MARAC
Mid-Atlantic Regional Archives Conference

Archival Professionals and Teaching Faculty: Collaborative Education in the Time of Quarantine

Alan Delozier, Seton Hall University
Lindsey Loeper, University of Maryland, Baltimore County
Liz Scott, East Stroudsburg University

Asynchronous instruction for Special Collections

Mid-Atlantic Regional Archives Conference, October 20, 2022

Lindsey Loeper, Reference and Instruction Archivist
Special Collections, Albin O. Kuhn Library & Gallery
University of Maryland, Baltimore County
lindseyloeper@umbc.edu

Asynchronous instruction

Repurposed existing "Visiting Special Collections" LibGuide

- Used available content
- Outline similar to class sesion
- Module based
- Could expand as needed

lib.guides.umbc.edu/specialcollections

Visiting Special Collections

Special Collections at the Albin O. Kuhn Library & Gallery

Search this Guide Search

- Home
- Visiting Special Collections
- Handling procedures
- Searching
- Using a finding aid
- Document analysis
- Visual literacy
- Silences and bias in archives
- Indigenous perspectives in archives
- Research collections online

Welcome!

The Special Collections department of the Albin O. Kuhn Library & Gallery collects materials of enduring historical and cultural value -- housing, preserving, and making accessible materials that are original, rare, unique, fragile, and archival. Our collections and staff support UMBC's research and educational mission and its dedication to cultural and ethnic diversity, social responsibility and lifelong learning.

Our diverse collections include a wide variety of formats such as rare books, photographs, manuscripts, archives, audio and visual recordings, digital items and artifacts. They are available for research use on site by faculty, students, staff, visiting scholars, and the general public.

Why are these materials held in the Special Collections department?

- The item is unique or rare: many of our items are rare or even one-of-a-kind and require an additional level of security to make sure that they are available for future researchers.
- The item requires additional facilitation during access: archival collections come in many different formats and often require assistance from the Special Collections staff during use.

- UMBC Special Collections
- UMBC Digital Collections

What types of mateials are available?

- Home
- Visiting Special Collections
- Handling procedures
- Searching
- Using a finding aid
- Document analysis
- Visual literacy
- Silences and bias in archives
- Indigenous perspectives in archives
- Research collections online

Quick Links

- Special Collections Home
- Searching Special Collections
- UMBC Digital Collections
- UMBC Finding Aids

Contact Us

Special Collections Reading Room Hours

Visiting Special Collections

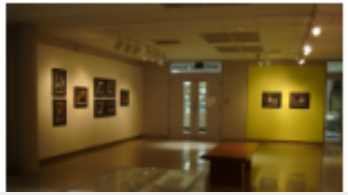
Please watch this video, or scroll below to see a text version, to learn about what to expect when visiting Special Collections. Many of our policies are similar to other special collection and archival repositories. Our department is open to the public - you do not need to be affiliated with UMBC!

Please use one of the methods below to contact the department staff:

- **chat** (select "Ask a Librarian" button on the right side of any webpage)
- **e-mail** (speccoll@umbc.edu)
- **voicemail** (410-455-2353)
- **online research consultation** with an archivist (schedule a consultation here).

Text overview

The Special Collections reading room is located on the first floor of the Albin O. Kuhn Library & Gallery, in the back of the Gallery. Because of the nature of the collections, the reading room is considered a secure area, and the materials are not in circulation. All materials must be used in the reading room. To ensure the safety and longevity of these items we have a few guidelines to assist researchers and protect our archives.



All coats, umbrellas, backpacks, and briefcases should be left at the entrance table. No food,

Use available content

Repurposed frequently used content

Used videos when possible to demonstrate actions and avoid text-only modules.

Thank you UT San Antonio for handling videos on Youtube!

Handling books

There are a few guidelines we follow when we use any book, regardless of the age or condition. We don't use gloves with books but should have clean, dry hands. All books should remain on the table in a book cradle. The purpose of the book cradle is to protect the spine, joints, and text block; these are very susceptible to damage. Please do not bend, force or pull on the pages, if a book is prone to closing we have snakes and book weights available.

Tools:

- Book cradle: A book cradle comes in many varieties and can be made from foam, molded plastic, or fabric. The soft book cradles are similar to pillows and they allow the book to open up at a natural angle.The firm book cradles keep a book opened at a predefined angle.
- Snake: A snake is a weighted string that is used to keep pages in place.
- Book weight: A book weight is similar to a snake, it is intended to hold a book open without placing stress on the binding or spine. They are usually more heavy and concentrated than the snakes.

- Home
- Visiting Special Collections
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Document analysis introduction

Working with original, primary sources for your research is different from reading a textbook or academic writing about a topic. Instead of reading another scholar's interpretation of an item, you are analyzing the item and forming your own interpretation. This is an exciting aspect of original research and one that we'll try out together in this section.

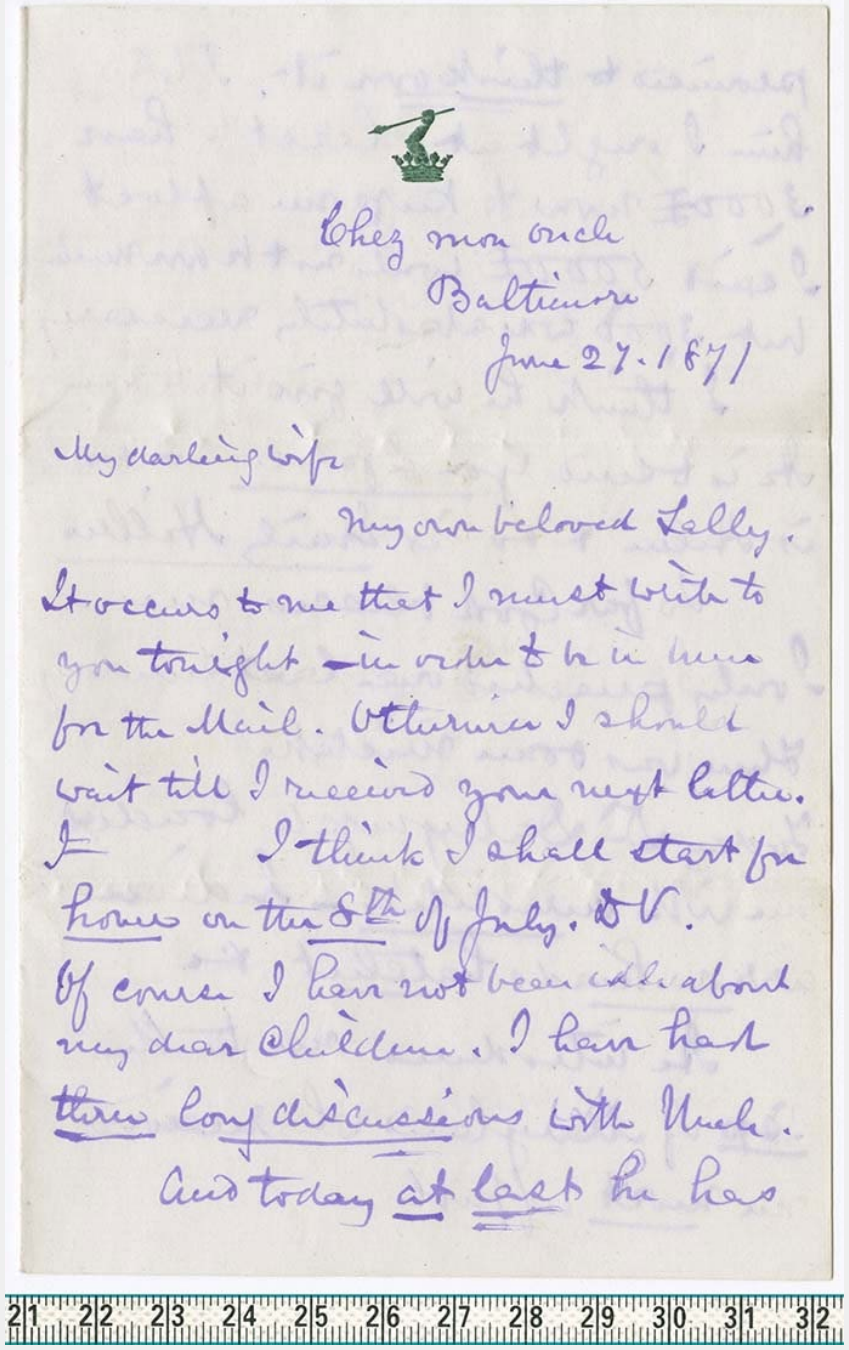
When you're analyzing or reading a historical document, there are several different levels of interpretation. The National Archives outlines it this way:

1. Meet the document.
2. Observe its parts.
3. Try to make sense of it.
4. Use it as historical evidence.

In addition to the information conveyed in the document (the facts, stories, or data) it is also important to consider the format of the item, the physical features, the role of the creator, and the intended audience. We'll go over these in more detail below.

Primary vs. Secondary sources video

Need a refresher on what the difference is between primary and secondary sources? Check out this short video:



Chez mon oncle
Baltimore
June 27. 1871

My darling Wife
my own beloved Lally.
It occurs to me that I must write to you tonight — in order to be in time for the Mail. Otherwise I should wait till I receive your next letter.
I think I shall start for Powers on the 5th of July. D.V.
Of course I have not been idle about my dear Children. I have had three long discussions with Uncle.
And today at last he has

Letter: Henry O'Donnell to Elizabeth Sarah (Mousley) O'Donnell, June 27, 1871. Box 1, Folder 23, O'Donnell family papers, Collection 100, Special Collections, University of Maryland, Baltimore County (Baltimore, MD).

View the full catalog record, with description and metadata, or see an enlarged image:
https://collections.digitalmaryland.org/digital/collection/akop/id/203

Let's take some time to closely examine this item. **What are some features that you observe?** These could include visual features of the item or the photograph, objects shown, people included, the topic of the photograph, etc. Here are some examples:

- Hand-written in blue ink
- Thin paper, you can see the ink bleeding through from the other side
- There is a stamp or sticker at the top: a crown with an arm holding an arrow. What is the significance of this?
- Location and date the letter was written is listed at the top
- June 27, 1871
- Spouse writing to their wife, "Lally"
- Informal, personal letter
- Handwriting is hard to read!

Who is the creator? Who is the intended audience?

The catalog record lists the creator as Henry O'Donnell - this would be a good name to look up during your research. This letter was written to his wife, who he addresses as Lally. The audience was likely only Lally unless Henry anticipated that she would share the letter with other family members.

