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## Learning Objects Component

### Civil Rights Digital Library Initiative

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<b>Functional Project Managers:</b>  Barbara McCaskill, Associate Professor, English Department, Franklin College of Arts and Sciences, University of Georgia  Timothy Powell, Associate Professor, English Department, Franklin College of Arts and Sciences, University of Georgia	<b>IT Project Manager:</b>  Timothy Peacock, Head, GALILEO and Database Support, University of Georgia
<b>Goals &amp; Objective:</b>  Develop innovative digital learning objects to interpret, contextualize, and add structure to selected news film content digitized as a part of the Civil Rights Digital Library Initiative.  Rationale:  <ol style="list-style-type: none"><li>1) To promote understanding of peoples of color and of one of America's most far-reaching social movements.</li><li>2) To make digital library objects more useful in the learning process by integrating them into secondary Web resources.</li><li>3) To recruit promising students into graduate studies in Humanities Computing, and to prepare them for careers and subsequent studies in LIS, Archives, Museums, Instructional Technology, Humanities Computing, and/or related fields.</li></ol>	

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## Narrative:

### Project Summary

The Learning Objects component is intended to provide an opportunity for Graduate Assistants in Humanities Computing to exercise their creativity and vision, and to conceive and develop learning resources with the support of scholars, digital library professionals, and publishers. The Graduate Assistants will, therefore, play a key role in forming the project plan, including the work breakdown and deliverables.

Since much of the project planning for the Learning Object component will occur after startup, the preliminary high-level tasks are:

High-level tasks for Learning Objects component include:

- Recruit and enroll Graduate Assistants
- Provide project orientation sessions
- Convene the Learning Objects Working Group
- Develop a project charter, deliverables, schedule, and work breakdown
- Implement a regular communications plan
- Hold Working Group review of draft resources
- Implement completed resources
- Assess outputs

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## Narrative (cont.):

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The Learning Object component is key to the success of the Civil Rights Digital Library Initiative in that it will produce digital resources that the resulting resources will help to reveal the meaning of digitized information. They will help users of the Video Archive better understand the context in which the historical news film was created and to draw conclusions as to how the events depicted helped to bring social and legal changes to the nation. The Learning Objects can draw out themes related to volunteerism, the role of the Media in society, multiculturalism, social movements, and politics and government. The Learning Objects component will result in Internet resources such as multimedia presentations, contextual articles in the New Georgia Encyclopedia, exhibitions, and interactive timelines and maps.

In addition to these tangible results, however, the Learning Objects component will provide a valuable real-world learning experience the Graduate Assistants selected for the project. They will have an opportunity to participate in a creative process to conceive, plan, and implement a digital project. They will think deeply about digital library content of intellectual merit and negotiate a shared vision for maximizing the usefulness of the content for end users. They will collaborate with humanities scholars, digital library professionals, and scholarly publishers to develop their concepts into high-quality digital resources. For this reason, the specific deliverables for the Learning Object component are not spelled out in advance. Rather, the Graduate Assistants, in partnership with the Learning Objects Working Group, will identify the deliverables collectively at the beginning of the project.

### Tasks

*Recruit and Enroll Graduate Assistants:* Select promising students for the Graduate Assistantships through a competitive review process directed by the Co-Directors for Learning Objects (Drs. Barbara McCaskill and Timothy Powell).

*Project Orientation:* Provide tours, demonstrations, and question and answer sessions for the new Graduate Assistants to acquaint them to the project and to the partner organizations.

*Convene Learning Objects Working Group:* This group will carry out the Learning Objects component of the Civil Rights Digital Library Initiative. Membership includes: Dr. McCaskill (co-chair), Dr. Powell (co-chair), Graduate Assistants (3), the New Georgia Encyclopedia Media Editor, a Digital Library of Georgia representative, and up to two other representatives of the DLG, NGE, or GALILEO. The Working Group will support the creative endeavors of the Graduate Assistants, and it will provide an opportunity for them to work as a part of a cross-disciplinary collaboration.

*Develop Project Plan:* Draft and approve a project charter. Identify a set of deliverables for completion by the end of the project. Develop a schedule of completion and a Work Breakdown that assigns responsibilities to individual group members. The project planning process will help

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## Narrative (cont.):

the group to establish objectives and assign resources to meet them within the project timeframe. It also will provide the Graduate Assistants with an opportunity to participate in developing a shared vision for a digital initiative, and it will help them to learn about matching resources to specified tasks to successfully complete a project.

*Ongoing Communication:* The Learning Object Working Group will meet monthly to review progress made and to identify next steps. It will communicate on a daily basis via a project listserv or blog. Graduate Assistants will use the listserv or blog to submit weekly updates on their work.

*Learning Object Review:* The Learning Object Working Group will review and suggest revisions for Learning Objects as drafts become complete.

*Implementation:* The New Georgia Encyclopedia Media Editor will publish completed Learning Objects via the NGE Publishing Tool upon their approval by the Learning Object Working Group.

*Assessment:* GALILEO personnel will provide guidance on an assessment plan for Learning Objects to include a focus group of K-12 teachers, higher education faculty, librarians, and other stakeholders. This task will be a component of the overall evaluation plan for the Civil Rights Digital Library Initiative, but it also will provide the Graduate Students an opportunity to learn about assessing the results of digital projects.

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<b>Deliverables:</b>
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<i>&lt; Tangible and intangible products, processes, results and services &gt;</i>
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To be determined by the Learning Objects Working Group.
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<b>Boundaries:</b>
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<i>&lt; Empowerment limits and project constraints &gt;</i>
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1) Limited to content on the Civil Rights Movement with a temporal focus of (but not limited exclusively to) 1955-1968
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2) Delivery of Learning Objects may require specific no-cost plug-ins on the client side.
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<b>Cross-Project Dependencies:</b>
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1) Civil Rights Digital Video Archive
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2) Civil Rights Digital Library Portal
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