

This is the accepted version of: Denise Hattwig, Nia Lam, & Jill Freidberg (2015). Student Participation in Scholarly Communication and Library Digital Collections: A Case Study from the University of Washington Bothell Library. *College & Undergraduate Libraries*, 22:2, 188-208. CC BY-NC. DOI: 10.1080/10691316.2014.950781

Student Participation in Scholarly Communication and Library Digital Collections: A Case Study from the University of Washington Bothell Library

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Abstract

The University of Washington Bothell/Cascadia College Library recently partnered with a faculty member to develop a digital collection showcasing student-produced digital oral histories. This case study describes the role of the library as faculty partner, student resource, and repository/publisher. Archiving and publishing requirements—such as file formats, agreement forms, and metadata—were integrated into the assignment and included as part of each project’s overall evaluation and grade. Librarians provided instruction to teach students about topics related to knowledge production and scholarly communication. Assessment included student feedback surveys and faculty feedback to librarians.

Keywords: digital collections, faculty collaboration, open access, oral history, scholarly communication, student work

Introduction

Student participation in the scholarly communication process is an area rich with potential for library involvement. Beyond archiving theses and dissertations, libraries have the opportunity to work with students on a variety of academic projects throughout their academic careers and to accompany and support students on their journeys through research and production to archiving and publication. The University of Washington Bothell & Cascadia College Library has recently partnered with a University of Washington Bothell (UW Bothell) faculty member to develop a digital collection showcasing student-produced digital oral histories. The student research, interview, and production process, and the resulting digital collection, have highlighted new possibilities for student participation in the scholarly communication process at UW Bothell and the library’s role in supporting this work. This case study will describe student experiences with knowledge production through oral histories and the role of the library as faculty partner, student resource, and repository/publisher.

Background

UW Bothell, one of three campuses of the University of Washington, serves more than 4,200 students, who are enrolled in over thirty-five undergraduate and graduate degree programs. In 2012, UW Bothell established undergraduate learning goals, which include “proficiency in information and technology literacy” (University of Washington Bothell 2012). At approximately the same time, the library developed student learning outcomes for its information literacy instruction program. The library has a strong instruction program, and librarians from all subject areas partner with faculty to integrate information literacy into “core” courses students must take to enter into their majors at UW Bothell. In addition to these core courses, individual subject librarian liaisons work with faculty to develop information literacy learning goals for courses within the majors and graduate programs. The library’s digital collections program, based on a partnership with faculty and researchers, supports research and digital scholarship through digital library services. Most content is born digital and open access, and it reflects the current research and academic interests of faculty and students.

The Media and Communications Studies (MCS) major, part of the School of Interdisciplinary Arts and Sciences, “combines a . . . grounding in media and communication theory and history with hands-on opportunities to engage in media practice and production” (University of Washington Bothell 2014). In 2012, an MCS faculty member developed a new media production course, “Democratizing History through Digital Oral History,” in which students develop, research, record, and transcribe an oral history. In this course, students acquire skills and techniques in interdisciplinary research, historical inquiry, video production, advanced interviewing, and community outreach as they develop and complete a digital oral history project. In conducting their digital oral history project, students also gain a familiarity with, and analysis of, the theory, ethics, and dilemmas of oral history. This is not a course the MCS librarian would typically think about targeting for information literacy instruction. However, while in the planning stages, the faculty member approached the MCS Librarian and Digital Collections Curator to inquire about how the library might play a role in providing a space for archiving student-created oral histories; thus, the faculty-library partnership was initiated. This course has been taught twice, Spring 2013 and Winter 2014, in collaboration with the library. The resulting student-produced oral histories are published in the Community Voices (see Figure 1) digital collection (University of Washington Libraries 2014b) in UW Bothell Library’s Digital Collections.

