

# Digital Repository Design Workshop

## Materials Needed

- A laptop or tablet to explore websites and repositories
- Paper and writing utensils to create wireframes

## Preparatory Work

- Students will, ideally, have done the [Digital Repository Activity](#). If so, use the same digital repositories and groups previously assigned.
- If not, provide students with a number of digital repositories maintained by archives, museums, or other memory organizations for inspiration. Ideally select a variety of repository types, including collections of finding aids, digitized materials, exhibits, or other platform types that focus on providing access to cultural heritage materials to encourage richer discussion.

## Instructions

- If students have not completed the [Digital Repository Activity](#), provide students with a brief overview of each of the repositories you have linked.
- Divide your class into 3-5 person groups to examine the digital repositories in more detail with an eye for the design and use of each repository.
- Then, have students create a [wireframe](#) sketch of 1.) the home page of an original digital repository, 2.) a page for an item that is found in the digital repository, 3.) any other special capabilities they may wish their repository to have. Be sure to emphasize that these wireframes are work in progress documents and can be changed drastically at any time. The repository can contain materials of whatever format or subject they desire, but students should be able to articulate:
  - a. Who is expected to use the repository?
  - b. How are users expected to use the repository?
  - c. What is being collected in the repository?
  - d. Why are the materials being collected?
- Have groups share their responses to the questions so that the larger class can get a sense of the range of repository types, content being collected, and audiences.
- Ask students to further flesh out the repository:
  - a. What information about items is collected in the repository? How are the items described?
    - i. For instance: is it important to include the format, title, date, description, or other information?
  - b. What information will users want to search for, and how can users search? Via a search bar that searches all information, or one piece of information (such as title, date, etc.) at a time?

- c. Are there any capabilities for use and reuse of the items in the repository? For instance, can they be mapped, put on a timeline, downloaded, shared via social media, or have some other action?
- Have groups share their responses to the questions and more fully describe the repository. Ask other student groups to inquire about specific capabilities and uses of the repository created by the group that is presented. As the instructor, ask questions related to specific capabilities to supplement student questions and take notes about the final repository and metadata choices.
- As a final discussion, have students consider what is not being collected and who is not using their repositories. What does it mean to not include those materials or ensure that the interests or stories of those individuals are not represented? If those materials are not represented online, what is lost? What do you lose by prioritizing certain search or reuse capabilities? What do you gain?