



JISC Final Report

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1 Main findings

The main findings of the project are:

- The links forged between the University and Scottish schools were not only beneficial for all parties but are likely to be of significant use for future collaborations.
- There is an active and ongoing interest in the Scots language and Scottish place-names among the public online and in schools.
- Facebook is a valuable tool for this kind of research. Where a message board requires a degree of commitment from users to visit the site on an ongoing basis, Facebook allows the researcher to reach the user as part of their day-to-day online activity. While users will only participate on topics which interest them, it is unlikely that they will drop the connection through lack of interest, relieving the researcher of the need to be constantly engaging to all users, a factor which might be important in maintaining a message board following. We found Twitter more valuable as a tool for advertising the project and its research than for research itself. Message boards do have the advantage of allowing topics to remain open indefinitely and would perhaps lend themselves well to longer term projects if well advertised and sited alongside resources which would guarantee traffic.
- A website was necessary to host resources and to support structured data collection in the shape of input forms.
- The short period of the project did not provide a great deal of time to fully establish a large, loyal and interactive online community for this kind of research. Another strategy, which might prove more fruitful for future short projects, would be to build on the presence and brand recognition of partner organisations.
- Crowdsourcing new data on Scots language was hard to achieve, with a high proportion of data we received consisting of words and phrases which are already well known. We found that it was difficult to frame questions which would focus responses on new data without the risk of losing potentially interesting material. At the same time, we assume that it was also difficult for informants to determine what might be of interest to the project, possibly a demotivating factor. Where we appealed for information on specific words, already known to us, we received useful information in return, suggesting that social media might prove a useful research tool in this regard.
- Conversely, crowdsourcing informal place-names was relatively successful, perhaps because of a greater sense of involvement from participants, and social media does show good potential for further research of this sort.
- The web, and particularly less formal interactive media such as blogs, Twitter and Facebook, is a storehouse of Scots terms which seldom appear in print but which are nonetheless in current usage and as such is a valuable aid for research into contemporary Scots language.

2 Acknowledgements

The Scots Words and Place-names project was funded by JISC under their content programme: Enriching and Developing Community Content. We should like to thank our project partners, Scottish Language Dictionaries and the Scottish Place-Name Society, along with our Advisory Board, comprising Pauline Cairns Speitel (Senior Editor, Scottish Language Dictionaries), Eileen Finlayson (Editor, Scottish Language Dictionaries), Alison Grant (Editor, Scottish Language Dictionaries and Secretary, Scottish Place-Name Society), Robert Hamilton (Director of Community Engagement, University of Glasgow), Christian Kay (Convener, Board of Scottish Language Dictionaries), Andrew Prescott (Director of Research, Humanities Advanced Technology and Information Institute, University of Glasgow), Rod Purcell (Director of Community Engagement, University of Glasgow), Richard Sinnott (Director of eResearch, University of Melbourne), and Elaine Webster (Outreach and Education Officer, Scottish Language Dictionaries). We are also grateful to other colleagues including Marc Alexander, Flora Edmonds, Johanna Green, Sarah Hepworth, Robert MacLean and Kirsteen McCue for generously contributing their time and expertise. Additionally, we should like to thank Dawn Adams of Learning and Teaching Scotland for administering our Glow site, Bruce Durie of the

University of Strathclyde for his help with publicity, Louise Welsh and Amal Chatterjee for judging entries, Charles Kennedy for hosting the prize-giving event and the Friends of Glasgow University Library for sponsoring it, and Alastair Dunning for his advice and support throughout the project.

3 Project Summary

The Scots Words and Place-names (SWAP) project used the internet and various social media to promote and investigate Scots language use and to assess the extent to which these methods are successful for these purposes. The project was spread across several online platforms. The website (www.glasgow.ac.uk/swap) has input forms, which allow members of the public to submit either Scots words or place-names using Scots elements. The data on Scots words will be considered for inclusion in the Word Collection of Scottish Language Dictionaries (SLD), which contains the raw data used to construct Scots dictionaries. The place-name examples are being used to supplement a comprehensive glossary of Scots place-name elements, created for the SWAP project using the *Dictionary of the Older Scots Tongue* and the *Scottish National Dictionary* by Dr Alison Grant of SLD. In addition to this, Scots-related discussions have been encouraged using social media on SWAP's Facebook (www.facebook.com/scotswap) and Twitter (www.twitter.com/scotswap) platforms.

The project legacies include the Glossary of Scots Place-name Elements, which is to remain as a publicly-accessible resource, and the input forms, which allow the public to engage directly with Scottish Language Dictionaries and the Scottish Place-Name Society. The partner organisations have also committed to building a social media presence as a direct result of the SWAP project.

Alongside the main branch of the project, SWAP organised a schools competition which encouraged pupils and teachers to engage with the Scots language. This was run using a further social media platform, Glow (the intranet used in Scottish schools), and helped to bring the project to all age groups in Scotland. It was also important in strengthening links between schools, the University of Glasgow and our partner organisations.

