

Outreach Overhaul: Progressive Pedagogy in the Archives

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Outcome-Based Strategies

A Few Words

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No More *Show & Tell*

Outcome-based strategies are Active strategies

- Guide – do ask, don't tell
- Do things for a reason
and know what the reason is ahead of time

What is your elevator document?

What kind of Outcomes?

Danielle

- Students demonstrate critical thinking skills to analyze primary sources.
- Students analyze primary sources and understand their role in the context of an archival collection.

Laura

- Students gain a deeper knowledge of their research topics through primary source analysis.
- Students work together to understand and articulate key concepts about their primary sources.

Greg

- Students express confidence in their ability to conduct researching using archival and primary sources.
- Instructors express confidence that instructional sessions in the archives result in desired student outcomes.

Archives in the Curriculum

Northern Illinois Regional History Center and
University Archives

Danielle Spalenka

Digital POWRR Project

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Northern Illinois University

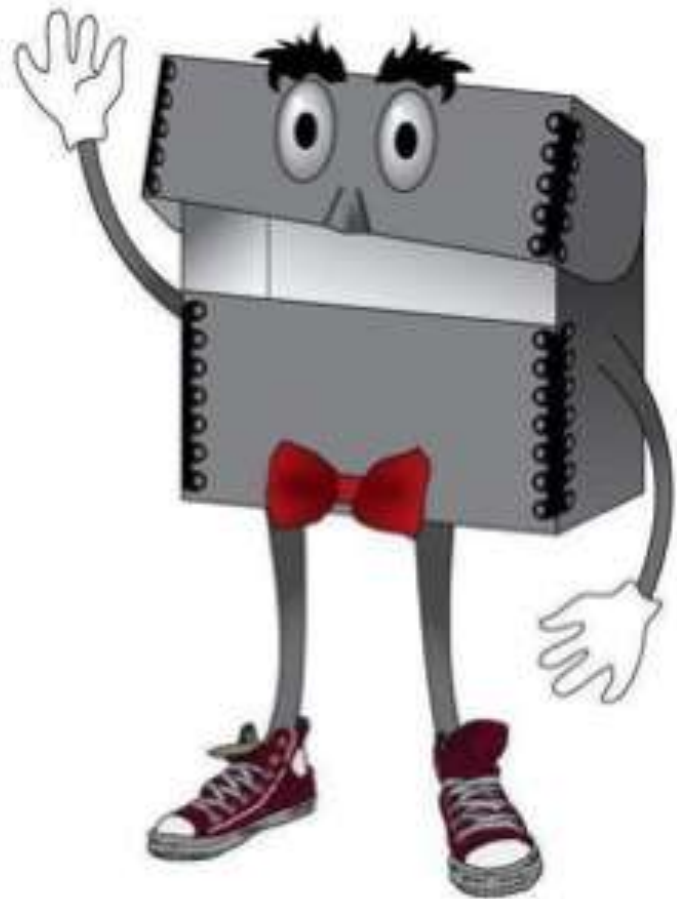
- **Enrollment: 21,138**
 - Undergrad: 15,814
 - Grad: 5,020
 - Law: 304
- **Chartered in 1895**
 - Normal school
- **65 Miles West of Chicago (DeKalb)**
 - 4 Satellite Locations
 - Most students live off campus



**Northern Illinois
University**

Regional History Center and University Archives

- Part of the University Libraries
 - 2 FTE Archivists
 - 1.5 FTE Support Staff
 - 3 student workers
 - 1 Grad Student
- Collect records for NIU and the northern Illinois region
 - University Archives
 - Regional Collections
 - IRAD



Meet Archie the Archives Box!

RHC Instructional Sessions

- Pre-2013 Sessions
 - What is an archive?
 - What is a primary source?
 - Tour of facility
 - 6-8 per semester
 - Mostly History classes (undergrad)
 - 1-2 Education Classes
 - 1-2 grad classes (Museum Studies)

Outcome-Based Approach

- Incorporate information literacy methods
 - Include hands-on activity to engage students
- Focus on how to conduct research in an archive
- Analyze documents and understand their role in the context of an archival collection

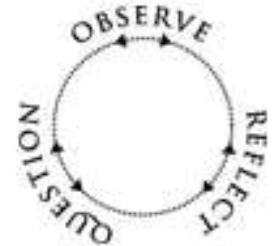


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PRIMARY SOURCE ANALYSIS TOOL

Use this tool to record your responses to a primary source.

If you need guidance, use the sample questions. Feel free to go back and forth between the columns; there is no correct order.



Select format of your primary source

Manuscripts

OBSERVE



Record responses here

REFLECT



Record responses here

QUESTION



Record responses here

FURTHER INVESTIGATION



Record responses here

Archives in the Curriculum

- HIST 295 Archives Assignment
 - Students practice research in the archives
 - Ask questions and apply critical thinking skills to an archival collection



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Archives in the Curriculum

- Methods to develop assignment
 - Work with professor to develop outcomes and detailed instructions
 - Chose 5 collections for students to pick from for research
 - Left instructions for reference staff to access collections
 - Balance ability for students to choose a collection while protecting the materials

Outcomes

- Informal assessment by professor
 - Most students enjoyed the process
- Students engaged with RHC staff in asking questions and followed instructions from assignment
 - Only a handful who didn't follow directions

Overall Outcomes

- By 2015, increase instructional sessions from 6-8 a semester to 10-12 a semester
- Moved beyond just the History department
 - Education (3-4 per semester)
 - Anthropology
 - (Archaeology class using maps)
 - Museum Studies (grad)

Curriculum in the K-12 Community

Developing lessons plans using archival material that align with the Common Core State Standards

RHC and the K-12 Community

- Identified that K-12 was underserved and not using RHC as a resource for projects