Asynchronous document analysis

Repurpose existing class exercises

Use available digital content

Different methods for reviewing/submitting worksheets (Google Form with embedded images, Google Form with images on web, or PDF worksheet)

Expanded by Dec 2020 to 5 asynchronous exercises

Document analysis exercise #1: Japanese American incarceration during WWII

For this assignment, place yourself in the role of a student researching the lives of Japanese and Japanese-American children forced to live in internment during WWII. You will see two images, each from a different project: Dorothea Lange's assignment with the War Relocation Authority, and a similar project by Ansel Adams, both at the Manzanar War Relocation Center in Inyo County, California. Each image is accompanied by a detailed descriptive catalog record and a contextual piece of writing.

Use the link below to access the exercise. The forms will be submitted at the end and reviewed (but not graded) by a Special Collections librarian and then forwarded to your professor. There is a comments/questions box at the end of the form.

- Japanese American incarceration document analysis exercise

Document analysis exercise #2: East Baltimore Documentary Photography Project

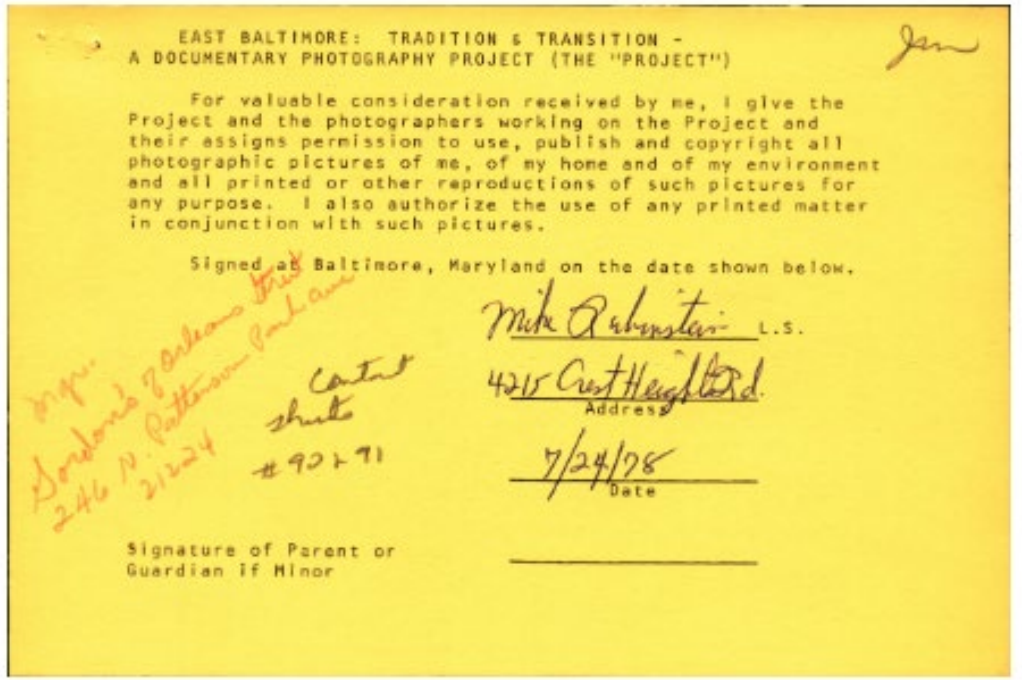
For this assignment, you'll be looking at four items pulled from one archival collection, the East Baltimore Documentary Photography Project papers. A series of questions follow each document; these questions will prompt you to examine the physical and informational features of each item. Consider how you can learn about the East Baltimore Documentary Photography Project by examining different item formats like reports, correspondence, photographs, and oral history interview transcripts.

Use the link below to access the exercise. The forms will be submitted at the end and reviewed (but not graded) by a Special Collections librarian and then forwarded to your professor. There is a comments/questions box at the end of the form.

- EBDPP document analysis exercise worksheet
- EBDPP document analysis exercise worksheet (PDF)

Example in Google Forms

Item 3



EAST BALTIMORE: TRADITION & TRANSITION -
A DOCUMENTARY PHOTOGRAPHY PROJECT (THE "PROJECT")

For valuable consideration received by me, I give the Project and the photographers working on the Project and their assigns permission to use, publish and copyright all photographic pictures of me, of my home and of my environment and all printed or other reproductions of such pictures for any purpose. I also authorize the use of any printed matter in conjunction with such pictures.

Signed at Baltimore, Maryland on the date shown below.

Mike Arbuckle L.S.

4215 Crest Heights Rd.
Address

7/24/78
Date

Signature of Parent or Guardian If Minor

Examine the second item. How would you describe this item to a classmate? What are some of its physical features?

Your answer

What type of document is this?

Your answer

Asynchronous visual literacy

- Visual literacy worksheet
- Visual literacy worksheet
  Google Form version of the PDF worksheet
- Alternate: visual literacy worksheet for non-art classes

Used available images and text (online and databases)

Adapted the exercise worksheet for non-art majors based on request from History professor

Berenice Abbott

Photograph: Berenice Abbott. Fourth Avenue, Brookl
number P75-07-006. Available online at https://www

Text, read paragraphs 1-8: D'AMBROSIO, BRIAN. 20
History Magazine 19 (5): 14–16. http://search.ebsco
direct=true&AuthType=ip,url,uid&db=khh&AN=1299

- D'AMBROSIO, BRIAN. 2018. "AN INDEPENDENT VI

Video tutorials for searching

Visiting Special Collections

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Introduction to searching Special Collections

Text overview

In this video we will walk through how to search for the books, photographs, and archives available in the UMBC Special Collections department.

On the Library homepage, you can use the main Everything or Books, Music, Video tabs to search for books in Special Collections. This includes books on photography, Maryland history, science fiction, rare books, artists' books, and comic books.

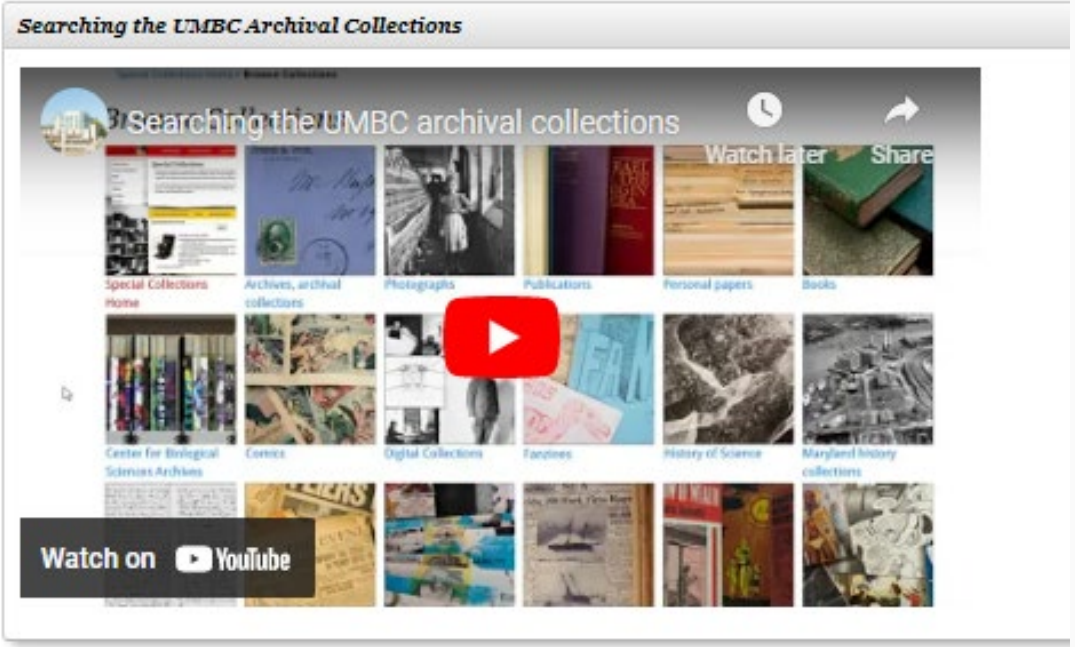
You can see in the Location field that there is a non-circulating copy in Special Collections. Scans from books can be provided by contacting the Special Collections department.

Video tutorials for searching

"How to search" is a key part of most instruction sessions

Camtasia, Panopto, Screencast-o-matic, Adobe Premier, or record screen capture on video meeting software

Can use in advance of, in place of in-class instruction and available on Library tutorials webpage for everyone



Video tutorial tips

Write a detailed script that you can read as you record and repurpose for closed captioning features

Test out your search terms in advance

Use screenshots/still images or search results screens as needed to cut down on webpage load time

Editing the video is an option but not required - if figuring out editing software is preventing you from making the video, then just make the video

Be kind to yourself and remember that in-person instruction is not free of mispronunciation, flubs, stammering, “ums”

Reflection

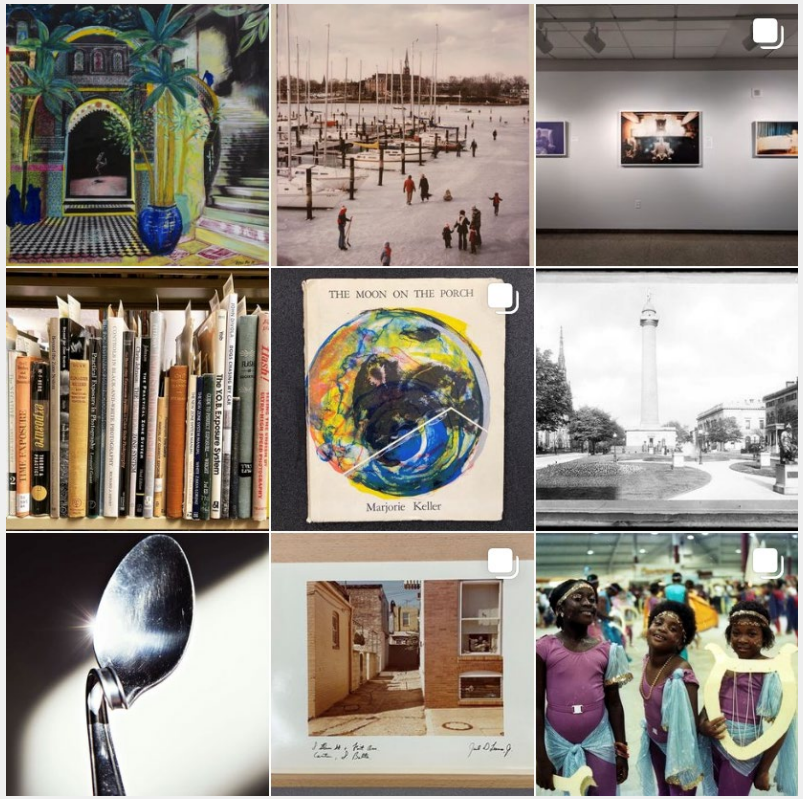
Asynchronous services and social distancing measures are still in use for both reference and instruction

