

1. What is the story of the data?
  - a. The Jamaican Mind's Eye data was developed as an extension of Professor Armstrong's dissertation research. Her initial interest in performing field work in the area of the anthropology of education led to the completion of some educational psychology course work. The contrast between anthropologists and psychologists in their respective orientation towards and ways of thinking about individuals, groups and societies was notable. Consequently, Dr. Armstrong's dissertation research reflects her effort to explore how these different ways of thinking about social structure could be used to interpret children's drawings and responses to open ended questions.
  - b. Topically, Dr. Armstrong was developing interests in economics in general and, specifically, tourist economies. From an educational perspective, she was interested in the impact that economy has on adult lives and how that in turn affects the means and methods by which schools prepare students for adulthood and adult work. Together with her interest in tourism as an emerging type of colonialism, Dr. Armstrong chose to focus her research on the intersection of economy, tourism, and educational culture.
  - c. As potential locations for the research, the Caribbean islands were generally good because of the notable presence of the social themes of industrialization, modernization and economic colonization. Jamaica was ultimately selected due to the additional factors of its size and the degree of economic contrasts present on the island. Contacts with the Ministry of Education within the Parish of St. Anne were set up through a colleague at the University of Michigan who had done previous research there. The Ministry was receptive, as Jamaicans were very concerned about tourism and its impact on children, and were also supportive of letting the children speak for themselves. The Parish of St. Anne Ministry of Education was able to suggest participating schools based on their personal knowledge of the school communities and administrations.
  - d. Once schools were selected, students were given several days to complete the questionnaire. See methodology in paper.
  - e. Map drawings were difficult to analyze fairly. The surveys were administered to students prior to any visit by Dr. Armstrong, and it was not known that only some of the schools had maps which the children could study and to which they could refer in their drawings.
2. What form and format are the data in?
  - a. The bulk of the data are in hard copy, paper format. These include roughly 400 responses as well as coding sheets and codebooks used to analyze the responses. Digitization effort is underway, currently focused on the responses. The codebooks and coding sheets are not scheduled for digitizing, though the taxonomy was published in Dr. Armstrong's dissertation.
  - b. Some of the responses have been scanned to PDF and TIFF format. PDF copies consist of one file per response, whereas TIFF copies consist of one file per page.
  - c. Several photographs have been converted to digital format.
3. What is the expected lifespan of the dataset?

- a. The data has long term value with regard to its content as well as its use generally as a teaching tool. The study was unique in its focus on the analysis of children's drawings and also for its treatment of both anthropological and psychological orientations towards individuals and societies.
4. How could the data be used, reused and, repurposed?
  - a. The data has use for the fields of anthropology and psychology, and in particular contemporary psychologists, whose interest in motivation is not always regarded from a social context. Having access to an interpretation of the data which relies on an anthropological perspective of social structure may be of value to psychologists.
  - b. Both fields may use the data to explore changes in social structures over time, in particular the reversal of extrinsic versus intrinsic motivators of behavior.
  - c. From an interdisciplinary perspective, the data may be used to examine or extend methodologies for using children's data in research and to teach strategies for conducting qualitative research.
5. Who are the potential audiences for the data?
  - a. The main audience will be those for whom the data is topical, in particular residents of Jamaica and other Caribbean islands. Professionally, the Jamaican Ministries of Education and the University of the West Indies will be interested in the data and analysis. More broadly, anthropologists of education and educators in general may find value in the data, as well as area studies professionals.
6. Who owns the data?
  - a. Jan Armstrong exclusively. No other parties have IP concerns.
7. Does the data set include any sensitive information?
  - a. Although children's names are not included in the responses, the small size of some of the surveyed districts may enable identification of individuals. The study was reviewed by the IRB of the University of Minnesota, who determined that the requirements of the Jamaican Ministry of Education (MOE) would take precedence. Ultimately, the MOE did not seek consent from the parents.
  - b. For the publically available copy of the data set to be hosted on LoboVault, it may be possible to mask or alter some responses to prevent identification.
8. How should the data be made accessible?
  - a. A complete copy may be made available upon request through a dark archiving process. A publically available copy may also be made available pending edits described in 8.b above.