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Research Data Management and Digital Curation: What Role can Metadata Practitioners play?

Presented by Johann van Wyk

LIASA-IGBIS Webinar, 6 October 2020



Content

- Introduction
- Overview of Scholarly Communications: definition; key developments; why necessary, lifecycle, typical actors/stakeholders; typical scholarly communications activities in libraries
- Implementation of RDM, digital curation and related Scholarly Communications activities at UP Library Services
- Research Data Management (RDM) and related concepts to RDM
- Typical data curation activities
- Scholarly Communications support in the research lifecycle
- Potential activities in which metadata practitioners can play a role
- Metadata Standards: a complex universe
- What role can the cataloguer/metadata specialist play in RDM?
- Training/upskilling opportunities for seasoned cataloguing practitioners in RDM/digital curation
- Does IGBIS/LIASA have a role to play?
- The future of Scholarly Communications



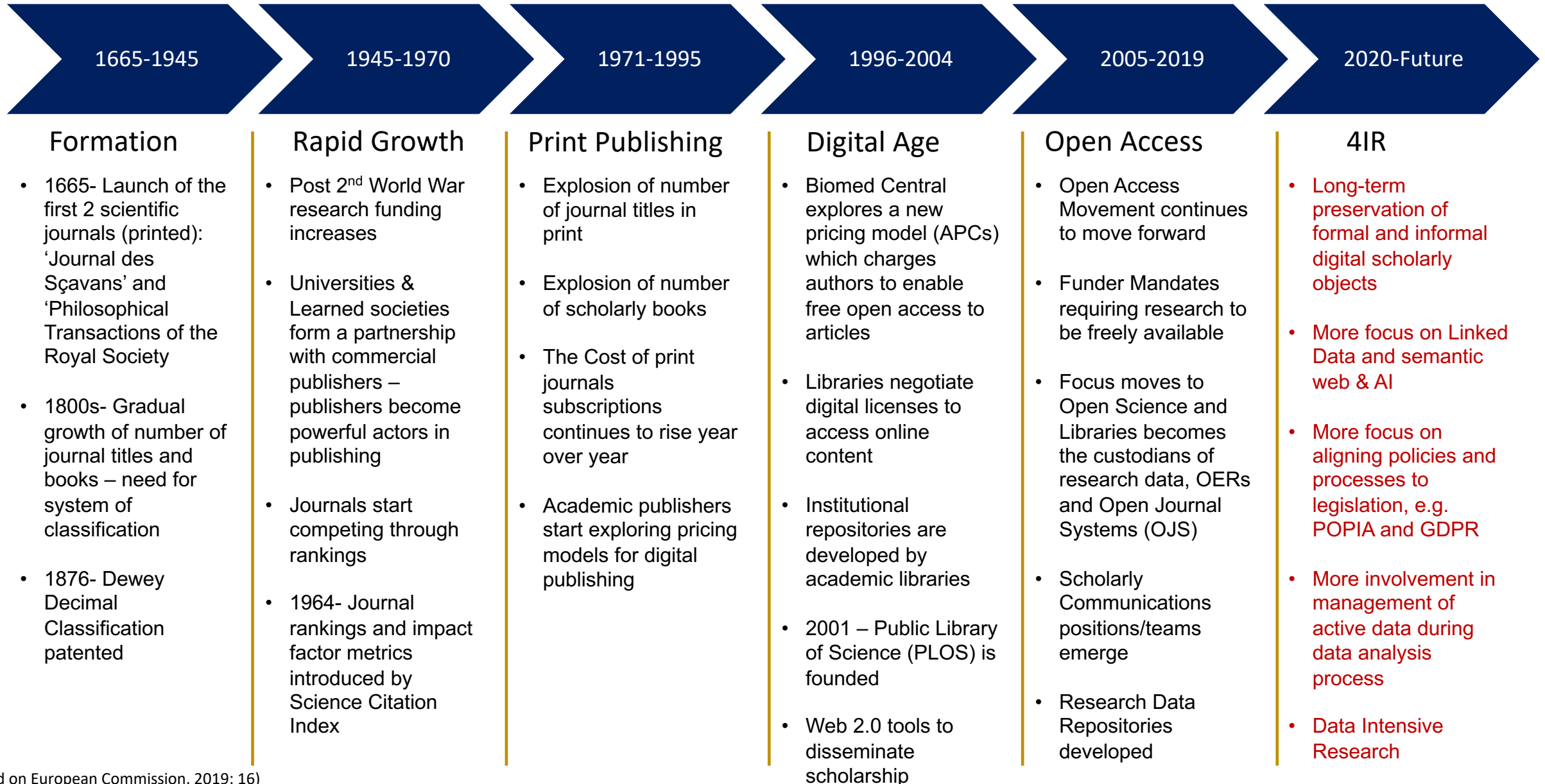
Scholarly Communications

What is Scholarly Communications?

- It is the system through which research and other scholarly writings are created, evaluated for quality, disseminated to the scholarly community, and preserved for future use (ACRL, 2003)
- Scholarly Communication can also be depicted as a lifecycle
- Actors in the scholarly communications cycle include researchers, university research offices, funders, peer reviewers, publishers and libraries.



Key Developments in Scholarly Publishing

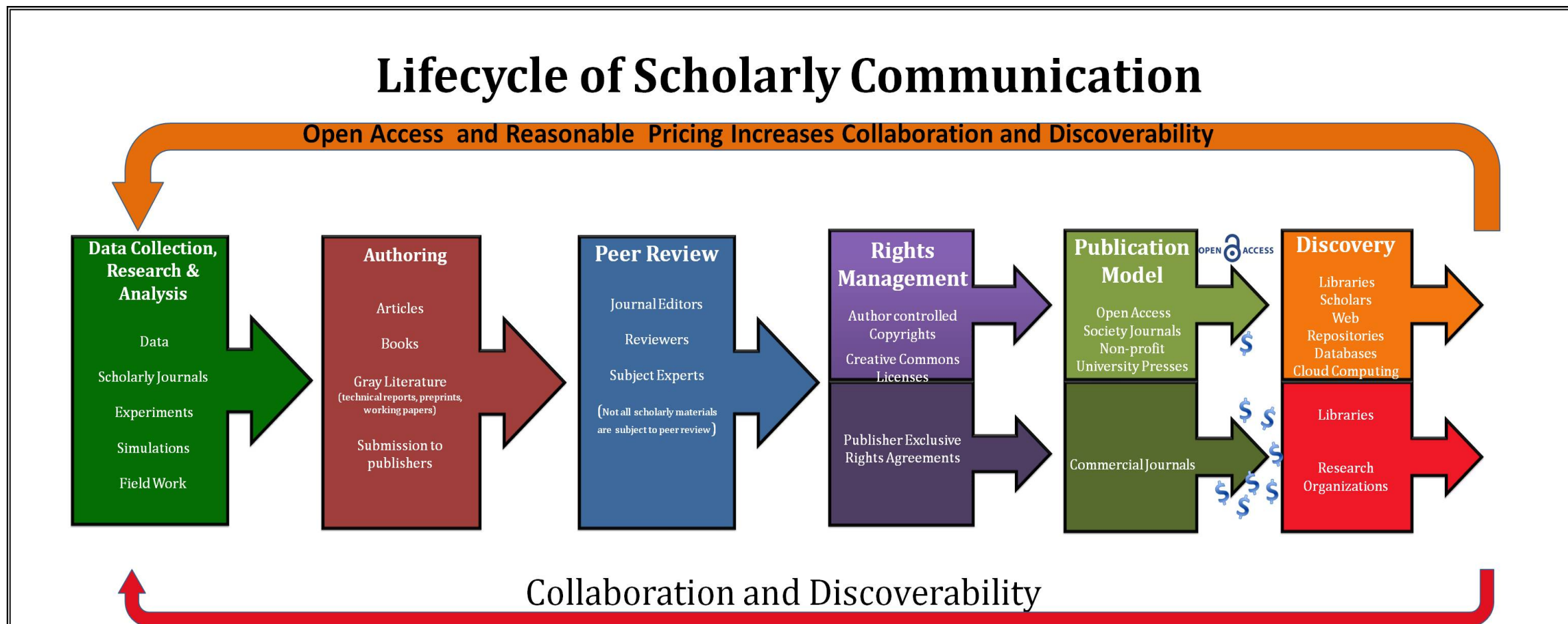


Why is Scholarly Communication necessary in Libraries?

- Scholarly Communication has always been at the **core** of our business
- “Historically the role of libraries in the scholarly communication lifecycle was confined to **information consumer** -- they **collected and organized scholarly resources** for **discovery** and **use** by others” (ACRL, 2020)
- “Technological innovation in production and dissemination of scholarship, challenges to traditional publishing practices concerning business models and intellectual property management, and efforts to increase access to scholarship”, have led libraries to innovate their services “to become a **prominent actor and information producer**” (ACRL, 2020)



Lifecycle of Scholarly Communications



The structure of scholarly communication has developed over centuries to create, evaluate, certify, disseminate and preserve the intellectual outputs of scholars. It involves three major stakeholders -the **scholars** who create the knowledge, **publishers**, who review, edit, package and distribute the knowledge and the **libraries/repositories** that collect preserve and organize the knowledge. The digital revolution has enabled quicker and cheaper access to a wide range of information and alternative models of publication. Digital Publishing, Digital Repositories, Open Access Journals are all representatives of the alternative models of publications. **Creative Commons Licensing Agreements** allow wider distribution and use of scholarly materials.

Typical Actors/Stakeholders in the Scholarly Communications Process

- Researchers
- Peer Reviewers
- Funders
- Publishers
- Libraries
- Information Technology Services
- University Research Offices

Actors Within Libraries:

- Information Specialists (librarians)
- Scholarly Communications Librarian
- Copyright Specialist
- Metadata Professionals
- Library Technical Services
- Library IT Services
- Open Scholarship librarian(s)
- Data Curation Specialist(s)



Typical Scholarly Communication activities in libraries

- Consultancy on **Academic writing** (sometimes this is hosted in libraries)
- Advocacy and support for **open access** to scholarship
- Adoption of collection development policies that reprioritizes **collection development budgets** to **strategically support open scholarship** and addresses economic challenges of traditional scholarly publishing (ACRL, 2020)
- Development, hosting and management of **open journal systems** (OJS)
- Management of **Article Processing Charges** (APCs)
- Training and consultation on **Impact metrics** (Bibliometrics & Altmetrics)
- Training and consultation on **Researcher Profiles and Tools** to enhance research impact
- Assist and advise on the generation of **Persistent Identifiers** (e.g. DOI and ORCID)



Typical Scholarly Communication activities in libraries

- Assist and advise on the generation of **Persistent Identifiers** (e.g. DOI and ORCID)
- Development, hosting and management of **Open Education Resource** (OER) systems
- Promote the right of **fair use** to promote preservation, access, use and discovery of materials
- **Promote FAIR** (Findable, Accessible, Interoperable and Reusable) guiding principles
- Training and consultancy on **IP rights, licensing of materials and copyright** (Rights management)
- Development and management of **institutional repositories** (which could include research data repositories)
- **Research Data Management and data curation**
- **Metadata management**



