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Teaching Undergraduates with Primary Sources 2020 Research Study Report

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Teaching Undergraduates with Primary Sources 2020 Research Study Report

**Special Collections Research Center
University of Kentucky Libraries**

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SUMMARY

This report presents the findings of an exploratory examination of the pedagogical practices of social sciences and humanities instructors who teach undergraduates with primary sources at the University of Kentucky (UK). The goal of the study, conducted in December 2019 and January 2020, was to better understand the needs of undergraduate instructors in order to develop additional resources and services in support of their work and improve the effectiveness of teaching with primary sources. The study reveals areas of success within existing programs and services, the benefits and drawbacks of teaching with digitized primary sources, as well as inherent pedagogical challenges to overcome. A list of recommendations based on the findings seeks to address these challenges and concludes the report.

Overall, the study found that most participants have relied upon close relationships with partners in special collections libraries when teaching with primary sources, as well as the expertise of archivists, librarians, and paraprofessional staff. Hands-on activities with primary sources were valued more than digital interactions, despite the majority of study



participants recognizing the value, benefits, and growing body of authentic primary sources available online. Even though study participants often used a variety of online databases and digital tools, they noted challenges in navigating those systems and did not acknowledge them as major components of their pedagogy. Most study participants recognized that primary sources were essential to experiential learning and capitalized on the direct connection between their own research and teaching with related

primary sources. Study participants often tied the use and examination of primary sources in their classes to learning outcomes focused on civil engagement, critical thinking and source analysis, developing empathy, and the identification of bias. Lastly, several participants specifically sought out primary source materials and activities focused on place to more deeply engage students and to overcome contextual challenges.

Although these findings have provided important insights related to primary source instruction and pedagogy at the University of Kentucky (UK), the world has changed significantly since the study began in 2019. At the time these interviews were conducted, most study participants were focused on the hands-on experiences and in-person visits of their classes. Now, due to COVID-19, instructors have become more reliant upon digital tools to teach their courses; therefore, providing enhanced support, expertise, and services for teaching with digitized primary source materials specifically in online and hybrid environments has become more important in the on-going remote learning context. Additionally, primary sources have the unique opportunity to further elucidate the issues of racial justice and systemic racism in local communities and engage students in discussions related to understanding current events. It is incumbent upon special collections libraries to advocate for programs and resources that support greater understanding, cooperation, and positive social change.

Finally, this local report is part of the “Teaching with Primary Sources” research project, which included twenty-five public and private research universities and liberal arts colleges in the United States and the United Kingdom. Coordinated by Ithaka S+R, a not-for-profit research and consulting organization that helps the academic, cultural, and publishing communities navigate change, the study investigated instructors’ experiences and challenges when teaching undergraduate students with primary sources at each participating institution. An overall project report summarizing the findings across all institutions will be available in 2020.

METHODOLOGY

Study Design

The study was conducted by a research team from the University of Kentucky Libraries Special Collections Research Center (UKL-SCRC), including Jay-Marie Bravent, Danielle Gabbard, Deirdre Scaggs, and Matt Strandmark. Study participants engaged in one-on-one, semi-structured interviews lasting approximately sixty minutes in an interview studio or private office at the Margaret I. King Library during December 2019 and January 2020. The collected interview data was analyzed using grounded theory methodology where no pre-existing codes were utilized and a coding structure was developed in the process of reading through the interview data.¹ During coding and analysis, themes were identified across the interviews as the research team pinpointed and grouped pedagogical methods and challenges described by study participants in order to develop recommendations to improve teaching support services.

Study Population and Subject Recruitment Methods

The study population consisted of sixteen instructors who teach undergraduate students in humanities and social sciences departments at UK, including tenured and tenure-track faculty, graduate students, and adjunct instructors. Participants self-selected as willing to participate, and included many instructors who have brought their classes to the UKL-SCRC for teaching with primary sources sessions in the last five years. Recruitment involved personalized email invitations sent one-on-one to a list of instructors that captured the breadth of teaching activities involving primary sources at the University of Kentucky. IRB approval and other study documents are available upon request.

