

Digitization Training and Metadata

The View from Two UIUC Projects

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Truth and Consequences of Digitization
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Need for Digitization Training

- “Status of Technology and Digitization in the Nation’s Museums and Libraries” – 2002 IMLS
 - Most common hindrance: Lack of funds (no surprise!)
 - AND: “lack of available expertise”
- Digitization training can be time consuming, expensive, require travel....

BUT

Training is essential for successful digitization projects.



The Illinois Digitization Institute

- “Basics and Beyond” digitization training program
 - University of Illinois Library
 - Illinois State Library
 - Illinois Heritage Association

- Three levels of digitization training through workshops and on-line courses:
 - Different costs and time commitments for each.

Basics and Beyond covers:

Instruction on digitization fundamentals

- Advantages/disadvantages of digitization
- How to plan a successful project
- What digital images are made of
- Buying appropriate equipment
- Professional standards for digital projects
- What metadata is and why it's important
- Making use of the Illinois State Library's Illinois Digital Archives (IDA)

Track 1: One Day Workshop

- Given at different sites throughout Illinois
- What they're learning:
 - Pre-quiz score: 4/5 out of 9 wrong
 - Majority say they have “none” or a “small amount” of prior digitization knowledge
 - Post-quiz score: 1/2 out of 9 wrong
 - 85% say they will use 75 – 100% of what they learned in the workshop in future projects

IDI Training Opportunities

TRACK 2:

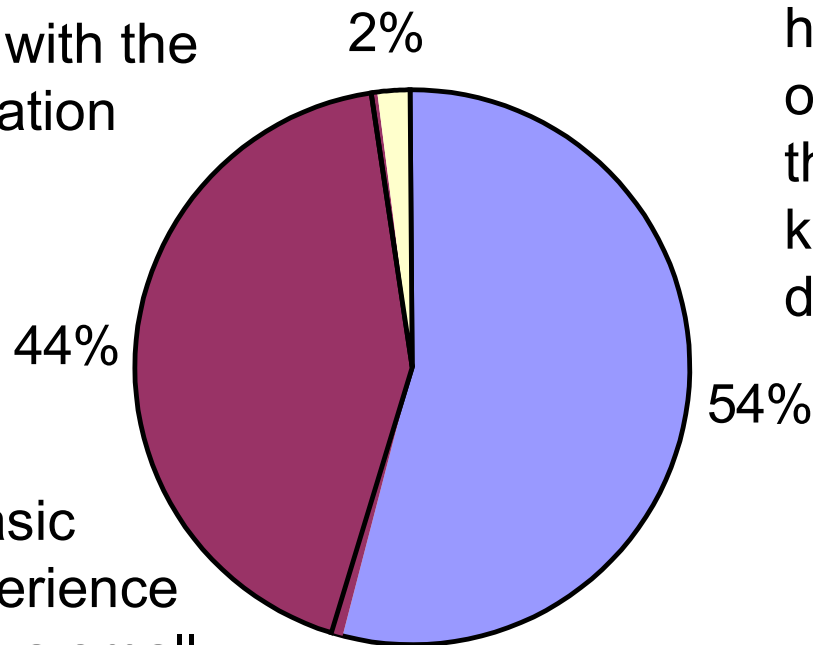
- Web-based advanced digitization training
- Three week, asynchronous (but instructor led) on-line course
- Electronic bulletin board allows communication among participants
- 75 – 80% of students have accessed the information at least once 3 weeks after the course has ended

Track 2: Previous Experience

Familiarity with Digitization

Only 2% are comfortable with the entire digitization process

Over 54% have no or only basic theoretical knowledge of digitization



44% have basic practical experience or worked on a small project in the past

Track 2: However...

- Over 87% plan on doing a project
- 95% already own some kind of digitization equipment – mostly flatbeds and digital cameras
- 40% plan on digitizing 1,000 or more items from their collections
- Many are already involved in project when they take the course

Track 2: What They Said

- “The earlier readings on planning (especially those concerning copyright & prices) were eye-opening.”
- “This course was so important to my project. I feel like I know 300% more than I did when I started it.”
- “The guidelines for purchasing equipment were very useful and timely for me.”
- “Every single day had information that I will apply to my digitization projects.”

