

Project “ETQIL”

Module

Building digital collections

Work book

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INSTITUTIONEN BIBLIOTEKS- OCH INFORMATIONSVETENSKAP
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Introduction

The learners of the module on Building digital collections are the employees of national libraries. They will learn about the latest issues related to the collections currently created and maintained by national libraries in general. The main focus of this module is on national archives of digital materials that became important since 1990s. It is a very difficult and contradictory area of the collection management and development for national libraries as it is related to their obligation to preserve published cultural heritage. On the other hand, the premises of carrying out this obligation by national libraries have changed significantly in the digital environment. Therefore, maintenance of national archives of digital materials involves work on a large number of issues, from ideology to legal issues and business models, infrastructure, various types of digital materials, access and promotion. The learners will study only some of these issues, but will acquire the basic knowledge on this topic and will be able to develop their knowledge further.

Focus

The main aim of the providers of this module is to introduce the participants to the most acute problems and solutions that different national libraries have already found or still are seeking for their national archives of internet and digital materials. On the other hand, national libraries develop a variety of different digital collections themselves. Therefore, the author of the module gives a general introduction to the types of digital collections that are found in national libraries and their relevance to the functions of national library service. Further, the author provides study materials explaining the main processes and challenges that librarians meet while building national digital archives, providing the access to them, balancing different interests and finding the ways to perform their duties and implement the functions of national libraries.

Course design and previous knowledge

The participants learning this module should spend 40 hours on individual and collaborative work, given that they already work in the national library and are

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acquainted with its functions. Such knowledge includes an understanding of the functions of a national library, national archives of print and non-print materials, their relation to national bibliography and national documentary heritage preservation. Some of these things will be further developed in the course, but if you lack the basics, please prepare for the course by reading the texts outlined under the heading *Functions of National Libraries: basics* presented at the end of this section. Key concepts and phenomena to have a basic familiarity with include:

- national library
- legal deposit
- comprehensive national service
- national bibliography
- print archiving and preservation
- copyright
- national access
- metadata
- documentary heritage
- international library cooperation

The course designer has based the module on theoretical educational models, which emphasize that people learn best in interaction with other people and tools. For this reason, a number of possibilities for discussions and meetings have been included as well as practical use of various resources, such as collections of national libraries in the world. The designer has also tried to exploit a mix of study methods. The course participants should collaborate primarily in the form of seminars and webinars. The trainer will choose a suitable form for discussions depending on training conditions. The issues and initiatives relating to national library collections are many. Some of them are constant throughout the history but some are changing fast, and participants should be searching for information on their own and sharing it with each other. The designer has introduced discussion and presentation seminars that should provide participants with a chance to explore the situation of different national library collections in depth by drawing on experiences and findings of the course participants. Though you learn best in

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communication with others, the module does not preclude any individual pursuing study by reading and conducting main tasks independently if the need arises.

NB! Even though all the external educational content is available online free of charge in some version, most of it is covered by copyright restrictions.

Functions of National Libraries: basics

If you lack a basic knowledge of the functions of national libraries, their activities, and legislative basis, prepare for the course by reading the *first part* of the following document:

Lor, P.J. (1997). *Guidelines for legislation for national library services* / prepared by Peter Johan Lor with the assistance of Elizabeth A.S. Sonnekus for the General Information Programme and UNISIST. Paris: UNESCO. (CII-97/WS/7) Also available on WWW and retrieved on 26 February 2014, from http://www.unesco.org/webworld/nominations/guidelines1_h.htm#BACKGROUND%20MATERIAL. Lora text was also archived by Webcitation at <http://www.webcitation.or/6NfmsEFj4>

Gronsbell, K. (2012). A report on the history and application of legal deposit in the European Union member nations: course paper. New York University (unpublished).

