

1. Book Section

Data Management & Sharing

2. Author(s) Name(s) and brief biographies

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Kate Thornhill (she/her/hers) joined the University of Oregon Libraries as the Digital Scholarship Librarian in 2018, and teaches *Digital Libraries* for the University of Denver's Library and Information Science online master's degree program. She has devoted her career to developing and sustaining digital services as a hybrid between a librarian, archivist, and web technologist. Her specializations are digital library services and research communications systems development, cultural heritage digital library community management, creating and maintaining digital humanities projects, and teaching digital competencies that enhance classroom and research experiences.

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Gabriele Hayden (she/her/hers) joined the University of Oregon Libraries in 2019, where she leads and organizes workshops and consults with students, faculty, and researchers on research data management, sourcing and sharing data, and best practices in computational reproducibility. She earned her PhD in English Literature from Yale University, where her research focused on the role of translation from Spanish in controversies over race and style in 20th century poetry.

Her work has appeared in *Poetry in Motion: From Coast to Coast*, *The William Carlos Williams Review*, *Revue Modernistes*, *Revue Engagées*, and *Scholarly Communication and Open Culture* (forthcoming from ACRL). Her current interests include equity in open access and transparency and reproducibility in the humanities and social sciences.

3. Title

Making File Names for Digital Exhibits

4. Nutrition Information (Introduction)

Creating a digital exhibit, like cooking a meal and serving it to your guests, is most successful with some advance planning. There are many elements to consider, including the themes you will research and write about, the historical materials you will showcase as evidence to support your writing, the digital exhibit technology you will use to host user experiences, and the digital project plan you will use to pull everything together. Preparing ingredients is a must when cooking, and the same applies to building a digital exhibit using digitized historical resources.

Would you add whole uncut carrots or celery into a soup or would you slice them to a predetermined size and sauté them first? Like carrots or celery, digital files representing historical materials need to be prepared with standardized care. Part of that process is developing a digital file naming standard. Messy digital file names can lead to inconsistencies in digital exhibit workflow management or potential confusion about where to place files within a digital exhibit project. This book chapter focuses on teaching you how to design clear, consistent file names so that you are prepared to contribute to the formal build of your project.

5. Target Audience & Number Served

This recipe works best for up to 15 participants. It is for anyone learning how to build a digital exhibit using historical digital resources, or anyone interested in file naming best practices. It targets online learners, but could also be taught in-person.

6. Learning Outcomes or Learning Objectives

- Create a file naming convention that is human and machine readable
- Create a file naming standard that can be interpreted and represented within a digital exhibit development workflow
- Communicate how a file naming convention supports developing a digital exhibit

7. Cooking Time

30 minutes to review reading and 60 minutes for live instruction.

8. Dietary Guidelines

The ACRL Information Literacy Framework's Information Creation as a Process frame aligns with this lesson plan. Participants experience the ways that data (digital images) description and organization can influence the process of information creation. More broadly, proper file naming conventions are essential to managing research data across disciplines. The guidelines suggested in this recipe, though specific to digital exhibits, are generalizable to any research project that generates many data files, from a small undergraduate project to a large grant-funded team effort.

9. Ingredients

- Handout, “How to Develop a File Naming Convention for a Digital Exhibit,” available as a PDF or Word document at <https://doi.org/10.7264/ewzj-sh59>.
- One lead instructor and one assistant to manage breakout rooms and other technical issues
- Collaborative online worksheet structured for the learning activity, “Creating Digital File Name Conventions.” Can be created using the document template available as a PDF or Word document at <https://doi.org/10.7264/ewzj-sh59>.
- 3 different types of digital images collections sourced from either the Library of Congress Digital Collections, New York Public Library, the Digital Public Library of America, Digital Commonwealth, your own library’s digital collections, or another digital library.

