eBlackCU Project Manual Exercises

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Please add comments, corrections and additions to the Project Manual Wiki at
http://manual.eblackcu.net. Website also contains full text of project manual to be read and referenced
in conjuction with exercises packet.

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Introduction to Exercises

This booklet contains exercises that correspond to the chapters in the eBlackCU Project Manual. It is envisioned that the exercises would be completed after reading the corresponding chapters in the Project Manual. Also note that these exercises are best conducted with a computer connected to the Internet in front of you. Ideally you should also have access to a server, or server space, with which you can experiment using the Omeka Content Management Software.

Exercises for Chapter 1: Supplies and Capital

    Take stock of the capital that you,will need to build your digital community memory project. Note that it may be possible to transfer assets across the table based on need. For example you may want to convert financial capital into human capital by hiring someone, or you may want to invest human capital into social capital by spending your time in the community to tap into, build, and sustain social networks that have resources embedded in them, which may advance the project.

    You will want to return to this table as your project develops, keeping it updated on a monthly, quarterly or yearly basis to assess the state of your project and its assets. The project's needs will change over time, and so will your capital needs.

    Using the table below, make an inventory of the capital resources you have for your project. The first table is an example, based on the eBlackCU project at its start in December 2009. The second table is for you to fill out for your project.

eBlackCU Example	Financial Capital	Human Capital	Social Capital	Technical Capital
Resources in hand	$20000 grant	Project director with M.S. in Library/Info Science	Partnership with units of University and representatives from local archives, libraries, museums and schools	Dedicated computer at Library/Info Sci building
Resourced needed	Funds to sustain project	Need to recruit skilled and unskilled volunteers from campus and community	Need to establish relationships with African-American community networks	Need to acquire, download and install all software needed; and purchase server

Your project	Financial Capital	Human Capital	Social Capital	Technical Capital
Resources in hand				
Resourced needed				

Table for you to enter your capital assets, both those in hand, and those you need for your project at this moment.

Exercises for Chapter 2: Getting started

1) Develop a time-line for your project

In this exercise you will:

1. Articulate the time you will be able to commit to the project and for how long you can make this commitment
2. Articulate the goals you have for the project (these goals can be framed in terms of the 8 different categories in Chapter 2, Section 2a.
3. Articulate concrete strategies you will take at different points in the project to meet these goals

Step 1: Your time
How much time can you commit to this project, both in terms of time per week and and cumulative amount of time?
Example statement: I can commit 10 hours/week for 52 weeks, and thereafter 5 hours/week for the foreseeable future.

Step 2: Goals and time.
Use the below table to articulate your project goals, the time frame within which you hope to meet them, and the strategies you will use to reach them. This scheduling exercise can be updated at different stages in the project.

Type of Goal	Goal Description	Time frame of goal	Strategies
Construction of best practices for metadata and file management			
Building people into the project			
Building the library			
Enhancing use of the library			
Media messages			
Capital campaigns			
Teaching goals			
Enhancing Commmunity Technology Use			
Scholarly/Reporting on Project			

2) Develop a scoping statement and mission statement for your project

In this exercise you will create a draft statement of what is, and what is not, within the scope of your project, as well as a mission statement. These two statements should be tied together. The mission of the project should inform the scope of the program, and vice-versa. As your project evolves you should return to and update these statements. The goal of this exercise is to begin to be crystal clear in your articulation of what you are trying to do, and why it is important.

Example mission statement, for eBlackCU:

eBlackCU is a community-based collaborative portal on African-American history and culture in Champaign-Urbana Illinois. The goals of eBlackCU are to: 1) Centralize information on local African-American history and culture and create new knowledge through this centralization; 2) Involve past and present community residents in the production of digital community memory by soliciting their contributions, both in the form of personal memories and in the form of digitized personal archives; 3) Create a community 'of scholars, activists and citizens interested in learning more about various aspects of local African-American history and culture; and 4) Develop best-practices to scale this project up to the state-level in the implementation of eBlackIllinoiss: A Comprehensive Database on the Black Experience in Illinois.

Example scoping statement, for eBlackCU

The primary focus of the eBlackCU project is the local, historical, organic African-American community in Champaign-Urbana. Secondary foci of the project include: 1) the African-American experience on-campus at the University of Illinois; 2) the African-American middle-class experience outside of the historical, geographic community; 3) the African-American experience outside Champaign-Urbana in Champaign County; 4) the experience of Afro-Caribbeans and African immigrants to Champaign-Urbana; 5) general Champaign-Urbana local history and culture.

