

The Application of User Centric Metadata in Student Reflections: The Service-Learning Classroom

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Introduction

Service-learning as a field of study is growing on national and international outlets. Issues like learning how to instruct and understanding how students learn have been discussed in great detail by theorists Ausubel (1963) and Gagne (1985) as the strongest influence in this field. Student outcomes are indeed one of the most central areas of research within the field of Service-learning. Scholars like (Astin, & Sax, 1998; Astin, Vogelgesang, Ikeda, & Yee, 2000) see a positive relationship for the students who participate in Service-learning projects. Scholar Murphy (2018) defines research in Service-learning falling into two tracks- one investigating the connections between service-learning experiences and the personal development of student outcomes and the other is focusing on the design of service-learning courses.

This essay attempts to deal on the latter one and describe how a faculty introduced a new concept and field, such as Library Science's metadata, to undergraduate students from diverse majors in an effort to preserve women's history. The Service-learning component of the class has a 30% weight on the final grade of the course, thus giving great importance to the project's formation, delivery and reflection. The Service-learning project is supposed to start on the second week of the term and continue until just before final exams period.

ABSTRACT

A college class of non-science majors completed a metadata project in 15 weeks for a Women's History collection at a southern 4-year university. The class *First and Second Wave of Feminism* explored for the first time a scientific method of cataloguing while learning to promote, restore and preserve the history of women in the United States. This class completed a service-learning project with the university's Special Collection and Archives enabling them to learn library science metadata skills. The Judith and Warren Kaplan Women's History collection includes ephemera documents and books all dealing on women's history and therefore of interest to the students in the above-mentioned class. The user centric metadata included open-ended questions for students to answer such as *Importance* of women's history and *Why* the item was chosen to catalogue. After careful reading of student's reflections on the project's impact on them, several conclusions can be reached. Students preferred to express their choice and description as much as the reflection necessary to complete the Service-Learning project. Students also prefer to relate each item from something learn in the classroom as a way of matching both book and activity-centered experiences.

Challenge

Students enrolled in the course *First and Second Wave of Feminism* learned how hard was for women to break their silence and find their voice. For example, some women had to find radical ways of being heard and continue to struggle for respect and acknowledgement on their achievements. How do we preserve the contributions of women through American history? How do we contribute to the understanding of the women's movement in the 19th and 20th Century?

Any Special Collection, not in circulation, benefit from having metadata information to convey further details to researchers all around the world. How to better serve scholars looking for supplementary information on a library Special Collection? How can we train undergraduate students who have never learned Library Science to do metadata on an existing collection?

Can this project be completed in one semester's time? Would students spend hours sitting at the library while working on their metadata?

Metadata serves Library Science and library collections as a way of organizing and describing special collections. Author Jane Greenberg studies how metadata schemes help design frameworks with the help of MODAL (Metadata Objectives and Principles, Domains and Architectural Layout). She goes on saying that semantic containers are the core of the metadata schemes. (Greenberg, 2005) For this class students and instructor navigated the metadata construction by introducing user-center metadata on the importance of the item for women's history.

Metadata

The importance of metadata in library science was to introduce a digital method of coding and encoding objects as no other method used before. (Elings, Waibel, 2007) Yes, metadata was revolutionary for the amount of sharing and distribution of archival content.

Authors Yang and Perrin (2017) studied 48 academic institutions in Peru indexing ALICIA ratio and Google Scholar because "digital librarians are able to adjust metadata strategies to improve the discoverability of digital content on the Internet". Furthermore, metadata is only one of many variables influencing if a collection is searched online. One general and popular form of manual annotations is free tagging of multimedia content. As can be seen from the numerous Web applications that allow tagging content (e.g., Flickr or Facebook), the popularity and, consequently, necessity of tagging is enormous. However, due to its nature, it is difficult to assign a semantic meaning to free tagging.

Class/Students

The Women's and Gender Studies class *WST 3522 First and Second Wave of Feminism* is an upper level undergraduate theory class on the Women's and Gender Studies minor in a southern 4-year public university. The class was a mediated course meeting once a week and working online the rest of the week. Students were mostly interdisciplinary in their major and some were minor students from the Women's and

Gender Studies program. There were 32 students involved in this project for the duration of a semester or 15 weeks.

