

Plenary Sessions

From AERI 2011

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Future stories about present issues: PhD students examine their role in the Archival Community

In this session the PhD students of AERI will be given the opportunity to speak about their issues. This year it has been decided to structure the event as lightning talks* and the theme chosen is the role of PhD students in the Archival Community. Each presentation will be 90 seconds and it is expected that each student will share an idea and an opinion with the audience and promote further discussion. We have provided a list of potential topics below.

The purpose of these lightning presentations is to outline the windows of opportunity that are opening up all around doctoral students in future or continued research and education areas. We intend to offer perspectives from the researcher of the future whose challenges now might help pave the way for new

ways of thinking about the world. The intention for this plenary is to show flashes of lightning illuminating the dark landscapes of the future.

We ask interested students to register their interest in participating in this plenary session by adding their names to the wiki, but we will also leave some slots open at the end for anyone who desires to let their thoughts develop more organically. The organizing committee will be in touch closer to AERI to discuss the arrangements of topics and times with pre-registered people. If there are any questions before then, please contact one of the organizing committee (details given below)

The format of the plenary session will be 21- 1 ½ minute lightning round presentations (no slides, but illustrations and props are welcome) with a ½ hour large group discussion at the end. Sign up by emailing Amy: amy.greer@gmail.com.

Some questions to consider for your presentations:

1. What wider social goals do you see Archival Science (theory) contributing to?
2. What topics are not discussed in Archival Science, but should be?
3. What is the role and the value of the PhD student?
4. What are the big issues for records and archives and what might a PhD student do about them? Examples of such issues are systems development and e-government.
5. How does your thesis research contribute to the wider Archival landscape, and who might be interested in these new ideas? Is your research useful to practitioners? Should it be?
6. How do you promote yourself and forge new networks as a PhD student and future researcher/educator?
7. Does your work crossover with another field? If so where? What role should archival work play, outside of traditional archival publications?

Signed,

The organising committee

Amy Greer (amy.greer@gmail.com), Ally Krebs (krscholar@gmail.com), Proscovia Svård (Proscovia.Svard@miun.se), Alexandra Eveleigh (alexandra.eveleigh.09@ucl.ac.uk), Amelia Abreu (ameliacabreu@gmail.com) and Leisa Gibbons (leisa1gibbons@gmail.com)

- A Lightning Talk is a short presentation given at a conference or similar forum. Unlike other presentations, lightning talks last only a few minutes and several will usually be delivered in a single period by different speakers. (Wikipedia)

Sign Up by Emailing: amy.greer@gmail.com

Thursday, July 14: International Archival Education (Chair: Karen Anderson; Participants: Eric Ketelaar, Meung-Hoan Noh, Andrew Flinn)

International Archival Education: Learning and Teaching Across Borders Four speakers on the panel will each give a short presentation on several aspects of international archival education: drawing on and

comparing knowledge, approaches and practice from different countries and cultures to build archival education programs and knowledge; preparing students for professional careers in other countries and the enrichments that their needs, knowledge and experience bring to an educational program; educating for intercultural communication; and building a collaborative course involving a number of universities in Europe.

1. Introduction by the Session Chair: Karen Anderson

2. Eric Ketelaar: Comparative archivistics In educating archivists and scholars in archivistics comparative studies and methodologies are important. The comparative approach enhances professionalism by broadening one's outlook and improving one's sensitivity for the cultural context of recordkeeping. Moreover, the comparative position (taken at home or abroad) provides for a new and sometimes better perspective on one's own situation.

Discussion time (10 minutes)

3. Andrew Flinn: Educating students for careers in other countries. Why do students go abroad to study archival science? Universities in the UK have a long history of educating students from Commonwealth countries. How has this enriched programs for archival education, education for research in our discipline and the learning experience for all students? What challenges have educators encountered in program design and development? What are the advantages and disadvantages of teaching separate international and domestic programmes and of integrating the programmes. What strategies can be used to prepare these students, most of whom return home to work in a range of very different environments?

Discussion time (10 minutes)

4. Meung-Hoan Noh: The Theory of Communicative Action of Jürgen Habermas: The role of archives in inter-cultural communication and the need for international education discussed in the light of this theoretical framework. Jürgen Habermas contributed to the ideas for the establishing 'citizen society' and the deepening of the democracy of the societies of the world through his researches, for example, *The Structural Transformation of the Public Sphere and The Theory of Communicative Action*. The archives can play important role as the public sphere and communication agent and center in the sense of the establishing 'governance and citizen society' and the deepening of the democracy. Hereby the successful inter-subjective (inter-cultural) communication between the archivist and the archivist, between the archivist and the user, between the user and the user is crucial for the successful developing and running of the archives. For this, what kind of education do the archivists need? The presentation will treat this question focused on the international dimension.

Discussion time (10 minutes)

5. Karen Anderson: Building a Collaborative International Course in Europe: A Steep Learning Curve! ARCHIDIS (Archives and Records Challenges in the Digital Information Society) is an Erasmus Intensive Program: a collaborative course funded by the EU through the Norwegian Centre for International Cooperation in Higher Education. In 2011 it involves 12 universities across 8 countries. 39 students and 12 teachers will go to Marburg for two weeks in August. The course topic is "Appraisal and Social Memory". Students will use comparative methodologies to explore the topic and widen their personal knowledge of appraisal approaches. What do we hope to achieve for students? For teachers?

For internationalisation of archival education? What were (and are) the challenges encountered in developing a teaching and learning program across so many European cultures and countries?

Discussion time (10 minutes)

6. Session closure Each panel member will offer a final thought on the importance of international approaches to archival education and possible strategies and actions for supporting it.

Friday, July 15: Sue McKemish, “Grand Challenges in Archival Education and Research.”

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