No remote classes scheduled for Fall 2022 semester

Planning review and video updates for next Spring (3 year review)

3 years?! Hard to understand time

Follow us on Instagram:
@umbcspecialcollections



Lindsey Loeper
Reference and Instruction Archivist
Special Collections
Albin O. Kuhn Library & Gallery
University of Maryland, Baltimore County

lindseyloeper@umbc.edu

library.umbc.edu/speccoll

lib.guides.umbc.edu/specialcollections

Archival Professionals and Teaching Faculty: Collaborative Education in the Time of Quarantine

Liz Scott

Archivist & Special Collections Librarian/Assistant Professor

East Stroudsburg University

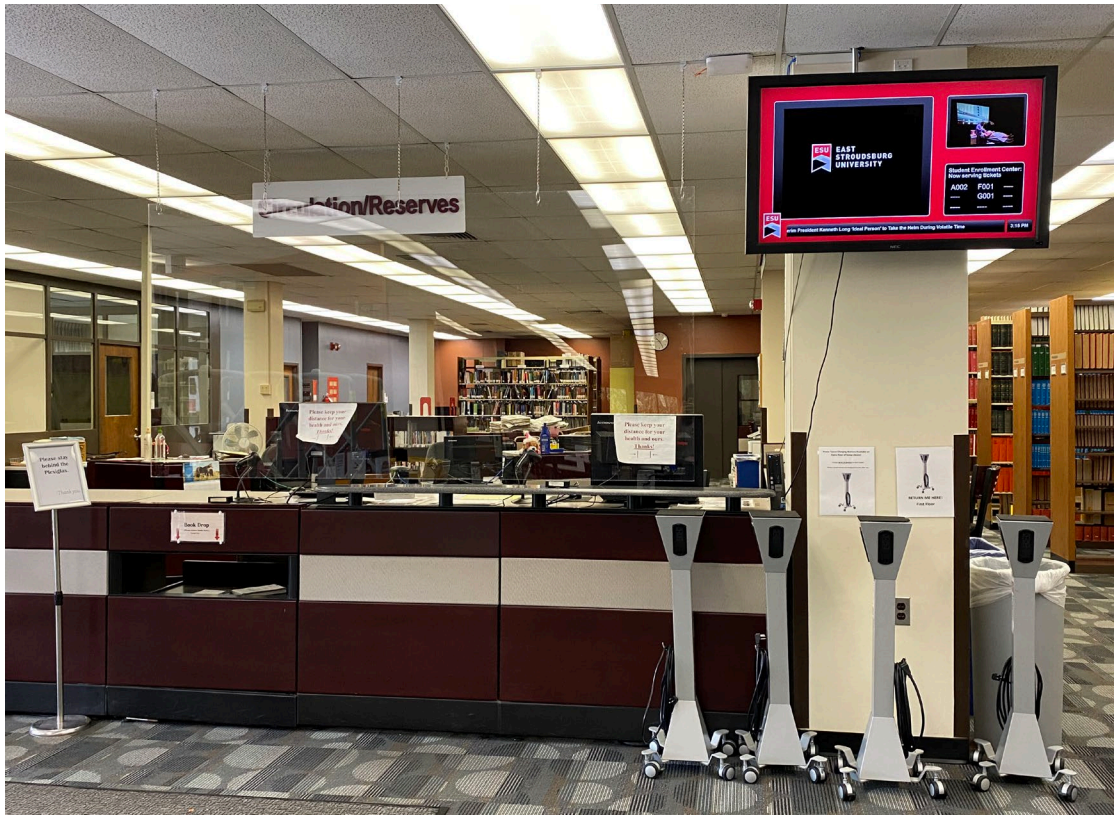
October 20, 2022

Background

- Archivist and librarian
- Tenure-track/non-classroom
- Medium-sized public university
- Lone arranger
- No staff

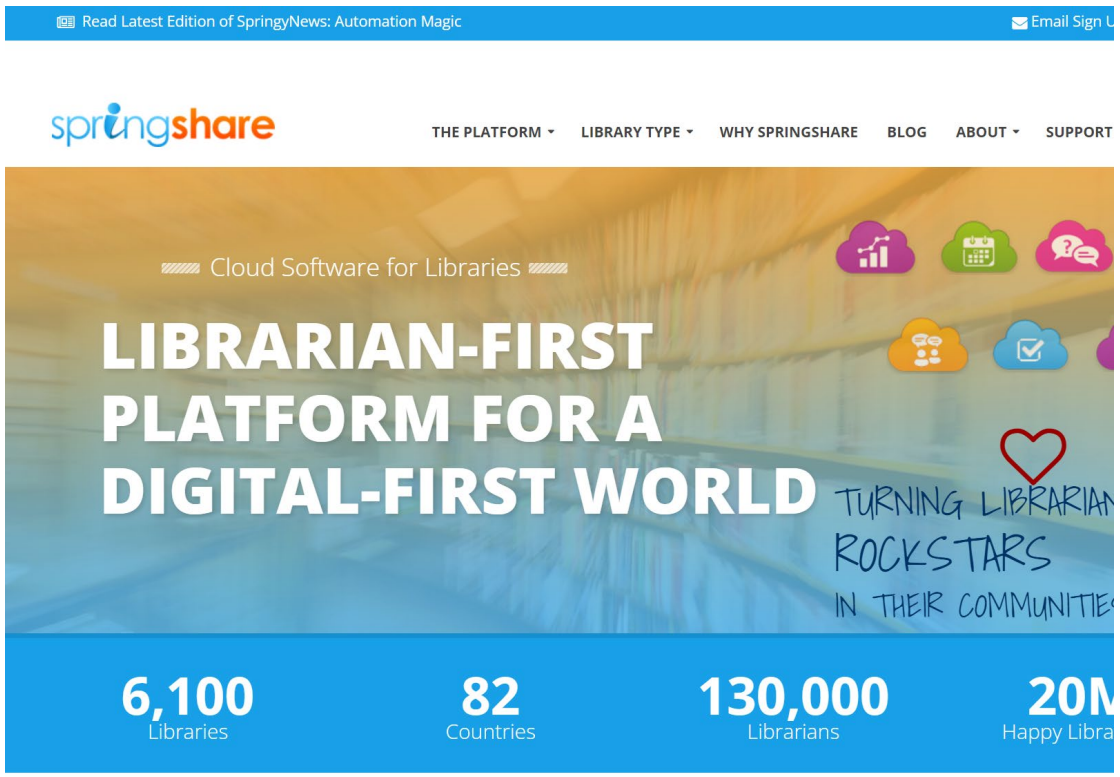
Pre-Pandemic

- Taught over 100 LIS per semester
- Research appointments were F2F only
- No booking system
- Primary source classes were in-person



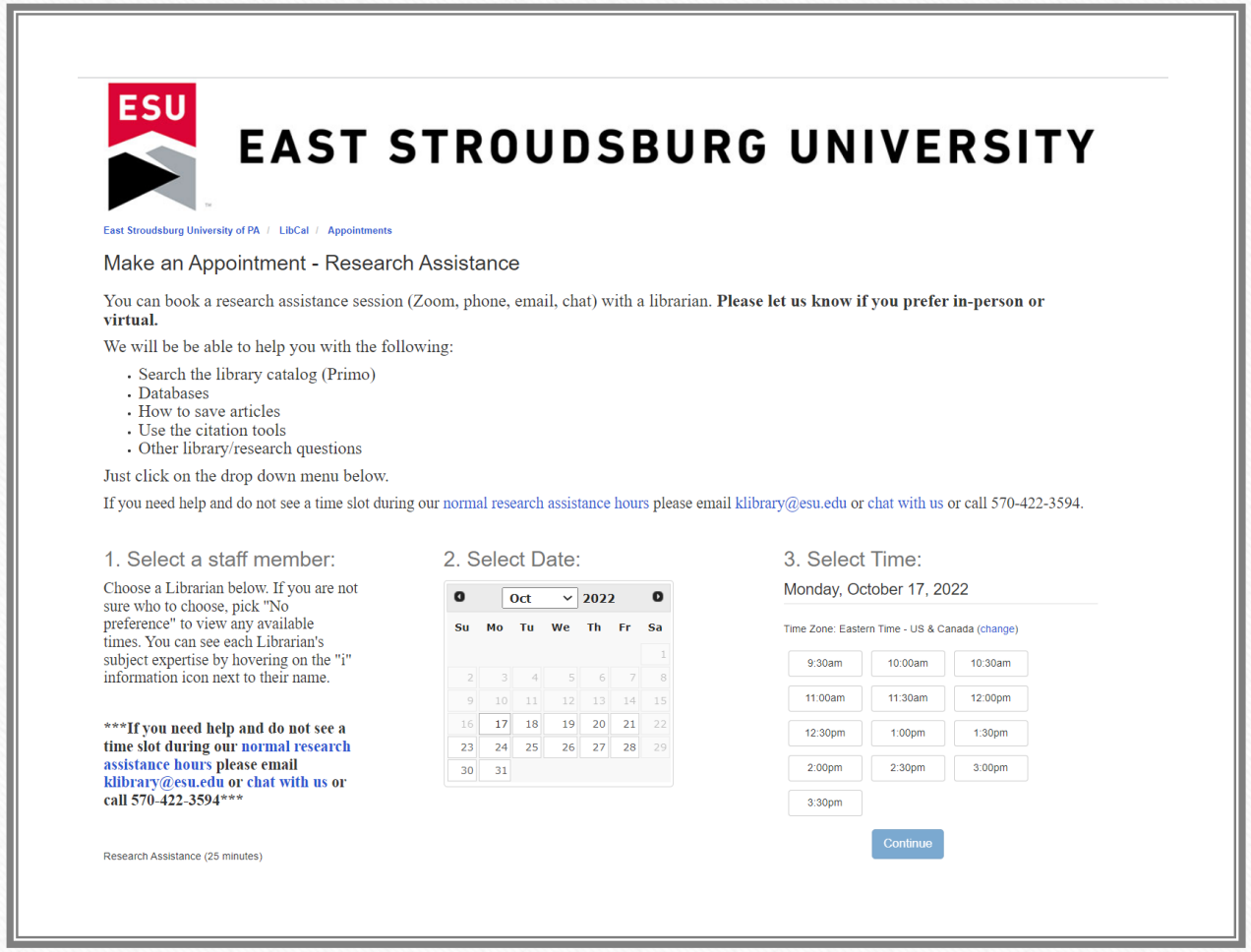
Post-Pandemic

- Disconnect with other faculty and students
- Library did not feel relevant
- Archival questions/classes were non-existent
- LIS plummeted



How do we fix this?

