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### Support Services at Yale University for Teaching with Primary Sources: An Exploration of Instructor Rationales and Needs

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Yale *Poorvu Center for  
Teaching and Learning*

*A report prepared for the Ithaka S+R Teaching  
Support Services: Primary Sources research project*

*September 2020*

## **Support Services at Yale University for Teaching with Primary Sources: An Exploration of Instructor Rationales and Needs**

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## 1. Executive Summary and Recommendations

Between October and December 2019, investigators participating in an Ithaca S+R study interviewed fifteen Yale instructors who teach with primary sources in humanities and humanities-leaning social science disciplines. The conversations focused on the interviewees' background, training, and experience utilizing primary sources in their undergraduate teaching at Yale, as well as their pedagogical goals, strategies, successes and challenges, and perceived needs as practitioners of primary source-based instruction.

Interviewees were eloquent in articulating the wide variety of pedagogical goals that motivate their work to incorporate primary sources in all formats into their syllabi and teaching practice. Very few cited any formal training or mentoring in teaching with primary sources, and most portrayed it as a solitary endeavor within their department or discipline. They provided ample examples of utilizing reproductions of original primary sources, whether from published texts or digital facsimiles, in their teaching. Overwhelmingly, however, they cited the wealth of original primary source materials housed in the collections of Yale's libraries and museums as one of the joys of teaching undergraduates here. Collections, both general and specific, serve as an inspiration and motivation for their incorporation of original sources into their undergraduate teaching.

The instructors interviewed for this report expressed challenges relating to finding primary sources at Yale and facilitating that discovery for their students. One commonality expressed across the interviewees' range of Yale-specific teaching experiences is their reliance on and appreciation for the collaborative support that they receive from staff in the repositories with which they most frequently work. The expression of the importance of these relationships was tempered, though, by their discussion of hurdles they face in leveraging the wealth of primary sources across Yale's repositories, due primarily to idiosyncratic policies and protocols relating to teaching from the collections and a paucity of spaces where collection materials can be brought together expressly for instruction. In the absence of formal, readily accessible information, interviewees clearly rely on individual repository staff to assist, as best they can, when navigating multiple repositories is necessitated by faculty teaching goals. The rise of interdisciplinary programs and scholarly approaches was cited by several interviewees as a motivator of their teaching goal to put primary sources in conversation with each other in non-traditional ways.

Interviewees discussed the use of technology in teaching, but primarily in terms of presentations, either their own course content or students' research results. The interviews took place a few months before the COVID-19 pandemic forced Yale to move 2020 classes online. As a result, this report does not reflect instructors' experiences relying heavily on technology to deliver their classes.

The Yale project investigators offer the following recommendations, based on discussions with participants during the interviews and analysis of the interview transcriptions, as potential areas of consideration for the Yale University Library (YUL) and the Poorvu Center for Teaching and Learning to extend and improve support for teaching with primary sources at Yale.

1. *Develop a consultation program to support teaching with primary sources through a collaborative effort between YUL and the Poorvu Center.*

Most interviewees indicated that they incorporate primary sources in their teaching using strategies they learned as undergraduates or graduate students. Collaborative programs such as the summer 2020 effort to aid faculty teaching fall courses remotely or the Primary Source and Research Collections Consultation service, can serve as models for developing a successful consultation service targeted at Yale faculty and graduate student teaching fellows desiring assistance with incorporating primary sources into specific undergraduate courses. Interviewees expressed a wide array of needs that are dependent on factors—such as discipline, available primary source resources, prior experience, pedagogical goals, and technological familiarity—that are unique to each instructor and to which a consultation program must be sensitive.

2. *Improve cross-collection discovery across all Yale cultural heritage institutions.*

The development of the *Lux* cross-collection discovery platform currently underway across Yale's libraries and museums is a promising step toward addressing some of the frustrations interviewees expressed in locating primary sources for their teaching, and in teaching students to locate primary sources for their research. To the extent possible, faculty who teach with primary sources should be targeted for user-experience input as the new platform is developed and launched.

3. *Collaborate with academic departments, where possible, to identify and facilitate presentations from faculty who have successfully designed and implemented primary source-based exercises in their teaching.*

This may be a particularly relevant topic for Yale faculty in the COVID-19 era who need to redesign courses for the online environment and are seeking ideas for how to engage students remotely with primary sources. A collaborative approach to structuring this type of presentation would permit featuring pedagogical and technological expertise available from the Poorvu Center, and collection and database expertise from YUL archivists and librarians.

4. *Develop and publicize streamlined, clear lines of communication and support for faculty seeking to utilize digital tools and strategies in their pedagogy. These lines of communication must cross organizational boundaries both between YUL and the Poorvu Center, and within YUL units responsible for primary sources. Engage key faculty members in shaping this infrastructure to support their teaching.*

Interviewees who discussed utilizing tools like Omeka in their teaching expressed frustration at the multitude of contacts across the infrastructure of teaching support at Yale. They also noted the variation in policies and capacities they face in using digital tools and digitized collections in their teaching. These issues become even more problematic in the COVID-19 era with most faculty teaching courses online. Who coordinates digitization across various repositories, especially when each repository is left to its own devices to figure out how to manage digitization in support of teaching? Who assists in supporting specific software for the faculty member and students? How and where do students access digitized collection materials in the absence of a ubiquitous discovery and access platform through which files can be downloaded? Establishing a

cross-functional collaborative group within YUL and the Poorvu Center, one that engages faculty who are incorporating digital tools and assignments or exercises into their undergraduate teaching, is a possible strategy. While study participants clearly preferred teaching with the physical objects in Yale's collection rather than with digital facsimiles, even in a post-COVID world the University may need to provide more robust and coordinated support for technologies that may facilitate teaching with a wide variety of primary sources.

5. *Explore ways to bring collections held in different Yale libraries and museums together in limited, controlled classroom situations to support faculty in their teaching.*

A surprising number of interviewees raised this issue, citing the strength of Yale's collections and the opportunity to physically put objects in conversation with each other during class discussions as a compelling reason for doing so. West Campus space is not an option given transportation issues, as noted by several interviewees. Clearly identified Central Campus spaces and well-publicized protocols about how and when requests can be made, who decides what is possible, necessary security and handling precautions, how collection materials are transported and their use documented and tracked, and so forth are all important components that would need to be addressed. Development of a formal consultation program to support teaching with primary sources, as recommended above, may be a framework through which this type of service could be offered to faculty.

