



ANSS *CURRENTS*

Anthropology and Sociology Section
of the Association of College & Research Libraries

The Newsletter of the ACRL Anthropology & Sociology Section
ISSN 0888-5559

Volume 28, No. 1
Spring 2013

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MESSAGE FROM THE CHAIR

Jennifer Darragh

Happy Spring Everyone! I hope the birds are chirping and the flowers are blooming where you are (allergy sufferers, I feel your pain—but it is pretty, isn't it?). At this time, the 2013 Program Committee is busy finalizing all the details for the ANSS/ULS ALA Annual program "Studying Ourselves: Libraries and the User Experience." We hope that if you are attending ALA Annual in Chicago, you will join us for what promises to be an engaging and relevant program.



The ANSS Membership committee is also busily planning our ANSS Annual Social to be held on Friday evening (June 28th). A formal announcement will come out through [ANSS-L](#) and will be posted both on our [ANSS Facebook Page](#) (give us a "Like" if you haven't already) and [ANSSWeb](#).

The Review and Planning Committee is currently working on updating the ANSS Manual for Officers, Chairs and Committee Members and we anticipate a full revision to be complete following the annual meeting in Chicago. Some important changes include instructions for the Vice-Chair and for working with virtual members, as well as explaining some important ACRL policies.

Committee appointments for this upcoming term (one or two years beginning on July 1, 2013) have been finalized. We want to thank all of you who volunteered to serve, and look forward to working with you. ANSS is a very easy section to get involved with, and we are always happy to see new faces and hear novel ideas on how we can best meet the needs of our members and contribute to the profession at large. If you did not make it onto a committee this year, it does not mean you cannot attend that committee's meetings at the annual conference. Please note that nearly ALL meetings are open: nominating is the only

exception. If you'd like to be a future member—perhaps even serve in a chair capacity—please let the current chair of that committee know.

At the beginning of June, with the exact date TBD, ANSS leadership will again hold a “Getting to Know ANSS” virtual meeting prior to the conference. This virtual meeting allows ANSS members (and potential ANSS members) to ask questions about the section, and about involvement in committee work both in-person and virtually. The meeting will be web-hosted. More information will be provided once all the details are finalized on ANSS-L, ANSSWeb, and Facebook.

Looking forward to seeing many of you in the windy city!

Jen

CORRECTION

Janet Steins was incorrectly named as Janet Sykes in Pauline Manaka's member profile published in the Fall 2012 issue. Janet Steins helped introduce Pauline to ANSS and is co-founder of this publication.

MESSAGE FROM THE VICE-CHAIR

Pauline Manaka



ACRL assigns its sections' vice-chairs the task of appointing members to committees they will work with when they become chairs. This can be challenging, but you have well-designed tools to help with the mechanics. I found it to be a meaningful process—a form of ACRL 101 -- to working closely with Megan Griffin (ACRL Program Officer) as your guide. It is also a test of one's leadership potential as an ACRL section chair, especially the overall understanding of why you are serving.

As the ANSS Vice-Chair in 2012-2013, I enjoyed the experience; I made some mistakes and want to stress that I am indebted to Megan Griffin for her patience and oversight. The total number of ANSS volunteers was 46 and all were appointed to multiple assignments. At least 10 volunteers applied to the ANSS discussion groups which had only three openings for co-conveners.

Here are some of the lessons I that learned, and future ideas that ANSS may wish to tackle:

1. We need to rethink the future of the ANSS discussion groups, both as starting points for new members and as sources of creative thinking in approaching the subject disciplines. ANSS members, please share ideas on how best to keep expanding the agenda of subject discussion groups.
2. It is important for ANSS to review its name, and to have that name reflect Criminology & Criminal Justice. This would be an attractive incentive for new members to join us. In time it would be fruitful for the liaison committee's agenda for Criminology & Criminal Justice and also provide a clear presence within ACRL.
3. Through technology, ACRL has made collaboration with other sections simpler and more accessible than ever before. To this end, let us engage more in advocacy issues and executing the ACRL “plan of excellence.”

Thanks to all those who volunteered in 2013! Let us keep the sections' great spirit alive and moving forward!

Pauline



ANSS PROGRAM AT ALA ANNUAL 2013

STUDYING OURSELVES: LIBRARIES AND THE USER EXPERIENCE

Sunday, June 30th
1:00-2:30pm



#anss13

Plan on attending the 2013 ALA Conference in Chicago? The ANSS Conference Planning Committee, in collaboration with the University Library Section, looks forward to hosting a large crowd at our conference program, *Studying ourselves: Libraries and the user experience*.

Why Attend?

- Listen to a great selection of guest speakers: Dr. Andrew Abbott, a sociologist (University of Chicago); Dr. Andrew Asher, an anthropologist and assessment librarian (Indiana University); and Diane Wahl, a user-experience librarian (University of North Texas)
- To gain an understanding of the critical role librarians play in the library
- To enhance and strengthen your knowledge of libraries as a social environment
- To gain skills on how to assess your own library environment and how to measure the needs of students and faculty using sociological and anthropological methods
- To better understand how to assess the relationship between library patrons, library tools (i.e.; websites) and library staff in order to evaluate user experience and services

PRELIMINARY ANNUAL MEETING SCHEDULE

2013 Chicago

Friday, June 28

ANSS Social 7:00-9:00pm

Saturday, June 29

Executive I	8:30-10:00am
Conf. Prgm. Planning (Chicago)	10:30-11:30am
Soc. Lib. Discussion	10:30-11:30am
Subject & Bib. Access	10:30-11:30am
Liaison	1:00-2:30pm
Membership	1:00-2:30pm
Publications	1:00-2:30pm
Cri. Just. Lib. Discussion	3:00-4:00pm
Resource Review & Bib.	3:00-4:00pm
Instruction & Info. Lit.	4:30-5:30pm

Sunday, June 30

Conf. Prgm. Planning (Las Vegas)	8:30-10:00am
Nominating	8:30-10:00am
ANSS Program:	1:00-2:30pm
Studying Ourselves	
Anthro. Lib. Discussion	4:30-5:30pm

Monday, July 1

Review & Planning	8:30-10:00am
Executive II	10:30-11:30am



ANSS MEMORIES PROJECT

Contribute your photos and memories to the ANSS Memories Project

Calling all current and former ANSS members! The Publications Committee is sponsoring a collective ANSS Memories Project, which will combine photos, memorabilia, stories and memories contributed by our members to construct a virtual scrapbook of the activities, events, social gatherings, and historical highlights of the Anthropology and Sociology Section of ACRL. We need your help!

Do you have a favorite memory of your time with ANSS? Perhaps there was an annual program that was particularly meaningful, or a committee accomplishment that was groundbreaking. Maybe an ANSS social event paved the way for a lifetime of professional support and friendship, or a mentor welcomed you to the profession. We'd like to hear about it!

Please send your photos, memorabilia, stories, tributes and memories to anssmemoriesproject@gmail.com. The committee will collect and share your contributions with the section members via Facebook and the ANSS website, and during the 2013 ALA Annual Conference. Selected photos and quotes will also be shared in a feature in the Fall 2013 issue of the *ANSS Currents* newsletter.

Let's reminisce and celebrate over 40 years of ANSS history!

Please note: Submission of content to anssmemoriesproject@gmail.com represents implied consent by the submitting party allowing the ANSS Publications Committee permission to publish publicly, in whole or in part, any text or media included in the submission. The submitting party must hold the rights and authority to grant consent for this content. Submissions will be screened by ANSS Publications Committee members prior to inclusion in the ANSS Memories Project.



Midwinter 2013 Social



Annual 2010 Social



40th Anniversary Celebration, 2012



COMMITTEE REPORTS

CONFERENCE PROGRAM AND PLANNING COMMITTEE – 2013, CHICAGO

Katie Elson Anderson and Anne Larrivee, Co-Chairs

The conference program planning committee is pleased to announce our speakers for the program, “Studying ourselves: Libraries and the user experience. We look forward to welcoming anthropologist/librarian Andrew Asher (Indiana University), sociologist Andrew Abbott (University of Chicago) and librarian Diane Wahl (University of North Texas). We will be posting more information about our speakers and their work on the [program page](#) of the ANSS website.

The committee is working on publicity, so please keep an eye out for announcements and help us spread the word! If you are on Twitter, we will be using the hashtag #anss13 to promote and live-tweet the program. After this exciting program, we are hoping to continue this valuable discussion virtually and are considering a proposal for an unconference program at Midwinter 2014.

We look forward to seeing you at the program on Sunday, June 30th from 1:00-2:30 at McCormick Place.

CONFERENCE PROGRAM PLANNING COMMITTEE, LAS VEGAS 2014

Sally Wilson Weimer and Rosalind Alexander, Co-Chairs

Report by Gina Schlesselman-Tarango

The Conference Planning Program Committee met to brainstorm possible themes for the 2014 program. Attendees were interested in exploring topics unique to Las Vegas and Nevada. The committee also expressed interest in learning of ACRL’s planned theme in hopes

that the ANSS program can parallel ACRL’s concept. Attendees believed that this would increase the likelihood of ACRL support and acceptance. An update on committee co-chairs and members was also provided.

Attendees explored the following possible themes: re-imagining the past; serving the needs of diverse populations; diverse and multicultural neighborhoods; research of and service to communities; and scholarly communications associated with diverse and indigenous cultures. Attendees also discussed planning deadlines, the program date and time, potential tour ideas, and possible co-sponsorship with ACRL Education and Behavioral Sciences Section and the Women and Gender Studies Section. It was noted that special attention is to be paid to the ACRL Annual Conference Program Planning Calendar.

Thank you to the several attendees and the potential co-sponsors for their ideas and contributions during these important planning processes. We encourage ANSS members to share ideas for possible themes or topics—if interested, please contact co-chairs Sally Willson Weimer and Rosalind Alexander.

INSTRUCTION AND INFORMATION LITERACY COMMITTEE

Juliann Couture and Adam Beauchamp, Co-Chairs

The Instruction and Information Literacy Committee met virtually for our Midwinter meeting. The committee is almost entirely comprised of new members and this meeting provided the history of the committee and set priorities for the upcoming year. One of the top priorities was to solicit a co-chair and Adam Beauchamp readily volunteered.

The [Information Literacy Standards for Anthropology and Sociology Students](#) turns five this year which means it is time to review and possibly update the standards based on ACRL's Standards & Accreditation Committee guidelines. We are looking for feedback on the standards including how you use them and if the format is helpful. The committee will be sending out a brief survey in May and hope that you will take the time to give us your feedback.

The committee is currently exploring options for creating a repository of teaching materials to support the standards and ANSS members in their instructional duties. We are working with Erin Gratz and the Publications Committee to determine the feasibility of hosting the repository on ANSSWeb. Stay tuned for updates and information.

In addition, the committee agreed to provide an article for future *ANSS Currents* issues on the topic of information literacy. Ideas for future article topics include: visual anthropology, using Twitter for information literacy instruction, and the flipped classroom. If you have additional suggestions or comments, please pass them along to either [Juliann](#) or [Adam](#).

LIAISON COMMITTEE

[Marilia Antunez](#) and [Sally Wilson Weimer](#), Co-Chairs

The committee welcomed our two new ACRL liaisons: Juliann Couture, Arizona State University, as liaison to the American Anthropology Association (AAA); and Amanda Swygart-Hobaugh, Georgia State University, as liaison to the American Sociological Association (ASA).

Juliann attended the AAA Annual Meeting in San Francisco, November 2012. She reported on several committees of interest to librarians and publishers, and the state of scholarly communications in AAA. Amanda learned that the ASA Section on Teaching and Learning was interested in information literacy standards and assessment. She is moving ahead with those opportunities for panel discussions and librarians'

participation, especially for the next ASA annual meeting in New York City in August 2013.

Other business included a discussion about reviewing and updating the committee website. We postponed approving meeting notes from 2012 ALA Annual Meeting in June. It was decided that the exploration of the hybrid virtual meeting was a valuable experiment, and we learned some important lessons. For example, Google+ Hangouts requires a Gmail account to take part in the video format.

Committee projects and goals for 2013 include:

1. Plan for ALA Annual Meeting in Chicago, June 2013.
2. Support current AAA and ASA Liaisons and their activities by helping to publicize AAA and ASA Liaisons' projects (ongoing).
3. Explore proposal for an ACRL criminal justice liaison target organization, Academy of Criminal Justice Sciences (ACJS), and identify an ACRL application form for recommending a scholarly society/target liaison organization (ongoing).
4. Ensure the appropriate archiving of committee's charges as stated and communicating via *ANSS Currents* and other processes to enhance support of ACRL Liaison programs (ongoing).
5. Create a draft timeline/checklist of Committee activities (ongoing).

ACRL-AMERICAN ANTHROPOLOGICAL ASSOCIATION LIAISON REPORT

[Juliann Couture](#), Arizona State University

In August, I was appointed as the ACRL Liaison to the American Anthropological Association (AAA) and I continue the work of the previous liaison in building communication and partnerships between ACRL and AAA. My current focus is on ACRL's Plan for Excellence and how it relates to AAA, specifically in the areas of Student Learning and Research and Scholarly Environment.

In November, I participated in the AAA Annual Meeting in San Francisco, CA where one of the hot topics was scholarly communication, particularly in regards to open access and alternative publishing models. AAA's Committee on the Future of Print and Electronic Publishing recently commissioned a report to analyze the financial feasibility of current publishing models going forward and explored the financial and scholarly implications of alternative models. This report was released to members shortly before the annual meeting and generated many formal and informal conversations at the meeting. The AAA membership surveyed for this report expressed concerns about moving toward an "author pays" model yet simultaneously advocated for greater accessibility to anthropological research.

In an effort to test out possible alternative models, AAA announced that the Society for Cultural Anthropology (a section of AAA) will make its journal, *Cultural Anthropology*, fully open access beginning in 2014. For more information, check out the [Cultural Anthropology page](#). Additionally, AAA partnered with the Social Science Research Network (SSRN) to create a grey literature portal, the [Anthropology and Archaeology Research Network](#). Authors can freely submit their research and organize it using over 100 topics and 13 e-journals, and readers can freely download the papers.

I had the opportunity to attend the first business meeting of [DANG, the Digital Anthropology Group](#). The attendees worked to set priorities for the interest group. One main area of focus for this group is also open access. I had the opportunity to work in a smaller group to discuss why this is one of their main priorities. I look forward working with DANG as the interest group grows.

To address the issues of student learning, I attended numerous sessions which ranged from posters discussing online anthropology education to presentations on teaching in diverse classrooms. The common thread of these sessions was adjusting teaching methods in anthropology within the changing environment of higher education. It was noted that

AAA's Resource Development Committee recently released the [Teaching Materials Exchange](#) as a place for members to share syllabi, assignments, and other teaching related materials. This is a possible opportunity for ANSS members to contribute lesson plans, assignments, or other materials related to information literacy instruction.

The Committee on Teaching Anthropology, a part of the General Anthropology Division, focused its business meeting conversation on the challenges of teaching anthropology in an online format. The committee decided that their 2013 Annual Meeting session will address the shift from in-person to online teaching. This is another possible opportunity to present ways of applying the Information Literacy Standards for Anthropology and Sociology Students in an online environment.

As liaison to AAA, I also participate in ACRL's Liaisons Assembly, which is a subcommittee to the Liaisons Coordinating Committee. At our ALA Midwinter meeting, the conversation turned to how we share our liaison activities with our sponsoring section and with ACRL as a whole. A report of my activities will be available in each *ANSS Currents*, but are there other ways you would like to exchange information about my AAA liaison activities? Please contact me at jcouture@asu.edu to share your ideas, suggestions, or feedback on ways to facilitate these conversations.

ACRL-AMERICAN SOCIOLOGICAL ASSOCIATION LIAISON REPORT

Mandy Swygart-Hobaugh, Georgia State University

As this is my first year as the ACRL-ASA Liaison, many of my activities up to this point have involved making connections and having conversations with key people in the areas I am most interested in exploring: sociology-specific data management needs and sociology-specific information literacy. These conversations have proven quite fruitful and have resulted in several burgeoning projects.

