

January 2006

Are the Digital Natives Restless? Reaching Out to the Ne(x)t Generation

Laura Botts
Mercer University

Lauren Kata
Georgia State University

Follow this and additional works at: <https://digitalcommons.kennesaw.edu/provenance>



Part of the [Archival Science Commons](#)

Recommended Citation

Botts, Laura and Kata, Lauren, "Are the Digital Natives Restless? Reaching Out to the Ne(x)t Generation," *Provenance, Journal of the Society of Georgia Archivists* 24 no. 1 (2006) .

Available at: <https://digitalcommons.kennesaw.edu/provenance/vol24/iss1/2>

This Article is brought to you for free and open access by DigitalCommons@Kennesaw State University. It has been accepted for inclusion in Provenance, Journal of the Society of Georgia Archivists by an authorized editor of DigitalCommons@Kennesaw State University. For more information, please contact digitalcommons@kennesaw.edu.

Are the Digital Natives Restless? Reaching Out to the Ne(x)t Generation

Laura Botts and Lauren Kata

INTRODUCTION

Outreach programs are meant to expand archival audiences beyond “traditional” users. In her 1978 article, “Education Programs: Outreach as an Administrative Function,” Elsie Freeman Freivogel argues that the archivist’s first job “is to recognize that we have many publics . . . that include, among others, teachers at all levels of the educational system; elementary, secondary school, college and university students; genealogists, avocational historians, government employees, publicists, media professionals, and the merely curious.”¹ Because Web-based and

¹ Elsie Freeman [Freivogel], “Education Programs: Outreach as an Administrative Function,” in *A Modern Archives Reader: Basic Readings on Archival Theory and Practice*, ed. Maygene F. Daniels and Timothy Walch (Washington, D.C.: National Archives and Records Service, 1984), 282.

To Freivogel’s list the authors would add another important user group for consideration: donors. Digital projects are often intriguing to archives benefactors. Donors and outside granting agencies have an interest in funding new and innovative projects. Those who support the collections with material and financial gifts have their own expectations about how their collections will be preserved and promoted as well as how their money is stewarded. In addition to being benefactors, donors may wear the additional hats of faculty members, amateur historians or genealogists, or the “merely curious” when it comes to

digital projects address “many publics” in relevant and familiar ways, they are easily integrated into archival outreach activities. Although user groups have not changed dramatically since Freivogel compiled her list in 1978, many of their assumptions have. Studies of the uses of new technology in special collections and archives illustrate how the Internet and the World Wide Web have dramatically changed user expectations.

The growth of reference e-mail services provides a good illustration of the potential impact of new technologies on archival work.² In a survey of the remote reference correspondence received by the Southern Historical Collection at the University of North Carolina at Chapel Hill between 1995 and 1999, Kristin Martin discovered a notable increase in requests received via e-mail. She concluded that archival institutions “should expect increased demands for remote reference” and that new user groups coming to the archives through the Web will have “new expectations . . . for what can be accomplished from remote locations.”³

In 1995 archivist William Landis provided an important review of both the potential and practicality of the World Wide Web as an emerging tool for others in his profession. Presenting examples of “representative archival repository Web sites” and

history on the Web. Like commemorative exhibits or special events, digital collections allow donors to appreciate historical materials within particular contexts; as with traditional forms of outreach, archivists are in a position to shape these contexts in the selection, description, and presentation of manuscripts, images, and artifacts.

² Selected writings on the subject include Ann Bristow, “Academic Reference Service Over Electronic Mail,” *College and Research Library News* 53 (November 1992): 631-637; Ann Bristow and Mary Buechley, “Academic Reference Service Over E-Mail: An Update,” *College and Research Library News* 56 (July/August 1995): 459-462; Helen R. Tibbo, “Interviewing Techniques for Remote Reference: Electronic Versus Traditional Environments,” *American Archivist* 58, no. 3 (Summer 1995): 294-310; Kristin E. Martin, “Analysis of Remote Reference Correspondence at a Large Academic Manuscripts Collection,” *American Archivist* 64, no. 1 (Spring/Summer 2001): 17-42; and Wendy M. Duff and Catherine A. Johnson, “A Virtual Expression of Need: An Analysis of E-mail Reference Questions,” *American Archivist* 64, no. 1 (Spring/Summer 2001): 43-60.

³ Martin, “Analysis of Remote Reference Correspondence,” 26, 40-41.

discussing the Web as a “new” medium for consideration, Landis sought to prepare archivists for what he saw as a “potential revolution in access to archival repositories by remote users.”⁴

In the decade since his article first appeared, the institutionalization of the Web as a primary means of disseminating information—combined with advances in digitizing technologies—has had a profound impact on repository outreach activities. Archivists have discovered that the online environment inspires new ways to reach current and potential audiences, as well as new ways to present information, which were unachievable in traditional or “offline” formats. Archival collections that were once considered too fragile to share can now be made available to a worldwide audience. Learning has become more participatory as students navigate through Web resources on individual computer workstations during class sessions. Databases have made keyword searches not only user-friendly but also “user-expected.” New audiences are visiting library and archives Web sites daily, and repositories are discovering how to give their users what they want.

