# Overview of DigCCurr Matrix of Digital Curation Knowledge and Competencies

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DigCCurr

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# Big Question:

What knowledge & competencies do professionals need in order to do digital curation work?

# Sub-Questions for Educators

- What should they learn in the **classroom**?
- What should they learn from **field experiences** while students?
- What should they know before engaging in professional education (**pre-requisite knowledge**)?

# Sources of Data (DigCCurr & DigCCurr II Projects)

- Ongoing review of literature
- Materials from existing courses & workshops (& participating in several)
- Interviews with expert Advisory Board
- Surveys
- Experience in implementing curriculum & structured feedback from students
- Job postings

# Question:

# So what does I need to know to “do” digital curation?

Answer:

That Depends

# “It Depends”

- The most responsible & informed answer to many broad professional questions
- This is the **beginning** & not the end of the professional deliberation process
- Upon **what** specifically does it depend?

# What does it depend upon?

# Matrix of Digital Curation Knowledge & Competencies

- Iteratively developed, based on data sources just identified
- Tool for thinking about, planning for, identifying & organizing curriculum
- Each unit of curriculum can address one or more dimensions
- Helping to address issue of core vs. specialized (optional) educational elements

# Dimensions often Associated with the Way Professionals Identify Themselves

- I’m in acquisitions
- I’m a film archivist
- I’m a corporate librarian
- I’m a social science data librarian

# DigCCurr Guiding Principles

# Principle 1:

Build on an installed base (development attentive to other initiatives & our existing offerings at UNC)

# Principle 2:

Digital curation activities span the entire lifecycle of digital resources (e.g. active engagement with creators & users often even more important than internal repository activities)

# Principle 3:

Keep lifecycle stages simple, and move complexity into the functions

# Principle 4:

# Build from modules, rather than entire courses

# Principle 5:

# Emphasize core, generalizable modules

Principles 5 and 6 support flexibility and reuse (e.g. between SILS graduate curriculum and this 5-day workshop; between DigCCurr and other initiatives)

# Matrix Dimensions

For all the grubby details:

http://ils.unc.edu/digccurr/digccurr-matrix.html

# 1. Mandates, Values & Principles

- First & most fundamental of DigCCurr Matrix dimensions
- Core reasons why the digital curation functions & skills should be carried out
- Should serve as the basis for criteria to evaluate whether digital curation activities have been carried out responsibly & appropriately
- Often made explicit through professional codes of ethics; industry & professional standards; laws & policies; design principles

# 2. Functions & Skills (More on this Later)

# 3. Professional, Disciplinary or Institutional/Organizational Context

- Professional Context – e.g. archivist, librarian
- Disciplinary Context – e.g. history, physics
- Institutional/Organizational Context – e.g. state government, academic, corporate
- Cultural Context - "The distinctive ideas, customs, social behaviour, products, or way of life of a particular society, people, or period.“ (OED)

