STUDENT AND ACADEMIC SERVICES



**MODULE SPECIFICATION**

| Part 1:  Information | | | |
|---|---|---|---|
| Module Title | Knowledge Organisation | | |
| Module Code | UFCFLD-30-M | Level | Level 7 |
| For implementation from | 2018-19 | | |
| UWE Credit Rating | 30 | ECTS Credit Rating | 15 |
| Faculty | Faculty of Environment & Technology | Field | Computer Science and Creative Technologies |
| Department | FET Dept of Computer Sci & Creative Tech | | |
| Contributes towards | Information Management [Sep][FT][Frenchay][1yr] MSc 2018-19 | | |
| Module type: | Project | | |
| Pre-requisites | None | | |
| Excluded Combinations | None | | |
| Co- requisites | None | | |
| Module Entry requirements | None | | |

| Part 2: Description |
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| **Educational Aims:** See Learning Outcomes<br><br>**Outline Syllabus:** Introduction to information: theories of information and communication, purpose and philosophy of information. Theories of language, grammar and logic. The impact of information technology, databases and new forms of data representation.<br><br>Practice of information organisation: pre-coordinate methods versus modern statistical searching.<br><br>Digital information representation: information formats (documents and multimedia) and digitisation. Selection polces and quality control in digitisation projects. Information identifiers: DOI, ISBN.<br><br>Overview of databases: relational structures, database design and data integration problems. |

Markup for adding semantics to documents and preserving structure. Markup language standards, HTML and XML.

Metadata: Document and content analysis, theory design and application of metadata element sets such as Dublin Core, MARC-XML, MODS, TEI and METS; Balancing user needs, content and context in designing metadata schemes and application profiles.

Taxonomies, ontologies and classification: Cataloguing, AARC2, and MaRC, access control, controlled vocabularies, thesauri and OWL. Example domain ontologies e.g. FRBRoo, INDECS.

User-oriented/"bottom up" classification: tagging and folksonomy. Comparison to "top down" approaches. Crowdsourcing classification and content enrichment work.

Semantic Web technologies: RDF and microformats, SPARQL and Linked Open Data.

Information seeking behaviour, theories of information retrieval, search algorithms and search evaluation. Designing and implementing search.

Planning and implementing digital collections. User interface design and information architecture principles. Selecting and configuring digital collection management systems.

Legal and preservation considerations in digital collections. Intellectual property rights and preservation lifecycle planning.

**Teaching and Learning Methods:** Contact time will be 48 hours within a single semester.

Scheduled learning (48 hours) will include lectures, seminars, practical classes and workshops.

Independent learning (250 hours) includes hours engaged with essential reading, assignment preparation and completion.

## Part 3: Assessment

The module will be assessed by means of a portfolio of outputs created by students working alone or in groups throughout the term. Students will upload the outputs as created to the Blackboard virtual learning environment. Feedback will be given in class and/or through Blackboard. At least two milestones will be selected for more extensive feedback and peer review of the outputs, with provisional marks being allocated.

While specified tasks and outputs will vary they may include:
Valid, hand-coded XML, HTML and RDF files showing and conforming to best practice.
Excerpts from ontologies or structured vocabularies for an example domain.
Metadata scheme designs based on common standards for specific use cases.
Catalogue records showing correct selection and use of scheme elements.
Critical comparisons of structured classification systems with user-based approaches (tagging and folksonomy).
Digitisation and preservation policies or plans for specific scenarios.
Screenshots/links from Digital Collection Management Systems configured for specific content and/or metadata.
Search systems built for specified document collections, conforming to specified retrieval criteria.
Comparative evaluations of a set of search and retrieval interfaces, based on predefined criteria.
Short literature reviews on topical issues in knowledge organisation.

Portfolio entries will typically be accompanied by short reflective or evaluative commentaries of 2-500 words.
Between 5 and 10 portfolio entries will be required depending on the tasks selected.

Marks for the students' full portfolio will be finalised by tutors at the end of the module. High level assessment criteria for the portfolio will be:
Outputs conforming to standards and (where applicable) pass validity tests against a standard or schema.
Outputs show the application of best practice as introduced in the appropriate module session.
Outputs meet constraints introduced by the scenario relating to the needs of the end user, the nature of the content and the specific needs of the target domain.
Outputs show creative solutions to these constraints.

Evaluative and reflective content shows learning, an understanding of the methods used and recognition of where further work or improvement is needed.
Literature reviews show identification of appropriate literature, critical review thereof, and succinct synthesis of themes and ideas.

| First Sit Components | Final Assessment | Element weighting | Description |
|---|---|---|---|
| Portfolio - Component A | ✓ | 100 % | Portfolio |
| Resit Components | Final Assessment | Element weighting | Description |
| Portfolio - Component A | ✓ | 100 % | Revised portfolio |

| Part 4: Teaching and Learning Methods | |
| --- | --- |
| Learning Outcomes | On successful completion of this module students will be able to: |

| | Module Learning Outcomes |
| --- | --- |
| MO1 | Understand the nature of information in digital and traditional forms |
| MO2 | Design and apply classification schemes representation formats for information resources using conventional library methods and contemporary digital approaches |
| MO3 | Gain an advanced knowledge of information needs, information seeking behaviour and approaches to information retrieval |
| MO4 | Develop competence in planning, selecting, implementing and evaluating digital collection management systems and information retrieval tools |
| MO5 | Understand legal, managerial and sustainability issues in providing access to and preservation of digital materials |
| MO6 | Create outputs that balance the requirements of users and context while capturing the essential qualities of the content |
| MO7 | Develop critical thinking, evaluative and research skills |

| Contact Hours | **Contact Hours** | |
| --- | --- | --- |
| | **Independent Study Hours:** | |
| | Independent study/self-guided study | 252 |
| | **Total Independent Study Hours:** | 252 |
| | **Scheduled Learning and Teaching Hours:** | |
| | Face-to-face learning | 48 |
| | **Total Scheduled Learning and Teaching Hours:** | 48 |
| | **Hours to be allocated** | 300 |
| | **Allocated Hours** | 300 |

| Reading List | *The reading list for this module can be accessed via the following link:* <br><br> https://uwe.rl.talis.com/modules/ufcfld-30-m.html |
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