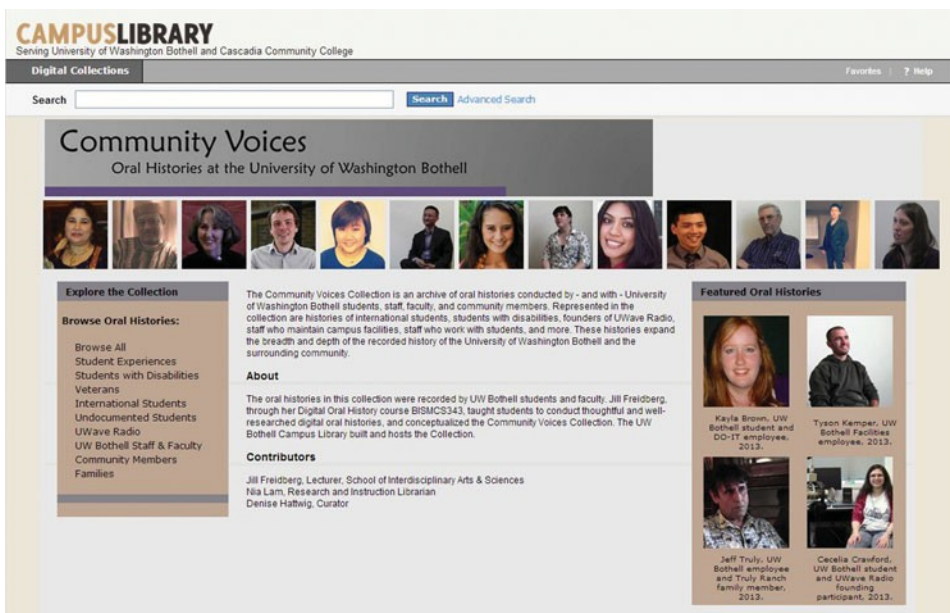


Figure 1: UW Bothell Community Voices digital collection home page.

Literature Review

Library and information science literature shows that librarians are interested in engaging students in scholarly communication issues such as open access and author rights (Davis-Kahl 2012). Creation of an institutional repository (IR) is often how small- and medium-sized libraries first become involved in scholarly communication (Del Toro, Mandernack, and Zanoni 2011). With an IR, librarians can teach students to use it as a research tool and also encourage faculty to require students to contribute research papers to the IR (Pickton and McKnight 2006,2007).

Fewer studies are focused on librarians engaging students in scholarly communication through digital archive projects. Cocciolo (2011) centered a master's-level Digital Archives course at the Pratt Institute on the Digital Archive Creation Project (DACP). Students worked with different community partners to create archives by digitizing oral history recordings, creating meta- data, and researching. A survey conducted at the end of the course showed that students perceived that the DACP increased their skills, confidence, understanding of topics covered in the course, and overall understanding. Teamwork, the facilitator, and individual effort were all influencing factors. Interestingly, the content of each collection was less important than the process. This indicates that students do not need prior interest in a subject to be successful, but they can still become engaged when solving problems in a meaningful context. Cocciolo (2013) also found that student participation in preserving lesbian, gay, bisexual, and transgender (LGBT) historic content increased student interest and understanding of LGBT history.

How have librarians included digital archiving projects outside of master's-

level education? Walsh and Hollister (2009) taught undergraduates enrolled in a credit course at the University of Buffalo. They created a digital archive for the students' final research projects, using wiki technology. Assessments showed that all students were in favor of creating online publications, and 86% were comfortable with sharing their work online. They found three types of responses to the open-ended question, "What are your thoughts on using the Digital Archive for this course?" First, students commented on how the wiki contributed to the enhancement of course concepts. Second, students described the benefits of the wiki organization and how the technology was helpful and convenient. Finally, students articulated a sense of achievement derived from publication of their scholarship. The students felt a sense of pride in their work and a belief that their work might be useful to other researchers.