Sociology-Specific Data Management Needs

At the ASA Annual Meeting (August 10-13, 2013, New York), Sally Wilson Weimer and I will be leading an informal roundtable discussion, entitled "Data Management for Sociologists." This discussion aims to explore next steps for best supporting sociologists' unique data management needs (e.g., developing a sociology-specific guide for data management, proposing a future ASA conference workshop, etc.).

Sociology-Specific Information Literacy and Instruction

Also at the ASA Annual Meeting, Sally Wilson Weimer, Pauline Manaka, sociology Professor Ed Kain, and I will be conducting an informal roundtable discussion, entitled "Developing Assessments of Sociology Information Literacy/Critical Research Learning Outcomes." This discussion is to jumpstart a project to develop clearly-defined assessment strategies to accompany the [Information Literacy Standards for Anthropology and Sociology Students](#). There is interest among the ASA Section on Teaching & Learning in Sociology [Cooperative Initiatives Committee](#) (of which I am now a member, as are Sally Wilson Weimer and Pauline Manaka) to advise on this project. I have recently contacted co-chair Adam Beauchamp to solicit the interest of [ANSS Instruction and Information Literacy Committee](#) members in participating in this project. Additionally, I will assist TRAILS editor Diane Pike and ASA director of Academic and Professional Affairs, Margaret Vitullo, in coordinating a workshop on submitting instructional materials to [TRAILS](#). In addition, I have been in conversation with Diane Pike regarding how I (and other sociology librarians) might assist in improving the TRAILS database; Pauline Manaka and Helen Clements' [TRAILS review](#) should prove very helpful for jumpstarting this liaison activity.

At the [Southern Sociological Society \(SSS\)](#) Annual Meeting (April 24-27, 2013, Atlanta), I will be meeting with Jeff Chin, chair of the ASA Section on Teaching & Learning in Sociology Cooperative Initiatives Committee. Here I will to learn more about and possibly contribute to his proposal of a pre-conference to the SSS Executive Committee.

Lastly, I extend a warm welcome to any ANSS members interested in playing a role in these projects! Feel free to email me at aswygarthobaugh@gsu.edu.

MEMBERSHIP COMMITTEE

Helen Clements and Miriam Rigby, Co-Chairs

We had a small Membership presence at Midwinter, in part because our time was opposite the first Executive meeting. Miriam Rigby, Jenny Bowers and Helen Clements soldiered on, missing Ellen Keith, Erin Gratz and Jen Darragh. Miriam was able to report a success at the Social, which took place at the Elysian Brewing Company. Five of our attendees were new people and several of them are interested in further involvement with ANSS.

After some discussion, we decided to postpone repeating the membership survey, because much of the information will not have changed. We plan to write an article for ANSS Currents telling what we have learned and done in response to the response to the last one. We did think that the virtual "Getting to Know ANSS" meeting was a success, and hope to set up our second annual meeting before this year's Annual meeting. We are starting on the process of revising the section membership brochure—if nothing else, to update it with our new logo.

We are sending emails to new and reinstated ANSS members, and will submit revisions on ALA Connect as examples of our work. Although we discussed sending letters to dropped members, we decided against doing so. Members often drop the section because their job responsibilities have changed, or because they cannot afford to continue this membership. The consensus was that another letter may be counterproductive.

ANSS membership is down somewhat. As of December 2012, personal membership stands at 426, down from 443 in December 2011. We also have 34 organizational members, giving us a total membership of 460. Erin Gratz supplied figures on Facebook "likes" for 2012;

there were 143 of these. She also supplied statistics from Wordpress on the number of ANSSWeb visits; this total was well over 12,600. Given the drop in membership, we are thinking about expanding our Ambassador program beyond meeting and walking with new members to the Social site. We plan to put further welcoming information on Facebook and ANSS-L, and will put out a call to see if current members would be willing to get in touch with new members from their regions. We think that some members would be happy to make the contacts and possibly act as mentors.

PUBLICATIONS COMMITTEE

Erin Gratz and Hailey Mooney, Co-Chairs

The Publications Committee meeting was held virtually using Google Hangouts. Google Hangouts allowed the committee to see each other using webcams, have discussion, and share documents. The committee discussed the need for a new co-editor or assistant editor for *Currents*. The new logo has been selected by the ANSS membership, and now the committee is working to incorporate it into ANSSWeb and other ANSS publications.

Two new projects emerged during the meeting. First is the ANSS History Project. Take a look at this issue of *Currents* for an introduction to the project. Second, members of the Publications committee are working to develop Tables of Contents for all back issues of *Currents* to make the volumes and articles more discoverable on ANSSWeb and through search engines. Additionally, Janet Steins will be scanning volumes 1-12 of *Currents*, which will make all *Currents* issues available through ANSSWeb.

RESOURCE REVIEW & BIBLIOGRAPHY COMMITTEE

Sue McFadden, Chair
Report by Spencer Acadia

The Committee met virtually on January 23, 2013 via Google Hangout. A schedule of new, exciting projects through Spring 2014 was discussed. Upcoming reviews for Spring 2013 include a comparative review of

[Alexander Street Press' Anthropology Collection](#) and [EVIA Digital Archive](#), as well as a review of [Sage's Research Methods Online](#) database. Fall 2013 will see a comparative review of popular Latin American databases including the [Hispanic American Periodicals Index](#) (HAPI), [Handbook of Latin American Studies](#) (HLAS) Online, and others, as well as a review of the [ScienceDirect](#) database as it pertains to the social and cultural sciences. Already planned for Spring 2014 is a review of the [SpringerLink](#) database with details on its use in sociology and anthropology. Additional ideas included a possible review for [Oxford Bibliographies Online](#), an increased focus on reviews of open access resources, and more emphasis on compare/contrast reviews.

Updating of the anthropology, sociology, and general social sciences resource lists and bibliographies was discussed. These resources are found on the ANSS website under the section "Resources for Librarians and Information Specialists." The resources under "Sociology" will be updated first. The Committee will work with the Publications Committee to make appropriate updates to the section on the website.

The Committee examined a list of all resources reviewed since 1990. The list showed that a total of 37 resources had been reviewed by the Committee over the past 23 years.

The online indexing and searching in Google and Google Scholar of reviews written by Committee members posted on ANSSWeb was discussed. This may be improved when the Publications Committee introduces a table of contents to the *ANSS Currents* publication. Currently, the reviews are listed on ANSSWeb under the section "Reviews of Indexing, Abstracting, and Database Services."

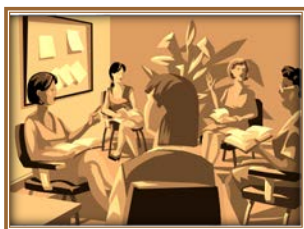
SUBJECT AND BIBLIOGRAPHIC ACCESS COMMITTEE

Wade Kotter and Carolyn McCallum, Co-Chairs

The Subject and Bibliographic Access Committee met in Seattle on Saturday, January 26 at 10:30 am. We

were especially pleased to welcome five visitors, two MLS students and three professional catalogers. Only one of these visitors is an ANSS member and may end up joining the committee, but it is nice to know that people outside ANSS are interested in our activities. The main business of the meeting was to identify subjects for upcoming cataloging Q&As. Topics to be covered in the next few months include: sexual minorities, ethnomusicology, Resource Description and Access (RDA) bibliographic record implementation,

name and subject authority records in Functional Requirements for Bibliographic Records (FRBR), and LC subject headings of the form “Psychology and [...]” We also decided to add bylines to our monthly Q&As and discussed the status of the monthly lists of new subject headings. Overall, it was a productive meeting and we look forward to meeting again at ALA Annual in Chicago. We encourage anyone interested in subject and bibliographic access to attend our meetings and consider volunteering for the committee.



DISCUSSION GROUP REPORTS

ANTHROPOLOGY LIBRARIANS DISCUSSION GROUP

Miriam Rigby and Christina Smith, Co-Conveners

The topic of the Midwinter Anthropology Librarians Discussion group was digital scholarship in anthropology. Our title, “Can You Dig(itize) It?” reflected our expectations of having an archaeologist participate, but this did not happen, and our two speakers, Karen Estlund, Head of Digital Scholarship and John Russell, Scholarly Communications Librarian, both from University of Oregon, spoke about local and national digital scholarship efforts in anthropology.

Latino Roots in Oregon

Karen Estlund, Head of the Digital Scholarship Center for the University of Oregon Libraries, spoke about the [Latino Roots in Oregon](#) digital collection. Latino Roots in Oregon is an undergraduate two-course sequence resulting from collaboration between the Department of Anthropology and the School of Journalism and Communication. During the first quarter, students examine historical material collected on Latino immigration and settlement in Oregon over the last 200 years. They learn the techniques of archival research, oral history, and ethnography. Students identify a family they are going to work with and do a mini ethnography the first quarter. Between $\frac{1}{3}$ and $\frac{1}{2}$ of the students come from Latino backgrounds and interview their families or friends; those without such connections get help from professors to identify families to interview. During the second quarter of the course the students learn how to produce a short video documentary and they film mini documentaries. Students who do not have Spanish language skills work with other students or graduate students who are native speakers. The students also work in teams so that when they are doing the mini documentaries, another student on the team is handling lighting, for example.

Karen showed us the Latino Roots in Oregon website and a documentary of a woman in Springfield, Oregon, in Spanish with English subtitles. Some families' information is not public because they are undocumented. These student projects are an important part of the archives, and include audio transcripts and their papers. There are two student-level permissions: FERPA (Family Educational Rights and Privacy Act) and deed of gift. There are also two interview forms:

human subjects forms in Spanish and English and deed of gift forms for interviewees. Access files are on Vimeo and the masters are in Mp4 open Kodak version.

In the discussion that followed, someone mentioned Open Access (OA) for scholarship and concern about photographs and field notes, and NSF data curation as it applies to anthropology. An example was given of an online archaeology project, which is partially open access, but locations of petroglyphs and pictographs' locations are not available on the map. There are levels of access for different things. This raised a question: what are the processes for giving researchers access and to what? Reference was made to the [Boston College case](#) regarding oral interviews with IRA paramilitaries (deposited with the understanding that they would remain confidential) that were later subpoenaed by the British government. This case is a warning to not promise anyone that anything will be confidential.

Open Access in Anthropology

John Russell, Scholarly Communications Librarian at the University of Oregon, talked about OA in Anthropology. For five years, John has worked on the Mana'o Project, an OA repository for Anthropology scholarship, and more recently has been working on an OA project with the Society for Cultural Anthropology. The American Anthropological Association (AAA) [commissioned a study](#) on the future of publishing in AAA. They concluded that if publishing continued in the same manner, in five years they would be losing money hand over fist. Open Access is the way. At the AAA 2012 convention in San Francisco the conversation was, "We want Open Access. How are we going to make it work?" There is a lot of hand wringing about OA in anthropology.

John mentioned a new open access anthropology journal: [Hau: Journal of Ethnographic Theory](#). A second major open access initiative comes from the Society for Cultural Anthropology (SCA). They have a website with blog components and interviews and a fairly strong OA section. Their [Cultural Anthropology](#) journal website has been revamped. The SCA is committed to making some form of their articles OA (for example, uncorrected proofs). [ShareCA](#) is their OA initiative. Some of the OA essays are hosted in the [Mana'o Collection](#) in the eVols Repository of the Library of the University of Hawai'i.

AAA/Wiley policies do not permit having published PDFs online, but AAA contracts do allow for pre- and post-prints to be deposited as OA online. The SCA sees ShareCA as a transitional project. They want to go fully OA, freely available online and are in the process of seeking permission from the AAA Executive Board. There are cost issues involved in going to an OA model. The human resources infrastructure just for *Cultural Anthropology* includes a full time managing editor plus interns. There are human costs for getting the journal out, for example, editorial services. Who mails the books out to book reviewers? Who writes to authors and reviewers about deadlines?

In the Q & A session, the following points were raised:

There was an *American Anthropologist* [editorial](#) a couple of issues ago on why it should go OA. This triggered talk at AAA. But, it was not received well in all AAA quarters.

The AAA and Wiley-Blackwell contract expires at the end of 2017. The AAA made the move to Wiley because they were not getting enough money from the University of California Press. Wiley is per-click: 500 hits to your journal you get x amount of money. Don't download the article to Blackboard but put the link there.

Regarding the AAA and publishing as a revenue source for members, according to a pie chart showing 2011 data in the [AAA Audit Committee Report 2012](#), the AAA spent 20.5% of revenue on publications and received 21.2% of revenue from publications. Membership dues were 36% of revenue and conference registration 24.5%, so membership and conference registration, not publishing, are the main sources of revenue. *American Anthropologist* makes money but most of the other AAA journals are a financial drain; maybe smaller sections would replace journals with a blog instead; or if one cannot sustain a journal run by volunteer labor one should not have one.

For additional information on AAA publications read this [commentary](#) and consult the [Publication FAQs](#). Organizations could offer a subject repository. The AAA is partnering with SSRN (the Social Science Research Network) to encourage scholars to deposit their research there in the [Anthropology & Archaeology Research Network](#). Not every institution has a repository or a library that can do this. Maybe a group of libraries/institutions could do that and allow publishing of journals.

Announcements

Linguistic anthropology is suggested as our topic for the Anthropology Librarians Discussion Group meeting at ALA Annual in Chicago in June 2013. We would welcome any leads or other suggestions.

There was a reminder concerning the need for input into the [Anthropology Librarians Tool Kit](#), and a message from Terry Epperson that the Review & Planning Committee is putting the tool kits on the front burner and is recommending appointing additional ANSS members to the Tool Kits Task Force so that more time and resources can be devoted to the tool kits.

Update

On March 11, 2013, the SCA [announced](#) that their journal, *Cultural Anthropology*, will become open access in 2014.

CRIMINOLOGY /CRIMINAL JUSTICE LIBRARIANS DISCUSSION GROUP

L. Christine (Christa) Fowler and Sally Wilson Weimer, Co-Conveners

Report by Alida Field

The theme for the Midwinter discussion was “Criminal Justice and Criminology Collections Development and Reference Services in Academic Libraries: Access and Opportunities.” Two speakers were invited to present on this topic: Erica Coe, who is the subject librarian for criminal justice, business, healthcare leadership, nursing, and social work at the University of Washington (UW) at Tacoma; and Lorena O’English, who is the subject librarian for political science, criminal justice, sociology, social sciences data, sports studies, theater and dance at the Washington State University (WSU) Pullman Library.

Both presenters gave a brief overview of the character of the populations served by their collections. Lorena reported that in criminal justice, people are involved with both scholarly and practitioner-orientated areas such as policing and corrections. Some people have military backgrounds and the programs serve both graduate and undergraduate students. Erica told us that at UW-Tacoma the criminology program is a subdivision of social work with 12 full-time faculty and mostly undergraduate students. The collection is new and still needs to be filled out.

At WSU, Lorena is currently working with a staff member with a new MLS who had previously graduated from WSU with a degree in Criminal Justice. She is training him the way she was trained when she got to WSU. This has resulted in a lot of conversation and reflection about collection development in criminal justice. Buying decisions are partially influenced by the desire to avoid developing a “vanilla” collection by relying entirely on Gobi recommendations. Lorena recommended the [Law and Politics Book Review](#) site at the University of Maryland and [Criminal Law and Criminal Justice Books](#) hosted at Rutgers University in N.J., in addition to using *Choice* for selection, among other tools and strategies.

Lorena also discussed the conventional wisdom of not including revised dissertations when developing a collection, because revised dissertations are often perceived as being insufficiently reviewed to guarantee quality scholarship. She concluded that it can be useful to consider including revised dissertations, if the topic/scholarship is adequate or useful. Lorena also noted the importance of actively looking for material that reflects local conditions and interests, and stressed the value of keeping up with criminal justice/criminology through disciplinary journals such as the *Journal of Criminal Justice Education*.

Collections are developed to support the specific curriculum being offered by a particular school, as is the case with the criminology collection at UW-Tacoma. In this case, Erica emphasized that in addition to being a newer collection, the criminology material is only used on the Tacoma campus, which is the only campus that provides a program in criminal justice.