Learning outcomes

After completing the course, the participant will be able to

Learning Outcomes	
Knowledge	Skills
...identify a demand and plan digital collections in a national library	
Explain and relate the impact of a national library functions on specific features of its digital collections. Explain who the users of these	Formulate statements for the policies of national libraries in the development of the digital collections

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collections are.	
...display an understanding of various aspects and types of digital materials and the consequences on these aspects for the development and access to digital collections	
Explain how differences of digital materials affect collection development policies	Analyze and draw conclusions how different types of digital materials will affect the policies and, as a result, the users and their access to digital collections.
...analyse methods of digital collection building from the perspective of different interested parties	
Get understanding and describe different methods of building digital collections and how these depend and/or affect different group interests.	Select and implement different methods and tools of digital material acquisition and collection building for different digital collections; assess the costs related to their implementation

Module overview

Unit	Activity	Time
Overview of the types of digital collections in national libraries. Differences from other library digital collections. Functions of national print archive and national non-print material archive.	Reading/viewing educational content	3 h
	Case study	5 h
	Discussion seminar	2 h
Collections of a national digital archive. Types of materials in national library archives. Legal deposit. Collection development policies.	Reading/viewing educational content	4 h
	Case study	4 h
	Presentation seminar	2 h
Methods of material acquisition for national digital archive collections. Comparison of the costs of collection building and maintaining.	Reading/viewing educational content	5 h
	Exercise: assessment of digital collection maintenance costs	5 h

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Managing access to digital collections (national internet archive and cultural heritage collections). Comparison of two approaches: restricted access and open access/world-wide dissemination.	Reading educational content (incl. preparations) Creating a collection access policy	5 h 5 h
<i>Total</i>		<i>40 h</i>

Units

Unit 1: Types of digital collections in national libraries

Structure and tasks

In the first unit you will study the main definitions related to digital collections and national libraries. National libraries usually work with a number of different digital libraries and collections of various origins. The first step that libraries (and national libraries in particular) have taken in the direction of digital libraries was creating digital catalogues and databases of national library holdings. Further this activity spread in several different directions and changed together with increasing production of digital materials in other spheres of life.

National libraries buy digital collections or access to them from commercial providers to satisfy the needs of the users that a national library serves. Some of these collections cover traditionally strong areas of collection in one or another national library and may include resources in foreign languages or from foreign countries. Others may include some commercial journal full-text or e-books packages that are not acquired by other libraries in the country, but fall under the responsibility of a national library.

National libraries also produce another important group of digital collections by digitising materials pertaining to national or world cultural, manuscript or print heritage. For this purpose national libraries create special divisions (see Centre for Preservation and Digitisation in the National Library of Finland), collaborate with private companies about the technological developments (see National Czech

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Library video), are involved in big collaborative digitisation projects (see Australian Newspaper Digitisation Project), lead open access initiatives (see Hagerlid, 2010) cooperate on the international level to coordinate this work and provide access to these collections by developing common systems and portals (see the European Library website). In addition to digitisation projects national libraries may create open access collections to certain types of materials produced by the government, scientific or other institutions and individuals in the country.

To be able to work on creation and provision of digital collections a national library creates (or at least, should create) a collection policy where it outlines the main directions and principles of this work. Some national libraries have a general collection policy without dividing it into two parts – one for printed collections, another for digital collections (see State Library of South Australia). But others work out two and many more different policies for different types and formats of materials (explore British Library collection development general statement and separate policies on <http://www.bl.uk/aboutus/stratpolprog/coldevpol/>).

Each national library at present has to solve one major problem related to the main function as a national library: to collect and preserve national documentary output for present and future access. Parliaments and governments of different states regulate this activity by legal deposit or similar laws in each country. As you have seen in the Guidelines for legislation by Lor (1997), international bodies such as IFLA, UNESCO and others are also interested in the issue and create guidelines, recommendations, and standards to support and regulate different aspects of the processes related to the building of national print archives.

Since a huge amount of documents has been produced in digital formats and online, but not covered in earlier legislation, national libraries started looking for the ways to perform their functions in new conditions. They also try to work with all interested groups and renew the existing legal documents in a way that may help them to perform the archival function.

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Preparation for the seminar: View at least two websites of the national libraries (recommended by the trainers, found in the module material or find some of your own cases). Identify their most important digital collections. View their digital collections and identify different types of them. Which collections contain materials digitized by libraries themselves? Which collections contain digital material produced by others? Are they relevant for the archival function of that national library? Which materials and collections are not important for the archival function of your National Library and why? How can users find materials in these digital collections? Are there any differences in how users can access and use these collections? Are they accessed all at once or each one separately?

