Battle of the Bulge Digital Collection Project Plan

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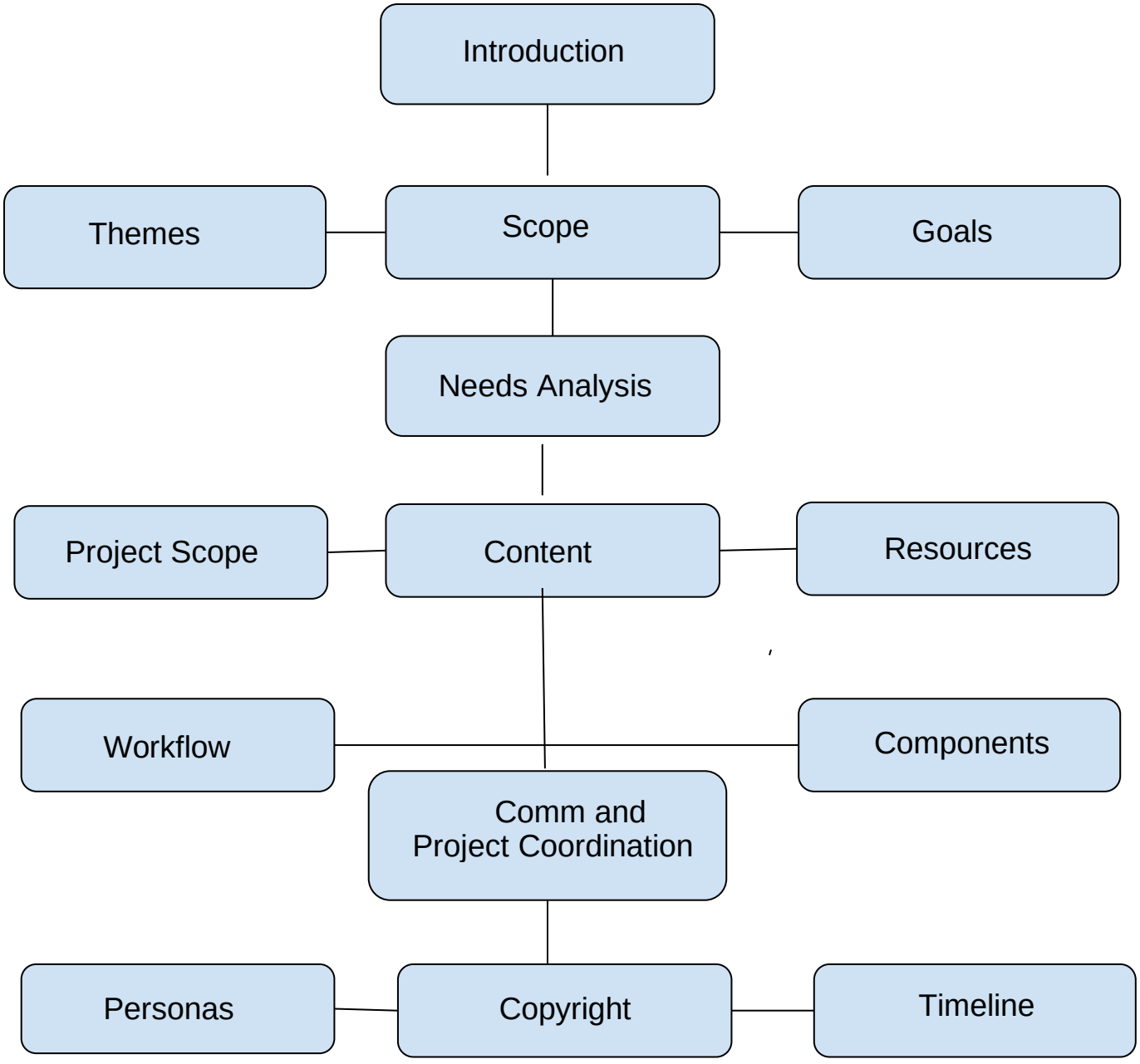
LIS 4810: Digital Libraries

FLOWCHART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Introduction

The Battle of the Bulge (also referred to as the Ardennes Counteroffensive) is a historical battle that signified the nearing conclusion of World War II and the victory for the Allies after six long years at war with the Axis powers. The hardships faced by the forces leading up to this momentous victory is one we wanted to focus on creating a digital collection for, in order to create an enriched resource for researchers of this battle. However, instead of showcasing the outcomes of the Battle of the Bulge, our group instead aspired to highlight the brave and tenacious soldiers fighting for freedom for those under fascist leadership. Our collection is compiled of photographs, sound recordings of interviews, diary entries, and other items carefully selected to create a comprehensive collection of what Allied soldiers saw and experienced during the battle that sealed the fate of the Nazi regime and led to victory.