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Embedding in the Classroom

- The key to getting into the K-12 classroom is becoming part of the lesson plan
- Need to reach out to teachers



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Common Core Initiative

- Why the initiative?
 - RHC recognized a need to introduce local history collections to educators and students
 - Raise awareness for RHC collections in discovering primary and secondary sources and how the materials can help with social studies instruction in alignment with the Common Core State Standard
 - Student worker also was an education major and expressed interest in creating lesson plans

Goals for the Initiative

- **Short-term**

- Create lesson plans using RHC material that align with new Common Core Standards
- Reach out to area educators
- Begin relationships with teachers
- Make lesson plans freely available on website

- **Long-run**

- K-12 visits to RHC
- RHC materials used in curriculum

Common Core State Standards

- Student-centered outcomes
- New standard aimed to strengthen critical thinking skills in social sciences
 - “College- and career-ready standards for K-12”



Developing Lesson Plans

- Research and read through standards
- Identify standards where primary sources can be used
- Identify collections from Regional History Center
 - Scan materials
- Post on website
 - <http://tinyurl.NIURHCteacher>



UNITED STATES NAVY

1015 1 April, 1945

Dear Mom, Dad, + Bolly—

Well, this is it! We were just informed a few minutes ago that we're leaving for Pearl Harbor at about 0700 to-morrow morning. We have reveille at 0345 and muster at 0600. So no doubt by the time you get ~~the~~ this letter, we'll already be at Pearl Harbor.

At 0730 this morning they held a Protestant Easter service with communion which I attended. We had no idea, then, that we'd already been put on draft. It was a real nice service.

From now on don't depend upon getting any mail from me. Just take it as it comes, and if there are times when you don't hear from me for an awfully long time, don't worry about it. Sometime you'll probably get several letters at once. I'll receive mail from you the same way.

This letter probably won't leave here for five days, but I'm mailing it airmail so you'll get it as soon as possible after it does leave here.

I'm sure, sorry I couldn't telephone you from the maker. It's impossible to call you

Because Somebody Talked: Lesson Plan

BECAUSE SOMEBODY TALKED

Collection: WW II Posters, Box 1, RC 200, RC Oversize Collection,
Regional History Center at Northern Illinois University

Robert Borden Letters, April 1, 1945- September 5, 1945,
Box 20, Folder 2, RC 186, Robert Borden Collection,
Regional History Center at Northern Illinois University

Standards: *CCSS.ELA-Literacy.RH.9-10.2*

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

Objective: The students will be able to make a connection between the message of a World War II poster and real events.

Because Somebody Talked



NATURALIZATION OF A CITIZEN

Naturalization of a Citizen

Standards: CCSS. ELA-Literacy.R.H.9-10.7
Integrate quantitative or technical analysis (e.g. charts, research data) with qualitative analysis in print or digital text.

Objective: The students will be able to trace the various steps of an immigrant on his pathway to citizenship during various historical time periods. The students will be able to identify broad chronological immigration patterns by examining primary source materials.



Evidence: IRAD naturalization records:
[*special note: all the materials are included and are loaded into Flickr and Lib Guides but their citations are still in question and will be added]

Time Frame: This lesson should take one to two days.

Essential Question: *What are some of the reasons that a person would move from one place to another?*

Outreach

- Reached out to Social Sciences Education Dept. at NIU
- Invited to speak at a teacher's conference at NIU
 - “New Ideas in History and Social Studies: Teaching with Common Core”



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Outcomes

- Only a few teachers reached out to us
 - Most wanted to use materials related to their town
 - Uncertain how many have viewed and downloaded the lesson plans



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Lessons Learned

- NIU Instruction
 - Formal assessment could help improve quality and satisfaction
 - Archives tour still important
- Common Core Initiative
 - Reaching out early to teachers is key
 - Developing relationships
 - Showing lesson plans to Education classes at NIU

Operation Primary Source

Laura Farley

Wisconsin Veterans Museum

laura.farley@dva.wisconsin.gov



Eunice Onsrud Hall Papers and Photographs

Background: Annual Field Trip

- Two groups
- Stack of secondary sources
- Entire box of primary sources
- 1 hour of silent research