There was some discussion about individual preferences for ProQuest vs. Ebsco, and material that is created by/for professionals in the field (e.g., NGOs, think tanks, etc.), as compared to peer reviewed material, and how that content can round out a collection.

One complex discussion involved the use of e-books, especially via subscription models, where there may be uncertainty about how long materials will be available. This can affect collection decisions for the purchase of particular titles; for instance, the school may pay for two years of access to a particular title, and available content moves based on the current date. There are many issues related to this format. However, e-books are useful for reaching distance learners. WSU will mail books to remote patrons (United States only), as well as provide access to electronic full-text content.

Attendees discussed issues related to streaming media (i.e., Alexander Street Media) and where else to access criminal justice related content, including films on demand and textbooks that were supposed to include access to streaming media, but did not.

The presenters discussed the use of LibGuides and the pitfalls associated with wanting to include too much content. Lorena uses invisible content in her LibGuides to make material available for her own use during classes (e.g., links to related material, teaching tips, etc.). It is challenging to keep the amount of material down to a reasonable level, and editing is also difficult.

Other services and issues that were discussed include:

1. Marketing: encourage students to tell their friends about the library; promoting the librarian's hours on the reference desk so students can get help; and reaching out to the methods classes.
2. Reference: citation review for faculty applying for tenure; one-on-one appointments with graduate students; use Doodle's Google Calendar feature to schedule appointments with individual students; and emphasize the benefits of creating accounts in databases and on publishers' sites.

There was a brief mention of developing the Criminal Justice and Criminology Tool Kit introduction draft. A preliminary handout "Draft: A Quick List of Collection Development Tools and Practices for Criminal Justice/Criminology Librarians" by Sally W. Weimer, was placed on ALA Connect.

Convenors request that suggested topics for the Annual Conference 2013 be sent to them for consideration.

SOCIOLOGY LIBRARIANS DISCUSSION GROUP

Rui Wang and Jeff Lacy, Co-Conveners

Rui Wang and Jeff Lacy rotated in as new discussion group co-conveners. As reported in the Fall 2012 *ANSS Currents*, our preliminary topic proposals were related to assessment, student learning outcomes, and information literacy standards in sociology. As we sought experts to present on these topics, we discovered two librarians who had recent experiences developing information literacy programs for sociology students. Julie Petr (Social Sciences Librarian at the University of Kansas) published an [article](#) in the July 2012 issue of *portal: Libraries and the Academy*, and Adam Beauchamp (Research and Instruction Librarian for Social Sciences at Tulane University) has a piece in the Fall 2012 issue of *ANSS Currents*. We are very grateful they both accepted our invitations to speak to the discussion group during Midwinter.

Julie discussed her efforts to develop a library instruction program and services for incoming sociology graduate students. She used evidence-based and user-centered methods, interviewing students to assess and respond to their skills, knowledge, and needs. She covered the research phase and the implementation of her findings. One of the surprising results was that the students were competent at finding and evaluating information sources, but needed help understanding the expectations of graduate-level work, especially the more demanding research and writing process, as well as help mitigating the anxiety issues surrounding those expectations. These needs were addressed with informal group discussions mediated by a librarian. This format helped build relationships and emphasized the librarian as a source of assistance.

Adam shared his experience piloting a sequential information literacy instruction program for sociology majors. Working closely with interested faculty and based largely on their feedback, Adam created library instruction experiences tailored to the sequence of courses in the sociology program. In particular, he targeted a “bottleneck” in the sociology program, a series of courses that each student has to go through in a specific order. He detailed the library-related assignments and objectives for those courses as well as the assessments he used to track the students’ progress across the curriculum. He concluded with ideas for further program development, including how to help students identify sociological sources and read research articles.

Both speakers used a laptop and projector to provide visuals and slides, and each presentation lasted approximately fifteen minutes. For the remainder of the hour, Julie and Adam fielded questions and responded to comments. Twenty-two people from different institutions attended the discussion meeting. The audience responded to the two presentations enthusiastically. Questions included how to initiate a programmatic approach to instruction and collaborate with faculty, how the interviews for Julie’s research were conducted, how the assessments of the programmatic approach to library instruction were carried out, and the plan for new developments in the future.

The discussion concluded with just a few minutes for attendees to offer topics for the discussion group meeting at ALA Annual. The only topic offered, which originated from the ANSS Executive Meeting, was a proposal that the Sociology Discussion Group re-examine the Sociology Librarian Toolkit. Additional topics and ideas are welcome. Please feel free to submit them to the ANSS-L listserv.



MEMBER PROFILE

TERRY EPPERSON

Interviewed by Helen Clements

Terry is currently the Social Sciences Librarian at The College of New Jersey (TCNJ) in Ewing Township, a suburb of Trenton. He serves the departments of African American Studies, Criminology, Political Science, Psychology, Sociology/Anthropology, and Communication Studies, and supports the work of the TCNJ Sustainability Institute. However, by the time you read this in *Currents*, Terry and his wife will be in the process of relocating to the Boston area, where he

plans to engage in a new career phase. His wife will be working as a civil rights attorney with the U.S. Department of Education in Boston, and they are both excited about the move to an area with such a rich history.

ANSS has been Terry’s home in ACRL. He calls us the “Goldilocks Section” because we’re just the right size, not too big and not too small. He is the Past Chair of

ANSS for 2012-2013, and has held positions in a number of ANSS Committees, among them Information Literacy and Member-at-Large. He chaired the Program Planning committee for the 2006 Annual meeting, one of the first large post-Katrina meetings held in New Orleans. He is delighted with the program for Annual 2013, "Studying Ourselves: Libraries and the User Experience." He has long thought that ANSS librarians can do more to apply our expertise to understand libraries and library patrons.

Like many of us, Terry didn't start out on the East Coast. Born in Colorado, he grew up in Mountain Home, Idaho, not too far from Boise. His lifelong interest in history and archaeology was shaped by the Native American presence and the many archaeological sites of the Great Basin. His undergraduate years at Idaho State University included an exchange program with Towson State University at Baltimore, Maryland, and internships in both Idaho and Maryland.

Terry's first graduate degree was a Master of Arts in Cultural Resource Management at Idaho State University. His first professional job was as a historic preservation intern with the Utah Division of State History, at the town of Helper, east of the Wasatch Range. Helper developed as a coal mining town, but its name comes from its role as a freight terminal on the Denver and Rio Grande Western Railway. "Helper" was where additional locomotives would be added to the trains to help them climb the steep grades into the mountains. As a railroad and coal mining town, Helper attracted many settlers from southern and eastern Europe, and was thereby an anomaly in predominantly Mormon Utah. Even now, Helper has a transportation focus, being located on the route of two highways and having an Amtrak station. This setting reinforced Terry's love of history and historic preservation. After several more years in cultural resources management, he completed his doctorate at Temple University in 1991. It was during this period that he began to be drawn to librarianship.

A strong influence on Terry's discovery of librarianship was his graduate fellowship at the Smithsonian. It provided him with a stack pass at the Library of Congress, which allowed him to explore and discover essential sources for his dissertation. He completed his research during a fellowship sponsored by the University of Virginia. Terry studied the influence of seventeenth-century currents of philosophy and scientific thinking, especially those of John Locke and

the members of the Royal Society, to gain insight about the social thought of the period. He also used the lens of critical race theory to examine how white planters in Virginia began to construct categories of racial identity in ways that allowed them to conceptually distinguish themselves from people of African descent. This change in thinking took place in the context of the growth of the tobacco industry and the birth of the capitalist system, which aided the entrenchment of social representation on unequal terms. In keeping with the spirit of open access to information, Terry has made sure that his dissertation is openly accessible via PQDT OPEN, ProQuest's open access platform for dissertations.

Terry maintains a research interest in the construction of race as an analytical category and the philosophical underpinnings of theory in the social sciences. Continuing his interest in the African diaspora, he is affiliated with the Department of African American Studies at TCNJ.

Having become interested in librarianship during his doctoral program, Terry attended the Drexel University College of Information Science, The *iSchool*, finishing his MS in Library and Information Science in 2003. His current position at TCNJ is his first job as an academic librarian.

In the last several years, Terry's research interests have focused on the social and cultural anthropology of collaborative learning. Several of his recent publications are of interest to academic librarians as they seek to work more closely with faculty to advance research and instruction. In "Critical Ethnography in the VMT Project," Terry reviews the history of critical ethnography, showing how it can be relevant for the study of specialized research teams (Epperson, 2009). In an earlier article, he and Alan Zemel employed ethnomethodology and conversation analysis to examine ways in which librarians manage the exchange of information in online reference chats



(Epperson & Zemel, 2008). Several of Terry's publications are listed at the end of this profile.

Currently, Terry is collaborating with fellow ANSS officer, Miriam Rigby, to produce the "Guide to Anthropology Resources" in the *Sudden Selectors Guide Series* published by the Association for Library Collections & Technical Services (ALCTS). This series is oriented toward librarians who are doing monograph selection for the first time, in a discipline or research area new to them. These guides go beyond the typical LibGuide to offer librarians help in collection management information and current awareness tools in their disciplines. Along these same lines, the ANSS Anthropology and Sociology Discussion Groups are developing *Librarian Tool Kits*.

Terry's interest in using Web 2.0 technologies as a way of promoting student engagement led him to teach a course in the "Anthropology of Cyberspace" in Fall 2011. This experiential course was offered in TCNJ's *First Seminar Program*, a small seminar-style class required for all first-year students, which allows them to work closely with their professor. Terry used anthropological approaches in the class to allow students to "distance themselves," to analyze and think critically about their own experiences as natives of an online environment. In this course students analyzed and edited existing Wikipedia articles, thereby learning about the editorial process, how to defend their editing decisions, and to present their work to their classmates.

Though he's looking forward to living in the Boston area, Terry has enjoyed his work at TCNJ, especially the opportunities for in-depth engagement with students and faculty. He has found having advanced degrees lends him subject expertise which is helpful in dealing with faculty. Most of his colleagues have at least the second master's degree, and sharing the same tenure

process leads to broader acceptance of librarians as colleagues.

Terry's research interests—in African American studies, ethnography, and anthropology in general—continue to be wide-ranging, like that of most academic librarians. The philosophies and theories of our disciplines are relevant for research as well as for understanding college structures and the academic cultural system. In this spirit, Terry encourages anybody who wants to be a leader in ANSS and the ACRL to be a leader by taking committee assignments; having this collaboration among our colleagues is useful for career and intellectual development.



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ARTICLES

TECHNOLOGY CORNER: CREATING ONLINE LIBRARY RESEARCH MODULES WITH SOFTCHALK

Erin Gratz

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One of the issues that continues to be discussed by the library instruction literature is how to successfully engage in online information literacy instruction. Many techniques have been tested, such as embedded or blended librarian programs in course management systems (York and Vance, 2009), animated tutorials (Kazakoff-Lane, 2010), and holding online webinars (Montgomery, 2010). For the past few years, I've been creatively trying to reconcile this issue by considering the needs of my university's online and hybrid students and faculty. The primary issue I saw was that unlike face-to-face distance or hybrid courses, online courses are predominately asynchronous, thus impeding the possibility for webinars and other "real time" technologies. While I am an advocate of LibGuides, I wanted to be able to scaffold concepts and present a more linear approach to the research process. In collaboration with the education librarian and faculty in the College of Education and Organizational Leadership, we were able to institute a pilot program using a variety of technologies to create course-based library instruction modules.

The goals set out were: 1) to have a learning module that would be embeddable in LibGuides and the Blackboard Learning Management System (LMS); 2) the ability to make learning modules interactive; 3) the individual learning objects/parts that make up the whole module should be reusable in a variety of courses; and 4) the library faculty should eventually be able to easily use and edit the learning objects to fit their subject specific courses/programs. In boiling down these goals, I needed software that was simple to use (no HTML needed!), versatile, and could be used with a variety of other technologies (e.g., YouTube, MERLOT, etc.).

SoftChalk, a content authoring software, turned out to be just the type of software I was searching for. As it requires a subscription, I was fortunate in that the Center for the Advancement of Faculty Excellence (CAFE) at the University of La Verne had purchased a number of licenses for faculty to use (and now has a site wide license). SoftChalk fulfilled all of my requirements. The interface is very similar to that of Word with many of the same commands. In fact, it is sufficient to copy and paste a Word document into the SoftChalk interface and thereby generate a webpage (see Figure 1). This familiarity made the software quite easy to learn. Library colleagues have been enthusiastic to expand the scope of the pilot to more

The screenshot shows the SoftChalk interface with a sidebar on the left containing a list of topics such as 'Basics of Empirical Articles', 'Evaluating Articles', 'Searching for Qualitative, Quantitative & Mixed Methods Studies', etc. The main content area is titled 'Boolean Searching' and contains the following text:

The main trick to searching databases effectively and successfully is to understand how to connect keywords together. How you enter your search terms can make all the difference!

Boolean operators are words used to connect search terms in database searches. Boolean logic allows the user (you!) to combine words or phrases representing significant concepts in a keyword search. There are three primary Boolean operators: AND, OR, and NOT.

Below the text is a 'Widget Placeholder' box. Further down, under the heading 'AND', it states: 'The AND operator narrows search results. Each time another concept is added using AND the search becomes more precise.'

An example is provided: 'For example: If we wanted articles that discuss special education and pedagogy, we might search the database by entering special education AND pedagogy. The following venn diagram represents how the search is interpreted by the database.'

The Venn diagram consists of two overlapping circles. The left circle is labeled 'Special Education', the right circle is labeled 'Pedagogy', and the intersection of the two circles is labeled 'Special Education AND Pedagogy'.

A note at the bottom states: 'Note: For many databases, AND is the implied boolean operator. So, if you put the terms special education in the line it will treat it as special AND education.'

The footer of the page indicates 'Page 1 of 14' and 'library1, English'.

Figure 1: SoftChalk interface

courses and disciplines.

One of the first courses I designed was a one-shot module for research methods. In order to establish the learning objectives of the module, the professor and I discussed the learning objectives and assignments for the course. From here, I set out to build a module that would take a student approximately 45-60 minutes, including a variety of activities, quizzes, how-to videos, and article searching that would focus on Boolean searching, evaluating articles, and searching for specific methods of research.

One of the fabulous options of SoftChalk is that it has a wide range of activities and types of quizzes available for you to insert in your lesson. These are easy to use pop-up boxes that prompt you for the necessary information, be it questions, answers, timelines, images, etc. No coding knowledge needed. The activities range from sorting activities, drag and drop, labeling, to quite a few others—some even are mobile capable (see Figure 2). The quizzes include multiple choice, true and false, essay, and more. SoftChalk allows you to easily embed YouTube (and other) videos, and images. It also has a searchable media bank which includes the MIT Visualizing Cultures Project, Flickr, MERLOT, and SoftChalk Cloud (SoftChalk's public collection of lessons) (see Figure 3). Almost anything you can think of can be embedded into the interface, making the lesson more dynamic and interesting for students.

As you build lessons, activities and quizzes can be saved to a shareable "library" to make an easy to reuse collection of resources. This is one of the features that I find most appealing, as you can invest time into creating something once, modify to apply to another course, and reuse quickly.

