

## **ACRL/RBMS-SAA Joint Task Force on the Development of Guidelines for Primary Source Literacy**

ALA Midwinter Meeting 2017, Atlanta

Sunday, January 22, 2017, 10:30 am-12:00 pm

Westin Peachtree Plaza, 210 Peachtree Street NW, Piedmont Room 2

Task Force Members Present: Heather Smedberg, Bill Landis, Sarah Horowitz, Julie Grob, Anne Bahde, Morgan Swan

Task Force Members Absent: Sammie Morris, Lisa Sjoberg, Sam Crisp, Gordon Daines, Leah Richardson, Robin Katz

Visitors Present: Melissa Hubbard (Case Western); Greta Bahnemann (U of Minnesota); Katie Kuntz (Rapid City Public Library); Juli McLoone (U of Michigan); Emile Hardman (Harvard); Amy Chen (Iowa); Shannon Supple (UC Berkeley); Sara Logue (Princeton); Meg Meiman (Indiana University); Kim Tully (Temple); John Overholt (Harvard); Molly Schwartzburg (U. of Virginia); Cherry Williams (UC Riverside); Beth Kilmarx (Binghamton U); Lois Fischer Black (Lehigh U); Martha Conway (U of Michigan); Petrina Jackson (Iowa State University); Molly Dotson (Yale); Athena Jackson (Penn State); Christian Dupont (Boston College); Amy Schindler (Univ Nebraska, Omaha).

Recorder: Sarah Horowitz

1. Call to order at 10:30 am
2. Introductions
3. Reminder of charge, working process
  - a. Formed by SAA and RBMS to create guidelines for primary source literacy to document a definition of primary source literacy and recommend some outcomes and objectives that those who use these resources would develop. Primary focus from the charge is academic audience, but not to leave out the public libraries and historical societies, etc. Also aiming to be inclusive about scope of primary sources and their uses. Formed in response to an earlier RBMS task force on Metrics and Assessment.
  - b. Charged last summer, are 1.5 years into task force, and will end in June (RBMS members) and July (SAA members). Working mostly over conference calls throughout the year, with meetings at ALA Annual, Midwinter, and SAA Annual meetings.
4. Discussion of 2nd draft of Primary Source Literacy Guidelines - Heather provided background on how we arrived at this draft before opening the floor for discussion of the draft. See bullet points below for detailed feedback gathered during this meeting.
5. Next Steps
  - a. We will do a little brush-up and post through SAA microsite, ALA connect, and hypothesis for annotation. We welcome outside comments both on that site.

- b. We will do another public feedback push, including to a variety of discipline representatives in the next few months.
  - c. Then we will revise and polish in time for public forums before or at ALA and SAA.
  - d. Keep an eye out for when a refreshed document is available for comment.
6. No other business was reported. Various attendees thanked the task force all their work.  
Meeting adjourned at 12pm

#### Comments Received during the Discussion of the Draft:

#### Comments on introduction, core ideas, and learning objectives:

- Meg: Appreciated the use of term learning objectives, as well as the introduction to that section with information on how this works. Appreciates that it is not prescriptive.
- Discussion of Learning objective 2D and section 3.
  - 2D seems to also really fit in section 3 -- really goes across several of these categories.
  - Bill: we really tried not to be repetitive, even though many of these things cross over. 3D is really about silences - in both collections and in databases, and how selective they can be.
  - Athena: add caveat in human activity statement in introduction-- get the silences issue in there. Or just link to diversity statements for both groups. Know we don't want it to be too long, but referral to other things would be helpful.
  - Melissa: 2D should be retained and maybe developed more. Haitian anthropologist (Michel-Rolph Trouillot, *Silencing the Past: Power and the Production of History*, Beacon Press, 1995 - first couple paragraphs of this 1996 review do a nice job of summarizing Trouillot's points about for ways that silences get introduced into history <http://faculty.webster.edu/corbetre/haiti/bookreviews/trouillot.htm>) -- silences can be created in four different ways -- use this to develop.
  - [Some of you who appreciate Ryan Gosling memes may enjoy this Trouillot-influenced one: [http://ncph.org/wp-content/uploads/2012/08/tumblr\\_luhjwgu6QM1r69yxio1\\_400.jpg](http://ncph.org/wp-content/uploads/2012/08/tumblr_luhjwgu6QM1r69yxio1_400.jpg)]
  - Julie: task force could look at 2D and 3D and make sure they are more clearly articulated in terms of the difference -- one about finding, one about once you have found the materials.
  - Anne: at some point there was language about fluidity of objectives, that things are not rigid -- revisit this language and add back in if it was cut during editing
- Emilie: working with primary sources in repositories (or from repositories) requires an understanding of the institutional context -- this should be strengthened
- Christian: considering a broader readership, worth stating that secondary sources can be activated as a primary source? Make this explicit (such as newspapers). It is in glossary Worth including the secondary source definition in the document proper?
  - Bill: could stick something into 1A that a source could be either primary or secondary depending on the question and the discipline -- maybe the introduction is not the best place

