

# Master DILL- Parma

## Outcomes and assessment

Anna Maria Tammaro  
University of Parma

# Outline

- International Master DILL
  - How it started
- Profile of students
- DILL modules in Parma

# How DILL started

- EUCLID - the European Association for Library and Information Education and Research conference in Potsdam in 2003
- Parma-ELAG-DELOS: IT profiles and curricula Seminar in Parma in 2005
- Digital Library Education Seminar in Florence (Settignano) in 2005

# Profile of digital librarian

- Social role
  - Learning, multiculturalism
- Interdisciplinarity of background
- Master level
- Internship

# DILL students

Requirements for all DILL students:

- A degree in Library and Information Science (based on no less than three years of full-time study– 180 ECTS) or equivalent qualifications, such as a degree in another relevant subject.
- Knowledge and skills of computers for information use.

# DILL students

English skills. Students from non-English speaking countries must have passed:

- IELTS (International English Language Testing System) (minimum score: 5.5 points)

or

- TOEFL (Test of English as a Foreign Language) (minimum score: 550 on the paper based test, 213 on the computer based test, or 79 on the Internet based test).

# What does it mean Masters' level at Parma University?

Is able to meet criteria at an advanced level and is able flexibly to employ all aspects of reflective expertise (see below) in appropriate ways, with developed awareness of inter-relationships.

Has a highly developed awareness of values and value-system and is able to work effectively in areas of value-conflict.

Can place work in a broad range of perspectives, particularly in institutional, national, international, historical and social context.

Is able to analyse and evaluate very complex situations, to perceive and to implement solutions with a highly developed awareness of the value bases and perspectives involved in both problem-framing and problem-solving.

Displays a developed capacity for innovation.

Is an effective communicator of complex ideas in challenging situations.

Has a high degree of critical self-awareness and a developed and productive grasp of theory-practice relationships.

Is able to structure own research both in own practice and in the wider context of Information Studies.

# Reflective expertise

Reflective expertise refers to the cognitive processes which it is believed underpin and inform the practical activities of an Information professional

Reflective expertise is categorised into a number of “Key Factors” as follows:

Values and perspectives

Ability to move beyond understanding of events in concrete terms into the conceptualisation of underlying values and perspectives

Analysis

Ability to analyse professional situations, particularly in terms of underlying issues; problem solving

Implementation

Ability to relate reflection to a practical context; taking decisions; problem solving

