.

The University expects from its students a higher standard of conduct than the minimum required to avoid discipline. All acts of dishonesty in any academic work constitute academic misconduct. This includes, but is not necessarily limited to the following:

1. Cheating -- using or attempting to use unauthorized materials, information, study aids, or computer-related information.
2. Plagiarism -- representing the words, data, works, ideas, computer program or output, or anything not generated in an authorized fashion, as one's own.
3. Fabrication -- presenting as genuine any invented or falsified citation or material.
4. Misrepresentation -- falsifying altering, or mistaking the contents of documents or other materials related to academic matters, including schedules, prerequisites, and transcripts.

Academic misconduct includes all acts of dishonesty in any academically related matter and any knowing or intentional help or attempt to help, or conspiracy to help, another student. The Academic Misconduct Disciplinary Policy will be followed in the event of academic misconduct.

Disability Accommodation Statement

Students with disabilities are encouraged to register with the Office of Disability Services, 205.348.4285. Thereafter, you are invited to schedule appointments to see me during my office hours to discuss accommodations and other special needs.

Textbook and other Course Readings

Required textbook for the course is Metadata for Digital Collections, New York: Neal-Schuman. Other readings for the course may be found on the Course Calendar.

Contact Information

Instructor: Steven L. MacCall, Ph.D.

Office hours: I will not be holding official office hours for my distance education courses; therefore, you must make an appointment by contacting me using eLearning e-mail when you need course assistance. Please do not hesitate!!

Office phone: 205.348.6727
Fax: 205.348.3746

E-mail: PLEASE USE THE BLACKBOARD LEARN "MESSAGE" SYSTEM AND NOT MY SLIS EMAIL ADDRESS TO CONTACT ME WITH ANY COURSE-RELATED CONCERNS.

Feel free to email me about non-course concerns at smacall@slis.ua.edu!

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Course Objectives

This course is a survey of metadata issues that is coupled with hands on experiences.

These are the course objectives:

- To provide students with a clear understanding of the various problems that metadata methods address;
- To provide opportunities for the design and implementation of metadata projects, including the development of application profiles and indexing guidelines, and the use of vocabularies for data entry;
- To expose student to the varieties of metadata schemas and digital libraries of online resources;
- To acquaint the student with current trends in metadata.
# Course Calendar

January 8 | January 15 | January 22 | January 29 | February 5 | February 12  
---|---|---|---|---|---
February 19 | February 26 | March 5 | March 12 | March 19  
March 26 | April 2 | April 9 | April 16 | April 23 | April 30 | May 1

Please report broken links to me via a BlackBoard Learn message ... thanks!

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<thead>
<tr>
<th>PART 1 =&gt;</th>
<th>COURSE OVERVIEW AND FUNDAMENTAL METADATA CONCEPTS</th>
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| January 8 | Class Period 1  
Lecture: **Introductions and Course Overview**  
Activities: Please do the following during our class meeting (we will discuss in class)  
1. Set up a **Twitter** account (see "How To" information on the course **Twitter, Blogs, and RSS** page)  
2. Set up of your blog using your favorite blogging host site (see "How To" information on the course **Twitter, Blogs, and RSS** page)  
3. Set up a **Feedly** account and subscribe to each other's blogs (see "How To" information on the course **Twitter, Blogs, and RSS** page) |
| January 15 | Class Period 2  
Lectures: **An Introduction to RSS Aggregators and Twitter and With Efficiency in Mind: Monitoring Social Media Activity**  
Lecture: **Conceptualizing What's Ahead - Part 1: What We Have/What We Want**  
Reading Assignment:  
- Metadata overviews  
  - From cataloging to metadata (blog post - 2008)  
  - Metadata - Pathways to Digital Information - 2008  
    - Introduction  
    - Setting the Stage  
    - Glossary  
  - Understanding Metadata (article - 2004)  
**Twitter**  
**REMEMBER:** Remember to use the course hashtag (**#LS566**) when tweeting about the course and when you want to bring something to my attention the also add **@stevenmacecall** to your class tweets. |
| January 22 | Class Period 3  
**NO CLASS - please view this video:**  
- **Change in the Digital Age: Metadata Trends for Libraries** Please listen to this entire video (1 hour). Some topics will over your head right now, but that's ok. Pay attention to the varieties of metadata in addition to descriptive metadata, which is our forte. Remember that this video is intended as an introductory overview, including bibliographic metadata. You should be able to understand a lot of it as a refresher of LS 500 content :-) |
January 29  | Class Period 3

Lecture: **Conceptualizing What's Ahead - Part 2: The Networked Information Environment**

Reading Assignment:

