

Re-Skilling for the Digital Humanities

Measuring Skills, Engagement, and Learning

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10th Northumbria International Conference on Performance
Measurement in Libraries and Information Services

23rd July 2013

Deepening Engagement

“By engagement, I mean that libraries are working to create **distinctive value in the research, learning and teaching workflows of their users** in ways which go beyond the provision of collections.”

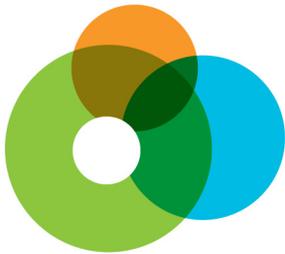
Dempsey, Lorcan. 2013. “Three Challenges: Engaging, Rightscaling, and Innovating,” *Lorcan Dempsey’s Weblog*. Accessed July 17, 2013.
<http://orweblog.oclc.org/archives/002213.html>.

Pulling Missions into the Library

We must advance from the *trompe l'oeil* library facilities we currently maintain to new strategies for learning, intellectual, social, and collaborative spaces characterized by flexibility, adaptability, and usability... We need to **bring the classroom and the academy into the library**, thinking more about playground and less about sanctuary.

Neal, James G. 2011. "Prospects for Systemic Change Across Academic Libraries," *EDUCAUSE Review* 46: 10-11.

Digital Centers



DIGITAL
SOCIAL SCIENCE
CENTER

COLUMBIA
UNIVERSITY
LIBRARIES



DIGITAL
SCIENCE
CENTER

COLUMBIA
UNIVERSITY
LIBRARIES



DIGITAL
HUMANITIES
CENTER

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What are the Digital Centers?

- ❖ High-end computing environments
- ❖ Advanced, discipline-specific software applications
- ❖ Consultation services from librarians and technologists
- ❖ Presentation practice facilities
- ❖ Spaces for individual and collaborative work
- ❖ Test beds for innovation

New Services, (some) New Staff

- ❖ Digital Scholarship Coordinators
- ❖ Staff training and program development
- ❖ Management and operational working groups



