Report

Supporting Undergraduate Teaching with Primary Sources

Digital Scholarship Team, Library and Arts	**Date:** 8 September 2020
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Introduction

It should be noted that this study was designed and research conducted before the COVID-19 pandemic. The conclusions taken from this study therefore need to be taken in that context.

In March 2019, the University of Southampton joined a consortium of 26 university libraries to carry out a project with Ithaka S+R[1], a New York not-for-profit research and consulting organisation. Two of the libraries were based in the UK (University of Southampton and University of Sheffield) and the other 24 were U.S. university libraries, including Princeton University, Yale University, Penn State University and John Hopkins University (Appendix A). The project was to undertake in-depth qualitative analysis to examine humanities and social sciences instructors' practices in teaching undergraduates with primary sources[2] in order to understand the resources and services that instructors need. At the institutional level we sought to also understand how to promote and raise the profile of our Special Collections and Archives material to our academic community. This would be an important piece of resource to use while implementing our new Archive management system and Viewer and Talis Reading list software.

This report will outline information behaviours, including undergraduate teaching practices, training activities, challenges and opportunities. The information in this report is a summary of the data collected at the University of Southampton only, and will contribute to an overarching report produced by Ithaka S+R at the end of 2020.

Methodology

The authors followed the methodology set by Ithaka S+R, which was in-person interviews using a semi-structured interview guide (Appendix B). We also wanted to learn how participants cited their primary sources so a question about this was added. Ethics approval for this project was gained from the University's Institutional Research team, and a stakeholder engagement plan was developed.

Participants were recruited from relevant humanities, arts and social science subjects (Appendix C) by:
- inviting nominations from Heads of Schools, Associate Deans Education, Special collections and Archives
- personalised email invitations sent to individuals teaching relevant modules
- directly through library academic and research engagement teams' existing mailing lists to relevant faculties

From the 13 who responded, 10 teaching academics were selected to ensure representation from a range of subjects (Figure 1). No incentive to participate was offered.

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[1] https://sr.ithaka.org/blog/announcing-a-new-project-on-teaching-with-primary-sources/

[2] For the purposes of this study, primary sources are defined as "Historical or contemporary human artefacts which are direct witnesses to a period, event, person/group or phenomenon, and which are typically used as evidence in humanities and some social science research." Sources analysed as data (as in a psychology study) or as inspiration for literary or artistic composition (as in a creative writing class) are excluded.

Teaching staff interviewed (n=10)

Teaching Academics

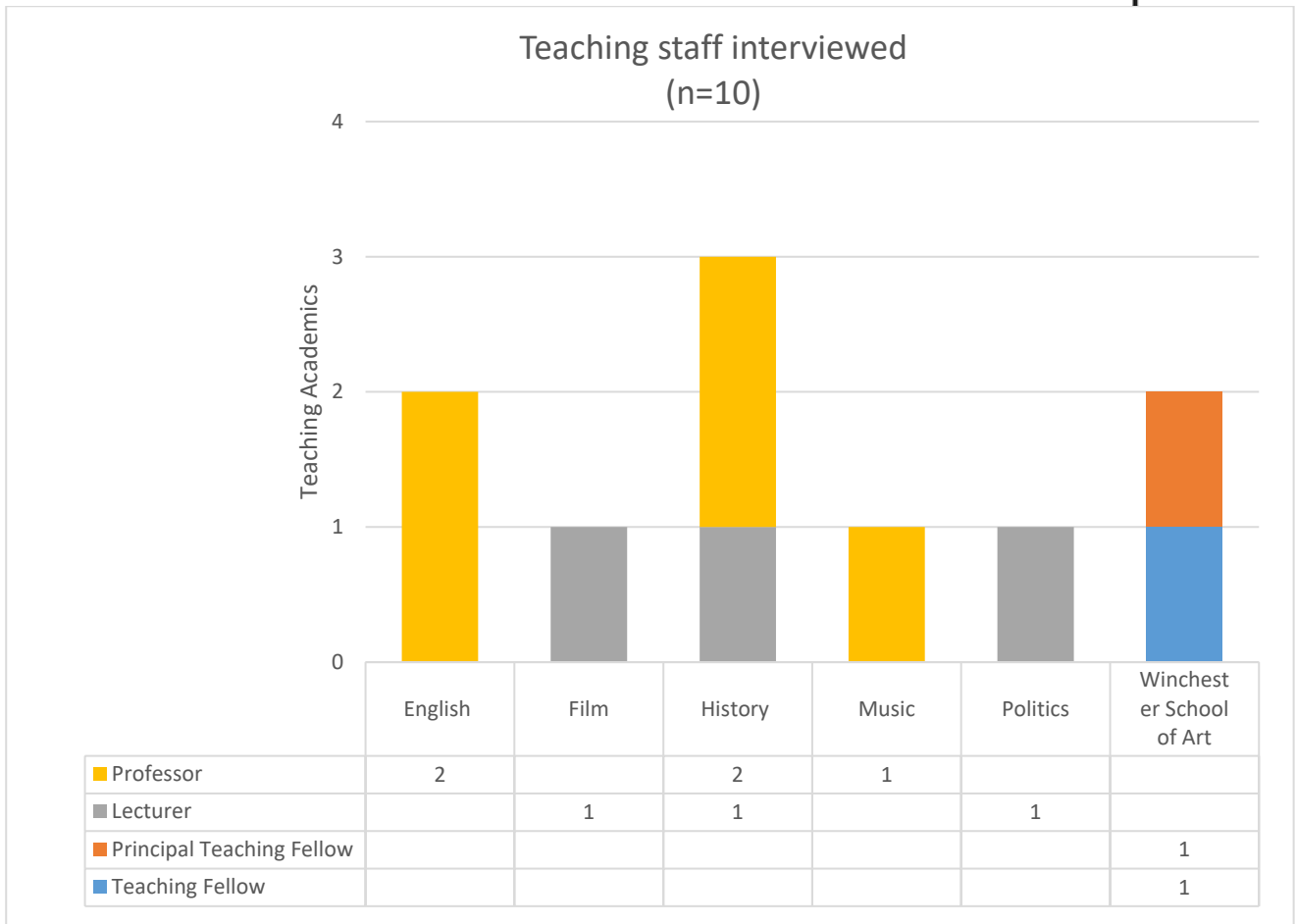|	English	Film	History	Music	Politics	Winchester School of Art
■ Professor	2		2	1		
■ Lecturer		1	1		1	
■ Principal Teaching Fellow						1
■ Teaching Fellow						1