- Primary Readings
  - Chapters 1 in textbook *(Metadata for Digital Collections)*
  - Thirteen Ways of Looking at Libraries, Discovery, and the Catalog: Scale, Workflow, Attention (article - 2012)
  - Libraries and the Informational Future: Some Notes (article - 2012)
  - Libraries at Webscale (OCLC report - 2011)
  - Where it all went wrong (speech - 2011)
  - What is metadata? A Christmas themed exploration. (blog post - 2012)
  - Metacrap (article - 2001)
- Management and professional issues
  - From automation to transformation: Forty years of libraries and information technology in higher education (article - 2000)
  - Competencies Required for Digital Curation: An Analysis of Job Advertisements (article - 2013)
  - A metadata manager's role in collaborative projects (article - 2008)
  - What we've learned from the RLG partners metadata creation workflows survey (article - 2009)
  - Reinventing the library: How repositories are causing librarians to rethink their professional roles (article - 2007)
  - Rethinking How We Provide Bibliographic Services for the University of California - 2005:
    - Executive summary - Full report (optional)
    - See also Lorcan Dempsey's summary: Thinking about the catalog (blog post - 2006)

**Twitter**

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February 5  | Class Period 4

Lecture: **Objects & Texts and their Digital Embodiment: An Analytical Approach to Structure and Mark Up**

Reading Assignment:

- Overview
  - Defining born digital (article - 2010)
  - The future of publishing is writeable (blog post - 2010)
  - Chapter 2 in textbook *(Metadata for Digital Collections)*
    - Metadata - Pathways to Digital Information - 2008
      - Metadata and the Web
      - Glossary
- Systems of unique identification
  - Object identifiers
    - More famous than Simon Cowell (blog post - 2010)
    - The year of unique IDs (article - 2005)
    - File Naming (short video tutorials - 2012)
      - Part 1: Why is File Naming Important?
      - Part 2: How to Change a File Name
      - Part 3: What Not to Do When Naming Files
      - Part 4: Best Practices for File Naming
  - Bibliographic identifiers
    - The seven levels of identification (article - 2006)
    - A policy checklist for enabling persistence of identifiers (article - 2009)
    - OpenIDs, researchers and delegation (blog post - 2009)
    - DOI: The “Big Brother” in the dissemination of scientific documentation (article - 2006)
    - Why OpenURL? (article - 2006)
- eBook identifier confusion shakes book industry (blog post - 2011)
  - Encoding Contexts:
    - METS
      - METS primer and reference manual (pp 1-14 & 74-82 - 2007)
      - New metadata standards for digital resources: MODS and METS (article - 2003)
      - Pulling it all together: Use of METS in RLG Cultural Materials Service (article - 2004)
    - TEI
      - Introducing the Guidelines
      - A Gentle Introduction to XML
      - TEI By Example
    - semantic web (schema.org, Microformats and RDFa) - optimizing the "exposure" of your metadata to search engine crawlers:
      - Schema.org
        - HTML 5 Microdata and Schema.org (article - 2012)
        - The Bogotá Manhattan recipe + markup (blog post - 2013)
        - Schema.org... now for datasets! (blog post - 2013)
      - Microformats
        - About microformats (blog post n.d.)
        - How to Use Various REL Attributes (blog post - 2009)
        - The magical minimalism of Microformats (blog post - 2007)
        - Ockham's Bathroom Scale, Lego™ blocks, and Microformats (blog post - 2006)
        - Removing Microformats from bbc.co.uk/programmes (blog post - 2008)
        - Tools to Use and Learn hCard Format (blog post - 2009)
      - Introducing Rich Snippets (blog post - 2009)
      - Online retail: How Best Buy is using Semantic Technology to define a new trend (blog post - 2009)

Twitter

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<th>Class Period 5</th>
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Lecture: Metadata Interoperability

Reading Assignment:

- Overview
  - Chapters 2, 6, & 9 in textbook (Metadata for Digital Collections)
  - Metadata - Pathways to Digital Information - 2008
    - Crosswalks, Metadata Harvesting, Federated Searching, Metasearching: Using Metadata to Connect Users and Information
    - Glossary
  - The Path toward Global Interoperability in Cataloging (article - 2011)
  - Metadata for all: Descriptive standards and metadata sharing across libraries, archives and museums (article - 2007)
  - The Changing Role of Special Collections in Scholarly Communications (article - 2009)

- Metasearch, Single Search, and Discovery Services
  - Web-Scale Discovery Services (article - 2014)
  - Academic Library Discovery Platforms (how discovery systems display their results - 2013)
    - How Far should We Go with "Full Library Discovery"? (blog post - 2014)
  - Collaborative Improvements in the Discoverability of Scholarly Content Accomplishments, Aspirations, and Opportunities (white paper - 2014)
  - Editorial Board Thoughts: Services and User Context in the Era of Webscale Discovery (article - 2013)
  - Revelations from the Literature: How Web-Scale Discovery Has Already Changed Us (article - 2013)
  - Convenience and its Discontents: Teaching Web-scale Discovery in the Context of Google (blog...
How Users Search the Library from a Single Search Box (article - 2012)
What Determines Quality of Search Results? (blog post - 2008)

