

(Re) Creating Victorian Times...

....within the Glasgow Digital Library, a whole environment approach

Corfu, 21st June 2002

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Overview

- 'Standalone' Descriptions:
 - ◆ GDL
 - ◆ Victorian Times
- CDLR, Whole Environment R&D
- Illustrations
- Holistic perspective on GDL, VT
- Lessons



The GDL...

- Aims to create wholly digital library to support teaching, learning and research at all levels in the city.
- Based initially on the 3 universities, the GCG (FE), and the public library
- But planning ultimately to make itself a virtual co-library of majority of public institutions in Glasgow



The GDL...

- Looks one day is to be a major (distributed) digital resource library
- But its initial basis will be
 - ◆ Electronic resources created by the institutions
 - ◆ Public domain information
 - ◆ Joint purchases (maybe)
 - ◆ Digitisation initiatives (e.g. VT)



Victorian Times

- No direct link but: in Glasgow, so part of the distributed GDL set
- NOF Funded, CDLR, SO, LSE
- Focus on lifelong learning: cultural enrichment, citizenship, re-skilling,
- BL ‘Sense of Place’ Consortium
- Parliamentary Papers and related materials from 1837 – 1901, plus...



Victorian Times

- Supplementary material from such as:
 - ◆ Centre for Political song
 - ◆ Heatherbank Museum of Social Work
 - ◆ Springburn Community Museum (15,000 photographs on our themes - see samples at
 - ◆ Glasgow's Story NOF Project
 - ◆ East Dunbartonshire Public Library Local History collections
 - ◆ Similar 'colour' from other areas of UK



Victorian Times

- Wars caused great changes : freedom, independence, Boer, Transvaal, Franco –Prussian, American Civil
- Electoral reform brought voting power to the (male) masses.
- Living, health, social conditions improved
- Engineering, communication, transport advances ‘shrank’ the world



Victorian Times

- Themes:
 - ◆ *Housing*: better for some, but Industrial Revolution, move to towns, led to urban squalor for most
 - ◆ *Health*: Advances in medicine, but also crowded living conditions and poor working environments for most
 - ◆ *Industry and the Work Place*: from rural occupations to industries (engineering, shipbuilding and mining...)
 - ◆ *Labour and Trade Unions*: Increasing moves towards workers rights, representation, electoral reform...
 - ◆ *Transport*: railways, mass public transportation, end of canals, shipbuilding, trade with the colonies grew.
 - ◆ *Education*: church schools gave way to state schools, education became compulsory for the first time



Victorian Times

- Papers, reports, the main content
- Built around the content are notes, texts and bibliographies written by an expert on the subject matter, and...
- the digitised materials will be intelligently and interactively embedded in a single, multi-level, timeline-based, progressive learning and research environment
- Different landscapes for...



Victorian Times

- The pupil: a school pupil (age 5 and up)
- A student of any age in HE or FE
- Researcher: in Victorian social history, politics, or economics.
- The resident (our street 100-150 yrs ago)
- The journalist
- The politician
- The family (lifelong learners)



CDLR: Holistic R&D

- Both GDL and VT based at CDLR:
 - ◆ Strathclyde University, 1999 (1991)
 - ◆ Quality research/practical outcomes
 - ◆ Wide spectrum of digital libraries and digital learning issues
 - ◆ International contribution, but with a Scottish focus
 - ◆ Work characterised by holistic or whole environment approach to researching and developing the distributed digital information environment



Whole Environment R&D

- On the research front, this means:
 - ◆ Considering project facets, not in isolation, but in the context of the whole distributed information environment (and vice versa),
 - ◆ Considering interaction in both at every operational level, from the technical to the human (including user, staff, organisational).
- On the development front, it means
 - ◆ Ensuring that solutions work for the environment as a whole and all of its facets, not just for the particular facet in which the development takes place.



Whole Environment R&D

- We think this is important because we believe the distributed environment must grow as a single thing, and staff, user, organisational cultures must grow with it if the end result is to be an integrated, user-responsive whole
- We therefore deliberately foster an R&D environment rich in a range of inter-related projects and initiatives that study, feed on, and inform both each other and the development of the whole
- So, for example...



Illustrations...

- Glasgow Digital Library:
 - ◆ Regional standards for interoperability; collaborative collecting; human mechanisms
 - ◆ Regional context for VT
- Hairst
 - ◆ Harvesting resources via OAI (including VT type resources), with distributing VT and GDL metadata and with integrating VT and GDL catalogues with OAI metadata via integration with Z39.50 catalogue



Illustrations...

- Aspect, Springburn, Red Clydeside
 - ◆ Offer additional digitised content for integration within VT, and allow us to work on interoperability issues
- Victorian Times, Cultural Portal
 - ◆ Offer each other digitised content and a common interest in user needs, user type landscaping, digital libraries as learning environments, and interoperability

