

Using a Librarian-Designed and Librarian-Graded Assignment with Multiple Information Literacy Sessions

MILEX 2024 Spring Conference, April 19, 2024
OneShot*Plus*: Information Literacy Instruction Beyond the Single-Session Model
Maryland State Education Association, Annapolis, MD



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AGENDA

- ◆ HIST 295: The Historian's Toolkit
 - ◆ Where we Began
 - ◆ How we Evolved
 - ◆ Current Developments
- ◆ Lessons Learned

1. HIST 295



The Historian's Toolkit

HIST 295: The Historian's Toolkit

- ◆ Introduction to Research
- ◆ Required for Majors
- ◆ Genealogy Focus
- ◆ Public History
- ◆ Original Assignment:
 - ◆ Research Worksheet



HIST 295.001

HISTORIAN'S TOOLKIT

Fall 2018 LC 203 Hybrid Course Wednesdays 2:00-3:20

PROFESSOR
ELIZABETH NIX, PH.D.
Office Hours: W 11:00-12:00
TELEPHONE: 410-837-5296
EMAIL: ENIX@BALE.EDU

You'll learn research techniques as you explore your family's past

All history majors must take the Historian's Toolkit.

COURSE DESCRIPTION

This course examines the methods of historical research, critique and documentation. Under the guidance of Dr. Nix and Ms. Conlin, you will learn how to use historical databases, collect evidence and interpret primary sources. You will apply historical methods and the Turabian style of documentation as you assemble a portfolio based on exhibit sources that relate to your own family history.

HIST 295 is required for all history majors. It fulfills the information literacy graduation requirement.

Pick an interesting person from your family's past, but make sure he or she left documents

Helen and David Lutz, 2008/2009

Marie Lutz, Passport Stamps

Carrie Higgs, May 28, 1924


2. HIST 295



*Where we Began:
Dr. Betsy Nix and the RLB Library*

HIST 295: Dr. Nix's Vision

- ◆ Multiple Sessions (5)
- ◆ Library Assignment
- ◆ SOURCE Evaluation:
 - ◆ Series of Steps
 - ◆ Origin
 - ◆ Use
 - ◆ Red Flags
 - ◆ Evidence



Mandell and Malone's Framework for Historical Thinking

Cause and effect is perhaps the most familiar category of historical questioning and explanation. We ask questions about the causes and consequences of past events. Not surprisingly, our answers to these questions, our historical interpretations, take the forms of stories about causes and consequences.

We also ask questions about what has changed and what has remained the same over time. Answers to questions about change and continuity connect events and give meaning to the chronological sequence of events.

In some cases we wonder if the change was so dramatic that the topic of study was a historical turning point. By studying the historical record we are able to reach conclusions that some events or developments so dramatically changed a society's ideas, choices, and ways of living that some paths of development could no longer be followed and others became more likely or possible.

In other cases we look at the past as a guide to our present. We want to know about the particular course of events that shaped our present. Or, we are using the past to seek guidance in the forms of "lessons of history" that can help us grapple with current problems.

We find it both necessary and fascinating to examine the ways in which people of different times, places and conditions made sense of their world. We consider how their experiences, needs and worldviews affected their actions and the course of events. We try to imagine the world through their eyes. Mandell and Malone, *Thinking Like a Historian*, 7.

SOURCE: Questions to ask of documents

Series of Steps: Heuristic developed for this class

Origin: The first questions historians ask of any source are those that attempt to nail down its origin.

Use at the time it was created: Once historians know the basic facts of creation, they can pose questions about its use.

Red Flags: This set of questions helps a historian exercise judgment about a source's credibility and the ethics of using it.

Context: What else was going on when this document was created?

Evidence: These questions take you to the core of a historian's job: building an argument.

3. HIST 295



*How we Evolved:
Dr. Nicole Hudgins and Sarah Gilchrist*

HIST 295: Dr. Hudgins' Updates

- ◆ Kept 5 Sessions
- ◆ Revised Assignment
 - ◆ Introduced Draft
 - ◆ In-Class Review
 - ◆ Feedback Provided

Mandell and Malone's Framework for Historical Thinking

Cause and effect is perhaps the most familiar category of historical questioning and explanation. We ask questions about the causes and consequences of past events. Not surprisingly, our answers to these questions, our historical interpretations, take the form of stories about causes and consequences.

We also ask questions about what has changed and what has remained the same over time. Answers to questions about **change and continuity** connect events and give meaning to the chronological sequence of events.

In some cases we wonder if the change was so dramatic that the topic of study was a historical **turning point**. By studying the historical record we are able to reach conclusions that some events or developments so dramatically changed a society's ideas, choices, and ways of living that some paths of development could no longer be followed and others became more likely or possible. In other cases we look at the past as a guide to our present. We want to know about the particular course of events that shaped our present. Or, we are using the past to seek guidance in the forms of "**lessons of history**" that can help us grapple with current problems.

We find it both necessary and fascinating to examine the ways in which people of different times, places and conditions made sense of their world. We consider how their experiences, needs and **worldviews** affected their actions and the course of events. We try to imagine the world through their eyes. Mandell and Malone, *Thinking Like a Historian*, 7.

SOURCE: Questions to ask of documents

Series of **Steps**: Heuristic developed for this class

Origin: The first questions historians ask of any source are those that attempt to nail down its origin (author/creator, date, provenance, process, etc.)

Use at the time it was created: Once historians know the basic facts of creation, they can pose questions about its use or purpose.

Reality Check: Helps a historian exercise judgment about a source's credibility and the ethics of using it. Identification of **bias and limitations** of the source.

Context: What else was going on when this document was created?

Evidence: These questions take you to the core of a historian's job: building an argument. What is the source evidence for ["This document provides evidence of that..."]?

4. HIST 295



*Current Developments:
Dr. Nicole Hudgins and Mike Kiel*

HIST 295: Mike Kiel's Modifications

- ◆ Kept 5 Sessions
- ◆ Modified Some Content
- ◆ Further Revised Assignment
 - ◆ Maintained Drafts
 - ◆ More Focus on Context
 - ◆ Structured Options for Evaluation



5. LESSONS LEARNED



Pedagogical Practices and Suggestions

Lessons Learned

- ◆ Scaffolding Works
- ◆ Iterative Design Helps
- ◆ Engaged Students Grow
- ◆ Learning Takes Time
- ◆ Diversity of Narratives



THANK YOU!



Any questions?

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