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LOYOLA UNIVERSITY CHICAGO

PEDAGOGY AND PRIMARY SOURCES: OUTCOMES OF THE LIBRARY OF
CONGRESS' PROFESSIONAL DEVELOPMENT PROGRAM,
TEACHING WITH PRIMARY SOURCES AT LOYOLA

A DISSERTATION SUBMITTED TO
THE FACULTY OF THE GRADUATE SCHOOL OF EDUCATION
IN CANDIDACY FOR THE DEGREE OF
DOCTOR OF EDUCATION

PROGRAM IN CURRICULUM AND INSTRUCTION

BY

MICHELLE L. FRY

CHICAGO, ILLINOIS

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DEDICATION

This dissertation is dedicated to the Library of Congress'
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better for all children now and yet to come.

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ABSTRACT

Until recently, few K-12 teachers outside of social studies have integrated primary sources in classroom instruction. Integrating primary sources in educational practice does require an uncommon pedagogical understanding. Addressing this K-12 educator need is the Library of Congress. Recently, the Library implemented a national educator professional development program, Teaching with Primary Sources (TPS).

The TPS program operates at multiple universities and colleges, including Loyola University Chicago. This program aims to educate K-12 educators of all subject-areas to integrate online, digitized primary sources into classroom practices. This study addressed questions related to the outcomes of teacher participants' classroom practices after completing a TPS graduate course at Loyola.

Results of this study revealed changes in teachers' practices. K-12 teachers of all subject areas, student age groups and ability levels, reported increases in types and frequencies of primary sources used in a given month. Reasons teachers used primary sources were wide ranging. The most common reason reported was for inferential and analytical skill increases, meanwhile, meeting learning standards was least recognized. Teachers' reported classroom practices noted uses of primary sources to: illustrate concepts; provide examples; enhance secondary sources; to assist in student increases in higher order thinking skills; assess formatively and summatively, and cross-subject areas and grade levels. Results showed that hands-on, real-world connections were easily

engaging for all student learners and age groups, K-12. Lastly, teachers reported increases in student engagement, motivation and deeper levels of empathic and content learning with primary sources.

The TPS graduate course had an impact on teacher practices with primary sources. This study provides evidence that Loyola's TPS course could serve as a national model of best-practice for the TPS program nationally. This study revealed that teachers outside of social studies and below grade four are able to successfully integrate primary sources for increased student learning.

CHAPTER ONE

INTRODUCTION

Fifth grade, Knapp School, Michigan City, Indiana--I recall reciting the Gettysburg Address to my entire elementary school over the intercom system in fifth grade. With my teacher's guidance, I was able to understand the words "four score and seven years ago, our fathers..." My teacher explained the terminology used at that time, in President Lincoln's time. Four score and seven years ago meant something similar to, yet different from, what we fifth graders knew as words to describe time in 1983. We learned that four score meant 80 years, or one score equaled 20 years and four times 20 years equaled 80 years. Not only did I learn the meaning of terms of that era, I also had a pretty good grasp on what the battles of the Civil War were about as well as the complex issues of the North and South at that time.

Learning did not stop there. The Gettysburg Address was dissected in class; and we wrote our own thoughts about it and then discussed our reactions and thoughts together. We also saw copies of photos from the Civil War era taken in our very own La Porte County, Indiana. This helped us to "see" and pick out living differences and similarities from that era as compared to our lives in 1983. We read Civil War library books and textbook material for further information about this time in United States history.

Our fifth grade experience learning about the Civil War did not end there. Not only did we discuss at length the two sides' perspectives on the war, and President Lincoln's place in it, but we also had the luxury of having a Civil War reenactment "blue" soldier visit our classroom. He shared his "accounts" of the war and life afterwards. He shared how he and his fellow soldiers ate saltine-type crackers and drank water out of canisters while traveling on foot to battle. Not to mention that the water soldiers got from surrounding streams and rivers could be bad water and caused fatal dysentery in many fellow soldiers. Not only was battle a great concern for life or death, just the traveling to and from battle and daily survival was a great challenge and harsh reality.

This unit on the Civil War had a tremendous impact on me as a child. I suspect the same was true for others in my fifth grade class. Now an educator, how is it I remember these things from fifth grade, but do not remember every Civil War battle date and paths marched to each battle? What method of instruction did my fifth grade teacher use to illustrate and relate the Civil War to us? Did I learn more from this teacher's instruction compared to my eighth grade history class which resulted in textbook readings, lectures, and regurgitation of facts, figures and dates on tests? In my mind, I learned more from the fifth grade teacher in class. I say this because the only thing I remember from eighth grade history was getting 100% on tests from superior ability to memorize; however, I really do not remember those key dates anymore.

Putting this into context, what does this all mean for teaching? It exemplifies differences in teaching and learning, learning with incorporation of rote memorization

and regurgitation of facts and figures versus critical thinking and finding deeper understandings of key content and conceptual understanding with use of primary sources. My fifth grade teacher taught about the Civil War with use of primary sources (e.g. photograph copies and a Civil War “visitor”). He also used our textbooks, and other library books (or secondary sources), to corroborate concepts and facts surrounding the Civil War. This was a far cry from my eighth grade history learning experience. The impact was significantly different on my learning when fifth grade and eighth grade lessons are compared.

As a doctoral student and educator, I have sought answers regarding the primary source related teaching practices my fifth grade teacher used. I have found in my research that teaching with primary sources is very powerful, it brings learning to life (Veccia, 2004), elicits critical thinking skills, inquiry practices, and therefore increases students’ potential for deeper levels of understanding (Pitcher, 2004; Singleton & Giese, 1999; Veccia, 2004). Research has also shown greater learning gains for students of varying learning abilities in upper elementary grades through high school (Baker, Dimino, Gersten, Smith-Johnson & Peterson, 2006; Ferreti, MacArthur & Okolo, 2001; Tally & Goldenberg, 2005).

This leads to the questions: Who uses primary sources instructionally and how often? Do teachers even know how to integrate primary sources into their teaching effectively? Social studies teachers have been teaching with inclusion of primary sources for quite some time (Seixas, 1999); however, teachers do not always know how to best utilize primary sources instructionally (Veccia, 2004). If provided professional

development training for instructional integration of primary sources, would teachers use this practice in their classrooms? This study places questions like these in the forefront with an exploration of a professional development program that aims to train teachers how to instructionally integrate primary sources from the online collections of the Library of Congress. This program is called Teaching with Primary Sources (TPS).

Teaching with Primary Sources is a professional development program initiative presented by our nation's Library of Congress. This training program has entered the scene during a national reform effort called the No Child Left Behind Act (NCLB) (2001). The TPS program, along with other educator-oriented professional development training programs, face the challenge of creating and disseminating teaching practices that can be proven as "best practice" in order to align with national and local educational policy. NCLB (2001) calls for implementation of scientifically-proven, instructional best practices in classrooms with the expected result of student achievement increases for all. This policy also comes in at the high point of the digital age, where technology and the internet is a key player in both students and practitioners' lives alike.

Considering all mentioned above, professional development providers, educational administrators, teachers, and researchers alike are reviewing instructional methodologies and tools that have shown increases in student learning outcomes. Both pre-service and in-service educators are steered towards professional development that incorporates instructional methodologies scientifically proven to yield the aforementioned results for student learners. As a result, educational professional development providers, such as the Teaching with Primary Sources program, are

expected to provide proven-best practices to meet the requirements of NCLB nationally and at the state-level, while simultaneously facing the changing needs of our society's schools in the digital age.

Professional development comes in many forms for educators, such as advanced instruction for literacy, mathematics, and science. NCLB (2001) requires the aforementioned subject core areas be taught with scientifically-evidenced methods. Notably, these core subject areas, along with social studies, can incorporate levels of critical thinking that is sometimes overlooked. However, integration of higher level, critical thinking skills that move beyond rote memorization and the like, can lend themselves to deeper understandings and content literacy across the subjects and student ability levels. In other words, the more a child is critically examining or inquiring about a topic or event (or 'digging below the surface'), the deeper the child's content knowledge and understanding may become. This is what happened with my fifth grade experience.

One form of instruction that does use critical thinking skills to reach deeper levels of understanding and content literacy is effective instruction with primary sources. For example, research has shown that increases in student achievement can be attributed to effective use of primary sources ranging from a fifth grade fully-included classroom to an Advanced Placement (AP) History classroom (Baker et al., 2006; Gilliland-Swetland, Kafai & Landis, 1999; Pitcher, 2005; Seixas, 1999; Tally & Goldenberg, 2005; Van Sledright, 2002). Veccia (2004) noted that most states require primary sources in instructional practice. Even though the instructional value of primary sources is evident,

Veccia further explains that educators must first understand how to work with primary sources in order to elicit the more complex thinking skills and deeper understandings. My fifth grade teacher knew how to do this; maybe my eighth grade teacher did not.

Background

What is required to effectively instruct teachers to utilize and integrate primary sources across grade levels and learning ability levels? Primary sources serve as instructional tools that can engage the learner with investigative questioning, analysis, and inquiry. For example, questions about a photograph of a child at Ellis Island may elicit questions such as who do you think this is? How old? Where and why do you think this picture was taken? When do you think this picture was taken? Why do you think that? These are just a few questions that could be posed in observing or looking at a primary source item such as a photograph. Teachers are better at using primary sources as instructional tools provided they know these and other, key techniques for integrating these valuable resources in their teaching practices. Notably, research on effective instruction with primary sources has found similar teaching techniques used to with primary sources (Baker et al., 2006; Gilliland-Swetland, Kafai & Landis, 1999; Pitcher, 2005; Seixas, 1999; Tally & Goldenberg, 2005; Van Sledright, 2002). Further, common inquiry methods are employed to involve students' critical thinking skills (Tally & Goldenberg, 2005; Van Sledright, 2002). Students with special needs are also helped with primary source instruction by redirecting the learning experience. Using primary source instructional methods go beyond the traditional textbook reading and lecture,

which can be trying for special needs students; thus making primary sources valuable tools for learners of varying abilities as well (Baker et al., 2006; Ferreti et al., 2001).

The value of primary sources in teaching is documented in the research, however, locating and accessing appropriate primary sources materials to match instruction and subject content areas has posed dilemmas for educators. Veccia (2004) illustrated that teachers would often bring materials from home or purchase poster copies, for example. Field trips have also posed as another form of primary source instructional use (Gilliland-Swetland, Kafai & Landis, 1999). However the digital age has helped to reduce the access problem by making primary sources available to teachers via the internet.

As a key place for information in the digital age, international archives and libraries have begun the digitization process of primary sources to provide patrons the access to these primary sources online. One of the major archives with digital primary source holdings is the Library of Congress. With millions of holdings and miles of shelves, the Library of Congress began digitizing many of their archives with the number above twelve million items since the fall of 2007 (Billington, 2007). These items have also been made available online via the internet for complete public access with open doors at all times of the day and night.

Along with this digitization process, the Library of Congress also recognized the value of exposing educators to their online collections in order to promote the integration of primary sources into the classroom. This led to the American Fellows Program in the late 1990s and early 2000 (Library of Congress, 2003). From this pilot program for

educators, were born, the Adventure of the American Mind (AMM) and the current Teaching with Primary Sources Program (TPS) (Library of Congress, 2007).

The Library of Congress' Teaching with Primary Sources training program has followed in the footsteps of its predecessor, An Adventure of the American Mind (AAM). Adventure of the American Mind trained K-16 educators to access and use Library of Congress online primary sources instructionally. However this program emphasized technological skills and techniques of the digital age (i.e., Microsoft Word, PowerPoint and digital storytelling software). Teaching with Primary Sources professional development also involve primary sources, however the program emphasizes more about the high-quality instructional use of primary sources found in the Library of Congress online archives. The Library of Congress (2006) describes the TPS program further as a,

program (that) works with colleges and other educational organizations to deliver professional development programs that help teachers use the Library of Congress's rich reservoir of digitized primary source materials to design challenging, high-quality instruction (p. 2).

Similar to An Adventure of the American Mind program, the Teaching with Primary Sources program aims to train K-16 educators in order to impact student's learning in the classroom. The Teaching with Primary Sources program has become the pilot for an educator professional development program that the Librarian of Congress, Dr. James H. Billington (2006), intends to be adopted across all states in the nation. With its national potential, the current Teaching with Primary Sources national partners are

implementing program plans to exemplify and apply best instructional practices in each program's training activities. All partners' program plans address the Library of Congress' Teaching with Primary Sources program goals (2007), which include the following:

1. Provide online and in-person primary source-based professional development programs nationwide.
2. Increase the ability of educators to design student-centered primary source-based learning experiences that use best instructional practices.
3. Implement standards-based learning experiences that improve student ability to critically examine primary sources.
4. Build patronage of the Library's digital resources that expands the community of educators dedicated to the improvement of education through the use of primary sources (LOC: TPS Program Plan, 2007, p. 2).

The Loyola University Chicago (LUC) Teaching with Primary Sources program partner outlined its program plan based on reaching the aforementioned national program goals. This partner (2007) aligned its program goals to state that its professional development training will address the following:

Foundation: Level 1 sessions help participants:

1. Examine primary sources and understand their value in teaching;
locate, navigate and save instructional materials from the Library of Congress Website;

2. Create instructionally sound, standards-based learning experiences that integrate primary sources from the Library of Congress; and

Advanced, Level 2 sessions help participants:

1. Evaluate primary–source based instruction and obtain a thorough understanding of instructional best practices using primary sources;
2. Devise exemplary subject-specific, standards-based learning experiences that integrate primary sources from the Library of Congress;
3. Reflect and share their experiences using primary sources in instruction and the effects on student learning; and

Library of Congress Ambassadors, Level 3, offers educators the opportunity to expand on workshop knowledge and share their insights with other educators. TPS participants at level three become part of an elite crew of primary source specialists known as Library of Congress ambassadors (p. 1).

Further, this program partner aimed to address the aforementioned achievement levels with outreach workshops held at K-12 schools in the Chicago area as well as with School of Education, graduate level courses held at Loyola University Chicago. The program’s training activities involve practices found to be most beneficial to primary source instructional use and integration. These practices are also similar to those found to yield higher student achievement overall (Baker et al., 2006; Tally & Goldenberg, 2005; Van Sledright, 2002). As such, this professional development program is

important because teachers must first know how to use primary sources in their instructional practices. Without adequate training in the use of primary sources, teachers may simply “tack on” these sources without properly using them to help students gain higher achievement levels (Veccia, 2004).

The Teaching with Primary Sources program has and continues to reach teachers nationwide. This program, through its partnering institutions, aims to reach K-12 and higher education faculty members in order to “embed the use of digital primary sources in curricula and the classroom to deepen content understanding and student literacy” (Library of Congress Teaching with Primary Sources Program Draft, 2006, p. 1). In order to achieve this aim, program partners train educators to integrate primary sources with practices that are aligned with current research. The Teaching with Primary Sources program also aims to address what Veccia (2004) raises as indicators of primary source instructional needs in “best practice”:

Having never used primary sources, how do teachers know what to do with them?...Unlike working with many other teaching resources, using primary sources requires significant research and critical-thinking skills (p. 2).

Teachers and educators are not always well-versed in primary source instruction (Veccia, 2004). Instructional training may be required to help teachers to best integrate and utilize primary sources in their classroom instruction. Primary source instructional integration requires a form of instruction that is different from the traditional approach of assigned textbook readings and class lecture. The teacher takes a facilitator role with the

students working independently and in cooperative groups, doing investigations, making inferences, and the like. The teacher is there to find the best primary sources for instructional use, guide the learning process, and help with subject matter content knowledge. This instructional design is conducive to setting a stage for critical thinking skill development. The problem is that not every teacher is trained to even begin the primary source instructional integration approach in his or her classroom instruction. However, the Library of Congress' Teaching with Primary Sources program may be an answer to this problem.

The Teaching with Primary Sources program addresses effective uses and selection of primary sources for instructional integration. The goals of the Teaching with Primary Sources program also lay a foundation for educator professional development that could reach the status of "best practice" as outlined by the No Child Left Behind Act of 2001 (2002). However, to provide further credence to this program, teacher practices after training are important factors to be considered. Are teacher practices using primary sources reflective of the training received; therefore reflective of research on these practices? Did Teaching with Primary Sources training activities foster educator growth in primary source instructional integration and pedagogical understanding? What impact does the Teaching with Primary Sources program have on teacher practices with primary source instructional integration?

The Teaching with Primary Sources program aligns with both state and national policy by preparing educators to integrate primary sources into instructional practices. The program emphasizes research-based instructional practices, to ultimately reach

higher levels of achievement for all students. As part of its professional development training, the TPS partner at Loyola University Chicago offers a three-credit graduate course, Curriculum and Instruction, Educational Psychology 475 Workshop (or CIEP 475 TPS Workshop), for educators in the Chicago area. Aligned with The Library of Congress' guidelines, this graduate course aims to provide the professional development training necessary for K-12 teachers to access the LOC's online primary sources and integrate these sources in high-quality lessons that utilize instructional strategies deemed best practice in primary source instructional integration. This study explored outcomes of the program at Loyola University Chicago. Specifically, the teachers' learning related to primary source integration and the resulting implementation of this professional development training in the teachers' classrooms.

Purpose of the Study

The relationship between the archive, such as the Library of Congress, and the classroom teacher has not been explored to its full potential (Pitcher, 2005). Little research has been done addressing primary sources, the instructional integration thereof, and related professional development training for K-12 teachers. This problem is especially true of disciplines outside of social studies (Baker et al., 2006; Tally & Goldenberg, 2005; Van Sledright, 2002). Research on the integration of primary sources with best-practice has also not been addressed for the early primary grades, K-3. Professional development related to the aforementioned has yet to be found in the literature as well.

The purpose of this study is to focus on the outcomes of the Teaching with Primary Sources professional development program at Loyola University Chicago. This study addressed K-12 teacher practices with primary source instructional integration after receiving training from Loyola University Chicago's Teaching with Primary Sources program. The teachers included in this study will be graduate course participants from three different classes. The graduate course participants participated in one of the following course timeframes: Summer II session, July-August 2007, Spring 2008, and Summer II session, July-August 2008. These teachers are a key group to study as they were provided weekly training along with ongoing communication with the course instructor for at least a year after each participant's course had ended. Each group of participants completed pre/post training questionnaires. Teacher participants' questionnaire data and interviews with selected teachers provided valuable data to examine. This study allowed for exploration of Teaching with Primary Sources program implementation and the outcomes of this training in participants' teaching practices. Insights into how participants use primary sources in their classrooms after training, and their perceptions of primary source use, are further explored. Not only does this study add to the literature by exploring training outcomes of a new Library of Congress pilot program. The study provides evidence of the programs ability to meet not only the local programmatic goals but also the national goals set forth by the Library of Congress.

Definition of Key Terms

Key terms and definitions are used in this study. In order to establish a foundational understanding, the following meanings will apply to this study. Many of the following terms and definitions are based on definitions from organizations, researchers of primary source instructional integration in education, and actual TPS graduate course participants, all ranging from Kindergarten to Higher Education.

1. Achievement - “Student achievement would be defined as understanding material demonstrated through formative assessment, participation in class, and application of material to projects/assessments/practicality” (Melissa, Secondary Urban Spanish teacher). Another teacher, Jack, an urban secondary history teacher, added, “I would consider the improvement of performance and mastering the skill of historical analysis of primary sources to be student achievement.”
2. Critical thinking involves various levels of cognitive processes that go beyond rote memorization and fact recall. It involves “reasoning in an open-ended manner, with an unlimited number of solutions. The critical thinking process involves constructing the situation and supporting the reasoning behind a solution” (National Center for Education Statistics, 2000, p. 11).
3. Digital primary source (or digitized primary source), is a digitized version of a primary source which has been archived online and accessible via the internet. The Library of Congress web site houses over 12.5 million digitized primary source items to date (TPS Directors Fall Meeting, 2007).

4. Engagement - “Engagement with sources, using the material, and removing rote memorization is a way to define engagement” (Melissa, Secondary Urban Spanish teacher). Jack, urban secondary history teacher, added, “Engagement in primary sources is evident in the excitement a student has when primary sources are being used in class.”
5. Motivation – “For students to understand the material it must be presented in a creative and thought-provoking manner” (Melissa, Secondary Urban Spanish Teacher); and, “If a student uses primary sources on their own without the teacher’s request, [this] can be considered motivation” (Jack, Urban Secondary History Teacher).
6. Primary source/s, as defined at the Library of Congress’ Teaching with Primary Sources main web site (2006) “are actual records that have survived from the past, like letters, photographs, articles of clothing and music. They are different from secondary sources, which are accounts of events written sometime after they happened” (p. 2). The LOC web site has most recently noted (TPS Directors Fall Meeting, 2007) 12.5 million primary sources have been digitized, and thus made accessible to the public via the internet.
7. Professional Development (PD) as defined by the No Child Left Behind Act of 2001(2001) includes activities that do the following: improve and increase teachers' knowledge of the academic subjects the teachers teach, and enable teachers to become highly qualified;” “are high-quality, sustained, intensive and classroom-focused in order to have a positive and lasting impact on

classroom instruction and the teacher's performance in the classroom; are not one day or short-term workshops"... "advance teacher understanding of effective instructional strategies that are based on scientifically based research and strategies for improving student academic achievement..." "are designed to address state content and achievement standards; designed" to give "teachers of limited English proficient children the knowledge and skills to provide instruction...provide training for teachers in the use of technology...to improve teaching and learning" (p. 1963).

Research Questions

1. What is the frequency of primary source use in Teaching with Primary Sources (TPS) participants' classrooms?
2. How do the participants of the Teaching with Primary Sources (TPS) program use primary sources in their classrooms?
3. Why do the participants of the Teaching with Primary Sources (TPS) program use primary sources in their classrooms?
4. What are the teacher participants' perceptions of their students' interests, motivation, and achievement as related to primary source integration?

Significance of the Study

The Library of Congress' Teaching with Primary Sources program is poised to be nationwide within the next few years (Billington, 2006). This program's professional development training aims to teach educators how to access and integrate digitized primary sources into high-quality instruction for classroom use. As a result of training,

what are the teacher practice outcomes after professional development in this program? More specifically, is the Loyola University of Chicago program achieving this aim?

To address these questions, this study will explore the outcomes of Loyola University Chicago's Teaching with Primary Sources program training. Exploring teacher practices and perceptions of primary source uses in the classroom will provide significant research that can help guide for best-practice in primary source instructional integration. Further, any identified best practices in primary source instructional integration can benefit the Teaching with Primary Sources program in the future. Also, the pre/post questionnaire used by the Loyola University Chicago program might be adaptable or transferable for use by other program partners. Lastly, this study can provide further research to add to the body of existing literature on primary sources in education and related professional development activities.

Studies about professional development and primary source instructional integration is new to the body of existing educational research. This TPS training outcome study will add to the literature with its exploration of teacher practices, perceptions of, and uses of, primary sources in their classroom instruction. This study will also add to the literature about primary source instructional training for educators who teach early primary grades as well as teachers outside of social studies. This study also provides insights into outcomes of participants' training whose backgrounds varied in their primary source instructional experience before training began. For example, social studies teachers who worked with primary sources prior to training and early

primary teachers who have not taught with primary sources prior to training, all enter training with different instructional backgrounds.

This study demonstrates a wide range of TPS training outcome experiences in the classrooms of the novice Kindergarten teacher to the seasoned social studies teacher. This study provides insight into the impact the TPS graduate course at Loyola University Chicago have had on the participants' teaching practices. The research questions of this study are designed to explore the outcomes of Teaching with Primary Sources program training with participants at Loyola University Chicago.

Limitations of the Study

This study employed a newly developed questionnaire. The questionnaire has undergone extensive review with other Teaching with Primary Sources program directors nationwide, however, little is known of this instrument's reliability. Further, the questionnaire to be used is new to this research field and may not be widely accepted. Another limitation of this study was a lack of research on primary source instructional integration, especially with subjects outside of school social studies and with early primary grades. The lack of research available in teaching with primary sources could limit findings for this study. Lastly, this study was conducted by the Teaching with Primary Sources program director at Loyola University Chicago. In order to benefit the field of research and the Teaching with Primary Sources programs' national operations, every effort was made to remove study bias. Reflexivity played a role in this study; as such, the researcher recognized her title as director but maintained an objective perspective in order to address the research questions of this study. The researcher also

kept a distance as she was not the instructor of the graduate course. Lastly, the researcher had regular meetings with her dissertation director as to clarify researcher and program director roles throughout the study. These anti-bias efforts were put forth in order to maintain the perspective of researcher throughout the entire dissertation process.

Chapter Summary

The role of the educational professional development provider has changed in recent years. Federal policy in the No Child Left Behind Act of 2001 (NCLB) (2001) requires all educational institutions and professional development providers to operate with evidence-based instructional activities. The end result of NCLB (2001) requires all core subjects must meet high quality instructional standards in which all children meet higher levels of achievement. One type of instruction that accomplishes the aforementioned is primary source instructional integration.

Research has shown that primary sources effectively used in education have increased students' achievement levels and increases in critical thinking skills for grades fifth and higher, as well as for learners of varying abilities (Baker et al., 2006; Gilliland-Swetland, Kafai & Landis, 1999; Pitcher, 2005; Seixas, 1999; Tally & Goldenberg, 2005; Van Sledright, 2002). Research has also shown that students in various subject areas show achievement gains with primary source instructional integration (Gilliland-Swetland, Kafai & Landis, 1999). Common teaching practices with primary sources, such as practices that facilitate critical thinking skills have shown to result in the aforementioned achievements (Tally & Goldenberg, 2005; Van Sledright, 2002).

However, educators must first know how to teach effectively with primary sources instead of using them as add-ons to curriculum (Veccia, 2004).

Until recently, teachers did not have easy access to key primary sources for instruction. Now, in the digital age, archives such as the Library of Congress, have made millions of primary sources available via the internet. With this, the Library of Congress also developed educational initiatives to assist educators in utilizing this online resource for instructional access and use. From American Fellows in the late 1990's, An Adventure of the American Mind in the early 2000's and the Teaching with Primary Sources program today, the Library of Congress has incorporated professional development for educators nationally. Working with universities and colleges in six states, the Library of Congress' Teaching with Primary Sources program aims to reach a national level in every state. This program is built on goals that provide professional development for educators to access primary sources on the Library of Congress web site and create instructionally sound, standards-based, "best-practice" learning experiences for students. These learning experiences were designed to "improve student abilities to critically examine primary sources" and gain deeper understanding of content (Library of Congress Teaching with Primary Sources Program Plan, 2007, p. 2).

Aligned with the Library of Congress' Teaching with Primary Sources program goals, the partner at Loyola University Chicago has planned and implemented on-site, school based workshops, and graduate courses held at the University, in order to meet the program's needs. The Loyola University Chicago's Teaching with Primary Sources graduate course, CIEP 475: Teaching with Primary Sources Workshop, provided

professional development that aims to address the program goals set forth by the Library of Congress. All participating K-12 teachers of the Chicago area completed both pre-training and post-training questionnaires. The questionnaires provided data to explore the outcomes of the Teaching with Primary Sources program at Loyola University Chicago. Further, post-training interviews were completed in order to gather qualitative data about select participants' teaching with primary sources experiences after training.

This study aimed to answer the following four research questions. 1) What is the frequency of primary source use in Teaching with Primary Sources participants' classrooms? 2) How do the participants of the Teaching with Primary Sources program use primary sources in their classrooms? 3) Why do the participants of the Teaching with Primary Sources program use primary sources in their classrooms? 4) What are the teacher participants' perceptions of their students' interests, motivation, and achievement as related to primary source integration?

This study provided an opportunity to employ a questionnaire that could be used by other Library of Congress Teaching with Primary Sources partners to assess the outcomes of training by exploring participants' teaching practices with primary sources. By answering the questions of this study, more research will add to the existing body of literature about primary source instructional integration.

CHAPTER TWO

REVIEW OF THE LITERATURE

Primary sources are all around us. Our ancestors and their ancestors before them have taught us much about their lives lived with the artifacts they have left behind. These “authentic” pieces of real-life are the actual items that primary sources become in the human experience. Adults study primary sources to gain insights into life experiences of the past, the present and the future. This type of learning is what educational philosopher and reformer, John Dewey, would have called an authentic learning experience (1990/1902). These learning experiences are authentic because they naturally draw out knowledge through the innate desire to inquire about life experience in the real world.

Primary sources are useful tools in examining the world around us. They allow us to gain insights by inquiring and examining actual works and artifacts from the “real world.” According to Dewey (1990/1902), human beings, children and adults alike, have common interests which include “finding out things” and “making things” (p. 47). These common interests are also links to the human instinct to learn. The products and artifacts of this learning serve as the primary sources for future generations to also learn from. It is these primary sources that make learning in a classroom more real, more authentic, and more hands-on with the natural human impulse of inquiry in action (Dewey, 1990).

At the turn of the nineteenth century, education and traditional instructional practices relied on a textbook and a teacher, with a “passivity of attitude, its mechanical

massing of children, its uniformity of curriculum and method...(with) the center of gravity outside of the child himself” (Dewey, 1990, p. 34); thus indicating little variation in instructional method with little authentic, active learning experiences for students.

Dewey (1994) later states,

the forms of skill to be acquired and the subject matter to be appropriated have no interest on their own account: in other words, they are supposed to be irrelevant to the normal activities of the pupils” (Ch. 10).

In other words, the students are being taught subject matter that is not naturally interesting to them, not engaging, not authentic, or not related to their worldly lives. This raises a question that Dewey posed over a century ago which is still being addressed today. What about the life of the child, the human instincts to learn, to create, and to actively inquire? The center of gravity should be focused on the child and his or her natural instincts to actively learn with interesting and engaging authentic experiences. Subject matter needs relevancy to the students’ lives and their worlds. Primary sources naturally lend themselves to degrees of relevancy. These authentic pieces of people’s lives in the world are naturally engaging. Thus, as Dewey would probably agree, primary sources used effectively in educational practice are a segue to shift the gravity of focus to the learner, the child, and the natural instincts to inquire, to learn about the world surrounding each of us.

Our nation is now faced with standards that require teachers to implement best practices in all classrooms nationwide. The recent implementation of the United States’ Department of Education’s policy, the No Child Left Behind Act (NCLB), calls for

educational reform with integration of best teaching practices that incorporate proven methods of instruction (2001). One way to incorporate best practices in classrooms is with professional development for teachers based on these practices. In alignment with NCLB (2001), educator professional development activities are aimed at increasing the use of best practices in the classroom.

Educational research has shown that using primary sources in classroom instruction may very well demonstrate best practice. Professional development to prepare educators to teach with primary sources does answer NCLB's call for educational reform with integration of best teaching practices that incorporate proven methods of instruction (2001). With well-prepared teachers, primary sources can be very powerful in education, especially in K-12 classrooms (Veccia, 2004). The power of primary sources in primary and secondary education has shown increases in students' critical thinking skills and achievement (Baker et al., 2006; Tally & Goldenberg, 2005; Van Sledright, 2002) as well as empathy for the human condition (Library of Congress, 2006a).

What does it take to have well-prepared K-12 teachers to make "powerful" use of primary sources in their classrooms? Could professional development in the effective instructional use of primary sources get K-12 teachers to the point of preparation needed? Primary source instructional integration could very well meet NCLB's (2001) call for "best practice" given K-12 teachers know how to implement the pedagogical best practices associated with primary sources. As such, it is evident that K-12 teachers need to know how to use best practices with primary sources in order to make use of these instructional powerful tools. However, teachers in K-12 classrooms are not always

familiar with, or taught how to use, primary sources in regular everyday instruction. Wrongful use of primary sources can lead to the simple addition of these sources (Veccia, 2004) without utilizing them in such a way as to maximize the potential of learning that could be achieved otherwise. To avoid improper use of these sources, professional development in pedagogical best practices with primary source integration seems necessary.

For those familiar with best practices in teaching with primary source materials, one finds that there are certain key pedagogical practices common in primary source instructional integration. These teaching practices delve deeper into students' thinking by creating investigative and inferential inquiries centered around, and about, primary sources. However, this is not a method of teaching that is scripted or learned. It requires practice and guided expertise to hone the skills and knowledge necessary to fully implement these practices in K-12 classrooms. These practices require going beyond the traditional yes/no question/answer sessions and helping students to look deeper with interpretation and inference while building evidence based on primary sources. In short, teaching with primary sources is no easy task and requires training and experience to elicit the gains cited in the research surrounding these powerful educational tools. In this case, it seems that professional development in the best practice of primary source integration and instructional practice could be highly useful.