The 21st Century Literacy Summit held in 2005 found that contemporary researchers seek an immediate, often multi-media response that will fulfill their high expectations for document retrieval and delivery.⁵ In the language of the summit, current students are considered “Digital Natives,” described by educator and game-based learning advocate Marc Prensky as having “spent their entire lives surrounded by and using computers, videogames, digital music players, video cams, cell phones, and all the other toys and tools of the digital age.”⁶ Students making up the “Internet generation” or “Net Gen” (those born during or after the 1980s) expect sound bites, graphics, and moving images

⁴ William Landis, “Archival Outreach on the World Wide Web,” *Archival Issues* 20, no. 2 (1995): 129.

⁵ *The New Media Consortium, A Global Imperative: The Report of the 21st Century Literacy Summit* (San Jose: NMC: The New Media Consortium, 2005) (online resource) <www.adobe.com/education/pdf/globalimperative.pdf> (accessed November 17, 2005).

⁶ Marc Prensky, “Digital Natives, Digital Immigrants,” *On the Horizon* 9, no. 5 (October 2001): 1 (online resource) <www.marcprensky.com/writing/Prensky%20-%20Digital%20Natives,%20Digital%20Immigrants%20-%20Part1.pdf> (accessed November 17, 2005).

to be delivered on demand with multiple options for experiencing them. As higher education specialists Diana and James Oblinger report in *Educating the Net Generation*:

It is an almost instinctive assumption to believe that Net Gen students will want to use IT [information technology] heavily in their education; they certainly do in their personal lives. However, if you ask Net Gen learners what technology they use, you will often get a blank stare. They don't think in terms of technology; they think in terms of the activity technology enables. In general, the Net Gen views the Internet as an access tool—a medium for distribution of resources rather than a resource with limitations.⁷

The Natives' predecessors, those who were conducting traditional research long before the Net Gen came along, are classified by Prensky as "Digital Immigrants."⁸ Although the Immigrants are capable of adapting to their new environment, they retain an "accent" of their pre-digital past. Archives must be able to serve both groups in order to remain relevant, encouraging the Immigrants with familiar research tools while welcoming the Natives with a fluency in their language.

Users' searching and navigating habits have no doubt been shaped by popular commercial sites such as Google and Amazon, prompting Alastair Smith to pose the question, "What can we [libraries, and by extension archives] learn from the world of e-business?" According to Smith, e-businesses' availability and convenience—that is, the fact that they are open twenty-four hours a day, seven days a week and also offer the potential for one-stop shopping—have implications for the Web presence of libraries. "Users will be expecting models based on e-commerce sites," he suggests, "for instance an interface and responses

⁷ Diana G. Oblinger and James L. Oblinger, *Educating the Net Generation* (online resource) <www.educause.edu/content.asp?PAGE_ID=5989&bhcp=1> (accessed August 5, 2005).

⁸ Prensky, "Digital Natives, Digital Immigrants," 2.

customized to the particular user, and 24/7 availability.”⁹ These expectations pose real challenges to libraries and archives that are not always set up with the resources to follow business models, especially public and non-profit organizations: if archives hope to attract new patrons, then they must consider potential users’ Web habits and preferences. Today’s researchers—whether they are Digital Immigrants or Digital Natives—are more technologically savvy than researchers even ten years ago. As technology has become more prevalent in everyday society, researchers of all generations expect that Web access will be available 24/7, include multi-media, provide one-stop shopping, and customize responses for individual users. One way that archivists may respond to these expectations is through collaboration with other institutions and “experts.”

Archives can offer 24/7 live content but can rarely match (on their own) the reliability or multi-media content of commercial sites. Cooperative endeavors, such as the Digital Library of Georgia (<<http://dlg.galileo.usg.edu>>), provide greater reliability, more diverse content, and some one-stop shopping. Other “in-house” digital projects may also offer an opportunity for archives both to showcase materials and begin to respond to Net Gen user needs. The Georgia State University projects discussed below were designed in a spirit of internal and external collaboration and constructed in such a way that they may be included in comparable endeavors in the future.

RESPONDING TO THE VIRTUAL NEED

The Georgia State University Library has considered some of these new expectations and demands of Web users as its Special Collections Department has developed various digital

⁹ Alastair G. Smith, “What Can E-Libraries Learn from E-Business?” in *Proceedings of VALA 2002: E-volving Information Futures, Melbourne, February 6-8, 2002*, 169-187, (online resource) <www.vala.org.au/vala2002/2002pdf/12Smith.pdf> (accessed May 10, 2005).

projects designed to reach diverse audiences.¹⁰ Motivated by a desire to respond to traditional user needs as well as by an interest in targeting an untapped potential audience, the department has developed several Web-based projects.