Figure 1 This chart shows the teaching staff interviewed in each subject

It should be noted that three academics in Music and English subjects, specialised in the history of Music or English.

Interviews were collected between November 2019 and February 2020 and lasted 30 – 80 minutes. All interviewees were required to sign a consent form (Appendix D). The semi-structured interview guide was developed by Ithaka S+R and focused broadly on four areas: training and sharing teaching materials; module design; finding primary sources; and working with primary sources. Interviews were digitally recorded and transcribed using Otter.ai software, then corrected and anonymised by the authors.

Qualitative data analysis was conducted using NVIVO 12. All interviews were initially coded by each author using line by line open coding, from which a coding scheme was developed. Collectively, the open codes were grouped and five core emerging themes selected:

1. How primary sources are included in undergraduate teaching
2. How primary sources are gathered into collections for teaching
3. How undergraduate students access primary sources
4. How primary sources are used to develop undergraduate skills
5. How academics cite primary sources

Using the same software and methodology, each author focused on their allocated theme(s) and re-coded the transcripts to highlight key findings. These were combined to create a cohesive report with appropriate recommendations.

Summary of findings

How Primary Sources are included in undergraduate Teaching

Staff training on teaching with primary sources

The 10 participants told us that their experience in using primary sources in their teaching was not connected to any formal training but was as result of their own experience in studying first and later their postgraduate research using primary sources. Some of them referred to their teaching experience with primary sources as "*on the job*" and by "*trial and error.*"

Three of the junior teaching staff were doing or had completed the Postgraduate Certificate in Academic Practice (PGCAP)[3] training at the University and had changed the way they taught their module, incorporating primary sources as a result. Staff stated the programme encouraged them to think differently about their teaching methods, in particular student engagement, blended learning and developing students' critical thinking skills. For example one participant said "*The PGCAP training that I took when I started…encourages you to…think about different teaching methods and more interactive classroom methods, rather than [just] lectures. They're encouraging you to do various interactions…and primary objects can be one way to do that.*" Another participant who was to start a PGCAP course after the interview took place, described his teaching with primary sources as the combination of best practices he gained in each country he had lived in, through his teaching, research and educational career: "*…we had to do some ethnography. And so in the U.S., there is a tradition of doing this and I was a student in them [training involving ethnography]. I also developed a Horizon grant on playing a game that was designed for students and that had again primary data constraints. All this showed me how engaging, these approaches are.*" Mentorship and the opportunity to shadow a colleague were considered beneficial by a few, especially for new teaching staff.

Formats of primary sources

Primary sources used in teaching ranged from talking sticks, handwritten and printed letters, musical instruments and scores, newspapers, paintings, films, radio dramas, books, audio and video recordings and in-person interview data, to human beings (e.g. for a project around homeless people). Most lecturers told us they used a mix of both physical and digital primary sources, with the latter also used to explore the original object in more detail. Despite the use of digitised versions, lecturers described the challenge of explaining to students what the original primary source was like conceptually, how it looked and how it felt in the flesh. For example, a lecturer in Film told us "*…digital sources make it much more accessible and much easier to integrate primary material into the classroom in one sense but in another sense they [students] get denied that sense of what it is. … I've spent hours in the British Library looking through actual books or actual newspapers and so when I see these digital sources I conceptually know what it is, but also appreciate the convenience and the speed…whereas…they [students] don't conceptually understand what it is.*" Showing students original physical primary sources where possible, gave lecturers the opportunity to demonstrate these features and it seemed to produce excellent student engagement. For example, a lecturer in the Film department handed a physical film cell round the class to facilitate the understanding of the technology that would otherwise be difficult to explain verbally, and to make the student experience memorable. When a primary source was text, a lecturer in the English department found that around two thirds of students preferred a physical copy because they liked to scribble on it. However, at the end of the module, students said that being taught how to use digital resources was what they had enjoyed most.

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[3] All new teaching staff at the University serving a probationary period must undertake PGCAP and existing teaching staff may undertake the programme if there are places available.