¹ Strauss, A. and J. Corbin, *Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory* (Los Angeles, 2014).

FINDINGS

Close Collaboration with an Archivist

An overwhelming majority of study participants specifically referenced close collaboration with an archivist as a key success factor for their teaching and their students' interactions with primary sources, with many participants adding emphatic "shout outs" to specific archivists they have worked with throughout their careers. One participant stated how "I've always done prep work with archivists [and] I've let the archivist tell me where there are good sources... because they're the people who know." These participants also discussed how the specific, expert knowledge of archivists and librarians regarding the content of archival and special collections materials, as well as the application of materials-specific research methods, served as one of the most important factors in deciding to bring their students to special collections for class sessions, one stating that, "Knowledgeable archivists were essential... somebody with sufficient experience to know how the records were compiled... I tend to let archivists do [what] they see as appropriate because I figure they know a lot more about the sources than I do." Participants frequently pointed to the collaborative aspect of their visits to special collections, as one commented, "I think for archivists, when I ask for assistance, it's helpful for them to know... the main purpose of the class, the main purpose of the assignment, what I'm most interested in them accessing [then]... let the archivists turn things over [to the students]." Another participant commented, "My experience is that archivists are super helpful, eager to talk about the collections they've got... there's always been a lot of back and forth." Several participants also mentioned the knowledge and services provided by research room support staff and assistants as important to their students successfully conducting further research and completing course assignments. A portion of participants stated that they also partnered with other experts in the community, such as museum curators, artists, authors, or government officials, when teaching with primary sources. While this evidence of the positive impact on teaching made through collaboration with archivists, librarians, and

special collections staff serves as a success of the current program, we must also acknowledge that this could become a challenge given the recent and on-going reductions in staff and budget during and after the COVID-19 pandemic.

Additionally, the majority of participants stated that they had learned to use primary sources in their teaching through ad hoc or informal means. Often, they described their experiences as an outgrowth of a relationship with an archivist that developed during their graduate studies, as a happenstance of their graduate course work or teaching assistantship assignment, or the emulation of a faculty advisor or mentor. Even instructors with many years of teaching experience stated how they could benefit from more formal training and knowledge to enhance their teaching, beyond the one-on-one relationship with experts in special collections. To address this, the UKL-SCRC could develop a program or partner with other offices on campus, such as The Center for the Enhancement of Teaching and Learning (CELT), to bring structured, expert-conducted workshops on methods for teaching with primary sources, such as how to gear assignments towards specific learning outcomes or utilize emerging digital tools and technologies.

Digital vs. Analog

Another prominent theme in the study addressed the benefits and drawbacks of using digitized primary sources versus physical materials, as well as the use of digital tools to investigate primary sources. Participants cited many barriers to access that exist simply due to the nature of special collections institutions. As several participants pointed out, most special collections institutions operate on limited hours, require patrons to dedicate time to physically visit the space, and are often a restricted environment which can be difficult for patrons who are caretakers for children or others. As one participant said, “[my students are] busy people and special collections’ hours are rather limited. And so some of them get hamstrung by the inability to access the sources at the time they need, at 2:00AM when a working parent is trying to do their own schoolwork. And so that... has been a

challenge... But [these resources] should be available. Even students who are time-crunched should be able to use things that have been digitized and come up with a topic that works for them.” Another participant discussed physical collections and a basic understanding of how to access them as an added challenge for some students, and provided an example: “One student went to [another university] to get a copy of the English version of those letters home from German Americans. I didn’t realize that she was not able to check it out from [there] and was having to spend... many hours in their library... hoping no one [else] checked it out.”

