

Construction and Practical Development of Oral School History Archive Resources at Home and Abroad

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Abstract: This article from the organization planning, determine the topic of interview and interview object, interview implementation, transcription and arrangement, management and maintenance, use and promotion of six levels of systematic construction path. The specific steps include formulating a work plan for oral school history archives, clarifying the rights and responsibilities of construction subjects, and building a guarantee mechanism with the support of policies, organizations, funds, personnel, laws and regulations. This paper sets the interview topics and interviewees, usually including serving or retired leaders, teachers, outstanding alumni and other people who have witnessed the development of the school. This paper sets up a special working group, including a planning group, an interview group, a technical group, a regulatory group and a publicity group, to conduct interviews and data collection. In this paper, the oral recording content is converted into written text, proofreading and identification, and a variety of documents, recordings, videos, photos, forms, objects and other files are systematically organized. Digital processing of oral school history files, the use of ontology, associated data technology to organize management, to achieve online resource inquiry, use and sharing. After obtaining the authorisation of the narrators, this paper will publish and promote the results in various forms, or build databases and digital management platforms for resource push, so as to maximize the value of oral school history archive resources. The experimental data show that after the construction of archive resources in universities, the integrity and accuracy of resources are improved, and the average retrieval time is shortened from 72.4 seconds before the construction to 42.6 seconds after the construction. The results show that the construction of oral school history archive resources has a positive impact on the promotion of university culture construction.

1. Introduction

This paper aims to explore the current situation, challenges and future development of oral school history archive resource construction at home and abroad, and how these changes affect the cultural construction and historical education of universities. This paper not only systematically analyzes the advantages and difficulties of university archive resource construction in the era of big

data, but also puts forward targeted solutions and development directions. Through comparative analysis of domestic and foreign practical cases, this paper reveals the particularity and innovative strategies of oral school history archive resource construction, and provide new perspectives and strategic suggestions for the construction and management of university archive resources. The structure of the paper is as follows: first, the research background and significance are introduced, and the importance of university archive resource construction in the era of big data is explained; related work is reviewed, including domestic and foreign practices and research results in the construction of oral school history archive resources; then, the research methods are introduced, including organizational planning and guarantee mechanisms, determining interview topics and interviewees, implementing interviews and collecting materials, etc.; the data and analysis results of the experimental part are presented, and the effectiveness and challenges of oral school history archive resource construction are discussed; finally, the research findings are summarized, and the impact and inspiration on university culture construction are proposed.

2. Related Works

With the development of big data, artificial intelligence, and digital technology, archival work has shifted from traditional physical storage to more complex and efficient digital management. Wen [1] first expounded on the advantages of big data in the construction of university archival resources, and then analyzed the difficulties faced by university archival resource construction in the era of big data, such as the incomplete archival digital infrastructure, weak archival digital service functions, and lack of a suitable employment mechanism. Finally, the direction and path of university archival information resource construction in the era of big data were proposed, including improving the archival digital infrastructure, strengthening the construction of archival resource sharing models, and improving the professional level of archival management personnel. Duan [2], based on the perspective of cultural inheritance, took the protection of intangible cultural heritage and the value of archival work as the starting point, and proposed the special characteristics of archival resource construction such as the non-renewability of intangible cultural heritage archives, individual differences, and synchronization of protection and inheritance. He also gave innovative strategies for the construction of intangible cultural heritage archival resources, such as archival resources empowering the systematic protection of intangible cultural heritage, digitalization supporting the creative transformation of intangible cultural heritage, resource integration for the innovative development of intangible cultural heritage, and technological innovation to activate the popularization of intangible cultural heritage. Xu [3] used the analytic hierarchy process to construct a hierarchical model and evaluation index system for the construction of local characteristic archive resources, including 4 criteria-level indicators and 16 program-level indicators. On this basis, the relevant judgment matrix was constructed and the weights of each factor were calculated. Wang [4] analyzed the opportunities faced by China's Olympic champion archive resource construction from the perspective of the strategy of building a strong sports nation. With the help of the analysis model, he conducted a specific analysis from four dimensions: political policy, economic environment, social and cultural atmosphere, and technical support. The results showed that this work faced both opportunities and challenges, and required the joint efforts of multiple parties. Wei [5] analyzed the problems and difficulties in the current archival resource construction, and explored the necessity, feasibility and strategic nature of strengthening the archival resource construction of the shipbuilding military industry through specific measures such as document material collection and archiving, archive transfer and electronic archive resource construction.