Passonneau and Christian (2013) also emphasized the benefits of hands-on learning experience in archival education. At Iowa State University, the University Archivist and the Assessment Librarian revised a traditional lecture program aimed at fraternity and sorority students and alumni into a hands-on archiving workshop. Librarians led workshop participants through activities to describe and preserve their own print and digital materials. Multiple types of assessment showed that participants perceived an increase in skills and knowledge and that they were able to articulate what they had learned and concepts they still had questions about. In addition, students were able to correctly describe the archiving process in which they had participated, and although there were mistakes in labeling, participants began to develop their skills. The Iowa State University example demonstrates collaboration on multiple levels, between librarians from different backgrounds and between the library and a specific campus community, the Greek students and alumni.

The ACRL report "Intersections of Scholarly Communication and Information Literacy" proposes that deepening collaborations should be a key response to the changing "scholarly information environment" (2013, 18). Furthermore, the report articulates three intersections between scholarly communication and information literacy. These intersections are the economics of the distribution of scholarship, digital literacies, and new roles for librarians. The literature summarized here demonstrates how librarians have actively involved students in the creation of digital collections, and it describes new roles for librarians in which they guide students through the publication and dissemination process. In these cases, assessment has shown that students deepened their understanding and developed digital literacy skills involved in the management and preservation of scholarly work.

Objective

In the UW Bothell course, "Democratizing History through Digital Oral History," the library partnered with the faculty member to support students' work

as they developed, researched, recorded, and submitted their oral histories for archiving and publication in the library's Digital Collections. The course's learning objectives were as follows:

- Build introductory skills and techniques in video and audio production. Learn basic video and audio editing techniques.
- Develop advanced interviewing techniques.
- Gain an understanding of the historic and contemporary practices and applications of oral history
- Build an analysis and understanding of the theory, ethics, and dilemmas of oral history
- Improve collaborative skills through group work
- Gain familiarity with the process of archiving research materials for library collections

The faculty member observed that it was important for students to know how their projects would be archived from the beginning in order to shape the project as a whole, and the course design reflected the library's involvement. Archiving and publication requirements were part of each project's overall evaluation and grade. The faculty member, MCS Librarian, and Curator collaborated extensively with the objective of helping the students prepare their oral histories for inclusion in the library's Digital Collections. This close collaboration between the faculty member and the library ensured that students were supported throughout their participation in the scholarly communication process.

Methods

Oral History Project Overview

During the ten-week quarter, students developed, researched, recorded, and transcribed oral histories using best practices and scholarly methods. In so doing, they experienced how historians and other scholars produce and share knowledge for various audiences in various media. Students were responsible for selecting narrators (participants/interviewees), explaining the scope and significance of the project to them, and researching their background. In conducting a professional oral history interview, students applied what they had learned about the theory, ethics, and dilemmas of oral history. Students demonstrated that they had learned and applied media production skills in production and postproduction of their oral history projects. Students transcribed their interviews, prepared digital audio and video files for the library archive, created metadata, and submitted all interview materials to the library. The librarians and faculty member partnered to support this work through a carefully crafted assignment packet, research support, detailed archiving documentation, and instruction and supporting resources.

Oral History Packet

In addition to their syllabus, students were provided with a twenty-page oral history packet to guide them through their project. For their oral histories to be considered for the library's Digital Collections, each project needed to adhere to all checklists and guidelines that were outlined in this

packet. The packet was extremely important because each step of the oral history project relied on the step that preceded it. If students got behind on one step, it would negatively affect the rest of the process. The packet contained a checklist of all the items that each student needed to submit at the end of the quarter, with clear guidelines for the format of each item.

The librarians and faculty member determined technical best practices and acceptable file formats for recording and archiving digital oral histories. Because the digital collection had not yet been built, they had to think carefully about what components would allow for flexibility and support ease of access and open-content values when it came time to build the collection. To align with oral history and archiving best practices, students were required to turn in unedited audio and video files of the entire interviews. However, hour-long videos can be difficult for researchers to navigate, and the faculty member and librarians wanted to design the collection so that the public could access material more easily. Therefore, they decided that students should provide video segments that were three to eight minutes each in addition to the full-length videos. Students created short written guides to accompany these segments in addition to the abstract and full transcript.