We suggest the following digital collections:

- “Activism of the 1980s Photograph Collection, 1985-1987.” Digital Commonwealth Search Results. Special Collections and University Archives, W.E.B. Du Bois Library, University of Massachusetts Amherst. Accessed March 29, 2021.
https://www.digitalcommonwealth.org/search?f%5Bcollection_name_ssim%5D%5B%5D=Activism+of+the+1980s+Photograph+Collection%2C+1985-1987&f%5Binstitution_name_ssim%5D%5B%5D=University+of+Massachusetts+Amherst+Libraries+Special+Collections+and+University+Archives.
- “March on Washington Resources.” Dig DC. Special Collections, DC Public Library. Accessed March 29, 2021.
<https://digdc.dclibrary.org/islandora/object/dcplislandora%3A263420>.
- “National American Woman Suffrage Association Records.” NYPL Digital Collections. MssCol 2097. Manuscripts and Archives Division, New York Public

Library. Accessed March 26, 2021.

<https://digitalcollections.nypl.org/collections/national-american-woman-suffrage-association-records#/?tab=navigation>.

- Zoom or another web conferencing tool that allows breakout rooms

10. Preparation

- Set up web conferencing tool and make sure all learners have the link
- Share the reading, “How to Develop a File Naming Convention for a Digital Exhibit?” (<https://doi.org/10.7264/ewzj-sh59>) and ask learners to complete it before class
- Ask learners to be prepared to discuss the reading and engage in an activity based on it
- Make a copy of the "Creating Digital File Name Conventions” worksheet (<https://doi.org/10.7264/ewzj-sh59>) and make sure everyone has access and edit permissions to it via a shared drive

11. Instructions

Instructor and class introductions/welcome

Activity 1 – Pre-assessment (15 minutes)

3, 2, 1 - Individual Activity – Ask individual learners to take 5 minutes to write down their response to the questions about the assigned reading below and share it in the chat. Ask one question at a time to give learners pace and focus. Pause to clarify concepts as they come up for students.

Questions for Learners

- 3 things you found interesting about the resource you reviewed before class?
- 2 things you learned about the resource you reviewed before class?
- 1 thing you still have a question about the resource you reviewed before class?

Activity 2 – Groups Work (20 minutes)

- Share collaborative worksheet document that has been structured for each breakout room
- Explain the activity to the learners
- Learners have 15 minutes to complete the activity in breakout rooms

Activity 3 – Facilitated/Group Discussion (25 minutes)

- Learners report back on their file name convention decision making - each group reports out on their decision making
- Assessment: Ask students to respond in the chat or using the worksheet— How would you apply what you learned about file name standardization if you had to collect digital resources for a digital exhibit?

12. Reviews/Assessment Strategy

Formative assessment will be determined through class discussion. Summative assessment will be determined by the documented file name standards each group makes. The following should be considered when determining learning success.

1. Student creates with their peers a file naming convention that attempts to be human and machine readable:

- file names are all lowercase and sections separated by underscores
- naming convention includes a file name limit
- students indicate if the standard is institutional or project based

2. Students articulate how file name supports workflow:

- File names will be sortable
- File names will appear by default in a sequential, meaningful order
- Student documents decision-making in collaborative document

3. Student engages in conversation about why they have chosen their file naming convention:

- Student articulates who will use these file names and how they can be meaningful to different users at different points in the file's life cycle
- Student identifies and justifies any trade-offs

13. Anything else in text format: could be included as Allergy Warning, Chef's Notes, Adapting the Recipe, or Clean Up

Be prepared for learners to come without having done the reading. During the first activity, reinforce file naming best practices from the reading.

14. Additional Resources

Assigned Reading (Activity 1) "How to Develop a File Naming Convention for a Digital Exhibit." <https://doi.org/10.7264/ewzj-sh59>

Worksheet for Groups Work (Activity 2): Creating Digital File Name Conventions.docx

<https://doi.org/10.7264/ewzj-sh59>

15. Photo/Figure/Table if applicable

NONE