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Final Report: Interpreting the Texas Past, Database Project

5/12/2008

Contents

Introduction.....	3
Scope and organization.....	3
Collaborative process.....	4
Preservation techniques	5
Future of the collection	6
Accessibility and usability	6
Appendix A: Entity-relationship diagram.....	7
Appendix B: Data dictionary	8
Appendix C: Interface mockups	15
Appendix D: Collection principles	23
Appendix E: Metadata schemas and interoperability	24
Appendix F: Past Documentation	28

Introduction

The Project in Interpreting the Texas Past, African American Texas Oral History Project, directed by Dr. Martha Norkunas is an extensive collection of over 70 narrators and more than 300 hours of recordings in both audio and video formats. Over the course of the project, contributors have collected extensive metadata as well as generated hundreds of supporting documents.

However, the collection-as-is exists on a series of CDs, compiled Word documents, and hard drives. The data is in danger of succumbing to digital degradation, changes in proprietary formats which would render the documents unusable and perhaps most immediately, collapsing under the weight of its own success. Currently, Dr. Norkunas spends a great deal of time transferring files back and forth, making sure the versions in the storage devices are the most current. The collection has an urgent need to be re-organized into a database using appropriate preservation actions.

To accomplish this project, we looked at six different aspects:

- Understand the scope and organization of the collection
- Streamline the collaborative process between Dr. Norkunas and student oral historians
- Encourage the use of preservation techniques
- Plan for the future of the collection
- Recommend accessibility and usability practices for the future website

With these recommendations in hand, it is our hope that Dr. Norkunas may have a better understanding of the technical requirements and potential (digital) direction for the collection.

Scope and organization

The collection serves two main populations currently: the students who learn the process of collecting oral histories while studying the local, state, and national history of African Americans and the narrators from the Central Texas community who tell their stories. With the exception of the Lift Every Voice website ,(http://www.utexas.edu/world/lifteveryvoice/), developed partially through The University of Texas at Austin's Utopia project, the efforts of both the narrators and the student oral historians have yet to become an accessible collection of the public domain. Dr. Norkunas envisions the collection eventually serving three primary populations in addition to the two already mentioned: academics, the general public, and genealogists, respectively.

We recommend that Dr. Norkunas follow a five-step process for the collection to transfer efficiently to a usable website:

1. Organize the collection's data structure into an entity relationship diagram (ERD)
2. Build the database and populate a few records to test the effectiveness of the database structure
3. Build the database interface – how you interact with the database
4. Populate the database
5. Build the end user website to provide broader access to the collection

Step 1 has been completed via this project. We have also created a set of mockups for the database interface, which will hopefully give you and the interface designer a starting point for discussion. Steps 3 through 5 can and probably should be done at or around the same time. Steps 3 and 5 especially are organic processes that may require several revisions.

We organized the collection into an entity relationship diagram (Appendix A), so that a database designer could take this diagram, also called an ERD, along with the data dictionary (Appendix B) and easily create a database specific to this collection. A few assumptions were made in this organization:

- It was assumed that an Excerpt comes from only one Interview. While we understand this is not strictly the case, the decision was made in order to simplify the construction of the final database. While this organization seems like it would be more difficult to search the website for content, it merely means that content is organized vis-à-vis Excerpts. Depending on how the website is designed, the end user may not even realize this is the case.
- The ERD does not provide for extensive Web 2.0 functionality, such as user being able to tag specific narrators. However, this does not exclude Dr. Norkunas from using tagging on a collection-wide level. Other technology could potentially be uploaded into a “holder” which already exists in the current ERD. For example, Voicethreads could be loaded into the “Video” component of the database. The database could also be extended in the future to provide additional features

Collaborative process

Dr. Norkunas sees this collection as belonging to the public domain. She and the student oral historians go to great lengths to contribute artifacts of the highest caliber. This being the case, the level of collaboration is extensive. In creating the database mockups (Appendix C), we kept this emphasis in the forefront of the design. For example, on each of the interfaces, we added a spot for the “date last updated” so that both professor and student will know if and when corrections have been made.

For the purposes of this project, we only mocked up the most immediately important interfaces, namely, login, administrator, student access page, narrator, interview-media, and excerpt. Looking to the administrator’s page, however, one may see the additional possibilities of the interface:

- The search from the administrator’s page would include the entire collection whereas the search from a website would only include searching those documents which have been made accessible to the general public. Comments of the quality of the recording may be something which will not be accessible to website users.
- From the active files section, Dr. Norkunas will be able quickly monitor what she has approved to be published to the website, what is waiting her corrections/approval (part of the collaborative process previously mentioned), and what is being worked on by the student oral historians.
- Running reports allows the administrator to view the collection from different perspectives. Some of these could be published to the website, e.g. a pie chart showing which decades the narrators were born. Others may be strictly for administrative/teaching

purposes, e.g. run a report of a student in order to be sure that all documents were submitted before the course concludes.

- The administrative duties section facilitates the extent to which students have access to the collection. We recommend that students be given the access to create new narrators but only have access to a restricted number of records. (This, however, will be fairly complex to setup and manage. We recommend that Dr. Norkunas and the interface designer discuss the cost involved with setting up and managing this feature before incorporating it into the final design.) Restricting access will keep the amount of input errors to a minimum. We also recommend that students have access to an “example file,” by which they learn the appropriate ways to input data into the database (via the interface). We also recommend that FAQs be added to each interface page which students have access to, in the hopes that the sheer number of questions regarding data input be reduced.
- We thought Dr. Norkunas may be interested in using a (secure) wiki to keep notes on the project. This may be helpful if a second administrator is added or if/when the collection transfers to an archive, museum, library, etc. This could be set up by either the interface designer or the website designer.

It is important to note that although we have created mockups of the database interface, the final product may look and act very differently. The ultimate goal of these mockups is to inspire ideas of how the collection could be presented differently to those inputting the data.

Preservation techniques

Dr. Norkunas has already taken preservation considerations into her instructions for collecting the interviews and subsequent data. She prefers audio recordings in uncompressed formats (WAV, AIFF, AU), asks students to turn in both paper and digital copies, and backs up all of the data on several hard drives.

To these, we would like to:

- Recommend that all document files are converted to PDFs in addition to the Word files. While Word files allow edits to be made, Word is a Microsoft-owned proprietary format. For example, Microsoft recently updated the default file format in Word 2008 to .docx. For approximately six months, Mac users could not open DOCX files, because Microsoft had not created a file converter for the Mac operating systems. Additionally, users can easily change Word files (either with malicious intent or out of sloppiness). PDFs, on the other hand, are not of a proprietary format. While Adobe is best-known, most PDFs can be opened by most PDF readers. Additionally, a PDF will maintain the integrity of the font and spacing choices (Palatino, single-spaced, etc) while ultimately presenting a document that may be published online as-is.
- Recommend re-burning all of the CDs and DVDs every two-three years. Digital data degrades and re-burning these disks is the best method (at this point) of preserving all of the information of the files.
- Recommend that all printable documents also be stored in hard copy format. As previously mentioned, digitized information is not a stable format.

