

Course delivery instructions
Digital Preservation at Oxford and Cambridge
Pilot training programme – 2018

Course title:	<i>Introduction to digital preservation</i>
Recommended course length:	3 to 3.5 hours with a 30-minute comfort break <ul style="list-style-type: none"> • Lecture and demos: 1.75– 2.25 hours • Exercises: 30 – 45 minutes
Recommended class size:	Up to 40 participants Preferred room set up: Lecture style or U-shape seating arrangement with desks for notetaking
Recommended number of trainers	<ul style="list-style-type: none"> • Minimum: 1 trainer, 1 facilitator • Preferred: 2 trainers (taking turns with delivery and facilitation), 1 extra facilitator for a full class
Classroom equipment:	<ul style="list-style-type: none"> • Computer with internet access (for the trainer) • Siegfried demo image and slides loaded onto the trainer’s computer • Projector • Whiteboard/flipchart • Whiteboard/flipchart markers • Print outs (exercises, quiz letters) & printed demo sheet (for instructor) • Pencils
Course description:	<p><i>This course provides the opportunity to learn the basics about digital preservation and why it is important for digital collections. It will cover common terms, concepts, tools, standards, and preservation actions.</i></p> <p><i>Come along if you want to learn about the risks to digital materials and how digital preservation can help protect against them over time. This course features practical demonstrations and activities on various digital preservation concepts.</i></p>
Learning outcomes:	<ul style="list-style-type: none"> • <i>What digital preservation is, common risks that it mitigates against and why it matters</i> • <i>Common terms and concepts from the OAIS reference model</i> • <i>Become familiar with major digital preservation standards</i> • <i>Understand what are some of the tools and techniques used to preserve digital objects</i>

<p>Pre-course requirements:</p>	<p>All participants are welcome.</p> <p>Participants do not require any previous knowledge about digital preservation, though should have basic IT skills. For those with very low technical skills, an introduction to the digital environment or a digital literacy course would be a recommended prerequisite though not required.</p>
<p>Content provided in ORA data set:</p>	<p>Slides: File name: <i>intro-to-digital-preservation_dpoc</i> (PPTX – PowerPoint 2013)</p> <p>Notes about slides: It is recommended to add examples of how things are being implemented, or not, at your own organisation as well as an explanation of why or why not. This helps participants with understanding concepts and the organisation better, as well as creating awareness and buy-in for digital preservation.</p> <p>Demos for instructor: File name: <i>demo-sheet</i> (PDF and DOCX version)</p> <p>Notes about demos: This sheet outlines the recommended demonstrations for the course. The slide where the demo should take place is listed on the sheet and in the speakers notes on the slides. It is recommended to test the demos before the course and to have the necessary websites preloaded to save time.</p> <p>Image for Siegfried demo: File name: <i>siegfried-demo-earthise.tif</i> (actually a JPEG file)</p> <p>Notes about the image: The extension for the demo image should read .tif so it looks like a TIFF file, but it should actually be a JPEG file so that Siegfried identifies the discrepancy. That way you can explain how extensions can be misleading and file signatures are more accurate.</p> <p>Handouts:</p> <ol style="list-style-type: none"> 1) Exercise booklet and glossary: <ul style="list-style-type: none"> • File name: <i>intro-to-dp-exercise-booklet-and-glossary</i> (PDF and DOCX version) 2) Quiz letters: <ul style="list-style-type: none"> • File name: <i>quiz-letters-print-doublesided</i> (PDF and DOCX version)