



# UNIVERSITÀ DEGLI STUDI DI PARMA

International Master's  
Digital Library Learning (DILL)

## Course Handbook 2014-2015

Version no. 1 - 7<sup>th</sup> August 2014



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# Welcome to the University of Parma

We are Happy to welcome you to the third semester of the International Masters in Digital Library Learning in Parma.

In this course handbook you will find all the information you need about the Master organized by the Department of Information Engineering.

Thanks to it you will be able to answer to some questions:

- How is it studying at the University of Parma?
- Which are LIS related courses and research activities at the University of Parma?
- Which are the synopsis, learning outcomes, contents, readings for Parma modules?
- What will be the assignments during the semester and what will I be supposed to do?
- How will I be assessed during Parma semester?
- What is the schedule of learning activities?
- Which are the aims, objectives, structure and responsibilities of the Internship?
- What does it mean to study as Masters' level at Parma University?
- Which are the outlines and information if I choose to stay at Parma University for my thesis?
- Who are the main teachers and components of the course team in Parma?

The DILL Local Coordinator will give all the information concerning specific details in the beginning of the course year, during the International Study School.

The tradition of higher education in Parma has ancient origins, and its centuries-old history is documented in a 'Diploma', dated 13th March 962, conferred on the Bishop of Parma Uberto by Emperor Ottonian I. The basis of the Palatina School was founded in Parma in 781. Medieval Parma was very much concerned with cultural institutions of higher education. This vocation has continued, overcoming many difficulties, until the present day, and now the University of Parma has 30,000 students, with more than 5,000 graduates per year, 973 lecturers, and 903 technical and administrative employees. The University, in keeping with its centuries-old tradition, continues to contribute towards a new European and international society, based on the respect, protection and promotion of old and



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new rights, for people all over the world.

The University has developed excellent educational and research centres, in-depth co-operation with the institutions and enterprises, technologically advanced structures and a University campus which extends over 77 hectares area south of the city equipped with high-level sport facilities and services.

There are 18 specialized departments within the scientific, technological, and humanities faculties. There are 36 libraries within departments with an Integrated Library System, OPAC, and Open Federated Search. The Digital Library includes 4812 Current e-Journals, 10000 electronic journals, 70 Data Banks, 130 e-books, E-dictionaries, etc. There is a digital repository - DspaceUniPr - with access to Doctoral and MSc theses, Congress proceedings, serials, preprints, learning materials and research reports.

## Studying at the University of Parma

You are one of many students studying full time or part time for a postgraduate qualification. Postgraduate degrees offered by the University fall into two main categories: research degrees and taught courses. There are important differences in the nature of the work undertaken, the period of study and the method of assessment. The aim of a research degree is to provide a thorough education in a particular subject area through original exploration and experimentation, culminating in the preparation of a thesis. By contrast taught courses update knowledge and understanding of a previously studied subject or to study an entirely new subject. Taught degrees involve formal lecture/seminar programmes and written assessments. Whilst the Dill course falls into the latter category, it does contain many elements of research via the modules and especially the thesis.



# DILL at Parma

## The challenge – Parma modules

We live in a time of change brought about in part by the impact of developing information and communication technologies. To manage this change, individuals and organisations need to learn continually. Managing information is one of the key skills needed for lifelong learning. In the work place, for personal fulfilment, in a participative democracy - people need to make informed judgements. Information professionals are needed more than ever. In all sectors - academic and public, in health and law, in industry and commerce and at the local, national and international level, digital libraries – are playing an increasingly important role, and a career in this area has become increasingly exciting and challenging.

Underpinning the modules in Parma are the following:

- the need to put the user at the centre of all our professional activities and digital library development,
- effective use of digital technology to meet the needs of users
- the need to base our decisions and activities with evidence rather than guesswork,
- the philosophy of the reflective practitioner.

## Users and usage

### Synopsis

Students examine how digital libraries are valued by their users, and explore ways of enabling the allocation of resources to areas of user-identified needs. Pertinent models from marketing, economics, and library assessment and evaluation are reviewed. The module will illustrate methodologies to analyse different communities of practice and learning needs and behaviours.

### Learning outcomes

By the end of the module, students should be able to:

- plan, develop and manage a digital library programme centred on users,
- consider and make appropriate judgements about users needs, expectations and perceptions,
- consider suitable performance and quality measurement,



- plan and justify a research proposal.

The content of the module includes different layers of user interaction with Digital Library: from the technological point of view (human-computer interaction), to the digital collection, through the process interaction (information behaviour) to the more generic contextual issues (information policy, economic issues, copyright). Particular reference will be made to the impact of the digital environment on the role of the information professional for Knowledge Society.