We have included a copy of the National Information Standards Organization's collection principles as they apply to this collection. (Appendix D).

Future of the collection

A goal in organizing the data is to provide a collection that is flexible enough to work with emerging and future technology. Part of this is collecting more data than seems necessary in the present context. For example, we recommend that student oral historians begin collecting data about how many years narrators have lived in Austin and in Texas. While this may seem like useless information, given four more years of collecting and 120 additional interviews, this could present intriguing data of “years in Austin” contrasted with “zip codes” (perhaps native-to-Austin narrators live in different zip codes than non-natives), “Years in Texas” contrasted with “birth year” (perhaps younger narrators are migrants to the state).

Additionally, we recommend incorporating Dublin Core metadata schemas into the end user website. (Appendix E) Incorporating metadata drastically increases the interoperability of the collection by allowing users to search for information across collections rather than from within one collection at a time.

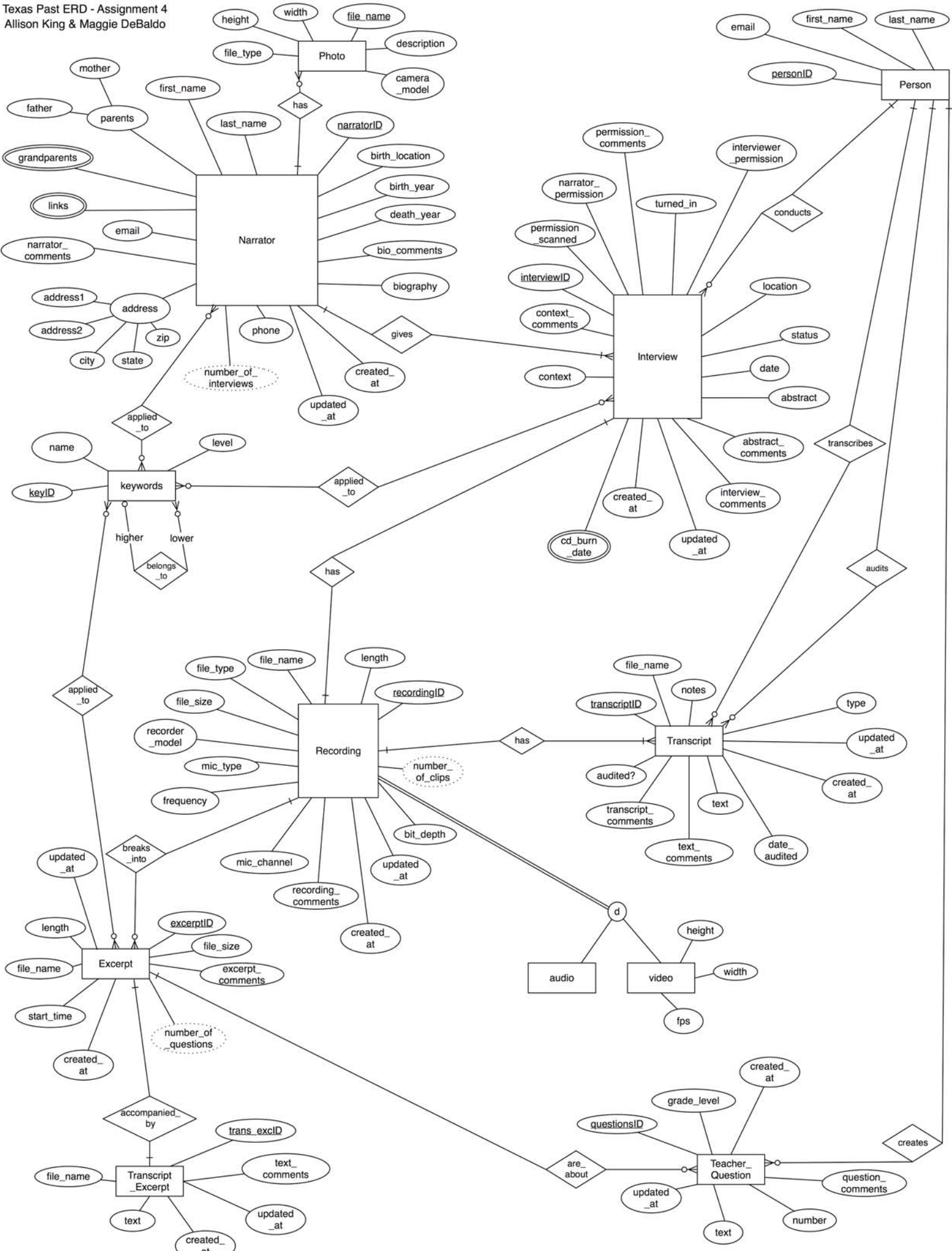
Accessibility and usability

We recommend that Dr. Norkunas find a web designer who can not only create professional websites but can also plan the information architecture of the site. The current website needs an assessment of what it does well and what it does poorly. For example, the current site does not emphasize the audio/video files as the primary documents. Rather, these act as merely additional links on a page full of links. The web designer may also want to consider what vocabulary the site uses. For example, Dr. Norkunas uses “unedited transcript” and “lightly edited transcript” when discussing similar but yet very different documents. This may not translate well to an online environment to which the users are unfamiliar with the difference. Dr. Norkunas emphasized that she wanted a required popup to explain the difference when a user chooses one or the other. However, we recommend the terminology of the entire collection and the different documents be assessed for clarity in an online environment.

Throughout the past several weeks, we have presented many different Web 2.0 options which Dr. Norkunas may find useful when building the website. (Appendix F) Essentially, the decision needs to be made whether to maintain the collection as-is, meaning that only those associated with collecting interviews have a part in presenting information, or whether to encourage public use, such as the participation in tagging, comments, RSS feeds, etc. We recommend the careful incorporation of select Web 2.0 technologies. By allowing users to participate more fully in the collection, Dr. Norkunas has the opportunity to bring this project to the cutting edge of field of presenting oral narratives in a digital environment.

That being said, we recommend that Dr. Norkunas approach this project in two stages:

1. Implement the suggestions in this document
2. Based on the revised site and perhaps additional assessment, consider which Web 2.0 technologies might be worth adding.