4 Main Body of Report

4.1 Project Outputs and Outcomes

Output / Outcome Type	Brief Description and URLs (where applicable)
Public website and project page	www.glasgow.ac.uk/swap www.gla.ac.uk/schools/critical/research/fundedresearchprojects/scotswordsandplace-names
Glossary of Scots Place-name Elements	This is an academic and public resource, which lists Scots words present in place-names along with historical evidence, modern evidence and lexicographical information for these words. It is available through the public website (www.glasgow.ac.uk/swap).
Input forms with linked databases	Forms to allow the public to submit words, place-names and extra-linguistic information. These are located on the public website (www.glasgow.ac.uk/swap).
Updated Word Collection	New data incorporated into the Word Collection database of Scottish Language Dictionaries
Scots words and place-names submitted by the public	Data collected from the general public for the purpose of updating the place-name glossary and the Word Collection.
School competition	A competition was held on the theme of Scots words and place-names and was open to school children of all ages throughout Scotland. It was run using the Glow schools intranet and culminated in a prize-giving at the University of Glasgow. Our page url is: https://portal.glowscotland.org.uk/establishments/nationalsite/SWAP/default.aspx (only accessible with a Glow

	log-in)
Conference papers and publications	<p>Conference papers:</p> <p>Hough, Carole, 'Scots Words and Place-Names (SWAP)', Enroller Colloquium, Glasgow, 25–26 February 2011</p> <p>Hough, Carole, 'Scots Words and Place-Names: project report', Annual Conference, Society for Name Studies in Britain and Ireland, Canterbury, 15–18 April 2011</p> <p>Bramwell, Ellen & Carole Hough, 'Scots in the community: place-names and social networking', Twenty-Fourth International Congress of Onomastic Sciences, Barcelona, 5–9 September 2011</p> <p>Hough, Carole, 'Facebook and Falkirk, Twitter and Twynholm: investigating Scottish place-names with social media', Day Conference, Scottish Place-Name Society, Dingwall, 5 November 2011</p> <p>Publications:</p> <p>Bramwell, Ellen & Carole Hough (forthcoming) 'Scots in the community: place-names and social networking', <i>Names in Daily Life: Proceedings of the 24th International Congress of Onomastic Sciences, September 5th-9th, 2011, Universitat de Barcelona, Barcelona, Spain</i> Barcelona: Universitat de Barcelona</p> <p>Hough, Carole (forthcoming) 'Facebook and Falkirk, Twitter and Twynholm: investigating Scottish place-names with social media', <i>Scottish Place-Name News</i>.</p> <p>Bramwell, Ellen, Dorian Grieve & Carole Hough (in progress) article for submission to <i>Scottish Language</i></p> <p>Short articles: Scottish Language Dictionaries newsletters (Spring/Summer 2011 and Autumn/Winter 2011) Friends of Glasgow University Library newsletter (Winter 2011)</p> <p>Radio item: Culture Café, BBC Radio Scotland (21 June 2011)</p>
Special Collection exhibition	<p>An exhibition providing a succinct history of Scots in print was created for the schools competition prize-giving and a web page based on it remains available as a permanent resource. www.gla.ac.uk/services/specialcollections/virtualexhibitions/frommakaristomakarsscotsliteratureinspecialcollections/</p>
Social media presence	<p>Facebook page and Twitter feed www.facebook.com/scotswap www.twitter.com/scotswap</p>
Evaluation of social media use	<p>Evaluating the extent to which the use of social media is useful for the purposes of promoting and investigating language use.</p>

4.2 How did you go about achieving your outputs / outcomes?

The project aimed to engage the public in a discussion of Scots words and place-names and to assess the utility of various social media for crowd-sourcing and otherwise providing new evidence for Scots place-names and word usage.

Public engagement and social media

A social media presence was established by setting up Facebook and Twitter accounts. Additionally a website for the project was set up hosting a message board along with information about the project, the initial draft of the Place-name Glossary and, eventually, the word and place-name input forms. These were branded with the project's logo and the name scotswap and were promoted online by following and tweeting relevant Twitter sites, commenting on other relevant Facebook sites, etc. Similarly we contacted Neil Oliver, a broadcaster on Scottish themes with a large Twitter following, asking him to tweet about the project, which he did. We promoted the sites by traditional means also, distributing attractive place-name postcards (see Section 9 below) featuring links to our online sites and securing an item on Radio Scotland's *Culture Café* where we were represented by an experienced broadcaster, Bruce Durie.

Words were elicited from the public thematically, focussing on areas which we supposed may be richly represented in dialect. We provided a weekly theme, e.g. weather, rhyming slang, along with a selection of related words already on record. Place-name information was elicited in a similar thematic manner, e.g. informal place-names, nicknames for residents of certain towns. These themes were posted on each of our media outlets and visitors were encouraged to respond using any of these means or by filling in one of the input forms. As far as possible we tried to maintain a two-way interaction with people who did post words, comments and questions. On the basis that the words and place-names submitted by the public were likely to be commonplace to the people who use them, we were keen to avoid people self censoring on the basis that their submissions might be too obvious or too well known. Much, therefore, was made of all submissions regardless of the degree to which they were of scholarly interest.

