



Sum of all GLAMs Onboarding Project 2022

Final Report

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1. Introduction

Sum of all GLAMs is an initiative to improve the information about heritage institutions on Wikidata and to promote the use of this information on Wikipedia and in other projects. The goal is to achieve a complete and high-quality inventory of heritage institutions and make this information available on an international level.

Sum of all Swiss GLAMs is a spin-off of a first “Sum of all GLAMs” project, carried through by Wiki Movimento Brazil in 2019 in collaboration with OpenGLAM CH. The Brazilian project, which was kindly supported by the MY-D Foundation, focussed on the creation of templates enabling the automated use of data from Wikidata in Wikipedia (infobox and M-Babel templates in different languages). In parallel, the project “Sum of all Swiss GLAMs” analysed the current state of data quality, data modelling and data completeness related to Swiss GLAMs on Wikidata.

Between January 2021 and March 2022, OpenGLAM CH carried out a follow-up project, entitled “**Sum of all Swiss GLAMs Onboarding Project**”, the main aim of which was to enable Swiss heritage institutions and their umbrella organizations to actively participate in data maintenance on Wikidata alongside volunteer contributors. This was to be achieved through the organization of introductory workshops, the provision of online tutorials, as well as communication measures targeted at GLAM professionals.

After this project was completed in March 2022, a follow-up project was launched, running from April through September 2022, with the goal of consolidating the previous work and complementing the set of tutorials. The remainder of the year is reserved for the planning of the ensuing project phase and securing funding. It coincides with a longer absence of the project manager due to a civil service assignment.

The project consisted of three work packages:

- **WP 1 – Project Management**
- **WP 2 – Workshops / Tutorials / Website**
- **WP 3 – Communication Campaign**

The project was carried out by the following team members:

- **Gaston Wey** was appointed as project manager in June 2022. He was responsible for project management (WP 1), for tutorial production and the workshops and the maintenance of the website (WP 2), as well as the communication campaign (WP 3).

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- **Andrea Allemann** initially acted as project manager before handing over the task to Gaston in June. Her activities focused on consolidating project outputs from the preceding phase and on ensuring a smooth handover to the new project manager before leaving the project in August.

The project furthermore benefitted from the following volunteer contributions:

- **Darienne Hunziker** and **Nadia Hanessian** were involved in the review of the tutorials in English and French. Both work for the association Opendata.ch. They read through the tutorials and tested them. The changes were then adopted. In this way, the tutorials could be checked constantly.
- In addition, the French tutorials benefitted from the cooperation with **Frédéric Julien** and the **Canadian Association for the Performing Arts (CAPACOA)**, who reviewed the tutorials.

The remainder of the report is structured as follows: Sections 2 to 4 contain the detailed reports of the work carried out in WP 2 and WP 3, putting the project output in perspective with the original project plan and indicating the key learnings. Section 5 gives an overview of the project resources, and section 6 contains some concluding remarks and an outlook on the next project phase.



2. Tutorials / Website (WP 2)

The second work package included the creation of tutorials and their integration on the website, <https://tutorials.schoolofdata.ch/>. This work had already been initiated in the preceding project phase. However, many tutorials had not yet been translated and integrated into the website.

The goal of this work package was to translate all the existing German tutorials into English, and a portion of the tutorials into French. All the completed tutorials were uploaded to the website and to YouTube. In addition, several new tutorials were created.

2.1. Tutorial production

The process for the tutorial production typically is as follows:

Step 1: Prepare a PowerPoint presentation with the script in English as notes and the screenshots of the process.

Step 2: Convert the script into audio files with spoken word; for this, a Python script was used which converts the text into MP3-format using Google-Text-to-Speech.

Step 3: Insert the audio files into the PowerPoint slides and adjust the animation according to the spoken word.

Step 4: Translate the script into another language and replicate the screenshots in the new language.

Step 5: Repeat steps 2 and 3.

Step 6: Submit the tutorial to a final quality check and upload it to the website and publish it on YouTube.

2.2. Completed Tutorials

Table 1 below contains an overview of the tutorials produced so far in the different languages. The tutorials marked with an “x” had already been completed during the preceding project phase, while the tutorials marked with an “N” were added during the present phase (April to September 2022).



