

New Developments in Archives Curriculum: The Case of the Archives Concentration at Pratt Institute

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Overview

This poster details new development in MSLIS curriculum and what professionals working in the field can expect of those entering the profession. These developments will be explored through the case of the archives certificate and concentration at Pratt Institute School of Information and Library Science. The two major strands of activity that should be of interest to archivists and archival educators: 1) the creation of an e-Portfolio initiative for all students in the MSLIS program (including those with an archives concentration), and 2) partnerships with cultural heritage institutions to enhance the archives education learning experience.

E-Portfolio Initiative

Starting in Fall 2012, all students entering the MSLIS program at Pratt Institute must complete an e-Portfolio prior to graduation. A student's e-portfolio will illustrate and provide evidence that he or she has met the program-level learning objectives (not simply the learning objectives for a given course). The five program-level learning objectives include:

1. **Research** - Students carry-out and apply research
2. **Communication** - Students demonstrate excellent communication skills and create and convey content
3. **Technology** - Students use information technology and digital tools effectively
4. **User-Centered Focus** - Students apply concepts related to use and users of information and user needs and perspectives
5. **LIS Practice** - Students perform within the framework of professional practice

Pratt SILS has also developed an assessment rubric for e-Portfolios (available on our website), a web-based workflow system for tracking and preserving student e-Portfolios, as well as an E-Portfolio workshop curriculum that students can take to learn how to create their E-Portfolio. Students are encouraged to use Mahara, the an E-Portfolio system support by Pratt IT department.

In discussions with recent graduates, individuals in the field are encouraged to view that recent graduate's e-Portfolio, which should provide an illustration of that person's knowledge and skills in a variety of areas.

To the far right, you will find a sample e-Portfolio, which includes real student work but is a fictitious student.

Pratt

Partnerships with Cultural Heritage Institutions

Students from Pratt SILS engage in several course-based and internship-based collaborations with cultural heritage institutions. The goal of these partnerships is to provide hands-on experience and meaningful learning activities for students. These include course-based collaborations and internship-based collaborations. **Course-based partnerships** with cultural heritage institutions have included:

Institution: Lesbian Herstory Archives

Course: LIS 665 - Projects in Digital Archives

Instructor: Dr. Anthony Cocciolo

Task: Students create an oral history digital archive based on analog sound recordings.

Institution: Archives of the American Field Service and Archives

Course: LIS 665 - Projects in Digital Archives

Instructor: Dr. Anthony Cocciolo

Project: Students create an oral history digital archive based on analog sound and video recordings.

Institution: Library of Congress, the Internet Archive, University of North Texas, California Digital Library, and the Government Printing Office

Course: LIS 613

Instructor: Dr. Debbie Rabina

Project: Students harvest social media content in anticipation of the 2012 Presidential election, and add it to the End-Of-Term Archive

Institution: Archives of the American Jewish Joint Distribution Committee

Course: LIS 665 - Projects in Digital Archives

Instructor: Dr. Anthony Cocciolo

Project: Students create an oral history digital archive based on analog sound recordings.

Internship-based partnerships include:

Project CHART pairs students with cultural heritage institutions through internships, including Brooklyn Museum, Brooklyn Historical Society, and Brooklyn Public Library, through funding by the IMLS. This project has resulted in Brooklyn Visual Heritage (<http://www.brooklynvisualheritage.org/>).

Principal Investigator: Dean Tula Giannini



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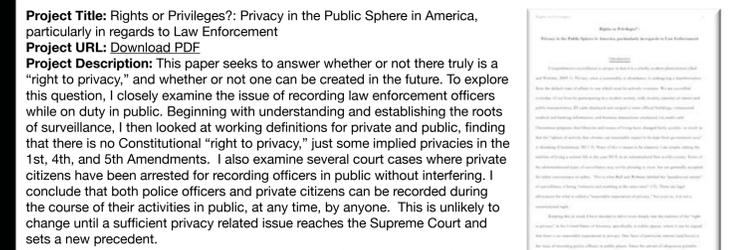
Below you will find four projects that I completed at Pratt SILS and I have decided to include in this e-Portfolio. If you have any questions or comments about these projects, please feel free to email me. Ideally, in this space, you would introduce your professional and academic interests, and say something about how these projects exemplify these interests. However, this is a mock student, made up of the work of several SILS students, so this explanation will be excluded.



