**The Council on Library and Information Resources** (CLIR) has been awarded $1.12 million by the Andrew W. Mellon Foundation to implement a sustainable, extensible digital library platform and set of curatorial processes to federate records relating to the cultural heritage of the Middle East. CLIR and its Digital Library Federation program will work with technical partners at Stanford University and content providers worldwide to build on the Digital Library of the Middle East (DLME) prototype and create processes to extend the DLME. DLME is envisioned as a nonproprietary,

multilingual library of digital objects providing greater security for, preservation of, and access to digital surrogates of cultural heritage materials. The platform will be portable and reusable for any future digital library project, encouraging a global coherence of access to and preservation of the cultural record. The project team, led by DLME Project Director Peter Herdrich, Curatorial Lead Elizabeth Waraksa, and a data manager/project co-ordinator based at Stanford Libraries, will draw on best practices from other digital library projects to support cost-effective and reproducible curatorial workflows for identifying, selecting, and federating digital assets that represent both cultural materials under threat and objects housed in libraries and museums beyond conflict zones. ✄

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Consumer: News Attitudes and Practices in the Digital Era," Pew Research Center, July 7, 2016, www.journalism.org/2016/07/07/young-adults/.

3. Ibid., ACRL, "Framework for Information Literacy for Higher Education."

4. Michael H. K. Bendels, Ruth Müller, Doerthe Brueggmann, and David A. Groneberg, "Gender Disparities in High-Quality

Research Revealed by Nature Index Journals," *PLoS One* 13 (2018), https://doi.org/10.1371/journal.pone.0189136.

5. Howard Garrison, "Underrepresentation by Race–Ethnicity Across Stages of U.S. Science and Engineering Education," *CBE—Life Sciences Education* 12, no. 3 (2013): 357–63, https://doi.org/10.1187/cbe.12-12-0207. ✄

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students' final projects demonstrated a more developed awareness of the dynamic nature of historical inquiry and the stages of the historical process. Dowling felt that the hands-on learning with the objects fostered better student understanding of how to analyze historical objects and integrate them into their historical analyses as evidence. Based on classroom interactions, the instructor believes the students also found the experience positive, and the assignments challenging yet engaging. Dowling considers the assignment effective and will use the same series of assignments the next time the course is taught with only minor instructional revisions to increase student clarity of the assignment's

expectations. Further, she intends to execute a more evidence-based examination of the effectiveness of the project.

From the library perspective, the artifacts themselves were undamaged by student handling using the developed protocol and so the collection may be used again in the same controlled circumstances for this assignment or similar assignments.

**Note**

1. ACRL's "Framework for Information Literacy for Higher Education," last modified January 11, 2016, www.ala.org/acrl/standards/ilframework. ✄