



# NSDL Collection Development Blueprint January 1, 2012

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## **1.0 Blueprint Principles**

This blueprint is a declaration of current needs, priorities, and strategies for growing and maintaining the NSDL collection. It augments NSDL's Collection Policy and articulates specific areas of development for priority attention for accessioning into NSDL. For information on how collections, resources, and metadata are accepted into and removed from a library, please see the [NSDL Collection Policy](#).

## **2.0 Blueprint Goals**

The NSDL Collections Development Blueprint seeks to define criteria that both identify gaps and needs in the overall collection, and guide development efforts for NSDL collections. These areas may be in subject, audience, education level, or resource type.

## **3.0 Determining Collection Need**

NSDL may use a variety of methods to determine collection coverage and need. These include, but are not limited to:

- Survey data and usage analysis from national and regional STEM education organizations and agencies
- Analyses from partners using NSDL services to deliver resources to teachers and learners
- Anecdotal evidence from collection contributors, user comments, and other methods in which NSDL resources may be discussed or evaluated
- Log analysis of search terms that may yield inadequate search returns
- Requests from funding programs/projects associated with or supporting the NSDL scope or mission

- Changes in collection scope in terms of subject, audience, education level, contextualization or resource type

## 4.0 Needs & Priorities

This section of the blueprint will undergo change as the collection develops and will provide a history of the evolving needs of the NSDL.

**2011-10-31<sup>1</sup> declaration of need**: The NSDL needs collections of resources, annotations, and paradata that emphasize:

- Teaching and learning materials for K-16 education. A particular need is for
  - K-14 biology, chemistry, cross-cutting environmental science
  - resources with sufficient metadata to allow embedding in learning applications
- Alignment or support of prevailing K-12 educational standards information, such as benchmarks and the Common Core standards, where applicable
- Contextualization and use of existing resources
- Assessment materials
- Professional development materials
- Paradata (usage data) collections
- annotation collections as a way to provide educational standards, teaching tips, and/or related resources
- High-quality educator-generated content, particularly at the 13-14 level
- bilingual materials
- Materials that enable interactive learning environments and real-world learning activities (e.g. gaming and mobile applications).

The NSDL will continue to concentrate on raising the quality of the existing collection by weeding out-of-scope, non functional, and non-digitally robust resources. All collection development work is subject to the [NSDL Collection Policy](#).

## 5. Assessing Future Collection Needs and Priorities

NSDL will periodically review progress in its collection building efforts and revise priority areas for development based on this assessment and the identification of emerging areas of need, as determined from data as described in section 3.0 above.

For more information, please [contact the NSDL](#).

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<sup>1</sup> Expressed by the Learning Application Readiness (LAR) Workshop (Sept 2011) – a working group of established NSDL collection partners designated to address best practices for collection building with respect to NSDL’s goals for Learning Application Readiness.