## 2. Introduction

Beginning in March 2019, Yale University Library and the Yale Poorvu Center for Teaching and Learning launched participation in an Ithaka S+R study. The study investigated, through interviews conducted at twenty-six academic institutions in the United States and the United Kingdom, the teaching support needs of instructors working with primary sources at the undergraduate level in the humanities and humanities-leaning social sciences.<sup>1</sup> Ithaka S+R is a non-profit organization that “work[s] with leaders in higher education, academic libraries, museums, foundations, and publishers to research, evaluate, and provide strategic guidance in a range of areas.”<sup>2</sup> Since 2012, the Libraries, Scholarly Communications, and Museums Program of Ithaka S+R has been engaging in multi-site research projects to produce reports in a range of scholarly disciplines.

This report outlines the perspectives on the topic of teaching with primary sources--rationales, practices, challenges, and opportunities--of interviewees from the Yale University faculty.

### **The Yale University Library and the Yale Poorvu Center for Teaching and Learning**

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<sup>1</sup> Yale University Library, <https://web.library.yale.edu/>; Yale Poorvu Center for Teaching and Learning, <https://poorvucenter.yale.edu/>. Danielle Cooper and Rebecca Springer, “Announcing a New Project on Teaching with Primary Sources,” Ithaka S+R Blog, posted 16 January 2019, <https://sr.ithaka.org/blog/announcing-a-new-project-on-teaching-with-primary-sources/>.

<sup>2</sup> Ithaka S+R, <https://sr.ithaka.org/>.

The Yale project investigators<sup>3</sup> reflect a unique collaboration, among the project’s participating institutions, between the library and teaching and learning infrastructures on campus. As one of the world’s leading research libraries, the Yale University Library (YUL) collects, organizes, preserves, and provides access to and services for a rich and unique record of human thought and creativity. It fosters intellectual growth and is a highly valued partner in the teaching and research missions of Yale University and scholarly communities worldwide. The Yale Poorvu Center for Teaching and Learning promotes equitable and engaged teaching throughout the university, and supports students across the curriculum as they take ownership of their learning. As part of a world-class research institution, it provides training, consultations, and resources designed to make teaching and learning more public and collaborative, so that every Yale instructor experiences the satisfaction that results from teaching well, and every student develops the critical reflection that marks deep and independent learning.

### Methods

In late summer 2019, investigators for this study, in consultation with several groups within YUL and the Poorvu Center, identified nearly 50 instructors for possible interviews. These groups included the Special Collections Steering Committee; the Reference, Instruction, and Outreach Committee; the staff of the Poorvu Center for Teaching and Learning; and subject librarians in the humanities and social sciences. The interviewers considered the faculty rank, years of teaching experience, and disciplinary affiliations of potential interview participants, attempting to assemble a pool of fifteen instructors who would bring diverse perspectives to the interviews (Table 1). Investigators issued several rounds of email invitations until the desired number had accepted. Interviews were conducted from October to December 2019. Most interview participants actively used the physical special collections at Yale in their teaching, bringing their classes into secure classrooms for hands-on sessions. Many participants have strong relationships with the Yale library, either as users of library collections or through collaborations with librarians and curators.

**Table 1. Data regarding interviewees**

Rank	Affiliation
Assistant professor	Department of English
Assistant professor	Department of African American Studies
Assistant professor	Department of English
Associate professor	Department of History
Associate professor	Department of History
Associate professor	Department of the History of Art
Associate professor	Department of Slavic Languages and Literature
Associate professor	Yale School of Architecture
Lecturer	History of Science, Medicine, and Public Health Program
Lecturer	Department of Religious Studies
Lecturer	Department of English
Postdoctoral fellow	Department of History
Professor	Department of History
Professor	Department of History
Professor	Program in American Studies

<sup>3</sup> Sara Powell left Yale University in February 2020 for the new position of Assistant Curator of Early Books and Manuscripts at Houghton Library, Harvard University.

Interviews were recorded digitally, and once the interviews were completed the audio recordings were sent out to a vendor for transcription.<sup>4</sup> The Yale project team then deidentified the transcriptions and utilized an open coding methodology, following the Ithaka protocol for the study, to code the interviews using CATMA (Computer Assisted Text Markup and Analysis), a free, open-source coding program.<sup>5</sup> CATMA provides a robust platform for text analysis and tagging for group work, and the means to export tagged data into spreadsheets for review. Each interviewer read all the transcripts to develop a joint tag set, which each interviewer then applied in another pass through the transcripts. Tagged text from the interviews was extracted in spreadsheets for review, and Google docs and forms for further work on the project.

### **3. Participants' Motivations for Teaching with Primary Sources**

Regardless of disciplinary specialty, the instructors we interviewed share a core set of student learning objectives that are fostered by teaching with primary sources. Instructors frequently described their sense that undergraduates typically have limited prior experience engaging directly with objects and texts from a historicist perspective, and may not yet have the skills needed to locate and engage effectively with those sources. In this section, we will review instructors' pedagogical goals and motivations for teaching with primary sources.

#### **Preparing students to be critical readers and researchers**

Study participants frequently commented upon undergraduates' limited appreciation of what a primary source is, why primary sources are so valuable, and what the practice of research utilizing them typically entails.

Many of the instructors discussed the importance of distinguishing for students three different types of reading: reading for information (most frequently through engagement with secondary sources), reading for literary qualities and artistic merit, and reading for contemporary perspectives and testimonials about a specific historical moment or issue. This last type of reading is especially new to undergraduate students. Engagement with a variety of primary sources can help students understand, extend, and challenge conclusions introduced in secondary sources, yet because their prior education experiences have relied primarily on secondary sources, undergraduates tend not to search for or use primary sources when writing papers, unless they are explicitly required to do so.

Another goal of teaching with primary sources is for students to learn how to use and appreciate libraries and university collections as scholarly sources. Students are largely unaware of the intricacies of searching for sources, and most don't become acquainted with libraries and primary sources until their senior year. Their "primary search mechanism is the internet and Google," a sentiment we heard routinely

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<sup>4</sup> 3PlayMedia, <https://www.3playmedia.com/>.

<sup>5</sup> CATMA, <https://catma.de/>.



in our conversations with instructors. Many participants commented that undergraduates today are at risk “of becoming largely immaterial disembodied citizens,” interacting solely with digital objects located through digital searches, and communicating their views primarily in virtual forums. Some undergraduates are inclined to view archival texts as “old books or dirty pieces of paper” rather than valuable artifacts, and many have never stepped inside a university museum or special collection before a professor incorporates such a trip into a required class activity.