We maintained close contact with our project partners throughout this period, with SLD and SPNS providing both themes and advice.

Building a place-name Glossary

A comprehensive Glossary containing, as far as possible, all Scots place-name elements was constructed based on evidence in the DSL. This was enhanced with historical and contemporary evidence and semantic and etymological information before being placed in a searchable online database hosted on the project's web site.

Improving the Word Collection

A sub-corpus of the SLD's Word Collection consisting of words and phrases which had been submitted orally and which lacked supporting context (in the form of a sample sentence in which the key word or phrase appears) was identified and was fed through Wordnik and Google searches. Positive results from this were recorded to be passed on to SLD.

During the course of this research it became apparent that some newer usages for which there is little evidence do appear in the crowd-sourced online dictionary, Urban Dictionary (www.urbandictionary.com). However, there is no satisfactory way of isolating definitions pertaining to Scots words. To this end, we mirrored a sizeable portion of the site using HTTrack (www.httrack.com) and assembled files containing the words 'Scots', 'Scottish', 'Scotland', 'Scotch', and the misspelling 'Scotish', with PowerGrep (www.powergrep.com). A small C# application was then used to pull out the definitions which contained these terms.

Schools Competition

Alongside the main branch of the project, we ran a schools competition with the intention of engaging school children and raising the profile of Scots in schools. Originally we intended to run this through Facebook, but it rapidly became apparent that this would necessarily exclude Primary school children as Facebook's terms and conditions prohibit members under the age of 13. We sought detailed advice on the practical aspects of running a schools competition from relevant members of the Advisory board, Elaine Webster and Rod Purcell and, additionally, from Kirsteen McCue, who had run a schools competition from the University some years earlier. A number of current school teachers were also informally canvassed on what approach might be most effective.

As a result of this consultation, we decided that the use of Glow – the Scottish Schools' intranet – would provide a good, safe venue for the competition, would potentially give the competition the widest reach (to both teachers and pupils) and would continue to provide the opportunity for peer judging. We contacted Learning and Teaching Scotland, who provided further advice on presenting the competition and set up the competition's Glow site using the materials we provided. A small collection of teaching materials appropriate for a variety of age groups was designed and made available on the Glow site with the intention of providing some supporting material to go with the competition.

On the assumption that it would be unrealistic to expect that school children would be prepared to go through a sizeable number of entries before casting their vote, we engaged a number of judges to narrow down the entries to three finalists in each age group. After this was complete, school children were invited to vote for their favourite entry in each age group using Glow's polling facility. As a formal end to the competition, the finalists, their families and teachers were invited to a prize-giving event at the University where they were given a tour of the University followed by an exhibition of the history of Scots in print in the University Library's Special Collections department. The winners were then announced in an event hosted by Charles Kennedy.

4.3 What did you learn?

Words submitted from the public were of varying degrees of scholarly interest, often confirming ongoing usage of words which are already relatively well known and attested. Occasionally, these confirmed continued usage of a word which has not been recorded in print for many decades. There was a small but significant set of contributions which were of definite interest. For example, we received previously unrecorded forms of words which are attested in the DSL, e.g. *scoof*, 'a drink', a variant of *scoop*, *gulsh* and *gulshing*, an abbreviated form and a verbal form of *gulshichs*, 'sweet things'. We also received valuable evidence for the currency of words about which there is little evidence. For example, the word *chankin* was submitted under our weather theme: 'Kilmarnock word for when it's cold - chankin'. And when YOU are cold, you are foonert (not sure of spelling)'. This word and definition does appear in the Word Collection with the bare definition 'cold' but without context or any corroborative citations. Users also initiated discussions on a variety of words and themes on each of our sites.

The opportunity for two-way communication with informants which social media provides has proved very useful. Where we solicited information about a specific word we received useful information in return. An appeal for information about *chankin* brought both geographical information and anecdotal evidence on the word's duration: 'We heard 'chanking' for cold 25yrs ago in Prestwick & Killwining'; 're: chankin': common parlance of Ayrshire too :)'. Although information concerning the *lack* of usage of a certain word in a particular region must be treated with a great deal of caution, we did also receive responses of this sort.

The evidence from Wordnik and Google searches provided valuable evidence for the usage of Scots words where there was little evidence in the Word Collection. For example, *hummel doddies* appears in the DSL with the definition 'woollen gloves having one compartment only for all the fingers and one for the thumb, mitts'. However, numerous message boards, blogs and web sites give the definition as fingerless gloves, rather than mittens. *Chankin* appears in several tweets particularly in the phrase *baw chankin*, confirming its active use, and where the location of the Twitter users was able to be ascertained these confirmed it as having currency primarily in the South West of Scotland. In general, these searches also throw up numbers of irrelevant hits, frequently due to homographic forms, and

often benefit from refining the search or attempting to garner more details concerning their source. These points suggest that there would be little point in automatically searching words found in the Word Collection and scraping the results.