Colavizza et al. [6] discussed how digital transformation transforms archives into data, and

applied artificial intelligence technology to expand traditional record keeping activities and explore new ways to capture, organize and access records. James-Gallaway and Turner [7] adopted oral history methodology and combined critical race theory to analyze the history and current situation of African American education. Harrison et al. [8] focused on the latest developments in European Nucleotide Archive services and content, especially the recently released updated version of the ENA browser, the modernization of the publishing process, and data coordination and cooperation with specific research communities. Sumbul et al. [9] constructed a large-scale, multimodal, multi-label benchmark archive, BigEarthNet-MM, by combining Sentinel-2 and Sentinel-1 image data and multi-labels provided from the CORINE Land Cover (CLC) 2018 map. Katz et al. [10] introduced changes in the storage design of sequence read archives to increase access, and highlighted the enhancement of metadata analysis by adding taxonomic insights to help users select data. There are some differences and characteristics in the construction of oral history resources between domestic and foreign universities. The construction of oral school history in domestic universities is gradually receiving attention, but it also faces technical challenges and unclear resource sharing mechanisms. For example, there are technological challenges in China's digital empowerment of cultural relic protection work, which also apply to the construction of oral history archives in universities, as they involve the collection, storage, and sharing of oral history. In contrast, foreign universities such as Columbia University's Oral History Archive have a more mature construction of oral history archives, providing digital interview resources that the public can access by appointment. As a unique cultural and historical resource, oral school history archives not only record the development and changes of educational institutions, but also reflect the evolution of educational practices and ideas in the context of social history. Through a comparative analysis of the construction of oral school history archive resources at home and abroad, this paper aims to explore the value, challenges and best practices of oral school history archives in the digital age, and then provide strategic recommendations for the construction and management of university archival resources.

3. Methods

3.1 Organizational Planning and Guarantee Mechanism

In the research on the construction and practical development of oral school history archive resources at home and abroad, it is necessary to formulate an oral school history archive work plan, which involves formulating an interview plan, preparing an interview list, contacting interviewees, finalizing the interview outline with the interviewees, and confirming the interview content, time, and location, etc. [11-12]. Next, the rights and responsibilities of the construction subject are clarified, and a collaborative and win-win situation with the archives as the main body and the school history museum, museum, publicity department and other departments as auxiliary is created. In addition, building a multi-party support mechanism includes improving the policy support system to ensure that the work of oral school history archives is carried out in a standardized legal and ethical framework; the establishment of organizational structure and the construction of electronic databases for easy retrieval and utilization; the improvement of funding guarantee mechanism, including equipment procurement, equipment debugging, on-site recording, audio and video editing, synthesis and rendering, etc.; reasonable planning of personnel allocation, digital processing of oral history archives, referring to the "Metadata Scheme for Oral History Electronic Archives" (DA/T-2015) issued by the National Archives Administration, and drawing on diverse and rich metadata recording standards from abroad in standard selection; preparation for compliance with regulations, legal documents related to interviews, legal authorization letters, donation (or storage) agreements for personnel archives, etc., to ensure that the work of oral school

history archives is carried out in a standardized manner within the legal and ethical framework.

3.2 Determining the Interview Topic and Interviewees

When determining the interview topic of the oral school history archives, the two dimensions of school history rescue and inspirational education are considered. Focusing on the school history, school conditions, major events, and commemorative activities as the main line, interview topics with high historical value such as the early days of the school, the war period, the period of school site changes, and the period of school mergers are selected, so as to enrich the content of important periods, important events, and important figures, making them more vivid and full. At the same time, it is extended to anecdotes, discipline development history, teaching and research activities, student activities, etc., and new era open topics with great educational significance are selected to promote school history culture. In the selection of interviewees, the interviewees of the oral school history archives of colleges and universities are first selected as witnesses of school history. The first group includes decision makers and participants in major school history events and activities; the second group includes relatives, teachers, students, and colleagues of eyewitnesses; the third group includes university leaders, retired comrades, outstanding experts and scholars, and well-known alumni; the fourth group mainly consists of social groups. When selecting interviewees for oral school history archives, foreign universities also tend to choose outstanding alumni, participants in important events, and other people closely related to the school's history, but the specific standards and emphases may vary, depending on the specific historical background and cultural traditions of universities in each country.

