Teaching Tools, Applications, and Infrastructure for Digital Curation Through the Use of a Virtual Lab

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iCAMP
http://icamp.unt.edu/

Problem/Thesis Statement:

The iCamp (Information, Curate, Archive, Manage, Preserve) Project, funded through a grant from the Institute of Museum and Library Services, is a four-course development process during which each course is offered and redesigned in a series of four iterations. The second course in the curriculum, "Tools, Applications, and Infrastructure for Digital Curation," teaches students using a hands-on approach to digital curation technologies. This course has been offered twice and revised through the two iterations.

This poster presents how the second iteration revisions reflect both instructor and student feedback.

Student Assessments:

Several assessments were conducted before, during, and after the course. The feedback was used to improve the course.

-> Summer 2012 - Pre-course Assessment

-> Summer 2012 - Mid-semester Evaluation & Focus Group Session

-> Summer 2012 - Final Course Evaluation

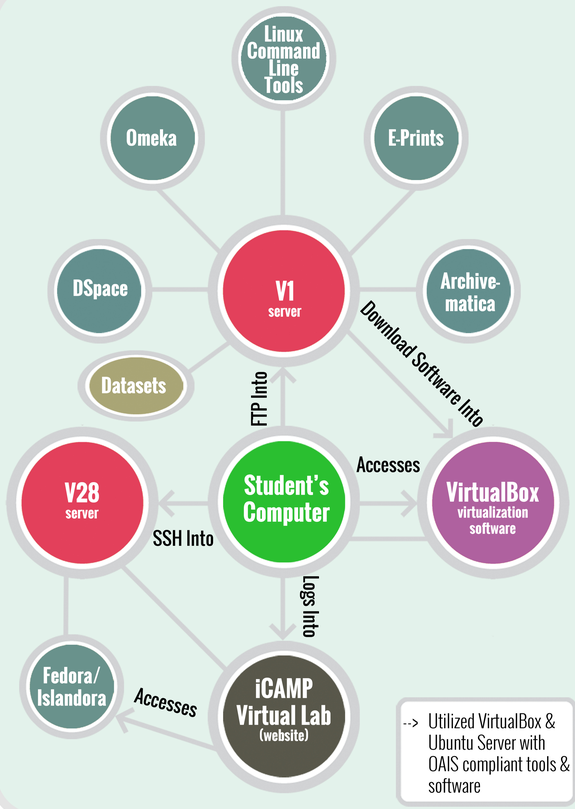
-> Spring 2013 - Pre-course Assessment

Conclusion and Future Directions:

The idea of iterative design is heavily emphasized throughout the development of the courses created for the iCamp project. We are continuously documenting feedback from those who interact with the course including students, instructors, or external viewers. We will strive to incorporate suggested changes for the purpose of developing the most clear and beneficial educational experience. A product is never perfect, and an iterative design approach is effective for providing users, in this case our students, with the best learning experience.

1st Iteration Summer 2012 → **Feedback** Student Quotes → **2nd Iteration** Spring 2013

Technology Infrastructure



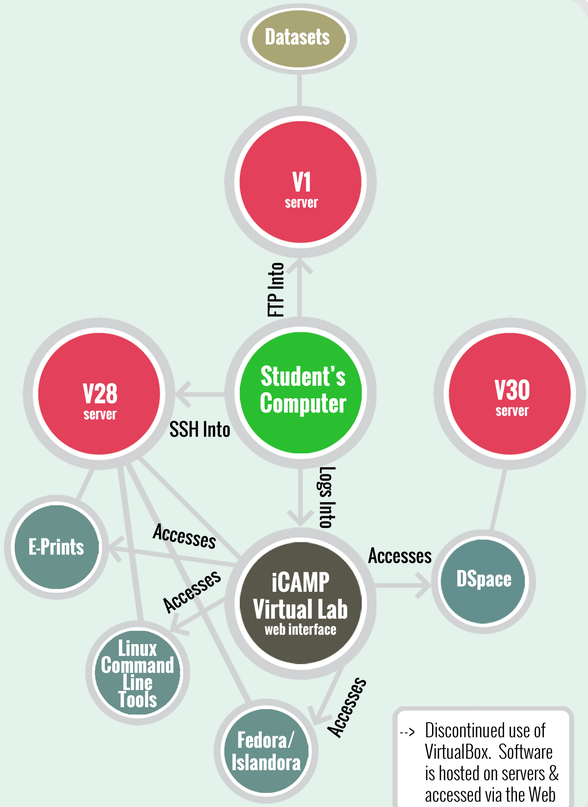
--> Utilized VirtualBox & Ubuntu Server with OAIS compliant tools & software

"spent a lot of time trying to figure out how to make things work with the Virtual Box"

"I could no longer get the Virtual Box to function properly"

"we had to figure out the best way to connect to the virtual lab from our computers"

"supportive resources and materials were available, but they didn't always answer all my questions"



--> Discontinued use of VirtualBox. Software is hosted on servers & accessed via the Web

Course Structure & Content

Module-Based Instruction

-> Focused on hands-on practice with multiple tools and software packages in 8 modules

-> Students worked as individuals

Lessons

-> Utilized various internet videos as lectures

Linux Skills

-> Students expressed they lacked overall technical skills necessary for engagement in an information technology rich environment

"I would have liked to take one document or collection all the way through the process from prep/ingestion to format checking to archiving to sending it out in a DIP, rather than learning each stage of the process as an independent procedure"

"I would have preferred to focus on fewer tools, but in greater depth"

"add lectures instead of Internet videos"

"course needs an intensive two-day Linux bootcamp where students can explore some initial commands and tools with an instructor"

Project-Based Instruction

-> Focus on persona-based learning of the roles and functions of digital curators on the job

-> Focus on limited software & tools within 3 projects

-> Students are working with datasets in project teams

Lectures

-> Utilizing custom lectures based on projects

Linux Education

-> Created and implemented "Scaffolding for Digital Curation," a one week Unix fundamentals course designed to provide students with basic preparation for digital curation and data management work.

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