

AERI 2010

Distance Education

When: Wednesday, 6/23,
Part I - 1:30-3:00 pm
Part II - 3:30-5:00 pm

Where: Great Lakes South

Please see pre-readings below

Abstract:

As distance learning transforms academia, archival educators are exploring new methods for educating the next generation of archivists. While the distance environment provides opportunities for flexible and innovative pedagogy, the process of developing and delivering effective distance learning courses is not intuitive, but requires ongoing engagement, experimentation, and evaluation. This workshop will offer strategies for designing distance courses, navigating the logistics of distance course management, and building distance learning communities.

Issues to be addressed will include the integration of online and onsite students into class discussions, techniques for designing assignments which involve student presentations and related discussions, and the mechanics of group work combining both online and onsite students. Advance preparation: students who are presently teaching should bring examples of their assignments as a basis for discussion on how they could be changed to work effectively in an online class.

AERI 2010: Distance Education Workshop

Suggested pre-readings

Anderson, K. (2005) 'Discussions in Developing online learning communities for student information professionals'. TILC@ECU: Proceedings of the Inaugural Transforming Information and Learning Conference: Information, Libraries and eLearning, 30 September - 1 October, Edith Cowan University, Mount Lawley Campus. <http://conferences.scis.ecu.edu.au/TILC2007/tilc-2005.php> or <http://conferences.scis.ecu.edu.au/TILC2007/documents/2005/TILC%202005%20Karen%20Anderson.pdf>

Hara, Moriko and Rob King. "Students' frustrations with a web-based distance education course." First Monday, 4 (12) Dec 1999

Lorenzen, Michale. "Distance education: delivering instruction in cyberspace." C&RL NEWS May 1998, vol. 59(5).

<http://www.ala.org/ala/mgrps/divs/acrl/publications/crlnews/1998/may/distanceeducation.cfm>

2005 update -

<http://www.ala.org/ala/mgrps/divs/acrl/publications/crlnews/resources/distanced.cfm>

Wolff, B.G. and M. R. Dossall, "Weighing the risks of excessive participation in asynchronous online discussions against the benefits of robust participation." MERLOT Journal of Online Learning and Teaching, 6(1): 55-61, March 2010

Other useful resources

Ko, Susan and Rossen, Steve. Teaching Online: A Practical Guide. Boston: Houghton Mifflin Company, 2001.

Paloff, Rena M. and Pratt, Keith. Lessons from the Cyberspace Classroom: The Realities of Online Teaching. San Francisco: Jossey-Bass, 2001.

Salmon, Gilly. E-tivities (2002). Key ideas from this book are discussed at <http://www.atimod.com/e-tivities/intro.shtml>. Of particular interest are her 5-stage model of development of e-learners at: <http://www.atimod.com/e-tivities/5stage.shtml> and the extracts from chapter 4 on key principles for building e-tivities and on building reflection opportunities into online work: <http://www.atimod.com/e-tivities/extracts.shtml>.

Conveners:

Jennifer Marshall, University of South Carolina
Bernadette Callery, University of Pittsburgh
Karen Anderson, Mid-Sweden University

Bios:

Jennifer Marshall

I am currently an assistant professor in the School of Library and Information Science at the University of South Carolina, where I began work as an instructor in 2004. I hold a PhD in Library and Information Science, with a concentration in archival studies, from the School of Information Sciences at the University of Pittsburgh. In my dissertation research into practices for documenting appraisal at the National Archives and Records Administration, Library and Archives Canada, and the National Archives of Australia, I began to explore the nexus between appraisal and archival accountability. Archival appraisal is at the heart of all work carried out by archivists, but there is no universally accepted formula for its conduct. This lack of professional consensus challenges archivists to document how appraisal is accomplished. Since archivists bring many perspectives to the selection process, it is imperative to explain the thinking, goals, and assumptions behind the appraisal process in order to provide a record of how archives were formed. If archivists are to demonstrate that they have acted responsibly towards society's documentary heritage, they must leave evidence of how they have carried out this critical task. By developing standard methods of documenting the appraisal decision-making process, archivists can demonstrate accountability for the appraisal function to employing institutions, users of archival materials, and society in general for ensuring the responsible selection of the documentary record. These areas remain strong research interests for me, and I plan to build on this initial research to explore practices for documenting appraisal in other environments. My main teaching responsibilities are in the areas of archival administration and preservation

management. I view teaching as an ongoing learning process and I enjoy the opportunities and challenges involved in striving towards excellence in teaching in both the traditional classroom and online settings. I encourage students to take active ownership of their education and professional development through building learning communities where everyone's perspectives and contributions are expected and respected. I attempt to develop assignments that engage students in critical-thinking and problem-solving related to issues of relevance to the archival profession and to utilize a variety of instructional strategies in order to provide students with different learning styles opportunities to excel.

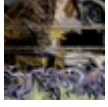
Bernadette Callery

My current approach to graduate teaching is grounded in over 30 years of experience as a librarian and archivist, working primarily in the special collections environments within research natural history institutions. Having served the collections, staff and users at the Hunt Institute for Botanical Documentation, the New York Botanical Garden and the Carnegie Museum of Natural History, I had the usual responsibilities for organization and description of library and archival collections as well as the design and preparation of exhibitions, exhibition catalogs, and conferences to promote these collections to a wider popular and scholarly public. Throughout, I also had the opportunity to publish in the journals of these disciplines, as a demonstration that librarians and archivists could also add value to the institution's research collections. I frequently draw on these experiences as examples of the range of activities that an archivist can be involved in as well as the ways in which specific institutional context may affect the resolution of issues in project management. Perhaps more significantly for AERI participants, I have participated in projects which moved these institutions across the electronic threshold, serving as project manager for the online library catalog at the New York Botanical Garden, and currently as the co-ordinator for a project to survey the electronic records at the Carnegie Museum of Natural History, using students enrolled in the Digital Preservation course. Other classes which I am currently teaching include the introductory course to archives and records management, museum archives and preservation management. Indulging my antiquarian interest, I also teach a course in the history of books, printing and publishing.

As an educator, I recognize the importance and value of alerting students to both the opportunities and the obligations of these administrative responsibilities, looking beyond the daily work of ongoing service to an institution. Therefore, case studies and scenario-based discussions are used to illustrate the theory which serves as the foundation in our courses. As the faculty advisor for students seeking field experience or other internships, I am also anxious to build and maintain relationships with cultural institutions that have not previously employed archivists in order to provide learning experiences for both students and host sites. My research interests are primarily in the analysis of institutional recordkeeping systems, particularly as they move from paper-based legacy systems to electronic ones.

Karen Anderson

TBA



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Started By	Thread Subject	Replies	Last Post
BernadetteCallery	Bring sample assignments for Distance Education discussion	0	Jun 15 2010, 11:47 PM EDT by BernadetteCallery
	<p>Thread started: Jun 15 2010, 11:47 PM EDT Watch</p> <p>As part 2 of the distance education workshop (Wednesday, 24 June, beginning at 3:30,) will largely be a discussion of what types of discussion assignments are successful in the online environment, come prepared to describe your assignment, its context in the syllabus, and your mode of delivery and interaction, for review and comment by the session leaders and your peers in the audience.</p> <p>- Bernadette</p>		

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