Documents guiding Scholarly Communication activities at UP

Policies

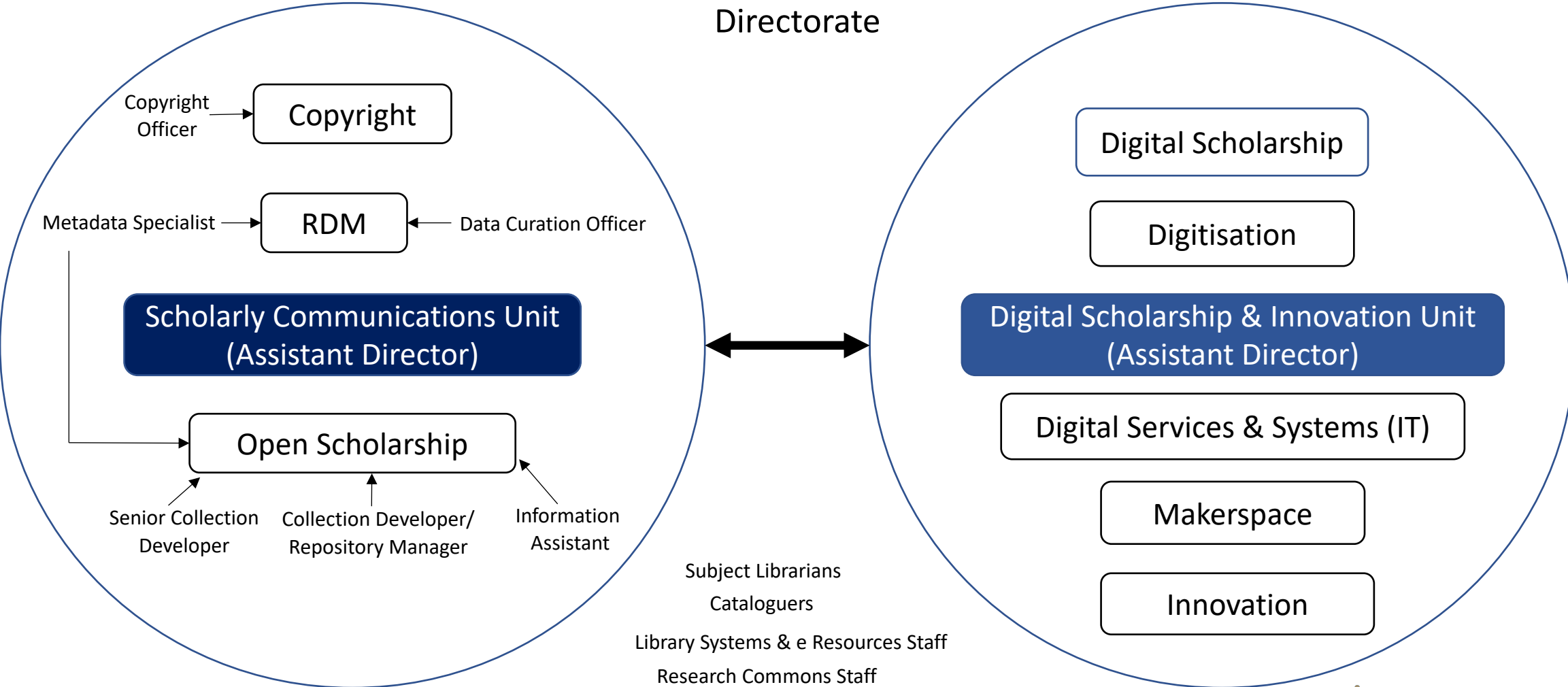
- Code of ethics for scholarly activities
- **Policy on Electronic Theses and Dissertations**
- Intellectual Property Policy
- **Policy on Open Access Publishing Processing Charges**
- **Policy on Open Access to research papers authored by University of Pretoria researchers**
- **Research Data Management Policy**
- Policy on responsible research
- Information Governance Policy & sub-policies

Procedures/Guidance Documents

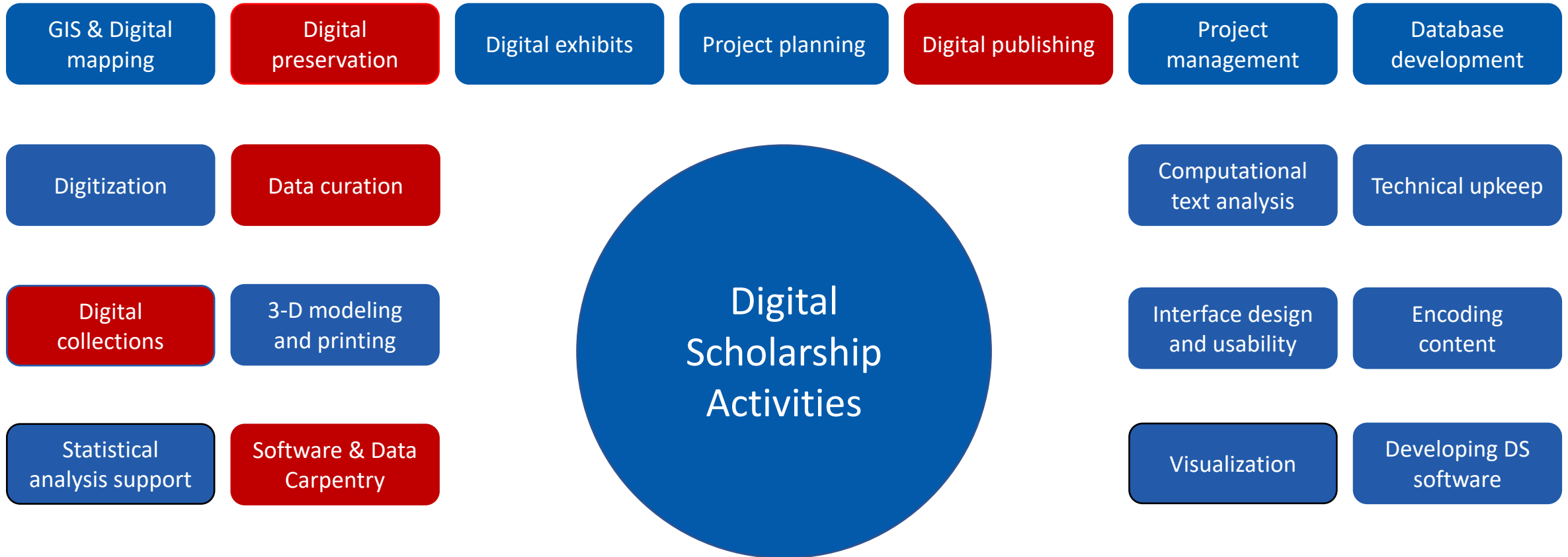
- Research Data Management Procedure document
- Project Research Data Management Plan Template
- Guidelines for application to the open access fund for article processing charges (APCs)
- Guidelines for Self-submission of Theses/Dissertations to UPSpace (Institutional Repository)
- Research Data Management Libguide
- Guide for uploading a dataset onto Figshare


Structure of Scholarly Communications at UP Library Services

Scholarly Communications, Digital Services & Systems Directorate

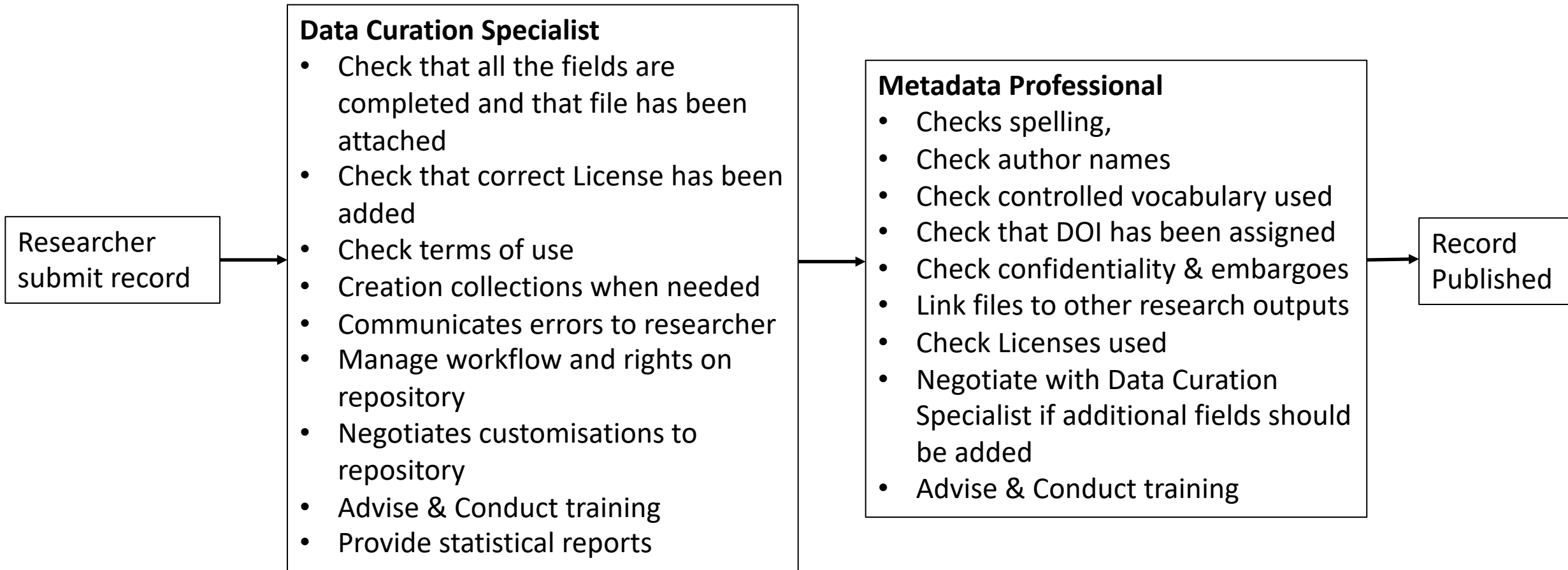


Digital Scholarship (DS) Activities



 DS and Scholarly Communication Activities

Typical Research Data workflow in publishing to the UP Research Data Repository



What is Research Data Management (RDM)?

RDM can be described as "the process of controlling and organising the data generated during a research project, and covers the entire data lifecycle, which includes the planning of the investigation, conducting the investigation, storage and backing up of the data as it is created, preserving the data long-term, after the research investigation has concluded, and making the data accessible for future use" (Van Wyk, 2018)

(Elements of this definition were extracted from definitions from Penn State University Libraries, 2014, Texas A-M University Libraries, n.d.; University of Tennessee Libraries)



