

Distributed Learning Course Proposal Cover Sheet

Please complete this cover sheet and include it with your Distributed Learning Course Proposal and a **copy** of your Intellectual Property Agreement. It is not necessary to submit an Intellectual Property Agreement for videoconference courses that are not being recorded for future distribution. Course proposals shall be submitted to the Office of the Vice President of Academic Affairs for final consideration.

Department: School of Library and Information Sciences

Course Number: SLIS 5223

Course Title: Metadata and Networked Information Organization and Retrieval

Mode of Instruction: Blended

Location(s) (if site-based): Denton for on-site meetings

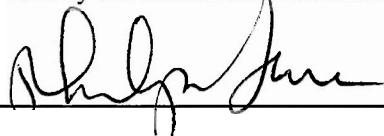
Effective Term: Spring 2004

Submission Date: October 1, 2003

Is the proposed distributed learning course in the existing UNT course inventory? Yes No


NOTE: If the course is not in the existing UNT course inventory, it must receive approval as a new course before this distributed learning course proposal is submitted. After approval, if mode of delivery changes, a new course approval will be required (e.g. videoconference changes to Web-based course)


If this proposal is reviewed by the Center for Distributed Learning, please have a representative provide a signature:

CDL representative:  Date: 10/14/03

Please attach a copy of the Intellectual Property Agreement (required) for this course. The copy must contain signatures of faculty member, department chair and dean. Other approvals may still be pending.

REQUIRED SIGNATURES

Department Chair:  Date: 10/14/03

Dean:  Date: 10/14/03

Provost/V.P. of Academic Affairs:  Date: 10/14/03

Distributed Learning¹ Course Proposal Form

Please use this form in the preparation of a course or program proposal to be submitted for approval. Please attach the appropriate **course or program cover sheet** and secure the necessary signatures.

Need and Marketing

1. Describe how this course or program fits within the Mission of UNT.

SLIS 5223 Metadata and Networked Information Organization and Retrieval is part of the Information Organization Program of Study. It provides the current approach for organizing information objects within the virtual and digital libraries environments, and is an advanced course of information organization and builds upon the concepts introduced in SLIS 5200 Introduction to Information Organization.

2. Describe how the need/market for the course or program has been established.

This course has been offered in a face-to-face mode successfully. Each semester it was offered, it attracted sufficient student interest. The reliance on metadata for information organization in the networked environment is critical, and this course will prepare students for work in this arena.

3. Describe the plans for marketing the course or program.

The course will be described and announced on the SLIS listserv as well as postings in the SLIS Village.

Curriculum and Instruction

1. Describe the program/course including content and type of learning (factual, conceptual, application, psychomotor, attitudinal) and type of student (motivation, individual/group learner, special needs, and other relevant characteristics).

Description

This course investigates the description and retrieval of networked information resources (NIR) using various forms of metadata. Students will examine, analyze, and evaluate key metadata schemes (e.g., Dublin Core) and their use in actual projects (e.g., Texas State Library's TRAIL) for representing and organizing NIR. Course activities include the identification, use, and evaluation of metadata creation tools. Students will also build and manage metadata and metadata repositories. To explore the implications for retrieval of networked resources, the course will include the implementation of one or more search engines that exploit metadata. Students will investigate the the potential for integrating access to multiple metadata repositories.

Goals

The three primary goals for this course are for students to:

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- Understand what metadata is and how it is used for organizing and providing access to networked information resources
- Become competent in tools used for creating, storing, and accessing metadata
- Be able to plan, design, implement, and evaluate the use of one or more metadata schemes for a collection of networked information resources.

Objectives

By the end of the course, students will:

- Know and understand the key metadata schemes, their strengths and weaknesses, and their uses
- Master the use of one or more metadata creation tools and associated technologies
- Implement a metadata scheme for a collection of networked information resources.