Meanwhile, the digitization of archival materials and rare print collections has provided greater access to primary sources than ever before, while providing access to researchers who previously were unable to visit special collections in person. Students in classes using primary sources have access to resources not only at their home institution but at any other institution in the world with an online catalog, providing them with an ever-increasing number of sources to draw from in their research. As one participant stated, “especially in this age of digitization, materials are all around us. It’s not like you have to go seek out primary sources. Whereas when I first started it was more challenging.” In addition to the benefits digital materials provide students on a regular basis, during the COVID-19 pandemic digitized primary sources have become even more vital. Digitized special collections provide instructors with the opportunity to continue teaching their courses and incorporating primary sources even if the class is held online, and even if their students have been dispersed hundreds or thousands of miles away from the physical collections and library buildings.

Despite the ease of access to digitized primary source materials, many participants in this study expressed their preference for hands-on interaction with the physical primary sources. Some of their reasons for this preference included the increased possibility of non-authentic or untrustworthy sources online, the unattainability of certain restricted materials online, copyright, paywalls, or embargos, and the greater likelihood of a

connection being created between the students and the historical objects if they are touching the physical materials. One participant stated that they bring their class to special collections, “so they get to actually experience special collections where a lot of these primary sources live and exist and see them in their natural habitat. And I think that’s really useful too, for helping them understand a little bit more about what history is and how we do it and who does it and a behind-the-scenes peek at where these primary sources come from because now so much is digitized that they--they’re not seeing them in their natural environment. They’re seeing things [that] have been scanned... so going to special collections I think provides a useful backdrop.” Other participants noted that they bring their classes to special collections because it is more likely than a digitized collection to provide a “sense of awe,” and reveal “the inherent messiness of history,” and a more tangible connection with a person from the past who created or used the same document. Another participant described how “digital primary sources are fantastic, but... you get them in the room with some of these documents, with manuscript collections and... you see them kinda click in and start looking at it and they're curious, or it resonates... that moment of connection, I think they need it.”

While the participants themselves noted their preference for physical materials, they also acknowledged their students’ preference for digital materials. One participant said, “I found that if students come up against that kind of a barrier [an undigitized item], they’ll just find a different example... if they feel like something’s going to take time that they don’t want to invest in, they’ll just move on and choose something that already is digitized.” Many participants pointed to their students’ reluctance to check out books from a library generally, to visit special collections outside of class trips, and said that their students will search only for digitized materials even if relevant physical materials are readily available at their home institution. To combat this disinterest, or sometimes intimidation, of libraries and special collections, participants mentioned bringing their classes for visits on multiple

occasions throughout the semester to familiarize the students with the physical research process and demystify special collections as an institution.

In regard to digital tools, many participants noted their inexperience with digital tools and digitized materials. One participant stated, “Well, they are using HathiTrust a lot because I’m always surprised, you know, a book that I had seen sitting on the shelf for the whole semester in [the] library has nonetheless been used because they had been digitized. Yeah, it [took] a long time for me to realize how much of that exists now.” Beyond unfamiliarity, some participants noted reluctance to use digital tools or digitized sources. “Now I haven’t done any of that, although it sounds exciting but that’s--it gets a little out of my realm of expertise... And it sounds very thrilling but I have not been able to... those aren’t really tools I use in my research... so I haven’t added them to my teaching repertoire either. In fact, when students come to special collections, that’s one thing I’ve said to make sure they put their phones away... because I really don’t even want them using [phones for] taking pictures.”