TOPICS
Making the digital library work for the user
Users assessment and typologies of users
Collection development. Digitisation workflow
Digital Library services
Economic and legal issues of digital library
Digital library policies

#### Learning and teaching strategy:

- International Study School
- Lessons and Seminars
- Tutorials
- Workshops with experts
- Internship
- Guidance and supervision through written documentation (archived in DSpace and UniPR Co-lab LALO (<http://goo.gl/3qhq2<sup>1</sup>>) platform.

The Parma student board facility will be utilised to facilitate student discussion of important themes.

#### Readings:

- User studies fro Digital library development. Edited by M. Dobрева, A. O'Dwyer, P. Feliciati, Facet publishing, 2012. ISBN 978-1-85604-765-4

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<sup>1</sup> Complete URL: [http://colab.cce.unipr.it/colab\\_lea/course/category.php?id=13](http://colab.cce.unipr.it/colab_lea/course/category.php?id=13)

- Ian Witten, David Bainbridge, How to build a digital library, Morgan Kaufmann, 2003, ISBN 1-55860-790-0
- David Lankes, The Atlas of new Librarianship, MIT Press, 2011, ISBN-10:0-262-01509-9

## Assessment

There are 3 components of assessment in the Users module.

### Task 1 20%

- a) Group presentation 30%
- b) Individual planning report based on above 70%

a: group presentation to be uploaded and presented within **9th October**

b: report to be presented during the **final presentation (6 and 7 November)** – to be submitted on the LALO platform **within 30<sup>th</sup> October**

### Task 2 40%

to be uploaded within 6th December

### Task 3 40%

to be uploaded within 31st December

Please always verify each task requisites in order to be informed about the times and methods of submission.

The module includes different kinds of activities that you accomplish both individually and collaboratively. You will find Activities within each topic in the LALO. Reading assignments are usually completed and due prior to the class on this topic. Thus, participating in this module is an active, ongoing process, in which individual and collaborative work is planned to support each other. Take a little time before class to review the material so you are ready to participate in class discussions.



## Task 1

a) This is a group task and all members of a group will be awarded the same mark. The task will be discussed in class.

Choose one of the Case studies of the DL inside the LALO environment.

Write an analytical profile of the Digital Library (DL); choose one of the functionalities of the DL and write the relevant analytical profile, which will serve as the context for a future evaluation of that DL. This will be presented in class.

### General assessment criteria

- Identification of relevant background information on the wider context in which the DL service is located.
- Use of that information in drawing up a relevant profile of DL users and functionalities.
- Good application of teamwork, including presentation and communication skills.

The submission will be made on the DILL International Master learning platform, LALO (<http://goo.gl/3qhq2>).

b) This is an individual task which is based on the DL library service that has been chosen for task 1, and it will be discussed.

Case study analysis on the design and functionalities of the chosen Digital Library, to evaluate the whole or part of one of the services. The evaluation must be user centered. The report will result in the discussion of the general approach to planning an evaluation project and it will not require any identification of the actual evaluation methods applied by the DL.

### General assessment criteria

- Identification and use of relevant background information on the wider context in which the Digital Library service/object is located. (an edited version of the information presented for task 1)
- Understanding of the importance of discovering user needs and information behaviour, their complexity and the need to respond to these.
- Statement and discussion of outcomes and impact of the evaluation.



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- Setting of relevant aims and objectives.
- Effective application of research methods and techniques in achieving stated objectives and answers to the research question.
- Understanding of general characteristics of user-centred approaches.
- The ability to make a case.
- Presentation skills

Word length not more than 1000 words.

Appendices may be used in addition.

The submission will be made on the DILL International Master learning platform, LALO (<http://goo.gl/3qhq2>).

## **Task 2**

This is connected to a reflective evaluation of your internship.

Submit at the end of International Study School an internship plan:

- a one-paragraph description of the personal goals of the internship;
- a list of tasks or objectives you wish to be accomplished by the intern.

Submit weekly reports throughout the internship.

Submit a self-evaluation report at the end of the internship.

Word length of self-evaluation report not more than 2000 words.

Appendices may be used in addition.

**Submission** - The submission will be made on the DILL International Master learning platform, LALO (<http://goo.gl/3qhq2>).

## **Task 3**

This is based on the digital library service of your internship organisation.

a) Write an analytical profile of the organisation in about 500 words, (for example purpose, mission, aims, function, customer/user base, funding etc.). This will serve as the context for task 2.

b) For this you need to choose an object, one service within the digital library, or

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<sup>2</sup> Complete URL: [http://colab.cce.unipr.it/colab\\_lea/course/category.php?id=13](http://colab.cce.unipr.it/colab_lea/course/category.php?id=13)

the whole of the digital library. This will be the focus of the assignment. Your chosen service is going to be re-launched in 2014, as an improved service for users.