With or without professional development for best practice in their educational use, primary sources have managed to find a permanent place in our nation's classrooms. Almost every state in the nation requires the use of primary sources "at some level in K-

12 instruction” (Veccia, 2004, p. 1). Although primary sources are required for use in K-12 classrooms, these sources have predominately been used only by social studies teachers, grades four and higher. The lack of primary source instructional use may be due to the same point previously raised that teachers may not be provided the pedagogical “best practices” necessary to effectively utilize these sources. This raises two concerns, considering the value of primary sources in education, why are not more teachers using primary sources instructionally? And, would professional development increase K-12 teachers’ use of these sources?

The Library of Congress (2003) recognized the need to educate K-12 teachers in instructional uses of primary sources. Through educational outreach and grants provided to several universities and colleges in various states, the Library of Congress developed two, consecutive professional development programs to teach educators how to effectively use primary sources from the Library’s own digital, online collections. The former program, An Adventure of the American Mind (AAM), sought primary source instructional integration with technology integration as well. The current program, Teaching with Primary Sources, or TPS, has the aim to increase teachers’ instructional use of primary sources in K-12 classrooms with high-quality lessons.

This study’s purpose was to examine the outcomes of one such TPS program at Loyola University Chicago. Will TPS training in this program increase teacher participants’ use of primary sources overall? This study aimed to answer questions surrounding primary sources: What are common instructional uses of primary sources and what is effective practice? Could increases in the instructional use of primary

sources in TPS participants' classrooms be a result after training? What were the results of this TPS program overall?

In this chapter, I provide a review of the current literature related to primary sources in education. This review specifically addresses information about the following: What primary sources are and their place in education; Primary sources in educational research; Primary Source Based Instruction; Library of Congress' Educational Initiative Programs, Adventure of the American Mind (AAM) and Teaching with Primary Sources (TPS); and the research questions for this study.

A Place for Primary Sources in Education

Primary sources “are actual records that have survived from the past, like letters, photographs, document articles of clothing and music” (Library of Congress, 2006a, p. 2). Different from a primary source, a secondary source is: “...created by documenting or analyzing someone else's experience to provide a perspective or description of a past event and may have been written long after an event took place. Many sources (such as textbooks and encyclopedias) used in a typical school environment are secondary sources (Library of Congress, 2006a, p. 2).

A digitized primary source is a primary source in digital format that is accessed and used via electronic and/ or computerized means. Whether the actual artifact itself, or a primary source in digitized format, primary sources have been integrated in education by varying means, ranging from inserts in textbooks to internet scavenger hunts.

Primary sources are valuable tools to integrate instructionally. They can lead to deeper understandings of events as well as focal points from which content can be learned. These points of learning can also lead to inquiry practices that can be incorporated in various content areas and grade levels. Whether studying wetland conservation or Abraham Lincoln's letters to his wife, "when you think about the personal nature of primary sources, you begin to understand their power to unleash fascinating stories that will engage student interest" (Veccia, 2004, p. 3).

Primary sources, when appropriately used as tools in educational practices, can be integrated with various subject areas in K-12 classrooms. With adequate teacher guidance and facilitation, students can learn to ask probing questions about primary sources, thereby increasing opportunities for more engagement and in-depth learning. Once students have learned to work with primary sources for deeper levels of understanding, evidence shows that students perform better overall, regardless of grade level. This also includes cross-curricular applications in different subjects, such as science, language arts, and social studies (Tally & Goldenberg, 2005). As noted previously, many of the studies on primary source instructional uses in social studies' education have found similar or common practices (Baker et al., 2006; Tally & Goldenberg, 2005; Van Sledright, 2002). The following section of this chapter provides research that illustrates what is considered best practice in primary source-based instruction.

Outcomes of Primary Sources in Education: The Research

Primary sources elicit students' enthusiasm in learning and can be used instructionally to guide "students toward higher-order thinking and better critical thinking and analysis skills" (Library of Congress, 2006a, p. 2). Primary sources have often been linked to critical thinking, inquiry, and deeper content understanding while tied with historical thinking and understanding (Eamon, 2006; Pitcher, 2005; Singleton & Giese, 1999). Thinking historically, such as a historian does, requires disciplined thought, especially in working with primary sources. Drake and Drake-Brown (2003) describe historical thinking as an act that requires consideration of a new experience with "temporal bearings" (p. 474). Similar to contextual corroboration, temporal bearings means gaining a sense of historical context defined with primary sources surrounding a topic or subject. As Dewey would most likely agree with, Eamon (2006) further asserts that,

the pedagogical value of using archival holdings for the teaching of history has long been appreciated. Using primary sources in the teaching of history transcends rote learning of facts and figures. It encourages critical thinking skills, introducing students to issues of context, selection and bias, to the nature of collective memory and to other like aspects in the construction of history (p. 297).

Historical thinking is an adjustment in thought that requires inquiry, examination in some cases, and contextual corroboration in order to develop a fuller, richer, and deeper understanding of any given content area.

To elaborate on historical thinking, many of the studies on primary source instructional use in social studies' education have found similar practices in questioning techniques employed by teachers (Baker et al., 2006; Tally & Goldenberg, 2005; Van Sledright, 2002). However, current research focusing on primary sources in education is limited by grade levels and content areas studied. For example, most studies (Baker et al., 2006; Tally & Goldenberg, 2005; Van Sledright, 2002) have focused on primary source instruction with a) social studies or history content areas, and b) upper elementary through high school grade levels. Cross curricular studies of primary source instructional integration are quite limited at this time. However, even with limited studies on primary source instructional integration, research does show that students tend to perform better with primary source based instruction. In some cases, the studies also show that students appreciated and enjoyed the primary source-based lessons over and above lessons that utilized lectures and large group discussions with textbook reliance.

Research also shows (Baker et al., 2006; Tally & Goldenberg, 2005; Van Sledright, 2002) that students gain greater content knowledge, and make connections more often, with primary sources integrated into lessons. These gains are also linked to the use of higher order thinking, or critical thinking, skills often tapped with instructional practices that use primary sources.

In other research, Gilliland-Swetland, Kafai and Landis (1999) studied two teachers' uses of primary sources with a science unit in combined fourth/ fifth grade classrooms. The study took place in a laboratory school at University California in Los Angeles (UCLA). The teachers and students took part in a project called the UCLA

Digital Portfolio Archives (DPA) Project. The DPA project was examined by case study in which the researchers “explored issues associated with the integration of primary scientific sources into the formal elementary school learning process” (p. 90). The classes went on field trips and read a field researcher’s actual notes of a national park wetland. The students took their own notes on field trip/s and viewed various primary sources related to regional wetland conservation.

The students and teachers were observed and the teachers were interviewed, pre and post of the wetland ‘unit’. Gilliland-Swetland, Kafai and Landis (1999) found that “integrating primary sources into the elementary school science curriculum can be a challenging and fruitful experience” (p. 108). Some primary sources used in this study included actual scientist journal writings, field notes, and a field trip to the wetland itself. With this, the researchers (1999) further discovered that the teachers also saw the integration of primary sources into classrooms as an important aspect of students’ (scientific) learning.

Other research has shown that working with primary source instructional integration has also proven to be effective with students of varying ages and learning abilities. Scores on post primary source assessments have shown that students of varying learning abilities have higher assessment scores overall. In these cases, primary sources and related instructional practices have engaged more students in learning content as compared to other forms of instruction, such as lecture or large group discussion (Baker et al., 2006). Further, research also suggests that students with learning disabilities are

able to better engage and learn with primary source integration in instructional practices (Baker et al., 2006; Ferretti, MacArthur & Okolo, 2001).

For example, Baker et al. (2006) believed that,

Students with Learning Disabilities (LD) could learn history if: a) instruction included comprehensible and accessible materials (rather than sole reliance on traditional textbooks); and b) incorporated instructional strategies that provided numerous opportunities for students to interact with peers and the teacher during the lesson (rather than reliance on lectures and whole class discussions) (p. 266).

The researchers used an experimental design and utilized two social science classrooms in two Northwestern middle schools for their sample. A total of 76 students participated, 33 were classified Learning Disabled (LD) and three were classified Other Health Impaired (OHI). They focused on the Civil Rights Movement and related curriculum materials. The documentary film *Eyes on the Prize* was the primary content source used and supplemented by other primary source items such as related photographs.

One teacher taught the subject-matter with traditional methods of assigned textbook readings and whole-class lecture while the other teacher taught with the primary source-based, experimental methods. The control, or traditional instruction, included textbook readings and lectures covering the Civil Rights Movement. The experimental instruction method incorporated primary sources, such as video and photographic

primary sources, based on first hand accounts of the Civil Rights Movement. Textbook readings and some lectures accompanied the primary sources.

The use of primary sources led to frequent student questioning, deeper and consistent content probing, compare/contrast content activity and peer dyad activities. Both groups were administered pre-assessments and post-assessments which included multiple-choice exams, vocabulary matching and a content-interview quiz. The researchers found that, in the experimental condition, students with and without disabilities scored significantly higher on two of three content measures. These findings suggest that LD students, along with non-LD students, can perform better with varied and primary source integrated instruction as compared to traditional instructional methods of lecture and large group discussions.

Ferretti, MacArthur and Okolo (2001) found similar results as the previous study. This study focused on the integration of the strategy-supported, project-based learning unit (SSPBL) technology program about Westward Expansion and the integration of primary sources. The sample included fourth through sixth grade students in four inclusive classrooms in two Delaware schools.

The researchers focused on what degree the SSPBL unit promoted improvements in students' knowledge of the history of United States Westward Expansion, their understanding of historical content and inquiry, and their self-efficacy as learners (Ferretti, MacArthur & Okolo, 2001). A comparison of pre and post multiple choice tests of westward expansion knowledge were conducted and multimedia presentations on the subject were performed. Pre and post student interviews about westward expansion

knowledge were also conducted. An attitudinal scale was used and observations and field notes were taken as well. Overall, both LD students and regular education students performed better in all areas considered. LD students were helped with more strategic support as well. Understanding and Knowledge gains in LD students were not as large as compared to regular education students. However, both groups did show increases in “self-efficacy” for learning and understandings of “historical inquiry” (p. 59). The results of this study also suggest that primary source integration in education has further benefits in learning for students of varying learning abilities.

VanSledright and Kelly (1998) conducted a study also examining primary source integration instructional practices with fifth graders. The research question focused on the effects of non-textbook (or primary source) instructional use with fifth graders. Three dimensions framed this study:

- 1) The students’ interests in reading history as influenced by the texts they encountered;
- 2) The students’ understanding of the facility with distinguishing the texts, reading them for their different purposes and uses, and the relation of the texts to students’ content-form confluences, (or various sources of content melded into one understanding); and,
- 3) The development of critical reading expertise as demonstrated by how students used multiple sources to deal with questions of conflicting interpretations of events, evidence, construction of event depictions and

authors' frames of reference and the subtexts (or bias) they create" (pp. 242-243).

After interviews with the fifth grade participants, the researchers thematically analyzed the data. The findings for each dimension included the following: 1) students' interests were greater with alternative texts; 2) there was little evidence of fusing of content matter; and 3) some students showed increased interest and experience in historical and critical thinking applications. Aside from the lack of content conflation, working with non-traditional texts, such as primary sources, has indicated increases in students' interests in these alternative sources as well as increases in historical and critical thinking. These findings give further evidence that primary sources are tools that can be used to increase students' performance and critical thinking.

Tally and Goldenberg (2005) conducted a study that examined students of history and social studies and their learning as associated with technology-enhanced, primary source-based instruction. The research questions associated with this study included the following:

- 1) How do students describe their current history or social studies class (given that it was taught by a teacher trained to use primary documents)?
And do students, according to their self reports, learn more history, and like history more, as a result of their current class?
- 2) What historical thinking skills do these students exhibit?" (p. 4).

The methodology employed with this study consisted of a pilot with middle and high school Advanced Placement (AP) and Non-AP students. The researchers examined

the students' assessed historical understandings. Five teachers who agreed to implement the pilot (which included a document analysis, on-line assessment activity), had been trained in primary source-based instructional integration (PSBI). Students' responses to the assessment activity were collected as data to address the research questions. Trends in the data were analyzed to attempt to answer the research questions.

The findings noted that 68% of the students in the primary source-taught (or PSBI) classes considered these particular classes different from other history classes they had taken. The three things most cited as making the primary source class different included the following: "(a) using technologies to learn in new ways, (b) working with primary sources to gain deeper understanding of history, and (c) learning independently as well as in small groups," (Tally & Goldenberg, 2005, p. 7). These findings illuminate primary source integration with a trained teacher can lead to deeper understanding of content matter, such as history.

As illustrated in the research studies, primary sources do serve as educational tools for primary and secondary students in classrooms and in subject area/s with, and beyond, social studies. In instructional planning, however, primary sources should not be simply "tacked on" to instruction (Veccia, 2004). As research has illustrated, primary sources should be instructionally integrated. Whether a diary excerpt, document, photograph, or taped interview, primary sources are unique resources for educational integration. Likened to archivists' and historians' approaches to primary sources, these tools allow for exposure to multiple perspectives of "great issues of the past and present" (Singleton & Giese, 1999). Akin to John Dewey's (1990/1902) considerations of

educational curricula, authentic learning experiences help students to better develop an understanding of the world around them and find their places in the world. Primary sources are educational tools that can add to these authentic learning experiences and extend on worldly understandings. It could also be assumed that Dewey would not only approve of primary sources in classroom use, but also consider these instructional practices “best practices” in alignment with NLCB.

Dewey (1990/1902) would most likely find the literal ties between primary sources and their inherent qualities lending themselves to authentic learning experiences. The same learning experiences similar to what Dewey conducted in his laboratory school at University of Chicago in the early 1900’s. Children were to be taught and learn about only content related to home and school, as well as the child and society. For example, hands-on gardening was a noted practice for the children. Primary sources can fit within this framework quite well—primary sources being the gardening tools used similarly for generations. This would also tie to further understandings Dewey would have preferred with inquiry-type practices as opposed the rote and memorization practices of other curricula. As such, it seems as though Dewey might have appreciated and likely endorsed the effective integration of primary sources in an educational setting such as a K-12 classroom.

Even though there are teachers who do have sound instructional know-how for teaching with primary sources, there are also teachers who do not always know how to teach with primary sources (Veccia, 2004). This could also be a reason for the lack of their instructional use. Guidance and instruction in best practices linked to teaching with

primary sources could aid teachers' in their use of and instructional practices with, primary sources. Professional development in this area, such as the Library of Congress' Teaching with Primary Sources program, could help do just that. Professional development for K-12 teachers in their instructional use and integration of primary sources could very well bring them up to speed with this method of instruction; thus potentially increasing student learning outcomes while implementing best practices as well.

Primary Source-Based Instruction (PSBI)

Bloom's Taxonomy is a familiar tool for educators. Used in creating educational objectives, this taxonomy included three domains of learning, the cognitive domain (related to reasoning), the affective domain (related to one's feelings) and the psychomotor domain (related to body response to mental activity) (Pickard, 2007). Bloom's taxonomy (1956) aligns well with the main focus of primary source integration in education—critical thinking and empathy for the human condition. Both the learning taxonomies of the cognitive and affective domains can be reached with primary source instructional integration. For example, the affective domain can be reached by using primary sources to have a deeper understanding of the human condition with empathy and compassion (Library of Congress, 2006a). In terms of the cognitive domain, students can be motivated, engaged, and more critical when taught with primary sources in the classroom. Studies discussed just noted that primary source use in education have common practices and applications. Again, these instructional practices included methods designed to help students' acquire deeper understanding of content or higher

levels of thinking skills (Baker et al., 2006; Tally & Goldenberg, 2005; Van Sledright, 2002).

Bloom's Taxonomy has been explained with six levels of thinking (or cognitive) processes. The lower level, or lower order, thinking skills outlined in Bloom's Taxonomy (1956) include Knowledge, Comprehension, and Application. Higher level, or higher order, thinking skills include Analysis, Synthesis, and Evaluation. With each level building upon itself cumulatively, critical thinking skills have been aligned with the higher level, or higher order thinking skills of Bloom's Taxonomy. The higher on the scale one's thinking is, the thinking is more advanced or complex, as an anticipated result, deeper understandings of the subject matter achieved.

Although Bloom's taxonomy has been accepted and widely used in education, another revised version has emerged from the work of David R. Krathwohl (Anderson & Krathwohl, 2001). The revised version includes two dimensions, the Cognitive Process Dimension and the Knowledge Dimension. Similar to Bloom's Taxonomy, the terms are cumulative in higher order cognitive processes as one goes 'up' the scale. Additionally, Krathwohl added the Knowledge Dimension that includes a grid formation that links the cognitive processes by going 'across' the scale. Similar to graphing points on the x and y axis, these dimensions are listed on a cross-grid allowing for twenty-four possible points upon which learning objectives can be categorized. The Knowledge Dimension is cumulative from top to bottom. The Cognitive Process Dimension is cumulative from left to right (Pickard, 2007). Please see adapted version of Krathwohl's (2001) Figure 1.

The Cognitive Process Dimension includes the following terms: Remember, Understand, Apply, Analyze, Evaluate, and Create (Anderson & Krathwohl, 2001). These terms are relatively self-defining and will be illustrated in upcoming text. The Knowledge Dimension includes the terms: Factual Knowledge, Conceptual Knowledge, Procedural Knowledge, and Meta-Cognitive Knowledge. These terms are defined by Anderson and Krathwohl (2001) as follows:

Factual Knowledge-“knowledge of discrete, isolated content elements;
 Conceptual Knowledge- knowledge of complex and organized content forms;
 Procedural Knowledge-knowledge of how to do something; and
 Meta-Cognitive Knowledge- knowledge about cognition and one’s own cognition” (p. 27).

	<i>Cognitive Process Dimension</i>					
<i>The Knowledge Dimension</i>	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual						
Conceptual						
Procedural						
Meta-Cognitive						

Figure 1. Krathwohl’s Taxonomy Table

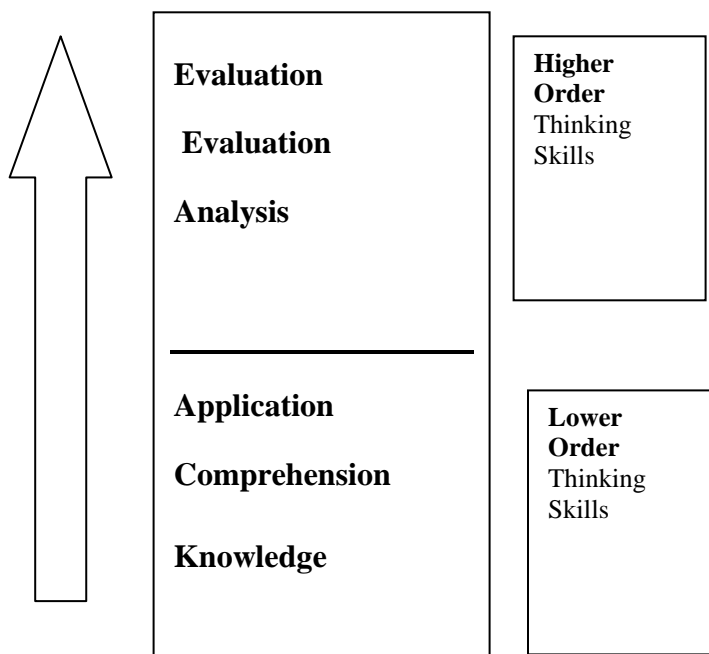


Figure 2. Bloom's Taxonomy

Links Between Krathwohl's Revised Cognitive Domain Taxonomy, Bloom's Original Taxonomy, and Primary-Source Based Instruction (PSBI) Terminology

In many cases, the instructional practices used with primary sources do align to both the original and revised version of Bloom's Taxonomy. After discussing the taxonomy levels developed by Bloom (1956) and Krathwohl's (2001) revised version thereof, further conceptual terms were developed to explain teaching practices for teaching with primary sources. In order to address the cognitive domains addressed with Bloom's and Krathwohl's taxonomies, the following conceptual terms were created to specifically address pedagogical strategies for primary source-based instruction or PSBI (Fry & Ensminger, 2008). Increasing sequentially with complexity in thinking processes, the terms developed by Fry and Ensminger include the following: Illustration,

Association, Utilization, Examination, Incorporation, and Interpretation. Each of the PSBI terms will be further described and illustrated. Alignment of Krathwohl's Revised Cognitive Domain Taxonomy and Bloom's Taxonomy are then noted. Therefore, the following practices described below, which involve primary sources integration, provide: all PSBI terms and related examples of each in practice as well as PSBI links to the cognitive domain within Krathwohl's Revised Cognitive Domain Taxonomy and Bloom's Taxonomy.

Illustration: This primary source integrated instruction practice involves the use of primary sources as examples to illustrate an event or some fact for students. This term in itself suggests that primary source/s serve as a tool to present and/or communicate knowledge of specific information, and are used primarily to assist students in recognizing the basic information of the event and to simply communicate facts or information. An example of Illustration would involve the use of a map of Washington, D.C. from 1888 that illustrates or draws focus to the nation's capital location on that map. The student could then later tell you what city is on the map. In this case, a primary source focuses the students' attention on the instruction itself (Singleton & Giese, 1999).

Illustration is linked to Blooms Taxonomy Level One-Knowledge, as the activity only aids the student in acquiring basic knowledge or recalling specific facts, information, or answers (Bloom, 1956). Similarly, illustration is also linked to Krathwohl's (2001) first cognitive domain level, Remember.

Association: This practice involves the use of the primary source/s to deepen the student's understanding by assisting the student in making connections between

information on a topic or event. This practice often involves the use of multiple primary sources. The process of making comparisons or connections between primary sources facilitates the association between facts or events depicted in the primary source/s allowing students to construct a core understanding of the information or event. An example of Association could involve a student comparing a Washington, D.C. map from 1888 to a present day map of Washington, D.C. The activity could involve the locating of federal building and departments in 1888 and federal buildings and departments in present day. The student could then describe the city's similarities between the two maps and how the city has expanded to meet present day needs of the federal government.

Association is linked to Bloom's Taxonomy Level Two – Comprehension which aims for the student to get the “main idea” (Bloom, 1956). Association is similar to Krathwohl's (2001) cognitive domain level, understand.

Utilization: This practice involves use of the primary source/s as a tool. It allows a student to demonstrate understanding and comprehension of content knowledge while also demonstrating a greater contextual understanding of a subject matter. This practice requires students to use new knowledge and solve problems using previously learned ideas, rules, or techniques in a different way. This also includes illustrating, examining and discovering new information and ideas. An example of utilization with primary source instructional use would be a child using both the 1888 Washington, D.C. map and the present day map to locate and identify Washington, D.C. on a new and different map.

Utilization is linked to Bloom's Taxonomy Level Three-Application or “the applying” of new knowledge and being able to solve problems using previously learned

ideas, rules, or techniques in a different way (Bloom, 1956). Utilization is similar to Krathwohl's (2001) cognitive domain level, apply.

Examination: This PSBI strategy involves the use of primary source/s for analysis and inquiry purposes. With this activity, a student will begin to infer and gain explanations in relation to primary sources. Deeper content and contextual understandings are a result of this type of activity surrounding a specific topic or event. This practice is similar to sourcing, or what historians do to find primary source evidence for contextual corroboration.

An example of examination in PSBI would require a student to first closely examine both an 1888 map of Washington, D.C. and a present day map of Washington, D.C. The student would then make connections between what is the same and what appears different due to the passage of time (such as new streets, new towns surrounding the area, and new monuments). These types of activities are also common with, but not limited to, inquiry based activity and some levels of application as defined by researchers in the field (Singleton & Giese, 1999).

Examination is similar to Bloom's Taxonomy Level Four-analysis, which includes examining, investigating, inquiring, and looking for deeper or underlying meanings, etc. (Bloom, 1956). Examination is also similar to Krathwohl's (2001) cognitive domain level, analysis.

Incorporation: With PSBI, this involves the use of primary sources to blend or tie together, and to integrate, current content knowledge into a newer, revised understanding or explanation of a specific event and/or topic. Primary sources become key

informational tools for a student to develop personalized interpretations and ideas surrounding a topic or event being studied. In this practice students often draw on varied primary sources that are linked to the event or topic being studied.

A PSBI example of incorporate involves the integration of information from all Washington, D.C. maps. From this integration of the maps, the student would then create a newer, integrated version of the maps with his or her own map of Washington, D.C. These types of activities are also common with, but not limited to, inquiry based activity and some levels of application as defined by researchers in the field (Singleton & Giese 1999).

Incorporation is similar to Bloom's Taxonomy Level Five-Synthesis, in which ideas can be drawn from many different areas to be "synthesized" in order to draw conclusions and make predictions (Bloom, 1956). Incorporation is also similar to Krathwohl's (2001) cognitive domain level, evaluate.

Interpretation: This PSBI strategy involves using primary sources to demonstrate a deeper level of understanding that goes beyond the initial understanding and comprehension of a given topic and/or event. This practice is extensive in its use of primary sources for evidence and contextual corroboration. This practice includes highly critical examinations of primary sources to defend a specific hypothesis about an event and/or topic. Considerable background knowledge must be in place for this practice to occur.

Interpretation would involve comparing and summarizing changes in Washington, D.C. and the White House from the time of the 1888 map to the present day map. The

student would also investigate, find and thusly provide support for his or her own thoughts and ideas. The student's ideas would be supported with evidence drawn from sources beyond the maps, such as evidence found in other historical records and sources of the city over time. Further, the student would also use the primary sources as evidence to support their conclusions of the validity of the theories proposed by others. Lastly, these types of activities are also common with, but not limited to, inquiry based activity and some levels of application as defined by researchers in the field (Singleton & Giese, 1999).

Interpretation is similar to Bloom's Taxonomy Level Six-evaluation, which includes the following: discriminating between ideas, assessing value of ideas or theories, making reasoned choices and value judgments, as well as recognizing subjectivity (Bloom, 1956). Interpretation is also similar to Krathwohl's (2001) cognitive domain level, Create. As illustrated, the integration of primary source-based instructional practices (or PSBI) reaches a vast range of the learning continuums presented by the prior and revised taxonomies. Primary sources are tools that teachers can integrate instructionally in K-12 classrooms to reach cognitive processes for deeper content understandings and critical thinking skills. With adequate pedagogical understandings of the instructional uses of primary sources, teachers can effectively use these tools in classrooms to increase students' content knowledge-base, content literacy in various subject areas, deepen content understanding, and increase student achievement overall. Student motivation and interest levels may also increase with integration of authentic instructional tools such as primary sources. Considering the advantages of instructional

integration of primary sources in education, one may wonder why more teachers are not teaching with primary sources in their classrooms.

The mass public has not had easy access to certain key primary sources until the digital age arose (Eamon, 2006). The internet is a segue for archives digitizing their primary source items and to people everywhere. Teachers can have access to primary sources virtually everyday. Considering ease of access to primary sources, and the educational advantages of integrating primary sources in education, why are not more teachers teaching with primary sources? For one, teachers outside of the social sciences have had little pedagogy instruction on how best to integrate primary sources in teaching (Veccia, 2004). Nor have teachers had ease of access to primary sources before.

Considering the educational value associated with primary source instructional integration, this practice is unfortunately not occurring as often in classrooms as one might expect. What the research has shown about teaching with primary sources could very well be best practice; but the problem is these tools are not being used and teachers are not being taught how to use them enough. Fortunately, our Nation's Library of Congress recognized the need to teach these practices to K-12 educators. The blending of instruction for primary source online navigation and instructional planning for K-12 high-quality primary source integration has brought the Library of Congress into the forefront in educational professional development. The Library of Congress' educational initiative Teaching with Primary Sources may very well be the answer to NCLB's (2001) call for best practices in classrooms.

Library of Congress' Educational Initiative Programs

The Library of Congress in Washington, D.C., the largest library of primary sources currently held in the world, had embarked upon an unprecedented endeavor at the end of the twentieth century. The national library began the arduous undertaking of archival digitization in order to share its rich collections with the public. With this digitization process, the Library of Congress has been able to make many of its archives readily available internationally via the Internet. The number of Library of Congress digitized items available via the Internet is well over ten and half million items currently, many of which are primary source items (Library of Congress, 2006b).

The digital age has allowed educators to gain easy-access to primary source archives, such as the digitized Library of Congress collections via the internet.

In the United States, archivists are increasingly responding to political initiatives, and by implication, funding opportunities that aim to promote increased access by all citizens to a wider range of information resources through the implementation of digital technologies” (Gilliand-Swetland et al., 1999, p. 93).

As such, digital access has played a role with the increased interests in primary source instructional uses (Eamon, 2006; Pitcher, 2005; Wineburg & Martin, 2004). Pitcher noted that using primary sources in the classroom is not a new idea; however, this idea is now experiencing greater interest and growth.

Digital access to primary sources may serve educators well in this Internet age. This online availability opens more doors for primary source access otherwise not

reachable without physical travel to a place such as the Library of Congress in Washington, D.C. With online digitized archives increasing in numbers worldwide, primary sources are finding their way into the public's and the educator's eye more easily. This ease of access to primary sources will also meet the call for more primary sources in K-12 education.

“For years, historians and educators have called for greater use of primary sources in K-12 classrooms” (Singleton, & Giese, 1999). Until recently, archivists and archives, like the Library of Congress, have ignored school classrooms-students and teachers-as a potential audience (Pitcher, 2005). In recognition of recent digitization efforts of archives such as the Library of Congress, Eamon (2006) notes that “being proactive and collaborative in the development of lesson plans and digitized collections, archivists, historians, and educators can ensure that the most valuable documents are used in innovative and engaging ways” (p. 310).

Through educational outreach and initiatives, the Library of Congress has further answered the call for primary sources in education. Along with the digitization efforts made, the Library of Congress has also integrated educational outreach initiatives to increase the exposure and use of these sources in education throughout the United States. Two of the more recent efforts of the Library of Congress are the educational professional development programs, Adventure of the American Mind (AAM) and Teaching with Primary Sources (TPS). Arbitrarily meeting NLCB's call (2001), both the AAM program and the TPS program provides guidance and expertise in pedagogical “best practices” for educators. These professional development programs aim to help

educators integrate primary sources from the Library of Congress collections in classroom instruction across the United States. Thus, answering the national call for “significantly elevating the quality of instruction by providing staff in participating schools with substantial opportunities for professional development” (NCLB, 2001).

Library of Congress’ Adventure of the American Mind (AAM) Program

To address primary sources and professional development training for K-12 pedagogical practices for teachers, the Library of Congress developed its first grant-based, outreach program instituted within several states’ higher education institutions, Loyola University Chicago being one of these. Teaching technology skills and digitized primary source instructional integration became core pieces of this professional development program. With this, the Library of Congress wanted to expand its archival reach via the internet and into schools and homes.

...[We] want to share our resources with the American people, who, through their elected representation in Congress, have created the world's largest repository of knowledge. - Dr. James Billington, Librarian of Congress (AAM, 1999).

The Library of Congress’ Adventure of the American Mind (AAM) Program was the first of two grant-funded, national pilot projects initiated as part of an educational outreach program of the nation’s Library in Washington, D.C., [the second being the Teaching with Primary Sources program (TPS)]. The AAM program existed from 1999 until 2007. Several states in the nation were included in this initiative. With state senator support to integrate AAM in several colleges and universities, Colorado, Illinois, North

Carolina, Pennsylvania, South Carolina and Virginia partnering institutions incorporated the program into teacher preparation, in-service teacher training, and faculty development programs. As a result of Senator Richard Durbin's support, the state of Illinois had many college and university partners, including Loyola University Chicago.

This grant-funded program was nationally overseen by the Education and Research Consortium (ERC) of the Western Carolinas. As described on the ERC's Adventure of the American Mind (1999) Web site, the purpose of AAM was as follows:

The Adventure of the American Mind (AAM) project is designed to train in-service and pre-service classroom teachers and college teacher education faculty to access, use and produce curriculum utilizing the Internet and the digitized primary source materials from the collections of the Library of Congress (p. 1).

Over the course of the multi-year program, all AAM partners were to meet the same objectives, as follows:

Demonstrate a Library of Congress American Memory Fellows Program pilot that teaches educators how to utilize technology and primary resources in their classroom instruction.

