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Bastian, J.A., Cloonan, M.V. and Harvey, R. (2011) From teacher to learner to user: Developing a Digital Stewardship Pedagogy. *Library Trends*, 59(4), pp. 607-622.

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Digital stewardship

As we increasingly see our cultural heritage institutions – galleries, libraries archives and museums (or GLAM) – converging in the digital environment, the significance for library and information sector education cannot be underestimated. With emerging new roles and areas of practice, we are being lead further down the path of the truly all-rounded information professional.

One such emerging and evolving area of practice is what the authors refer to as 'digital stewardship'. Encompassing more than digital curation and digital preservation, digital stewardship takes a more holistic view of data creation, maintenance, preservation, dissemination and exhibition. It is concerned with all practices and issues that the professionals in these roles may experience, including an understanding of user requirements and the historical, social and policy contexts in which the data was created and in which these professionals now operate. In the cultural heritage environment, this includes ensuring that the digital objects we create today will still exist and be usable in the future.


Two major projects that informed the development of the digital stewardship pedagogy

discussed in this paper are the *Digital Library Curriculum Project* (curric.dlib.vt.edu/) and the *Digital Curation Curriculum Project* (known as *DigCCur*, www.ils.unc.edu/digccurr/) that investigates digital curation, preservation and stewardship. The authors argue that in any digital stewardship curriculum, "content cannot be separated from context, and there must be a significant emphasis on the role of policies [and] the demands of social issues". It is further noted that other courses – such as digital libraries, electronic records and information media – incorporate aspects of digital preservation within their subject matter, further evidence of the blurring 'information professional' boundaries.

As a result of their investigations, the *Digital Curriculum Laboratory* (DCL) was created at the Graduate School of Library and Information Science at Simmons College. Although experimental, it is a key component of the newly developed "Cultural Heritage Informatics curriculum, specifically designed to address the digital

convergence of cultural heritage institutions". The DCL provides a hands-on, virtual space, where students can interact and experiment with a range of software tools and content. Any emerging area brings new challenges and exciting opportunities, and digital stewardship is no exception.


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