Appendix B: Data dictionary

Entities

Entity Name	Description	Aliases	Occurrence
Narrator	Term used to describe a person who gives the interviews	Interviewee	A narrator gives one or more interviews A narrator may have one or more photos A narrator can have one or more keywords
Photo	A digital image of a narrator	Image	A photo is of a narrator
Person	Term used to describe the person who conducts and/or transcribes interviews, and audits transcriptions	Student, Worker, Volunteer	A person may conducts one or more interviews A person may transcribe one or more transcriptions A person my audit one or more transcriptions A person may create one or more teacher questions
Interview	Term used to describe a specific interview		An Interview is given by a narrator An interview is conducted by a person An interview has a recording An interview can have one or more keywords
Recording	Term used to describe the recording of an interview		A recording is of an interview A recording has one or more transcriptions A recording can be broken down into one or more excerpt A recording can be either a video or audio file
Transcript	Term used describe the transcription of an interview	Log	A transcript is of one recording
Excerpt	Term used to describe excerpt of a recording	Clip	An excerpt comes from a recording An excerpt has a transcript excerpt An excerpt can have a set of teacher questions An excerpt can have one or more keywords
Transcript _Excerpt	Term used to describe a part of a full transcript that matches a recording clip	Transcript Clip	A transcript excerpt accompanies a excerpt
Teacher_ Questions	Term used to describe the set of questions that teachers can use about the narrator	Questions, Teaching Aid	Teacher Questions are created by a person Teacher Questions are about an excerpt
Keyword	Term used to describe a word or phrase that constitutes a subject.	Subject Heading	A keyword may be applied to one or more narrators A keyword may be applied to one or more interviews A keyword may be applied to one or more excerpts A keyword may belong to another keyword A keyword may have one or more keywords belonging to it

Relationships

Entity	Relationship	Entity Name	Cardinality	Participation
Narrator	Gives	Interview	1:N	Mandatory/Mandatory
Narrator	Has	Photo	1:N	Mandatory/Optional
Person	Conducts	Interview	1:N	Mandatory/Optional
Person	Transcribes	Transcription	1:N	Mandatory/Optional
Person	Audits	Transcription	1:N	Mandatory/Optional
Person	Creates	Teacher Questions	1:N	Mandatory/Optional
Interview	Has	Recording	1:1	Mandatory/Mandatory
Recording	Has	Transcript	1:N	Mandatory/Mandatory
Recording	Breaks into	Excerpt	1:N	Mandatory/Optional
Excerpt	Accompanied by	Transcript Excerpt	1:1	Mandatory/Mandatory
Teacher Questions	Are about	Excerpt	M:1	Optional/Mandatory
Keyword	Applied to	Narrator	M:N	Optional/Optional
Keyword	Applied to	Interview	M:N	Optional/Optional
Keyword	Applied to	Excerpt	M:N	Optional/Optional
Keyword	Belongs to	Keyword	M:1	Optional/Optional

Attributes

Entity	Attributes	Description	Notes	Nulls	Multi-Valued	Data Type and Length
Narrator	narratorID	Unique identifier for narrator	PK	No	No	Number: Autonumber
	first_name	First name of narrator		No	No	Text: 30 variable characters
	last_name	Last name of narrator		No	No	Text: 30 variable characters
	address					
	address1	First line of street address		Yes	No	Text: 50 variable characters
	address2	Second line of street address		Yes	No	Text: 50 variable characters
	city	City or town of narrator		Yes	No	Text: 30 variable characters
	state	State of customer		Yes	No	Text: 2 fixed characters
	zip	Zip code of narrator	Zip+4 format	Yes	No	Text: 9 fixed characters
	phone	Phone number of narrator		No	No	Text: 10 fixed characters
	email	Email address of narrator		Yes	No	Text: 50 variable characters
	birth_year	Year narrator was born		Yes	No	Date/Time: YYYY
	birth_location	Where narrator was born		Yes	No	Text: 100 variable characters
	death_year	Year narrator died		Yes	No	Date/Time: YYYY
	parents					
	mother	Name of narrator's mother		Yes	No	Text: 100 variable characters
	father	Name of narrator's father		Yes	No	Text: 100 variable characters
	grandparent	Name of narrator's grandparent		Yes	Yes	Text: 100 variable characters
	links	Links to outside sources related to narrator		Yes	Yes	Text: 400 variable characters
	narrator_comments	Comments about information entered about narrator		Yes	No	Text: 2000 variable characters
biography	Short biography of narrator		Yes	No	Text: 2000 variable characters	
bio_comments	Comments about biography of narrator		Yes	No	Text: 2000 variable characters	
number_of_interviews	Number of interviews narrator has given	calculated	Yes	No	Number: Integer	
created_at	Date record created	Time stamp	No	No	Date/Time: Long Date	
updated_at	Date record updated	Time stamp	No	No	Date/Time: Lon Date	
Photo	file_name	Name of file of photo	PK	No	No	Text: 50 variable characters
	description	Short description of photo	For "alt" tag	No	No	Text: 100 variable characters
	file_type	Type of image file		No	No	Text: 30 variable characters
	camera_model	Model of camera that took photo		Yes	No	Text: 100 variable characters
	width	Width of image in pixels		No	No	Number: Integer
	height	Height of image in pixels		No	No	Number: Integer

Entity	Attributes	Description	Notes	Nulls	Multi-Valued	Data Type and Length
Person	personID	Unique identifier for person	PK	No	No	Number: Autonumber
	first_name	First name of person		No	No	Text: 30 variable characters
	last_name	Last name of person		No	No	Text: 30 variable characters
	email	Email address of person		No	No	Text: 50 variable characters
Interview	interviewID	Unique identifier for interview	PK	No	No	Number: Autonumber
	date	Date interview was conducted		No	No	Short Date
	location	Where interview was conducted		Yes	No	Text: 100 variable characters
	narrator_permission	Permissions for using interview from the narrator	full release, no web, restricted, other	No	No	Text: 30 variable characters
	permission_comments	Addendums or notes to narrator permission		Yes	No	Text: 200 variable characters
	interviewer_permission	Permissions for using interview from the interviewer		No	No	Yes/No
	turned_in	Has the permission form been turned in?		No	No	Yes/No
	permission_scanned	Has the permission form been digitized?		No	No	Yes/No
	cd_burn_date	Date a CD copy of all interview materials has been burned		Yes	Yes	Date/Time: Short Date
	interview_comments	Comments about information entered about interview		Yes	No	Text: 2000 variable characters
	abstract	Short description of interview		Yes	No	Text: 2000 variable characters
	abstract_comments	Comments about abstract of interview		Yes	No	Text: 2000 variable characters
	context	Context of interview		Yes	No	Text: 2000 variable characters
	context_comments	Comments about context of interview		Yes	No	Text: 2000 variable characters
	status	Status of post-interview processing	processing, pending, approved	No	No	Text: 20 variable characters
created_at	Date record created	Time stamp	No	No	Date/Time: Long Date	
updated_at	Date record updated	Time stamp	No	No	Date/Time: Long Date	