Archives and Special collections engagement

Just over half of the interviewees took students to the University's Archive and Special Collections as part of the module to facilitate students' long term engagement with artefacts, such as special manuscripts, photos and rare or early printed books, but also to teach basic archive skills, such as handling and searching. Despite this, basic archive skills are not included in the module learning outcomes and colleagues based in Archives and Special collections do not appear to be involved in the planning of the module. Students were encouraged to return to Archives and Special Collections to find other examples of artefacts relevant to their studies. A few lecturers took their students to museums, country houses, city libraries or galleries to view primary sources. Visits to sites offer the opportunity to (re)contextualise the objects, offering a different prospective to students. For example, a lecturer in the Music department took her students to visit country houses to see examples of 18th century instruments and to appreciate the setting in which these instruments were played.

While teaching staff felt visits to specific sites were worthwhile based on students' feedback and in-depth learning, they expressed some reservations. Some found that arranging visits could be difficult due to lack of specialist staff at sites, the time required to plan visits and financial considerations. For example, the university does not recognise that, in creative subjects, symposiums and conferences are often called 'festivals', thus preventing students from applying to the University for funding, despite being a great source of primary material and at the forefront of their field. One interviewee also expressed disappointment that there wasn't an appropriate space within the Winchester School of Art library that could be used for teaching and seminars that required the use of the library's primary sources.

Uses of primary sources

Teaching with primary sources was seen as essential by all interviewees because there were so many benefits to students (Figure 2). It appears that primary sources are used by teaching staff in different ways to develop a variety of skills and not only to support their teaching. While the library offers some training in critical thinking[4] and information literacy[5], there is more that can be done to link the different offers by a more cohesive narrative that meets tutors' needs.

A lecturer from the History department told us that using primary sources *"…changes the student experience extraordinarily, and the feedback that one gets from sessions where you work directly with primary sources is, in our experience, overwhelmingly positive."* Not only were primary sources used to make classes more interactive, fun and varied, they were also seen as key for training students to think critically about sources and to become independent researchers.

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[4] https://library.soton.ac.uk/sash/critical-thinking
[5] https://library.soton.ac.uk/sash/workshops/online-training

Why do you use primary sources in your teaching?

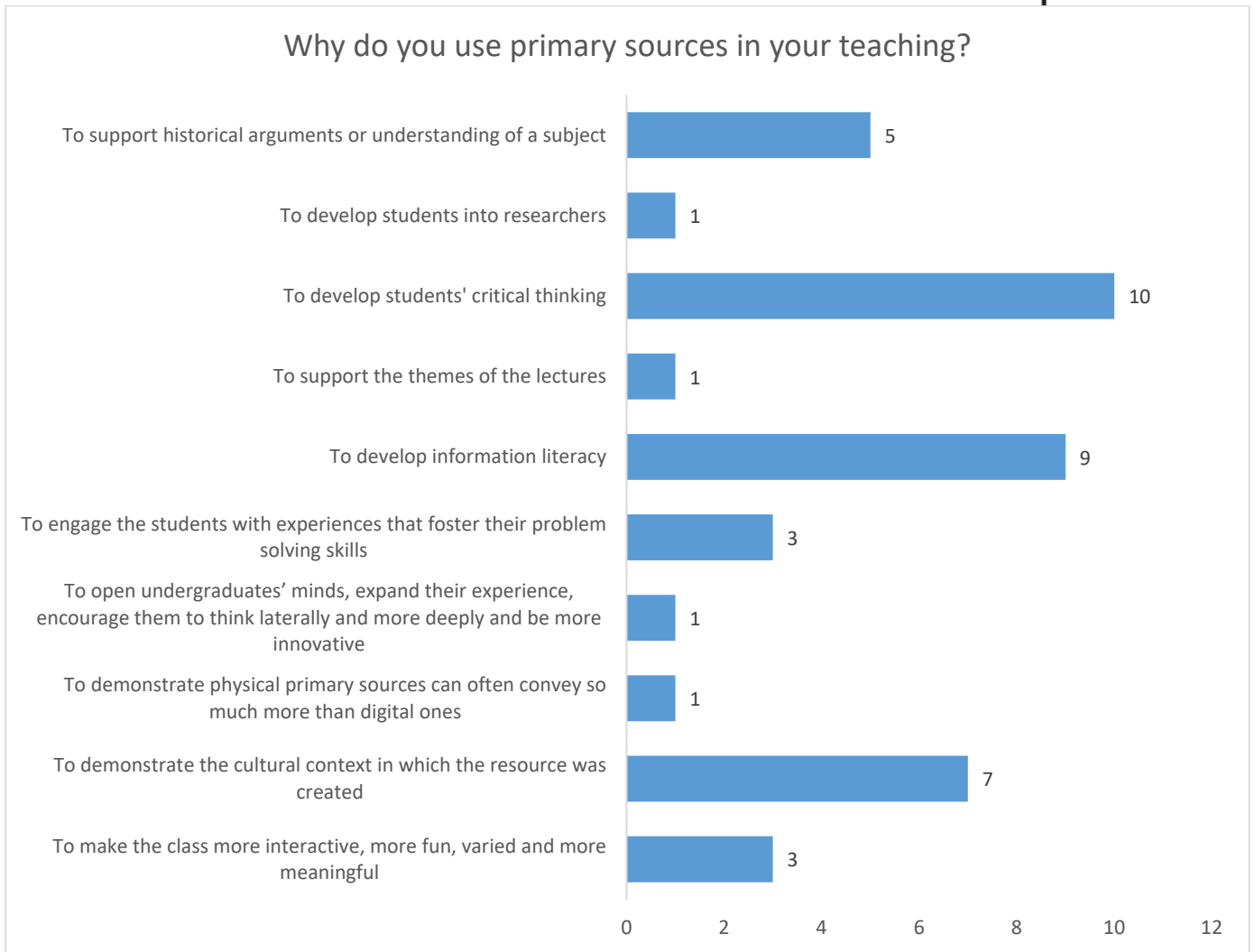| Reason	Value
To support historical arguments or understanding of a subject	5
To develop students into researchers	1
To develop students' critical thinking	10
To support the themes of the lectures	1
To develop information literacy	9
To engage the students with experiences that foster their problem solving skills	3
To open undergraduates' minds, expand their experience, encourage them to think laterally and more deeply and be more innovative	1
To demonstrate physical primary sources can often convey so much more than digital ones	1
To demonstrate the cultural context in which the resource was created	7
To make the class more interactive, more fun, varied and more meaningful	3