1. Train in-service and pre-service teachers to use primary resources in their classroom instruction.
2. Further validate the American Memory Program with a broad group of teachers in local settings (K-12).

3. Demonstrate and evaluate a training program that can be exportable to other communities at minimal cost (ERC, 1999).

Further, AAM integrated technology training with Library of Congress web site navigation on the internet as well as training in various computer software, such as Microsoft Office™ package materials (e.g., Word, Excel, PowerPoint, Access, etc.).*

All partners followed an outline of three program phases, Phase One, Phase Two, and Phase Three. Phase One entailed training primarily through a three credit-hour classroom-based teacher-training program. Phase One included technology and primary source instruction training integrating Library of Congress digitized sources. Phase Two was delivered through a series of in-school workshops designed to meet school needs, technology-wise and with primary source instructional integration training. Phase Three targeted teacher education faculty at participating institutions, involving faculty from each school intensive workshop/s that oriented them to the AAM project and launched them in preparing curricula for use at their institutions (ERC, 1999).

According to the 2006 Adventure of American Mind Evaluation, “more than 12,000 educators have been reached since the program began in 1999” (p. 1). These educators range from classroom, K-12 teachers to college and university faculty across the states represented by AAM. The Phase Two part of the program was deemed the most valuable in getting the program exposure along with exposure of the Library of

*Microsoft Office is a computer software package used often in educational institutions. For more software information, see <http://office.microsoft.com/en-us/help/FX100485361033.aspx?pid=CL100605171033>.

Congress web site for primary source instructional integration. In greater detail the following was posted on the Adventure of the American Mind national web site (2006),

Conducted by the Education Development Center's Center for Children and Technology, the report concluded that AAM programs were "well managed and effective at reaching K-12 teachers." Researchers found two general approaches in practice:

- Type 'A' Programs focusing on technical skills, familiarity with the Library of Congress Web site, and helping teachers make narrative multimedia products, such as PowerPoint presentations and digital stories;
- Type 'B' Programs focusing on helping teachers understand the nature and value of primary source archives as well as learn to conduct document-based activities with their students (p. 1).

The evaluators concluded that "both approaches (A and B) were similarly effective in provoking and developing critical thinking in students" with primary source instructional integration (p. 1).

However, even with the outstanding evaluation results discussed, another research study was performed which focused on professional development for educators and the technology components of Adventure of the American Mind at Loyola University Chicago (LUC). Peroutky (2007) found that Phase One teachers from LUC's Adventure of American Mind program were not satisfied with a lack of program support overtime. These teachers were in a course for a semester and then mentored a colleague in his or her own school of employment. This process covered about a year's time. The teachers

interviewed responded that they did not get enough ongoing support in AAM as they had hoped for. These findings are similar to other literature noting professional development for educators is best with frequent and ongoing training over a considerable amount of time (Windschitl, 2002). Noting that this study focused predominately on the technology aspect of Loyola University Chicago's AAM Phase One training, integration of primary sources instructionally was not a focus of research.

This leaves one to consider that a) the AAM evaluation report of 2006 demonstrated a positive result in primary source instructional integration of Library of Congress online sources with developments of critical thinking skills. Along with other research studies that showed primary source instructional integration to be effective for critical thinking increases in students, the Library of Congress developed a plan to succeed the Adventure of the American Mind program with a newer pilot program, Teaching with Primary Sources (TPS). Minus the technology focus of the Adventure of the American Mind program's approach, primary source integration for teachers' instruction serves as the main focus in the TPS professional development program.

Library of Congress' Teaching with Primary Sources (TPS) Program

After completion of the AAM program, The Library of Congress developed the framework for the second educational initiative, grant funded pilot program, Teaching with Primary Sources (TPS). The TPS program aimed specifically at orientation to the Library of Congress web site and instructionally sound, primary source integration. The Library of Congress' Teaching with Primary Sources program aims to assist teachers by providing training to effectively access and utilize the Library's rich "reservoir of

digitized primary source materials to design challenging, high-quality instruction” (Loyola University Chicago TPS partner web site, 2007, p. 1). This study aims to examine this goal as outlined by the Library’s of Congress’ Teaching with Primary Sources program guidelines. Is the TPS professional development graduate course offered at Loyola University Chicago helping its K-12 teacher participants to achieve the goals of this program. Are the participants implementing the pedagogy deemed best practice with primary sources and are they using primary sources more often as a result of training?

Again, the Library of Congress has established guidelines for best practices in teacher professional development to best educate teachers on primary source instructional uses and integration. Research on teacher professional development (Garet et al., 2001) has found common factors that seem to be “best practices”. Some of these common factors include: collegiality and collaboration (Lee, 2004), ongoing training and daily integration (Garet et al., 2001) and reflective practice (Lee, 2004).

Research has shown that these common factors are aligned with some of the most effective professional development programming for teachers. The Library of Congress program Teaching with Primary Sources partner at Loyola University Chicago has incorporated some of, not all, of the aforementioned factors. Some of these aligned factors include the following: reflective practices (such as journaling), collaboration, and ongoing training (Loyola University Chicago TPS Program Strategic Plan 2007).

The national program consists of a consortium of colleges and universities that provide professional development for educators. This educational program is part of an

initiative to “increase instructional use of the Library of Congress’ digital primary sources” (Library of Congress: TPS Program Plan, p. 1, 2007). The TPS Program Mission is to “contribute to the quality of education by deepening content understanding and improving student literacy in our nation’s schools” (Library of Congress: TPS Program Plan, p. 1, 2007). A specific aim of this program is to “embed the use of digital primary sources in curricula and the classroom to deepen content understanding and student literacy (Library of Congress: TPS Program Plan, 2007). Further, the Library of Congress adds consortium members and partners have, and continue to, create their “own professional development strategies and curricular resources on using the Library of Congress digital primary sources to improve learning” (p. 1). The strategies employed are to be ongoing and progressive in order to allow for higher education faculty and K-12 educators to improve their competencies to: design primary source-based inquiry-oriented learning experiences, implement these experiences in the classroom, evaluate these experiences and learning outcomes and share their expertise (Library of Congress, TPS Program Plan, 2007). The Teaching with Primary Sources program’s overarching goals includes the following:

1. Provide online and in-person primary source-based professional development programs nationwide.
2. Increase the ability of educators to design student-centered primary source-based learning experiences that use best instructional practices.
3. Implement standards-based learning experiences that improve student ability to critically examine primary sources.

4. Build patronage of the Library of Congress digital resources that expands the community of educators dedicated to the improvement of education through the use of primary sources (Library of Congress: TPS Program Plan, 2007, p. 2).

Aligned to teacher professional development suggestions from the research, the Teaching with Primary Sources program at Loyola University Chicago is designed to incorporate reflective practices (such as daily reflections), collaboration, and ongoing training (Loyola University Chicago TPS Program Strategic Plan, 2007). As aligned with the Library of Congress' national plan, three major program goals are outlined in the Loyola University Chicago Teaching with Primary Sources Partner's Strategic Plan (2007), these include the following:

1. Participants are familiar with the breadth and organization of the Library of Congress' digital primary sources, understand their value in instruction and create basic inquiry-based learning experiences.
2. Participants will evaluate, create and teach subject-specific, standards-based learning experiences that integrate primary sources from the Library of Congress and exemplify instructional best practices.
3. Participants will become members of a network of experienced teachers who advocate the use of primary sources and widely disseminate the ideas, methods, and products of the TPS program (p. 1).

Again, the aforementioned TPS goals address the need for primary sources in education with professional development to teach what they are and how to effectively use them in

the classroom. This study examined these items with attention to the Teaching with Primary Sources program at Loyola University Chicago and participants in the graduate course trainings provided in Spring 2008, and Summers 2007 and 2008.

Limited Use of Primary Sources in Classrooms

Considering the professional development being offered by the Library of Congress, and the apparent power associated with teaching with primary sources, why is there still such a limited use of primary sources in K-12 education? There is an apparent problem here, a discrepancy. Primary sources have been used in history or social studies classroom activities for many years (Eamon, 2006; Pitcher, 2005; Seixas, 1999; Singleton & Giese, 1999). These sources can also be used in various subject areas as well as differing classroom grade levels. Further, primary sources are educational resource tools that have been used to reach both cognitive and affective domains in K-12 learning. When integrated with effective teaching methods, primary sources in education can lead to greater student content understanding and understanding for the human condition (Library of Congress, 2006c). Primary sources can also come in various forms and can be very powerful since they inspire empathy (Gilliland-Swetland, Kafai and Landis, 1999; Library of Congress, 2006c).

As previously noted, primary sources have been used as instructional tools outside of social studies, but little research exists to even reflect this. The skills and techniques used in historical thinking are transferable with primary sources in other subject content areas as well, such as science and art. Primary sources can also be used cross-subjects, such as combining social studies and language arts. As noted in previous research, good

instructional techniques integrated with primary sources can be used with subject areas other than history.

However, without the proper instructional methods applied for primary source integration, primary sources may not be used as the powerful tools they could be.

Gilliland-Swetland, Kafai and Landis (1999) discuss primary sources in education,

Most archival efforts with children and young adults to date have focused either on informal education, through the development of exhibits, educational packets, or tours, or on the provision of formal primary and secondary (K-12) education by bringing classes of students to archives and conducting more structured classroom programs there. What these activities lack, however, are methodologies for employing primary sources as a central focus in formal classroom activities effectively” (pp. 89-90).

How do K-12 teachers gain the skills necessary to effectively teach with primary sources? Social studies teachers have done it in the past, why are teachers of different disciplines not doing the same? Would professional development training make a difference in primary source instructional integration in K-12 classrooms? This study’s very purpose was geared to answer these types of questions.

Current Study

Research (Baker et al., 2006; Ferretti, MacArthur & Okolo, 2001; Tally & Goldenberg, 2005) indicates that primary sources in classroom instruction can lead to greater student achievement and the cognitive domain with thinking more analytically. Further, Baker et al. research suggests that students of varying learning and/or physical

abilities, whether LD or non-LD, or OHI, can all increase in their academic achievement levels as related to primary sources integrated instructionally with inquiry activities. This research, among others discussed in this chapter, indicates that primary sources are valuable tools to integrate in classrooms of various grade levels and subject areas. Unfortunately, as the lack of research has demonstrated, teachers outside of social studies and upper grades have had little to no experiences in teaching with primary sources. This may also be due to lack of professional development, pre-service instruction or lack of access to primary sources for teaching.

Along with social studies in K-12 classrooms, further research is also needed in K-3 classrooms as well as in other subject-content areas. Teacher practices with primary sources should also be further examined in various grade levels and subject areas. Cross curricular studies are another area for future research in primary source instruction. This study's aim was to look at some of the aforementioned areas as related to primary source instructional integration. More specifically, this study explored the outcomes of Loyola University Chicago's TPS program that is designed to train K-12, participants in cross-curricular implementation of primary sources as well as integration of best pedagogical practices with primary sources.

This study examined the outcomes of TPS professional development training and implementation in K-12 participants' classrooms. In order to achieve this aim, the following research questions were addressed with this study:

1. What is the frequency of primary source usage in participants' classrooms?
2. How do participants use primary sources in their classrooms?

3. Why do participants use primary sources in their classrooms?
4. What are the participants' perceptions of their students' interests, motivation, and achievement as related to primary source integration?

CHAPTER THREE

METHODS

This study explained the transfer of Teaching with Primary Sources (TPS) course training on K-12 teacher classroom practices and examined the teachers' perceptions of how primary source integration impacted their students. The sample population for this study included teacher participants in a Library of Congress grant-supported, graduate level education course at Loyola University Chicago (LUC), (CIEP 475-Workshop: Teaching with Primary Sources). Teachers' primary source instructional use before and after training was compared, contrasted, and analyzed. Pre/post questionnaire data was statistically and qualitatively analyzed, and interviews were qualitatively analyzed, in order to gain deeper insights into teachers' knowledge, understandings, and instructional uses of primary sources. The research questions addressed in this study included the following:

1. What is the frequency of primary source usage in Teaching with Primary Sources participants' classrooms?
2. How do the participants of the Teaching with Primary Sources program use primary sources in their classrooms?
3. Why do the participants of the Teaching with Primary Sources program use primary sources in their classrooms?

4. What are the teacher participants' perceptions of their students' interests, motivation, and achievement as related to primary source integration?

This study employed a concurrent mixed-method design. A concurrent design (Teddlie & Tashakkori, 2003) allowed for simultaneous quantitative, statistical analysis of questionnaire data while also examining and analyzing qualitative data from open-ended questionnaire items and interviews with Loyola University Chicago's Teaching with Primary Sources course participants. This concurrent methodology approach was a multi-strand approach employed to answer specific research questions while drawing inferences from both quantitative and qualitative data analyses both before and after TPS participants' training (Teddlie & Tashakkori, 2003).

A mixed-method, concurrent design was employed in this study because the research questions were best addressed with both qualitative and quantitative data. Further, a mixed method design with purposeful triangulation allowed "convergence of the results from different methods studying the same phenomenon" (Johnson & Christensen, 2004, p. 424). This method also allowed for further corroboration of data sources with potentially increased validity of the results. Lastly, quantitative and qualitative data "used together produces more complete knowledge necessary to inform theory and practice" (p. 414).

Utilizing a mixed methods approach allowed for a richer and more in-depth array of data to gain insights and information from both statistical, descriptive analysis and qualitative analysis; thereby addressing the research questions from differing angles with triangulated data. Questionnaire items and interview data were analyzed to determine the

major outcomes of the TPS graduate course at Loyola University Chicago. Qualitative analyses were primary for the findings in this study, with the secondary data analyses found in quantitative statistical analyses.

Quantitative and qualitative data were gathered from TPS participant questionnaires (see Appendices A and B) and interviews (see Appendix C, Interview Protocol). The quantitative data component was gathered from a TPS data source, a questionnaire instrument which served as a pre-TPS training/post-TPS training assessment tool. Analysis of pre/post questionnaires involved a comparison using descriptive analyses to address Outcome One and Outcome Two. The qualitative component/s of this study consisted of participants' post-training interviews and pre/post TPS training, open-ended questionnaire responses. Interview and open-ended questionnaire items were analyzed to answer all research questions via the four main outcomes found in this study.

Participants

The participants of this study included educators who previously participated in a School of Education, graduate course at Loyola University Chicago, Curriculum, Instruction and Educational Psychology (CIEP) 475 Workshop-Teaching with Primary Sources (see Appendix D, course description). This graduate course was a part of a pilot professional development training program, which has been funded by a grant through the Library of Congress and Senator Richard Durbin (D-IL) in the state of Illinois. The participants of this study were offered this graduate course as professional development training in primary source-based instructional integration and Library of Congress' web

site navigation. Loyola University Chicago, School of Education's TPS program contacted and informed all interested educators about the course and program via postal mail and email. Loyola University Chicago's TPS program then recruited interested participants in the course through administrators' teacher recommendations (summer 2007 group) or self-selected educator applications (spring and summer 2008 groups). The participants included educators in the greater Chicago metropolitan area. The participants varied in age, gender, racial/ethnic background, grade level/s and subject/s taught, self-contained or departmental, and employment location at public or private school/s.

The first TPS group in summer 2007 was recruited by school administrators' recommendations. The subsequent two groups were recruited by self-selected applications. The participants for this study completed one of three sessions, July 2, 2007-August 12, 2007, January 16-May 9, 2008 or July 2-August 9, 2008. A maximum number of 35 educators could participate in the Loyola University Chicago, on-site Teaching with Primary Sources graduate course training for all three semesters combined. The enrollment for the first session (July 2, 2007-August 12, 2007) was 10, the second session (January 16, 2008-May 9, 2008) was 14, and the third session (July 2, 2008-August 9, 2008) estimated to be 10. The potential population for this study was $N = 34$.

A quota sample was used to select potential TPS participants for interviews, five teachers per course, (ideally three elementary and two secondary teachers from each group). A quota sample was used because this enabled me to select potential

interviewees based on key characteristics that had provided a breadth of TPS participants. However, only a total of 15 participants responded with three from Summer 2007 course, six from the Spring 2008 course, and six from the Summer 2008 course. This total of $n=15$ did meet the quota number, but the breakdown of participants for interviews did not match the five to five to five per course group. Primary versus secondary numbers were also not a factor for this quota as the overall numbers were at seven primary to seven secondary, with one both primary and secondary. The quota was met with its sample size ($n=15$) and with its balance of grade levels, primary and secondary both represented.

The interview sample consisted of all urban teachers with three from the 2007 Summer Course, six from the Spring 2008 course, and six from the Summer 2008 course ($n=15$). There were seven primary school (K-8) teachers interviewed and seven secondary school (9-12) teachers interviewed, with one teacher serving all grades, K-12. This sample included teachers with the following positions: three (K-8) primary school librarians, one split 4-5 grade teacher, one 3-8 grade teacher, one 6-8 grade science teacher, one 6-8 grade math teacher, two secondary school librarians (grades 9-12), two foreign language secondary teachers (Spanish and French, grades 9-12), one language arts secondary teacher (grades 9-12), two social studies and history secondary teachers (grades 9-12), and one literacy coach for all grades, K-12. Fourteen of the participants were teachers from public schools, while one was a parochial school teacher.

Research Instruments

Two instruments were used in this study, the Primary Sources in Education Questionnaire and a semi-structured interview protocol (see Appendices A, B and C). The questionnaire and interview protocol had been created by the TPS program director at Loyola University Chicago. The pre/post questionnaire instrument and interview questions for this research study have been extensively reviewed in the development phase. Following are the three phases of development for this study's research instrument and questions: first, my dissertation committee provided extensive feedback for the instruments' alignment to the research questions; second, the instruments were shared with national TPS partnering directors for their feedback during a national directors' meeting in the spring of 2007 at the Library of Congress, Washington, D.C. (see list of the examining partners, Appendix E); and, third, the instruments were piloted with five K-12 teachers who volunteered in a Loyola University Chicago graduate course I attended in fall 2006. All of these questionnaire reviewers provided comments and ideas for language to use and/or text to change in the draft questionnaire initially provided for review. All feedback obtained was applied to establish content and face validity for the instruments in this study. The final questionnaire instruments and interview protocol are included in the Appendices A, B and C respectively.

The interview protocol was designed to follow a semi-structured, informal format. This format was employed because it allows the researcher to "steer the course of the interview" (Kvale, 1996, p. 126). Lastly, beyond basic demographic questions, the interview questions directly addressed research questions two, three and four, and the

results for outcomes two, three and four. The interview questions were designed to probe the interviewee for further information about the following: his/her teaching practices with primary sources, their specific reasons for teaching with primary sources, and his/her perceptions of students' responses to, and achievement with, primary sources in classroom instruction. The interview questions provided data to answer research questions two, three and four and outcomes two, three and four. All interviews were audio-recorded using a digital recording device.

Procedures

The TPS program staff at Loyola University Chicago initially contacted public and private, elementary and secondary schools in the Chicago Metropolitan area to recruit participants in the graduate courses in summer 2007, spring 2008 and summer 2008. Invitations for course participation were sent via email and in hard copy format via postal mail. The summer 2007 group was invited after each participant's school principal recommended them for the program. They then accepted a Loyola University Chicago TPS invitation to participate.

Different from the first group, the spring and summer 2008 course groups were sent a hard copy and email copy of a TPS course information and application letter at least three months before spring 2008 semester began (January 14, 2008). Students in the School of Education program at Loyola University Chicago were also emailed the same TPS course information and application letter as well. Lastly, the TPS director at Loyola University Chicago recruited further participants via TPS partnering directors from Governor State University and DePaul University. All spring and summer 2008

participants were then self-selected to apply. Participants were then accepted into the TPS course by the Loyola University Chicago TPS program director. By summer 2008, a total of 34 teachers had participated in the TPS graduate course/s. As such, the potential population for this study was $N = 34$.

The TPS graduate course was taught by a hired instructor. The course instructor distributed and collected Loyola University Chicago TPS program consent forms (see Appendix F) on the first day of class as well as other documents, such as the pre-questionnaire. For research purposes, consent was obtained from Loyola University Chicago, School of Education's TPS program participants to share data obtained from the educators' training, such as data collected from the questionnaires. TPS graduate course participants were also informed in their signed consent forms of potential interviews related to TPS training.

Along with the consent forms, the instructor had all participants complete the pre-training questionnaire at the first course session. Instructions were provided to each participant to allow them to create their own personal code. The participants' identities were protected by codes determined by each participant, as follows:

Create a personal code using the first two letters of your Mother's or Guardian's name and the last three digits of your phone number (Example: Mother's or Guardian's name: Alice, phone number 847-222-7777, Personal code: AL777) (Pre and Post Teaching in Primary Sources Questionnaire/s, 2006, para. 1).

These codes made the participants' identities anonymous for a bias-free analysis.

The sessions after the first class day involved TPS course instruction and training. As stated on the Loyola University Chicago TPS program web site (2007), this training, “helps Chicago-area educators teaching kindergarten through 12th grade use the Library of Congress’ rich reservoir of digitized primary source materials to design challenging, high-quality instruction”(p. 1). Further, this training has been designed to meet several objectives in the course as outlined on the TPS partner’s web site (2007):

Foundation: Level 1 sessions help participants:

- Examine primary sources and understand their value in teaching;
- Locate, navigate and save instructional materials from the Library of Congress Website; and
- Create instructionally sound, standards-based learning experiences that integrate primary sources from the Library of Congress.

Advanced: Level 2 sessions help participants:

- Evaluate primary–source based instruction and obtain a thorough understanding of instructional best practices using primary sources;
- Devise exemplary subject-specific, standards-based learning experiences that integrate primary sources from the Library of Congress; and
- Reflect and share their experiences using primary sources in instruction and the effects on student learning (p. 1).

The culmination of the course training was designed to develop a well-planned, high quality lesson plan/s to teach in the classroom. The lesson/s must be developed with primary source items from the Library of Congress.

Lastly, post-questionnaires (see Appendix B) were distributed by a Loyola University Chicago, Teaching with Primary Sources staff member via postal mail at least three months after the course had ended. The three month allotment provided the teacher participants ample time to implement TPS training in their classroom. The participants were then asked to return send the hard-copy questionnaire within no more than two months of receiving the questionnaire. The participants also received a pre-paid, self-addressed, postal envelope in which to return-send the questionnaire to the TPS program at Loyola University Chicago. For those participants who had not returned the post-questionnaires, a TPS program staff member sent a reminder email at least four weeks after the questionnaires are sent out initially. This was to ensure less attrition, more completion, and return of as many of the post-questionnaires as possible. All returned data is kept on file at the TPS partner's office in Loyola University Chicago's Lewis Towers, Office Suite 509, 820 North Michigan Avenue, Chicago, Illinois, 60611.

The completed pre/post questionnaires provided a comprehensive, data source to analyze. These instruments were aligned to answer research questions one and two. For example, the first research question addresses frequencies of primary source instructional uses in participants' classrooms: 1) What is the frequency of primary source usage in participants' classrooms? The pre and post questionnaires have several questions directly addressing which primary sources were used in the participant's classroom/s and how

often. This related to research question number one. For example, one question asks the participant to indicate how often in a month he or she used maps in the classroom. The respondent could mark an X for that item under the category of never, 1-3 times, 4-6 times, 7-9 times, or 10 times or more (see Appendices A & B, no. 3, *Maps*). Further, the second research question of this study, 2) how do participants use primary sources in their classrooms, aligns with questionnaire matrix and scaled items that address common uses of primary sources in classrooms. For example, items are scaled one to five, one indicating strongly disagree and five indicating strongly agree. One sample question item asks the respondent to note his or her level of agreement that she or he uses primary sources instructionally to “illustrate concepts and provide examples” (see Appendices A & B, no. 4. c.). The consent form provided by participants allowed for their coursework, accumulated information, and data gathered in the course to be used in research.

Permission was sought from the TPS program Primary Investigator for access to both the TPS participants’ contact information and access to the pre/post questionnaire files.

Once permission was received, all TPS course files (N = 34) were reviewed to identify potential participants for interviews (n = 15) and the matched pre/post questionnaires (n = 12) were provided for analyses. After locating contact information for the courses, letters were sent via postal mail and via email (see Appendix G) to invite teachers to participate in a one hour interview and seek each participant’s consent in an interview. Follow-up calls were made and a total of 15 agreed to participate in interviews.

Interviews were conducted at an agreed upon location between the interviewee and the researcher. Example locations for interviews could include a public library or the

Loyola University Chicago Water Tower campus library. Prior to starting interviews, each interviewee signed a consent form (see Appendix H), and each kept a copy for himself or herself as I did for each also. The semi-structured interviews were informal in nature, lasted no more than one hour each, and were guided by the interview protocol (see Appendix C). A semi-structured interview format was used in order to: 1) obtain open interview data from the interviewee about TPS program implementation; 2) allow interviewees to more freely share their ideas and thoughts; and 3) allow the researcher to probe more directly areas of interests brought up by the interviewee's response .

Interview questions were based on, and extrapolated from, the pre/post-training questionnaire. This semi structured format enabled me to steer the interview (Kvale, 1996) while still allowing for potential gains of deeper insights of any phenomena involving teaching with primary sources after TPS training. All interviews occurred once interviewee/ interviewer agreed on location, date and time of interview. The interviews lasted no more than one hour with each interviewee. To keep interview responses spontaneous demographic questions were asked at the end of the interview (Weiss, 1994).

All interviews were audio-recorded with a digital recording device. Audio files were held in a secure location until transcribed confidently by a paid transcriber. The interview transcriptions were kept in a secure location during data coding an analysis. The audio files were erased upon completion of this study.

Data Analysis

Quantitative Data Analysis

For the quantitative component of this study, twelve ($n = 12$) matched participant pre/post questionnaire scaled items 1, 3, and 4 were used. Numerical data collected from matched, pre and post questionnaires were coded and statistically analyzed to determine overall descriptive statistics in pre/post analysis. Quantitative data gathered from questionnaire responses were labeled, input and statistically analyzed using SPSS 15.1. Responses were numerically coded and analyzed to determine overall descriptive statistics for pre/ post TPS training responses of the participants. These analyses were used to answer research questions, one and two: 1) What is the frequency of primary source usage in Teaching with Primary Sources participants' classrooms? and, 2) How do the participants of the Teaching with Primary Sources program use primary sources in their classrooms? Non-parametric analyses were also run on questionnaire items three and four to determine any levels of significance with Sign tests. Lastly, analyses in this study were displayed with percentages, means, and graphs. Quantitative results were addressed by Outcomes One and Two. Lastly, analyses in this study were displayed with percentages, means, and graphs.

Qualitative Data Analysis

The qualitative data for this study was obtained in two ways, open-ended, pre/post training questionnaire data and post-training, semi-structured interviews. These two qualitative data sources allowed access to information related to research questions, two, three and four and Outcomes Two, Three and Four. The research questions were as

follows: 2) How do the participants of the Teaching with Primary Sources program use primary sources in their classrooms?; 3) Why do the participants of the Teaching with Primary Sources program use primary sources in their classrooms?; and 4) What are the teacher participants' perceptions of their students' interests, motivation, and achievement as related to primary source integration?

The qualitative components of this study involved variable analysis of data from interviews and open-ended pre/post questionnaire items. All open-ended questionnaire items were sorted, coded and analyzed for outcomes described in Chapter IV. The interview responses were also sorted, coded and analyzed. These data obtained qualitatively provided the primary basis for the results of this study with the quantitative data serving secondarily.

Chapter Summary

The data collection tools used in this study were reviewed extensively by partnering TPS directors and affiliate Library of Congress program members. Dissertation committee members also reviewed the items of these tools. Both quantitative and qualitative data were gathered and analyzed in this research study.

Participants for this study were recruited from TPS training graduate courses held at Loyola University Chicago, Spring 2008 and Summer Sessions 2007 and 2008. Permission was sought to access data files for pre/post questionnaires from all TPS participants in the courses discussed. Using quota sampling, 15 participants were selected to participate in interviews, five per course session, three elementary and two secondary teachers from each course. The final sample was fifteen (n=15) with three

teachers from Summer 2007 and six teachers from each of the 2008 courses, Spring and Summer. The final sample did represent all three training sessions and represented individuals teaching a range of grades in K-12 settings.

All quantitative data was obtained from twelve ($n = 12$) matched, pre/post questionnaire items 1, 3, and 4. Open-ended, questionnaire items 6-10, and post-TPS course training interviews served as qualitative data. TPS training outcomes were examined with a mixed methodology approach. The qualitative data served as primary for results and quantitative served secondary. This approach allowed for greater examination of qualitative and quantitative data obtained and analyzed in this study. The mixed- methodology used in this study allowed for research questions to be addressed along with TPS graduate course outcome findings.

CHAPTER FOUR

RESULTS

Introduction

This study examined how teachers, who participated in a Teaching with Primary Sources (TPS) course, transferred their newly acquired skills to the classroom. This study also examined the participants' perceptions of how primary source integration impacts their students. The sample population for this study included teacher participants in a Library of Congress grant-supported, graduate level education course at Loyola University Chicago (LUC) (CIEP 475-Workshop: Teaching with Primary Sources). The population consists of educator participants (N = 34) from the Summer 2007, Spring 2008 and Summer 2008 TPS graduate courses held at Loyola University Chicago, Water Tower Campus.

This study followed a mixed-method design with an emphasis on qualitative data. Qualitative data gathered from interviews and open-ended questionnaire items served as this study's primary data source for examination; and the quantitative data gathered from the questionnaires was secondary. From the total population of course participants (N = 34), 15 educators (n = 15) agreed to the researcher's letter of invitation to interview. These interviewees were selected by the researcher as they were the first to respond to the invitation and coincidentally represented the quota sample number of n = 15. The researcher originally sought to interview five teachers per course, three elementary

teachers and two secondary teachers per class, with $n = 15$. Only three responded from the 2007 course, with six in each of the other two courses responding.

Subsequently, the interview pool consisted of all urban teachers with three from the 2007 Summer Course, six from the Spring 2008 course, and six from the Summer 2008 course ($n = 15$). Of these participants, the researcher did receive 15 agreements to interview that represented a range of teachers based on when each took the course and what grade levels and subjects each taught.

Prior to each interview, each participant provided written consent to be interviewed. A copy of consent was provided to each interviewee. All interviewees' identities were kept confidential with participant-selected pseudonyms that replaced their real names. All interviews were audio-recorded, transcribed confidentially by a paid transcriber, and analyzed by the researcher.

In conjunction with data obtained from interviews, the TPS program at Loyola University Chicago provided the researcher with a sample of 12 ($n = 12$) matched pre/post questionnaires from the total population ($N = 34$). The questionnaires were matched by codes provided by each participant who completed the questionnaires. The codes were used solely to match pre/post questionnaires while also protecting teachers' identities. The pre/post matched questionnaires were used for pre-course/post-course comparisons. The questionnaires consisted of Likert-scaled items and open-ended questions. The Likert-scaled items were analyzed with descriptive statistics and non-parametric, Sign test. The open-ended items were used in qualitative data analysis. Other questionnaire items were deemed unnecessary for this study.

Research Questions and Outcomes of the Study: An Overview

Focused on the outcomes of Loyola University Chicago's TPS graduate course, this study examined how urban teacher participants transferred their newly acquired skills to the classroom. This study also examined the participants' perceptions of how primary source integration impacted their students. The following four research questions address these points of examination:

1. What is the frequency of primary source usage in Teaching with Primary Sources participants' classrooms?
2. How do the participants of the Teaching with Primary Sources program use primary sources in their classrooms?
3. Why do the participants of the Teaching with Primary Sources program use primary sources in their classrooms?
4. What are the teacher participants' perceptions of their students' interests, motivation, and achievement as related to primary source integration?