Entity	Attributes	Description	Notes	Nulls	Multi-Valued	Data Type and Length
Audio_Recording	recordingID	Unique identifier for recording	PK	No	No	Number: Autonumber
	file_name	Name of file of recording		No	No	Text: 50 variable characters
	file_type	Type of file		No	No	Text: 30 variable characters
	file_size	Size of recording in MB		No	No	Number: Decimal
	length	Duration of interview		No	No	Date/Time: hh:mm:ss.s
	recorder_model	Model of recorder/ camcorder used in interview		Yes	No	Text: 100 variable characters
	mic_type	Type of microphone used		Yes	No	Text: 50 variable characters
	mic_channel	Channel of microphone	Mono, Stereo	Yes	No	Text: 10 variable characters
	frequency	Recording frequency in Hz		Yes	No	Number: Integer
	bit_depth	number of bits of information recorded for each sample		Yes	No	Number: Integer
	recording_comments	Comments about the recording		Yes	No	Text: 1000 variable characters
	number_of_clips	Number of excerpts recording has been broken into	Calculated	Yes	No	Number: Integer
	created_at	Date record created	Time stamp	No	No	Date/Time: Long Date
	updated_at	Date record updated	Time stamp	No	No	Date/Time: Long Date

Entity	Attributes	Description	Notes	Nulls	Multi-Valued	Data Type and Length
Video_Recording	recordingID	Unique identifier for recording	PK	No	No	Number: Autonumber
	file_name	Name of file of recording		No	No	Text: 50 variable characters
	file_type	Type of file		No	No	Text: 30 variable characters
	file_size	Size of recording in MB		No	No	Number: Decimal
	length	Duration of interview		No	No	Date/Time: hh:mm:ss.s
	width	Width of video in pixels		No	No	Number: Integer
	height	Height of video in pixels		No	No	Number: Integer
	recorder_model	Model of recorder/ camcorder used in interview		Yes	No	Text: 100 variable characters
	mic_type	Type of microphone used		Yes	No	Text: 50 variable characters
	mic_channel	Channel of microphone	Mono, Stereo	Yes	No	Text: 10 variable characters
	frequency	Recording frequency in Hz		Yes	No	Number: Integer
	bit_depth	number of bits of information recorded for each sample		Yes	No	Number: Integer
	fps	Frames per second		Yes	No	Number: Integer
	recording_comments	Comments about the recording		Yes	No	Text: 1000 variable characters
	number_of_clips	Number of clips recording has been broken into	Calculated	Yes	No	Number: Integer
created_at	Date record created	Time stamp	No	No	Date/Time: Long Date	
updated_at	Date record updated	Time stamp	No	No	Date/Time: Long Date	
Transcript	transcriptID	Unique identifier for transcript	PK	No	No	Number: Autonumber
	text	Full text of interview		No	No	Text: 9000000 variable characters
	text_comments	Comments about the text of the transcript		Yes	No	Text: 100000 variable characters
	file_name	Name of file of transcript		No	No	Text: 50 variable characters
	type	Type of transcript	Unedited, Lightly edited, Heavily edited	No	No	Text: 20 variable characters
	notes	Editing notes		Yes	No	Text: 2000 variable characters
	transcript_comments	Comments about information entered about transcript		Yes	No	Text: 2000 variable characters
	audited	Has transcript been audited?	Yes, No	Yes	No	Text: 5 variable characters
	date_audited	Date transcript audited		No	No	Date/Time: Short Date
	created_at	Date record created	Time stamp	No	No	Date/Time: Long Date
updated_at	Date record updated	Time stamp	No	No	Date/Time: Long Date	

Entity	Attributes	Description	Notes	Nulls	Multi-Valued	Data Type and Length
Excerpt	excerptID	Unique identifier for excerpt	PK	No	No	Number: Autonumber
	file_name	Name of file of excerpt		No	No	Text: 50 variable characters
	file_size	Size of clip in MB		No	No	Number: Decimal
	start_time	Place in recording where excerpt begins		No	No	Date/Time: hh:mm:ss.s
	length	Duration of excerpt		No	No	Date/Time: mm:ss
	excerpt_comments	Comments about excerpt		Yes	No	Text: 1000 variable characters
	number_of_questions	Number of teacher questions about excerpt	Calculated	Yes	No	Number: Integer
	created_at updated_at	Date record created Date record updated	Time stamp Time stamp	No No	No No	Date/Time: Long Date Date/Time: Long Date
Transcript_excerpt	tran_excID	Unique identifier for transcript excerpt	PK	No	No	Number: Autonumber
	file_name	Name of file of transcript		No	No	Text: 50 variable characters
	text	Full text of transcript excerpt		No	No	Text: 10000 variable characters
	text_comments	Comments about the text of the transcript excerpt		Yes	No	Text: 9000 variable characters
	created_at	Date record created	Time stamp	No	No	Date/Time: Long Date
	updated_at	Date record updated	Time stamp	No	No	Date/Time: Long Date
Teacher_Questions	questionsID	Unique identifier for questions	PK	No	No	Number: Autonumber
	text	Text of the question		No	No	Text: 200 variable characters
	grade_level	Grade level of the question	Elementary, Middle, High	No	No	Text: 10 variable characters
	number	Number of question (sequence)		Yes	No	Number: Integer
	question_comments	Comments about the teacher question		Yes	No	Text: 200 variable characters
	created_at	Date record created	Time stamp	No	No	Date/Time: Long Date
	updated_at	Date record updated	Time stamp	No	No	Date/Time: Long Date
Keyword	keyID	Unique identifier for keyword	PK	No	No	Number: Autonumber
	name	Word or phrase of keyword		No	No	Text: 200 variable characters
	level	Level of keyword	1, 2, 3	No	No	Number: Integer

Welcome to the
Preserving the Texas Past -
African Americans in Texas Oral History Project

To login	Login name	<input type="text"/>	Password	<input type="password"/>	GO
----------	------------	----------------------	----------	--------------------------	-----------

New user? Create account	
First name	<input type="text"/>
Last name	<input type="text"/>
Class	Select <input type="text" value="v"/>
Email	<input type="text"/>
GO	

WELCOME *NorMar!!!*

SEARCH BY

- Narrators
- People
- Medium
- Permissions
- Subject Headings
- EXPANDED SEARCH**

GO

CREATE/MODIFY FILES

- Narrator file
- Interview file
- File for media
- Transcript file(s)
- Excerpts
- Print file(s)

GO

ACTIVE FILES

PENDING

- Sneed, Peter Jan 31 2008 Excerpts
submitted 2008-04-01
- Whitmore, Eric Feb 1 2008 Unedited

RECENTLY APPROVED

- Stenley, Paul Jan 24 2008 Abstract
approved 2008-04-01
- Robertson, Brian Feb 1 2008 Subject
Headings *approved 2008-04-01*

PROCESSING

- McMann, Fanny *edited by SteLes*
2008-03-24
- Clark, Katherine *edited by OsuKev*
2008-03-24

GO

ANNOTATIONS WIKI

project for a rainy day. used for admin notes
on ongoing projects

RUN REPORTS

- View all Headings, Collection
- View all Headings, Excerpts
- Number of Interviews, audio
- Narrators by zipcode
- Narrators by decade born
- All files by user

- CREATE NEW REPORT**

GO

ADMINISTRATIVE

- create new user account
- change user account
- disable user account
- delete user account