Figure 2 Responses on why primary sources are used in undergraduate teaching

Primary sources were used widely to demonstrate the cultural context in which the item was created, to develop a personal experience by interacting with the resources, to provide evidence to support historical arguments and understanding literature's relationship with visual culture, for example paintings, sculpture, films and TV. They were used to help illustrate the themes of lectures to give students a deeper appreciation of issues raised in lectures. As one lecturer put it "*Without primary sources, students cannot have in-depth learning.*" Interviewees in the arts used primary sources to encourage students to think laterally, to be innovative and to foster their problem-solving skills, however one commented that students weren't always receptive to using primary sources and he had to demonstrate their importance and what would happen if they didn't use them! He advised us that students were reluctant to cross the road to the library themselves to discover old, physical primary sources, so recently he had started to take them to the library earlier on in the module, to demonstrate the differences between really old and more contemporary ones which the students then combine to innovate. As a result, a student in their final year said to him that "*they wished, they'd used the library right from the word go in their first year*" and "*that it has excelled their work to another level which they didn't think they could ever achieve.*" Information literacy was almost always identified as a vital module objective. How primary sources were used to develop students' information and digital literacy, critical thinking and transferable skills is discussed later in the report.

Challenges

The most frequently cited challenge was the instability of digital sources that would "*suddenly disappear*" or not be supported (in the case of apps) going forward when connected with the end of a funded research project, or with the withdrawing of a library subscription without consulting the Faculty. While the library normally consults faculties before withdrawing subscriptions, it is possible that timely responses are not always received, leaving some academics with the burden of finding other suitable primary sources, often

at very short notice. This meant that modules sometimes needed modifying quickly, which was described as time consuming, frustrating and stressful. This gives the library an opportunity to rethink and create a new partnership with academics to identify and/or suggest similar open access versions where possible. One interviewee expressed frustration over not knowing the process for suggesting the acquisition of new primary sources of historical importance that are not currently part of our Archives and Special collections. Equally, if the primary source sought was not of historical importance or particularly valuable (e.g. the film cells mentioned above), one academic felt the University bureaucracy around purchasing low cost items from websites like eBay/Amazon discouraged teaching staff from buying them. Another one told us that "*You kind of teach what you can find, rather than try to find what you need to teach*".

One of the interviewees also mentioned that the increase in students' engagement with social platforms in their own private lives has created some anxiety when the same digital tools are also used for educational purposes. Subjects like Arts are heavily dependent on social media platforms for inspiration (e.g. for an assignment) or for communications with stakeholders and the wider industry. There is therefore a clear overlap between the social/personal and educational use of the same tools that can create some discomfort to some students.

Some subjects' primary source texts are often in another language (classical or modern) requiring academics to translate or annotate the resource before their students could access them. In some instances teaching staff had not fully considered how digitisation of resources and digital annotation could support their teaching and facilitate student engagement. However, one academic used the library's digitisation services extensively and told us that her digitised primary sources "*are being used all around the world in teaching and…in a MOOC that we [the University of Southampton] runs*" and that "*we've got a whole module around people going and looking at those digitised domestic music sources.*" Gaining ethics approval for collecting primary data has become more difficult at the University in the last two years, resulting in subjects like Politics shying away from including the academic skill of gaining ethics approval in their modules. Ethics skills are important because collecting primary sources, for example in-person interviews and ethnographic observations, in subjects such as Politics often require ethics approval.

How Primary Sources are gathered into Collections for Teaching

Gathering primary sources continues to be a core part of the research process for most of the academics we interviewed. With the exception of co-taught modules, it appears to be usual practice for academics to use a selection of resources collected during their research process to shape the module content. Academics created personal collections to include different formats and media, from folders containing thousands of digital images, to shelves of out-of-print books and rooms containing reproductions of old musical instruments. When asked about finding primary sources, one academic said, "*I know where to locate them because the courses we teach are based on our own research interest*", highlighting a relationship between research interest, module design and the selection of primary sources.