Write a typology of the users for your chosen focus.

- Identify all the possible evaluation tools/methods available to you, in order to improve the quality of your chosen service for its users.
- Write a description of these tools and analyse and discuss their characteristics.
- Choose the methods you would use, and justify your choices, in terms of an improved service.
- Support your work by use of references.

### **General assessment criteria**

- Identification and use of relevant background information on the wider context in which the service/object is located.
- Understanding of the importance of discovering user needs and information behaviour, their complexity and the need to respond to these.
- Knowledge and understanding of evaluation methods and their appropriate application to a specific service/object.
- State expected outcomes and impact.
- Understanding of user-centred approaches.
- The ability to write well.
- Quality of presentation.

Please note you are NOT carrying out an evaluation. This is part of a plan.  
Word length not more than 2000 words.

The submission will be made on the DILL International Master learning platform, LALO (<http://goo.gl/3qhq2<sup>3</sup>>).

The **final assessment** consists of the following components:

Task 1 Group work: the production of a collaborative group project

Task 1 Individual assignment

Task 2 Internship plan, weekly assignments and self reflection

Task 3 DL evaluation plan at your Internship organisation.



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# Access to digital libraries

## Synopsis

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. The module starts from how technologies can enhance the way in which users create and access the digital content, including efficient information retrieval and accessibility and usability issues, and will focus on application and use of information and information lifecycle management.

## Learning outcomes

By the end of the module, students should be able to:

- utilise their knowledge of digital library technologies and to develop strategic approaches to digital library;
- plan, develop and manage a digital library programme;
- select appropriately from different technologies, procedures and equipment;
- make appropriate judgements about information architecture;
- justify their technological choices;
- present effectively their ideas and strategies.

TOPICS
A Digital Library Reference Model and Architecture
Access to information <ul style="list-style-type: none"><li>• Metadata and their standards (MARC, Dublin Core)</li><li>• Communication standards (Z39.50, OAI-PMH)</li><li>• Conceptual models and their representation (FRBR, RDF)</li></ul>
Information representation and retrieval <ul style="list-style-type: none"><li>• Representation of text, images, video, audio</li><li>• Text retrieval</li><li>• Content based Image and Video retrieval</li></ul>
Additional Digital Library services <ul style="list-style-type: none"><li>• Annotation</li><li>• Personalisation</li></ul>

## Learning and teaching strategy:

- Lessons and Seminars
- Workshops with experts, participation to TPDL
- Laboratory on Greenstone
- Internship
- Guidance and supervision through written documentation (archived in DSpace and UniPR Co-lab LALO (<http://goo.gl/3qhq2><sup>4</sup>) platform.

The Parma student board facility will be utilised to facilitate student discussion of important themes.

## Readings:

- Ian Witten, Alistair Moffat, Timothy C. Bell, Managing gigabytes, Morgan Kaufman, 1999 (second edition), ISBN 1-55860-570-3
- Christopher D. Manning, Prabhakar Raghavan, Hinrich Schütze: An Introduction to information retrieval, Cambridge University Press, 2007

Articles and reports from the web, that will be provided during the module, , in order to capture the latest advances in the developments of the relevant technologies.

## Assessment

There are 3 components of assessment in the Access module.

### Task 1      20%

to be uploaded and presented within 8th October

### Task 2      30%

to be uploaded and presented within 5th November

### Task 3      50%

to be uploaded within 31st December

Please always verify each task requisites in order to be informed about the times and methods of submission.

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<sup>4</sup>

Complete URL: [http://colab.cce.unipr.it/colab\\_lea/course/category.php?id=13](http://colab.cce.unipr.it/colab_lea/course/category.php?id=13)

### **Task 1**

List 4 Digital Library web sites that you believe should be taken as an example of a good digital library (2 in general and 2 suited for own country). Write approximately 400 words (one page) for each site.

Make a critical analysis evaluating the web site from three point of view:

- usefulness and value of the content (who is the “designated community ?)
- richness of functionality (is there something missing ?)
- ease of use (how is the user interface ? are all the functions visible ?, etc)

### **Task 2**

Building of a Greenstone collection (small groups of 2-3 persons). Group presentation.

Evaluation factors will be:

- Originality and richness of content (not size, but document types)
- Added functionality to Greenstone
- Personalization of Greenstone user interface

### **Task 3**

Write a technical plan (a report of about 4000 words) to implement a "real" DL using one of the Open Source software. The scenario should be the following.