Table 1: Overview of Completed Tutorials

TUT	Topic	DE	EN	FR	IT
TUT_01	Create an account	X	X	X	X
TUT_02	Simple edit: add website	X	X	X	X
TUT_03	Add street address	X	X	N	
TUT_04	Add coordinates	X	N	N	
TUT_05	Create and add director				
TUT_06	Add number of visitors	X	N		
TUT_07	Useful gadgets				
TUT_08	Image upload (Commons)	N	N		
TUT_09	Short intro video				
TUT_10	Easy query: museum without website	N	N		
TUT_11	Easy query: ways to show results	N	N		
TUT_12	Link wikipedia with wikidata				
TUT_13	Organisation / venue / collection				
TUT_14	FR: how to introduce a WD-driven infobox in a Wikipedia article				
TUT_15	Archives at				
TUT_16	Show institution on map				
TUT_17	Create an Item				
TUT_18	subscribe to item				
TUT_19	Query: art museums with women as directors				
	Total	8	8	4	2

Thus, during the present project phase, the number of completed tutorials was almost doubled, bringing the overall count from 13 to 22 completed tutorials. The goal of translating all completed German tutorials from the preceding phase into English was achieved. In addition, new tutorials were produced in German and translated into English. Finally, several tutorials were translated into French; two have been completed, while 3 are still pending review.

2.3. Website

Work continued on the website <https://tutorials.schoolofdata.ch> during the course of the current project phase. The website had some shortcomings that had already been identified in the previous project phase. In the course of the current phase, all tutorials marked as finished were uploaded to the website. Also, tutorials that were incorrect or unfinished were removed from the website. The website is now in a better condition, as the tutorials have



been properly classified and the corresponding YouTube video has been added to each completed tutorial. As a result, each tutorial appears in a compact package. Each appears with a description, a YouTube video, and the PowerPoint to download. Figure 1 shows an example of a tutorial entry on the improved website.



Figure 1: Example of a tutorial entry on the website

2.4. YouTube

Figure 2 shows the development of the YouTube statistics during the current project phase: During the six months, the tutorials got over 450 views, with view statistics increasing over time which reflects the fact that many new tutorials were uploaded towards the end of the project phase. At the beginning of the project we only had 5 subscribers. Now we have 17, so there has been an increase by 12 subscribers.

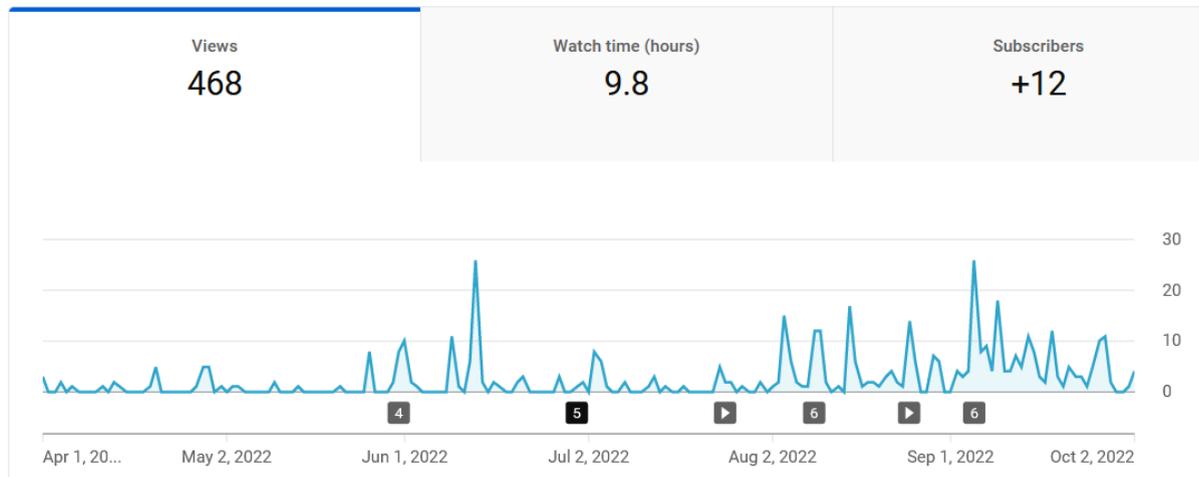


Figure 2: Development of the YouTube statistics during the project phase

2.5. Key Learnings and Remaining Challenges

The project has shown that with enough practice, the tutorials can be produced at a rapid pace. In the beginning, the tutorials had taken a while to produce. However, by applying the improved workflow from the preceding project phase, the average time needed for the production of a tutorial has significantly decreased compared to the initial phase. The key factor is that the tutorials are now sent for correction with only the content and script. This means less work for the person correcting as well as the person producing the tutorials, as the soundtrack does not have to be produced several times after correcting for errors.

