Faculty Librarian: Donna Witek

Semester: Spring 2020

Course Number and Name: HIST 190: Digital History (EP)

Course Instructor (Last Name): Levy

Date(s) of Information Literacy Instruction: 2/18/2020

Time(s) of Information Literacy Instruction: 8:30-9:45am

Location: STT 411

Number of Students Registered in Course: 13

Summary of research assignment or task

This information literacy lesson directly supports an assignment called Task 3, in which students use an iterative approach to the research process to develop a historical research question based on a primary source they have previously found through digital archives, and record their search process including reflection and analysis of the steps they tried. Task 3 is one of several scaffolded assignments that lead to the submission of the Primary Source Paper several weeks after the information literacy class is scheduled. The purpose of my lesson within the wider course is to address secondary source research in the discipline of History.

This Spring 2020 class was my second time teaching this lesson for Dr. Levy; my first time teaching this was in Fall 2019. In developing this lesson, Dr. Levy and I met to collaborate and deeply integrate this guest presentation within her wider syllabus schedule. For this lesson I created a detailed and dynamic slidedeck with active links to featured search tools, which I used to organize and deliver my presentation and which I shared with students via Dr. Levy after my class with them.

My slidedeck for this lesson can be found attached.

Classroom Student Learning Outcomes (SLOs) – at least one, no more than three

SLO1: As a result of this information literacy instruction, students will practice strategies for finding secondary sources (articles and books) related to a primary source including developing a historical research question and mining it for search terms.

SLO2: As a result of this information literacy instruction, students will apply advanced research and searching techniques in the databases including using the wildcard symbol, phrasing, and targeting metadata fields with topical terms, as well as using Zotero in the databases.

SLO3: As a result of this information literacy instruction, students will understand the role of secondary sources in the study of history.

How will you know how students are doing as they work toward meeting these outcomes?

SLO1: Task 3 submissions to Dr. Levy

SLO2: Task 3 submissions to Dr. Levy

SLO3: Primary Source Paper submissions to Dr. Levy

Based on your experience teaching this class and any assessment of student work you were able to do, what can you change next time to improve how you teach it? Or, what was successful that you want to be sure to do again the next time you teach it?

Direct assessment of my classroom student learning outcomes is not easily accomplished by me, the librarian, as I am not the instructor of record for the course, and the assessment data sources come from assignment submissions to Dr. Levy after my information literacy class session has taken place.

Dr. Levy has invited me to attend students' final presentations in the course, which take the skills developed in Task 3 and the Primary Source Paper and apply them to a capstone project at the end of the course; unfortunately, scheduling constraints have made me unable to attend these final presentations as of yet. This is an avenue of direct assessment by me that I can pursue in the future when I teach this lesson.

Another option is for me to ask Dr. Levy for student scores on Task 3 and/or the Primary Source Paper, or to ask her for an overall evaluation of how she feels students did when it came to secondary source use throughout their projects in the course. I will aim to close the loop with her in this way when I teach this lesson for her again in the future.

Between Fall 2019 and Spring 2020, Dr. Levy did ask me to add the Library catalog and the licensed resource CREDO Reference to the resources I introduce to students as tools for conducting secondary source research. This made the lesson very tight in Spring 2020, and a positive improvement I made to address this was to cut the modeling of searching the Digital Public Library of America for a primary source, trusting that students' introduction to searching digital archives earlier in the semester was sufficient. However, managing the lesson so that students have more time to apply the techniques I introduce to them during my class session would strengthen this lesson in the future.

While there was not enough time for students in Spring 2020 to complete the anonymous First-Year Library Instruction survey that asks students, "After today's session, what is something that

you will change when doing research?," and the completion rate when the survey link was shared with students by Dr. Levy via email after my class had taken place was 0, I did receive 15 survey responses when I taught a very similar version of this lesson to Dr. Levy's HIST 190 class in Fall 2019. By far the most frequent response to this survey question in Fall 2019 was that students would utilize the advanced search techniques I shared with them, especially use of the wildcard symbol, when doing secondary source research in the databases. It was gratifying to see that my instruction in a powerful but lesser known search technique was valuable to students who attended this lesson, and tells me that I should retain how I teach these techniques in the future when I teach this lesson again.

Information Literacy Program Learning Outcomes (PLOs) – at least one, no more than four – this information literacy instruction supports

PLO3: Students will identify the appropriate level of scholarship among publication types (scholarly journals, trade publications, magazines, websites, etc.) in order to critically evaluate the usefulness of the information for their research need.

PLO4: Students will articulate the key elements in their research questions in order to develop and execute a search strategy.

PLO5: Students will share ideas responsibly in a variety of formats and contexts in order to recognize themselves as knowledge creators.

Secondary Sources in Historical Research

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HIST 190: Digital History — Levy

Spring 2020

What is a secondary source in the study of history?

"Secondary sources were created by someone who did *not* experience first-hand or participate in the events or conditions you're researching. For a historical research project, secondary sources are generally scholarly books and articles.

A secondary source interprets and analyzes primary sources. These sources are one or more steps removed from the event." (*Library Research Guide for the History of Science*, Harvard Library)

How do we find secondary sources related to a primary source?

