

**Bridging the Gap through Digital Stewardship Training and Education**  
Digital Preservation 2012 Session Notes  
Wednesday, July 25, 2012  
1:45pm

Presenters: Kris Nelson, Jefferson Bailey, George Coulbourne ; Library of Congress

Attendees: 16

***Highlights of the topics covered during the meeting.***

The workshop opened with a brief description by Jefferson and Kris of the DPOE and NDSR programs as well as the objectives for the day.

**Description of DPOE**

- Mission
- A collaborative informal effort based behind team effort exercises.
- Professional development program
- Train the trainer module approach, based on the curriculum of Nancy McGovern
- Tasked to work with the Library of Congress to go back to the community and train others.
- 4 day workshop
- OASI –gives big picture of core conceptual frameworks of digital preservation

**Train the Trainer Events**

- Have 24 trainers now, in August we will have 24 additional trainers, therefore that number will double.
- Events-over 1,000 people attend
- Work collaboratively with trainers to help develop their skills.
- How do you stay in touch with the community? Listserv, local outreach in DC

**Tie in to today's activity and NDSR**

- 6 key stages of the Digital Preservation Life Cycle and it is not easy to identify what the exact process is.
- (For each stage of the Digital Preservation Life Cycle) our goal today is to come up with activities, tools that manage those activities, and scenarios to relate these concepts and introduce them into the real world
- To come up with more practical oracle teaching experiences

**NDSR Description (Kris)**

- Background
- Return to their communities as digital preservation experts
- First group of residents June 2013

**Today's Objectives**

- New subject matter
- Establish Curriculum exercises
- Establish hands on activities (structure of the day)
  - Lecture
  - Afternoon-develop hands on activity

After our opening introductions we had everyone break up into two groups: Identify and Select; Manage and Provide. All attendees received a handout with a description of what their appropriate topics were and what the objective was for the day:

Links to PDFs of Handouts and PowerPoint:

### **Identify and Select Discussion**

- Case studies and scenarios question whether they are real or hypothetical.
- Real case studies are powerful to imagine and are more of a real world experience. They don't quite work in an abstract.
- Drawn in from host institution
- People in the field can provide case study examples.
- Imagine tool development as program
- Assessment and tests needed in case studies and are important for infrastructure
- Policies created at each institution organizationally
- Create - divide into pairs and have 5 stations isolated. Generic content in different mediums files etc... Stuff. Files and media etc... Go through stations idea of how to Acquire and appraise it. Different ways to interpret and define media.
- Can't select unless you understand the mission statements of the organization.
- Groups of objects. Rather than unique and individual files
- Given 20 objects select 10 and explain why. Put a budget as defined in organization in real world.
- Hypothetical grant proposal
- End point over scale of the program
- Find own tool reflective writing on the tool used group discussion.
- Shadowing
- Find experts in particular fields for instructors.
- Best case scenario - go out identify and select materials. Amount given small any reason do directly as opposed to hypothetical.
- Web harvesting

### **Manage and Provide Discussion**

- Modes of Management
- Provide
  - Provide access
  - Direct delivery, exhibits, virtualization, data analysis

- OMECA- online exhibitions

***Goals for today:***

Purpose: make these more understandable by creating and coming up with:

- Tools
- Activities to teach these tools, and
- Scenarios around activities and tools

The structure of the discussion was a group roundtable, where the group decided to go around the table and share ideas. The first goal the group decided to tackle was how to look at provide, most people in the group were professionals who had more experience with providing data and therefore that is the area they felt comfortable discussing. Then based on a unified understanding from the group of a proper way to understand provide we continued our discussion to develop tools and scenarios.

One gentleman in our group presented two problems: (seen as the primary vision for provide) providing data, and user experience. He always thinks of provide as in user ideas-use application to provide data. To explain his understanding and idea more clearly he provided scenarios/examples.

Scenarios-

- National Archives-
  - Geographical
  - Identify names
  - Provide a collection that you have different ways of using

***Idea:*** there is no right way to look at data

- Mash-ups
  - Geographic data to census graphics
  - Determine some sort of analysis

We need to understand that there is a division: understanding data vs. providing data. There are many methods to provide data, why only provide data?

- Ex. Books, digital collections-just a collection not a museum, therefore you cannot mash-up or analyze the data
- ***Thematic***
  - There are two ways people look at data. They either use data for analysis and to compare it with other findings or just want the raw data, or do not need to compare that data with other findings. We need to create a data organization structure that is useful for each group.
- ***Raw Access***
  - Data can be provided as is (data/something that complements that data set)
  - Unsure of what providing/sharing raw access would be like

Summary: two ways to understand data

- One technical (analytical)
- One basic (just providing the info: users just want the info)

***There can be a combination of both providing raw data for the user and presenting the information in a way so the user can analyze it for themselves:***

- Example: ViewShare
  - ViewShare shows both raw data and methods for analyzing the data
- Example: Cooper-Hubbard
  - Building curating collections from the same data

What residents/trainers will need to learn about tools:

- Comfortable learning a new tool
- How to acquire new tools
- How to analyze those tools (the resident/trainer is given a tool and they need to find an appropriate use for that tool)

### **Activity Idea #1**

Have the resident/trainer reach into a hat and select a tool. The resident/trainer will have to take the tool home and learn all they can about it overnight and how to use it. They will then come back the next day, having created a lesson plan and try to teach that tool to another classmate. The classmate will then do the same thing the following night with a new tool. Each resident/trainer will get feedback from their partner and a third person if necessary regarding their understanding of the tool and how the information was presented to them.