For concrete nouns, pictorial evidence is often available also. A picture of a pair of hand-knitted fingerless gloves on the www.walkhighlands.co.uk message board receives the comment 'Nice Hummel Doddies', confirming to a degree that the phrase does indeed refer to fingerless gloves where there remained an outside chance that the phrase 'fingerless gloves' might in some parts be understood to mean mittens. Where the DSL defines *greenie pole* as 'a clothes pole', pictorial evidence suggests that the term is applied also to telegraph poles (where they are used to fix clothes lines) and that degree to which the fixture is permanent is also a salient factor.

Scraping Urban Dictionary for Scots entries produced a reasonable number of terms not previously recorded in the Word Collection, e.g. *jail bait*, 'Buckfast wine', *korbin*, 'Adj. Eastern Scottish slang for anything related to the emotionally unstable, unpredictable, and over all ridiculous', *clydewater*, 'An alcoholic drink made by mixing Irn-Bru and Scottish Whiskey [sic]'. Although many words are perhaps hoax words and many may never gain sufficient currency to allow their inclusion in an official dictionary, it may nonetheless provide a useful watch list for dictionary makers.

There was a great deal of interest in our requests for place-names. There were relatively more responses to requests for informal names than for official place-names. One appeal for informal place-names received 38 submissions, as against 19 submissions for the common place-name element *heid*. This suggests that the opportunity to exhibit covert local knowledge was more involving than simply registering official names. These responses were not just of greater quantity, but the quality of the data was also better in terms of its potential use for research purposes.

Appeals for information on Scots words received around 20 submissions per appeal, however novel data was sporadic among these, many of the words which were reported, although current, having a long and well-documented history. While some useful data did come in, in terms of the quality and quantity of data gathered, we found that appeals for information on specific words via social media and the use of web as corpus proved better tools from a research perspective than our broader requests. The problem may be one of focus. While our requests for informal place-names provided potential informants with a very clearly delimited idea of the kind of information that would be useful, this was harder to achieve with Scots words. Nonetheless, over a longer period, a carefully worded appeal for words and phrases of which informants have recently become aware coupled with an established site for registering them may produce a steady trickle of valuable data and sifting the less useful data is not time consuming.

We received a number of requests for information about Scots words during the project. These ranged from requests for help with understanding lines of Scots poetry to a query relating to a job title that was causing confusion in an academic Ayrshire archive project. We were able to respond to these by recourse to the free online DSL. As well as a straightforward desire to discuss Scots, this perhaps suggests that the enquirers were unaware of the resource, that they were not at ease using it, or not successful when they did use it. These points may be addressed to a degree if our partner organisations possessed an approachable social media face although, in turn, this may produce a great deal of work extraneous to their primary purposes. A dedicated self-governing Scots language message board such as our own may prove a better way forward, however see below.

We found that, while Twitter is useful for quickly disseminating information and news items tended to be retweeted, it was not particularly good for soliciting information. Although we received responses, questions were not often retweeted. It was also difficult to frame requests for information in an engaging manner within the 140 character limit which Twitter allows. For this, Facebook was a much better environment, allowing both requests and responses to be discursive and generally providing better data. Facebook responses were also more numerous. By the end of the project the Facebook page had 277 followers, and the Twitter account 177. While the numbers following on each of these sites is comparable, we noticed that many of our Twitter followers were from accounts which were held by organizations rather than individuals. Around 65 percent of submissions were made through the Facebook account, 25 percent through Twitter, with the remaining 10 percent coming from our website.

If the viewing figures for the message board are to be trusted then it was visited very many times over the life of the project, some threads being viewed over 7,000 times. Nonetheless, it received very few posts. The board was hampered by a bug which occasionally duplicated posts numerous times in the space of a few hours and which we were unable to resolve in spite of repeated attempts. This led to an unkempt appearance which may have made people reluctant to post there. Unfortunately, therefore, this aspect of the project cannot be properly evaluated. We were attracted by the ability of message boards to segregate topics and areas of interest and the extent to which topics may remain open long after they were initiated, none of which are features of Facebook or Twitter. We still hope to resolve this problem.

Although we were relatively successful, founding and promoting a social media presence over the short time frame of the project was difficult. Even well established Scots language social media presences do not have huge Facebook and Twitter followings, e.g. the Scots Language Centre has 167 followers of its Facebook page, 689 members of its Facebook group, and 930 followers of its Twitter account. There may also be a degree to which the market is saturated. Our partner organisations, being well established permanent bodies, may be able to take advantage of their offline identities in an online environment to build a substantial following over a period. Twitter would be the most obvious choice for this and could be used to flag and promote their respective interests, including subsequent research exercises.

