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Creating Primary Sources with First-Generation Students

Jane Monson

William Cuthbertson

Jay Trask

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Creating Primary Sources with First-Generation Students

William Cuthbertson
Jane Monson
Jay Trask

The James A. Michener Library
at The University of Northern Colorado

The Meriam Library
at California State University, Chico

The Assignment In Two Sentences:

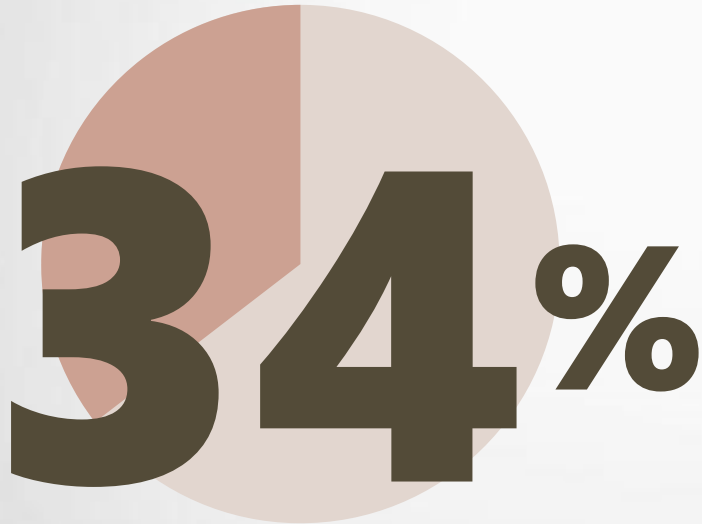
Students record interviews with one another discussing their transition to college as first-generation students.

Those recordings are added to the permanent archives of the University of Northern Colorado.

Slides, assignment, and example videos available at
libguides.unco.edu/firstgen

The Growth of First-Gen Student Populations

Outreach to first-generation students is essential to reaching new and returning students.



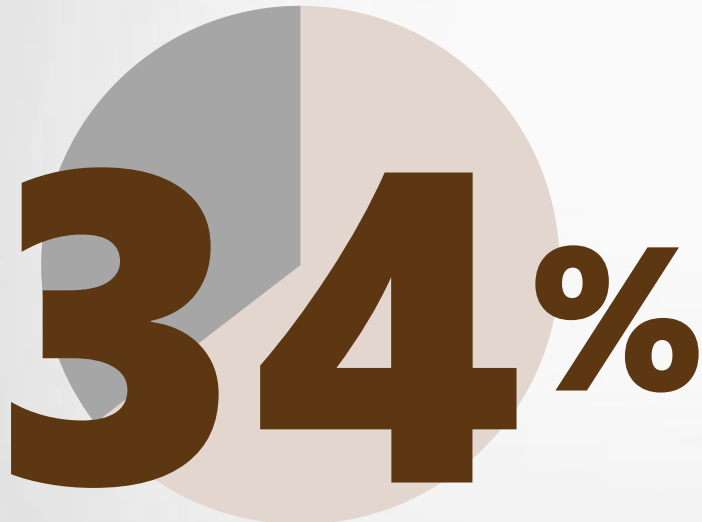
of **undergraduates nationally** are first-generation students (2011-12, via [NCES](#))

7x

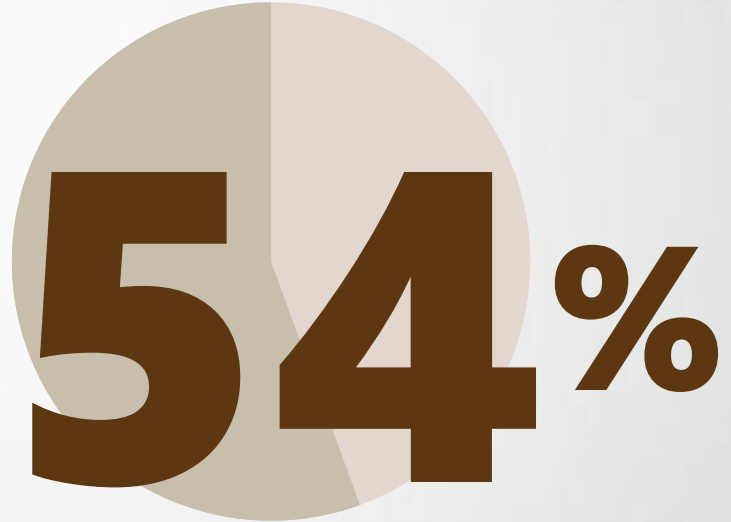
more likely to earn **bachelor's degrees** if attending 4-year college vs 2-year college (via [Pell Institute](#))

The Growth of First-Gen Student Populations

Outreach to first-generation students is essential to reaching new and returning students.



of **UNC's undergraduates** are first-generation
(about **3,190/9,930**)



of **Chico State's 2017 incoming freshman** are first-generation
(about **2,200/4,200**)

About the University of Northern Colorado

The **James A. Michener Library** is the main library for the campus of UNC, serving approximately 15,000 full-time students.