Along with increasing our knowledge of building digital collections using the web publishing platform Omeka, our goals for establishing this digital collection are increasing awareness and visibility of first-person accounts of war, and improving resource discovery for students, educators, and historians alike.

Communication and Project Coordination

The group is using email as the main form of communication and coordination. We are in various time zones and on various schedules, so it is the easiest way to get in touch and coordinate matters that are not time sensitive. The group is also utilizing Zoom meetings both during synchronous sessions and outside of that time as needed to stay on the same page and bring up any issues at length as well as get group thoughts on items such as the selected materials and papers submitted under the group banner. Phone numbers will be exchanged as needed and at the comfort of members should email or scheduling become an issue. We have also made a

collaborative document for the project plan components as well as a collaborative spreadsheet for item data entry as well as housing of initial metadata for entry into Omeka.

Project Components, Roles, and Responsibilities

The project coordinator oversees and finalizes all aspects of the project. While each group member has various assigned tasks, members will assist in each area of the project as needed. For this project plan, each member has been assigned a specific portion in which they must complete, and as a group we will review the document as a whole, with the project coordinator approving and submitting the final draft. For the actual project, group members will work on their assigned task, while assisting teammates as needed. The note takers take notes during our meetings in class, as well as Zoom calls outside of class. We each worked together to provide the required 25 objects for the collection. However, those assigned to the collection management portion of the project will decide on the final objects that are to be used in the exhibit. The final objects for the exhibit will be placed in a spreadsheet that each group member has access to. After those objects have been selected and placed in the spreadsheet, the metadata creators will input the metadata from each selected object into an excel document. After each object has the accurate metadata imported into the spreadsheet, the objects will go into Omeka. The metadata team will primarily be responsible for this, however other group members will assist where necessary. The poster designer will prepare the poster, with approval from the group. Additionally, the poster will tie in with the final presentation. All group members, with each member being assigned a specific portion of the presentation, will create the presentation. As with the project plan, all group members will review the presentation and voice changes that need to be made to all group members. The roles of the project are listed in the table below.

No.	Role/Responsibility	Activities	Student Names

1.	Project coordinator	· Oversees all project activities · Communicates with the group members and the instructor · Coordinates the preparation of the project documentation (project plan, progress report, and final report) · Conducts quality review	Amy Page
2.	Collection Development specialist	· Coordinates the selection of items for the collection · Identifies digital objects relevant to the collection topic/focus · Evaluates the objects' formats and attributes · Investigates copyright permissions	Nadia, Logan, and Richard (all as needed)

3.	Metadata creator /Omeka manager	· Prepares the metadata profile · Builds metadata records in the Omeka instance · Reviews the quality and consistency of records · Manages the Omeka instance · Manages selected content files	Samantha, Amy, and Richard
4.	Note taker/ Poster designer	· Takes notes during the group meetings and maintains the documentation of the project · Prepares a poster for the final presentation · Works with the project coordinator on selecting the content for the poster · Designs the electronic version of the poster	Logan and Samantha

- Project Plan collaborative component breakdown:

· Amy - **Communication and Project Coordination**, **Roles and Responsibilities**

· Logan - **Resources and Drafts**, **Project Components,** and **Project Workflow** with Richard

·Nadia - **User Needs Analysis** and **Project Scope** with Richard

· Richard - **Project Scope** with Nadia and **Project Workflow** with Logan

· Samantha - **Introduction** and **Content Management System**

User Needs Analysis

For our collection on The Battle of the Bulge, our user needs are focused on undergrad students, students majoring in history, college professors, and history enthusiasts. Though the individual needs vary, the goal of the collection is to increase user access to digital items that pertain to the Battle of the Bulge. Through images, sound and texts, the user can browse through the collection and research the object for further analysis. For the undergrad student, the collection offers a variety of mediums to further their research. For the professor, their needs are for their students to successfully and easily browse through the school's database systems and locate objects that fit the requirements for coursework applications. For the history enthusiast, the collection is primarily for leisurely browsing and researching.