There seemed to be a healthy appetite for the schools competition and it was clear that, while for some schools the competition provided an impetus to introduce Scots into the classroom, perhaps for the first time, for others, where Scots had already received a good deal of attention, it provided a focus for that work. The reaction and feedback we received from schools regarding the competition was entirely positive, with a number of teachers asking if it was to be repeated next year. In spite of a very tight time frame between the announcement of the finalists and the prize-giving event itself, all but one of the schools with a finalist was represented at the prize-giving. We received several requests from teachers for the catalogue and captions from the Special Collections exhibition, suggesting that this might be used as an ongoing teaching resource. It is less easy to gauge what constitutes a success regarding the quantity of entries; the SWAP competition received just over 200 entries. However, as a percentage of the number of potential entrants the SWAP competition compared well with more prominent competitions such as the Wicked Young Writers' Award, a UK-wide competition backed by Michael Morpurgo which, in 2010, received 4000 entries from entrants between 5 and 25 years of age. This is probably due in large part to the efficacy of the Glow intranet for promoting educational resources among teachers and also, we suspect, the result of a great interest and enthusiasm for Scots among teachers, re-enforced by its new prominence in the Scottish curriculum guidelines.

4.4 Immediate Impact

One of the aims of the Scots Words and Place-names schools competition was to engage schools in Scotland with a university-based project. There is a perceived gulf between schools and universities in Scotland, which seems particularly acute with schools in less affluent areas. This is being tackled at an institutional level by units such as the Widening Participation Service at the University of Glasgow and their collaborative work with partner universities in the west of Scotland. Their programmes tend to focus on general skills necessary at a university level. However, there are few links between the academic sectors of universities and these schools.

The SWAP competition provided such a link, not only engaging directly with the schools, but also providing academic material for teachers on the Scots language at a level which they could use in the classroom. This built upon a successful university-led competition in 2009 as part of a project on Robert Burns, and those who were in charge of that competition were happy to share what they had learned with the SWAP project, as were academics in the School of Education at the University of Glasgow. Many of the finalists were not from high-achieving schools, and this made the links forged with these schools all the more important. Finalists from all but one school, along with teachers and families, visited the University of Glasgow for the prize-giving. The children and their guests were taken on a tour of the University, followed by an exhibition in the University Library's Special

Collections department which charted the progress of Scots in print from the 16th century to the present day. The ceremony itself was conducted by the Rector of the University, Rt. Hon. Charles Kennedy M.P. Informal feedback on the day suggested that these children now saw university as somewhere more accessible for them, and it might be hoped that they would take this attitude back to their schools.

Perhaps even more significantly, the project has forged links between the University of Glasgow and the educational body Learning and Teaching Scotland. This body has now been incorporated into Education Scotland, a larger Scottish Government body comprising what was formerly Learning and Teaching Scotland, HM Inspectorate of Education, the National Continuing Professional Development Team and the Scottish Government's Positive Behaviour Team. This group is crucial to the university being able to engage effectively with schools in Scotland, and the links created by the SWAP project are likely to benefit any future school engagement work instigated by the university.

In addition to the links between the University of Glasgow, Scottish schools and Scottish educational bodies, the SWAP project has also built upon links between the university and our project partners, Scottish Language Dictionaries and the Scottish Place-Name Society. These are important organisations within Scottish cultural life, and establishing strong research links with them is vital to constructing a broad research culture which incorporates expertise from outside the university. As a consequence of SWAP's marketing activities and links with wider bodies, the project also came to the attention of the Learning Directorate, Governance and Gaelic unit, of the Scottish Parliament, and this informal link may prove useful to the institution.

Along with establishing and maintaining links between the university and outside bodies, the SWAP project has also had a place in continuing and expanding the institution's strengths in digital humanities. Digital humanities projects in the College of Arts at the University of Glasgow include the Enroller project, the Scots Corpus Of Text and Speech, the Corpus of Modern Scottish Writing, the Cullen project and the Digital Archive of Scottish Gaelic corpus. The SWAP project also maintains the strong links between IT and the Arts in the university, in this case sharing expertise between the National eScience Centre and the School of Critical Studies. Due to these strengths, a Digital Humanities Network is currently being put into place within the College of Arts.

The SWAP project is one which has had community engagement at its heart, during both the conception and execution of the project. As a result of the data collection design, public forums were provided for discussion. This allowed anyone with an interest in the subject to contribute as well as to read and comment on the contributions of others. This online community was created and fostered in a very short period of time, and the resources will remain open for users to sustain if they desire to do so. However, users are also being pointed towards other social media resources, such as those of the Scots Language Centre, as a way of encouraging them to maintain their interest in Scots and Scottish place-names.