When asked directly, participants noted minimal use of digital tools and devices in their classrooms and in their own research as a means of exploring primary sources. These same participants, however, mentioned the use of many digital tools in other parts of their interviews. Tools mentioned include Canvas as a means of distributing primary source materials to students; Qualtrics for gathering or quantifying data found in primary sources; iMovie to create final projects incorporating primary sources; Google Suite for collecting and sharing primary sources among colleagues or student collaboration; and HathiTrust, various newspaper and photograph databases, and digital humanities project websites for accessing primary sources. It is interesting to see that the participants did not consider these to be digital tools, despite almost every participant mentioning at least one program, application, or other resource during the course of their interview. When asked about the use of digital tools one participant said, “3-D images, definitely not,” perhaps shedding light on the assumptions of some participants that digital tools mean things like 3-D object

viewers and other virtual reality technology. Additional research into this mindset may be useful. Some further research areas to consider in the future may include: How can we provide more support for the tools instructors do use? How can we create more meaningful interactions with digital tools and materials? Can we harness the talent of other people within the library system or the university at large to assist us in these endeavors? Conducting further research into these issues will be an important aspect of our continuing use of this study to better serve our patrons.

Research Projects and Learning Outcomes

Another important theme across the interviews was the close connection between a participant's own research and their use of primary sources in the classroom. A majority of participants stated that their research activities were directly connected to the content of their undergraduate courses, while a few participants specified the connection existed only in their upper-level undergraduate courses or graduate courses. One participant explained: "What [the course] allows me to do is not only present on my own research... [but also] bring what you learned from your research out into the classroom. Ultimately, I think that's what the students are paying for, they come to a research university and they get the people who are leading the fields to tell them what's going on." A number of these participants discussed how their undergraduate courses were designed around students producing their own primary sources or datasets as part of their course assignments. Conducting surveys, field interviews, oral histories, observational data collection, or creating documentaries were all listed as means for students to develop skills while creating their own sets of data or sources. "The process of collecting data is one of the things that they are learning in my class... I always insist if they collect data, they collect data that can be used. So I always seek out IRB approval for these kinds of experiments." Importantly, the assignments resulting in student created primary sources often utilized historical primary sources as models for students to examine, analyze, and emulate in their work. Whether

students were writing a paper, producing a documentary, video, poster, presentation, or other product -- primary sources provided grounds for practice, testing, and honing critical thinking skills, which the participants hoped would be demonstrated in the final assignment. One participant described special collections as "an exploratory playground for the students to be working in." Another participant who included students in their own field research projects contemplated how "the papers I get from those students who I've introduced to primary sources are always way better than anything else I read from them. So, there's something there for student engagement and interest and passion." Several participants even guided their students through major community-based research projects and articulated that primary sources were used in preparing students for these activities. These projects often involved a civic engagement component and were tied to the University's general education core curriculum requirement for undergraduates in U.S. or global citizenship. "They find heroes and villains in the archives.... They find role models and anti-role models in the archives and I think that builds their sense of self as well as their professional skills and their civic engagement."

One of the striking facets of this theme, includes the number of participants who saw the use of primary sources as essential to experiential learning, where all but one participant specifically mentioned primary sources as a way to create an experiential learning environment throughout the entirety of their courses, while most participants used primary sources for a special experiential, skill-building activity that was pivotal in achieving the learning outcomes of the course. As one participant stated, "you really can't effectively become engaged with [a topic] until you engage with primary sources." Other participants specifically sought out existing primary sources as models or examples for identifying bias, racial injustice, cultural stereotypes, issues and semantics around identity, and application of other discipline-specific theoretical concepts and methodologies. Students could apply theoretical concepts to historical primary sources as practice before using these skills in their own research, especially when conducting oral histories,

interviews, or analyzing images. While discussing how they tied primary source use to specific learning outcomes, one participant pointed to how "you have to keep directing their [students'] focus, to keep redirecting and easing them back towards a consistent, sustainable learning objective that they can apply to other courses." Another participant described the role of primary sources in building skills, explaining how "students really benefit from the scaffolding... they're not just regurgitating things that they learned elsewhere... they're working at the highest level. They're working at the level of creativity and synthesis... I want them putting primary sources that they have found in conversation with existing primary sources that [their] team [already] knows about... and then also putting all of that in conversation with secondary literature." Most participants discussed or described how they ultimately hoped that the students would understand that the analytical and interpretative skills learned in their courses, especially related to creating and interpreting primary sources, would become part of their life-long "toolkit" of skills, serving them well in any career they chose to pursue. Indeed, one faculty member stated that their ultimate goal for students was to "train them to be citizen scientists" who participated in positive, ethical ways throughout in their careers, but also as responsible, literate citizens, further explaining "[these skills] are exactly what a college education is all about."