Forethought went into this project design to ensure that students created descriptions and access points for their oral histories as part of the archiving and publishing learning process. This way, the librarians and faculty member also were not creating a lot of collections and description work for themselves later, or worse, creating an incomplete or undocumented and inaccessible collection.

Research Support

The key to conducting oral history is the research that historians put into understanding their subjects, as well as the relationship they build with the narrator before and during the interview. The faculty member stressed to the students that they should conduct adequate research into the historical, social, political, cultural, and economic context from which their subjects would be speaking. This background research helped students feel more confident in designing their interview questions and shaped the interview as a whole. Because each narrator had a unique background that would require different types of research, students were encouraged to consult with a librarian, in particular the MCS librarian, for help with their research.

Agreement Forms

Agreement forms are an essential part of oral history practice. Agreement forms ensure that all parties have a common understanding of their rights and responsibilities concerning the interview product. In this case, the agreement forms were crafted to address additional collections and student issues as well. Reflecting current thinking about oral histories and narrator rights (Dougherty and Simpson 2012), participants retain the rights to their

interviews. The library's Digital Collections are open access, and they are developed with a commitment to open content whenever possible. Also, the interviews were conducted and produced by students as student work products. The library and faculty member worked with the University of Washington's Attorney General's office to develop agreement forms that addressed this complex set of circumstances. The resulting agreement forms address copyright and ownership, and they facilitate a common understanding not only between the participant/narrator and interviewer, but also with the library as an archiving and publishing partner in an open environment. The agreement forms are also designed for FERPA (Family Educational Rights and Privacy Act) compliance by addressing student privacy and ownership rights. The agreement forms are available online in the library's Digital Collections and Services guide (University of Washington Libraries 2014a).

As part of the interview process, students presented and explained the agreement forms to the narrators, including the narrators' rights to their own interviews and the library's rights to display the oral history on Websites and in online collections. Students were expected to be clear in their communications with their narrators and ensure that their narrators understood the project and the details of the agreements. Students were required to submit their signed agreement forms before the interviews could be conducted. By working so closely with the agreement forms and articulating the concepts underlying the forms to their interviewees, students engaged meaningfully with copyright, ownership, licensing, and permissions. They not only understood these concepts themselves but were able to explain them to others.

Metadata

Digital collections in the University of Washington Libraries are accompanied by data dictionaries that aid in the development, formatting, and mapping of metadata within and across digital collections. The faculty member and librarians developed a comprehensive data dictionary for the Community Voices collection, incorporating elements used in other oral history collections in the system, and adding additional elements required for complete description and access to the student-produced oral histories at UW Bothell. This data dictionary is available online with the other University of Washington Libraries data dictionaries (University of Washington Libraries 2013).

Students were required to develop the metadata about their oral histories as part of the archiving and publishing process. Creating their own metadata helped students to learn about the descriptive and discovery functions of metadata and how it ensures that others can find, access, and use their research. Students submitted their metadata through an online form in the UW's Catalyst Web Tools system as a graded component of their projects. (see Appendix 1) When the course was first taught, students were given a modified version of the collection's data dictionary to guide their metadata

creation. Because some of the metadata submitted by students in 2013 had been incomplete or incorrect, the librarians wondered if some of the students had not actually used the data dictionary as a guide when filling out the metadata form. The online metadata form was adapted the second time the course was taught so that each field included a description and an example. This way, students could see how entries should be formatted without having to reference a separate data dictionary.

Library Instruction

The scholarly communication process is not very transparent to students. The faculty member thought it was important for the students to hear, from librarians, where their projects would be published, why it was important to deliver their projects in the required format, and how the information would be used by other researchers. The librarians visited the class during the fifth week of the quarter and led a short presentation and discussion session. One of the objectives of the session was to show students how their work might look in a digital collection. The librarian session the first year provided students with visual examples of other UW Libraries oral history digital collections so they would have an idea of how their projects might appear when their collection was built. Students in the 2014 class were able to see the Community Voices collection itself and the oral histories conducted by other students the year before.

