

STUDENTS, TEACHING & LIBRARY COLLECTIONS

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CNI-ARL Digital Scholarship Planning Workshop
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In this panel, we'd like to focus on a natural confluence that brings together digital work, library collections and students, faculty and other researchers. Libraries license and collect electronic resources, many of which are used primarily for browsing and or information seeking activities. They provide purchased collections such as newspapers, historic corpora, digitized literary text as well as materials they may have digitized themselves – material from special collections, university archives. Staff in a DS center will also be familiar with digital material outside the institution that researchers might need.



In the past libraries provided digital resources as a form of access, and local collections were digitized so that students and scholars could study them in the same way they worked with more conventional materials. Now, we often look for different ways of learning with collections. It is possible to treat them as data and apply some form of distant reading, or find ways to enrich a collection with new metadata or annotations. Digital scholarship centers can introduce these types of uses and partner with subject or special collections librarians to support them for faculty, researchers and students.

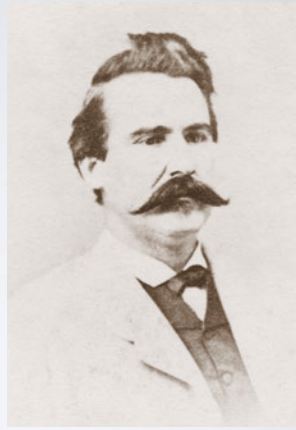
Assignments

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Faculty often incorporate some aspects of special collections into their teaching – allowing students to get up close and personal with rare materials – they can see medieval manuscripts or touch engraved books written hundreds of years ago. Libraries also hold archives that pertain to local history or to an important historical event.

Just as these collections are used in physical form when faculty bring their students into special collections, collections in digital form can be incorporated into classes and research activities.

Alexander
Watkins Terrell



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Example 1: Some institutions encourage faculty to integrate special collections into their teaching or require some interaction with special collections. For example, at UT Austin, faculty who teach freshman seminars are asked to incorporate some interaction with a library signature collection – not necessarily a digital one. One faculty member uses materials from the correspondence of Alexander Watkins Terrell, a Texas diplomat and politician who was in Turkey during the Armenian massacre. He teaches his students text encoding and has them read and encode Terrell's letters so they can better understand them. Because they are handwritten in old fashioned script, this leads to a very close reading on the part of the students of the individual letters. They then think about the overall implication of some of the events discussed in the letters.



A digital history class at Brown adopted a consulting approach — after a series of lectures and labs that analyzed existing websites on historical topics and introduced digital methods such as mapping, data visualization, simple topic modeling and text analysis — selected faculty came to the class and presented their research agendas, ranging from identifying and researching lynchings of Mexican inhabitants in the 1920s in Texas, to indigenous food movements to land reform in England. The students then formed groups that worked together with each faculty member and also staff from the Center for Digital Scholarship to develop a short project that addressed some aspect of the research agenda. In this course, some of the projects ran into difficulties because the students didn't know what data was available in digital form and accessible, so they couldn't explore their hypotheses. In a future such class, it might still be instructive to take a similar tack and let the students “fail”. A different approach might be to constrain the projects or prepare useful datasets for the different “consultations.”

INTRO TO DH COURSE

“For your final project, you will work with a group to create a web-based mini-site that explores and analyzes a dataset from multiple angles.”

<http://miriamposner.com/classes/dh101f17/assignments/final-project/>

1. Prisoner records from the Eastern State Penitentiary
2. Contemporary art at the Carnegie Museum of Art
3. Photography at the Carnegie Museum of Art
4. Architecture at the Carnegie Museum of Art
5. Nixon White House recordings
6. A database of Scottish witchcraft
7. Artwork at the Williams College Museum of Art
8. Nineteenth-century children's books
9. Cylinder recordings
10. Photographs from science-fiction conventions
11. A database of graphic novels
12. Book acquisitions at the Osage, Iowa, public library
13. What people had in their houses in the 1700s
14. A database of archaeologists and classicists
15. The letters of Charles Darwin

