

The topics cover from basic knowledge in ICT and digital information to managerial aspects of an ETD project. It addresses standards, metadata sets, authors rights, national and international consortia, open archives and the development of projects in universities. The final activity is writing the outline of a pre-project.

The topics of the course are:

* Introduction - Importance and motivation * ICT and digital information * Digital collections and items * Standards for systems based on ICT * Metadata * The Brazilian National Project - Digital Library of Theses and Dissertations (BDTD) * The international network - Network Digital Library of Theses and Dissertations * Specific Metadata for ETDs * Open archives * Open archives, BDTD and NDLTD * The international context * ETD's digital library processes * Intellectual Property * Basic definition of an ETD project - institutional commitment * Digital library of theses and dissertations - initial phase * Basic definitions of an ETD project - new theses and dissertations * Basic definitions of an ETD project - old theses and dissertations - retrospective capture of theses and dissertations in paper and in digital formats * How to start? presentation of a pre-project outline * Links and references

The course was developed using Macromedia Director. It has extensive interaction through online self-assessment exercises, refers to sites for students to read and learn on complementary references, and discusses financial and managerial aspects of a project, as well as the roles of different teams in the universities.

Title: There is a lot more to ETDs

Authors: Ana M B Pavani (Pontifícia Universidade Católica do Rio de Janeiro)

Abstract: In general, ETDs are regarded as sources of information that are very important to graduate students, faculty and researchers. They contain state-of-the-art results and bibliographic reviews, besides being analyzed and approved by committees. Having them online is an important support to research and education.

But there is a lot more to ETDs. They are tools that help change old habits, they introduce topics to discussion that (in some environments) had never been addressed and they can be used to provide information concerning the administration and the demographics of graduate programs.

Let's examine old habits. One is the way T&Ds are presented; they have had the format of printed books. ETDs have brought up the discussion of multimedia, interaction and simulation as basic parts of T&Ds. In the international scenario, West Virginia University has been very active in discussing and promoting new formats. Another old habit is the workflow from the writing to the reading of T&Ds. The introduction of online digital texts brings to focus the way T&Ds are written and how students can be

more active in the process of creation, identification and submission of their works – they can learn how to edit electronic documents.

Authors rights is a topic that in many institutions had not been discussed before ETDs were introduced. The publication on the Internet, due to an ETD project, has brought this discussion to various levels in the universities. The awareness of the rights of authors and the legislation that protects them have become well known in the universities. For this reason, other areas where authors rights are important are benefitting from ETDs. Preservation of digital documents has become an important subject specially because there is a decision to be made about not having paper versions. But digital preservation is not restricted to ETDs and the results apply to other digital contents.

An ETD project provides tools to graduate programs administrators. Interesting numbers to observe are the accesses of ETDs by program or area, the ones that are most read or downloaded. Linking digital libraries of ETDs to other repositories of research and academic information helps map intellectual production.

At the same time, ETDs allow solutions that combine the 3 areas. For example, many administrative information on graduate programs is available on administrative systems of the universities but is not accessed by many users. When an ETD project is ready, the numbers of T&Ds (per year, per program, per supervisor), time-series in the last years, T&Ds funded by agencies and or companies, etc can be found on the Internet. This makes graduate programs more visible.

This paper addresses these topics to show how beneficial an ETD project can be for other groups besides graduate students, faculty and researchers.

Title: Developing DSpace for ETDs at The Robert Gordon University and The University of Edinburgh

Authors: Andrew J Penman (The Robert Gordon University) and Richard Jones (University of Edinburgh)

Abstract: As part of the UK JISC (Joint Information Systems Committee) FAIR (Focus on Accessing Institutional Resources) Programme, both Edinburgh University and the Robert Gordon University have been funded to carry out work for the development of ETDs within the UK under the Theses Alive! and Electronic Theses projects respectively.

As these projects approach their completion, this paper aims to share our experiences and research towards creating a national model for adoption by UK institutions. This paper offers a more technical perspective on the actual creation and customisation of an institutional repository. The main areas addressed are: