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5-12-2017

### Creating Primary Sources with First-Generation Students

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# **Creating Primary Sources with First-Generation Students**

William Cuthbertson  
Jane Monson  
Jay Trask

The James A. Michener Library  
at The University of Northern Colorado

The Meriam Library  
at California State University, Chico

## The Assignment In Two Sentences:

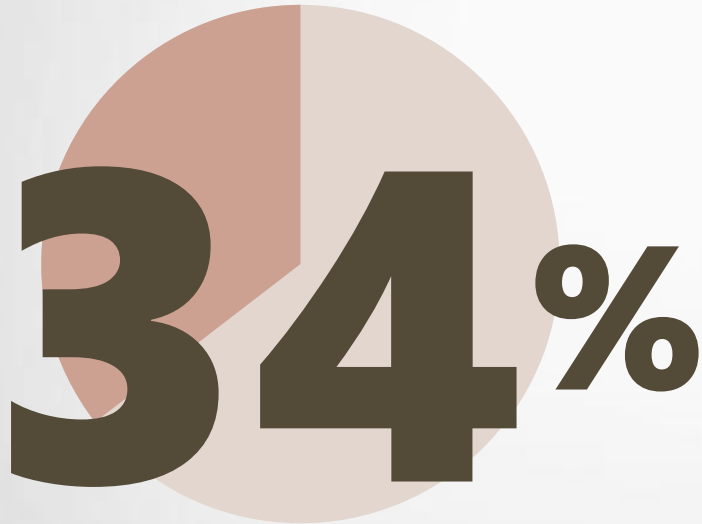
Students record interviews with one another discussing their transition to college as first-generation students.

Those recordings are added to the permanent archives of the University of Northern Colorado.

Slides, assignment, and example videos available at  
**[libguides.unco.edu/firstgen](https://libguides.unco.edu/firstgen)**

# The Growth of First-Gen Student Populations

Outreach to first-generation students is essential to reaching new and returning students.



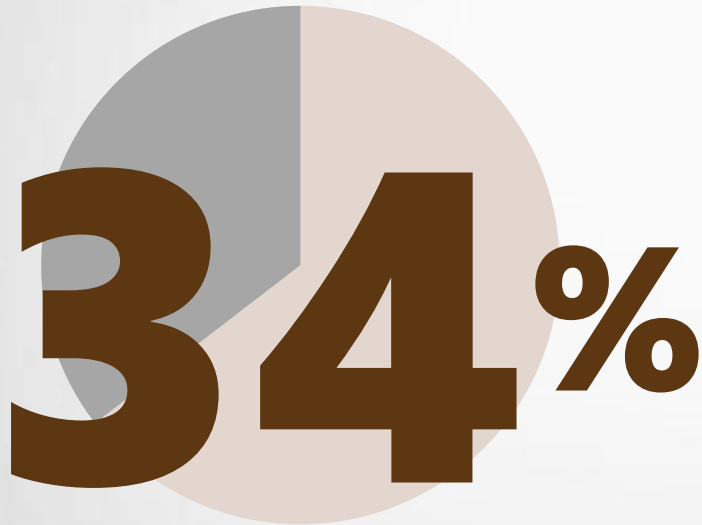
of **undergraduates nationally** are first-generation students (2011-12, via [NCES](#))

**7x**

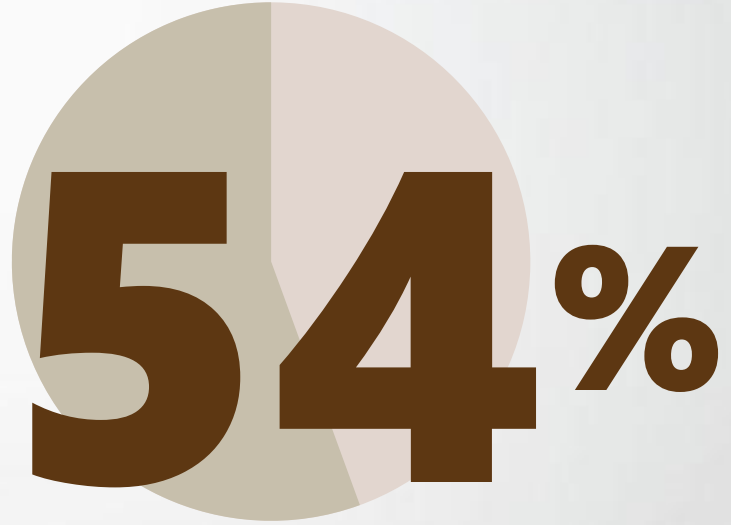
more likely to earn **bachelor's degrees** if attending 4-year college vs 2-year college (via [Pell Institute](#))

# The Growth of First-Gen Student Populations

Outreach to first-generation students is essential to reaching new and returning students.



of **UNC's undergraduates** are first-generation  
(about **3,190/9,930**)



of **Chico State's 2017 incoming freshman** are first-generation  
(about **2,200/4,200**)

# About the University of Northern Colorado

The **James A. Michener Library** is the main library for the campus of UNC, serving approximately 15,000 full-time students.

The Libraries' Information Literacy & Undergraduate Support department teaches multiple **eight-week one-credit courses** to students in

- First-generation/**TRIO** program
- **Honors, Scholars & Leadership** program
- Dept. of **Criminal Justice** & Criminology
- Dept. of **Audiology**

## Our Project Goals

A desire on the part of instruction faculty and archivists at the **University of Northern Colorado** to:

- Better introduce to students the **purpose, value, and immediacy** of primary source materials
- Increase **awareness and use** of digital collections and university archives
- Improve **information literacy** skills with these materials

## Additional Goals

- Increase **student voice** in UNC Archives
- Make materials **accessible to future researchers**
- Demonstrate **value of lived experiences** in academic setting



## The Purpose of Archives

- Identify records and papers of **enduring value**
- To **preserve** those materials
- To make those materials **accessible** to researchers
- **Information Literacy** element

## What We Collect

- University Records
- Special Collections
- James A. Michener Papers and Collections

The Administrative voice  
is the primary voice  
of the archives.

The Student voice is limited.





Engage students with physical materials from the collection.

## The Purposes of Digitization

- To increase **access** to materials
- To aid in **preservation** of original materials
- To provide “**value-added**” features
  - OCR
  - Data visualization

# Selection for Digitization

## **Copyright** status

- Ownership
- Public domain

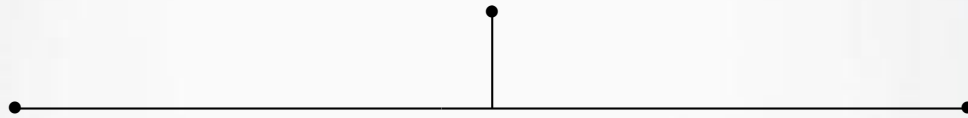
## **Physical condition**

- Size
- Fragility

The item is **unique** or of **wide interest**

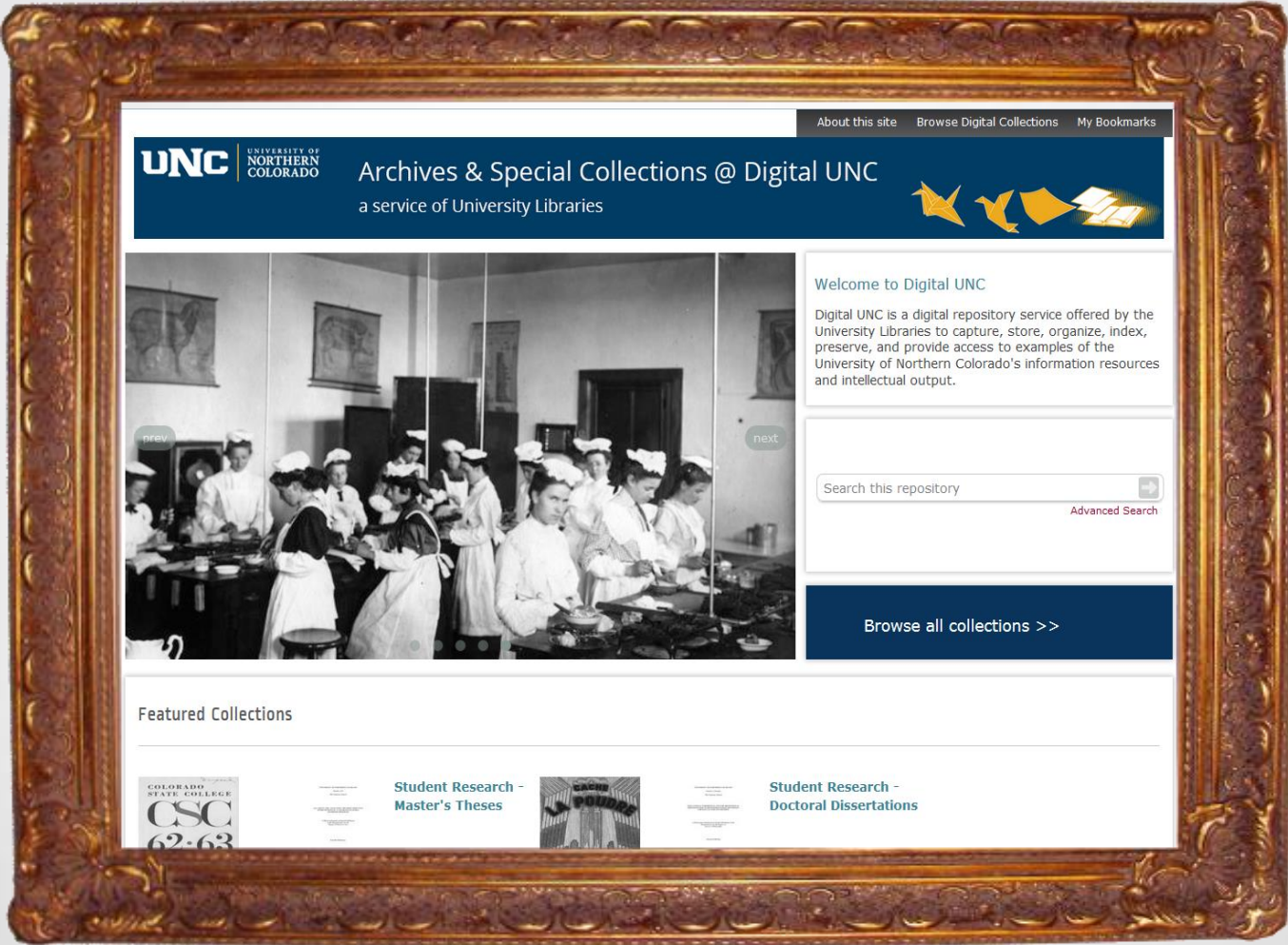
- Michener collections
- Campus newspapers, yearbooks, course catalogs

# Digital UNC



Archives & Special  
Collections @  
Digital UNC

Scholarship &  
Creative Works @  
Digital UNC



# Archives & Special Collections @ Digital UNC

a service of University Libraries



## Welcome to Digital UNC

Digital UNC is a digital repository service offered by the University Libraries to capture, store, organize, index, preserve, and provide access to examples of the University of Northern Colorado's information resources and intellectual output.

   
[Advanced Search](#)

[Browse all collections >>](#)

## Featured Collections



[Student Research - Master's Theses](#)



[Student Research - Doctoral Dissertations](#)



## Scholarship & Creative Works @ Digital UNC

a service of University Libraries



### Browse

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### Search

Enter search terms:

in this repository

[Advanced Search](#)

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### Author Corner

[Policies and Guidelines](#)  
[Author FAQ](#)  
[Student Submission Form](#)  
[Project Proposal Form](#)  
[Submit Research](#)

### Browse Research and Scholarship

- [All Collections](#)
- [Student Research](#)
- [Colleges, Schools, and Departments](#)
- [Journals and peer-reviewed series](#)

The repository is a service of the University of Northern Colorado libraries. Research and scholarly output included here has been selected and deposited by the individual university departments and centers on campus.

### At a Glance

**Top 10 Downloads**  
All time

**Recent Additions**  
20 most recent additions  
Activity by year

### Paper of the Day

**Counseling Competencies for Child  
Maltreatment Risk Assessment and  
Management**  
Janessa Marie Parra

# Primary Source Attempt #1

## “Primary Source Show & Tell”

- Students bring personal item to class
- Pre-complete “6 C’s of Historical Analysis” ([UTSA](#))
- Students present object to class based on 6C’s
- Physical objects on displayed in room
- Archivist in audience

## Problems

- Objects selected w/o deep consideration
- Poor method for digital objects
- Students less interested in others’ objects
- No interaction with Archivists

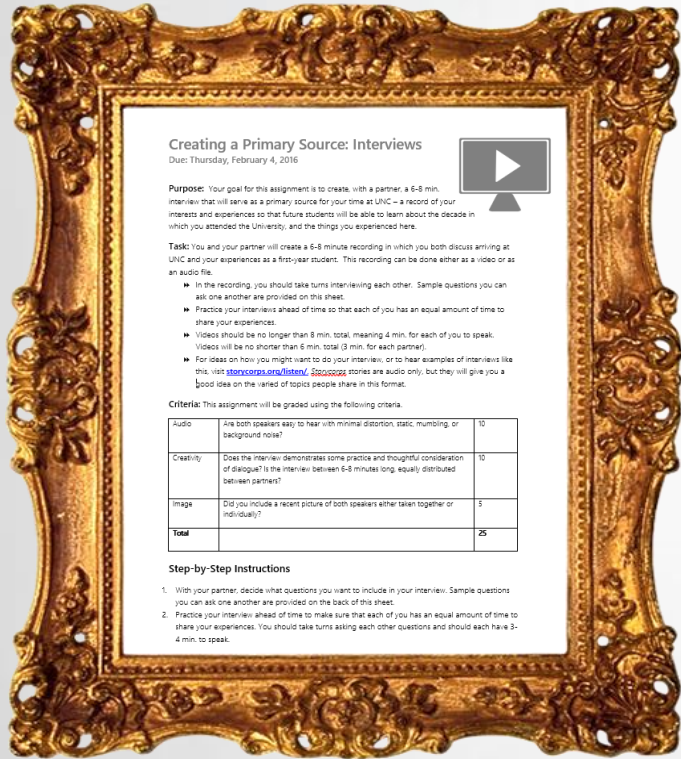
# Primary Source Attempt #2

## “Primary Source Showcase”

- Students bring personal item to class
- Pre-complete “6 C’s of Historical Analysis” ([UTSA](#))
- Visit other objects in classroom & complete 6C’s for each visited
- Archivist visits with students one-on-one

### Similar Problems

- Objects selected w/o deep consideration
- Poor method for digital objects
- Students less interested in others’ objects
- Few met with Archivist meaningfully



### Creating a Primary Source: Interviews

Date: Thursday, February 4, 2016



**Purpose:** Your goal for this assignment is to create, with a partner, a 6-8 min. interview that will serve as a primary source for your time at UNC – a record of your interests and experiences so that future students will be able to learn about the decade in which you attended the University, and the things you experienced here.

**Task:** You and your partner will create a 6-8 minute recording in which you both discuss arriving at UNC and your experiences as a first-year student. This recording can be done either as a video or as an audio file.

- In the recording, you should take turns interviewing each other. Sample questions you can ask one another are provided on this sheet.
- Practice your interviews ahead of time so that each of you has an equal amount of time to share your experiences.
- Videos should be no longer than 8 min. total, meaning 4 min. for each of you to speak. Videos will be no shorter than 6 min. total (3 min. for each partner).
- For ideas on how you might want to do your interview, or to hear examples of interviews like this, visit <https://www.youtube.com/watch?v=8Z000000000> (these are audio only), but they will give you a good idea on the varied of topics people share in this format.

**Criteria:** This assignment will be graded using the following criteria.

Audio	Are both speakers easy to hear with minimal distortion, static, mumbling, or background noise?	10
Creativity	Does the interview demonstrate some practice and thoughtful consideration of dialogue? Is the interview between 6-8 minutes long, equally distributed between partners?	10
Image	Did you include a recent picture of both speakers either taken together or individually?	5
<b>Total</b>		<b>25</b>

#### Step-by-Step Instructions

1. With your partner, decide what questions you want to include in your interview. Sample questions you can ask one another are provided on the back of this sheet.
2. Practice your interview ahead of time to make sure that each of you has an equal amount of time to share your experiences. You should take turns asking each other questions and should each have 3-4 min. to speak.

## The Interview Assignment

- Student-to-student interviews
- 4 min./student of interview time
- One 'required' question, others suggested but open to student interest
- Phone-recorded formats welcomed or library equipment provided

The assignment was given to students in two groups of one-credit library courses:

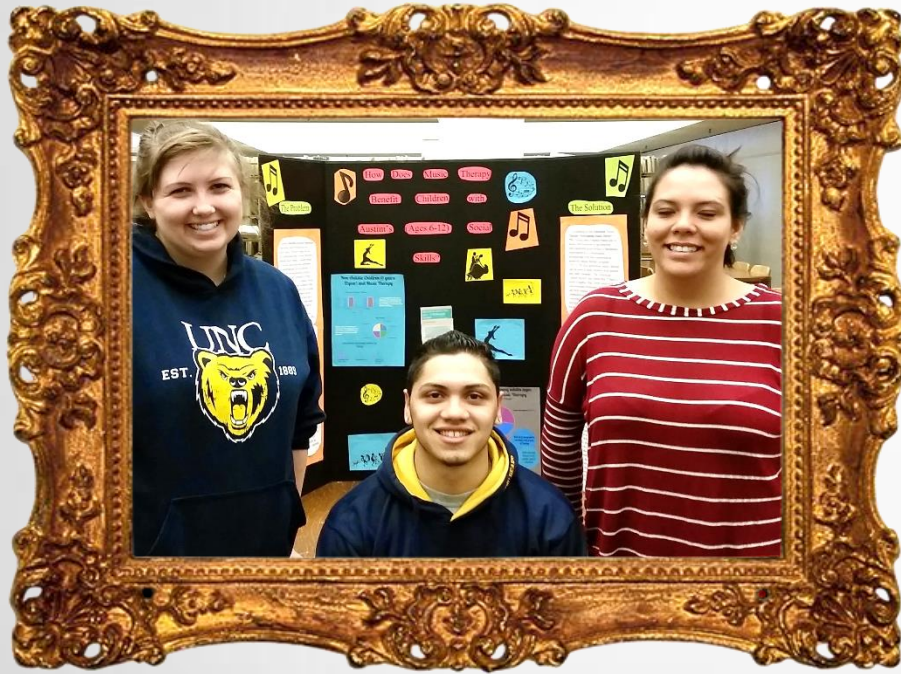
First-Generation students in LIB 150

Honors students in LIB 151



While the Honors students were engaged, and spoke often to pressures they felt in the program, the responses from **First Generation** students were considerably **more varied**.

First Generation students spoke to issues of **education, race, privilege, “fitting in,” family expectations**, and the desire to **illuminate a path** for their peers.



Assignment feedback and created videos show a **personal attachment** from first-generation students in **telling their story** to a larger audience.

UNC's TRIO program,  
**The Center for Human Enrichment**,  
excited by results and student  
enthusiasm, uses the videos as  
examples of student  
**achievement and promise** in  
program assessment and  
recruitment.





## Putting Files in the Digital Repository

- Students submit files to instructor via the **Canvas** LMS
- Descriptive **metadata** is created when the files are uploaded into the repository
- Recordings are **streamed** via Ensemble multimedia server



## Deed of Gift

Students submit a **deed of gift** that gives them the option of transferring ownership and, optionally, copyright to UNC Archival Services, as well as permission to make recordings accessible via Digital UNC.

Students also have the option of placing a **5-year embargo** on their recordings.

[digscholarship.unco.edu/voices/](https://digscholarship.unco.edu/voices/)



[libguides.unco.edu/firstgen](https://libguides.unco.edu/firstgen)



## What's Next?

At **CSU Chico**, while library develops its credit course, the assignment will be used in **UNIV 101**, the college success course for TRIO students, co-taught by library faculty.

The **First Generation Faculty & Staff** group has expressed interest in capturing their personal stories for the institutional repository.

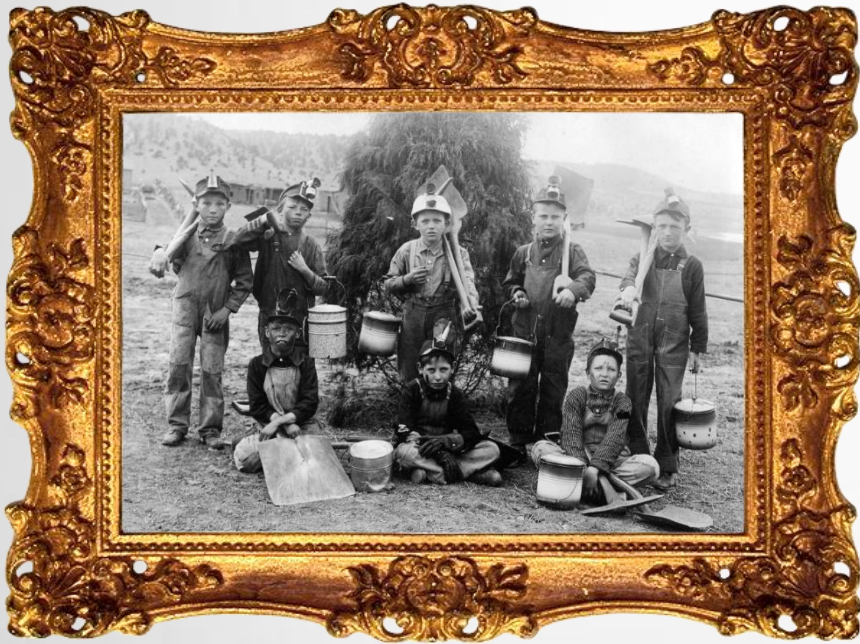
## What's Next?

At **UNC**, faculty seek to attach the assignment more deeply to teaching **visual literacy**.





1915



1887



# Thank you!

Friday, May 12, 2017  
45th Annual LOEX Conference  
Lexington, Ky.



## Questions?

Slides, assignment, and example videos available at  
**[libguides.unco.edu/firstgen](http://libguides.unco.edu/firstgen)**