Session #S701

Empowering Educators: Nurturing Faculty Comfort with Primary Source Instruction through Innovative Outreach and Learning Communities

# Empowering Educators: Innovative Outreach at Butler Community College

Ronald Rozzell,  Archivist and Librarian
Kimberly Veliz,  Sr. Librarian, Research & Instruction

# Today's Topics

Butler CC >

Archives >
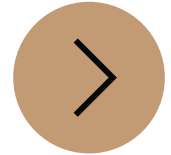
Objectives >

Breakout Boxes >

Results >

Tips and Considerations >
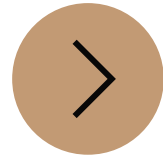
# Butler Community Colege

- FTE 4,064
- 8 campus locations

# Archives >

- **Established in 2017**
- **Digital and print collections**
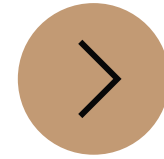- **New additions - Cherokee Trail donations**
- **Digitization**

# Archives  >

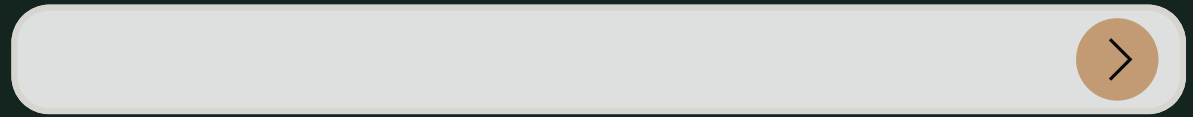- **Growing interest and collections**
- **Centennial Committee**

# Archives & Faculty ⟩

- Grow faculty interest
- Opportunity to incorporate primary sources

# The Lone Archivist

- Split duties
- No formal library instruction experience
- Building connections with faculty is not always easy

# Objectives ⟩
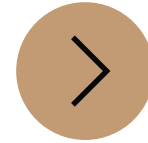
## Utilize archival collections
Primary sources

## Create a fun, low-stake activity
Searching as Strategic Exploration
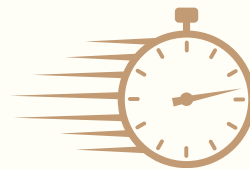
## Fast-paced, interactive
50-minute session

## Meet faculty where they are
Professional Development Days
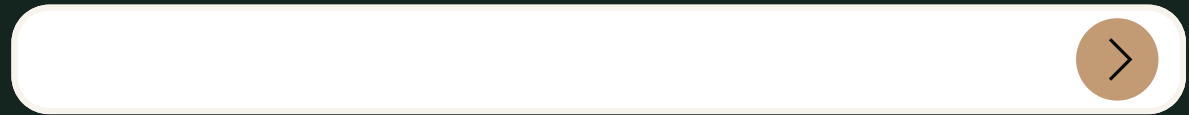
# Professional Development

- IDD - Institutional Development Day
  - One day
  - All faculty and staff attend

