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Archives and STEM: The Perfect Formula for Immersive Cross-Disciplinary Instruction.

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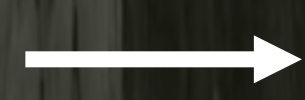
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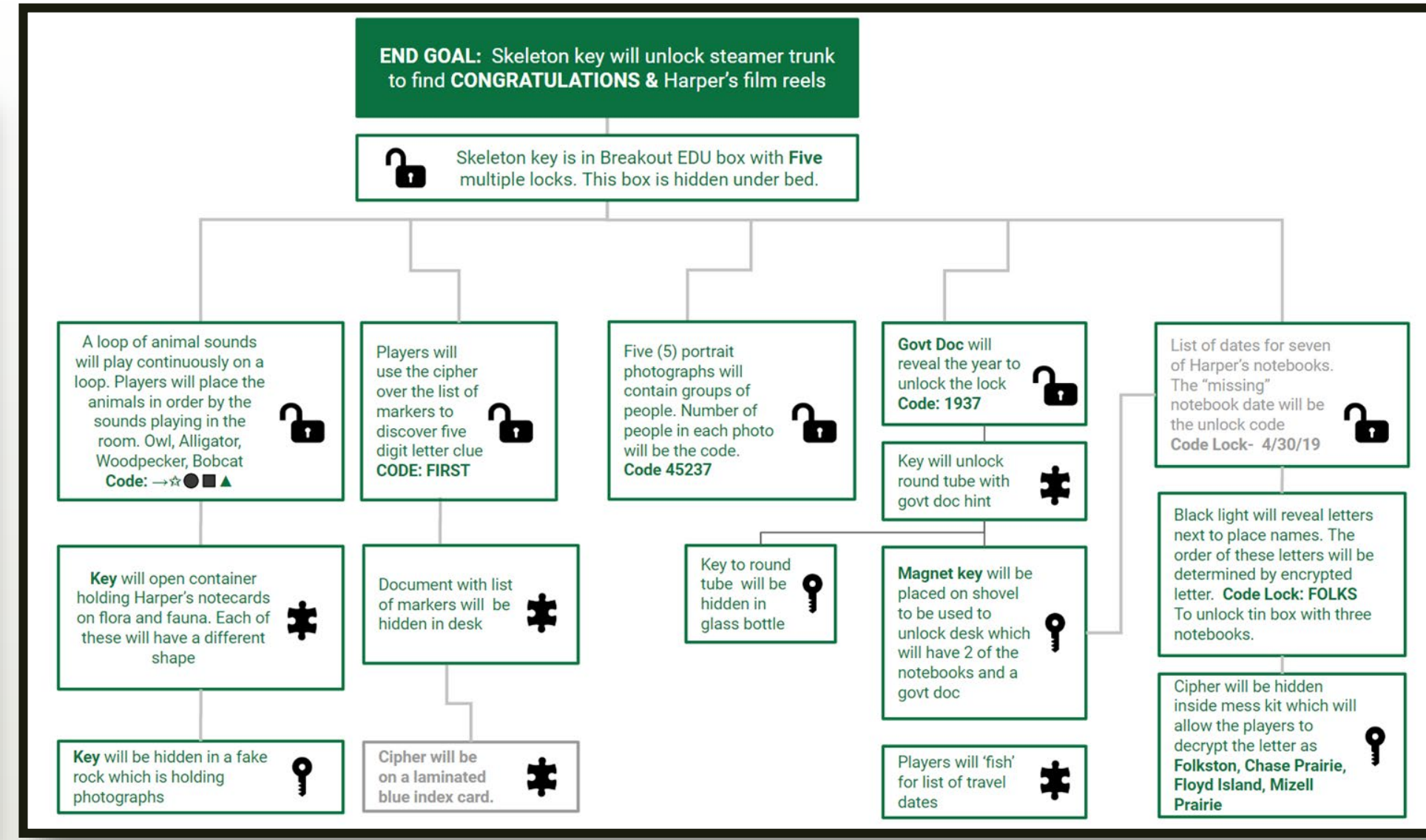
ARCHIVES AND S.T.E.M. THE PERFECT FORMULA FOR IMMERSIVE CROSS-DISCIPLINARY INSTRUCTION

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INSTRUCTIONAL DESIGN

Librarians utilized elements of backwards design to work from desired Learning Objectives to instructional outline. The Escape Game format supports the "Research as Inquiry" Framework (ACRL) as it places participants in scenarios where they must work together, synthesize ideas gathered from multiple sources, and draw reasonable conclusions based on the analysis and interpretation of information.

The storyline and central task was designed around the Francis Harper materials housed in Zach S. Henderson Library Special Collections. Harper was a Cornell-trained naturalist who studied plant life and culture of the Okefenokee Swamp from 1912-1951. The game explores aspects of Georgia folk culture, biodiversity, and the establishment of the Okefenokee National Wildlife Refuge. These materials have been used widely by historians, folklorists, biologists, archeologists, and geologists. We used high-quality surrogates of the archival materials including handwritten correspondence, government documents, field notebooks, photographs and film. Puzzle scenarios were designed, specifically, around the Guidelines for Primary Source Literacy (ACRL, RBMS, SAA):

- Identify the possible locations of primary sources
- Understand that historical records may never have existed, may not have survived, or may not be collected and/or publicly accessible.
- Identify and communicate information found in primary sources, including summarizing the content of the source and identifying and reporting key components such as how it was created, by whom, and when

PARTICIPANT EXPERIENCE

The escape game included a brief overview of game rules by Game Master (faculty librarian), a 5-minute video introducing participants to game task, and 45 minutes of gameplay.

Game Master ended all games with a 10-minute reflection of the game experience, providing additional social and historical context of the materials. Participants were also asked to complete an assessment activity, designed to measure participant learning. Assessment was based on participant classification and/or major discipline. Participants included:

- 23 Faculty/Staff
- 139 Undergraduate/Graduate Students
 - 50% Humanities Major
 - 11% Natural Sciences Major
 - 39% Other Majors (Education, Nursing, Math, Engineering, etc.)

Assessment for STEM students forced them to compare and contrast the field research aspects to current scientific practice. Supporting ACRL Frames "Information Has Value" and "Scholarship as Conversation," students compared the data available through Harper's original field notebooks and notecards to more recent scientific data and notes. Reflective discussion allowed them to weigh in on their perceived value for Harper's data and how it might benefit scientific work today and in the future.