You are in charge of setting up a (small or large) digital library (or of enlarging an existing one), and you should define what are your needs from a technical point view (HW, SW, skills, etc.). The starting point should be to assess the present situation, and then to set short, medium and long term objectives. Based on that, you can define what would be needed to achieve those objectives, possibly under different financial conditions (i.e. money available).

The submission will be made on the DILL International Master learning platform, LALO (<http://goo.gl/3qhq2<sup>5</sup>>).

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<sup>5</sup>

Complete URL: [http://colab.cce.unipr.it/colab\\_lea/course/category.php?id=13](http://colab.cce.unipr.it/colab_lea/course/category.php?id=13)

# Calendar: semester 2014/2015

## University of Parma

### DILL7 International Study School: 1st September – 5th september 2014

Please also look at the online calendar at: <http://goo.gl/q0Bgaq>

**It is expected that students will arrive at latest on Sunday 31st August**

The focus of the Study School will be

- the digital library - a combination of the user and technology,
- developing the digital library.

By the end of the summer school you will have:

- explored further the debates surrounding the digital library,
- explored further the dynamics of team work and your individual strengths and weaknesses.

### Learning and teaching

The following programme is indicative, and working will be flexible. Each day will involve formal teaching, directed student study, independent student both individually and groups, time to talk with staff, coffee and meal breaks. This will be indicated or negotiated at the start of each day, or where possible the evening before.

### International Study School Schedule

Pls also look at the online calendar at: <http://goo.gl/q0Bgaq> which is going to be regularly updated.

**Theme:** The Reflective practitioner - fulfilling the potential the digital library

**Learning outcomes:** By the end of the summer school you will have explored further and developed your ideas about the following topics:

- The reflective practitioner and the development of the digital library
- The role of research



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- The role of user-centred evaluation
- Project planning

### **Timetable:**

Each day will be an appropriate mixture of lectures, independent learning, group work and student presentation. Each day will start at 9.00 am and finish at 4.00. Meetings for internship are to be planned with Anna Maria Tammaro at the end of the lectures

There will be no less than one hour for lunch, usually 1.00 - 2.00 pm

### **Day one**

The potential of digital libraries: professional practice and personal philosophy

The reflective practitioner and research

The DILL Thesis

16.30-17.45 Internship plan

### **Day two**

Fulfilling potential - project management

16.30-17.45 Meeting of students with Anna Maria Tammaro

### **Day three**

User studies user-centred evaluation

16.30-17.45 Meeting of students with Anna Maria Tammaro

### **Day four**

User studies and user-centred evaluation

DILL Thesis Questions & Answers

### **Day Fifth**

Meeting with the Rector

Presentation of thesis ideas

## “Users” and “Access” Modules - Schedule

Lectures will be held from Wednesdays to Thursdays.

Date/week	Topic	Staff
<b>Wk 37</b> Wednesday 10/09-Thursday 11/09	User and usage Access	Anna Maria Tammaro Vittore Casarosa, Francesco Zanichelli
<b>Wk 38</b> Wednesday 17/09-Thursday 18/09	DILL6 at APARSEN in Florence	Anna Maria Tammaro Vittore Casarosa, Francesco Zanichelli
<b>Wk 39</b> Wednesday 24/09-Thursday 25/09	User and usage Access	Anna Maria Tammaro Vittore Casarosa, Francesco Zanichelli
<b>Wk 40</b> Wednesday 01/10-Thursday 2/10	User and usage Access	Anna Maria Tammaro Vittore Casarosa, Francesco Zanichelli
<b>Wk 41</b> Wednesday 08/10-Thursday 9/10	User and usage Access	Anna Maria Tammaro Vittore Casarosa, Francesco Zanichelli
<b>Wk 42</b> Wednesday 15/10-Thursday 16/10	User and usage Access	Anna Maria Tammaro Vittore Casarosa, Francesco Zanichelli
<b>Wk 43</b> Wednesday 22/10-Thursday 23/10	User and usage Access	Anna Maria Tammaro Vittore Casarosa, Francesco Zanichelli
<b>Wk 44</b> Wednesday 29/10-Thursday 30/10	User and usage Access	Anna Maria Tammaro Vittore Casarosa, Francesco Zanichelli
<b>Wk 46</b>	Internship	
<b>Wk 47</b>	Internship	
<b>Wk 48</b>	Internship	
<b>Wk 49</b>	Internship	
<b>Wk 50-52</b>	Final Assignment	

**Open Conferences and Tutorials** are organized during the period and are updated in the online Calendar (<http://goo.gl/q0Bgaq>).