Your example mission statement:

Your example scoping statement:

3) Develop a plan to map the informational landscape within the scope of your project.

In this exercise you will list the probable sources of information that fit within the scope of your project. This mapping will include both traditional sources of information (libraries, archives and museums) and non-traditional community sources (local historians, local collectors, school teachers, churches, etc.). This list should evolve as you find out more about the local "actors" in community cultural heritage in your community.

The goals of this mapping exercise are to:
- Develop a sense of the context of your project;
- Develop a list of contacts that should be made early in the project. Ideally these people should become your key allies as they are already staked in this type of work;
- Develop a list of informational sources that could be aggregated into your digital portal.

To get you started here are some categories of informational institutions and individuals that may be present in your community:
- Public Libraries, especially local history and genealogy collections
- University/College libraries, especially University/College archives
- Governmental archives and/or County Courthouses and City Buildings
- Museums, especially local history museums
- Historical and Genealogical Societies
- Historic Preservation Commissions or Community Groups dedicated to preserving/interpreting the built environment
- Local historians
- Church Secretaries/Clerks and Church Anniversary Committee members
- Park Districts. Frequently Park Districts have among their functions community history celebrations, reunions and other cultural heritage functions
- K-12 History/Social Science Teachers
- K-12 School Librarians. Frequently will have copies of past school newsletters/yearbooks.
- University/College History and Social Science Professors
- Community Elders
- Community Businesses or Not-for-profits/Community Groups with some history in the community. Frequently these entities will have archives, that may not be managed as such, but are frequently treasure troves of local historical information. (For example the local NAACP)
- Local Media Outlets
- Local musicians and/or musical groups

As this manual is for digital projects, in making this listing you also want to discover and list whether or not these actors have virtual presences, and if they host community information online. The below table will get you started.

Entity/Individual Type	Entity/Individual Name	Reason included in list	Contact information	Digital Presence
Ex. Park District	*Ex. Champaign Park District*	*Ex. Sponsors C-U Days Black Community Reunion*	*Ex. Douglass Annex Coordinator*	*Ex. No website for C-U Days. General Park District website: champaignparkdistrict.com*

Exercises for Chapter 3: Ethics and Logistics

1) Develop a sound-byte

For this exercise you want to aim for a clear, no-frills, no-jargon statement that succinctly and honestly portrays your project in a way that could be easily repeated by people in the community as they spread the word to others. This sound-byte should be no more than 100 words that succinctly and without jargon spells out your project and its importance to the community with which you are working. This sound-byte should be re-examined and tested multiple times before you are ready to take it out. You may wish to print this sound-byte on the back of business cards that have on their front your contact information. In the example below we tried to end on a note that emphasizes the collaborative nature of this project, in which we require the mobilization of the local community to keep the project dynamic and alive.

Example sound-byte:
eBlackCU is a project to build a digital archive of the African-American community in Champaign-Urbana. All voices and all documents are welcomed in this project. We want to ensure, using new technology, that the memories of African-Americans in our community remain alive, shared, celebrated and passed down from generation to generation. If you have scrapbooks, church programs, photographs, community newsletters, family histories, memories or other documents of C-U History, please add them to this archive so that they can be preserved and shared with all.

Your sound-byte:

2) Develop a time-table for community engagement

This exercise is a follow up to the exercise in Chapter 2 in which you were asked to create a general time-line for your project. For this time-table you are asked to focus specifically on your direct community engagement, including plans for initial contacts, sustaining contacts, and wrapping up and/or paring down direct engagement in the community.

Please fill in the below table with your strategies for particular times in your engagement life-cycle. Even if you see your engagement project is ongoing perpetually it is important to acknowledge that this engagement will in almost all cases ebb-and-flow. In other words, the cycle may repeat itself, but it is still a cycle, with a possibility of different cycles feeding into each other across time.

Stage in Cycle	Goals	Strategies
Establishing contacts		
Sustaining contacts		
Ending and/or paring back contacts		

3) Develop statements on the project for diverse audiences

This exercise is a chance for you to articulate the different audiences who may be interested in your project. After identifying audiences you will summarize your project for these diverse audiences, focusing on the impact you want the project to have on them, with specific language used to use to tie them into the project. The audiences identified for your project may correspond to, and extend beyond, the mapping of the informational landscape carried out in Chapter 2. Example audiences: K-12 Educators, Church Anniversary Committees, Family Historians, Local Historians, Academic Historians/Researchers, Local Media Outlets, General Community.