Several participants in our study teach with primary sources to help students understand the “patience and diligence” that are often required of researchers who engage with artifacts from a different culture or time period. Undergraduates may never have spent a lot of time poring over any one object or primary source to appreciate its subtlety or complexity, or have experienced the twists and turns and unanticipated directions that most research projects take. Teaching with primary sources enables the instructors we spoke with to provide students with skills they’ll need to be astute readers and analysts of any sort of cultural text they may encounter, with an appreciation of the particular historical contexts that have informed those texts’ creation and use.

### **Cognitive skills: learning to think historically**

From our participants’ perspectives, most undergraduates have a limited understanding of how the summary conclusions in secondary sources actually come into being. They may be inclined to read secondary sources uncritically as truth, rather than understanding that history is less authoritative than interpretive and that there may be conflicting perspectives. A common goal in teaching with primary sources is to illustrate, and to contest, perspectives introduced in assigned secondary source readings. Do the primary sources provide evidence to support, as well as challenge, previous researchers’ conclusions? As one participant put it, incorporating primary sources “gives more of a sense to students of not just that there’s this opaque narrative that’s being told, but that these narratives and interpretations of history are drawn from somewhere.”

Study participants also commented on several types of thinking that they seek to encourage through attention to primary sources. Instructors frequently want to encourage students to identify continuities between the past and present, engaging current issues with an understanding of how earlier cultures faced similar situations. Several instructors mentioned a goal of encouraging students toward civic engagement, applying lessons derived from history to today’s challenges, as public intellectuals who strive to make an impact on the world outside the academy. Other interviewees described using primary sources as a way of enriching student understanding of the past, disabusing students of the idea that people in previous eras know less than we know today.

At the same time, instructors want to impress upon undergraduates the specificity and sometimes radical differences of diverse historical moments and contexts. Multiple participants described the benefits of disorienting students from their everyday perspective by immersing them in comparatively foreign territories represented in primary sources, guiding students to resist imposing present-day understandings on the past and instead “opening themselves up to what they don’t know.” There is a salutary type of puzzlement that these instructors seek to induce in students, a “de-familiarization” that can open students to new discoveries and surprises about the past.

### **Basic research and analytical skills**

Defamiliarization and disorientation alone can easily lead to student frustration, a real hindrance to learning, unless we also equip students with skills to produce new knowledge. Study participants commented frequently on the need to scaffold students' learning and to teach them practical research skills and principles.

Given students' tendency to rely only on simple digital search strategies when doing research, instructors would like students to learn how to find primary sources through more sophisticated engagement with collections metadata, by pursuing previous researchers' bibliographies and footnotes, and by cultivating relationships with the knowledgeable staff who manage university libraries and other collections. Beyond locating potential sources, students also need coaching in close reading skills, including appreciation of generic conventions and attention to non-verbal aspects of texts that may provide clues about the historical conditions of meaning and value. One study participant described this goal as learning "how to figure out the right kinds of questions to ask about any kind of information--visual, literary, textual, any kind of media--that they'll be confronted with."

A few instructors mentioned a third type of basic research skill, which involves defining an effective scope for one's research which is neither too narrow, nor too broad. At the macro level, instructors wish students to learn the benefits of considering a variety of evidential sources from a specific moment, before making conclusions that may be challenged by interpretation within a broader context. At the individual source level, students often need to learn how to focus their analysis rather than pursue all potential lines of interest in a primary source. An entire world could be derived from meticulous and contextualized reading of a single primary source, but students must learn to concentrate their attention and to write concisely and precisely.

### **Advanced analytical and metacritical skills**

Beyond the cognitive and practical skills needed to engage in basic historical analysis, study participants described some higher-order thinking that they seek to stimulate through engagement with primary sources. Pedagogical goals of this type are suggested by the following questions:

- (Alternative histories) What can we learn by attending to whose voices were most valued and influential at a particular historical moment? How does our understanding of a historical moment change by studying sources of others whose voices were comparatively less valued? Whose works "count" as primary sources?
- (Historiography) Which primary sources, and whose voices, were referenced in earlier histories? Which sources and whose voices may have been left out? Why were they omitted, and what do such omissions tell us about the historian's perspective and values?
- (Institutional critique) What institutional politics and values are evidenced by the objects included within our university collections? Who gets to decide what's worthy of being preserved and displayed in a library or museum? What do our collections tell us about our institution's values and blindspots? How might the activity of collecting in itself be an object of historical study, above and beyond the specific objects collected?
- (Interdisciplinarity) How might interdisciplinary research that considers a wide variety of primary sources lead to a more nuanced understanding than close reading of a single type of primary source, such as a work of art or literature? As one participant asked, "Can we think of the primary

sources as not necessarily just providing context for a literary text, but to think of the two as articulating their own...historical moment or argument per se?"

- (History and representation) How is our vision of a historical moment impacted by the generic conventions and filters characteristic of different types of primary source? Why are some modes of representation obscure or strange to us today, while others seem immediately accessible? Are there ways in which people in the past read, learned, and communicated things of value that are very different from the ways we read, learn and communicate today?

### **The joy of discovery**

There are significant affective and psychological effects of learning with primary sources, according to study participants. One instructor noted a level of intimacy in working with primary sources that “allows students to feel that they can engage in a way that if they were reading a lot of secondary materials, they would feel removed from it.” Working with primary sources makes the past concrete and real: “students really like seeing the raw stuff of history,” we heard frequently, and instructors often mentioned students’ excitement and sense of fun when working with primary rather than secondary sources.

Words like “transformative” arose frequently in descriptions of how engagement with primary sources—in particular, material objects from university collections—impacts students’ intellectual development. “People’s lives are changed in these classes,” said one instructor. Yet unfortunately many undergraduates never undertake significant work in archives. Simply getting students into the university collections, in front of material objects, is an important pedagogical goal by itself.

Virtually every instructor we spoke with who teaches with institutional collections would agree with the participant who said, “There is a way in which [undergraduates] are profoundly impacted by the aura of the physical object, and that really does matter for them. But they’re so, so used to just accessing everything digitally that it becomes very challenging otherwise.” Participants repeatedly remarked that students who are given direct access to historical objects evince a sense of joy and a level of intense curiosity that are rare when interacting with digital photographs, print facsimiles or transcriptions. From one participant’s perspective, “We’re at a moment where the desire for a tangible, haptic encounter with something is understood to be an antidote to something that is perceived to be unhealthy in our society, which is the extent to which we reside in the digital sphere.” Having students experience first-hand the thrill of detective work and the surprise of discovery are key goals in teaching with primary sources.