3.3 Implementation of Interviews and Data Collection

In order to effectively implement the interviews and data collection of oral school history archives, a special working group composed of different professionals is established. This working group usually includes a planning group, an interview group, a technical group, a legal group and a publicity group, and each group has clear responsibilities and tasks. The planning group is responsible for formulating detailed interview plans and strategies; the interview group is responsible for direct communication and interviews with the interviewees; the technical group ensures the normal operation of technical equipment such as recording and video recording; the legal group handles legal and ethical issues related to the interview; the publicity group is responsible for the publicity of the project and the promotion of results.

In the process of implementing interviews, there are certain commonalities in the application skills and methods at home and abroad, but there are also differences. Sufficient research on the interviewees is conducted to understand their background and experience in order to develop a targeted interview outline. At the same time, it is ensured that the interviewees have a full understanding of the purpose and content of the interview and obtain their consent. The layout of the interview environment chooses a quiet environment that is familiar to the interviewee to conduct the interview to reduce external interference and make the interviewee feel comfortable. The interviewee is guided to talk freely, while paying attention to listening and observing, and capturing important information and details. The interviewee is respected to avoid involving sensitive issues so as not to affect the progress of the interview.

During the interview, high-quality audio and video equipment is used to record the interview content to ensure the completeness and accuracy of the data. After the interview, the audio and video materials need to be sorted, converted into transcripts, and proofread and edited. The sorted transcripts are submitted to the interviewees for review and confirmation to ensure the authenticity and accuracy of the content. The sorted and reviewed oral archives can be used for school history

research, exhibitions, publishing, etc., to promote school history culture and inherit the school spirit. The specific content of the collected materials is shown in Table 1:

Table 1: School history archive resource construction materials

Material ID	Material Content	Material Type	Storage Format
001	Transcripts of oral history, over 700,000 words	Text	Text File (TXT/DOCX)
002	Video materials, nearly 50 hours	Video	MP4/AVI
003	Collection of scanned old photos and objects	Image	JPEG/PNG
004	Collection of donated books and physical materials	Physical/Document	Varies by item
005	Archival textual historical materials, over 600,000 words	Text	Text File (TXT/DOCX)
006	Audio materials, 5.4GB	Audio	WAV/MP3
007	Video materials, 35GB	Video	Video

3.4 Transcription and Arrangement

The transcription process is the process of converting oral recordings into written text. This process follows the principle of maintaining the original appearance of the interview and not subjectively deleting and modifying it, while providing annotations and arguments. In the transcription process, oral school history archive resources are screened, and the text records are repeatedly compared with the interview transcripts and audio-visual materials to ensure the integrity of the transcription. The transcription staff and proofreaders verify the authenticity and reliability of the oral school history archive contents such as the key time, place, and characters of important events. The confirmation and authorization link requires that the final draft to be published or planned to be compiled be read and signed by the narrator in person, and the donation archive agreement and legal ethics authorization letter be signed to standardize ownership and use rights. The format requires the use of a unified cover and text format to print the text of the oral history materials, including the name of the collection subject, the narrator, the name of the collector, the collection number, the collection time, the collection duration, the number of pages of the manuscript, etc.

Archive materials are arranged with one event or one person as a unit, following the formation rules of oral materials, maintaining the organic connection between files, and meeting the requirements of archive management, which is convenient for computer management or computer-assisted management. The collection content should be sorted and archived as soon as possible, and the oral audio and video materials of the narrators should be sorted in a realistic manner to exclude the personal inclinations, misunderstandings, and conjectures of the collectors. The sorting content includes the sorting of basic information recording materials, the sorting of thematic event content recording materials, and the sorting of implementation materials. The text records of audio and video recordings should compile a vocabulary of special terms and professional terms related to the collection theme, and the records of the narrators and audio and video recordings should be carefully checked and corrected to avoid errors. Photo sorting should be sorted according to the relevant specifications, and the collected photos should be archived together with other relevant materials. Cataloging oral history materials should be compiled according to the order of collection numbers. The cataloging should be accurate, detailed, and easy to retrieve. Boxing and shelving should be boxed in the order of collection numbers and arranged on the

shelves. Catalog data should be recorded and entered according to the requirements of relevant specifications, and the machine-readable catalog database format of the transferred oral history materials should adopt a common data format.