Image Metadata Aggregations
- Digital Public Library of America (DPLA)
  - What is DPLA? (article - 2013)
  - Digital Public Library of America: Young but Well Connected (article - 2013)
- OAIster
  - OAIster reaches 10 million records (blog post - 2007)
  - Looking for pearls (article - 2005)
- Open Archives Initiative (FAQ - 2002)
  - Resource harvesting within the OAI-PMH framework (article - 2004)
  - OAI tutorial (n.d.)
  - Best practices for OAI data provider implementations and shareable metadata (Reference wiki for your review)

Interoperability Issues
- Kudzu (interface)
- The Open Archives Initiative: Realizing simple and effective digital library interoperability (article - 2011)
- Metadata interoperability across visual resource repositories (article - 2008)
- An interoperable fabric for scholarly value chains (article - 2006)
- Metadata interoperability and standardization - A study of methodology Part I: Achieving interoperability at the schema level (article - 2006)
- Metadata interoperability and standardization - A study of methodology, Part II: Achieving interoperability at the record and repository levels (article - 2006)
- Harmonization of metadata standards (article - 2008)

Metadata Crosswalks
- Toward element-level interoperability in bibliographic metadata (article - 2008)
- Repository librarian and the next crusade: The search for a common standard for digital repository metadata (article - 2006)
- A repository of metadata crosswalks (article - 2004)
- OCLC: Metadata switch (Web service)
- Metadata standards crosswalks

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PART 2

METADATA TECHNIQUES AND TOOLS FOR IMAGE METADATA

February 19

Class Period 6

Lecture: Dublin Core, MODS, and other General Metadata Schemas and their Deployment through Application Profiles

Reading Assignment:

- Overview
  - Chapters 3, 4, 7, & 10 in textbook (Metadata for Digital Collections)
  - Metadata - Pathways to Digital Information - 2008
    - Practical Principles for Metadata Creation and Maintenance
    - Glossary
  - Planning for metadata: The quick tour (article - 2007)
  - Developing a metadata strategy (article - 2003)
- Dublin Core
  - Metadata: The foundations of resource description (article - 1995)
  - DCMI frequently asked questions and Glossary (n.d.)
  - Dublin Core user guide (n.d.)
    - Creating Metadata
- Publishing Metadata
  - Standard metadata applied to software retrieval (article - 2004)
- MODS
  - New metadata standards for digital resources: MODS and METS (article - 2003)
  - An introduction to the Metadata Object Description Schema (MODS) (article - 2004)
  - Using the Metadata Object Description Schema (MODS) for resource description (article - 2004)
- Application profiles
  - Using Dublin Core - The elements (n.d.)
  - Using Dublin Core - Application profiles (n.d.)
  - Metadata principles and practicalities (article - 2002)
  - Application profiles: Mixing and matching metadata schemas (article - 2000)
  - Towards an application profile for images (article - 2008)
  - The DC Library Application Profile (specification - n.d.)
  - A Dublin Core application profile for scholarly works (article - 2007)

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**February 26**

**Class Period 7**

**Lecture: Digitization and Preservation Metadata**

**Reading Assignment:**

- Preservation overview/ issues
  - Metadata - Pathways to Digital Information - 2008
    - Rights Metadata Made Simple
    - Glossary
  - Considering Emulation for Digital Preservation (blog post - 2014)
  - BitCurator’s Open Source Approach: An Interview With Cal Lee (blog post - 2013)
  - Snow Byte and the Seven Formats: A Digital Preservation Fairy Tale (blog post - 2013)
  - Guitar, Bass, Drums, Metadata: Musical Context for Long-term Preservation (blog post - 2013)
  - The Truth Is Out There: Preservation and the Cloud (Talk at Fall 2012 CNI - 2012)
  - The Fifth Blackbird: Some thoughts on economically sustainable digital preservation (article - 2008)
  - The ecology of longevity: The relevance of evolutionary theory for digital preservation (article - 2010)
  - New roles for new time: Digital Curation for preservation (article - 2011)
  - The digital library in 100 years: Damage control (article - 2007)
  - The DCC Curation Lifecycle Model (article - 2008)
    - Direct link to Curation Lifecycle Model
  - Excuse me... Some digital preservation fallacies? (article - 2006)
  - Digital natives explore digital preservation (report - 2010 - Full video here)
  - Fifty digital preservation activities you can do (blog post - 2013)
  - File format action plans in theory and practice (blog post - 2014)
  - Ignoring our visual heritage (blog post - 2014)
- Preservation metadata
  - PREMIS - Preservation metadata maintenance activity (LoC website)
    - Understanding PREMIS (report - 2009)
    - Rights in the PREMIS data model (article - 2006)
  - Metadata for Preservation (CEDARS Project)
- Digital Preservation at the Library of Congress
  - National Agenda for Digital Stewardship
  - Distributed preservation in a national context: NDIIPP at mid-point (article - 2006)
  - Digital preservation in a national context: Questions and views of an outsider (article - 2007)
- WayBack Machine (Internet Archive website)
  - A research library based on the historical collections of the Internet Archive (article - 2006)
- Digitization
  - Image Processing and Software Epistemology (blog post - 2012)
  - Digital imaging and conservation: Model guidelines (article - 2003)
Digitization guidelines (NC ECHO)
May I speak openly about mass digitization? (blog post - 2008)
Mass digitization of books (article - 2006)
Cows and the colossus (blog post - 2007)