Audience	Language to use for audience to entice interested individuals in becoming part of project	Deliverables from project of interest to audience
K-12 Educators and Parents		
Church Anniversary Committees		
Family Historians		
Local Historians		
Academic Historians/Researchers		
Local Media Outlets		
Community orgs / individuals		
Local Government		
Potential Funders		
Community Elders		
Community Youth		

Exercises for Chapter 4: Data Collection in Communities

Articulate the data you hope to gather and connect these needs to methodologies explored in Chapter 4.

This exercise moves beyond mapping the informational landscape considered to a consideration of the particular types of data you see as imperative for your project to collect and digitize. This list would benefit greatly from augmentations suggested by community members and stake-holders identified and engaged with during the project. This exercise focuses on what you want to gather and digitize and then works backward to what strategies you can take to get what you want. Articulating these strategies, in consultation with community stake-holders, will provide you with matrices you can use to show progress and build momentum behind the project.

Here are some examples of the types of data you may wish to collect, used for purposes of illustration:

1. Names and positions of all past leaders in local churches, community groups and city government
2. Copies of anniversary programs from all churches in your community
3. All the school yearbooks in a certain year range
4. At least 30 family histories of local families
5. Community photographs from every year the community has existed
6. At least representative copies of every community newsletter, newspaper and media production that has ever existed
7. A community map from every decade the community has existed
8. Biographies of every community individual who has ever lived beyond 100 years

Your specific informational goals will depend on your community and the goals and desires of the community at a particular time period. Also be creative in finding the information you wish to collect. For example if detailed community maps can not be found for each decade of the community's past you may need to create your own, for example by using city directories of the past to geo-locate community individuals and institutions, or by holding community mapping workshops in which elders map their memories of what the community once looked like.

Aim to; create a list that: a) invites and encourages everyone to participate; b) creates opportunities for community scavenger hunts in which people can consult with elders and scour attics, archives, and garages to find missing pieces. The goal should be to find ways to encourage participation and mobilization in a community around its past, using digital technology as the engine.

Type of data desired	Strategies to get it

Exercises for Chapter 5: Digitization

1) Practice digitizing diverse formats

In this exercise you will need to gather items of diverse formats, and the equipment to digitize them. If you lack these objects or this equipment you can either skip this exercise, or brainstorm about possible locations in your community that may have the equipment you need to conduct such digitization.

Try digitizing: a photograph, an oversized scrapbook, a print book that is mostly text, a VHS tape, an audio cassette tape, a 3-dimensional object and a website. Use *at least* two different methods to digitize the item and discuss some of the drawbacks and benefits of each method. Chapter 5 contains summaries of different methodologies that may be used in digitization .

Use the below table to record your notes on the benefits and drawbacks of the different methodologies you used for digitization

Digitization Method	Benefits	Drawbacks
Photograph - Flatbed		
Photograph - Photocopier		
Photograph - Digital Camera		
Scrapbook - Flatbed		
Scrapbook- Photocopier		
Scrapbook - Digital Camera		
Print book - Flatbed		
Print book - Photocopier		
Print book - Digital Camera		
Audio tape - Audacity and microphone		
Audio tape - Converter tool		
VHS tape - Converter tool		
VHS tape - Professional VHS to DVD tool		
3-D Object - Digital Camera		
Website - File Save-As		
Website - HTTrack		
Website -Zotero or other tool		

2) Create a nomenclature for your digitization efforts

Practice creating a naming system for the files that you digitize. After completing this exercise, if possible; compare your nomenclature with another individual completing this coursework to see if your naming conventions make sense not only to you but to another human.

Example: Each file will be saved in the below format: Filename_FileDate.XXX, in which Filename corresponds to the name of the object being digitized and the date corresponds to the data in which the objects was created. Furthermore, each file digitized on a particular day will be saved in a file of named for that date (such as April_22 2011).