The location of both tutorials and open conferences will be available on the LALO platform forums and will be inserted in the online calendar.

# Internship

## General aims

- a planned program of job training and digital library work experiences for students;
- assisting the students in career exploration and specialisation;
- integrating academic and professional curricula.

## Objectives

To provide opportunities for students to

- select and apply appropriate research methods,
- improve methodological and analytical skills,
- to work in a team,
- interact with information users and clients,
- plan, problem solve and take decisions,
- to become more aware of the professional world and its infrastructure,
- acquire positive professional ethics,
- increase employability by gathering evidence of experience.

## Structure

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.

## Parma responsibilities:

- Striving to obtain high quality work internship and assignments.
- Supporting the student in finding interesting internship.
- Arranging the content and level of the internship assignments and the procedures to follow with the three stakeholders –the student, internship providers and the mentors.
- Ensuring that the students are adequately supervised.
- Assessing the internship process and product against relevant criteria.

**DILL Internship supervisors : Anna Maria Tammaro, Ragnar Nordlie**

## Student responsibilities:

- Submit a work plan during the International Study School in Parma, at the beginning of the second year.
- Agree with their mentors in advance on their internship' specific learning



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goals and on the coaching and manner in which they intend to remain in touch.

- Submit weekly reports throughout the internship.
- Submit a self-evaluation at the end of the internship. (see Users and usage module outline)
- Submit the assignment (see Users and Usage module outline)

**Mentor responsibilities:**

- Must be more knowledgeable in the subject of the student's work than the student is.
- Submit a proposal before the internship begins.
- Help the student develop his or her assignment.
- Submit a final evaluation at the end of the internship.

To be done by the end of the International Study School in Parma:

- Students should agree with the Internship supervisor on which competences to work in particular.
- Their starting point should be the student's own personal development goals with relation to the expected activities.
- The student's personal performance should be central to the internship site choose.

# Masters' level and Reflective expertise

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

A student can be credited as having achieved level M if s/he:

- 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.

In considering M level, it may be useful to consider level 3 - which is graduate degree level.

A student can be credited as having achieved level 3 if s/he:

- Displays a thoroughly developed knowledge base which informs and is used in the development of practice to a high degree.
- Has developed an awareness of values and value systems and a wide range of perspectives, with evidence of sustained reflection upon these, leading to well-founded understanding of practice.
- Demonstrate skills of analysis and evaluations that are well-developed, enabling complex problems to be investigated and solutions proposed, with developed awareness of the value bases and perspectives involved in both problem-framing and problem solving.
- Has thoroughly developed awareness of all forms of communication within

professional context.

- Can analyse in depth own practice and then practice in the Information Profession in general, make substantial and sustained links between relevant theory and practice, and show considerable degree of self-direction in enquiry.

### **Reflective expertise**

A proposed definition is:

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.

## Coursework and assessment

### Marks and marking

#### Meaning of marks

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%.

#### Marking and moderation

Tutors are responsible for assigning a mark.

A sample of work from each module is moderated by another member of academic staff, to check consistency and standard of marking. This mark will be passed to you about 4 weeks after submission of work, via e-mail. You may then contact the module teacher for detailed written comments to help you to reflect on your assignment, and learn from it.

#### Marks

#### Mark meaning

##### **A (90+) exceptional**

The mark is awarded only exceptionally and where 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.

##### **A (80 - 89) excellent**

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.

##### **B (70 – 79) very good**

The mark is awarded for very good work; 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.

##### **C (60 - 69) good**

The mark is awarded for work which is good. It may,



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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.

- D (50 - 59) satisfactory** 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.
- E (30 - 49) poor** The mark represents clear failure(s) in understanding the question, or of ability or effort. The work may be thin or patchy and/or disorganised and/or poorly expressed.
- F (Below 30) very poor** The mark is likely to be awarded where apparent lack of ability or understanding is allied to, or results from, failure to apply sufficient effort.

Both Parma modules are assessed. All assessments are course work, there are no oral examinations. Some work may be required as part of your participation and contribution to the course but not be directly assessed, for example, some group activities during the International Study School.

### **Presentation of work**

All work presented should be word-processed, unless instructed otherwise. Specific instructions regarding presentation may be given in relation to particular pieces of work, otherwise the standards given here should be followed.

Longer pieces of work should generally:

- be divided into sections with clearly indicated headings,
- have pages numbered,
- have a list of contents showing the page on which each section begins.

When including quotations always:

- put them in 'quote' marks,
- quote accurately,
- indicate the source by means of a number and entry in a list of references.