3.5 Management and Maintenance

Digital processing of oral school history archives is an important means to ensure their long-term preservation and utilization. In terms of digital processing, various technologies and methods have been adopted at home and abroad. In the process of digital management, ontology and linked data technology methods can be used to organize and manage oral school history archives, organize scattered resources, and realize advanced knowledge retrieval services.

In the practice of digital management, ontology and linked data technology are used to construct the knowledge ontology model of oral school history archives, and standardize and reveal the concepts, attributes and associations of knowledge in the field of oral school history archives. In this way, the semanticization and ordering of knowledge can be realized, and open data acquisition and knowledge services can be provided. Data analysis and visualization technology also play an important role in the process of building oral school history archive databases and digital platforms. Relevant software and statistical analysis tools can be used to sort out the development context of school history archive resources, and at the same time, VR/AR/MR and other technologies can be used to reproduce school history culture and restore a certain period of history, an event, a period, and a memory of colleges and universities.

3.6 Utilization and Promotion

The methods and effects of publishing, disseminating and promoting domestic and foreign achievements are reflected in the fact that the publication of oral school history archives of domestic universities mainly adopts offline utilization, signing resource use agreements to provide utilization, or the archives are self-organized and published with people or events as the center. This method limits the dissemination of oral school history archives, but also ensures the professionalism and authority of the content. In order to expand the influence, it can be published in the form of books, memoirs, commemorative collections, etc., or form special documentaries, or derive related cultural products, or be disseminated and promoted through Weibo, WeChat, and public accounts.

The strategy of building a database and digital management platform for resource push is to digitize the oral school history archive resources through digital technology, realize online query, use and sharing, which not only improves the accessibility of archival resources, but also provides a wider dissemination channel for them. After obtaining the authorization of the narrator, digital humanities technology methods can be used to organize and manage oral school history archives, organize scattered resources, and realize advanced knowledge retrieval services. In addition, relevant software and statistical analysis tools can be used to sort out the development context of school history archive resources, reproduce school history culture, and restore a certain period of history, event, period, or memory of colleges and universities.

4. Results and Discussion

4.1 Display of the Results of Archival Resource Construction

In the vast field of exploring the construction of oral school history archive resources, domestic and foreign universities have shown extraordinary enthusiasm and creativity, and are committed to exploring, inheriting, and promoting the cultural heritage and historical spirit of their respective

schools through this unique way. However, with the rapid development of information technology and the increasing trend of globalization, how to quantitatively evaluate and compare the results of the construction of oral school history archive resources at home and abroad has become an important issue that needs to be solved urgently. To this end, a comparative experiment is designed to examine the practical results of domestic and foreign universities in the construction of oral school history archive resources, and to compare the completeness, accuracy, and retrieval response time before and after the construction of archive resources. The results are shown in Figures 1, 2, and 3 respectively:

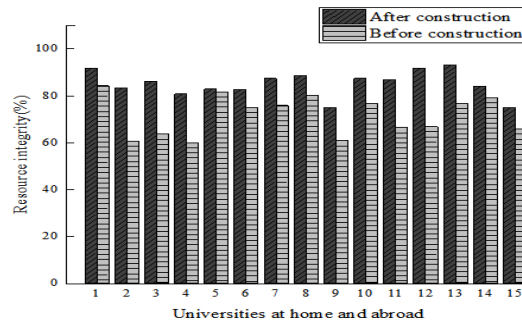


Figure 1: Resource completeness

According to the comparison results of resource completeness before and after the construction of archive resources of different domestic and foreign universities in Figure 1, it can be observed that the overall trend is that the resource completeness of universities has improved after the construction of archive resources. This improvement is reflected in the fact that the post-test values of most universities are higher than the pre-test values. However, there are significant differences in the extent of improvement in resource completeness among different universities. Universities such as No. 13 show a large increase of 16.3%, while some universities such as No. 5, although the post-test value is still higher than the pre-test value, the increase is relatively small, only 1.1%.