GO

**Narrator file
* is required before submitting**

date created

last date updated

of interviews

Modify existing narrator file

or

OVERALL ADMIN COMMENTS

TASK	FILL IN THE BLANK	DIRECTIONS
------	-------------------	------------

First name*	<input type="text"/>	
Last name*	<input type="text"/>	
Address Line 1	<input type="text"/>	
Address Line 2	<input type="text"/>	e.g. Apartment #
City	<input type="text"/>	
State	<input type="text"/>	
Zip code (9 digits)	<input type="text" value="-"/>	e.g. 78744-4021 look it up online at www.usps.gov
Email	<input type="text"/>	
Phone number*	<input type="text" value="() -"/>	(512) 123-4567
Year of birth*	<input type="text"/>	
Location of birth	<input type="text"/>	Austin, Texas
Year of death	<input type="text"/>	
Father	<input type="text"/>	one name per line, birth parents only, e.g.
Mother	<input type="text"/>	
Grandparents	<input type="text"/> <input type="text"/> <input type="text"/>	one "name, relationship" per line, birth grandparents only, e.g. Peter L. McQueen, paternal grandfather Sheila M. Byrd, maternal grandmother
	<input type="button" value="Add grandparent"/>	
Supporting material	<input type="text"/>	This is material such as websites, supporting papers, supplementary documents, etc. which deal SOLELY with this narrator, not the collection.

Biography*

Process:

1. Type the text into Microsoft Word, checking for spelling and grammar mistakes.
2. Copy the text and paste into a wordpad or note pad (.txt. document). This removes all formatting.
3. From the .txt document (NOT the .doc document), copy and paste text into the box below.
4. Save the Microsoft Word document as a .pdf and turn the .doc and .pdf files over to Dr. Norkunas per her directions. The .txt file can be deleted.

ADMIN COMMENTS

Update narrator file
Entry page

Narrator: *(name prefilled by DB)*

Interview: *(# prefilled by DB)*

Other Interviews | [1](#) [2](#) [3](#)

Status of Interview (prefilled by DB)

- Processing (You can still work on it)
- Pending as of *XXXX-XX-XX* (DB fills in) (You have submitted the interview and it is waiting for approval)
- Approved (You're done.)
- Sorry, you do not have access to this interview.

GO

[FAQs](#)

Make a request to have access to this interview:

SUBMIT

GO BACK

Interview
*** is required before submitting**

date created

last date updated

Modify existing interview file

or

GO

OVERALL ADMIN COMMENTS

[Empty comment box]

TASK **FILL IN THE BLANK** **DIRECTIONS**

Date* YYYY-MM-DD

Location* zip + broadly, e.g. 78744-1111 Mr. Sneed's home in Austin, TX

Interviewer*
 Me Someone else

Narrator Permission*

Full release Publish to web Must first be OK'd by narrator

Archive paper doc Withhold name Excerpts only

Other

Permission form signed by interviewer* Y N

Permission form digitized?* Y N

Physical copy handed in?* Y N

Subject Headings*

Select (pull-down)
African Americans
Austin
Race Relations
Texas
Military

Select (pull-down)
World War II
Army
Navy
Race Relations

Select (pull-down)
Pacific Theater
European Theater

Add another heading

Date last CD of content burned*

CDs and DVDs, like all digital materials, eventually degrade. It is important the discs be burned fresh every 2-3 years.

Abstract*

Process:

1. Type the text into Microsoft Word, checking for spelling and grammar mistakes.
2. Copy the text and paste into a wordpad or note pad (.txt. document). This removes all formatting.
3. From the .txt document (NOT the .doc document), copy and paste text into the box below.
4. Save the Microsoft Word document as a .pdf and turn the .doc and .pdf files over to Dr. Norkunas per her directions. The .txt file can be deleted.

[Empty text box for abstract content]

ADMIN COMMENTS
[Empty comment box]

Context*

Process: Follow the directions from "Abstract."

[Empty text box for context content]

ADMIN COMMENTS
[Empty comment box]

SAVE

SUBMIT

SAVE & EXIT

TO MEDIA

Media
*** is required before submitting**

date created

last date updated

Modify existing media file

or

GO

OVERALL ADMIN COMMENTS

TASK

FILL IN THE BLANK

DIRECTIONS

File Medium*

Audio

Video

For video only:

frames per second fps standard is 29.97

height px in pixels

width px in pixels

File name*

Per directions provided by Dr. Norkunas, e.g.
Sneed, Peter Jan 31, 2008.wav

File type*

preferred formats: .wav/.aiff/.au (audio), .m1v(video)

File size* MB

Before opening file, right click on file name, go to Properties. e.g.
XX.X

Recording length*

hh:mm:ss.s

Recording model*

Microphone model*

Microphone chanel*

Mono

Stereo

Recording frequency* Hz

standard frequency 44.1

Bit depth* Bits

preferred depth 16 bit

Number of excerpts

SAVE

SUBMIT

SAVE & EXIT

TO TRANSCRIPT

Transcript File
*** is required before submitting**

date created

last date updated

Modify existing transcript file

or

narrator

OVERALL ADMIN COMMENTS

[Large empty box for overall admin comments]

File name* Per directions provided by Dr. Norkunas. This will be a PDF not a DOC e.g. *Sneed, Peter Jan 31, 2008.pdf*

Transcript Type*
 Unedited Lightly Edited Heavily Edited (No longer required)

Transcriber*
 Me Someone else

Audited?* Y N

If yes,
 Audited by
 Me Someone else

Date Audited Spring Summer Fall Winter

TASK **FILL IN THE BLANK** **DIRECTIONS**

Notes*

Things to include:
 how many pages + single spaced/double spaced,
 transcription decisions, etc

Transcript*

Process:

1. Type the text into Microsoft Word, checking for spelling and grammar mistakes.
2. Copy the text except for the top material (project name, interviewer, etc) and paste into a wordpad or note pad (.txt. document). This removes all formatting.
3. From the .txt document (NOT the .doc document), copy (Control A + Control C on PC or Apple A + Apple C on Mac) and paste text into the box below.
4. Save the Microsoft Word document as a .pdf and turn the .doc and .pdf files over to Dr. Norkunas per her directions. The .txt file can be deleted.

[Large empty box for transcript text]

ADMIN COMMENTS

[Large empty box for admin comments]

CREATE ANOTHER TRANSCRIPT

SAVE

SUBMIT

SAVE & EXIT

TO EXCERPT

**Excerpt File
* is required before submitting**

Modify existing excerpt file

or

Disclaimer: There are four parts to an excerpt: the transcript excerpt, subject headings, the corresponding teacher questions, and the audio excerpt (which is usually done last). Much of the tasks below ask for similar information, but there are differences. Please be very careful about how you enter material. Strictly cutting and pasting will not always work.