Discussion seminar (2 h, on site or webinar): Collaborate in the group to address the following issues:

1. Present the digital collections of the libraries that you have viewed. Discuss in the group what materials they contain. Identify common features and differences of these collections. Tell other participants what you know about how these collections were built and what work librarians should do to create and maintain them.
2. Identify with your group similar collections in the National Library where you are employed. How many can you identify? Who works with them (your colleagues, library divisions). Through what initiatives, programmes and projects they were built, who were and are the collaboration partners? Draw a “map” of the digital collections in your library. Which of the collections are important for the National Library archival function. Highlight them and explain why they are important.
3. Discuss what you know about working (from acquisition to providing access) with as many highlighted different digital collections in your library as you will manage during the seminar (at least one, but not more than three). Discuss if you see differences and/or similarities in work with print and other media collections.

Draw on your own experiences to address these issues. You may also want to do a bit of reading/research to prepare for the seminar. Work collaboratively to

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document the group's discussion and the picture that it paints of digital collections in national libraries.

Note: digital collections can be defined very broadly. Do not include catalogues or other databases produced by your national library into the work on the seminar.

Educational content

For reading

Bello R. A. (2011). Electronic Legal Deposit at the National Library of Chile. In IFLA. 77th IFLA General Congress and Assembly, 13-18 August, 2011, San Juan, Puerto Rico. Retrieved 2014-06-15 from <http://conference.ifla.org/past-wlic/2011/193-bello-en.pdf>. (Archived by WebCite[®] at <http://www.webcitation.org/6QLoXIRTt>)

Tirziman E. (2008) The National Library of Romania. Goals and perspectives in valorising the cultural patrimony. P. 32-36. Retrieved 2014-06-15 from <http://www.lisr.ro/en12-tirziman.pdf> (Archived by WebCite[®] at <http://www.webcitation.org/6QLpbQ56i>)

For illustration and consultation:

State Library of South Australia. (2006) *Collection development policy*. Rev. edition. Adelaide: Libraries Board of South Australia. Retrieved 2014-06-15 from URL:<http://www.slsa.sa.gov.au/webdata/resources/files/colldevtpolicy.pdf> (Archived by WebCite[®] at <http://www.webcitation.org/6QLaYhCrF>)

Centre for Preservation and Digitisation in the National Library of Finland
<http://www.nationallibrary.fi/libraries/dimiko.html>

Czech National Library (2013). Digitization of the Czech National Library: promotional video. Retrieved 2014-06-15 from http://www.youtube.com/watch?v=M7ATKvE_ah4

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Australian newspaper digitization program. Retrieved 2014-06-15 from <http://www.nla.gov.au/content/newspaper-digitisation-program>

Hagerlid, J. (2010). The role of the National Library as a catalyst for an open access agenda. *Proceedings of the 76th IFLA General Conference and Assembly, Gothenburg, Sweden, August 10-15, 2010*. Retrieved 2014-06-15 from http://www.kb.se/Docs/about/projects/openaccess/2011/ILDS_20110219.pdf. (Archived by WebCite® at <http://www.webcitation.org/6QLisbyV6>)

The European Library. <http://www.theeuropeanlibrary.org/tel4/aboutus>

Unit 2: Collections of a national digital archive

Structure and tasks

National digital archive can be seen as containing several different parts: materials that are published digitally and distributed as separate items on digital media (such as DVDs) or on the internet (e.g. digital books and videos), the internet websites of a particular country or related to it.

Libraries build national print archives on the basis of legal deposit acts in most of the countries. Some have other legal foundations, e.g. copyright deposit as the Library of Congress in the USA. But the legal deposit is the most usual legal foundation on which this duty and responsibility of national libraries is based. This legal foundation has been extended to digital materials, though there are many controversies and barriers for this extension. Gibby and Brazier describe the state and problems of e-legal deposit in Great Britain (2012).

One can see in this article that legal deposit covers a variety of materials, analogue as well as digital produced in various ways and formats. The legal deposit regulates duties and responsibilities not only of national libraries, but also of the producers of published material. It also has economic consequences for both sides as implementation of these regulations require resources and

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competence. In addition, legal deposit of digital materials is very new and regarded as a threat for the revenues of producers. Different countries solve these problems and tensions in different ways.

National libraries also produce special collection development policies for digital materials that are subject to the legal deposit. In some cases, like in Finland and Norway it will be a part of national digitization policies. The National Library of Norway has a very wide digitization policy that takes into account the interests of users as well as producers and copyright holders (Takle, 2009). Other libraries, like New Zealand and Australian National Libraries digital materials collections are included in the collections policy and linked to other policies (e.g., digital preservation policy) existing in libraries.