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March 5

Class Period 7

Guest presenters: Steve Miller and Adam Beebe on the DePol Collection

Reading Assignment:

- John DePol (wikipedia entry)
- John DePol: Artist and Engraver (University of Delaware Library)

Class activity: Breakout room discussion on Dublin Core elements for each application profile

Lecture: Description of Visual Images: Formal and Social Methods

Reading Assignment:

- Analysis of images
  - Core Concepts in Library and Information Science (LIS)
    - "Ofness"
    - "Aboutness"
  - "Of" and "about" (from Indexing images: Some principles (LOC) - 1995)
  - Image indexing (article - 2010)
  - Visual image retrieval (review article - 2008)
  - Establishing the value of socially-created metadata to image indexing (article - 2012)
  - If a picture is worth a thousand words, then... (article - 1999)
  - Image indexing: How can I find a nice pair of Italian shoes? (article - 2007)
  - Image retrieval: Benchmarking visual information indexing and retrieval systems (article - 2007)
  - Iconography and iconology: An introduction to the study of renaissance art (original Panofsky article - 1939)
- Formal descriptive metadata content
  - Chapter 5 in textbook (Metadata for Digital Collections)
  - Building Controlled Vocabularies for Metadata Harmonization (article - 2013)
  - Introduction to Controlled Vocabularies: Terminology for Art, Architecture, and Other Cultural Works (2010)
  - Controlling your Language: a Directory of Metadata Vocabularies (website)
  - Taxonomy Warehouse (alphabetical list of controlled vocabularies)
  - Building a keyword library for description of visual assets: Thesaurus basics (article - 2007)
  - Better living through taxonomies (article - 2008)
  - Visual materials and online access: Issues concerning content representation (article - 2007)
  - Developing a shape-and-composition CBIR thesaurus for the traditional Chinese landscape (article - 2007)
- Social metadata
  - Social Metadata for Libraries, Archives, and Museums (article - 2011)
  - Cooperation or Control? Web 2.0 and the Digital Library (article - 2009)
  - Social metadata - and "ceci n'est pas une vache" (blog post - 2009)
  - Photo identity crisis: Creating a classification and organization method for unidentified photographic archives (article - 2008)
- Annotations
- Using annotations to add value to a digital library for education (article - 2006)
- Annotation: From paper books to the digital library (article - 1997)
- A formal model of annotations of digital content (pp 3-1 to 3-12 only - article - 2007)

**Tagging**
- Towards user-centered indexing in digital image collections (article - 2006)
- Taxonomies and tags: From trees to piles of leaves (article - 2006)
- Torquetums, flute cases, and puff sleeves: A study in folksonomic and expert image tagging (article - 2007)
- Beneath the metadata some philosophical problems with folksonomy (article - 2006)
- Social terminology enhancement through vernacular engagement: Exploring collaborative annotation to encourage interaction with museum collections (article - 2005)
- Flickr image tagging: Patterns made visible (article - 2007)

**Twitter**

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<th>March 12</th>
<th>Class Period 9</th>
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**PRESENTATION TOPIC DUE. Please submit for my approval.**

**Class activity:** Voting on Dublin Core elements for each application profile

**Lecture:** Linked Open Data and the Semantic Web

**Reading Assignment:**

- **Background**
  - Catalog Records as Data (blog post - 2013)
  - Linked Data Platform Use Cases and Requirements - User Stories - 2013
  - Europeana Strategic Plan 2011-2015 (Manifesto - 2011)
  - The future of search (blog post - 2011)
  - Gee! Oh! Am I Geo Ready? (article 2010)

