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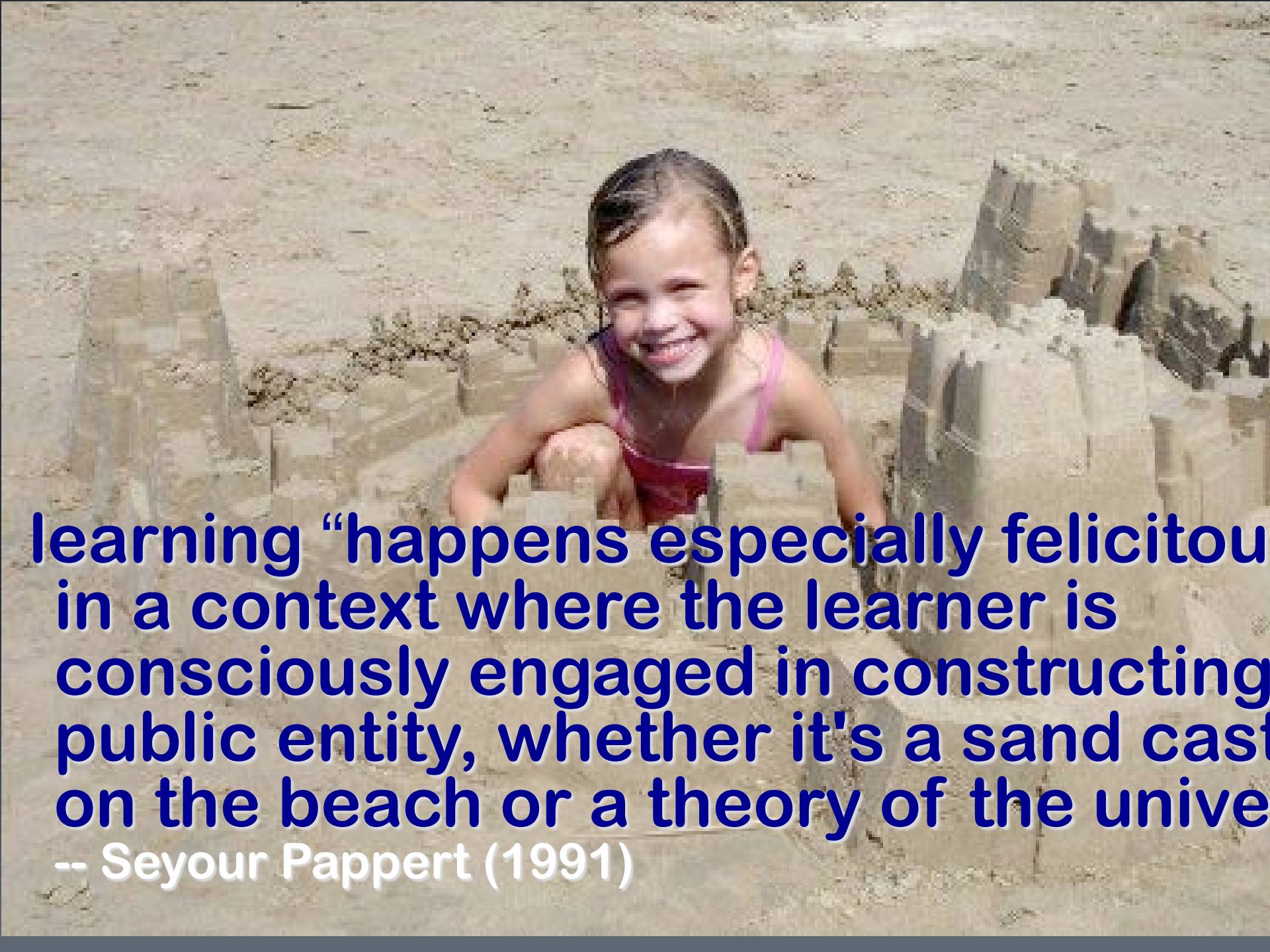
Pratt

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Uptown, Downtown, and All Around:
Digital Curation Education through
Partnerships with NYC Archives







learning “happens especially felicitou
in a context where the learner is
consciously engaged in constructing
public entity, whether it's a sand cast
on the beach or a theory of the unive

-- Seymour 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).



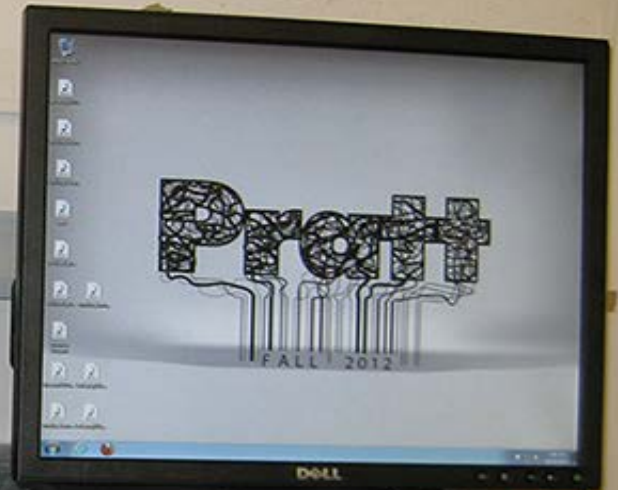
Problem-based Learning





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).





the Dalton oral history project



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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.



BROWSE BY TAG

[1910s](#) [1920s](#) [1930s](#) [1940s](#) [1950s](#) [1960s](#)

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](#)

[Interview with Pearl London, 1993 July 23.](#)

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](#)



HerStories A Digital Collection

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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 \(Tape 1\)](#)



Featured Collection

Audre Lorde

Audre Lorde (February 18, 1934 – November 17, 1992) was a Caribbean-American writer, poet and activist.

These cassettes were donated to the...



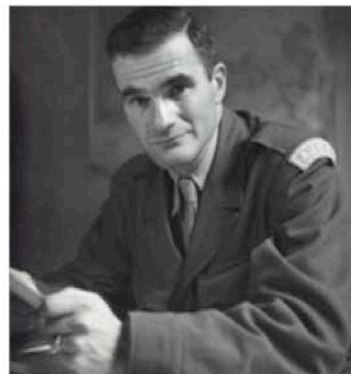
The JDC Oral History Archive

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...



The Oral History Map

The JDC has sponsored and developed social and community assistance programs in over 60 countries around the world. View the map to find interview excerpts about some of these places.



DANCERS on DANCE oral histories of ballet

SEARCH

Advanced Search

Year of Birth ▾

Company ▾

Place of Birth ▾

Ballet: Role ▾

Choreographer ▾

Browse All



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 *Cinderella* and her research into performing the title role, *Diaghilev's*



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





ORAL HISTORY COLLECTION



[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 Solarno, 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 1

Student Perceived Learning Outcomes^a

Categories	Mean	Std. Dev.
Confidence	3.75	0.45
Skills	3.53	0.44
Understanding of topics covered in other courses	3.52	0.81
Overall understanding	3.84	0.28

^aScale 1-4, with 4 being “strongly agree” with improvement.

Table 2

Student Perceived Factors Influencing Learning Outcomes^b

Categories	Mean	Std. Dev.
Teamwork	3.59	0.47
Facilitator	3.84	0.45
Individual Effort	3.77	0.43
Prior Knowledge	1.76	1.02

^bScale 1-4, with 4 being “strongly agree” with the role the factor played.

Table 3

Correlations Between the Perceived Learning Outcomes and Factors^c

	Perceived Learning Outcomes			
	Confidence	Skills	Under- standing of topics covered in other courses	Overall Understanding
Factors:				
Teamwork	0.64**	0.48**	0.40*	0.53*
Facilitator	0.62**	0.64**	0.69**	.83**
Individual Effort	0.67**	0.69**	0.64**	.70**
Prior Knowledge	0.42*	0.34	0.15	0.26

^cN = 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 projects 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).

Question	Average	Standard Deviation
<i>Increased my interest in LGBT history and issues</i>	3.50	0.65
<i>Increased my understanding of LGBT history and issues</i>	3.59	0.63



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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