

What do musicologists do all day?

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What do musicologists do all day?





Motivation

- Mismatch
- Technophobia
- Alleged transformative potential of technology
- Sounder approach to system development



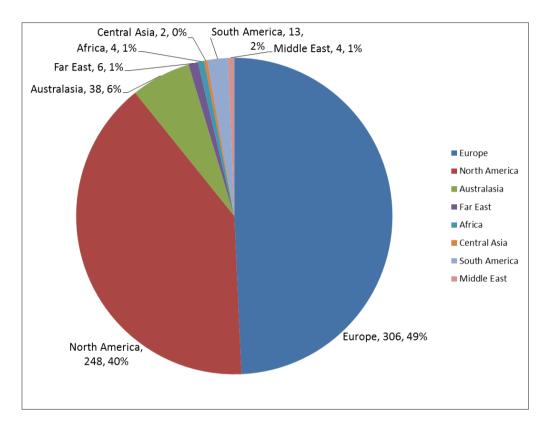
Anticipated outcomes

- Stories relating to adoption of software tools in research practices
- Insights into work processes and technology needs



Demographics

United States	220
United Kingdom	90
Germany	48
Australia	33
Netherlands	32
Canada	28
Austria	25
Italy	24
France	20
Greece	12

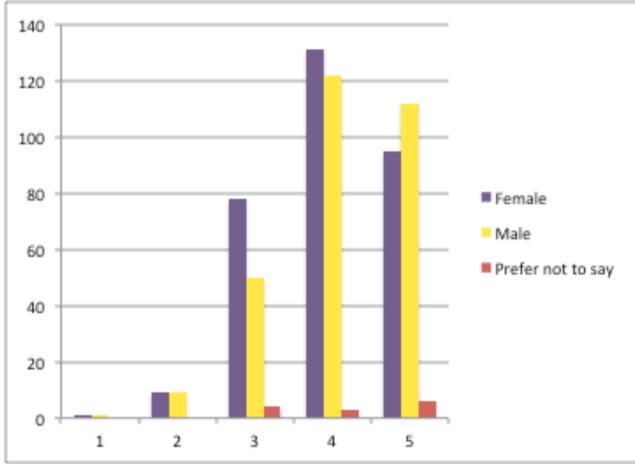


Countries with 1 response:

Chile, China, Croatia, Cyprus, Czech Republic, India, Ivory Coast, Korea South, Lithuania, Malaysia, Mali, Malta, Nigeria, Poland, South Africa, Taiwan, Turkey, Uzbekistan, Venezuela

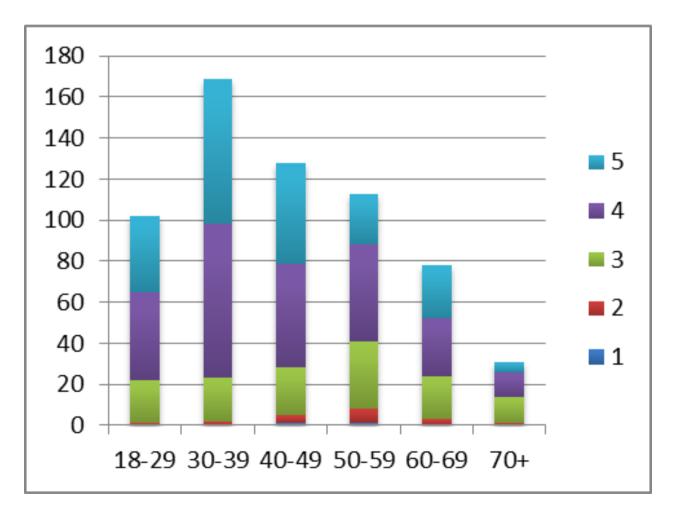


Gender and digital skills of participants (n=621)