- **Linked Data/Semantic Web**
  - Karen Coyle on modern data for the modern library (Audio file- 2012)
  - Chapter 11 in textbook (Metadata for Digital Collections)
  - Library Cards for the 21st Century (article - 2007)
  - Libraries, languages of description, and linked data: a Dublin Core perspective (article 2012)
  - 11 things to know about Semantic Web (blog post - 2008)
  - Best Practices for Publishing Linked Data (article - 2014)
  - Cool URLs don't change (W3C document - 1998)
  - Sir Tim Berners-Lee gives Congress vision of the future (article - 2007)
  - Reengineering thesauri for new applications (article - 2004)
  - Readability and linkability (blog post - 2010)
  - How to publish linked data on the Web
  - The Semantic Web in education (article - 2008)
  - Publishing archival descriptions as linked data via databases (blog post - 2013)
  - Pundit: semantically structured annotations (blog post - 2014)

- **Spimes!**
  - Bruce Sterling's design future manifesto: Viva Spime! (blog post - 2005)
  - When Blob objects rule the earth (speech - 2004)

**Twitter**

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<th>Class Period</th>
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<td><strong>Guest Lecture: Digital Asset Management Systems</strong></td>
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<td><strong>Reading Assignment:</strong></td>
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<td>- Video Indexing and Metadata</td>
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<td>- The application of metadata standards to video indexing (article - 1998)</td>
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<td>- Scene-level television metadata: Tagging TV - Is the new oil in the industry (blog post - 2011)</td>
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<td>- Digital Asset Management</td>
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<td>- Digital Visual Asset Management Beyond the Library (article - 2011)</td>
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<td>- WGBH Media Library and Archives For Scholarly Use (Report - 2007)</td>
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<td>- WGBH Media Library and Archives:</td>
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<td>- About Page (n.d.)</td>
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<td>- Media Production Organizational Tools (n.d.)</td>
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<td>- Digital Asset Management and Museums - An Introduction (2011)</td>
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<td>- The role of digital librarians in Digital Asset Management (blog post - 2012)</td>
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<td>- How Local Librarians Can Impact the Digital Asset Management Industry (article - 2013)</td>
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<td>March 26</td>
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<td><strong>Spring Break - NO CLASS</strong></td>
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<td>April 2</td>
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<td><strong>Class Period 11</strong></td>
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<td><strong>Guest Lecture: The DPLA and Its Metadata Operations</strong></td>
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<td>- DPLA Metadata Application Profile V.3</td>
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<td>- DPLA Partners Crosswalk</td>
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<td><strong>Lecture: Learning Objects and their Metadata(s)</strong></td>
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<td><strong>Reading Assignment:</strong></td>
</tr>
</tbody>
</table>
• Learning Objects
  ○ Digital learning object repositories (article - 2012)
  ○ What are Educational Objects?
  ○ A Field Guide to Learning Objects
  ○ What Do Application Profiles Reveal about the Learning Object Metadata Standard?
  ○ The Emergence of Learning Objects: The Reference Librarian’s Role
  ○ Everything You Ever Wanted to Know about Learning Standards, but Were Afraid to Ask
  ○ DCMI Education Community
  ○ Building Interoperable Vocabulary and Structures for Learning Objects
  ○ Learning Resource Meta-data Specification (specification)
  ○ Learning Materials Application Profile Pre-draft Domain Model (article - 2008)

• SCORM
  ○ SCORM explained
  ○ One-minute SCORM overview for anyone
  ○ E-Learning interoperability standards

• LMS
  ○ Interoperability between library information services and learning environments – Bridging the gaps
  ○ Digital library content and course management systems: Issues of interoperation
  ○ Learning objects: Scorm or SCORM?

Twitter

REMINDER: Remember to use the course hashtag (#LS566) when tweeting about the course and when you want to bring something to my attention the also add @stevenmaccall to your class tweets.

<table>
<thead>
<tr>
<th>PART IV =&gt;</th>
<th>STUDENT PRESENTATIONS AND FINAL WORK PERIOD FOR IMAGE PROJECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 16</td>
<td>Class Period 13</td>
</tr>
<tr>
<td></td>
<td>Student Class Presentations - Digital Repositories and Metadata Schemas</td>
</tr>
<tr>
<td>April 23</td>
<td>Class Period 14</td>
</tr>
<tr>
<td></td>
<td>Student Class Presentations - Digital Repositories and Metadata Schemas</td>
</tr>
<tr>
<td>April 30</td>
<td>Class Period 15</td>
</tr>
<tr>
<td></td>
<td>Student Class Presentations - Digital Repositories and Metadata Schemas</td>
</tr>
<tr>
<td>May 1</td>
<td>FOR GRADING PURPOSES, ALL INDEXING MUST BE COMPLETED AND BLOG POSTS POSTED BY 5 pm on Thursday, May 1!</td>
</tr>
</tbody>
</table>