# Professional Development

- Professional Development Days
  - In-service week
  - All-faculty attend
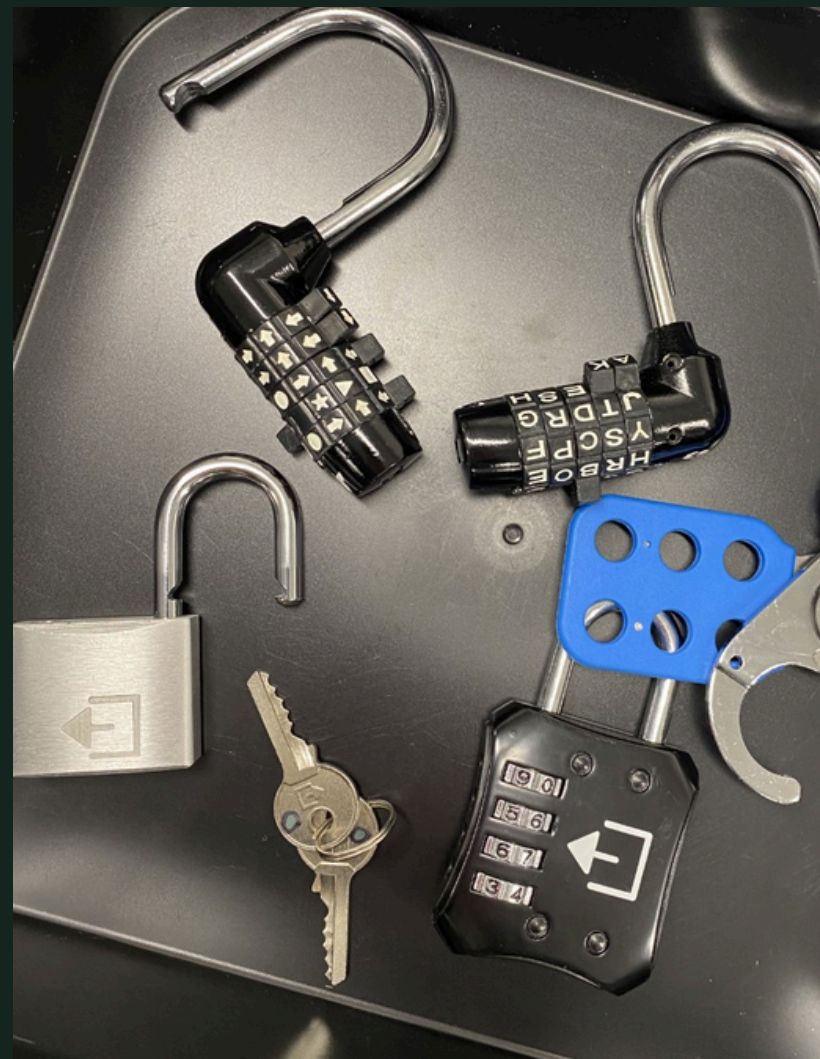
# Breakout Boxes

- Kroski (2019) Escape Rooms and Other Immersive Experiences in the Library
  - 4 tasks
  - yearbooks and digital collection
  - physical collection

## Breakout Boxes >

# Results >
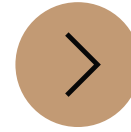
"Zoom wasn't the best to present this info, but both presenters did an excellent job of adapting to the medium."
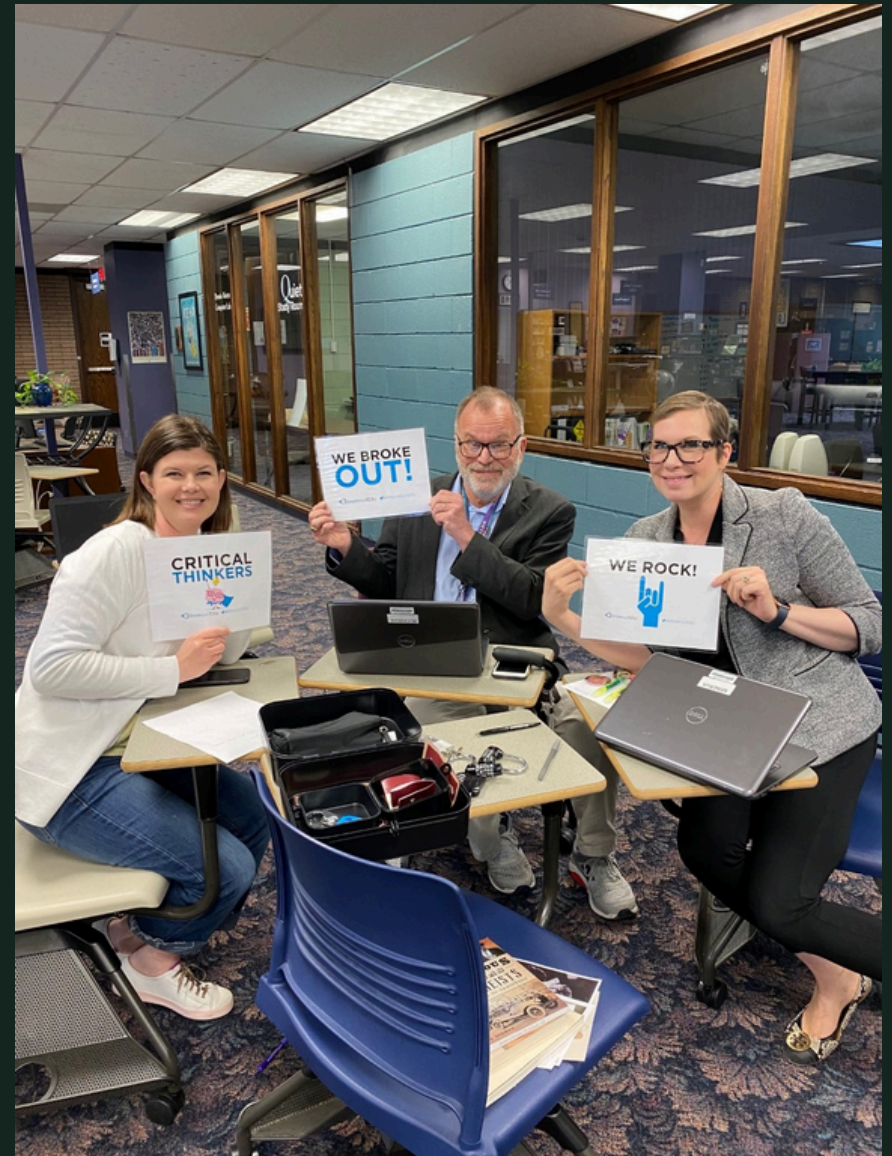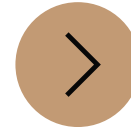
"I'd never thought of using yearbooks like this. Might try to have my US [History] 2 class try to connect something to the yearbooks."

# What We Learned  >
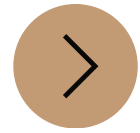
- Humor
- Build for your audience
- User testing
- Feedback
- Have fun

# Future Goals
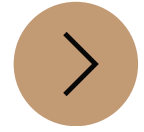
- Reaching back out to interested faculty - following up
- Yearbook usage is up
- Requests from staff for breakout box activities at retreats

# WHAT DOES THIS MEAN FOR YOU?

# Tips for Successful Outreach  ❯

- Start small, and take advantage of your instruction librarians
- Take advantage of where faculty are and come to them
- Bring them something relevant and interesting
- Gamification of instruction
- Create buy-in

# Tips for Successful Outreach  ❯

- Always make sure to be able to explain what can be tailored to fit specific needs
- Make yourself available and remove boundaries to following up
- Assess, fix, and try again

# Works Cited

Huang, Rui, et al. "The Impact of Gamification in Educational Settings on Student Learning Outcomes: A Meta-Analysis." Educational Technology Research & Development, vol. 68, no. 4, Aug. 2020, pp. 1875–901. EBSCOhost, https://doi.org/10.1007/s11423-020-09807-z.

Gómez-Carrasco, Cosme J., et al. "Evaluation of a Gamification and Flipped-Classroom Program Used in Teacher Training: Perception of Learning and Outcome." PLoS ONE, vol. 15, no. 7, July 2020, pp. 1–19. EBSCOhost, https://doi.org/10.1371/journal.pone.0236083.

Kopcha, Theodore, et al. "Teaching Technology Integration to K-12 Educators: A 'Gamified' Approach." TechTrends: Linking Research & Practice to Improve Learning, vol. 60, no. 1, Jan. 2016, pp. 62–69. EBSCOhost, https://doi.org/10.1007/s11528-015-0018-z.

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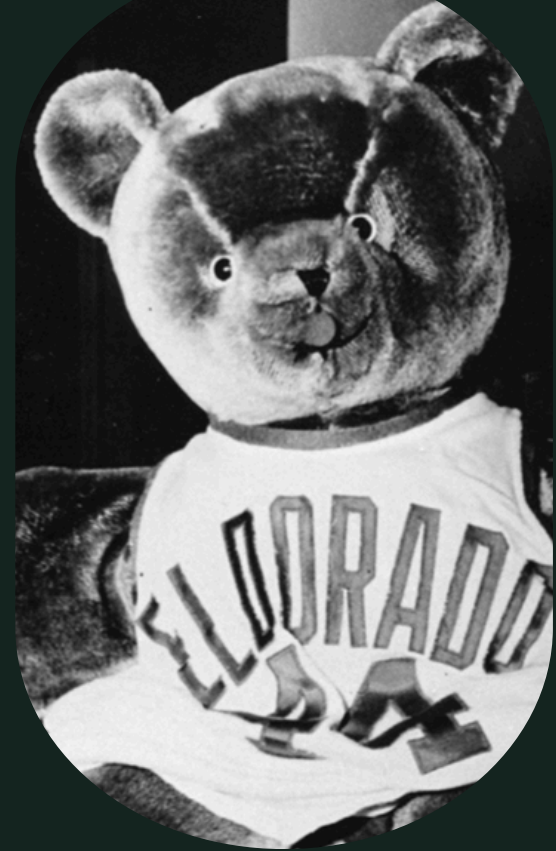
# THANK YOU.

# EMPOWERING EDUCATORS: TPS LEARNING COMMUNITIES AT BGSU

Midwest Archives Conference
May 4, 2024
Stefanie Hunker and Michelle Sweetser

# TODAY'S TOPICS

- Why Learning Communities (LC)?
- Logistics of LC
- Content of LC
- Outcomes
- Lessons Learned

*Ithaka S+R study on Teaching with Primary Sources*

- *Research study conducted in Fall 2019 as part of a national study with a cohort of over two dozen institutions*
- *Data collected from in-person interviews revealed some interesting findings*
  - *difficulties with primary sources*
  - *role of librarians/archivists in primary sources projects*
  - *connections to information literacy*
  - *learning to work with primary sources*
- *"Supporting Primary Source Instruction in the Undergraduate Classroom at Bowling Green State University: Summary Findings" - https://scholarworks.bgsu.edu/ul_pub/61/*
- *What could we do to help?*

*A Learning Community!*

*Learning Communities (LC) at BGSU*

- *Undergraduate resident LCs began in the 1990s*
- *Faculty/Graduate Student LCs began in the early 2000s*
  - *Offered by BGSU's Center for Faculty Excellence (now offered under the broader term "Community of Practice")*
  - *Semester-long or year-long*
  - *Participants and facilitators offered professional development funds at conclusion*
  - *University Libraries offers LCs and funds professional development earned*
- *Drafted an outline of a four-session LC, how much $ we should ask for to offer it, and what would we want participants to learn*

# Logisitcs & Getting Started

## Funding

Had to get permission to offer an LC

Was there funding available for this program?



## Recruitment

We recruited: faculty & graduate teaching assistants as participants; current practitioners as guest speakers

Created a web page, online application, & campus communications



## Selection

By the deadline in early Sept. 2021, we had 10-15 applicants

We accepted most applicants, though some were from disciplines outside of what we thought would find this LC most useful

# SESSION 1

## INTRO & CONSIDERING PRIMARY SOURCES

- Welcome and Introduction
- Goals of the LC
  - Addressed some of the concerns presented in our report
- Ground rules
- Primary source activity with provided sources
  - What can you glean from this source
  - How could it be used in a classroom, even if it's not your classroom
- Discussion of what "primary source" means in various disciplines
- Guest "practitioner" presentation

# SESSION 2

1st activity - Backwards Design
- What kind of goals for: freshmen, advanced undergrads, majors, grad students
  - Disciplinary
  - Research and inquiry
  - Transferrable skills
- Backwards design to -
  - Learning outcomes to -
    - Activities and assignments
- Group work and discussion
- Assessment of primary source assignments
  - Small group work
  - Discussion



## LEARNING OUTCOMES AND ASSESSMENT

# SESSION 3

- Overview of our collections and how to use them
- How to find primary sources at BGSU
  - library catalog
  - finding aids
  - digital collections
  - large digitized collections elsewhere
- Practice exercise
- Discussion on what they found, what have they used in class before, etc.
- Prep for Session 4, which is time in the collection that they chose to use for their LC final project

## FINDING MATERIALS

# SESSION 4

*Time in the Collections!*

After Session 3, participants searched on their own and found materials to review during Session 4 and loaded them into the LC environment online

Materials were gathered ahead of time, so that participants could have as much as possible to review.

Michelle and I were available in each of our collections to provide additional materials or help with materials gathered

Participants took a photograph of their "item" and completed a worksheet to bring to the next session for discussion



## TIME IN THE COLLECTIONS!

**REFLECTION ON USER EXPERIENCE AND IMPLICATIONS FOR CLASSROOM**

# SESSION 5

- *Discussion of resources participants select to share*
- *Archival experience as a user*
  - *Self-reflection*
  - *Group discussion*
- *Scaffolding*
  - *Students have less experience finding, interpreting, analyzing resources*
  - *What can be done to facilitate student learning*
- *Incorporating information literacy standards and assessment*
- *Worksheet activity*

# SESSION 6

*Let's Bring it All Together*

- Small group activity to review and present draft lesson plans
- Large group discussion
- Guest practitioner(s)
- Review final steps
  - Final assignment
  - Distribute assessment tool
  - How to get paid!



**PEER REVIEW AND TIME WITH PRACTITIONER**

**OUTCOMES**

*Lesson plans and assignments*
- Bank of ideas shared within group

*Courses/Collaborations with Library*
- Many put activities to use

*Create community*
- Other people they can seek out

*Develop confidence*
- Work through questions; hear from others

*Increase Librarian/Archivist Awareness of:*
- Materials in collections
- Disciplinary teaching and research trends

## The assignment will be FOUR Parts:

1) Go to the special collection's library with the class or on your own and select a *Big Little Book* and be sure to note its title in the pictograph and your reflection. Feel free to work in groups if you wish, but make sure that everyone who participates in your group has their name in the reflection and on the completed pictograph.

2) Map out your artist book in order to craft a visual re-telling of one of the stories from the *Big Little Books* into a model of an artist's book, which we viewed in the special collection's library. Feel free to use any tools you feel would be appropriate to create your 3D representation of the text you have chosen.

3) Then, in a response of 3-5 double-spaced pages, reflect on how you decided on the placement, color scheme and shapes to tell the story you chose based on the lecture, Molly Bang reading, and our time in the special collection's library. Post your completed reflection to the assignment labeled—*Big Little* Pictograph Reflection. Make sure that if you are working in groups, that all the participants names are on the final product.

4) You will present your 3D representation to the class, so make sure you have your 3D model along with a 10-slide long presentation about your process for creating your 3D rendering. Make sure you are paying attention to the various design elements we have examined in-class and how that pertains to "proper" presentation style and execution.

**Activity:**

*Day 1: Introduction to Primary Resources and Group Project Discussion*

Class Objective:

Students will understand what primary resources and their importance are. Subsequently, they will have to develop a group project.

Class Outcome:

- Define primary resources and their significance.
- Identify with group members potential ideas about group projects, incorporating primary resources.

*Day 2: Identifying Relevant Primary Resources*

Class Objective:

Students will explore search tools available through the university library to find primary resources. Subsequently, they will create a list of available primary resources through the library and discuss the relevance of those resources for their group projects.