The Women's and Gender Studies program has seven of their 13 courses classified as Service-learning classes. Students project range from individual community partnerships to one-project per class. In this case, all students were working on the same project with the Special Collections and Archives of our library.

Service-learning Definition and Objectives

A Service-learning project involves the understanding of theory and the impact of an action matching that same theoretical understanding. It is to say that reading a case study and then working with a similar community or project leaves the student with a strong sense of understanding, one that is built on experience, not reading.

The course had the following Service-learning Objectives:

- Students apply their classroom knowledge in non-academic situations.
- Students interact with real-world audiences, and agency liaisons and community members provide feedback on their work.
- Students gain experience outside of the classroom and learn valuable time- and resource- management skills.
- Students face live dilemmas, both ethical and daily, and similar to those they would confront in their chosen careers.
- Students make valuable connections with community leaders and community organizations.

Service-learning is a teaching and learning strategy that supports my university's commitment to harness the power of its scale to transform lives and livelihoods. It accomplishes this by integrating meaningful community service with instruction and reflection.

The basic criteria for designating an existing course as a Service-learning (S-L) course at my university are that it:

- addresses a need in the community (campus, local, regional, global)
- meets one or more course objectives
- demonstrates a clear connection between the service activity and the course content
- involves reciprocity between course and community that results in student's increased civic awareness and engagement
- involves structured student reflection
- involves collaboration with an appropriate agency representative
- involves at least 15 hours of student service to the community agency
- is not a venue for promoting religious or political agendas nor is it to be used for recruitment of students, those served, or other residents of locations visited for religious or political purpose.

Judith and Warren Kaplan Women's History Collection

The Judith and Warren Kaplan Women's History Collection was a gift to the Special Collections & Archives by local feminist, collector and activist Judith Kaplan. Ms. Kaplan included in her collection around 1,100 books dealing with women athletes, writers, activists and such. With over 33 boxes of items, the collection is eclectic in themes and shape. The collection is divided into six series and is organized by type of materials, all of which relate to women in history. Kaplan also gave all her papers from serving as an officer of the National Organization for Women (NOW) in New York City during the 1970s and 1980s. Much of her NOW papers, ephemera and other items are also part of the collection. Among several personal interests, Kaplan also owned a women's baseball team in Orlando, Florida. The collection has most of the documents and other items from the team, including uniforms, photographs, programs and correspondence. In 1985 Judith Kaplan became one of the first women to bring the company she founded public via an IPO on NASDAQ.

But perhaps, one of the most unique aspects of Kaplan's collection is her first-day release of stamps collection. As an avid collector, Ms. Kaplan started collecting stamps to soon discovered the absence of women in them. Her idea to create original first-day release of stamps came as fundraiser for NOW. These first-release stamps were placed in decorated envelopes designed by Kaplan and painted by professionals depicting women related somehow to the topic of the stamp. The labor was intended to raise awareness of the lack of women depicted on US stamps. The collection includes over 250 of this type of work. For example, No-76 features a stamp of a Christmas toy horse from 1972 combined with the topic "Non-Sexist Toys" and reading "Children of every type of society, ancient and modern, have had some kind of toy with which to play/ In the United States, children spend over 10,000 hours at play before they enter first grade. Toys and games make a vital contribution to growing character, personality and temperament. No-sexist toys can help expand the horizons of both younger and older children". Other First Day Covers were signed by famous people in the nation such as Rosalyn Carter, Helen Reddy, Mary Anne Krippsick, Pat Schroeder, Janet Guthrie, Jean Dementi and others.

A student reflects on the importance of the First Day Covers:

"The women in history First Day Cover series is an example of a unique form of activism that is not limited to protests and legislation"

Another student said, *"The First Day Covers are important because they are both activism and art"*

However, the items from the Second Wave of Feminism (1920-1990) make this collection truly remarkable. From pins, to stickers, to posters all reflect a moment in time not lived by any of my students and yet perpetuated in the items selected by Kaplan. My students in this class read about the ERA and Roe vs Wade but have never seen a coat hanger in a pin or the first issue of *Ms. Magazine* with Wonder Woman in the cover. Having such an eclectic collection allows my students to admire history through the items, documents, photos and posters she collected.