Since its inception in 1971, the GSU Library's Special Collections Department has responded to the public's increasing interest in and use of primary sources in a variety of ways. Traditional outreach has included exhibits, undergraduate- and graduate-level instruction, development of subject-specific research guides, conference presentations (both inside and outside the archival profession), and such community events as public receptions and lectures. The department has promoted its own collecting areas and celebrated its donors as well as participated in larger events such as Georgia Archives Week, Labor Day Week, and Women's History Month.

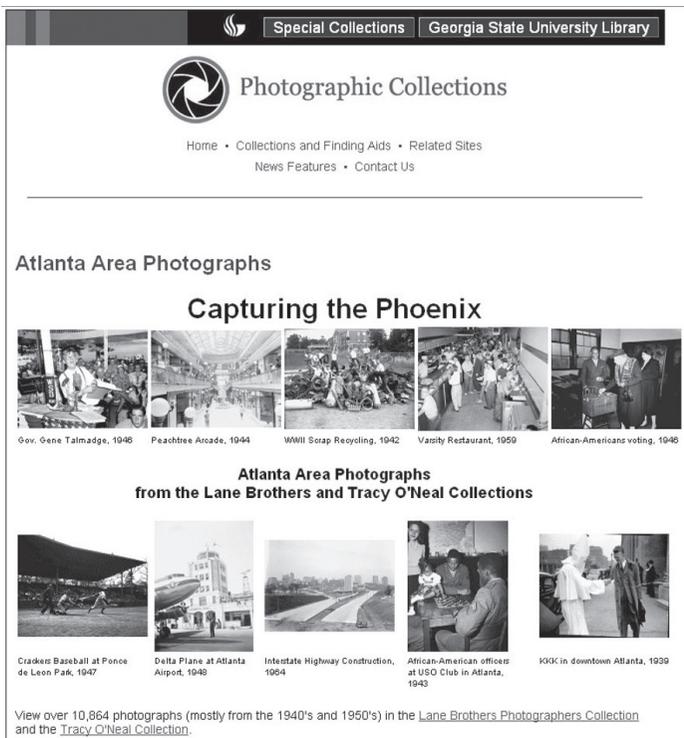
The digital revolution has led to new forms of virtual outreach for Special Collections, chiefly via the ongoing development and improvement of the department's Web site <www.library.gsu.edu/spcoll>. The site now serves as a primary tool for disseminating information and promoting programs and for administering reference and delivering collection samples. In addition to supplying general information about the department's location, hours, staff, and policies, the site provides electronic access to hundreds of encoded finding aids, topical research guides, digital representations of collections and exhibits, and

¹⁰ Much has already been written about the impact and use of Web technologies for creating access to archival collections, especially in regard to descriptive standards and Encoded Archival Description. See Lisa R. Coats, "Users of EAD Finding Aids: Who Are They and Are They Satisfied?" *Journal of Archival Organization* 2, no. 3 (2004): 25-39; Christopher J. Prom, "User Interactions with Electronic Finding Aids in a Controlled Setting," *American Archivist* 67 (Fall/Winter 2004): 234-268; Richard Szary, "Encoding Finding Aids as a Transforming Technology in Archival Reference Service," in *Encoded Archival Description on the Internet*, ed. Daniel V. Pitti and Wendy M. Duff (Binghamton, NY: Haworth Information Press, 2001): 187-197; Elizabeth Yakel, "Encoded Archival Description: Are Finding Aids Boundary Spanners or Barriers for Users?" *Journal of Archival Organization* 2, no. 1/2 (2004): 63-77. While these developments are notable and continue to be priorities for the Special Collections Department at Georgia State University Library, the focus of this article is on Web outreach projects that go beyond online finding aid initiatives and OPAC catalog records. Many of these outreach projects take advantage of the online environment in featuring digital photographs, streaming audio, and searchable databases.



Fig. 1 (above): The Weblog of the Georgia State University Library's Special Collections Department. (Screenshot from <www.library.gsu.edu/news/index.asp?typeID=72>)

Fig. 2 (below): Capturing the Phoenix: photographs from several image collections. (Screenshot from <www.library.gsu.edu/spcoll/pages/pages.asp?ID=105&guideID=552&ID=3961>)



departmental news updates. Additionally, Special Collections has joined with other departments within the GSU Library in creating a “news and events” Weblog (blog), where information about exhibits, new collections, and special events is disseminated (Fig. 1).¹¹

Early digital projects were designed to provide content on demand to remote users. For instance, Capturing the Phoenix (Fig. 2) presents photographs from several image collections, most depicting the Atlanta area. To date, the department has digitized over 10,000 photographic negatives, and the department’s photographic collections site is one of the five most accessed portions of the Web site as a whole.

Another early online experiment digitized film footage and audio recordings from former United States Secretary of Labor W. J. Uery, Jr.’s papers. Since 2002, researchers using personal computers have been able to listen to portions of oral history interviews and view streaming video of Uery’s 1976 Department of Labor swearing-in ceremony.¹² Although the digital images and audio-visual clips are not linked directly from the relevant finding aids, they are linked from collection portals. The majority of the department’s finding aids are available electronically on the Web site.