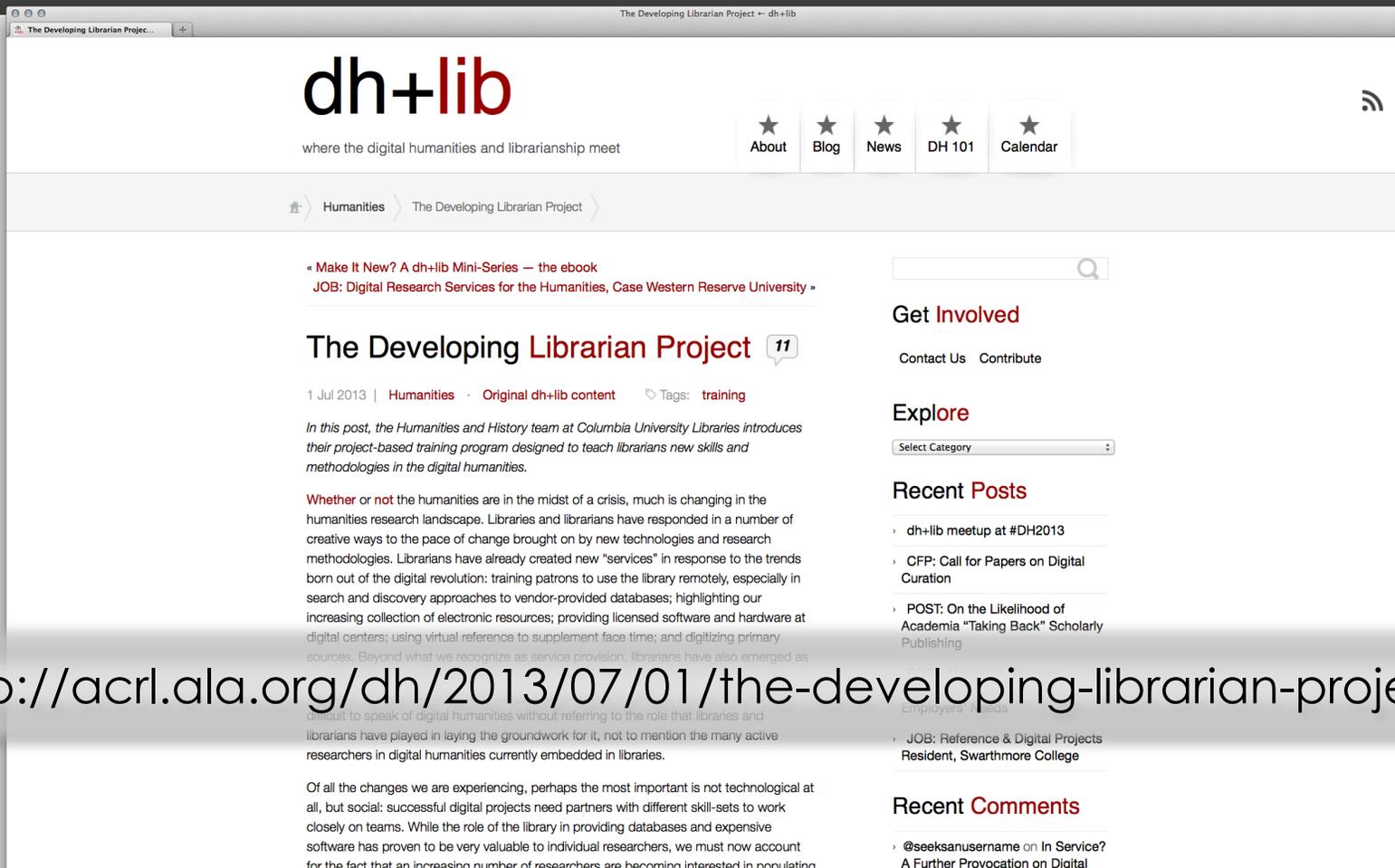
Re-Skilling Initiatives

“The survival of the subject/liaison role in libraries is dependent on an agile and flexible response by staff in those roles, and by their managers.”

- “Re-Skilling for Research”