Service-learning Project

Scholar Cathy J. Duff (2006) discusses how faculty interviewed for her study noticed that course outcomes focused on students' personal development and learning related to course content and less on the civic engagement that the Service-learning provided. Therefore, the personal gain is superior to the civic engagement, at least in the eyes of those interviewed.

The reflections provided by students for this class study included feelings of surprise of being able to learn something so new and different for them as well as a clear understanding of what a special collection brings to a university setting.

Service-learning, although designed to mix the content of classroom experience with community outreach, sometimes creates a separate learning environment guided by the reflective nature of the work. Working or volunteering does not bring forth the kind of reflection Service-learning projects provide. It is a matter of clearly understanding what a course content is saying by experiencing something similar or by meeting those who lived through it. For example, the following student reflects on a topic still important to women in the United States.

"After working on my fourth item from the collection I realized how varied the collection was and how much I had to learn from it" and "Selecting a button (from 1970) that speaks to me about my passion for reproductive rights brought all home to me. We are still having this fight".

In a Service-learning course within the Women's and Gender Studies program, students are required to work 15 hours in one semester with a community partner. As the instructor of record, I approve all activities, proposals, meetings and final deliverables. The first step is for students to make a proposal and present it to the community partner. In this case and for this class, we did it together as a group. The Special Collections and Archives of my university was selected as our partner. Special Collections and Archives received five years ago a women's history collection with thousands of entries. The collection was especially interesting for my students because they are studying the same periods in American history under the First and Second Wave of Feminism. The project was to help librarians with the job of writing the metadata for each item in the collection. Although ambitious at first, students responded well to the training offered by the Special Collections & Archives staff. Each student selected 15 different items to write metadata on. Unfortunately, one class was not enough to complete all items, but we hope other classes will follow and take upon the same Service-learning idea.

Here are the instructions for the Service-learning Project:

SERVICE-LEARNING--Crowdsourcing Project: Adding Value to the “Judith and Warren Kaplan Collection, Women’s and Gender Studies, 1792-2016” through Student Description and Analysis

INSTRUCTIONS

1. Students will attend lecture, during class time, about the collection with the-Library Special Collection Director.
2. Select 15 items (you need to select **three different type** of ephemera or published materials) such as periodicals, letters, pamphlets, postcards, banners, graphics, stamps, art, photographs, and other ephemera relative to the history of women, especially the nineteenth century women’s suffrage movement.
 1. Follow the steps:
 1. Review the finding aid for the collection. The students need to have an idea of what they want to see before using the collection. They do not necessarily have to have a particular item in mind before they get here, but they should at least know the boxes they are interested in seeing before coming to do research. The collection is relatively large – it is 35 boxes (25 linear feet).
 2. Make an appointment to use the collection. This ensures the materials are ready they arrive. This is especially important when an entire class is using the same collection. It becomes problematic when multiple patrons are trying to use the same boxes at the same time.
- Complete a registration card. All patrons must complete our patron registration and provide photo identification when researching in the department. We will have all the students register when you bring your class over for the first time. This way they only need a photo ID when they return to do research.
 - A. Agree to abide by departmental policies. Our patron policies are on the back of the registration card, which they agree to when they complete and sign the form.
 - B. Come do the research. Staff is always available to help students with using the collection during working hours 9:00 – 4:00, Monday through Friday, no night or weekend hours/ Please plan ahead.
3. Complete 15 metadata information per item. If you would like a sample of metadata follow the link to the Carol Mundy African American collection here <https://ucf.digital.flvc.org/islandora/object/ucf%3A26638> (Links to an external site.)

IMPACT

Creating corresponding digital information per Kaplan Collection item will allow and facilitate the use of the collection, bringing it to the online platform for anyone to read.

This collection includes First and Second Wave of Feminism items, thus the relationship to our class is complete and direct.