- What do you already know about the primary source?
- What is the historical subject(s) the primary source addresses?
- From what time period does the primary source derive?
- What process or situation interests you about the primary source and the information it conveys?
- What question(s) do you have about the primary source, its historical subject(s), its time period, and the process or situation you are interested in?
- **What key terms can you mine from your answers to the above questions?**

Example: *The Ukrainian Immigrants in the United States*

Search Methodology:

Digital Archive: Digital Public Library of America — https://dp.la/

Query: scranton immigra*

★ No advanced search available
★ Wildcard symbol supported
★ At primary source phase, search broadly and follow curiosity
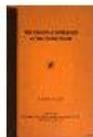
The Ukrainian immigrants in the United States /

1939 · Chyz, Yaroslav J

Reprinted from the Almanac of the Ukrainian Workingmen's Association for 1940. Cover title. Includes bibliographical references.

View Full Item ☑ in University of California

Example: *The Ukrainian Immigrants in the United States*

Digital Public Library of America — https://dp.la/

Historical Research Question

What role did *organizing* play in the life of *Ukrainian immigrants to the United States / Scranton* in the *late 19th / early 20th century*?

Includes:

1. A subject of study ("Ukrainian immigrants to the United States / Scranton")
2. A time period ("late 19th / early 20th century")
3. A process or situation ("organizing" including societies, leagues, associations, labor unions, etc.)

Initial (Background) Research with Books

➜ **CREDO Reference**: Credo Reference is a full-text online reference service. The collection includes over three million entries from hundreds of well-regarded titles from some of world's the best reference publishers. Contains dictionaries, bilingual dictionaries, thesauri, encyclopedias, quotations and atlases, plus a wide range of subject-specific titles covering everything from art to accountancy, science to Shakespeare and law to literature.

   ◆ Found in the **History list** of the **Databases by Subject** page on the Library's website
   ◆ Search for ONE ELEMENT of your research question — e.g., Ukrainian Immigrants
      ● NOTE: Wildcard symbol does not appear to be supported!
   ◆ "Further Information" reference lists are a good source of books and articles to locate and read

➜ **Library Catalog**: Searches scholarly books and ebooks owned or licensed by the University of Scranton library.

   ◆ BOOK filter is for print books in the Library, EBOOK filter is for books you can read online
   ◆ Search for ONE ELEMENT of your research question — e.g., Ukrainian Immigra* (wildcard symbol IS supported!)
   ◆ Use table of contents and index to evaluate and strategically read promising books / chapters on your topic

Going Deeper with Articles found in the Databases

➔ **America: History & Life**: An EBSCO database that indexes journal articles, book reviews, and dissertations on the history and culture of the U.S. and Canada from prehistoric times through the present. The database comprises 400,000 bibliographic entries from over 2000 sources. Publications indexed are post-1964. Updated annually.

➔ **Project MUSE**: Access to the full text of over 100 scholarly journals published by the Johns Hopkins University Press in the areas of arts and humanities, social sciences, and mathematics. The coverage is from 1990 to the present.

➔ **JSTOR**: Provides full text access for scholarly journals in the areas of African-American studies, anthropology, Asian studies, ecology, economics, education, finance, history, literature, mathematics, philosophy, political science, and sociology. This database covers a complete journal run from the first issue up to the most recent three to five years.

All found in the **History list** of the **Databases by Subject** page on the Library's website.

Query 1

Search Methodology:

Database: **America: History & Life**

Query:

	ukrain*
AND	immigra*
AND	organiz*

- ★ Broad but focused terms
- ★ Wildcard symbol supported
- ★ Geographic location not needed — database scope covers this

Searching: **America: History & Life** | Choose Databases

ukrain*	Select a Field (optional) ▼
AND ▼ immigra*	Select a Field (optional) ▼
AND ▼ organiz*	Select a Field (optional) ▼

Query 2

Search Methodology:

Databases: **Project MUSE**
— Use "Advanced Search" under **MENU**

Query: ukrain*   IN: Title
          AND   immigra*
          AND   organiz*
          AND   "united states"

★   Database scope so broad, need to target metadata fields with your topical terms
★   Wildcard symbol supported
★   Include geographic location as a "phrase" — database scope too broad otherwise
★   Limit to Journal Articles only

Query 3

Search Methodology:

Databases: **JSTOR**

NOTE: Article PDFs are not automatically included when adding JSTOR articles to your Zotero Library.

Query:

	ukrain*	IN: Item Title
AND	immigra*	
AND	organiz*	
AND	"united states"	

★ Database scope so broad, need to target metadata fields with your topical terms
★ Wildcard symbol supported
★ Include geographic location as a "phrase" — database scope too broad otherwise
★ Limit to Articles only

Zotero & the Databases

➔ Open and log into the Zotero application on your computer
  ◆ Download it at https://www.zotero.org/download/
  ◆ You must have the program running and synching with your account for the extension to work

➔ Add the Zotero Connector browser extension to Chrome or Firefox
  ◆ Download it at https://www.zotero.org/download/
  ◆ **Note: Safari is not reliably supported!**

➔ Use the browser extension to add citations to your Zotero Library
  ◆ Be sure to open a database article record before adding it to your Zotero Library
  ◆ Double check the metadata that is captured for the article you've added

➔ If PDF is available, Zotero will include the file in your Library record
  ◆ Associated PDFs are visible by expanding the record entry — click on the downward arrow

Task 3: Research Troubleshooting - Due 2/23

Task 3 Guidelines

Survey and Research Prize

At the end of your workshop with the librarian, visit

https://www.surveymonkey.com/r/scrantonIL

and answer the 4-question survey about your class today.

What course are you in? = HIST 190
Who is the Librarian teaching the session? = Donna Witek

Apply for the Bonnie W. Oldham Library Research Prize — $500!
www.scranton.edu/libraryresearchprize