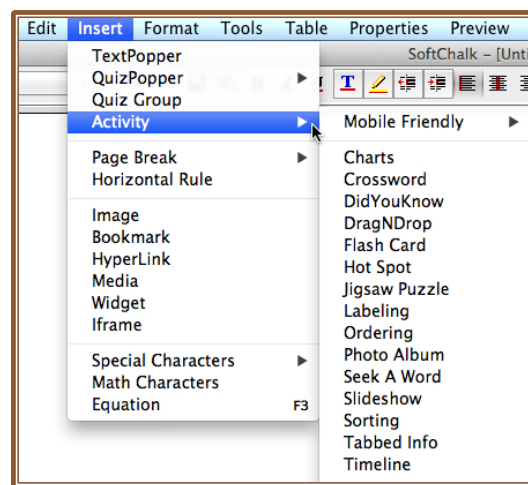


Figure 2: Activity options

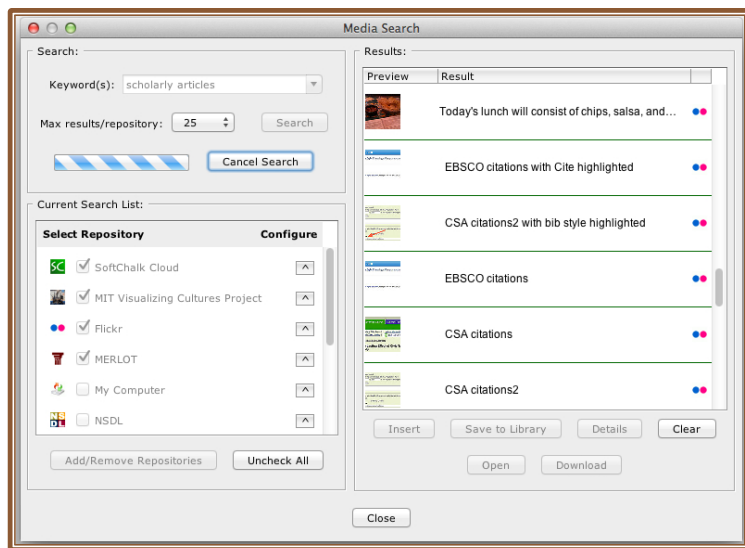


Figure 3: Media search box

students' completion rate. Others have opted for the module to be embedded into the course or program level LibGuides (see Figure 4). For evaluation purposes from the library side, a Google form was included to gain feedback from the students. These evaluation forms have been used to enhance the modules and create more how-to videos for the YouTube channel.

SoftChalk provides a wide range of looks and feels for the finished web lesson, and with minimal knowledge of HTML you can modify the template for your own look (see Figure 5).

The library I work for has a YouTube channel of 3-5 minute tutorials on a wide range of topics from searching Ebsco Discovery Service, finding background information on a topic, to using RefWorks. SoftChalk allowed me to easily embed these videos; using the already existing content decreased the time it took to build the modules.

I mentioned above that it was possible to embed these lessons into LibGuides and a variety of LMS, including Blackboard. The activities and quizzes can be assigned point values; therefore they can be used for grading or pre- and post-testing. The results can be automatically transferred to the LMS gradebook or can be emailed to the professor and/or the librarian to verify completion. Some faculty have taken advantage of the option to add the library research module into their Blackboard courses by linking the assignment to the gradebook and tracking the

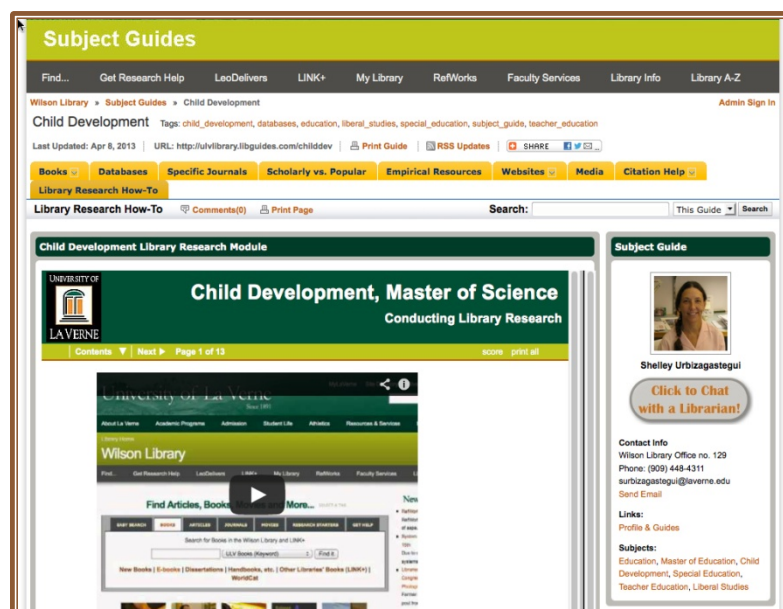


Figure 4: SoftChalk in LibGuides

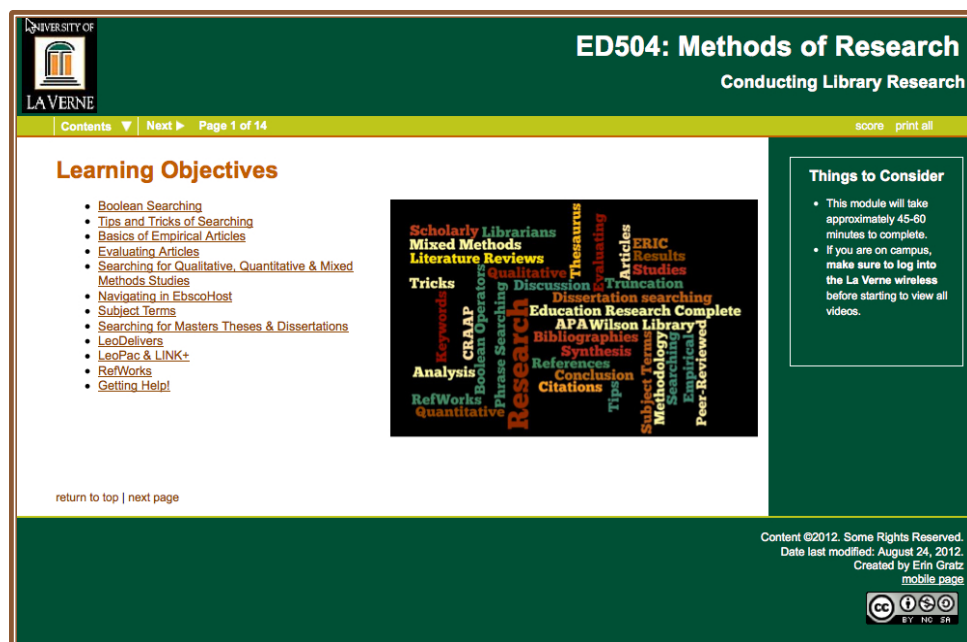
This project started with online courses in mind, however over time it has also become a tool to “flip the classroom.” A few of our face-to-face classes are now using the library research modules in their classes prior to the librarian’s one-shot visit. This gives the students an opportunity to familiarize themselves with some of the library resources and services. As a result, the one-shot is able to start on a more in-depth level, focusing on the issues that students themselves have identified as points of need.

While we are still in the first year of the pilot, feedback from students and faculty has been overwhelmingly positive. The instruction librarians have bought into the concept and our team is now having regular training and planning sessions, deciding how to further incorporate the program into our instructional options. The intent is not to eliminate face-to-face instruction, but to provide more options and to build on the one-shots we currently provide.

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Figure 5: Library research module (<http://library.laverne.edu/modules/ed504>)

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MEDICAL SOCIOLOGY AND MEDICAL ANTHROPOLOGY

PART TWO: AN INTRODUCTION TO BOOKS AND WEBSITES

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In the previous issue of *ANSS Currents*, part one of this series introduced the academic disciplines of medical sociology and medical anthropology, and made the case why librarians should become familiar with both fields of study (Acadia, 2012a). As a conclusion to the series, part two provides a list of books and websites to help librarians and students begin their own exploration into these disciplines.

The listing presented here is not meant to be all-inclusive—it is simply not possible to list every book and website that might be related to medical sociology and medical anthropology. Rather, the list presents a carefully selected cross-section of the “best,” most recent resources that are general to these two disciplines.

The list of 29 books, alphabetically listed by author, is applicable for any library whose college or university offers courses in anthropology, sociology, psychology, public health, health sciences, and medicine. Several of the listed titles are traditional course textbooks, some are reference books, and others are regular books for the general student reader. All of them offer great insight into the fundamentals of the social and cultural aspects of human health.

Similarly, the alphabetical list of four websites will complement any library research guide that supports curricula where health is examined via social and cultural perspectives. These websites can be used as a springboard into locating many additional resources of interest to medical sociology and medical anthropology. One of the websites, Medical Sociology Guide (MSG), is a long-term project currently in beta form that I was able to start thanks to a small grant from the American Library Association (ALA) in 2011-2012. Some of the books and websites in the list presented here have been briefly reviewed by me on the MSG website.

What about journals? To be sure, books and websites are great resources, but many students use journal articles in their research. Librarians need to know the journals toward which they should direct students. For a list of key journals in medical sociology and medical anthropology, see Acadia (2012b).

Books

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WEB-SCALE DISCOVERY SERVICES AND INFORMATION LITERACY: PROS AND CONS

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Web-scale discovery services—such as EBSCO Discovery Service, Primo Discovery from Ex Libris, Summon from Serials Solutions, and WorldCat Local from OCLC—are relatively recent technologies in the library world. Adoption of web-scale discovery services by libraries is increasing (Breeding, 2012) and they seem to be well liked by students, especially undergraduates, at the colleges and universities where they are available (Buck & Mellinger, 2011; Dartmouth College Library, 2009). Librarians, however, are still coming to terms with these new research tools. The utility and efficacy of web-scale discovery services remain controversial topics among academic librarians and little has been published about the impact of these systems on information literacy efforts in higher education. With this brief exploration of the issues, I hope to spur broader discussion about the use of web-scale discovery services in instruction.

Let us start with a brief overview of web-scale discovery services and librarians' attitudes towards them, and then review their strengths and weaknesses in relation to information literacy instruction. The following description of web-scale discovery services is cursory, but should provide sufficient context for the present purpose. For a more thorough discussion about the history and functionality of web-scale discovery systems, see Vaughn (2011).

The *raison d'être* of web-scale discovery services, neatly delineated by Dianne Cmor and Xin Li, is “to assist users in discovering library content from a single search box, and to make library research as intuitive as Google but with the quality and comprehensiveness of valuable library collections” (2012). Comparisons to Google are common when discussing web-scale discovery services. The aesthetic of the simple search box is one reason, but apart from that these services have two other characteristics that put them on par with Google. The first is size. Since these services harvest content from a variety of traditional library resources (OPAC/ILS, databases, institutional repositories, etc.), they are

much larger than any one database. For example, Summon's database has grown to include over one billion items (Serials Solutions, 2012). The second characteristic that puts web-scale discovery services on par with Google is that they search all their content from a single, centralized index. This structure is in contrast to federated search or meta-search services, which send a single query to multiple platforms, then combine the results.

If they work as advertised, web-scale discovery services have readily apparent benefits. These services should "fundamentally improve and streamline end user discovery and delivery of content" (Vaughn, 2011). Librarians, however, have been skeptical. In some librarians' experiences, the promises of intuitive ease do not come true in real-life practice. Pete Coco, for example, reports, "as a teaching librarian I've seen more undergraduate students struggle to get what they need from web-scale discovery than I've seen benefit from its obvious conveniences" (2012). Furthermore, the professional literature contains several pieces of constructive criticism, detailing what librarians find lacking in current web-scale discovery services or outlining issues to address or improve (Breeding, 2012; Buck & Nichols, 2012; Kelley, 2012). Due to these perceived shortcomings, librarians have been slow to embrace web-scale discovery services. The current, collective attitude of librarians towards web-scale discovery could be characterized as ambivalent at best.

How does all of this affect library instruction? Are web-scale discovery services just another search interface? Despite librarians' overall ambivalence toward these services, some librarians see the potential in web-scale discovery services to produce "real changes in what instruction librarians teach" (Buck & Mellinger, 2011). Some critics even suggest that "with the right framing discovery can be an excellent pedagogical tool" (Coco, 2012) and that the next generation platforms will better "promote information literacy strategies" (Kelley, 2012).

Not much of the professional literature on web-scale discovery focuses on information literacy instruction. The few articles that do, though, are interesting and worth discussing, especially studies done by Stefanie Buck and Margaret Mellinger (2011) and by Dianne Cmor and Xin Li (2012). From these studies and some other sources previously mentioned, I have compiled what seems to be the most significant strengths and weaknesses of web-scale discovery services in the context of information literacy instruction.

Strengths

Web-scale discovery services' interfaces are simple search boxes (Buck & Mellinger, 2011; Cmor & Li, 2012). This characteristic is a strength because students find the Google-like interfaces familiar and receive them well. The search box is usually featured prominently on the library's homepage, so students can also find it easily. Library resources need to be familiar and easily accessed since we are competing with the open web for our students' attention. Library instructors should have less difficulty convincing students to use web-scale discovery services and would spend less time demonstrating the click-by-click process of how to access and use the search, which allows instructors more time to cover higher-order skills. Library instructors would better be able to change their pedagogy from "explanatory to exploratory", emphasizing elements such as the research process, refining the search, selecting relevant results, and evaluating sources (Cmor & Li, 2012). Furthermore, because web-scale discovery is more Google-like, it is possible that students could find that information literacy lessons do not just apply to college courses, but obviously transfer to personal and professional contexts.

Web-scale discovery services offer a wealth of scholarly content from multiple disciplines in several formats (Buck & Mellinger, 2011; Cmor & Li, 2012; Coco, 2012). This quality makes these services an excellent place to start research on almost any topic, a one-stop shop for many smaller-scale research projects, a prime resource for multidisciplinary topics, and a great resource for undergraduates. The diversity of material available from a single resource also saves time for higher-level skills—again, instructors need only cover one quickly accessed, easy-to-use tool. This provides a tableau for

several information literacy lessons on source comparison, including identifying and exploring different formats, distinguishing popular articles from peer reviewed, and locating studies featuring particular methodologies.

Web-scale discovery services offer built-in citation tools (Cmor & Li, 2012). Citation tools are available through many other research tools, but not necessarily every tool a student might have to use for a given research project. In cases where students need only use a web-scale discovery service, the built-in citation tool guarantees that all the resources the students find can be compiled and formatted at the same time. This allows library instructors to focus more on the *when* and *why* aspects of citing sources rather than painstaking mechanics of the *how*.

Weaknesses

Web-scale discovery services have a Google-like appearance but not Google-like results (Breeding, 2012; Buck & Mellinger, 2011; Coco, 2012). Google built its business by exploiting a number of techniques—from mapping connections between hyperlinked documents, to analyzing the queries and behaviors of billions of users for a span of over fifteen years, to customizing an individual's results based on geographical location and personal web history—in order to seemingly magically produce the exact information their users want. Web-scale discovery is not yet that sophisticated, and it is questionable whether it ever could be. The information needs and information-seeking behaviors of scholars—who often want relatively rare knowledge in narrow, specialized topics—are unlike the information needs and information-seeking behaviors of the general public—who often follow trends or tread down well-worn informational paths. Library instructors have to teach that conducting research via web-scale discovery services is different from using Google, especially how determining relevance is the responsibility of the researcher, not the search engine algorithm.

Web-scale discovery services are too large for focused searching (Buck & Mellinger, 2011; Coco, 2012). While a large body of content is a boon for multidisciplinary topics, it is a hindrance for some disciplines (such as education and much of the humanities) that do not lend themselves to jargon or other distinguishing terminology. For the library instructor, this issue necessitates either not featuring web-scale discovery services in lessons for some disciplines, or teaching students when they should use more subject-specific resources.

Web-scale discovery services have problematic or absent field searching (Buck & Mellinger, 2011; Breeding, 2012; Coco, 2012). Although web-scale discovery relies on a unified index, that index is not necessarily authority-controlled or used to indicate fields traditionally used in bibliographic tools. Known item searching is difficult. Browsing by author, title, or subject is impossible. Subject facets (as opposed to subject headings) are compiled from a variety of sources and merged, but not managed. For the library instructor, this means a lot of functionality available in more traditional OPACs and databases is simply not available—or, in the case of subject facets, only approximately available. For students who need this functionality, other tools will have to be taught.

There are significant pros and cons to using web-scale discovery services in information literacy instruction. Each librarian's own values and judgment decide which strengths are most appropriate and if they outweigh the weaknesses. Does a web-scale discovery service play a part in your information literacy instruction? What is the deciding factor for you? Which information literacy standards would you like to address with web-scale discovery in the current state-of-the-art or in the future with improved tools? I hope to see your responses on the ANSS listserv.

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Contact Margot Conahan at mconahan@ala.org or call 312-280-2522 with questions.





