UNIVERSITY OF BORÅS

Digitising Cultural Heritage Material
Digitalisering av kulturarvsmaterial
15 credits

Ladok Code: 32LDK1
Version: 6.0
Established by: Committee for Education in Librarianship, Information, and IT 2020-11-03
Valid from: Spring 2021

Education Cycle: Second cycle
Main Field of Study (Progressive Specialisation): Library and Information Science (A1N)
Disciplinary Domain: other
Prerequisites: Having passed Assignment XML, 2,5 hp and Assignment HTML and CSS, 1,5 credits, in the course Technologies of Digital Libraries 1 (C3LTD1)
or
Having passed Submission: SKOS, 2,5 credits, and Home exam: controlled vocabulary and RDF, 3 credits, in the course XML and controlled vocabularies (32IXK1)
or equivalent
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, with a focus on text. Issues related to selection, preservation and quality assessment are given special attention. The student may choose particular studies within certain areas, such as image 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
2.3 Implement, evaluate and report on a small digitization project

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 preservation and access.

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
Learning outcomes: 2.1, 3.1, 3.2
Credits: 2,0
Grades: UG

Assignment: OCR
Learning outcomes: 1.3
Credits: 1,0
Grades: UG

Assignment: Project work
Learning outcomes: 1.1, 1.2, 3.1, 3.2
Credits: 10,5
Grades: A-F

Assignment: TEI
Learning outcomes: 2.2
Credits: 1,5
Grades: UG

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.

If the student has received a decision/recommendation regarding special pedagogical support from the University of Borås due to disability or special needs, the examiner has the right to make accommodations when it comes to examination. The examiner must, based on the objectives of the course syllabus, determine whether the examination can be adapted in accordance with the decision/recommendation.

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

Literature and Other Teaching Materials

Björk, L. (2015). How reproductive is a reproduction? Digital transmission of text-based documents. Borås: University of Borås. (Selected parts, approx. 90 p.) [Accessible in digital form].

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

Conway, P. (2015). Digital transformations and the archival nature of surrogates. Archival Science, 15, 51-69. [Accessible in digital form]

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

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 in digital form]

Dappert, A., R. S. Guenther & S. Peyrard (Eds.) (2016). *Digital preservation metadata for practitioners: Implementing PREMIS*. Cham: Springer. (266 s)

Deutsche Forschungsgemeinschaft (2013). DFG Practical Guidelines on Digitisation, DFG form 12.151 - 02/13. (Ca. 80 ps.) [Accessible in digital form]

Manžuch, Z. (2017). Ethical Issues in Digitization of Cultural Heritage. *Journal of Contemporary Archival Studies*, 4 (2); article 4

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

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

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

Terras, M. (2015). Opening Access to collections: the making and using of open digitised cultural content. *Online Information Review*, 39(5), 733-752. https://doi.org/10.1108/OIR-06-2015-0193
In addition to this, the student is expected to independently identify and read some 400 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 and Master's programme in Library and Information Science, Distance Education