Instructors also would like students to appreciate that the practice of research can be unpredictable and time consuming. Discovery and knowledge creation are as much a function of serendipity as of logic, and students are typically unprepared for the probability that many leads simply won’t pan out. Despite these challenges, the majority of the instructors we spoke with want their students to get “out of their room, out of the classroom, off the computer” and to realize that “there is a benefit to walking somewhere else and looking at an object, and engaging with that object for an extended period of time.” Several instructors also described the type of joy that comes from communicating one’s discoveries to others, through papers, presentations, and public exhibitions. Just as the instructors find inspiration when seeing their students’ excitement, they hope that their students will be inspired by the excitement that their original research may generate in others.

### **Instructor-focused motivations**

While instructors' primary motivations for teaching with primary sources are student-centered, it is worth noting that many of them mentioned how teaching in this manner impacts their own enjoyment and practice as teachers. Teaching with primary sources can open new perspectives for the instructors themselves.

In most of the conversations we had, it was clear that teaching with primary sources feels natural to the Yale instructors interviewed, who are professional researchers by training and vocation. They enjoy sharing texts that are already important to them, as well as discovering new materials to explore alongside their students. The beneficial aspects of being part of a research community can be modeled in the classroom, and participants commented on the ways that enthusiasm and excitement are socially contagious, stimulating the instructor as well.

Interviewees also described how much they learn from the students' engagement with primary sources. In some cases, students pick up on aspects of a work that the instructor had never noticed before, and some instructors allow students' curiosity to dictate, at least in part, the trajectory of a class. Study participants frequently take an iterative approach to course design, choosing new primary sources each time a course is offered, which keeps the course fresh for the instructor and responsive to timely issues and students' interest.

Teaching with primary sources has also led many of the interviewees to be more considerate about *how* students learn, not simply *what* they should be learning. Given the increasing diversity of students' educational background and prior preparation, and generational differences between instructors' and students' frames of reference, study participants commented frequently on the pedagogical need to be responsive to what students don't know and are ill-equipped to learn on their own. Observing students trying to derive meaning from sometimes difficult primary sources has led many of the instructors we spoke with to think more critically and creatively about their own teaching methodology. "It forced me to recognize why I think it's necessary to do that kind of work," said one participant, "and what happens as a result of that work, and why I think that you can be so creative when you do that kind of work."

## **4. Teaching and Learning with Primary Sources**

This section expands on instructors' goals and motivations for teaching with primary sources by examining the particular methods of teaching they use to achieve those goals.

### **How instructors learn to teach**

While training is often an integral part of many jobs, interviewees indicated that learning to teach with primary sources was based primarily on their own experiences learning from primary sources, not from any actual formal training. As one participant stated, "No one ever said, 'Here, we're going to learn now how to teach from primary sources.'" This refrain was present throughout multiple interviews. Nearly every interviewee indicated they were never formally trained, and relied on past experiences to inform the way they teach with primary sources today.

Study participants often experienced primary source teaching as undergraduate and graduate students themselves. Many described sessions where they were exposed to physical primary source materials, often rare or “special,” and how the ability to interact with the physical items while learning had an impact on them. Others mentioned that the ways their mentors taught primary sources to them as students carried into their own pedagogical approaches at Yale. As one participant noted, “Some of the materials I use with my students now are based on sort of exercises I was given and the ways I was taught [at undergraduate institution] because that actually-- I feel like my instruction there was sort of really, really excellent in terms of how to sort of actively use, interrogate, contextualize primary source documents.”

Teaching as fellows during graduate school is the main pathway into learning how to teach with primary sources. For the most part, interviewees described experimental approaches to teaching as graduate students, trying different approaches to see what worked with the sections they oversaw. Sometimes, as graduate fellows, they taught students based on modelling from faculty and other students. As one participant noted, “It's one of those things one is expected to learn just by osmosis, that you watch people do it in graduate school.” Very rarely, participants in the interviews described more formal training, usually when the lead faculty member brought the graduate teaching fellows together to discuss section work. Whatever method participants described, whether based on their own experiences as students interacting with primary sources, or as graduate teaching fellows overseeing their own sections, learning to teach with primary sources was mainly an unstructured, experiential process.

Having learned by experience, a few instructors engage their graduate teaching fellows with the intention of providing some ad-hoc training on approaching primary source materials, particularly physical objects. One participant noted that training others to teach with primary sources is not “a structured pedagogical process. It's something that I've sort of learned inductively and then passed on.” Those instructors who do work to train their graduate students related different methods for doing so. One interviewee described varying the approach to teaching with objects to show teaching fellows different ways of dealing with material in front of students. Another brings teaching fellows together prior to the sections of the week, engaging in discussion about the material, themes, and types of activities fellows could use, but wanting “each individual to have the room and space” to develop their own strategies. Another very explicitly tied bringing graduate teaching fellows together with pedagogical goals associated with primary source engagement, as well as preparing those fellows for future teaching:

“Before the seminar meets, we discuss the assignment, what we will do with these primary sources, what we hope to achieve through the interaction between students, of the students with their primary sources. And so I'm hoping that they will use this approach in their own teaching...”

A different interviewee noted that, in the ideal situation, graduate teaching fellows collaboratively “bring ideas and share them with each other, and come up with ideas of things to do in the section.” This collaborative space, where teaching fellows discuss what methods worked before and after sections, or shared resources and group-edited activities, was described by several instructors, particularly those teaching lecture courses.

Participants were more likely to share their own resources and experiences with their teaching fellows, or with colleagues in their departments. Several mentioned limited sharing of material beyond Yale, almost exclusively syllabi, although sharing of activities and exercises also occurred. A syllabus provides a model for other instructors in constructing their courses, helps them identify secondary and primary works to use in a given subject, and offers suggestions for activities with primary sources that can be adapted in other courses. “How-to” worksheets for students on reading primary sources was mentioned as another document shared.

Some interviewees described difficulties in trying to teach others how to teach with primary sources, as there were many different kinds. For example, an art historian trained to teach using paintings and other artworks may not feel comfortable engaging in discussion of illustrations in printed works, or training teaching fellows on the construction of the printed book. Similarly, a historian might not feel comfortable analyzing prints in front of a seminar, much less trying to teach fellows how to do so. Participants also discussed seeing variations in the way graduate fellows taught sections, based on their own comfort levels. One fellow tightly controlled the way the class generated information, while other fellows in that same course taught more “naturally.”