Furthermore, in one way or another, all participants saw primary sources as necessary for achieving their learning outcomes for the course. Learning outcomes listed by participants included critical thinking, reading and listening skills; collaboration and communication skills; identifying biases, ethical or unethical conduct; analyzing documents, data sets, language, or images; and using primary sources for "unraveling complexities," dealing with social and historical "messiness" or to reinforce content knowledge and understand cultural or disciplinary contexts. Although none of the faculty interviewed were familiar with the ACRL/RBMS-SAA *Guidelines for Primary Source Literacy*, it is clear that the learning outcomes referenced by our participants can be easily aligned to the learning objectives in the *Guidelines*. In 2019-2020, the UKL-SCRC completed its first full year piloting

the learning objectives in the new *Guidelines*, and in 2020 submitted our first Student Learning Outcomes Plan to the UK Office of Institutional Effectiveness based on the new *Guidelines*. The goal moving forward, once the plan is approved or further developed in conversation with the current Libraries strategic planning process, will be to begin advocacy of the learning outcomes to faculty, instructors, and teaching assistants, to hold information sessions and training workshops, and to develop class activities geared towards the *Guidelines*.

Location-Based Learning

For instructors who are teaching early career students, location-based learning is especially useful. One instructor detailed their efforts to have students approach the archival materials without any preconceived notions about what to focus on or what to search for. The class then used the archival instruction session as a way to familiarize themselves with primary sources about local events, individuals, or places, using location-based collections such as photographs of Lexington, Kentucky postcards, University of Kentucky student newspapers, and more. The instructor built their assignments around this process of initial discovery, as a way to spark students' curiosity about less widely studied historical events. "I find that it's really difficult in freshman composition classes to get students away from talking about really hot button topics... so I've tried to think about different ways to get them to not do that because I don't want to read a hundred of the (same) papers." This instructor primed students' interest by having them look at primary source materials that have to do with their local environment and then encourages students to investigate topics, events, or ideas that are generally overlooked or undervalued. Location-based primary source learning is noted by several participants as being a successful way to teach students.

Since students tend to relate to collections that document a place they are familiar with, location-based subjects are in high demand. SCRC has significant holdings documenting Appalachian, life, politics, health, and industry. So, even for instructors/faculty

whose area of study is outside the scope of Appalachian history and culture, having such a strong collection makes it possible to use Appalachian primary sources in creative and unconventional ways. The mechanism for this is two-fold: 1.) use Appalachian materials that relate to a concept such a bias or ethics whether this outside the subject area or discipline, and 2.) use Appalachian materials as a way to induce location-based learning for students (many of whom are from Kentucky, or are familiar with the Appalachian region).

Many instructors are interested in working with archivists to include Appalachian-related primary source instruction in their courses even when their course learning outcomes did not deal directly with Appalachia or Appalachian history. With instructor and faculty member creativity, many found ways to incorporate Appalachian materials into their courses simply based on the course learning outcomes and the strength of UKL-SCRC's Appalachian primary sources. One particularly interesting example of reaching across this "content divide", was an interviewee who taught a course based on the philosophy of medical ethics. Using available Appalachian primary sources, the interviewee tasked their students with investigating and evaluating records of an early medical study done in Appalachia. The interviewee found this to be an excellent opportunity for students to face the realities of ethical violations in medicine, "Special Collections has [records that are] a really unique and complicated view on the history of medical research in the United States that touches the lives of students who take the class [because the medical study took place in counties that they're from or relate to]. They get to see their names and we talk about the ethics of seeing their names and we talk about what it must've been like [for these subjects]."