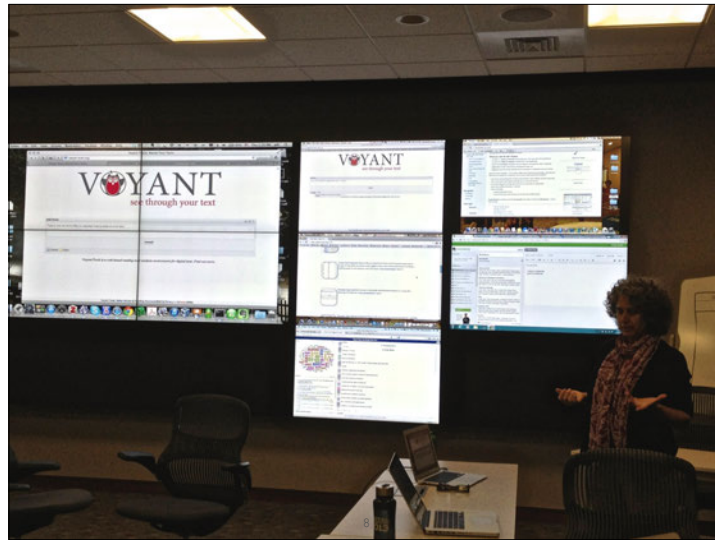
Miriam Posner <http://miriamposner.com/blog/data-packages-for-dh-beginners/> does just that in her introductory DH courses at UCLA. She prepares and distributes datasets at the beginning of the semester or quarter which the students then research and learn about while they also learn about DH tools. Their final project is to create a website that presents the data set and the analysis performed on it. She lists the datasets she prepares for them in her blog.

It's also possible to create assignments drawing on library collections using an authoring tool such as Scalar or ArcGIS Storymaps, so that students have to think about writing, integration of media, and in the case of Storymap, how to make a point using geographical data.

Workshops

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Outside of classroom assignments, DS centers often provide ongoing instruction in the form of workshops and consultations. It's relatively easy to design and teach workshops on using particular DS software tools. An interesting and less common approach is to design workshops on using digital collections like HathiTrust, EEBO or other large text or data collections. These workshops need to incorporate an understanding of the kinds of questions that researchers are asking and also need to help humanities (or softer social science) researchers learn how to navigate corpora using metadata, handle spelling variations, and how to generate meaningful search results. The approach is mostly methodological – requires knowledge of the material, and very powerful.



Voyant workshop at Brown University Library

YALE EEBO WORKSHOP

Workshop, 5/4: "11 Things You Can Do With EEBO-TCP Phase I"
Bass Library, L06 at 1:00-4:00pm

This text mining workshop will overview several ways of interacting with the Early English Books Online-Text Creation Partnership (EEBO-TCP), a full-text transcription database of 25,000 early modern printed books between 1470 and 1700. We will cover strategies for accessing EEBO-TCP, identifying specific transcriptions, tracing specific words/concepts, identifying and modernizing variant spellings, curating subcorpora, and using these resources in a pedagogical context.

<http://web.library.yale.edu/dhlab/heatherfroehlich>

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New Collections

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Working with digital collections can also take the form of creating or enhancing a collection. Researchers and librarians may find important materials in the library or beyond that they want to work on. The process often begins by collecting, organizing, digitizing (in some way) and disseminating. Because of the demanding infrastructure and workflow requirements, and also because they may continue for many years, these projects find a home in DS centers and benefit from student participation. In turn, students learn a great deal by working on these projects and may find that it contributes to their academic work and also to their later professional career.

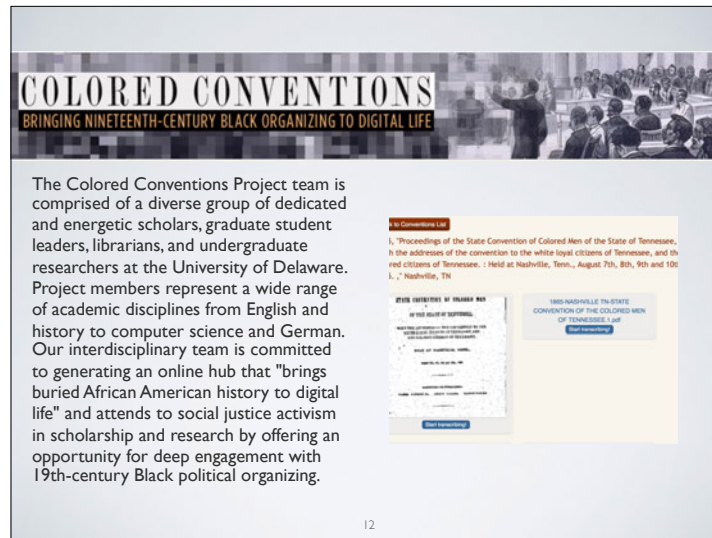
Opening the Archives is a joint effort by Brown University and the Universidade Estadual de Maringá, Paraná, Brazil to digitize and index 10,000 U.S. State Department documents on Brazil from 1963-73 and make them available to the public on a open-access website.