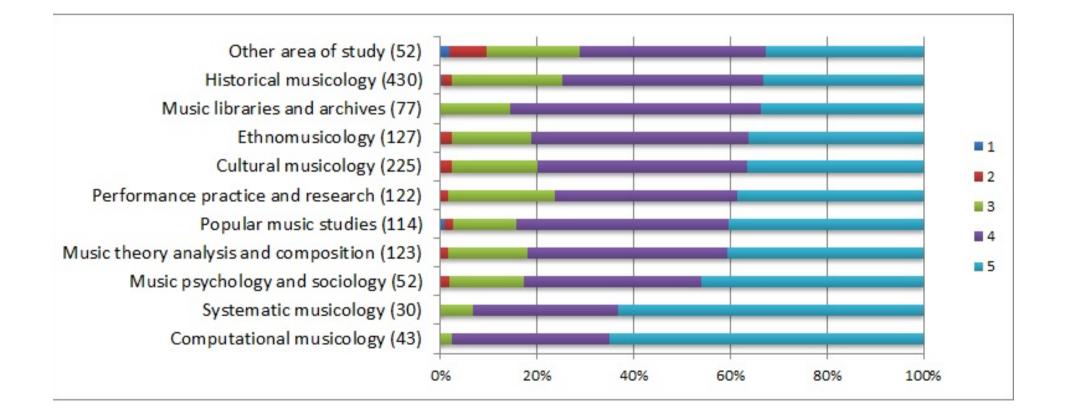


Age group and digital skills of participants (n=621)



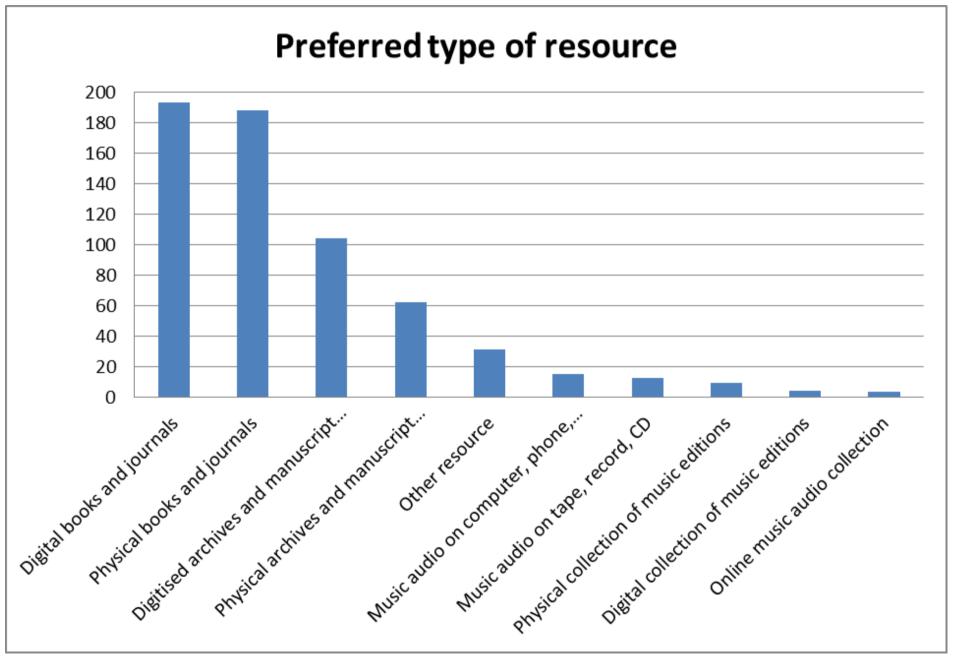


Percentage digital skills per speciality (n=1395)



