**Active Curation for Video Research Data**

# LOSING RESEARCH DATA DUE TO LACK OF CURATION AND PRESERVATION

Child development researchers have a problem: Their primary source of data is video—which offers nearly endless opportunities for reuse—but they lack standard tools and practices across labs and institutions for organizing, storing, and ensuring long term preservation of their video data to make reuse possible. This case study details how Databrary has addressed this problem by allowing researchers to curate their own research data as it is collection in an online repository that enables sharing and reuse. More generally, the processes and strategies employed here can be used to inform active, researcher-driven curation in other academic disciplines.

## Video Data in Child Development Research

For most child development researchers, video recordings of children’s behavior serve as the raw data and provide the backbone of their research programs. To collect these data, researchers record children in laboratory or natural settings and then analyze the recordings for behaviors, themes, and events of interest. These video recordings represent a variety of research designs: the observations can focus on experimental manipulations of behavior or naturalistic, spontaneous expressions of behavior; recordings can span a few minutes or several hours; participants can be observed once or multiple times; observations can include a single child, multiple family members, peer groups, classrooms, or larger public groups; and the scientific questions are limited only by the researchers’ imaginations. Researchers then apply user-defined tags to portions of video to generate quantitative data (e.g., frequency counts, rates, and durations) or qualitative data (e.g., ethnographic descriptions, conversation analyses, and narratives) from the recordings. Finally, the processed data are subsequently used for drawing inferences about child development.

Compared to other forms of research data (flat-file tabular data, imaging data, textual data), video offers unique potential for reuse. One unique aspect of video is that it is largely self-documenting. Viewers can see what is happening and how the events were recorded. The raw data are more readily interpretable and carry more visible information about the original context in which they were collected. A second unique aspect of video is that the recordings contain a wealth of information that is potentially usable for different purposes by a broad audience. Different researchers can use the same raw research videos to explore entirely different phenomena. Therefore video data reuse may involve asking new questions outside the scope of the original study—possibly even questions that the original researcher would have never imagined.

Despite these advantages, video data sharing and reuse is not the norm in developmental science and few tools exist that incentivize researchers in this field to easily publish their video data. Instead, most researchers collect videos for a single study and, after the study is complete, allow the data to molder away on a hard drive or set of tapes in a cabinet. Additionally, the collection of these video data is an expensive and time consuming process, not ensuring that they persist for longer than the expiration date of the media they are stored on [is bad]. Given the potential of video for research reuse and the importance of providing a long term home for these assets, the Databrary video research library (databrary.org) opened for general use in October 2014 to enable sharing, reuse, and preservation of raw research video data among child development researchers. Databrary is a web-accessible repository, with access permissions set differentially to authorized researchers and the public, depending on the dataset. The project is housed at New York University’s Institute of Human Development and Social Change and is closely aligned with both the university’s Libraries and Information Technology Services. Databrary provides user-centered software for researchers to curate their video, metadata, and related documents in order to manage, store, and share these assets.

## Post Hoc Curation or Active Curation

Post-hoc curation (i.e., after all of the data have been collected) is the most common way that researchers contribute data to domain repositories, and we initially assumed that this would be the primary means of acquiring data in Databrary. However, post-hoc curation is hugely time-consuming and cumbersome to the data contributor (Giarlo, 2013). To prepare the data for deposit, researchers must revisit data that they have already collected, analyzed, and stored away and now annotate and describe them for the purpose of sharing. We quickly learned that the required commitment of time and personnel exceeded what most researchers were willing to do. Moreover, researchers lacked the expertise to prepare and ingest the data, so information professionals were needed to process the collection and prepare it for sharing (Heidorn, 2011; Federer, 2013). To preempt these barriers to sharing, Databrary designed tools that enable researchers to actively curate their own data during each phase of the research lifecycle, while continuing to support post-hoc curation when appropriate. Active curation in Databrary allows researchers to organize and manage their own data as they collect it, with tools and language they are already familiar with.

# BUILDING A SYSTEM OF ACTIVE CURATION TO SUIT RESEARCHERS’ NEEDS

Determining the best way to build active curation tools for the developmental science community required a good understanding of researchers’ workflows—in particular, the path from video data collection to storage of the video files and metadata. We started by interviewing of a handful of representative researchers and their staff at NYU and other institutions who regularly collect video data. The Participants in these interviews were enlisted partly from the Institute where Databrary is housed, as well as through colleagues and contacts of the principle investigators on the grant [might need to provide more detail here?]. The interviews were non-structured interviews that took the form of a conversation about their current data management and organization workflow. We hoped that the interviews would inform us about what researchers might want from a service that would help them to organize, manage, store, and eventually share their videos. However, the interview results were only minimally informative about what researchers would want. Most researchers had not previously considered how to prepare their data for sharing and reuse—even for reuse within their own laboratories.

