November 10, 2013

Metadata Evaluation and Development: Erasmus Usage Exercise

James Gross, Drexel University

Available at: https://works.bepress.com/jamesgross/44/
Assignment#4

Metadata Evaluation and Development:

Erasmus Usage Exercise

James Gross

Drexel University, Info 653

Dr. Ding

11/10/2013
Introduction:

The objective of this assignment was to help me develop some experience with a digital library’s collection development and metadata maintenance process. In this assignment, I was a volunteer for ipl2 to work on the backend database that is not available to general users.

Ipl2’s metadata records are maintained through Erasmus, a database specially designed for ipl2. As a student user, I accessed this database with a proprietary password here:

https://erasmus.ipl.org/Erasmus

As part of this assignment, I was assigned 5 ipl2 records to work with. These were considered to be “broken links” that needed to be fixed.

I engaged in the following work:

1. I did a link verification first for each of the records assigned to me.
2. I updated the metadata records in Erasmus for those “recoverable links”. I was asked to try to make the metadata records as complete as possible.

   I was requested to do at least two metadata record updates. I was also asked to write a short report including:

   a) The problems I identified in each of the records I worked on, making sure to include item ids.
   b) What changes I made to the metadata records.
   c) A brief discussion of my general impression of the ipl2 metadata and my experience using the Erasmus tool.
Impact of Youth’s Use of the Internet on the Public Library

http://www.urbanlibraries.org/research/archives.html
Summary of findings from a 2002 “survey of 4,237 youths in both public and private schools (grades 5 through 12) in the Buffalo-Niagara region of Western New York State.” Topics addressed include Internet access from home, race and sex differences in Internet access, and Internet access and library visits. From the Urban Libraries Council (ULC).

Report:

a. [problems] This record is no longer on the (www.urbanlibraries.org) website. In addition, some of the information in this record is factually incorrect.

b. [changes]. I did a minor adjustment to the description, added the creator, added the publisher, and added the publication year.

After extensive research, I was able to identify the source of this survey. The survey was conducted in 2007, and consisted of a “survey of 4,032 youths” (D’Elia, 2007, p. 2080).


A citation link was found at: http://dl.acm.org/citation.cfm?id=1324534

See the below reference:

46. res:lii-13482

Olympic Museum Lausanne

http://www.olympic.org/uk/passion/museum/home_uk.asp

Provides information about the Lausanne, Switzerland, museum that aims to "make visitors aware of the breadth and the importance of the Olympic Movement." Features a guided tour of the museum and many images of objects from the collection. Also includes an archive of exhibits on topics related to the Olympic Games and other major sporting events. Searchable. Also available in French. From the International Olympic Committee (IOC).

Report:

a.[problems] This is an obsolete link and has erroneous and outdated information. The museum is currently under construction. This record would require a complete re-write with a different link.

b.[changes] Per the instructions “Erasmus Link Checking Procedure,” I am leaving this record “as-is” due to the need to do a total re-write of the Erasmus record.
WTO and GATT Research

http://www.law.nyu.edu/library/wtoguide.html

A research guide for the World Trade Organization (WTO) and the preceding system, the General Agreement on Tariffs and Trade (GATT). It focuses on sources from the United States, including official documents, schedules on tariffs and services, and information about dispute settlement, trade policy review mechanisms, and U.S. practice of international trade law. Among the resources are books, microforms, and Web sites. Developed by librarian Jeanne Rehberg for the Law Library Resource Xchange (LLRX).

Subjects:

http://www.law.nyu.edu/library/wtoguide.html

Report:

a. [problems] This entry had a bad link.

b. [changes]. I added the following metadata fields: (subjects): WTO & Gatt Research Guide, World. (title identifier): URL was updated. (date): publication year added. (Rights): © 2013 New York University School of Law was added.
ASIL Guide to Electronic Resources for International Law

http://www.asil.org/erghome.cfm

A mature, regularly updated guide "…devoted to electronic resources, freely available to international legal researchers around the globe." Broken into chapters for human rights, treaties, United Nations, international criminal law, and other topics. Note: The search function is for the ASIL site in general, and does not retrieve documents from the guide; browse chapters to find content. From the American Society of International Law.

Report:

a. [problems] This website had a bad link.

Dezignar: interior Design Collective

http://www.dezignare.com

This "guide for interior design" provides news and information for interior design professionals. It features an international list of selected designers (and a list of related services, such as furniture refinishing and feng shui), a design library with links to sites about various historical design periods from ancient to modern, links to interior design magazines, a list of design centers for the trade, and more.

Report:

a. [problems]. This is a defunct website. No information on this website is available.

b. [changes] I did not update this record per the instructions “Erasmus Link Checking Procedure.”
C. Impression of ipl2 metadata and my experience with the Erasmus tool

This Erasmus exercise is an example of cataloging assignments for digital library classes (Khoo, 2013, p. 101). The Erasmus tool is helpful for student education as it demonstrates usage of metadata in real world usage. In addition, assigning the Erasmus tool as a metadata class exercise helps to support the work done by the staff of the Internet Public Library (Khoo, 2013, p. 102).

What is Erasmus? Erasmus is a crosswalk of metadata to Dublin Core, based in a Fedora Commons database (Khoo, 2012, p. 423). It is a new tool being used by ipl2 staff and graduate students to help create, edit, and administer DC encoded metadata records (Ibid, p. 423). It assists in building catalog interfaces (Ibid, p. 423).

My impression of the ipl2 metadata was that the fields appeared to be sufficient for both subject and title searches. I did not find any issues with the metadata data fields. Each data field had a clickable question mark which provided a brief explanation of the intended data. I clicked these fields to verify my additions were pertinent to the field.

In regard to my experience with the Erasmus tool, I read and followed the instructions contained within the “Erasmus Link Checking Procedure.” I also reviewed some of the DC documentation. I found it to be helpful to review existing ipl2 descriptions, links, and metadata to compare against my assigned records.

In my usage of the Erasmus tool, I used the record management portal, entered my assigned PID numbers, and worked on updating those records which could be amended. I was able to see my record metadata, but I was only able to see my record resources using one web browser, IE8.

I updated three records with working url’s, using Google. I was able to verify the websites in a separate screen using the Google browser, but they did not appear within the Erasmus split screen IPL window. I was puzzled by this, and later tried the browsers of Firefox and Internet Explorer. Internet Explorer 8 was the only web browser which showed the updated websites of my modified records (13494, 13478 and 13475).

Per the Erasmus User Manual v.2, one is supposed to be able to see the record metadata on the left, and the record resource on the right (Erasmus, 2013, p. 9).

I have two recommendations: (1) Links to the DC documentation should be added to the help section of the Erasmus website. In my opinion, the brief mention of it in the procedural page was insufficient, (2) Add a brief explanation to students in the Erasmus exercise instructions handout regarding browser usage. This should include a brief sentence mentioning that students might experience possible differences in page display when using the web browsers IE, Firefox, or Google Chrome. Not all students will bother to try all three web browsers.
References:


At the beginning of each term, students must submit the following statement with their signature:

I certify that:

- I will submit only my own original work, created without unauthorized collaboration.
- I will not quote the words of any other person from a printed or audio source or a website without indicating what has been quoted and providing an appropriate attribution/citation.
- I will not submit work in this course that has been used to satisfy the requirements of any other course or created to meet other, non-academic requirements.

Signature   james gross
Date        11/10/2013