Finding primary sources for teaching collections

Digging deeper into how primary sources were found, interviewees talked about the role played by communities of interest, conferences, networks and social media platforms in hearing about new resources they can incorporate into their teaching. Search engines, websites and library catalogues were used to actively search for primary sources. Two approaches to primary source acquisition were described during interviews. Some lecturers based their teaching around primary sources they knew were available and accessible, saying that they were aware of the library's collections while they created their teaching materials. Others wanted to teach on very specific subjects and so sought out particular primary sources to meet the goals of their teaching, which was perceived to be a time-consuming process. Practical limits on the types and extents of primary sources that can be held in the library collections was recognised and commented on. Lecturers were aware of major global collections and, where possible, they accessed them digitally. In some cases, specific artefacts were privately purchased by interviewees and then digitised by the library. One interviewee noted that primary source collections can be accessed online for teaching but sometimes may contain limited extracts, so they needed to combine sources to create more complete

examples. The perceived scarcity or abundance of primary sources was connected to the subject being taught. Lecturers teaching in relatively new or specialised fields of study expressed some difficulty finding what they needed. This led to innovative approaches such as the analysis of architecture for a course on game design or the analysis of journals as cultural artefacts for a motion design course. Other lecturers, particularly those specialising in history, said they found it challenging to sort through the vast quantity of primary sources available to them. It may be possible to use existing library systems to limit or filter searches in ways that make finding primary resources more manageable. Some interviewees expressed strong concern about relying on external online primary sources, saying they can suddenly disappear: "*Instability of the digital resources for teaching is sending us back to photocopies, it really is sending us back, because it's just too stressful and difficult to rely on them for teaching purposes.*" This concern for the continuity of access to primary sources over time was also extended to changes in physical library holdings and practical space limitations as factors that can impact access to physical primary sources.

Storage of primary sources for teaching collections

Some physical primary sources were purchased by academics, digitised and then deposited with the University Archives and Special Collections. Not all physical primary sources are good candidates for deposit however, and these tended to be kept in offices or at home. A lecturer in the English department told us about a large collection of books she has at home, from which she selects volumes to use in teaching. Another academic had many newspapers in his office, which he was keen to digitise to save space. Digitised and born-digital primary sources are kept on personal computers, USB sticks, institutional and other cloud storage, and platforms like YouTube, Vimeo and Slack, as-well-as the institutional virtual learning environment (VLE). Often a combination of these methods of storage was used as primary sources moved through a research to teaching workflow. An academic described, for example, collecting images for research and storing them on a USB stick in folders that were named by date. Sometime later they searched through their images to make selections for teaching, which they embedded in PowerPoint presentations. Commentary was added to the slides, which were then stored in the VLE for students to access. One interviewee explicitly raised the issue of digital preservation, which was connected to many of the access concerns we heard others talk about. Digital primary sources stored without good descriptive metadata could easily get lost and images embedded in slides may not be recoverable or reusable. Several participants described the cumbersome process of searching through their accumulated image files and one said she would like a central, globally accessible repository for storing and retrieving digital primary sources. Although problems with the storage of primary sources were raised, none of the interviewees expressed the expectation that the library should provide a solution but were interested to hear about library services that could help, for example digitisation, and mentioned how the library had provided a platform for digital primary resource display for specific projects.

Sharing teaching collections

Many of the academics we spoke to were positive about sharing their resources with the rest of the University and beyond. Some already made their content available under a Creative Commons license. In other instances, primary sources were shared through open platforms like Internet Archive and through massive open online courses (MOOCs). Some lecturers were open to sharing but were not sure how to and were concerned how time-consuming it might be. There was also uncertainty over the official University position on sharing teaching content both within and beyond the university.

How undergraduate students access primary sources

Although there was variation in how much independence interviewees expected undergraduate students to show in accessing primary sources, there was broad consensus around the need for mediated access during the first year as online platforms are "*…really too difficult for first year undergraduates to use in an unmediated way, so you use it by pulling the resources out and producing a pack.*" In some cases, the nature of a primary source necessitated curation such as those containing hard-to-read handwriting or sources written in a language other than English, requiring lecturers to provide translations or annotations. Examples given included manuscripts from the University archives, sheet music using old forms of notation and newspapers from the 1979 Iranian Revolution. Mediating student access to primary sources through

teaching collections gave lecturers control over how sources were accessed. An interviewee told us that his relationships with art studios unlocked access to useful primary sources, but permission to use them was often restricted to teaching only. Including these primary sources in a module-level teaching collection meant that access was restricted to students registered to the module. However, it also meant that access to the sources could be relied on in future iterations of the course. For research-led assignments and dissertations, some interviewees sign-posted students to additional sources where others expected students to find them themselves. An experienced lecturer in the English department had developed a 2 hour IT workshop within a module for her final year students to demonstrate how to use the databases and reported that students flourished because they then had so much evidential information at their fingertips. While this lecturer was the only participant who had developed a specific workshop within her module, another lecturer in the English department also showed her students how to find digital primary sources, giving links to primary source collections in a handbook and via the VLE. However, for dissertations, she expected students to explore websites and find primary sources for themselves. A Music lecturer also taught her students the tools to search for digital primary sources in lectures and gave additional support in tutorials. Student access to physical primary sources is described in theme 1 "How primary sources are included in undergraduate teaching."