RESOURCE REVIEWS

ETHNOGRAPHIC VIDEO FOR INSTRUCTION AND ANALYSIS (EVIA) DIGITAL ARCHIVE

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Reviewed March-April 2013

Publisher: Indiana University, University of Michigan. EVIA Digital Archive Project, E951 Wells Library, Indiana University, 1320 East 10th Street, Bloomington, IN 47405, Phone (812) 855-0969, Fax (812) 856-7107, Email eviada@indiana.edu

EVIA Project Website URL: <http://www.eviada.org/>

EVIA Digital Archive Collections Website URL (search & browse interface): <https://media.eviada.org>

Access and Cost: Free individual user account registration required to view video content and annotations. Restricted to educational use. University IP authentication available.

Coverage Dates: Variable by collection, current range approximately 1988-2005

Introduction

The Ethnographic Video for Instruction and Analysis (EVIA) Digital Archive is a repository which preserves and provides online streaming access to collections of unedited ethnographic video field recordings, accompanied by peer-reviewed annotations written by the depositing researcher. The video collections include coverage of a wide variety of cultures and geographies, contributed by U.S. and international researchers. The majority of the collections document ceremonial or artistic performances of music, dance, and song. Additional subjects include cultural and religious rituals, oral histories, and folkways. New videos and collections are added periodically as production and documentation of ongoing research is completed. Developed with the primary goal of preserving ethnographic field video produced by scholarly researchers, and the secondary goal of providing educational access to the video and annotations for instructors, students, and other researchers, the EVIA Digital Archive is the result of collaborative efforts and funding by Indiana University, the University of Michigan, and the Andrew W. Mellon Foundation.

The EVIA Digital Archive was reviewed in the February 2012 issue of *Choice*, receiving an “Essential” rating (Cedar Face, 2012), and was listed in the Top 10 Websites in *Choice*’s January 2013 list of Outstanding Academic Titles (Rockwood, 2013). In the following ANSS Currents review, two ANSS librarians provide a closer look at the history of EVIA, and the content and features of the EVIA Digital Archive.

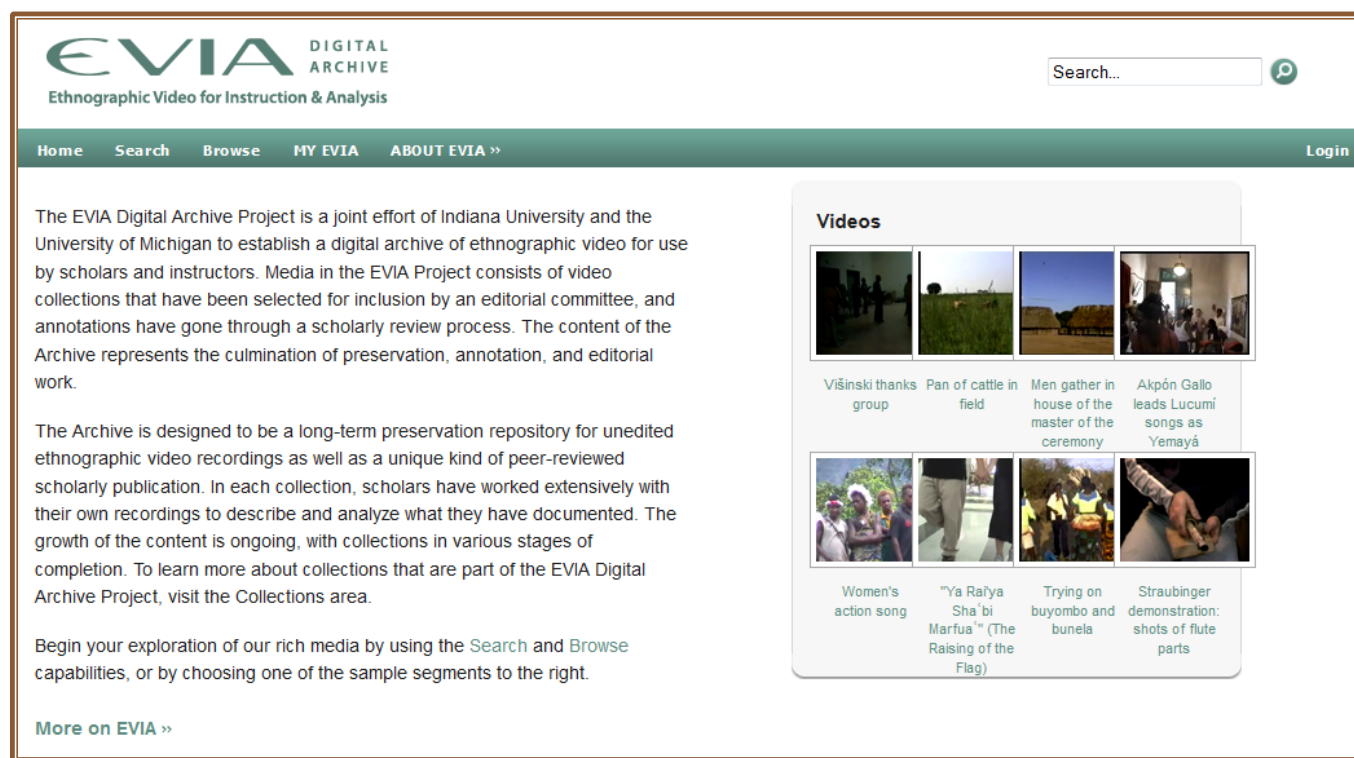


Figure 1: EVIA Digital Archive homepage

History of the EVIA Digital Archive Project

As many as 70 universities, museums, and other institutions in the United States and elsewhere have programs in ethnomusicology (Society for Ethnomusicology, 2010), and though at least some of them have archives of sound recordings, archives of ethnographic videos produced in association with ethnomusicological research appear to be rare. Indiana University, one of the country's first schools with programs in ethnomusicology, has collaborated with the University of Michigan and the Mellon Foundation to produce a heavily-documented, digitized series of ethnographic videos. These resources document not only music, dance, and ritual in performance, but also the visual and auditory contexts of the cultures in which the music is produced. Today, the project is under the management of the University of Indiana's Archives of Traditional Music and the Institute for Digital Arts and Humanities, under the Office of the Vice Provost for Research.

The EVIA Digital Archive Project began in 2001 as the "Ethnomusicological Video for Instruction and Analysis Digital Archive," an initiative born from necessity as ethnomusicologists from Indiana University and the University of Michigan recognized that their aging field videos were becoming inaccessible. In order to develop a repository and the tools necessary to preserve and provide access to the films produced as a result of the study of "ethnomusicology, folklore, dance ethnology, and related disciplines," they collaborated with experts in digital video technology and intellectual property from multiple institutions, and received grant funding from the Andrew W. Mellon Foundation. The project has since broadened the scope of the archive to include other ethnographic topics, and thus changed the title to the current "Ethnographic Video for Instruction and Analysis" accordingly. However, the ethnomusicological influence of the project's origins is evident in the high proportion of video content relating to performance and ceremonial arts. The EVIA Digital Archive Project is the result of a remarkable collaboration between librarians, ethnographers, and technical personnel, with robust documentation at all steps of the process. The project has produced

not only a database of ethnographic video, but also has developed the tools and metadata schema necessary to document, preserve and provide access to videographic field evidence.

While the project has been funded thus far by the founding institutions (Indiana University and University of Michigan), as well as grants from the Andrew W. Mellon Foundation, the EVIA project's sustainability phase documentation indicates that they will be looking for external sources of funding in order to become independent and sustainable. This is generally necessary for any repository that aims to provide long-term, perpetual preservation and access to digital content. The details of their new funding model were not available on the EVIA website at the time of this review. Although the potential for changes in cost may impact depositors, academic institutions, or users in the future, at the moment access to the archive continues to remain free for academic institutions and individual researchers.

For further information about the background of the EVIA Digital Archive, an overview of the project's planning (2001-2002), development (2003-2006), implementation (2006-2009) and sustainability (2009-present) phases is available in the [Project History](#) section of the EVIA Digital Archive Project website. Two overviews from project team members are available from the Mellon All-Projects Meeting (Stone, Monts, & Burdette, 2007), and a presentation for the symposium "Online Humanities Scholarship: The Shape of Things to Come" at the University of Virginia, wherein project director Alan Burdette outlined challenges and solutions faced by the project, "unique in its combination of preservation, annotation, and scholarly publishing" (Burdette, 2010).

Content scope and coverage

The EVIA Digital Archive is organized into Collections, the sum of all recordings deposited by an individual researcher or research group. There are approximately 10 hours of video per collection. Collections have been chosen to represent an overview of research or a specific aspect of a research project, with a common theme relating to a specific cultural group, event, performance type, and so forth. They may include only a portion of a researcher's total video corpus.

As of March 20, 2013, the EVIA Digital Archive Project [website](#) lists 46 collections which have been accepted for inclusion, each with a summary description of the content and a short biography of the depositing researcher. The current stage of production for each collection is noted. At the time of this review, 12 of the collections were available for public viewing. Video content and annotations from these 12 collections are discoverable through the Search and Browse functions on the EVIA Digital Archive [collections website](#). Two of the 12 collections which were available in the archive were not listed as publicly available on the project website, possibly due to a delay in the updating of this site.

This review focuses primarily on the scope and content of the videos from the twelve collections currently available for searching, browsing and online viewing in the archive. The video content and collection descriptions from the other 34 collections described on the EVIA Project website are not included in the search/browse results in the archive collections website, and the anticipated date of addition to the archive is not given. The future addition of these collections will have a considerable impact on the scope and content, and the archive will continue to evolve as these and other new collections are added.

All video content in the archive is unedited "raw" ethnographic field video, with subjects covering primarily performances of instrumental music, song, dance, cultural and religious rituals, festivals, storytelling, speeches, etc. Some collections also include interviews with performers or other individuals, and recordings of non-performance events and social interactions. In the archive interface, the video content is viewed via an embedded streaming media player on the collection's content page, and annotations describing the collection as a whole, as well as individual

events, scenes, and actions contained within the collection, are included, often with citations and references. Subject headings and lists of performers are included with each segment of the video.

The performance genres, themes and ranges of events and time periods covered vary by collection (see the “Retrieval and Display” and “Indexing and Subject Access” sections of this review for more detailed information). All recording dates fall within the range 1988-2005. Geographic coverage spans 11 countries: Brazil, China, Cuba, Côte d’Ivoire, Jordan, Macedonia, Malawi, Mexico, Papua New Guinea, Tanzania (two collections), and the United States.

Although the content and scope, as well as controlled vocabulary and headings, are heavily influenced by the ethnomusicological origins of the EVIA archive, this resource will be of interest to researchers and students from many disciplines, including anthropology, sociology, musicology and others interested in studying cultural events and traditions using elements of performance from the covered regions/cultural groups. As additional collections are added, spanning a broader range of time periods and geographic locations, cultural groups, and themes, the archive will appeal to an even wider audience, and will allow for greater depth of analysis and comparisons of research content between collections.

Selection of content and criteria for inclusion

Collections are selected for inclusion in one of three ways: a competitive application proposal process during an open call for submissions (which requires a commitment to a two-week summer annotation workshop, funded by EVIA), collaboration requests from individuals or institutions negotiated with EVIA to satisfy preservation and access needs for a grant proposal, or requests negotiated with EVIA for deposit of born-digital field recordings which are independently annotated by the researcher using EVIA’s *Annotator’s Workbench* software. The EVIA project does not currently have an active call for depositors, but the usual process is for potential depositors to apply, and, upon acceptance of their proposal by an editorial board, to deposit their materials for digitization and carry out the process of developing the collection format and constructing annotations at a summer institute hosted by EVIA. These institutes have been held in 2004, 2006, 2008, and 2009. Further details are available on the [Call for Submissions](#) page. While most of the collections and annotations go through peer review prior to being published, some collections which are the result of collaborative preservation work are not peer-reviewed.

Format and organization

The EVIA Digital Archive video content and annotations are accessed via the search and browse interface at <https://media.eviada.org/>. The video content of each collection has been divided into hierarchical segments during the annotation process. This is an effective and intuitive method of description which allows the user to watch all of the video from a collection sequentially, or easily navigate to specific scenes or events, and allows for detailed description of the video content.

The largest hierarchical division is the Collection, described above. Within a Collection, the recordings are generally sequenced chronologically. All of the footage in a Collection is divided into a sequence of Event segments, which is the broadest possible division. An Event is generally determined by “specially marked and bounded human interactions like ceremonies, rituals, or concerts,” or discrete interview or recording sessions. Within an Event, time is divided into Scenes. The video clips which are returned in a search or browse result are listed at the Scene level. Scenes are representative of divisions that make sense for intellectual descriptions of the content. All time within an Event is divided into contiguous Scenes. Smaller clips within Scenes may be highlighted as Actions—such as individual movements, costumes, gestures, or other items of note—that merit specific mention and annotation. Depending on research interests and necessity, Scenes may have many Actions described, or none at all.

The screenshot displays the EVIA web interface. On the left is a video player showing a scene titled "Scene: Bakomyaluume (dew steppers) drum theme piece". The video is paused at 09:19:11. Below the video is a timeline with a color-coded bar representing the hierarchy of the collection. On the right, the "Now Playing" tab is active, showing a hierarchical outline of the collection. The outline starts with the "Collection" (10 hr 20 min 9 sec) titled "Musical Labor Performance from the Sukuma Region of Western Tanzania". It lists "Event" segments, including "Children grinding maize in synchronized musical labor" and "Bakomyaluume (dew steppers) rehearsal with drums". The "Bakomyaluume (dew steppers) rehearsal with drums" event is expanded, showing two "Scene" segments: "Bakomyaluume (dew steppers) igomba drum-call opening" and "Bakomyaluume (dew steppers) drum theme piece". The "Bakomyaluume (dew steppers) drum theme piece" scene is further expanded, showing four "Action" segments: "Bakomyaluume ensemble plays primary motif", "igomba drummer signals the ensemble to begin playing a sequence of motifs", "Bakomyaluume ensemble begins playing a sequence of motifs", and another action segment. Each segment in the outline has a "Show Description" and "Play Video" link.

Figure 2: Example of Collection Outline and hierarchy. Video image © Frank Gunderson. Reproduced with permission from EVIA and Frank Gunderson.

For example, the Collection “Musical Labor Performance from the Sukuma Region of Western Tanzania,” deposited by Frank Gunderson of Florida State University, consists of 10 hours 20 minutes 9 seconds of video, which is divided into 36 Event segments with titles such as “Children grinding maize in synchronized musical labor,” and “*Bakomyaluume* (dew steppers) rehearsal with drums.” Within these Events, the time is divided into Scenes; the “*Bakomyaluume* (dew steppers) rehearsal with drums” Event has two Scenes, “*Bakomyaluume* (dew steppers) igomba drum-call opening” and “*Bakomyaluume* (dew steppers) drum theme piece.” Within the “*Bakomyaluume* (dew steppers) drum theme piece” Scene, four separate Actions are described, with titles such as “*Igomba* drummer signals the ensemble to begin playing a sequence of motifs.”

Each level in the hierarchy receives an individual annotated description, subject headings, and list of participants. The hierarchical levels are also color-coded and displayed in a timeline below the embedded video player, allowing the user to jump to different segments, or to move between hierarchical levels to play an entire Event, a specific Scene, or an Action within a Scene.

The video is streamed via an embedded Adobe Flash Player in the collection’s record page. This view allows simultaneous reading of the annotations and notes associated with the video content, or the user can toggle to a full screen video display. Other playback settings, such as streaming bitrate (available in 400 kbps or 2000 kbps), volume, and pausing/stopping/skipping through the video segments are easily accomplished within the features of the player and the collection’s hierarchical timeline. To the right of the video player frame, tabbed pages display the annotation/description of the currently playing video segment (Now Playing), the Collection Outline showing the sequence of titles of all of the segments (Events, Scenes, Actions) within the Collection, as well as a Depositor Biography.