### **Activity Idea #2**

Have the residents/trainers take three weeks to explore what kinds of tools are out there:

- New tools
- New methods for understanding these tools

Then establish an audience for these tools, where/how these tools maybe appropriately used.

### **Activity Idea #3**

Selection of case studies prepare for people: put online to make better for workshop. Our job as librarians is to clean up messy data and information and present in a way the public (patrons) can understand and use efficiently.

### **Scenario**

Have the resident/trainer start out with a messy case study and have them use the tools we have studied, or they have been given to try to clean up the data and make it understandable so patrons can use it.

### **General Idea:**

Organize to Scare: create activities for trainers/residents that they will have to face everyday in their profession. So, that the trainers and residents will understand the risks they may interact with everyday.

- Example: PII
  - Work Perfect file- was created and we did not realize something was there, something was seriously wrong with accessing this information: was it then okay to release this data?

Final comment: (thought of a member in the group) sometimes as a curator or archivist you have a fear of loosing whatever control you have over your program.

- Ex. Finding information you created and put together being used by someone else years later, where the organization using the information didn't even ask for permission

### GROUP DISCUSSION

After the two groups met individually the room came together as a whole and a representative (Jefferson, Kris) from each group provided an explanation of what was discussed and the ideas that were developed and created.

### **Summary Identify and Select Group**

#### Identify

- Case studies-real vs. stimulated
  - “Real world” is more concrete/helpful
  - Draw actual experience from hosts or other library science academic programs
- Get wider network of practicing stewards to offer insight on what's important
- Policies created at institution on what criteria is for preservation of data
- Shadowing practicing professionals
- Tele-learning (skype, webinars)
- Web harvesting/open domain acquisition

### **Activity Idea #1**

Virus whips out hard drive and work is lost: Corporations preempt loss of data

Have the residents/trainers decide what are beneficial policies and procedures to have in place to determine what happens:

- What needs to be saved?
- Inventory data & prioritize

### **Activity Idea #2**

Give residents a set of materials:

Provide the residents/trainers with materials and have them determine what needs to be preserved under what criteria or using the appropriate criteria to make these decisions.

- Have them identify and inventory important data to be saved
- Take stock of what's important

*Idea:* Reach out into the community and find out what is important to them to preserve

### **Activity Idea #3**

Divide into groups have stations with different generic content and have residents identify and analyze different file types.

### **Activity Idea #4**

Give the residents attributes of the host institution and have them identify specific needs based on hosts' individual mission and framework.

### **Activity Idea #5**

20 objects given and you can only save 10. Which 10 do you save and why? Provide the residents with a budget and have them choose based on itemized costs.

### **Activity Idea #6**

Take framework of hypothetical institutions and provide 6 modules for it.

### **Questions and Comments for Identify and Select given by Manage and Provide Group**

- Use Skype for guest lectures
- When thinking of Identify and Select look at these issues as objects or groups of objects
- For residents let them select and acquire something real, would there be any barrier from allowing them to do so? No, but it is something to look into.

### **Summary Manage and Provide Group:**

- We focused on providing access which makes sense because it is a large part of stewardship
- We focused on communities
  - Content creators
  - Users
- We established that there are different meanings for providing access
  - Raw data
  - Public facing
  - Idea of providing digital content to a specific user experience
  - Crowd sourcing

- We discussed data mash-ups two types of data relating to facilitate new uses
- We discussed creating activities and explaining that there are tools that work and do not work
- Overall established what needs to be understood and taught about providing access
- Disaster planning
  - Institutional, financial, legacy media
  - DII, IP, Copyright
- Discussed whether or not collections should be accessible? Partially accessible?
- Concluding thought: curational control is lost when access is provided

### **Scenario/Activity #1**

Provide users with a suite of tools and give an end goal.

Have residents/trainers determine how they would best provide access to this raw data using these tools

- Locative, temporal

Highlights of topics covered

- DPOE - professional development training through train-the-trainer program.
- Expanding digital preservation education

Action items

- Combine collections or associated meta data
- Interview instructors of library science school!
- Construct a guideline of inventory. Provide materials on how these would be identified and selected.
- Expand circle of influence to engage more individuals and build awareness.
- Build out scenarios and case studies. Build an institution and create mission purpose, background scenario for institution etc.
- Create a "hypothetical institution" apply it as a large long term group project use 6 modules to incorporate that into it.