RLUK Research Libraries UK

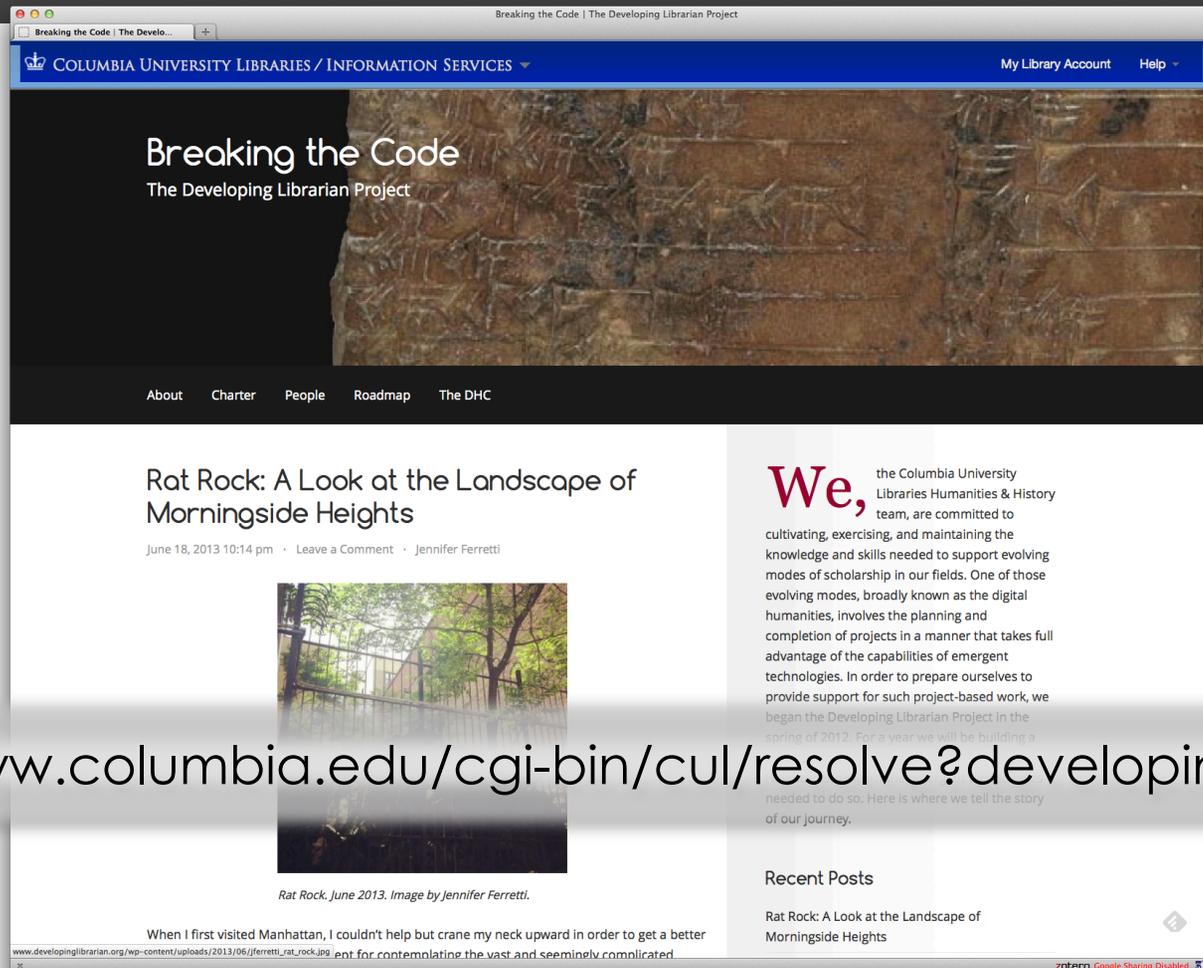
Developing Librarian



The screenshot shows the dh+lib website interface. At the top, the logo 'dh+lib' is displayed with the tagline 'where the digital humanities and librarianship meet'. Navigation links for 'About', 'Blog', 'News', 'DH 101', and 'Calendar' are visible. The main content area features a breadcrumb trail 'Humanities > The Developing Librarian Project >'. A search bar is located on the right. The featured article is titled 'The Developing Librarian Project' with a comment count of 11. The article text begins with 'Whether or not the humanities are in the midst of a crisis, much is changing in the humanities research landscape. Libraries and librarians have responded in a number of creative ways to the pace of change brought on by new technologies and research methodologies. Librarians have already created new "services" in response to the trends born out of the digital revolution: training patrons to use the library remotely, especially in search and discovery approaches to vendor-provided databases; highlighting our increasing collection of electronic resources; providing licensed software and hardware at digital centers; using virtual reference to supplement face time; and digitizing primary sources. Beyond what we recognize as service provision, librarians have also emerged as difficult to speak of digital humanities without referring to the role that libraries and librarians have played in laying the groundwork for it, not to mention the many active researchers in digital humanities currently embedded in libraries. Of all the changes we are experiencing, perhaps the most important is not technological at all, but social: successful digital projects need partners with different skill-sets to work closely on teams. While the role of the library in providing databases and expensive software has proven to be very valuable to individual researchers, we must now account for the fact that an increasing number of researchers are becoming interested in populating

<http://acrl.ala.org/dh/2013/07/01/the-developing-librarian-project>

Breaking the Code



Breaking the Code | The Developing Librarian Project

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Breaking the Code

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About Charter People Roadmap The DHC

Rat Rock: A Look at the Landscape of Morningside Heights

June 18, 2013 10:14 pm · Leave a Comment · Jennifer Ferretti



Rat Rock, June 2013. Image by Jennifer Ferretti.

When I first visited Manhattan, I couldn't help but crane my neck upward in order to get a better

www.developinglibrarian.org/wp-content/uploads/2013/06/jferretti_rat_rock.jpg ent for contemplating the vast and seemingly complicated

We, the Columbia University Libraries Humanities & History team, are committed to cultivating, exercising, and maintaining the knowledge and skills needed to support evolving modes of scholarship in our fields. One of those evolving modes, broadly known as the digital humanities, involves the planning and completion of projects in a manner that takes full advantage of the capabilities of emergent technologies. In order to prepare ourselves to provide support for such project-based work, we began the Developing Librarian Project in the spring of 2012. For a year we will be building a needed to do so. Here is where we tell the story of our journey.

