



Project Name	<i>Enriching the First World War Poetry Digital Archive, University of Oxford</i>
Project Website	<i>http://www.oucs.ox.ac.uk/ww1lit</i>
Report compiled by	<i>Kate Lindsay, Project Manager</i>
Reporting period	<i>Dates covered by report (e.g. Oct 08-Apr 09)</i>
Section One: Summary	
<p>The projects progress during this period is as follows:</p> <ul style="list-style-type: none"> • All items to include in the Siegfried Sassoon Collection to be launched in September have been identified and orders placed. • The first of two two-day teachers workshops was held in March '09 • The technical development to ingest date metadata to be visually represented as interactive timelines has been specced and technical development has begun. • A series of 'structured paths' using the Path Creation Tool developed under the original project have been produced. • A Flickr Group has been set up to collect items from the general public relating to the First World War. To date this has over 1200 items. • A sample mindmap using VUE showing the poets literary connections has been produced. 	
Section Two: Activities and Progress	

The workpackages outline in the original project plan were basic and have since been broken down into more detailed activities (See Appendix 1). The most significant change to the original workpackages has been a web site redesign workpackage scheduled for summer 2009. This workpackage will embed the exemplars of Web 2.0 tools, incorporate various RSS feeds that have been created using social networking tools, and restructure the Education Area to include the resources created at the teacher workshops, and improve navigation and usability.

WORKPACKAGE 1: Project Set-up

A page has been included on the archive website to disseminate information about the enriching strand (<http://www.oucs.ox.ac.uk/ww1lit/about/enriching.html>). All staff have been recruited.

WORKPACKAGE 2: Create Web 2.0 Exemplars

Work began on schedule. A text analysis tutorial which incorporates the use of Wordle has been integrated into the site (<http://www.oucs.ox.ac.uk/ww1lit/education/tutorials/analysis>). Links from geographical metadata for all items links to the relevant location on Google maps. Exemplars using Tufts mindmapping software (VUE) have also been created, as has a Great War Archive Flickr Group (<http://www.flickr.com/groups/greatwararchive>). We are also currently in talks with Flickr regarding releasing a sub set of items submitted to the Great War Archive to Flickr Commons. However the stipulation of Flickr Commons is that all items must have 'no known copyright', whereas we have used the JISC Model License and allowed contributors to retain copyright. There seems to be no 'inbetween' between the very informal Flickr Group and the scholarly Flickr Commons. At the present we can monitor the Group, and the institution is happy to have its name attached to it, but when we no longer have any resource to QA it, this would prove problematic.

The most technically challenging work related to the creation of interactive timelines. This work has been specified and development has begun using MIT's Simile Timelines Software (see Appendix 2).

WORKPACKAGE 3A: Run Workshop 1

The first teachers workshop was run on the 25th and 26th March.

WORKPACKAGE 5: Digitise Sassoon material

All Sassoon material was identified and ordered on schedule. We are currently awaiting delivery to begin cataloguing and migration to the archive's content management system.

All other stated workpackages are due to commence on schedule.

In addition to the above activities, the project is investing some resource in using social networking tools to reach its target audiences. A facebook fan page has been set up (<http://www.facebook.com/pages/The-First-World-War-Poetry-Digital-Archive/47396039756>) as a 'one stop shop' for 'fans' to receive latest news regarding the project and to be informed of interesting items in the archive. Likewise a twitter feed (<http://twitter.com/ww1lit>) is being used for followers to be informed of similar things. Both are growing in 'fans' and 'followers'. In addition the 'Editor's Pick Blog' is being continued from the previous project, informing readers of highlights in the Great War Archive (<http://thegreatwararchive.blogspot.com/>).

Section Three: Institutional & Project Partner Issues

There have been no issues in regards to project management, staffing, or the project's infrastructure during this reporting period.

There has been one issue regarding orders of the Sassoon material from the Harry Ransom Research Centre in Texas. The centre has a limit on how much one institution may order during a year, and due to large quantities ordered by us in the past the Centre felt that they had to stagger the next order for Sassoon and it is unlikely that we will receive the material before the end of July.

Section Four: Outputs and Deliverables

Since the initiation of the project a number of outputs have already been produced and content created as planned:

- The first of two two-day teachers workshops was delivered in March '09. A total of 10 participated, ranging from secondary school teachers, to university lecturers and community educators. During the workshop nearly 20 different learning resources were produced, including curated paths, resource packs and podcasts. These are currently undergoing QA. The paths have been released on the website and the resource packs and podcasts will be made available during the redesign of the education area of the website in the summer.
- A series of 'structured paths' or 'curated collections' using the Path Creation Tool developed under the original project have been produced. In addition to the ones produced at the Teachers Workshop paths have been created by experts in the field to provide a biography of each of the poets and also to guide users through tracing the war records of family members and identifying various military memorabilia. These last two are particularly useful in respect to the Great War Archive and can be used in answer to frequently asked questions sent to us.
- A Flickr Group has been set up to collect items from the general public relating to the First World War. The group was set up to meet the needs of contributors who missed the deadline for submissions to the Great War Archive in the previous project. To date, the Flickr Group contains over 1,600 items. We are currently investigating the possibilities afforded by user contributed knowledge in terms of comments and tagging.
- A series of mindmaps using VUE have been produced. One shows the poets' literary connections, another on Robert Graves' poem 'When I'm killed', and another acting as a tutorial for students to Wilfred Owen's poem 'Dulce et Decorum Est' with a separate map for teachers revealing the answers. The mindmaps will be integrated within the education area of the archive web site during its summer redesign