- Recommend paying closer attention to what comes from SAA glossary and citing that specifically.
- Molly: what is the audience? Librarians or faculty? Consider articulating this more explicitly than currently stated in first paragraph.
  - Heather: question of audience is key to have articulated well - while the guidelines are most likely to be most used by librarians and archivists, it is our hope that people who don't ever talk with librarians will use this, too. It is helpful to know this needs to be more clearly articulated
  - Molly: -- make it more clearly known that this is also for faculty (and teachers, instructors), make sure these audiences can see themselves in the document.
- Meg: suggest articulating that born-digital content can be considered primary as well
- Page 7, section 4 "use and incorporate" could be "incorporation" -- use both publication and dissemination for that section -- since a digital exhibit is more toward the second
- Emilie: Strengthen statement on gravitas of the guidelines - e.g. does the profession need to be aware, and be incorporating them; more of a policy statement in the document
  - Bill: if it's too librarian a policy stand, then it turns off faculty -- we want this to resonate with them and feel useful to them, as well.
  - Anne: a little wordsmithing in the introduction and core ideas could set these as values that we hold as a profession
- We are all teaching in very specific environments -- would be helpful if the various contexts are further developed re: how various audiences can use the document
- objectives section feels like an expression of skill-building as you move through the area -- acknowledge that there are different levels of skills?
  - Bill: we were hoping to do that in the appendices, rather than in the full document -- we don't want to say that some things are "core" since "it depends" is reality
- Greta: considering audiences and potential partnerships - a condensed version of this could go on the National History Day website, to help students think about what a primary source is is there a way to make this into a quick "fact sheet" version?
  - Heather: we hope this is a set of guiding principles, and that many lovely things come out of it. Probably look at morphing and toolkits after they get approved. History day quick fact sheet is probably a separate project outside this scope of this group.
  - Meg: Also consider something like the ACRL sandbox.
  - Athena: consider finding partner institutions for post-task force testing, as was done with the Collections Counts and Measures task force -- have several groups kick the tires, see what people struggle with, as a way to continue work
  - Greta: another partnership would be to share it with DPLA -- released digitized primary source kits and sets. Logical way to connect both teachers and students with primary materials in a curated and contextualized way.
  - Anne: another partnership - subset of RAO has been working on a teaching with primary sources clearinghouse. Could serve as opening of talk across institutions
  - As a group, we disappear at the end of the summer. Groups that are part of our larger organizations have to take it on.
- John: there is no current RBMS committee focused on instruction -- seems like it would be worth having something similar to SAA RAO -- if there are ongoing things that would be

served by having a group, that would be great --- could also bring programming to conference

- several comments: consider instruction and outreach work together. Also exhibits, particularly student-curated exhibits, digital exhibits;
- in charge request for exec, ask for control of document, and liaison to SAA committees of the same type
- Anne: it's come up many times that there are people in the community who want to be able to exchange ideas - forum for this ongoing conversation, listerv, etc.
- Task force should make a recommendation to Exec that we have some sort of body - Heather will do

Discussion of Appendices - Heather prompted group to think about what kinds of appendices would be helpful for people to see to move toward practical guidance.

- Appendices can help this serve as a comprehensive landing space for people
- Also determine what is in our scope of work -- and what will people do later, building upon these guidelines
- E.g. one appendix might show a couple examples of real life teaching situations, and how to incorporate the guidelines into the planning process
  - Many of the examples would include more than one objective
  - Could also use SAA case studies for this rather than in the guidelines document proper
  - Caution that examples can come to be seen as proscriptive when that's not the intent
  - Greta: in appendix 2, examples - get images from DPLA so people can see these materials -- create set of open-ended questions that relate back to the document -- asking open ended questions gets students to start thinking about things -- without some real examples for people to work with, they will think that it's great but not know what to do with it
  - Extend it to a variety of source types -Greta: in appendix 2, examples - get images from DPLA so people can see these materials -- create set of open-ended questions that relate back to the document -- asking open ended questions gets students to start thinking about things -- without some real examples for people to work with, they will think that it's great but not know what to do with it
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- Guidance on constructing assessment and evaluation
- Meg & IU have worksheets with outcomes for 100-level, through 400-level - would share with us as one approach to consider applying with the guidelines
- Consider developing a rubric from the guidelines
- Amy: Could trial run something at RBMS in Iowa, present as an informal meet-up in preparation for the new (we hope) instruction section
- Melissa: what she had imaged doing with document was using the language to have this conversation with each individual faculty member - Julie: even being able to say there are guidelines when talking with faculty is helpful
- Heather: one hole is relationships to non-primary source literacy -- need to link to ACRL framework - what other links/references would be useful here?

- Bibliography is all print, will want to link to resources on creating learning outcomes, stuff outside just primary sources
  - Amy: discipline-specific books on info-lit
  - Meg: be mindful that not all people have access to college and university libraries and could they get access to the things mentioned in the bibliography
  - while we don't want to have it run very long, linking to other SAA/RBMS ethics and diversity statement recommended somewhere (footnotes from within narrative? Appendices?)
- Shannon: if feasible, would be nice to put a cc0 or cc-by license on it, so that people can remix for their own contexts, that could all be brought together in one place
- Amy: is on library executive committee of MLA -- could bring it to them, framing it as graduate training, research methods