Uptown, Downtown, and All Around: Digital Curation Education through Partnerships with NYC Archives
learning “happens especially felicitously in a context where the learner is consciously engaged in constructing a public entity, whether it's a sand castle on the beach or a theory of the universe.”

-- Seyour Pappert (1991)
Situated learning

Learning is best promoted by situating learners within a meaningful context where "'cognition' is constituted in dialectical relations among people acting, the contexts of their activity, and the activity itself" (Lave, 1988).
Problem-based Learning
Solve problems in multiple contexts

- Groups
  - Metadata
  - Research & Documentation
  - Technology
  - Design

- Entire class – Digitization and Metadata creation for each items

- Solve cross group problems (figuring out what group or person will do what in those boundary areas).
FEATURED ITEM

Interview with Anne MacKay, 1994 August 17.
Anne MacKay, Class of 1945, was both a student and a faculty member at the Dalton School.

RECENTLY ADDED ITEMS

Interview with Margery Goldsmith Engel, 1994 March 11.
Margery Goldsmith Engel, Class of 1928, was a student at the Dalton school. see more

Pearl London, Class of 1933, was a student at the Dalton School from primary school (c. 1922/23) through to her high school graduation. see more

Interview with Estelle Meadoff, 1995 April 12.
Estelle Meadoff was a gym teacher at the Dalton school for 20 years. see more

BROWSE BY TAG

1910s 1920s 1930s 1940s 1950s 1960s
Welcome to the HerStories: A Digital Collection

The Lesbian Herstory Archives is home to the world’s largest collection of materials by and about lesbians and their communities. Herstories: A Digital Collection contains digitizations of a small number of the 3,000 oral history cassettes in the Archives' collection.

Featured Item

Audre Lorde: Lesbian & Gay Community Services Center (2nd Tuesday Series), 1986 (Tape 1)
The JDC Oral History Archive

The American Jewish Joint Distribution Committee (also known as the JDC or "the Joint") is a New York-based organization dedicated to assisting international Jewish communities. The audio interviews collected on this site serve as an oral history of the organization’s efforts on behalf of those in need in over 70 countries. The interviews primarily detail the JDC’s activities during World War II and were conducted with JDC staff during the 1980s. The audio gathered here is intended to serve scholars and historians in their efforts to study Jewish heritage.

Featured Item

Interview with Herbert Katzki on August 26, 1983

Katzki discusses his work as head of immigration office in Paris—dealing with getting people from Eastern Europe to France on to ships to leave...
Alexander Grant
b.1925
Grant talks about finding inspiration as a young dancer, his first professional performances in England, and some of his many...

Alicia Alonso
b.1921
Alonso talks about dancing with Igor Youskevitch in the classical ballet Giselle and her approach to performing the title role. Biographical notes...

Anatole Vilzak
b.1896-1998
Vilzak talks about learning and dancing the classical ballet repertory in...

Antoinette Sibley
b.1939
Sibley discusses her training at Sadler's Wells School and her roles in...
Title

Norman C. Eddy

Description

Norman Eddy was born in New Briton, Connecticut. In 1941, while he was in his senior year at Yale studying pomology (the study of apples), he decided to volunteer for the AFS. He signed up on December 8, 1941, a day before the war began. He travelled to Cape Town, South Africa, then Cairo, landed in Solerno, Italy then finally went to Austria. In this interview he talks about the first time he saw a wounded man after an explosion, lighting “a thousand cigarettes for wounded guys,” joking with German prisoners, and turning back the Kosacks to the Russians. At the time of the interview he was 82 years old and serving on the Board of Directors of the AFS.

Coverage (Temporal)

World War, 1939-1945
Research Questions

1. What gains in digital archive skills, confidence, understanding of topics covered in other courses, and overall understanding did the participants perceive as a result of engaging in the DACP?