Though an official survey has not been conducted, positive feedback and anecdotal evidence from a variety of users about GSU’s online digital collections suggests that many of their expectations are being met. Often on-site visitors arrive carrying printed copies of finding aids or images from the Web site. E-mail

¹¹ Georgia State University Library blogs increasingly have been cited as innovative communication tools for disseminating information, and not just by other librarians. For example, in a May 2006 post on Robert Berkman’s business research blog Information Agent, Berkman asserted that GSU Library provides some interesting lessons for the corporate information center (See <www.ia-blog.com/2006/05/subject-specific-rss-feeds.html>). See also GSU blog mention on Lorcan Dempsey’s Weblog (<<http://orweblog.oclc.org/archives/000841.html>>) and Susan Herzog’s April 4, 2006, online presentation, “Blogging 101,” where she notes: “If there was a prize for the library with the most blogs, Georgia State University Library would win; this is an outstanding example of the value of blogs in an academic library. They were the first that I’m aware of to offer RSS feeds.” (See <<http://herzogs.wordpress.com>>)

¹² <www.library.gsu.edu/spcoll/collections/AV/video/Labor/index.htm> (accessed May 10, 2006)

reference requests frequently begin with “I see on your Web site that you have. . . .” Staff and members of organizations for whom GSU serves as a repository contact the library more frequently than before, utilizing online digital collections for institutional research as well as public relations and communications. Students whose schedules do not coincide with departmental hours have also expressed appreciation for the twenty-four-hour access to digital collections, collection guides, and online databases. Favorable responses from the department’s “many publics” have meant that enhancing access with improved digital resources continues to be a priority.

The Johnny Mercer Clearinghouse Project, undertaken in 2003-2004, resulted in the creation of an online database which includes information about the songwriter’s recordings, sheet music, movies, and musicals with a Web-searchable interface (Fig. 3). The Mercer project involved collaborating with content experts and programmers to develop a digital template, which eliminated the need to reinvent the wheel on subsequent endeavors. This template was then used to create portals for highlighting projects within the department’s other curatorial areas. Financial support from the Johnny Mercer Foundation allowed for a part-time graduate research assistant to help support data and metadata development for this project.

Coinciding with the tenth anniversary of the Georgia Women’s Movement Oral History Project (GWMP), an endeavor that included the work of several dedicated volunteer interviewers managed by the department’s archivist for the Georgia State University Women’s Collection, the corresponding GWMP site was launched in 2005 (Fig. 4). Responding in part to the popularity of sites that feature sound and images as well as text, the GWMP site meets the needs of both the Natives and Immigrants. Traditional users (including donors) are excited about the project and enjoy remote access to multi-media resources such as excerpts of both transcripts and sound recordings accessible at the click of a mouse.

In 2005, the GSU Special Collections and Archives received a grant from the International Association of Machinists and Aerospace Workers (IAM) to digitize and host the full run of journals and newspapers (1889-1994) from their collection (Fig. 5). The project resulted in the IAM “Digital Publications” site where full-text, searchable content is delivered on demand.

Special Collections Georgia State University Library

Johnny Mercer

Search

About
Biography, chronology, and bibliography

Collections and Finding Aids
Materials related to Johnny Mercer's life and work held by Georgia State University, Special Collections Department

Exhibit
"Johnny Mercer: The Bard from Savannah"

Song Database
Songs written by Johnny Mercer

Discography Database
Recordings made by Johnny Mercer

Related Sites
Links to popular music sites of interest

Contact Us
Contact the music archivist

Special Collections & Archives, Georgia State University Library, 100 Decatur Street SE,
Georgia State University, Atlanta, Georgia 30303-3202
Phone: (404) 651-2477. Fax: (404) 651-4314, Email: archives@gsu.edu

Fig. 3 (above): GSU's holdings of Johnny Mercer materials. (Screenshot from <www.library.gsu.edu/spcoll/mercer>)

Fig. 4 (below): Excerpts of both interview transcripts and sound recordings are available on the Web site of the Georgia Women's Movement Oral History Project. (Screenshot from <www.library.gsu.edu/spcoll/women/oral-history/interviews.asp>)

Georgia Women's Movement Oral History Project Collection - Special Collections - Georgia State - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Long, Mary

Transcript Information

Interviewed By: Janet Paulk, May 13 & 20, 1999
Transcript info: 14 pages (one audio cassette), 33 pages (two audio cassettes)
Files: Read Excerpts From Transcript

- Long talks about being a nurse at Grady Hospital and a volunteer for the ERA
- Long talks about female opposition to the ERA

Biography

Mary Long was born in Guthrie, Kentucky in 1941. In 1961 she moved to Atlanta to pursue a career in nursing, and in 1963 began working at the emergency room at Grady Memorial Hospital. As a member of the Georgia Nurses' Association in the early 1970s, Long became interested in the activities of the Georgia ERA campaign. She was particularly interested in women's reproductive rights and appeared as one of the plaintiffs in the Georgia abortion case *Doe v Bolton*. Long participated in a number of women's organizations; she volunteered for the Georgia Nurses' Association, the Equal Rights campaign, as well as the Women's Political Caucus while simultaneously working the night shift at Grady Hospital.