- Had to pivot
- More online presence needed
- Springshare to the rescue!



EAST STROUDSBURG UNIVERSITY

East Stroudsburg University of PA / LibCal / Appointments

Make an Appointment - Research Assistance

You can book a research assistance session (Zoom, phone, email, chat) with a librarian. **Please let us know if you prefer in-person or virtual.**

We will be be able to help you with the following:

- Search the library catalog (Primo)
- Databases
- How to save articles
- Use the citation tools
- Other library/research questions

Just click on the drop down menu below.

If you need help and do not see a time slot during our normal research assistance hours please email klibrary@esu.edu or chat with us or call 570-422-3594.

1. Select a staff member:

Choose a Librarian below. If you are not sure who to choose, pick "No preference" to view any available times. You can see each Librarian's subject expertise by hovering on the "i" information icon next to their name.

If you need help and do not see a time slot during our normal research assistance hours please email klibrary@esu.edu or chat with us or call 570-422-3594

Research Assistance (25 minutes)

2. Select Date:

Oct 2022

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

3. Select Time:

Monday, October 17, 2022

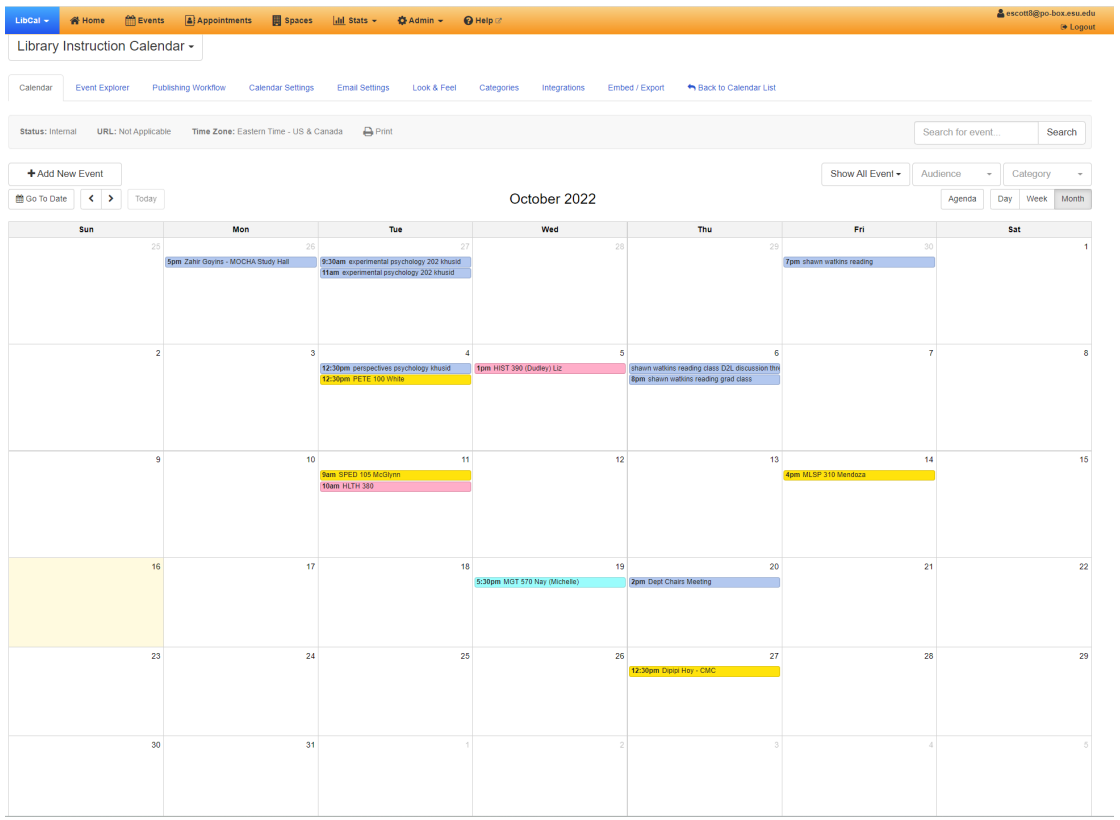
Time Zone: Eastern Time - US & Canada (change)

9:30am	10:00am	10:30am
11:00am	11:30am	12:00pm
12:30pm	1:00pm	1:30pm
2:00pm	2:30pm	3:00pm
3:30pm		

Continue

How do we fix this?

- Purchased more packages
  - LibAnswers
  - LibCal
  - LibChat
  - LibGuides
  - LibWizard



How do we fix this?

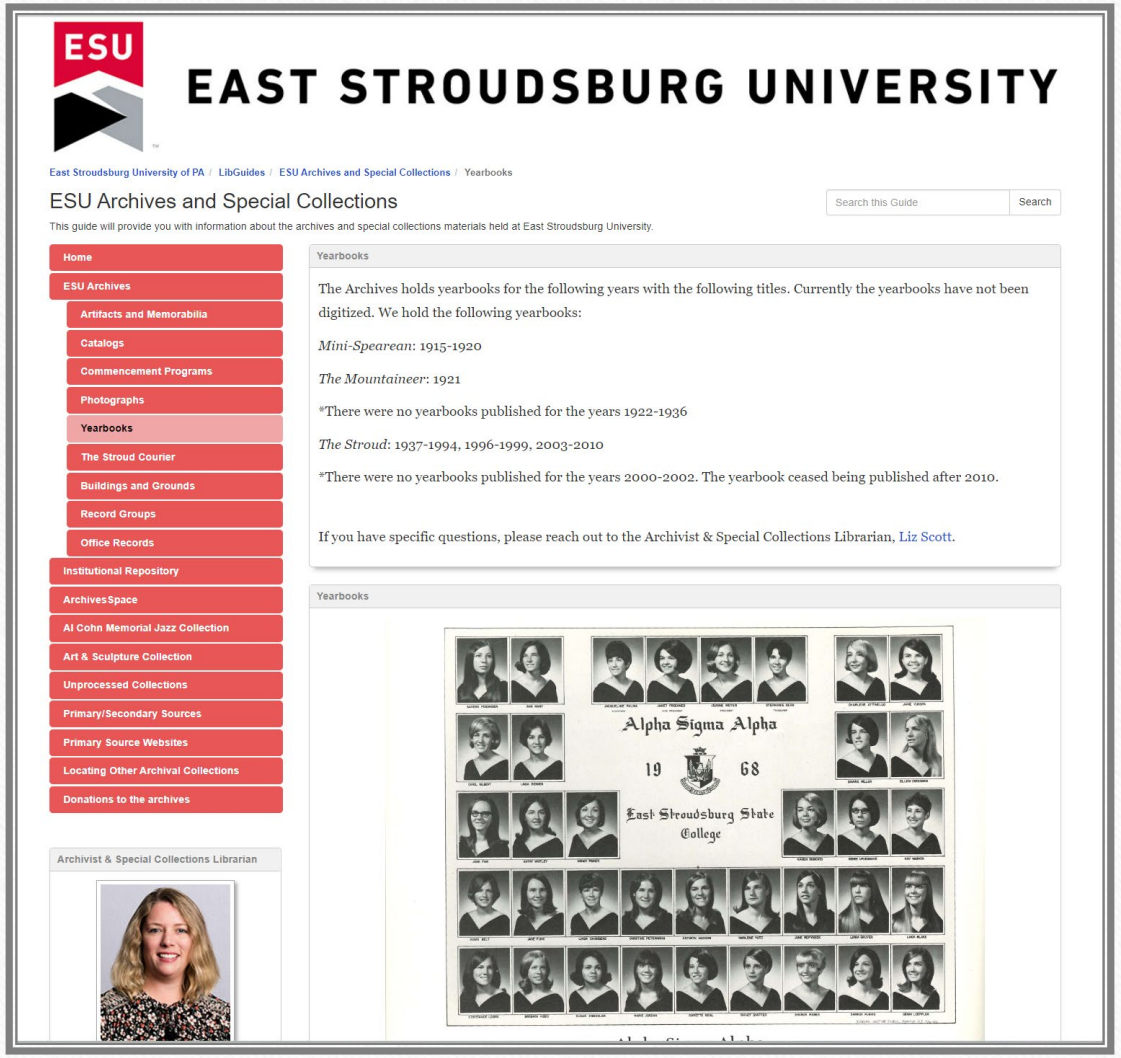
- Got rid of different platforms
- Allowed us to integrate our systems