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Assignments and Grading

The following are assignments for this class:

- **Blog/RSS/Twitter Assignment (30% - 30 TOTAL POINTS)**

  **Blogging and RSS**
  You will keep a diary of your course-related activities using a personal WordPress blog account assigned to you for this course. You will also be required to subscribe to the RSS feeds of your fellow students' blogs. The goal of this assignment is for you to be able to learn from each other. To do this, you will need to keep track of both your personal conceptual breakthroughs AND the questions that arise in your mind that are in need of clarification. Because your fellow students will be subscribed to your blog and its comments, they will be able to learn from your conceptual breakthroughs and help answer the questions that you have.

  In an advanced course such as Metadata, we will be doing “conventional” blogging rather than the anonymous blogging we did in LS 500. This means:
  - There is a heavy emphasis on informality when you blog for this course compared to the more formal once a week blogging in LS 500. You should blog your thoughts, questions, and the answers to your questions and the answers to questions of your classmates (you can “cite” another blog post by linking to it);
  - Use the comments section of other people’s blogs;
  - You will be using Feedly or your favorite RSS feed aggregator to subscribe to each of your classmates’ blog feeds and the feeds for their comments.
  - Check the course Twitter, Blogs, and RSS page for more information on setting up blog and RSS accounts.

- **Twitter**
  Twitter is to be used primarily for disseminating interesting article links that you discover during the semester:
  - The course hashtag with be #LS566: ALL course-related tweets must use this hashtag. When you want to get my attention via Twitter, then tweet “at” me by adding “@stevenmaccall” to your tweet along with the #LS566 hashtag.
  - You will either need to follow everyone’s Twitter account or follow the #LS566 hashtag (instruction in class).
  - We will have a discussion about Twitter on the first day of class.
  - Check the course Twitter, Blogs, and RSS page for more information on setting up your Twitter account.

- **Deliverables**
  Your grade on this assignment will be calculated at the end of the semester after taking into account ALL of the following blogging and Twitter activities:
  - Post to your blog an average of 3 times per week as follows:
    - At least 2 posts must be about one of that week's readings or a reading that you've found that is pertinent or that have been tweeted in your direction. Please be sure to mention AND link (if possible) to the article about which you are blogging.
    - The remaining post should be about one of your fellow students' posts from anytime earlier in the semester. Please be sure to link to the blog post about which you are blogging.
    - Comment an average of 3 blog posts per week of fellow students;
  - Tweet an average of 2 times per week using the course hashtag #LS566.

In order for me to keep up with your class participation, you MUST record all course communication activity in your eLearning journal. To locate your Course Journal, click on the Tool Panel tab on left nav bar, click on Journals and then click on the link that says: “Weekly Recording of Your Course Participation Activity”. Please post to your journal once per week. If at all possible, please try to pick the same day for each week for posting that week's activities (I understand that this may not be possible EVERY week). Your entry should look like this:

- I posted on X different articles in my blog this week (also give me your total number of posts so far this semester);
- I commented on X blog posts of fellow students (please list the blog number where you left each comment);
- I tweeted X times (also give me your total number of tweets so far this semester).

PLEASE NOTE: All journal entries are private in that only I can read them. IOW, you can only read your journal and not the journals of other students in the class.

- **Class Presentation and Peer Grading (20% - 20 TOTAL POINTS)**

  You are responsible for developing one live 15 minute in class presentation and a follow up screencast on a single topic of your choosing. Topics must be approved by me. Topics will be assigned on a first come, first serve basis (see below for topic ideas). You MUST clear your selection with me prior to the end of class on MARCH 12th. The purpose of the live presentation is to provide an overview of your topic area and should serve as a "lead in" to your screencast. You may enlist the assistance of any fellow classmate to assist you in the development of your 15 minutes presentation AND accompanying screencast. Your presentation day will be assigned, and it will be toward the end of the semester (monitor Course Calendar for your assigned presentation date and listen for announcements in class mid-semester).
Types of Presentations

- Presentation on a metadata schema: Describe an existing metadata of your choice.
- Presentation on digital image repository: Describe an existing digital repository of your choice.
- An emergent aspect of the course that you would like to share with your fellow students (clear your idea with me prior to March 12th).