After data analysis was completed, the researcher discovered that the research questions were addressed with a binary foci, *first*, what primary sources teachers used and how often; and *secondly*, how and why teachers used primary sources and their subsequent perceptions of their students' motivation, interest and achievement with primary source instruction. Falling under these two foci, data analysis further resulted in four specific outcomes. Each of these outcomes was then further delineated into sub-categories in which each sub-category had certain characteristics that uniquely linked to its outcome heading. Following is each outcome with its sub-categories listed: Outcome

One, Transfer of Knowledge from the TPS Course - *Frequencies of Primary Sources used in a Month (pre/post) and Frequencies of Specific Primary Sources Used (pre/post)*;
 Outcome Two, (Perceptions of) How Primary Sources are Used - *Why Teachers Used Primary Sources (pre/post) and Five Reported Practices: Cross-Curricular and At Different Grade Levels; Primary Sources Enhancing Secondary Sources; Illustration; Higher Order Thinking Skill Increases; and Formative and Summative Assessment*;
 Outcome Three, Perceptions of Student Achievement with Primary Sources - *Real World Connections & Hands-on Experiences, Deeper Meanings & Understandings, and Definitions for, and Perceptions of, Student Engagement, Motivation & Achievement*;
 and, Additional Findings - *Benefit: Collegiality and Challenge: Navigation*. A flow chart illustrates these results and conceptual relationships discovered in these results (see Figure 3).

Outcome One: Transfer of Knowledge from the TPS Course

Outcome One, Transfer of Knowledge from the TPS Course, addressed participants' transfer of course training at Loyola University Chicago. Quantitative data were analyzed to determine this outcome. Following are specific results which included the following: *Frequencies of Primary Sources used in a Month (pre/post)* and *Frequencies of Specific Primary Sources Used (pre/post)*.

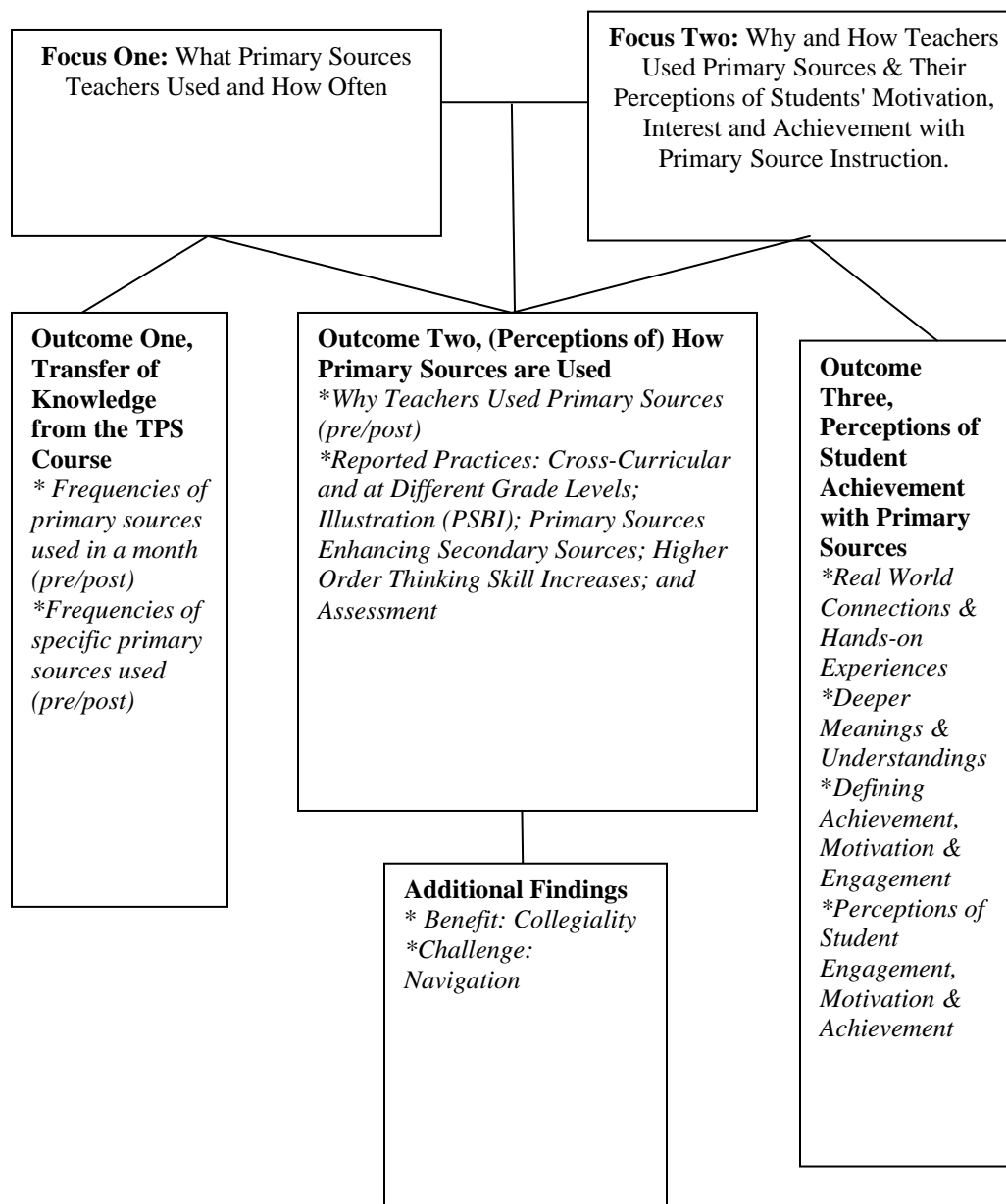


Figure 3. Flow Chart of the Results of the Research Study

Quantitative Results

All questionnaire data were assigned variables with labels created for each item on the pre/post questionnaires. Data were input to the statistical program, SPSS 15.1. Descriptive statistics were run for each quantitative item and presented for pre/post comparisons. Sign tests were also run to indicate any changes and levels of significance for any changes. The transfer of course knowledge was depicted as a comparison of frequencies of primary source uses in participants' classrooms before and after course completion. Tables were provided to show Sign test results for changes and significance levels. Data obtained and analyzed provided answers to research questions one and two: 1) What is the frequency of primary source usage in Teaching with Primary Sources participants' classrooms?; and 2) How do the participants of the Teaching with Primary Sources program use primary sources in their classrooms?

Teachers' Frequencies of Primary Source Use

Several items in the pre-post questionnaires directly addressed teacher participants' use of primary sources in his or her classrooms. The questions ranged from overall primary source use to specific types of primary sources used. These questionnaire items were answered before the TPS graduate course started (pre) and depending upon a spring or summer course, teachers completed the post-item at least six months to a year after the graduate course (post). The extra time for post-questionnaire completion was provided to allow teachers time for course learning applications in the classroom. Figure 4 displays the results of pre/post course frequency comparisons of primary source uses in the last month.

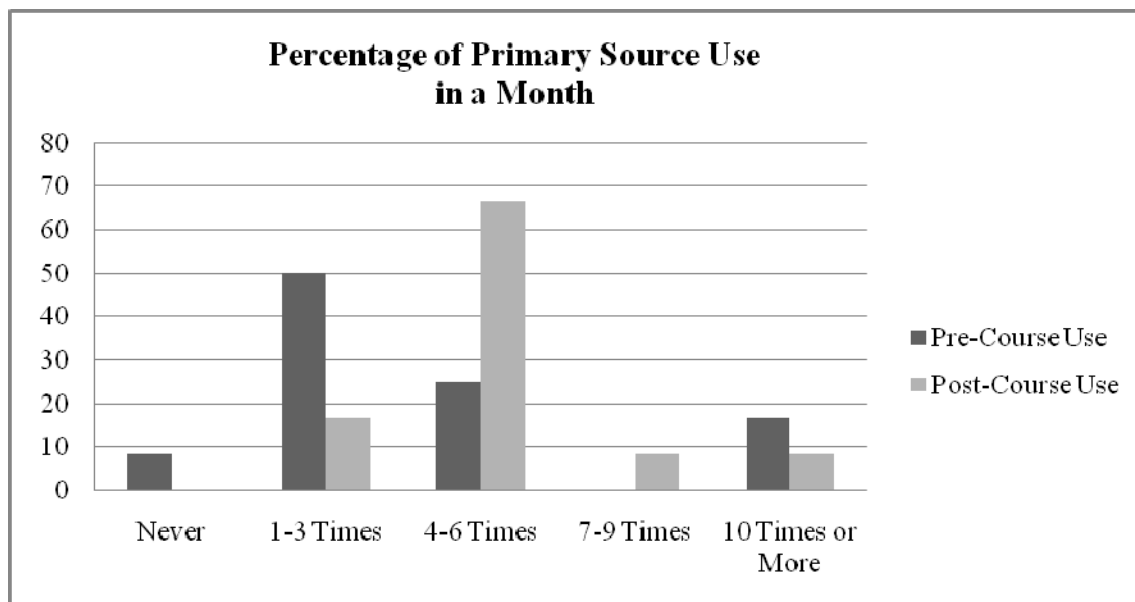


Figure 4. Frequency Percentages of Primary Source Use in a Month, Pre-Post Course Comparison

Results of descriptive analyses indicate a change in frequency from pre-data to post-data. This pre/post-course change shows an increased use of primary sources and indicates that all respondents who provided this data did use primary sources more frequently after participation in the TPS course at Loyola University Chicago. A shift reflecting an increase of use is shown from pre-course to post-course across the categories with one exception, the category of 10 times or more. The results illustrate how primary source use did increase from pre-course to post-course use with shift changes in the categories of never, 1-3 times, 4-6 times and 7-9 times. The last category, 10 times or more, shows a decrease from pre-course to post-course. This change in frequency does result in at least one participant decreasing use of primary sources. Overall, the pre-course to post-course frequency rates reflected in Figure 4 indicate a marked increase in primary source instructional use after participating in the TPS

graduate course program at Loyola University Chicago. A non-parametric Sign test was also run to compare these pre/post frequencies. These results did not show a significant statistic ($p = .109$).

Frequencies of Specific Primary Sources, Pre-Course and Post-Course

Pre-course and post-course questionnaires asked TPS Graduate Course participants to indicate their frequency of use of specific primary sources in a month. The following charts (see Figures 5-11) correspond with pre/post questionnaire item number three, which included a scale of responses: never, 1-3 times, 4-6 times, 7-9 times, and 10 times or more. Never was labeled as 1, 1-3 times labeled as 2, 4-6 times labeled as 3, 7-9 times labeled as 4 and 10 times or more labeled as 5. The types of primary sources addressed for use included the following: Photo/Sketch/Poster, Diaries/Journal Excerpts, Original Video/Film, Sound Recordings, Documents, Maps and Periodicals. Frequencies of use for each primary source item were cross-referenced with matched pre/post questionnaires. The following bar charts show the pre/post frequencies of primary source use per item, per respondent. The results for each bar chart are provided after each figure.

Non-parametric Sign tests were also run for each primary source frequencies of use from pre-course to post-course. These tests indicated no significant changes per item from pre-course to post-course. However, changes in use per item were noted, these results indicate changes in primary source-types used from pre-course to post-course, often with increases of types used.

Frequencies of use for each primary source item were divided by the respondents' matched pre/post questionnaires. As such, each respondent can be viewed individually in these results. The following bar charts show the pre/post frequencies of primary source use per item, per respondent. The results for each bar chart are provided after each figure.

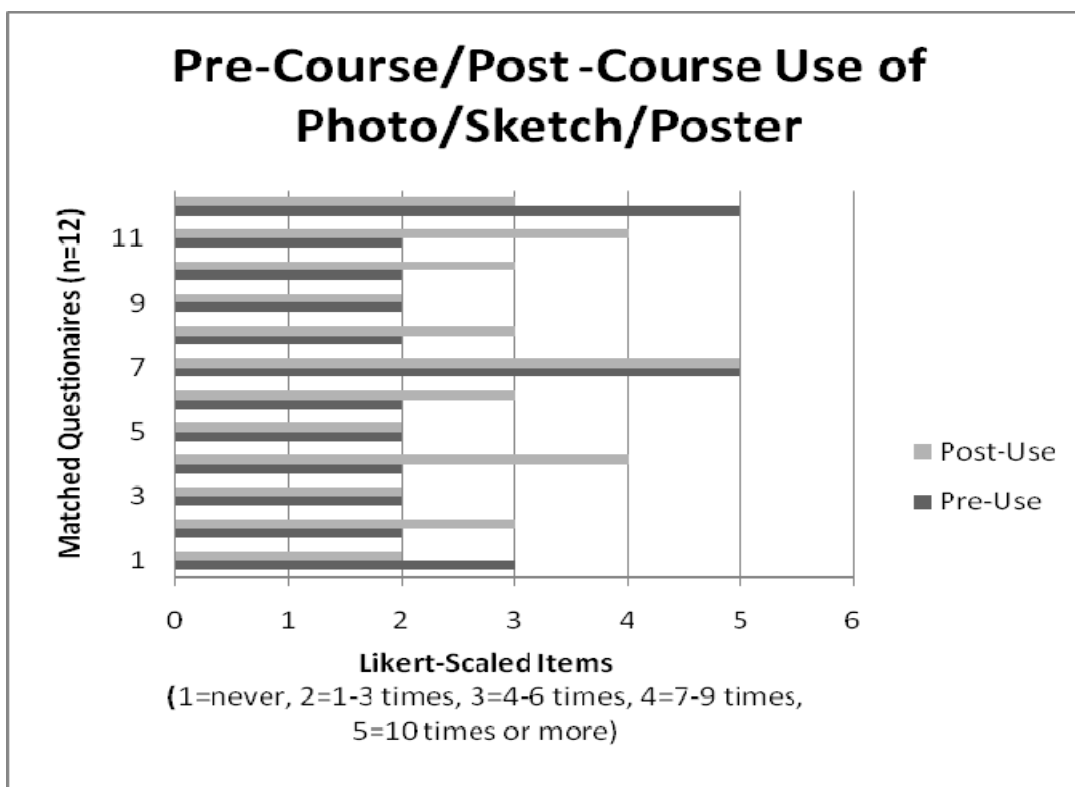


Figure 5. Pre-Post Course Use of Photos/Sketches/Posters

The results in Figure 5, *Pre-Post Course Use of Photos/Sketches/Posters*, indicate that all respondents used this type of primary sources before and after the graduate course, at least 1-3 times in a month. These results also note that six of the twelve respondents increased their use of Photos/Sketches/Posters after the course. Three

respondents maintained the same amount of use for this primary source type. Only three respondents indicated less use after the TPS course.

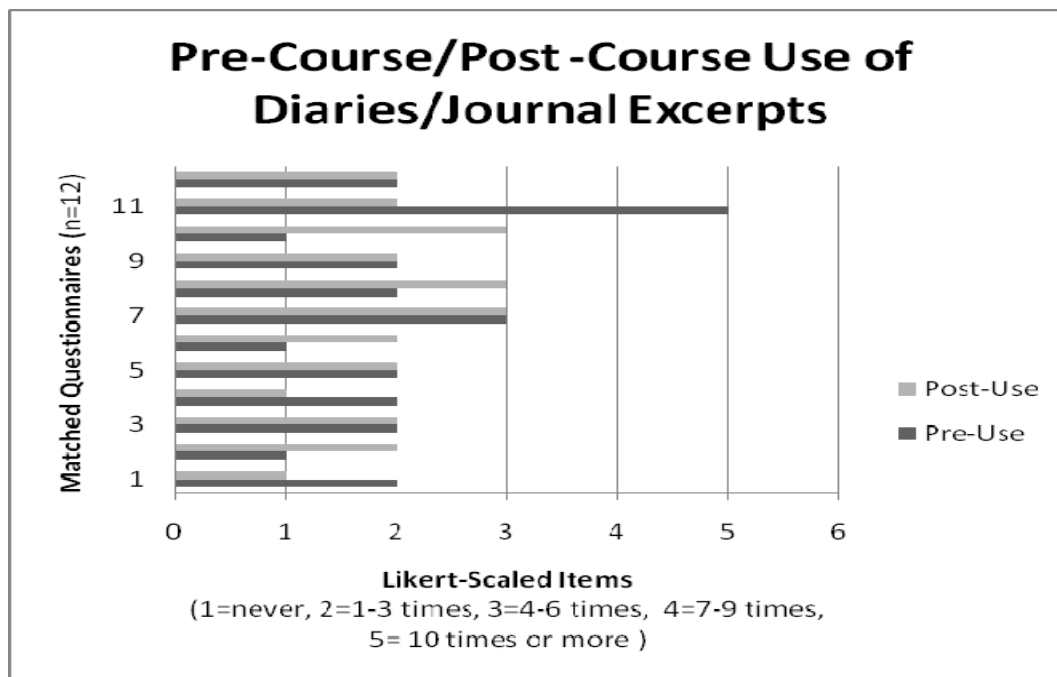


Figure 6. Pre-Post Course Use of Diaries/Journal Excerpts

The results in Figure 6, *Pre-Post Course Use of Diaries/Journal Excerpts*, indicate that nine of the twelve respondents used this type of primary sources before and after the graduate course, at least 1-3 times in a month, and three respondents did not use this primary source type before the course. Post-course results display that three respondents increased their use of this primary source-type after the course, four remained the same in use, and three decreased the use of this source type. Only one respondent noted a post-use at never, also a decrease in use.

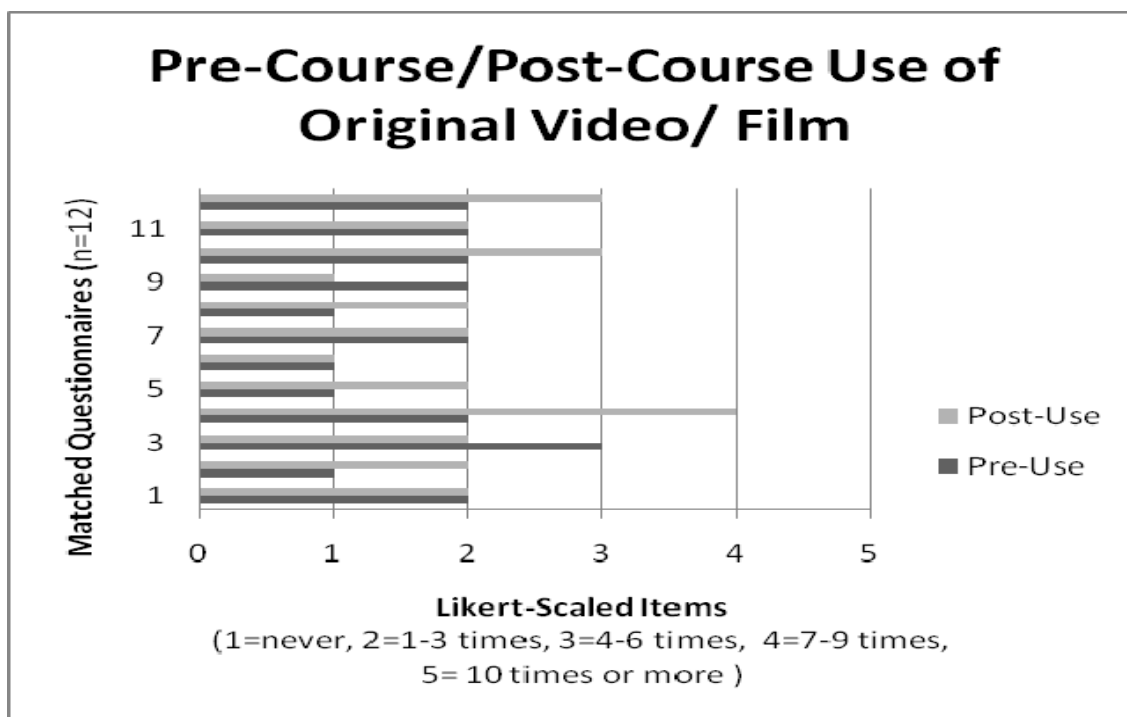


Figure 7. Pre-Post Course Use of Original Video/Film

The results in Figure 7, *Pre-Post Course Use of Original Video/Film*, indicate that nine of the twelve respondents used this type of primary sources before and after the graduate course, at least 1-3 times in a month, and three respondents did not use this primary source type before the course. Post-course results display that six respondents increased their use of this primary source-type after the course, three remained the same in use, and three decreased the use of this source type. Two respondent noted a post-use at never, also a decrease in use.

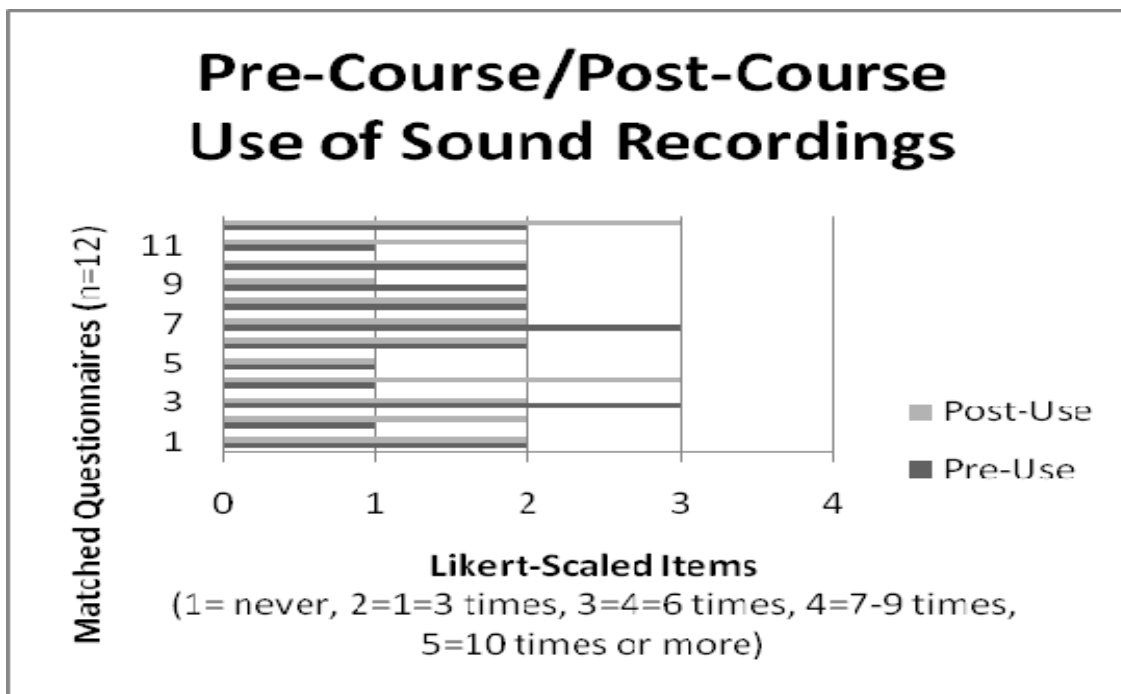


Figure 8. Pre-Post Course Use of Sound Recordings

The results in Figure 8, *Pre-Post Course Use of Sound Recordings*, indicate that eight of the twelve respondents used this type of primary source before and after the graduate course, at least 1-3 times in a month, and four respondents did not use this primary source type before the course. Post-course results display that four respondents increased their use of this primary source-type after the course, five remained the same in use, and three decreased the use of this source type. Two respondents noted a post-use at never, one of which responded never for both pre-course and post-course.

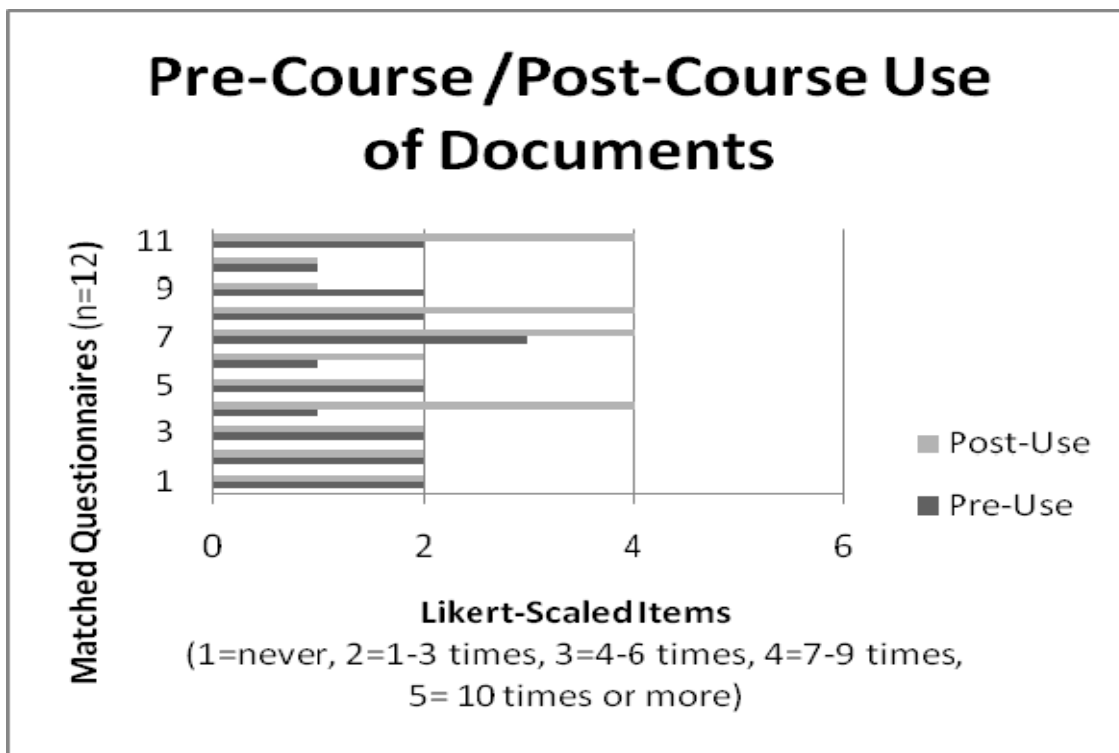


Figure 9. Pre-Post Course Use of Documents

The results in Figure 9, *Pre-Post Course Use of Documents*, indicate that nine of the twelve respondents used this type of primary source before the graduate course, at least 1-3 times in a month. Five respondents increased their use this primary source type after the course. Five respondents remained the same in use, four of these five stayed at 1-3 times with one respondent reporting never used, pre-course or post-course. Only one respondent indicated a decrease in use for this primary source-type.

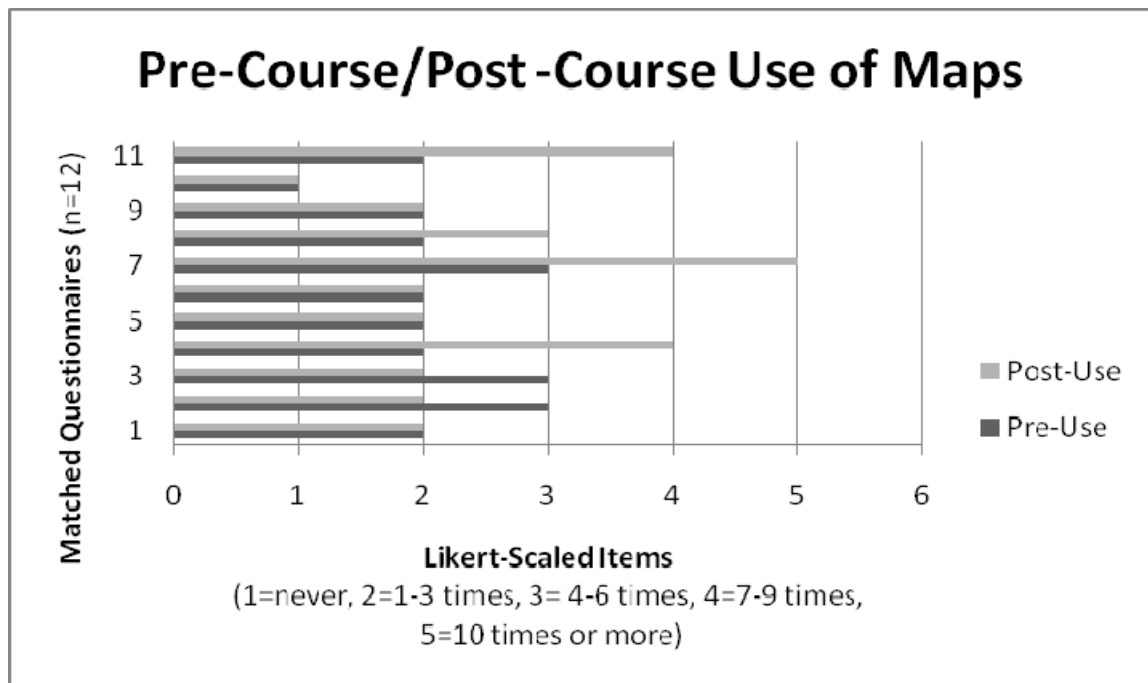


Figure 10. Pre-Post Course Use of Maps

The results in Figure 10, *Pre-Post Course Use of Maps*, indicate that eleven of the twelve respondents used this type of primary source before and after the graduate course. One respondent reported never using this primary source type pre or post-course. Post-course results display that four respondents increased their use of this primary source-type after the course, four remained the same in actual use, and three decreased the use of this source type. Again, only one respondent noted a post-use at never, one of which responded never for both pre-course and post-course.

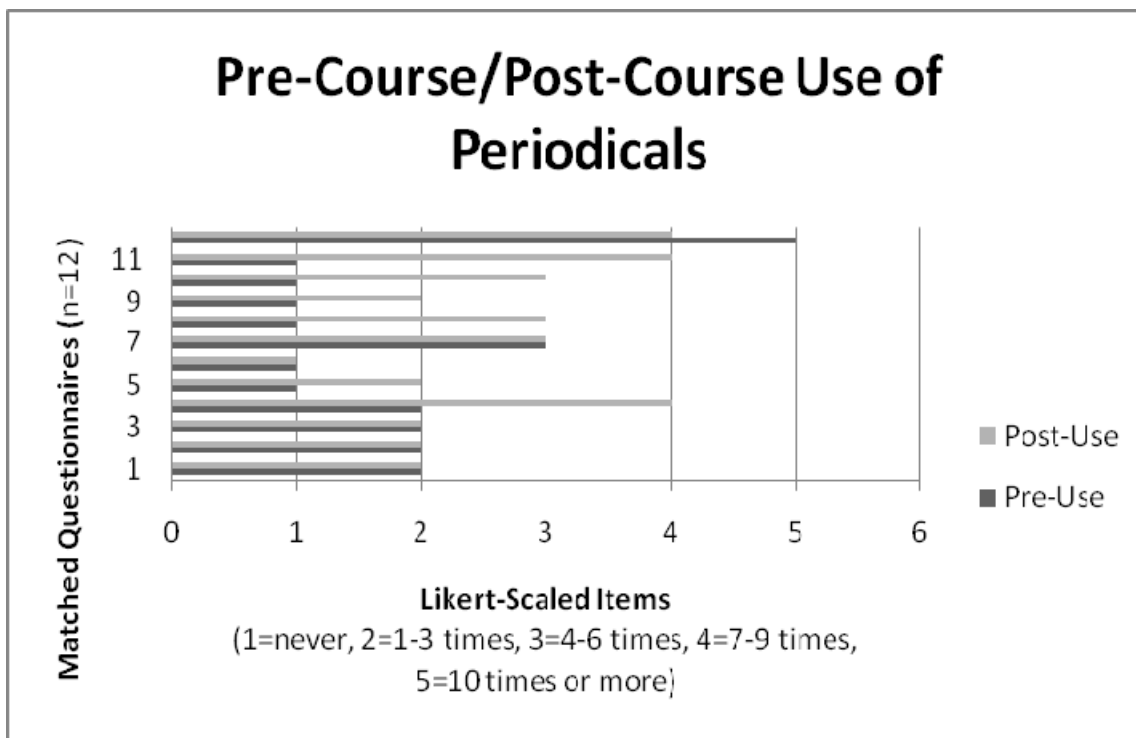


Figure 11. Pre-Post Course Use of Periodicals

The results in Figure 11, *Pre-Post Course Use of Periodicals*, indicate that seven of the 12 respondents used this type of primary source before and after the graduate course. Five reported never using this source until after the course. One respondent reported never using this primary source type pre or post-course. Post-course results display that six total respondents increased their use of this primary source-type after the course, four remained the same in actual use, and only one decreased the use of this source type. Again, only one respondent noted a post-use at never, one of which responded never for both pre-course and post-course.

Summary of Types of Primary Sources Used and Frequencies of Use

Figures 5-11 provide illustrations of how at least half of all respondents seemed to increase their uses of each source-type. Some decreased their use of the source and others never used the source at all, regardless of if before or after the TPS graduate course. Overall, these findings suggest that teachers' uses of these primary sources did increase for many respondents while others seemed to decrease in their use of certain source types.