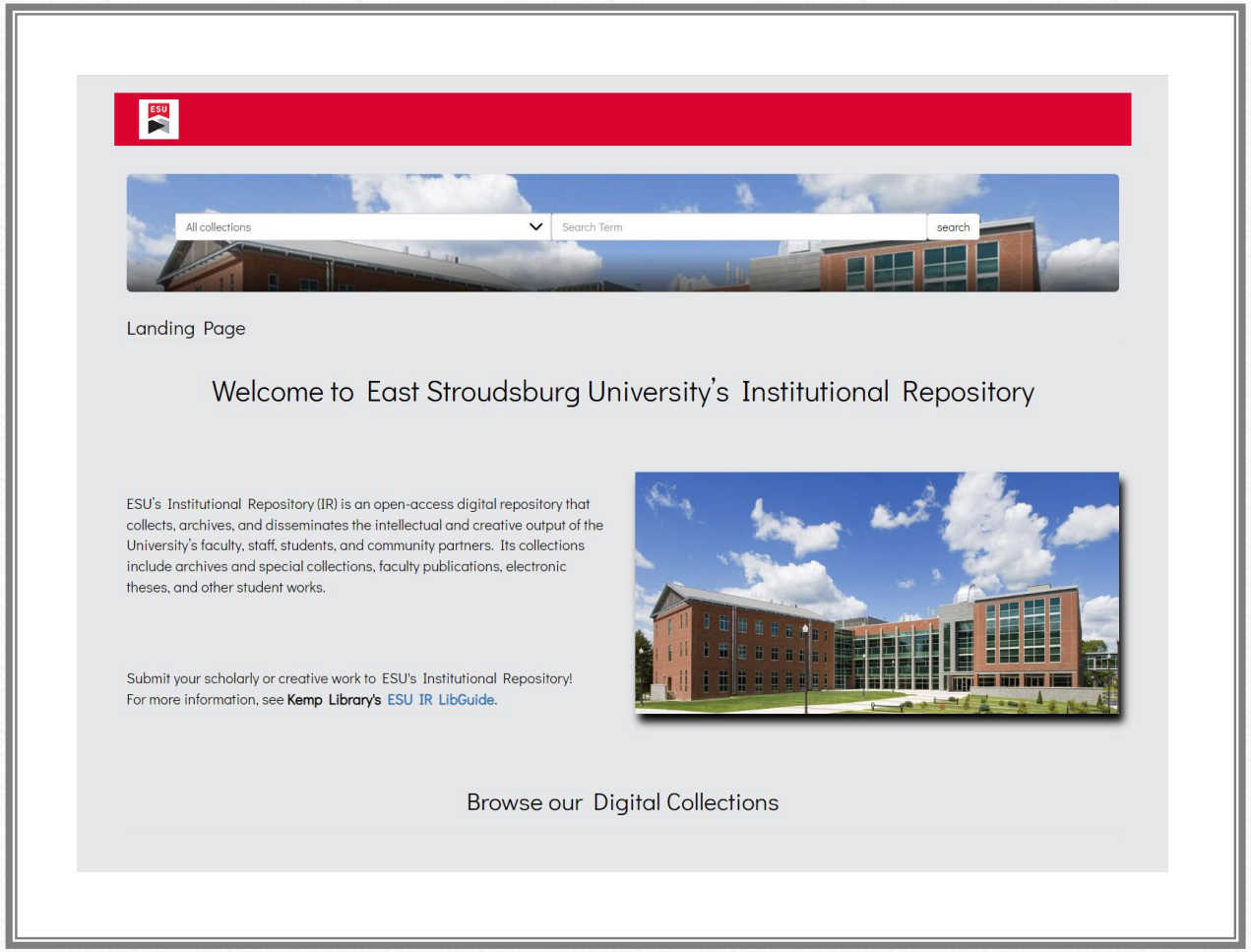
LibGuides

- Created an Archives & Special Collections LibGuide

LibGuides

- More information about archives and special collections
- Links to primary source materials
- Links to content management systems





Institutional Repository

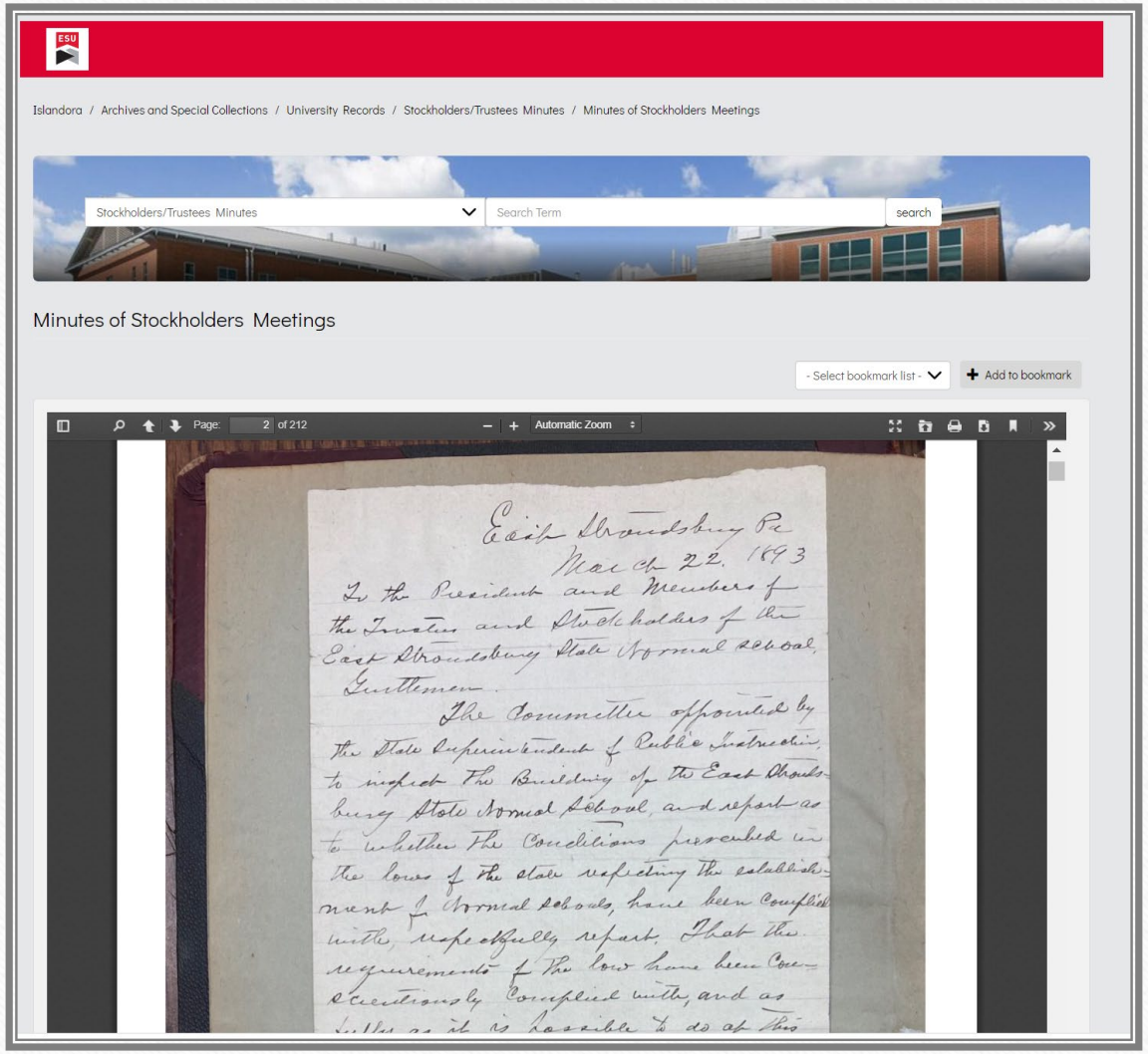
- Archives and Special Collections
- Faculty Publications
- Theses
- Student Works

Institutional Repository

- Primary source instruction previously in-person only
  - History classes
  - First-Year Experience (FYE)
  - English classes

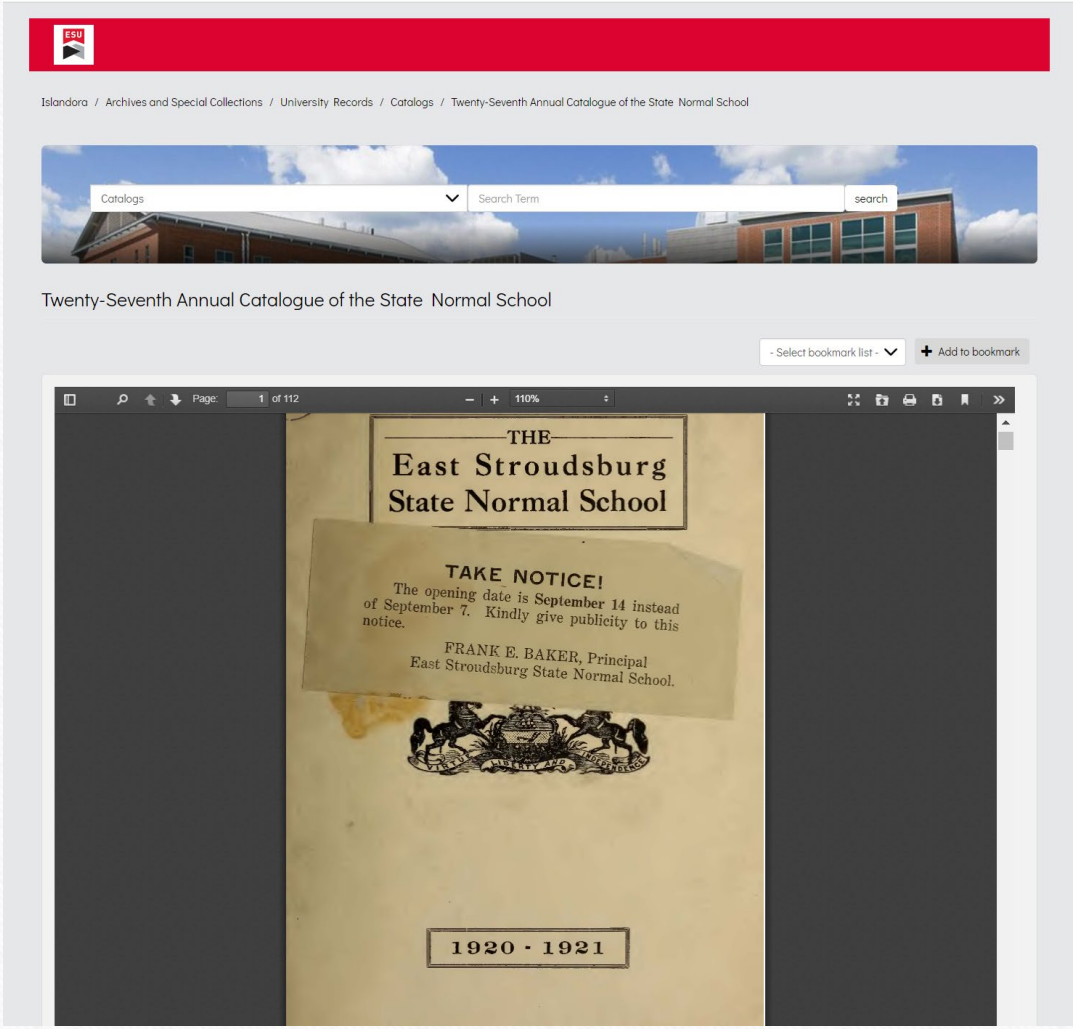
Institutional Repository

- Started using digitized items in IR during online classes
- Assigned documents to groups
- Used breakout rooms in Zoom



Institutional Repository

- Promoted group work
- Aided in discussion about primary sources
- Active learning online
- Helped highlight ESU history



Certificate of Completion

Elizabeth Scott

has successfully completed the

TEACHING ONLINE CERTIFICATION COURSE

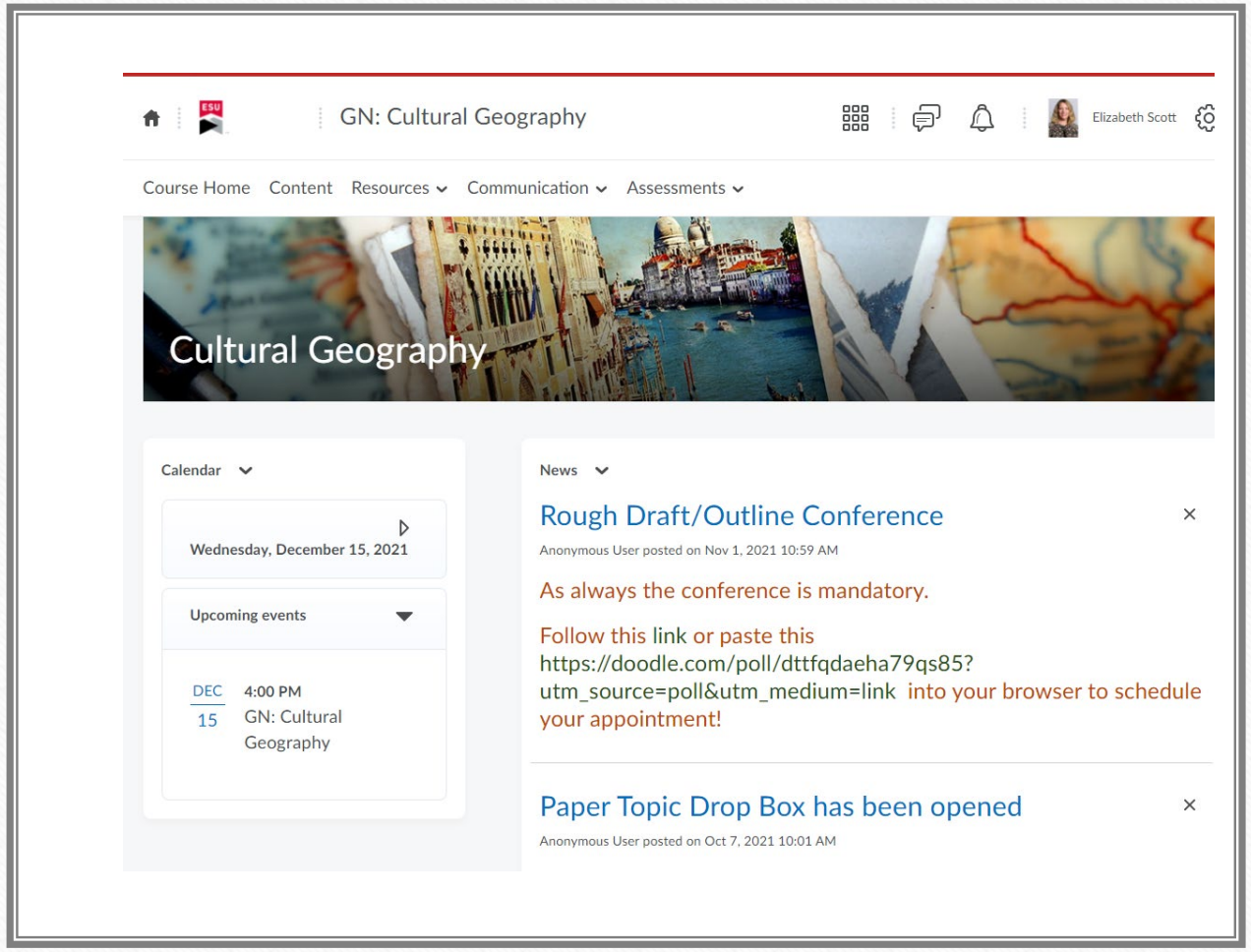
Presented in recognition of achievement in course participation,
knowledge of Quality Matters standards for best practices in online course design and pedagogy,
and proficiency in the use of instructional technology tools within D2L.

Led by instructional design professionals, this five-week, 100% online professional development course
fulfills Article 41.C.2 of the current Collective Bargaining Agreement.

Bloomsburg University — Chaya Merrell
CALU — Jon Kallis
Clarion University — Darla R. Ausel
ESU — Devin Feighan
EU 1857 — Jim Boulder
IUP — Nancy Evans
KU — Douglas Scott

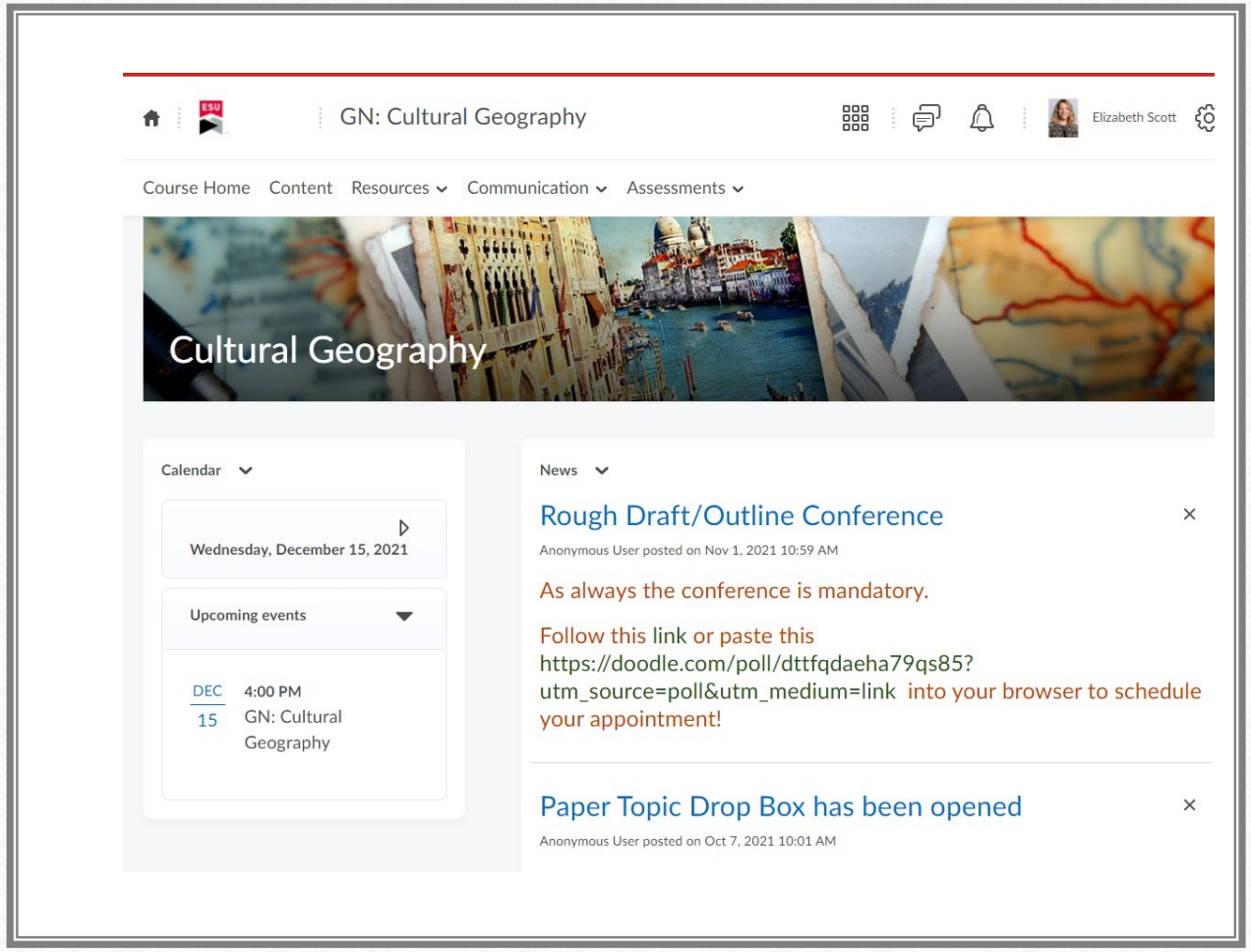
TOOC Certificate

- 5-week course
- Prepared you for teaching online
- Online course design



Embedded Librarian

- Part of the class
- Could post and interact
- See assignments



Embedded Librarian

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- Could post and interact
- See assignments

Reflection

Don’t give them what you think they want. Give them what they never thought was possible.

-Orson Wells

ARCHIVAL PROFESSIONALS & TEACHING FACULTY

COLLABORATIVE EDUCATION IN THE TIME OF QUARANTINE

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MARAC FALL SEMESTER
COLLEGE PARK, MARYLAND
OCTOBER 2022

•

ALAN DELOZIER, D.LITT.
UNIVERSITY LIBRARIES
SETON HALL UNIVERSITY

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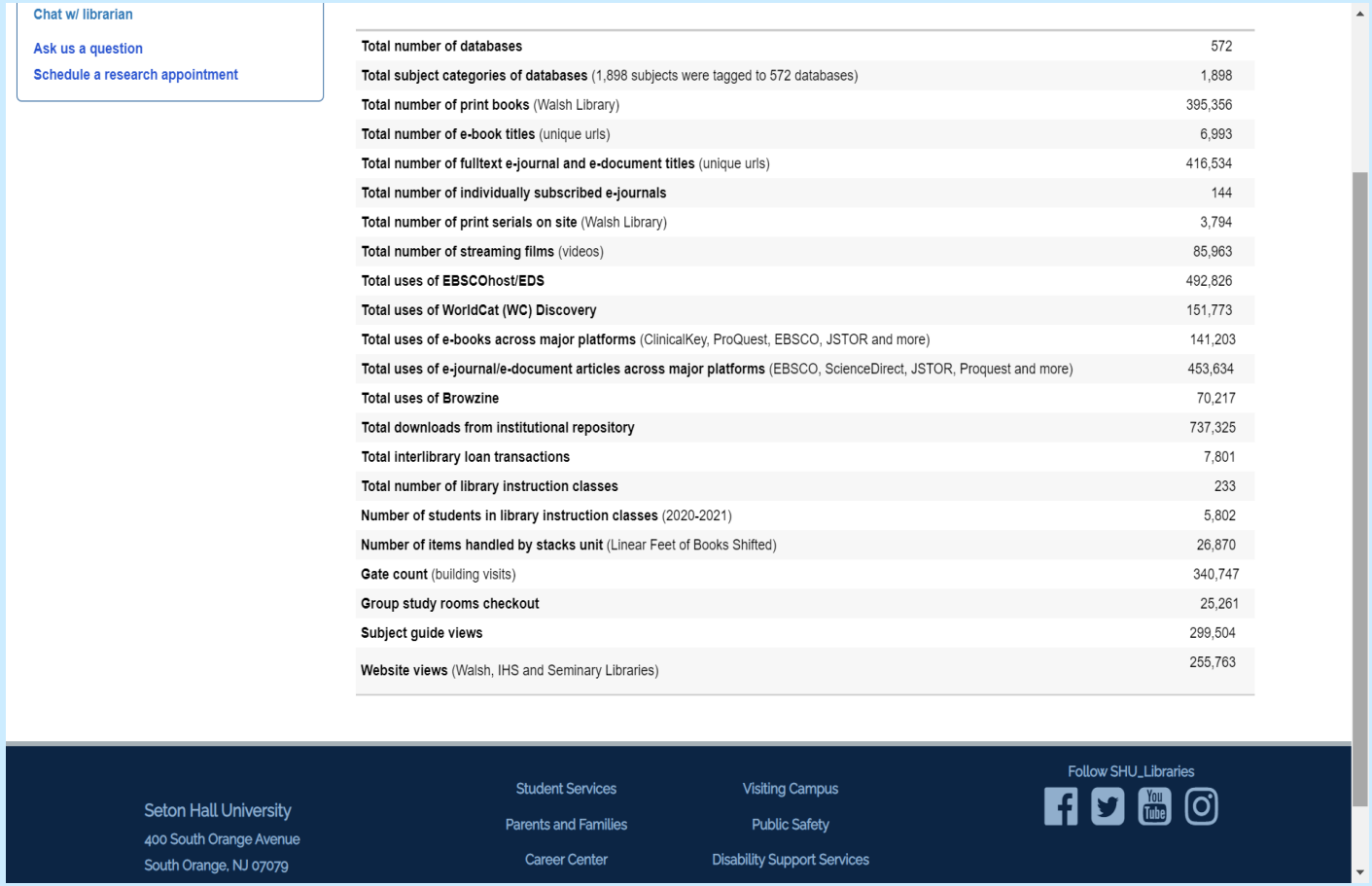
Institutional Profile & Quarantine Realities

