



Art Museum Image Consortium

**University Testbed
Research Meeting
Final Program**

*Carnegie Mellon University
Pittsburgh, PA*

June 3-4, 1999

AMICO Members Note

*The AMICO Members Meeting
takes place June 4-5, 1999:
see the separate program.*

AMICO University Testbed Research Meeting

Thursday June 3, 1999

*Connan Room
Carnegie Mellon University Center, First Floor*

10:30 am Welcome

Jennifer Trant
Executive Director, AMICO

10:45 am Attendees' Introductions

11:15 am Teaching with the AMICO Testbed Library

AMICO in a Classroom Setting

Michael May, University of Alberta

For two University of Alberta courses in the 1998/1999 academic year, AMICO images have been projected in a "smart classroom" by Canadian art history professor Colleen Skidmore, with students viewing the same images on classroom computers. To this end an image database has been created by the Arts Technologies for Learning Centre, permitting access through local servers to downloaded AMICO images and metadata. Important features of the database include the absence of associated costs (beyond the time required to create it), and the ability to show images side-by-side. A second database being developed by the Library uses the Library's main catalogue software (DRA), MARC records, and PRIZM server software to automatically scale images to fit side-by-side frames. Both databases are demonstrated, with HTML code being made available on the Web.

The University of Alberta's AMICO Testbed project has been judged very successful by all participants, most notably by Professor Skidmore and her students. The project has been all the more successful since local hands-on experience with digital images pre-dated the Testbed by only 6 months. A discussion of how the local team accomplished its goal is presented, including the issue of cooperation on a single project amongst staff belonging to independent units at an institution.

Various comments on the content of the AMICO Library, the RLG database, the site license agreement and the Testbed listservs are made, together with suggestions for improvement to the AMICO Library and related services.

Integrating the AMICO Digital Library into the Fine Arts and Honors Program Curriculum

Jeffrey Howe & Marc O'Connor, Boston College

At Boston College, in conjunction with Jerome Yavarkovsky, university librarian and his staff, we undertook a user study to explore ways in which the AMICO image library could be integrated into several aspects of the humanities curriculum. We worked together to explore the image library, and Mark O'Connor explored applications to the Arts and Sciences Honors Program, and Jeffery Howe tested its usefulness for our art history courses. We enlisted our departmental colleagues to assist with this evaluation, and obtained their feedback both informally and through a structured focus group.

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Mark O'Connor: Among the several curricula goals I have formed for my tenure as Director of the Honors Program, the integration of the Arts into our three year Cultural Tradition sequence is my highest priority. Our successful bid to become part of the pilot project for AMICO, the American Museum Image Consortium, offered to Jeffery Howe and myself the opportunity to test how a data bank of rich and ever growing resources might be exploited by the HP community. Our principal challenge was to figure out ways of taking the seemingly static data base and rendering it useful to a seminar setting. Could images be organized in a way which would promote discussion rather than demand a lecture? And how were the images to be integrated to the "images" of the primary texts we'd be reading simultaneously?

I had for some time been looking for ways to make my students approach our Reformation readings in a way which would render them more appreciative of the passion which inspired Luther's logic. Finding that Dürer's "Large Passion" engravings (to say nothing of the Small Passion, and much else of his best known work) were now available to me through AMICO, I decided to take my students to Luther with their vision improved by Dürer and their hearing enhanced through Bach's "St. Matthew Passion". My hope is that we will achieve a better understanding of what Luther means when he speaks of the "freedom" of a Christian, as we analyze the way artistic choice on Dürer's and Bach's part involves a rationally achieved virtuosity inspired by faith. This project was made available to students on a restricted web site at: http://www.bc.edu/bc_org/avp/cas/ashp/oconnor/freedom; it will be demonstrated here from a CD-ROM.

Jeffery Howe: Mark and his colleagues in the honors program have used the AMICO images in creative ways that demonstrate the rich possibilities of using art images in a broad curriculum. My focus was narrower, studying the ways in which this image library could supplement the teaching of art history in several of my classes: FA 257 Modern Art: the 19th Century, and FA 364 Arts in American History. I encouraged students to explore the archive on their own, and to use works from it to illustrate their research papers, which many of them did. I occasionally projected works from the image library in the classroom to compare them with my regular 35 mm slides. Since the database is large, and not structured, I also found it necessary to download images of significant works of art to put on www pages for review.

We are now ready to offer some conclusions on our experience with this resource.

12:30 pm Lunch

1:30 pm Who Uses the AMICO Library?

Who's Who Among Carnegie Mellon AMICO Users?

