DigCurV project: towards a Curriculum Framework for digital curation

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CULTURAL HERITAGE on line
Trusted Digital Repositories & Trusted Professionals
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There are

- 47 National libraries, 20,500 Public libraries, 10,000 University libraries, 29,000 Special libraries + School libraries
- 17,600 Museums
- 25 National archives plus
- Audiovisual archives
Need for vocational training

- EC: i2010 strategy (2005 - 2010)
- EC: Digital Agenda initiative (2010)

- This investment justified by importance of CH sector to EC economy
- Training in long term management of digital assets has been identified as a major issue
  - For employers
  - And for staff
• DigCurV is a network funded under the EC Leonardo da Vinci Lifelong Learning programme

• Aims to support and extend vocational training for digital curators in libraries, archives and museums

• Started on 1\textsuperscript{st} January 2011

• 30 months
Initial European partners
- Fondazione Rinascimento Digitale (FRD)
- Georg-August-Universität Göttingen Stiftung Öffentlichen Recht, Goettingen State and University Library (UGOE)
- Humanities Advanced Technology Institute (HATII) at University of Glasgow
- MDR Partners (Consulting) Ltd (MDR)
- Trinity College Dublin (TFTCD)
- Vilniaus Universiteto Biblioteka (VUL)

Associates and partners from other countries
- Faculty of Information at the University of Toronto
- University of North Carolina, Chapel Hill
- Nestor
- Digital Preservation Coalition
- Institute of Museum and Library Services
The network

Wider network

Register

First name
Last name
Email
Username
Password
Confirm password
Organisation Name
Country of Organisation
Not specified
Organisation Website
Website Name:
URL:

Join Us

There are several ways of becoming involved in the DigCurV initiative to build a new framework for vocational education and training for digital curators.

1. As an individual you can:
   - keep informed about the project’s activities by registering to receive periodic emails and notices; and
   - contact us if you are interested in actively participating in surveys or in our working groups, etc..

2. As an organisation you can:
   - keep updated about the
Main activities

- Identify and analyse existing training opportunities and methodologies
  - Training registry
- Survey training needs
- Identify key skills and competences
  - Focus groups, job adverts analysis
- Create a curriculum framework
- Test with communities
- Promote the results for use within and across countries
  - Impact on staff mobility
  - Impact on educators and learners
• Portfolio of three ‘lenses’ to reflect career progression: ‘Practitioner’, ‘Manager’ and ‘Executive’

• Indicate digital curation skills and competences, and pathways of skills progression

• Framework: i.e. will NOT specify a particular training curriculum
Draft curriculum framework

Executive
- Administrators
- CEOs
- CIOs
- Governance bodies
- Funders

Managerial
- Program managers
- Project managers
- Line managers

Practical
- Practitioners
- Hands-on staff
- Support staff
Example: draft ‘practitioner’ lens

**Audit and Certification**
- Understands audit of curation functions
- Understands certification of repositories or programs
- Understands standards for audit and certification

**Risk Management**
- Understands risk management theory and standards
- Is able to apply risk management practice and techniques in digital repositories
- Is able to assess, analyze, monitor, communicate risks

**Project Management and Quality Assurance**
- Understands project planning concepts and techniques
- Understands management and monitoring of project plans
- Understands common project management activities and innovative practices
- Understands data management requirements
- Is able to produce relevant information for decision-making
- Is able to deal with data curation challenges through structured planning

**Professional Conduct**
- Understands IPR and Copyright
- Understands legal frameworks in which curation is taking place
- Understands domain policies and standards for management and preservation of digital records
- Understands institutional policy framework in which digital repositories operate
- Is able to select and apply validation techniques against copyright infringement

**Knowledge and Intellectual Abilities**
- Understands digital curation and preservation terminology
- Understands subject-specific definitions
- Understands technology definitions and skills
- Understands and is able to apply digital curation and preservation techniques

**Personal Qualities**
- Is able to maintain continuous awareness of emerging developments
- Is able to translate current digital curation knowledge into new services and tools
- Is able to assess, extend and generate digital curation models for cultural heritage, and other, domains

**Selection/ Appraisal**
- Is able to conduct evaluation of technologies for digital curation
- Is able to conduct usability evaluation
- Is able to conduct user needs analysis

**Integration and Communication Skills**
- Understands communication protocols for designated community
- Is able to communicate across staff groups and with public
- Is able to disseminate information to relevant stakeholders
- Is able to articulate extent of knowledge and explain relevance and importance of digital curation to peers, other staff and public

**Integrity**
- Understands information- and records-management principles
- Understands benefits and long-term value of collections
- Understands institutional policies, including criteria, for selection / appraisal

**Responsiveness to Change**
- Understands data structures and types
- Understands file types, applications and systems
- Understands databases
- Understands metadata standards
- Understands how to support information access and sharing
- Is able to deploy appropriate information seeking strategies
- Is able to execute analysis of and forensic procedures on digital objects

**Ethics, Principles and Sustainability**
- Understands social and ethical responsibility in digital curation
- Understands and adheres to principles of ethical conduct
- Understands need to manage, share and curate items ethically
How to use the Curriculum Framework for Digital Curation

Background
DigCurV has undertaken multi-national research to understand the skills currently used by those working in digital curation in the cultural heritage sector, as well as the skills sought by employers in this sector.

Audiences for training
Practitioners need to be able to perform a wide variety of technical and people-oriented tasks. They must also understand many diverse issues relating to both their area of cultural heritage and to digital curation. Managers need understanding of these areas to successfully ensure projects are on track and to advise their teams. Executives need a strategic view of digital curation to understand the emerging challenges in digital curation for the cultural heritage sector, and to make appropriate funding decisions to meet these challenges. The DigCurV curriculum framework provides a version or ‘lens’ for each of these three audiences.

Using the framework
The framework provides three lenses - one each for practitioners, managers and executives. Each lens can be used in the following ways:

To build or develop training
The framework aims to be useful to those building new training courses. Depending on the user’s aims, the framework can assist in providing a structure for a generic training programme for the role of digital curator, or it can suggest which subjects should be covered in shorter, more specialised courses addressing one particular area of professional digital curation practice. The framework may also supply a common language to allow those building and developing training to meaningfully describe the value of their training offerings.

To compare existing courses
The framework provides a benchmark against which to compare existing training and also a way to map various training offerings against each other. The professional who is considering undertaking training may wish to compare available training programmes to help identify which is most appropriate for their needs. The framework can also be used by staff training providers to compare existing courses and assess suitability for their own institution’s requirements.

To plan professional development
The framework suggests the broad range of skills and knowledge needed by professionals of various levels to successfully deliver digital curation in the cultural heritage sector. Individuals either intending to enter or already working in digital curation in the cultural heritage sector may find it useful to map their own strengths against the framework as well as use the framework to identify and describe areas in which they would find further training useful.

Further information about the DigCurV project is available at http://www.digcur-education.org/
Three main intended uses of each lens:

• To build or develop training
• To compare existing courses
• To plan professional development
Workshop
‘Framing the Digital Curation Curriculum’, at Trusted Digital Repositories and Trusted Professionals conference

10th December 2012
Florence, Italy
International Conference
‘Framing the Digital Curation Curriculum’
6th-7th May 2013
Florence, Italy

Call for contributions: www.digcur-education.org/eng/International-Conference/Call-for-Contributions

www.digcur-education.org/eng/International-Conference
«Rising above the skies, ample to cover with its shadow all the Tuscan people” (Leon Battista Alberti)
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More information and join the network at:
www.digcur-education.org