The Libraries' Information Literacy & Undergraduate Support department teaches multiple **eight-week one-credit courses** to students in

- First-generation/**TRIO** program
- **Honors, Scholars & Leadership** program
- Dept. of **Criminal Justice** & Criminology
- Dept. of **Audiology**

Our Project Goals

A desire on the part of instruction faculty and archivists at the **University of Northern Colorado** to:

- Better introduce to students the **purpose, value, and immediacy** of primary source materials
- Increase **awareness and use** of digital collections and university archives
- Improve **information literacy** skills with these materials

Additional Goals

- Increase **student voice** in UNC Archives
- Make materials **accessible to future researchers**
- Demonstrate **value of lived experiences** in academic setting

The Purpose of Archives

- Identify records and papers of **enduring value**
- To **preserve** those materials
- To make those materials **accessible** to researchers
- **Information Literacy** element

What We Collect

- University Records
- Special Collections
- James A. Michener Papers and Collections

The Administrative voice
is the primary voice
of the archives.

The Student voice is limited.





Engage students with physical materials from the collection.

The Purposes of Digitization

- To increase **access** to materials
- To aid in **preservation** of original materials
- To provide “**value-added**” features
 - OCR
 - Data visualization

Selection for Digitization

Copyright status

- Ownership
- Public domain

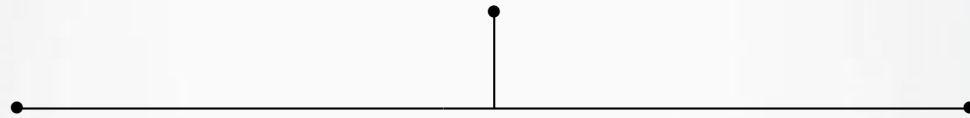
Physical condition

- Size
- Fragility

The item is **unique** or of **wide interest**

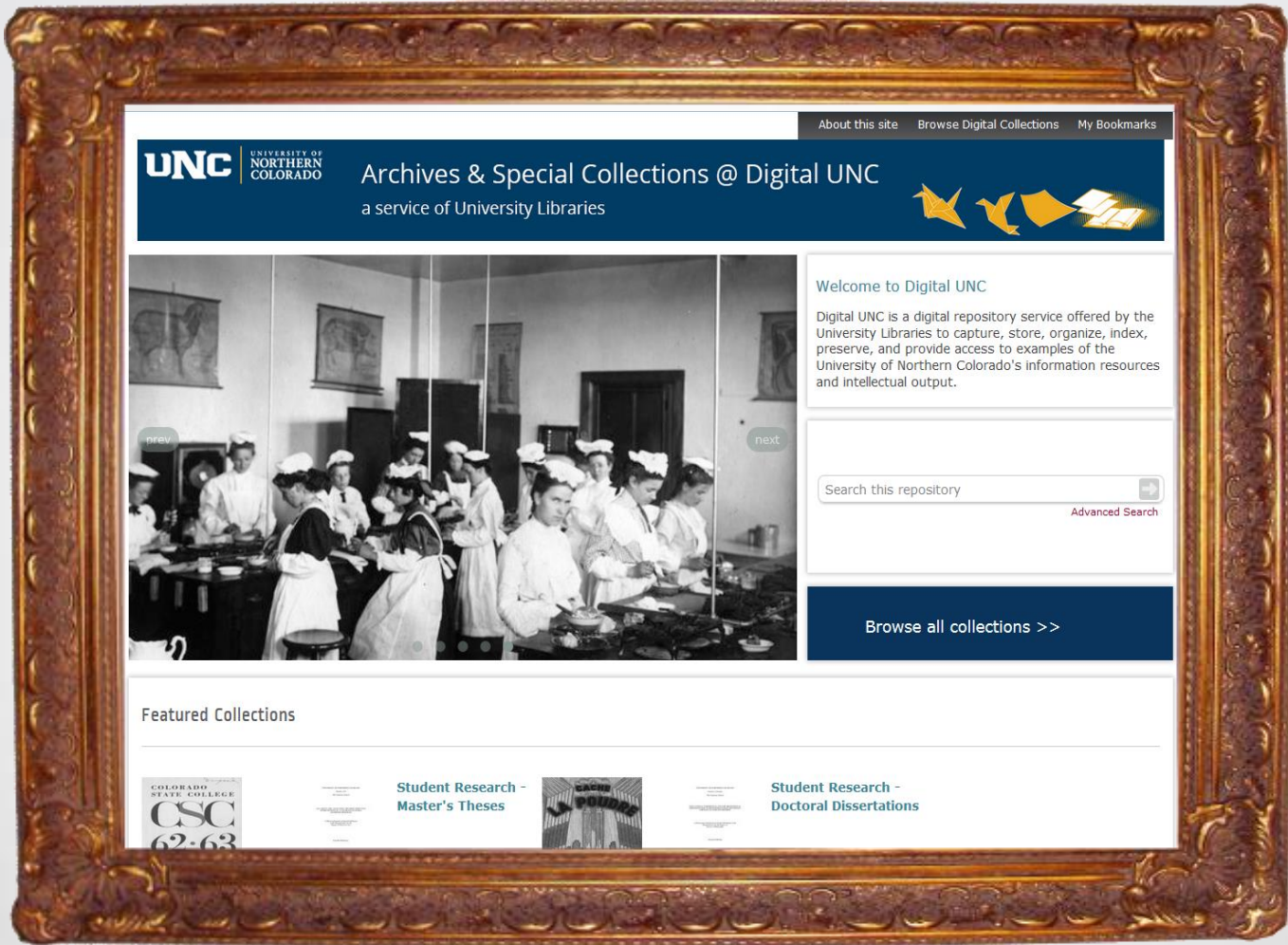
- Michener collections
- Campus newspapers, yearbooks, course catalogs