Tracy DePellegrin Connelly, Henry Pisciotta & Denise Troll, Carnegie Mellon University

In March 1999 during the AMICO Library testbed year, Carnegie Mellon University Libraries instituted authentication to the database. Prior to that, access was IP-address restricted.

In adding authentication to Carnegie Mellon users only, our goal was to gather statistics that could be used to answer these questions: Given free and equal access, who uses the AMICO Library? Faculty, Undergraduate students, Graduate students? What Colleges and Departments are they affiliated with? How frequently are patrons accessing the AMICO Library? Are they accessing AMICO from inside or outside of the University Libraries?

A related question to explore involves the effect, if any, of publicity on the AMICO Library usage. Did two small "campaigns" of on-campus advertising stimulate usage?

We've also augmented the statistical analysis with several user interviews, which provide some anecdotal evidence and details of the AMICO Library use.

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COLUM: A Community of Learners for Universities and Museums

Lynne Teather & Kelly Wilhelm, University of Toronto

This paper considers the process and results of the research conducted by the AMICO Testbed project team at the University of Toronto. A variety of qualitative and quantitative methods were employed – questionnaires, interviews, focus groups – and the range of responses, from staff, students and faculty, highlight key issues for the use of the AMICO library in a large, multiple-campus university.

The project has highlighted the use of evaluation study in the evaluation of web work for museums. The choices of evaluation types, the methodology and research design issues, in parallel to Human-Computer Interface study offer some important directions for web usability study for museums.

The implementation issues are perhaps the most informative aspect of the research results: the AMICO library is one of hundreds of online resources acquired or accessed by the University of Toronto each year. The challenges of implementing, promoting, and encouraging the use of the AMICO library in such a context illuminates the many issues that are key to this process.

The paper concludes with recommendations around the future implementation of the AMICO library in universities, and focuses specifically on the support mechanisms that are necessary in order to ensure wide and successful use of the resource by the university community. Finally, lessons for the museum field for the implementation of usability study for new media projects, as well as museological implications, are distilled from the case study of the University of Toronto and the AMICO library.

Art Historians and Visual Resources Curators: AMICO's Focus Groups

Jennifer Trant & David Bearman, AMICO

In February, with funding support from the J. Paul Getty Trust, AMICO conducted two focus groups of Art Historians and Visual Resources Curators at the CAA and VRA conferences. With questions about their preferences for various kinds of outcomes, these groups were asked to address a series of complex tactical and strategic issues facing AMICO. We'll report on their emerging consensus – or lack of it! – and on the implications for AMICO's programs.

Results of an On-line Survey of AMICO Users

Robert Reiger & Geri Gay, Interactive Multimedia Group, Cornell University

This spring, a research team from Cornell University conducted an on-line survey of users of the AMICO library. The survey attempted to both serve as an extension of an on-line survey conducted during the Museum Educational Site Licensing project and to learn a number of things specific to the AMICO Library. This first public report on the survey will examine the benefits of the longitudinal survey and what it tells us about the MESL to AMICO continuum and assess what can be said as a result of the survey itself. It will also reflect on on-line survey instruments and their uses and limits in this context.

3:30 pm Afternoon Break

4:00 pm Building and Delivering the AMICO Library

Contributing to AMICO: Members' Perspectives

Rachel Allen, National Museum of American Art &
Ken Hamma, J. Paul Getty Museum

Two AMICO members will share their thoughts on the issues involved in transforming museum documentation into an educational and research resource. While we hope that it will become a matter of "exporting data", we are learning that there are many editorial and

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curatorial choices that have to be made when museums share information about their collections. The shape of the AMICO Library in the future will be greatly influenced by the strategies AMICO members choose in publishing their collections in digital libraries.

Data Processing at AMICO

Brad Dietrich, AMICO

While all AMICO Members contributed data according to the AMICO Data Specification, not all information is created equal, and not all data transfer processes go smoothly. This demonstration will walk through the tools developed by AMICO to facilitate Members' contributions, and to further enhance and integrate the data. Tools under development will also be previewed, to highlight directions for the future.

Design Considerations and User Feedback on the RLG User Interface

Arnold Arcolio & Bruce Washburn, Research Libraries Group

The development team at the Research Libraries Group will report on their experience in designing and implementing the AMICO distribution system: what it meant to have the images and documentation consolidated by AMICO (the convenience of a single set of routines for data conversion; our making derivative images in standard sizes); the extent to which other work we'd done with retrieval and display of bibliographic data and text and image databases provided a useful foundation; and the extensions or changes we made to support the AMICO Library.