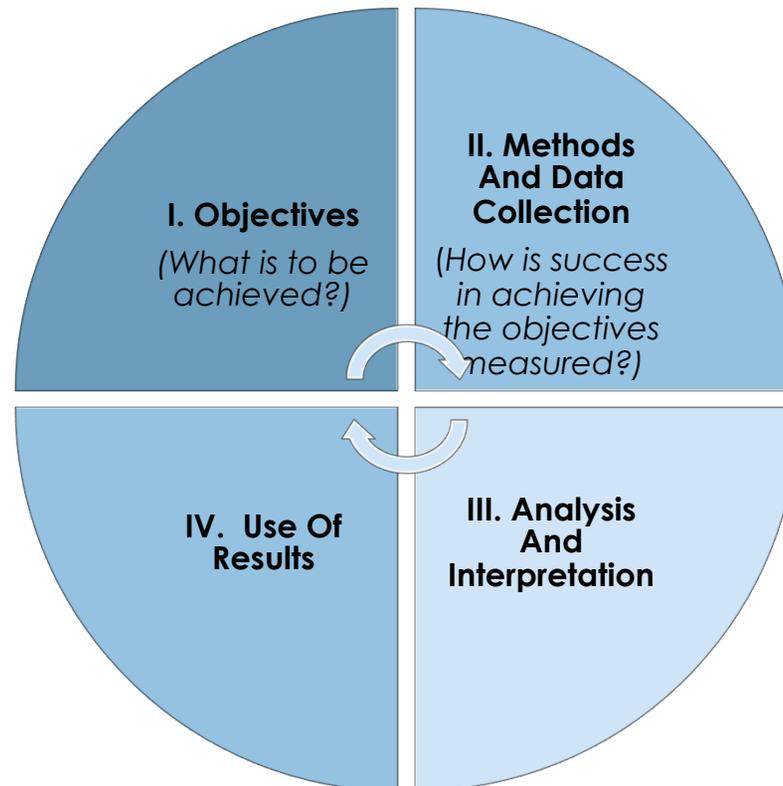
Recent Posts

Rat Rock: A Look at the Landscape of Morningside Heights

zotero Google Sharing Disabled

<http://www.columbia.edu/cgi-bin/cul/resolve?developinglibrarian>

Assessment Process



Assessment Design

- ❖ Outcome-based assessment
- ❖ Integrated into training activities from the outset
- ❖ Closely linked to the learning objectives outlined in the overall training syllabus
- ❖ Outcomes are measured using both self-reports and peer ratings

Training Units and Learning Objectives

Unit	Topics	Examples of Learning Objectives
1	Introduction to Digitization	Open, save, and render a document in Finereader
2	Citation (and Resource) Management Software	Use Zotero for annotating and saving documents
3	Metadata	Identify different types of metadata
4	Requirements Gathering	Define requirements gathering
5	CSS, HTML & How the Internet Works	Set up server instance on a commercial site
-	-	-

Assessment Plan

Instrument/Method	Data Collection Process
Explicit self-reflections	Key takeaways are recorded immediately at the end of each unit
Work and Well-Being Survey (UWES)	Fall 2012 (baseline) & Spring 2014 (follow-up)
Skill Set, Knowledge, & Research Community Engagement	Spring 2014

Explicit Self Reflections Mapped to Learning Objectives

Units	Learning Objectives				
	1	2	3	4	5
1	✓	✓	✗	✗	n/a
2	✓	✓	✓	✗	✗
3	✓	✓	✗	✓	n/a
4	✓	✓	✗	✓	n/a
5	n/a	n/a	n/a	n/a	n/a
6	✓	✓	✓	✓	n/a
7	✓	✓	✓	✗	✗
-	-	-	-	-	-

The findings from text analysis suggest evidence of learning and reveals areas to improve

Work and Well-Being Questionnaire

		Never	Almost Never	Rarely	Sometimes	Often	Very often	Always
		0	1	2	3	4	5	6
		Never	A few times a year or less	Once a month or less	A few times a month	Once a week	A few times a week	Every day
1.	I am enthusiastic about my job	[0]	[1]	[2]	[3]	[4]	[5]	[6]
2.	I find the work that I do full of meaning and purpose	[0]	[1]	[2]	[3]	[4]	[5]	[6]
-	-	-	-	-	-	-	-	-

Utrecht Work Engagement Scale UWES (Schaufeli, Salanova, et al., 2002)

Skill Set, Knowledge, & Research Community Engagement

	Skills and knowledge competency areas	Self-assess	Peer-view	Essential/Desirable
1.	Scan and produce electronic text			
2.	Use of Citation Management Software to assemble a bibliography			
3.	Understand author rights, copyright legislation, and intellectual property issues, and plagiarism, and to be able to advise or refer as appropriate.			
-	-			

- Uses rating scale: 1- Beginning; 2 - Developing; 3 - Good; 4 - Best possible
- Triple-blind rating system, none of the raters can see what rating each column received until after everyone assigns their scores

Questions?

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Thank you.