We realized that we needed a team of information science professionals and content experts to observe researchers’ current practices and the tools they used (or lacked) in their labs so that we could make inferences about the best ways to support active video curation for child development researchers. In order to obtain an understanding of how researchers collect, organize, and analyze their videos and metadata we gathered a sample of data from each researcher we had originally reached out to in order to determine similarities and differences among datasets. We learned that child development research is characterized by a wide diversity of practices both within and across labs and by a range of internal organization practices. As a result, datasets are heterogeneously structured and organized, which increases significantly the time required to prepare these data for post-hoc ingesting into a repository. Developing and implementing an approach to active curation was inevitable in light of these challenges.

# ACTIVE CURATION AND PRESERVATION IMPLEMENTED IN DATABRARY

## How Researchers View Their Data

Active curation would address the problem by merging the curation effort with the collection and organization of data at its source, but first the researchers needed a standardized method for organizing and describing different types of datasets. To accomplish this goal, we designed Databrary from the beginning to be a user-facing data repository that accommodates a diversity of existing data management practices. Based on our observations of the sample data we collected, the system is built on metadata schema that reflects how researchers already view the different components of their video datasets (e.g., participant details, study conditions and tasks, geographic location, language of the participant, etc.).

For active curation tools to make sense to our intended user base, we chose to adopt researchers’ language and organizing principles (Martinez-Uribe & Macdonald, 2009). Developmental researchers call the analytic units of their studies “sessions” (Bakeman & Quera, 2012). A session is essentially a recording period. Within each session, we assign the general term “record” to the metadata that describes a session. Records include information about participants, activities, and researcher-defined conditions and groups. The predefined records available in the upload interface were drawn from what we observed to be the most common pieces of metadata used across multiple labs.

## Interfaces That The Community Already Uses

More important, we needed to craft interfaces that were easy to use and familiar to the community. Spreadsheets are a common tool employed across labs to record session metadata. As such, we designed a web application view that allows users to upload, modify, and manage session metadata into a spreadsheet, with features such as auto-completion, field pre-population, bulk editing, and suggested entries for convenience (Figure 1). Rows of the spreadsheet correspond to individual sessions. The columns correspond to basic categories of metadata describing that session, which helps researchers manage their own data and assists other researchers to search and find videos of interest to them. Column categories in the spreadsheet are customizable and can be applied as needed to the researcher's study.

<**FIGURE 1 HERE** – Gordon\_CaseStudy\_Fig1.png. Title: Databrary Metadata Interface Example

CAPTION: Spreadsheet metadata interface for a dataset hosted on Databrary (Fabricius, 2014). Databrary exposes as much metadata about a study as possible without sharing sensitive or identifiable information. Additionally, data are exposed differentially depending on the permission levels of the user accessing them.>

In addition to allowing researchers to add and modify record metadata through this interface, we provided tools to enhance a researchers’ ability to generally analyze their data. Allowing users the ability to switch the view of the spreadsheet based on a category of interest gives them the power to easily gain new insights into their data at the click of a button (Figure 2). As such, active curation allows researchers to add their data to a repository as they work with it and additionally provides them with ways to understand their data better as they collect it.

**<FIGURE 2 HERE** – Gordon\_CaseStudy\_Fig2.png. Title: Databrary Task View Interface Example CAPTION: Spreadsheet metadata interface displaying the task view (Fabricius, 2014). Users can quickly switch between views to see a summary of how many sessions and which sessions contain a certain record.>

Finally, most researchers that analyze video use desktop coding software such as [ELAN, Datavyu, Mangold, Noldus] to annotate and create a set of codes in order to analyze events, themes, or behaviors of interest in the collected data [DERRY CITATION]. Thus, we implemented a timeline view for managing the videos and metadata within sessions that is similar to this commonly used desktop software (Figure 3). On the timeline, researchers can stream video files and visualize how video data, session metadata, and other files relate to each other temporally and thematically. Researchers can also use this interface to annotate an entire video file, or specific segments, with keywords and tags. The timeline and tagging functionality further enrich the metadata to help other researchers find and make sense of the video data contained in Databrary on a granular level.

**<FIGURE 3 HERE** – Gordon\_CaseStudy\_Fig3.png. Title: Databrary Timeline Interface Example CAPTION: Timeline for one of the sessions in a dataset hosted by Databrary (Adolph, 2014). Users can access video assets in the browser and data owners can manage their data using the timeline interface.>

# POSSIBILITIES FOR ACTIVE CURATION AND PRESERVATION IN OTHER AREAS OF RESEARCH

Databrary is still being actively developed. Now that it has been in use by its intended community for almost a year, we will conduct targeted usability testing in order to get a better understanding of what is working, what is missing, and what needs improvement. Though child development is not the only discipline where video or audio are at the center of its data collection and analysis workflows. Researchers in Anthropology, Ethology, Sociology, and Linguistics collect large amounts of such temporally situated data, as well. Databrary provides a model and process for how to design and deploy a tool that has at its core an emphasis on researchers conducting their day to day data collection as it’s user base. Starting from this orientation allowed us to develop an application that incentivizes and facilitates researchers themselves to prepare their own data for contribution to a repository. Similar projects serving other fields may need to determine the metadata schema and interfaces that work best for their community. They will also have to determine the ethical policies and protections that suits the nature of these specific fields and the type of data they collect. […this needs more, or something a little different, but not sure what…]

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