UNIVERSITY OF BORÅS

Digitising Cultural Heritage Material
Digitalisering av kulturarvsmaterial
15 credits

Ladok Code: 32LDK1
Version: 4.0
Established by: Committee for Education in Librarianship, Information, and IT 2016-11-08
Valid from: Spring 2017

Education Cycle: Second cycle
Main Field of Study (Progressive Specialisation): Library and Information Science (A1N)
Disciplinary Domain: other
Prerequisites: Having passed the course Technologies of Digital Libraries 1 (C3LTD1)
Subject Area: Library and Information Science
Grading Scale: Seven-degree grading scale (A-F)

Content

The course deals with techniques, methods and strategies for digitising and disseminating cultural heritage material, including problems related to selection, sustainability and quality assessment.

In addition to the basic perspectives on digitisation process as a whole, the student has the opportunity to pursue particular areas of inquiry within this process, such as image capture, text capture or text encoding.

Learning Outcomes

After completion of the course the student will be able to, concerning:
Knowledge and understanding
1.1 Recapitulate the typical basic stages of the digitisation process within cultural institutions and other organisations, and identify relevant international standards, technologies and tools within the different stages
1.2 Explain how XML encoded texts may be integrated with different technologies and standards within digitised collections, to support preservation, sustainability, optimisation, flexibility and reuse by target groups such as digital humanities researchers
1.3 Describe technologies for manually or algorithmically transcribing the contents of digitized text images

Competence and skills
2.1 Critically analyse the outcome of existing digitisation projects of different levels of ambition with respect to size and granularity
2.2 Encode digitised text with the use of adequate XML applications, metadata vocabularies and other bibliographic data in a manner relevant to the character and intended use of the material

Judgement and approach
3.1 Identify and evaluate arguments for selection within digitisation projects
3.2 Explain how methods and technologies for cultural heritage digitisation are determined by, and in interplay with, its social context, with respect to e.g. ethics and publication

Forms of Teaching

Lectures, seminars, individual tasks, labs, practices and tutoring are used as teaching methods.

The language of instruction is English.

Forms of Examination

Assignment: Project analysis
Credits: 2,0

Grades: UG

Learning outcomes: 2.1, 3.1, 3.2
Assignment: OCR
Credits: 1,0
Grades: UG

Learning outcomes: 1.3
Assignment: Project work
Credits: 10,5
Grades: A-F

Learning outcomes: 1.1, 1.2, 3.1, 3.2
Assignment: TEI
Credits: 1,5
Grades: UG
Learning outcomes: 2.2

The grade for the course as a whole is determined by the grade for Assignment: Project work, once the student has passed the other assignments in the course.

In the event of changes in the course plan, students who wish to complete the course can be examined on the basis of the most recent version of the course plan. For a course that is no longer running, students who wish to complete the course can read all or part of an equivalent course.

Student rights and obligations at examination are in accordance with guidelines and rules for the University of Borås.

Literature and Other Teaching Materials

Burnard, L., O'Brien O'Keeffe, K. & Unsworth, J., (eds). (2006). Electronic textual editing. New York: MLA/TEI. (Selected parts, ca 60 p.). [Accessible electronically]

Cameron, F. & Kenderine, S. (eds.) (2007). Theorizing digital cultural heritage: a critical discourse. Cambridge, Mass.: MIT Press. (Selected parts, ca 60 p.)

Conway, P. (2013). Preserving imperfection: assessing the incidence of digitization error in HathiTrust. Preservation, Digital Technology & Culture 42(1): 17-30. [Accessible electronically]

Cornell University Library (2000-2003). Moving theory into practice: digital imaging tutorial. [Accessible electronically]

Dahlström, M. (2011). Editing libraries. In: C. Fritze, F. Fischer, P. Sahle & M. Rehbein (Hrsgg.), Bibliothek und Wissenschaft. Vol. 44: Digitale Edition und Forschungsbibliothek. Harrassowitz. 91-106. [Accessible electronically]

Dappert, A., & Enders, M. (2010). Digital preservation metadata standards. Information Standards Quarterly, 22(2). [Accessible electronically]

Deutsche Forschungsgemeinschaft (2009). Scientific library services and information systems (LIS): Practical Guidelines on Digitisation. [Accessible electronically]

Minerva (2008). Intellectual property guidelines. Version 1.0. [Accessible electronically]

Rydberg-Cox, J. A. (2009). Digitizing Latin incunabula: challenges, methods, and possibilities. Digital Humanities Quarterly 3(1). (Ca. 8 p.) [Accessible electronically]

Schreibman, S., Siemens, R. & Unsworth, J., eds. (2004). A companion to digital humanities. Oxford: Blackwell. (Selected parts, 73 p.). [Accessible electronically]

Smith, R. (2007). An overview of the Tesseract OCR engine. In: ICDAR '07 Proceedings of The ninth international conference on document analysis and recognition, vol. 2. Washington D.C.: IEEE Computer Society. (Ca. 5 p.). [Accessible electronically]

Sutherland, K. & Deegan, M. (2009). Transferred illusions: digital technology and the forms of print. London: Ashgate. (Selected parts, ca 40 p.). [Accessible electronically]

Tanner, S. (2004). Deciding whether Optical Character Recognition is feasible. London: King's College. 11 p. [Accessible electronically]

Tanselle, G. T. (1989). Reproductions and scholarship. Studies in Bibliography, 42: 25-34.

TEI P5: Guidelines for electronic text encoding and interchange (2014). Oxford: The TEI Consortium, Technical Council. (Selected parts) [Accessible electronically]

In addition to this, the student is expected to independently identify and read some 300 pages of literature relevant to the course.

Student Influence and Evaluation

Students' assessments of courses will be systematically collected in written and/or oral form and reported back to students. Assessments will form the basis of the future development of courses. See further the University's policy for course evaluation

Miscellaneous

The course is a module within the Master's programme: Library and Information Science, Digital Library and Information Services.