The librarians also introduced the concept of metadata and its relation to description and access. The class brainstormed ideas for “good” metadata such as names, dates, and descriptions, as well as “bad” metadata such as Social Security numbers, exact birth dates, and home addresses. After the students speculated about how the projects might be useful to future researchers, the librarians and faculty member emphasized that the students’ work was important and that metadata could make the projects meaningful and useful in the future.

Community Voices Digital Collection

After the oral histories were submitted, the librarians and faculty member evaluated the projects and determined that almost all of them were suitable for inclusion in the library’s Digital Collections. The few that were not included had not been submitted with complete metadata, had been submitted in compressed or unreadable formats, or did not include legible transcripts. Many of the oral history subjects were people on campus from “less-visible” populations like facilities workers and student veterans. Others were community members who had experienced the building of the UW Bothell campus. No other resources at the University or in the community documented this range or depth of experience with UW Bothell, and the faculty and librarians were pleased with the quality of the projects and the contribution they make to the knowledge about UW Bothell and student experiences.

In the 2014 course, students worked together in small groups to focus on

interviewing long-time residents of Bothell, including activists, politicians, and workers. The class explored the following questions:

- How has Bothell changed since UWB opened its doors?
- What are the economic, cultural, environmental, geographic, and social changes that have taken place in and around Bothell?
- How do the residents of Bothell feel about the change, and how does it affect them?

The Community Voices collection will also expand in coming years to include other types of projects such as documentary films and faculty interviews.

Publishing and Archiving

The library's Digital Collections are published using CONTENTdm software, and each collection is fronted by a homepage with a brief description of, and introduction to, the project. In the Community Voices collection, the complete video, video segments, audio, transcripts, photographs, and metadata submitted by students are all published with each oral history. (see Figure 2) Technical decisions about file format and collection structure support collection goals of accessibility and open content. Files included in the collection are MP4, MP3, PDF, and JPEG. Video and audio are not packaged in the proprietary Flash format, so they can be viewed on a wider variety of devices and also downloaded for reuse.

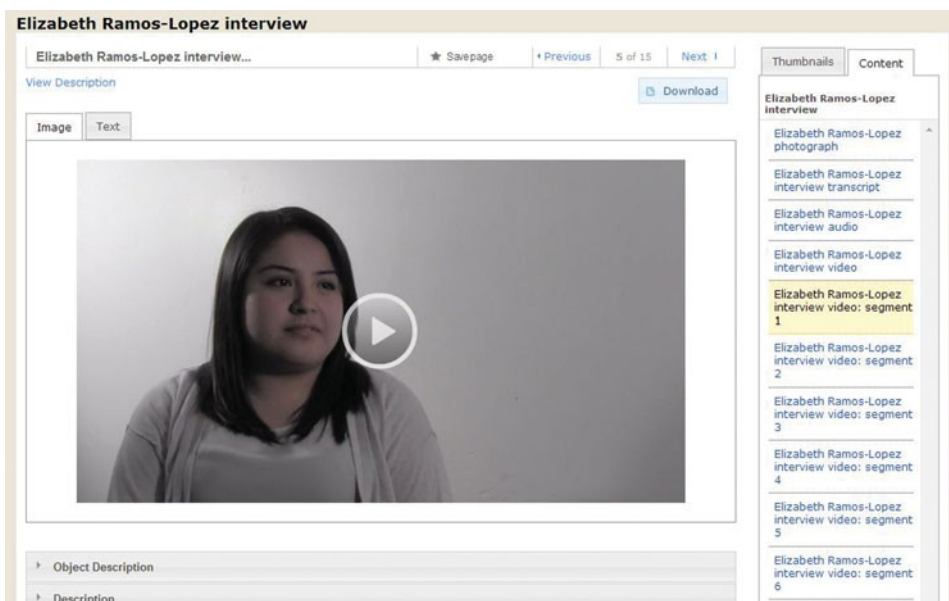


Figure 2: "Elizabeth Ramos-Lopez interview" digital oral history in the UW Bothell Community Voices collection