Preparation for the seminar: Read the provided literature and the case study of PANDORA. In addition, you may enhance your material by finding an example that was not mentioned in the unit. Identify what are the main political, cultural, economic, and legal issues of building various national collections of digital materials, especially the national web archives.

Presentation seminar (2 h, on site or webinar): Everyone does a brief presentation on findings on different issues of building digital legal deposit collections. Provide ample time for the final discussion, where you address similarities and differences in your findings. What are the consequences of the legal decisions on the development of national web (internet) archives? What are the consequences of different production modes and types of material on the structures for national digital archives? What are economic problems that you have identified in relation to the building of national digital collections?

Optional online discussion thread: Describe your findings from the PANDORA case very shortly. Identify what you think is the biggest issue in relation to national digital archive of your country. Read the texts put up by your group members. Are your opinions different or similar? Provide feedback to the texts of others.

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Educational content

For reading

Garasa M. (2013). *Pandora – the Australian web archive: case study compiled for ETQIL project.*

Gibby R. and Brazier C. (2012). Observations on the development of non-print legal deposit in the UK. *Library Review*, 61(5), 362-377.

Takle, M. (2009). The Norwegian National Digital Library. *Ariadne*, 60.
<http://www.mtakle.no/download/national-library.pdf>. Accessed: 2014-06-15.
(Archived by WebCite® at <http://www.webcitation.org/6QMDHj8ii>)

For consulting and illustration

National Library of Australia. *Collection development policy – Australia collecting.*
Access through the internet: <http://www.nla.gov.au/content/collection-development-policy-australian-collecting>

E-library to store a billion UK web-pages: video. Access through the internet:
<http://www.youtube.com/watch?v=wLhTg6EFZNM>

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Unit 3: Methods of material acquisition for national digital archive collections

Structure and tasks

This unit concentrates on the methods of acquisition of materials for national digital archive, but also includes some other issues, such as preservation of materials and maintenance of the collections. All these processes are affected by legal constraints and possibilities, so, you should draw upon the knowledge that you have already acquired in previous modules and enrich it by further studies. The laws of the countries, including legal deposit, and the statutes of national libraries define the goals of the national libraries (collection, preservation, production of national bibliographies, and distribution of digital documents) with regard to national printed and digital archives, therefore, the actual practice of library work may differ with regard to these goals and legal conditions. You will find the outline of some of these differences in the article on the legal deposit practice in France (Stirling et al., 2012).

The digital legal deposit has changed the subjects who are concerned by legal deposit. In many countries, printers were responsible for providing copies of publications to national libraries. Main providers of digital documents are publishers, authors, companies, and other producers of digital materials. While reading the articles, note the changes in their relations with national libraries.

The digital legal deposit can be executed through agreements with publishers (or other producers) who provide digital files as a substitute for printed copies of certain documents. In this case the publishers have an obligation to provide digital copies of the documents and the libraries have responsibility to treat them as if these were printed documents. In different countries the process and the types of documents can vary as well as legal foundation that regulates the relations between publishers, authors, libraries, and users.

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A similar method of acquisition is used for some digitally born materials, e.g. e-books or electronic newspapers. The producers are obliged to deposit a digital copy in a national library according to the agreement specifying the duties of both sides.

The biggest problems are posed by collecting the legal deposit of internet materials. In different countries this problem is treated in different ways, but most of them at present regard internet materials as part of cultural heritage that should be preserved for future generations and thus, as subjected to legal deposit. The *first problem* that occurs is the definition of national internet materials and how to access different types of materials for depositing in national databases. The second problem is how to ensure collecting huge amounts of internet materials from the internet in economically justified, legally appropriate and technologically viable ways. One of the ways is to download digital materials from the internet either informing the owners or the content or not, sometimes asking permission to download. This is regulated by national rules. However, some national libraries also use crawlers for automatic web harvesting. They may choose between broad harvesting or selective harvesting, or various combinations of both. This relates to the issues of scale and completeness. Practical solutions and remaining problems are analyzed in the educational material.

Inclusion of digital materials into national bibliographic databases and other means of their control and maintenance relates to the quality of metadata and the use of bibliographic and technological standards.