Your nomenclature and file saving practices:

3) Practice doing deep web searches

Make a list of *at least* twenty different text strings and *at least* ten different search interfaces, including at least three library databases, to find information on your subject online. The best search strategies can be turned into Google Custom Searches that will send e-mails to your inbox when new content shows up online matching your search terms. Use the below worksheet to try different search terms and record what results the terms receive - use the worksheet to work through different iterations on a theme to develop some searching strategies that could be used to create a Custom Search.

Search terms	Type of content returned	Notes for revising search terms

Exercises for Chapter 6: Overview of Omeka CMS

1) Download and install Omeka

This exercise requires access to a server that you can manipulate, and the installation of Filezilla (http://filezilla-project.org/), or related FTP program. Use the step-by-step instructions on Omeka's website (http://omeka.org/codex/Documentation). If you do not have these supplies in hand you can instead experiment with the cloud computing version of Omeka at Omeka.net.

2) Add and install at least one Omeka plug-in

As in exercise 1, this exercise requires having a server that you can manipulate and an installation of Filezilla, or related FTP program. Use the step-by-step instructions on Omeka's Add-Ons page: http://omeka.org/add-ons/.

3) Explore at least 10 websites running Omeka

The goal of this exercise is for you to become familiar with some of the powerful ways that Omeka's software has been used and tweaked by various programs across the globe. Use the following table to record what you like and don't like about the various sites you review, and their use of the software. Pay less attention to design elements. Focus instead on how the information is organized and how you can browse, search and learn about new topics on the website. Imagine you are either: a) someone searching for a particular piece of information or b) someone simply exploring for new information, as you review the different websites. How do these different sites support or don't support diverse informational needs and desires?

Omeka Site consulted	Like, and why	Don't like, and why

Exercises for Chapter 7: Adding Content to Omeka

1) Using Omeka to construct a digital library

Note: Tbis exercise requires an installation of Omeka on a server. If you do not have Omeka installed you can practice this exercise by creating a free account on the cloud-computing version of Omeka, at Omeka.net. This exercise further requires digitized files, which you should have created in the exercises for Chapter 5. If you skipped this exercises you can use any files you may have available on your computer for the purposes of this exercise.

Practice adding the different items you digitized in Chapter 5 (a photograph, an oversized scrapbook, a VHS tape, an audio cassette tape, a 3-dimensional object and a website) into your Omeka Content Management System. Use the below work-sheet to record your observations about this process. Where did you get confused about what information to enter? What didn't work during the process? These observations will help you develop specific metadata and naming conventions that will make future additions to your digital library more straight-forward and functional, both for you and for other project participants.

Item added to Omeka	Where during the process did you get confused?	What didn't work as anticipated?

2) Creating metadata standards for your digital library

Based on this experience use the next table to develop a draft naming/metadata conventions manual for your digital archive. The two fields at the bottom of the sheet are for you to record metadata you want for your library that doesn't fit into any of the above categories (for example geographic information on the file or time period information on a file). Some of these types of information can be accommodated using some of Omeka's plugins, and more maybe in the future.

Metadata field	Required format for metadata entry
Title (Ex.)	*(Ex.) Title fields will be no more than 15 words and will retain the titles of the original items (for books, videos, etc.). Where original titles do not exist (for example photographs), titles will be created that succinctly summarize content.*
Title	
Subject	
Description	
Creator	
Source	
Publisher	
Date	
Contributor	
Item Type Metadata	
Collection	
Other field	
Other field	

Exercises for Chapter 8: Using Plugins

1) Review how Omeka sites uses plugins

Look through examples of other projects using Omeka to see how they implement plugins to make their digital archives more effective. Use the list ofp rojects consulted in Chapter 6 for this second look.

Omeka site consulted	Like, and why	Don't like, and why

2) Practice installing a plugin

Note: This exercise requires the installation of Omeka on a server.

Practice installing one of the plugins discussed in Manual Chapter 8. Installation instructions are available on the Omeka website. These plugins include:

- Tags
- Geolocation (http://omeka.org/codex/Plugins/Geolocation)
- Timeline (http://omeka.org/codexlPlugins/Timeline)
- Simple Exhibits (http://omeka.org/codexIPlugins/ExhibitBuilder)

Exercises for Chapter 9: Using library in communities

1) Listing community memory events

Make a list, based on your current knowledge, of events in the community related to your project that involve memory. This list will be a guide for where you want your digital library to network with actual community life. Even if your list is very small at the beginning, this exercise will alert you to the type of community information you should be collecting during the life-cycle of the project. This list can include both annually recurring and special, one-time events. You may need to search the internet, or make phone calls with community contacts, to find these events.