Additional archiving and preservation of all digital files and metadata are achieved through University of Washington file server storage, generally following the born-digital access and preservation recommendations and practices of partners in the *Oral History in the Digital Age* project (Van Malssen 2012; Boyd and Price 2012). Original files in their uncompressed and

unconverted formats are preserved, as are uncompressed mezzanine copies in nonproprietary formats. These archived files provide essential backup should larger files than the compressed published files be needed, or should the published files become corrupted or outdated, or should the publishing software require other formats. Digital archiving and preservation are essential considerations for any digital collection, and born-digital originals require archival treatment beyond the access copies included in published digital collections.

Assessment

The librarians were interested in the faculty member's assessment of the project and process, and they solicited feedback via a two-question e-mail, as follows:

- Did the library's involvement in the course help students achieve the course learning objectives?
- What could the library do differently in future iterations of the course?

The feedback for the first question was very positive. The faculty member's response highlighted the importance of library involvement in supporting student engagement in the scholarly communication process:

The library's involvement absolutely helped students achieve the learning objectives for the course by making the oral history projects *concrete*. Knowing that the materials they collected would actually become part of a collection, knowing that it was up to them to create and submit metadata, and knowing that in doing so they would be creating a resource for future scholars, really gave the students the sense that they were participating in something real and concrete. . . . All of this (and more) helped me create a course (and a learning experience) that could have just been an abstract introduction to oral history, but which instead became an opportunity for students to participate in, and contribute to, a scholarly resource on campus.

The faculty member had minor recommendations on what the library could do differently going forward. She wanted to communicate more about technology and compatibility, particularly about what other types of materials students might gather, such as photos and ephemera. The faculty member suggested that the librarians could talk with the students about how other types of materials can or cannot be integrated into the Community Voices digital collection.

The librarians were also interested in student perceptions of their experiences with archiving and participating in the scholarly communication process. Did their participatory role contribute to their understanding of archives, knowledge production, metadata, and access rights? Did students see their own work as potentially useful to future researchers? To explore these questions, the librarians developed a five-question student survey

(see Appendix 2). Students whose oral histories were included in the library's Digital Collections were e-mailed a link to a survey and a request to participate. The survey was entirely voluntary, and students were contacted after the course was over and their grading was complete. Five out of seventeen students from the 2013 course responded, and two out of eighteen students from the 2014 course responded.

The survey results provided some insight into the students' learning experiences (see Table 1). All student survey participants responded that the process of preparing their oral histories for archiving helped them to better understand how research materials are archived and how archives are created. All respondents reported that they felt they had created and disseminated new knowledge. All respondents also reported that creating metadata deepened their understanding of how metadata is created and used. All respondents from 2013 and one from 2014 reported that the process of reading and explaining the release forms deepened their understanding of how publishing choices affect how new knowledge can be accessed and reused; one respondent from 2014 reported that working with the release forms did not deepen their understanding.

Table 1: Student-Perceived Learning Outcomes

	Yes		Not Sure		No	
	2013	2014	2013	2014	2013	2014
Archiving my own work helped me better understand archiving and archives	5	2	0	0	0	0
I created and disseminated new knowledge	5	2	0	0	0	0
Creating metadata deepened my understanding of metadata creation and use	5	2	0	0	0	0
Reading and explaining release forms deepened my understanding of how publishing choices affect access and reuse	5	1	0	0	1	0

Through their free-text responses to the question about how other researchers could potentially use their oral histories in the future, student respondents demonstrated their understanding of the place of their research in the scholarly communication process (see Table 2). Respondents clearly made the connection between publishing their own work and its potential use by other researchers. They were able to envision specific scenarios where their oral histories could be relevant to someone else's research, and they articulated connections between the content of their projects and the potential value of that material to others.