References must always be cited correctly and consistently and set out using either the MLA Standard or Harvard style. Using colour in text and tables in documents detracts from, rather than improves their appearance. Colour in graphs and illustrations may be useful, but it should be neat, clean and used sparingly.

NB. Please retain a copy of all work submitted.

### **Submission of work**

Each module outline will have details of the person to whom you should send your work, and the date by which it must reach the appropriate person. You will receive an electronic receipt within 3 days. If you do not, you must contact the person to whom you sent the assignment.

### **Feedback**

Your mark will be sent to you electronically.

# Thesis at Parma University

## Thesis Outline

The overall aim of the thesis is to allow you to identify a topic of specific interest to yourself within the context of digital library. The master thesis shall be an independent academic product, awarding 30 ECTS credits. We stimulate you to write a thesis within the areas taught in the Parma DILL Master modules.

You will investigate the topic in depth and apply appropriate research methods to that investigation. You will work independently with the assistance of a supervisor, to carry out a critical literature review, identify and apply appropriate data collection techniques, conduct appropriate data gathering activities, carry out data analysis, present and discuss findings of the research. You will be expected to reflect on the approach you have taken and demonstrate an understanding of both the topic and the research process. The Master thesis may have a traditional scientific form or it may be connected to the development of i.e. a system or a program. If the student chooses to write a thesis of the last kind, the thesis must contain a clear element of scientific research connected to choice of methodology and testing in respect to the practical problem that are to be solved.

- There will be clear identification at appropriate stages, of the original and/or creative elements in the dissertation. The level of originality expected is likely to include the application of existing techniques to new environments, the use of original materials, the re-working of existing materials, and the use of comparative approaches.
- A discussion of the scope and aims of the dissertation, its theoretical and professional significance, including a discussion of the context in which the problem is seen as important.
- An analysis of the problem as incorporated in a critical review of relevant literature.
- An evaluation of methods used in the dissertation, their rigor/trustworthiness and a comparison with alternative methods.
- An account of the process of obtaining the data required for the dissertation and the results obtained.
- An analysis of the results of the dissertation enquiry to include a discussion of their significance, their relationship to other research, and any methodological or theoretical implications.

- The relationship of the findings to existing professional understanding and, where appropriate, potential implementation difficulties.

### Organization of the thesis work process

Once you have been assigned a supervisor, it is important that you complete the approval form as soon as possible, sign it – then send to your supervisor to sign. One copy is to be retained by the student, one by the dissertation co-ordinator (on behalf of the supervisor).

During the 4<sup>th</sup> semester of the DILL master course, a minimum of two thesis seminars will be arranged in Parma. In the seminars the students shall be prepared to give and receive comments on the work from co-students and teachers. Seminars will be documented on UNIPR Co-Lab, to ensure that all seminars are accessible to all students.

### **Thesis seminar 1: Preparation and methodology**

In this seminar the student should be able to present the subject or hypothesis to be studied. The form can be compared to a application for funding in a projects or admission to a PhD-program. The text presented should consist of about 5-8 pages with double spacing.

Questions to be covered at this stage:

- Introductory oversight of literature and research in the field, and reflection on how own project can connect to and build on existing research
- What is the projects material/ data?
- Short reflection over relevant theoretical approaches
- Formulation of questions to be answered in the thesis, based on overview of sources and theoretical approaches
- Methodological discussions and design
- Plan for further work.

### **Thesis seminar 2: Analysis**

In this seminar an outline for the analysis of the thesis should be presented.

A finished master thesis will after this normally include:

- Formulation of problem/hypothesis/subject to be studied and a short description of the background for the problem.
- Review of literature presenting the research status on the area
- Methods used
- Choices and limitations that has been made

- Results
- Conclusion and suggestions for further work

### **Thesis layout**

The Master thesis shall be delivered in a pdf-file in Parma Dspace repository, in addition to the copies sent to Oslo. The thesis must be completely ready for printing, including scanned annexes.

Margins shall be as follows:

Left (binding edge): 30mm

Other margins: 15mm

Double or 1,5 spacing should be used, except for indented quotations or footnotes where single spacing may be used.

Pages should be numbered consecutively through the main text including photographs and/or diagrams which are included as whole pages. Such photographs and/or diagrams should be firmly fixed in place and where appropriate indexed separately by reference to the facing page. Page numbers should be located centrally at the bottom of the page. The pagination of appendices should be continuous but distinct from the main text.

### **Title Page**

The title page shall give the following information in the order listed:

1. The full title of the dissertation and the sub-title, if any.
2. The full name of the author.
3. The qualification for which the dissertation is submitted.
4. The name of the International Master in Digital Library Learning.
5. The year of submission.

The Title should describe the content of the dissertation accurately and concisely.