The Glossary of Scots Place-name Elements, created for the project and available on the SWAP website at www.glasgow.ac.uk/swap, is the first comprehensive glossary of its type. Generated from place-name citations in the *Dictionary of the Scots Language* with the addition of information from place-name sources, it includes the modern Scots headword for each place-name element, together with any Older or Middle Scots forms, the etymological root where applicable, a short explanation of meaning, examples of modern place-names which include these elements, historical examples, and information which allows the reader to cross-reference this information with relevant entries in the *Dictionary of the Older Scottish Tongue* and the *Scottish National Dictionary*.

The Glossary is available online, as a browseable and searchable tool, for both academic and public use. The general public have been asked to contribute examples of their own to the Glossary through our social networking sites (for example, by being asked whether they know of any place-names containing the Scots element *fauld*, which refers to an enclosure). The strategy of involving the wider public in the creation of the Glossary was designed to give them an investment in it, encouraging them to use this resource after the SWAP project had finished. There has been a great deal of interest from non-specialist bodies in the wider Scots community, such as the Scots Language Centre. In addition to this, the Glossary is comprehensive enough for the academic community to use in order to further their own onomastic and lexicographical research.

The SWAP project has also helped to provide Scottish Language Dictionaries with Scots words for their Word Collection. It has also provided the means for the public to submit Scots words to SLD in the future, by providing an electronic input form online for this purpose. The examples generated in this way will benefit SLD through adding to their Word Collection and, because of this, they will also eventually benefit the users of Scots dictionaries more generally.

School pupils and teachers also benefited from the project, through being involved in the SWAP competition and by having the chance to connect with the Scots language. More importantly, the experience of having participated in the competition, particularly for those who reached the final, seems to have influenced many to become more actively involved with Scots and to raise their aspirations towards the idea of attending university. As a result of their engagement with the SWAP project, some schools are also setting up their own Scots language projects to celebrate and to maintain the Scots spoken in their areas.

SWAP's Twitter and Facebook accounts are available to view at www.facebook.com/scotswap and www.twitter.com/scotswap. They contain examples of the types of engagement activities carried out by SWAP and the types of responses gained from the general public. There are also online archives of tweets which included the keyword 'scotswap' or the user '@scotswap'. These were maintained by Twapperkeeper at <http://twapperkeeper.com/keyword/scotswap> and <http://twapperkeeper.com/person/Scotswap>, though Twapperkeeper has now been taken over and will become part of HootSuite (<http://hootsuite.com/>) in the near future.

The Glossary of Scots Place-name Elements is available on the SWAP website at www.glasgow.ac.uk/swap. The input forms for Scots words and Scots terms in place-names are also hosted on this website. There are links to the Glossary from the website and facebook page of the Scots Language Centre, and links are being added to the Scottish Place-Name Society and Scottish Language Dictionary websites.

SWAP has a collection of the words and place-names submitted through social media, alongside databases of words and place-names submitted through the input forms.

Editors at Scottish Language Dictionaries will be using material developed as part of the SWAP project in their revision of the *Concise Scots Dictionary*, which is currently in progress.

The Glow page (which is currently being deleted from Glow, but screenshots of which are available) provides evidence for the schools competition, as do the entries. Photographs of the prize-giving, alongside entries from the winners and runners-up in each age group, are available on the SWAP academic website at: <http://www.glasgow.ac.uk/schools/critical/research/fundedresearchprojects/scotswordsandplace-names/>. The competition was also covered in media outlets local to some of the prize-winning schools, such as *Eskdale and Liddesdale Advertiser*, *Hawick News*, *New Shetlander* and *The Shetland Times*. The SWAP team also has informal emails from teachers sent after the prize-giving ceremony discussing sustaining their school's interest in Scots. One school was on BBC Scotland's news programme Reporting Scotland and on BBC Radio Scotland in late October 2011 talking about one of these projects in Inverclyde.

The stakeholders identified using the 'JISC Evaluation Handbook for Programme and Projects' (http://www.jisc.ac.uk/media/documents/funding/project_management/evaluationhandbook0207.pdf) were the project teams, the intended beneficiaries and the development agencies/funding bodies. It seems more relevant to comment on the attitude change of the project teams and intended beneficiaries, leaving the funding body (JISC) for now.

The project teams involved in the project consisted of SWAP, SLD, SPNS, NeSC, and the University of Glasgow. This was a large range of university and non-university groups, and collaborating with so many others was an important experience for all parties to gain skills in this area.

The intended beneficiaries were the general public, schools and the academic community. Amongst the general public and schools, the SWAP project attempted to change attitudes in several key areas.

- One was educational and promotional. SWAP wished to encourage the public to discuss and learn about the Scots language and aid understanding of place-names, particularly place-names which include Scots elements.
- Another area was that of increasing the public's willingness to become involved with academic research and crowd-sourcing for university purposes.
- A third area was in bridging the perceived gap between schools on the one side and universities and other cultural bodies on the other.