Several instructors identified having co-instructors for their courses, who would bring different subject expertise and experiences to teaching with primary sources. While this approach was not widely used among participants, when co-instructors were incorporated into a course, collaborative opportunities were mentioned. The collaborations included the creation of the syllabus, team-teaching, the incorporation of students into projects such as exhibitions, and more. Repository staff with expertise, such as curators and librarians, were also described as instructors, specifically for sessions related to primary sources at Yale. Very few interviewees described having co-instructors from outside of Yale, and challenges to doing so included difficulties setting up payment and providing access to Yale resources.

### **Instruction strategies with primary sources**

There are many factors participants consider when deciding when, where, and how to use primary sources in teaching. Class size and format, availability of primary sources (both online and physical), importance of primary sources to scholarship and the discipline, and student involvement all play a role in the ways they teach with primary sources. This section analyzes how Yale study participants describe using primary sources shaped classes and student learning.

### **Intersections between digitized collections, student search strategies, and materiality**

As instructors begin planning their class and developing their syllabi, the availability of primary sources, and how those sources are presented, helps shape the class. At Yale, interviewees acknowledged that there was a wealth (and sometimes an overabundance) of digital and material primary sources to choose from, but also some unevenness depending on Yale’s collecting policies and class topic. Some instructors supplemented Yale’s holdings with primary sources uncovered through websites, digitized items from other collections outside of Yale, or through personal research files and collections accumulated over time.

The easy accessibility of digitized collections, whether databases accessed through Yale library licensing or Yale collections digitized and made available online, was something interviewees discussed in relation

to student research strategies. While the ubiquitous Google was identified as the first place students turned to find primary sources, study participants (or librarians) provided guidance and some level of training in primary source databases. The training might simply be identifying what databases worked best for topics related to the class or research area, or a broader discussion of how keyword searching is not always the best way to uncover primary material, demonstrating more sophisticated search strategies related to terminology and dates. In planning courses, some instructors created distinct primary source sets as part of the assignment, trying to avoid overwhelming the student researcher who might be “flailing” about trying to find material, or because students have limited time to do research on top of other responsibilities. Faculty also invited librarians to come to class as part of training students how to do primary source research.

Yet when it comes to teaching with primary sources, multiple interviewees indicated that the material object was important, although one major challenge for students was to “discover that there are things beyond the digital.” One participant drew this distinction: “So I see digital images as reference sources, vital ones for the way people think today, and they use the internet. But I would never teach from- I would always prefer to teach from the actual object.” Another interviewee noted that there was a difference between teaching with screens and physical objects: “There’s a lot of intimacy possible in teaching with screens, but not an intimacy of the physical space on the object. And that is my driving idea about Yale. Just put them in the place [in the room with objects].”

Materiality, or the physical aspects of the primary source, factored into decisions on whether to hold classes within special collection classrooms, museums, or other repositories. The physical object held various uses and meanings for study participants. As an art historian argued, “I can’t teach the difference between a woodcut or engraving, or the difference between a manuscript on parchment and a book on paper, from a digital object. I can’t teach scale. These are essential categories of visual analysis. So, one of the reasons I give visual analysis assignments in front of objects in the classrooms is precisely to be like, there’s information you cannot get from a digital image.” The ability to turn pages, feel texture, understand scale, work an instrument, and analyze other information embedded into physical objects was discussed by many interviewees. Participants also described their efforts to show students the importance of “serendipity” and “immersion” that often happens when diving into a physical archival collection, opening a box and literally paging through files. While there is a larger investment in time and resources to set up classes using physical collections, and issues related to access or the fragility of the objects, many instructors felt that working with physical materials made a lasting impression on students and helped with classroom dynamics.

### **Class formats**

Class format is a driving factor in how primary sources are employed while teaching. Some interviewees reported carefully considering how to teach with primary sources in large lecture courses composed of majors and non-majors in a humanities or social-sciences discipline. They incorporate primary sources in class as part of their discussion of larger themes, using, as one instructor termed it, a “Powerpoint method of teaching,” although some participants used lecture time to break students into smaller groups for discussion. Some instructors model how to read primary sources, particularly in art history, as a way of getting students to understand sources in a certain way. Beyond the lecture itself, primary sources are incorporated into lecture classes through shorter assignments, such as reading responses, worksheets

guiding students through primary source analysis, short research papers, discussion in sections, and exams. One interviewee described making the primary sources the core part of the exams, emphasizing to students the importance of analyzing a primary source for understanding history. In several syllabi, instructors regularly assigned various types of primary sources (journal, magazine, and newspaper articles; sections from books, pamphlets and ephemera; or, for courses with visual components, various images) for discussion during sections. Some level of scaffolding occurs in the lecture course, normally building towards learning to interpret a single primary source, synthesize information, and make analytical claims.

Seminars provide in-depth introductions to topics and inculcate students into the theory and methods of the discipline, including research methods using primary sources. Student discussion and participation are key parts of this format. One faculty member described “layering it on, and sort of forcing-- knowing that the students aren't necessarily going to do all of the reading, but really trying to create a more immersive experience.” Approaches to seminars include scaffolding of assignments used to teach research methodology and writing, culminating in longer, in-depth research papers. As seminar courses are smaller and used mostly in discipline-specific work, there seems to be more experimentation in the use of primary sources in teaching. To incorporate primary sources in seminars, instructors employed hands-on special collection sessions, group work, student presentations, creation of bibliographies, real (or theoretical) exhibitions, and even websites or blogs.

A majority of classes using physical special collections are seminars, introducing students to the intensive work of building an archival source base for analysis, not just one primary source. One instructor said, “I found the most important thing is getting students in, just trying to demystify it as much as possible, and literally getting people in the room, looking at primary sources.” Engaging in hands-on primary source research helped students better understand the construction of archival collections, or provided ways of analyzing different types of visual and/or textual sources in one space. As another interviewee summed up, “these types of workshops and class sessions in special collections, they're integral. I would just say to whoever else is listening, keep supporting those types of programs.”

### **Relationship between primary and secondary sources**

At least half the study participants described the relationship between primary and secondary sources in their teaching, indicating that one could not exist without the other. This relationship between these sources often shaped the structure of their teaching, whether the class was a lecture or seminar.