Deliverables (your grade on this assignment will be calculated at the end of the semester and take the following activities into account):

- On the day of your class presentation, email me via eLearning email the PPT slide deck of your in class presentation (you may also use Slideshare.net, Prezi, or other online presentation software if you wish; please advise me of your non-PPT selection).
- By the end of the semester, email me via eLearning email the link to (or the full file of) your screencast.
  - Review Screencasting: How To Start, Tools and Guidelines
- Post a link to your screencast on the appropriate BlackBoard Learn Discussion Board topic and provide introductory/explanatory comments in your course blog.
- In your BlackBoard Learn course journal, post a critique AND A GRADE for 10 peer presentations of your choosing. Grades are to be numerical (i.e., a number between 0-100) and also written (at least two sentences justifying the grade you assign to your fellow students' class presentation). Remember that only I read your E-Learning course journal postings; they are not publicly available to fellow students. I encourage you to blog about your fellow students' presentations, but please do not include grade information in your blog postings.

- Image Indexing Projects (50% - 50 TOTAL POINTS)

Details will be forthcoming later in the semester.

GRADING

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Twitter/Blog/RSS Feed Assignment (participation outside of class time)</td>
<td>30% (30 POINTS)</td>
</tr>
<tr>
<td>Class Presentation (and peer grading)</td>
<td>20% (20 POINTS)</td>
</tr>
<tr>
<td>Image Indexing Project</td>
<td>50% (50 POINTS)</td>
</tr>
<tr>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

A = 91% - 100% (91 - 100 POINTS)
B = 81% - 90% (81 - 90 POINTS)
C = 71% - 80% (71 - 80 POINTS)
D = 61% - 70% (61- 70 POINTS)
F = below 61% (BELOW 61 POINTS)

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smacall@sfu.ca
Twitter, Blogs, and RSS

Tweeting and blogging are CRUCIAL parts of this course. In addition to contributing to 30% of your final grade, your tweeting and blogging activity also will be the major method for you to ask and answer questions outside of class following the emerging concept of the "personal learning network" (see readings below for background information on PLNs).

Blogging is important because you will be reading a lot of literature related to Metadata, and your blog is the place for you to ask and answer questions that come up.

Background Reading:

- Personal Learning Networks
  - I'm an academic and desperately need an online presence, where do I start? (blog post - 2012)
  - Learning Everywhere: OPLN – The 'must-have' tool for new librarians (blog post - 2012)
  - Professional development 2.0 for librarians: Developing an online personal learning network (PLN) (article - 2011)

- Twitter
  - Set up a Twitter account:
    - You will need to establish a Twitter account.
    - You will need to "follow" all students in class.
    - Of course, you will need to learn about Twitter, especially:
      - The role of hashtags (#);
      - The role of the @ sign;
      - The purpose of retweeting;
      - The role of link shortening;
      - The role of Twitter chats;
    - The course hashtag will be #LS566.
    - We will have a discussion about Twitter on the first day of class.
    - EMAIL ME with your Twitter "handle" (i.e., you account name) after setting it up so I can added it to the list below.
  - Background reading:
    - Using Twitter in university research, teaching and impact activities A guide for academics and researchers (article - 2011)
    - The ultimate guide to securing your Twitter account (blog post - 2013)
    - Update on the Twitter Archive at The Library of Congress (article - 2013)

- Blogging
  - Set up of your blog using your favorite blogging host site. Two common free blog hosting sites:
    - WordPress.com (my favorite!)
    - Blogger (Google's blogging service)
    - EMAIL ME with the name and URL of you blog after setting it up so I can added it to the list below.
  - Background reading:
    - The ultimate blogger writing guide (blog post - n.d.)

- RSS Readers (Feedly)
  - Feedly Tutorial
  - Unofficial Guide To Feedly: Better Than Google Reader

Unlike the LS 500 blogs, which were intended to remain anonymous, I would like to encourage your Metadata course blog to be openly identified with your name (or some interesting truncation of your name). Ultimately, it is your decision whether you would like to "de cloak" your identity on your blog. More about this on the first day of class.
You are the admin for your blog! This means you may (and should!) continue to configure your blog throughout the semester as you see fit. If you have questions or would like to share something cool with your fellow students, please post all questions and comments related to the blogging software to the BlackBoard Learn online discussion board entitled "discussion about the blogging software" or blog about it!

<table>
<thead>
<tr>
<th>Name</th>
<th>Blog Name</th>
<th>Twitter Handle</th>
<th>Student Location of Residence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Aragon, Carmelita</td>
<td>1. LS566 Metadata</td>
<td>caragon03</td>
<td>1. Albuquerque, NM</td>
</tr>
<tr>
<td>7. Goolsby, Alex</td>
<td>7. agoolsby</td>
<td>aegoolsby</td>
<td>7. Tuscaloosa, AL</td>
</tr>
<tr>
<td>8. Gourlay, Rob</td>
<td>8. rgourlay</td>
<td>hayeyoumetRob</td>
<td>8. Tuscaloosa, AL</td>
</tr>
<tr>
<td>18. Moriarty, Ann</td>
<td>18. an NIFORMationist</td>
<td>morieel</td>
<td>18. Virginia Beach, VA</td>
</tr>
<tr>
<td>27. Tinkler, Danielle</td>
<td>27. The Lib</td>
<td>dashink</td>
<td>27. Virginia Beach, VA</td>
</tr>
<tr>
<td>29. Watson, Mary Elizabeth</td>
<td>29. thoughts on metadata</td>
<td>mwslis</td>
<td>29. Tuscaloosa, AL</td>
</tr>
</tbody>
</table>