Digital UNC



Archives & Special
Collections @
Digital UNC

Scholarship &
Creative Works @
Digital UNC



Archives & Special Collections @ Digital UNC

a service of University Libraries



Welcome to Digital UNC

Digital UNC is a digital repository service offered by the University Libraries to capture, store, organize, index, preserve, and provide access to examples of the University of Northern Colorado's information resources and intellectual output.

Search this repository

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Featured Collections



[Student Research - Master's Theses](#)



[Student Research - Doctoral Dissertations](#)

Scholarship & Creative Works @ Digital UNC

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[Submit Research](#)

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- [Student Research](#)
- [Colleges, Schools, and Departments](#)
- [Journals and peer-reviewed series](#)

The repository is a service of the University of Northern Colorado libraries. Research and scholarly output included here has been selected and deposited by the individual university departments and centers on campus.

At a Glance

Top 10 Downloads
All time

Recent Additions
20 most recent additions
Activity by year

Paper of the Day

**Counseling Competencies for Child
Maltreatment Risk Assessment and
Management**
Janessa Marie Parra

Primary Source Attempt #1

“Primary Source Show & Tell”

- Students bring personal item to class
- Pre-complete “6 C’s of Historical Analysis” ([UTSA](#))
- Students present object to class based on 6C’s
- Physical objects on displayed in room
- Archivist in audience

Problems

- Objects selected w/o deep consideration
- Poor method for digital objects
- Students less interested in others’ objects
- No interaction with Archivists