In the Now Playing tab, the user can view all of the relevant annotations associated with each hierarchical level that applies to the video segment currently playing, as well as the subject headings, performers and reference list (bibliography). This layout is well done, and allows the user to move between annotations for the Collection, Event, Scene and Action currently playing while simultaneously viewing the video. When available, a transcript of text or

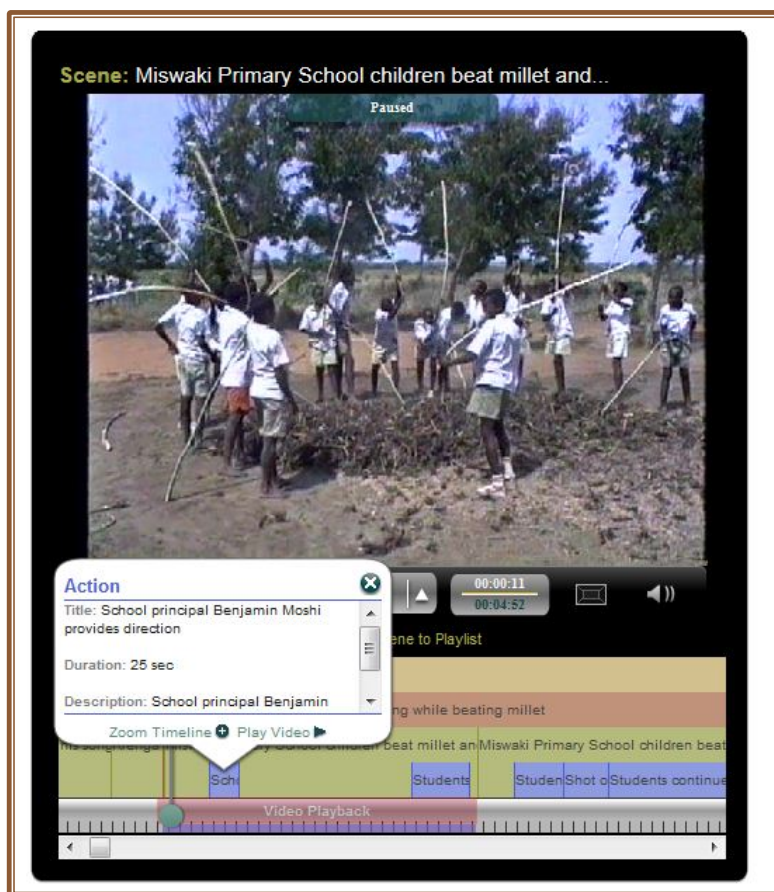


Figure 3: EVIA Video Player with Timeline and Action Description. Video image © Frank Gunderson. Reproduced with permission from EVIA and Frank Gunderson.

lyrics is also viewable in this tab. Included on each segment annotation page is a link to “Email this Collection” (or Event, Scene, Action), which allows the user to send a Persistent URL (PURL) link for that particular video segment to themselves or to others using an email program (i.e., Microsoft Outlook).

Annotations vary in length and detail, depending on the length of the video segment and the intentions and goals of the researcher. Most contain a description of the performances, events, actions, and subjects of each recording. They often place the video content within a historical and cultural context, and within the context of the research project’s methods and goals. Many of the annotations include citations to relevant publications, sometimes in reference to external research and resources providing background information, at other times in reference to publications resulting from or about the ethnographic research project depicted in the video. Some collections (for example, “Folk-Religious Life

in Santiago de Cuba, Cuba,” deposited by Kristina Wirtz of Western Michigan University), include an integrated glossary, allowing the user to click on select

key terms within the annotation and view more information about that term (definition, history/cultural significance, related terms or concepts). The glossary is very helpful and provides an extra layer of information which enhances understanding of the video content and its cultural context.

In the Collection Outline tab, the complete sequence of hierarchical segments and titles in the current Collection is listed, by default displaying the Collection and Event titles and length. Events are expandable to display Scene titles, and each segment has a Description link which can be clicked to reveal an abbreviated version of the segment’s annotation. Regrettably only two lines of description are displayed; longer descriptions cannot be read in full without playing the relevant video clip, and switching to the Now Playing tab. There is also a Play Video link which allows the user to jump to that segment in the video playback. The Play Video link text changes to read “Playing this Scene” when that segment is actively playing in the embedded player, which is helpful in determining the context of the current video within Collection as a whole.

Overall, the interface is very user-friendly, with helpful color-coding, clear and consistent labels, and a layout that facilitates easy navigation within a Collection’s video and annotation text content. Video playback and quality is reasonably good without any obvious technical difficulties (tested in a Mozilla Firefox browser, with Adobe Flash Player version 11.6.602.180, on a high-speed university network). Most clips are fairly low resolution and in some instances details such as facial expressions are lost, but this could be due to several factors, (including resolution and quality of original recording, and the need to reduce resolution to facilitate streaming. Overall, this did not detract from the viewing experience.

Retrieval and Display

Information in the collection can be accessed via the Search and Browse functions. The Search feature allows keyword searching and supports Boolean operators and nesting using parentheses. The Browse function allows users to modify search results by a number of controlled vocabulary subject categories: Genre and Performance Types; Social and Cultural Groupings; Geography; Language; Instruments; Venue Types, and Depositors.

The Browse categories terms reflect the ethnomusicological nature of EVIA. For example, the category “Genres and Performance Types” runs from anniversaries to worship (see Figure 4). This controlled vocabulary is based on three sources of subject authority and is a collaborative effort between annotators and catalogers. Very broad categories may be broken into more specific ones; for example, Vocal Music includes Sacred Music (hymns, sacred songs), Chants, and Songs. The “Instruments” category includes the names of specific instruments seen in the videos, from the accordion to the *zūrñā*. A reflection of cultural change may be seen in the presence of numerous entries for electronic keyboard (synthesizers) in the instrument category.

Each entry in a given list shows the number of segments that have content with that keyword. Controlled vocabulary terms apply down to the segment level, while keywords may appear at any level in the hierarchy. After the user conducts a keyword search or chooses a controlled vocabulary term in the Browse menu, the results list returns the relevant Scene segments in the search results screen. Each result displays the Scene title, a small thumbnail image, the first 2-3 lines of the Scene description annotation, the title of the Collection in which the Scene resides, and the name of the Depositor.

Any user can access the Search and Browse screens and view a search result screen; in order to view the full scene description, controlled vocabulary, and view the video, the user must log in to their EVIA account. To create the account requires signing the user agreement. This agreement makes it clear that the user may employ the material for educational or research purposes only, and may not redistribute the material to the public or use it commercially. This protects the rights of the human subjects of the original research, and is a requirement commonly placed on archival materials, including digital language archives.

The user can also save a segment of video at the Collection, Event, Scene or Action level to a customized “My EVIA” playlist, by clicking on the “Send to Playlist” option in the video player while that segment is playing. The My EVIA area of the site allows the user to create new playlists, essentially folders into which saved video segments can be collected. The user can name the playlists and add a description. This feature allows for comparison of clips, and easy return to video segments of interest. It also facilitates preparation for class lessons, allowing instructors to choose and organize clips in advance. Video clips are saved to the playlists within the pre-assigned segments, and cannot be edited to custom lengths by the user. Videos cannot be downloaded or copied, and must be streamed only from the embedded player within the archive website.

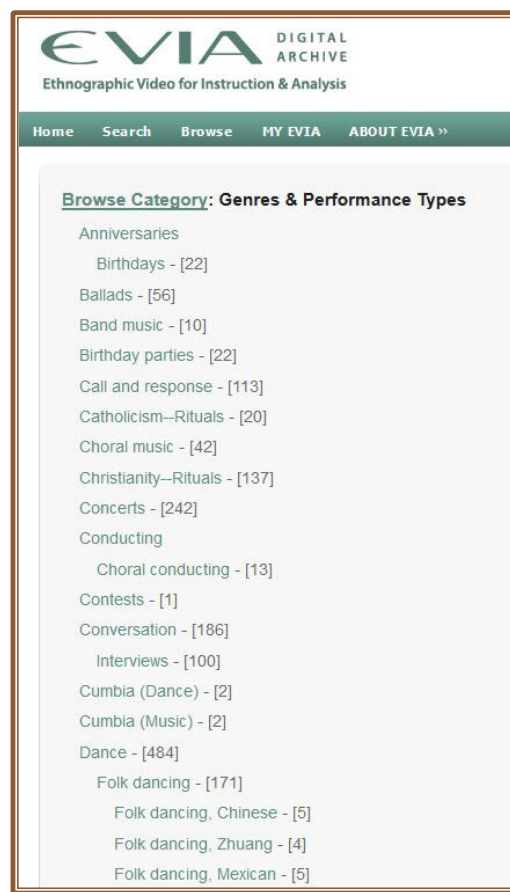


Figure 4: Example of Browse Category controlled vocabulary list

Indexing and Subject Access

Indexing for the EVIADA search tools derives from keywords supplied by the depositors themselves and from authority files assembled by the project catalogers, working with the depositors to determine a consistent set of authoritative terms. In keeping with the project's high standards for documentation, sources for the controlled vocabulary terms include the Library of Congress Subject Headings, the Getty Research Institute's Art and Architecture Thesaurus (2000), and GEOnet, the geospatial names server of the U.S. National Geospatial-Intelligence Agency (2013). To ensure that these tools are employed consistently, the project catalogers have produced a *Controlled Vocabulary and Thesaurus Maintenance Tool*, software which allows them to import MARC records and authority files to maintain the integrity and consistency of their work.

Accuracy of Entries/Records

The EVIA project members deserve praise for their dedication to maintaining accurate data and for making their work accessible to scholars. They have created a comprehensive suite of tools with which to document their work. The *Annotator's Workbench* serves depositors by way of creating annotations for their videos, and a companion tool allows peer reviewers and the project editors to work directly with the annotations. The *Online Search and Browse Tool* aids in the creation of user functions for keyword searching, the use of controlled vocabulary by the categories or facets (social group, geography, language, instruments, etc.). The *Controlled Vocabulary and Thesaurus Maintenance Tool* allows librarians to set up consistent vocabulary with which to search and browse the collections. The final tool is a *Technical Metadata Tool*, an application developed to facilitate the workflow of the EVIA Project in its preservation process. This tool is designed for use by production site technicians. Information on all this documentation may be found on the [main project website](#). EVIA has thoughtfully provided a link to the [user's manual](#) for the *Annotators' Workbench*, showing the level of detail that depositors can use in documenting their videos. It can serve as an aspirational model for the documentation efforts of other projects.

In a review of randomly selected results, there were very few obvious typographical or other errors. Given that the majority of the collections and annotations are peer-reviewed, and that the descriptions and controlled vocabulary are written and assigned by the depositor/researcher who recorded the footage and is an expert in the subjects of the content, it is likely that there are few factual errors --comparable to the possibility of error one might expect in any peer-reviewed qualitative/ethnographic study and analysis. Occasional technical errors were observed in a few instances. For example, in one collection the audio of two scenes did not work if streamed at 2000kbps, but when these issues were reported to archive staff, they responded promptly and gave helpful troubleshooting advice.

Technical Metadata and Development Tools

The complexities of combining video digitization with scholarly annotations have required the EVIA Project to develop their own sets of metadata, while ensuring compatibility with other existing schema. They have designed EVIA metadata to be aligned with METS/MODS standards, the Metadata Encoding and Transmission Standards and the Metadata Object Description Schema supported by the Library of Congress. They are also using the Dublin Core schema for additional bibliographic data, and making sure that their data can be harvested in the Open Archives Initiative.

In keeping with their principles favoring open access, the project uses the Fedora operating system to store completed collections. Other tools used by the project developers include Java, a relational database for controlled vocabulary, and Lucene for indexing. The *Annotator's Workbench* employs QuickTime and QuickTime for Java, and the *Online Search and Browse Tool* uses JavaScript, Flash and Flash Video for its functions. In other words, the EVIA Project has made it

a point to employ current industry-standard technical tools, as well as creating its own tools that other projects can use as models for their own work.

Digital Preservation of Video

A major issue that has led to the creation of the EVIA Project is the need to preserve ethnographic information gathered in video or audio formats, especially those in magnetic formats. Despite their prevalence and increasing use in ethnographic fieldwork, these materials are fragile. Rapid deterioration of older analog, magnetic formats has become a critical problem. As yet, national and international agencies have apparently not adopted general standards or best practices. As the Digital Preservation of Video section of EVIA's documentation makes clear, project members have "proceeded in the absence of broadly accepted best practices," and have "used the model of audio preservation as well as a careful assessment of the best way forward in the absence of guidelines." The section staff provides links to several documents on audio preservation best practices. EVIA has made digital (rather than analog) preservation masters, taking advantage of the recent ability to convert and store large quantities of information. The Duderstadt Media Center engineers at the University of Michigan have performed much of the work in converting the massive files. The [Research and Development pages](#) detail the issues faced by the EVIA technical staff.

User Guidance

The Search and Browse screens both include an explanation to the user with tips about how to use these functions, and explain the way that a search/browse query will affect the results displayed. Prospective users, whether independent individuals or members of institutions recognized by the project, must affirm a [user agreement](#) in order to access the video collections. Once an account is created, the user can log into the archive through the "My EVIA" tab to perform searches, browse the results, view the streamed video segments, and choose whether to use high-quality or low-quality streaming. This area also provides other functions such as switching from one level of the collection to another, viewing annotations, depositor biographies, and viewing the subject headings and any available transcripts. It is also possible to email a link to a video segment. In addition, many of the collections include bibliographies of varying lengths that enable users to expand their investigations, as well as glossaries of key terms used in the annotations. The painstaking work invested in creating this access has produced an extremely user-friendly archive.

Teaching Usefulness

The detail available for each video invites many uses in teaching, whether the focus is on cultural or social anthropology, music, dance, theater, tourist studies, geography, or folk literature. As a tool for teaching methodology, EVIA is unparalleled. In addition, the EVIA project staff has prepared a [sample lesson plan](#) that can be used with any of the collections, complete with a list of suggested collections, as of the date the tool was created.

Comparisons with Related Resources

The Ethnographic Video Online (EVO) database created by Alexander Street Press is probably the most comparable product, in that it provides ethnographic documentary videos in streaming formats that can be employed in the classroom. Like EVIA, EVO allows users to make playlists and provides at least some additional information about the video and the ethnographer/videographer. The key difference is that EVO is comprised of videos made as documentaries, rather than unedited fieldwork footage. EVO is a much larger corpus, covering a longer time span, but it also is beyond the budgetary means of many small, underfunded institutions.

While there are many programs of ethnomusicology and related study at colleges and universities, and while many of their libraries hold collections of audio and video materials, EVIA is one of the most systematic attempts to rescue and

preserve critically endangered video. It is hoped that EVIA will continue to grow, and moreover will inspire other institutions to use comparable methods to preserve and document their materials. It is important for continuing scholarship and for the benefit of the members of the communities where the research has been done that scholars and institutions share metadata and other information about the resources they hold. Preservation efforts will be encouraged by these types of resource sharing projects, and the standardization of practice will help to accelerate progress.

EVIA in many ways gives a greater sense of “being there”—for example, a Suyu video by Anthony Seeger (UCLA) shows children playing on the town plaza in the rain, and footage of someone walking down a trail through the forest. These are the kinds of intimate experiences that ethnographers witness and document when studying other cultures and places. They are part of storytelling, and the nature of the raw field footage included in EVIA facilitates this level of intimate storytelling.

Positive Aspects

The Universities of Indiana and Michigan, with the aid of the Mellon Foundation, are making this valuable learning tool available for research and education, free or at minimal cost. This effort parallels many other initiatives currently using digital resources to democratize access to knowledge, such as the HathiTrust, JSTOR, Project Gutenberg, and many others. The EVIA Digital Archive is an innovative and unique solution to preserving and providing access to archival ethnographic film footage. It represents thousands of hours of devoted collaborative labor among ethnomusicologists, librarians, and technical experts in digital preservation. It is exceptional for the thoroughness of its documentation, including the provision of model tools the project members have used.

The EVIA Project’s work serves to advance world-wide efforts to preserve the cultural heritage of music and performance that otherwise is at risk of loss. By making these records permanent, the EVIA Digital Archive provides an opportunity to help provide the communities where the performances originally occurred with evidence of their history. It may also allow community members to present their own perspectives on “the story,” by allowing them to have access to the content, and to present interpretations which may complement, or even counter, those of the ethnographer who made the video.