How primary sources are used to develop undergraduate skills

All interviewees told us that teaching with primary sources offered great opportunities to develop students' skills, especially critical thinking and information literacy. Primary sources were also seen as a way of developing independent research skills. While we were told practical transferrable skills for employability focussed mainly around digital literacy, presentation skills were also mentioned in a few interviews.

From interactions with external stakeholders and international teaching experiences, some interviewees changed their modules to include the use of widely used software to help students' career prospects, rather than encourage niche software skills. Digital literacy was also mentioned in relation to the ability to discover and access resources. By their third year, students were largely expected to have learnt how to independently access digital resources. Across all interviews it was clear that primary sources, especially the physical manifestations, were used to develop an understanding of the wider context in which it was created in the first place. Some academics used seminars to connect students to the physical objects and develop students' understanding of the relationship between physical vs digital replica and primary vs secondary data: "…*having some artefacts in class allows them [students] to understand what it is and then the digital access allows them the convenience...once they've got the concept.*"

How academics cite primary sources

Teaching staff were all using the citation standards suggested by their faculty (mainly Harvard and Chicago) in a rigorous way when citing traditional material, however there was no consistency when referencing online material. Some reported using the citation suggested by archives as indicated on their websites, while some *"Ask the library"* or *"Use Chicago or if Chicago doesn't cover it, find something that's approximately like what you're looking at, and see if you can make the citation work".* An academic expressed some frustration over the time spent to source the best way to reference a resource, especially videos, when it was not clearly defined on the website. Consequently, he would have to add a link to a reading list without a full citation and had to give the same advice to students. It was also clear that some subjects had issues citing primary sources collected as part of research activities, such as datasets.

Conclusions

Despite the small sample size, this research demonstrates that primary sources are felt to be invaluable when teaching undergraduates. They can be used to engage and give students a deeper appreciation of issues raised in lectures. Interviewees' learning to teach with primary sources, however, was highly influenced by their experience as a student/researcher. The University's PGCAP training and mentoring opportunities are viewed positively by those who had participated, encouraging them to think differently about their teaching methods, in particular regarding student engagement and blended learning. Teaching

staff are not always aware of the extent of the University of Southampton Archives and Special Collections and frustration was voiced over the process for purchasing primary sources from websites like eBay and Amazon. Some teaching staff have not fully considered how digitisation of resources (from their own collections) can support their teaching and facilitate student engagement, and some have limited knowledge of digital tools available for displaying and annotating digital primary sources. The Library[6] offers a digitisation service and is well-placed to work with colleagues in the Centre for Higher Education Practice (CHEP) and the Digital Learning Team (DLT) to raise awareness of display and annotation tools to teaching academics. The recent acquisition[7] of a new Archive management system and viewer, currently being implemented, could facilitate such collaboration. In addition, there is a perceived lack of an appropriate space within the Winchester School of Art (WSA) library for teaching and seminars using the WSA library's primary sources. Demand for this facility should be evaluated.

Our interviews with academics have indicated that there is a link between the research they conduct, the courses they design, and the primary sources they incorporate into their teaching. Some of the key issues voiced by interviewees include the storage and reliability of digital primary sources. The library has expertise in organising and the discovery of resources, so is well placed to work with academics to help them get the most out of their research and teaching collections of primary sources. This could take the form of guidance on good practice, metadata usage for example, or involve working together towards a robust, institutional solution for asset storage, management, preservation and reuse. There may be new technical solutions that could be explored, or current systems to be reimagined. Mapping-out the problem-space is a crucial first step towards finding solutions and forms an evidence-base from which to take the discussion forward.

This research has demonstrated how academics are using primary sources to develop students' skills. Some made direct reference to the importance of transferrable skills in today's job market, referencing what changes have been made (e.g. partnership with stakeholders, or innovative practices in teaching) or should be made (e.g. use of software widely used in industry) to the module as a result. It is also clear that in the majority of cases, academics are replicating their own learning and access to resource experience in their teaching that might not always fully translate into a modern digital experience. Students are gradually introduced to resources by academics, developing their skills as independent researchers during their undergraduate course. While all participants mentioned some differences in learning objectives across undergraduate courses, it was not always clear how students are acquiring and developing their skills around access and use of digital resources. Only one participant ran an IT training workshop on how to search digital resources and exploring if this could become a university-wide practice should be considered as a long-term offer.

It also seems clear that while citation styles are well known and used by all academics, there isn't consistency when referencing digital material. While some are using the full citation of the item provided by archives from their websites, some are only using URLs to the resource when a full citation is not provided. This creates inconsistency in the citation of detailed material and, possibly, legitimises the citation method in the eyes of the student. However, academics are contacting the library directly or directing students to the library in order to obtain support and guidance on citation. The implementation of two new tools in the library (Reading list system and Archive Management system and Viewer) in the near future, should provide some additional support in this area.

Since research was conducted, the COVID-19 pandemic has focused attention on digitally provided content. The Library, including Archives and Special Collections, in partnership with the Centre for Higher Education Practice and the Digital Learning Team, is in a good position to deliver improvements to the digital offer regarding primary sources. It is clear from this research that physical primary sources provide unique opportunities for students to understand the primary source conceptually; how they look and how they feel

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[6] The library Archives and Special Collections team offers digitisation of fragile material from the University of Southampton collections that cannot be moved outside the controlled environment, while the Digital Scholarship team offers digitisation of a wider range of resources for teaching and research.