Seton Hall University Libraries = Walsh Library, IHS Library, Law Library & Monsignor William Noé Field Archives & Special Collections Center



Chat w/ librarian

Ask us a question

Schedule a research appointment

Total number of databases	572
Total subject categories of databases (1,898 subjects were tagged to 572 databases)	1,898
Total number of print books (Walsh Library)	395,356
Total number of e-book titles (unique urls)	6,993
Total number of fulltext e-journal and e-document titles (unique urls)	416,534
Total number of individually subscribed e-journals	144
Total number of print serials on site (Walsh Library)	3,794
Total number of streaming films (videos)	85,963
Total uses of EBSCOhost/EDS	492,826
Total uses of WorldCat (WC) Discovery	151,773
Total uses of e-books across major platforms (ClinicalKey, ProQuest, EBSCO, JSTOR and more)	141,203
Total uses of e-journal/e-document articles across major platforms (EBSCO, ScienceDirect, JSTOR, Proquest and more)	453,634
Total uses of Browzine	70,217
Total downloads from institutional repository	737,325
Total interlibrary loan transactions	7,801
Total number of library instruction classes	233
Number of students in library instruction classes (2020-2021)	5,802
Number of items handled by stacks unit (Linear Feet of Books Shifted)	26,870
Gate count (building visits)	340,747
Group study rooms checkout	25,261
Subject guide views	299,504
Website views (Walsh, IHS and Seminary Libraries)	255,763

Seton Hall University
400 South Orange Avenue
South Orange, NJ 07079

Student Services
Parents and Families
Career Center

Visiting Campus
Public Safety
Disability Support Services

Follow SHU_Libraries

Quarantine Realities

Asynchronous Instruction *Mandatory*
For *All* Courses
Both Undergraduate & Graduate Students
From 3/2020-8/2021

This Included In-Person Research Appointments
Of *Any Type*

Zoom/Teams Service Became Our Best Friend!!!

Introduction to Archives Management for Museum Professionals

Purpose of the Course

- Provide a basic introductory overview of archival administration, historical documentation, and the management of historical resources.

- A special emphasis will be placed on archival-centered connections to museum and cultural repositories. In addition, the objective is to share a basic understanding of the archival functions of collection development, appraisal, arrangement and description, reference, outreach, advocacy, ethics, digitization and copyright, as well as records management, for both paper and electronic records.

- This course will include a variety of exercises, guest lecturers, and a site visit designed to illustrate the relationship between theory and practice will also be a major part of the instruction focus.

- The final goal will be to have students understand how to find and use archival resources for possible museum uses, as well as appreciating the connections and similarities between archives and museum work.

Assignments & Off-Site Factors

- Mid-Term Essay = Appraisal and Collections Development Paper. This will include reviewing documents, small collections and going through the study and application of reviewing the validity of the item(s) and going through the proper best practices approach to archival evaluation and preservation, (3-6 pages)

- Final Essay = Document Exhibition Project: Scour the web for digitized documents, photographs, and other appropriate material found in archival and similar repositories and construct your own online exhibition featuring a minimum of eight items found from at least three different sites on a theme of your choosing. Write all text for the exhibition, (5-10 pages)

Processing Exercises = YouTube has been helpful, but there is only so much you can impart without the practical practice of working with documents directly

Museum / Archive On-Site Visit = Had to be done virtually

Our Guest Speakers Have Been Amazing!!! . . .

Guest Stars From The World of MARAC Include The Following Fine Individuals . . .

New Catholic Experience (From Settlement to Springsteen)

Course Description / Overview

- This course is designed to provide the student with a detailed knowledge of how the Catholic Church developed within the context of New Jersey and American history over the past three centuries.

- The story of a distinctive Catholic experience has many dimensions which will be described not only through major milestones and eras, but through a growing socio-religious perspective which includes the laity, religious leaders, and key individuals.

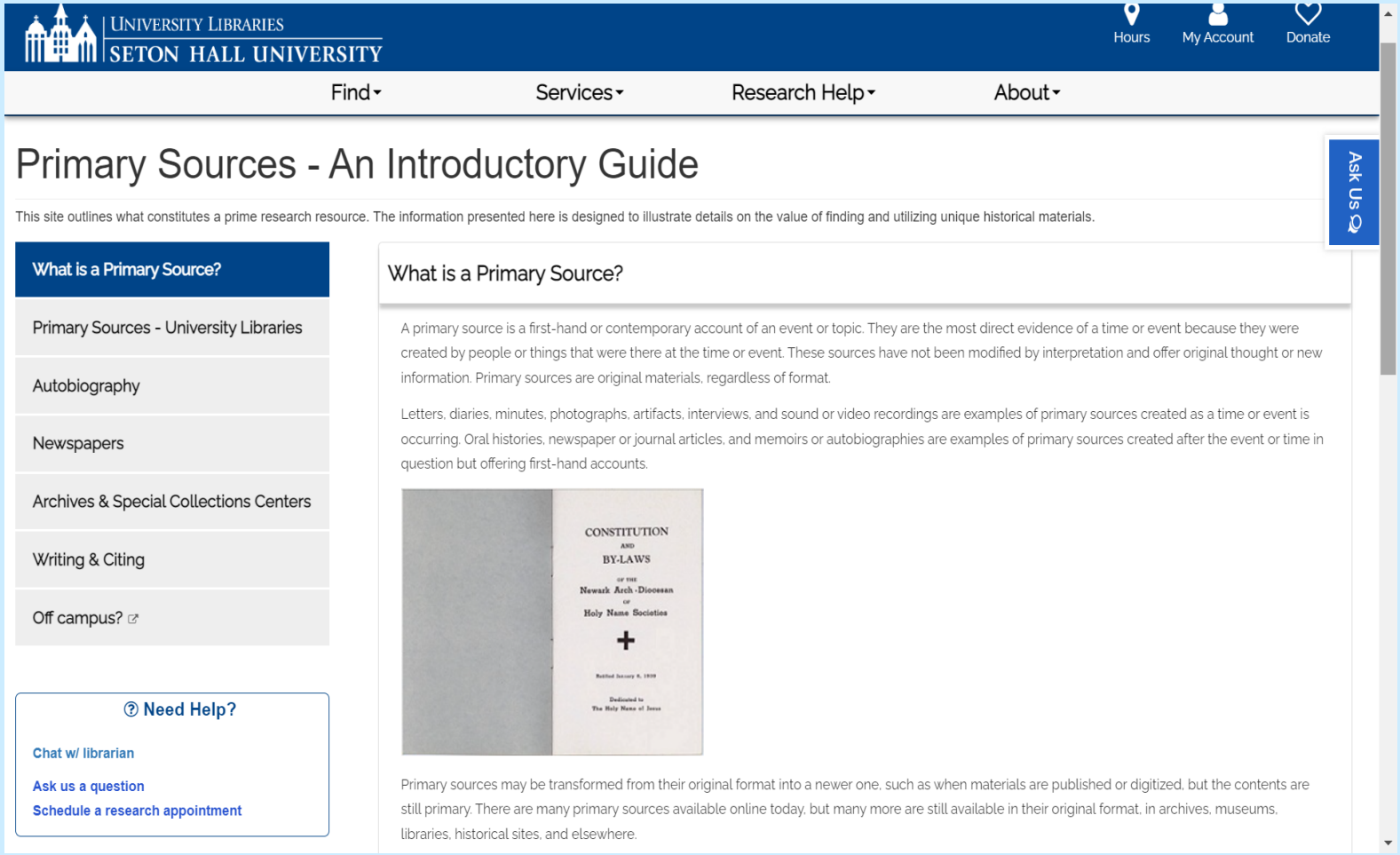
- In addition, a review of specific aspects that cover the important points of religious expression including parish life, institutional support, intellectual content, and various areas of New Jersey centered Catholic traditions that add precise detail to the overall subject area will be covered in depth.

- Most importantly this course will not only provide broad historical perspective but is designed to encourage local and personalized connections to the subject matter. (* i.e.: Catholic and catholic)

* Ethnicity, Race, Socio-Economic, Church & State, Rites, Other Religious Traditions, etc.

Digital Tools of Particular Value During the Pandemic . . .

LibGuides



Digital Tools of Particular Value During the Pandemic . . .