As one interviewee noted, “certainly for the seminar, I'm liking, and I think the students are responding well to, the format of starting with themes, having a secondary source-driven discussion, and then having a primary source activity sort of point of analysis.” In this format, secondary sources help contextualize the primary sources that come at the end of the class. Students are encouraged to “ransack” bibliographies to understand how the author generated the argument and interpretation of the topic in the secondary source, and to tease apart strengths and weaknesses in this interpretation. Having those primary sources directly used in the secondary source, or adjacent sources, on hand, “provides practice with looking at primary sources, but also provides insight for the students to sort of get deeper in critically analyzing how the secondary source author is putting together their argument.”

Other study participants use primary sources as ways to complicate the reading of secondary sources.



One faculty member stated that “we use the primary sources to throw a kind of a curveball for how to read the journal article. Someone could make the case that the primary source bolsters what the secondary scholarship work was doing; others might say it requires a different reading.” Using a variety of primary sources also complicates interpretations in secondary sources, where a newspaper article, manifesto, and image on the same subject could be read in very different ways, and represent many voices. Ultimately, instructors find that teaching with primary and secondary sources, and in particular teaching students how to integrate them, is incredibly important to training someone in the discipline.

## 5. Challenges and Opportunities

Participants in these interviews expressed thoughts about challenges and opportunities in teaching with primary sources, some specific to the environment at Yale University and some more generic across academic institutions. This section explores the issues raised.

### **Yale collections and staff support**

One participant efficiently summed up sentiments expressed by nearly all interviewees: “One of the joys of teaching at Yale is that I have access to the kinds of materials that I do.” Whether talking about original primary sources in Yale’s libraries, archives, and museums, or discussing the thousands of licensed databases of primary sources to which the library provides access for the campus, the opportunity to introduce their undergraduate students to research using these resources arose repeatedly as an important benefit of teaching at Yale.

With that embarrassment of riches, though, come challenges, and interviewees for this study were eloquent in articulating them. Many participants pointed to discrepancies in the levels of the descriptions provided across the various repositories and collections, and also the variety of discovery tools that faculty and students must be aware of in order to comprehensively mine the depth and breadth of Yale’s primary source collections, both physical and digital. Similar items, especially objects or publications, held in a museum, library, and archive can be described in item-level detail in a museum or bibliographic record, or generically as part of a topical or format-based aggregation in an archival finding aid. Depth of description frequently varies depending on vagaries associated with original acquisition dates, anticipated use, or simply differing practices among repositories. Many participants expressed concern with the challenges this discrepancy can present for students, especially undergraduates, embarking on course-based, time-constrained research projects. Interviewees often noted that they have developed expertise in some discovery systems that they use heavily, but indicated a reliance on staff members at Yale’s cultural heritage institutions to point out possibilities in other Yale repositories when relevant for their teaching preparations. One interviewee, who teaches an undergraduate research seminar on a specific architectural style, drew heavily on resources from nearly all of Yale’s libraries, museums, and archives, and on at least two local institutions not affiliated with Yale, and discussed the crucial staff engagements that made many of them known to her during her course preparation.

These interviews exposed an underlying tension in the ways that different instructors frame the work they ask their students to do with primary sources. Some interviewees were very focused on Yale’s descriptive

systems for primary sources and the discrepancies noted above in granularity of description within difference primary source repositories. An important pedagogical goal for these faculty was to have students choose a research topic and skillfully navigate the various discovery and access systems available to Yale students to find primary sources on their topic. Other instructors readily spoke about wanting to give their students a constrained, pre-selected group of sources, and to focus student work on content analysis and interpretation rather than on navigating different descriptive systems to identify and find primary sources.

Some participants discussed the issue of primary sources for which Yale's holdings are not strong. Interviewees specifically mentioned areas of the world outside of the United States and Europe, and also materials representing the perspectives of those in historically marginalized groups. Interviewees who raised this issue made a clear distinction between materials their students could engage with in hands-on class sessions held in a library or museum and digitized sources that students could utilize in pursuing their course-based research projects. The question of collections focused on supporting teaching rather than scholarly research depth was suggested by a few interviewees. It is clear that there are members of the Yale faculty who teach in areas where there are not extensive collections and who would be eager to engage Yale collection-development staff in discussions about developing small study collections specifically acquired for teaching use. Participants who raised this issue indicated that these teaching collections could be useful for two primary purposes: facilitating the "joy of discovery" opportunity for students to physically engage sources during in-person sessions in a special collections classroom, and supporting specific assignments targeted at developing students' critical and analytical skills.

That faculty rely heavily on a network of staff in Yale's libraries, museums, and archives was a clear message from participants. Across the board, they praised specific staff and gave detailed testimony to the support given to the undergraduate course on which each interview focused. Many of the interviewees discussed work with staff in support of their teaching that crosses departments and repositories within the university's cultural heritage institutions. For example, nearly all participants cited at least two special collections, or a combination of library and museum collections where staff members engaged collaboratively with their students to support the work with primary sources in the class. Although there were a few examples, primarily related to available collection resources, where staff could not match faculty expectations, interviewees were nearly universal in their praise of the work staff members do for their courses.

### **Bringing primary sources together in teaching spaces appropriate for instruction**

Several participants noted a frustration that, at Yale at least, may be exacerbated by the plethora of repositories holding collection materials used for primary source instruction and research. Interviewees gave specific examples where collection materials held in different repositories could not be physically brought together for an instruction session, despite the fact that physical proximity of objects of study was critical to the faculty members' pedagogy. They expressed a keen awareness of the resources that would be required to enable such collocation, including security and preservation concerns for collection materials, but also a frustration that there is no coordination among Yale's repositories that would empower faculty members to at least be able to discuss this as a possibility when such collocation is critical to the aims of a specific course. Several interviewees spoke eloquently about the limitations,

during in-class instruction time, of using digital facsimiles as substitutes for physical collection materials when the latter are readily available in repositories on campus.

Having appropriate teaching spaces for primary source instruction was also surfaced by participants as a challenge at Yale. The Levin Study Gallery at the Yale University Art Gallery (YUAG), and the Wurtele Study Center, located in the Collections Studies Center on Yale's West Campus, were cited by several interviewees as examples of such spaces. Both are affiliated with YUAG, however, and only available for use with their collections. Interviewees who mentioned these spaces noted that the former is heavily utilized and often unavailable, while the latter requires class time for transportation to West Campus. These issues were mentioned as limitations for the types of cross-repository usage envisioned by interviewees. Several participants also highlighted as a challenge the need for teaching spaces where instructors pioneering innovative trajectories of analysis and critique outside of traditional discipline boundaries can encourage their students to put sources in conversation in non-traditional ways. This is a flourishing area for primary source-based instruction, especially in the humanities and social sciences, and especially given the richness of Yale's collections. Many interviewees expressed concern that Yale is lagging in creating spaces, infrastructure, and common repository policies and procedures to facilitate a mode of primary source instruction that they increasingly feel compelled to explore. As one interviewee noted, "I have fantastic sources [in two repositories at Yale]. And you have this fifteen-minute walk in between, but they really speak to each other. They should be in the same room for my class. And that's simply impossible."