Women's contribution to society has been systematically reduced to few recorded instances. By helping write the metadata for the collection more people can visit Special Collection in a virtual environment and can decide on items prior to handling them in person.

Why concentrate on women's history? HERstory has not been documented in a constant fashion through our modern history. This is a global phenomenon and a national issue for us. More women's impact needs to be integrated into the history of our country. Women's contributions have been many, but we only hear about the same hand full of people. The Judith and Warren Kaplan Women's and Gender Studies Collection place women and women's achievements in the forefront. Helping preserve the collection also helps preserve history of the First and Second Wave of Feminism.

You are preserving history with your Service-learning project!

Points 100

Submitting a text entry box, a website URL, a media recording, or a file upload

Levels of Order and Timeline of Service-learning Project

I organized the project in different levels and discussed in class with my students during the first week of classes.

First level- Understanding what metadata is for Library Science.

Second level- Introducing the code sheet and practicing together by writing the metadata for one object from the collection.

Third level- Conducting a try out session at the Special Collection & Archives office on procedure on how to request a box, find and item and handle the item.

Fourth level- Complete and enter metadata on assigned sheets making sure no item was repeated. This level was done during students' leisure time and within the Monday-Friday 8-5:00 PM open hours of the collection. Each student had to select 15 different items to complete their metadata project.

Fifth level- Group all entries by student and submit for class credit.

Sixth level- Meet with director of the Special Collection to discuss student's entries.

Seventh level- Grade the entries for the Service-learning project.

Eight level- Optional participation on the Service-learning Showcase sponsored at my institution by the Experiential Office. A group of four students in this class won the *2017 Social Justice award* for their metadata project entry and poster. The poster included the class syllabus, reading and class resources connection to project, reflection, data tables, challenges, description of the project idea, history of community partner and photos of students at work.

Impact

The director of our university's Special Collection & Archives provided most of the metadata sheet. The cataloguing sheet included basic entries like --Type, genre, size, date created, language/s, description, publisher, keywords, subjects and box number corresponding to item in the collection. Scholars Poppe, Martens & Van De Walle (2009) view manual annotations as the last category of user-centric metadata. A manual annotation differs from an automatic annotation in the sense that the former is metadata generated by a human expert, whereas the latter is created by an algorithm that works on the actual multimedia resource. The service-learning effort discussed in this paper created a metadata that had three user-centric questions pertaining to the class material and the Women's Movement in the United States.

- Why (item) was chosen? / Context in Kaplan Collection and/ Importance to Women's history.

Why chosen	Context in Kaplan Collection	Importance to Women's history
It's almost as you are going back into time throughout history, being able to step foot in the past while holding these letters.	Yes, because it's keeping history constantly alive and reminding us what we lived through to get here.	Guided by Sacajawea, the only woman in the party. Notes: This letter was sent July. 28, 1954
The woman statue titled "The Pioneer Mother" stood out to me because now in today's society you would see men figures everywhere.	Yes, because it's keeping track throughout authentic time periods and events.	Not so often you see women on the cover of coins, stamps, or statues, so when I saw the cover on the envelope how I felt is how I hope everyone else feels. Privileged and blessed to be able to hold and witness these objects collected throughout time.
This pin is from the 1800's and it's very special to be able to hold a piece of history in your hand.	Yes, because this pic was worn during protests and used to symbolize their meanings and power.	The pic is so powerful and its honors women veteran who have been fighting for their rights since late 1800's.
The first lady of the world on a button from the 1900's is extremely eye opening and she was a great role model.	Yes, feminism is real and having our first lady representing herself is uplifting.	Eleanor Roosevelt was a role model to many women. She was known for being the first lady of the world.
The purpose if the NOW industries is to profit from the feminist movement, which has calculated and organized the business.	Yes, because this is showing us how the NOW industry went about their business.	Showing us the statistics and operations of the company.
To elevate standards of women in business and professionals	Yes, it promoted the interests of business and professional women	To extend opportunities for business and professional women through education
Eleanor Roosevelt is one of my ideals that I admire, so to hear how other also mourned her loss meant she was extremely impacting. Her foundation was made into a purpose.	Yes, because this brochure is about how they took her foundation and made it into an Act of Congress. This foundation dealt with international goodwill, human welfare, and public health.	This brochure shows what an impact she made and the all the contributions made to the Eleanor Roosevelt Memorial Foundation.
I choose this brochure because I would love to also someday have my own wild successful business. Seeing woman from the past being able to succeed only motivates me more to strive and I would	Yes, because this shows an all female owned/operated business.	They were a wild adventurous group of women who created and operated their own business. Most people expect men to white water raft and have male tour guides, but here there are all licensed women in control.