In terms of specific universities, the resource completeness of No. 1, 12, and 13 universities remains at a high level before and after the construction of archive resources, and the improvement is large, showing that these universities have a strong awareness and ability of archive resource construction. At the same time, the resource completeness of No. 3, 7, and 14 universities has also significantly improved after the construction of archive resources, which may be due to the effective promotion of these universities in archive management and digitization.

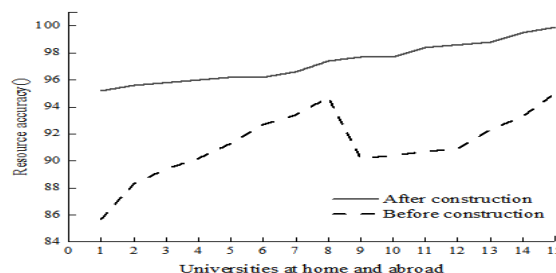


Figure 2: Resource accuracy

The data in Figure 2 shows that the resource accuracy of the first university before construction is 85.7%. After the construction of archive resources, its resource accuracy increases to 95.2%, an increase of 9.5 percentage points. This increase has been reflected in most universities, indicating that the construction of archive resources has a significant effect on improving resource accuracy. There are also differences in the increase in resource accuracy before and after the construction of

archive resources in different universities. Some universities have a larger increase, such as from 88.3% to 95.6%, while other universities have a smaller increase, but even so, their resource accuracy has also improved. This is related to the investment of various universities in the construction of archive resources, the methods and technologies used, and the professional quality of archive management personnel.

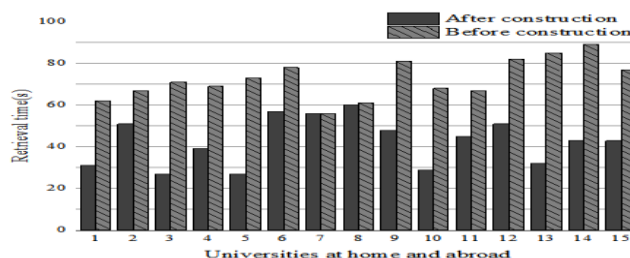


Figure 3: Retrieval time

The data of retrieval time in Figure 3 shows that, overall, the retrieval time of various universities after the construction of archive resources has generally shortened, which shows that the construction of archive resources has a positive effect on improving retrieval efficiency. Specifically, the average search time before construction is 72.4 seconds, while the average search time after construction is shortened to 42.6 seconds. The data also shows that there are significant differences in search time between different universities. This may be related to factors such as the scale, type, complexity of the archive resources of each university, and the retrieval technology used. Therefore, each university should take targeted measures to improve retrieval efficiency according to its actual situation during the construction of archive resources.

4.2 Discussion on Challenges and Solutions

In response to the problem of unclear understanding of the scope of collection of school history archives, a strategy of clarifying the definition and scope of school history archives can be adopted. Systems such as "Archive Scope and Preservation Period of University History Archives" are formulated to clarify the collection scope and standards of school history archives, and the archival personnel training is strengthened to enhance archival personnel's awareness of the importance of school history archives. Their professional knowledge and skills are enhanced to better identify and collect valuable school history archives.

In order to solve the problem of a single way to collect and excavate school history archives, diversified collection methods can be adopted to carry out school history archive collection work. School history archives can be widely collected through cooperation with alumni associations, holding school history material collection activities, and using social media platforms. An incentive mechanism is established for the collection of school history archives, and teachers, students, and alumni are encouraged to actively provide school history archives through the establishment of reward policies to increase the source and quantity of school history archives.

In view of the problem of insufficient depth in the excavation of school history archives, measures can be taken to strengthen the compilation and research of school history archives. The archives department of colleges and universities should collect and organize materials according to various topics, process and edit them in different categories, and form compilation and research results of various topics and forms, such as "organizational evolution", "compilation of important documents", "compilation of data", etc. Modern information technology is used to establish an electronic database that is easy to retrieve and use, and school history archives are digitized to realize online query, use and sharing of resources, and improve the efficiency and depth of the use

of school history archives. At the same time, the management of oral school history archives is strengthened, and the memories of the parties or witnesses of the school's historical development events are recorded through interviews, recordings, and video recordings, and converted into text or other carrier materials. In-depth exploration of the oral school history archives is conducted.