Long has many professional achievements: She founded Georgia's first health clinic for the homeless; she served as president of the Georgia Nurses' Foundation, president of Friends and Public Health, and as president of the Georgia Nurses Association; she was the first African-American and first nurse to lead the board of the YMCA of Greater Atlanta, as well as the first African-American woman to serve as vice-chair of the Commission on Children and Youth. She also served as chair and as an active member of Healthy Mothers/Healthy Babies Coalition. Long has been honored numerous times for her unwavering commitment to social causes and is a three-time recipient of the Appreciation for Leadership Skills in Government Affairs Certificate from the Georgia Nurses Association. In 1996, the YMCA of Greater Atlanta presented the 13th Anniversary Salute to Women of Achievement to Mary Long.

Abstract

Long begins by discussing some of the issues that brought her into the Women's Movement, such as the Civil Rights Movement, the economic disparity between men and women, and a woman's right to choose. She describes how her experiences as a nurse at Grady Hospital also led her to the Movement. A member of the Nurses' Association as well as the ERA Georgia Campaign and the Women's Political Caucus, she discusses the leadership of the Women's Movement in Georgia, along with her own experiences as a volunteer lobbyist attempting to change Georgia laws regarding abortion, domestic abuse, and economic disparity between men and women. Long's discussion provides tremendous insight into some of the racial issues that affected the Women's Movement in Georgia and suggests that the economic disparity between women of color and white women contributed to their lack of collectiveness regarding women's issues. She also offers her own insight into the "end" of the Women's Movement, during the Reagan era. Long discusses many of her other accomplishments, including her work in non-profit organizations such as the Artists Foundation.

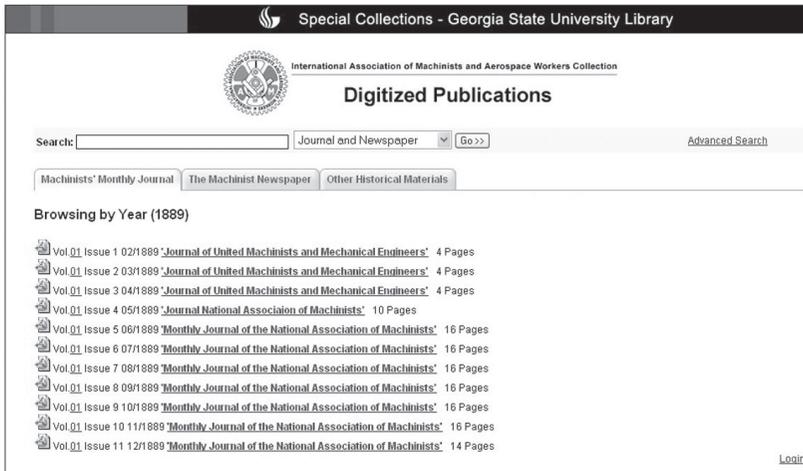
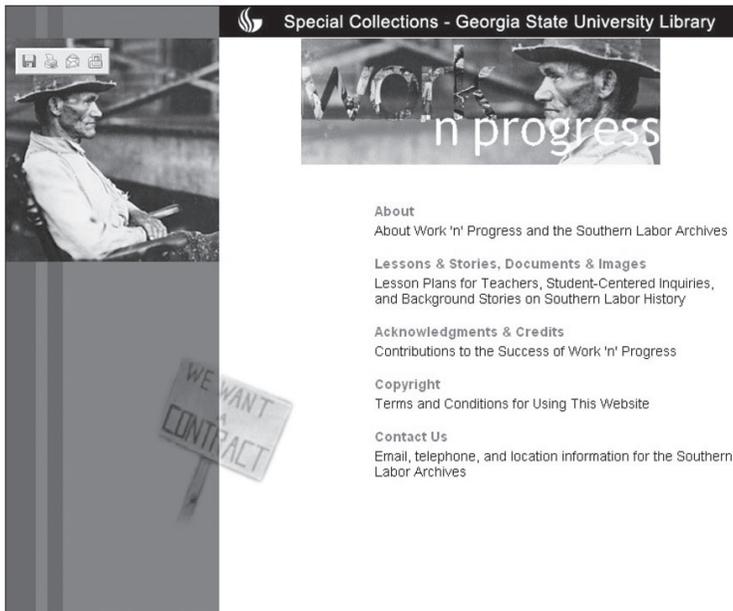


Fig. 5 (above): Full-text, searchable content of labor publications is available at the GSU Library’s Web site of the International Association of Machinists and Aerospace Workers Collection. (Screenshot from <<http://dlib.gsu.edu/spcoll/iam/list.asp>>)

Fig. 6 (below): “Work ‘n’ Progress” was designed for use by social studies teachers. (Screenshot from <www.library.gsu.edu/spcoll/labor/wnp>)



A project that necessitated outsourcing much of the digitization work, the publications were scanned, microfilmed, and reformatted into Adobe Portable Document Format (PDF) files so that remote users may choose to view text and graphics in their original layouts even as the original documents are preserved.