2. List any special challenges that the distributed learning environment poses for the students.

None

3. Describe how the necessary interaction between faculty and students will be provided.

Students and faculty will use WebCT discussion, email, and chat for communication and interaction. Since this is being proposed as a blended course, there will also be some face-to-face interaction.

4. Describe how the course/program differs from the corresponding course/program offered in a non-distributed mode.

Students will be submitting work and engaging in team work in an electronic environment.

5. Describe how comparable student learning is assured.

Since the course is being revised for offering in a blended mode, comparability to the previous incarnation as a face-to-face class is not clear. However, the same rigorous learning environment will be deployed.

Resources

1. Explain how faculty will have the time to develop the course(s).

Dr. Moen developed this course two years ago and is doing the revision of this course for blended delivery. He is doing this as part of his normal workload.

2. Describe which sources of funding have been identified (course fees, contracts, internal and external grants, and distributed learning funding model).

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None

3. Describe what resources, if any, will be needed from the Center for Distributed Learning.

Minimal resources anticipated at this point. Possible assistance with a graphic logo.

Student Services

1. Describe how will students be admitted, registered, and advised.

Through regular UNT-SLIS admittance, registration, and faculty advising.

2. Describe how will students be trained in the instructional technology used.

The students have taken 5000, 5200, 5600, and 5300 which use WebCT technology

Faculty Support

1. Describe how faculty will be prepared to teach in the distributed learning environment.

Dr. Moen has taught SLIS 5200, a blended course, for the past two years.

2. Describe how faculty will obtain access to the necessary instructional technology.

Available at desktop at home, in office, and if traveling, via laptop.

3. Describe what compensation the faculty will receive for teaching.

Regular faculty salary.

4. Describe the arrangements that have been made regarding ownership of materials generated in the course(s).

Dr. Moen has signed and filed an IP agreement.

Resources for Learning

1. Describe how access to library materials and reading/viewing materials will be obtained.

Students are expected to use the library most convenient to them as well as web resources that are provided in the course content, and the UNT electronic library services, Texshare databases, and other online resources.

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2. Describe any special laboratories, equipment, or facilities that will be required for the course/program and how these will be provided.

Dr. Moen will provide a linux server for student use during the course.

Commitment for Support

1. Designate who is the instructional leader(s) for the revision or creation of the distributed learning coursework.

Dr. Moen

2. Describe how a student will be able to finish a full program of studies.

Moving this course to a blended offering will facilitate students who are interested in the Information Organization Program of Study, as well as other POS that may include this course as an elective or required course (e.g., Information Systems POS).

3. Verify that the method of delivery being used is a supported item at UNT (Academic Computing, Center for Distributed Learning, etc.) or designate how this technology will be supported.

The method of delivery will be through WebCT, as supported by the Center for Distributed Learning

4. Provide the names/affiliations of those who you have consulted with in preparing your distributed learning proposal (Center for Distributed Learning, departmental contacts, external consultants, etc.), if any.

Phil Turner, Associate Vice-President for Academic Affairs for Distance Education

Evaluation and Assessment

1. Describe how student learning, student retention, and student/faculty satisfaction are assessed.

Student learning will be assessed via written assignments and project activities. End of course evaluations will be provided.

2. Describe how support services, technology effectiveness, faculty and student training, and other program aspects are assessed.

Monitoring throughout the course and evaluation at the end of the course.

3. Describe how program or course announcements are made.

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SLIS website, SLIS Village, SLIS 5200, Information Organization POS documentation, SLIS Listserv, conferences

4. Describe how distributed learning students keep in contact with the main campus and with each other.

Through the course discussion groups, chat rooms, and e-mail, as well as SLIS Village

¹A course is considered delivered by distributed learning if the faculty and student are not physically present for at least 50% of the time and if the medium of transmission is digital (Web, Internet, Videoconference, CD-ROM, etc.). A program is considered delivered by distributed learning if over 50% of the courses are delivered via distributed learning.