Each acquisition method, building of the digital collections, and their maintenance over time requires significant resources. Therefore, the economics of digital national archive is a serious economic matter for national libraries.

One more important issue of collecting national digital archive relates to cooperation with other relevant institutions that share responsibilities of libraries for the preservation of cultural heritage. These can be different types of archives, such as film and media archives, museums, big data repositories, etc. This cooperation and sharing of responsibilities on national and international levels

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helps to increase the range of preserved materials, but also imposes significant organizational and legal issues.

Preparations: Read the provided literature and find some material regarding the same issues in your own national library. Revisit the educational material presented earlier and find texts relevant for this unit. Pay close attention to the methods of material acquisition in relation to what is permitted in the legislation of different countries. Read closely the article on web archiving initiatives paying attention to resources needed for these activities.

Exercise: Select one acquisition method of the internet material for national archiving in your country. Using the article by Gomes et al. (2011) identify the main items of expenses for using this method in your country. Try to make a rough estimate of the possible costs for building and maintenance of this imaginary collection. Create a sheet of expenses with notes explaining the items of expenditure and the required resources. You do not need assigning of exact sums of money, but it would be useful to think about the proportions of expenditure on various resources, e.g. if buying software for crawling costs x , then the selection of this software costs $x/2$, the human resources required are 25 person months per year that will cost $4x$, etc.

Note: These estimates are entirely imaginary, so do not use them for your calculations

Presentation. Present the results of your exercise on the discussion forum and give feedback to the work of your group members.

Educational content

For reading

Stirling, P., Illien, G., Sanz P. and Sepetjan S. (2012). The state of e-legal deposit in France: Looking back at five years of putting new legislation into practice and envisioning the future. *IFLA Journal*, 38(5), 5-24.

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Gomes, D., Miranda, J. and Costa, M. (2011). A survey on web archiving initiatives. In S. Gradman et al. (Eds.) *TPDL'11 Proceedings of the 15th international conference on Theory and practice of digital libraries: research and advanced technology for digital libraries* (pp. 408-420). Berlin, Heidelberg: Springer-Verlag. Open access copy available through <http://sobre.arquivo.pt/sobre-o-arquivo/a-survey-on-web-archiving-initiatives> (Archived by WebCite® at <http://www.webcitation.org/6RQmkp4VE>)

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Danish legal deposit: PowerPoint presentation. Access through http://www.powershow.com/view1/6fcf2-ZDc1Z/Danish_Legal_Deposit_powerpoint_ppt_presentation

Hockx-Yu, H. (2011). Web archiving at the British Library. Access through <https://www.youtube.com/watch?v=KwnFb0bJZ-U>

Reforma sistemy obiazatel'nogo egzempliara: <http://www.unkniga.ru/ostraya-tema/1360-reforma-sistemy-obyazat-exemplyara.html>. Accessed: 2014-07-29. (Archived by WebCite® at <http://www.webcitation.org/6RQoVHx8d>)

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Unit 4: Managing access to digital collections

Structure and tasks

Collection and preservation of legal deposit of a variety of documents relates to the main aims of work with cultural heritage. There may be different user groups with different aims using these collections. Providing access to the collections developed over time can also have a variety of goals related to research, education, business, entertainment and other activities. Digital environment allows us to present these collections and make links between them in the ways that were never possible for printed documents. However, access to legal deposit and other digital collections of national libraries is restricted because of some ideological, cultural, technological, economic and legal aspects. The latter two are closely related to each other and form the most difficult barriers to the access. Technological restrictions seem to be least problematic, though include such problems as usage of common standards and system interoperability and some others. Ideological and cultural restrictions are related to the most difficult issue of contextualizing digital cultural heritage. These problems are by no means unique to the national digital archives of national libraries and digital legal deposit collections, but they acquire specific significance in the light of the main functions of national libraries.

In the suggested literature and the previously read materials you will find a significant amount of information about the possibility to provide access to cultural heritage residing in digital legal deposit collections. This material can be grouped into the following main issues:

1) Different audiences with particular needs and goals who use materials from digital legal deposit collections: starting from general public and narrowing down user groups according to their features. Ways of access and presentation of these collections often depend on which user group becomes the main target of a national library.

