UNIVERSITY OF BORÅS

Open Data as an arena for information making – issues and opportunities
Öppna data som arena för informationsskapande – frågor och möjligheter
15 credits
15 högskolepoäng

Ladok Code: C3MÖD1
Version: 1.0
Established by: Committee for Education in Librarianship, Information, and IT 2023-11-07
Valid from: Spring 2024

Education Cycle: Second cycle
Main Field of Study (Progressive Specialisation): Information Science (A1F)
Disciplinary Domain: Natural sciences 50%, Social sciences 50%
Prerequisites: Bachelors Degree in information science and a pass grade in Datalogical thinking (C3MDT1).
Subject Area: Library and Information Science
Grading Scale: Seven-degree grading scale (A-F)

Content

The course offers students the knowledge and skills to work with open data as an external resource and as a component to develop services for access to, mediation and reuse of open data. The entire process of working with open data is covered, from conceptualisation to implementation. This also includes considerations of conditions for various actors, such as data suppliers, data consumers, service developers, data curators and data analysts. Students learn aspects such as planning and monitoring of open data projects, as well as about the collection, use, analysis and evaluation of open data. The context of open data is considered from different perspectives and takes into account ethical and legal issues, information context and replicability, while applying a critical perspective. The course includes a project where the students develop a service based on existing open data.

Learning Outcomes

After passing the course the student should be able to, concerning:

Knowledge and understanding
1.1 Explain different perspectives on open data, as well as different types of actors, including their opportunities and challenges.
1.2 Explain different ways of implementing open data.
1.3 Demonstrate in-depth insights into theoretical perspectives on, as well as practical and ethical implications for open data.
1.4 Demonstrate an understanding of what can affect the conditions for open data such as the background of actors, political, technical or economic conditions.

Competence and skills
2.1 Independently motivate, plan and monitor projects for data access, dissemination and reuse of data, with appropriate methods, in a chosen context.
2.2 Demonstrate ability to analyse, assess and manage complex phenomena and issues that include the collection, use, analysis and evaluation of open data.
2.3 Present and discuss applications of and critical perspectives on open data in different contexts.

Judgement and Approach
3.1 Demonstrate the ability to make assessments of open data regarding relevant societal and ethical aspects such as legal dilemmas, sustainability issues and political dimensions of digital information in different contexts.

Forms of Teaching

Tuition is conducted through:
- lectures

- individual project
- seminars
- workshops

The language of instruction is English.

Forms of Examination

The course will be examined through the following examination elements:

Seminar 1: central theories, concepts, problems, and ethics
Learning outcomes: 1.1-1.3
Credits: 1.5
Gradingscale: Fail (U) or Pass (G)

Seminar 2: critical perspectives on the collection, use, analysis, and evaluation of open data
Learning outcomes: 2.2-2.3
Credits: 6
Gradingscale: Fail (U) or Pass (G)

Project: service development with open data
Learning outcomes: 1.2, 1.4, 2.1, 2.3, 3.1
Credits: 6
Gradingscale: Seven-degree grading scale (A-F)

Seminar 3: project conference
Learning outcomes: 2.2-2.3, 3.1
Credits: 1.5
Gradingscale: Fail (U) or Pass (G)

For a passing grade (A-E) on the entire course, at least grade E is required on *Project: service development with open data* together with the grade *Pass* (G) on all the seminars. A higher grade on the entire course is thereafter determined by the grade on Project: service development with open data.

When the course plan is changed, students who wish to finalise course components from a course instance will be examined based on the new content and structure of the course. When the course has ended, students who wish to finalise course components can follow all or parts of another equivalent course.

If the student has received a decision/recommendation regarding special pedagogical support from the University of Borås due to disability or special needs, the examiner has the right to make accommodations when it comes to examination. The examiner must, based on the objectives of the course syllabus, determine whether the examination can be adapted in accordance with the decision/recommendation.

Student rights and obligations at examination are in accordance with guidelines and rules for the University of Borås.

Literature and Other Teaching Materials

The literature is in English.

Borgman, C. (2017). Little Data, Big Data, No Data. MIT Press (approx. 100 pages).

Kitchin, R. (2014). The data revolution: Big data, open data, data infrastructures & their consequences. SAGE Publications Ltd (approx. 100 pages).

Scientific articles and chosen literature are added (about 300 pages).

Student Influence and Evaluation

The course is evaluated in accordance with current guidelines for course evaluations at the University of Borås in which students' views are to be gathered. The course evaluation report is published and returned to participating and prospective students in accordance with the above-mentioned guidelines, and will be taken into consideration in the future development of courses and education programmes. Course coordinators are responsible for ensuring that the evaluations are conducted as described above.

Miscellaneous

The course is a part of Master's Programme in Information Science: Digital Environments.

This syllabus is a translation from the Swedish original.