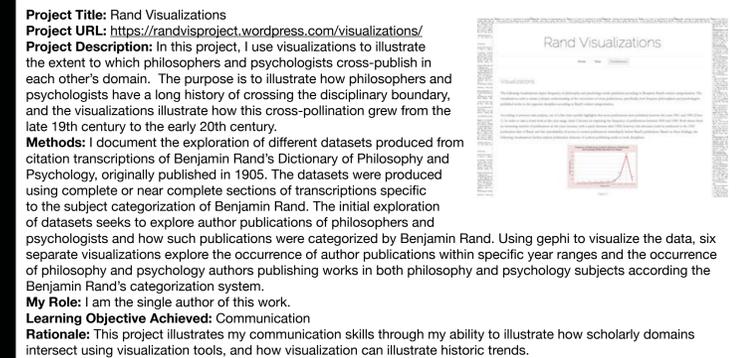
Project Title: Herstories: A Digital Collection
Project URL: <http://herstories.prattsil.org>
Project Description: In Project in Digital Archives (LIS 665), the class worked on digitizing an oral history collection from the Lesbian Herstory Archives, which is the world's largest and oldest collection of materials about Lesbian and Lesbian Communities, and creating a digital archive for this material. The archive is available in its entirety to the public via the project URL.
Methods: This project involved the digitizing of analog audio material for preservation and access, the customization of an open-source content management system, the creation of a metadata scheme, the assignment of metadata, the design of the site look and feel, and research on LGBT archives and best-practices in digital archiving.
My Role: I worked as a member of the technology team, and a major role I played was customizing the Omeka theme to match the look and feel created by the Design team. This meant modifying one of Omeka's built-in themes, including the integration of a logo and graphic header, as well as changes to the default CSS to reflect the color scheme developed. Another major role I played was handling the metadata import. The metadata team created a metadata scheme, and had members of the class assign metadata into a Google Spreadsheet. I worked to import the data into Omeka using the CSV Import Plugin, which I also installed on the webserver. Further, I learned to digitize analog audio materials, and learn the best practices in the field of audio archives. And lastly, I assigned metadata for three digitized oral histories using the metadata scheme developed by the metadata team, which is based off the Dublin Core schema.

Learning Objective Achieved: Technology.
Rationale: I learned to use various technologies that are widely applicable for the LIS field. For example, I have mastered data import into Omeka, and have demonstrated the ability to customize the CSS of open-source content management systems like Omeka. I have also become familiar with LAMP webserver environments (Linux, Apache, MySQL, PHP), as seen through being able to install the CSV Import Plugin. Further, I feel well versed in the theory and practice of digitizing audio archives. And lastly, I have had experience assigning metadata for oral history collections using standardized formats based on international initiatives (Dublin Core), which I feel will be useful for future work in archives and libraries.

Additional Learning Objective Achieved: LIS Practice
Rationale: In this project, we made use of professional LIS practices, such as adopting professional standards for audio digitization and metadata creation. We also extensively considered the ethical dimensions of our work, which manifested itself by redacting interviews that could potentially "out" someone. In these cases where an individual was mentioned as being gay and were identifiable (through inclusion of a first and last name), we searched for evidence that she was already "out" (such as evidenced in newspaper articles, obituaries, and reputable web content). I made inclusion and exclusion judgments in several such cases.



Project Title: Rights or Privileges?: Privacy in the Public Sphere in America, particularly in regards to Law Enforcement
Project URL: [Download PDF](#)
Project Description: This paper seeks to answer whether or not there truly is a "right to privacy," and whether or not one can be created in the future. To explore this question, I closely examine the issue of recording law enforcement officers while on duty in public. Beginning with understanding and establishing the roots of surveillance, I then looked at working definitions for private and public, finding that there is no Constitutional "right to privacy," just some implied privacies in the 1st, 4th, and 5th Amendments. I also examine several court cases where private citizens have been arrested for recording officers in public without interfering. I conclude that both police officers and private citizens can be recorded during the course of their activities in public, at any time, by anyone. This is unlikely to change until a sufficient privacy related issue reaches the Supreme Court and sets a new precedent.
Methods: I used a document research approach, making use of printed materials, scholarly articles, news information sources, and select case law including court decisions, proposed legislation, and judicial opinions. I focus on documents produced since 1999 because I feel currency is important since case law is continually challenged, appealed, and upheld in different courts all over the country.
My Role: I am the single author of this work.
Learning Objective Achieved: Research.
Rationale: This paper illustrates my competence in research, as illustrated through my use of focused research questions, methodology appropriate for information policy research, and drawing conclusions based on my analysis.



Title: Diary Study: Usability Analysis of the Google Maps Application
Project URL: [Download PDF](#)
Project Description: In this team project, we evaluated the usability of the Google Maps mobile application (app) using the diary study research method. We found that the Google Maps app can be improved by: 1) keeping the application versions consistent across all mobile device brands, 2) constraining the features of the search results by limiting the "swipe" feature to navigate between results, 3) ensuring the information provided by the application is accurate and precise to avoid misinforming users, and 4) clearly defining the icons so a novice user may effectively use the app without erring.
Methods: The analysis of the Google Maps app was conducted using a diary study research method. This method collects data from the user while minimizing the interference within their normal behavior. Three subjects participated in the study, and they were asked to fill-out a survey after every usage of the Google Maps app on their mobile device, with a minimum of three submissions per participant. The team organized the collected information into likes and dislikes, and used this data to form the set of recommendations.
My Role: In this project, I worked on a team (with StudentX and StudentY). My major contribution was developing the diary survey form, writing two of the recommendations, and working with my team members to evaluate the data collected.
Learning Objective Achieved: User-Centered Focus
Rationale: This project illustrates my ability to apply user-centered strategies through the use of accepted methods within the field of Human-Computer Interaction, such as the diary research method developed initially by Scott Carter and Jennifer Mankoff.

Sample E-Portfolio