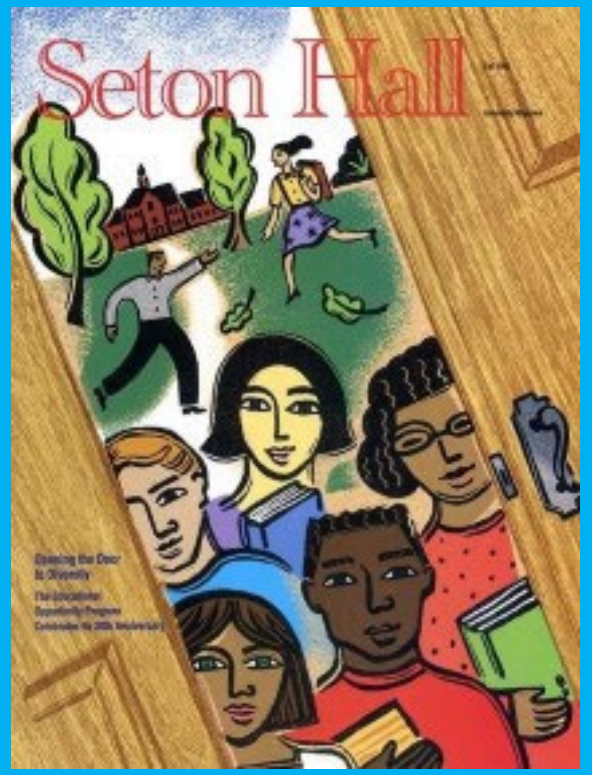
Digital Repository

HISTORICAL OVERVIEW
OF
DIVERSITY & INCLUSION
AT
SETON HALL

(1856 -PRESENT)

BY

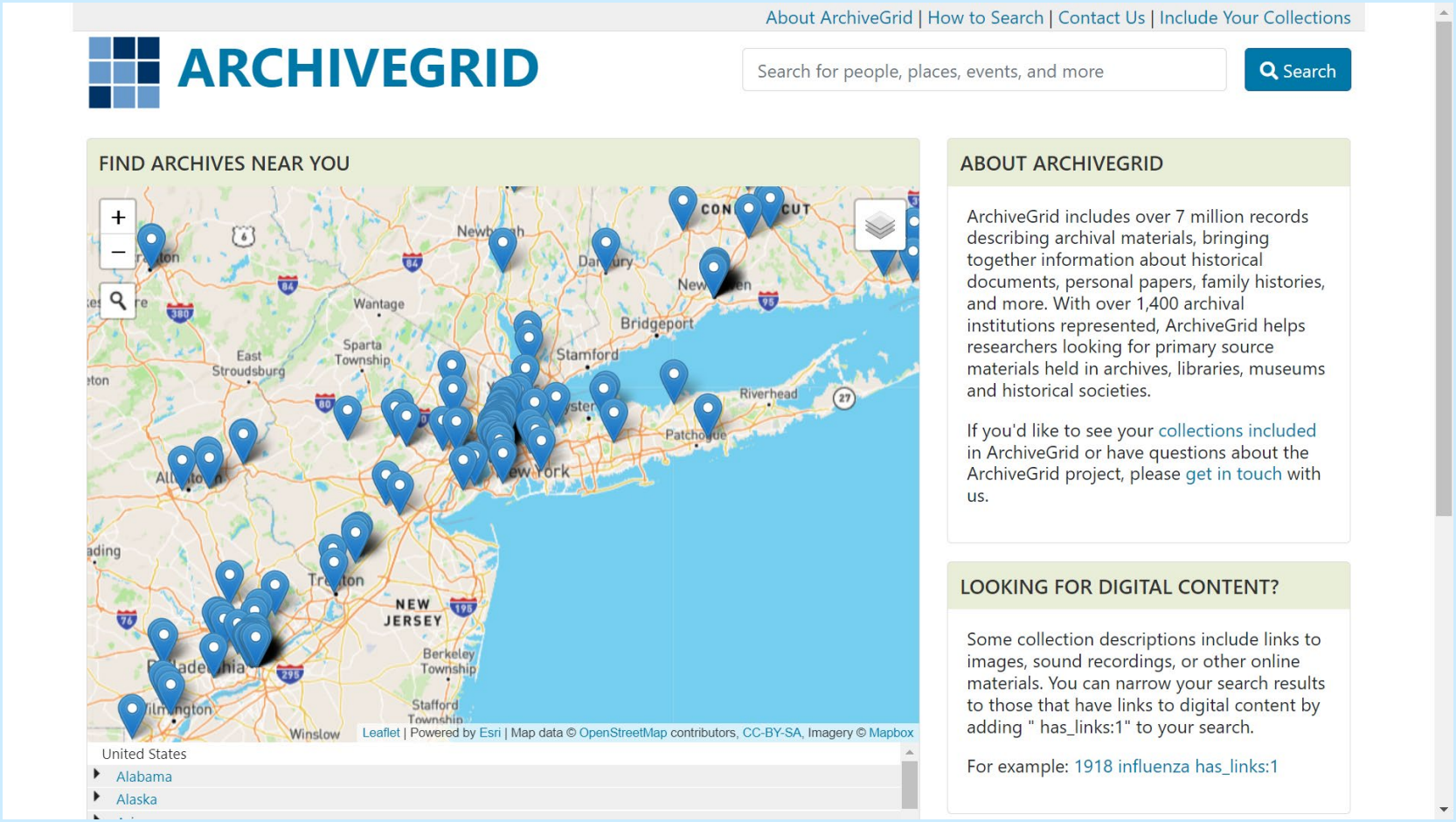
ALAN DELOZIER
UNIVERSITY ARCHIVIST
SETON HALL UNIVERSITY



Cover Art - *Seton Hall University Magazine*, Fall 2007 [UA]

Digital Tools of Particular Value During the Pandemic . . .

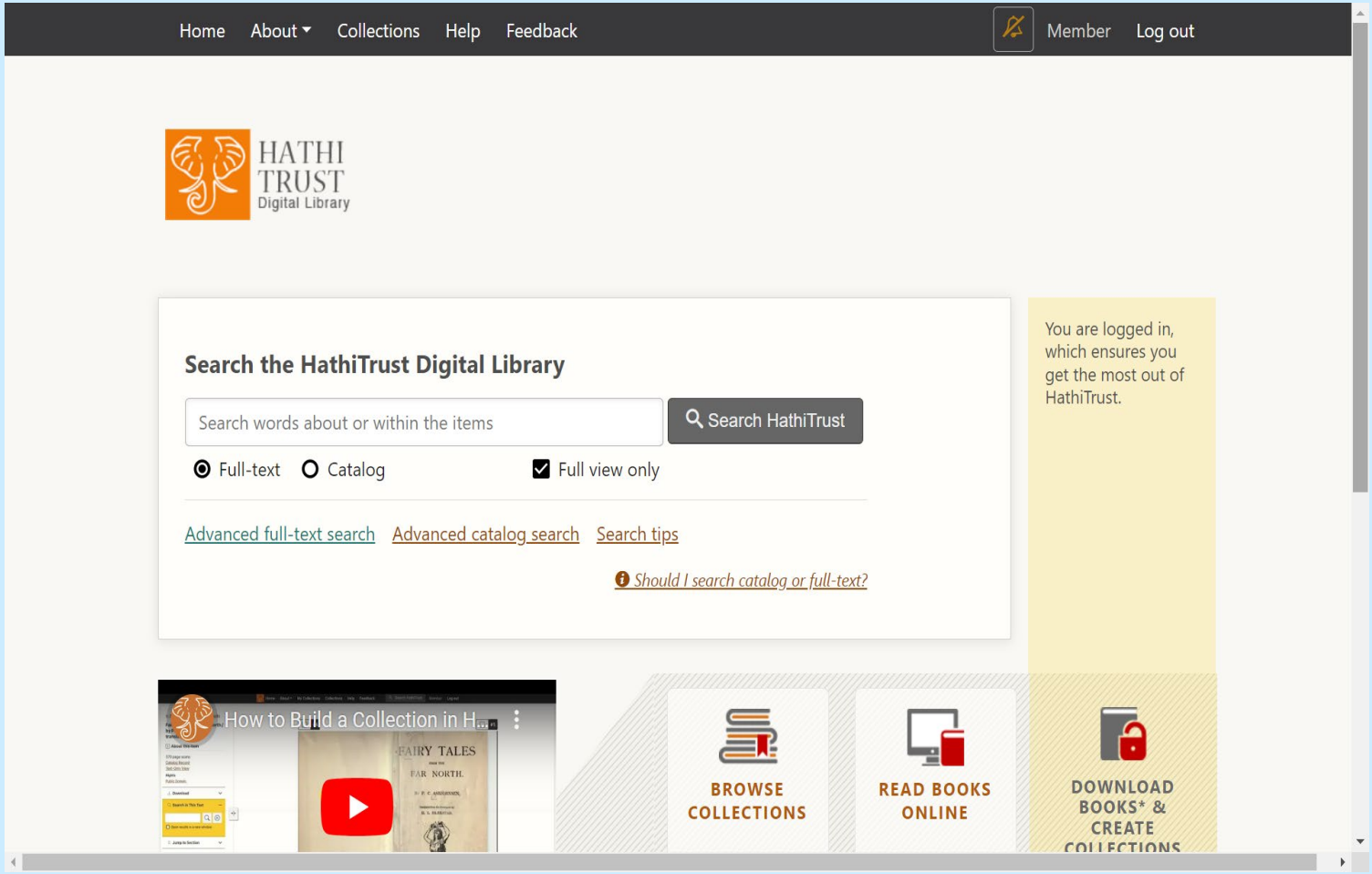
Internet



Digital Tools of Particular Value During the Pandemic – Internet

Digital Tools of Particular Value During the Pandemic . . .

Databases



Testimonial

- Your course was my first graduate level class in awhile and even more, in a field that is different than what I am used to. I was surrounded by so many talented classmates who were so well beyond me in their studies that I felt like a Freshman again. I appreciate how you laid out the basics for archival studies but also connected them with our own interests.

- One of my biggest struggles was constantly having to plunge into my own interests to put together our projects and I appreciate learning how to get a better sense of myself. What I loved most about our class is that there is a sense of there being an archive for everything. It's mind-blowing and a little scary – scary because there are so many possibilities, and it is hard to pick just one. Insert Robert Frost quote.

- I'm looking within the years to come to possibly pursue my Masters in Library Science or something similar, though I don't know how soon that will come about. I appreciate the solid stepping stone you gave me in exploring archival possibilities. I will make sure to keep in touch with you in the times to come and appreciate the foundations you have given us all.

Long Live Learning Wherever It Occurs!!!

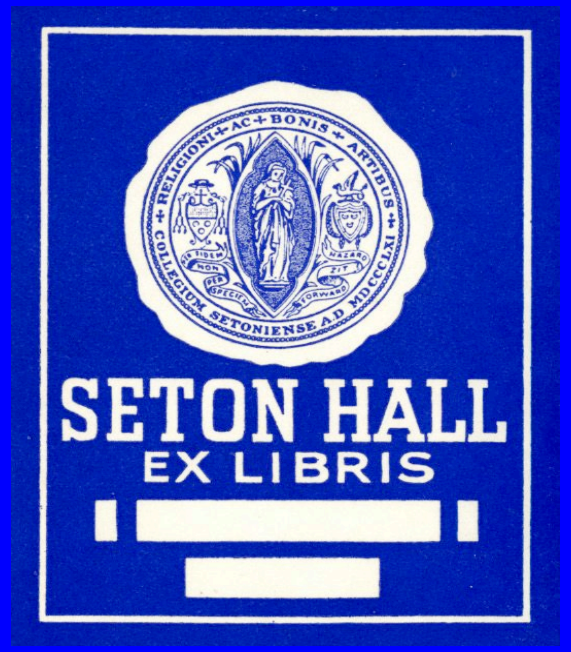
For More Information

Please Feel Free To Contact Me At . . .

Alan Delozier, D.Litt.

Seton Hall University Libraries

E-Mail: Alan.Delozier@shu.edu

Phone: (973) 275-2378

Thank You!!!