Each of these projects responds to users' expectations of "one-stop shopping" by providing a central place to locate a multitude of information about one topic. Previously, records related to a particular individual, organization, or subject were scattered.

A prime example of pulling together data into one location is the "Work 'n' Progress: Lessons and Stories in Southern Labor" online curriculum Web site (Fig. 6). Originally conceptualized by a faculty member in the university's College of Education, the project began as an "archives assignment" for graduate social studies education students: scan selected labor history primary sources and create an accompanying lesson plan that requires teachers to utilize the digitized information. "Work 'n' Progress" evolved into a broader effort as faculty in Special Collections and the Digital Library Services Group recognized an innovative opportunity: to create a "one-stop" educational portal populated with resources and stories about southern labor history collected from multiple institutions.

Southern Labor Archives endowment funds allowed additional personnel (graduate and undergraduate student assistants) to be hired who contributed data and metadata content and handled administrative work such as copyright research and securing permissions. The final product is a Web site that includes several topical lesson plans (downloadable in PDF format) as well as newspaper clippings, photographs, oral history interview selections, and other documents delivered in a "documents and images" gallery. Because the resources are presented in this way and not embedded inside the text, teachers may customize their own lesson plans by choosing to display or print only the needed digital resources. This approach supports social studies education

research and development in utilizing digital primary resources for classroom instruction.¹³

Collaborative digital projects can help address Net Gen user expectations by delivering a diversity of resources in a variety of ways. Each of these projects involved collaboration with the GSU Library's Digital Services Group. Experts in Web design and programming developed enhanced digital tools and sites to add to existing static Web pages, helping the department achieve the goal of providing multi-media content and greater functionality, as well as supporting on-campus research. External collaboration, such as the donor support for the IAM digital publications project, also helps archives meet twenty-first-century user expectations. The IAM provided funding and content as well as opportunities for promotion, education, and even usability testing. Selected IAM staff members provided extremely helpful feedback as the product was developed. This eliminated the guesswork of how groups might use particular portions of the digital site. Clearly, it is easier to meet users' needs when they are involved in the design and development of the product. The "Work 'n' Progress" project also benefited from user feedback. During a two-day workshop conducted to instruct teachers on the various ways to use the site, workshop attendees assessed what worked for them. Teachers appreciated having 24/7 access to lesson plans, digitized primary historical resources, background reading, and images on Southern labor history all in one location. No longer must they travel to multiple institutions for primary resources on a subject that fits within the Georgia curriculum requirements.

FURTHER CONSIDERATIONS AND READINGS

While weighing the costs and benefits of undertaking Web-based projects, archivists should be aware of the consequences of not pursuing them. As Ken Osborne observes, the "neglect of the educational potential of archives" is more than

¹³ For example: C. Mason, M. Berson, R. Diem, D. Hicks, J. Lee, & T. Dralle, "Guidelines for Using Technology to Prepare Social Studies Teachers," *Contemporary Issues in Technology and Teacher Education* 1, no. 1 (2000) (online resource) <www.citejournal.org/vol1/iss1/currentissues/socialstudies/article1.htm>. See also: D. Hicks, P. Doolittle, and J. K. Lee, "Social Studies Teachers' Use of Classroom-Based and Web-Based Historical Primary Sources," *Theory and Research and Social Studies Education* 32, no. 2 (Spring 2004): 213-247.

“unfortunate.”¹⁴ If archives have a stake in addressing the needs of our many publics, then those who do not take advantage of current technological advances will miss valuable opportunities to develop the public’s appreciation for the socio-cultural identity that is housed in archival repositories. Archivists are increasingly aware of this. In her report of the October 2004 “Choices and Challenges” archives and museums conference, Elizabeth Yakel observed that the key question of “how archives and museums can make a more compelling argument for their existence to the public (stakeholders) was never far from mind.” She added that “researchers, visitors, non-visitors and the public were never far from any of the discussions.”¹⁵

However, it is important not to lose sight of the fact that researchers still look to tried-and-true sources in addition to surfing for repository holdings. Archivists must recognize that the goal of outreach is connecting users with sources, whether in person or online. Technology will not replace traditional programming, exhibits, and face-to-face interactions; rather, these will be enhanced by readily available tools and collaborations that will allow both Digital Natives and Digital Immigrants to find and use their history.