TEACHER QUESTIONS		<i>date created</i>	<i>last date updated</i>
<input type="text" value="TASK"/>	<input type="text" value="FILL IN THE BLANK"/>	<input type="text" value="DIRECTIONS"/>	
Question #	<input type="text"/>	Number the teacher questions in order. 1, 2, 3, etc.	
TQ Writer*	<input type="radio"/> Me <input type="radio"/> Someone else <input type="button" value="v"/>		
Grade level*	<input type="radio"/> Elementary <input type="radio"/> Middle school <input type="radio"/> High school		
Questions*			
Process: 1. Type the text into Microsoft Word, checking for spelling and grammar mistakes. 2. Copy the text and paste into a wordpad or note pad (.txt. document). This removes all formatting. 3. From the .txt document (NOT the .doc document), copy and paste text into the box below. 4. Save the Microsoft Word document as a .pdf and turn the .doc and .pdf files over to Dr. Norkunas per her directions. The .txt file can be deleted.			
<input type="text"/>			<input type="text" value="ADMIN COMMENTS"/>
<input type="text"/>			<input type="text"/>

TRANSCRIPT EXCERPT		<i>date created</i>	<i>last date updated</i>
<input type="text" value="TASK"/>	<input type="text" value="FILL IN THE BLANK"/>	<input type="text" value="DIRECTIONS"/>	
File name*	<input type="text"/>	Per directions provided by Dr. Norkunas. This will be a PDF not a DOC e.g. <i>Sneed, Peter Jan 31, 2008.pdf</i>	
Transcript Excerpt*			
Process: See above.			
<input type="text"/>			<input type="text" value="ADMIN COMMENTS"/>
<input type="text"/>			<input type="text"/>

SUBJECT HEADINGS		<i>date created</i>	<i>last date updated</i>
<i>subject headings previously chosen show here</i>		<input type="text" value="Select (pull-down)"/>	<input type="button" value="v"/>
		Pacific Theater	
		European Theater	
<input type="button" value="ADD ANOTHER HEADING"/>			

AUDIO EXCERPT		<i>date created</i>	<i>last date updated</i>
<input type="text" value="OVERALL ADMIN COMMENTS"/>			
<input type="text"/>			
<input type="text" value="TASK"/>	<input type="text" value="FILL IN THE BLANK"/>	<input type="text" value="DIRECTIONS"/>	
File name*	<input type="text"/>	Per directions provided by Dr. Norkunas, e.g. <i>Sneed, Peter Excerpt 1.wav</i>	
Start Time	<input type="text"/>	If excerpt is from one area of one audio file, give the start time. hh:mm:ss.s	
File size*	<input type="text"/> MB	Before opening file, right click on file name, go to Properties. e.g. XX.X	
Recording length*	<input type="text"/>	hh:mm:ss.s	

Appendix D: Collection principles

A Framework of Guidance for Building Good Digital Collections by the National Information Standards Organization (NISO) lays out nine principles for building a good collection. A collection is defined as consisting of "of digital objects that are selected and organized to facilitate their discovery, access, and use. Objects, metadata, and the user interface together create the user experience of a collection." The PDF of the *Framework* can be found on the NISO Web site at <http://www.niso.org/publications/rp/>

Principles that apply to good digital collections are:

- **Collections Principle 1:** A good digital collection is created according to an explicit collection development policy.
- **Collections Principle 2:** Collections should be described so that a user can discover characteristics of the collection, including scope, format, restrictions on access, ownership, and any information significant for determining the collection's authenticity, integrity, and interpretation.
- **Collections Principle 3:** A good collection is curated, which is to say, its resources are actively managed during their entire lifecycle.
- **Collections Principle 4:** A good collection is broadly available and avoids unnecessary impediments to use. Collections should be accessible to persons with disabilities, and usable effectively in conjunction with adaptive technologies.
- **Collections Principle 5:** A good collection respects intellectual property rights.
- **Collections Principle 6:** A good collection has mechanisms to supply usage data and other data that allows standardized measures of usefulness to be recorded.
- **Collections Principle 7:** A good collection is interoperable.
- **Collections Principle 8:** A good collection integrates into the users own workflow.
- **Collections Principle 9:** A good collection is sustainable over time.

Based on our assessment, most of these principles are currently being employed or will be employed upon the enactment of the plan that is being presented in this document. Principle 4 will depend on the design of the website, but having the transcriptions will aid complying with it. In terms of Principle 8, since most of the people working on this project are students, we do not see a need to integrate a workflow into existing workflows. In this case having established workflows for the students to follow will be sufficient. To follow Principle 9, we recommend that all Word documents be converted into PDF files which are considered to be acceptable archival formats. Furthermore, all of the files should be stored in multiple places, in case there is a failure of a specific storage medium.

Appendix E: Metadata schemas and interoperability

What is metadata?

Metadata is data about data. In other words, it is information about a resource.

There are three main types of metadata: descriptive, administrative, and structural. In the database design we have made provisions for all three types of metadata.

1. Descriptive metadata
 - Unique identifiers for narrator, interview, etc
 - Name of narrator
 - Location of interview
 - Biography of narrator
 - Abstract of interview
 - Keywords/subject headings
2. Administrative metadata
 - Narrator's address
 - Permission of how to use interview
 - Status of interview
 - Copyright permissions
3. Structural metadata includes:
 - Size of files
 - Height and width of digital images
 - Length of excerpt
 - Type of microphone used to record interview

Descriptive and administrative metadata are generally added by humans, where as structural metadata is usually automatically recorded in the file.

What is a metadata schema?

A metadata schema is a coherent system for applying metadata. The elements of a metadata schema are standardized so that everyone who uses the metadata schema uses the same set of elements. The use of a metadata schema helps with interoperability.

What is interoperability and why is it important?

Interoperability is the ability of two or more systems or components to exchange information and to use the information that has been exchanged (from IEEE Standard computer Dictionary).

Interoperability is important because it allows users to discover what is in your collection and also how your collection or objects in your collection relate to other collections. It helps to make your collection more findable and accessible.

What is Dublin Core?

Dublin Core (<http://dublincore.org>) is a Metadata schema that was developed for electronic and digital resources. It is most commonly used for Web sites, images, and audio and video files. The

basic unqualified Dublin Core Metadata Element Set (DCMES) consists of 15 metadata elements, all of which are optional and all of which are repeatable. These elements are:

1. Title – A name given to the resource.
2. Creator – An entity primarily responsible for making the resource.
3. Subject – The topic of the resource.
4. Description – An account of the resource.
5. Identifier – An unambiguous reference to the resource within a given context.
6. Publisher – An entity responsible for making the resource available.
7. Contributor – An entity responsible for making contributions to the resource.
8. Date – A point or period of time associated with an event in the lifecycle of the resource.
9. Coverage – The spatial or temporal topic of the resource, the spatial applicability of the resource, or the jurisdiction under which the resource is relevant.
10. Language – A language of the resource.
11. Type – The nature or genre of the resource.
12. Format – The file format, physical medium, or dimensions of the resource.
13. Relation – A related resource.
14. Source – A related resource from which the described resource is derived.
15. Rights – Information about rights held in and over the resource.

While there are no official standards for how to enter in metadata for each element, there are some recommended standards on <http://dublincore.org/documents/dces>.