Harmonica Class, 1928 ca., Image ID: 103028

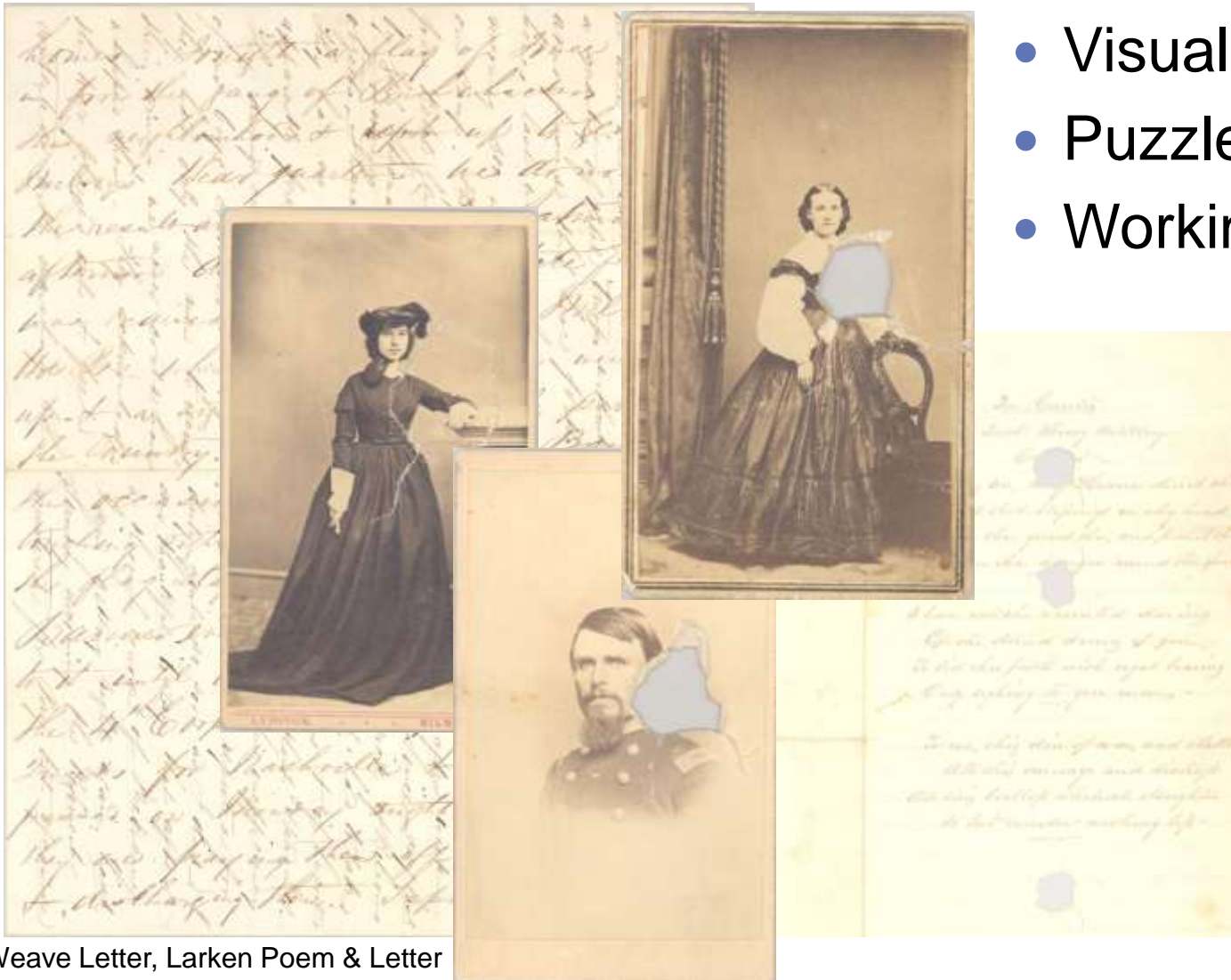
Background: Eye Opening (or closing)

- Boredom
- Bewilderment
- Not engaging with staff or one another



Sleeping Businessman, 1935, Image ID: 59063

Background: Engaging Elements



- Visual
- Puzzle
- Working together

Inspiration: Active Learning

- Maximize student engagement and learning
- Promote inquiry and understanding
- Opportunity to express and challenge ideas
- Share discoveries

Where to Start?

Get the Right People on Board

- Management and colleagues
- Reach out to other archivists and librarians
- Involve the educator



Women's Army Corps, 1943 ca.,
Rose Ray Collection, WVM Mss 1312

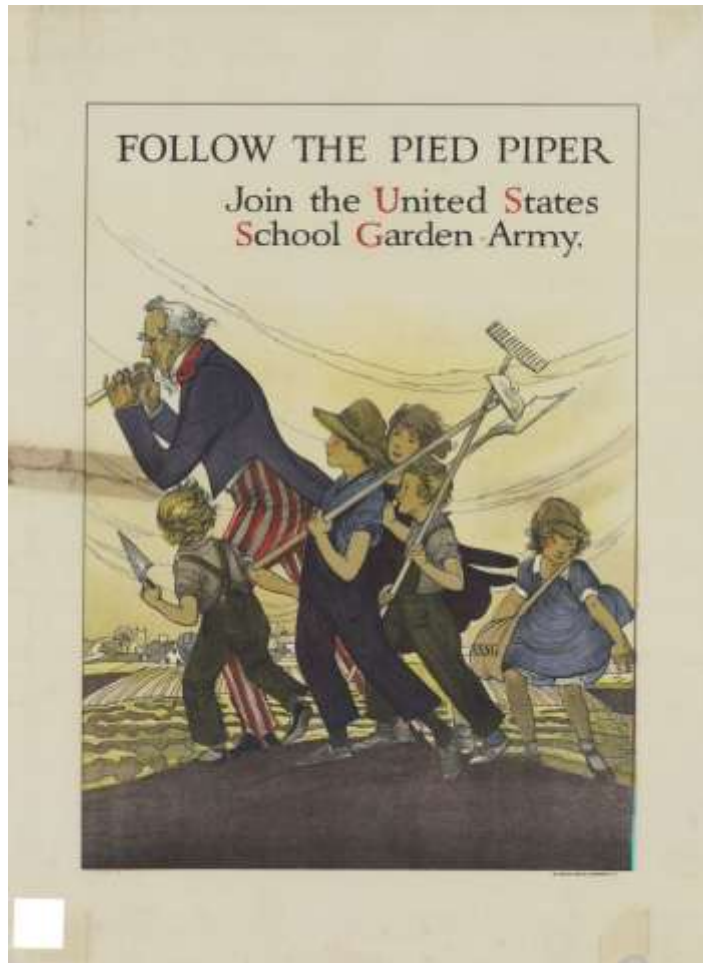
Don't Reinvent the Wheel



Men with Big Cheese, 1936, Image ID: 15591

- Adapt an existing activity
- Peer Learning with Primary Sources, created by Heather Smedberg, taken from *Using Primary Sources: Hands-On Instructional Exercises*

Activity Goals for Students



Follow the Pied Piper, 1917 ca.