“OUTREACH 2.0:” THE LANDSCAPE OF WEB-BASED OUTREACH POSSIBILITIES

As users’ IT expectations continue to evolve, and as the information profession as a whole continues to explore new ways to respond, archivists should consider the array of tools available to them for outreach. Recognizing that the variety of potential Web-based outreach tools is growing at a fast pace, we offer the following list of selected resources (developed at the time this article was submitted) for more information and as examples for your consideration.

¹⁴ Ken Osborne, “Archives in the Classroom,” *Archivaria* 23 (Winter 1986-87): 17.

¹⁵ Elizabeth Yakel, “Choices and Challenges: Cross-cutting Themes in Archives and Museums,” *OCLC Systems & Services* 21, no 1 (2005): 13-17.

Social Software and Web 2.0 – General Information

- <www.openbc.com/net/everything2.0> Enormous list of Web sites related to “Web 2.0” in all its many facets. Categories include everything from “Audio 2.0” and “Images 2.0” to “Multimedia 2.0” and “Search 2.0.”

- Michele Tepper, “The Rise of Social Software,” *net-Worker* 7, no. 3 (2003), 18-23. “Social software” refers to various loosely connected types of applications that enable individuals to communicate with one another and to track discussions across the Web as they happen. Many forms of social software are already old news for experienced technology users: bulletin boards, instant messaging, online role-playing games, and even the collaborative editing tools built into most word-processing software all qualify. But there are also many new tools for discussion and collaboration, many of them in some way tied to the rise of the blog. Soon blogs—perhaps the first Native publishing format for the Web—may become one of the most important prisms through which we understand the online world, since they and their relatives in collaboration and group discussion tools may be our primary way of interacting with one another online.

- Social-media researcher Danah Boyd’s observations/commentary: <www.zephoria.org/thoughts/archives/social_software>

- Many 2 Many: A Group Weblog on Social Software: <http://many.corante.com/>

Social Software in the Library

- The Law Library Research Xchange Web site features an essay by K. Matthew Dames, “Social Software in the Library” <www.llrx.com/features/socialsoftware.htm> K. Matthew Dames’ analysis of the implications of social software for education and librarianship. Suggestions for how librarians may use the social-software movement to their advantage, and properly and permanently adopt social software to their “toolkits,” may provide some lessons for archivists. Dames highlights different examples of social-software tools, such as blogs, wikis, instant messaging, chat, and handheld devices.

Wikis

- WikiWikiWeb: <<http://phpwiki.sourceforge.net/demo/portland/WikiWikiWeb>> A WikiWikiWeb is a site where every-

one can collaborate on the content. The best known and used Wiki is the Portland Pattern Repository at <<http://c2.com/cgi-bin/wiki?WikiWikiWeb>>.

- “What’s a Wiki: It’s All About Sharing” <http://seattle-times.nwsourc.com/html/business/technology/2002047031_btwikis27.html> Anick Jesdanun’s article reviews wikis and touches on current and potential uses, challenges, and credibility issues.

- Jeremy Frumkin, “The Wiki and the Digital Library,” *OCLC Systems & Services* (2005) 21. no 1. Three potential applications of a digital library Wiki are discussed – the Wiki as a knowledge based tool, the Wiki as a content-management tool, and the Wiki as a tool to empower interactive finding aids. Author Jeremy Frumkin suggests: “Imagine if users could leave behind comments or annotations to a finding aid – providing additional information related to the materials located by the finding aid. It would open the door to sharing research experiences, allowing for collaborative research, and making it easier for future researchers to find the materials they need in a particular collection.”

- Mason Historiographiki: <http://chnm.gmu.edu/courses/schrag/wiki/index.php?title=Main_Page> Prof. Zachary Schrag and his history graduate students at George Mason University have set up a wiki pertaining to twentieth-century United States history called the “Mason Historiographiki.”

Folksonomies

- “Tags & Folksonomies: What are They, and Why Should You Care?” <www.threadwatch.org/node/1206>

- “Folksonomies? How about Metadata Ecologies?” <http://louisrosenfeld.com/home/bloug_archive/000330.html>

- “Folksonomies and Controlled Vocabularies” <http://many.corante.com/archives/2005/01/07/folksonomies_controlled_vocabularies.php>

- “Grassroots Cooperative Categorization Of Digital Content Assets: Folksonomies, What They Are, Why They Work” <www.masternewmedia.org/2005/01/05/grassroots_cooperative_categorization_of_digital.htm> University of Illinois-Urbana/Champaign’s Adam Mathes’ essay. He writes: “Overall, transforming the creation of explicit metadata for resources from an isolated, professional activity into a shared, communicative

activity by users is an important development that should be explored and considered for future systems development.”