The AMICO Library provided a test of Eureka's ordinary virtues – progressive revelation, persistent controls, headings displays that help handle variant data, quiet and clarity – and also revealed some new requirements: comparison of text and image, comparison of images with each other, and new weight on the notebook as a container for something of persistent value.

They'll also show how user responses led development (in display changes, more identification on image displays, improved navigation on headings displays, persistent notebooks, and several of them) and point to future plans, including adding value to the notebook through allowing annotation, integration of the AMICO Library with other resources, providing descriptive data in a form convenient for end users (perhaps RDF), and searching assistance using Getty vocabularies.

5:30 pm Future Options for AMICO: A Survey

Separate document enclosed.

6:30 pm Dinner at the Church Brew Works

3525 Liberty Avenue, Pittsburgh

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Friday June 4, 1999

Rangos Room

Carnegie Mellon University Center, Second Floor

**9:00 am **Encouraging Use of the AMICO
Library in the Academic Environment****

Challenges of Accessing and Collecting Digital Image Libraries

Michael Robertson, Rochester Institute of Technology

The University Testbed Project has yielded valuable information on issues surrounding use of digital images in a teaching environment and the challenges of accessing and collecting digital image libraries. Team AMICO at RIT will present a summary of the Testbed experience. RIT's Team consisted of staff from Wallace Library, the Educational Technology Center, and the Image Permanence Institute. Methods used for publicizing and enrolling users, e.g. campus newsletter, departmental flyers, electronic mail, seminars, library bibliographic instruction, personal contact, and Web-page creation will be reviewed. We will highlight some of the 8 training sessions held with faculty and feedback from those sessions will be included. Additionally, guides used in training sessions and on the RIT AMICO Web gateway will be explored. The challenges of successful searching of metadata from disparate museums will be summarized. Results of the Image Permanence Institute examination of images will also be covered. Faculty challenges at RIT in incorporating digital image libraries like AMICO into classroom teaching and faculty focus group feedback will be highlighted. A look at RIT's classroom technology and faculty aptitude and inclination for using it will be included. Attempts to incorporate AMICO metadata into the local online catalog will be presented. Finally, plans for future use of AMICO will be revealed.

***Digital Image Technology in the Classroom: A Model for
Implementation***

Dana Beth and Deborah Utlan, Washington University, St. Louis

Washington University's new Visual Arts and Design Center links five divisions in the visual arts to create opportunities for greater interaction in teaching, research, and creative activity, and to build leadership in the area of electronic media. In our vision for the Center, wide access to digital art images plays a key role. The AMICO University Testbed project provided an opportunity to move decisively toward realizing that vision. At the same time, it was the catalyst that brought together librarians, visual resources staff, and faculty in an inter-departmental effort to introduce the use of digital images and technology into teaching and learning art history and art. Implementing the AMICO project required sustained collaborative work among various departments and services. The process presented numerous challenges and demands on the collective group, raising issues about how digital technology changes the teaching/learning environment and the commitment and priorities of the programs and departments. In working through these issues, we were able to achieve our goal of introducing this new technology into the classroom and distributing it to the affiliated population.

Our paper will describe a model for introducing the use of digital resources such as the AMICO Library. We will map an inter-departmental approach for managing the implementation process, and discuss the resulting new responsibilities for the collaborating faculty, librarians and VR professionals, and other departments for technical support, teaching, planning, promotion. Three courses in our art history and school of art departments used the AMICO Library along with other digitized art images in semester-long courses. In our presentation, we will share the resulting web-based projects to demonstrate the effect on course content, teaching methods, and the learning experience of the students.

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The AMICO project at Washington University generated much interest and attention for digital image technology, and encouraged us to develop greater collaborative efforts among our faculty, staff, and students. Our objective here is to present the framework from which we were able to rapidly forge new ground and the showcase the constructive end results of this work.

Looking at Images and Information: Teaching AMICO to Library Patrons

Miranda Howard Haddock, Western Michigan University

Two AMICO objectives that Western Michigan University Libraries has assisted with are the identification of AMICO users and how they use the image database. The user base for the AMICO Library is potentially very broad, creating a need for different methods of instruction in use of the image database. Before the teaching AMICO to patrons could begin, it was necessary to distinguish the possible AMICO users. Three different classifications of users have been identified: beginners, patrons with no database searching experience who may even have a fear of new technology; intermediate, those with some database experience made up of the majority of the student body and a portion of the teaching faculty; and experts, library users with expertise in finding information such as library and teaching faculty. However, there is one characteristic that each of these user classifications has in common – each group has limited or no experience searching imagebases or using digital images. Some patrons in each group seemed to exhibit a some degree of holding back in using an imagebase.