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2) Approaches to providing access to materials that are in public domain (that is they are not protected by intellectual property and copyright laws) and those that are not. These approaches depend on the priorities given to different interest groups in national legislation. In most European countries, present legislation is more favourable towards right owners than national libraries (and consequently their users), but acknowledges their needs and privileges.

3) Digital legal deposit collections are very complex and incorporate documents of a variety of origins, types, formats and quality. They cannot be accessed without creation of metadata and means that are required for management, retrieval, discovery, usage and other processes without which databases remain closed as black boxes.

4) Ways of providing access to the digital legal deposit and other cultural heritage collections to the members of the public and their dependence of legislative or other constraints. These ways can vary from the most restricted that imitate the usage of unique copies of printed documents (one at a time per one user only on the premises of the library and through one computer) to the most open – global outreach through the internet without any restrictions of use.

Preparations: Read the provided literature and revisit the earlier articles that are provided in other units, find more relevant materials in your own language or others. Make structured notes from readings according to four main problem areas identified in the description of the topic above.

Task: Work individually. Select one of the collections of digital documents (preferable a result of legal deposit) in your own library or another national library that you know well. Revisit some of the collection building policies from the unit 1. Find their parts related to access. Using your notes and examples of the policies develop a policy related exclusively to the access: who can access the digital legal deposit collection, on what conditions, what library should do to enable targeted users to use the collection. Explain your choices. Take into account as many factors enabling and restricting access and library actions as you can find in the

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given time. You may present the results of your work in a logical structure in the following form:

Policy provision	Explanation

The policy should cover at least three components out of four described in the unit structure. The size of your total text should be approximately 1500–2000 words with explanations and references.

Submit your policy and explanations in the space provided on the learning platform. Read and critically assess the work of two of your colleagues assigned by your trainer. Submit the critique in the same space or during seminar (webinar) – the form of interaction will be chosen by a trainer.

Educational content

For reading

Chmielewska, B. and Wróbel, A. (2013) Providing access to historical documents through digitization. *Library Management*, 34(4/5), 324 – 334.

Larsen S.

Sverrisdóttir, I.S., Sigurðsson, K. and Hrafnkelsson Ö. (2012). Access and curation of digital cultural heritage in the National and University Library of Iceland. *Microform & Digitisation Review*, 41(3/4), 97-102.

Williams K. (2012). Mediestream: the trials, tribulations and triumphs of making a digital collection available online. *Microform & Digitisation Review*, 41(3/4), 171-174.

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A special issue of the journal *Microform & Digitisation Review*, 2012, 41(3/4) is

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devoted to the issues of digital cultural heritage issue in Scandinavia. It includes more articles related to the issues discussed in the whole unit than two recommended for reading in this unit. It is available for free downloads of the articles in .pdf format on <http://www.degruyter.com/view/j/mdr.2012.41.issue-3-4/issue-files/mdr.2012.41.issue-3-4.xml>

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Course assessment

The course contains two case studies presented in two seminars, an exercise presented for a discussion, and one written assignment.

The successful participant is expected to have concluded the following tasks in a satisfactory manner:

1. Active participation in at least one seminar.
'Active' is defined as having contributed to the groups' discussion and/or made presentations.
2. Completion of the exercise.
3. Policy paper.

The paper should adhere to the following criteria:

- i. be written in a clear, correct language, be well structured, and reference any sources using a reference system (e.g. APA)
- ii. follow the instructions by addressing the outlined issues (1-4)
- iii. provide correct information and well-founded arguments that show that the author is knowledgeable about the topic
- iv. display an ability to connect national legal deposit conditions (c), library functions and practices (b), and the interests of various interest groups (a) and to draw conclusions about how these affect policy

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Instructions for trainers

An educational idea behind the design of the course is that an important way in which participants learn is with and from each other. A key element is therefore interaction between the participants around the course topics. The course also includes self-studies in the form of reading/viewing educational content and preparing assignments. The assignments are designed to let participants come in contact with and use various relevant texts and practices in different countries.