Idiosyncratic policies also received mention by several participants as presenting challenges in using collections across Yale's multiple primary source repositories in their teaching. A few interviewees noted that published limits in some repositories on the number of items that can be used in class sessions seem random, and not conducive to discussions between faculty and repository staff about pedagogical goals for a specific class's interaction with specific primary sources. This can seem especially challenging for newer faculty who don't already have a relationship with staff in a repository that may allow them to work around repository-specific limitations. Repository hours that do not align with Yale class times were also cited as presenting a challenge for faculty wishing to teach with primary sources from Yale's collections. One interviewee specifically mentioned graduate student teaching fellows whose discussion sections are scheduled in the evenings, outside of standard repository hours. Discrepancies, or even perceived discrepancies, in willingness to discuss accommodating class schedules across repositories can be daunting to newer-to-Yale faculty members who want to engage their students with primary sources in larger lecture courses with discussion sections.

It seems clear from these interviews that instructors value and prioritize developing strong relationships with staff members in Yale's museums, libraries, and archives. They rely on these relationships to help them navigate idiosyncrasies that may be unique to the complexities of Yale's many cultural heritage repositories, such as finding relevant primary sources for their teaching, or determining what is and isn't possible to achieve in specific repositories, especially in terms of limited ability to bring collections from different repositories together for their class sessions. Overwhelmingly, when asked what advice they would give to a colleague new to teaching with primary sources, participants noted that their first suggestion would be to get to know curators, librarians, and archivists.

### **Technological challenges and opportunities in teaching**

Many participants mentioned issues of technology and the need for support for faculty using technology in their teaching with primary sources. This was particularly prevalent among interviewees who focus on visual resources in their teaching. One participant with a strong background in visual analysis praised the work of staff in the Digital Humanities Lab as particularly supportive of her teaching. Participants clearly made distinctions between the importance of hands-on work with physical sources in their teaching, as discussed earlier, and the growing prevalence of digitized materials serving as the principal primary source base for the course-based research in which their students engage. Most do not integrate technology in their actual classroom practices, beyond several who mentioned using PowerPoint or similar tools to facilitate their lectures. Despite their current practices, some of the participants are thinking about the increasing need to utilize online resources in more engaging ways than handouts and projections. This was especially prevalent in the discussions with participants whose teaching focuses on areas of the world beyond the United States and Europe, and in which Yale's physical collections of primary sources are not deep.

Several interviewees lamented the lack of physical space available at Yale for course-based exhibitions as a product of student effort in a course, and one expressed a desire for the university to focus on increasing the amount of space for course-based and student exhibitions as much as possible. They see exhibits as an innovative way for students to think through and present research on issues, or with sources, that may not lend themselves well to more traditional written products. A few of the participants discussed using Omeka in teaching to facilitate the production by a class or individual student of an online exhibit. One challenge with using this platform is support, and one interviewee noted that at a previous university there was one person who assisted with obtaining and managing digital images and also provided student and faculty training and support in using Omeka. Because of Yale's complexities, bringing together support from multiple collections for obtaining and managing digital images of collection materials, added to integrating instruction and support for Omeka use for the class, can be a daunting challenge. This is another area in which longer-serving instructors, often with larger campus networks and more expansive knowledge of how to get things done at Yale, expressed leveraging those networks to assist in realizing their goals in teaching with primary sources. Yale's complexity, in terms of obtaining digital facsimiles of cultural heritage materials and seeking technological assistance for teaching, may present more of a challenge for newer or temporary faculty.

### **Class size and preparation time**

Participants expressed clear awareness of the time required to meaningfully engage their students with primary sources, regardless of the size of the class, and in some cases alluded to not choosing the primary source-engagement route specifically because of the time commitment to planning. Others noted in detail the amount of time spent in Yale repositories, engaging with collections and staff in preparation for primary source assignments and engagements with their students. Strategies for balancing the effective integration of primary sources with providing context and content through lectures weigh heavily on the interviewees in thinking about their teaching in large classes. According to one, "some of the contextualization comes from secondary sources. And sometimes the secondary source is me." Acknowledging the pressures on faculty and the time needed to make primary sources engagement, especially hands-on, a substantive part of the work students do for a course, another participant opined

that Yale needs to increase funding to explore course-based ways “to bring the students to the primary sources.”

## 6. Conclusion

Teaching with primary sources structures many of the ways that our interviewees organize their classes. Because today’s undergraduate students have been less exposed to libraries and museums than those of earlier generations, many of the instructors we interviewed choose to center classroom experiences around physical collections. Having students experience first-hand the thrill of archival detective work and the surprise of discovery are key goals in teaching with primary sources. The goal is to equip students with the skills they’ll need to be astute readers and analysts of any sort of cultural artifact they may encounter, with an appreciation of the contexts that have informed those texts’ creation and use throughout history. While not formally trained on how to teach with primary sources, instructors often bring memories of their own instruction as undergraduates or graduate teaching fellows to bear on the way they teach with primary sources. Class size and format informs engagement with primary sources in several ways, from types of assignments to challenges finding appropriate spaces for physical primary source sessions.

In an academic world where most instructors are teaching online due to COVID-19, there is a major shift to using digitized primary source collections, whether Yale produces the materials from its collections or acquires vendor-digitized content. While physical primary sources are still important to instructors, limitations related to social distancing make it difficult for students to gather around materials in close quarters. Library and Poorvu Center staff are reimagining and engaging in ways to integrate some type of primary source session into courses, from digitizing curated sets of materials to share with class for analysis and discussion, to “live” video of staff or instructors engaging one-on-one with objects. Retaining some of the social and communal aspects of classroom engagement and knowledge creation—as well as the “serendipity,” “joy,” or “wow” moments that interviewees described taking place during class sessions in the archives and physical collections—are larger challenges faced by anyone teaching remotely with primary sources. This is the time where instructors and the larger community supporting teaching with primary sources must identify what types of learning are critical, and imagine alternative ways of achieving pedagogical goals that support the best student outcomes.