Persona #1, Second Year Undergrad Student

Robert, a second-year undergrad majoring in History is assigned a project with researching Battle of the Bulge and finding photographs and letters detailing accounts of first person perspective on the war. Although Robert has been a full-time student for the past two years, he doesn't feel comfortable using the library databases. He is a little bit familiar with navigating the database but is unsure of which database would benefit his research paper. His task is to browse through digital collections and use the images for his assignment, including the proper citations and giving proper credit for the images.

Persona #2, College Professor

Dr. Kramer is a college professor who has been teaching the history of World War II at her college for over 15 years. She enjoys reading peer reviewed papers and has had a few books published on the subject of World War II. Her fascination stems from her grandfather being a veteran from World War II and remembers his stories on daily activities and missions during his time in service. When her grandfather passed, she wanted to keep his memory alive and pursued studies in History. As a college professor, she has high expectations from her students and expects thoroughly researched submissions. During finals, she assigns students to be creative and write fictional diary entries for real soldiers who served in World War II. It doesn't matter where the soldier was stationed, as long as the soldier was a real person.

Persona #3, Student interested in history

Leslie is in her last semester of undergrad before graduating. She plans on enrolling in medical school to become a pediatric doctor. She does not have time to read nonfiction books on war, but listens to audiobooks while driving. She loves history and collecting old photographs of events during wartime. Because she is busy with studying, she wishes she had more time to browse through photographs. One of her friends recommends browsing through digital collections. Leslie is familiar with database browsing but not familiar with browsing through online photographs, other than Google images. She is interested in looking through a more sophisticated online collection for the photographs' background information on dates and locations.

Project Scope

Selection Process, Selection Criteria, and Number of Items

The selection process for the objects was a collaboration. Each individual for the project was assigned with the task of finding a minimum of five objects pertaining to the Battle of the Bulge. Each participant uploaded the URL link and included information on a metadata excel spreadsheet. Once everyone had submitted their objects, it was the responsibility of the Collection Development Specialists to decide which items would be included in the digital collection. Once the Collection Development Specialists decide which objects would be uploaded to the digital collection, then the team will harvest the information for the Dublin Core elements and finalize the metadata structure.

With five members researching objects to assign to the collection, we ended up with 35 items. From those 35 items, the group decided to select all the items for the collection. The group was indifferent to the objects of their choosing. Whether it was a photograph, a document, audio, or video, was unimportant. However, the finalized selected objects for the collection were mostly made up of photographs and documents.

Resources and Standards:

Omeka:

Omeka is the web publishing program that we will be using to create our digital collection. Created by George Mason University, Omeka is an open-source content management system that allows users to create online exhibits and organize digital objects. This program makes it easy for museum curators, librarians, and archivists to create online exhibits and organize all the metadata for each object. As users of the site, each group member will upload a minimum of five digital objects, and each object's metadata to Omeka in order to build our digital collection.

Metadata Standards:

For this project, we will be using Dublin Core for our main schema. Dublin Core is one of the most widely used and accepted metadata standards, and Omeka has chosen Dublin Core as their metadata standard as well. Group members are most familiar with Dublin Core, as it has been used and discussed in other classes in the Library and Information Science program as well.

Copyright and Rights Management

With Copyright procedures, this was the responsibility of the Collection Development Specialist. Once they had finalized their selection and after reviewing the metadata, the team investigated the copyright licenses for the objects and assigned the appropriate classification.

Content Management System

Our digital collection is being developed using the web publishing platform Omeka. A collection may be added to the admin site -- ours being one of three in the DU LIS Digital Libraries Summer 2020 site -- with the added option of customizing the Dublin Core metadata by duplicating elements (e.g. citing multiple contributors), or omitting elements entirely. The metadata elements also have the option to include hypertext markup language (html) in any given element section, which our group is not utilizing at this time. Omeka allows collection developers and users to search across all collections within a site, and to observe a quick view of an item (which includes description, collection, item tags, contributors, and date added). Our digital collection items are submitted using the Dublin Core entry page, with the digital files uploaded using the Files tab. We anticipate utilizing both the Item Type Metadata section, as well as the Tags section, in order to allow for greater resource discovery.

Project Timeline