Figure 1 Metadata sheet segment illustrating the three user-centric questions.

Selecting an Item

One student reflected on the reason an item was chosen- *"I choose this sticker because of its powerful message and its connection to the ongoing battle for reproductive rights. Because reproductive rights are an ongoing issue, this sticker could be from any time following Roe v. Wade and the legalization of abortion. This piece is important because reproductive rights are some of the foundational rights required for female liberation."*

Preserving history was not a usual task done by students. This opportunity changed it. Students mentioned that they were never put in a position of such power before this moment. Several reflected on how the item/s linked them to their current

activism leadership and how they could understand better the challenges other leaders faced before them while working for the same cause. It felt as if history was becoming alive.

“It’s almost as you are going back into time throughout history, being able to step foot in the past while holding these letters (Lewis and Clark 150th anniversary) (Lily)

These three questions allow students to reflect deeper about their choices. Mere preferences or curiosity, although engaging, were not the selection motive per item. Students were encouraged to analyze their selection through the lens of the Women’s Movement history, proving their knowledge on the subject.

“Using the social constructed connection of women to fashion with the progressiveness of change was the main reason I selected this artifact. But reading further this pamphlet was so interesting to me because of the even in 1971, the idea of progression and change the rights that these women are fighting for are no different than what we are fighting for today. It made me feel connected to the women and their fight in this era, therefore a connectedness to the women’s movement as a whole” (Ann)

Service-learning Showcase

Our university has a student showcase on the Service-learning projects driven by students with community partners sponsored by Experiential Learning, in fall and spring semesters. Students submit a proposal, complete a poster and present it on the day of the showcase. Faculty from other Service-learning courses serve as judges for the event. Winners received grants, scholarships and recognition for their efforts. The Women’s and Gender Studies program has won four times on the category of Social Justice and Digital Activism. By participating on this showcase my students had another opportunity to create awareness about women’s history and about the collection in campus. On fall 2017 four of my students won the Social Justice Award (nonmonetary) at the showcase. That semester there were 66 entries, with 175 students competing for 4 recognition awards and 14 scholarships totaling more than \$12,000.

Reflections

Teaching history to students provides many opportunities to connect the past with the present. Some of the student’s candid comments illustrate their lack of experience with historical items while others gave in-depth reflections of how they felt touching and holding an original item from a time long gone. Reflections for the Service-learning project constitute a graded part the project, which is 30% of the final course grade. Students were given a rubric on essay writing to encourage their best effort and to guide them in the construction of the reflection. In-class exercises also encourage students to describe and complete metadata on items brought to the classroom.

Student Reflections range from total awe over the items included in the Judith and Warren Kaplan Women’s History Collection to much anticipated interest in working with metadata. To follow are some of their comments on the user centric metadata entries and their final reflection of the Service-learning project.

Significance of the exercise

In order for women to share our stories, we must first learn them, and the effort to preserve the Kaplan collection is a primary step in maintaining the legacy of the women's movement. (Mary)

The metadata provided by the students of "First and Second Wave feminisms" is a first step in preserving this feminist history that is so necessary to the next generation's survival. (Cathy)

After viewing the Kaplan collection, I realized that I read through articles, looked at pamphlets and stamps, etc. with a new appreciation for women owning their craft and working with their minds and talents. The ability to incorporate women's history, men's history and the history of the world is important to understand how and why we are in the position we are in today. Without a background that is well rounded and diverse we could not understand and appreciate humanity. Judy Kaplan's collection was a gift to me because it allowed me to dive head first into a side of history that I feel all should be craving to learn about. (Holli)