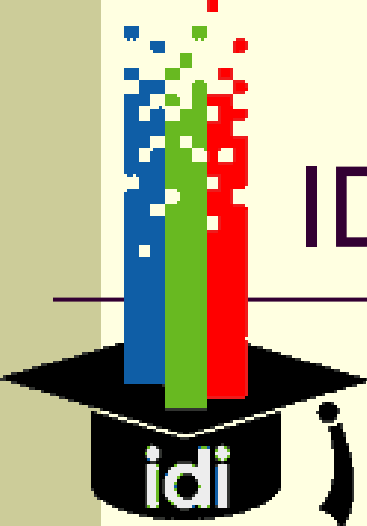
IDI Training Opportunities

TRACK 3:

- Three week, asynchronous, on-line course PLUS 2 days of hands-on training at Urbana-Champaign campus
- Track 3 follows the Track 2 on-line outline but includes a 2-day, in-person workshop
- Learn the hands-on process from start to finish during workshop
- Use scanners, cameras, software, and create metadata

Other Important Outcomes

- Several participants in Track 1 have gone on to take the Track 2 or 3 course.
- Participants in Track 2 and 3 wanted to keep access to the electronic bulletin board and on-line community of new digitizers.
- New digitizers felt more comfortable asking questions in the company of others new to the field.



IDI Training Opportunities

For more information about locations and dates of any of the workshops or courses:

Amy Maroso
maroso@uiuc.edu
(217) 244 - 4946

<http://images.library.uiuc.edu/projects/IDI>

Metadata

- **Context:** Aggregate metadata from multiple IMLS funded collections into a central repository

- **What is metadata?**
 - Data about data (?)
 - Structured information about a resource
 - Lots of kinds of metadata

- **Why is metadata important?**
 - Discovery of resources
 - Decide whether resource is useful or pertinent

Many Decisions to Make

- Who is it for? Multiple audiences?
(local users, global users, in house staff, colleagues from other institutions, etc, etc)
- What format standard do you use? Or do you?
- What are you describing?
(Physical object or digital? Or both?)
- How are you describing it?
(Controlled vocabulary? Local thesaurus?)

"We'll have lots to eat this winter, won't we Mother?"



**Grow your own
Can your own**

Title "We'll have lots to eat this winter, won't we Mother?" : grow your own can your own

Creator Parker, Alfred, 1906-

Contributor United States. Office of War Information

Date 1943

Period World War II

Description A mother and daughter with matching blonde pony-tails and aprons process food at home, while behind them is a shelf packed with canned fruit and vegetables.

Notes "OWI Poster No. 57. Additional copies may be obtained ... from the ... Office of War Information, Washington, D.C."/"U. S. Government Printing Office : 1943--O-520465"

Subject Terms World War, 1939-1945. United States. Posters

Food conservation

Agriculture

Victory gardens

War work

Series War Posters [Rationing and conservation]

Related Sites (Relationship="")

<http://www.mplib.org/wpdb>

Medium Poster

Dimensions 22.5 x 16 in.

Holding Minneapolis Public Library

Published [Washington, D.C.] : U.S. Government Printing Office

Language eng

Record Number MPW00250

Other Identifier OCLC40637019

Copyright Subject to U.S. and international copyright laws. Please contact the owning repository.

Title:	We'll Have Lots to Eat this Winter, Won't We Mother? Grow Your Own, Can Your Own
Coverage / Year:	1943
Description:	Poster, color, 16 x 22.6 in., published by the United States Government Printing Office
Interpretation:	Many foods, including coffee, tea, butter, meat, frozen and canned vegetables were rationed during World War II. Americans were encouraged to plant "victory gardens" to help provide food for their families and neighbors. Women often preserved the excess produce from these gardens through home canning. Canning is a food preservation system that involves precooking and then air-tight sealing of food in jars, which are then immersed in a hot water "bath" for a specified period of time. This hot water "bath" is intended to kill off contaminants that may have survived the processing. If the contents of the jars were very acidic, such as tomatoes, there was less danger of the canned food spoiling. Other, less-acidic, home-canned foods were protected from spoiling by the use of brines, sugar, or salt as preservatives and for flavor.
Lesson Plans / Themes:	World War II
Learning Standards:	14 Political systems 16 History
Author or Creator:	United States. Office of War Information
Other Contributors:	Parker, Albert [artist]
Collection Publisher:	Illinois State Library
Subject / Keywords:	Canning and preserving--United States Food conservation--United States World War, 1939-1945--Food supply--United States War posters, American World War II Winter
Rights Management Statement:	http://images.library.uiuc.edu/projects/tdc/conditions.htm
Resource Identifier:	ww20015p

Granularity of Description: Excerpt of Metadata Record Describing “American Woven Coverlet”

Basic Information

Artifact Identification	American Woven Coverlet (1973.02.0002)
Classification	Furnishings: Bedding : Bedspread
Visual Description	Hand-loomed blue wool and white linen coverlet, worked in overshot weave in plain geometric variant of a checkerboard pattern.
Artist/Maker	None
Geographic Location	America, North , United States , Indiana? Illinois?
Period/Date	, Early 19th c. CE
Culture	Euro-American