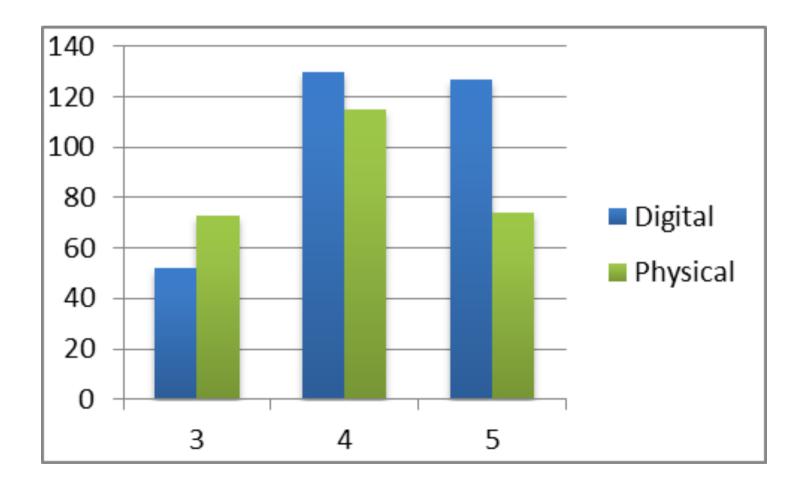






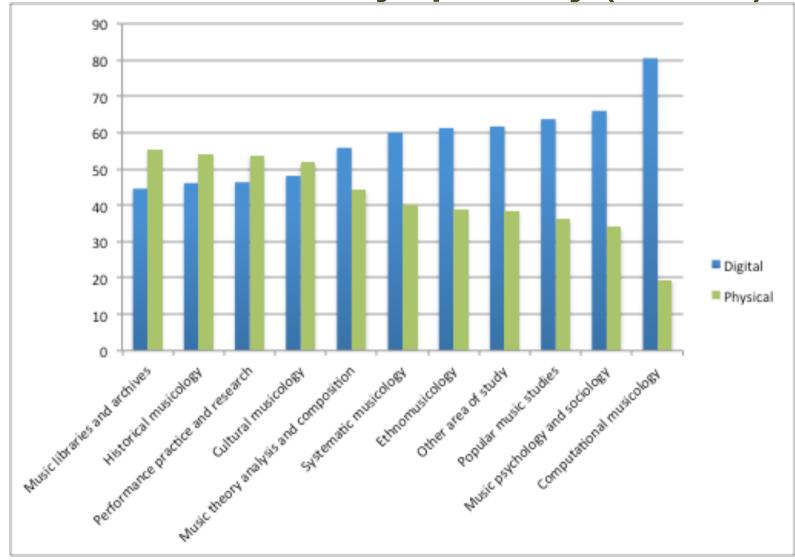


Preferred information resource by digital skills (n=571)



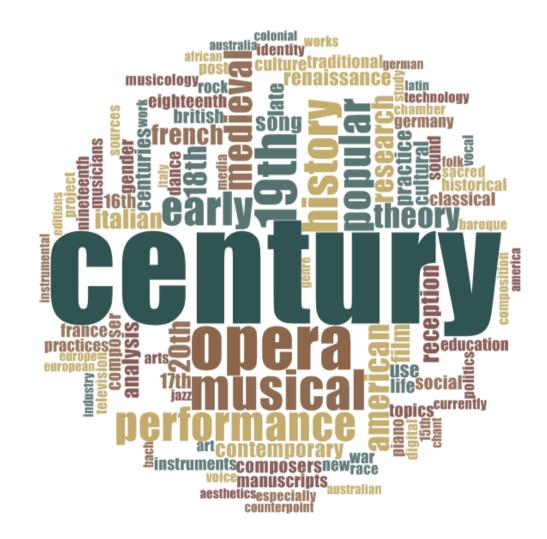


Preferred resource by speciality (n=1309)





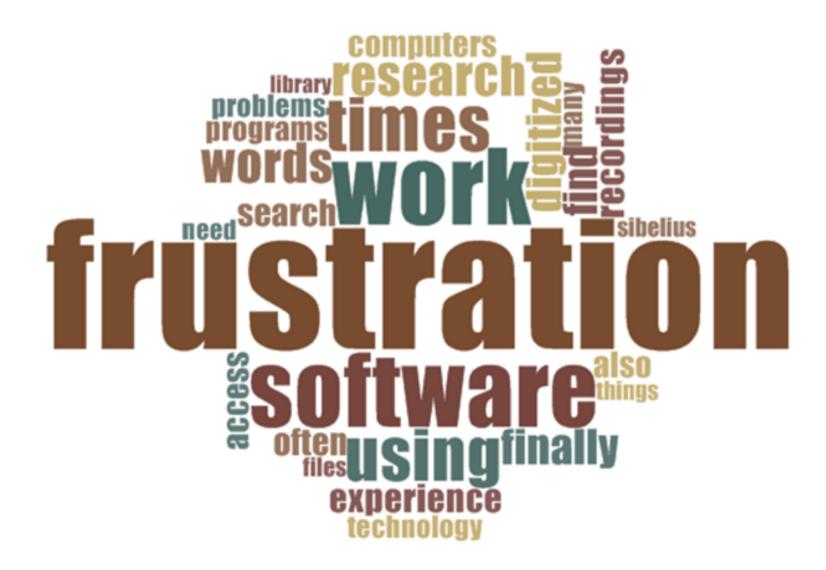
What are you currently researching?







