

Notes taken by Katie Pierce Meyer, Humanities Librarian for Architecture & Planning
Architecture and Planning Library
The University of Texas at Austin

Connecting the Dots: Using Geolocation Data To Support Interactivity and Data Visualization

Geohumanities is an emerging field that applies geospatial methods and approaches to a variety of humanities-oriented projects and initiatives. This panel highlights several projects that incorporate maps and/or mapping to help approach a research area and/or develop research support for an academic community. The highlighted projects include an interactive global map contributed to by undergraduate architecture students' engaged in exploring cross-disciplinary research methods as part of a foundational design course, two interactive map projects that have been designed as finding aids for art historical resources, a map that focuses on the history of Los Angeles art museums revealing questions about the role of place in the creation and sharing of art, and a mapping project that employs one item from an archive to make connections to related archival materials.

Moderator

Elizabeth Schaub, Director, School of Architecture Visual Resources Collection, The University of Texas at Austin

Welcome to the session. Thanking speakers, me, and Mar.

Elizabeth will introduce each speaker prior to their 15-minute presentation.

Speakers and Presentations

Evolving the Hometown Map Project: Moving From Static to Dynamic: Documenting and preserving student work from the University of Miami School of Architecture

Gilda Santana, Head, Architecture Library and Librarian for Art & Art History, University of Miami

Hometown map is joint project

Creative and technical librarians, data

Vehicle for showcasing

Objective – tell story of project evolution, deconstructing layers of intellectual and technical scaffolding

Legacy undergrad studio project – background in hand drawing, but changes over time

Eco critical studies

Research and technical aspects expanded

Model for development of site studies through school and profession

Her role: Began as providing research assistance to students

Used Artstor images, integrated bibliographic citation into

Role grew over time

Idea to track pedagogic evolution

Documentation includes collecting testimonials from students over time to see their experience

Digging for documents – set out to collect 20 years of documentation – scattered ad hoc storage in the School of

250 images that had been digitized

opportunity to explore Shared Shelf – initial metadata template
concept of global map developed

She reached out to faculty member with idea

Faculty member did initial Google map – generated library staff interest and brought more people on board

Created a proposal for “where in the world do architects come from?” – Learning Commons

Images and metadata into CONTENTdm (DAM for library)

Host of metadata errors uncovered

Created a landing page within the library’s digital collection

Tested Esri ArcGIS (licensed) and Leaflet (open source) for interactive map piece of project

Compared platforms – chose Esri

Standardization

Latitude and longitude

scholar.library.miami.edu/hometownmaps

Would love feedback – form at bottom

Esri is designed for quick and easy mapping but not long-term

In the end, held an exhibit and party – allowed people to interact with map on large screen

Continued evolution of project – iterations are limitless

Implications – preservation and presentation of architecture related work

Stimulate new scholarship

Faculty and student work

Lesson in building partnerships across university or beyond institutional boundaries

Interactive Alternatives to “Lists of Links”: Collaborative Examples of Interactive Library Guides

Michael Wirtz, Head of Research and Library Technology, Virginia Commonwealth University in Qatar

Excited to present at ARLIS

Born out of last years ARLIS, now back to present

History: began over lunch at Saucer Bar and Grill with his boss, Amy Anders

How can we get students to use our library guides – stats weren’t great, not sure how many times students were using guides

Amy wanted to create Islamic Art guide

Michael began learning about Omeka and Neatline – how can we leverage these tools with Library guides

Decided to design a tool to **move away list of links** that students have to navigate – contextualize so that students understand why they are looking at resources

Goals

Encourage interactivity and discovery! Reinforce research as process – journey not destination!

GPS analogy: Groups of people looking at Paper maps OR turn by turn GPS
Each group come back and draw
Turn by turn GPS couldn't recall – they've been led in circles and didn't know

*A list of links like turn by turn GPS – not pathfinders

One big problem:

Need Content!!
Digital projects need content
Librarians aren't necessarily historians

Solution:

Students are creating content in classes all of the time
Partner with art history and history classes
Provide authorship opportunity for students
Capture valuable, curated content

Neatline – fully zoomable, scalable map with timeline functionality

Librarians annotate with links to other resources in backend Omeka!!
Draw the maps and don't initially see them in context

Student content could be added as a dot/point that links to information
Provides a different layer of content
Can link to other resources, images, archival collections

*Map and timeline interface as different access point

Thought it would be live by now, but have...

- Server needs
- Development needs - a little vanilla
- Content changes, revisions
- Faculty buy in

Going forward...