Your role in the course is primarily to interact with the participants in order to support and assess their learning. This includes the following:

- moderate the seminars (or webinars): support the participants' learning (c. 11-13 hours, excl. preparation time)
- encourage the participants to introduce themselves on the learning platform (unless everyone already knows each other) (c. 30 minutes)
- answer questions and monitor discussions on the learning platform (the group can decide on voluntary discussions) (time depends on amount of questions and discussions)
- assess the course in the following ways:
 - keep track of active participation in the seminars
 - assess the exercise (c. 15 minutes/exercise)
 - assess the paper and provide brief comments to the author (c. 1 hour/paper)

Unit 1

Initiate the course by presenting yourself and inviting the participants to introduce themselves briefly on the learning platform.

The trainer's main involvement in this module is to lead the discussion seminar. Familiarize yourself well with the legislation and library regarding building, maintenance and management of digital collections in national libraries of the country of participants. Prepare yourself for the work studying international

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recommendations by IFLA and UNESCO and the EC policies and guidelines related to digital legal deposit and collections of digital cultural heritage.

Seminar 1: discussion seminar

Begin by letting the group decide how they will document their discussion. Make sure that everyone gets a chance to be active in the discussion. Contribute your own knowledge to a reasonable extent and help the group summarize and draw conclusions based on their discussion. If the group has participants from more than one country, find a suitable solution that will allow the situation in both countries to be covered, either by dividing the group into two or more sub-seminars, or by making time for discussing all countries involved. Let the group participants from different countries compare their findings and analyse the reasons for possible differences in developments in the countries. Note active participation for assessment purposes.

Unit 2

At the beginning of module 2, let the group discuss in a learning platform discussion thread which research areas they will choose to focus on and strive to get them to select a broad mix of areas. Though it relates to one case study, this study covers a broad array of issues related to digital web archive and other digital collections.

Decide beforehand on how long the presentations can be, depending on the time available and the number of participants, and inform the participants. If the group is too large, perhaps dividing them into two seminars could be an option.

Seminar 2: presentation seminar

Begin by letting the participants present their findings, and help them to keep the time agreed on. Allow time for any clarifications necessary in relation to each presentation. For the last 30-60 minutes, moderate a discussion on similarities and differences in the participants' findings (i.e. between library practices related to

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various document types, in different countries, etc.) and the discussion items provided. Help the participants make links to the educational content and the groups' previous discussions where relevant. Note active participation for assessment purposes.

Optional discussion thread

If you and (most importantly) the group have an interest in it, discuss the standpoints and priorities presented in the case study of PANDORA. This could serve to further engage the group in joint discussion in a way where the individual can decide how much time they would like to invest. Of course, discussion threads can be used for voluntary discussions of other topics as well, as the group sees fit.

Unit 3

Create a discussion forum for uploading of the exercise results and an additional discussion thread for supporting discussions. Decide beforehand on how much time you will allow the participants for discussions depending on the time available and the number of participants, and inform the participants. If the group is too large, perhaps dividing them into two discussion forums could be an option.

The aim of discussions is to help the participants to identify the issues and elements in the literature that explain the main problems of building digital deposit collections and that they can use for their exercise. Another aim is to help them to select objects for exercise. Encourage participants to express their opinions and uncertainties, keep an eye on the emerging problems and help the participants to avoid the bottlenecks.

Exercise presentation.

Provide the participants with a deadline for submitting the results of the exercise. Allow some time for reading the submissions of others and providing critical feedback. Depending on the number of participants you may need to assign who will comment which submissions. Assign two to four exercise presentations to one

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person – encourage the participants to analyse the submissions in depth and critically. Assess the quality of submissions (understanding of the problem, imagination, logic of assessment of resources, clarity of presentation) and participation of the participants for assessment purposes.

Unit 4

This module contains a written assignment – creation of access policy. Create a discussion forum or a task submission space for uploading of the individual policies and an additional discussion thread for supporting discussions. Decide beforehand on how much time you will allow the participants for discussions depending on the time available and the number of participants, and inform the participants.

The aim of discussions is to help the participants to identify the issues and elements in the literature that explain the main problems of access to digital deposit collections and that they can use for the development of policies. Another aim is to help them to select objects for policy development. Encourage participants to express their opinions and uncertainties, keep an eye on the emerging problems and help the participants to avoid the bottlenecks.

Access policy development written assignment

Provide the participants with a deadline for submitting the results of their work.

Let the group to decide if they want to discuss the policies in a seminar (webinar) or provide online feedback.

