

Improving Education and Understanding of NDLTD

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Abstract

To understand ETDs, what NDLTD is, how it works, and the benefits of NDLTD, it is necessary to educate those involved, such as students who will create and submit their ETDs, as well as the library staff members who will be participating in NDLTD and administering their local system. To help educators prepare digital library (DL) courses supportive of their goals, our DL curriculum group has been developing educational modules and conducting field analyses since Jan. 2006.

This paper is a follow-up of our previous study of the subject distribution of ACM DL papers, JCDL papers, and D-Lib Magazine articles, with:

- Revised educational module set: Based on our analysis of hundreds of DL papers, we identified 10 core topical areas, and 43 sub-areas. Details will be provided regarding the modules for the areas and sub-areas.
- Syllabi reading analysis: Course syllabi from DL-related LIS courses and CS courses were collected and their readings were classified against our 10 core modules. This analysis helps us understand what topic areas are popular and what areas need to be emphasized more. We plan to provide reading lists from both fields - CS and LIS - reducing the gap between CS (system-focused) and LIS (service-focused) DL education, including materials for training and reference by graduate students.
- IBM's Unstructured Information Management Architecture (UIMA) is being applied to automatically classify and upload the readings retrieved from the syllabi collection to the EPrints system.
- Draft modules: 'applications' and 'interoperability', as well as 'info needs, relevance, evaluation', 'reference services' and 'search strategy, info seeking behavior, user modeling' are being developed.

Increased understanding about digital libraries might improve universities' participation in NDLTD. We invite the ETD community to assist with module development and evaluation so that students and staff will know more about DLs.