Slide 1- Title Slide

This presentation is based on research conducted last year by Elizabeth Breakstone, Social Sciences Reference Librarian now Law Collections Librarian and myself.

Slide 2 – Image of student

Many repositories have launched small or large scale digitization projects over the past 5-10 years to mount selections from out collections online.

Current Environment – Stories from the past 6 months

The New York Times: "Material that is not digitized risks being neglected as it would not have been in the past" Historian and Dean of the College of Arts University of Virginia.

Rare Book digitization project from the Internet Archive at the **University of Toronto D-Lib**: University of Washington linking to their digital collections via Wikipedia
ACRL: **1)** There will be an increased emphasis on digitizing collections, preserving digital archives, and improving methods of data storage and retrieval; **3)** Students and faculty will increasingly demand faster and greater access to services; **7)** Students will increasingly view themselves as customers and consumers, expecting high quality facilities and services; **8)** Distance learning will be an increasingly common option.

Time to review

In this study, we explored the attitudes, goals and needs of faculty and students who use primary sources and how this impacts the use of digitized sources. It allowed us an opportunity to step back and critically examine assumptions around using and teaching historical sources. Found that by engaging in a more nuanced dialogue about primary sources, libraries and archives will ensure that we are fully meeting our users' needs.

Slide 3 - Interviews

8 faculty – Honors College, History Department. All active users of primary sources in their courses.
3 students – undergraduates, had taken P.S. class. Looking at how used, not whether or not.
Questions for faculty – thoughts on use of ps in teaching, and their assumptions about undergraduates' understanding of print and digitized primary sources.

Questions for students – their understanding of the definition of and use of print and digitized primary sources
Recognize small sample size – a place to start

Slide 4 - Assumptions

Identified and categorized assumption held by our colleagues or ourselves
3 categories

Use of Primary Sources

Faculty
Consensus among history faculty re: use of and value of primary source
Faculty knows how to incorporate primary sources into the curriculum.
Among librarians faculty familiar with our collections, inform of updates

Students
No understanding of primary sources or how to use them in research, but could be taught in library instruction classes for history.

Use of Secondary Sources
Only used when primary sources unavailable "preferred"
Used for contextualization and further analysis. "A means to an end."

Use of Digitized Primary Sources

Students
"If we digitize it, they will come"
Google first – ignorance of sources available in library/online
Digital facsimile preferred because of ease of access, a lack of understanding of what is lost
Effective library instruction will result in use by faculty and students

Slide 5 - Faculty Findings

Use of Primary and Secondary Sources

Break down into two groups

Primary source as tool for critical assessment

Primary sources used to teach a historical period but also as a tool for problematizing secondary sources

Secondary sources first.

Explore the analysis done by secondary sources, see the process.

Break down primary sources using secondary sources

Faculty #6 an undergraduate doesn't have the background on a particular historical period to understand a primary source

Primary source as transporter in time

primary sources as a way to expose climate of a historical period

start with primary sources and build them into a full picture by fleshing out with secondary sources and understand historical argument

secondary sources a means of providing background and context

Incorporating PS into coursework

Most assign sources, few ask them to look for sources
Reasoning based on timing of 10 week terms
Time constraints limit adding original research into syllabus.

Those that require original research – expectation of the amount of and variety of p.s. to be used by students has changed

Changed the selection of materials for syllabus and support for student research

not only local sources

expansion of resources available, new opportunities

Critical reading of online material problematic. Many requiring ultimate use of print version.

Overwhelming response increased access more important than loss of physicality or lost of serendipity, willing to adapt instruction to bolster critical reading of digitized documents

"Love of history" interaction and mystique of original physical material important, but felt exchange of broader access was worthwhile even considering loss in traditional research practice.

Faculty Perceptions of Student Use
Students, especially first two years are unfamiliar with the difference between PS & SS

Assume – only handwritten are primary, secondary are inherently biased, with no thought of bias of PS

Google concerns – beginning and end of research. Faculty admit to starting there too, but challenge for instruction to encourage them to not stop there either.

Slide 6 - Student Findings

Student with experience and instruction can demonstrate the faculty's pedagogical goals and can advance beyond their initial perceptions of faculty.

Use of Primary and Secondary Sources

Evaluating PS dependant on pedagogy of professor and faculty view of PS. All emphasized different modes of analysis and patterns of critical reading.

All begin with Google or online catalog

Bias of secondary, some recognized existence in primary

Use of and Attitudes Towards Digitized Sources
Digitized = loss, value of physical, but access outweighs

Authenticity – host website: educational institution, LOC, "something that looked official"

Future of research and research process. Based on experience with traditional and digitized sources, classroom experience

How to provide contextual information and metadata

Digitized materials in future

Slide 7 - Implications for Libraries and Archives
Nuance revealed by interviews will better inform our practice

Working with Faculty
Surprised by the variety of ways the faculty conceived of and used primary sources, even within a shared discipline.
Faculty use of SS the variance in the role of SS in analysis not part of original assumption
Faculty understanding of our physical and digital collections was lacking
Faculty instruction on how to integrate digital sources for some

Working with Students
Student's understanding of primary sources greatly affected by experience in research process and working with the sources themselves. (Implications for research classes and instruction)
Improvement in research also depends on time available for research and course goals
Understand bias and authenticity at a basic level not prepared to address on a digital platform
Surprising difficulties locating authentic digitized primary sources available on the web on their own, given the number of collections available
Better understanding of loss in experience and information through digitization then assumed by faculty or us.

Implications for digitization projects
A digitization project with a goal of just providing access is not enough for instruction
Selecting and developing a collection for a generic user not sufficient
Teaching mission – key is understand the goals of the faculty and the research process of students
Approach to PS & SS and why faculty uses them
Addressing secondary sources
Instruction in PS & SS valuable

Slide 8 - Proposed ideas resulting from research
Additional Research

Similar investigation with a larger sample

Duplication of interviews at different institutions

Digital Program/Project
Best practices for digital collection development – researching needs of the target faculty and students if mission of institution

Documenting current practice and use

Listening to their needs – listen to our offers

Better visibility in Google

Invisibility runs counter to our goals and investment in access

Slide 9 - Conclusion
Original research growing across the curriculum at many universities

Digitized sources a part of this

Collaboration with users critical and this means students and faculty
        Changing goals and information needs