

Example of academic writing (adapted from http://library.soton.ac.uk/ld.php?content_id=4660791)

A report by Michael Whitton (2010)

A common example where people voluntarily add metadata is storing photos on the web site Flickr, both titles/ captions and tags (Ames *et al.*, 2007). Angus (2008, p.10) found 'tags in university image groups tend to be useful for image retrieval purposes'.

Professional photographers / serious amateurs use the site differently – being less concerned about using tags to find images. Their key motivation is to generate interest / feedback on their work, browsing latest images from their contacts, and photostreams of people who comment on their work (Cox *et al.*, 2008; Ding *et al.*, 2009). Ding (2009, p.13) finds that:

Social tags are user-generated metadata. In popular social networks with millions of users – networks such as Delicious, Flickr, and YouTube – tagging may lead to the emergence of a social vocabulary that reflects the content features and communication needs of the social network.

There is significant advice on managing images from JISC (2010), key to this is understanding the user's requirements.

Shatford (1986) identified three categories of description, building on Panofsky's (1962) earlier work : Generic (e.g. women); Specific (e.g. Mona Lisa) and Abstract (e.g. beauty). Each of these can be divided into Who/ What/ Where/ When.

References

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