The archive is easy to learn and to use, with an intuitive interface. The videos can easily be used in the classroom, even by beginning students. They really shine as a vehicle for training in ethnographic methods, especially in providing a level of detail that may be meaningful to the members of a particular culture. The system of hierarchical segmentation, annotation and description, and controlled vocabulary is very robust and works well for the content. This is an excellent model for annotation and peer review of ethnographic film, and as an alternative or supplement to other forms of scholarly publication.

Recommendations for Improvement

At the technical level, there are some inconsistencies in the Browse function, and its recall of relevant video clips. Some of this is due to inconsistent assignment of metadata. For example, the collection from Jordan has no geographic subject headings. The collection from the United States (Indiana) has only city level geographic headings, but none of those show up in the Browse by Geography list. Therefore, neither of these collections is discoverable via the Browse by Geography option. A limited amount of metadata inconsistency is unsurprising when metadata is assigned by many different people (in this case, depositors), and for the most part the indexing in this database is standardized and consistent. However, standardizing the geographical level of description, and ensuring that all collections are indexed by at least the most general geographic locators (i.e., country, region, state/province) would greatly improve discoverability. Browsing by map is a helpful visual aid that could also be considered. At the same

time, some collections may require a limit to the level of geographic detail provided, so as to protect the privacy of the subjects and their communities.

Also, there are instances when scenes have been assigned the appropriate standardized metadata headings, and for unknown technical reasons they are not returned in the browse results list under those headings. For example, under the browse list for Venue Types, it indicates there are only three scenes with the heading “Ballrooms,” however a search for the term “Ballrooms” returns many more than three scenes which list “Ballrooms” as a Venue Type, and consequently should have been returned in the browse list by that heading. This uneven level of recall means that users may miss some relevant video clips, therefore improvements to the accuracy of the Browse function would be ideal.

Another helpful addition which would facilitate discovery would be the ability to click on controlled vocabulary/heading terms from a within a video’s record, and view a list of other clips in the database with the same headings. The ability to browse from within a record would allow the researcher to make connections between related clips without the need to start from the beginning of a new search or browsing session.

Aside from technical indexing and recall issues, there are a few other pieces of information which would be helpful to incorporate into the archive content interface. At present, the only indication of whether a collection is fully accessible, and whether it is peer-reviewed, appears on the collections page of the project website. It would be useful to have this information on the state of each collection’s preparation for use more prominently displayed.

A small tweak to the amount of information displayed in the Search Results screen would also benefit users. Currently, the Search Results screen shows very limited information about the relevant Scenes, and it is difficult to quickly determine whether a given result could be useful, or how it relates to the search. If the search results entries also showed the sections of the scene description/annotations which contain the search terms, and highlighted the search terms in context, this would help the user ascertain how relevant a result is to their information need and thereby reduce the amount of time necessary to narrow search results and find relevant videos.

Many data repositories and archives have added suggested citation guidelines to aid users, and it would be helpful if EVIA also included citation recommendations or examples for the videos and annotations in the project, perhaps on the project entry page or in the FAQ/Help sections. Beginning users, especially, often lack skills in citing web-based video content or annotations. The ability to export data to a bibliographic citation manager such as EndNote or RefWorks would be also valuable for researchers and students.

Summary

The EVIA Digital Archive is a unique resource and is highly recommended. EVIA is a thoughtful and successful collaborative effort to preserve, document, and provide access to the video products of ethnographic research, and should be promoted to all researchers, instructors and students of cultural anthropology and ethnomusicology, and related disciplines. It is a commendable model for future work to ensure that the valuable content contained in the non-textual products of data collection, such as video and audio recordings, is preserved and made accessible to scholars as well as the members of the communities whose traditions and lifeways are documented. The EVIA Digital Archive and other similar repositories fill a vital niche, and will support new and innovative types of research.

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SAGE RESEARCH METHODS

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Reviewed January-February 2013

Publisher: SAGE Publications, 2455 Teller Road, Thousand Oaks, CA 91320, Phone 1-800-818-7243, Email onlinereference@sagepub.com

URL: <http://srmo.sagepub.com>

Cost: Pricing is available for annual subscription or a 6-year term one-time purchase option and varies according to FTEs; consult a SAGE sales representative.

Publication Dates: First published by SAGE in 2011. Updated annually.

Coverage Dates: 1976-present

Introduction

Literature on research methods is scattered across formats and disciplinary areas. SAGE Research Methods (SRM) brings together a variety of content types focused on research methodologies in the social and health sciences into a single online database. SRM is both a content package and a dynamic search and discovery interface. This is the first and only database currently available on the market devoted solely to research methods literature.

Content

Sage is a well-known and respected publisher and has an extensive catalog within the area of research methods. The best-known of these are the 168 “Little Green Books” from the series *Quantitative Applications in the Social Sciences*. Also included are the “Little Blue Books,” a series of 48 books on qualitative research methods. In addition to these series, SRM contains 462 additional book titles to date. This group of books includes titles such as: *Advances in Mixed Methods Research* and *Applied Statistics with SPSS*, as well Sage’s full range of methods handbooks. Six dictionaries and nine encyclopedias are currently included in SRM, including: *Dictionary of Statistics & Methodology* and *The SAGE Encyclopedia of Qualitative Research Methods*. You can see from these titles that SRM covers quantitative, qualitative, and mixed research methods. Lest the phrase “research methods” mislead you, SRM covers not only study design and data collection, but data analysis as well. Course textbooks are excluded from SRM, but otherwise this collection represents a significant portion of Sage’s book publications on the subject of research methods, dating back to the earliest “Little Green Books” published in 1976.

SRM also contains 346 journal articles; these are articles which were reprinted in the Sage “Major Works” series of books (for example, the title *SAGE Secondary Data Analysis*), and which now appear here in SRM. Librarians should be wary of thinking that there is extensive journal coverage here; rather, it is highly selective.

A new category of Sage content in SRM, which is of great interest to the faculty we surveyed is video. There are currently 26 short video lectures and interviews, with text transcripts, which were produced for SRM. The videos focus on particularly narrow questions with titles such as *What do you mean by the term “ethnography”?* by Dr. Sara Delamont and *What is latent class analysis?* by Dr. Brian Francis.

The book content in SRM is appropriate for faculty, graduate students, and upper-level undergraduates. Faculty are likely to use SRM to support their own original research and their teaching of research methods. The videos expand SRM’s usefulness in instruction for students of all levels. Sage plans to update the database annually as new content is published. It is estimated that there will be approximately 20-25 new videos and 50 new books added to SRM each year.

Interface

As a discovery portal to the research methods literature, SRM offers the ability to both search and browse. The usual search options are available: quick search, advanced search with field limits, and support for Boolean operators, exact

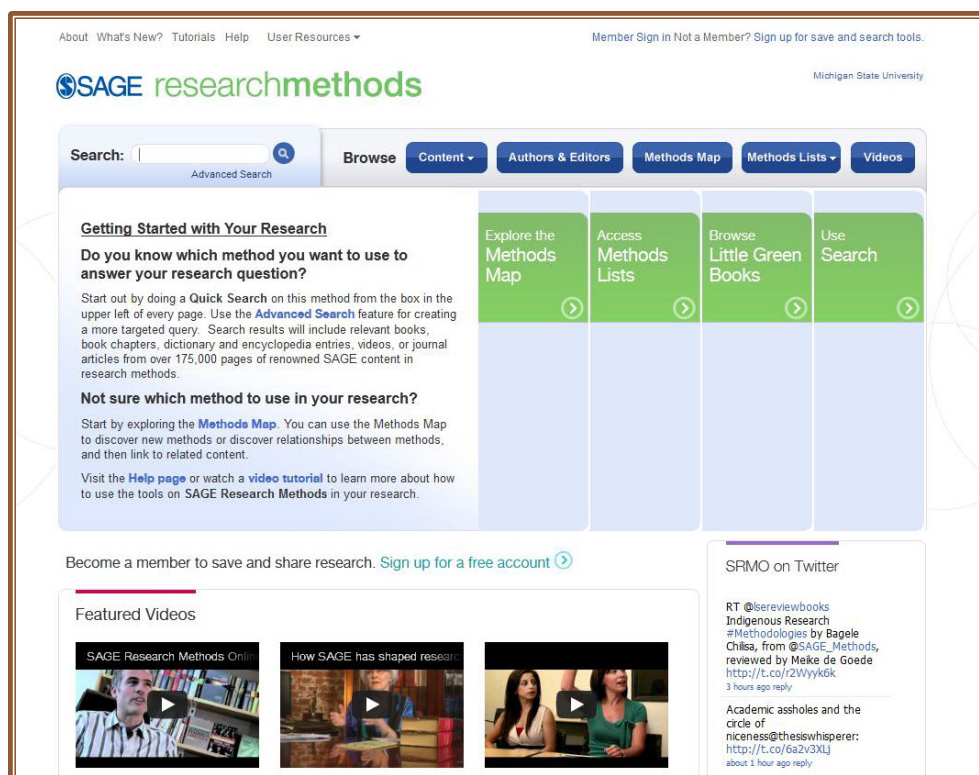


Figure 1: SRM homepage

phrases, and wildcards. The results display is also fairly standard with options to change the results order and some additional post-search facets.

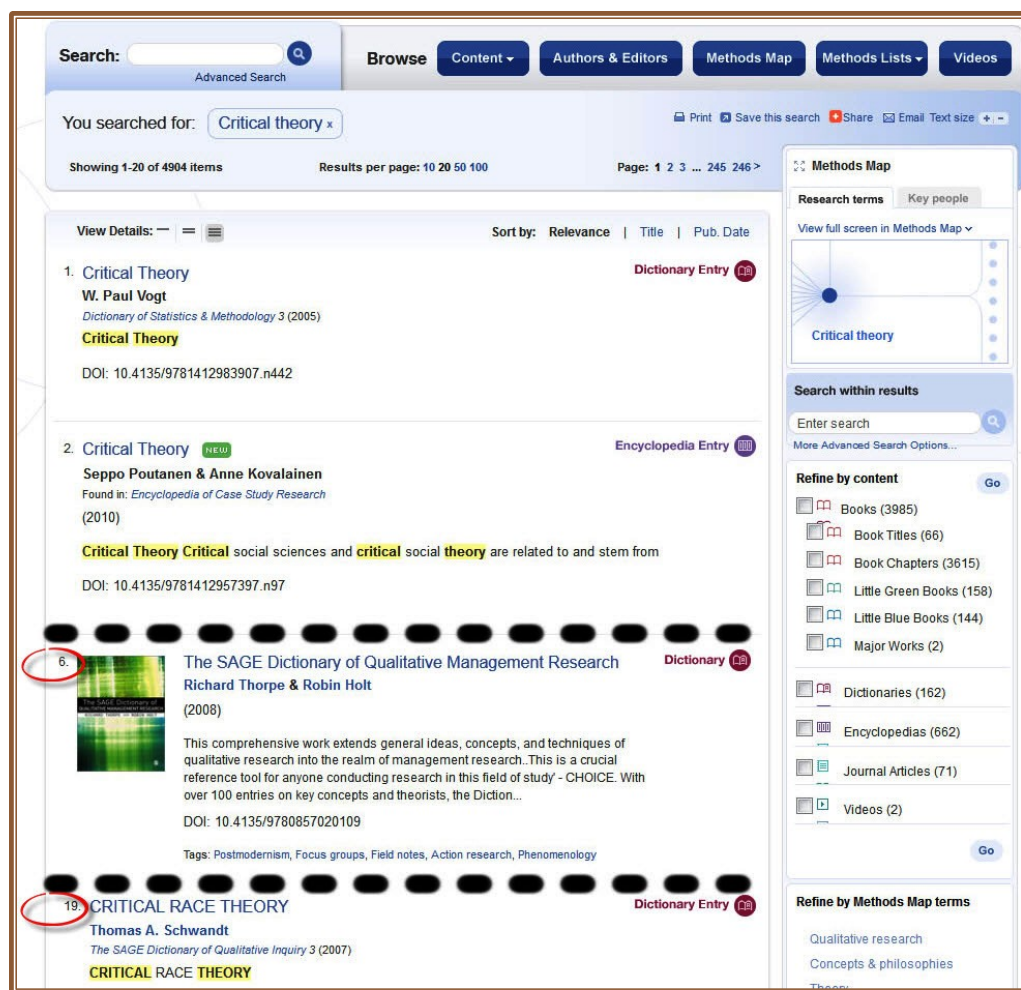


Figure 2: Search results for critical theory

places throughout the dictionary. This book is of limited usefulness, since what the researcher most likely needs are the relevant entries within the dictionary.

Pointing to a top-level dictionary or encyclopedia title is even less useful when the entries within those reference books are what is actually of interest. It is only farther down the list that chapters and entries again appear, as with an entry on “Critical Race Theory” as the nineteenth result in the list. In other cases, a whole book which has been relevancy ranked near the top of the list does work quite well. A search for *archival data*, for instance, returns the Little Green Book *Working with Archival Data* as result number two. This issue can be remedied, however, by deselecting top-level titles for encyclopedias and dictionaries from the content type after running a search and keeping only results from the more granular level resources such as book chapters, Little Green Books, Little Blue Books, and journal articles. A better relevancy ranking algorithm, which took a preference for individual topical sources as described would be a useful improvement.

Limiters and additional post-search options appear in the right-hand column. As previously described, facets are available in order to refine by content type. There is an advertisement cross-promoting Sage Journals content with its own search box. It seems that this kind of self-promotion is fairly common and useful—to the extent that staying

One area that does not perform consistently well is the result order. The default result order is relevance ranked, with an option to sort by title or publication date. Sage’s relevance ranking works quite well when a search term matches up precisely with a chapter or entry title. For example, a search on *critical theory* returns a relevance ranked results page where the first five items are all entries from dictionaries and encyclopedias with entry titles of *Critical Theory*, such as “Critical Theory” in the *Dictionary of Statistics & Methodology*. The next 12 results are all top-level book entries, which are of much more limited utility. Case in point, the sixth result is for the complete book, *The SAGE Dictionary of Qualitative Management Research*, presumably for multiple instances of the words ‘critical theory’ appearing in different

limited to a single publisher's output can be useful. Perhaps most notable is the insertion of the Methods Map and ability to refine by Methods Map terms.

The Methods Map is the centerpiece of SRM's interface. It is billed as a dynamic "visual search tool." Essentially, the Methods Map is a controlled vocabulary thesaurus presented in a visual "mapped" manner. Sage has developed their own unique taxonomy to categorize and show broader, narrower, and related relationships between research methods topics. It does have a snazzy display which makes it useful for browsing, and the controlled vocabulary is a powerful advanced search tool, but overall the visual display is not necessary to make use of the SRM content. However, the visual map may lead a user to discover related research methods that they were previously unaware of.

