University of Toronto
Faculty of Information
INF 2186S
Metadata Schemas and Applications
Winter 2017

Course Objectives and Learning Outcomes

Course Objectives:
With reference to different types of metadata (structural, descriptive, rights management, administrative, preservation, etc.) this course provides an examination of semantic and syntactic metadata schemas and applications across diverse domains, such as government, cultural sector institutions, geospatial, retail, etc. Analyses of international metadata standards development, and a case study approach to metadata projects within a content management framework are important components of the course. Students will engage in a critical examination of metadata relative to social media applications, to open access protocols (Semantic Web; Linked Open Data), and to ethics, privacy, and security, among other issues.

Course Learning Outcomes:
By the completion of the course students will be able to:

1. Identify the nature and characteristics of metadata as represented in general and domain-specific standards and schemas, and to apply one or more standards in the design of a metadata-enabled repository;

2. Demonstrate, through the design of a repository, an understanding of individual user needs as the basis for making decisions about the selection and application of structured or unstructured metadata;

3. Articulate the organizational context and particular challenges of undertaking a metadata project, recognizing both the potential benefits and possible limitations of metadata implementations;

4. Situate metadata within the broader contexts of organizing information and materials, knowledge management, and enterprise content management;

5. Demonstrate an understanding of metadata schemas within the overarching framework of national and international standards development and application;

6. Compare and evaluate the effectiveness and appropriateness of various metadata schemas and standards for specific situations, and in different domains of implementation;

7. Demonstrate a basic familiarity with metadata models, particularly as they relate to interoperability;

8. Apply the processes involved in the creation and design of digital repositories, and in the development of repository record structures and content using application profiles.

Relationship between Course Learning Outcomes and Program Learning Outcomes (PLO)
(http://current.ischool.utoronto.ca/studies/learning-outcomes)

Metadata is used to describe, manage, preserve and make accessible knowledge assets within public and private institutional contexts. Metadata also plays a key role in everyday life. As such, understanding what it is, how it is created and applied, and how, likewise, it can be misused are essential to managing personal and organizational information in a global, digital world. The theoretical, ethical, critical, strategic, and applied knowledge and skills derived fromINF2186 ensure that:

- Students understand and are conversant with fundamental concepts, theories, and practices and the diverse horizons of information disciplines, and can respond to changing information practices and needs of society (PLO 1)
- Students understand the development of theory concerning information, where it is found, and how it is used (PLO 4)
- Students understand the application of new technologies to the preservation and communication of information, and can identify the impact of such developments on society (PLO 5).

Course Requirements:

Assignments and Class Participation
Each student's understanding of the material in the course will be evaluated. Several evaluation methods are used to give students an opportunity to demonstrate comprehension of both the theoretical and applied underpinnings of metadata through detailed analyses of particular schemas and specific project implementations.

In addition, students are expected to participate actively in class by asking questions, identifying and discussing problems and/or proposing solutions. Emphasis is on thoughtful and meaningful contributions.

Specific Course Assignments, Percent Weighting

Brief summary: The course has three assignments, two of which will require individual submissions. The assignments are as follows:
- Assignment 1: **Repository Design and Application Profile** (ungraded outline due in Class 3 (January 24 [Section 1] and January 25 [Section 2]; application profile (report/document) due in Class 8 (March 7 [Section 1] and March 8 [Section 2]); worth 40% of total course grade. [handout distributed/discussed at Class 1]
- Assignment 2: Metadata-making.   Selection and design of a metadata application addressing a topic of particular individual interest which derives from a course topic. Worth 35% of total course grade. Periodic opportunities to report, beginning from Class 5 (February 7 [Section 1] and February 8 [Section 2]) [handout distributed/discussed at Class 2]
- Assignment 3: Group creation and/or engagement with a citizen science metadata project. Worth 25%; presentations at Classes 11 and 12 (March 28 and April 4 [Section 1] and March 29 and April 5 [Section 2]) [handout distributed/discussed at Class 3]

Grading System and Weighting of Assignments:
The grading system governing the iSchool is that of the University Assessment and Grading Practices Policy (January 26, 2012). It may be consulted on the University of Toronto, Governing Council website at:
http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/grading.pdf

Extension on Course Assignments and Penalties for Late Assignments:
Please see specific instructions associated with each assignment. Where such instructions are not articulated, the following general provisions will apply. Extensions on assignments will be granted only upon prior approval from the instructor (supporting documentation [e.g. medical certificate] may be required). Unless circumstances are exceptional, requests for extensions must be made *no fewer than 5 calendar days before the assignment is due*. Where these conditions are not honored, penalties may be assigned as follows:
- Late assignment without prior approval of the instructor: minus one grade point for first 1-3 calendar days after the due date; minus one grade point for each 1-3 calendar days thereafter; assignment not accepted after 14 calendar days after the due date and the student will receive a grade of FZ on the assignment.
- Assignments that are submitted after the agreed date of extension: minus one grade point for first 1-3 calendar days after the extension date; minus one grade point for each 1-3 calendar days thereafter; assignment not accepted after 14 calendar days after the agreed date of extension and the student will receive a grade of FZ on the assignment.

Participation on Blackboard:
Each student in the course is a participant on the INF 2186 site on Blackboard (course Learning Portal for Sections 1 and 2). Course materials, including instructions for assignments, readings, or items of interest to a particular class topic or issue, will be posted on the site. Students are encouraged to contribute to the site, either by commenting on postings, or by suggesting additional materials of interest. The instructor will issue class mailings via Blackboard as the need arises.

Background and Weekly Readings:

Highly Recommended text: Pomerantz, Jeffrey. 2015. *Metadata*. Cambridge, MA: MIT Press. Available from the University of Toronto Bookstore; also on reserve at the Inforum: 025.3 P785M
A list of selected readings is provided as background to course content. Required readings for individual classes are listed on the outline of weekly classes. Many readings are available via direct links to Internet sites (URLs provided in outline); many are (also) accessible in electronic form via the University of Toronto Library Catalogue.

Course Conduct and Courtesy:
Punctual arrival at classes contributes to the smooth operation of the class and to the quality of individual and group learning experiences. Late arrivals, early departures, wandering in and out of the classroom, and engaging in sidebar conversations while others are speaking are disruptive, discourteous, and unprofessional. Please advise the instructor if you know you will be unavoidably late or must leave early. Cell phones and other audio-enabled devices are to be turned off during class time as a courtesy to others. Mutual respect is understood to be a given throughout the conduct of the course.

Plagiarism:
The University, SGS, and FI are committed to the integrity of the teaching and learning relationship. To this end, clear policies and procedures concerning plagiarism have been adopted and are enforced fully. Please refer to Section B.1.of the "Code of Behaviour on Academic Matters" (full text at:
http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppjun011995.pdf.
Turabian or similar style manuals should be consulted for ensuring correct citation.

Students with a Disability, a Diverse Learning Style, or a Health Concern:
Students with diverse learning styles and needs are welcome in this course. In particular, if you are an individual with a disability or health consideration that may require accommodations, please feel free to approach the instructor and/or the Accessibility Services Office as soon as possible at: http:// www.accessibility.utoronto.ca/index.htm.   The Accessibility Services staff is available by appointment to assess specific needs, provide referrals, and arrange appropriate accommodations.

Conclusion:
If it is necessary to make changes in the course or the assignments during the term, these will be announced as soon as possible. Evaluation and feedback about all aspects of the course are welcome. This feedback may be done individually, or by means of the course evaluation forms at the end of the term.

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