Communication

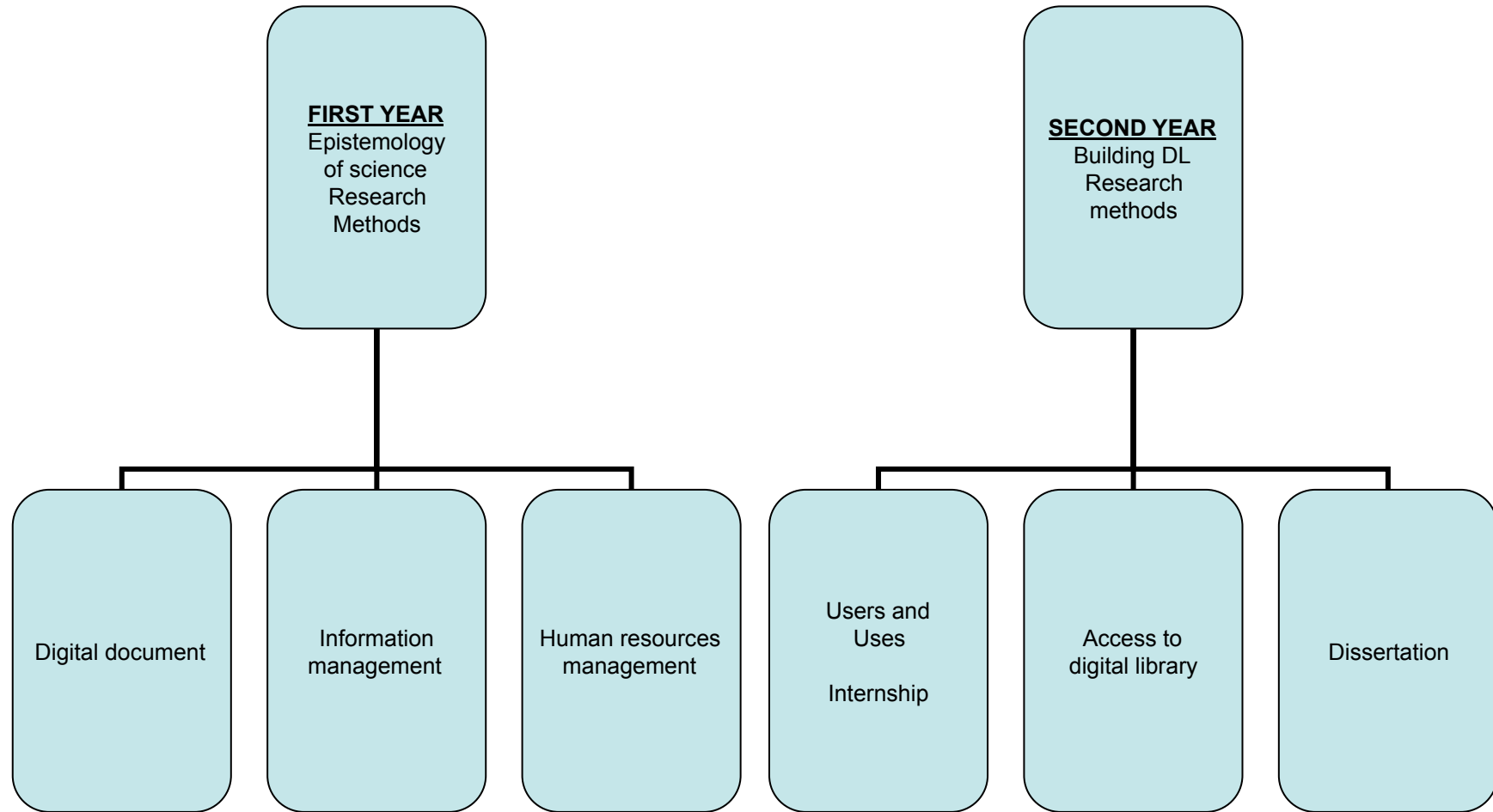
Ability to maintain positive working relationships with others; to discuss complex ideas; to have developed an awareness of audience.

Reflection/critical self-awareness

Ability to empathise with others; to work beyond what is given and to devise innovative solutions to problems.



# DILL curriculum



A.M.Tammaro

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# DILL curriculum

## Oslo University College (**First semester**)

- Research Methods and Theory of Science (15 ECTS)
- Digital Documents (15 ECTS)

## Tallinn University (**Second semester**)

- Information and Knowledge Management (15 ECTS)
- Human Resource Management (15 ECTS)

## Parma University (**Third semester**)

- Access to Digital Libraries (15 ECTS)
- Users and Usage of Digital Libraries (15 ECTS)

# DILL Thesis

Students can choose to write their Master Thesis at either of the three partner institutions, depending on the subject of the thesis and the location of the student's main supervisor (**Fourth semester**).

# Parma modules in DILL

## Users and uses

- The module will illustrate methodologies to analyse different communities of practice and learning needs and behaviours.

## Learning objectives

- To plan, develop and manage a digital library programme centered on users
- To consider and make appropriate judgements about users needs, expectations and perceptions

## Access to digital libraries

- The module provides a conceptual framework for digital libraries, illustrating the relationship between people, content and technologies; it is based on research and experiences of digital libraries in a worldwide and universal context.