- Read and understand primary sources
- Work together to interpret and analyze
- Gain deeper understanding of topics

Activity Structure

- Primary Group
 - 2-3 students
 - 20 minutes
- Secondary Group
 - 4-6 students
 - 15 minutes
- Presentations
 - 1 student per group
 - 5 minutes

(more on this later)

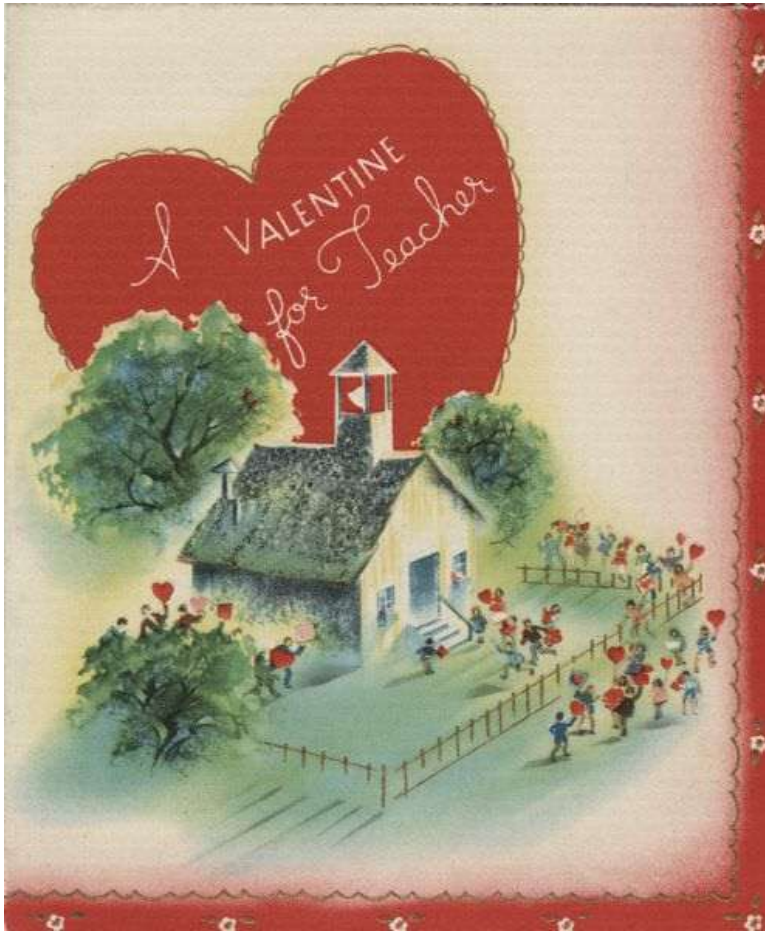


"How You Do It" Collage, Date Unknown, Image ID: 51539

My Goals

- Introduction to archival material care and use
- Introduction to basic primary source analysis
- Build confidence in interpreting primary sources
- Provide relevant materials

Teacher On Board



A Valentine for Teacher, 1935 ca., Image ID: 81334

- Communicate changes
- Work to compliment educator's learning goals

Preparation

- Reassess primary source list
- Create primary and secondary groups



Mess Sergeant Rose Grofl, 1943 ca.,
Rose Ray Collection, WVM Mss 1312

Preparation: Worksheets

- Library of Congress “Using Primary Sources”
- Maximize time with materials:
 - Context and background
 - Who
 - What
 - Where
 - Why
 - Who Cares?
 - What’s unexpected?

Preparation: Sharing



Margaret Patchin,
William Sweet, Emily Gray,
Old Abe, Iron Brigade, John
Hunt, John Corey

Preparation: Time



- 20 hours, more if compiling from scratch
 - Select primary sources
 - Arrange primary and secondary groups
 - Create worksheets
 - Scan materials for presentation
- Time investment returned

Day Of

- Prepare workstations
- Short intro:
 - Plan for the day
 - Care and use of materials
 - Parallel research concept
- Cross your fingers



Keep Your Guard Up, Image ID: 4217

Reactions: Students, Staff, & Educator

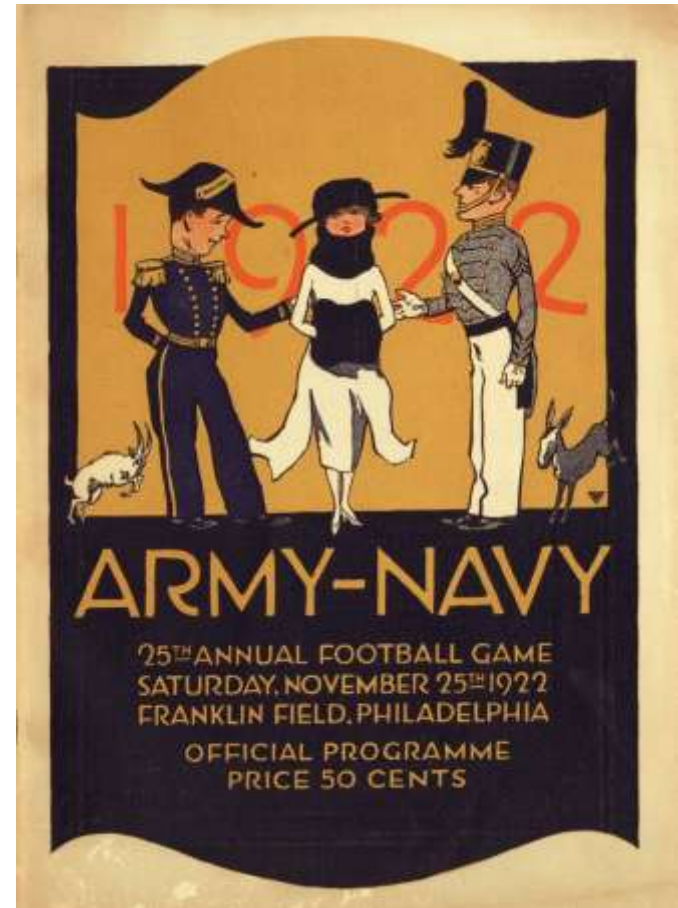
- Noisy and engaged
- Teamwork
- Context clues
- Evil cursive defeated



