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# WORKSHOP: CHANGING CURRICULUMS FOR A CHANGING WORLD?

## *Living in Interesting Times: Digital Preservation Education, Pedagogy and Skills*

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**Abstract** – As we live through the significant challenges of pandemic, information wars, climate change, and war in Europe, what skills do current students and future practitioners need to cope with managing digital materials in our historical moment? What might a holistic syllabus encompassing DP skills, knowledge, and personal qualities alongside awareness of social and political trends, and an understanding of the interplay between the two, look like in a Higher Education context? This workshop aims to discuss and disrupt the ideas around Digital Curation (DC) and Digital Preservation (DP) education for future professionals and those managing digital collections. It will bring together stakeholders drawn from the those delivering DP education, those learning, employers, and practitioners, to interrogate and reflect on the suitability of existing curricula in Higher Education (HE) for a changing world.

**Keywords** – Pedagogy, Skills Training, Education.  
**Conference Topics** – Community, Resilience.

#### I. INTRODUCTION

Information Studies at the University of Glasgow runs three programmes at undergraduate and Master's level that incorporate Digital Curation (DC) and Digital Preservation (DP) across the curriculum. All are accredited by CILIP and ARA. While a good number of our students do move to employment in the cultural and heritage sector, many students take roles across different sectors that are not directly engaged in digital preservation. Our experience is that digital preservation is, like information literacy, a key skill for the world and our students in whatever roles they shape and inhabit in the years to come.

Increasingly, however, those roles will be shaped by global events that present significant challenges to existing DP practices and knowledge. The climate emergency requires us to interrogate the environmental impact and sustainability of DP processes; the pandemic requires us to reassess how digital materials are preserved and made accessible in a time of crisis; and war in Eastern Europe necessitates a deep understanding of

misinformation and securing digital culture in crisis. iPRES 2022 therefore presents an ideal opportunity for us to reassess skills and knowledge, and the mechanisms by which they are taught in HE, to ensure students and future practitioners are equipped for these emerging challenges.

#### A. *Aims*

The overall workshop aim is to assess whether DC and DP education in Higher Education continues to meet community needs. Existing frameworks detail the knowledge, skills and experience required for DP and DC practitioners. DigCurv [1], and subsequent frameworks [2], encompass personal and professional qualities alongside domain expertise and intellectual abilities. However, considering the significant challenges posed by climate change, conflict, and pandemic, this workshop provides a timely moment to interrogate our existing syllabi and pedagogies, to equip practitioners for a changing and demanding world.

The workshop will therefore address three overarching questions that will structure discussions and inform a subsequent academic paper:

- 1.) What is the current status of DC and DP education in HE institutions?
- 2.) What emerging skills and knowledge will DP practitioners need in the coming years?
- 3.) How might existing frameworks require adapting to meet these emerging needs?

#### B. *Workshop Structure*

This in-person workshop will consist of two 90-minute blocks. These workshops will be structured around the following topics:

##### **Block A:**

- Plenary Presentation: The State of Play in DP/DC Education (30 minutes)
- Presentation and Discussion: DP Education and Global Crisis (30 minutes)
- Breakout 1: What skills and knowledge will DP practitioners need in the coming years?

##### **Block B:**

- Breakout 2: How might existing frameworks require adapting to meet these emerging needs? (30 minutes)
- Feedback session and synthesis (45 minutes)
- Summary and next steps (15 minutes).

#### C. *Participants*

We aim to attract a wide range of participants, drawing on the experience of educators, practitioners, students, and others. This is likely to include the following groups:

- Educators in HE and elsewhere;
- Practitioners interested in skills development;
- Former students in taught programmes with a DP/DC component;
- Current Postgraduate Research students;
- DP practitioners with expertise in skills and training, for CPD or within their organisation;
- Digital archivists from UofG Library and Archive Services;
- Researchers/practitioners with interests in social, environmental, and political contexts within which DP/DC activities operate.

The workshop is built around breakout discussions to ensure attendees can actively contribute, with speakers from various backgrounds.

#### D. *Workshop Outcomes*

The main outcome will be a paper submitted to a relevant journal, proposing how DP pedagogy and syllabi might react to the new challenges of preserving digital content in a world faced with pandemic, war and climate emergency. The organisers have a longstanding interest in pedagogies for digital curation [1] and digital humanities [3], and seek to work with the broader community to address these vital topics.

The workshop discussion will inform this paper, and participants will be invited to contribute directly as co-authors – although this will not be a requirement. More broadly, we hope this workshop will lead to an inclusive community of practice with shared interest in the changing contexts for DP education and training, and which will be able to contribute to further research in this area.

Me – 5-10 minutes intro

Four speakers, fifteen minutes each. All speakers to address global crisis in some way

Ann – matching skills to accreditor frameworks / graduate attributes

Sharon – N2KH + training and skills for practitioners

Zoe – student perspective

Kate – wide-ranging personal experience as educator/employer/practitioner

= Breakout 1 – spanning fifteen minutes each either side of lunch (30 total)

- Breakout 2 – 30 minutes
- Feedback, synthesis and next step – 45 minutes

## 1. REFERENCES

- [1] L. Molloy, A. Gow, and L. Konstantelos, "The DigCurv curriculum framework for digital curation in the cultural heritage sector. *International Journal of Digital Curation*, vol. 9(1), pp. 23-241. June 2014.
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- [3] F. Benatti, P. Gooding, and M. Sillence, "Learning digital humanities in a community of practice: the DEAR model of postgraduate research training. *Digital Humanities Quarterly*, vol. 15(3). 2021.