[7] August 2020

in the flesh. Going forward, innovative and creative measures may be required to bring these features to students in a safe environment.

Recommendations

1.	Teaching academics are not always aware of the extent of the University of Southampton Archives and Special Collections.	
	Short-term	Explore with other Library/Archives and Special Collections staff and academics ways of bringing collections of potential interest to the attention of academics.
	Medium-term	Digital scholarship team to work with relevant stakeholders, including Archives and Special Collections, to make our resources more visible and searchable via the newly acquired viewer.
	Long-term	Provide a way to allow our community to search primary sources from our Archive and Special Collections and catalogues in different ways, possibly using an online user-friendly interface.
2.	Primary source collections are stored in a number of physical and digital formats which are not always supported, discoverable or readily retrievable.	
	Short-term	Engagement Librarians to work with academics, the Centre for Higher Education Practice (CHEP), Digital Learning Team, Digital Scholarship Team and Archives and Special Collections to plan a joint engagement project to provide guidance on how and where to store primary sources and how to use metadata to describe content.
	Medium-term	Digital scholarship team to work in collaboration with CHEP, Archives and Special Collections, academics and colleagues in the library to investigate what other university systems could be used to support sharing and reuse of private collections (eg. EdShare and viewer).
	Long-term	Extend existing or purchase new systems to facilitate collections building, annotation and sharing.
3.	Limited awareness of digital tools available for displaying and annotating primary sources.	
	Short-term	Digital Scholarship Team to work with the Digital Learning Team, CHEP and Archives and Special Collections to raise awareness of digital annotation tools to teaching academics.
	Long-term	Extend existing or purchase new systems to facilitate collections building, annotation and sharing.
4.	Academics are using physical primary source collections that require storage space in offices and are difficult to circulate to students.	
	Short-term	Digital Scholarship Team to engage with teaching academics to make them aware of current digitisation and OCR (optical character recognition) services available in the Library.
	Medium-term	Digital Scholarship Team to create a streamlined way for our community to request digitisation of resources.
5.	Academics uncertain how to share their primary source collections and University policy regarding sharing of primary sources both within and outside the University.	
	Short-term	Digital Scholarship Team to investigate with CHEP if there is an existing University policy and if not, if further work is required.
	Medium-term	Digital Scholarship Team to work in collaboration with CHEP, academics and colleagues in the library to investigate what other university systems could be used to support sharing and reuse of private collections (eg. EdShare in combination with a viewer).
	Long-term	Extend existing or purchase new systems to facilitate collections building, annotation and sharing.

6.	**Modules are not always developing students' skills to aid employability.**	
	Short-term	Discuss with colleagues in CHEP the findings of this research to analyse how PGCAP has supported staff reflections on module design and facilitated redesign and improvements.
	Medium-term	Library to work in partnership with CHEP to run a user experience (UX) study to explore how best practices in terms of supporting employability could be applied to all modules.
	Long-term	CHEP to lead, in partnerships with other relevant stakeholders, the implementation of recommendations emerging from the UX.
7.	**Digital literacy and primary resources discovery training offer is not cohesive.**	
	Short-term	Explore with other library staff, including Archives and Special Collections, and academics where overlaps exist between all digital literacy and discovery training offered.
	Long-term	Develop a University-wide digital literacies training offer in partnership with all other relevant stakeholders.
8.	**Frustration over process for purchasing primary sources from websites like eBay and Amazon.**	
	Short-term	Faculties to clearly state any local processes and budget available (if any) to support teaching staff.
9.	**Perceived lack of an appropriate space within the Winchester School of Art (WSA) library for teaching and seminars using the WSA library's primary sources.**	
	Short-term	Evaluate how much demand there is for this facility.
10.	**Some academics benefited from mentorship to develop good teaching practices.**	
	Medium-term	Digital Scholarship Team to work with library colleagues and CHEP to raise awareness of mentoring opportunities.
11.	**Citation is not always consistent**	
	Short-term	Digital Scholarship Team to work with colleagues in Archives and Special Collections and other relevant stakeholders to explore ways to ensure consistency of citation and promote existing training.
	Medium-term	Implementation of systems like reading lists and archival viewer to support consistent citation.

UNIVERSITY OF
Southampton

Supporting Teaching with Primary Sources

ITHAKA S+R Participating Institutions

Bowling Green State University
Brandeis
Brigham Young University
Brown University
California State University, Northridge
Dartmouth College
Indiana University Bloomington
Illinois Wesleyan University
Johns Hopkins University
Lafayette College
Northern Michigan University
Pennsylvania State University
Princeton University
ProQuest
Texas A&M University
University of Arizona
University of Illinois Urbana-Champaign
University of Kentucky
University of Miami
University of North Carolina Chapel Hi
University of Pittsburgh
University of Sheffield
University of Southampton
University of Virginia
Washington and Lee University
Williams College
Yale

Supporting Teaching with Primary Sources Interview Guide

Background

Briefly describe your experience teaching undergraduates. *Examples: how long you've been teaching, what you currently teach, what types of courses (introductory lectures, advanced seminars) you teach*

- How does your teaching relate to your current or past research?