Outcome Two: Perceptions of How Primary Sources are Used

Outcome Two is derived from quantitative and qualitative results. Quantitative results from questionnaire item 4 are addressed first. Second, qualitative results from interviews and open-ended questionnaire items are addressed. The qualitative results for Outcome Two are described under each of the following categories: Why Teachers Used Primary Sources (pre/post), Reported Practices: Cross-Curricular and At different grade Levels; Primary Sources Enhancing Secondary Sources; Illustration; Analysis for Critical/Higher Order Thinking Skill Increases; and Formative and Summative Assessment.

Quantitative Results

Why Teachers Used Primary Sources, Pre-Course and Post-Course

Questionnaire item four (a-j) asked each teacher to rank his or her agreement with statements of "I use primary sources in my teaching to___." The phrases completing each item (a-j) address various common reasons for educational uses for primary sources as found in the literature. Teachers ranked their levels of agreement to each statement

with a scale of 1 - strongly disagree, 2 - disagree, 3 - neither agree or disagree, 4 - agree, and 5 - strongly agree. Pre/post questionnaires were matched, reviewed, labeled, and input to SPSS 15.1 for descriptive analysis of pre-course/ post-course for each respondent. Bar charts for all reasons for teaching with primary sources are cross-referenced with matched, pre/post-course questionnaires.

Non-parametric Sign tests were run for each pre/post questionnaire items about the reasons to use primary sources instructionally. These tests indicated no significant changes per reason from pre-course to post-course, as follows: to develop analytical skills ($p = .50$); to develop critical thinking skills ($p = .25 > .05 \text{ sig.}$); to illustrate concepts and provide examples ($p = .50$) to meet a requirement for education standards ($p = .62$); to integrate and reach affective objectives ($p = .289$); to develop inferential skills ($p = 1.00$.); to increase content knowledge base ($p = .125$); to assess learning ($p = .62$); and to develop cross-curricular lessons ($p = .37$). Even though the results were not statically significant, changes are seen happening for each reason to use primary sources from pre-course to post-course.

In this section are multiple bar charts (see Figures 12-21) that illustrate frequencies of reasons for primary source use before and after the TPS graduate course. Frequencies of reasons to use primary sources instructionally were cross-referenced with matched pre/post questionnaires. The following bar charts show the pre-course/post-course frequencies of the reasons why respondents used primary sources instructionally. Results are shown with a bar chart for each reason primary sources were used per

respondent. It is noted that two post-use responses are missing from these data charts and findings (see questionnaire respondents numbers 2 and 12).

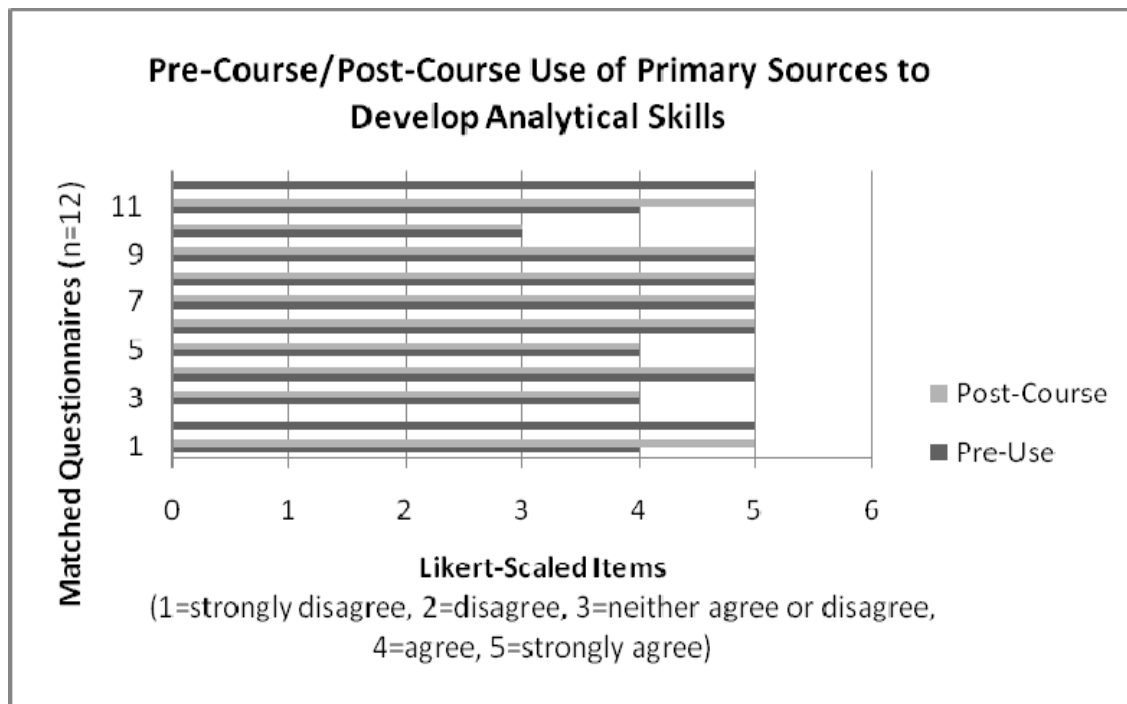


Figure 12. Pre-Post Course Use of Primary Sources to Develop Analytical Skills

The results in Figure 12, *Pre-Post Course Use of Primary Sources to Develop Analytical Skills*, indicate that eleven of the twelve all agreed (pre-course) with this reason for primary source use in the classroom, only one respondent neither agreed or disagreed. Two respondents increased their level of agreement to strongly agree after the course. Five maintained the same level of agreement. Only two did not respond in post-course questionnaires for this item.

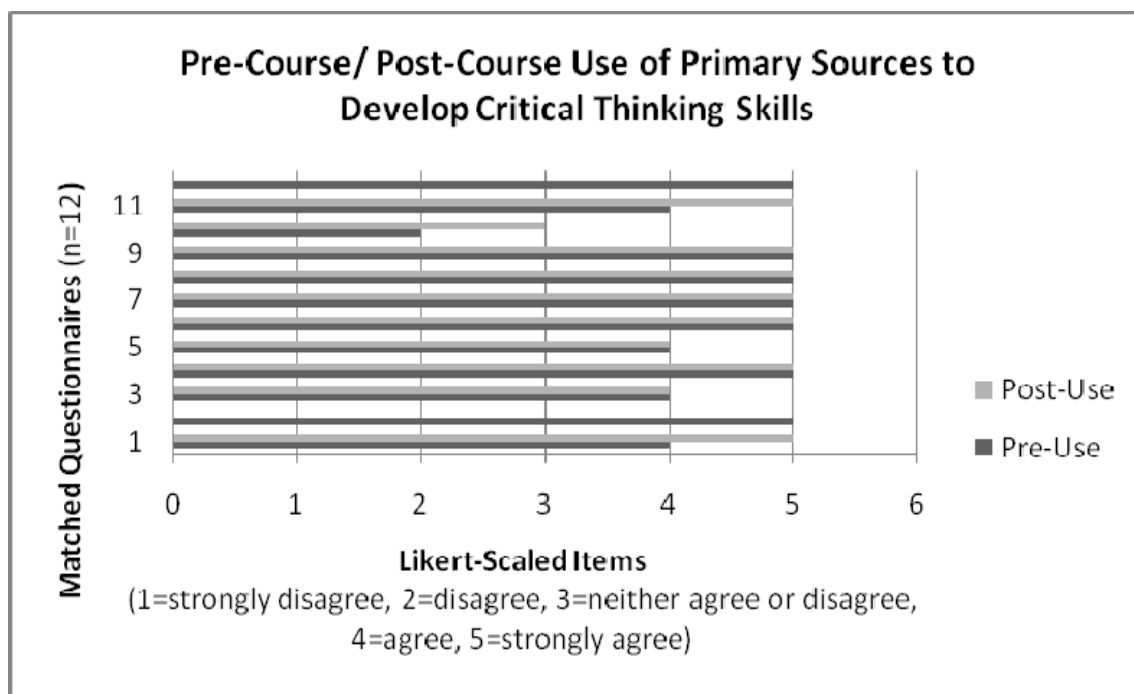


Figure 13. Pre-Post Course Use of Primary Sources to Develop Critical Thinking Skills

The results in Figure 13, *Pre-Post Course Use of Primary Sources to Develop Critical Thinking Skills*, indicate that eleven of the twelve all agreed at some level (pre-course) with this reason for primary source use in the classroom. One respondent indicated disagreement and changed to neither agree or disagree post-course. Two respondents increased their level of agreement from just agree to strongly agree after the course. Six maintained the same level of agreement. Only two did not respond in post-course questionnaires for this item. No one decreased in agreement from pre-course to post-course.

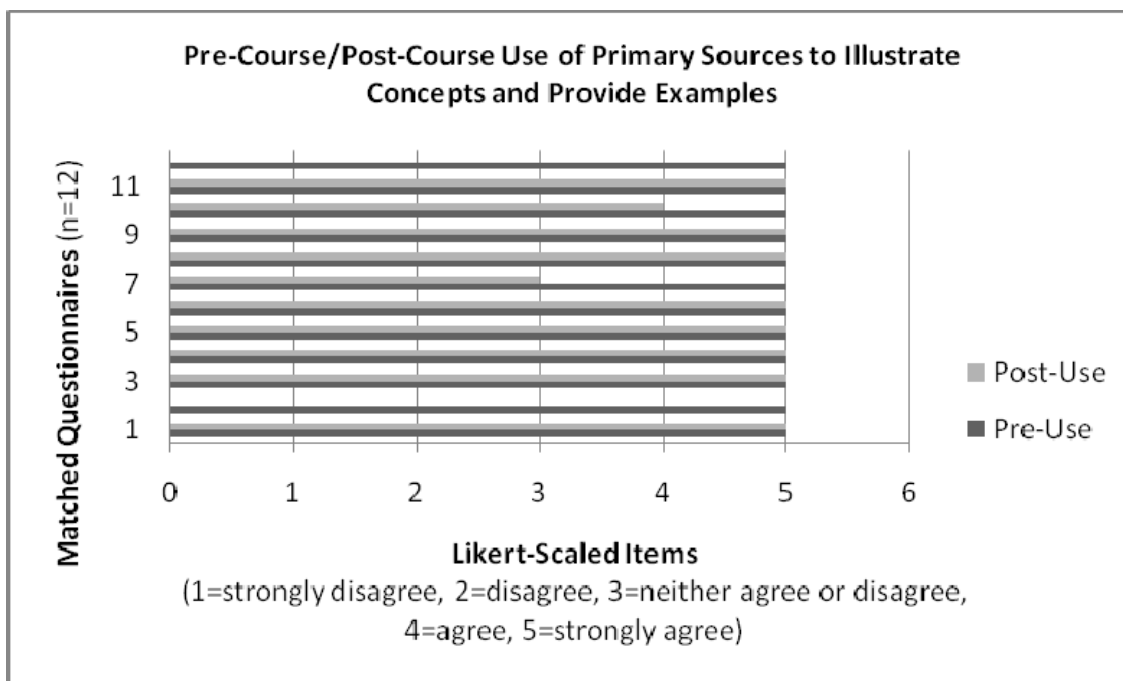


Figure 14. Pre-Post Course Use of Primary Sources to Illustrate Concepts and Provide Examples

The results in Figure 14, *Pre-Post Course Use of Primary Sources to Illustrate Concepts and Provide Examples*, indicate that all 12 respondents all strongly agreed (pre-course) with this reason for primary source use in the classroom. Eight respondents maintained this same level of agreement post-course, and four did not. Two respondents decreased, one to agree and the other to neither agree or disagree. Only two did not respond in post-course questionnaires for this item.

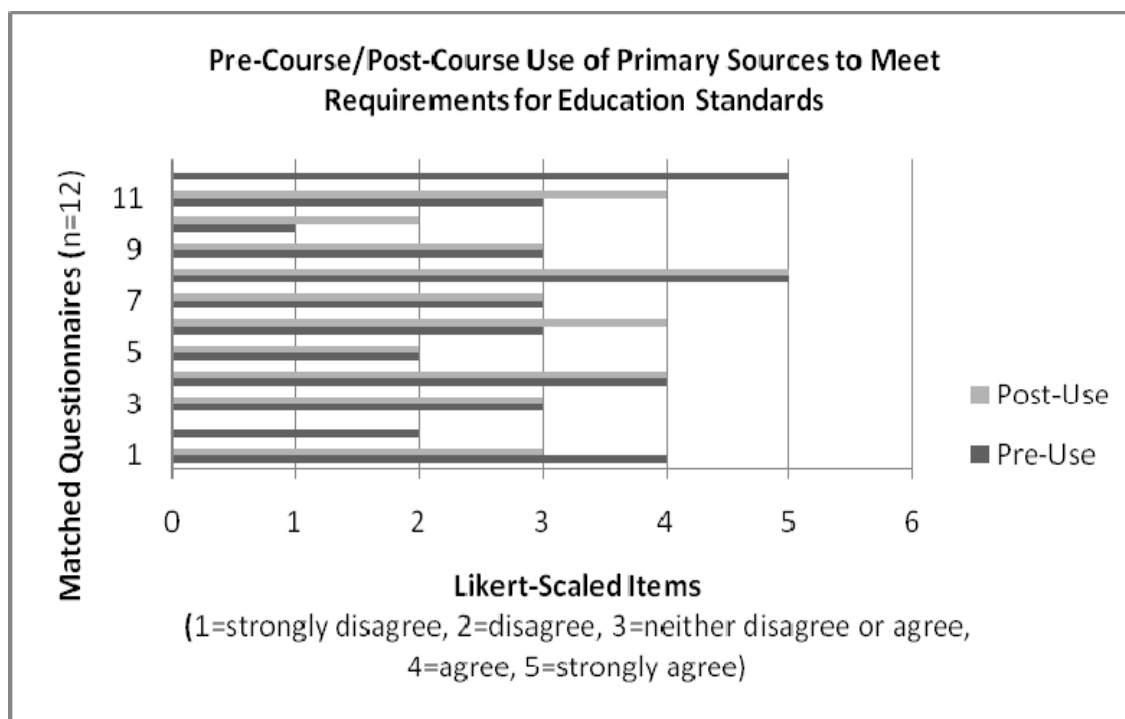


Figure 15. Pre-Post Course Use of Primary Sources to Meet Requirements for Education Standards (local/state/national)

The results in Figure 15, *Pre-Post Course Use of Primary Sources to Meet Requirements for Education Standards*, are wide ranging as indicated above. Four respondents agreed or strongly agreed (pre-course) with this reason for primary source use in the classroom. Five respondents neither agreed or disagreed pre-course. Two disagreed and one strongly disagreed pre-course.

Post-course results show two increases from neither agree or disagree to agree and one increase from strongly disagree to disagree. One respondent decreased from agree to neither agree or disagree. One maintained a strongly agree level from pre to post-course. Three maintained a level at neither agree or disagree. One maintained a level of disagree pre to post-course. Two did not respond in post-course questionnaires for this item.

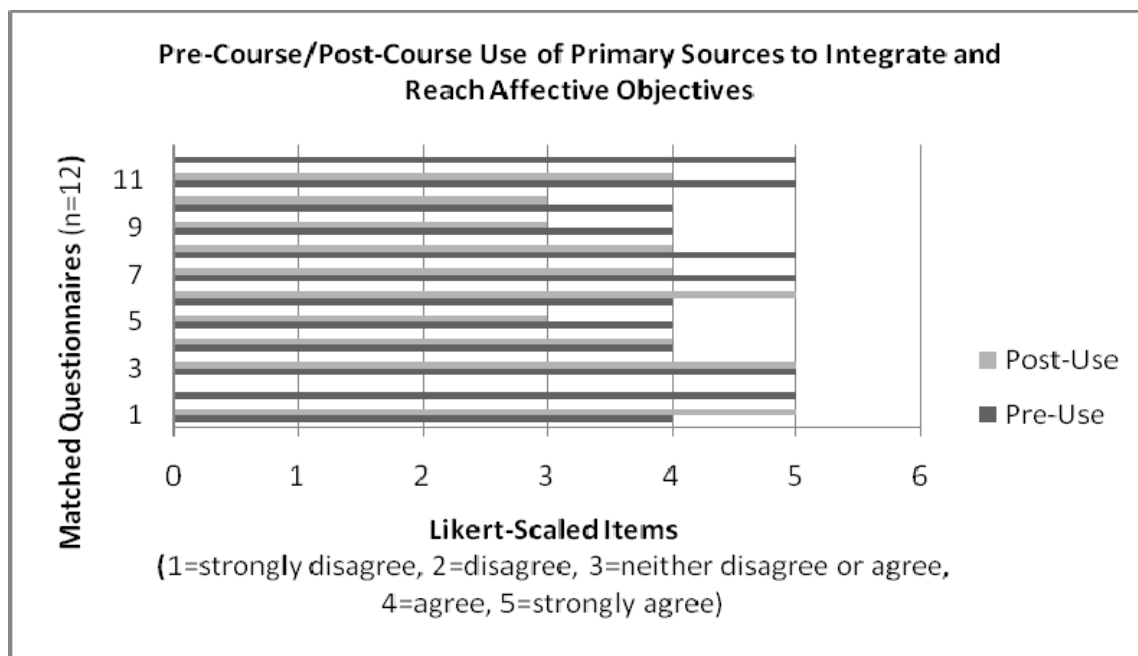


Figure 16. Pre-Post Course Use of Primary Sources to Integrate and Reach Affective Objectives

The results in Figure 16, *Pre-Post Course Use of Primary Sources to Integrate and Reach Affective Objectives*, indicate that all 12 respondents all agreed or strongly agreed (pre-course) with this reason for primary source use in the classroom. One respondent maintained this same level of agreement post-course increased in agreement level, and six decreased in agreement level. None disagreed or strongly disagreed. Only two did not respond in post-course questionnaires for this item.

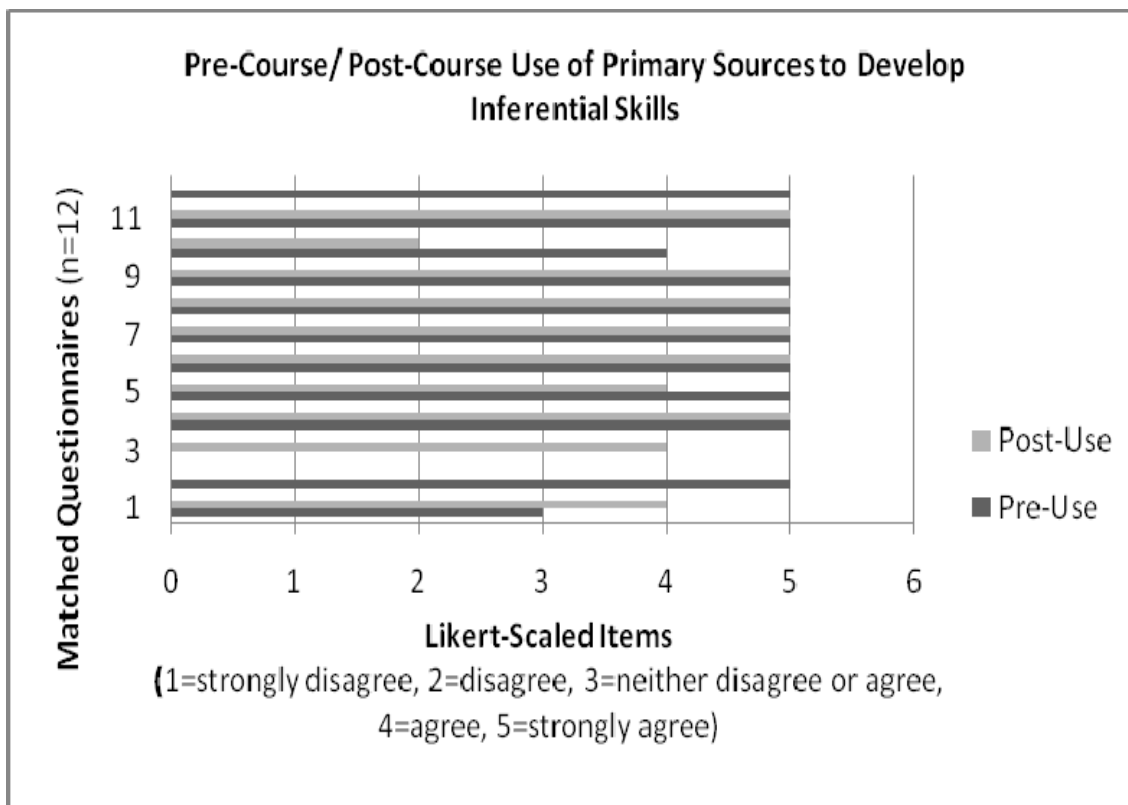


Figure 17. Pre-Post Course Use of Primary Sources to Develop Inferential Skills

The results in Figure 17, *Pre-Post Course Use of Primary Sources to Develop Inferential Skills*, indicate nine of the twelve respondents neither agreed or disagreed, agreed or strongly agreed (pre-course) with this reason for primary source use in the classroom. One respondent did not supply pre-course data for this item. Six maintained level of agreement at post-course, one increased and two decreased in agreement level, one of which changed from agree to disagree. Only two did not respond in post-course questionnaires for this item.

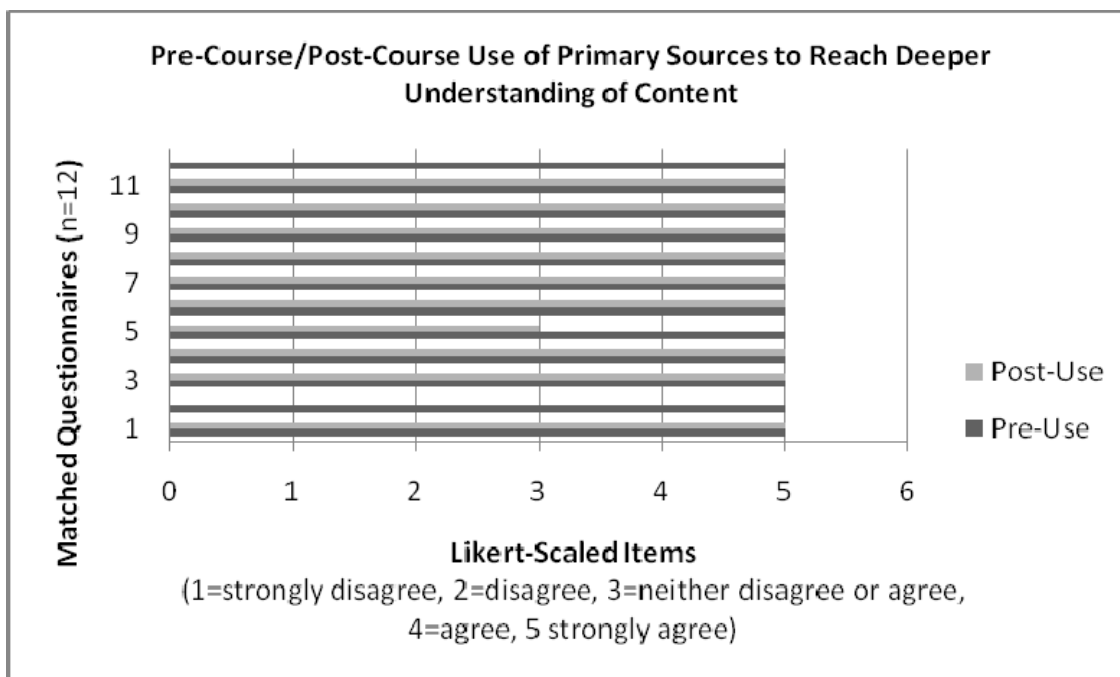


Figure 18. Pre-Post Course Use of Primary Sources to Reach Deeper Understanding of Content

The results in Figure 18, *Pre-Post Course Use of Primary Sources to Reach Deeper Understanding of Content*, indicate all 12 respondents strongly agreed (pre-course) with this reason for primary source use in the classroom. Nine maintained this level of agreement at post-course, and one decreased in agreement level to neither agree or disagree. Only two did not respond in post-course questionnaires for this item.

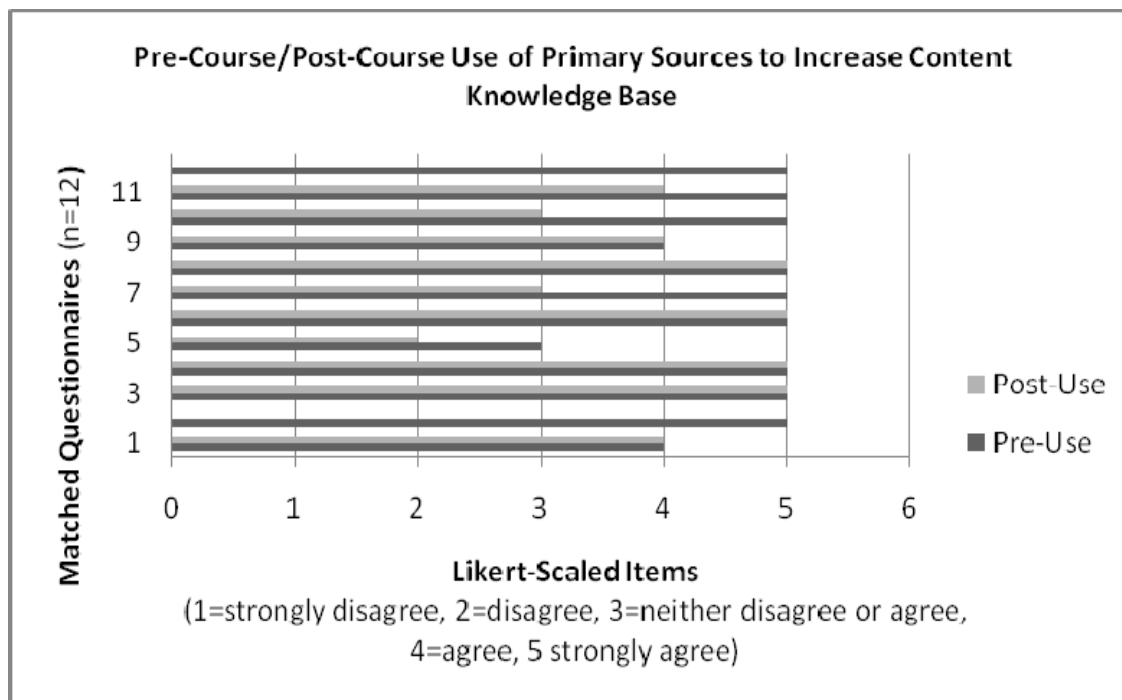


Figure 19. Pre-Post Course Use of Primary Sources to Increase Content Knowledge Base

The results in Figure 19, *Pre-Post Course Use of Primary Sources to Increase Content Knowledge Base*, indicate 11 of 12 respondents agreed or strongly agreed (pre-course) with this reason for primary source use in the classroom. Six maintained their level of agreement at post-course, one decreased in agreement level from strongly agree to neither agree or disagree, one decreased from neither agree or disagree to disagree, and one decreased from strongly agree to agree. Two did not respond in post-course questionnaires for this item.

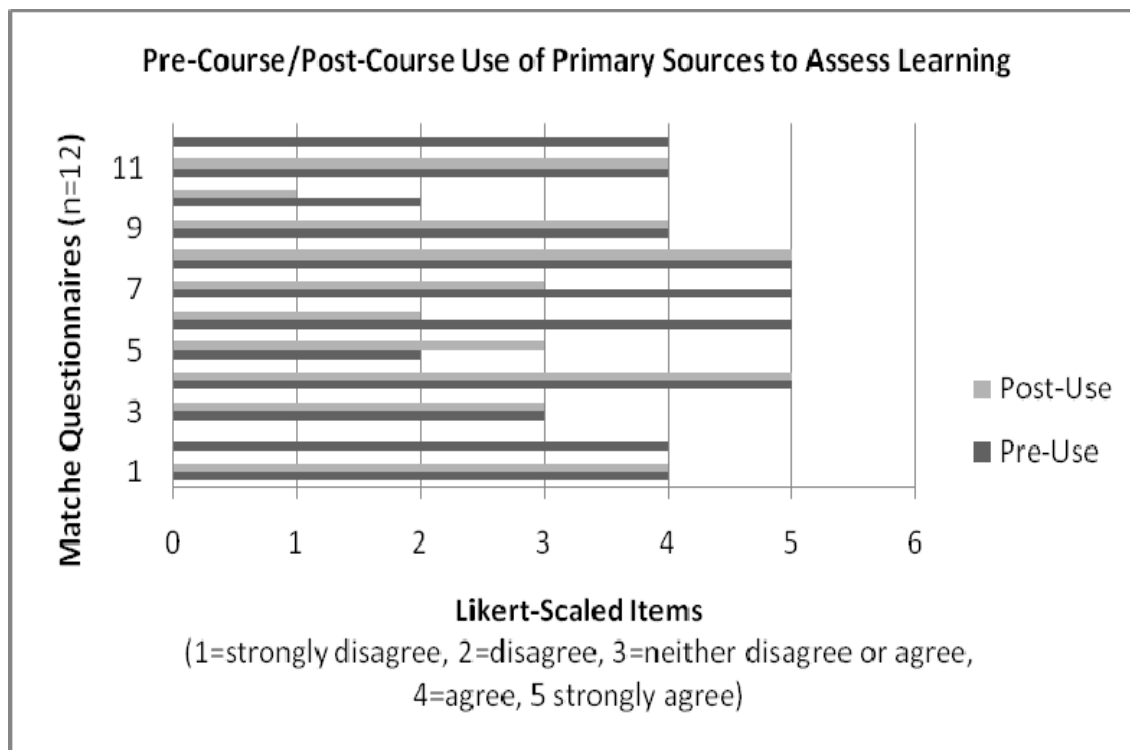


Figure 20. Pre-Post Course Use of Primary Sources to Assess Learning

The results in Figure 20, *Pre-Post Course Use of Primary Sources to Assess Learning*, indicate nine of 12 respondents agreed or strongly agreed (pre-course) with this reason for primary source use in the classroom. Two disagreed with this reason, pre-course and one neither agreed or disagreed. Six maintained their level of agreement at post-course, three decreased in agreement level as follows: one decreased from strongly agree to neither agree or disagree, one decreased from strongly agree to disagree, and one decreased from neither agree or disagree to disagree. Two did not respond in post-course questionnaires for this item.

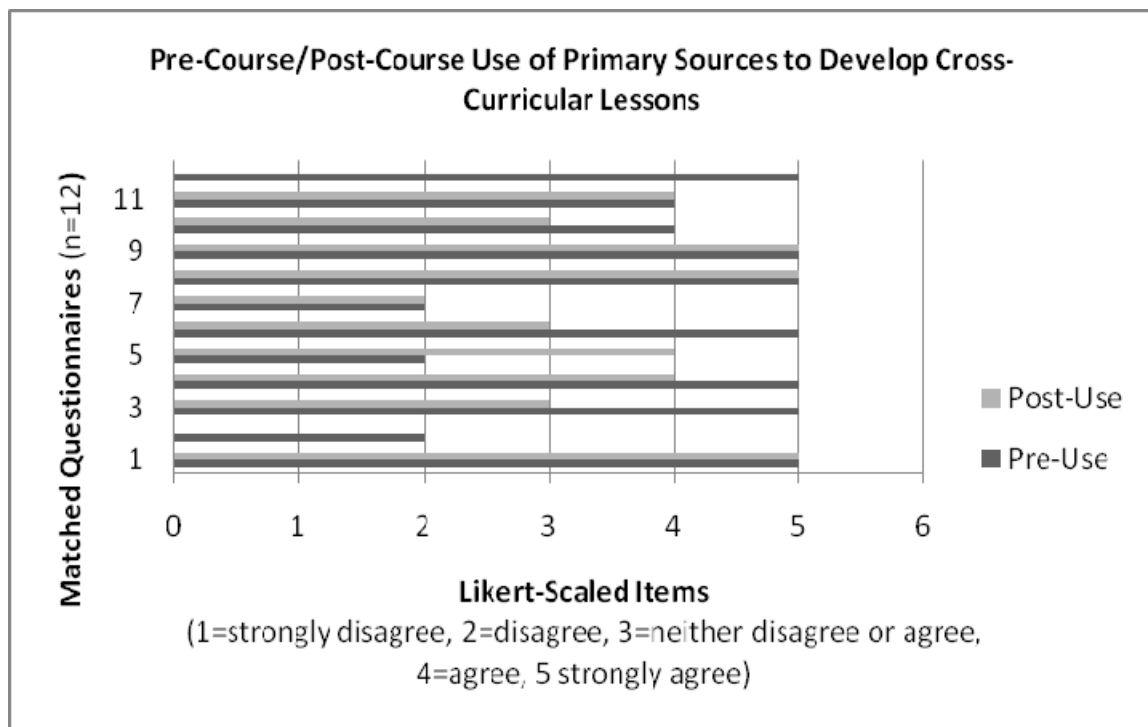


Figure 21. Pre-Post Course Use of Primary Sources to Develop Cross-Curricular Lessons

The results in Figure 21, *Pre-Post Course Use of Primary Sources to Develop Cross-Curricular Lessons*, indicate nine of twelve respondents agreed or strongly agreed (pre-course) with this reason for primary source use in the classroom. Three disagreed with this reason, pre-course. Four maintained their agree or strongly agree levels at post-course. One maintained the scale level of disagree. Two decreased from strongly agree to neither agree or disagree. One decreased from strongly agree to agree, and one decreased from agree to neither agree or disagree. One increased from neither agree or disagree to strongly agree. Two did not respond in post-course questionnaires for this item.

Results presented in Figures 12-21 provide information about why teachers used primary sources in their classrooms, both the before and after the TPS graduate course at

Loyola University Chicago. Results for these reasons varied greatly from figure to figure. However, the most interesting point was that respondents were noting pre-course to post-course agreement in use of primary sources to illustrate concepts or provide examples. Respondents also demonstrated similar results for using primary sources in development of analytical skills and critical thinking/ higher order skills. The most varied reason for using primary sources was to meet education standards (local/state/national) more disagreements were evident with this reason. Overall, the results for this section reflect varied reasons for respondents' uses of primary sources in the classroom, pre-course and post-course.

Qualitative Results

In conjunction with quantitative results that address Outcome Two, the remaining sections of this chapter tie to qualitative data gathered and analyzed. Following are detailed descriptions from interviews and open-ended questionnaire items that address how teachers in the TPS graduate course used primary sources in their classrooms. Participants in this study provided rich descriptions of the range of how they used primary sources. This data analysis noted five reported teaching practices with primary sources. These practices included the following: 1) cross-curricular use and at different grade levels; 2) Illustration; 3) Primary Sources Enhancing Secondary Sources; 4) Higher Order Thinking Skill Increases; and, 5) Formative and Summative Assessment.

Reported Practice: Cross-Curricular Use and at Different Grade Levels

One reported practice that participants shared was their uses of primary sources in many different subject areas and with different grade levels (K-12). Examples are provided by a K-8 Librarian, a secondary language arts teacher, two secondary foreign language teachers and a middle school math teacher. Amelia, K-8 urban librarian, voiced her thoughts on her graduate course experience and her learning to use primary sources in different subject areas and grade levels,

“It was all different subjects, all different grades. And for me, as a [K-8] librarian, since I deal with every grade and almost all the subjects, that was really nice for me to realize that you could use primary sources in different classes.”

In another example, an urban high school language arts teacher, Wendy, used primary sources in her classroom after the course at Loyola University Chicago. Wendy taught language arts in an inner city, impoverished high school where many students were not reading at grade level and suffered high drop-out rates. Wendy was able to integrate primary sources in relation to books and novels read in her literature classes, such as *A Raisin in the Sun*.

“We did a unit on African American poetry [with *A Raisin in the Sun*]. So what I did was I used the primary sources as wall graffiti and I had them up around my classroom different, mostly photographs, but I also used maps.”

The students were able to analyze and discuss the primary sources in this wall graffiti activity in order to learn more about the era in which the novel was written. It enhanced the students' learning with the novel and poetry of the time. Along with language arts, a middle school math teacher also integrated primary sources in her instruction. Even though she noted it was "harder" to use primary sources in math, Isabella shared the following of how she integrated primary sources with math,

"During a statistics unit we looked at different data sets and displays of data graphs and tables...through history. And students analyzed the data, took a look at the purpose and the audience, how then reliable the data would be based on those kinds of things, (and) based on how the data was collected."

Emma, used primary sources in her foreign language classes. A foreign language teacher in a private urban high school, Emma taught the Spanish Civil War using propaganda posters and interviews from the Library of Congress online collections. Emma used the posters and interviews with her students to gain both history and language content. She wanted her students to also learn more about the differing perspectives held in Spain at the time. She shared this during the interview,

"We were using posters that were made by a certain group in Spain; we call them republicans. And so we were using the poster *that* different group use in, during that war, to express their ideas. To show how there was a verbal war at the same time they had those [posters during] the real war... [the students] were perceiving how they were [then]."

Melissa, an urban secondary Spanish teacher, taught a unit on Cesar Chavez and stands of migratory workers. Like Emma, she also used posters and photographs in analysis activities with her students. Melissa's students learned history, Spanish language applications, and critical thinking skills with analysis of primary sources.

Results show that teachers can use primary sources across subject areas as well as in various grade levels, K-12. However, the reported practices found in this study's results are not commonly found with cross-subject areas and in different grade levels, K-12.

Reported Practice: Illustration

Teacher participants revealed another practice, the use of primary source images for simple *Illustration*. This practice is reflective of the PSBIP (Fry & Ensminger, 2008) practice of illustration, in which a primary source is basically used as visual imagery for fact recall or exposure to a topic. Different from using multiple primary sources to corroborate ideas such as with the Reported Practice of Primary Sources Used with Secondary Sources, Illustration as a Reported Practice simply is exposure to a primary source for visual representation or without any further investigation prompted by the teacher. Who is Abraham Lincoln? His face is shown on a penny. This practice is simple recognition of a face in which a primary source is the visual provided for recall.

In this section of the results, graduate course participants shared how they incorporated primary source images to do these types of activities. Two urban primary school librarians shared their accounts of using primary sources for illustration. The first librarian, Amelia, explains how she used primary sources images related to a story she

read to students, “I’ll read stories about famous people and then I show them like real pictures of the famous person.” In addition, librarian Sue shared how her students were learning about President Lincoln during the Bicentennial celebration of his birthday. Students found images online from the Library of Congress to complete narrated presentations,

“I had students looking through the Library of Congress [online], getting photographs and images from Springfield [Illinois] and some of the early days of Lincoln. We took that and then incorporated it into a presentation where they download a photo and then they narrate a picture to what they thought was going on in the picture.”

Both of these quotes exemplify two simple ways TPS course participants at Loyola University Chicago used primary source images to illustrate content in a more meaningful way for students. This practice of primary source use in education can lead students to more exposure to an example of the actual. The illustrative use of primary source images or photographs can also help students make connections to their prior knowledge.

Similarly, Paco, a primary science teacher in an urban school, shared how he used primary sources to illustrate key concepts surrounding earthquakes. He used actual photographs of a fault line and the changes at the same location as the first photos after an earthquake hit. He explains,

“I managed to find a picture that shows basically just little, you know [a fence] that um, was installed basically across a fault line. Then an

earthquake happened... You know a visual of what's happened after the earthquake. Because you know everybody knows you know pretty much everybody knows what a fault line looks like.”

Paco's students were able to see the actual changes to the fence from before and after the earthquake hit. His students could also see what a fault line looked like on the surface of the earth and the resulting destruction of the fence.

Another librarian, serving in a secondary urban school, shared how he worked with the Art Department and its art appreciation class to look at online primary source images of impressionist artwork. Working with the art department, Lee helped students locate primary source impressionist artwork online, he explains,

“[T]hey got to see firsthand what the actual pictures were. It just, you know, if you go to a general textbook they get one or two pictures. But if you go into the primary sources that you can bring up on a computer you know you have hundreds and hundreds of artwork to choose from.”

This example, as with all others shared in this section, are descriptions of how teacher participants used primary sources for illustration after the TPS graduate course at Loyola University Chicago.

Reported Practice: Primary Sources Enhancing Secondary Sources

Along with using different types of primary sources in various subject areas and at different grade levels, course participants also noted how they used primary sources in conjunction with secondary sources such as textbooks, encyclopedias and historically-based novels. Secondary sources can provide background information necessary to build

content knowledge for a topic or subject matter. This is somewhat a circular relationship in which secondary sources provide background knowledge to support information about primary sources and primary sources enhance understanding of secondary sources, but in more detail at times. This practice is remarkably similar to the PSBI practice, Association (Fry & Ensminger, 2008). Association in PSBI practice involves the use of the primary source/s to deepen the student's understanding by assisting the student to make connections between information on a topic or event. This practice often involves the use of multiple primary sources.

For example,

“Well, when we use encyclopedias and textbooks it's secondhand information. You basically get the interpretation of the writers of the textbook. That's as far as it goes. But if you really wanna get a sense of history, if you really wanna get a sense of flavor for what the people were going through, you actually have to have something that is reminiscent of the actual circumstances that they were dealing with” (Lee, Secondary Urban Librarian).

As with historians, primary sources build the foundation to elaborate on, and infer, how different sources corroborate around topics and subject matter in such a way that a new meaning or perspective can be detailed, argued or a discovery made.

Educators have often used secondary sources for content background information to build students' knowledge-base about research topics, then, from there, include deeper learning with effective integration of related primary sources, such as propaganda posters,

documents and letters. Graduate course participants shared their experiences using secondary sources with primary sources, with and without a research component in classrooms.

As Emma, a foreign language, urban secondary teacher noted,
“I [also] use some secondary sources because they didn’t have the background [knowledge]. They didn’t have a good background to be able to deal with the primary resources [presented] by themselves. So it was necessary to introduce them to the topic and use also some secondary resources because they didn’t have a good background to be able to really take advantage of this type of lesson. So before that, working with the poster... it was important that everybody had certain ideas or concept[s] about that period of time before they get to analyze those posters.”

Along with Emma, Rusty, an urban primary school teacher, used primary sources in conjunction with the history of the Civil War and the classic novel, *Red Badge of Courage*. She shared how her students researched online to find primary sources related to topics presented in the text/s,

“I used the *Red Badge of Courage* as the reading novel and I used it as a social studies lesson. And um, I also went and, went to the computers and we found the documents from Abraham Lincoln the Emancipation Proclamation and ...we looked up the different amendments and we looked up the different battles and things that led to, or that were part of, the Civil War, and of course [were] mentioned in *Red Badge of Courage*.”

Different from Rusty's use of primary sources, Amelia, an urban primary school librarian, provided background information via a picture book read to Kindergartners. The book was about Abraham Lincoln growing a beard. She said that a class of Kindergartners were awestruck when they learned that a picture book, *Mr. Lincoln's Whiskers*, was based on a true story—a story that was based on primary sources from the Library of Congress. As the story goes, a little girl wrote a letter to President Lincoln and asked her to grow a beard (as he would be more appealing to the ladies and gain more votes). President Lincoln responded to the little girl and he then grew his renowned beard shortly thereafter. After reading the book to the students, Amelia showed the students the online print-out of the letters exchanged between this little girl and Abraham Lincoln. The students were excited and asked Amelia questions like, “oh, is that really his signature?” or “did they really write that? How did you get that letter?”

Another secondary urban educator, Wendy, used primary sources surrounding the Scottsboro Boys trial found online at the Library of Congress collections. Wendy, a language arts teacher, had her students review these primary sources after reading Lee Harper's *To Kill a Mockingbird*. The students “were like oh, so Boo's trial was based on this and like Lee Harper (the author) used all of this different information [in his book that we read].”

As these teachers' stories show, secondary sources, such as textbooks or historical novels in classrooms, can offer background information and a survey of valuable information that students and educators can draw from. The value of these sources is undeniable in a generalized context. However, as this section provided information

about, teachers also find value in using primary sources to gain greater exposure to different topics as well as enhanced understandings of different topics and/ or events. Using primary sources with secondary sources lends itself to expanded content knowledge, a circular relationship that is uniquely tied in the classroom.

Reported Practice: Higher Order Thinking Skill Increases

Another reported practice of primary source use found in this study reaches levels of inquiry. The Reported Practice of primary sources used in *Higher Order Thinking Skill Increases* has carried weight in the literature over time and still rings true with this study in particular. Use of primary sources in primary and secondary education has shown increases in students' critical thinking skills. Using analysis and inference for questioning allows for greater examination of primary sources, thusly, allowing for more use of critical thinking and higher order thinking on the student's part. This practice is quite similar to the PSBI practice of Utilization, in which students demonstrate understanding and comprehension of content knowledge while also demonstrating a greater contextual understanding of a subject matter (Fry & Ensminger, 2008). The PSBI practice of Examination is also addressed in this section (Fry & Ensminger, 2008) as one teacher, Jack, used primary sources for students to infer to gain greater content knowledge on a topic. Lastly, the PSBI practice of Incorporation is also addressed by another teacher, Cher. Her students used primary sources to infer new understandings surrounding a topic and gained deeper content understandings.

Further, inquiry is the center for primary source examination as defined by the Library of Congress' Teaching with Primary Sources program. Loyola University

Chicago's graduate course followed this centrifugal point as well. The number of participants that referred to this Reported Practice makes for one that also carries much weight in the results of this study. Following are examples of participants' explanations of their uses of primary sources with analysis and critical/ higher order thinking skills applied.

For her final project in the graduate course at Loyola University Chicago, urban primary math teacher, Isabella, created a unit using historical statistics and graphs to examine in her classroom. She adapted the unit to have her students look at different historical data sets and examine them from various perspectives. Isabella explained,

“[The] students analyzed the data, took a look at maybe um, the purpose and the audience; what [and] how reliable the data would be based on those kinds of things, based on how the data was collected ...they did a lot of kind of critical reasoning.”

Another teacher, Sadie, who serves as a K-12 literacy coach for over 40 urban, inner city schools teaches educators and students that speak 36 different languages therein. Sadie shared how her students were drawn in to examine primary sources and the students were able to draw their own conclusions using critical thinking and analysis skills, even without needing much help after some teacher scaffolding.

[With primary source analysis], “Well, first of all, they're able to think. And I'm amazed myself at how they can draw conclusions that you truly, as a teacher even though you don't wanna admit it, didn't think they would come to those conclusions without your support.”

Yet another participant, Jack, secondary urban history teacher, pointed out how he used primary sources to help his students with higher order thinking skills. Jack provided his students four different primary sources related to a unit on civil rights and five minutes to analytically respond to inference questions about each of the four items. This is what Jack shared about this activity,

“[T]hat was the nice thing, was you know kids were learning at a higher order without any talk [lecture] going on for 20 minutes. And you can see there was, um... the kids were thinking; you could see their meta-cognitive skills, you know, going on at that point.”

Jack wanted his students to “understand what it means to draw inferences” through investigation and analysis of primary sources. Similarly, urban primary school librarian, Lauren, tied in primary sources surrounding her unit on the Manhattan Project. Her students were engaged like Jack's were. She added that her students also gained empathy for the people who were victims of bombings in World War II. The students also on their own connected those events to life after the terrorist attacks on September 11, 2001 in the United States.

Secondary urban librarian, Cher, noted that she worked with teachers of history, language arts and history fair students while integrating primary sources from the Library of Congress online collections. The students, she said, were able to be “spring-boarded” into more content with primary source analysis. For example, the students wanted to know why a certain ethnic community in their city existed as it did in present day. The

students began searching online to find sources related to Chinese Immigration. From this, she noted,

“We jumped on the computer and said well let’s see what we can find; why do Chinese people live in the United States? And so that led us down the road of you know the Chinese Exclusionary Act and that they were settling in California. There were these other settlements across the United States because they also needed workers. And Chicago being the hub of the railroads it just sort of made sense [with the population in their city]...and so as we examined all those kinds of things.”

From these activities, students were able to draw conclusions to determine possible reasons for the ethnic community’s existence as it was in present day.

According to Cher, these analyses of primary sources eventually tied into the students’ critical thinking skills and helped the students to develop their own understanding of how the community developed overtime. This is a good example of the PSBI practice of Incorporation (Fry & Ensminger, 2008). These participants’ experiences and interview quotes shared provide evidence that analysis of primary sources are commonly used in K-12 education to increase critical and higher order thinking skills.

Reported Practice: Formative and Summative Assessment

The last Reported Practice that participants’ discussed was the use of primary sources as tools in Formative and Summative Assessment. Formative and Summative Assessments using primary sources were directly referenced by two secondary educators in interviews. For example, understanding of content can be assessed with primary

source analysis, which is a common to the widely recognized Advanced Placement (AP) Exam for History. Advanced Placement (AP) history classes are assessed with summative assessment, a final test, in which a part of the exam includes DBQs (document-based questions). The College Board (2010) states the following about preparing a student for the AP U.S. History Exam, “The DBQ tests your ability to analyze and synthesize historical data, and assess verbal, quantitative, or pictorial materials as historical evidence.” This is one way primary sources have been used in summative assessment practice.

This study also provides an expansion of this concept with primary sources being used in formative assessment along with summative assessment example of the AP exam. Formative assessment is an ongoing, informal practice that enables the teacher to check for understanding during the course of a lesson or unit. For example, secondary urban librarian Cher pointed out that teachers in her school created their own analyses for formative assessment purposes,

“A lot of the teachers will take some sort of document, whether it’s um, legislation, whether it’s a photograph, and ask the students to do an analysis of it and write a paragraph about what are the important features of this thing. And then do you say ok what does it tell us about the era or what does it tell us about the people or the treatment or...? You know here’s this language, why can’t we say this anymore? Why do we say it in this way? What does this mean? Interpret this.”

From student responses to the questions about the primary sources, teachers were able to assess their students' content understanding of different subject matter. Jack, the secondary history teacher also does similar practices as just described, "I think it sometimes can be the way that you finish a class by assessing whether they've been able to master the lesson that day. I think it's one way that you can possibly check for understanding."

Outcome Three: Perceptions of Student Achievement with Primary Sources

Participants addressed what they considered to be the underlying factors that contributed to student achievement as a result of working with primary sources in classrooms. Teachers shared how their students were often more interested in primary sources in lessons as compared to other lecture-type lessons. Participants shared that their students were able to connect with primary sources as these tools were links to the "real world." Hands-on approaches to teaching with primary sources added to students' learning because it added another sensory dimension to the learning experience. Teachers noted how these factors contributed to their students' motivation levels for learning with primary sources. Lastly, teacher participants' perceived their students achieving at higher levels when primary sources were used in the classroom; and results showed this to be common across the age groups, subject areas and learning ability levels.

Teacher participants in this study suggested that their students were much more motivated and engaged when they worked with primary sources. In some cases, students needed scaffolding with primary source activities, such as analyses; however, with time,

the students were able to work on their own, such as in small group poster analyses, and the teacher was a facilitator of the students' questioning and responding. Other teachers noted how early primary students were more excited and interested in subject-matter content, such as K-8 Librarian Amelia's linking of the picture book, *Mr. Lincoln's Whiskers*, to the actual letter the little girl wrote him to grow a beard. The students then saw what the little girl looked like, a kid just like them. Participants in this study perceived their students gained greater content knowledge, and made connections more often, with primary sources integrated into lessons.

Real World Connections and Hands-On Experiences

Interview with Lee an urban secondary school librarian – Lee shared that he was working with a history class of students covering key events of history at the turn of the 20th century. The students discovered that a major riot took place across the street from their school's address, when only fields and dirt roads existed at that time. Library of Congress' online primary sources were used to share information about the historical event/s while incorporating current mapping technology to connect to the current day. Lee explains,

'There was a massacre and it happened right across the street from the school...So, you know, and during the time that it happened, the school wasn't even built yet. So one of the things that uh, I um, would have the kids do is use the new technology of Google Earth and we would Google Earth and they could look down from a satellite on [our] High School and see where the high school is and then see where the street was. In the

textbook the street was called a small dirt road... and the massacre happened right across the street from the school, like half a block down.”

Data analyses of interview data suggested that TPS teacher participants in this study overwhelmingly believed their students were able to make ties to the “real world” better with primary sources as compared to textbook instruction reliance, which is often the case with a lecture setting. Teachers noted the hand-on approach with primary sources and “authenticity” added to this “real world” relevancy for their students. Integration of the hands-on, or use of multiple senses, with primary sources allowed for a deeper learning experience. The students made greater connections to the primary sources and, as a result, were also more motivated to learn about the topic at hand. Cher, an urban secondary librarian shared, “Besides reading about it [a topic], they can maybe have a visual or some manipulative thing that they’ve engaged with and exchanged with, so that it’s in them.” Further extending on this notion of real world connections and real world ties, urban, K-12 literacy coach Sadie noted her experiences in working with students of all ability levels and speaking over 34 languages, [primary sources] “make it real for kids...they apply it to their lives...they start connecting it to their lives.”

Deeper Meanings and Understandings

Participant interviews revealed that the teachers perceived their students as gaining deeper meanings and understandings of content when working with primary sources. Participants noted how students could connect better to primary sources by examining them which, in turn, could lead to these deeper meanings and understandings.

The following paragraphs reflect teachers' thoughts about primary sources in their classrooms and their students' reactions to learning with primary sources. Wendy, an urban language arts secondary teacher, said that the primary sources she used in her classroom added to her students' "depth of knowledge" when she had students analyze the sources in conjunction with the readings of historically based novels; and, the students know "the origin of something instead of just knowing about it on the surface." Another participant, Isabella, an urban, primary math teacher, shared that her students took their "understanding further, so they're taking their understandings further and looking at it on a deeper level" when looking at news articles and mathematical applications found within these articles. Further, Lauren, urban primary school librarian, shared that her students gained a "deeper understanding [with primary sources] rather than reading something in a text [book]." Lee, the urban secondary librarian also noted how his students were struck by the massacre that occurred so close to their own high school; and the students could feel a deeper sense of understanding (or empathy) with the closeness to the proximity of the event so long ago. These types of references to deeper understandings, deeper meanings and empathy lead to the results in the next section of this study – interviewed participants' perceptions of their students' motivation, engagement and achievement as related to primary sources in education.

Perception of Student Engagement and Motivation with Primary Sources

Motivation and engagement are uniquely tied together with student achievement when working with primary sources in classrooms. Achievement, in this case, can be explained in terms of more task completion and better assessment results. Real world

connections, hands-on applications, engagement and motivating factors led by primary sources could help students along the way to better achievement. Achievement herein is defined with accomplishments of tasks that reflect learning beyond prior knowledge of the topic/subject at hand. This section, surrounding the outcome of student motivation, engagement and achievement, reflects how course participants' viewed learning with primary sources in their classrooms after course completion and application of course knowledge.

Teacher participant Jack shared that students can be more engaged when they are excited about their classroom activities. He also shared that his students are excited when he uses primary sources in the classroom. As such, the students' excitement leads to more motivation to complete work in class. As referenced earlier in this chapter, Jack's use of primary sources often serves as the "motivation, the driving force behind the lesson." As stated by Cher, an urban secondary librarian, "students who work with primary sources are more engaged in the activity, [and are] more likely to complete the assignment." Sadie, urban K-12 literacy coach for nearly 40 schools, shared that she "hear[s] a lot of teachers [are] challenged with engagement and motivation." She continued, "kids do their work but don't want to do it and they're bored." But, when primary sources are introduced, "the kids' eyes light up...they don't want to stop. You know it is true engagement and motivation."

Wendy, urban secondary language arts teacher, shared similar thoughts, "it [primary source instruction] sparked interest in students who didn't care." Bob, an urban primary school teacher, shared, ""the funny thing is, you know, when it comes down to

giving the kids a picture of a letter or an image of a stone [relic]...there are no challenges to get them engaged.” He continued, “they are so much more interested.” As stated before, with adequate student motivation and engagement, achievement is closer at hand. Showing what these teachers had to say about their students’ engagement and motivation with primary sources, achievement is the natural next step to cover in this study.

Student Achievement with Primary Sources

“One student in my class said I never read anything and I read it!”

(Wendy, urban secondary language arts teacher).

This statement is a reference to Wendy’s high school student’s reaction to reading *To Kill a Mockingbird* after analyzing related primary sources from the Library of Congress’ web site. This high school student, a teenager, had *never* read an entire book until working with relevant primary sources. What does this say? This is similar to what other participants said about their students’ achievement with primary sources in classrooms. Amelia, an urban primary school librarian said, “I think the students learn more” and they internalize more so it “stays in them...they retain more.” Cher, urban secondary librarian, added, more students “are more likely to complete the assignment” and can tell you “more about the topic because they are engaged...its [more] in them.” These statements reflect the depth of learning that so often occurs with primary sources as compared to other forms of instruction. This is true for learners of all ability levels and age groups as well.

For All Learners

Rusty, a veteran urban, primary school teacher said, “it [primary source instruction] helps all levels of children” regardless of ability level and primary sources are “motivating to all learners.” She also shared that her students with special needs were able to work at their own pace more effectively, which in turn, made these students feel more successful too. She added,

“they can find information that they need all by themselves” when working with primary sources online as well. Similarly, Cher, an urban secondary school librarian, shared that primary sources “allow them [the students] to access it [content] through various learning styles because not everyone can just sit there and listen to a lecture.”

These results reflect that primary sources in education do assist in the learning process for all learners of all ages and ability levels. These tools of education can motivate and engage students otherwise not interested in learning activities or classroom lessons. As a result, greater achievement overall can be attained by more students across the board. This study's results indicate that primary sources in education help students of different ages and varying ability levels to be more engaged, motivated and more likely to complete class work.

Additional Findings

Benefit: Collegiality and Challenge: Navigation

Interviews with participants revealed more information than anticipated by the researcher. Interviews included questions that asked about the greatest challenge and greatest benefit of the graduate course. Analyses resulted in these additional findings which revealed that the greatest benefit of the graduate course was being able to work with other teachers from different schools, at different grade levels, and in different content areas or Collegiality. The greatest challenge teachers faced was navigation of the Library of Congress web site.

The Teaching with Primary Sources program at Loyola University Chicago is designed to incorporate reflective practices (such as daily reflections), collaboration, and ongoing training. As aligned with the Library of Congress' national plan, one major program goal outlined in the Loyola University Chicago Teaching with Primary Sources Partner's Strategic Plan (2007), states, "Participants are familiar with the breadth and organization of the Library of Congress' digital primary sources" (p. 1). Another goal states, "Participants will become members of a network of experienced teachers who advocate the use of primary sources and widely disseminate the ideas, methods, and products of the TPS program" (p. 1). Following are statements that the participants' interviews revealed about their thoughts on the greatest benefit of the course and the greatest challenge of the course and its classroom applications.

As one participant shared, working with other primary and secondary teachers from the surrounding area helped to expand his collegiality in the profession,

“One thing I value more than anything else is the interaction with other teachers who, and other professionals that, appreciate the process of education... [the course provided] a more structured ability to share thoughts and ideas with other professionals. That's what was most valuable about the Loyola course...first and foremost having an environment that was full of teachers and people, professional educators interested in being better educators. That's number one.” (Bob, an urban primary school teacher).

Another teacher, Sue, an urban primary school librarian shared a similar idea as Bob.

“I think the opportunity to collaborate and meet colleagues you know [was the main benefit]. I met so many teachers, not only that worked in [our city], but some came from other places, I just thought it was great...actually for teachers to collaborate from all different levels and different neighborhoods. You know there were some people that might teach like wealthy kids and then you had teachers in some of the toughest high schools.”

Another librarian, Cher, serving in an urban, inner city secondary school, shared her thoughts about the collaboration aspect of the graduate course and it being a main benefit to her,

“going through the course at Loyola, there [was] a mixed group of people so then I could see, oh, here's an extension activity for science because there's a science teacher in the class with me and she teaches 3rd grade.

She's gonna be able to use this the same way that I could do something very similar with my kids and they're [in] 9th or 10th grade. And so the dynamic, you know, kind of broadened my mind and also I think strengthened my collaboration."

Analysis results revealed the additional finding, the Challenge of Navigation. This challenge refers to navigating the Library of Congress web site when looking for primary sources. A K-12 literacy coach, Sadie, shared,

"you know you have to teach 'em how to navigate the system, which was one of the biggest challenges I found...it was not the course, it was truly the web site, the navigation; it's hard for graduate students."

Amelia, an urban primary school librarian said,

"Maybe just finding the right ones [primary sources], [at] the right time. I know the Library of Congress website is so vast that you can type in Lincoln in there and thousands and thousands of things so, you might not find what you want."

Albeit navigation of the Library of Congress web site is a goal of the Teaching with Primary Sources program and the graduate course, it still seems to be a challenge for teacher participants. Cher, secondary school librarian, shared that it was sometimes overwhelming to search the web site for primary sources that students could actually use. The students struggled too—the students rather "search with Google" because it was faster and easier for them.

With the challenge of navigation also was the time spent searching for primary sources for effective instruction. Wendy, the urban secondary language arts teacher said, "the website itself takes some time to navigate." Melissa, secondary Spanish teacher said it was "time-consuming" searching for the best primary sources to use. Both Daisy and Jack, secondary social studies teachers, and Bob, a primary school teacher, also shared the same concerns Wendy and Melissa added. Time spent on web site navigation and searching was a great challenge faced by many participants.

Chapter Summary

This study reflects the outcomes and transfer of the graduate course into teacher participants' classrooms. These outcomes are a transfer of professional development provided in a grant-paid, graduate course held in Summer 2007, Spring 2008 and Summer 2008.

Analyses sought to answer the following research questions: 1) What is the frequency of primary source usage in Teaching with Primary Sources participants' classrooms?; 2) How do the participants of the Teaching with Primary Sources program use primary sources in their classrooms?; 3) Why do the participants of the Teaching with Primary Sources program use primary sources in their classrooms?; and 4) What are the teacher participants' perceptions of their students' interests, motivation, and achievement as related to primary source integration?

After data analysis was completed, the researcher found the research questions addressed outcomes with a binary foci, 1) what primary sources teachers used and how often; and 2) why and how teachers used primary sources and their subsequent

perceptions of their students' motivation, interest and achievement with primary source instruction. Under the binary foci, the following outcomes, and definitive key findings for each outcome, included the following: Outcome One, Transfer of Knowledge from the TPS Course - *Frequencies of Primary Sources used in a Month (pre/post) and Frequencies of Specific Primary Sources Used (pre/post)*; Outcome Two, (Perceptions of) How Primary Sources are Used - *Why Teachers Used Primary Sources (pre/post) and Five Reported Practices: Cross-Curricular and At Different Grade Levels; Illustration; Primary Sources Enhancing Secondary Sources; Higher Order Thinking Skill Increases; and Formative and Summative Assessment*; Outcome Three, Perceptions of Student Achievement with Primary Sources - *Defining Achievement, Motivation & Engagement, Real World Connections & Hands-on Experiences, Deeper Meanings & Understandings, and Perceptions of Student Engagement, Motivation & Achievement*; and, Additional Findings - *Benefit: Collegiality and Challenge: Navigation.*

CHAPTER FIVE

DISCUSSION

Introduction

This study examined outcomes of a Library of Congress' educator professional development program, Teaching with Primary Sources (TPS). The TPS program is poised to be nationwide within the next few years (Billington, 2006). TPS partners already exist in multiple states at various educational institutions and universities, including Loyola University Chicago. A specific aim of the Library of Congress' Teaching with Primary Sources program is to “embed the use of digital primary sources in curricula and the classroom to deepen content understanding and student literacy, (TPS Program Plan, 2007).

Like all other TPS partners, The Teaching with Primary Sources program at Loyola University Chicago was designed to meet the four national goals outlined by the Library of Congress (Loyola University Chicago TPS Program Strategic Plan, 2007). The Loyola University Chicago partner designed its program goals (below) to meet the national goals, which were as follows:

1. Participants are familiar with the breadth and organization of the Library of Congress' digital primary sources, understand their value in instruction and create basic inquiry-based learning experiences.

2. Participants will evaluate, create and teach subject-specific, standards-based learning experiences that integrate primary sources from the Library of Congress and exemplify instructional best practices.
3. Participants will become members of a network of experienced teachers who advocate the use of primary sources and widely disseminate the ideas, methods, and products of the TPS program (p. 1).

As discussed in previous chapters, the Loyola TPS partner designed a grant-paid, three-credit graduate course for K-12 teachers in the Chicago area. This graduate course was designed in alignment with its own program goals and national goals. Loyola University Chicago's TPS graduate courses' outcomes were the focus of this study.

This mixed-methods study examined the outcomes of the TPS course at Loyola. Specifically, this study examined the teachers' transfer of knowledge related to primary source integration and the resulting implementation of this professional development training in classrooms.