https://repository.library.brown.edu/studio/collections/id_644/



At Brown, a History professor, Jim Green, has been sending armies of students to the State Department to scan and collect metadata on all the papers that are relevant to American interventions in Brazil in the 1960-70s which are being de-classified now. The collection, which is stored in the Brown Digital Repository, has almost 20K documents, and is growing.

The Women Writers Project trained generations of XML savvy text encoders, mostly graduate students who have continued to be engaged with digital scholarship – as faculty or sometimes as digital scholarship professional staff in DS centers.



COLORED CONVENTIONS
BRINGING NINETEENTH-CENTURY BLACK ORGANIZING TO DIGITAL LIFE

The Colored Conventions Project team is comprised of a diverse group of dedicated and energetic scholars, graduate student leaders, librarians, and undergraduate researchers at the University of Delaware. Project members represent a wide range of academic disciplines from English and history to computer science and German. Our interdisciplinary team is committed to generating an online hub that "brings buried African American history to digital life" and attends to social justice activism in scholarship and research by offering an opportunity for deep engagement with 19th-century Black political organizing.

Colored Conventions Project
1, "Proceedings of the State Convention of Colored Men of the State of Tennessee, held at Nashville, Tenn., August 7th, 8th, 9th and 10th, 1841." Nashville, TN

STATE CONVENTION OF COLORED MEN
OF THE STATE OF TENNESSEE
Held at Nashville, Tenn., August 7th, 8th, 9th and 10th, 1841.

1841 NASHVILLE TN STATE CONVENTION OF THE COLORED MEN OF TENNESSEE. Call
[View Document](#)

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Another highly collaborative project that has adopted a very democratic process for managing workflow and priorities. <http://coloredconventions.org>

Curation & Preservation

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DS centers support DS activities in classes; research and re-use in library and other collections; and the enrichment and creation of digital collections - but they may also include or work closely with staff who responsible for data management and data curation, who are knowledgeable about best practices for managing and documenting the research process and preserving research outputs.

Summer Research Symposium

Each year, Brown showcases the research of nearly 200 undergraduates at our Summer Research Symposium. More than half of the student-researchers are UTRA recipients, while others receive funding from a variety of Brown-administered and national programs and fellowships. Presenters include Brown students as well as students from other schools who are conducting summer research at Brown.

Brown University, Karen T. Romer Undergraduate Teaching and Research Awards	Howard Hughes Medical Institute
Brown University, Leadership Alliance-Summer Research Early Identification Program	Brown University, Royce Fellowship Program
Experimental Program to Stimulate Competitive Research (National Science Foundation)	Brown University, Summer Research Assistantship in Biomedical Sciences
Brown University, Voss Environmental Fellows	Leadership Alliance, Summer Research Early Identification Program
National Science Foundation (U.S.), Research Experience for Undergraduates	American Physiological Society (1887-): Integrative and Organismal Physiology Undergraduate Summer Research Fellowship
American Physiological Society Fellowship	Brown University, Chemistry Research
Brown University, Internship	Brown University, Karen T. Romer Undergraduate Teaching and Research Award
Brown University, LINK Award	Brown University, Leadership Alliance

https://repository.library.brown.edu/studio/collections/id_660

Data management specialists can intervene in all the activities we've discussed so far, working with students and researchers to make sure that their data is well formed and likely to persist. They can also assist in depositing publications and data in appropriate repositories so that it will be discoverable and kept safe.

This is an important feature to build into assignments using collections – both in order for students and faculty to understand what they are using, where it comes from and how “good” it is. Also to understand the ramifications of their decisions about software and formats as they create new material.

Thank you!

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