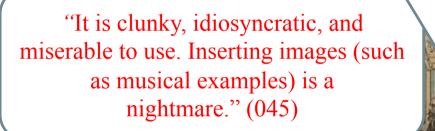
Frustrations







Life was so much easier in the old days when I just typed up my paper and Xeroxed handouts and made cassettes of musical examples." (326)



Frustrations

"I can't stand the quirks and glitches of the mainstream software" (152)

//hdl.loc.gov/loc.pnp/pga.02990

"Any interaction with Finale/ *Sybellius* [*sic*] *is a frustrating* erience."(298)

"...the more advanced transcription software ... presumes fluency in programming, e.g., C++." (223)



"Every time I come back to it, it feels like I have to learn it all over again. I wish they were more intuitive to use." (363).

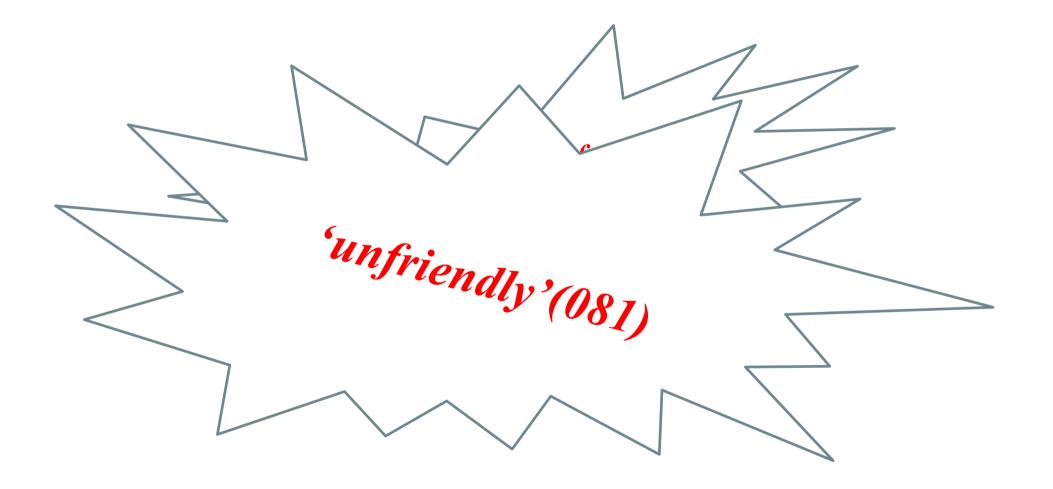


Frustrations

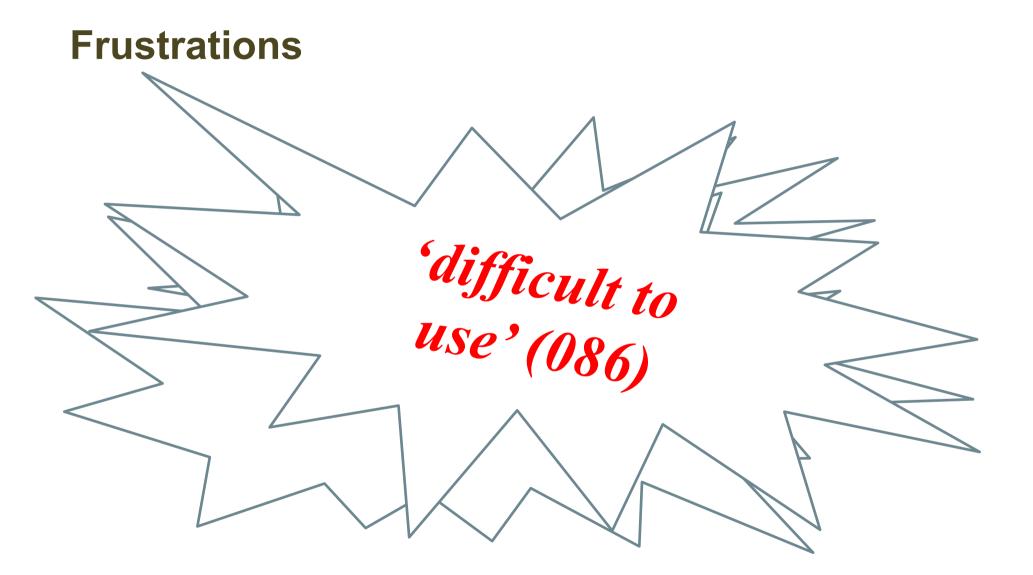




Frustrations









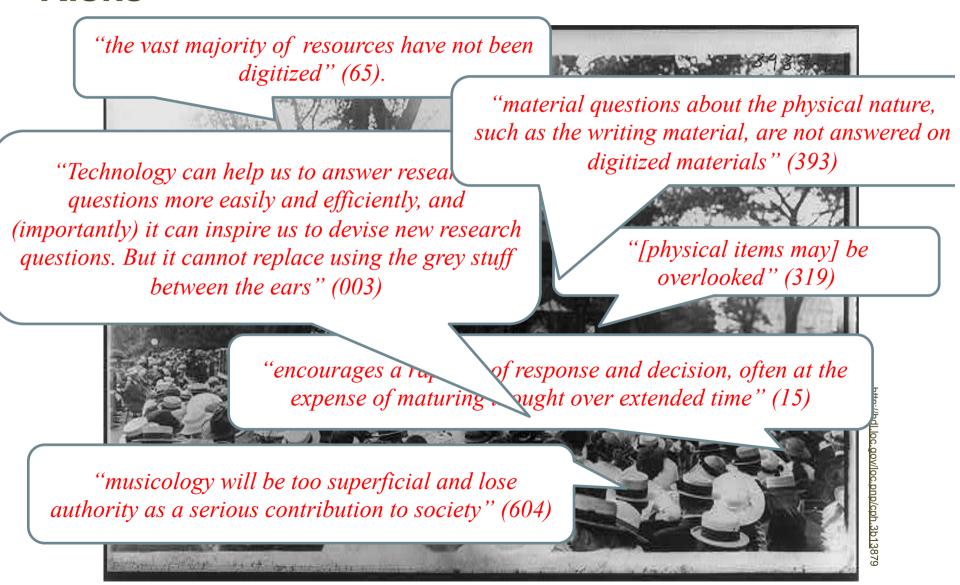
Risks





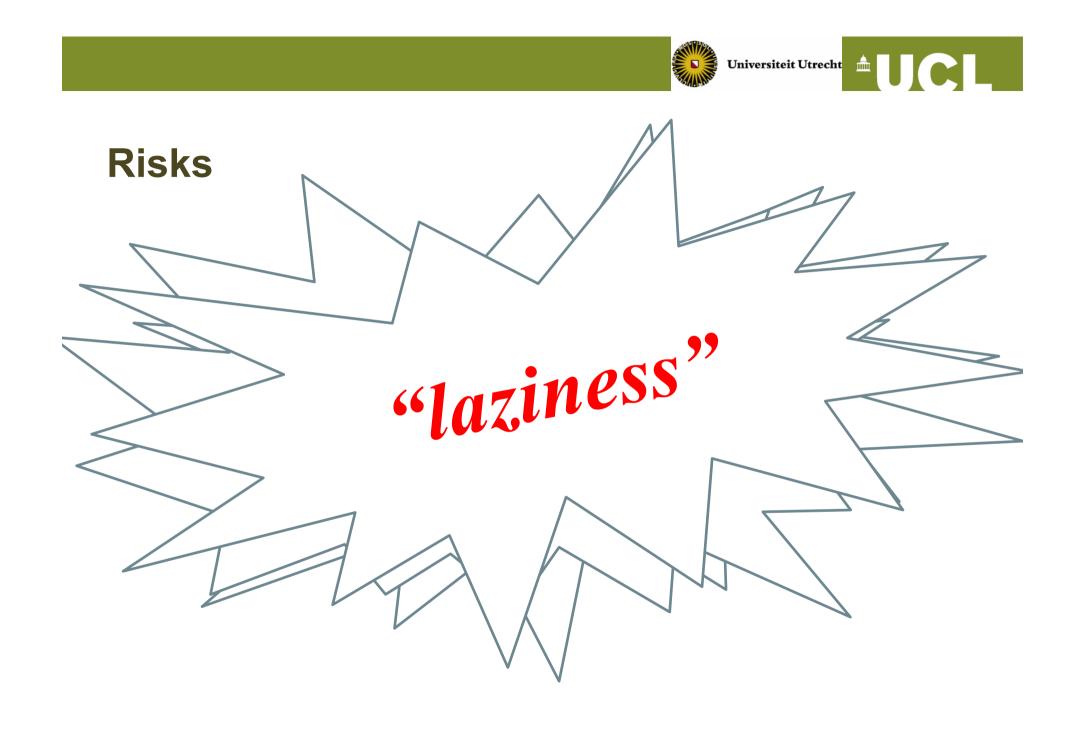


Risks

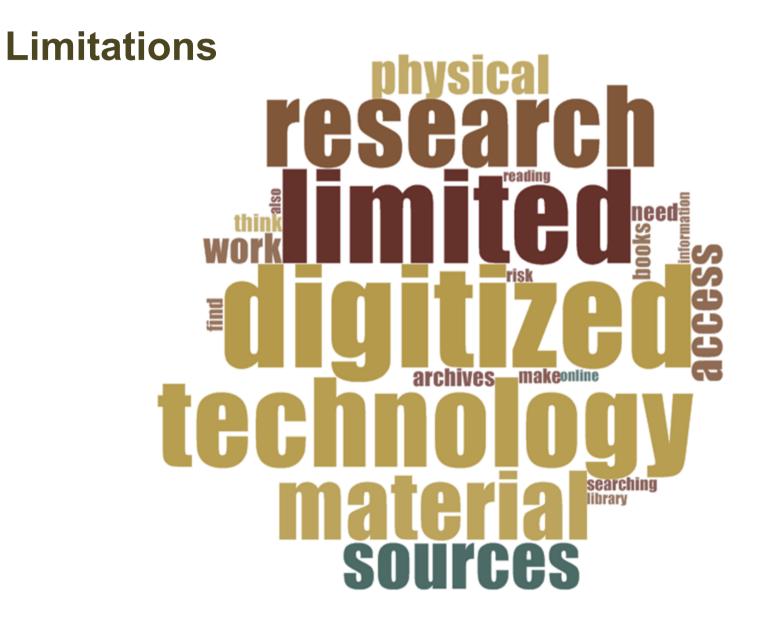












"those who do benefit because they have a university job, and those who have much less benefit, because they are independent" (337)

Limitations

"Digital materials can be posted by anyone" (492)

"...the sheer amount of 'hits' one gets for a topic can be daunting...." (233)

"Browsing' in the digital realm is a far less productive activity than browsing in library stacks" (68) "digitized archival material cannot substitute the original," (383)

"missing the surrounding context" (37)

"when they have a problem that can really only be solved the old-fashioned libraries-and-grunt-work way, they're stuck... Carl Ludwig's 'Repertorium Organorum' may be hellish to use, but it's still indispensable" (058).

"do not always capture the creative process, or iterations, of materials" (420)