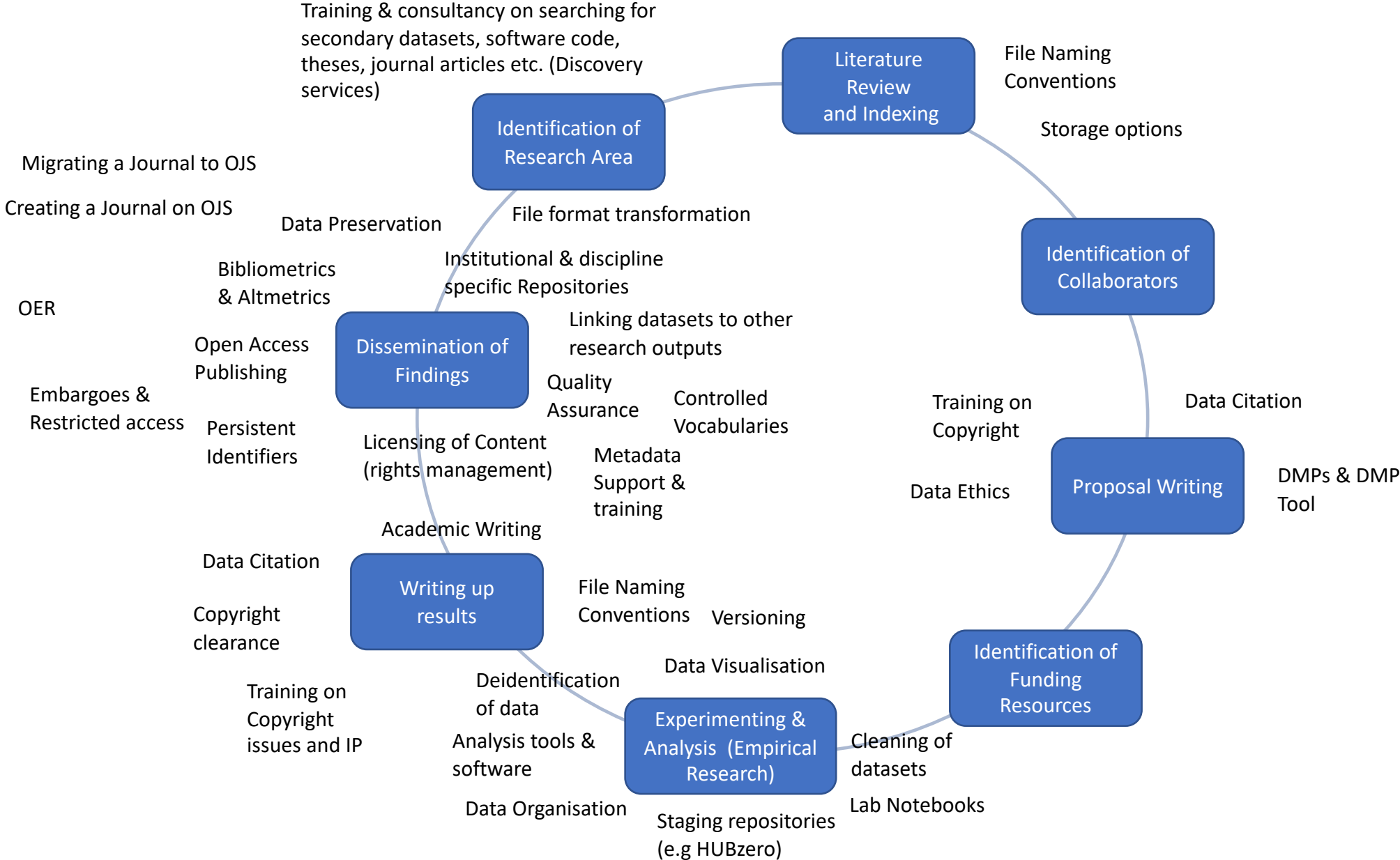
Related concepts to Research Data Management (RDM)

	Digital Curation	Data Curation	Data Stewardship	Data Governance	Data Archiving
Function	Operational function	Operational function	A tactical function	A strategic function	Operational function
Focus	Selection, preservation, maintenance, collection and archiving of digital objects and information	<p>“The active and ongoing management of data through its entire lifecycle of interest and usefulness to scholarship” (Cragin et al. 2007)</p> <p>It can also be described as the process of caring for data and includes some of the following actions: organising, describing, annotating, cleaning, enhancing, collection/ aggregation, encoding, preservation, migration of file formats, etc.</p>	Taking responsibility for datasets by adding value through provision of context and linkage (Rusbridge et. al., 2005: 32)	Focuses on the people managing the data	Focuses on the storage and collection of data into archive collections and/or archival systems, e.g Archivematica, Arkivum etc.
Relationship to RDM	Alongside RDM Aspects of it are subsets of RDM	A subset of RDM & Digital Curation	A subset of RDM	A subset of RDM	A subset of RDM

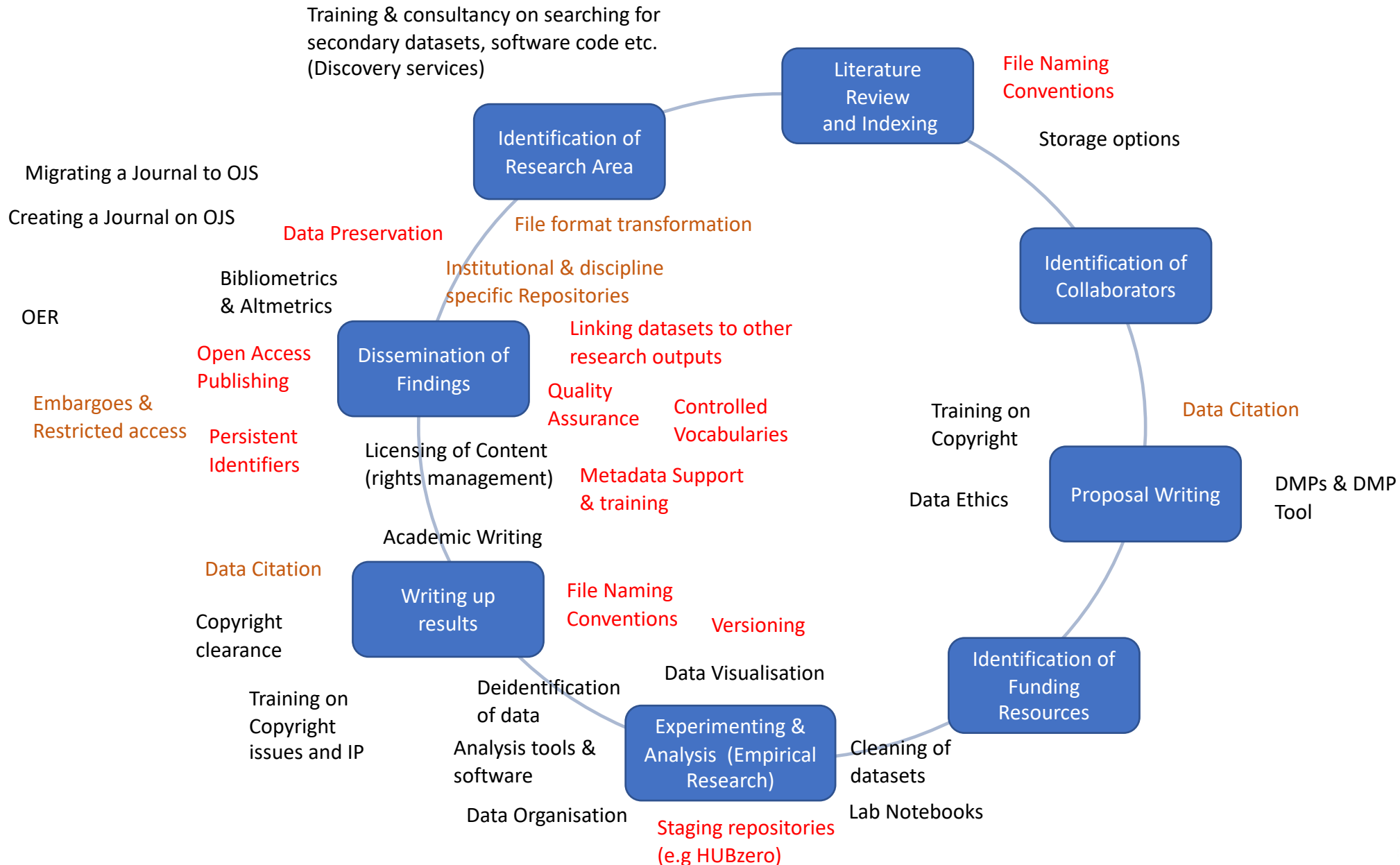
Typical Data Curation Activities

- Adding **preservation metadata** to data earmarked for long-term preservation
- Advising on institutional & discipline specific **repositories**
- Advising and/or managing **staging repositories** (e.g. Hubzero)
- Advising on **storage options**
- Application of **controlled vocabularies**
- Application of **data preservation standards**
- **Bibliometrics & Altmetrics**
- Consulting/Advising on the **data ethics**
- Data **Citation**
- Data **Cleaning**
- **Data Documentation** (e.g. lab notebooks, experimental protocols)
- Data **Visualisation**
- Data **discovery services** (training on searching for secondary datasets, software code etc.)
- **De-identification** of datasets
- Development & management of a **Data Management Plan Tool**
- **Embargoed & Restricted** data
- **File format transformation**
- **File naming** conventions
- Generation of **Persistent Identifiers** (e.g. DOIs, ORCID etc.)
- **Licensing** of Content (Rights management)
- **Linking datasets** to other research outputs
- **Metadata** support & training
- **Quality assurance**
- Training on **Copyright** and **IP** issues
- Using **Lab Notebooks** to capture workflows of experiments
- **Versioning**
- Writing and/or advising/training on **Data Management Plans**

Scholarly Communications support in the research lifecycle



Potential activities in which the metadata practitioner can play a role



Domain

Domain refers to the types of materials the standard is intended to be used with or could potentially be useful for. The specific categories represented here are not intended to be exhaustive, nor are they mutually exclusive; rather, they are focused on some common material types that are managed by cultural heritage and other information organizations.

Cultural Objects refers to works of art, architecture, and other creative endeavor.

Datasets refers to collections of primary data, largely before interpretive activities have taken place. They may be collected by scientific instruments, or through research activities in the sciences, social sciences, humanities, or other disciplines.

Geospatial Data refers to information relevant to geographic location, either as the data about geographic places themselves or the relationship of a resource to a specific location.

Moving Images refers to resources expressed as film, video, or digital moving images.

Musical Materials refers to resources expressing music in any form, including as audio, notation, and moving image.

Scholarly Texts refers to resources produced as part of a research or scholarly process, and includes both book-length and article-length material.

Visual Resources refers to material presented in fixed visual form. These materials may be either artistic or documentary in nature.

