Guide to the

Digital Records Curation Programme (DRCP) - English Version

Educational Resources

An Africa Programme and Training Programme Collaboration

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1. Background to the Digital Records Curation Programme

In September 2015, the International Council on Archives established the Africa Programme in response to calls from its African members for coordinated support for archival development in their countries. Wide consultations across the diverse national, organisational and traditional contexts of the African continent revealed that ICA contributions could most effectively focus on education and training and advocacy.

A priority in the area of education and training was the incorporation of new digital records management and preservation knowledge, techniques and technologies into existing archival education programmes across the continent. The Digital Records Curation Programme (DRCP) is a response to that need.

The DRCP will run from 2018 to 2020. It has an Anglophone stream and a Francophone stream. Each stream will offer two training courses for early- and mid-career academics teaching archival science in African universities.

These courses will introduce participants to the DRCP educational materials. There are two versions of the DRCP educational materials; one in English and one in French. Both contain:

- A course handbook
- Lesson plans
- Presentation slides

However, the English and French materials differ in content. They bring together existing resources (education and training resources, standards, online content, readings, software, etc.), which are different in English and French, in terms of their content, intellectual history, availability, etc. The two versions were developed in parallel to achieve the same goals for students so that they:

1. understand the impact of digital technologies on the nature and production of records and on records management and preservation as digital archives
2. have seen and experienced some of the practical applications of digital technologies to record-making and record-keeping
3. are able to plan a digital records curation programme in a low-resource environment.

The DRCP has not developed any new technical content. It has brought together existing resources and packaged them in a way that archival educators will be able to use with ease. The English version of the DRCP draws on the following resources in particular:

- The *Digital Records Pathways: Topics in Digital Preservation* educational modules developed by InterPARES and the ICA, available for download from the InterPARES website

http://www.interpares.org/ip3/ip3_products.cfm?cat=3
- The Digital Preservation Coalition's *Digital Preservation Handbook*, available at http://dpconline.org/handbook
- The *Training in Electronic Records Management* (TERM) programme published by the International Records Management Trust in 2009. Available at: http://www.irmt.org/education-and-training/education-and-training-2

Users of the DRCP materials are encouraged to familiarise themselves with these resources.

2. How to Use the DRCP Educational Materials

2.1 The Course Handbook

The course handbook outlines a course in digital records curation, a term that we are using to describe:

- digital records management
- digital archives management
- digital preservation
- providing online access to information, including digital archives

The handbook is written for educators to adapt. The rubrics (text in red) are addressed to the educators, and should be changed or deleted before the handbook is distributed to students.

Programme Structure

The course is designed as a 12 week programme on digital records curation, but you may find that some classes work better in other courses that you teach. For example, you may find it more appropriate to use the open data material (Week 11) in a course on government transparency and freedom of information, or you may prefer to teach the description and indexing class (Week 9) in a course that covers both analogue and digital archival description.

Classes

The DRCP uses the following terms:

- class, a session led by an educator that may include a lecture or lectures and student group work
- seminar, a student-led session, usually comprising student presentations
- tutorial, one-to-one or small group training
- workshop, a practical session led by an educator, expert or technician

- screening, the final class is a screening of videos produced by students

In each week, there is a:

- class (estimated at 2 hours in length).
- an additional class, workshop, tutorial, seminar or screening (1 to 2 hours in length).

For each class or workshop, there is a lesson plan (2.2, below) and a set of presentation slides (2.3, below) except where the class or workshop is to be led by a guest lecturer. In a few cases, we have recommended that you try to find a guest lecturer, but we have supplied lesson plans and presentation slides in case that has not been possible. There are no lesson plans or presentation slides for seminars (which are student-led) or tutorials (which will need to be developed by you in line with available resources).

In addition to preparatory readings and other preparations for these sessions, in some weeks, students are assigned tasks to complete. These tasks are not formally assessed.

Class Preparation

Many of the classes or workshops require students to prepare in advance. Preparation may include:

- reading
- exploring websites
- watching videos
- planning a piece of work
- considering a number of questions
- trying an online exercise or tool

In the Course Handbook, all required preparation uses or makes reference to freely available texts, media or other content. We prioritised open source or open access material to make sure that the course could be delivered regardless of the level of access you or your institution has to books and journals.

Where important resources are not freely available, these have been listed in 'Further Reading' for the relevant class. Educators should try to obtain access to these materials wherever possible.

We recognise that access to online resources, including websites, exercises and tools, may be difficult in some environments where this programme may be offered. Where available, analogue alternatives have been suggested in the course handbook or lesson plans, though we recognise that access to analogue materials can also be difficult due to availability and cost. You might consider how best to present content given the restrictions at your own institution.

Educators will need to check the links provided in the Course Handbook as they may change or the content they lead to may disappear over time.

Assessments

The handbook suggests two assessments that you might use to gauge students' learning. Both require independent research, to encourage inquisitiveness about digital issues, which will be necessary if, as professionals, the students are going to stay aware of digital developments. Your marking of the assignments should assess how well the students have applied their learning from the course to the topics they have investigated.

Where this module is offered as part of a Masters degree with a dissertation component, you might encourage students to use their dissertations as an opportunity to explore an aspect of digital records curation in the context of their country, city, organisation, culture, etc. This would help to deepen their knowledge, build local capacity, and produce publishable research that could provide relevant content or readings for future iterations of the course.

2.2 Lesson Plans

The lesson plans are short and simple documents that set out what the educator might do in each class. Lesson plans have not been provided for classes or workshops that are led by guest lecturers, or for seminars, tutorials or the final screening of student videos.

2.3 Presentation Slides

The presentation slides are PowerPoint documents that contain content for each slide plus notes for the lecturer's teaching preparation. They provide some of the basic content to be covered in classes or workshops. You are encouraged to edit and augment them to suit your own teaching style, and to insert images, videos, etc to make them more engaging.

As with the lesson plans, presentation slides have not been provided for classes or workshops that are led by guest lecturers, or for seminars, tutorials or the final screening of student videos.