### **Abstract**

There shall be an informative abstract bound into the dissertation which provides a synopsis of the dissertation, stating the nature and scope of work undertaken and of the contribution made to the knowledge of the subject treated. Abstracts of dissertations are deemed to be an integral part of the work to be examined and must be produced in strict accordance with the following requirements:

The abstract must not exceed 300 words, must be produced in single-spacing on one side of A4 paper and must be suitable for photographic reproduction. The

abstract must show the author and title of the dissertation in the form of a heading.

### **Table of Contents**

The table of contents shall immediately follow the abstract. It shall list in sequence, with page numbers, all relevant sub-divisions of the dissertation, including the titles of chapters, sections, and sub-sections, as appropriate; the list of references; the bibliography (if any); the list of abbreviations and other functional parts of the whole dissertation; any appendices; the index (if provided).

### **Lists of Tables and Illustrative Material**

The list of tables and illustrations shall follow the table of contents and shall list all tables, photographs, diagrams, etc., in the order in which they occur in the text. Page references in the list, except for diagrams included in the text, shall be to the page which the illustration faces or, if bound act as a recto, to the page which it follows.

### **Acknowledgements**

Any acknowledgements shall be on the page following the table of contents.

### **Declaration and Plagiarism Disclaimer**

“The opinions expressed in this dissertation are solely those of the author and acceptance of the dissertation as a contribution to the award of a degree cannot be regarded as constituting approval of all of its contents by the Division of Information & Communication Studies”.

I certify that all material in this dissertation which is not my own work has been identified and properly attributed.

Signed:.....

Date:.....

When submitting a dissertation, the author shall also indicate in a declaration any material contained in the dissertation which he/she has used before. If the dissertation is based on joint research, the nature and extent of the author's individual contribution shall be indicated. The declaration shall immediately follow the acknowledgements under a separate heading. This should also include a formal plagiarism disclaimer.

### **Abbreviations**

Any abbreviation should be those in normal use; where necessary, a key to



abbreviations should be provided.

## Thesis Assessment in Parma

### **Level of complexity                      10%**

This is the level of complexity and the degree of difficulty of the topic chosen and/or the approach taken by the research study. Elements of novelty will also be included in this area.

### **Background                                      15%**

Clearly defined topic area with relevant and realistic aims and objectives. Evidence of a comprehensive literature search and a critical review of the literature.

### **Methodology                                      20%**

Discussion of methodological choices and appropriateness of chosen methodology. Justification of choice of methodology and individual methods with support from the literature. Suitability of the chosen methods to both the aims and objectives of the study and the methodology. Application of research methods.

### **Analysis    25%**

Appropriateness of chosen method of analysis to the data collected. Approach to and interpretation of the data collected.

[This should be evaluative, analytical and/or comparative rather than purely descriptive.]

### **Conclusions                                      20%**

Degree to which the conclusions drawn respond to the initial aims and objectives of the study. Evidence that the conclusions can be traced back to evidence from the raw data collected. Recommendations and/or ways forward that are linked to the initial aims of the study.

### **Presentation and format                      10%**

Appropriateness of physical presentation of data. Overall presentation and layout. Spelling, grammar, style and citation.

Your work is independently marked by two members of staff, your supervisor's mark has double the weight of that of the second marker.



# The Course Team

Over all responsibility for the course is delegated to the Local Course Coordinator. The Local Course Coordinator in Parma is Prof. Anna Maria Tammaro.

## Main teachers

Professor : Anna Maria Tammaro (AMT)  
Professor : Vittore Casarosa (VC)  
Professor : Pat Dixon (PD)  
Professor: Elena Corradini (EC)  
Professor: Francesco Zanichelli (FC)  
Professor: Luca Veltri (LV)

## Teaching staff



**Anna Maria Tammaro**

E-mail: [annamaria.tammaro@unipr.it](mailto:annamaria.tammaro@unipr.it)

Anna Maria Tammaro has a PhD in Information Science and is a Professor at the University of Parma since 2000. She teaches the undergraduate course “Digital publishing” and the postgraduate course “Digital Library”.

Her research interests are focused on internationalisation of LIS education and Digital Library.

She is member of the IFLA Governing Board, Chair of the IFLA Division IV Support Services. She is Vice President of the Italian Digital Humanities Association.