Training and Sharing Teaching Materials

How did you learn how to teach undergraduates with primary sources? *Examples: formal training, advice from colleagues or other staff, trial and error*

- Do you use any syllabi, assignment plans, collections of sources, or other instructional resources that you received from others?
- Do you make your own syllabi, assignment plans, collections of sources, or other instructional resources available to others? If so, how? If not, why not?

Course Design

I'd like you to think of a specific course in which you teach with primary sources that we can discuss in greater detail.

- Do you have a syllabus you're willing to show me? I will not share or reproduce this except for research purposes.
- Tell me a bit about the course. *Examples: pedagogical aims, why you developed it, how it has evolved over time*
- Explain how you incorporate primary sources into this course. *If appropriate, refer to the syllabus*
- Why did you decide to incorporate primary sources into this course in this way?
- What challenges do you face in incorporating primary sources into this course?
- Do you incorporate primary sources into all your courses in a similar way? Why or why not?

In this course, does anyone else provide instruction for your students in working with primary sources? *Examples: co-instructor, archivist, embedded librarian, teaching assistant*

- How does their instruction relate to the rest of the course?
- How do you communicate with them about what they teach, how they teach it, and what the students learn?

Finding Primary Sources

Returning to think about your undergraduate teaching in general, how do you find the primary sources that you use in your courses? *Examples: Google, databases, own research, library staff*

- Do you keep a collection of digital or physical sources that you use for teaching?
- What challenges do you face in finding appropriate sources to use?

How do your students find and access primary sources?

- Do you specify sources which students must use, or do you expect them to locate and select sources themselves?

- If the former, how do you direct students to the correct sources? Do you face any challenges relating to students' abilities to access the sources?

- If the latter, do you teach students how to find primary sources and/or select appropriate sources to work with? Do you face any challenges relating to students' abilities to find and/or select appropriate sources?

Working with Primary Sources

How do the ways in which you teach with primary sources relate to goals for student learning in your discipline?

- Do you teach your students what a primary source is? If so, how?

- To what extent is it important to you that your students develop information literacy or civic engagement through working with primary sources?

In what formats do your students engage with primary sources? *Examples: print editions, digital images on a course management platform, documents in an archive, born-digital material, oral histories*

- Do your students visit special collections, archives, or museums, either in class or outside of class? If so, do you or does someone else teach them how to conduct research in these settings?

- Do your students use any digital tools to examine, interact with, or present the sources? *Examples: 3D images, zoom and hyperlink features, collaborative annotation platforms, websites, wikis*

- To what extent are these formats and tools pedagogically important to you?

- Do you encounter any challenges relating to the formats and tools with which your students engage with primary sources?

Citing primary sources

How do you cite/reference primary sources?

Wrapping Up

Looking toward the future, what challenges or opportunities will instructors encounter in teaching undergraduates with primary sources?

Is there anything else I should know?

Supporting Teaching with Primary Sources

ITHAKA S+R Departmental Affiliation

The following departments are likely to house faculty and teaching staff whose instruction is relevant to this project:

- » Anthropology
- » Archaeology
- » Area Studies
- » Art History
- » Media Studies (ex. film, theater, communication)
- » Classics
- » Cultural Studies
- » Digital Humanities
- » English (literature, not composition)
- » Gender Studies
- » History
- » Modern Languages (literature, not language instruction)
- » Philosophy
- » Political Science
- » Religious Studies
- » Sociology

The following departments are *not* likely to house faculty or teaching staff whose instruction is relevant to this project:

- » Economics
- » English (composition)
- » Fine Art
- » Linguistics
- » Modern Languages (language instruction)
- » Psychology

Supporting Teaching with Primary Sources

Interviewee Consent Form

Project title. Supporting Teaching with Primary Sources

Reason for the study. This study seeks to examine humanities and social sciences instructors' practices in teaching undergraduates with primary sources in order to understand the resources and services that instructors at the University of Southampton need to be successful in their work.

What you will be asked to do. Your participation in the study involves a 60-minute, audio-recorded interview about teaching practices. As part of this interview you will be asked to show the researcher a syllabus from a course in which you teach with primary sources as a prompt to discuss elements of course design. The researcher may ask to keep a copy of the syllabus for research purposes. If a copy is provided, the syllabus will not be shared or reproduced except for internal research purposes. Sharing a syllabus is optional and you can still be interviewed if you decide not to share one. Your participation in all or part of this study is completely voluntary. You are free to withdraw consent and discontinue participation in the interview at any time for any reason.

Benefits and risks. There are no known risks associated with participating in this study. You may experience benefit in the form of increased insight and awareness into teaching practices and support needs.

How your confidentiality will be maintained. All responses will be managed in accordance with university regulations and will be General Data Protection Regulation (GDPR) compliant

Questions? You may contact the researchers at any time if you have additional questions about the study. If you have any questions about your rights as an interviewee, you may contact Student and Market Insight, insres@soton.ac.uk.

I, _____, understand and consent to participate in the study as described above including:

___ being interviewed and being audio-recorded during the interview

___ sharing a copy of a syllabus from a course I teach

Participant Signature: _____ Date: _____

Interviewer Signature: _____ Date: _____