Engagement, enthusiasm, and empowerment: participatory learning in Special Collections instruction
Susan Graham and Lindsey Loeper, Special Collections, Albin O. Kuhn Library & Gallery, University of Maryland, Baltimore County (UMBC)

Interactive one-shot instruction sessions that foster a welcoming environment and allow students to practice visual and archival literacy. Flexible for use with the specific subject, format, and collection type that best fits the needs of the class.

Class summary
This is a research methods course that is required for all undergraduate History majors. There are typically 2-4 sections of the course each semester and all sections spend two full class periods in the library and two in the classroom. History reference librarian and one with the Special Collections librarians. In addition to the learning outcomes identified by the professor and librarians, we also want to give the students a chance to actually work with the materials, practice their handling skills, and in general demystify the archives search process.

Activities
We have developed an exercise where small groups of students cycle through several stations and complete a worksheet. Once they have visited each station, then the class comes back together and shares with each other, using the worksheet questions as prompts. The exercise was full of surprising and enlightening outcomes for the students. The topic of the example exercise was the internment of Japanese Americans in the United States during WWII.

Class summary
This course focuses on the theories and methods of representing Indigenous cultures and peoples within the heritage and museum enterprise, and examines the concept and negotiations of indigenous cultural ownership of heritage and historical narratives.

Activities
Discussed how Western ideas of ownership, access, and preservation may be different from Indigenous groups/communities of origin.

Outcomes
Culturally sensitive materials and issues of representation were addressed.

Social justice components:
Viewed and discussed the Protocols for Native American Archival Materials, NAGPRA, and Mukurtu content management system.

Activities
Discussed different formats for different learning styles: images, documents, video.

Inclusive learning:
Provided different ways to participate for different temperaments or learning styles:
- Poll Everywhere (written communication)
- Discussion
- Primary source (a group of two students chose to work together)
- Video clips

Reflection
Although we developed this exercise for this specific class location and topic, it can be used for other classes with similar learning outcomes. It could even be made into an online class. This exercise inspired great discussion, particularly comparing the oral history vs. transcript.

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Lindsey Loeper (linloper@umbc.edu) Susan Graham (bgs@umbc.edu)
https://library.umbc.edu/indig | 410-455-2353

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