How can Dublin Core be used in relation to Texas Past?

Texas Past could use Dublin Core in a number of ways. The most notable way would be to include Dublin Core metadata tags in the headings of different Web pages on the site, following the Folkstreams.com model.

Suggestions for elements to use

Home page:

- Title – Title of whole project
- Creator – Martha Norkunas
- Contributor – classes that worked on project (repeated?)
- Description – a brief description of the project
- Identifier – URL of project Web site
- Subject – overview of main subjects (maybe also most popular keywords?). repeated.
- Coverage – Austin, Texas (just a possibility)
- Language – en (repeated if there are other languages used)
- Type: text/html
- Rights – copyright for the Web site

Main Narrator page:

- Title – Narrator's name
- Creator – Narrator's name
- Contributor – All People who were involved in the interview process (repeated)

- Description – Biography of Narrator
- Identifier – URL of Narrator's page
- Subject – all keywords associated with narrator (repeated)
- Language – en (repeated if there are other languages used)
- Type: text/html
- Rights – copyright for the Web site, narrator's rights?
- Relation – all interviews Narrator has given (repeated)

Interview page:

- Title – Title of Interview or Name of Narrator and date of interview combined
- Creator – Narrator's name
- Contributor – Person who conducted interview
- Date – date of interview
- Description – Abstract of Interview
- Identifier – URL of Interview page
- Subject – all keywords associated with interview (repeated)
- Language – en (repeated if there are other languages used)
- Type: text/html (possibly type of video/audio files also if they are imbedded into this page)
- Rights – copyright for the Web site, narrator's rights?
- Relation – all excerpts from interview, all transcripts of interview (repeated)
- Source – narrator's name

Excerpt page:

- Title – Title of Interview or Name of Narrator and date of interview combined + title of excerpt, or some sort of identifier
- Creator – Narrator's name
- Contributor – Person who conducted interview
- Date – date of interview
- Identifier – URL of Excerpt page
- Subject – all keywords associated with excerpt (repeated)
- Language – en (repeated if there are other languages used)
- Type: text/html (possibly type of video/audio files also if they are imbedded into this page)
- Rights – copyright for the Web site, narrator's rights?
- Source – Interview

If the full translation is on a separate page:

- Title – Title of Interview or Name of Narrator and date of interview combined
Creator – Person who conducted interview
- Contributor – Person who audited interview
- Date – date of interview
- Identifier – URL of Transcript page
- Subject – all keywords associated with interview (repeated)

- Language – en (repeated if there are other languages used)
- Type: text/html
- Rights – copyright for the Web site, narrator's rights?
- Source – Interview

How can this be implemented?

For the static pages, such as the home page, the Dublin Core elements would have to be manually filled out by whoever is creating the Web site. For the dynamic pages generated from the database, the elements can easily be populated from one or more fields from the database.

Appendix F: Past Documentation

Database project goals, deliverables, and responsibilities

Dr. Martha Norkunas

Allison King and Maggie DeBaldo

March 26, 2008

Project Goals and Deliverables

1. Survey the collection for metadata, including

- technical metadata: file types (.jpg, .wav, etc.), recorded on such-and-such Marantz with such-and-such microphone
- descriptive metadata: where, when, who
- administrative metadata: copyright permissions

We'll also look at the types of documents the collection includes. (unedited transcript, lightly edited transcript, teacher questions, teacher excerpts, etc.)

2. Once we have that information, we can begin **designing a database diagram**, which is essentially a map of how the data is related to each other. We can also begin to explore how the data could interact in the future, so that we can create place fillers for future functionality in the database design. (It's easier to design for what could be then have to go back later and add it.)

3. **Create mockup images** of how you can interact with the database. This could be what you're looking at as you enter the data into the database, e.g. "In-progress" screen for students entering information, "Pending" screen which is waiting for you to approve it, "Approved" screen so you know what has been made public from the database. While these will not necessarily be mockups of the entire website, they will give you and others a clearer idea of how our ideas might look and work when implemented.

4. **Make recommendations of additional types of metadata** which you may want to include. For example, a current development in the information field is using the Dublin Core system to collect information, because its flexibility (as opposed to the rigid organization system of LC) allows for current and future interactions with multimedia.

5. We will **explore future interactions that visitors to the collection could experience**. This is more to the website end, but it's good to have an idea of what is possible so we can build space for that into the database. (e.g. VoiceThread) We'll send you links to other digital collections which may interest you in their organization, functionality, and design.

6. We will **communicate with you on a regular basis**. You will receive a progress report every Thursday by 3pm. You will also receive a **summary document** (print and on CD) of all the materials we produced over the course of the remainder of the semester **by May 1st**.

Additionally, we'll be seeking your feedback and working to incorporate your needs as the client into the final product. We request that we have at least one additional meeting before the end of

the semester and one final meeting at the end of the semester or shortly after the semester ends.

Areas of Responsibility

- Allison: database component of project, including database planning, organization, functionality, and future ideas. Lead on recommendations for collecting additional metadata. Also will contribute to interface designs. Will also contribute to final report.
Contact information: athene.numphe@gmail.com, 413-297-6720
- Maggie: survey collection for metadata and relationships between types of document. Explore future ideas for interaction between visitors and the collection. Lead on creating interface designs. Liaison between client and this project, including weekly progress reports by Thursday at 3pm. Will also contribute to final report.
Contact information: mdebaldo@gmail.com, 512-215-8110.

TO: Dr. Martha Norkunas
FROM: Allison King, Maggie DeBaldo
CC: Dr. Gary Geisler
RE: Progress Report #1
DATE: April 3, 2008

Accomplishments to date:

1. Completed the survey of metadata in the collection.
2. Began creating a basic database diagram as well as the coordinating explanatory chart (called a data dictionary). We will ask Gary to check these over before sending them to you by April 10th. With these two documents, we'll be able to sit down with you and make sure that everything is organized correctly. For example, subject headings will be linked to the entire collection as well as to individual interviews.
3. Found three ways of interacting with a variety of media, including ideas about indicating physical geography in digital space, searching by association, and allowing people to submit their own images to the collection. Please see below.

Upcoming tasks:

1. Complete the basic database diagram.
2. Schedule a meeting with you, possibly for the week of April 10-17 to discuss the database diagram and get feedback on how you would like the database to function. e.g. Do you want context notes to exist just one time for each narrator or one time for each interview?
3. Continue sharing ideas with you on how the collection could look like in the future (voicethreads, etc).

Ideas on digital media collections

[Curating the City: Wilshire Blvd.](#) A project out of Los Angeles, sponsored by the Los Angeles Conservancy, this collection is based on helping people interact with physical buildings in digital space. At the top of the page, click on the "Memory Book" to see how they have created a submission form for online visitors to submit their own ideas. Once you [enter the site](#), notice how the technology helps the visitor understand that this site is about physical (not digital) space. Also note the interesting ways that you can search and browse the collection. As an FYI, this site cost \$50,000 to create.