Table 2: Student Responses to How Oral Histories Could Be Used in the Future

Year	Comment
2013	My oral history could potentially be used for research about landscaping on college campuses or environmental practices of universities

2013	To compare change over time. Possibly to see if there were other students in the same situation
2013	It could potentially be used for information relating to a disability, specifically an autobiographical format
2013	It could be used as a statistic or as an example for other researchers' projects
2013	The best use is for Ron Green family and their related. It can be an awesome example for other students that are taking this class in the future
2014	It could be used in a person's research on how UW Bothell has affected the community of Bothell
2014	If anyone ever had a project to do on Bothell's history, they could look back on the archives and search for my group's, or any other group's, project to gain knowledge and understanding of what Bothell used to be like

The value of the student survey was limited due to the low response rate. In the future, survey response may improve if students are contacted before the course has already ended. It would also be interesting to solicit student feedback before and after their projects have been published in Community Voices. Nevertheless, the survey results generally confirm that students' participation in archiving, metadata creation, and media publishing contributed to deepening their understanding of these practices and the scholarly communication process.

Discussion

Course Design and Collection Building

Building a digital collection of student work involves extensive advance planning and close library-faculty partnerships. It is essential to integrate metadata and archiving requirements into assignments and syllabi. Library instruction must be a part of the course, to teach students about digital collections, the function and importance of metadata, copyright and open access issues, the possible future uses of student work, and other topics related to student knowledge production and scholarly communication. The library must have the infrastructure and capacity to provide this instruction and to process, publish, and archive student work. Faculty must be committed to working closely with the library, to scaffolding student assignments to help students achieve high-quality products, and to evaluating student work for its suitability for publishing and archiving in the library.

New Roles for Libraries

New and interesting opportunities for supporting student participation in the scholarly communication process can be realized through the existing infrastructure of library digital collections. The digital collections resources and services traditionally deployed to digitize and provide access to library special collections materials can also be used to effectively engage students with producing, publishing, and archiving new knowledge. Through innovative projects and faculty partnerships, digital collections can play an important role in student learning about scholarly communication.

Instruction and digital collections teams within the library can work

together to bring a comprehensive suite of expertise and services to library-faculty partnerships and student learning. This holistic approach can open new possibilities for teaching scholarly communication and engaging students in this conversation. Research, knowledge production, publishing, and archiving take on new meaning for students as they are able to enter the scholarly communication process at different points through their course projects. Integrating scholarly communication and information literacy instruction by way of course-based digital collections projects is a rich and promising pathway for exploring a number of important issues and concepts.

Value within the Library, across Campus, and in the Community

Digital collections based on student work and close faculty-library partnerships may provide new opportunities for synergies and collaborations within the library and across campus. The Community Voices collection, for instance, includes interviews with international students and students with disabilities that have been useful to the library's Diversity Team. Interviews with Bothell community members have created new connections between library staff and Bothell residents. The university's Community Based Learning group is interested in the opportunities that the project affords students to engage with the surrounding community. Oral history projects in particular can contribute to community building, and this is a fruitful area for libraries to assert their value.

Conclusion

Scholarly communication is a critical area for library involvement at all levels. College and undergraduate libraries have an opportunity to integrate scholarly communication into their traditional instruction role through course-based digital collection building. By way of carefully crafted media production assignments and close faculty-library partnerships, students can learn about scholarly communication by doing. Faculty and libraries can work together to help students conduct sound research and produce new knowledge through innovative projects such as digital oral histories. Students can then see these projects published and archived in library digital collections that have been newly reconceptualized to showcase student scholarly production.

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BISMCS343_Winter2014: Oral History Interview Metadata

Page 1 of 1

Please use this form to submit information about your oral history interview.

Question 1.

Title

A brief phrase that describes the content of the audio recording or transcript. Example: "Miller Hopper Interview"

Required.

Question 2.

Interviewee Name

Name of person interviewed. Format: Lastname, Firstname

Required.

Question 3.

Interviewee Birthplace

Place of birth of the person interviewed.

Question 4.

Interviewer

Name of person conducting the interview. Format: Lastname, Firstname

Question 5.

Faculty Advisor

Name of faculty member supervising the project.