Discussion of the Findings

The researcher discovered that the research questions of this study were addressed with a binary focus, first, what primary sources teachers used and how often; and second, why teachers used primary sources and their subsequent perceptions of their students' motivation, interest and achievement with primary source instruction. Focus one answered the first research question of this study, what is the frequency of primary source use in Teaching with Primary Sources (TPS) participants' classrooms? The second focus answered the following research questions: How do the participants of the Teaching with

Primary Sources program use primary sources in their classrooms? Why do the participants of the Teaching with Primary Sources program use primary sources in their classrooms? And, what are the teacher participants' perceptions of their students' interests, motivation, and achievement as related to primary source integration?

Each of the two focus areas were divided into major outcomes; and the major outcomes were then further divided into subcategories which were directly related to each outcome of the study. The outcomes and related subcategories were as follows: Outcome One, Transfer of Knowledge from the TPS Course – subcategories: *Frequencies of Primary Sources used in a Month (pre/post) and Frequencies of Specific Primary Sources Used (pre/post)*; Outcome Two, (Perceptions of) How Primary Sources are Used – subcategories: *Why Teachers Used Primary Sources (pre/post) and Reported Practices: Cross-Curricular and at Different Grade Levels; Illustration; Primary Sources Enhancing Secondary Sources; Higher Order Thinking Skill Increases; and Formative and Summative Assessment*; Outcome Three, Perceptions of Student Achievement with Primary Sources – subcategories: *Real World Connections & Hands-on Experiences, Deeper Meanings & Understandings, and Perceptions of Student Engagement, Motivation & Achievement*; and, lastly, Additional Findings - *Benefit: Collegiality and Challenge: Navigation*.

Outcome One, Transfer of Knowledge from the TPS Course, was delineated into the subcategories of *Frequencies of Primary Sources used in a Month (pre/post) and Frequencies of Specific Primary Sources Used (pre/post)*. Basic knowledge transfer from the TPS course was first evident with pre-course/ post-course questionnaire data that

revealed teacher participants did increase overall primary source use within a month. Further, frequencies of types of primary sources used varied greatly. The most frequently used primary sources were photo/sketch/poster and documents. This may have been due to ease of hard-copy access to these types of sources. Least used primary source types were original video/film and sound recordings. These items may not be used as frequently because of lack of technology in the school and/or teachers' knowledge of how to access these items. Other types of primary sources varied in use.

Outcome Two revealed various ways that K-12 teacher participants in the TPS graduate course were using primary sources in their classrooms. Teachers were most often using primary sources to illustrate concepts as well as provide examples, to integrate inferential, analytical and critical thinking skills, and to elicit content understanding. These practices are reflective of the following Primary Source-Based Instructional practices (PSBI) (Fry & Ensminger, 2008): Illustration, Association, Utilization, Examination and Incorporation. These terms are descriptors that detail how primary sources can be instructionally integrated at increasingly complex, sequential learning levels.

Continuing, it was noted that all teachers used primary sources to create cross-curricular lessons and in various subject areas. Some teachers were using primary sources for both formative and summative assessment practices. Teachers revealed using primary sources to enhance secondary sources covering main topics of study, such as reading a copy of the Declaration of Independence while studying the American Revolutionary War. Teachers also revealed that learning standards were not a significant

reason for using primary sources in their classrooms, even though this was a part of the lesson planning process.

Outcome Three, Perceptions of Student Achievement with Primary Sources, provided explanations as to how students were impacted by participants' incorporation of primary sources in the classroom. Participants revealed that their students were able to engage more freely and readily using primary sources. Students could link their world to primary sources more readily than if only reading a textbook or listening to a lecture. Further, students were often able to interact with primary sources which made it easier for a hands-on approach to learning in the classroom. As a result of these interactions with primary sources and gains in learning, participants noted that their students were more interested and engaged more than usual, and, as such, students seemed more motivated to complete learning tasks, classroom assignments and perform better in class overall. Making more connections intellectually and physically (hands-on) with primary sources, students were gaining deeper meanings and understandings of material and content, this was revealed to be the case for students with learning disabilities as well. As a result of these interactions with primary sources and gains in learning, participants noted that their students were experiencing increases in task completion, interests in learning with primary sources, and achieving at higher levels.

Additional Findings - *Benefit: Collegiality and Challenge: Navigation*, were unexpected results of this study. Interviews with participants revealed more information than anticipated by the researcher. Interviews included questions that asked about the greatest challenge and greatest benefit of the TPS graduate course at Loyola. Participants

revealed that the greatest benefit of the course was the collegiality experienced while working in a scholarly environment and other professionals in the field. This helped teachers' to share ideas and gain exposure to a wider range of experiences in classrooms and ways to teach with primary sources in different age groups and subject areas. They also enjoyed being able to work with other teachers from different schools from around the Chicago area. The greatest challenge of the TPS course was navigation of the Library of Congress web site when searching for primary sources to use in lessons. Teachers noted how the web site was difficult to navigate and time consuming, especially when sorting through a multitude of primary sources of which to select the best one/s for lesson planning.

The findings of this study suggest that the TPS graduate course at Loyola University Chicago has had an impact on teacher practices with primary sources. Teachers increased their frequency of primary sources and their uses of various primary sources utilizing various integration activities in the classroom. Participants had many different reasons for using primary sources in their instruction with some change from before to after the TPS graduate course. Participants from various disciplines and grade levels were able to utilize primary sources instructionally with all learners, K-12. These findings also suggest that student motivation, interest and engagement increased as reflected by participants' perceptions of their students' interests, motivation, and achievement as related to primary source integration in the classroom.

A Model for Loyola's TPS Graduate Course's Impact on Teachers' Classroom Practices

Discussion of this study can be described with a model chart that depicts the flow of outcomes and impacts the TPS graduate course at Loyola University Chicago had on participants' classroom practices (see Figure 22). The TPS graduate course, as previously explained, was designed to meet local and national program goals for teacher professional development. As such, teachers were provided extensive TPS training and in-depth readings about pedagogical practices related to digitized primary sources and their integration in K-12 education. Teachers in the courses represented many different content disciplines and grade levels, K-12. As noted in the course syllabus, each participant was required to create a complete lesson or unit that integrated digitized primary sources from the Library of Congress website. All teachers were required to include state learning standards addressed for the subject/s covered in the lesson/s or unit/s as well as explain how differentiated instruction would be incorporated. Cross-curricular applications were also required in the final lesson/s or unit/s for completion of the course.

The course helped teachers to better understand ways to integrate primary sources instructionally. As the results indicated, the TPS graduate course at Loyola University Chicago had an impact on classroom instruction. K-12 teachers of all subjects, learners and grade levels, applied what they learned in the course and integrated primary sources instructionally with the following practices: Primary Sources (to) Enhance Secondary Sources, (link to) Real World Ties and (make) Connections, Hands-On Applications,

Illustration, Analysis for Inquiry and Formative and Summative Assessment. These various forms of primary source instructionally integrative practices could be used individually or in combinations for classroom teaching. A dashed rectangle surrounds all of these practices because of their interchangeability and uses individually or together in various combinations.

The Impact on Classroom Instruction section leads to the Impact on Student Behaviors as found in Figure 22. As a result of these classroom practices, students were perceived by participants to have Increased Engagement and Interest as well as Increased Motivation to complete primary source- based classroom activities. Teacher participants discussed Engagement and Interest exclusively, but in conjunction with Motivation; as such, these elements are provided in the model with two separate boxes joined by an “and” as well as encapsulated together within a dash-lined rectangle to signify the inter-relationship of these student behaviors.

With the Impacts on Classroom Instruction and Student Behaviors, the researcher noted an Impact on Student Learning as well. According to the results of this study, the researcher found that teacher participants perceived increases in student learning with the following possible learning outcomes, Increased Critical Thinking Skills (or higher order thinking skills), Increased Empathy and Increases in Deeper Content Understanding and Meaning. As with the Impact on Student Behaviors, these three elements can exist exclusively from each other or in various combinations thereof. To illustrate this further, a solid, wide black rectangle surrounds these elements which reflect a goal of any classroom practice, the impact on student learning in the classroom. In this case, these

learning outcomes are what TPS participants perceived their students' learning gains to be as a result of primary sources used in the classroom.

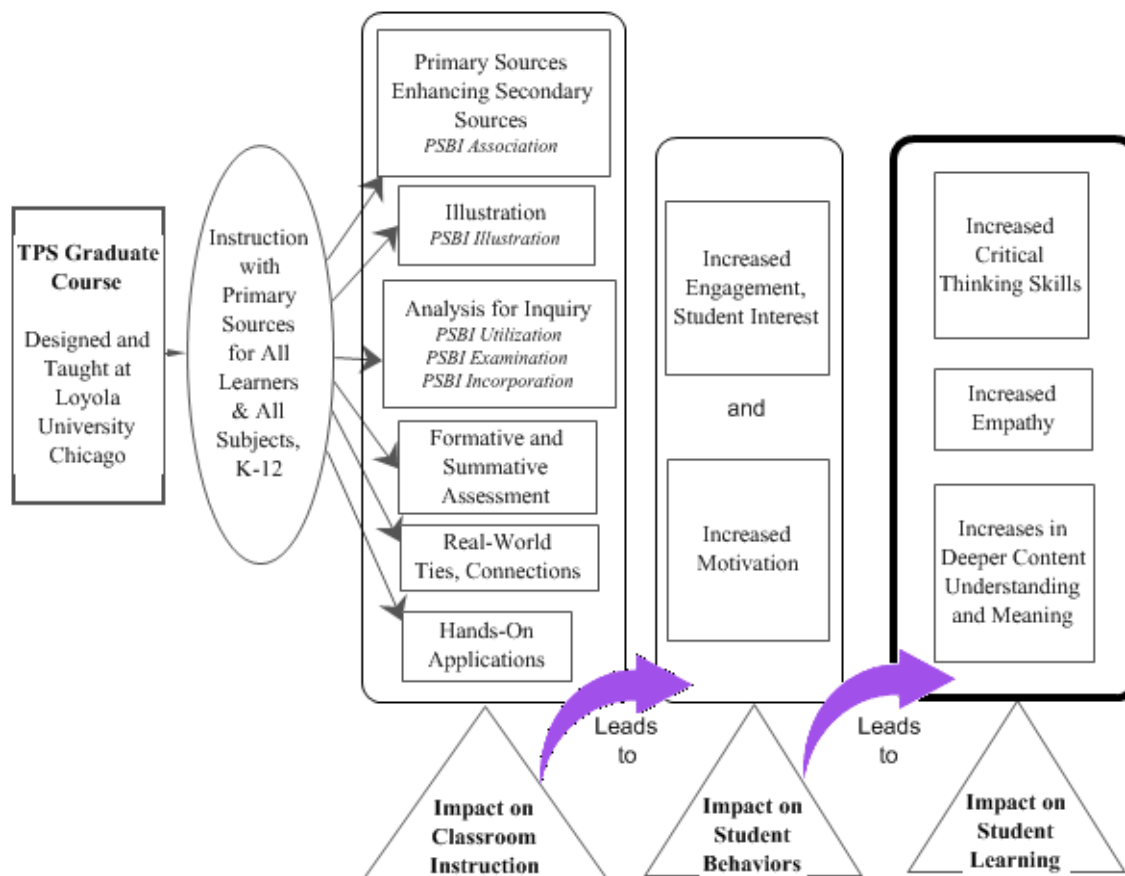


Figure 22. A Model for Loyola's TPS Graduate Course's Impact on Teachers' Classroom Practices

This model was developed with consideration given to the findings of this study and its applicability in classroom instruction with primary source integration. All outcomes of this study were blended and combined to develop the model. This model could serve to aid others in the TPS program and/or in any primary source instructional activities or planning for professional development or methods courses in teacher colleges. Literature in the field also aligns with some aspects of the model as well.

The Study and Current Literature

This study included participants of various subject areas, all grade levels (K-12) and all learner abilities. As this study suggests, language arts, foreign language and mathematics are a few subjects that can be enhanced with primary sources in the classroom. This study's findings are aligned with some literature covering this new concept in primary source-based education. Tally and Goldenberg (2005) shared that students can also learn with primary sources in subjects other than just social studies and history. This study also adds another age group to consider for primary sources in education, grades four and below. Current research has little to offer in the grades of K-3 beyond Veccia's (2004), *Uncovering our History: Teaching with Primary Sources*.

The study revealed that there were common classroom activities and instructional methods related to primary source integration in TPS participants' experiences. Outcome Two revealed some of these practices which are also addressed in the model piece, *Impact on Classroom Instruction*, such as assessment, illustration, analysis for inquiry and using primary sources to enhance secondary sources. These findings are also supported by current literature which also notes that primary sources have common teaching practices or methods associated with them, especially in the social studies (Baker et al., 2006; Tally & Goldenberg, 2005; Van Sledright, 2002).

As noted in Outcome Three: *Perceptions of Student Achievement with Primary Sources*, teacher participants in this study suggested that their students were much more motivated and engaged when they worked with primary sources. The real world connections, hands-on applications, engagement and motivating factors, contribute to

students' increases in achievement and deeper understandings when working with primary sources. The common findings attributed to student learning with primary sources include the following: they lead to deeper understandings; they are exciting, engaging and motivating for students; they aid students to make connections and real world ties; they allow for more hands-on and sensory experiences; and they provide a foundation for all learners to lead to achievement gains.

Participants in this study shared how their students were often more interested in primary sources in lessons as compared to textbook or lecture-styled lessons. The students were also more likely to easily connect ideas with primary sources since these tools connect to the "real world." Primary sources also provided a hands-on, more engaging sensory experience which helped students' learning in classrooms. Teachers noted how hands-on applications and real world ties were factors that helped their students to be more motivated, interested and engaged, when working with primary sources in the classroom.

With increased engagement and motivation, results indicated that participants perceived their students had greater achievement in task completion with primary sources. This was evident in the findings showing this across the age groups, subject areas and learning ability levels. The outcomes of this study lend themselves to reiterating what others in the field have found about primary sources in education. John Dewey (1902) asserted that students learn best with real world connections or authentic connections. Over a century later, teachers are following the notion of real world ties and

hands-on learning experiences that primary sources elicited in these participants' classrooms.

The common denominators for primary sources in education in regards to student learning include the following: they lead to deeper understandings; they are exciting, engaging and motivating for students; they aid students to make connections and real world ties; they allow for more hands-on and sensory experiences; and they provide a foundation for learners to lead to achievement gains, regardless of ability level/s (Baker et al., 2006; Gilliland-Swetland, Kafai & Landis, 1999; Pitcher, 2005; Seixas, 1999; Tally & Goldenberg, 2005; Van Sledright, 2002).

As this study revealed and provides further support to, research has shown that increases in student achievement can be attributed to effective use of primary sources ranging from a fifth grade fully-included classroom to an Advanced Placement (AP) History classroom (Baker et al., 2006; Gilliland-Swetland, Kafai & Landis, 1999; Pitcher, 2005; Seixas, 1999; Tally & Goldenberg, 2005; Van Sledright, 2002). The power of primary sources in education has shown increases in students' critical thinking skills and achievement (Baker et al., 2006; Tally & Goldenberg, 2005; Van Sledright, 2002) as well as empathy for the human condition (LOC, 2006a). Once students have learned to work with primary sources for deeper levels of understanding, evidence shows that students perform better overall.

Lastly, the TPS graduate course provided evidence of good practice in professional development for educators. This study provided direct quotes that supported these teachers' enjoyment with the collegiality and the benefits of this experience therein.

The TPS course syllabus noted its integration of ongoing training and reflective practices as a graded piece in this graduate course. The research on teacher professional development (Garet et al., 2001) has found common factors that seem to be “best practices”. Some of these common factors include: collegiality and collaboration (Lee, 2004), ongoing training and daily integration (Garet et al., 2001), and reflective practice (Lee, 2004).

The Library of Congress’ Teaching with Primary Sources Program Goals and Loyola’s TPS Graduate Course Accomplishments

The Library of Congress set forth TPS national goals for all partners to guide their own practice. As such, the Library of Congress’ TPS consortium partners align to national TPS goals and create their “own professional development strategies and curricular resources using the Library of Congress digital primary sources to improve learning” (p. 1). The strategies employed by TPS partners are meant to be ongoing in order to allow K-16 educators to improve their competencies to: design primary source-based inquiry-oriented learning experiences; implement these experiences in the classroom; evaluate these experiences and learning outcomes; and, share their expertise with others in the field (TPS Program Plan, 2007). Specifically, all partners align with the Teaching with Primary Sources program’s overarching goals, which include the following:

1. Provide online and in-person primary source-based professional development programs nationwide.

2. Increase the ability of educators to design student-centered primary source-based learning experiences that use best instructional practices.
3. Implement standards-based learning experiences that improve student ability to critically examine primary sources.
4. Build patronage of the Library of Congress digital resources that expands the community of educators dedicated to the improvement of education through the use of primary sources (Library of Congress: TPS Program Plan, 2007, p. 2).

Based on the results of this study, there is considerable evidence that the TPS graduate course at Loyola University Chicago has met its local goals and the goals of the Library of Congress' national TPS program, which include the following: Provide online and in-person primary source-based professional development programs nationwide; Increase the ability of educators to design student-centered primary source-based learning experiences that use best instructional practices; Implement standards-based learning experiences that improve student ability to critically examine primary sources; and, Build patronage of the Library's digital resources that expands the community of educators dedicated to the improvement of education through the use of primary sources (TPS Program Plan, 2007).

Lastly, the TPS graduate course provided evidence of good practice in professional development for educators. This study provided direct quotes that supported these teachers' enjoyment with the collegiality and the benefits of this experience therein. The TPS course syllabus noted its integration of ongoing training and reflective practices

as a graded piece in this graduate course. The research on teacher professional development (Garet et al., 2001) has found common factors that seem to be “best practices.” Some of these common factors include: collegiality and collaboration (Lee, 2004), ongoing training and daily integration (Garet et al., 2001), and reflective practice (Lee, 2004).

Implications of the Study

There is a body of evidence here that suggests that the TPS graduate course at Loyola University Chicago met TPS local and national programming. The goals set forth by the Library of Congress’ professional development program, Teaching with Primary Sources, outline an exemplar for TPS partners to follow which the TPS partner at Loyola University Chicago follows in its TPS graduate course. Further studies on the Teaching with Primary Sources (TPS) program are suggested in order to add further consideration of this program as an example of “best practice” nationally.

This study also reflects that outcomes of the TPS course at Loyola met the four goals set forth by the Library of Congress’ national TPS program. All four national TPS goals mentioned in the previous section were addressed by the TPS program at Loyola University Chicago. Teachers were provided in-person professional development that provided them the increased ability to design and implement standards-based, primary source instruction that could be deemed best practice. These teachers also provided evidence how the Library of Congress’ digitized primary sources were used to improve student learning. These pieces of evidence could lay the foundation to build more programming or courses for educators that follow the goals of the national Library of

Congress TPS program. The TPS graduate course at Loyola University Chicago could also serve as a model for other TPS partners and educators in the field.

This study adds to the small, but existing, body of literature surrounding primary sources in K-12 education. Firstly, this study provides further support for the effectiveness of primary sources for student learning, critical thinking, and its authenticity for students. Secondly, this study reflects that students of all learning ability levels can learn with primary sources, sometimes even learn more with this type of instruction as compared to traditional instructional methods (like lecture). This study also provides evidence that teachers of subjects outside of the social studies can effectively integrate primary sources in their lessons. In addition, this study provides findings that suggest a key age group has been overlooked in primary source education, early primary students. Although the literature lacks significantly in this area, this study also implies that students of younger ages can also benefit from primary sources in education. Lastly, adding to the current body of research, results from this study provide further evidence that students outside of the social studies, and learners of all abilities, benefit from primary sources in their educational experience.

Overall, this study implies that more primary source based instruction need finds its way into all classrooms, including younger classrooms, fully-included classrooms, and classes that includes, but also extends beyond, the social studies subject areas. If put into more classrooms, primary sources instructionally integrated may lead to greater achievement gains for all students, therefore suggesting the national TPS program and

Loyola University Chicago's TPS graduate course be considered a model for "best practice" (NCLB, 2001) in education.

Limitations and Recommendations

Limitations

The population used for this study was small and localized within only one TPS graduate course. Populations in other TPS programs across the country could have drastically different results than this study presented. This study posed limitations as only 12 of 35 possible paired, pre/post questionnaires were made available for analysis ($n = 12$). Only 15 teacher participants ($n = 15$) were interviewed as well from all three courses of a total population of 34 ($N = 34$). Limited numbers for data analysis may skew results to some degree. Had the sample sizes been larger, the results of this study could have been significantly different, especially with the questionnaire data. Therefore, extrapolating the results from the quantitative analyses might be askew with this smaller sample size.

This study also employed a newly developed questionnaire. The questionnaire had undergone extensive review with other Teaching with Primary Sources program directors nationwide, however, little is known of this instrument's reliability. Further, the questionnaire used in this study was new to this research field and may not be widely accepted.

Another limitation of this study was a lack of research on primary source instructional integration, especially with subjects outside of school social studies and with

early primary grades. The lack of research available in teaching with primary sources had limited the support for findings in this study.

Lastly, another limitation of this study was that the researcher was also the Teaching with Primary Sources program director at Loyola University Chicago. Therefore, this study had limits with potential bias presented with this relationship. Every effort was made to remove bias in this study with objectiveness in every respect possible in order to benefit the field of research and the Teaching with Primary Sources program's national operations.

Recommendations

As evidenced by this study, the TPS graduate course at Loyola University Chicago has met the goals of the TPS national program to date and has had an impact on teacher classroom practices in education. It is recommended that the TPS graduate course be considered as a model of "best practice" in education. Other TPS partners, old and new, could adapt or adopt Loyola University Chicago's TPS course for pre-service and in-service teacher training. This study also suggests the addition of this course be considered as an addition to teacher preparation programming.

It is also recommended that other professionals in the field consider primary source-based instruction as a way to address all learners' needs. This methodology could easily lend itself to differentiated instruction as well. Further research on primary sources in education is also recommended in the areas of K-3 and beyond social studies; including general education, special education and English language learning.

Considering the value of primary sources and their impact on student achievement, these tools for instruction must be used more in classrooms. As this study suggests, this form of instruction may meet the call for increased achievement for all as defined by NCLB (2002). It is recommended that continued research be completed to verify the results of this, and other studies, that show the value of primary sources for all K-12 learners.

Significance of the Study

As noted previously in this chapter, the Loyola University Chicago's Teaching with Primary Sources graduate course aligns directly with the Library of Congress' national TPS program goals. The TPS program's national aim is to provide on-going, educator professional development that teaches how to access, and integrate, online digitized primary sources with high-quality instruction deemed best-practice (2006). This study examined the outcomes of Loyola University Chicago's TPS graduate course in order to determine if teacher practices, (and consequently, student learning), are meeting the Library's national TPS program aim. In particular, this study addressed K-12 teacher practices with primary source instructional integration before and after training received in this graduate course. The outcomes of the TPS graduate course at Loyola provide evidence that this course could serve as a national model of best-practice for the TPS program nationally.

This study offers research to fill the K-3 and non-social studies primary source-use gaps. Results of this study indicate how TPS course participants' were using primary sources for various subject areas, cross-curricularly and at various grade levels, K-12.

Ironically, besides Tally and Goldenberg (2005) and Veccia (2004), little information in the literature discusses primary sources in education beyond social studies or beyond grades 4-12. Although the existing body of literature lacks in these areas, this study does offer research to fill these gaps in the literature.

As discussed in earlier chapters, studies about primary source instructional integration is lacking in the current body of research. This study adds to that current body of research as an exploration of teacher practices in which digitized primary sources were used in their classroom instruction. This study also addresses participants' perceptions of non-special education and special education students' achievement and learning when digitized primary sources were used in their classrooms. Further, this study adds to the literature related to primary source instructional integration in non-social studies classrooms and early primary grades, K-3. Lastly, but possibly most importantly, this study sheds light on the power of primary sources in education in connection with overall student learning. This study informs the current body of research on best-practice. As such, this study could provide evidence that Loyola University Chicago's TPS graduate course, in conjunction with the national TPS program, could serve as a model for "best-practice" in K-12 education.

APPENDIX A

PRIMARY SOURCES IN EDUCATION PRE-QUESTIONNAIRE

Primary Sources in Education Questionnaire

Create a personal code using the first two letters of your Mother's or Guardian's name and the last three digits of your phone number (Example: Mother's or Guardian's name: Alice, phone number 847-222-7777, Personal code: AL777).

_____ (Please write personal code on the line)

As defined by the Library of Congress (2006)*, primary sources "are actual records that have survived from the past, like letters, photographs, document articles of clothing and music. They are different from secondary sources, which are accounts of events written sometime after they happened."

This questionnaire is designed to assess your experiences in teaching with primary sources. For each of these items, please do your best to recall and consider your teaching experiences with primary sources **within the past school year**. This will help to frame your thoughts to best respond to each item in the questionnaire. **Please be sure to read the directions for each question carefully.** These include both digitized and actual primary sources.

Please select the answer which best describes your response for each item.

1. Please **mark an X** on the line indicating **how often in a month** you use primary sources in classroom instruction.

___Never ___1-3 times ___4-6 times ___7-9 times ___10 times or more

2. If you **have taught** with primary sources, **please list** the subject or subjects you used primary sources to teach with. Please list the subject(s) on the lines provided below. If you **have not taught** with primary sources, please **skip this question** and **go to question 11**.

*Library of Congress. (2006). *Teaching with primary sources: About the program*. Found on February 28, 2007, at <http://www.loc.gov/teachers/tps/about/>).

3. For each of the following primary sources listed in the table below, **please mark an X** in the column indicating your **frequency of use** in a **month**.

Primary sources	Frequency of use				
	Never	1-3 times	4-6 times	7-9 times	10 times or more
photos/sketches/posters (such as original photos, posters, cartoons, flyers from a specific event)					
diaries/ journal excerpts (Such as the first hand, original accounts of people's experiences)					
Original video / film (such as films representing the original recording of an event)					
sound recordings (such as interviews, speeches, or original music recordings)					
documents (Such as original documents of government texts).					
Maps (Such as original historical maps that depict a country at specific time in history).					
Periodicals (Such as newspapers and magazines from a specific place and time frame).					
other (please list) _____					

Directions for 4.

4 a-j. Use the phrases below to complete the statement, “I use primary sources in my teaching to:”

For each phrase in the matrix below, please **mark an X in the box** that best represents your level of agreement or disagreement with the statement, (1 = **Strongly Disagree** and 5 = **Strongly Agree**).

I use primary sources in my teaching to:	1	2	3	4	5
	<u>S</u>				<u>S</u>
	<u>D</u>				<u>A</u>
a.) develop students’ analytical skills.					
b.) develop critical thinking skills.					
c.) illustrate concepts and provide examples.					
d.) meet a requirement for education standards, (local, state, and/ or national).					
e.) integrate and reach affective objectives.					
f.) develop students’ inferential skills.					
g.) reach for students’ deeper understanding of content.					
h.) increase students’ content Remember base.					
i.) assess student learning.					
j.) develop cross-curricular lessons.					

Primary Source Matrix Questions

When **primary sources** are used in teaching, sometimes these sources are integrated in ways that can reach the varying levels of the cognitive domains that are aligned with Bloom's Taxonomy.* Bloom's Taxonomy consisted of six thinking skill levels that range from lowest levels of cognitive processes to the highest levels of cognitive processes. These taxonomy levels have been redefined for the cognitive domain process levels**, and these include the following: **Remember, Understand, Apply, Analyze, Evaluate, and Create**. **Remember** represents the lowest level of the thinking process and **Create** represents the highest level of the thinking process. The higher on the scale one's thinking is, the deeper the understanding of subject matter and the thinking more critical.

Following are definitions for each level of these cognitive domains aligned with Bloom's Taxonomy. **Along with each definition, the taxonomy level is also illustrated by a simple example of primary source use at that particular level.**

Level 1-Remember is exhibiting knowledge by recalling specific facts, concepts, and answers. An example of *Remember and primary source use would be a map of Washington D.C. from 1888 that illustrates or draw focus to the nation's capital location on that map. The student could then later tell you what city is on the map.*

Level 2-Understand is the demonstration of understanding facts and ideas. Understand can be displayed by comparing, translating, interpreting, describing, and getting the "main idea." *An example of Understand and primary source use would be comparing the Washington D.C. map from 1888 to a present day map of Washington D.C. The student would then describe the city's similarities between the two maps.*

Level 3-Apply is using one's understanding of concepts and being able to solve problems using previously learned ideas, rules, or techniques in a different way. This also includes illustrating, examining and discovering new information and ideas. *An example of Apply with primary source use would be using both the 1888 Washington D.C. map and the present day map to locate and identify Washington D.C. on a new and different map.*

*Adapted from, *Basic Bloom's Taxonomy definitions*. Found on March 2, 2007, from <http://www.coun.uvic.ca/learn/program/hndouts/bloom.html>.

**Anderson, L.W., & Krathwohl (Eds.). (2001). *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. New York: Longman.

Level 4-Analyze includes examining, investigating, inquiring, identifying and breaking information into parts, seeing patterns, and looking for deeper or underlying meanings. Inferences and explanations are common with Analyze. *An example of **Analyze with primary source use** would be closely examining both the 1888 map of Washington D.C. and the present day map. The student would then be able to make connections between what is the same and what appears different due to the passage of time (such as new streets, new towns surrounding the area, and new monuments).*

Level 5-Evaluate is using older ideas to create newer ones as well as being able to generalize from collected or given facts. Ideas from many areas can come together to draw conclusions and make predictions with Evaluate. Integrating, inventing, designing, and formulating are also common with Evaluate. *An example of **Evaluate with primary source use** would be integrating information from all Washington D.C. maps then being able to create one's own map of Washington D.C.*

Level 6-Create includes the following: comparing and discriminating between ideas, assessing value of ideas or theories, making reasoned choices and value judgments, as well as recognizing subjectivity. *An example of **create with primary source use** would be comparing and summarizing changes in Washington D.C. and the White House from the time of the 1888 map to the present day map. The student would also be able to support these ideas with evidence drawn from sources beyond the maps, such as evidence drawn from other historical records and sources of the city over time.*

Directions for 5.

This next section of the questionnaire asks you to provide information on how you have used different primary sources to reach different cognitive domain levels of Bloom's Taxonomy.

5. Please reflect on your teaching with primary sources over the **past school year**. Think about how you may have applied primary sources to reach different cognitive domain levels of Bloom's taxonomy. If you need help recalling the cognitive domain levels and/or primary source uses, please refer to the previous **definitions** and **examples** for assistance.

In the next section of this questionnaire, you will find eight matrices. The following *eight matrices* represent teaching uses of various primary sources that are commonly used in classrooms. You will notice that for each primary source listed in each matrix, all of Bloom's taxonomy levels are listed as well.

For each primary source matrix, please **mark an X** in the box which best represents **how often** you addressed each taxonomy level while teaching with the listed primary

source. If you have not taught with the primary source listed for any taxonomy levels, please mark an X in the Never box for that particular taxonomy level.

To assist you in best answering each item, please remember you can refer back to the definitions for each level as necessary.

a.)

Primary source:

Photos	Never	Rarely	Occasionally	Regularly
Remember				
Understand				
Apply				
Analyze				
Evaluate				
Create				

b.)

Primary source:

Images, sketches, posters	Never	Rarely	Occasionally	Regularly
Remember				
Understand				
Apply				
Analyze				
Evaluate				
Create				

c.)

Primary source:

Diaries/ journal excerpts	Never	Rarely	Occasionally	Regularly
Remember				
Understand				
Apply				
Analyze				
Evaluate				
Create				

d.)

Primary source:

Original video/ film	Never	Rarely	Occasionally	Regularly
Remember				
Understand				
Apply				
Analyze				
Evaluate				
Create				

e.)

*Primary source:***Sound recordings,
voice, music**

Remember	Never	Rarely	Occasionally	Regularly
Understand				
Apply				
Analyze				
Evaluate				
Create				

f.)

*Primary source:***Documents**

Remember	Never	Rarely	Occasionally	Regularly
Understand				
Apply				
Analyze				
Evaluate				
Create				

g.)

*Primary source:***Maps**

Remember	Never	Rarely	Occasionally	Regularly
Understand				
Apply				
Analyze				
Evaluate				
Create				

h.)

*Primary source:***Periodicals**

Remember	Never	Rarely	Occasionally	Regularly
Understand				
Apply				
Analyze				
Evaluate				
Create				

Short Answer

Directions for 6-10.