Rita Kugler in a Child's WAC Uniform, 1943 ca.,
WVM Mss 580

Assessment: Original Goals

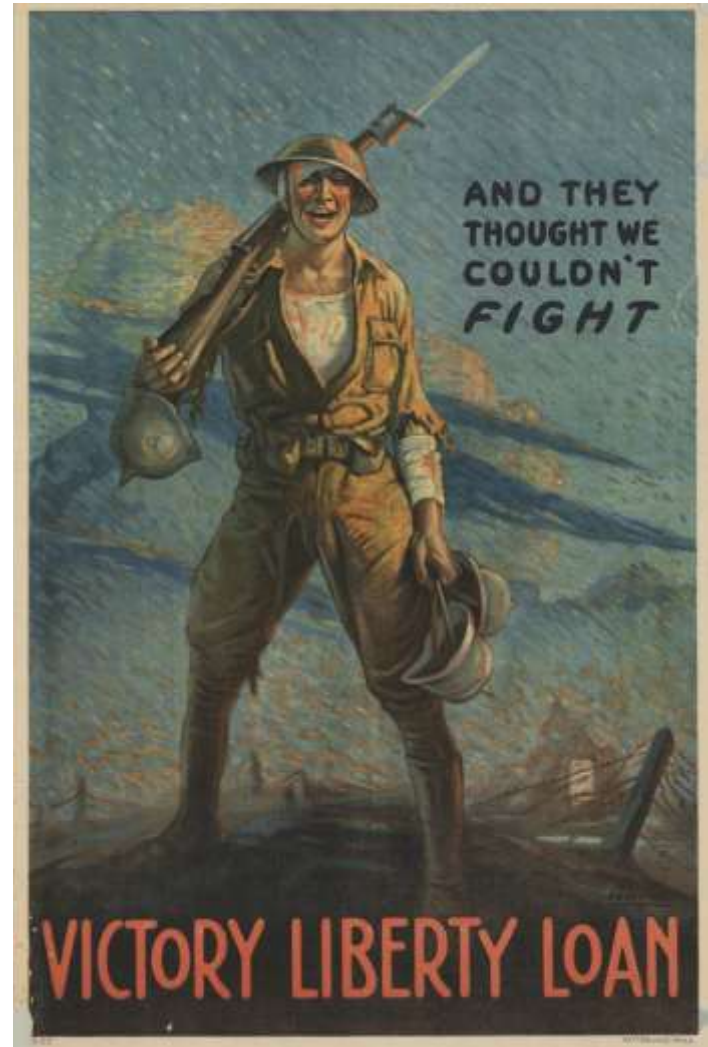
- Introduction to archival material care and use
- Introduction to basic scholarly research
- Build confidence in interpreting primary sources
- Provide relevant materials



Army vs. Navy Program, 1922

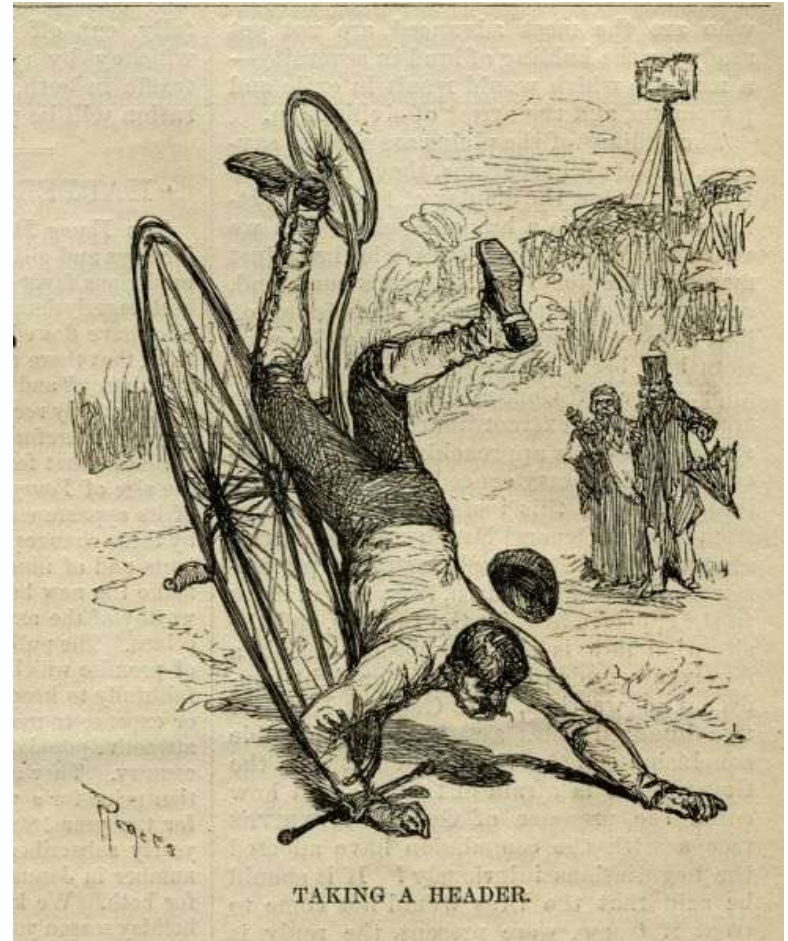
Assessment: What Went Well

- Student engagement
- Staff engagement



Assessment: What Could be Better

- Student fatigue
- Length of materials
- Way too much presentation time



Taking a Header, 1879, Image ID: 97595

Assessment: Was it Worth It?