**Vittore Casarosa**

E-mail: [casarosa@isti.cnr.it](mailto:casarosa@isti.cnr.it)

Vittore Casarosa graduated in Electrical Engineering at the University of Pisa and after a few years spent at a center just established in Pisa by the Italian National Research Council to do research on “Electronic Computers” (that center is today ISTI, the Institute for Science and Technology in Informatics), he has spent many years in the R&D laboratories of IBM in

Italy, France and in the US. Since 1996 he is Senior Research Associate of the Italian National Research Council at ISTI, where he is associated with the activities of the Multimedia Laboratory in the field of Digital Libraries; from 2000 to 2007



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he has been Deputy Director of DELOS, the Network of Excellence on Digital Libraries.

Since 1996 he has a teaching assignment at the Department of Engineering at the University of Pisa, where he teaches a course on Technologies for e-Commerce. Since 2007 he also has teaching assignments at the Open University of Bolzano (department of Computer Science), at the University of Parma (DILL International Master) and at the University of Pisa (department of Digital Humanities), where he teaches courses on Digital Libraries.



**Elena Corradini**

**E-mail:** [elena.corradini@biblio.infotn.it](mailto:elena.corradini@biblio.infotn.it)

She is a chief public librarian in Ala (province of Trento, Italy) since 1997, after a short period as an assistant librarian in a research library in Trento. She graduated in Modern Foreign Languages and Literatures in Trento in 1992 and was awarded in 2004 the Master of Science in International Information Studies from the University of Northumbria (Newcastle, UK) and Parma (Italy). Since March 2009 she has enrolled in the PhD course "Knowledge Society and Information Transfer" at the University of Zadar (Croatia), which offers the course in cooperation with the Universities of Osijek (Croatia), Ljubljana (Slovenia), UCLA (USA) and Rutgers (USA). Her research interests are in public library services for children and youth, the education and training of public librarians, the cultural information transfer among generations.



**Pat Dixon**

**E-mail:** [dixonap@aol.com](mailto:dixonap@aol.com)

After qualifying as a professional librarian at Loughborough, Pat became an Associate of the Library Association in the UK (now CILIP). She worked for several years in public and school libraries, and then qualified as a teacher and worked in a high school for many years, first as an English teacher, then as Head of Business and Information Studies.. Her last full time job was as Principal Lecturer at Northumbria University, where she was Programme Director for the School of Computing, Engineering and Information Science. Whilst here, she was Course Leader of the Masters International Information Studies from 2000, a joint course written and developed with Parma University, one of the first joint international courses in Europe. She now works for Parma University teaching on the International Masters course. Her research interests include information need seeking and use



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and measuring library performance.

## Luca Veltri

**E-mail:** [luca.veltri@unipr.it](mailto:luca.veltri@unipr.it)

Luca Veltri is currently a Professor with the Department of Information Engineering of the University of Parma where he is currently teaching Network security and Laboratory.



## Francesco Zanichelli

**E-mail:** [francesco.zanichelli@unipr.it](mailto:francesco.zanichelli@unipr.it)

Francesco Zanichelli received the Dr.Eng degree in Electronic Engineering at the University of Bologna and obtained a research grant from IBM Italy in the area of industrial robotics at the same university. He spent a research period at the University of Florida to work on mobile robotics. In 1994 Francesco Zanichelli received his Ph.D. degree in Information Technologies at the University of Parma. Francesco Zanichelli is currently an Aggregate Professor with the Department of Information Engineering of the University of Parma where he is currently teaching Operating Systems. The research activity, initially focused on intelligent robotics and later centered around distributed and multimedia architectures and systems, has been carried out in the framework of several regional, national and international research programmes, such those funded by Emilia-Romagna region, the national Research, NATO and the European Commission.



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## Tutors and contacts for students

### Parma Local Coordinator and Guidance tutor:

**Anna Maria Tammaro**

**E-mail:** annamaria.tammaro@unipr.it

**Tel.** +393497403306

**Skype:** tammaro48

**Office:** V.le G.P. Usberti, 181/A - Campus Universitario

**Office schedule:** Wednesday 16-18 (Other times by appointment)

### Learning support tutor (online learning platform):

**Sara Valla**

**E-mail:** sara.valla@unipr.it

**Tel.** +39-0521-904744

**Office:** Parma, Viale S. Michele 9

### Support staff:

**Alessandro Bernazzoli:**

**E-mail:** alessandro.bernazzoli@unipr.it

Settore Ricerca Privata, Trasferimento Tecnologico e Contratti con Organismi Pubblici e Privati

(Area for Private Research, Technological innovation and Agreements with public and private organisations)

**Tel:** +39 0521 034037

**Fax:** +39 0521 034074

### Subject Librarian:

**Fabrizia Bevilacqua**

**E-mail:** fabrizia.bevilacqua@unipr.it

Settore Biblioteche e Musei

(Library and Museum Area)

**Tel.:** +39 0521 032206

**Fax:** +39 0521 032215

