

Interview Guide - The Detective Section

Background data and questions for participants

- Age
- Gender
- Education

Questions

Background: Communication and mobilization

- Where did you get information about the project, and why did you decide to participate in The Detective Section (DS)?
- Have you participated in any other citizen science projects? Before DS, or after you started participating in DS? If yes, which projects?
- Are you active in, or have you previously been in contact with, the Swedish National Archives or other (GLAM) institutions? In what contexts?
- Are you used to working with archives? Have you used archives before?
- Can you describe your expectations before the project started?
- What opportunities for communication did the platform offer? Is there anything you felt was missing?
- What digital skills do you have? Do you have a Facebook account? Other social media? Have you communicated anything about DS on social media?
- What have you talked about in connection with DS?
- Is there anything you would like to highlight that we have not brought up?

Knowledge development / learning

- What prior knowledge has been an asset for you in the project? In what ways?
- Has participation in the project led to new knowledge (about archives, their use, local history/research, etc.)? Learning in, about, and through archives. Have you developed your digital competence?
- Have you communicated with other participants in the project? With the project management? Where? Social media experiences / meet-ups? Email?
- How have you experienced the project - for example, that it has been too easy, that your knowledge has not been requested, or that it has not been put to use? Have there been stimulating challenges? What kinds of knowledge have you developed?
- What kinds of knowledge have you developed?
- What development opportunities do you see in the project? Would you like the task you were mobilized for to become more advanced over time? What digital possibilities exist for this - discussion forums, for example? Could meet-ups fill these roles?
- Invited talks, researchers, etc. in meet-ups - what are your experiences and evaluations of this?

- Has anything been particularly difficult for you when carrying out the tasks the project leaders asked you to do (the transcriptions)? Have you been afraid of making mistakes?
- Is there anything you would like to highlight that we have not brought up?

Interface

- Do you have any views on the interface where you carried out the transcriptions?
- How did you experience the information you received about how the tasks were to be carried out?
- Something more you would like to add?

Carrying out tasks

- How do you transcribe? Do you always read at the level of meaning - focusing on what the text says, its content? Or do you look for patterns and forms? When and why do you read at the level of meaning?
- Have you used any other digital or other resources while participating?
- What significance did the meet-up have for clarifying tasks, etc.?
- Have you used other resources that were not made available within the project?
- What was the significance of the manual? Did you read it, use it regularly, or not at all?
- How have you experienced the change in tasks over time from transcription to proofreading? Has it felt monotonous or boring, and if so, why do you remain in the project?
- Is there anything you would like to highlight that we have not brought up?

Meaning and relevance

- How do you view your contribution to the project? What is this good for, and for whom? How do you view the tasks you have carried out? What would the next step be?
- How do you feel that results and relevance have been communicated? How have you reflected on this yourself?
- Do you feel that your contribution has been seen as valuable in the project? In what way?
- What has been particularly valuable to you, and why?
- Is there anything that you have missed?
- Is there anything you would like to highlight that we have not brought up?