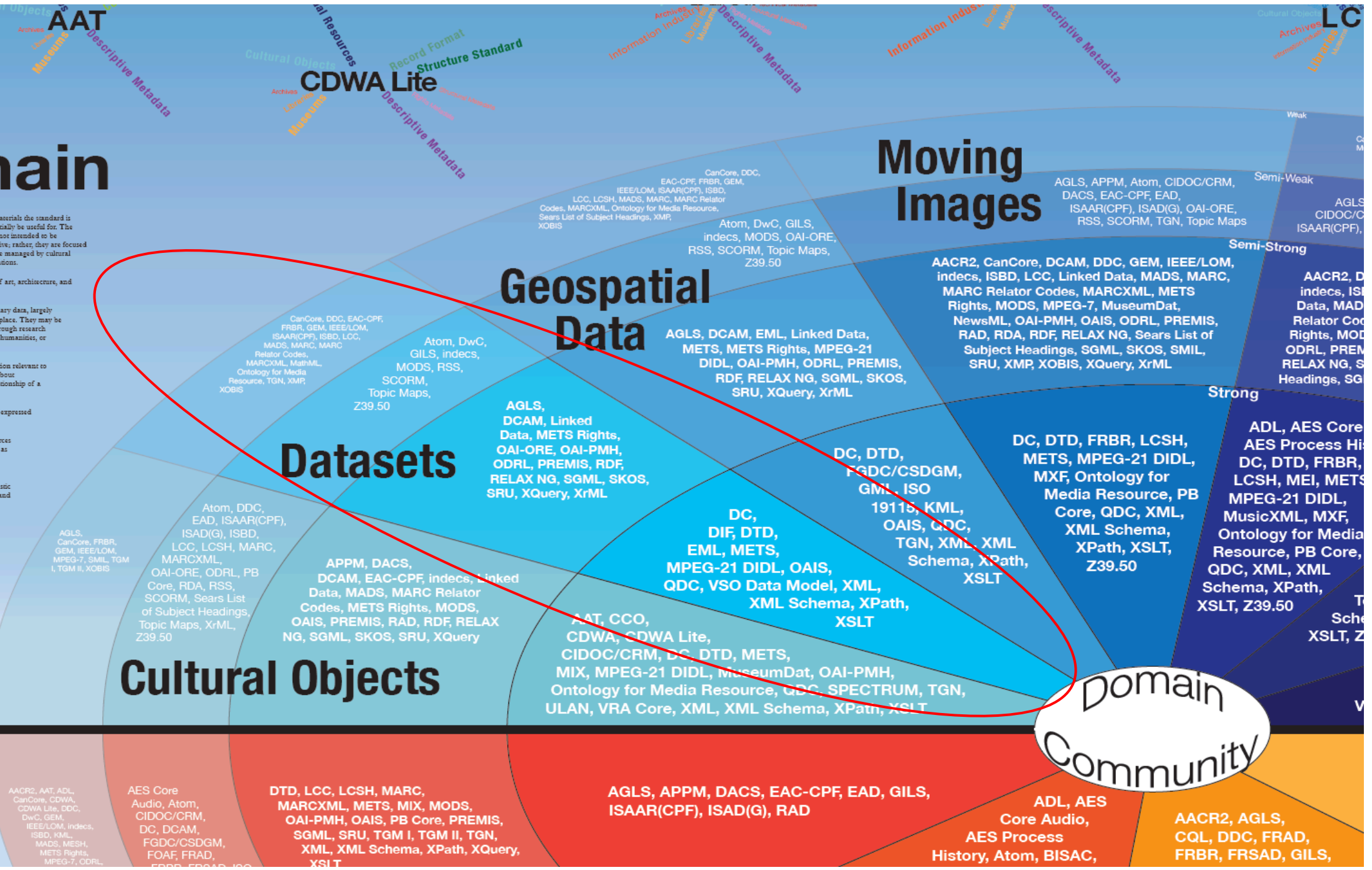
Cultural Objects

Datasets

Geospatial Data

Moving Images

Domain
Community



Processes within the Research Data Lifecycle



Types of Metadata in RDM

Dissemination
Phase

Descriptive
Metadata

describes a resource for purposes such as discovery and identification. It can include elements such as title, abstract, author, and keywords.

Research in
Process Phase

Structural Metadata

Structural metadata describes the physical and/or logical structure of digital resources

Preservation
Phase

Administrative
Metadata

Administrative metadata often captures the context necessary to understand information resources, such as creation or acquisition of the data, rights management, and disposition.



The changing role of the cataloguer/metadata specialist

Hanging Together
the OCLC Research blog

HOME ABOUT

IDENTIFIERS / LIBRARIES / METADATA / RESEARCH INFORMATION MANAGEMENT

Metadata for research data management

April 18, 2016 - by Karen Smith-Yoshimura - 2 Comments.

Home > Vol 57, No 7 (1996) > Vellucci

ACRL College & Research Libraries News

Association of College & Research Libraries

The Way I See It: Future catalogers: Essential colleagues or anachronisms?

By Sherry L. Vellucci

Broadening the idea of cataloging to "d

Do we need on-site professional cataloging programs in public academic libraries as well. Most of the catalogers, offering comforting platitudes about cataloging tasks. I believe the catalogers are firm and hopeful that theirs was a profession with two serious concerns. First, although d

Hanging Together
the OCLC Research blog

HOME ABOUT

LIBRARIES / METADATA

New skill sets for metadata management

April 17, 2017 - by Karen Smith-Yoshimura

That was the topic discussed recently by [OCLC Research Library Partners metadata managers](#), initiated by



They identify and map semantic to end users. For the more r talent from other industries. nment, non-profit, and private

THE UNIVERSITY OF RHODE ISLAND

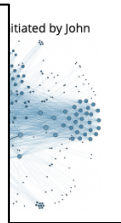
University of Rhode Island
DigitalCommons@URI

Technical Services Department Faculty Publications Technical Services

2011

Is There a Future for Library Catalogers

Michael A. Cerbo II
University of Rhode Island



Emerging information standards and technologies: cataloging and metadata professionals' perspectives

Jung ran Park and Yuji Tosaka

Introduction

The need to keep their knowledge and expertise up to date always has been an integral part of professional life for practicing librarians. This professional need takes on new importance these days with accelerating advances in information technologies and continue to facilitate robust resource discovery and access for their users.

Finding a better CE path forward for the cataloging and metadata community is the main "Bulk Librarians

field with an eye toward setting priorities and target areas for our digital repository and webinar series. This paper reports on the survey results relating to the current state of

Hanging Together
the OCLC Research blog

HOME ABOUT

IDENTIFIERS / METADATA

"Future Proofing" of Cataloging

October 11, 2019 - by Karen Smith-Yoshimura



That was the topic discussed recently by [OCLC Research Library Partners metadata managers](#), initiated by Melanie Wacker of Columbia, Daniel Lovins of Yale and Roxanne Missingham of Australian National University. Metadata departments not only need to focus on current requirements for their metadata in the library catalog or repositories, but also need to ensure that they look ahead to future uses of their metadata in emerging services. The work of the [PCC Task Group on URIs in MARC](#) and the [PCC ISNI Pilot](#) are network-level efforts; involving metadata staff in academic projects, research data, or identity management tasks are examples taking place on the local level. As technologies change there will be new opportunities to unleash the power of our metadata in legacy records for future, different interactions and uses. Our cataloging heritage equips us to use metadata for revealing collections in new ways beyond our current systems.

Jessie Eastland,
Moon in Sunrise
Sky, Wikimedia
Commons CC-BY-SA-3.0

April 8, 2015
11:00-12:30 pm,
Rm. 352



Linking to Our Future Cataloging & Metadata in Transition

Sherry Vellucci

A HITCHHIKER'S GUIDE TO THE FUTURE CATALOGING

THE PUBLIC SERVICES EDITION

Sarah Theimer
Principal Cataloger and Metadata Librarian
Syracuse University Library

Our discussions focused on identifiers, viewed as a transition bridge from legacy and current metadata to future applications. Although few identifiers are now leveraged as they could be, many institutions are adding [ISNIs](#) and [FAST](#) headings to their catalog records, and for records describing materials in

What role can the cataloguer/metadata specialist play in RDM?

- **Advise** researchers, repository managers and data curation staff on **metadata standards** for different types of collections and disciplines
- Provide support to ensure that **metadata is interoperable** to enable **cross-domain and cross-community** search and discovery
- **Develop metadata standards** for **complex research data records** that can assist in relating recorded observations to published analyses or to various related entities and descriptors
- Play an important role to **add preservation metadata** to data that will go for long-term preservation
- Could **assist** researchers in **preparing data for long-term preservation**, by **advising** on **metadata standards**
- Could **advise** researchers on **where to submit data for preservation**
- Could **advise** researchers on **which preservation file formats to use**



What role can the cataloguer/metadata specialist play in RDM? (2)

- Assist with **name authority control** on data repositories (especially in open source data repositories)
- Advise and train researchers on **file naming conventions** and **metadata standards** in their **subject fields**
- Advise/Assist researchers in **adding metadata to their active data** (research-in-process phase)
- Advise and give training on the **organising data folders and files**
- In some instances assist researchers in **cleaning their datasets** before it is published, e.g. by using OpenRefine to do that
- Advise on or implement **controlled vocabularies**, or check use of controlled vocabularies in repositories
- Advise on or implement or give training on **persistent identifiers** (e.g. ORCID, DOIs)
- **Linking of data records to research outputs** (e.g. research articles, books, theses & dissertations etc.)

Training/upskilling opportunities for seasoned cataloguing practitioners in RDM/digital curation

Nationally

- The Library and Information Study Centre (LISC) at the University of Cape Town (UCT) are presenting several courses in data curation and RDM. It was the first university in Africa to offer a full Masters course specialising in Digital Curation. A short course in Research Data Management is also offered on an annual basis.
- UNISA offers a Master of Arts in Information Science; Master of Information Science and one can choose Data Curatorship as a research area
- The Information Science department at UP has an M. IT in Librarianship (Stream B), which includes one module in RDM training.
- Informally, the Network of Data and Information Curation Communities (NEDICC) has a programme of workshops on RDM conducted by South African & invited international trainers
- Annually DIRISA hosts a National Data Workshop
- eResearch Africa conference takes place every 2nd year with one stream focusing on data curation

Internationally

LinkedIn Learning (formerly Lynda.com)

<https://www.lynda.com/>

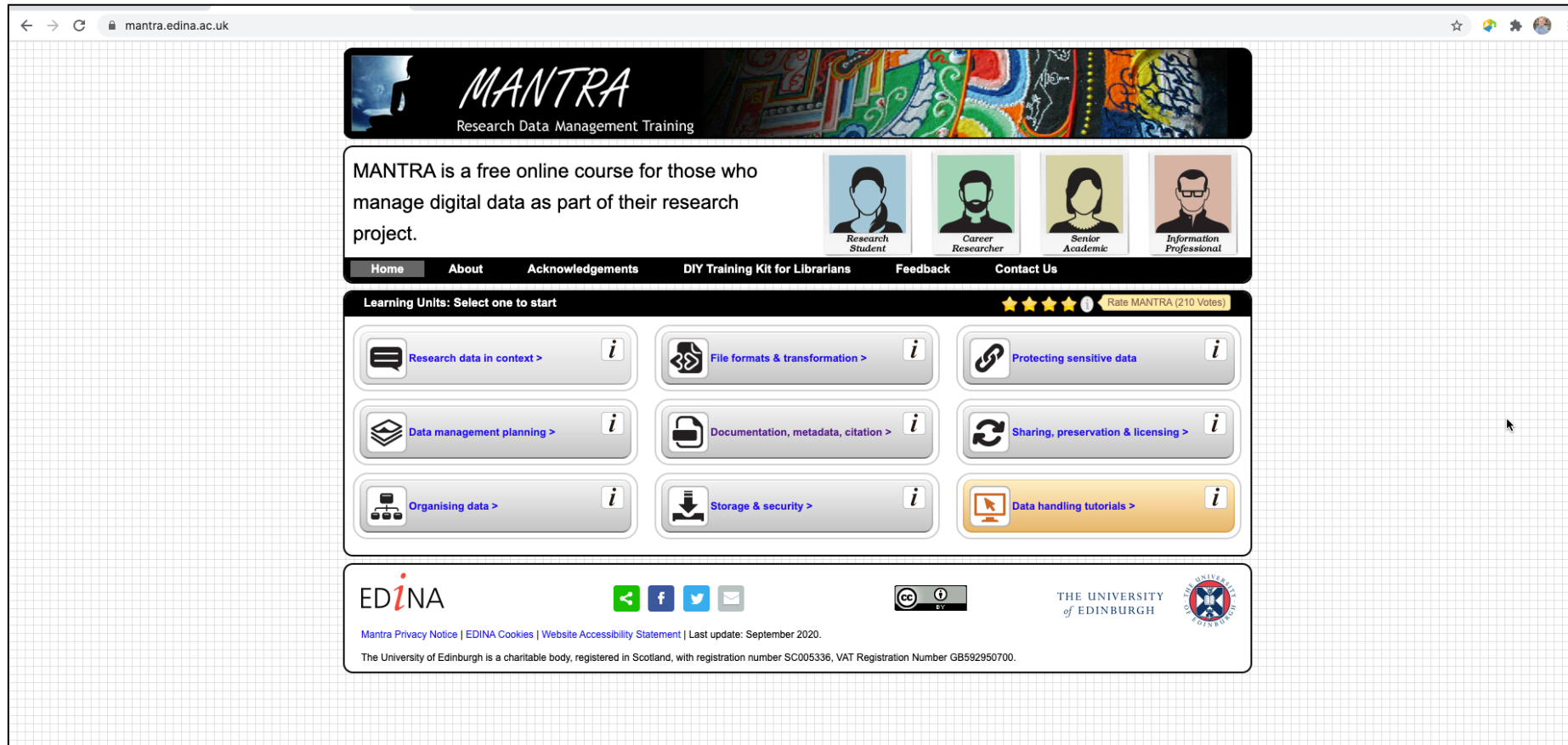
Courses at a cost

The screenshot shows the Lynda.com website interface. At the top, the Lynda.com logo is on the left, followed by a 'LIBRARY' dropdown and a search bar with the placeholder text 'Search for the software or skills you want to learn'. To the right of the search bar are 'Sign In' and 'Sign Up' buttons. Below the search bar, there are navigation links: 'Start My Free Month', 'Reactivate', 'Solutions for: Business Higher Education Government', and 'Buy For My Team'. The main content area features a large banner with the text 'Lynda.com is now LinkedIn Learning' and '100% of Lynda.com's courses and instructors have moved to LinkedIn Learning'. A yellow 'Start My Free Month' button is centered below the banner, with the text 'Already a Lynda member? Sign in now.' underneath. Below the banner, there are five course category tiles: 'Software Development' (Over 600 courses), 'Design' (Over 700 courses), 'Business' (Over 1,200 courses), 'Web Development' (Over 700 courses), and 'Photography' (Over 700 courses).