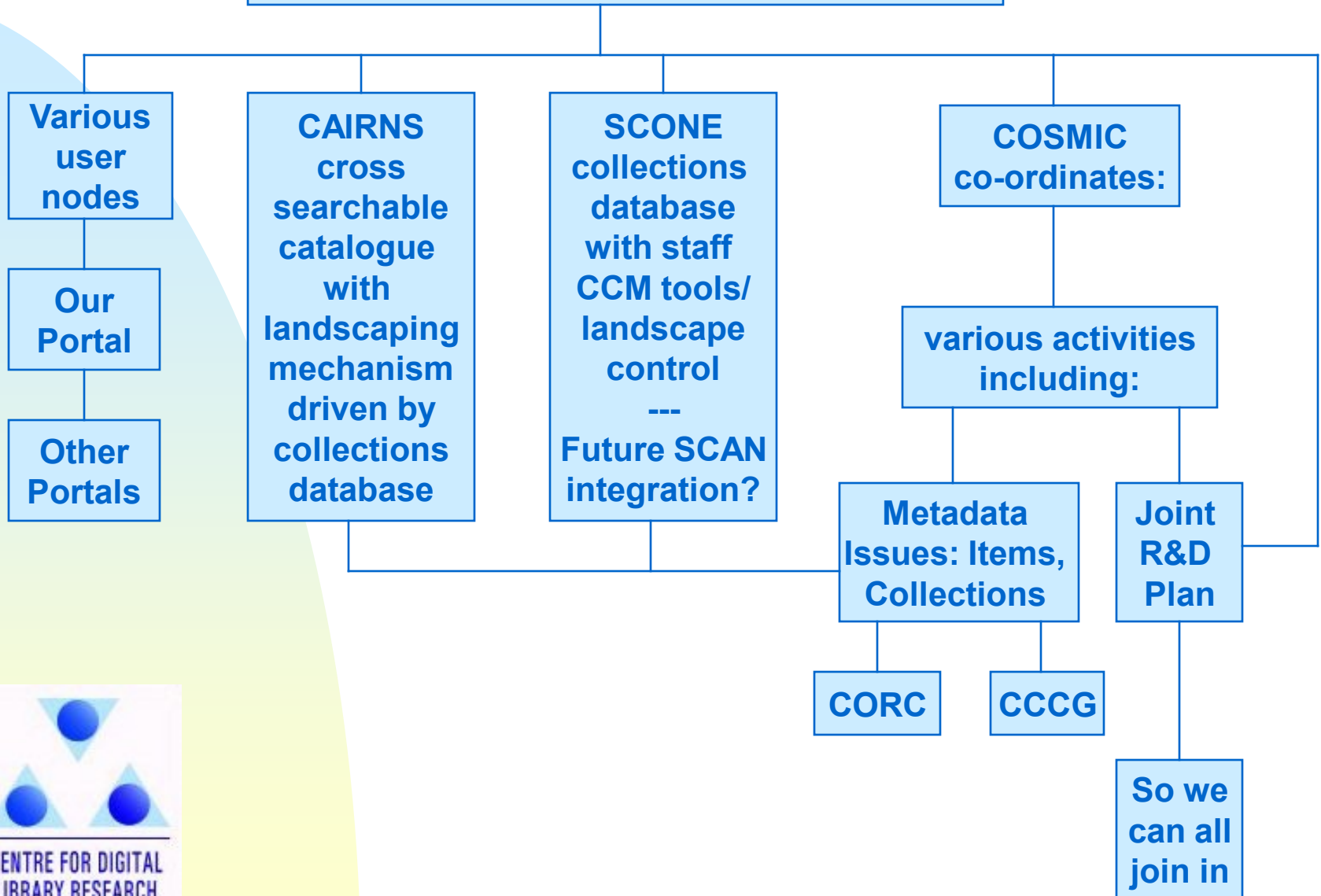


Illustrations...

- **HILT**
 - ◆ Subject terminologies mapping
- **SLIC Joint CORC subscription**
 - ◆ Furthering the collaborative collecting and cataloguing of free internet resources, ensuring interoperability of VT/GDL metadata
- **CAIRNS, SCONE, SCAMP, COSMIC**
 - ◆ Providing the Scottish co-operative infrastructure and technologies within which the GDL and VT can develop, grow



Co-operative Infrastructure



Descriptions: GDL / VT

- Does any of this matter? We think it does.
- GDL, VT will exist in a complex web of inter-related services
- Not sensible to treat them as standalone
- With this approach, they are more than that...



Descriptions: GDL / VT

- They are:
 - ◆ One facet of the problem of developing a coherent, user responsive distributed environment
 - ◆ One set of embryonic user, staff, service cultures growing up in a new world
 - ◆ One perspective on requirements
 - ◆ One focal point for learning
 - ◆ One portal/view on the global I.E.
 - ◆ Projects feeding on, being informed by other projects (and vice versa) rather than developing in isolation



Victorian Times

- **Contributes:**
 - ◆ Different user landscapes and environments
 - ◆ Digital libraries as learning environments
 - ◆ Co-operation and interoperability
- **Benefits from:**
 - ◆ Cross-searching technologies from CAIRNS
 - ◆ Landscaping mechanism from CAIRNS
 - ◆ People level mechanisms via CoSMiC
 - ◆ Terminology mapping, control: HILT, CORC
 - ◆ Collaborative collecting via SCONE and GDL



Lessons

- Applicable – but not limited to – GDL/VT
 - ◆ Coherent distributed virtual ‘libraries’ won’t just happen – we must co-operate to manage retrieval/ user environments
 - ◆ Distributed networked collections need collaborative management
 - ◆ Co-operation is hard
 - ◆ People interoperability a pre-requisite of technical and metadata interoperability



Lessons

- Finally, that information professionals must develop appropriate new perspectives:
 - ◆ To deal with this new multidimensional, distributed, multifaceted environment
 - ◆ They must 'grow' - expand their skills, understanding, know-how, consciousness
 - ◆ And learn, above all, to...



Think globally
before
acting locally



Questions, comments?

- Further Information:
 - ◆ <http://cdlr.strath.ac.uk/> (click projects)
 - ◆ <http://gdl.cdlr.strath.ac.uk/>
 - ◆ <http://vt.cdlr.strath.ac.uk/>
 - ◆ d.m.nicholson@strath.ac.uk