Podcasting

- The Podcast Directory: <www.podcast.net>
- Podcast Alley: <www.podcastalley.com> Podcast Alley is the podcast lover’s portal. Featuring the best Podcast Directory and the Top 10 podcasts (as voted on by the listeners). Also includes podcast software, the podcast forum, and great podcasting information.
- Yahoo! Podcasts: <<http://podcasts.yahoo.com>>

Podcasting and Libraries

- Esther Kreider Eash, “Podcasting 101 for K–12 Librarians,” *Computers in Libraries* (April 2006). <www.infotoday.com/cilmag/apr06/Eash.shtml> Our twenty-first-century school librarians can lead the way with innovative programming, new resources, and creative instruction. But first, they need to learn what podcasting is all about.
- Podcasting for libraries: Great outreach tool in time? <<http://geek.lisnews.org/article.pl?sid=04/10/01/1340215>> Podcasts send audio to iPod-style gizmos through desktop computers, with downloads of selected “shows” happening automatically or at least regularly. This post discusses some possible library-related applications.
- Implications of Podcasting in Library Land: <www.tametheweb.com/ttwblog/archives/001132.html> A short post that asks relevant and practical questions about utilizing podcasting technology in libraries
- J. Angelo Racoma, “Beginner’s Guide to Podcasts and Podcasting (plus: how to create a basic podcast of your own).” <http://forevergeek.com/geek_articles/beginners_guide_to_podcasts_and_podcasting_plus_how_to_create_a_basic_podcast_of_your_own.php> Revisits some basic concepts on podcasts and podcasting. Also provides a brief summary of how to produce a podcast.

Blogs of Interest

- <www.techsource.ala.org/blog> From the TechSource Web page: “ALA TechSource is a unit of the publishing department of the American Library Association. ALA TechSource

publishes Library Technology Reports and Smart Libraries Newsletter (formerly Library Systems Newsletter).” ALA membership is not necessary to read the blog, which has the goal of highlighting “trends, issues, and opportunities regarding library and information technology.” As of May 2006, SAA does not have a blog, and archivists will find relevant information on this ALA blog.

- <www.technorati.com> Not itself a blog, but a site that allows users to search or browse the “Blogosphere” for blogs on various topics.

- <<http://hurstassociates.blogspot.com>> Blog for “Digitization 101,” described as “THE PLACE for staying up-to-date on issues, topics, and lessons learned surrounding the creation, management, marketing and preservation of digital assets.”

- <<http://il2005-library.blogspot.com>> This blog is titled “Select Academic Library Blogs” and is “used for presentations about blogging in academic libraries.” Includes links to wikis, library news blogs, associational blogs, librarian blogs, and subject-specific blogs.

- <www.tametheweb.com> Blog by Michael Stephens, librarian and library school faculty member. Stephens comments on topics ranging from the relevance of the Dewey Decimal System to technology tips to understanding patrons. <<http://www.tametheweb.com/ttwblog/archives/000568>> html features proper blogging protocols.

- <<http://herzogs.wordpress.com>> An overview of blogging in the academic library. Also a good overall list of concepts for utilizing blogs to disseminate information and more. Created by Susan Herzog, information literacy librarian at Eastern Connecticut State University.

- <<http://blog.oup.com/oupblog>> Oxford University Press blog. “The talented authors of Oxford University Press provide daily commentary on nearly every subject under the sun, from philosophy to literature to economics. OUPblog is a source like no other on the blogosphere for learning, understanding and reflection.”

- <<http://hnn.us/blogs/2.html>> George Mason University’s “History News Network” includes a list of history-related blogs, among other Web-based resources. “Cleopatra’s Blog” is a group blog featuring stimulating content and worthwhile links.

- <<http://archivemati.ca/2006/05/08/web-20-and-archival-institutions>> The site of Peter Van Garderen, Ph.D. student, where he organizes commentary related to his research in enabling technologies and practices that can enhance the access and use of digital archives. This particular link is an archived post that discusses Archives and Web 2.0.

- <<http://archives4evah.blogspot.com>> Blog from a library school student who hopes to become an archivist. Postings include discussions of relevance of library school for archivists, job hunting, and gaming in libraries.

- <<http://neoarch.wordpress.com>> Blog from an archivist/special collections librarian. Postings include book reviews, article summaries, and the author's preparation for the Academy of Certified Archivists exam.

- <<http://clevhist.blogspot.com>> The Cleveland history blog is a good example of a site that uses free blogging software to communicate and share presentation of local history and links.

General Technology Information and Workshops

- <www.asis.org> Web site for the American Society for Information Science and Technology (ASIS&T). ASIS&T is plugged in to current trends in technology; good source for information about conferences and subsequent proceedings.

- <www.infotoday.com> Web site for Information Today, Inc. Includes news, blogs, and conference information as well as links to books, magazines, meetings, etc. Good place to see new trends in the information world.

- <www.archivists.org> Web site for the Society of American Archivists. Check "Education Workshop Calendar" and "Annual Meeting" program descriptions for information on digital topics.

- <www.solinet.net> Web site for the Southeastern Library Network, Inc. Check Educational Services section for information on upcoming classes.

Laura Botts is head of Special Collections at Mercer University in Macon, GA. **Lauren Kata** is an archivist at the Southern Labor Archives of Georgia State University in Atlanta, GA.