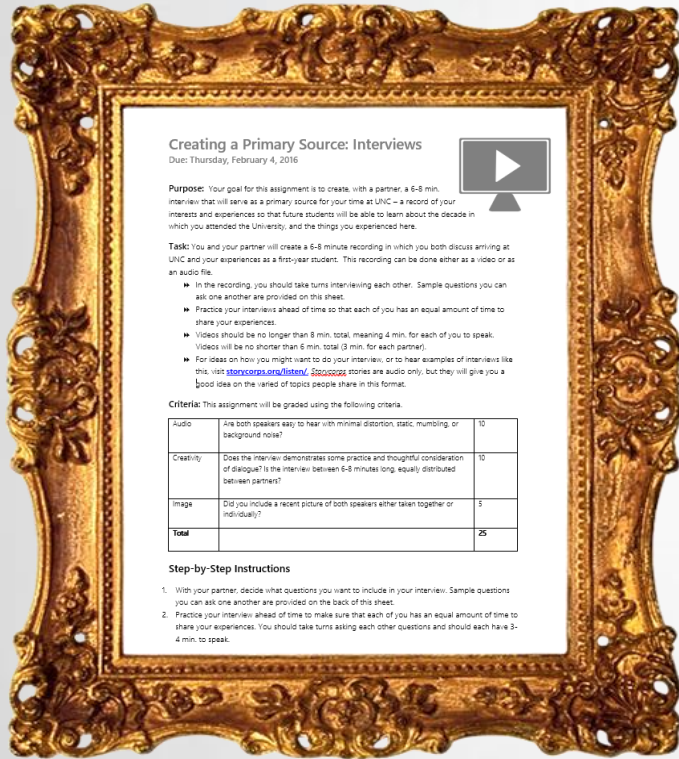
Primary Source Attempt #2

“Primary Source Showcase”

- Students bring personal item to class
- Pre-complete “6 C’s of Historical Analysis” ([UTSA](#))
- Visit other objects in classroom & complete 6C’s for each visited
- Archivist visits with students one-on-one

Similar Problems

- Objects selected w/o deep consideration
- Poor method for digital objects
- Students less interested in others’ objects
- Few met with Archivist meaningfully



Creating a Primary Source: Interviews

Date: Thursday, February 4, 2016



Purpose: Your goal for this assignment is to create, with a partner, a 6-8 min. interview that will serve as a primary source for your time at UNC – a record of your interests and experiences so that future students will be able to learn about the decade in which you attended the University, and the things you experienced here.

Task: You and your partner will create a 6-8 minute recording in which you both discuss arriving at UNC and your experiences as a first-year student. This recording can be done either as a video or as an audio file.

- In the recording, you should take turns interviewing each other. Sample questions you can ask one another are provided on this sheet.
- Practice your interviews ahead of time so that each of you has an equal amount of time to share your experiences.
- Videos should be no longer than 8 min. total, meaning 4 min. for each of you to speak. Videos will be no shorter than 6 min. total (3 min. for each partner).
- For ideas on how you might want to do your interview, or to hear examples of interviews like this, visit <https://www.youtube.com/watch?v=8Z000000000> (these are audio only), but they will give you a good idea on the varied of topics people share in this format.

Criteria: This assignment will be graded using the following criteria.

Audio	Are both speakers easy to hear with minimal distortion, static, mumbling, or background noise?	10
Creativity	Does the interview demonstrate some practice and thoughtful consideration of dialogue? Is the interview between 6-8 minutes long, equally distributed between partners?	10
Image	Did you include a recent picture of both speakers either taken together or individually?	5
Total		25

Step-by-Step Instructions

1. With your partner, decide what questions you want to include in your interview. Sample questions you can ask one another are provided on the back of this sheet.
2. Practice your interview ahead of time to make sure that each of you has an equal amount of time to share your experiences. You should take turns asking each other questions and should each have 3-4 min. to speak.

The Interview Assignment

- Student-to-student interviews
- 4 min./student of interview time
- One 'required' question, others suggested but open to student interest
- Phone-recorded formats welcomed or library equipment provided

The assignment was given to students in two groups of one-credit library courses:

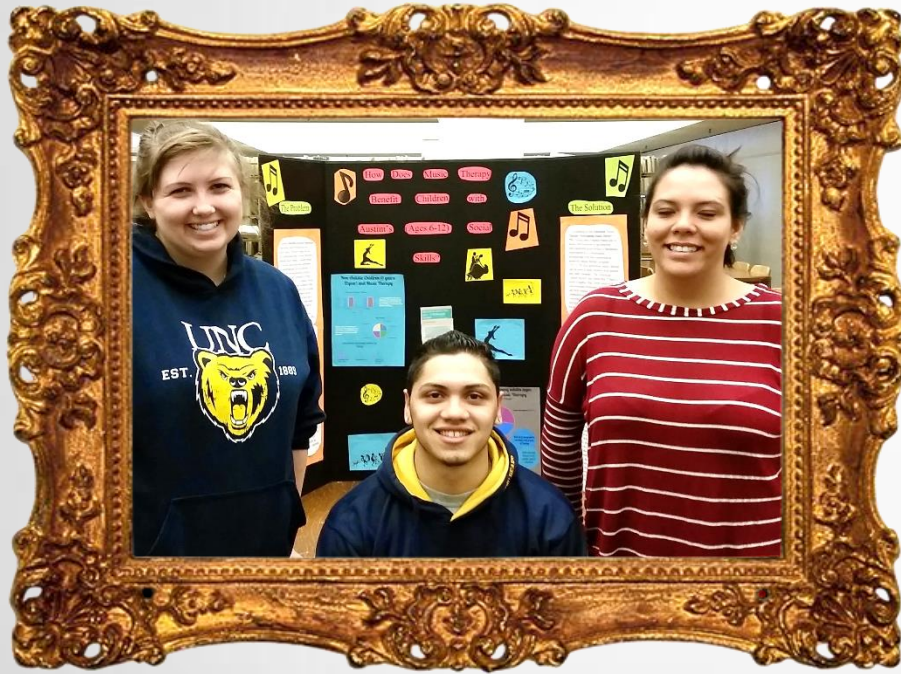
First-Generation students in LIB 150

Honors students in LIB 151



While the Honors students were engaged, and spoke often to pressures they felt in the program, the responses from **First Generation** students were considerably **more varied**.

First Generation students spoke to issues of **education, race, privilege, “fitting in,” family expectations**, and the desire to **illuminate a path** for their peers.



Assignment feedback and created videos show a **personal attachment** from first-generation students in **telling their story** to a larger audience.

UNC's TRIO program,
The Center for Human Enrichment,
excited by results and student
enthusiasm, uses the videos as
examples of student
achievement and promise in
program assessment and
recruitment.



Putting Files in the Digital Repository

- Students submit files to instructor via the **Canvas** LMS
- Descriptive **metadata** is created when the files are uploaded into the repository
- Recordings are **streamed** via Ensemble multimedia server



Deed of Gift

Students submit a **deed of gift** that gives them the option of transferring ownership and, optionally, copyright to UNC Archival Services, as well as permission to make recordings accessible via Digital UNC.

Students also have the option of placing a **5-year embargo** on their recordings.

digscholarship.unco.edu/voices/



libguides.unco.edu/firstgen



What's Next?

At **CSU Chico**, while library develops its credit course, the assignment will be used in **UNIV 101**, the college success course for TRIO students, co-taught by library faculty.

The **First Generation Faculty & Staff** group has expressed interest in capturing their personal stories for the institutional repository.

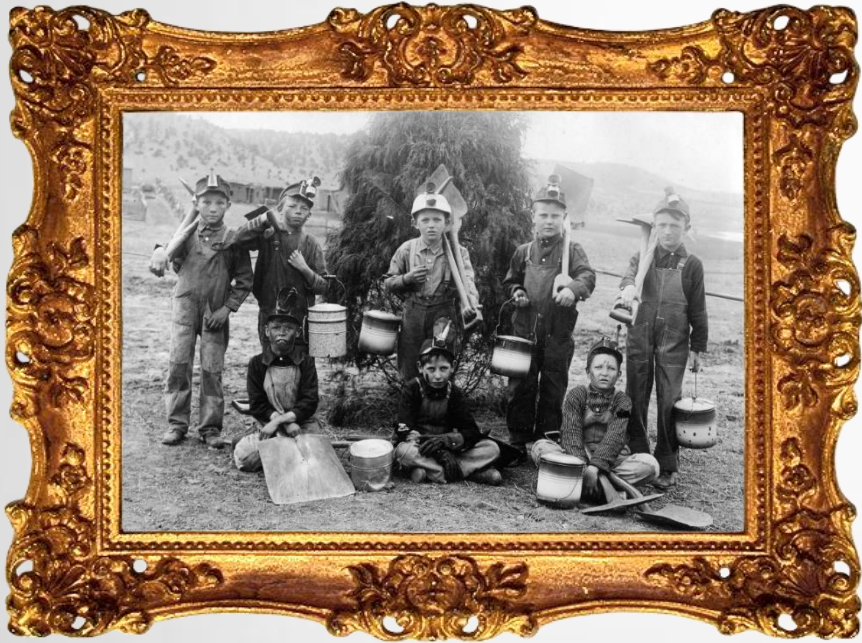
What's Next?

At **UNC**, faculty seek to attach the assignment more deeply to teaching **visual literacy**.





1915



1887



Thank you!

Friday, May 12, 2017
45th Annual LOEX Conference
Lexington, Ky.



Questions?

Slides, assignment, and example videos available at
libguides.unco.edu/firstgen