## Learning objectives

- To utilise their knowledge of digital library technologies, and to develop strategic approaches to digital library

# Users and usage

- Making the library work for the user
- Scholarly Communication in the 21st Century
- Knowledge Society
- Assessment methods and benchmarks
- Evidence-based practice and research in Information Literacy
- Users assessment and tipologies of users
- Applying research methods for digital libraries

# Access to digital libraries

- Basic concepts of a Digital Library Reference Model and Architecture
- Introduction to Information Access
- User Interfaces and Presentation Models
- Introduction to Preservation Issues
- Access to Scientific Repositories for e-Science and e-Learning
- Knowledge extraction and Representation
- OAI model & OAI-PMH
- NISO OpenURL
- Syndication feeds
- Web 2.0 + SOA & Portals technology in the context of Digital Libraries
- Identity Management Systems

# DILL Internship

- The Internship is considered 5 ECTS and lasts around 125 hours (about 4 weeks).
- The work being done is related to what is taught on the DILL Course and is at an appropriate level of professionalism.
- There are one or more learning outcomes to the student's work that can be stated at the outset of the internship and evaluated at the end.

# DILL assignments

1. to assess student capabilities in terms of all the module learning outcomes. These are reflected in the summer school teaching, the rest of the teaching and the internship
2. to assess at masters level
3. to provide learning experiences throughout the semester
4. to provide formative as well as summative feedback
5. to make sure that each assignment only covers what they have learned up to the point by which they hand their work in



# Users Assignment 1

Students work on this during summer school and induction

- Hand in date at the end of induction
- Group presentation on the organisational context of a section of the on-line British Library. Based on work they did at summer school.
- Students email me by the end of September, I will give a grade and feedback, and publish each presentation and the feedback in IVA, so student will get lots of feedback and this can be used for the next part of the assignment

# Users Assignment 2

Building on 1, student submit one week before internship,

- individual assignment planning an evaluation of the service they worked on above. This will not have detailed methods, but will focus on the importance of evaluation ,and the users, and planning theory into practice.
- This will be based on work they studied at summer school, and mainly the Unit Users studies

# Users Assignment 3

Building on this, student submit end of January

- individual assignment based on internship, and the semesters teaching on evaluation methods.

# Access assignment 1

- Student will prepare a list
  - 4 favorite DL sites (2 worldwide and 2 for own country).

# Access Assignment 2

- Bulding of a Greenstone collection. Group presentation

# Access Assignment 3

- Technical plan to implement a "real" DL using one of the Open Source software

# Internship Assignment

- survey of the information needs of target groups
- survey of the services provided by the cultural institutions
- design, planning or evaluation of user training facilities
- analysis of the relationship between the cultural institutions and its surroundings.

# *Marks and marking*

- Work must be handed in on time. For good cause, the DILL Course Leader can give students an extension of time
- The pass mark is 50%.



# Exceptional

- **90+** The mark is awarded only exceptionally and where
- **exceptional** work provides evidence, not only of competence in all matters of research, preparation and organisation of material, but also some originality (perhaps in identifying new questions to be answered) and exceptional maturity in response.

# Excellent

- **80 - 89**
- The mark is awarded for extremely good work of a consistently high standard throughout; goes beyond the analysis of secondary sources and shows some originality of thought.

# Very good

- **70 – 79**
- Well organised, well researched and showing clear understanding of the topic. There will be a consistent viewpoint and effective 'pointing up' of issues/factors/etc., where appropriate. However, there will probably be a lack of originality or of 'vision', or perhaps some minor fault.

# Good

- 60-69
- The mark is awarded for work which is good. It may, however, provide evidence of some misunderstanding of the literature, or of insufficient analysis of it; or there may be factual errors, obscurities, or weaknesses in structure that noticeably detract from it, or insufficient illustration of points made.

# Satisfactory

- 50-59
- The grade is awarded for work which is satisfactory, that indicates that the student is tolerably competent, but that his or her apparent ability/attainment is far from that expected. There may be excessive quotation or paraphrasing of published material, blandness or vagueness in statements made, or too many actual errors.