The second reason why the production went faster during the present phase is that many of the tutorials had already existed in German. This meant that the tutorials only had to be translated. The functionality did not need to be tested anymore, because this was already done. For this reason, a process step was skipped and time was saved. This is also a great learning for further production in other languages through a crowdsourcing approach. You can show the community that replication does not take very long. The big effort is to create new tutorials from scratch. This lowers the threshold for people from the community to participate.

However, while the production of the tutorials could be accelerated, the processes related to the upload of the videos on YouTube and their integration on the website remain quite lengthy.

In the future, increased efforts should go into the promotion of the tutorials among potential users, e.g. by regularly announcing new content on Twitter, LinkedIn and Facebook, which facilitates the sharing of the news. Furthermore, the website should be promoted more actively, especially after tackling some remaining quality issues and moving it to its new URI

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(<https://tutorials.openglam.ch>). And finally, the idea of the Tutorial Factory relying on crowdsourcing for the translation of existing tutorials and the creation of new tutorials should be conveyed on the website as well.

In order to get people to replicate the tutorials in the future, it would be advisable to partner with other organizations in the respective language regions. In this way, further resources can be mobilized and the network can be expanded.



3. Workshops (WP 2)

The second work package (WP2) also included the workshops: On the one hand, introductory courses to Wikidata were offered in German and English. The focus was on an introduction to Wikidata in order to get more people interested in the database. In addition, as in the last project phase, digital coffee breaks were held during which missing Wikidata entries were added. The coffee breaks were held in German, French, or English, depending on where the participants came from.

3.1. Introductory Workshops

The introductory workshops to Wikidata were held in both German and English. The focus of the courses was to get more people excited about Wikidata. Thus, the registration was opened to all people who are interested. In the last project phase, the focus was more on GLAM staff, in this project phase the courses were for everyone.

The course was kept simple. It started with an introduction to Wikimedia so that the participants could get an idea of the organization. After that, Wikidata was discussed in more detail and the concepts of the knowledge database were explained. Next, participants were shown how to create a new data object and what they need to consider. Finally, the concept of SPARQL was explained to the participants and how they can use this query language. Figure 3 shows the contents of an introductory course.

