INTEGRATED LEARNING OF METADATA QUALITY EVALUATION AND METADATA APPLICATION PROFILE DEVELOPMENT IN A GRADUATE METADATA COURSE

Oksana L. Zavalina (Oksana.Zavalina@unt.edu), University of North Texas (UNT)

1. Background
- Sequence of UNT graduate metadata courses: INFO 5223 & 5224
- Course development harmonized
- Collaboration with UNT Digital Libraries and developers of Portal to Texas History (PTX)
- Real-world practical assignments, including:
  - INFO 5223: metadata creation for Texas Patents Collection based on collection-specific metadata quality guidelines
  - INFO 5224: Metadata Quality Evaluation and Documentation Assignment; Metadata Application Profile Assignment

2. Problem statement
- Emphasis on skill-building in the knowledge economy
- Metadata quality evaluation and metadata application profiles development among key skills in information community
- Need for developing and sharing effective ways of teaching and learning these skills

3. UNT INFO 5224 course redesign experiment
- To facilitate skill-building in:
  - Metadata quality evaluation
  - Metadata application profile development
- To provide more efficient link between content-based & skill-based learning
- Close integration of course topics through the sequence of assignments
- Work students complete as part of one assignment informs the work completed in the next assignment.

3a. Redesigned Metadata Quality and Documentation Assignment
- Comparative analysis of metadata records from 2 homogeneous collections of similar types of information objects:
  - Baseline collection: familiar to students (from INFO 5223) Texas Patents
  - Target collection: David S. Castle Architectural Drawings
- Drafting collection-specific metadata quality guidelines for target collection

3b1. Documenting metadata application profile for architectural drawings as a table

3b2. Documenting resulting MAP as a data model: based on DCMI Metadata Terms (http://dublincore.org/2012/06/14/dcterms.rdf)

4. Some results

5. Conclusions
Integration correlated with observed improvement of skill building for both topics
- Need for a database of metadata course design case studies
  - to help support the changing metadata education;
  - focus on how the specific metadata skills are developed through assignments and other activities