What began as an experimental trial assignment and research activity for this class has become an important cornerstone of how this study participant teaches their students. Rather than simply reading about an event in a textbook or article, this interviewee discussed the impact that these place-specific primary sources have on their students: that these events really happened and they took place in the students' own communities.

“Because I even remember with the [Appalachian specific] Collection that the big project comes from, the first time I heard about it I was like, ‘Well that’s not really what I do. That’s just, you know, that’s just some bit of history.’ And then the more I work with it, the more it’s actually shaped the rest of the class around it.”

The strengths of the Appalachian collection are also apparent in the Appalachian scholars who are drawn to teaching with these archival materials. These courses incorporate archival research and semester-long research projects on topics in Appalachian history and culture, including public health, epidemics, environmental science, social justice, community organizing, and more. In addition to putting Appalachian collections at the center of their courses, several participants noted the significance of Appalachian collection expertise in special collections and the UK Libraries academic liaison for Appalachian Studies. Because of this, the faculty could easily obtain secondary source support or additional purchased materials in support of their courses or research.

Aside from the content strengths of Appalachian materials, the breadth and availability of online collections drove more student traffic to the existing digital materials. Because faculty members and instructors were drawn to local collections, learning how to access and do research with digitized materials became central to the learning outcomes of these courses. For participants who encouraged their students to explore archival documents through location-based learning, they often had to find additional digitized materials in order to complete an assignment. For more specialized, Appalachian-specific courses, students needed to know how to access digitized materials or how to locate physical materials within UKL-SCRC databases. Moving forward, the UKL-SCRC should continue to focus on digitizing relevant local collections and Appalachian studies related materials and continue archival collecting and curatorial specialization in these areas, in order to maintain the strong foundations that make even unexpected collaborations possible.

Challenges

Across the board, the majority of participants related to the same types of challenges faced by their students when using primary sources. The most frequently cited challenges centered on time and attention. Participants felt that students struggled with long readings, understanding context, having adequate patience to interpret primary sources, and locating additional relevant sources. Several participants described how their students could not commit to the amount of time required to research primary sources. The limited hours that most special collections institutions are open to the public came up in a few interviews. The inability to read cursive handwriting, a lack of facility with reading comprehension, and limited knowledge of foreign languages were also challenges mentioned by quite a few participants. Several participants noted that students had a hard time distinguishing between primary sources and secondary texts within published primary source readers, and a majority of participants stated that they still needed to reinforce the difference between primary and secondary sources generally, even in their upper-level undergraduate courses. This insight was usually connected back to the opinion that students needed to physically handle primary sources and archival materials in-person and see primary sources in their physical contexts to best grasp the concept.

Copyright for more recent primary source material, or general availability of more recent primary source content was also a significant challenge for some instructors, while materials restrictions, embargoes, and the expense of textbooks, pre-packed document sets or databases were referenced a few interviewees. Several participants believed that phones or other devices served as distractions, and that the overwhelming amount of information in modern society and social media, along with the urgency and difficulties within the current political climate, presented significant challenges for today's students. A few discussed how misinformation and distractions caused students to confuse primary and secondary sources, scholarly and non-scholarly sources, and muddled their understanding of relevancy, authority, authenticity, or reliability of sources.

RECOMMENDATIONS

Current Program Recommendations

Actions to improve teaching support services and the overall research services and education program in support of teaching undergraduates with primary sources, or to address challenges specifically raised by participants in the study.