Continuing on with the idea of physical space, [maps.webfoot.com](#) has created a way you can overlay census data with zipcodes. The zipcodes are defined by latitude and longitude measures (found at [mapki.com](#)). This could be crucial info, especially since a new census is coming up. I haven't yet found a way to look at historical censuses, but I'm still working on that. This is a not-very-good layout of [African American 2000 census data alongside the Austin geography](#). (You have to zoom in.) You can imagine the possibilities, though, with website visitors seeing points on a map indicating stories. How powerful it would be to see a point on the side of town which has no Black population whatsoever, and when the visitor clicks on one of these points, an

audio excerpt about sneaking into a White theater would start playing alongside the photo of whomever is speaking.

Cluster search engines are search engines which facilitate searching by association (much like going to the stacks in the library and randomly noticing a book on your way to DS 485 section). These sites visually cluster similar information near one another. Grokker.com is a bit more “academic,” in that it allows for much more granular searching and the displays are of simple graphics (circles and squares in a variety of sizes and colors). Vivisimo allows searching for the 9/11 Commission Report. Once you type in a query, you get very specific results back. Click on the small “[cluster]” below each result and notice how the associated labels on the left hand side of the screen are highlighted. Imagine if the query for the Texas Past collection was “Pilot Knob” and see both text from teacher queries as well as individual narrator names being highlighted.

Flickr is an online photo sharing source, where people can upload their photos for free. People can also download photos (in general) without worries of copyright issues. The Smithsonian put up pictures on Flickr, in the hopes that people would comment and essentially share their stories in an online forum. Once you have created a “group” on Flickr, say an “Interpreting the Texas Past” group, you can easily link the photos from this group to your website, so those interested in the project do some of the administrative work for you, but the photos can essentially just appear on the site as they are added.

TO: Dr. Martha Norkunas
FROM: Allison King, Maggie DeBaldo
CC: Dr. Gary Geisler
RE: Progress Report #2
DATE: April 10, 2008

Accomplishments to date:

4. Finished draft of basic database diagram.
5. Scheduled a meeting for Tuesday, April 22nd at 9 am.

Upcoming tasks:

4. We're waiting to speak with Gary today about any corrections that should be made to the database diagram. As soon as those are made, we'll send it to you. (By April 17 at the latest)
5. Begin mocking up interface designs so you can have ideas about how you would interact with the database, possibly with the website.
6. Continue sharing ideas with you on how the collection could look like in the future (voicethreads, etc).

Ideas on digital media collections

[In the First Person: Aboriginal Cultures and Traditions](#). On this page you'll notice how even though there isn't a video, the creators put a picture inside the audio player, so it appears as if there's more media than actually exists. A very efficient way of maximizing limited resources. On the same topic of Aboriginal community, the [Aboriginal Youth Network 2.0](#) allows participants to contribute to the site in a contained way. On the bottom right of the page, you'll see a "Writing Section" button. Click on that and you're taken to a forum of sorts. Individuals can write comments, comment on what others have said, create tags (informal subject headings tied to each comment), etc. This idea that visitors to a site contribute in a meaningful way is a very big trend right now. It allows individuals to invest in the content of a site, because they are helping to create it. It also allows for searching by more informal, often common-sense, terms. For example, on the [writing page](#), on the left hand side, you see a link called "Browse by tags." If you click on that, you can see the visitor-assigned tags to the content. Imagine if visitors to a Texas Past site were able to comment and then create their own tags. It drastically expands the terms which people can search for beyond those terms that we have assigned.

[RSS](#) is a great way that people can keep up with additions to the site. Essentially, people sign up to receive updates as new items are added, and the updates are sent to the person's email. It's a good way to remind people that the site is active and continually growing.

TO: Dr. Martha Norkunas
FROM: Allison King, Maggie DeBaldo
CC: Dr. Gary Geisler
RE: Progress Report #3
DATE: April 17, 2008

Accomplishments to date:

6. Completed 4 mock-ups of ways to interact with the database
7. Begun looking into metadata schemas for the purpose of interoperability and findability. (How to use metadata to make the information more flexible from a searching standpoint, for example.

Upcoming tasks:

7. Continue mocking up database interface images, including a couple of options for inputting the keyword search.
8. Create agenda for upcoming meeting.
9. Continue sharing ideas with you on how the collection could look like in the future (voicethreads, etc).

Brief descriptions of documents attached

We've loaded you up with documents in preparation for the meeting. Please feel free to look at them (or not, especially in terms of the first two files listed below). We thought you may want them beforehand.

- Image file called *texas_past_v02.png*. This file is a database diagram (called entity-relationship diagram or ERD for short) of how we understand the different parts of the collection work together. As you're looking this over, please let us know if we've omitted something. If you're curious about the logistics of the diagram, [Wikipedia](#) has a pretty good description.
- The second part of this is the data dictionary, called *texas_past_dd_v02 w edits.doc* which is a document filled with explanations of how the different parts of the ERD work together.
 - Under Entities, the first page of the document. "Entity name" corresponds with the ERD directly, "Description" is how the information has been defined for the purposes of the ERD, "Aliases" are other terms that could mean the same thing (although we've tried to use the terms you use, e.g. "Excerpt" instead of "Clip") and "Occurrence," which is the relationship each piece has with others.
 - Under Relationships, the second page. I admit that I don't understand this well enough to explain it. I'm sure Allison will be able to do a better job at the meeting if you care to know.
 - Under Attributes, pages three-five. The part which you may want to look at is "Nulls." If Null=No, then that line will be required. For example, a phone number for a narrator is required but not the street address.
- The following four documents are mockups of how you could interact with the database.

- The first, called *DB_interface_layout20080416.pdf*, is more of a structural diagram of some of the pages involved with the interface. We created this so you can get a general idea of the scope of the interface.
- The second, called *DB_interface_narrator_pg1_20080416.pdf*, is so you can get a sense of the layout for entering info about a narrator.
- The third, called *DB_interface_interview_entry_20080416.pdf*, gives an idea of the interview info interface.
- The fourth document, called *DB_interface_interview_entry_20080416.pdf* is to convey the idea of the level of control that you can maintain (or not) with the information that is accessible to both you (as the administrator) and to others (students, free-lancers, etc).

TO: Dr. Martha Norkunas
FROM: Allison King, Maggie DeBaldo
CC: Dr. Gary Geisler
RE: Progress Report #4
DATE: April 24, 2008

Accomplishments to date:

8. Held a meeting to discuss interface and database models.
9. Continued looking into metadata schemas for the purpose of interoperability and findability. (How to use metadata to make the information more flexible from a searching standpoint, for example.
10. Continuing to create interface mockups

Upcoming tasks:

10. Create final report, including database structure, interface mockups, and suggestions for future implementation of website
11. Create presentation which will explain the interface documents by process. For example, if an administrator wanted to create a narrator file.

This week, we have not included documents, as many of them we had prepared are being revised following yesterday's meeting.