Allow some time for reading the submissions of others and providing critical feedback. Depending on the number of participants you may need to assign who will comment which submissions. Assign no more than two policies to one person – encourage the participants to analyse the submissions in depth and critically. If a group is a small one, several participants may read the same policy. Ask the participants to compare the policies they read with their own submission. The

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critical assessments (critiques) should be uploaded on the discussion forum or special site. Make sure that all the authors see the feedback of their course-mates to their policy. Assess the quality of submissions (understanding of the problem, imagination, logic of policy structure, clarity of presentation) and participation of the participants for assessment purposes.

If the group wants to discuss the policies in the seminar, follow the same preparation as before the uploading of critiques, but instead of written critiques assess the participation in discussions. You may discuss each submitted policy in turn. That would be the simplest structure for seminar discussions. Keep notes of participation activity and the quality of critiques.

Assessment

The assessment of the course as a whole should be based on the learning outcomes and the assessment criteria.

Seminars: Keep track of participation and activity in the seminars. The seminars should be assessed on the basis of the first two learning outcomes.

Exercise: Check that the exercise is presented in full and the calculations seem plausible. You do not need to check every detail. Feedback will be provided in the discussions, by you and peers. The second and partially third outcome should be reached in this exercise.

Paper: Assess the policy paper based on the assessment criteria. Language and every piece of information or every argument do not need to be entirely without flaw in order for the paper to be acceptable, but the paper as a whole should show that the author has grasped the main content, and it should not contain too obvious misunderstandings or outrageous proposals. If this is the case, so that the paper does not reach the level of a Pass, the author should be allowed to revise the paper. Try to provide at least some comments to each author, pointing out interesting approaches or solutions as well as any problematic suggestions. This

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task focuses on the third learning outcome, but also includes knowledge and skills already reached as the first and second ones.

Each part of the assessment is graded with a Pass or a Fail, and the participant needs to reach a Pass on each part in order to receive a Pass on the course as a whole.

How to update the material

The course is based partly on content that should be relevant for the foreseeable future, and partly on content that is likely to become less important with developments over time. The trainer should keep track of major changes in the law, practice and library work that are happening in influential countries such as the UK, France, Germany, the Nordic and Central European countries, and especially in their own countries.

The web sites of national libraries may be useful in keeping up-to-date and updating the course content. You may choose the ones that are described in the workbook, but also the ones that are relevant from the perspective of your country.

International Internet Preservation Consortium, <http://netpreserve.org/legal-deposit>

Digital legal deposit documents on UNESCO site, <http://en.unesco.org/> (use search box)

Keep an eye on IFLA publications through: <http://www.ifla.org/>

Preparations for trainers

If you do not have extensive experience in the area, read the basic literature provided above. Familiarize yourself with the policies recommended by international organizations and with the practices of the most advanced national libraries (British Library, National Library of France, Australian National Library). Also familiarize yourself with the issues of legal deposit and legal solutions

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affecting the implementation of national digital or web archives and providing access to them.

Instructions for course designers

I would suggest that the introduction, the text about each module, and a few other texts are made into separate pages on the learning platform. This would result in the following pages:

- Introduction to the course [which includes Learning Outcomes]
- Unit overview
- Unit 1: Types of digital collections in national libraries
- Unit 2: Collections of a national digital archive
- Unit 3: Methods of material acquisition for national digital archive collections
- Unit 4: Managing access to digital collections
- Course literature and resources [all references could, in addition to being included in each module, be gathered on this separate page]
- Course assessment
- Course evaluation [assuming there is a standard for evaluating the courses – an evaluation has not been provided in this package]

Furthermore, the following could be included as documents in a document folder:

- Course paper by Kathryn Gronsbell
- Case study by Maria Garasa.

Also, the following should be included:

- Discussion forums for participants and trainer [if possible, the trainer should also be able to add new threads]
- A possibility for participants to share documents with each other

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- A place for participants to upload their paper and exercise to the trainer

If the course is offered with webinars, participants need access to a video conferencing system with the possibility of displaying documents (e.g. PowerPoint presentations).

It would be advantageous if the URL:s are made into links to the external sites, and opened in a new tab or window. NB! Even though all the external educational content is available online free of charge in some version, most of it is covered by copyright restrictions. I have archived webpages to WebCite where possible to provide permanent access. The same can be done when new material is included. Translations of webpages into languages relevant for the participants can be added if necessary.

All participants should have access to all the content from the beginning.

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