

How to Integrate Computational Thinking into Archival Studies Curricula

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Abstract:

The CT-LASER+ Project, with educational leaders from the U. Maryland, U. Missouri, Kent State U., and Clayton State U., aims to develop an online national collaborative network for integrating computational thinking (CT) into library and archival education and practice. This IMLS-funded project brings together educators, practitioners, and researchers to design pedagogical tools and resources that archival educators can use to introduce graduate students to computational science principles and practices. The CT approach encourages archivists to break down large-scale digital records challenges into manageable components and create solutions that combine archival data and code to create accessible archival records.

The Educators Network of CT-LASER+ has the responsibility for developing and testing materials to be used in teaching environments, in a variety of archival courses, including digital curation, digital preservation, data and records management, and digital humanities. Educators and their students will work with data provided by archivists in the Practitioners Network of CT-LASER+, including archival records from the Densho Digital Archives (WWII Japanese-American Camps), the Maryland State Archives (Legacy of Slavery Project), Spelman College Archives (Drama and Dance Photographs), and the Ricky Renuncia Project (2019 Puerto Rican Summer Protests). The overall goal of the project is to make CT an essential part of archival education, encouraging collaboration between educators and practitioners. It is also hoped that this pilot project will encourage participation from other educators and practitioners in order to grow the network and increase the number of archivists who are comfortable with CT thinking and its integration into the day-to-day work of the archive.

This poster provides an overview of the CT-LASER+ Project, including its goals, participants, and activities to date. The authors define computational thinking in the context of archival theory and practice and describe their experiences in integrating CT thinking into existing and new coursework.

About the authors:

The CT-LASER+ Project is led by Dr. *Richard Marciano*, Professor at the College of Information Studies, University of Maryland. The CT-LASER+ Educator Network includes Dr. *Karen F. Gracy*, Professor at the School of Information, Kent State University; Dr. *Sarah Buchanan*, Assistant Professor at the School of Information Science and Learning Technologies, University of Missouri, *Joshua Kitchens*, Director of Archival Studies, Clayton State University, and Mark Conrad, Digital Archivist, National Archives and Records Administration. This project is funded by the Institute of Museum and Library Services (IMLS) through a Laura Bush 21st

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