

Don't teach students
how to be archivists.
Help them become
researchers.

The problem: Current trends and work in archival instruction rely heavily on competency and skills-based instruction at the expense of teaching students how to conduct research independently.

The approach: This conceptual paper presents an instructional framework based on subject analysis of existing instruction literature and archival and motivational theory.

Keywords:

Archives

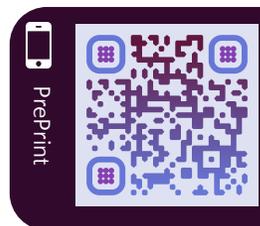
Self-determination theory

Diplomatics

Student motivation

Archival instruction

Student-centered



CARLY DEARBORN and MICHAEL FLIERL
THE Ohio State University

Three main themes from archival diplomatics guide this framework:

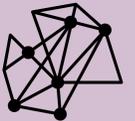
Progress from the specific to the general



Context over content



Emphasize relationships



PEDAGOGICAL APPROACH

Diplomatics
what to teach

SDT
how to teach

Motivating
learning
environment