## Appendix 1: Semi-Structured Interview Guide: Yale

### **Introduction**

Date & time stamp for recording

Thank-you to interviewee

### **Verbal Consent to Participate**

Here is a copy of the consent information for this project that I sent to you in a previous email. Before we start the interview, I need to have your verbal assent to this interview. Do you consent to participate?

### **Background**

Briefly describe your experience teaching undergraduates. *Examples: how long you've been teaching, what you currently teach, what types of courses (introductory lectures, advanced seminars) you teach*

- How does your teaching relate to your current or past research?

### **Training and Sharing Teaching Materials**

How did you learn how to teach undergraduates with primary sources?

- Did you receive support or instruction from anyone else in learning to teach with primary sources?
- Do you use any pedagogical approaches, collections of sources, or other instructional resources that you received from others?
- Do you make your own pedagogical approaches, collections of sources, or other instructional resources available to others? If so, how? If not, why not?

### **Course Design**

I'd like you to think of a specific course in which you teach with primary sources that we can discuss in greater detail.

- Do you have a syllabus you're willing to show me? I will not share or reproduce this except for research purposes.
- Tell me a bit about the course. *Examples: pedagogical aims, why you developed it, how it has evolved over time*
- Explain how you incorporate primary sources into this course. *If appropriate, refer to the syllabus*
- Why did you decide to incorporate primary sources into this course in this way?
- What challenges do you face in incorporating primary sources into this course?
- Do you incorporate primary sources into all your courses in a similar way? Why or why not?

In this course, does anyone else provide instruction for your students in working with primary sources? *Examples: co-instructor, archivist, embedded librarian, teaching assistant*

- How does their instruction relate to the rest of the course?
- How do you communicate with them about what they teach, how they teach it, and what the students learn?

## ***Finding Primary Sources***

Returning to think about your undergraduate teaching in general, how do you find the primary sources that you use in your courses? *Examples: Google, databases, own research, library staff*

- Do you keep a collection of digital or physical sources that you use for teaching?
- What challenges do you face in finding appropriate sources to use?

How do your students find and access primary sources?

- Do you specify sources that students must use, or do you expect them to locate and select sources themselves?
- If you specify sources, how do you direct students to the correct sources? Do you face any challenges relating to students' abilities to access the sources?
- If don't specify sources, do you teach students how to find primary sources and/or select appropriate sources to work with? Do you face any challenges relating to students' abilities to find and/or select appropriate sources?

## ***Working with Primary Sources***

How do the ways in which you teach with primary sources relate to goals for student learning in your discipline?

- Do you teach your students what a primary source is? If so, how?
- To what extent is it important to you that your students develop information literacy or civic engagement through working with primary sources?

In what formats do your students engage with primary sources? *Examples: print editions, digital images on a course management platform, documents in an archive, born-digital material, oral histories*

- Do your students visit special collections, archives, or museums, either in class or outside of class? If so, do you or does someone else teach them how to conduct research in these settings?
- Do your students use any digital tools to examine, interact with, or present the sources? *Examples: 3D images, zoom and hyperlink features, collaborative annotation platforms, websites, wikis*
- To what extent are these formats and tools pedagogically important to you?
- Do you encounter any challenges relating to the formats and tools with which your students engage with primary sources?

## ***Wrapping Up***

What advice would you give to a colleague who is new to teaching with primary sources?

Looking toward the future, what challenges or opportunities will instructors encounter in teaching undergraduates with primary sources?

Are there ways in which the Yale library and Poorvu Center for Teaching and Learning can be especially helpful to you in your teaching undergraduates with primary sources?

## Appendix 2: Tag Set Used for Coding Interviews

Assessment of student preparation	How equipped are students to locate and use primary sources? What skills do instructors intend to develop?
Challenges at Yale	Institutional, space, policy, departmental, cultural, disciplinary factors specific to the Yale environment that make it challenging to teach with primary sources
Challenges with digitized collections	Challenges may include keeping abreast of what's available in digital form, search strategies relying on digitally available metadata, and aspects of texts that cannot be captured well in digital format
Challenges with language/legibility	Teaching challenges relating to the language of the original source, lack of available translations, legibility issues esp. with handwritten documents
Challenges with size of course	Challenges in incorporating primary source activities in large lecture courses, especially activities that involve site visits and physical engagement with collections
Co-instructors	Mention of co-instructor, such as a faculty member, a graduate student, or a teaching fellow. Use <a href="#">Staff support</a> tag for library or museum staff assisting with specific class sessions held at a repository.
Collecting as a topic	What do the contents of our collections tell us about our institutional history?
Generational differences	Generations of instructors (new instructors vs longer-serving ones)
Impact on students	Observations on impacts of primary sources, pedagogical goals, or instruction strategies on students, either in classes taught by interviewee or generally.
Instruction strategy	<i>How</i> someone teaches (as opposed to why they teach, which would be <a href="#">Pedagogical goal</a> ). This can include students as teacher in public exhibitions and the like.
Learning how to teach with primary sources	How instructors arrive at their method for teaching with primary sources
Materiality	Discussion of the importance of the physical instantiation of the source, or aspects of it.
Pedagogical goal	What do instructors want their students to learn? What skills should a student gain by learning with primary sources?
Primary source types	Mention of specific instances of types of primary sources utilized or desired.
Sharing materials and approaches	How instructors share their teaching resources and methodology with others (including teaching fellows)
Staff support	How do staff members in libraries, collections, and elsewhere assist with the teaching process?
Student search strategies	How do students find primary sources? Focus is on students' processes, rather than an evaluation of their ability to search and locate sources, which is covered in <a href="#">Assessment of student preparation</a> )
Technology in teaching	Use for mentions of use of specific technologies as part of the interviewee's teaching, but also if they talk about ways that technologies enhance their ability to find primary sources to teach with (e.g., stumbling across a source in a Yale catalog that hasn't been digitized locally but can be found in digital format via a Google search).



Yale collections	Mention of any Yale special collection or museum collection. Use <a href="#">Yale collections, primary sources outside of</a> tag for mentions of primary sources from other non-Yale physical collections, licensed databases of any type, or images take from any book collections.
Yale collections, primary sources outside of	Mention of primary sources from other non-Yale physical collections, licensed databases of any type, or images take from any book collections. Use <a href="#">Yale collections</a> tag for mentions of any Yale special collection or museum collection.