4.3 Impact and Inspiration on the Cultural Construction of Colleges and Universities

Oral school history archives, as an important record of the historical development of colleges and universities, are not only an important carrier of the inheritance of school history culture, but also a beneficial supplement. By recording the historical memories and relevant historical facts of the witnesses and witnesses of school history, they have the functions of "retaining history, advising politics, and educating people", and have become an important part of campus cultural construction. The construction and use of oral school history archives can help to explore the long-standing historical connotation and profound cultural heritage of colleges and universities, enhance the soft power of running schools, and improve the competitiveness of education. Digital humanities provide new ideas for the construction of oral school history archives. Through digital processing and network dissemination, oral school history archives can realize online audition, transcript browsing, online resource retrieval and other functions, improving the retrieval speed and convenience of use. Ontology and related data technology methods are used to organize and manage oral school history archives, and realize the order of resources and advanced knowledge retrieval services. Relevant software and statistical analysis tools are used to sort out the development context of school history archive resources, and VR/AR/MR and other technologies are used to reproduce school history culture, improving the attractiveness and educational significance of school history archives. In the process of digital construction, advanced security protection technology is applied; professional software is purchased; system upgrades are carried out regularly; professional technicians are responsible for system maintenance and security vulnerability repair to ensure the safety and long-term preservation of oral school history archives. After obtaining the authorization of the narrator, the results are published, disseminated and promoted in various forms, or a database and digital management platform are built to push resources to maximize the value of oral school history archive resources.

Domestic colleges and universities mainly focus on the construction of archives, the deepening of school history research and the construction of campus culture in the construction of oral school history resources, but the mode of resource construction is relatively single. In contrast, the construction of oral school history in foreign universities is more project-driven, and the content is recorded through libraries, archives and historical research centers, with the development of disciplines and departments as the main line. In terms of digital standards and technologies, it is necessary to formulate a unified digital standard for oral history and improve the efficiency and popularity of digital technology. At the same time, it is also the key to establish a clear sharing and utilization mechanism of cultural relics digital resources and promote cross-institutional data sharing. In addition, improving the public's understanding and participation in oral history, enhancing the public's awareness of archives through education and public projects, and encouraging interdisciplinary cooperation, combining history, sociology, anthropology and other disciplines to deeply explore the academic value and social significance of oral history are the key directions of current research. It is suggested that domestic universities should learn from the mature experience of foreign universities, strengthen the construction of digital infrastructure, establish a sharing platform, raise public awareness, and promote interdisciplinary cooperation in order to deeply explore the multi-dimensional value of oral school history.

5. Conclusions

This paper analyzes the construction and practical development of oral school history archive resources at home and abroad, and solves the problem of how to effectively manage and utilize university archive resources, especially in the context of the digital age. The paper first discusses the advantages of university archive resource construction in the era of big data, including improving resource utilization efficiency and promoting resource sharing, and analyzes the challenges of imperfect archive digital infrastructure, weak service functions and lack of appropriate employment mechanism. On this basis, directions and paths such as strengthening archive digital infrastructure, strengthening the construction of archive resource sharing model and improving the professional level of archive management personnel are proposed. Although this paper provides valuable analysis and insights, it also has certain limitations. The research sample may not be sufficient to fully represent the archival resource construction of all universities. Due to technical and resource limitations, the data in the experimental part may require longer tracking and more extensive data collection to further verify the universality of its conclusions. Looking ahead, the construction of oral school history archival resources continues to face new challenges and opportunities. With the continuous advancement of technology, the digital processing and retrieval efficiency of archival resources are expected to be further improved. In addition, with the acceleration of global digital transformation, the internationalization and cross-cultural exchange of university archival resources also becomes an important research direction. Future research can further explore how to use new technologies to improve the accessibility and interactivity of archival resources, and how to protect and inherit the cultural heritage of universities on a global scale.

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