I was angry when I read an advertisement urging the women of Michigan to vote because they are being taxed without political representation. I was inspired by the Trans-Oceanic Record Flight by Amelia Earhart that I cataloged. However, more important than these surface feelings was the overwhelming connection I felt to my foremothers. More than any one emotion, I felt a deep connection to the women I was learning about as I worked through the Judith and Warren Kaplan Collection. (Layla)

This project was unlike any other Service-learning Project I have ever had to do and I am so grateful for the opportunity to learn from something so much. (Shannon)

When I was working on the Service-learning Project, I felt a vast array of emotions. Tired, focused, astonished, amazed, inspired and thankful. Tired, because it's hard work, but these women are worth it. Focused, because you have to pay attention to the details. Astonished, because of the grit it took to be a woman in this time. Amazed at their strength. Inspired, because I want to be like them and thankful, because without these beautiful women I would never be able to do the things I do today, like go to college or vote. (Sierra)

The importance of the Service-learning project

This service-learning project was one unlike any I've ever done before, as an Elementary Education major, I spend most of my time doing service-learning and hands-on activities in schools and with children. However, this is the first time I've been able to do something so hands-on with history. (Valentina)

Most of my motivation during my Service-learning experience came through the personal experience and connection I had with each item I examined. I was pleasantly surprised to realize I truly enjoyed going through the Kaplan collection and learning about just a small portion of the experiences for feminists in previous generations. The connection formed between generations of women striving for equality gives life to a movement and intensifies the passion to achieve even greater things for women everywhere.

(Dana)

I can honestly say this is one of the first service-learning projects I thoroughly enjoyed completing. At the beginning, I was slightly confused as to our purpose in the collection preservation, but by the end, I had a solid understanding of our role. I am honored to have been able to look through the collection at my leisure and examine as many items as I pleased. The overall experience with my fellow classmates and administrators was extremely pleasant and easy-going. The choice to take a minor in Women and Gender Studies has been one of the best of my college career thus far, and I am excited to continue my studies in feminism independently in the future. As a future elementary educator, I am fortunate to be able to spread ideas of equality and acceptance in my classrooms for my students and coworkers. (David)

To conclude, this project was amazing. It made me really take my time and think about history and how all of these things I am learning about now, really happened. I was able to see pins that may have been on a woman's shirt at an abortion rally. I was able to touch a postcard discussing National Women's Organization dues and information. That is simply amazing to me. (Lexi)

Overall, my experience with the Kaplan Collection was enlightening and empowering. The stories that Judith Kaplan was able to collect and tell through even just a newspaper clipping or a sticker are strong ones. These small items tell the stories of strong women who fought and are still fighting for the rights that women deserve. I can only hope, for myself, that in my lifetime I do something noteworthy that would inspire someone to save a memento of my accomplishments. (Alana)

This article strengthens the Kaplan collection because it gives insight into the opposition women faced from other women who opposed the ERA. Negativity supplements the collection and makes it more well-rounded. (Holli)

I have written countless essays on women's oppression and crafted zines on self-harm yet none of that work was as impactful as my experience cataloging relics and memorabilia from the women's movement from the Judith and Warren Kaplan Collection. There is a profound difference between reading Elizabeth Cady Stanton's biography in a modern textbook and reading a hand-written note from Stanton to Susan B. Anthony. Holding pieces of history in my hands propelled my feminist journey far beyond what I ever imagined. (Layla)

On Women's Issues

As I envisioned myself in the midst of each wave of feminism, I most often experienced feelings of pride and strength. (Mary)

When flipping through the artifacts this was the first to catch my eye, especially with the growing conversation of the still-present wage gap between men, women, and minorities in the U.S. Like most of the artifacts I selected, I became interested by a sense of humor in their content that was, at the time, meant to be serious but today is comical to read and mock the sincerity in the oppressive messages. This artifact was also interesting because it showed the actual numbers of the wage gap that are not

always known, it shows the gaps that were so much wider than they are today but explains in the text the understanding and correctness of the wage gap. (Riley)

