

## **END OF FUNDING PERIOD REPORT**

### **LAUC Statewide Grants, Research & Professional Development Committee**

Primary Applicant(s): Yolanda Blue  
Campus: University of California Santa Barbara (UCSB)  
Email: blue@library.ucsb.edu  
Telephone: 805-893-3062

### **TITLE OF PROJECT: Interdisciplinary 1 in Special Collections: from Library Skills to Critical Pedagogy**

Time Period of Grant: 2015-2016  
Amount of Award Received: \$600.00  
Original Abstract as Submitted:

Librarians at UCSB have engaged in library instruction since 1977 when the library became the first and only UC campus to offer a class teaching a quarter-long library skills. Class work emphasizes critical thinking, finding and evaluating information, and hands-on exploration of library resources, and the social production of information. The freedom given to instructors to try new things have led to the latest change, which includes a session on archival materials.

Yolanda Blue first introduced her students to Special Collections materials in the fall of 2004. Due to the popularity of this class, teaching primary sources and a visit to Special Collections is part of the curriculum. The students' interest in library research rose sharply and they developed a deeper understanding of the cycle of information with the introduction of primary sources. All students are invited to view and touch the display of resources as she describes the historical significance of the items, a reflection of their comparative and historical research value and how they impacted the lives of those who used these materials.

B. Presenter will provide a packet including a class syllabus, samples of assignments, in-class exercises, and readings.

C. Audience for the session: Attendees who are interested in teaching information literacy using special collections and archival materials.

D. Purpose of the session: Provide an overview and ideas for bringing special collections and archives into a general library instruction program. The session will introduce attendees to a set of tools and tips to help researchers develop a deeper understanding of the cycle of information with the introduction of primary sources.

### **I. ACCOMPLISHMENTS and EVALUATION**

- Describe what was achieved during the time period of the grant.

Initially the presentation was scheduled as an eleven minute lightening talk.

When a change in the program occurred, our group was asked to participate in a panel discussion due to its timely topic on archives and special collections implementing instruction on primary resources. The panel discussion was a culmination of a project conducted by librarians to highlight their collaborations to teach critical thinking using

primary resources. After completion of the panel discussion, several attendees requested handouts. The handouts provided examples of the library research assignment on primary /secondary resources; the course syllabus which outlined learning goals for the class; and a selected bibliography. In addition, a chart on the flow of information lifecycle was included to highlight that archival and special collections materials are included primary, secondary, and tertiary sources.

- What aspects were completed as proposed? If your study could not be completed as proposed, explain how your plans were altered.

The presentation highlighted that the teaching of primary resources in conjunction with a general instruction program help students as well as researchers learn about the different information resources that will facilitate their critical thinking.

- Did the project accomplish what it intended? Did it make a difference?

Yes, the project goals were accomplished. We provided information on how to bring special collections and archives into the library's general instruction program. We highlighted the instruction of primary resources as a tool for research and discovery. In addition, the panel discussion focused on the practical goals for presentations in Special Research Collections such as information literacy, access to primary resources and how to actively engage students in using these resources for research and personal enrichment. Along with teaching students about archival and special research collections, our project discussion focused on the outreach services (outside the walls) offered to various groups and organizations in the community. We introduced attendees to a set of tools and tips that would facilitate students' and researchers' deeper understanding of primary resources are part of the cycle of information.

- Include any relevant quantitative data, if applicable

The session was fully attended by participants during the SCA conference. Several handouts were distributed to attendees. As well, after the session, the presenter was approached by several attendees who praised the topic and continued to ask for details about the collaboration between Special Research Collections and the instruction program at UCSB.

- What would you do differently next time, if anything?  
Participating in a workshop presentation if feasible for the meeting.
- What advice do you have for others applying for LAUC research grants?  
To explore future trends that would be relevant for the profession.

## II. IS YOUR PROJECT COMPLETED? Yes\_ No\_\_

If No, what is needed to complete the project? Is more time needed? Or more funds?

### **III. FINANCIAL STATEMENT**

Please explain how the funds received were spent. Attach your original budget and indicate how well your estimates matched with actual expenditures. Receipts are not necessary.

**Original Summary of the budget:**

Rental Car: \$200.00

Parking: \$8.00 per day x 3 = \$24.00

Registration: \$180.00

Hotel: \$150.00 per night x 3 = \$450.00

Per diem for food: \$50.00 per day x 3 = \$150.00

The original budget estimate was close to the actual expenditures for the conference.

### **IV. SHARING YOUR PRODUCT/RESULTS**

What are your plans for disseminating the results of your work? If it will be a web page or product, or published article or book, when will it be available to the public? Include citations/URLs if known.

The PowerPoint, notes, etc. of the presentation will be posted on the Society of California Archivists (SCA) website.

### **V. NOTE**

Information included in this report may be reprinted or posted on the web for dissemination to UCOP, other UC Libraries, and future potential LAUC grant applicants.