This paper discusses methods used by the Visual Resources Librarian at Western Michigan University to teach each classification of library patron how to effectively use the AMICO Library and become comfortable with navigating an imagebase. Three different teaching methodologies designed to meet the needs of each user classification are discussed in this paper. The first addresses beginning library and database users. Two techniques are included within this section: one approach employs the right side of the brain for teaching students in the visual arts and the other applies fundamental library concepts to AMICO, searching by creator, title, subject. The second method of instruction is teaching students and faculty with some database experience how to find information and images they need for class presentations, term papers, and preparation for field trips to participating art museums. The third segment of the paper covers approaches used to teach library and teaching faculty. Since this classification of user generally has expertise in database and library searching, more complex teaching techniques can be practiced with this group of patrons. Examples of the types of strategies covered are: showing reference librarians how to answer basic art reference questions (Do you have a picture of ?) Where can I find examples of Rembrandt's self-portraits? Is there a museum in the midwest with a large collection of 19th century painting?) and strategies to assist teaching faculty to prepare presentations and carry out research. All three of these methodologies are illustrated with sample searches on AMICO. Examples take an interdisciplinary approach. Instruction sessions have been successful in introducing the Western Michigan University Libraries patrons to the AMICO Library. In the opinion of the Visual Resources Librarian, our students and faculty are not only better prepared to use images in teaching and research, but learning how to use AMICO effectively has created a more visually sensitive educational community as well.

10:30 am Break

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11:00 am Applications and Issues

AMICO at the University of Leiden

Eelco Bruinsma & Gerhard Jan Nauta, University of Leiden

In heterogeneous teams of about 4 to 5, students from such diverse disciplines as Art History, Computer Science, Comparative Linguistics, Educational Technology and Psychology (Human Computer Interaction) are browsing the AMICO Library, looking for paintings that show canonical examples of formal characteristics (so they are doing a-typical, non-pre-coordinated searches). They have found sets of images which are included in small educational "modules" which these students are building in a course on - as we labeled it - "intermittent programming". The difference with most other actual users of the AMICO Library is that our students are using the library to learn something about multimedia production. They are not doing typical Art History assignments. We have a fairly simple course web at: <http://www.let.leidenuniv.nl/kennismedia/ip/ip.html> where there are amongst others links to the AMICO Library. (Unfortunately, the site is mainly in Dutch.)

Other activities include: a comparison of AMICO image capture and documentation procedures with actual practices in the Leiden University Print Room (a very crude interface to the current image database is at <http://oasis.leidenuniv.nl:83/pkl/>) and a test by the Leiden Imaging & Multimedia Group (<http://www.wi.leidenuniv.nl/home/lim/>) to see how their content-based retrieval techniques work on AMICO materials.

We have been of two minds about whether we should be just happy with the RLG interface, or locally mount the library. Since the focus in our use of the library is on how to handle art history data, and since the initial RLG interface offered the possibility of downloading both object descriptions and metadata in more or less structured form, we decided to leave it to our students to both select and store locally the necessary images, object descriptions and metadata. It follows that although the new RLG interface is in many ways superior to the first one, we do regret the missing option of downloading object descriptions.

Museums Use AMICO: Integration into Museum Programs

Sarah Cook, Walker Arts Center and ArtsConnectEd

AMICO's Member Museums themselves have access to the full AMICO Library and are beginning to see how it can be used to enhance their own interpretive and educational programs. In this report, the use of AMICO for an in-gallery interactive will be highlighted.

Training K-12 Teachers

June Ward, IUPUI IMLS Project Director

The AMICO Library is also interesting to users beyond the University. In a collaborative project funded by the Institute of Museum and Library Services (IMLS) Kindergarten through Grade 12 Teachers and Public Libraries will have access to the AMICO Library. Facilitated by Indiana University / Purdue University Indianapolis (IUPUI) and its Herron School of Art, are training teachers in the use of digital museum documentation in curriculum and exploring the potential for life-long learners to have reference access to museum collections in the digital library.

12:30 pm Open Forum: Future Directions and Recommendations

All in attendance are invited to offer their ideas and perspectives on the future development of AMICO and the AMICO Library. What are the greatest roadblocks to our success? And what are the best strategies for overcoming them? How can we share the knowledge we've developed during the University Testbed with others, so that they can benefit? Which of many possibilities offer the best means to build linkages between museums and universities? How can AMICO best fulfill its mission to enable educational use of museum multimedia documentation?

1:30 pm Closing and Lunch