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Presentation Assignment Option: Metadata Schema

You may choose to present on an approved metadata schema. As is the case with any potential class presentation topic, schemas will be assigned on a first come, first serve basis. You MUST clear your selection with me prior to the end of class on Wednesday, March 12. See below for a list of schemas.

If you select this option for your class presentation, your assignment is to research a selected schema and to present your findings to the class. The purpose of this presentation is twofold: to give you additional detailed knowledge of a selected metadata schema and to inform your fellow students of the details of your schema so that they will have conversational knowledge.

Your presentation day will be toward the end of the semester. Check the Course Calendar.

You need to cover the following points:

1. Introduction.
2. History.
3. Why is the schema needed (i.e., its context)?
4. Current controlling party or standard (e.g., ISO, etc).
5. Left side elements (core and optional).
6. Rules for right side data entry, if any. If none are specified, what are the recommended content standards for this schema (if any)?
7. Example applications from around the web, if available.

Be sure to create a handout for your classmates (due the day of your presentation).
Some schemas from which to choose (if you would like to do one that is not on this list, then email me):

- VRA - Kasie Patrick
- CDWA - Kristen Snow
- ID3 - Heather Castle
- EAD
- PREMIS - Hayley Swimelar
- IPTC Core
- Technical Metadata for Digital Still Images
- ONIX
- PBCore - Tamara Means
- EXIF - Val Macias
Presentation Assignment Option: Digital Image Repository

You may choose to present to the class on a digital image repository of your choosing. As is the case with any potential class presentation topic, digital repositories will be assigned on a first come, first serve basis. **You MUST clear your selection with me prior to the end of class on Wednesday, March 12.**

If you select this option for your class presentation, your assignment is to research a selected digital image repository and to present your findings to the class. (You may select one from here, here, here, or here).

The purpose of this assignment is twofold: to give you additional detailed knowledge of a selected digital image repository and to inform your fellow students of the details of your repository so that they will have conversational knowledge.

Your presentation day will be toward the end of the semester. Check the Course Calendar.

You need to cover the following points. This information should be available on the web site for your digital repository:

1. Introduction.
2. History.
3. What metadata schema is used?
4. What content standards are used?
5. What digitization standards are used?
6. Have the metadata records been harvested into federated search tools such as DPLA?
7. What software is used to house the metadata records and the actual digitized works?
8. Who is responsible for indexing (institutions and individuals).
9. Demonstrate your repository and
show several images (in your
 screencast).

MY SUGGESTION: Cover questions 1-8 in your
PPT presentation (keep it short ... intended to be a 10
minute briefing to your classmates about your selected
digital repository). Question 9 (your repository demo)
should be covered in your screencast.

Be sure to create a handout for your classmates (due
the day of your presentation). They may be posted to
the appropriate board in BlackBoard Learn or emailed
to the class.

Those selected thus far:

1. Florida Memory Photograph Collection - Mel
   Trujillo
2. World War II Poster Collection (Northwestern
   University) - Josh Keyes
3. Baseball Card Collection (Library of Congress) -
   David Grosh
4. Propaganda Posters (Washington State
   University) - Carmelita Aragon
5. Florida Digital Newspaper Library (University of
   Florida) - Nichole Holbury
6. Publishers' Bindings Online (University of
   Alabama and Wisconsin) - Mary Elizabeth
   Watson
7. Grateful Dead Archive Online (University of
   California, Santa Barbara) - Colin McGinnis
8. YMCA Image Collection (University of
   Minnesota) - Anissa Martin
9. Daguerreotypes Collection (Library of
   Congress) - Danielle Tinkler
10. Lewis Wickes Hine: Documentary Photographs,
    1905-1938 (New York Public Library) -
    Michele Quinn
11. Beinecke Library Construction Photographs
    collection (Yale University) - James Mitchell
12. David Rumsey Map Collection - Amber Jones
13. Appleton Memory Project (infosoup.org) -
    Jackie Goddard
14. Harvard Portrait/Clock Collection (Harvard
    University - select "Harvard Portrait..." from
    pulldown and search) - Sindee Wooley
15. Birmingham Memory Project (Birmingham
    Public Library) - Christina Tidmore
16. Henry Ford Historic Costume Collection
    (Wayne State University) - Amy Thomson