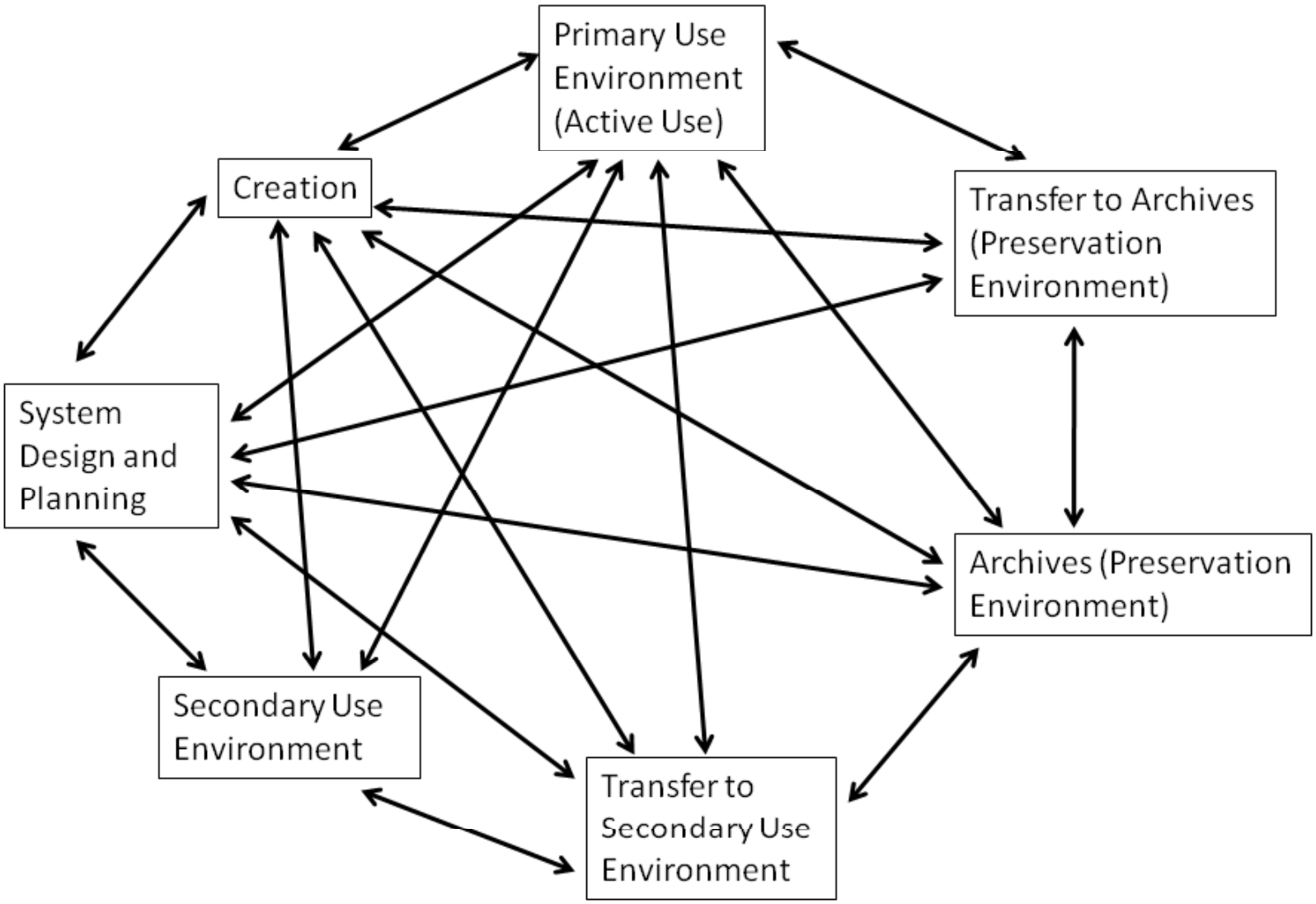
# 4. Type of Resource

- Level of Aggregation
- Level of Abstraction
- Medium
- Format
- Genre

# 5. Prerequisite Knowledge

- Instrumentally necessary in order to get other things done – e.g. may not need to build an XML parser, but probably need to know what XML & parsing are
  - Terminology
  - Characteristics of Technologies

# 6. Transition Point in Life of Digital Object



# Back to those Digital Curation Functions

- “Know how” rather than “know that”
- Essential (but quite challenging) for educators to address
- 24 high-level functions & 4 meta-functions, most of which are then composed of dozens of sub-functions

# High-Level Functions

- Administration
- Advocacy & Outreach
- Analysis & Characterization of Digital Objects/Packages
- Analysis & Evaluation of Producer Information Environment
- Archival Storage
- Common Services
- Collaboration, Coordination, Contracting with External Actors
- Data Management
- Description, Organization & Intellectual Control
- Destruction & Removal
- Identifying, Locating & Harvesting
- Ingest
- Management
- Preservation Planning & Implementation
- Production
- Purchasing & Managing Licenses
- Reference & User Support
- Selection, Appraisal & Disposition
- Systems engineering & development
- Transfer
- Transformation of Digital Objects/Packages
- Use, Reuse & Adding Value to Accessed Information
- Validation & Quality Control of Digital Objects/Packages

# Meta-Level Functions

- Analysis & Documentation of Curation Functions
- Education & Sharing of Expertise or Guidance on Curation Functions
- Evaluation & Audit of Curation Functions
- Research & Development to Support Curation Functions

# What parts of the DigCCurr Matrix...

- are you currently addressing in educational offerings?
- are the least/most adequately addressed by current educational offerings?
- should be the highest priorities for future development of educational offerings?