Various courses on metadata, research data curation and RDM

MANTRA Online training on Research Data Management

<https://mantra.edina.ac.uk/>



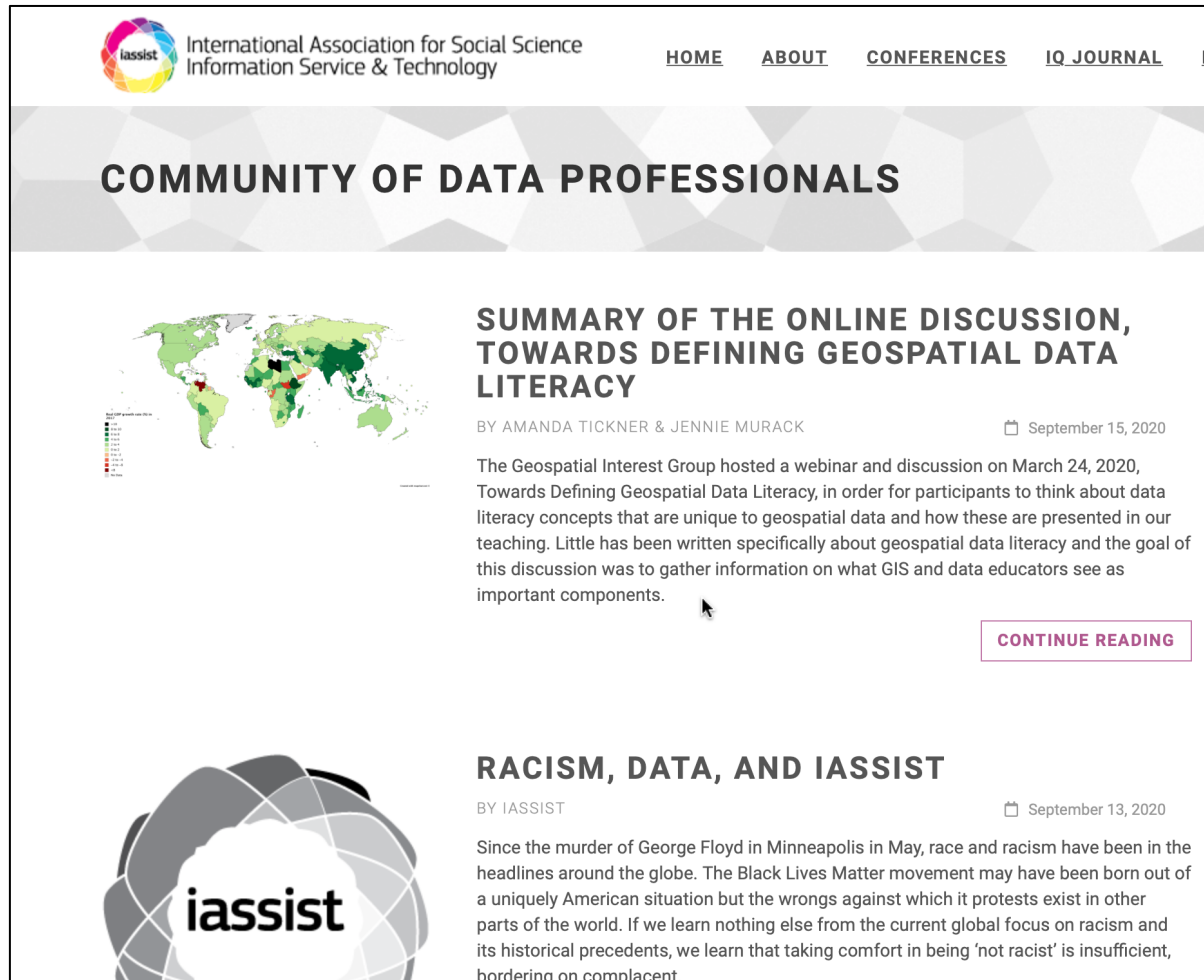
The screenshot shows the homepage of the MANTRA website. At the top, there is a navigation bar with the following links: Home, About, Acknowledgements, DIY Training Kit for Librarians, Feedback, and Contact Us. Below the navigation bar, there is a section titled "Learning Units: Select one to start" with a "Rate MANTRA (210 Votes)" button. The learning units are arranged in a grid:

- Research data in context >
- File formats & transformation >
- Protecting sensitive data >
- Data management planning >
- Documentation, metadata, citation >
- Sharing, preservation & licensing >
- Organising data >
- Storage & security >
- Data handling tutorials >

At the bottom of the page, there is a footer section with the EDINA logo, social media icons (Share, Facebook, Twitter, Email), a Creative Commons BY license icon, and the University of Edinburgh logo. The footer also contains the text: "Mantra Privacy Notice | EDINA Cookies | Website Accessibility Statement | Last update: September 2020. The University of Edinburgh is a charitable body, registered in Scotland, with registration number SC005336, VAT Registration Number GB592950700."

IASSIST workshops and conference

<https://iassistdata.org/tags/community-of-data-professionals/>



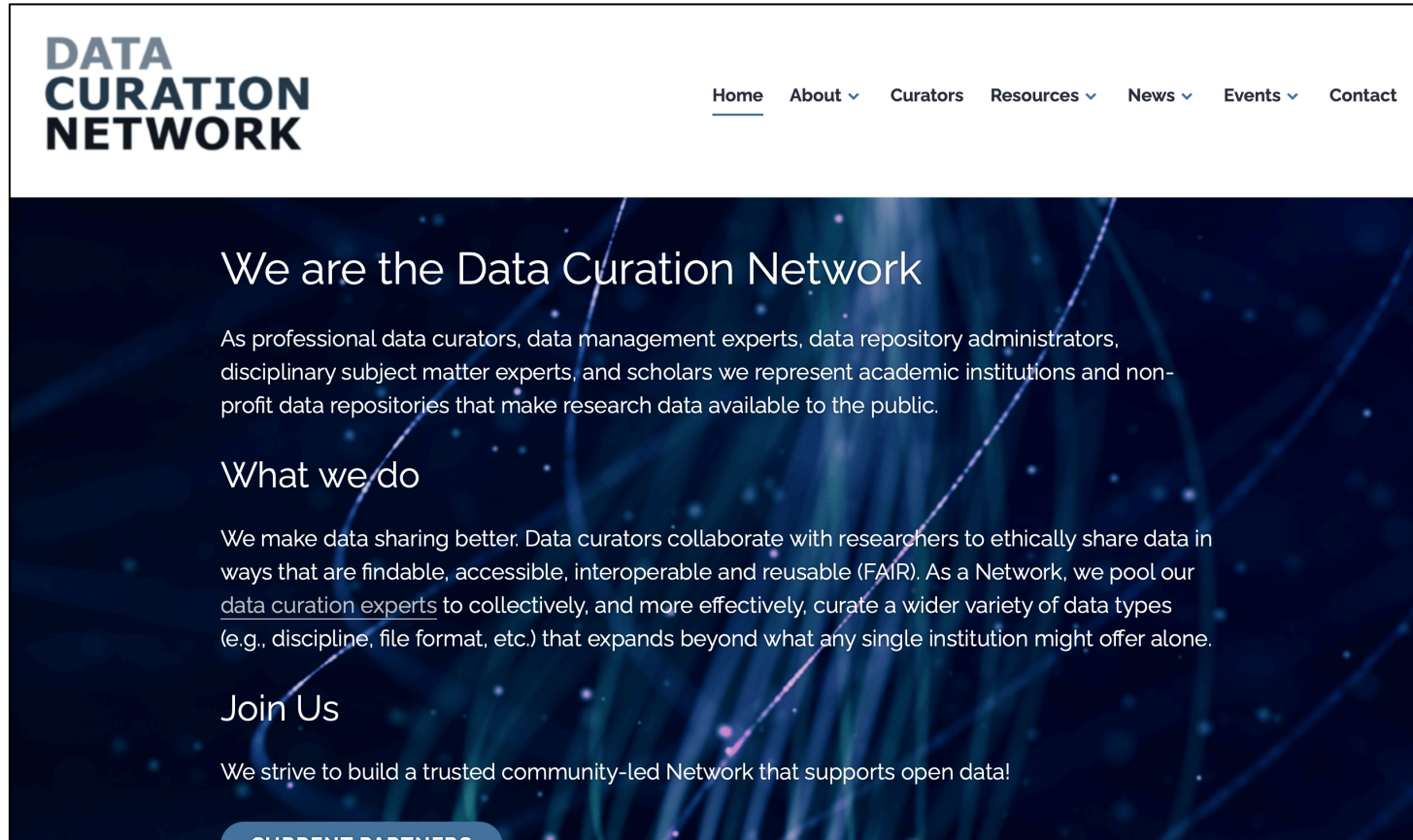
The screenshot shows the IASSIST website header with the logo and navigation links: HOME, ABOUT, CONFERENCES, IQ JOURNAL. Below the header is a banner for the "COMMUNITY OF DATA PROFESSIONALS". Two article previews are visible:

- SUMMARY OF THE ONLINE DISCUSSION, TOWARDS DEFINING GEOSPATIAL DATA LITERACY**
BY AMANDA TICKNER & JENNIE MURACK | September 15, 2020
The Geospatial Interest Group hosted a webinar and discussion on March 24, 2020, Towards Defining Geospatial Data Literacy, in order for participants to think about data literacy concepts that are unique to geospatial data and how these are presented in our teaching. Little has been written specifically about geospatial data literacy and the goal of this discussion was to gather information on what GIS and data educators see as important components.
[CONTINUE READING](#)
- RACISM, DATA, AND IASSIST**
BY IASSIST | September 13, 2020
Since the murder of George Floyd in Minneapolis in May, race and racism have been in the headlines around the globe. The Black Lives Matter movement may have been born out of a uniquely American situation but the wrongs against which it protests exist in other parts of the world. If we learn nothing else from the current global focus on racism and its historical precedents, we learn that taking comfort in being 'not racist' is insufficient, bordering on complacent.