Class Outcome:

- Explore the library database system of the university library to locate relevant primary resources.
- Collaborate with group members and review ideas on the significance of identified resources to the group project.

*Day 3: In-depth Research Day*

Class Objective:

Students will individually identify *at least one* primary resource relevant to their group project. Subsequently, each student will spend the class session researching their identified primary resource and take notes outlining the key information extracted from their chosen resource.

Class Outcome:

- Research specific data and information from the identified primary resource, relevant to the group project.
- Demonstrate effective research skills and note-taking techniques.

*Day 4: Reflection and Discussion*

Class Objective:

Students will discuss amongst their group how they plan to use the extracted information in their group project. Subsequently, they will complete a reflection assignment individually answering specific questions related to their chosen primary resource.

Class Outcome:

- Discuss findings with group members.
- Justify the relevance of the selected resource to the group project.
- Reflect on the research process and inquiry.

# Resource Gathering Assignment

The purpose of this assignment is to demonstrate your ability to find developmentally appropriate elementary level resources related to a certain standard. This means you need to thoroughly understand and/or research the standard/topic you select for each strand of elementary social studies to determine which resource is best to teach that topic. You will have to demonstrate your content knowledge of the standard.

Copy and paste the template into your own Google Doc. Once you have created your own Google Doc with the template, you will then need to give editing privileges to anyone who has the link. Make sure to do this so that I can leave feedback. My feedback will help you improve the next portion of your RGA.

- Make sure to do the work
- READ the instructions care
- There are unique instructi
- We will complete the Mat

## Description

Provide a detailed 1-3 sentence description of what the resource is. Answer questions like: what is it about? Who wrote it? What is the purpose of it? etc.

## Standard

Visit the Ohio Learning Standards for Social Studies and make sure to copy the language of your assigned content statement.

## Discussion

Write a paragraph explaining the following.

1. How does the resource relate to your standard? You must demonstrate an accurate understanding of the standard.

2. How can the resource be used to teach the assigned elementary level OLS content statement? You might know a lot of methods yet, so it is ok to dream here. Give me your best idea. *Make sure to tell me how you will use the resource. If you just say, "the students will use the resource to learn ...", I am going to ask you how they will use it. Be specific on what they will do with the resource to promote their learning of the content. Included in this is how the resource connects your students to the standard.

**You need to use all resource options (written primary source, cultural artifact, written secondary source, visual, and multimedia) at least once.**

# DISCIPLINES REPRESENTED INCLUDE:

- AMERICAN CULTURE STUDIES
- ARCHITECTURE AND ENVIRONMENTAL DESIGN
- ART HISTORY
- CONSTRUCTION MANAGEMENT
- CRIMINAL JUSTICE
- ENGLISH
- ETHNIC STUDIES
- ETHNOMUSICOLOGY
- GRAPHIC DESIGN
- HISTORY
- JOURNALISM
- LEADERSHIP STUDIES
- MEDIA AND COMMUNICATION
- POPULAR CULTURE
- TEACHER EDUCATION
- WOMEN'S STUDIES
- WRITING STUDIES

I especially liked having time set aside to think about and work on primary sources, brainstorming with colleagues about teaching and research practices, and getting to know people.

*Participant, Fall 2021*

Like many in the group, I would love to see this learning community spent at least an entire semester, preferably an entire academic year.

*Participant, Fall 2022*

"

I enjoyed learning about new pedagogical strategies that I have not used before with other faculty and grad students.

*Participant, Spring 2024*

# Lessons Learned / Tips for Starting Your Own Learning Community

## Iteration

Each offering will be different - plan to incorporate changes based on experience.

## Life Happens

How are you going to accommodate missed classes, emergencies, etc.

## Classroom Management

Still need to manage silences, provide chance for all to speak, some may not buy into strategies, etc.

## Collaborative Opportunities

May take time to develop or go in unique directions.

# CONTACT US

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Handout listing LC goals and
objectives: