

What for you is the main topic/point of the series of interviews?

- progress
 - I suppose it's the background of the project that you're working on, so you've got your narrative of the progress H4
 - One point is the story of how the data made a journey from these manuscript records through various forms of publication and digitisation H5
 - It's a story of the data rather than the story of the university C24
- context
 - You're getting so much more information out there, aren't you? Yeah, and you're getting a you're you're getting a wider story about the university H6
 - And also, well, how badly women were treated in the university as well H6
 - And I thought this was really impactful, actually seen the impact of the arrival of women H6
 - I think about the kind of records transcription with a nice little flourish of look at all these forgotten women at the end C25
 - And I think it's very interesting because there's so many people there who were disadvantaged women. The value of it, and people [sic] making the best of it by getting some degree rather than not getting it at all. That must be a surprise to a lot of people. C24
 - And then I think towards the end I think to me, I mean this was I am a woman. I'm also doing work on gender bias, so the topic resonated by the kind of awareness of this whole other record. Or set of records that was found during your work and the story that kind of comes out of all of those other women. Like this topic is just really quite impressive to me. There has been a lot of people that were very excited, a lot of women that were very excited to be able to enroll in a university, even if they couldn't go in person. And so that to me just opens up a lot of future research directions and says a lot about what isn't being included and the kind of information that we just don't have that limits our analysis and limits the ability to be certain about the kind of analysis we can do on our historical records C26
 - my personal preferences were oh, look at the cool women stuff towards the end, so this discovery [sic] is really cool and is missing for quite a long time of this new writing story C24
 - I think the wider story as well as just how small a place of history women in higher education takes up and also like the way that you know, I followed there is a different look for all of their records, and they weren't first allowed to study there. Like there's a message about women in academia there, which I think is also really interesting to see digested here. And that's comparable with the efforts in digitisation and the accuracy of the records, and stuff, right, so like very did they have less opportunity to study there but also there's simply less record of women's involvement in academia. And I think that's, you know, it's a really quite powerful message actually just that that suppression of their presence in academia C23
- continuity
 - And I like the idea of seeing the continuity of the record creation visualised in a circle. And that's really helpful because it gives a sense of the fact that this is an ongoing task which covers a whole set of years of the university's history, but also is visible in various times by different people, and I think this gives a sense of continuity and effort and endurance. So I really like seeing that portrayed in a circular fashion and already something able to visualise which aspects of the work, or the collection was done at at what particular time. And I think it's really helpful to do as different together. And for you to be able to show that. So if you've got the whole circle, I really like that. H2
- labor
 - Well, I guess for me it's the story of the manual labor, and how long it takes to produce these outputs. The number of different people involved. Blending over successive generations, inheriting or leaving, members and visitors of students and activities. The true job is really a sort of team effort over a century or more which is something that I don't think is often apparent to the end user H4
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 - I think it does quite a good job of reminding people of the labor involved in such a project. So I love that's one story.