- Activity learning objectives met
- Staff goals met
- No one fell asleep
- Student project outcomes pending



Dancing at a Campaign Party, 1986,
Image ID: 96414

Influence on Other Work:

- Increased coordination with Education Department
- Online version for in-class use:
 - Primary Source PDF packet (low-res, color)
 - Worksheet
 - Instructions

Beyond High School

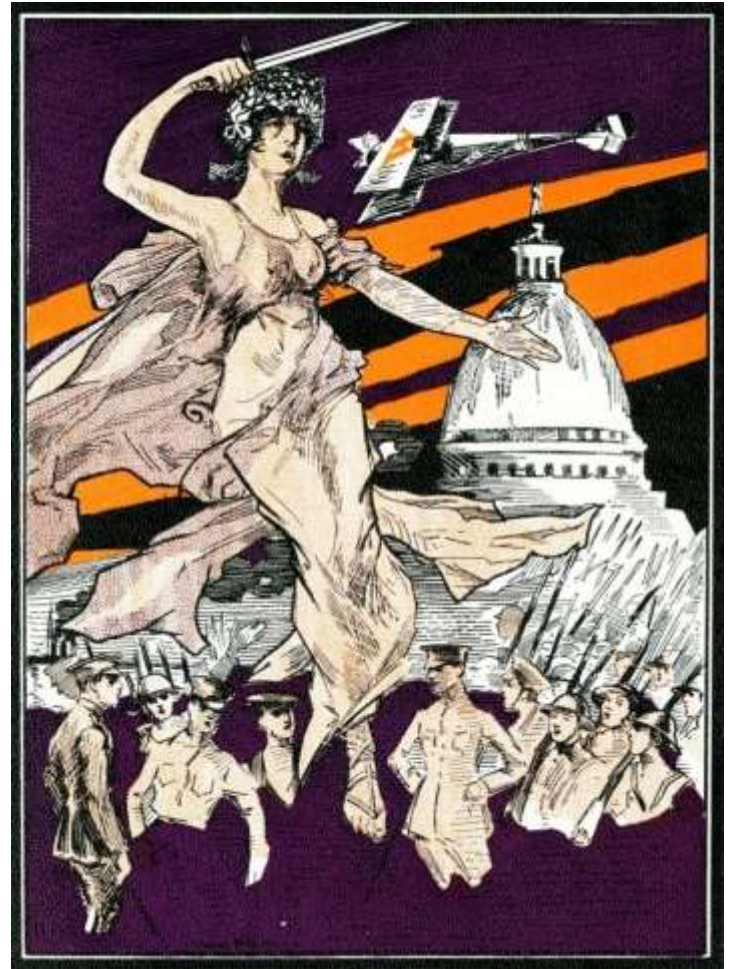


Turnverein Acrobats in Adagio Formation, 1933,
Image ID: 17253

- Flexible and scalable
- Undergraduates:
 - Analysis of biases present
- Grade school:
 - Search for weird words
 - What sounds fun?

Looking Forward: Goals

- More school groups in the archives, not just the museum
- Reach out to local educators
- Collaborate with UW-Madison Professors to increase student traffic



Forward, *The Badger*, 1920

Using Assessment to Support Outcome-Based Programming in Archives

Greg Kocken

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A Brief Literature Review

F. Gerald Ham, 1981

Archival Strategies for the Post-Custodial Era

“We see that the current revolution in information processing is inexorably changing our world and our work, pushing us into a new period in archival history, a period I call the *post-custodial era*. Our effectiveness as archivists in this new era depends on our ability to alter our past behavior and to fashion strategies to cope with both the opportunities and the problems created by this revolution.” (207)

Timothy Ericson, 1991

“Preoccupied with our own gardens”: Outreach and Archivists

“In our minds, outreach has become a series of projects, with an identifiable beginning and end.”

“Outreach should be treated as a basic archival function that falls logically within the scope of our normal duties. We must continually remind ourselves that ultimately we preserve archival materials so that they will be used.” (114)

Marcus Robyns, 2001

“The Archivist as Educator: Integrating Critical Thinking Skills into Historical Research Methods Instruction”

“Archivists can and must be more than simply a bridge between our patrons and our collections. Certainly the time has come for proactive archivists involved in educational outreach to move beyond showing students how to find and access information in archives and toward greater instruction in critical interpretation and analysis of that information.” (365)

A Brief Literature Review

Wendy Duff and Joan
Cherry, 2008

Archival Orientation for
Undergraduate Students: An
Exploratory study of Impact

“... The study also pointed to ways the orientation session could be improved. Two of the four professors and seven students suggested that they would have liked a hand-on component, and many students indicated that they felt they still did not know how to search for and find information in the archives.” (521)

Magia Krause, 2010

Undergraduates in the
Archives: Using an
Assessment Rubric to
Measure Learning

“Repeated visits and use of the archives are oft-cited measures of satisfaction, as are informal discussions with instructors and students. These anecdotal impressions provide neither an accurate nor a concrete justification for the many hours of instruction archivists provide since such effort’s impact on students’ education is unclear.” (507)

Barbara Rockenbach, 2011

Archives, Undergraduates,
and Inquiry-Based Learning:
Case Studies from Yale
University

“Orientations or more in-depth research sessions on primary sources in preparation for a research paper or project are effective for some faculty needs; however, inquiry-based learning exercises offer a middle ground between these general orientations and in-depth research and enable us to partner with faculty in support of meeting faculty goals of teaching undergraduates.” (298)

Archival Metrics



Designed “to promote a culture of assessment in the archival domain by creating standardized user-based evaluation tools and other performance measures... Adoption of these standardized measures will support the movement to allow repositories to compare their performance with others' thereby identifying best practices, and helping all institutions improve their user services.