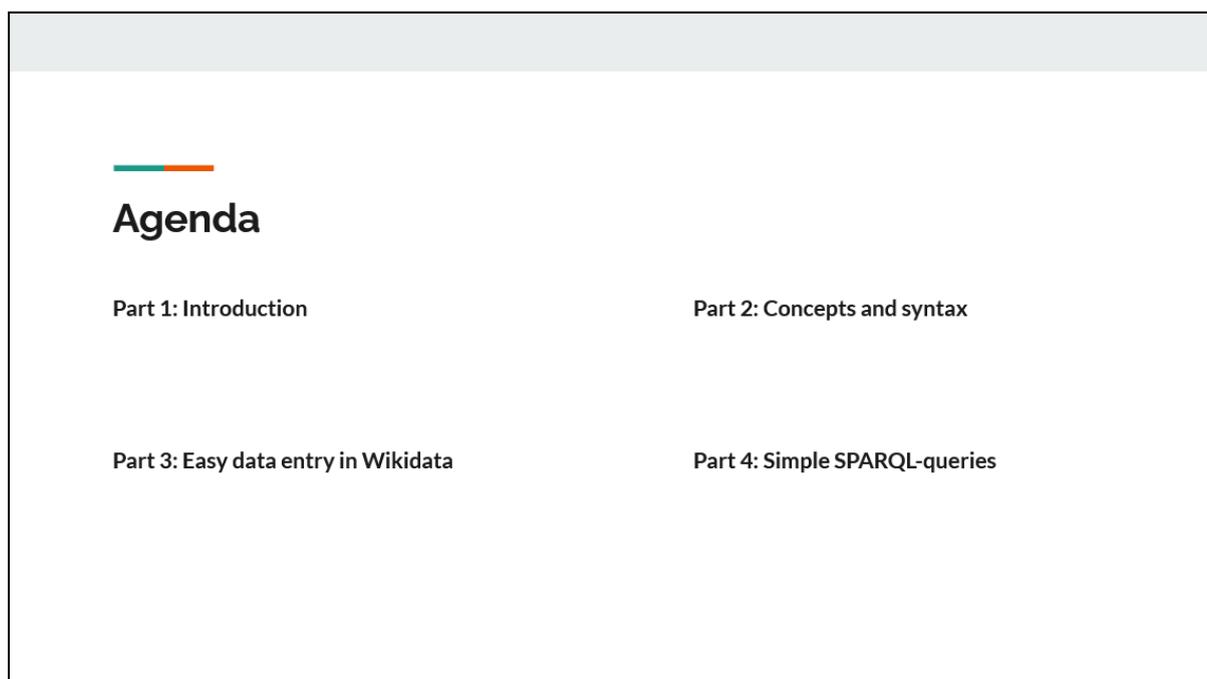


Figure 3: Contents of an introductory course



Table 1: Overview of Workshops

Title of the Workshop	Language	Date, Time	Number of Registrations	Number of Participants
Introduction to Wikidata (online)	EN	07.09.2022 10:30 - 12:15	3	2
Einführung in Wikidata (online)	DE	16.09.2022 10:30 - 12:15	11	9
Total			14	11

A total of 14 people signed up for the two courses. In the end, a total of 11 people attended the two workshops. The English course was unfortunately not attended by many people. The reason for this was that the newsletter advertising the two courses was published too late. The English course will have to be advertised earlier and more broadly next time. Note that in the last project phase, the English course had been more popular than the German one. The number of participants in the German course was satisfactory, as a target of 10 participants per workshop had been set.

The feedback on the course was very positive. As last year, many people told us that workshops helped them more than tutorials. This time, too, participants expressed several times that the topic around Wikidata is too complicated for self-study and that they needed help at least for the start from people who know it well. During the workshops it became obvious that SPARQL in particular leads to difficulties. Many participants were deterred by the query language as they had never worked with it themselves. Perhaps in a future project phase, a workshop could be offered, which deals specifically with SPARQL.

3.2. Wikidata Coffee Breaks

In addition to the courses, Wikidata coffee breaks were held again. They were conducted online via Zoom. The coffee breaks took place twice in the morning and twice in the afternoon. The coffee breaks were about finding and adding missing information on Wikidata about museums in Switzerland. For this purpose, a SPARQL query was created to find the missing information. This code was then given to the participants. They only had to execute it. A total of 16 people took part over the four days, and almost 250 statements were added to Wikidata.

Compared to the introductory workshops, the coffee breaks were like a cozy get-together, similar to a coffee break in a company. In this project phase, the focus during the coffee breaks was on the museums in Switzerland. In the last project phase, the focus had been on performing arts. In the next phase, the focus could be more on archives or libraries.



3.3. Key Learnings and Remaining Challenges

The workshops bring a whole range of benefits, so that it is worth considering increasing the offer. Firstly, it requires a great deal of self-initiative for people to go through the tutorials themselves and orient themselves with regard to the learning content. This is because no one accompanies them or even observes them. If they have questions, they cannot ask anyone. This is exactly the problem that the workshops solve. At the workshops, we always have people with us who are familiar with Wikidata. This allows the participants to always ask questions about the content. They are being introduced to the topic of Wikidata step by step, in an interactive fashion.

Secondly, the workshops are events which people specifically sign up for. They then take part in an event along with other interested people and can exchange ideas with each other. This fosters a feeling of togetherness and gives people an insight into a community that they can also find on Wikidata.

The coffee breaks are a good complement to the workshops and can be held several times a year, as there are always enough interested people. Thanks to the coffee breaks it is possible to motivate more people for Wikidata and to introduce them to the community.

The combination of guided learning, theory and tasks after theory are the right steps to bring people closer to Wikidata. Participants can always refer to the tutorials on the website and YouTube after the courses. However, the people then already have a basic knowledge from the workshops and can individually approach the tutorials to their liking. It makes sense to introduce people first and then let them practice by themselves.