 - Yeah, for me, the new structure the labor involved in each stage of sort of editing or transcription or uploading to a new form of record keeping. H5
 - Yeah, it was nice seeing all the people that we had in this project for such a long period of time C22
 - It's interesting to see how people have dedicated years and years getting the data into useful formats. C24
 - So I think initially that started out as just this process of working with older records and modernising them into different formats so that further research in them can be done more easily with the tools available to us with digital technology these days and there's also this sort of building of different people instead of creating these records that you kind of see going on as well. C26
 - the work and the effort involved in the transcription process, I think the everything aspect of that really does have much more going into these different processes of digitisation and you know, as as someone that works with data in data visualisation I sometimes find it a bit for granted that data is really available, and yet there are clearly reasons like this where a huge amount of effort needs to go in to make that data available for creation of you know, even a simple visualisation would take months of human work to create the computer program. So that's really important for me C23
- verification
 - While at the same time knowing that I've got the confidence of being able to go back to the digitalised version if I need to, I mean as I would. I would have where this is really great, really interesting and enables you to engage in a lot of deep in and analyse away. For some purposes, you will do reaction to be able to go back. H2
- authority
 - They need to know that information that's in the system is validated by the fact that you've gone back to the originals, which you're clearly demonstrating. For this series authentication, you haven't made a copy, and and perhaps have checked the data, image you're using and files, but basically you're checked the data and you've made it as a check as you can with whatever resources you want to put in place. H2
- record keeping
 - And I think if anything, we often quite it's almost seems embarrassing to say that you spend a lot of time and money repeatedly on the same set of records because it makes it sound like you didn't get it right the first time, or that you're just re-making the same ground. Whereas I think this does a great job of explaining the sort of ongoing, hopefully with the intention that you're making it better and more usable each time, right, and adapting your technology and the kind of thing. H11
 - But also, when do we even split? I assume say like metadata. The history of the history of the region. I mean, the history of the history of studying the students of Saint Andrews, here the the fact that this job of just re-making handwritten stuff and archive gathering information further information about these people takes so much more time and so many people compared relatively to the modern effort, which admittedly probably has more people attached to it, but for shorter periods of time. But I mean only that the cycle at most, and none of the work that I did that you've done would have been possible without these. Which is, 40 years of preparatory work I take without, without work and without the disciplines. Like none of this would have been possible, and so that combination of the history of the history, the historiography I guess H4
- story that doesn't get told
 - It emphasises very much like the L&L records, for instance, emphasis less having an additional source of information can just really mean that for certain range of time you have a lot more data and a lot more detailed data in an extent. Because you've got me just the fact that the L&L are in their digitalised and in formation, but they couldn't be more information in the facts that you know that they were L&L students. So that goes out a whole new element to add to all the visualisations C24
 - Well, it's interesting because it shows the history of the university of the students of the university and other as well, and it's given a great idea of these records and what's collected over the different time periods actually changed. And what we were able to gather from it because of that. Because of the way it was recorded C24
- official vs L&L
 - And then I think towards the end I think to me, I mean this was I am a woman. I'm also doing work on gender bias, so the topic resonated by the kind of awareness of this whole other record. Or set of records that was found during your work and the story that kind of comes out of all of those other women. Like this topic is just really quite impressive to me. There has been a lot of people that were very excited, a lot of women that were very excited to be able to enroll in a university, even if they couldn't go in person. And so that to me just opens up a lot of future research directions and says a lot about what isn't being included and the kind of information that we just don't have that limits our analysis and limits the ability to be certain about the kind of analysis we can do on our historical records C26
 - Like there's a message about women in academia there, which I think is also really interesting to see visualised here. And that's comparable with the efforts in digitisation and the accuracy of the records and stuff, right, so like not only that they have less opportunity to study there but also there's simply less record of women's involvement in academia. And I think that's, you know, it's a really quite powerful message actually just that that suppression of their presence in academia C23
 - So I think it does a good job of telling that story that we don't really read each otherwise. H4
 - There's the historical story, the story of the students, for thing, you know, the male students who were at Saint Andrews, he is the female students who, even actually even he said studied officially he is the region, the the female then original record. So that's the one part is the actual historical data H4
 - The other story I'd say relates to this and tells in student numbers and also the relationship of official enrolled students in the university and that L&L, so that's what it probably was as the two main ones
 - And also that story about the relationship between the L&L and the traditional students. H5
- finding justification
 - and how it changed over time and how many different sources of different types of data there are and how they could all come together to make a more complete set. And it's just it's just interesting to explore the history of the student population of the university C24
 - And the actual history is a very interesting and valuable read. And I think with this kind of particularly with this kind of data analysis where you're taking, you're so far removed actually from the original source because I mean, the original sources for this are what sources, collected and the original university registers. You're so far removed from those sources that actually having this looking of what happened to me as just as important as the actual data. I, yes, now, now seem did a very good job. He referenced all of his stuff like, you know, in that sense, it's not really a problem, but I at least I found when I was working with material history that you couldn't just use the sources. You also had to know how the source got to you and this is knowing how the source, in this case a massive data set, came into existence. And I think that that's a very important thing to be doing much of and to think and also you know for finding reasons for the task this kind of data is gathered. We're gonna need more money
 - But but I think if you could probably use this to find of justifying this is gonna take time and it's gonna take effort and it's gonna read, you know, a significant amount of money. H4