Toolkits include user-based evaluation tools for Researchers, Online Finding Aids, Websites, **Student Researchers**, **Teaching Support**, Economic Impact Survey, Website Access Tools Survey, and Focus Groups.

More information at archivalmetrics.org

Institutional Context

University of Wisconsin-Eau Claire

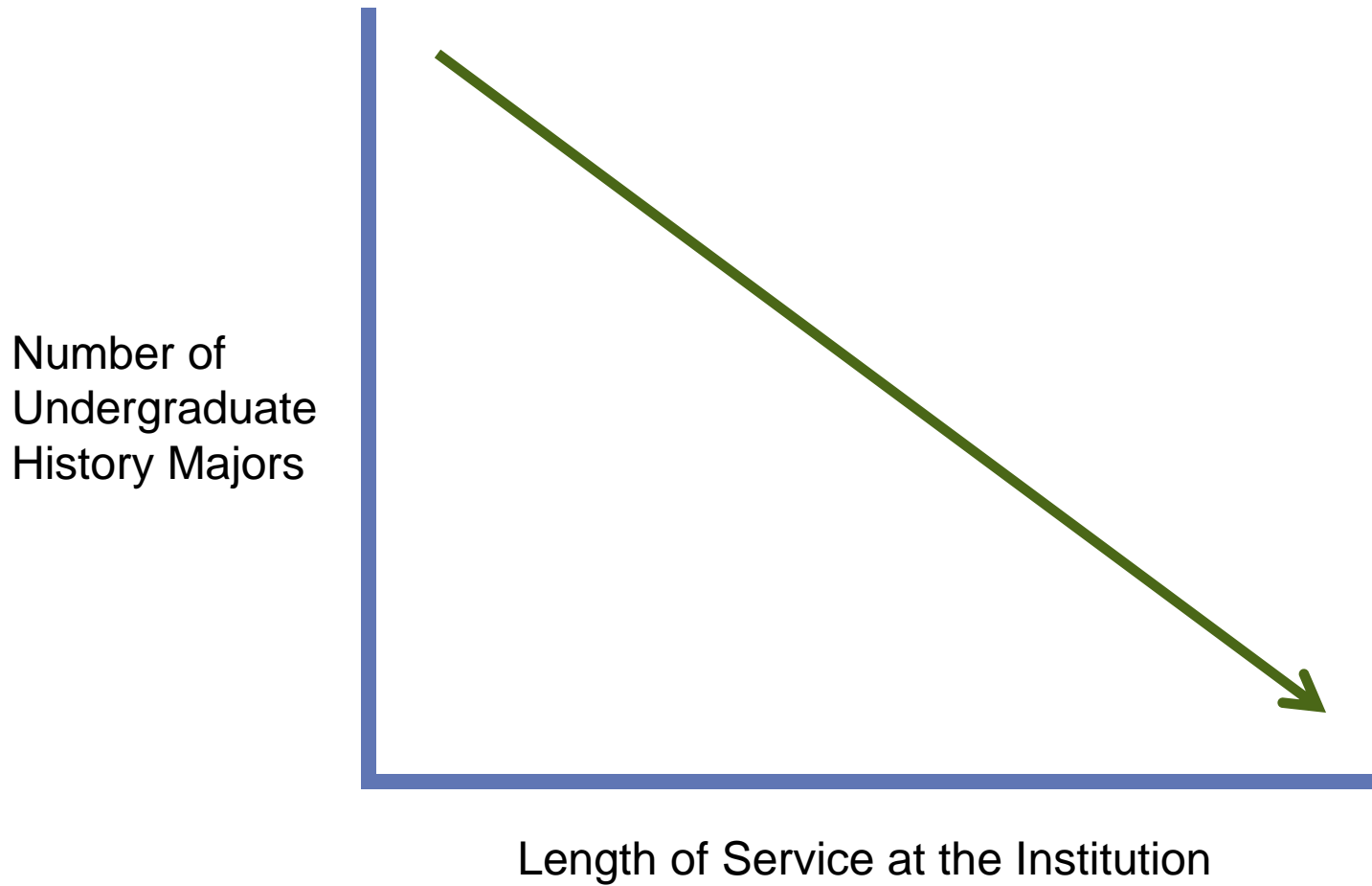
- Regional public liberal arts university
- Approx. 10,900 undergraduate students