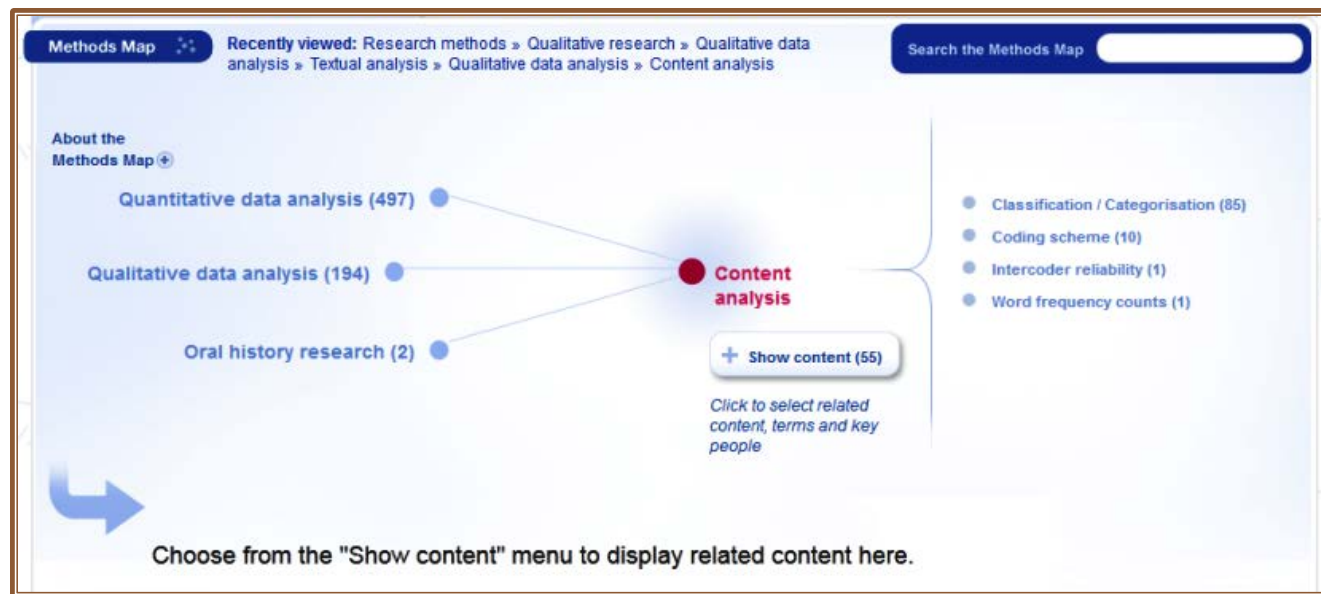


Figure 3: Methods Map display

The display of content is nicely done. Chapters and entries are displayed in HTML format with the option to display sub-headings for quick in-chapter navigation. Page numbers from the original printed format are indicated by brackets in line with the text; a helpful feature for users that need to cite a print volume or check a citation. Table of contents are displayed in the right-hand column. There is also a visual display of the book chapters, indicated by a segmented blue bar at the top and bottom of the entry; however, this is not clearly labeled. Users also have the option of clicking in the book title above the entry for a display of front and back matter on the book's own landing page. As with most publishers these days, users will need to identify the secondary search box in order to search within a single book, as the most prominent search box at the top of the page always searches across all database content.

In addition to the table of contents, the right-hand column is populated with a small visual of the Methods Map, the Sage journals search box, related titles, related Methods Lists, and a quick search box to look up articles in Google Scholar by the author. The integration of Google Scholar is interesting, since it does not limit by publisher and allows users to expand their search to other scholarly content, but it would be even nicer to see integration with other library-specific discovery tools. Likewise, the Find in Print option, as shown in trial mode, only provides a link to Buy Now. A customization option, if available, to link to your library catalog might be worthwhile.

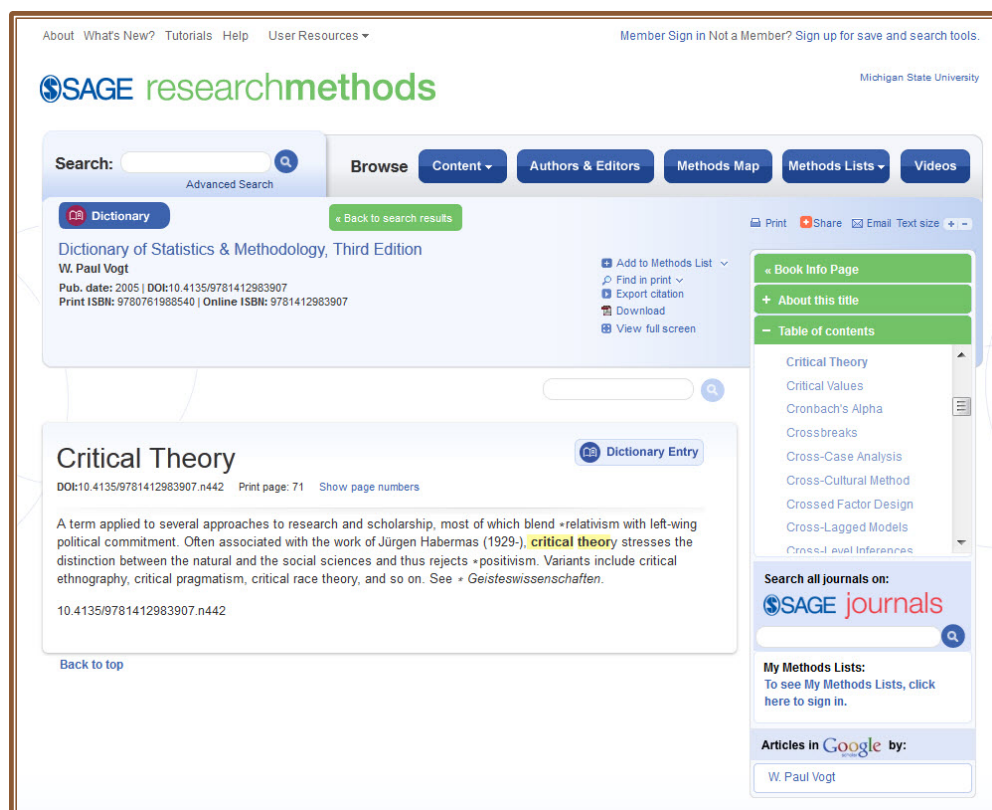


Figure 4: Reference book entry display

recognized by the DOI registry and so cannot be resolved. The Print option also leaves something to be desired; while it does format the page well for printing it fails to include any metadata other than the DOI, making citation problematic. The Facebook share would also benefit from some metadata as it simply displays the link. Likewise, bibliographic information sent along with the Email share option would be useful. As it currently stands the Email share provides only the entry title and link, without the library proxy built in, which is bad news for a student trying to access an entry from home. The Facebook share however, does include the proxy.

As with most databases, users can create an account and create lists. In SRM, users create “Methods Lists;” the added benefit is that they are shareable, e.g. so an instructor can create and share a reading list with a class. In the spirit of sharing and social networking, SRM also created a free sister site, Methodspace, which is intended to be used as a discussion forum. Not

Additional options for interacting with the content are available at the top of the entry. A View Full Screen option is available to view the maximum text size and eliminate screen clutter. PDF download is available, but this is not true to the original print book pagination; instead, it is the SRM HTML display transferred to PDF. The Export Citation option for citation management programs was broken during our trial access (tested with both EndNote and Zotero), although Sage reportedly plans to fix this. It does, however, provide formatted citations ready for the user to cut and paste. Every single book and all chapters and entries are assigned DOIs, which is great for citation and retrieval. Unfortunately, at the time of this review the DOIs are not

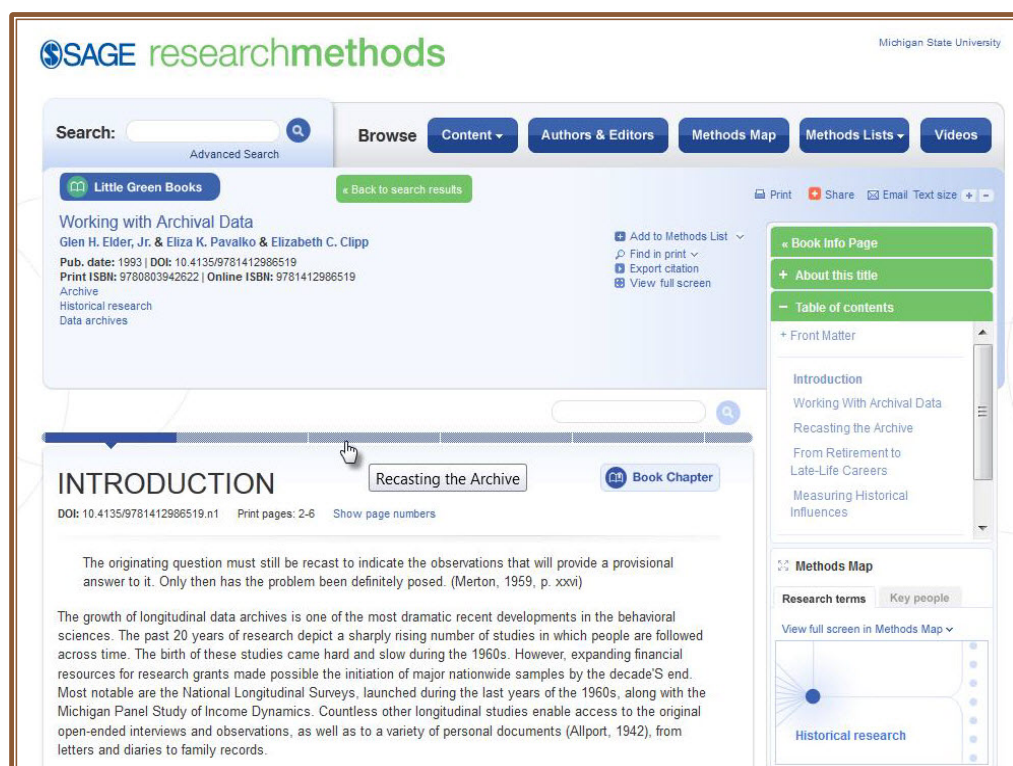


Figure 5: Book chapter display

surprisingly, given competition from other established social networking sites, it does not appear to have caught on.

Until such time as libraries develop infrastructure to host their own e-book content, we are also paying for the interface, so these considerations and vendor responsiveness to enhancement requests are important. Although some listserv commentary in the past has deemed the interface less than stellar, it holds up very well in comparison to other academic e-book providers. The expected search capability is all there, although relevance ranking could use some improvement. The HTML display is well-suited to on-screen reading. It would be nice if PDFs of the original print display were available, but the ones provided are passable. There are some minor flaws and a number of “bells and whistles” in the database that may or may not be of any real utility, but overall the content display and searchability measures up to expectations. All in all, the interface is well done.



Figure 6: Facebook share

Accessibility

Our library tested SRM for accessibility for people with disabilities, in particular those who use screen readers like JAWS. Our blind tester could easily access database content, and mirrored our positive review of the interface and content display, as noted above. The titles of items in a list of search results are marked in such a way that they are easily navigated. In addition, the HTML content was marked and grouped by section, enabling the user to move easily through the content. Only a few barriers to full accessibility were encountered. One difficulty involved the search box provided to search within a set of results or a single book. Since it was unlabeled, to the blind user, it was as if it did not exist. The “Add to Methods List” function was not marked as an element and so could not be found by the JAWS screen reader. Videos were not findable by JAWS, as no “play” button or link was labeled. However, Sage should be lauded for providing text transcripts along with the videos, a step that is often overlooked by content creators and providers. Finally, one might think that the visually-based Methods Map would not be accessible at all, but it proved somewhat usable for our blind tester, although not in a straightforward manner. The hierarchical relationship between broader and narrower terms was not apparent, and the “Show Content” button was not properly labeled. We recommend that Sage improve the deficiencies noted here to make SRM fully accessible to blind users. The SRM interface does include a button to easily increase font, which is helpful for users with low vision.

User Feedback

The original impetus to look at the SRM database came from several requests from faculty and graduate students, no doubt because appears in Google search results. To further inform our review, we solicited feedback from research methods faculty in anthropology, human development and family studies, social work, and sociology. The overall response to the database was mixed. Some faculty were very interested in adding more electronic content to the library and were particularly pleased with the availability of online book chapters for e-coursepacks. Replication of print content was seen as worthwhile in order to meet the expectations of today’s students, whereas others felt it was an unnecessary use of funds. Although some enjoyed the clustering capability of the Methods Map, others did not see a direct application for it.

The Sage Publications name was widely respected and recognized as an esteemed and prolific publisher in the area of research methods. One faculty member who was a fan of the Little Green Books felt that the database would be worthwhile for complete online full-text access to that series run alone. However, many faculty pointed out that Sage is not the only publisher of research methods texts and thus the database is severely limited as a discovery tool. This was perhaps, the largest sticking point. Somewhat surprisingly, several faculty panned SRM in favor of freely available resources (e.g., Wikipedia). Although no one used the term “open access” it was clear that some faculty felt students should be made aware of resources available to them after graduation and also voiced concerns about privilege and information access inequalities. Though academic research libraries and librarians are tasked with providing access to expensive resources not available to the general public, many social sciences faculty are also cognizant of these big picture issues. The overall response to the quality of the Sage Research Methods content was generally positive, but concern over access and allocation of library funds resulted in an almost even yes/no split among respondents in their purchase recommendations.

Pricing

SRM provides both a substantial content package and a customized interface and has an expensive price-tag to go along with it. Pricing will of course vary by institution size and is available by subscription or a six-year term one-time purchase with optional updates and a hosting fee after the initial term if no additional updates are purchased. Sage has provided the following copy to explain their pricing model:

“Subscriptions to SRM are sold for the calendar year from January to December. Customers have access to the SRM site for the term of the agreement with no rights to own any of the content. A customer can subscribe to a multi-year deal and can either be invoiced at the start, or the payments can be invoiced in the first month of each year for the duration of the agreement. Depending what month the customer joins, the 12 month subscription price can be pro-rated, but this only applies for the first year of subscription.

The one-time purchase model provides the library with ownership of the content added to SRM and access to this content through the site for the term of the agreement. The standard term of this agreement is six years. After the term of the agreement ends, the library has the right to take the content that is available within the product at that point (i.e., year six of their term) in electronic format. Alternatively, the library can continue to purchase for another term (includes ownership of the content throughout this term plus access to the content through the tool for the duration of the term). If customers do not want to purchase another six years worth of content, we will offer a hosted solution for online access to the content. SAGE reserves the right to charge a hosting fee. We will be able to offer several options to customers at the end of the six year term, however pricing is not yet confirmed.”

Sage readily provided our library with a full title list with complete bibliographic information, including title-by-title prices for the print counterparts, allowing for analysis of total value (although this does not include the value of hosting the electronic content and providing the interface) and estimates of projected collection overlap between print and electronic versions. At our large research library, we found that a sample of 100 titles duplicated approximately 70% of our current print holdings. The question then becomes not so much about the value of the content (which our print holdings confirmed), but the value of electronic access and the interface. Although we are unable to share exact numbers in this review, the price for the one-time purchase model for our large university is substantial but not unreasonable. Our own calculations have added up the price of each title, using the hardcover copy as the analogous price to an e-book, and factoring in estimations for updates over the next six years as well as for the interface and

hosting. There will be overlap with some existing electronic material for libraries that already subscribe to Sage journals and that purchase the encyclopedias and handbooks in Sage Knowledge, so this is another factor in considering the purchase price. The six-year term is unusual, especially given the practice of annual one-time purchase options for frontlist titles in Sage Knowledge, but we consider Sage to be trustworthy enough to follow through on their promised content updates. The handling and pricing of additional future one-time purchase term content updates remains to be seen, but the hosting fee appears to be in-line with industry standards. Although the subscription model may be appropriate for some libraries, better long-term value is apparent with the purchase option.

Summary

No one would argue that the research methods content from Sage is not worthwhile and valuable. Many of you will already have a large amount of Sage Research Methods texts in your physical collection. SRM provides an option not available elsewhere to limit your search to the research methods literature, although perhaps unduly so by virtue of being limited to a single publisher. This same issue is at play with the reference databases. Sage Knowledge does not search across the entire universe of subject-specific academic reference works, but it is nonetheless still a valuable search tool. Until every library has a perfect discovery layer that can search at the chapter-level and sort by genre, the discovery interface portion of SRM will be just as relevant as the content within.

So, is the price tag worth the electronic access to Sage Research Methods literature? Our opinion is that the price, while high, is within reason given the large title list and the investment that Sage has made in crafting a quality interface and providing ongoing maintenance and hosting services. We also believe that this is popular content that has wide appeal and is likely to receive substantial use. After all, we bought the print books believing (and in many cases seeing) that they would circulate. The reality of keeping up with changing methods of content delivery is that we end up buying the same content more than once as formats change. Electronic content provides greater ease of access for more users in more places. This is not a necessary purchase given that SRM will likely duplicate a majority of a research library's print collection. It is a recommended purchase.

The *ANSS Currents* (ISSN 0888-5559) newsletter is a biannual electronic publication of the Anthropology and Sociology Section of the Association of College and Research Libraries, a division of the American Library Association, 50 E. Huron St., Chicago, IL 60611, (800) 545-2433, Ext. 2523, <http://www.acrl.org>.

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