

Author(s): Paul Conway, PhD, 2011

License: Unless otherwise noted, this material is made available under the terms of the **Creative Commons Attribution Non-Commercial Share**

Alike 3.0 License:

<http://creativecommons.org/licenses/by-nc-sa/3.0/>

We have reviewed this material in accordance with U.S. Copyright Law **and have tried to maximize your ability to use, share, and adapt it.** The citation key on the following slide provides information about how you may share and adapt this material.

Copyright holders of content included in this material should contact open.michigan@umich.edu with any questions, corrections, or clarification regarding the use of content.

For more information about **how to cite** these materials visit <http://open.umich.edu/privacy-and-terms-use>.

Any **medical information** in this material is intended to inform and educate and is **not a tool for self-diagnosis** or a replacement for medical evaluation, advice, diagnosis or treatment by a healthcare professional. Please speak to your physician if you have questions about your medical condition.

Viewer discretion is advised: Some medical content is graphic and may not be suitable for all viewers.

Assignments

Pre-Course Preparation (5%)

Prior to the first session of class, read the following two articles and come to the first session of the course prepared to compare and contrast the points of view. Both items are posted to the course CTools Resources site. You will also get more out of the first class session if you read the other required readings in advance.

- Association of Research Libraries, *Recognizing Digitization as a Preservation Reformatting Method*, June 2004. [CTools] http://www.arl.org/bm~doc/digi_preserv.pdf
- Puglia/Rhodes. [2007] "Digital Imaging: How Far Have We Come and What Still Needs to be Done?" *RLG DigiNews*, April 15. [CTools] <http://worldcat.org/arcviewer/1/OCC/2007/08/08/0000070519/viewer/file137.html>

Class Participation (15%)

The overall success of the course depends on the active participation of all members of the class. Class participation is a sizable portion of the grade. Students must attend all classes and be prepared to enter into class discussions and to raise questions reflecting their reading and interests. Students are also expected to complete all required readings in advance of class. This is especially important since a portion of the class sessions will be discussions about the readings.

Comparative Guidelines Assessment (25%)

The purpose of this assignment is to explore the notion of community best practices as defined in a mix of guidelines developed during the past ten years. Students will work in teams of two or three people [signup on the first class session] and read carefully **any two** of the guidelines from the list below. The team will prepare a report (2000 and 4000 words) that compares and contrasts the two documents along the following dimensions.

- Origins and sponsorship (including antecedents [earlier drafts and versions] as appropriate). Sponsorship includes funding, hosting, authoring, and participating people and individuals.
- Intended audience of the guidelines.
- Technical recommendations for scanning either photographs or text (or both, if straightforward). If available, include the source of the recommendations (e.g., synthesis, in-house experimentation, consultants, adaption of other guidelines, etc.) How broad and/or deep are the technical recommendations? How specific are the recommendations.
- Workflow processes (elicited from either direct discussion or indirect structures of the guidelines themselves).

- Recommended metadata practices (descriptive, structural, administrative).
- Stance toward/recommendations regarding in-sourcing versus out-sourcing of digitization work
- Recommendations regarding digitization for access versus digitization for preservation. This section of your report might pay particular attention to discussions of selection criteria for digitization, including the purposes of digitization.

In all cases the report should excerpt relevant quotations from the documents to support the compare/contrast conclusions. It might be useful in some instances to prepare a comparison table other visual mechanism to make comparison easier. Your report should conclude with a qualitative assessment of overall strengths and weaknesses of digitization guidelines.

Guidelines for Comparison:

- [2008] BCR's CDP Digital Imaging Practices Version 2.0. <http://bcr.org/cdp/best/digital-imaging-bp.pdf>
- [2007] North Carolina ECHO. *Guidelines for Digitization*. Edited by Katherine M. Wisser. Revised Edition. <http://www.ncecho.org/dig/digguidelines.shtml>
- [2006] Library of Congress. *Library of Congress Technical Standards for Digital Conversion of Text and Graphic Materials*. <http://memory.loc.gov/ammem/about/techStandards.pdf>
- [2004] National Archives and Records Administration (NARA), *Technical Guidelines for Digitizing Archival Materials for Electronic Access: Creation of Production master Files – Raster Images*. <http://www.archives.gov/preservation/technical/guidelines.pdf>

Digitization Quality Group Project (25%)

Purpose. The purpose of the assignment is to reinforce important concepts of digitization quality, by utilizing specific software and calibration targets to evaluate scanner capability and digitization benchmarking. The exercise will utilize the GoldenThread analysis software and associated benchmarking targets developed by Image Science Associates of Rochester, NY. This is partly a hands-on exercise in using flat-bed scanners with specialized targets and physical materials. The assignment is also an opportunity to reflect on the scanning experience and to synthesize course readings on digitization quality.

Procedure. Students will work in teams of two. The team is responsible for carrying out the steps of the assignment and for developing jointly the deliverables. The following are the general steps of the assignment. .

1. Identify two flat bed scanners for testing. There are many scanners on campus to choose from, for example at Groundworks in the Duderstadt Center, or in the Hatcher Graduate Library. Do not use your own personal scanner.
2. Sign out test target package and test objects.

3. Digitize the scanner test target on two scanners, saving results to USB drive. Make careful note of scanner settings.
4. Digitize the contents of the test packet on both scanners, saving results to USB drive. Save results as TIFF or JPEG file formats. Make careful note of scanner settings.
5. Evaluate the results of the tests using the GoldenThread software, which is available through P.A.V.E.L. <http://pavel.cms.si.umich.edu/> Follow the specific guidelines for the analysis. Save results to USB drive.
6. Compile the data into a spreadsheet for comparison and analysis.
7. Prepare report.
8. Submit report and files to CTools.

Project Deliverables: Each team will prepare a report on the benchmarking/scanning exercise. Each report will have four sections: scanner description, interpretation of scanner benchmarking results, interpretation of digitization experiment results, reflection on digitization quality. It may be advisable to produce a succinct narrative report and then use appendices to report data or other information. The report may be as long as necessary to deliver the findings and include the data. Plan on a minimum of 2,000 words for the narrative report, plus whatever content is included in the appendices.

Upload to CTools the report and appendices, as well as the data from the scanner calibration and the scanning exercise on two scanners. There should be a report file, two scanner test target scan files, a selection of digital images (JPEG or TIFF), and the results of the GoldenThread analyses.

Final Examination (30%)

A final examination will be administered after the final scheduled class. The examination will be posted as an MS word document on the course CTools site. Students may complete the examination anywhere they choose (in a UM classroom, at home using a laptop, at ERC, etc., or in a campus computing lab). The exam will be “open book” in that any of the resources available during the course may be used in completing the exam questions. There will be a one week window for studying and completing the exam.

The final examination will cover all aspects of the course, including required reading for the class sessions, presentations made in class, and discussion in class. The form of the exam questions is a mix of short answer questions and longer essays. The exam document provides explicit directions on answering the individual questions, but in all cases, reference to readings, presentations, or explicit class discussion will be required.