Amongst academics, SWAP can show that authoritative academic resources, such as the Glossary of Scots Place-name Elements, can be successfully supplemented using crowd-sourcing from non-specialists. This may change attitudes towards use of techniques drawn from the digital humanities amongst more traditionally-minded academics.

4.5 Future Impact

Beyond any impact on public opinion caused by the promotion of Scots and links with schools, which are anticipated but intangible, the SWAP project is likely to have a more concrete impact.

The Glossary of Scots Place-name Elements will remain as an online resource. The public will be able to access it as a reliable and comprehensive tool. Academics will be able to use it for research purposes. Updating of historical forms in the Glossary also helps SLD with ante-dating, as has already been demonstrated during the life of the project.

The use of the online input forms for Scots words and Scots place-names will have a continued impact on the Word Collection data held by SLD, as will data from the Wordnik/Urban Dictionary API. The use of these data is likely to have an impact on future Scots dictionaries.

SWAP's experience of using new media will be passed on to our partner organisations. The embracing of new media by SPNS and SLD will allow these public organisations to connect with the public and with other organisations.

As the project is very short, ending in 2011, it will not be able to track this impact. However, our partner organisations may keep a record of how they have used SWAP's tools in their activities.

5 Recommendations

- We recommend that public bodies engage with social media in order to reach a wider cross-section of the public. The SPNS committee have agreed to set up a Twitter account on the recommendation of SWAP, and we are hopeful that SLD will also consider a social media presence.
- We recommend that the College of Arts at the University of Glasgow provide a central repository which allows information from finished digital humanities projects, such as SWAP, to be stored for the future. This recommendation has been passed on to the newly-formed Digital Humanities Network within the College.
- We recommend that university projects use competitions and other strategies to engage with schools as a central part of their community engagement policy. However, it is important to note that this cannot be done through Facebook if the children targeted are less than 13 years old, so other means (such as Glow) should be identified.
- We recommend that online resources, such as urbandictionary, are mined for vernacular lexicographical information, along with the more traditional written sources, when compiling data for dictionaries.

6 Implications for the future

Sustainability

- The SWAP website will remain on University of Glasgow servers and be maintained within the College of Arts.
- The contact email address for the project (arts-swap@glasgow.ac.uk) will remain active and accessible on the website. This will be redirected to the PI for any future enquiries.
- The SPNS website will direct people to the Glossary of Scots Place-name Elements which will be accessed from our servers.
- The SLD website will link to the Scots words input form, which will be used as a means for the public to submit information on Scots. The form will remain on our servers but the back-end database will be accessible to members of SLD.
- The Facebook and Twitter accounts will remain active, but users will be pointed towards other resources which can be used to maintain their interest in the subject, e.g. the new SPNS Twitter account and the Scots Language Centre Facebook group.

Potential development

- It would be possible to expand the user community which has arisen as part of SWAP and to develop the public engagement aspect of the project into a larger interaction between the public and university researchers into the Scots language.
- Geo-mapping could be used to further enhance the Glossary. This could be possible through use of a publicly-available tool such as GoogleMaps.
- The schools competition could be run on an annual basis, as part of a wider and more sustained university engagement with schools. However, this would require continued funding.

7 Technical Appendix

The SWAP web portal was hosted at the National e-Science Centre computing facility, deployed on a 64-bit Dual-core AMD Opteron machine running at 2.4GHz with 8GB of RAM and around 80GB of hard disk space. This resource was loaded with the Ubuntu 11.04 (natty) operating system, and an iptables firewall was configured to allow access only to local SSH connections and the HTTP port 80 globally. The Liferay [1] Community Portal (version 6.0.6) was selected as the portal infrastructure to host the SWAP content, and the free installation bundle contained an instance of the Apache Tomcat servlet container (version 6.0.29). This Tomcat installation was configured with an HTTP connector running on the globally accessible port 80. The decision was made early on not to enforce Transport Layer Security (TLS) on the connection, as the data that comprises the SWAP content is not of a particularly sensitive nature, so the portal is accessible through unencrypted HTTP. The Liferay portal used a self-bundled Hibernate database to hold the portal configuration data, and an Ubuntu-packaged build of MySQL database was installed to store the SWAP content. The use of Hibernate with the Liferay portal is not recommended for heavy production use, but since the website was mostly for public use with only a small subset of users requiring portal logins, the provided Hibernate database was more than adequate.

Several features of the SWAP resource utilise modules provided with the Liferay installation. Chief amongst these are the user accounting tools, which allows collaboration users to request portal accounts and manage their own passwords, which are then approved by the portal administrator. These accounts may also be assigned security roles allowing fine-grained access control to be

applied to parts of the site, however since most of the site is intended for public use, this was removed during the project. The Message Board plugin was used to realise a SWAP forum, which allowed the public to engage with the SWAP collaborators. Problems with duplicate forum post entries may have been due to a rogue user of the "Anonymous" forum account, or a database error, but have not yet been resolved. Standard Modules (or widgets) enabling the display of the SWAP Twitter feeds and Facebook updates were applied to the portal front page to show an immediate social network presence.

