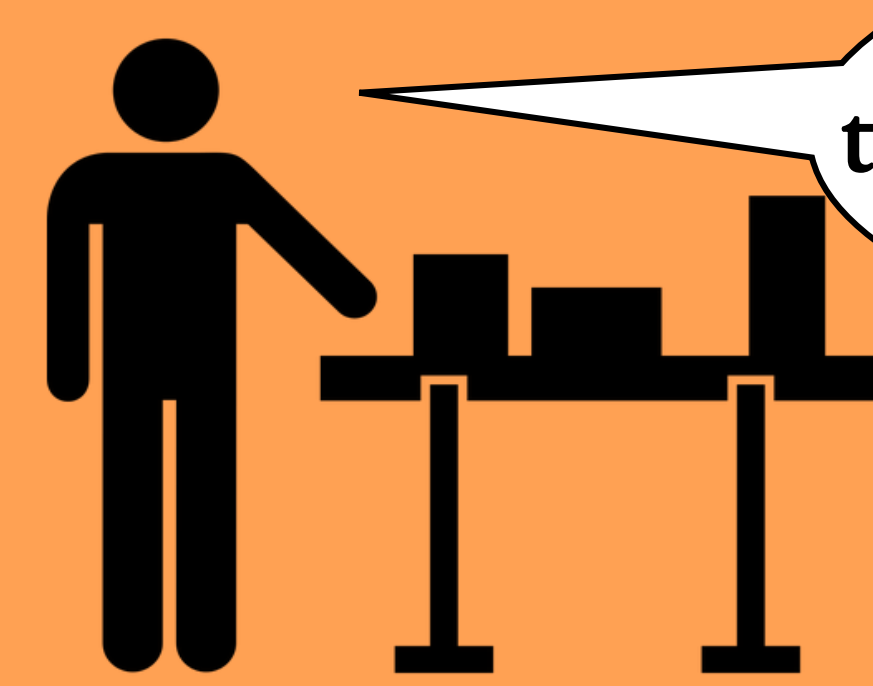


Problem

At UT, the required course for all first year students includes...

- an information literacy component
- the incorporation of the collections, tools and artifacts collected at our University

We work in an integrated manner with these courses in the teaching of the information literacy piece, but...



We're seeing too many **tours and show-and-tell affairs** in the archives.

How do we...

- ...incorporate information literacy into archives-based assignments?
- ...encourage faculty to develop archives-based assignments that are meaningfully integrated with course objectives?



First, I need to know...

"What are the barriers to integrating archives into undergraduate courses?"

"How can librarians, archivists and faculty work together toward common goals?"

"Wait... What does an effective engagement with the archives even look like?"



I need to talk to **faculty**.

I joined a campus-wide archives working group made up of archivists and educators in a variety of disciplines.



I built deeper partnerships with campus archives and special collections and with those that teach in them. I found that others on campus are interested in how education and archives work together.

Now I know what kinds of teaching might go on in archives and who does it...

I connected with a lecturer in the English dept. who was eager to co-develop a workshop with me on this topic.

The Plan

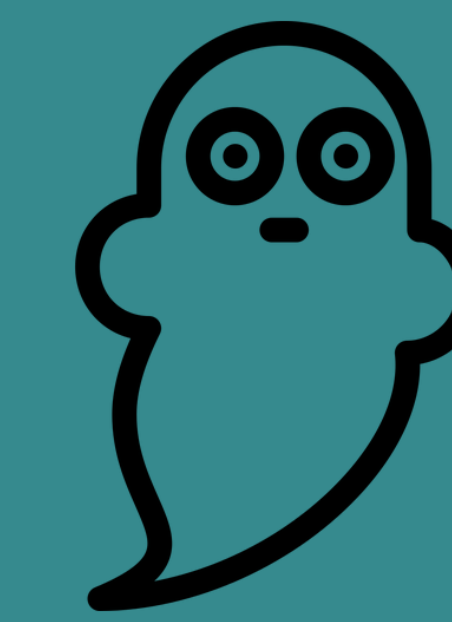
We decided that our workshop...

- would be three hours
- would be limited to 10 faculty members and/or graduate student instructors (start small!)



And that we would discuss...

- the benefits of archival research and analysis tasks for the undergraduate learner
- the uses of digital versus physical archives in coursework
- both semester-long and short-term archival engagements
- examples of campus archives, digital collections, sample assignments, and pedagogical resources



This seems ambitious.

We recruited participants via emails to faculty of that required first-year course (reaches across disciplines) and through the archives working group listserv.

Pre-Survey

We asked...

- What department do you teach in?
- What is your course title and description?
- Are you interested in:
 - general information about how digital and material archives can connect with undergraduate learning objectives
 - support designing an archives-based assignment or in-class exercise
 - support designing a semester-long archives-based project
- What are barriers to teaching with archives?

We learned...

- This topic is interesting to those in the humanities
- Participants are interested in 'everything'
- Barriers to working in archives include:
 - Time
 - Lack of experience with or knowledge of what UT's archives offer
 - Rewriting existing assignments to include archives

During the workshop, we also learned that faculty are hesitant to inconvenience archivists with requests!

Workshop Outline

- Discuss digital and material archives and special collections on campus
 - Best practices for communicating and collaborating with librarians and archivists
 - Discuss differences between inquiry-based versus argument-based assignments
 - The role of librarians and archivists as educators, partners in archives research
 - Challenges undergraduates face in the archives (searching, historical context, secondary source research)
 - Introduce pedagogical resources such as teacharchives.org and our own Information Literacy Toolkit
 - Model two in-class and one semester-long assignment; discuss learning outcomes, scaffolding research skills, logistics of archival research (class time and planning)
 - Allow time for attendees to explore resources and discuss in groups how to adapt them into their classrooms
 - Allow time for attendees to discuss assignment ideas in groups
- Part One**
- Part Two**
- Report out of ideas, questions

What Now?

Observations made during the workshop

Faculty love opportunities to talk with colleagues across disciplines about their courses and their pedagogy

Discussing the logistics of archival research, what our campus offers and the expertise of archivists and librarians seemed to be very helpful to attendees

Modeling the assignments was difficult and attendees seemed to have trouble relating it to their own work

But what did our post-survey tell us?

What they liked:

Short term engagements with the archives are appealing
The resources, sample assignments, archives glossary and writing learning outcomes guide are inspiring and useful (see link below)

What they want more of:

Collaborating with librarians and archivists
Assessing archives-based assignments

Discussion of pedagogical questions rather than of personal experience

I did not expect deeper pedagogical issues to come up.

A structured workshop experience with attendees building a sample assignment together

What was still unclear:

What kind of archival research can undergrads be expected to do? How much handholding will they need?
Can undergrads handle the open-ended critical inquiries which are often the result of archival research?

So, now what am I doing?

- Opening the dialogue among librarians and archivists from across campus – what are our common issues? What goals do we want to work toward?
- Adapting the workshop for librarians
- Investigating future iterations of this workshop with faculty that would more deeply engage with pedagogical issues – will seek out collaborations with those with that expertise.

Contact

Elise Nacca
Learning Programs Librarian
The University of Texas at Austin

Link to guide

(with more links on it):
<http://goo.gl/BQDKKv>