Special Collections and Archives

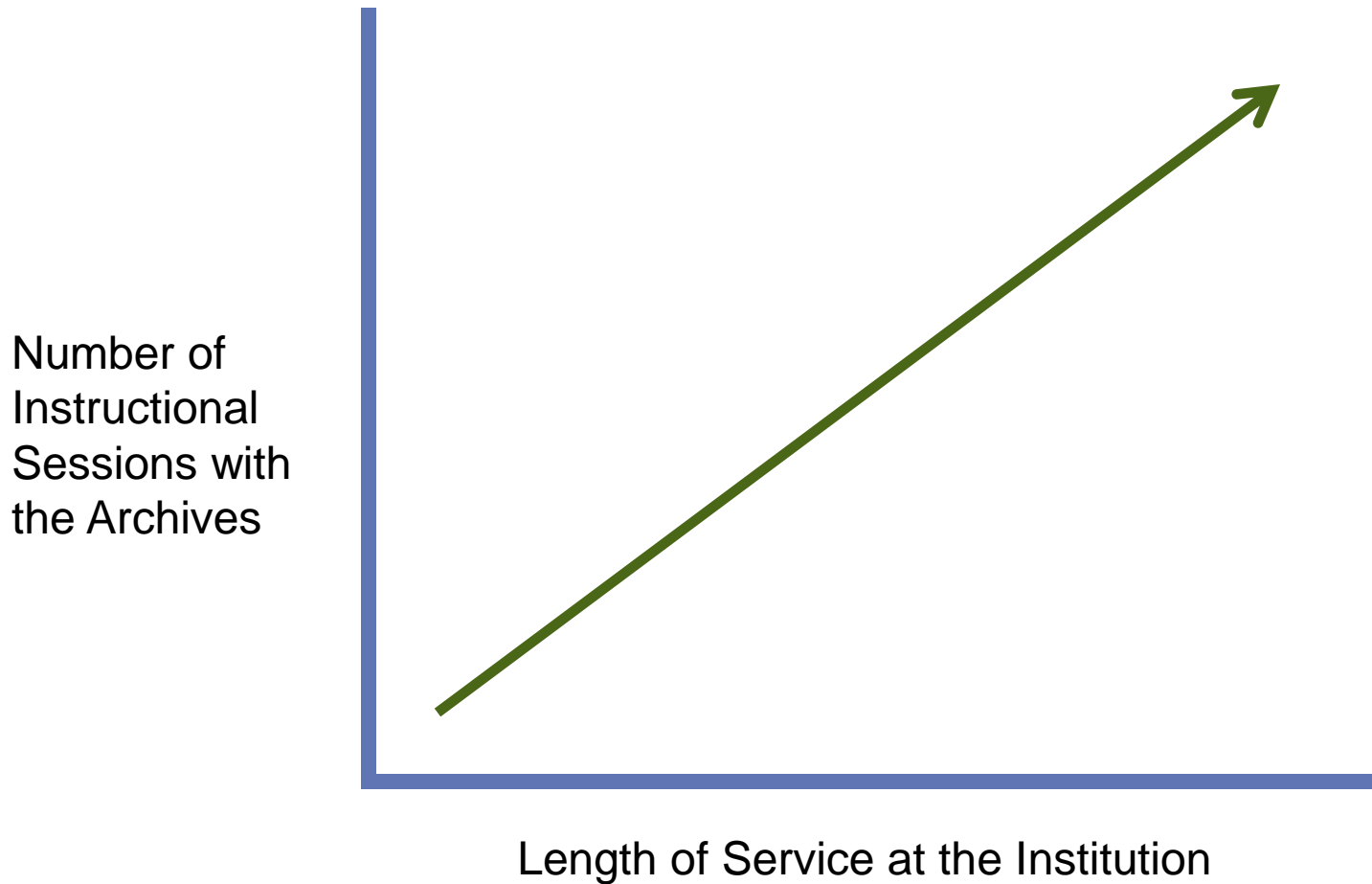
- 1 FTE archivist (me) plus 1.5 FTE support staff and .75 FTE student support
- Over 50 instructional sessions per academic year
- Cross-disciplinary focus; sessions connect with over 12 academic programs
- Approximately 1,000 students engaged each year



Institutional Context



Institutional Context



Adapting Archival Metrics

Student Researcher Survey

Eight questions (adapted from the 22 questions in the archival metrics version)

- Q2.** Please select your level of agreement with the following statement:
“The archivist presented information that will help me with my coursework.”
- Q3.** Please select your level of agreement with the following statement:
“The archivist presented information in a clear and concise manner.”
- Q4.** Please describe what you found most useful about the instruction session.
- Q5.** Before this instruction session, had you ever used any materials from McIntyre Library’s Special Collections & Archives Department?
- Q6.** If your instructional session involved an orientation to the Special Collections & Archives Department, did this orientation help you to better understand the materials and services offered by the department?
- Q7.** Please select your level of agreement with the following statement:
“The instruction session provided me with confidence in my own ability to do archival research.”

Adapting Archival Metrics

Teaching Support Survey

Eight questions (adapted from the 10 questions in the archival metrics version)

- Q1.** Briefly describe your use of the Special Collections & Archives Department in your teaching this semester. (Please describe any assignments)
- Q3.** Please rate how well the Special Collections & Archives Department met your teaching need this past term:
- Q4.** Do you feel the inclusion of this instruction session improved the quality of your student's research and assignments?
- Q5.** Would you use the Special Collections & Archives Department in your teaching again?
- Q6.** What can we do to make your teaching with primary sources work better in the future?

Lessons Learned: Assessment

- Survey response rates will be low unless you work with course instructors to encourage student participation.
- Self-reporting, via surveys, yields data with limited value.
- When using a Likert Scale, avoid the ambiguous “neither” categories.
- Pre- and post- testing is great for studies, but the time commitment makes this assessment strategy too time consuming for regular use.
- Working with course instructors to develop assignments strengthens the value of instructional sessions, and leads to more relevant data to assess from a teaching support survey.
- Surveys alone do not provide enough data; conversations with faculty (as un-empirical as they may be) remain important.

Lessons Learned: Instruction



- PowerPoint is not an effective means of communication with students.
- Active learning techniques are crucial for archives instruction.
- A “behind the scenes” tour, no matter how brief, really helps to demystify the archives. This can also increase student engagement.
- The basics cannot be glazed over: “No, you do not need an invitation to use the archives”

Lessons Learned: Outreach



- Course instructors outside of the History Department may know very little about archives in general.
- Provide details to course instructors. What will your course use, why is this important, what skills will a session with the archives help build, etc.
- Meeting with instructors before every lesson will help insure the lesson you design meets the instructor's needs and targets the specific student outcomes identified by the course instructor.

Thank you!

- Recommended Resources for Teaching With Primary Sources
 - bitly.com/MAC15TPS
- Contact Us:
 - Matt Herbison, mherbiso@drexelmed.edu
 - Danielle Spalenka, danielle.spalenka@gmail.com
 - Laura Farley, laura.farley@dva.wisconsin.gov
 - Greg Kochen, kockeng@uwec.edu