The development of the interface and portlet functionality utilised the Vaadin Java application framework [2], which provides a rich library of interactive display and application logic features. In addition to the publically accessible content, an interface page to the SWAP database was created which allows the collaboration administrators to approve and vet public submissions to the SWAP lists using editable textboxes.

The publically available SWAP web portal accepts two user input types, Scots words and Scots place-names, and carries out keyword based retrieval on the SWAP database. Each of them holds a Java bean class to store inputs as well as to perform checking on data constraints directly on the client side. A two-layer database design was applied to improve the security, where user inputs are first inserted into a temporal database and then added into the formal one after the evaluation by the administrator using the admin interface form. The temporal database, which is cleaned up regularly, avoids input mistakes and protects the formal one from malicious attacks which repeat the sending of long, meaningless strings. The keyword search exploits the Hibernate framework and uses SQL to search the full context of a word. This solution will not affect the performance of the site, since both databases of Scots words and of Scots place-names are relatively small. Two synchronised data views are presented to the user in the search portlet, namely a table view and a list view. The table view lists one word entry per row, and leads to a compact view across search results, where the list view is a more user-friendly display which shows word entries in a larger font size and allows the user to copy their search results. The entire data base can also be displayed if searching without a key word.

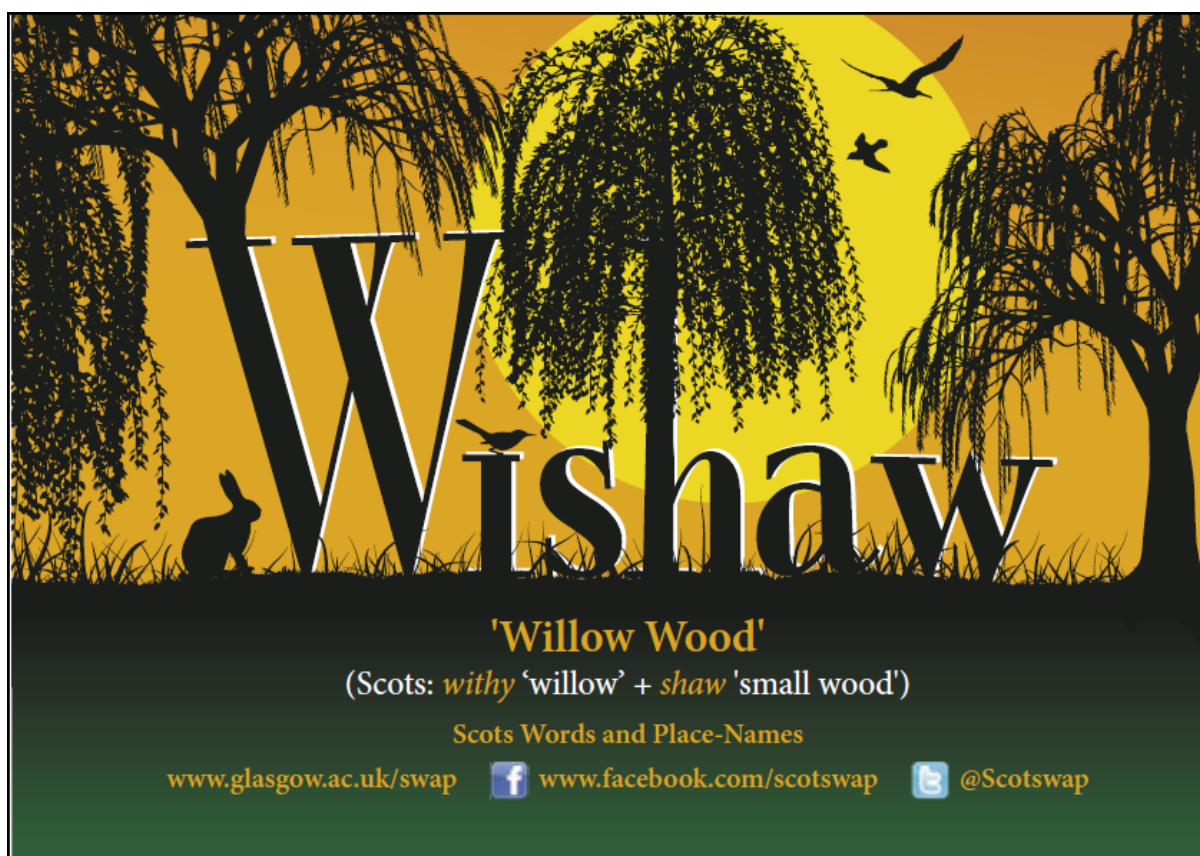
[1] Liferay, Inc. "<http://www.liferay.com>"

[2] Vaadin <https://vaadin.com>

8 Final Budget

{removed}

9 Advertising material



Peter Firth, 20:7 Design

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