- Interest groups
- Workshops
- Annual Conferences

Data Curation Network

<https://datacurationnetwork.org>



The screenshot shows the homepage of the Data Curation Network. At the top left is the logo "DATA CURATION NETWORK". To the right is a navigation menu with links: Home, About, Curators, Resources, News, Events, and Contact. The main content area has a dark blue background with a network diagram. The heading "We are the Data Curation Network" is followed by a paragraph: "As professional data curators, data management experts, data repository administrators, disciplinary subject matter experts, and scholars we represent academic institutions and non-profit data repositories that make research data available to the public." Below this is the section "What we do" with a paragraph: "We make data sharing better. Data curators collaborate with researchers to ethically share data in ways that are findable, accessible, interoperable and reusable (FAIR). As a Network, we pool our data curation experts to collectively, and more effectively, curate a wider variety of data types (e.g., discipline, file format, etc.) that expands beyond what any single institution might offer alone." The next section is "Join Us" with the text: "We strive to build a trusted community-led Network that supports open data!". At the bottom, there is a partially visible button labeled "CURRENT PARTNERS".

- Valuable resources
- Workshops
- US-focused



Essentials 4 Data Support Course

<https://datasupport.researchdata.nl/en/>

Website RDNL | Home course | Contact | Search

rdnl research data netherlands

Essentials 4 Data Support

ABOUT THE COURSE » START THE COURSE » LOGIN »

Essentials 4 Data Support is an introductory course for those people who (want to) support researchers in storing, managing, archiving and sharing their research data.

Essentials 4 Data Support is a product of Research Data Netherlands.

Information

- START THE COURSE**
Get started with Essentials 4 Data Support
- ABOUT THE COURSE**
Mission, target group & learning objectives
- THREE WAYS TO GET STARTED**
Select how you want to start Essentials 4 Data Support and enrol

You can **REGISTER** for the autumn course of 2020: 8 October - 19 November.

Digital Preservation Awards 2016

A collaboration of: 4TU ResearchData, DANS, SURF SARA

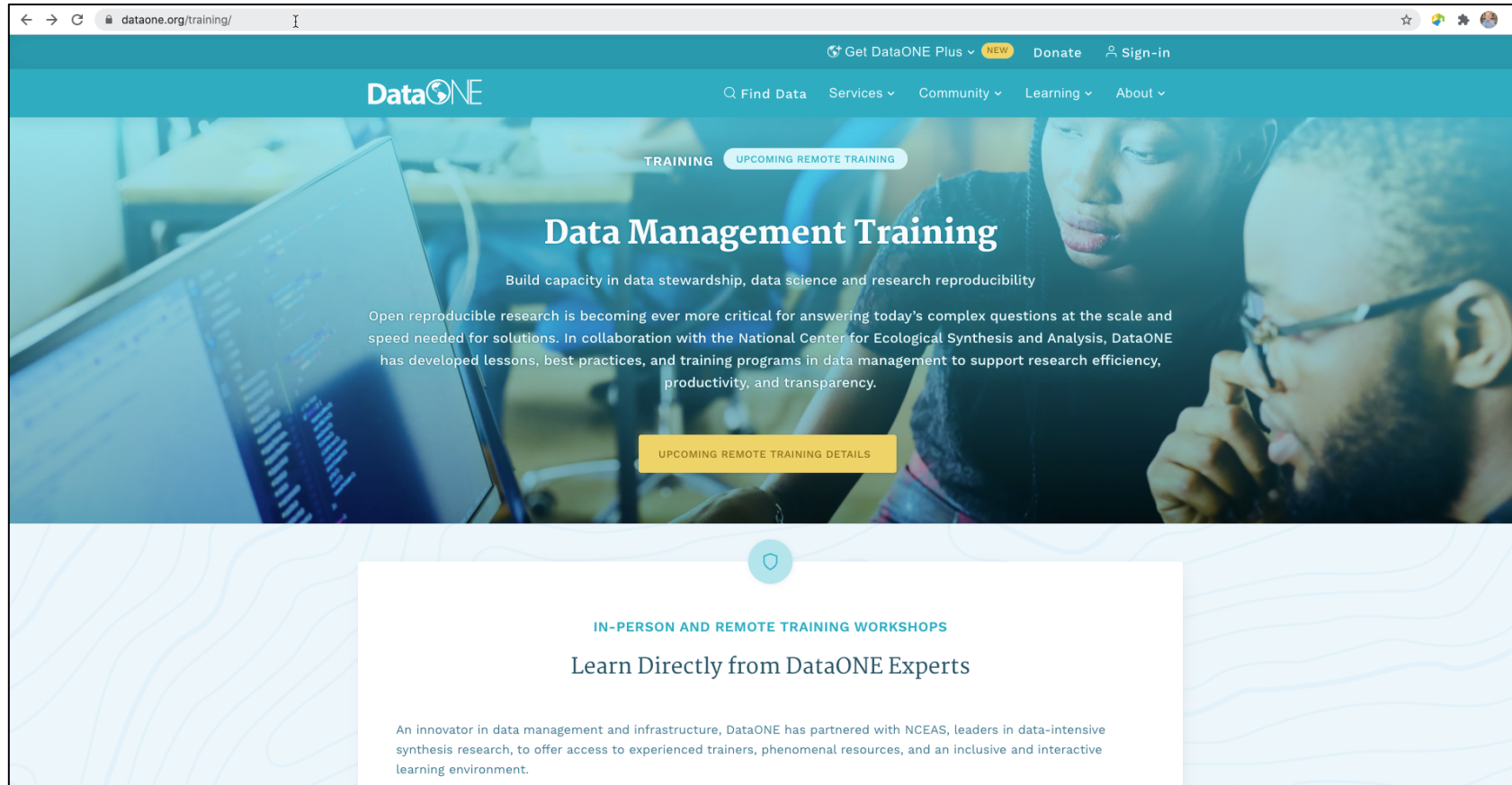
Terms of Use

Two options:

- Online option is free
- Full course: Online + Face-to-face & certificate costs € 350.00 (VAT exclusive)

DataONE training workshops

<https://www.dataone.org/training/>



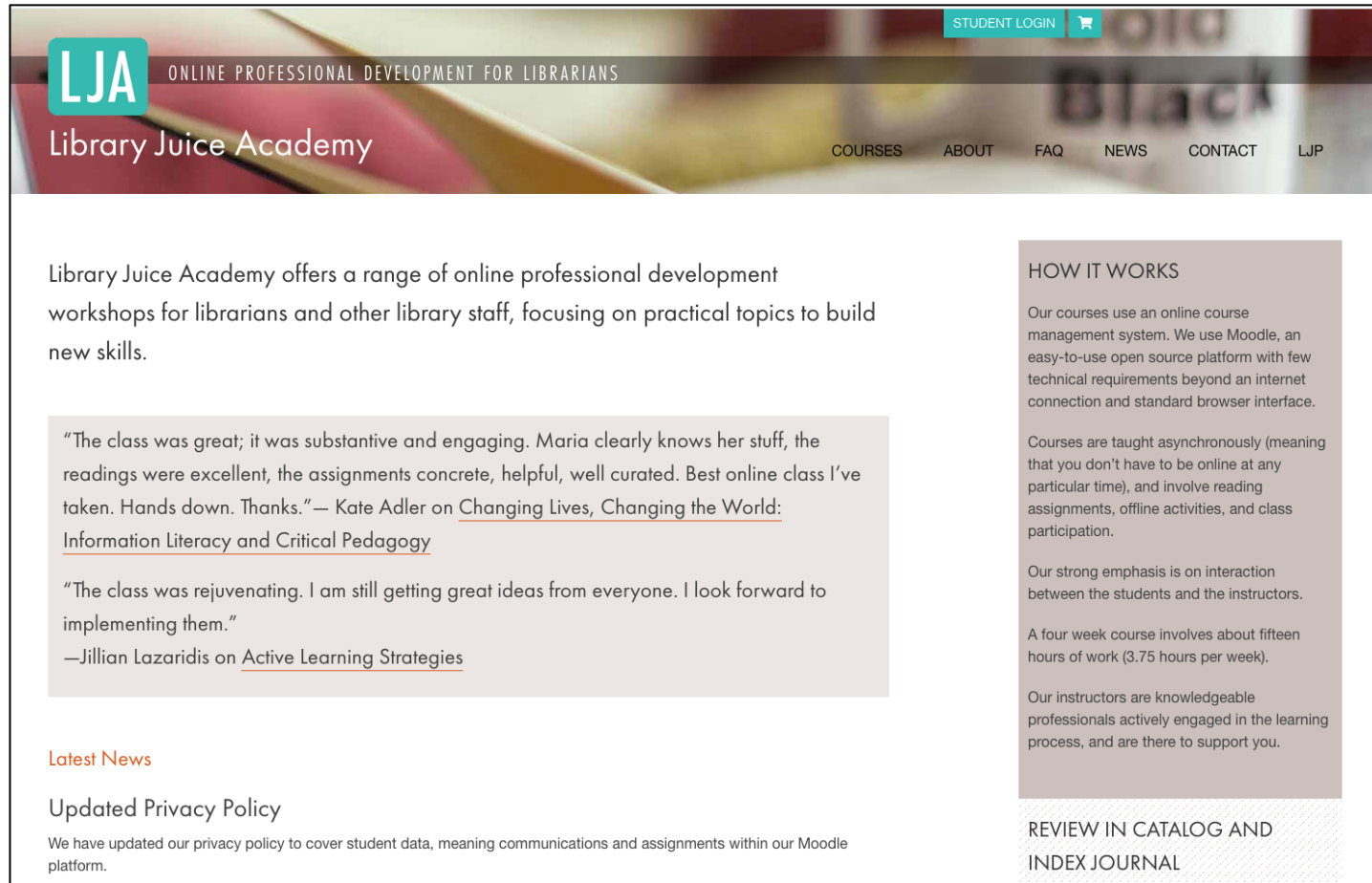
The screenshot shows the DataONE training website. The header includes the DataONE logo, navigation links for 'Find Data', 'Services', 'Community', 'Learning', and 'About', and a 'Sign-in' button. The main content area features a large image of two people looking at a computer screen. Text on the page reads: 'Data Management Training', 'Build capacity in data stewardship, data science and research reproducibility', and 'Open reproducible research is becoming ever more critical for answering today's complex questions at the scale and speed needed for solutions. In collaboration with the National Center for Ecological Synthesis and Analysis, DataONE has developed lessons, best practices, and training programs in data management to support research efficiency, productivity, and transparency.' A yellow button labeled 'UPCOMING REMOTE TRAINING DETAILS' is visible. Below this, a section titled 'IN-PERSON AND REMOTE TRAINING WORKSHOPS' states 'Learn Directly from DataONE Experts' and describes the partnership with NCEAS.

- In-person and online
- Workshops at a cost

Library Juice Academy

<https://libraryjuiceacademy.com/>

Online courses at a cost



The screenshot shows the Library Juice Academy website. At the top, there is a navigation bar with the LJA logo and the tagline "ONLINE PROFESSIONAL DEVELOPMENT FOR LIBRARIANS". Below the logo, the text "Library Juice Academy" is displayed. To the right, there are links for "COURSES", "ABOUT", "FAQ", "NEWS", "CONTACT", and "LJP". A "STUDENT LOGIN" button is also visible. The main content area features a paragraph about the academy's offerings, followed by two testimonials in a light gray box. Below the testimonials, there is a "Latest News" section with a link to "Updated Privacy Policy". On the right side of the main content, there is a "HOW IT WORKS" section with three paragraphs describing the course management system, asynchronous learning, and instructor involvement. At the bottom right of the main content, there is a link to "REVIEW IN CATALOG AND INDEX JOURNAL".

Library Juice Academy offers a range of online professional development workshops for librarians and other library staff, focusing on practical topics to build new skills.

