Problem Statement

Can an undergraduate teaching librarian co-teach with a special collections archivist?, would the co-teaching environment be a good outreach model for further library classes (whether co-teaching or solo)?, and was the project worth repeating in the future?

Search Scope/Criteria/Keywords

You can’t search everywhere effectively, so you have to narrow a bit. Going to discipline-specific databases or looking at ‘number of times cited’ in SCOPUS/Web of Science can further narrow. You can only review the last 5 years, only qualitative studies, etc. There are many criteria to narrow your search by - it is handy to set these rules before you do too much work - consistency helps your credibility.

Note: for my search I used:
SCOPUS, Web of Science (high-impact publications)
Education Full Text + ERIC (education, higher ed., librarianship)
Library Catalog & WorldCat (book-length publications)

I used the following keywords:
archivist, special collections, teaching, co-teaching, hybrid course, hybrid curriculum, primary sources, unpublished archives

I included: case studies, peer-reviewed articles, scholarly articles
I carefully screened: items pre-dating 2006 (when smart phones and social media took off as well as mass-digitization projects were well-funded)
I intentionally omitted: newsletters, conference proceedings, letters
Gathering Sources

When you perform a few searches, you may realize that your problem statement, or your search criteria need adjusting—that’s part of the process. Once you’re satisfied with the search results, look for many different angles, interpretations, aspects, etc. related to your problem and download as you go.

With your downloads, keep track and start to engage with them by recording
The main point (or two) of the source using your own words, and at least one quote directly from the text backing up what you said.
A citation of the source

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This article reports, "the hands-on experience, and the act of leaving the classroom to visit a new space all seemed to generate excitement..." are a great option when the library classes are small enough to be accommodated. **TRADITIONAL LIBRARY VISITS**

The article states, "special collections will become increasingly invisible if they are not accessible online", but with the inability for many archives to completely digitize collections, the question is, what can libraries do to mitigate the problem of "out of sight, out of mind" in our undergraduate students? **MARKETING & OUTREACH**

The article reviews ways of assessing the value of special collections and suggests an addition to collections-centric value; "By adopting a user-centric perspective, we may be able to look more broadly at how scholars interact with special collections." **QUANTIFYING VALUE OF SPECIAL COLLECTIONS OUTSIDE OF THE LIBRARY**

Encouraging the point of view of archivists and special collections in the development of curriculum being taught (or teaching it themselves), "What is missing...are the voices of archivists and special collections librarians about their role in...providing instructional support?" **HOW SPC FOLKS VIEW THEMSELVES AS EDUCATORS**

An (old) example of a collaboration between special collections and instruction librarians. In this case, the materials were part of a general course presenting primary sources vs. secondary sources (not a research course like the LEAP model) "Student Interactions with primary sources are typically limited to a small number of upper-division courses that include the use of archival materials. As a result, many undergraduates may never understand the essential role of primary sources." **VALUE OF RESEARCH-BASED TEACHING OF SPC IN THE CLASSROOM**

**ARTICLE:** Special collections, primary resources, and information literacy pedagogy  
**Communications in Information Literacy**  
2013: 7(1)

**ARTICLE:** Increasing access to special collections  
**Liber Quarterly: The Journal of European Research Libraries**  
2012: 21(2)

**ARTICLE:** What’s so special about special collections? Or, assessing the value special collections bring to academic libraries  
**Evidence Based Library and Information Practice**  
2013: 8(2)

**ARTICLE:** It makes history alive for them: The role of archivists and special collections librarians in instructing undergraduates  
**The Journal of Academic Librarianship**  
2010: 36(5)

**ARTICLE:** Beyond the reading room: integrating primary and secondary sources in the library classroom  
**The Journal of Academic Librarianship**  
2006: 32(3)
Take each of the quote/citation moments and put them on a map of concepts, and see where there might be connections in relation to your stated problem, ideas for solutions, etc. It helps to do this while explaining the problem to a partner (coffee helps).
Putting in Order - telling a story

At this point, you have the ability to start putting the sources into a narrative, or story-line; moving logically from one source to the next (mine below is missing the citations, but you should be able to get the idea of where I’m going...)

1. The traditional model of leaving the classroom for a visit to the special collections, or "treasure room" of the library was exciting and valuable, especially in the era before the internet.
   This article reports, "the hands-on experience, and the act of leaving the classroom to visit a new space all seemed to generate excitement..." are a great option when the library classes are small enough to be accommodated

2. In the era of digitized archives being repackaged and reused almost effortlessly on social media has led to concern about diminishing awareness of non-digitized materials.
   a. The article states, "special collections will become increasingly invisible if they are not accessible online", but with the inability for many archives to completely digitize collections, the question is, what can libraries do to mitigate the problem of "out of sight, out of mind" in our undergraduate students?

3. Especially in regards to the "treasure room" model, where the collections are the primary measure of value in a special collections, there is a growing idea that the users can quantify the value of a collection as well.
   The article reviews ways of assessing the value of special collections and suggests an addition to collections-centric value; "By adopting a user-centric perspective, we may be able to look more broadly at how scholars interact with special collections".

4. In addition to looking at the users of special collections, the new marketing opportunities brought by digitization and internet distribution have allowed libraries to look beyond the traditional scholarly users and into models of a more diverse audience of primary source researcher.
   This article is a useful "what we're up to these days" even though it is a few years out of date. It speaks to how archivists used to be the domain of serious researchers, but now details digital opportunities for discovery and outreach -which draws an ever diversifying audience. The argument is that training students in spc usage can only increase their outlook for using such materials online and tracing them to undigitized collections held worldwide.

5. Following on the idea that more users at large may find benefit in special collections, the traditional college model of upper-level classes is opening up to less experienced undergraduates.
   An (old) example of a collaboration between special collections and instruction librarians. In this case, the materials were part of a general course presenting primary sources vs. secondary sources (not a research course like the LEAP model) "Student interactions with primary sources are typically limited to small number of upper-division courses that include the use of archival materials. As a result, many undergraduates may never understand the essential role (of) primary sources"