Please provide an answer for each of the following questions. Be as specific as possible. Please feel free to use the back of the paper as needed.

6. Please provide some examples of how you use primary sources in your classroom.

7. Consider one example you described in number 6. For that example, please describe your role as the teacher, the role(s) of the students, and the type of classroom activities happening during your instruction with primary sources.

8. Please describe your students' interest when you use primary sources in classroom instruction.

9. Please describe your students' motivation when you use primary sources in classroom instruction.

10. Please describe your students' achievement when you use primary sources in classroom instruction.

Directions for 11-19.

Please read each question and respond as requested for each one.

11. I teach grade(s) _____ (please fill in the blank).

NOTE: If you are a specialist teacher, please also list your title in the above blank.

12. I teach the subject(s) of: (please fill in the blank)

13. Please **mark an X through** the response that best describes your teaching experience.

I have been a teacher for:

1-5 years 6-10 years 11-15 years 15-20 years 21+ years

14. Please **mark an X through** the response that best describes your age.

18-25 years 26-35 years 36-45 years 46-54 years 55+ years

15. Please **mark an X on the line** indicating your gender.

Female Male

16. Please **mark an X on the line** that best describes your ethnicity.

African American Asian Caucasian Hispanic Native American

Pacific Islander Other _____ (PLEASE LIST)

17. Please **mark an X on the line** indicating the estimated student population size of the school where you teach.

1-200 201-400 401-600 601-800 800+

18. Please indicate the ethnic makeup of the student body at the school where you teach. Please **mark an X on the line** for each that applies.

African American Asian Caucasian Hispanic Native American

Pacific Islander Other _____ (PLEASE LIST)

19. Please provide an approximate percentage number of free and reduced lunches received by your school's student body. _____ (please write % on the line)

*****Thank you for taking the time to complete this questionnaire.*****

APPENDIX B

PRIMARY SOURCES IN EDUCATION POST-QUESTIONNAIRE

Primary Sources in Education Questionnaire

Create a personal code using the first two letters of your mother's or guardian's name and the last three digits of your phone number (Example: mother's or guardian's name: Alice, phone number 847-222-7777, Personal code: AL777).

As defined by the Library of Congress (2006)*, primary sources "are actual records that have survived from the past, like letters, photographs, document articles of clothing and music. They are different from secondary sources, which are accounts of events written sometime after they happened."

This questionnaire is designed to assess your experiences in teaching with primary sources. For each of these items, please do your best to recall and consider your teaching experiences with primary sources *within the past three months*. This will help to frame your thoughts to best respond to each item in the questionnaire. **Please be sure to read the directions for each question carefully.**

Please select the answer which best describes your response for each item.

1. Please **mark an X** on the line indicating **how often in a month** you use primary sources in classroom instruction.

___ Never ___ 1-3 times ___ 4-6 times ___ 7-9 times ___ 10 times or more

2. If you **have taught** with primary sources, **please list** the subject or subjects you used primary sources to teach with. Please list the subject(s) on the lines provided below. If you **have not taught** with primary sources, please **skip this question** and **go to question 11**.

*Library of Congress. (2006). *Teaching with primary sources: About the program*. Found on February 28, 2007, at <http://www.loc.gov/teachers/tps/about/>).

3. For each of the following primary sources listed in the table below, **please mark an X** in the column indicating your **frequency of use** in a **month**.

Primary sources	Frequency of use				
	Never	1-3 times	4-6 times	7-9 times	10 times or more
photos/sketches/posters (such as original photos, posters, cartoons, flyers from a specific event)					
diaries/ journal excerpts (Such as the first hand, original accounts of people's experiences)					
Original video / film (such as films representing the original recording of an event)					
sound recordings (such as interviews, speeches, or original music recordings)					
documents (Such as original documents of government texts).					
Maps (Such as original historical maps that depict a country at specific time in history).					
Periodicals (Such as newspapers and magazines from a specific place and time frame).					
other (please list) _____					

Directions for 4.

4 a-j. Use the phrases below to complete the statement, “I use primary sources in my teaching to:”

For each phrase in the matrix below, please **mark an X in the box** that best represents your level of agreement or disagreement with the statement, (1 = **Strongly Disagree** and 5 = **Strongly Agree**).

I use primary sources in my teaching to:	1	2	3	4	5
	<u>SD</u>				<u>SA</u>
a.) develop students’ analytical skills.					
b.) develop critical thinking skills.					
c.) illustrate concepts and provide examples.					
d.) meet a requirement for education standards, (local, state, and/ or national).					
e.) integrate and reach affective objectives.					
f.) develop students’ inferential skills.					
g.) reach for students’ deeper understanding of content.					
h.) increase students’ content Remember base.					
i.) assess student learning.					
j.) develop cross-curricular lessons.					

Primary Source Matrix Questions

When **primary sources** are used in teaching, sometimes these sources are integrated in ways that can reach the varying levels of the cognitive domains that are aligned with Bloom's Taxonomy.* Bloom's Taxonomy consisted of six thinking skill levels that range from lowest levels of cognitive processes to the highest levels of cognitive processes. These taxonomy levels have been redefined for the cognitive domain process levels**, and these include the following: **Remember, Understand, Apply, Analyze, Evaluate, and Create**. **Remember** represents the lowest level of the thinking process and **Create** represents the highest level of the thinking process. The higher on the scale one's thinking is, the deeper the understanding of subject matter and the thinking more critical.

Following are definitions for each level of these cognitive domains aligned with Bloom's Taxonomy. **Along with each definition, the taxonomy level is also illustrated by a simple example of primary source use at that particular level.**

Level 1-Remember is exhibiting knowledge by recalling specific facts, concepts, and answers. An example of *Remember and primary source use* would be a map of Washington D.C. from 1888 that illustrates or draw focus to the nation's capital location on that map. The student could then later tell you what city is on the map.

Level 2-Understand is the demonstration of understanding facts and ideas. Understand can be displayed by comparing, translating, interpreting, describing, and getting the "main idea." An example of *Understand and primary source use* would be comparing the Washington D.C. map from 1888 to a present day map of Washington D.C. The student would then describe the city's similarities between the two maps.

Level 3-Apply is using one's understanding of concepts and being able to solve problems using previously learned ideas, rules, or techniques in a different way. This also includes illustrating, examining and discovering new information and ideas. An example of *Apply with primary source use* would be using both the 1888 Washington D.C. map and the present day map to locate and identify Washington D.C. on a new and different map.

*Adapted from, *Basic Bloom's Taxonomy definitions*. Found on March 2, 2007, from <http://www.coun.uvic.ca/learn/program/hndouts/bloom.html> .

**Anderson, L.W., & Krathwohl (Eds.). (2001). *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. New York: Longman.

Level 4-Analyze includes examining, investigating, inquiring, identifying and breaking information into parts, seeing patterns, and looking for deeper or underlying meanings. Inferences and explanations are common with Analyze. *An example of **Analyze with primary source use** would be closely examining both the 1888 map of Washington D.C. and the present day map. The student would then be able to make connections between what is the same and what appears different due to the passage of time (such as new streets, new towns surrounding the area, and new monuments).*

Level 5-Evaluate is using older ideas to create newer ones as well as being able to generalize from collected or given facts. Ideas from many areas can come together to draw conclusions and make predictions with Evaluate. Integrating, inventing, designing, and formulating are also common with Evaluate. *An example of **Evaluate with primary source use** would be integrating information from all Washington D.C. maps then being able to create one's own map of Washington D.C.*

Level 6-Create includes the following: comparing and discriminating between ideas, assessing value of ideas or theories, making reasoned choices and value judgments, as well as recognizing subjectivity. *An example of **create with primary source use** would be comparing and summarizing changes in Washington D.C. and the White House from the time of the 1888 map to the present day map. The student would also be able to support these ideas with evidence drawn from sources beyond the maps, such as evidence drawn from other historical records and sources of the city over time.*

Directions for 5.

This next section of the questionnaire asks you to provide information on how you have used different primary sources to reach different cognitive domain levels of Bloom's Taxonomy.

5. Please reflect on your teaching with primary sources over the **past school year**. Think about how you may have applied primary sources to reach different cognitive domain levels of Bloom's taxonomy. If you need help recalling the cognitive domain levels and/or primary source uses, please refer to the previous **definitions** and **examples** for assistance.

In the next section of this questionnaire, you will find eight matrices. The following *eight matrices* represent teaching uses of various primary sources that are commonly used in classrooms. You will notice that for each primary source listed in each matrix, all of Bloom's taxonomy levels are listed as well.

For each primary source matrix, please **mark an X** in the box which best represents **how often** you addressed each taxonomy level while teaching with the listed primary

source. If you have not taught with the primary source listed for any taxonomy levels, please mark an X in the Never box for that particular taxonomy level.

To assist you in best answering each item, please remember you can refer back to the definitions for each level as necessary.

a.)

Primary source:

Photos	Never	Rarely	Occasionally	Regularly
Remember				
Understand				
Apply				
Analyze				
Evaluate				
Create				

b.)

Primary source:

Images, sketches, posters	Never	Rarely	Occasionally	Regularly
Remember				
Understand				
Apply				
Analyze				
Evaluate				
Create				

c.)

Primary source:

Diaries/ journal excerpts	Never	Rarely	Occasionally	Regularly
Remember				
Understand				
Apply				
Analyze				
Evaluate				
Create				

d.)

Primary source:

Original video/ film	Never	Rarely	Occasionally	Regularly
Remember				
Understand				
Apply				
Analyze				
Evaluate				
Create				

e.)

Primary source:

Sound recordings, voice, music
Remember
Understand
Apply
Analyze
Evaluate
Create

Never	Rarely	Occasionally	Regularly
-------	--------	--------------	-----------

f.)

Primary source:

Documents
Remember
Understand
Apply
Analyze
Evaluate
Create

Never	Rarely	Occasionally	Regularly
-------	--------	--------------	-----------

g.)

Primary source:

Maps
Remember
Understand
Apply
Analyze
Evaluate
Create

Never	Rarely	Occasionally	Regularly
-------	--------	--------------	-----------

h.)

Primary source:

Periodicals
Remember
Understand
Apply
Analyze
Evaluate
Create

Never	Rarely	Occasionally	Regularly
-------	--------	--------------	-----------

Short Answer

Directions for 6-10.

Please provide an answer for each of the following questions. Be as specific as possible. Please feel free to use the back of the paper as needed.

6. Please provide some examples of how you use primary sources in your classroom.

7. Consider one example you described in number 6. For that example, please describe your role as the teacher, the role(s) of the students, and the type of classroom activities happening during your instruction with primary sources.

8. Please describe your students' interest when you use primary sources in classroom instruction.

9. Please describe your students' motivation when you use primary sources in classroom instruction.

10. Please describe your students' achievement when you use primary sources in classroom instruction.

Directions for 11-19.

Please read each question and respond as requested for each one.

11. I teach grade(s) _____ (please fill in the blank).

NOTE: If you are a specialist teacher, please also list your title in the above blank.

12. I teach the subject(s) of: (please fill in the blank)

13. Please **mark an X through** the response that best describes your teaching experience.

I have been a teacher for:

1-5 years 6-10 years 11-15 years 15-20 years 21+ years

14. Please **mark an X through** the response that best describes your age.

18-25 years 26-35 years 36-45 years 46-54 years 55+ years

15. Please **mark an X on the line** indicating your gender.

Female Male

16. Please **mark an X on the line** that best describes your ethnicity.

African American Asian Caucasian Hispanic Native American

Pacific Islander Other _____ (PLEASE LIST)

17. Please **mark an X on the line** indicating the estimated student population size of the school where you teach.

1-200 201-400 401-600 601-800 800+

18. Please indicate the ethnic makeup of the student body at the school where you teach. Please **mark an X on the line** for each that applies.

African American Asian Caucasian Hispanic Native American

Pacific Islander Other _____ (PLEASE LIST)

19. Please provide an approximate percentage number of free and reduced lunches received by your school's student body. _____ (please write % on the line)

*****Thank you for taking the time to complete this questionnaire.*****

APPENDIX C
INTERVIEW PROTOCOL

Interview Protocol

DEMOGRAPHICS

*****(#s 1-6 require very brief, simple answers)**

1. What grade/s and/or subject/s do you teach?
2. What is your title in your school?
3. Would you describe your school as urban, suburban or rural?
4. What would you estimate your school's student body ethnic make-up to be?
5. How long have you been teaching?
6. Please briefly describe your teaching philosophy.

Semi-Structured Response Items

Interview questions for post-use only.

7. Describe a lesson in which you use primary sources.
8. In what other ways have you used primary sources in your teaching besides the lesson example you just provided ?
9. What are the reasons you use primary sources in the classroom?
10. What are the main benefits to using primary sources in the classroom?
11. What are the challenges you faced when using primary sources in the classroom?
12. How has teaching with primary sources in your classroom benefitted your students?
13. What differences do you notice in your students with primary source instruction as compared to instruction without primary sources included?
14. How has the TPS course influenced your teaching with primary sources?

APPENDIX D

TEACHING WITH PRIMARY SOURCES CONSORTIUM MEMBER LIST (2008)

Teaching with Primary Sources Consortium Member List
(found at <http://www.loc.gov/teachers/tps/consortium/>)

COLORADO**The Metropolitan State College of Denver**

Director: Peggy O'Neill-Jones

P.O. Box 173362

Campus Box 35

Denver, CO 80217

(303) 556-4821

<http://aamcolorado.mscd.edu/>

University of Northern Colorado

Director: Anne Bell

McKee Hall 125

Campus Box 106

Greeley, CO 80639

970-351-1523

<http://www.unco.edu/primarysources>

ILLINOIS**Barat Education Foundation**

Director: Marita Decker

PO Box 457

Lake Forest, IL 60045

(847) 501-1726

<http://www.thebaratfoundation.org/>

DePaul University

Director: Margo Tomaras

1 E. Jackson

Chicago, IL 60604

(312) 362-6822

<http://condor.depaul.edu/~aam/>

Eastern Illinois University

Director: Cindy Rich

600 Lincoln Ave.

Charleston, IL 61920

(217) 581-8378

<http://www.eiu.edu/~eiutps/>

Federation of Independent Illinois Colleges and Universities

Director: Mark Newman
 1123 S. 2nd St.
 Springfield, IL 62704
 (217) 789-1400
<http://aam.nl.edu/>

Governors State University

Director: Sandi Estep
 1 University Park Way
 University Park, IL 60466
 (708) 534-7563
<http://tps.govst.edu/>

Illinois State University

Director: Richard Satchwell
 Milner Library
 Campus Box 8900
 Normal, IL 61790
 (309) 438-3474
<http://www.mlb.ilstu.edu/aam/>

Southern Illinois University - Carbondale

Director: Jerry Hostetler
 College of Education
 Pulliam 106, Mail Code 4624
 Carbondale, IL 62901
 (618) 453-7388
<http://aam.siu.edu/>

Southern Illinois University – Edwardsville

Director: Amy Wilkinson
 Camp Box 1049, Office AH 1139
 Edwardsville, IL 62026
 (618) 650-3777
<http://www.siu.edu/education/aam>

INDIANA**The Center on Congress at Indiana University**

Director: Elaine Larsen
 1800 N. Stonelake Drive
 Bloomington, IN 47404
 (812) 339-2203 ext. 245
<http://congress.indiana.edu>

PENNSYLVANIA**California University of Pennsylvania**

Director: Mike Brna
250 University Ave. Box 101
California, PA 15419
(724) 938-6023
<http://www.cup.edu/education/aam/index.jsp>

Waynesburg University

Director: Barbara Kirby
51 West College St.
Waynesburg, PA 15370
(724) 627-4291
<http://aam.waynesburg.edu/>

VIRGINIA**Northern Virginia Partnership**

Director: Rhonda Clevenson
3300 N. Fairfax Dr.
Suite 212
Arlington, VA 22201
(703) 294-6270
<http://www.aamnva.org/>

**Additional TPS program-related Teaching with Primary Sources questionnaire reviewers not on this list: Bill Tally, Ph.D.; Lauren Goldenberg; Vivian Awumey*

APPENDIX E

CIEP 475 TEACHING WITH PRIMARY SOURCES WORKSHOP:
COURSE OUTLINE

LOYOLA UNIVERSITY CHICAGO
School of Education

New Course Outline

Course Prefix/Number: CIEP 475
Course Title: <i>Workshop: Teaching with Primary Sources</i>
Course Description:
This course is designed to increase the instructional use of the Library of Congress' (LOC) digital primary sources by providing educator training that deepens content understanding and improves student literacy. Major topics in this course include primary sources in education, instructional methodology, and navigation of the Library of Congress Website.
Course Outcomes: (use outcome language w/standards identified by numbers)
1-Participants will be familiar with the breadth and organization of the Library of Congress' digital primary sources, understand their value in instruction and create basic inquiry-based learning experiences. Standards addressed-NCATE (1, 2.1-2.5, 2.8, 3.1-3.5, 4, 5.1-5.2; ISBE (1 A-B, E-K; 2 A, E, G; 3 K, L; 4 A-L, P, R, S; 6 A-C, E, F, J, M; 8 A, J; 9 D, H, J; 10 A, E-G, 11 I, R-S); ISTE (I. A & B, II. B & C, III. A & B, VI. B).
2- Participants will evaluate, create and teach subject-specific, standards-based learning experiences that integrate primary sources from the Library of Congress and exemplify instructional best practices. Standards addressed- NCATE (1, 2.1-2.5, 2.8, 3.1-3.5, 4, 5.1-5.2); ISBE (1 A-B, E-K; 2 A, E, G; 3 K, L; 4 A-L, P, R, S; 6 A-C, E, F, J, M; 8 A, J; 9 D, H, J; 10 A, E-G, 11 I, R-S); ISTE (I. A & B, II. B & C, III. A & B, VI. B).
3- Participants will become members of a network of experienced teachers who advocate the use of primary sources and widely disseminate the ideas, methods and products of the TPS program. Standards addressed- NCATE (3.5, 5.2, 5.4); ISBE (9 A, D-E, H-J); ISTE (V. A, B, D).
Proposed Major Assessment: (listing reflects depth/level of learning, not descriptive)
1-Lesson plan development, (for example, each participant will create an inquiry-based learning experience lesson plan with LOC primary source integration).
2-Clinical experience component, (includes, but is not limited to, the following: lesson plan, related instruction/ teaching, assessment of related student work, provide LUC feedback of teaching with primary sources)
3- Reflection and collaboration component, (including, but limited to, journal entries and discussion board entries/ exchanges with classmates)
*In addition, pre and post surveys will be administered to determine growth and assessment
Suggested Texts/Resources: (may also include a recommended reading list)
1. McTighe, J, Wiggins, G. (1998). <i>Understanding by Design</i> . ASCD: Virginia.
2. www.loc.gov
3. Selected related articles

CIEP 475
Teaching with Primary Sources (TPS)
Loyola University Chicago

Loyola's TPS program will align its programmatic activities and training with Illinois state standards and local teaching standards. Training activities with the Loyola TPS program will address all three goal levels and objectives as defined with the following points:

Level One Goal- Foundations

Participants are familiar with the breadth and organization of the Library of Congress' digital primary sources, understand their value in instruction and create basic inquiry-based learning experiences.

A participant will have met the Level One Goal with demonstrations of the skills and knowledge necessary to achieve each of the following objectives:

- Know what primary sources are and understand their value in teaching.
- Locate and navigate the Library of Congress website.
- Access, save and present primary sources from the Library of Congress website.
- Gain a foundational understanding of best instructional practices for teaching with primary sources.
- Create instructionally sound learning experiences that integrate primary sources from the Library of Congress.

Level Two Goal-Advanced

Participants will evaluate, create and teach subject-specific, standards-based learning experiences that integrate primary sources from the Library of Congress and exemplify instructional best practices.

A participant will have met the Level Two Goal with demonstrations of the skills and knowledge necessary to achieve each of the following objectives:

- Demonstrates a thorough understanding of instructional best practices using primary sources and can identify exemplary learning experiences therein.
- Evaluates primary-source based learning experiences.
- Create one or more standards-based learning experience(s) integrating primary sources from the Library of Congress that exemplify best practices. **
- Teach, assess and reflect on their experiences using primary sources in instruction.
- Observe and reflect on the effects of primary source-based instruction on student learning. **

*Goal Levels 1 and 2 will be met by the end of the course time frame with the exception of two Level Two goal objectives, (**see above).

Level Three Goal-Ambassador

Participants will become members of a network of experienced teachers who advocate the use of primary sources and widely disseminate the ideas, methods and products of the TPS program.

A participant will have met the Level Three Goal with the following: demonstration of interaction and collaboration with fellow LOC Ambassadors; and demonstration of the skills and knowledge necessary to achieve **at least one** of the following objectives:

- Mentor one or more colleagues on the best instructional uses of primary sources.
- Evaluate learning experiences for widespread dissemination and use.
- Contribute to local, state and national use of best practices for using primary sources in instruction by publishing in print or in on-line journals, speaking at gatherings of educators and/or leading professional development activities.
- Conduct own research on the use of primary sources and its effectiveness

APPENDIX F

LETTER OF INVITATION TO PARTICIPATE

LETTER OF INVITATION TO PARTICIPATE

Curriculum, Instruction, and Educational Psychology Doctoral Program
Loyola University Chicago

TEACHING WITH PRIMARY SOURCES IN THE CLASSROOM: PARTICIPANT
PRACTICES

To fulfill my requirement as a doctoral student in the School of Education at Loyola University Chicago, I am conducting a research study to analyze the impact of the Library of Congress' professional development program on teachers' practices in the classroom. This will focus on teachers' practices in teaching with primary sources. The purpose of this study is to examine what teaching and learning looks like with primary source use in K-12 classrooms of Loyola University Chicago, CIEP 475 TPS course participants specifically.

Meaningful information about effective professional development and its impact on teaching with primary sources in teacher practices may be revealed by your participation in this research. You are being asked to participate in this study because you participated in TPS training held at Loyola University Chicago in summer 2007, spring 2008 or summer 2008. It is my hope that you will be willing to participate in a one-hour, informal interview at a location and time agreed upon between you and myself.

In the final published document schools and participants will be assigned pseudonyms to protect identities thereof. Any references to schools and/or quotations of teachers will be referenced under the pseudonyms. All data gathered will be confidential, stored and analyzed at my home in Chicago, Illinois, and will only be used for the purpose of this research.

If you are willing to participate in this study by interviewing with me, please return the Consent to Participate in Research form with your signature and date. Please send in the self-addressed, stamped envelope to myself, Michelle Fry at 1746 West Cornelia Avenue, Floor 2, Chicago, Illinois, 60657. If more than fifteen respondents indicate a willingness to be interviewed, the first fifteen that respond will be chosen to participate. Informed consent forms will be dated as they are received.

Please understand that your participation is strictly voluntary and that you may withdraw from the study at any time without penalty. If you have any other questions regarding this research, please contact me (773-477-8012; mfry@luc.edu) or my dissertation committee chair, Dr. David Ensminger (312-915-7257; densmin@luc.edu). If you have any questions about your rights as a human subject, please contact the Compliance Manager at 773-508-2471. I look forward to discussing your experiences in the Teaching

with Primary Sources training and appreciate your consideration of being an integral part of my study.

With appreciation,

Michelle Fry
773-477-8012

APPENDIX G

CONSENT TO PARTICIPATE IN RESEARCH FORM

CONSENT TO PARTICIPATE IN RESEARCH

Project Title: Teaching with Primary Sources Graduate Course

Researcher: Michelle Fry (Graduate student at Loyola University Chicago)

Faculty Sponsor: Dr. David Ensminger

Introduction:

You are being asked to take part in a research study being conducted by Michelle Fry for a dissertation project under the supervision of Dr. David Ensminger in the Department of Education at Loyola University Chicago.

You are being asked to participate because you are a teacher in a K-12 school and were a participant in the Loyola University Chicago three-credit, School of Education graduate course, CIEP 475 Workshop-Teaching with Primary Sources.

Please read this form carefully and ask any questions you may have before deciding whether to participate in this study.

Purpose:

The purpose of this study is to examine what teaching and learning looks like with primary source use in K-12 classrooms of Loyola University Chicago, CIEP 475 TPS course participants.

Procedures:

If you agree to be in this study, you will be asked to participate in an interview at an agreed upon location between the researcher and yourself. The interview will involve questions about your classroom teaching and student learning experiences with primary sources. This is to gain insight into the TPS program impact at Loyola University Chicago, and TPS participants' teaching and learning experiences using primary sources in their instruction. Questions might include teaching techniques used with primary sources, types of primary sources used, and other aspects of primary sources and their uses in classroom instruction. The teachers' perspective on students' learning with primary source-based instruction will also be a topic raised in the interview.

The following will also be detailed in the interview: your current teaching position, location of current school of employment (e.g. suburban, urban, or rural), your gender, years of teaching experience, and rough estimate of your school's ethnic population of students.

A sample of interview questions will be made available upon consent to participate in this interview.

The interview will last no more than one hour and will be audio-recorded for research purposes.

Risks/ Benefits:

There are no unforeseeable risks involved in participating in this research beyond those experienced in everyday life.

Confidentiality:

The information gathered from this research project will be shared only upon your consent. Your name will be changed with a pseudonym and your school will be only addressed as by grade level and a Midwestern school, urban, suburban, and/ or rural.

All audio-tape recordings will be stored at the researcher's home (1746 West Cornelia Avenue, #2, Chicago, Illinois, 60657) until transcriptions of the interview have been completed and research completed. Upon research completion, the audio-tape recording will be erased permanently.

Voluntary Participation:

Participation in this study is voluntary. If you do not want to be in this study, you do not have to participate. Even if you decide to participate, you are free not to answer any question or to withdraw from participation at any time without penalty. Your decision to participate or not will have no effect on the current relationship we have as colleagues.

Contact and Questions:

If you have questions about this research study, please feel free to contact the researcher, Michelle Fry at 312-915-6897 or mfry@luc.edu or the faculty sponsor, Dr. David Ensminger at 312-915-7257 or densming@luc.edu.

If you have any questions about your rights as a research participant, you may contact the Compliance Manager in Loyola University Chicago's Office of Research Services at 773-508-2689.

Statement of Consent:

Your signature below indicates that you have read and understood the information provided above, have had an opportunity to ask questions, and agree to participate in this research study. You will be given a copy of this form to keep for your records.

Participant's Signature

Date

Researcher's Signature

Date

APPENDIX H

TPS GRADUATE COURSE CONSENT FORM

TEACHING WITH PRIMARY SOURCES
Loyola University Chicago

Consent Form

Loyola University Chicago: Lakeside Campuses
Institutional Review Board for
The Protection of Human Subjects

Date of Approval: *June 8, 2007*
Approval Expires: *June 8, 2008*

Section I:

I hereby agree to cooperate and participate in any research involving "Teaching with Primary Sources" (TPS) Program to be conducted by a reputable researcher under the supervision and guidance of the program manager, Michelle Fry, and principal investigator, David Prasse, Dean of the School of Education at Loyola University Chicago.

Section II:

It is my understanding:

1. That this study will:
 - a. provide feedback to the program on the effectiveness of the teacher training program,
 - b. be used for national/ international publication and presentation purposes including web sites, audiovisual presentations, or instruction,
 - c. be used as pilot data when submitting applications/proposals for external funding to remain an existing program or for future related programs. Research will also allow the program to adjust in order to continually offer an effective program.

As a participant, you will participate for the length of the program which is one year. You will be asked to enroll in and complete a three credit course (CIEP 475), a workshop course in teaching with primary sources. You may be asked but not required to complete survey/s in the second year if the project decides to do so. Participants will be asked to perform workshop evaluations, surveys, online logs/journals, and participate in teacher focus groups, discussion groups and/or interviews. Questionnaire surveys will be completed once in the beginning of the course and once in December. The questionnaire surveys will require an estimated fifteen minutes to complete. An instructor and course evaluation will be completed once at the end of the course. The instructor and course evaluation will require an estimated ten minutes to complete. The questionnaire and course evaluation will be completed anonymously.

2. There are no physical, psychological, and emotional risks involved beyond those experienced in everyday life.
3. Society will benefit due to an enhanced teacher training program that will provide a highly effective and efficient professional development program for K-12 teachers and possibly increase student achievement within the classroom.

4. Loyola University Chicago, the Teaching with Primary Sources Program (TPS) and the Library of Congress will have access to any reports of the study/s, any data associated with the study, and any materials produced for the TPS Program. Materials include: recorded interviews, photographs, recorded music, video recordings, etc. This is to continue the ongoing efforts to recover and preserve American history. The resulting materials are archived at Loyola University Chicago for future use and become resources that are used for a variety of educational purposes. Course-related materials, as identified above, are not kept confidential. Having read the above, I hereby grant the right to Loyola University Chicago and Teaching with Primary Sources to duplicate and otherwise use for any scholarly and/or educational purpose the photographic and /or recorded materials. These materials may be used without charge including, but not limited to, use in web sites, publications, exhibits, and/or audiovisual formats. This agreement constitutes a Deed of Gift of the project materials created in connection with my participation in the Teaching with Primary Sources Program to Loyola University Chicago.
5. There are no physical, psychological, and emotional risks involved.
6. If you have any questions about our research project or about your rights and activities as a participant, then please contact the project's principal investigator or program manager.

Dr. David Prasse, Principal Investigator
Loyola University Chicago
820 North Michigan Avenue
Chicago, IL 60611
312-915-6992
dprasse@luc.edu

Michelle Fry, TPS Program Manager
Loyola University Chicago
820 N. Michigan Avenue
Chicago, IL 60611
312-915-6897
mfry@luc.edu

You may also contact the Loyola University Chicago Institutional Review Board for the Protection of Human Subjects:
Compliance Manager
Office of Research Services
Loyola University Chicago
Granada Center, suite 400
6525 N. Sheridan Road
Chicago, IL 60626
773-508-2689
ORS@luc.edu

If you are a participant and become worried about your emotional and physical responses to the project's activities, then we encourage you immediately to notify your program manager, Michelle Fry and principal investigator, Dean Prasse. They will work with you to help identify the problem and solve it.

7. If you choose to join our research project, your participation will be voluntary. You can ask to withdraw from the research project and program at any time. We ask that you notify the principal investigator and program manager of your withdraw. Information up to the date of withdraw may be used in the study. However, any materials given to the participant have to be returned to the program manager if completion does not occur.

Section III. Please sign.

1. _____
Participant Date
2. _____
Principal Investigator Date
3. School of Education 820 North Michigan Avenue Chicago, IL 60611
Principal Investigator's Address
4. 312 915-6992 dprasse@luc.edu
Principal Investigator's Phone Number Principal Investigator's E-mail Address

REFERENCES

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VITA

Michelle Fry is the daughter of Peggy A. Fry and John A. Fry. She was born in Michigan City, Indiana on July 23, 1973. She currently resides in Chicago, Illinois with her significant other.

Michelle attended public schools in Michigan City, Indiana for the duration of her entire K-12 schooling. She graduated from Purdue University in 1999 with a Bachelor of the Arts degree in Elementary Education. In 2001, Michelle earned her Masters of Education degree in Curriculum and Instruction with a focus on School Improvement.

Michelle has worked in the field of education for well over a decade. She has been a classroom teacher, technology lab supervisor, teaching assistant instructor, and an adjunct instructor at Loyola University Chicago. She has worked with multiple age groups from early childhood education to higher education. Since 2005, she has also worked for the Library of Congress' grant programs Adventure of the American Mind (AAM) and Teaching with Primary Sources (TPS) at Loyola University Chicago, School of Education. She has served as program director since 2006. As director, she has had an active role in professional development for educators throughout the Chicago area and nation.

Michelle is an active member of the Loyola University Chicago community serving on the School of Education's technology committee and as Phi Delta Kappa chapter president and member. She is also actively involved in education as a member of

National Council for the Social Studies (NCSS), Illinois Council for the Social Studies (ICSS), and committee for TPS planning (level two).

DISSERTATION COMMITTEE

The Dissertation submitted by Michelle L. Fry has been read and approved by the following committee:

David Ensminger, Ph.D., Director
Clinical Assistant Professor, School of Education
Loyola University Chicago

Marla Israel, Ed.D.
Associate Professor, School of Education
Loyola University Chicago

Barney Berlin, Ph.D.
Associate Professor Emeritus, School of Education