One of the challenges is attracting enough people to participate in the workshops. To do so, communication channels need to be identified which allow us to reach people potentially interested in Wikidata. To do so, social media and mailing lists should be used more extensively.

Another challenge lies in the fact that the content becomes too complicated for many people quite quickly. This was particularly apparent, when diving into the topic of SPARQL. Many people are interested in Wikidata, who have no technical background. Thus, the courses need to be structured in a way as to ensure that non-technical people still feel comfortable and are not put off by technicalities.



4. Communication Campaign (WP 3)

The third work package (WP 3) foresaw a communication campaign. This work package comprised the development and implementation of a website and an outreach campaign both online (website, newsletters, social media) and offline (presentations at conferences). The goal of the campaign was to encourage GLAMs and performing arts organizations to edit their own Wikidata entry and to provide information about holdings. To incentivize GLAM and performing arts organizations and their staff to contribute to Wikidata, core information contained in Wikidata was to be displayed on an interactive map, drawing attention to lacking information. Online tutorials and online/offline workshops were to be promoted to guide GLAM and performing arts organizations staff in their first steps on Wikidata.

The communication campaign was not fully implemented due to the lack of resources and the short time span for project implementation.

4.1. Key Learnings and Remaining Challenges

Certainly, a follow-up project should put a stronger focus on communication. It is one thing to produce the tutorials and to conduct workshops, the other thing is proactive marketing making use of a variety of communication channels. Another challenge lies in the fact that the website is not yet 100% functional. Some of the remaining issues will be addressed during the remainder of 2022.

A learning process was also the use of different mailing lists that can be used for marketing. The German course was successful in terms of the number of participants thanks to its promotion on several mailing lists. For the English courses, relevant communication channels at the international level need to be identified and partnerships with like-minded organizations established.



5. Project Resources

Table 2 below gives an overview of the financial resources of the project.

Table 3: Overview of financial resources

	Budget	Effective Costs / Revenues
Expenses		
Project Management (WP 1)	5'100 CHF	2'500 CHF
Workshops / Tutorials / Website (WP 2)	29'750 CHF	16'500 CHF
Communications Campaign (WP 3)	5'100 CHF	1'000 CHF
Total, excl. VAT	39'950 CHF	20'000 CHF
VAT (7.7%)	3'076 CHF	1'540 CHF
Total, incl. VAT	43'026 CHF	21'540 CHF
Revenues		
Wikimedia CH	4'250 CHF	2'500 CHF
Pro Helvetia	10'7000 CHF	0 CHF
Hasler Stiftung	10'000 CHF	10'000 CHF
Friends of OpenGLAM	15'000 CHF*	7'500 CHF
Total	39'950 CHF	20'000 CHF
VAT (7.7%)	3'076 CHF	1'540 CHF
Total, incl. VAT	43'026 CHF	21'540 CHF

* Note that the budgeted amount has in part been spent on the 2021 edition of the Sum of All Swiss GLAMs Onboarding project (on the 2022 budget, due to the project delay).



6. Concluding Remarks and Outlook

The project was successful over major parts except for the communication campaign. A large number of tutorials were translated into English and a few also into French. In addition, several new tutorials were added to the collection. The workshops and the coffee breaks were again a very good experience as the feedback from the participants was very positive. Thus, the objectives of all the work packages have been fulfilled, with the exception of the low turnout for the introductory course in English due to a lack of advertisement. The communication campaign was not properly implemented due to a lack of resources and time. In the follow-up project, suitable communication channels and communication partners need to be identified in order to promote the various learning offers.

An important next step consists in improving the website and its marketing. A few small things still need to be adjusted on the website. This includes fixing bugs and moving the website to a new domain. In addition, the tutorials must be made fit for use in the context of a crowdsourced “Tutorial Factory”. For this, partnerships with like-minded organizations in other countries should be established.

In addition, more Wikidata courses need to be offered in the future. There is substantial demand for the courses if properly advertised, and they can serve as an entry point also to the tutorials and the coffee breaks. It would certainly be necessary to produce a course only on SPARQL, as this aspect causes the most difficulties to participants. In addition, advanced courses should be offered to reinforce what the participants have learned.