Beyond VCUQatar
Increased functionality
Other mapping projects – mapping typography
Used in theses, dissertations, other scholarly communication

Geohumanities and Art: Telling Stories and Building Research Communities

Andy Rutkowski, Geospatial Resources Librarian, University of California Los Angeles
Stacy Williams, Head of Architecture and Fine Arts Library, University of Southern California

Inspiration

21 art museums in LA as mapping project
USC Art History department list of places to visit – visualizing
Outreach and orientation efforts – where are you from, where have you visited while at USC?
Prototype for DH project with colleagues

Digital Mapping project from Univ of South Carolina – African American motorists – simple content that tells story – Green Book: <http://library.sc.edu/digital/collections/greenbook.html>

One Archives – GIS library fellow, GIS approach to special collections, Largest archives of LGBTQ materials, <http://one.usc.edu/>

Guidebooks and complementary materials

Create pedagogical tool for classes, or other institutions could contribute to

Criteria for tool choice

- User-friendly
- Incorporate media students and faculty use – video, audio, social media
- Can use tools individually or collaboratively

Created a workflow of what they needed to know, needed to learn

Started with Excel or Google spreadsheet

CartoDB – highlighting Los Angeles County Museum of Art

TimeMapper – moved on to create map and timeline – show students they had options depending on what kind of story they wanted to tell – different ways of conducting research

TimelineJS – research guide on Frank Gehry, past current and future timeline

Audio, images, pdfs

JuxtaposeJS – slider feature, show changes over time, comparing aerial photographs (before and after), great for architectural history

Palladio – graph view feature to see what zipcodes

Look at tables and look at data

Can identify gaps or mistakes in data

Mapping the ONE archives

Straightforward access to data but also possibility for re-interpretation

Identified archival materials that could be mapped

Data stored in sheets

Imported into CartoDB, Export as HTML

GitHub - website

Didn't have to set up a server

Using GitHub in the classroom – writing about sites of interest, allow students to create points on a map, add images and descriptions

Students plotted and mapped 100 places within a few weeks

Potential for growth and sustainability using tools students are familiar with:

Google sheets

CartoDB

GitHub

Questions

Is your project live Andy?

Yes, we will share link to it on the presentation

What are the copyright concerns related to publishing student content on the web?

Gilda: copyright for online publications can be fuzzy

Our university is looking at policies

Had to jump through hoops, asking retroactively asking students, ended up putting a disclaimer that says you can ask us to take down

Going forward, ask for permission from the beginning or it can hold things up

Andy: Last quarter, started by asking students, some were actually hesitant or wanted to remain anonymous but let content go up

Michael: Had some issues with artwork in the past, now we have clear guidelines

Andy, what kind of workshopping or introductions did you provide to students?

Quick half an hour – not focused on tool and just gave instructions and hoped for the best with GitHub

Projects influence one another – maybe we should have used GoogleSheets

Had it all set up so they just had to log in, add content, and save

Going forward, would like to make technology part more transparent

Some students who have experience have supported other students

Not 100% smooth but pleasantly surprised at how well it worked

Rebecca: important to share data sets as we are creating them? Are data sets accessible in GitHub?

Data sets can be combined and valuable for telling other stories?

Everything he uploads in GitHub is available

But is it searchable?

Trying to provide access to the original spreadsheets

Kathy: Stacy, you described what you trolled through, how did that process work?

Full disclosure, I am married to Andy and he provided a lot of insight

Once I created my workflow, having them think through research strategies - what features did I like and not like

Criteria: What was easy to learn and use and then easy to teach to students in the classroom

Denise: question for Michael – including students and their ideas – do you envision this as assignments? In class time, outside of class?

Mostly as assignments for classes

One that is further along is history of typography – 20 students already creating content

Have been talking to early Islamic art history survey

Short format - not short papers, but short efficient descriptions

Presenting project to faculty in April, hopefully can be planned for next Fall

Beth: for Stacy and Andy, free and open source – how did you go about using the Google suite?

At USC, allow Google for Education

Students have all the bells and whistles

Already using it as part of instruction
Allows for ready sharing
UCLA has it for students
Trying to make it as easy as possible

Also tried using Box and it didn't work well – login troubles

Question for Stacy: where did you find aerial views

Using Google Earth – a lot of government sites, could go back in time to 1989
Could see process of building over time

Copyright question for everyone – do your institutions have overall policies for faculty and student work and did you use the policy to request rights?

Michael: Yes, ours does – as long as they give consent
Gilda: pretty much the same now, wasn't in online environment; now actively seeking permissions, many students not aware that they have rights so it is an opportunity to teach them about their rights

Kathy: student work yes, but what do you require students do in terms of getting permissions?

Andy: full citation of anything they put in there, for anything they documented they had to provide citation, some students did better citations than others, had to follow up with faculty
Encouraged students to take their own pictures so that it is their own

Michael: mostly used thumbails, he works with graphic design department to get students to use material responsibly – using Creative Commons

Elizabeth: Do you have concerns about long-term sustainability of projects?

Michael: I do, I have hundred of hours put into this
Neatline could go away, but we can extract data out
Concern is that with building these specialized tools, what if I leave
Solution: Get project knowledge spread out – not all project knowledge resting with him

Andy: UCLA HyperCities just went off line
Think more about the data, always have it able to be migrated to something else

Making data available and harvestable – of the web, not just on the web – tools and platforms constantly evolving

For Michael: started as replacement for LibGuides, but created something else entirely....
We stopped using LibGuides, see this as different alternative – do similar things in slightly different way