Section Five: Outcomes and Lessons Learned

The teachers workshop provided us with an opportunity to engage with users at a qualitative level, and further understand their working practices and requirements. It also provided the opportunity for the project to develop a set of educational resources, quickly and effectively, and at a low cost (the cost of the two day workshop came in at c. £1200) that could then be shared with a wider community. We would suggest this model is a worthwhile venture to follow for other projects wishing to understand and engage with their users more, and develop educational materials on a budget.

Section Six: Dissemination and Communication

Our main methods of dissemination and communication have focused on targeting educators of the First World War and First World War Literature and resulted in the March 2009 teachers workshop. Not only did this workshop produce a series of educational resources for the web site it also enabled us to connect at a highly qualitative level with a key user group of the archive and elicit further requirements and feedback on the work we were undertaking.

The project has also been accepted for inclusion Culture24 (<http://www.culture24.org.uk/am66750>). Culture24 provides a portal to the UK's museums, galleries, archives and libraries, and their learning resources.

In addition we have been using social networking tools (as outlined previously) to connect with communities of interest. Initial Google analytics show us that this has not only increased traffic to the site but it has also reduced the bounce rate, showing that visitors are generally interested in what they find there.

It is difficult to separate out publicity specifically for this strand of the project from publicity for the project as a whole, however during this reporting period publicity of note has been:

- A review of the archive in 'Reviews in History' (<http://www.history.ac.uk/reviews/paper/maccallumstewart.html>)
- Blog post in the JISC Digitisation Blog relating to March Teachers Workshop (<http://digitisation.jiscinvolve.org/2009/04/08/first-world-war-poetry-digital-archive-engaging-new-audiences/>)
- Front page of the Oxford University News Page on the release of the David Jones Collection (http://www.ox.ac.uk/media/news_stories/2009/090226.html)

Members of the project team have also been disseminating information about this strand at events and conferences.

- UCISA 2009 Conference: The project presented a poster on the Great War Archive which won an award for best poster.
- Shock of the Old 2009 Conference: The project presented a poster on the Digital Literacy and the Teachers Workshop.
- Oxford Libraries Conference 2009: The project ran a seminar entitled 'Mustering and Mobilising Content: The First World War Poetry and Great War Archive Projects'
- Web 2.0 Seminar: An internal event run for the Learning Technologies Group on using Web 2.0 technologies, the challenges faced, and the opportunities afforded.
- Museums and Social Networking Seminar: An outline of our work using Web 2.0 tools was presented at this event hosted by Renaissance West Midlands.
- JISC/NEN Day: Presentation at an event that explored how content from the JISC Digitisation Programme could be used by the schools audience.

Section Seven: Risks, Issues and Challenges

As mentioned earlier there has been an issue regarding a delay in orders of the Sassoon material from the Harry Ransom Research Centre in Texas. This poses a risk that this batch of material may not be included in the Sassoon collection on its release in September. We are looking to see if we can shift resource from earlier in the project to August to account for this.

Section Eight: Standards - Technical and Processes, and Quality Assurance (QA)

No changes have been made in terms of technical standards, workflow, or management processes.

Section Nine: Intellectual Property Rights

The Sassoon Estate and holding institutions have all signed the JISC Model License to allow Oxford to host and make available images of Sassoon's manuscripts.

All teachers attending the teachers workshop also signed the JISC Model Licence to allow us to make available their educational resources on the archive web site.

Section Ten: Collaboration and Support

The workshops and supportive activities run by JISC meet our needs.

Section Eleven: Exist and Sustainability Plan

There have been no changes in the project's approach to its exit and sustainability plan.

Section Twelve: Next Steps

The next steps of the project largely focus on cataloguing and migrating the Sassoon material to content management system (workpackage 5) and the web site redesign (workpackage 4).

Section Thirteen: Financial Statement

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Total Grant	£96,522	Duration of project	12 months
Reporting Period	01-Oct-2008 to 30-Apr-2009		

Budget Headings	Total budget allocated	Expenditure this reporting period	Total expenditure to date	Further information
Staff	67,654	18,127	18,127	
Travel & Subsistence	3,145	28	28	
Digitisation	23,000	5,537	5,537	Digitisation is paid for on completion. We are still waiting for the majority of invoices.
Dissemination activities	5,400	1,414	1,414	
DA Costs	14,954	3,785	3,785	
Indirect Costs	78,891	19,967	19,967	
Oxford Contribution	(96,522)	(24,429)	(24,429)	
Total	96,522	24,429	24,429	

Checklist:

Before you return this report:

- Ensure that your project webpage on the JISC site is up to date and contains the correct information. Attach details of any required amendments to this report. Project webpages can be found from:
http://www.jisc.ac.uk/whatwedo/programmes/programme_digitisation/projects.aspx

- If there have been any changes to the original project plan and/or work packages, ensure that amended copies of the relevant sections of your project plan are attached to this report.