Required.

Question 6.

Other Contributors

Names and roles of people involved in other aspects of producing the oral history. Format: Lastname, Firstname (role) Example: Smith, Maria (camera). Separate multiple names with semicolons.

Question 7.
Interview Abstract

Abstract/brief description of the interviewee and the interview contents.

Required.

Question 8.
Interview Date

Specific date the interview took place. Include month, date, year.

Required.

Question 9.
Photograph Description

Brief description(s) of the photograph(s) of the interviewee. Separate multiple dates with semicolons.

Required.

Question 10.
Photograph Date

Specific date(s) photograph(s) of the interviewee were taken. Separate multiple dates with semicolons.

Question 11.
Notes

Any information of importance that is not represented elsewhere.

Question 12.
Individuals Discussed

Names of individuals given significant attention in the interview. Separate multiple names with semicolons.

Question 13.
Organizations Discussed

Names of organizations given significant attention in the interview. Separate multiple names with semicolons.

Question 14.

Geographic Coverage

Broad and local geographic locations given significant attention in the interview. Separate multiple locations with semicolons.

Question 15.

Time Period Discussed

Time periods given significant attention in the interview. Examples: 1980s, Cold War. Separate multiple time periods with semicolons.

Question 16.

Language

Name of language(s) used in the interview fully spelled out. Separate multiple languages with semicolons.

Required.

Question 17.

Extent

Duration of audio or video file, length of document, etc. Examples: one hour, four minutes, seventeen seconds (video); 12 pages (transcript). Separate multiple items with semicolons.

Required.

Question 18.

Keywords

Words or brief phrases that describe key aspects of the oral history, the participant, or topics discussed. Separate keywords with semicolons.

Submit responses

Questions or Comments?

Contact Denise Hattwig at dhattwig@u.washington.edu

Appendix 2

BISMCS 343 Student Survey (Winter 2014)

Page 1 of 1

The digital oral history you conducted for BISMCS 343, Digital Oral History Media Production Workshop, will be archived and published in the UW Bothell Campus Library's [Digital Collections](#). Your oral history will be available for other researchers to access and use.

Please answer the below questions to help the Library better understand your experience with archiving and publishing your oral history.

Question 1. **Survey Acknowledgement**

Survey responses will be used *anonymously* to gain a better understanding of student experiences archiving and publishing oral histories.

By checking a box below, you agree/disagree your data may be shared anonymously in presentations and publications with our local and national teachers and librarians to inform and enhance best practices.

Please select one of the following:

Required.

- I grant permission for my data to be used anonymously
- I grant permission for my data be used anonymously, but within the UW Bothell community ONLY
- I do not grant permission to use my data

Question 2.

You prepared your oral history for archiving by creating a transcript, developing metadata, and submitting your recordings in required formats. Did this process of archiving your own work in the Library help you to better understand how research materials are archived and how archives are created?

Required.

- Yes
- No
- I'm not sure
- Add your comments here:

Question 3.

Do you feel that you created and disseminated new knowledge by producing your oral history and publishing it in the Library's Digital Collections?

Required.

- Yes
- No
- I'm not sure
- Add your comments here:

Question 4.

The metadata you created included context and information about your oral history. (Think back to the online form you filled out with information like "Interviewee Name" and "Photograph Description.") Did the process of creating your own metadata deepen your understanding of how metadata is created and used?

Required.

- Yes
- No
- I'm not sure

Add your comments here:

Question 5.

You and your interviewee signed release forms to allow the oral history to be included in Digital Collections. Did the process of reading and explaining the release forms deepen your understanding of how publishing choices affect how new knowledge can be accessed and reused?

Required.

- Yes
- No
- I'm not sure

Add your comments here:

Question 6.

How do you think other researchers could potentially use your oral history in the future?

Required.

Thank you for taking the time to provide us with feedback! Please contact Nia Lam at nlam@uwb.edu if you have any questions about this survey.

Questions or Comments?

Contact Denise Hattwig at dhattwig@u.washington.edu