2. What factors (i.e., collaborative team work, facilitator/instructor involvement, individual effort, or past knowledge) influenced any perceived learning outcomes?
Subjects

- 31 Students in Pratt’s MSLIS program, enrolled in LIS 665 “Projects in Digital Archives” during the Fall and Spring of 2010
<table>
<thead>
<tr>
<th>Categories</th>
<th>Mean</th>
<th>Std. Dev.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Confidence</td>
<td>3.75</td>
<td>0.45</td>
</tr>
<tr>
<td>Skills</td>
<td>3.53</td>
<td>0.44</td>
</tr>
<tr>
<td>Understanding of topics covered in other courses</td>
<td>3.52</td>
<td>0.81</td>
</tr>
<tr>
<td>Overall understanding</td>
<td>3.84</td>
<td>0.28</td>
</tr>
</tbody>
</table>

*a Scale 1-4, with 4 being “strongly agree” with improvement.*
Table 2
Student Perceived Factors Influencing Learning Outcomes

<table>
<thead>
<tr>
<th>Categories</th>
<th>Mean</th>
<th>Std. Dev.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teamwork</td>
<td>3.59</td>
<td>0.47</td>
</tr>
<tr>
<td>Facilitator</td>
<td>3.84</td>
<td>0.45</td>
</tr>
<tr>
<td>Individual Effort</td>
<td>3.77</td>
<td>0.43</td>
</tr>
<tr>
<td>Prior Knowledge</td>
<td>1.76</td>
<td>1.02</td>
</tr>
</tbody>
</table>

bScale 1-4, with 4 being “strongly agree” with the role the factor played.
<table>
<thead>
<tr>
<th>Factors:</th>
<th>Confidence</th>
<th>Skills</th>
<th>Understanding of topics covered in other courses</th>
<th>Overall Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teamwork</td>
<td>0.64**</td>
<td>0.48**</td>
<td>0.40*</td>
<td>0.53*</td>
</tr>
<tr>
<td>Facilitator</td>
<td>0.62**</td>
<td>0.64**</td>
<td>0.69**</td>
<td>.83**</td>
</tr>
<tr>
<td>Individual Effort</td>
<td>0.67**</td>
<td>0.69**</td>
<td>0.64**</td>
<td>.70**</td>
</tr>
<tr>
<td>Prior Knowledge</td>
<td>0.42*</td>
<td>0.34</td>
<td>0.15</td>
<td>0.26</td>
</tr>
</tbody>
</table>

\(N = 31, * p < .05\) **p < .01 (both two-tailed tests)
Discussion

- The results indicate that a constructionist pedagogical approach to digital archives education, where students solve **authentic problems situated in meaningful activity** and **produce tangible artifacts**, can positively impact student reports of **skills, confidence, understanding of topics covered in other courses, and overall understanding**. These perceived learning increases are influenced by the collaborative teamwork, the facilitator, and the effort made by the individual. Additionally, for students who already have experience creating digital archives, engaging in such a project was correlated with increased confidence.
New Research Project

- Archivists have become increasingly interested in the role as educators. This new project builds upon this interest by asking what can students gain in history learning when they are put in the role of archivist?
New Research Questions

- Does student participation in digitally preserving LGBT historic content increase student interest in and understanding of LGBT history and issues?
Survey Questions

- The DACP [digital archive creation project] increased my interest in LGBT (Lesbian, Gay, Bisexual, Transgender) history and issues.
- The DACP increased my understanding of LGBT (Lesbian, Gay, Bisexual, Transgender) history and issues.
Subjects

- 31 MSLIS students from Fall 2010 and Fall 2011, enrolled in LIS 665 Projects in Digital Archives

- Fall 2010: 16 students (13 female, 3 male)
- Fall 2011: 15 students (12 female, 3 male)
Results

Table 1. Survey results (4=Strongly Agree, 1 = Strongly Disagree, or Not Applicable).

<table>
<thead>
<tr>
<th>Question</th>
<th>Average</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased my interest in LGBT history and issues</td>
<td>3.50</td>
<td>0.65</td>
</tr>
<tr>
<td>Increased my understanding of LGBT history and issues</td>
<td>3.59</td>
<td>0.63</td>
</tr>
</tbody>
</table>
Discussion

- This study illustrates that digital preservation activity not only teaches about digital preservation but can also be used as a method of teaching historic content.
Strengths & Limitations

- Don’t decide what to collect (someone already made that decision for them), or what to digitize. However, how it gets curated (and redactions) is within the power of the student.

- Gets to interact with the donor, although not the first point of contact.

- Don’t get to build the digital infrastructures or institutions needed for long-term management.

- Technology is transferable to other information professional domains (e.g., customizing CSS, modifying PHP, creating metadata).
Thank you.

Questions and Comments?

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