“The class was great; it was substantive and engaging. Maria clearly knows her stuff, the readings were excellent, the assignments concrete, helpful, well curated. Best online class I’ve taken. Hands down. Thanks.” — Kate Adler on [Changing Lives, Changing the World: Information Literacy and Critical Pedagogy](#)

“The class was rejuvenating. I am still getting great ideas from everyone. I look forward to implementing them.”
—Jillian Lazaridis on [Active Learning Strategies](#)

Latest News

Updated Privacy Policy

We have updated our privacy policy to cover student data, meaning communications and assignments within our Moodle platform.

HOW IT WORKS

Our courses use an online course management system. We use Moodle, an easy-to-use open source platform with few technical requirements beyond an internet connection and standard browser interface.

Courses are taught asynchronously (meaning that you don't have to be online at any particular time), and involve reading assignments, offline activities, and class participation.

Our strong emphasis is on interaction between the students and the instructors.

A four week course involves about fifteen hours of work (3.75 hours per week).

Our instructors are knowledgeable professionals actively engaged in the learning process, and are there to support you.

REVIEW IN CATALOG AND INDEX JOURNAL

Course Topics

- Accessibility
- Assessment
- **Cataloging**
- **Coding**
- Collections
- Digital Collections
- Diversity
- Faculty relations
- Instruction
- Legal issues
- Management
- Museums
- Non-traditional skills
- Outreach
- Productivity
- Programming
- Public Libraries
- Public Services
- Readers’ Advisory
- Reference
- **Scholarly Communication**
- **Software**
- Special Collections
- Special Libraries
- Subject Specialities
- Support staff
- **Technical Services**
- Theory
- User Experience
- Web Development
- Workplace Issues
- Youth Services



Research Data Alliance

<https://www.rd-alliance.org/>

Building the social and technical bridges to enable open sharing and re-use of data

RDA EU RDA US CONTACT US LOGIN REGISTRATION

RDA RESEARCH DATA ALLIANCE

O&A Members 63
Active Organisational & Affiliate members

MEMBERSHIP Members: 11138
Becoming a member of RDA is simple and open to both individuals and organizations
[Register now](#)

RDA Groups WG & IGs: 97
Discover what RDA Working and Interest Groups and all other Groups are up to and find out how to join them. [Explore Groups](#)

ABOUT RDA ▾ GET INVOLVED ▾ GROUPS ▾ RECOMMENDATIONS & OUTPUTS ▾ RDA FOR DISCIPLINES ▾ PLENARIES & EVENTS ▾ NEWS & MEDIA ▾

RDA 16th Research Data Alliance
Plenary Meeting

-- Call for Posters: Deadline Extended to 25 Oct 2020 at 23:59 UTC --

-- Breakout Schedule Available Online --

- Interest Groups (IG)
- Work Groups (WG)
- Webinars (training)
- WG/IG collaborative Meetings
- Plenary Meetings (conferences)



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Library of Congress Catalogers Learning Workshop (CLW)

LIBRARY LIBRARY OF CONGRESS

ASK A LIBRARIAN DIGITAL COLLECTIONS LIBRARY CATALOGS Search GO

The Library of Congress > Librarians, Archivists > PCC > Catalogers Learning Workshop > Courses > Metadata Standards

CATALOGERS LEARNING WORKSHOP (CLW)



Search this site GO

- CLW Home
- About the CLW
- Course Materials
- Guidelines for Sponsors
- eduCAT List
- Related Links
- Contact Us

Related Resources

- Program for Cooperative Cataloging (PCC)
- Cataloging & Acquisitions
- Librarians, Archivists
- Online Catalog
- Webcasts

Metadata Standards & Applications

The workshop materials listed below are being evaluated and revised and may contain outdated information.

[Back to Workshop Course Materials](#)

Download the Adobe Acrobat Reader to view PDF documents. 

Materials for Instructors	Materials for Sponsors
Trainee Manual [PDF: 10.2MB / 312 pp.]	Guidelines for Sponsoring a Workshop
Instructor's Manual [PDF: 11.4MB / 472 pp.]	Needs Assessment Form [PDF: 23KB / 2 pp.]
Powerpoint Slides [PPT: 8.12MB]	List of Trainers [PDF: 54KB / 1 p.]
	Certificate of Completion [Word: 24KB / 1 p.]

Course Description

Current Version: 2.1 (February 2009)

The Metadata Standards & Applications course presents bibliographic control concepts for the 21st century with an emphasis on digital resources. The goal of the course is to expand on attendees' current knowledge about library catalog metadata to include other additional forms of library metadata used in digital libraries. The course explores the following topics:

- Introduction to digital libraries
- Descriptive metadata standards
- Technical and administrative metadata standards
- Metadata syntaxes and containers
- Applying metadata standards: application profiles
- Controlled vocabularies
- Approaches to metadata creation, storage and retrieval in the digital environment
- Metadata interoperability and quality issues

Intended Audience

This course is designed for practicing catalogers (with or without MLS degrees) from all types of libraries, with a working knowledge of MARC and concepts of bibliographic control.

Course Hours

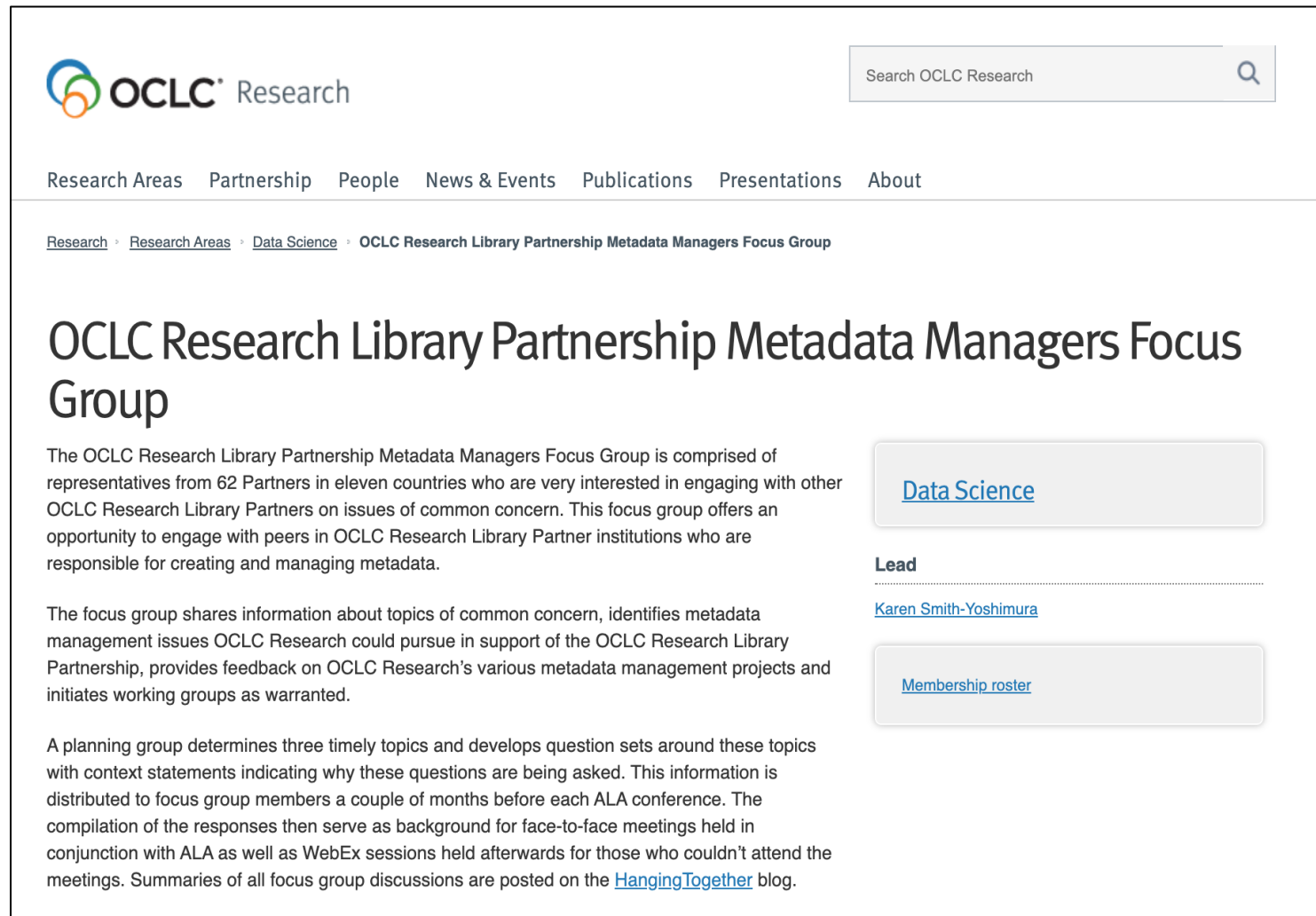
The course is designed as a two day workshop, consisting of 11 instruction hours.

Last Update: January 15, 2013



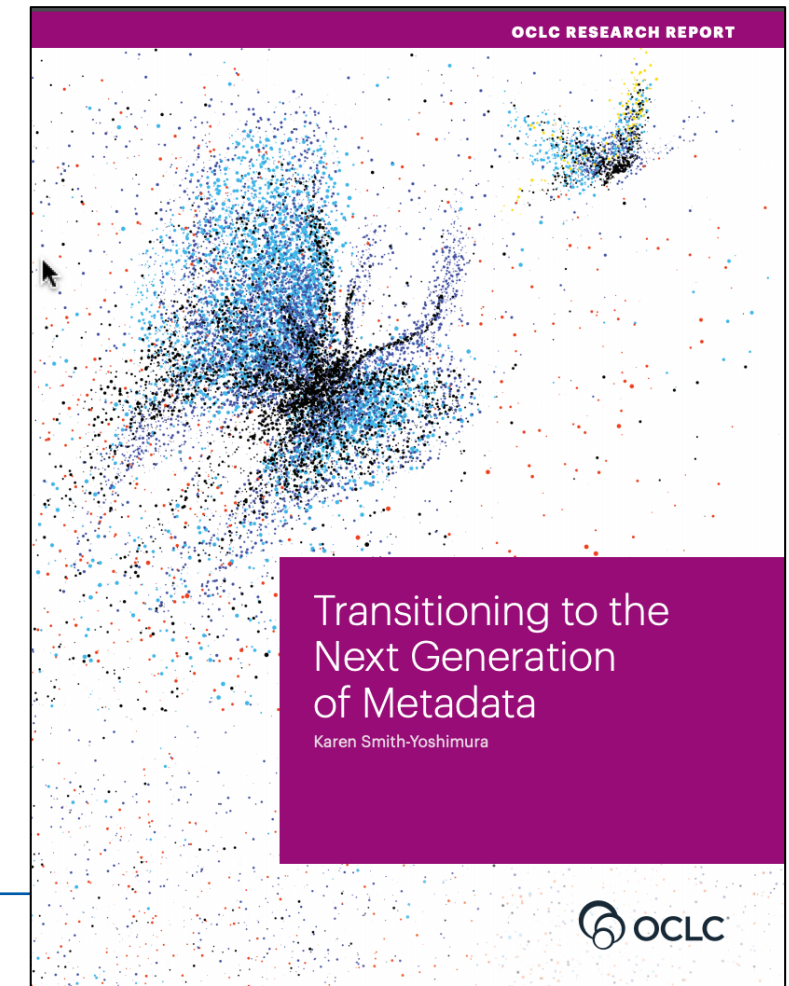
Valuable source of information: OCLC Research Library Partnership Metadata Managers Focus Group

<https://www.oclc.org/research/areas/data-science/metadata-managers.html>



The screenshot shows the OCLC Research website. At the top left is the OCLC Research logo. To its right is a search bar labeled "Search OCLC Research". Below the logo is a navigation menu with links for "Research Areas", "Partnership", "People", "News & Events", "Publications", "Presentations", and "About". A breadcrumb trail reads "Research > Research Areas > Data Science > OCLC Research Library Partnership Metadata Managers Focus Group". The main heading is "OCLC Research Library Partnership Metadata Managers Focus Group". The text describes the group's purpose: "The OCLC Research Library Partnership Metadata Managers Focus Group is comprised of representatives from 62 Partners in eleven countries who are very interested in engaging with other OCLC Research Library Partners on issues of common concern. This focus group offers an opportunity to engage with peers in OCLC Research Library Partner institutions who are responsible for creating and managing metadata." It also states that the group shares information, identifies metadata management issues, provides feedback, and initiates working groups. A final paragraph explains the group's process: "A planning group determines three timely topics and develops question sets around these topics with context statements indicating why these questions are being asked. This information is distributed to focus group members a couple of months before each ALA conference. The compilation of the responses then serve as background for face-to-face meetings held in conjunction with ALA as well as WebEx sessions held afterwards for those who couldn't attend the meetings. Summaries of all focus group discussions are posted on the [HangingTogether](#) blog." On the right side of the page, there are three buttons: "Data Science", "Lead" (with a sub-link "Karen Smith-Yoshimura"), and "Membership roster".