Short-Term

- Promote additional marketing around currently digitized primary sources available through ExploreUK
- Create a Research Guide to list and describe available digital tools and methods for integrating them with primary source activities
- Create a Research Guide describing and promoting the learning outcomes from the *ACRL/RBMS-SAA Guidelines for Primary Source Literacy*
- Publish online teaching modules for classes with basic learning outcomes

Long-Term

- Offer instructors more training on how to use digitized primary sources in their courses and assignments
 - Provide training on digital tools integration with primary source activities
 - Provide advanced training on applying the learning outcomes from the *ACRL/RBMS-SAA Guidelines for Primary Source Literacy*
 - Create fellowship program for instructors seeking to integrate digitized primary sources into their courses
 - Utilize the findings in this report to align primary source education with the UK Libraries strategic plan, currently in process
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Several overarching societal developments and pivotal historical events have occurred since this study was conducted in December 2019 and January 2020, which will no doubt impact the potential use of primary sources and special collections libraries and institutions, as well as teaching and instruction methods across all areas of the American education system.

COVID-19 Pandemic

The global pandemic occurring in the midst of this study has drastically affected the structure of our program, which relied heavily on in-person classes, hands-on active learning, and as the participants overwhelmingly stated, the experience of tangible connections to the materials and therefore their contents. Although most study participants appreciated the availability of and access to digitized primary sources, participants were universally concerned about the overwhelming amount of materials and the ability of students to vet and understand them. Additionally, our study revealed limited application of digital tools, despite the general agreement that such tools could ameliorate their concerns regarding student use of digitized materials and benefit students.

There is no doubt that COVID-19 will change future perspectives and use of digital tools, resources, and the participants' thought process around them. More online teaching will necessarily alter the pedagogy described by many of our study participants, therefore additional recommendations include:

- Support faculty who are converting courses to hybrid or online models
 - Align faculty fellowships to focus on creation of online courses and teaching with primary sources in an online environment
 - Ensure accessibility and usability of flexible online research environments for faculty members and instructors
-

Racial Justice

The recent protests following the on-camera murders of numerous Americans of color have heightened the awareness of racial justice in the United States during the pandemic. Given that many of the study participants discuss the use of primary sources tied to racial injustice, cultural stereotypes, gender discrimination, and additional identity topics, and the close connection between faculty research and instruction, we also suggest the following recommendations:

- Provide research fellowships that specifically support instructors from underrepresented racial, ethnic, cultural, or economic backgrounds
- Provide fellowships that specifically support instructors seeking to incorporate materials that engage with a wide range of issues related to racial injustice, cross-cultural studies, understanding and identifying bias, systemic and systematic racism, critical race theory, and beyond
- Partner with other campus offices or initiatives in order to create, market, and implement fellowship programs

Future Program Recommendations

Additional actions that could be taken in the future when staffing and resources become available.

- After hours or weekend “chat with an archivist”
 - Special evening or weekend hours during finals and/or targeted, high-usage timeframes, identified through public services program data
 - Additional staffing dedicated to supporting and teaching in-person and online primary source literacy, location-based research assignments, semester-long primary source civic engagement assignments and community-based research projects
-

Additional Research

Although in the past, study participants may have preferred class visits and hands-on experiences with primary sources, COVID-19 and the resulting quarantine may be altering instructors' viewpoints. The flexibility and ease of access that digital materials continue to provide during a quarantine cannot be discounted. Instructors may need to alter their lesson plans to incorporate materials that have already been digitized, but their overall ability to continue to use primary sources in their teaching remains. More research will need to be conducted into instructors' use of digitized archival and primary source materials during this quarantine period, as well as research into the rate of use of digital versus physical material when/if the quarantine is lifted. Additionally, an overall follow-up study focused in greater detail on digital pedagogy and the use of digital tools, would be helpful in gaining a better understanding of the challenges mentioned by participants and how to best address this area of need generally. Additional research could also be conducted on connecting course learning outcomes to those listed in the ACRL/RBMS-SAA *Guidelines for Primary Source Literacy*. This is an exciting time for inquiry in these areas and the future holds many possibilities for further research.

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All IRB protocol documents, including research and data collection procedures, interview questions, and confidentiality protections are available upon request.