Examples: Church Anniversaries, City Anniversaries, Community Anniversaries, National and Local Holidays, School Local History Days/Field Trips, Others.
Your list:

Event title	Sponsoring Institution(s)	Date(s)

2) Make memory workshop curriculum

In this exercise you will create a draft curriculum for a three-hour workshop based on your digital library. This curriculum should include a method to determine your audience's digital literacy and to meet them at this level.

Part 1: Determining your audience's literacy. Create a short, one-page list of questions that can be filled out, ideally before the event, to measure project participants' digital literacy. Focus on querying individuals on the skills you think they will need to successfully complete a digital memory workshop.

Part 2: Curriculum. Create an hour-by-hour plan for a community memory workshop, including description of who does what, and how the different pieces fit together.

	Activity	Person(s) responsible	Outcomes desired
Hour 1			
Hour 2			
Hour 3			

Part 3: Assessment. Create a short, page-long list of questions that can be filled out, either at the events' conclusion or within a month of the event, by participal1ts to assess the curriculum's effectiveness.

Exercises for Chapter 10: Using Library for Scholarship

1) List academic debates related to project

In this exercise you will begin to brainstorm about the different academic disciplines, and sub-disciplines, related to your project. The goal of this exercise to begin thinking about the impacts your project can have from the perspective of scholarship and general knowledge creation. Think about how your project could be contextualized for diverse audiences. The first table shows an example from eBlackCU. The second table is for you to fill out.

Academic Discipline/Sub-Discipline	Key Journal or Conference	Connection to your project
Library Science	Public Library Quarterly	Interest in projects in public libraries and related research
Heritage Studies	International Journal of Heritage Studies	Interest in studies of cultural heritage in society
African-American History	Fire!!! Association for the Study of African-American Life and History - Multimedia Journal of Black Studies	Interest in scholarship on African-American history and the role of memory in African-American communities
Community Informatics	First Monday	Interest in the transformation of society in the Information Age

Your table:

Academic Discipline/Sub-Discipline	Key Journal or Conference	Connection to your project

2) Make three abstracts

The goal of this abstract is to create three draft abstracts, for three different scholarly journals. Abstracts are short summaries of academic articles that succinctly state the main arguments and outcomes of scholarly experiments and studies. Since you do not know the outcomes of your project at this point, you can use some creatively to project out on what you hope will come from your project, and search for language to articulate these goals in an academic language.

Based on the list created in part 1 of this chapter's exercises, create draft abstracts for research papers that you believe would enable you to share findings from your project in different disciplinary journals for broad impact. Each abstract should be under 200 words.

Subject Area:
Abstract 1:

Subject Area:
Abstract 2:

Subject Area:
Abstract 3:

3) Make a teaching module for a course

In this exercise your task is to develop either a full-semester curriculum unit or a focused exercise curriculum for an undergraduate course, in a discipline and level of your choosing. The goal of this exercise is to begin thinking about how you could incorporate your digital memory project into college or University level courses. In other words, the goal of this exercise are you to begin to think about how your project could be integrated into the teaching functions of your institution, as a means to achieve some level of sustainability for the project. Even if your project is not based in a college or University, this exercise is useful for thinking about the digital library could be incorporated into formalized education.

Before jumping into this process you need to:
- Spell out the discipline within which this course or course assignment will be offered
- The skill level and goals of students in such a course
- The outcomes

As these bullet-points suggest, there is a great deal of overlap between this course lesson plan and the community workshop lesson plan created in Chapter 8. Indeed, we encourage projects that seek to collapse some of the unnecessary boundaries between institutions of higher education and the communities around them so that all can benefit from these institutions and the capital they have available for community benefit.

Part 1: Determining your audience's literacy. Create a short, half-page list of questions that can be filled out, ideally before the course, to measure project participants' digital1iteracy. Focus on querying individuals on the skills you think they will need to successfully complete your curriculum.

Part 2: Curriculum. Create an time-table for the curriculum, including description of who does what, and how the different pieces fit together.

	Activity	Person(s) responsible	Outcomes desired
Part 1			
Part 2			
Part 3			

Part 3: Assessment. Create a short, half-page list of questions that can be filled out, either at the curriculum's conclusion, by students to assess the curriculum's effectiveness.