Report available at: <https://bit.ly/2GCB8gD>



The image shows the cover of an OCLC Research Report. The top right corner has the text "OCLC RESEARCH REPORT". The background is a large, colorful scatter plot of data points in shades of blue, black, and red. A purple rectangular box in the bottom right corner contains the title "Transitioning to the Next Generation of Metadata" and the author's name "Karen Smith-Yoshimura". The OCLC logo is in the bottom right corner.

inspire.ec.europa.eu/Training/Metadata/6541

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English (en)

INSPIRE KNOWLEDGE BASE

Infrastructure for spatial information in Europe

European Commission > INSPIRE > Implement > Metadata > Training

Home Learn Implement Participate Use Toolkit

Implement

- Guide for implementers
- Good Practice Library
- Data Specifications
- Monitoring & Reporting
- Metadata**
- Network Services
- Data and Service Sharing
- Spatial Data Services
- INSPIRE Coordination
- Maintenance and Implementation Framework

Metadata

- Overview
- Technical Guidelines
- Legislation
- Roadmap
- Library
- News
- Events
- Training
- MIG Work Programme
- Experts
- Tools

Quick search

- Data and Service Sharing
- Data Specifications
- Implement
- INSPIRE
- INSPIRE in your Country

Metadata > Training

Title

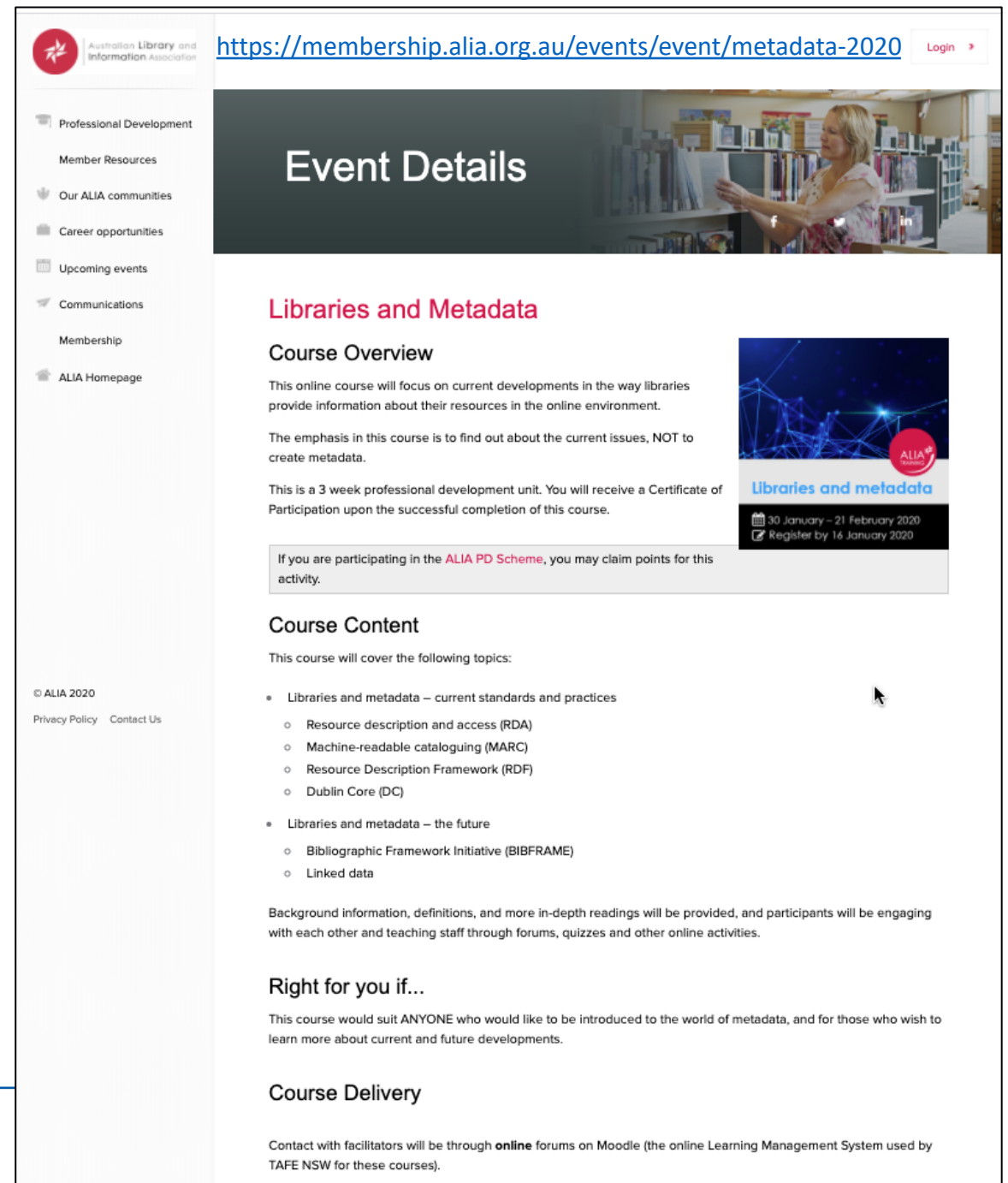
- [Procedures for Data and Metadata Harmonisation](#)
- [Metadata and Catalogue Services](#)
- [INSPIRE advanced](#)
- [Data Harmonisation](#)
- [Metadata and Data Validation for INSPIRE](#)
- [Data Quality](#)

INSPIRE Knowledge Base training

Free Online Self-learning Courses provided by European Commission

<https://inspire.ec.europa.eu/Training/Metadata/6541>

Example of an online course that was arranged by a Library Association: ALIA



The screenshot displays the ALIA website interface. At the top left is the ALIA logo and the text 'Australian Library and Information Association'. A navigation menu on the left includes: Professional Development, Member Resources, Our ALIA communities, Career opportunities, Upcoming events, Communications, Membership, and ALIA Homepage. The main content area features a header with the URL <https://membership.alia.org.au/events/event/metadata-2020> and a 'Login' button. Below the header is a large image of a woman in a library, with the text 'Event Details' overlaid. The main section is titled 'Libraries and Metadata' and includes a 'Course Overview' section. This section states that the course focuses on current developments in online information provision, emphasizes finding out about current issues (not creating metadata), and is a 3-week professional development unit leading to a Certificate of Participation. A callout box notes that participants in the ALIA PD Scheme can claim points. To the right of the overview is a graphic with the ALIA logo, the course title 'Libraries and metadata', and dates '30 January – 21 February 2020' with a 'Register by 16 January 2020' button. Below the overview is the 'Course Content' section, which lists two main topics: 'Libraries and metadata – current standards and practices' (including RDA, MARC, RDF, and DC) and 'Libraries and metadata – the future' (including BIBFRAME and Linked data). A paragraph follows stating that background information and readings will be provided, and participants will engage through forums, quizzes, and other activities. The 'Right for you if...' section indicates the course is for anyone interested in metadata. The 'Course Delivery' section mentions that contact with facilitators will be through online forums on Moodle.

Professional Development

Member Resources

Our ALIA communities

Career opportunities

Upcoming events

Communications

Membership

ALIA Homepage

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<https://membership.alia.org.au/events/event/metadata-2020> Login

Event Details

Libraries and Metadata


Course Overview

This online course will focus on current developments in the way libraries provide information about their resources in the online environment.

The emphasis in this course is to find out about the current issues, NOT to create metadata.

This is a 3 week professional development unit. You will receive a Certificate of Participation upon the successful completion of this course.

If you are participating in the **ALIA PD Scheme**, you may claim points for this activity.



Course Content

This course will cover the following topics:

- Libraries and metadata – current standards and practices
 - Resource description and access (RDA)
 - Machine-readable cataloguing (MARC)
 - Resource Description Framework (RDF)
 - Dublin Core (DC)
- Libraries and metadata – the future
 - Bibliographic Framework Initiative (BIBFRAME)
 - Linked data

Background information, definitions, and more in-depth readings will be provided, and participants will be engaging with each other and teaching staff through forums, quizzes and other online activities.

Right for you if...

This course would suit ANYONE who would like to be introduced to the world of metadata, and for those who wish to learn more about current and future developments.

Course Delivery

Contact with facilitators will be through **online** forums on Moodle (the online Learning Management System used by TAFE NSW for these courses).

Does LIASA/IGBIS have a role to play?

- LIASA/IGBIS can collaborate with NeDICC to present workshops/webinars/short courses focused on various aspects of RDM/data curation relevant to the cataloguer/metadata professional
- Members of LIASA/IGBIS can become involved in the Research Data Alliance Metadata Directory Workgroup at <https://www.rd-alliance.org/groups/metadata-standards-directory-working-group.html>
- Members of LIASA/IGBIS can become involved in the Research Data Alliance Metadata Interest Group at <https://www.rd-alliance.org/groups/metadata-ig.html>



The future of Scholarly Communications

- Traditional scholarship can be described “as a sensemaking network of humans exchanging scholarly writing, but this is changing into a **sense-making network of humans and machines**, with the communications produced and consumed by both” (De Roure, 2014: 235)
- Shift towards **data-driven and data-intensive science** – and the issue of **Big Data**
- **Citizen Science**, also called **Science 2.0** (e.g. through social media) – leads to new forms of Big data
- **Internet of Things** makes possible growing computational capacity and real-time analysis and producing even more data
- The new research environment will enable the researcher to bundle (**link**) **the whole research workflow together**: e.g. machine actionable data management plans, datasets, software used, analysis workflow, logs, papers, presentations, and articles/books/theses, hence the concept of **Virtual Research Environments** (e.g. see Open Science Framework). This is also where linked data becomes crucial.

The following skills/expertise will become essential

- Skilled in various Metadata standards and syntaxes
- Skilled in Linked Data and Semantic Data
- Skilled in Library Carpentry (Coding skills)
- Knowledgeable and skilled in controlled vocabularies
- Organisational skills
- Skilled about file naming conventions
- Skilled about preservation systems and preservation file formats
- Training skills
- Skilled about licensing (Creative commons, software licenses etc) and persistent identifiers
- Knowledgeable about Virtual Research Environments
- Knowledgeable about preservation of digital objects (websites, social media, data, software, articles, books, etc)
- Skilled about various repository systems

Thank You



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