Physical Analysis

Dimension 1 (Length)	228.0 cm
Dimension 2 (Width)	169.0 cm
Dimension 3 (Depth)	1.2 cm
Weight	1,629 g
Measuring Remarks	None
Materials	Textile--Multi, Pigment--Dye
Manufacturing Processes	Weaving--Hand, Spinning, Dyeing
Munsell Color Information	waived

Research Remarks

Published Description	
Scholarly Notes	Coverlet is constructed from finely spun, indigo-dyed wool and undyed linen, woven with considerable skill. Although the pattern is simpler, the overall craftsmanship is higher than 1934.01.0094A. - D. Schrishuhn, 11/19/99 This coverlet is an example of early "overshot" weaving construction, probably dating to the 1820's and is not attributable to any particular weaver. -- Georgette Meredith, 10/9/1973
Comparanda	See Spurlock # 1934.01.0094A.
Bibliography	N/A



Granularity of Description: Excerpt of Metadata Record Describing "Cotton coverlet with embroidered butterfly design"

Title Cotton coverlet with embroidered butterfly design

Creator Hayutin, Anna Ginsberg, 1893-1925.

Link <http://www.penlib.du.edu/specoll/beck/bx001detail1.htm>
<http://www.penlib.du.edu/specoll/beck/bx001detail2.htm>
<http://www.penlib.du.edu/specoll/beck/bx001full.htm>
bx001

Publisher University of Denver, Penrose Library

Description Digital image of a single-sized cotton coverlet for a bed with embroidered butterfly design. Handmade by Anna F. Ginsberg Hayutin.

Date Original 1912-1920?

Date Digital 2001-04-05.

Subject(s) [Bedding.](#)
[Coverlets.](#)
[Household linens.](#)
[Interior decoration accessories.](#)
[Embroidery.](#)
[Cotton fabrics.](#)
[Jewish crafts.](#)
[Jewish embroidery.](#)
[Decoration and ornament.](#)
[textile crafts. \[AAT\]](#)
[Jews -- Colorado -- Social life and customs -- 20th century.](#)
[Handicraft.](#)

Type image

Source Materials: cotton and embroidery floss. Dimensions: 71 in. x 86 in. Markings: top right hand corner has 1 1/2 in. x 1/2 in. label cut outs at upper left and right hand side for head board; fabric is woven in a variation of a rib weave; color each of yellow and gray, hand-embroidered cotton butterflies and flowers from two shades of each color of embroidery floss - blue, pink, green and purple and single top 20 in. bordered with blue and black cotton embroidery thread; stitches used for embroidery: running stitch, chain stitch, French knot and back stitches; selvage edges left unfinished; lower edges turned under and finished with large gray running stitches made with embroidery floss.

Relation Material Culture Collection, Ira M. Beck Memorial Archives of Rocky Mountain Jewish Historical Society, Special Collections Dept., Penrose Library, University of Denver, Denver, Colo. Heritage Colorado

Format Create Epson Expression 836 XL Scanner with Adobe Photoshop version 5.5; 300 dpi; 21-53K bytes

Rights <http://library.du.edu/About/collections/SpecialCollections/copyri.cfm>

Project University of Denver



What does this record represent?

Identifier:

http://images.umdl.umich.edu/cgi/i/image/image-idx?view=entry;subview=detail;cc=fish3ic;entryid=X-0802;viewid=1004_112

Publisher: UMMZ Fish Division

Format: jpeg

Type: image

Subject: 1926-05-18 1926;0812;18;Trib. to Sixteen Cr. Trib.
Pine River, Manistee R.;R10W;S26;
S27;JAM26-460;05;T21N;1926/05/18

Language: UND

Description: Flora and Fauna of the Great Lakes Region

Orig. No. 460 Sta. No.

Locality Michigan: Trib. to sixteen cr., Sec. 26-27,
T. 21N. R. 10W., Wexford Co.

Trib. Pine River → Mainstem
Water: mostly spring-fed; clear, spring floods ^{some surface} rather ~~not so bad~~.

Vegetation: not much at ^{all} ~~absolutely~~ nothing

Bottom: sand; no mud, rather deep Temp. 47° air 62°

Shore: mostly cleared → farms & some brush Current: ~~1~~ ft

Distance from shore: ac. width 4 ft Tide:

Depth of capture: Depth of water: 6 in! ft.

Method of capture:

Collected by Mitchell Date: V: 18: 1926

Orig. preserv. Time:

Animal life subnormal

Metadata Questions

- What's the purpose of the metadata?
- Who's your audience?
- What are you describing? What's most useful for your audience?
- Is the metadata clear? Understandable?
- Are you using standards? If not, why not?

Contact Information

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