All in all, I wouldn't trade the hours I spent looking through the Judith and Warren Kaplan Collection for anything. The letters, documents pictures and objects I was lucky enough to view instilled a sense of happiness within me. The joy stems from knowing that I can keep history alive with the preservation of the collection, from increasing my knowledge of both the First and Second Wave of feminism and from teaching others what I have learned. (Layla)

It is important to teach students that men and their battles were not the only thing that America was founded with. Women were there. Women had their own battles to fight plus the ones going on around them every day. I plan on preserving women's history and legacy, much like Judith, by teaching my students about great women in my future classrooms.

(Shannon)

Conclusion

In conclusion, metadata could perform multiple functions: bring forth relevant data, provide a complete description, and allow for fast research among topics. I believe students outside of the major of Library Science benefit by understanding another method and a new format of cataloguing. Metadata gives the student clarity and precision when describing an object. Furthermore, metadata could be taught in all sorts of classrooms environments since it is a perfect method for observing, organizing and making decisions. I will argue that visiting a special collection creates awareness of the library offerings and also forces students to enter the building and spend time studying artifacts. Although the Judith and Warren Kaplan Women's History collection has more than 3,000 books, I selected the artifacts as the center of our metadata exercise. Students were given a brochure prepared by this instructor on the collection hoping students will return and use the collection for other classes.

Although at first my students were reluctant to spend the time to walk to the library and sit with a box of items- they soon realized how special their job was of describing each piece. It is a diverse and remarkable collection full of surprises.

In regard to the user centric metadata, I found that students need to reflect in all endeavors they encounter. We give them too many objective exams that do not capture their intellectual capacity nor do they complete them with precision or interest. A similar issue I may argue appears in the lack of reflection on Student Perception of Instruction instruments in regard to Service-learning projects. Students often hurry their answers or use the written comment space to only criticize simple matters like the textbook selected. Reflections on Service-learning projects, even though the SL project constitute 30% of the student's final grade, is often seen as a way of describing once again what they did for the service-learning component of the class without adding a substantial reflection about it. Students write a reflection as part of the project's grade but do not offer any reflection on the Student Perception of Instruction instrument. I have used my

own version of the SPIs to capture the Service-learning part of the class since there is no place in our institution's SPI to incorporate community impact or collaboration. As we move into a more inclusive learning environment- in and outside of the classroom should be reflected in the questions ask of students. Therefore, I would suggest a separate entry for those courses with SL classification to allow a space for students to reflect. I believe we need more feedback on the work done within our communities or Service-learning will not be appreciated with the academic rigor and organization it deserves. In addition, those faculty working in SL courses do not get the administration's attention since the student's reflections are not part of the official SPI instrument, thus creating a system of anecdotes and word of mouth communication to reward efforts.

Although the SL project requires an in-depth reflection, other faculty do not read them, nor your chair or other students. The reflections are for the instructor to read and grade and for some students to share if they enter their project for the SL Showcase, which few of them enter every term. I think by others reading the reflections the project retains a longer life. Furthermore, such efforts can also be showcased for teaching performance, awards or recognitions. With the same token, metadata without user-centric items fails to allow reflection to take place. Organizing and cataloguing entries is important but listening to the experiences of how a student learns is more significant to me as an educator. I would argue that combining the user-centric metadata with the algorithms provides the perfect combination, allowing each individual to contribute in unique ways.

Future Outlets

The main concern my project was trying to challenge is the lack of visitors coming to the Special Collection and Archives at our university. Having a metadata project for the Judith and Warren Kaplan Women's History collection provides students and faculty a more complete idea of each item and hopefully increases the interest for coming to the collection for a closer look. As an interdisciplinary program, Women's and Gender Studies could partner with the History and English Department on a similar metadata project combining their students to work on the collection.

I would also like to see other Women's and Gender courses taking on the metadata challenge by collaborating with librarians and archives' personnel. Each semester, with seven classes completing Service-learning projects, this metadata initiative could be enough to finish cataloguing the Kaplan collection.

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