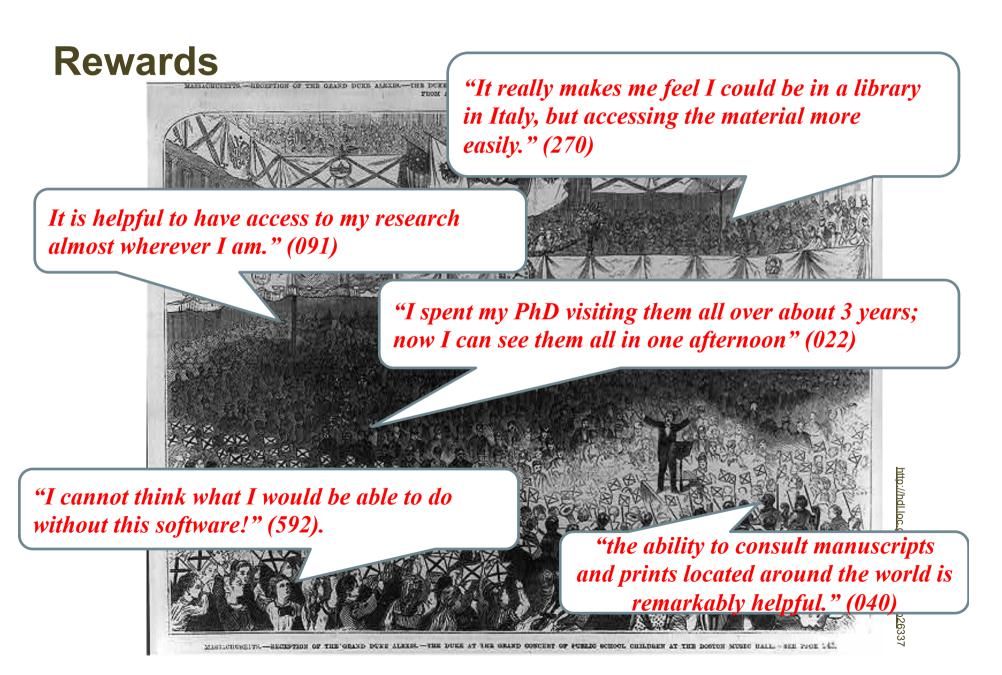


Rewards



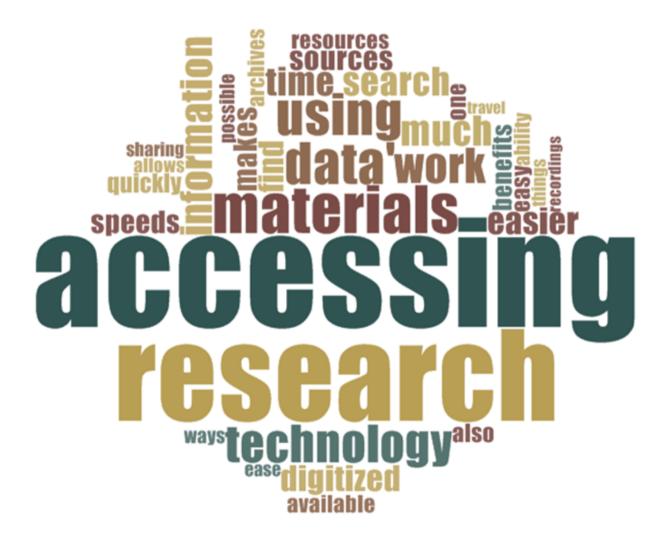






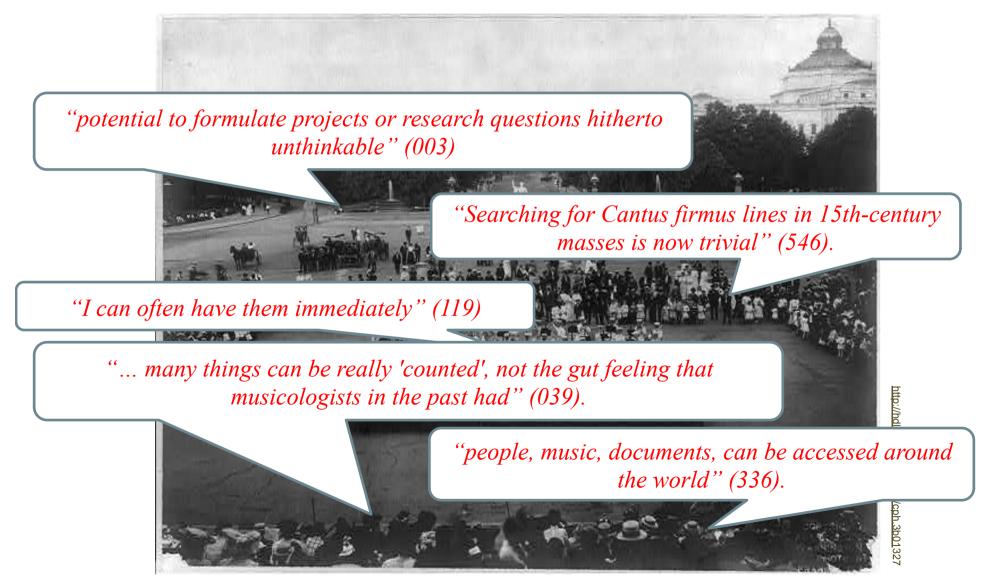








Benefits





Messiah in Oklahoma

I think they [the benefits] are astronomical. I can read about Handel and his Messiah creation until I am blue in the face and tell students how magnificent the work is...but I truly feel that until I show them the digitized copy from the British Library and page through it with them virtually, the facts and the marvel of it all simply don't sink into their minds...

Technology makes it possible to open up a world of knowledge at their fingertips. Suddenly they aren't in backwater Oklahoma any longer, they're sitting on a magic carpet of technology wisking themselves away to London or Cairo or St. Petersburgh to see history happen with an immediacy that is life changing if they have the sense to

see it.



Musicological values technology developers need to understand

- completeness
- depth of analysis
- accuracy
- sustainability
- serendipity



Next steps

- interview music researchers
- assess the presentations
- we need your help with this
- fill out assessment form
 - paper
 - online: <u>http://bit.ly/1Bni2BZ</u>







Acknowledgements







Image source:

