Let's plan together! TPS Fest 2022 -- August 2 through 4, 2022

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PRIMARYSOURCES   APR 01, 2022 06:45PM

Session Idea

Using exhibit curation, social media, and other public history tools to teach archival literacy.
Whether it is an embedded course, independent study, or other format, these tangible public-facing projects create a different relationship between students and the archival sources. This session will be a space to discuss logistics, faculty buy-in, planning such projects, challenges, and new ideas! (f) Michelle Chiles

Reading Discussion

Read part of (perhaps ch. 3) or all of *Feminist Pedagogy for Library Instruction* (2013) by Maria T. Accardi and discuss applications to primary source instruction.

Katie Banks (f)

Session Idea

Talk about how archivists at small academic institutions where they may be doing it all approach instruction: how to reach out to faculty, what methods work best with small classes, innovative approaches to instruction in this environment, etc.

Katie Banks (f)

Peer mentorship in TPS

I'd love to talk about what structured peer mentorship could look like for our community -- perhaps using the format that Pemento has created https://pemento.wordpress.com/ -- Jen (f)

> *Would it make sense to broaden this a bit, maybe to include some ramp-up or follow-up discussion that includes *less* structured mentorship? - Matt H*   — **ANONYMOUS**

Session Idea: Critical Classroom Approaches in Praxis

Happy to support a discussion as (t,p,o) if folks are interested in a conversation about how critical race theory and anti-racist approaches have been incorporated in their classroom practices. - Molly Brown

Session Idea

Embedded Librarian/Archivist. Open session to discuss approaches, tips, successes/failure, experiences, etc.

Allison McClanahan (can facilitate or participate)

> *Combined on spreadsheet with beyond the one-shot*
> — **ALLISON MCCLANAHAN**

> *Would love to attend this and hear from other embedded Archivists - Miranda R.*   — **ANONYMOUS**

Teaching Aids and Lesson Plans

Looking at various archival institutions teaching aids and lesson plans to see what works and what we need to work on.

Session Idea/Reading Group?

Ethics of care/trauma-informed pedagogy session to share experiences teaching from these approaches (advantages/difficulties, tips, activities, student feedback/responses, etc.) and create a list together of resources/helpful reads. If there was interest, perhaps we could have a follow-up reading group session later in the day/week that would tackle one of the items on the reading list?

- Danielle D. (o)

> *I like this idea, Danielle! I'll reach out about coordinating this together -- Jen H*   — **PRIMARYSOURCES**

> *I 1000% want/need to attend this session and the proposed reading group*   — **ANONYMOUS**

Session Idea

Teaching with primary sources as a liaison/subject/instruction librarian -- possibly also discussion of collaborating with librarians from the librarian's perspective.

- Jill A. (f/p)

Session Idea

Using ethnographic and music materials (particularly audiovisual) for primary source instruction.

Allison McClanahan (f)

Here for this! (p, o) — **MOLLY BROWN**

Session Idea

Teaching primary sources for beginners. Some sort of introduction for those of us just starting out in this role. Maybe sharing best practices, tips, how to create a lesson from start to finish, what's worked/not worked for you, etc.

A session like this would respond to our concerns about offering programming for new TPS librarians & students. — **ANONYMOUS**

Anna F is going to talk with colleagues about making a session like this happen — **PRIMARYSOURCES**

Affinity group? Session?

Beyond the one-shot. Time/space for people who are able to do multiple sessions of a class (or even an entire term) to share stories, ideas, approaches, pitfalls, etc.

-Anna F. (o)

Yes!! I have developed a few semester-long collaborations where students deposit their work into the Archives (oral histories, time capsules) and would love to hear more about what others are doing, how they manage the faculty collaboration, etc. - Erica D. (f) — **EDONNIS**

Co-taught my first multi-session class this spring and would love to hear how others approach lesson planning/ scaffolding/ assignments - Danielle D. — **DANIELLE DYE**

Combined on spreadsheet with embedded librarian/archivist — **ALLISON MCCLANAHAN**

Victim of Your Own Success

You've been successful beyond your wildest dreams in drumming up interest in working with archives, but now you're stretched thin and can't respond in the affirmative to all new requests. There is also no additional position/resources on the horizon. How can you manage expectations and continue to advocate for more resources?

--f

Kate Crowe

Yes! I'm interested in talking about managing expectation both inside and outside the library/archives. In addition to the faculty who come knocking, how can you be effective with library administrators in talking about/dealing with this great success? I often have a harder time redirecting or saying no to the asks that come from within. - Cynthia B. (f, o) — **CYNTHIA BACHHUBER**

Yes - such an important topic. I think a lot of us doing TPS work are at risk/or experiencing burnout because we don't know how to do this effectively. - Carrie S. (o) — **ANONYMOUS**

I'd also love to hear from others if and how they are tracking their time spent on instruction (including prep, the actual session, and post-session refiling, etc) and then if they've found ways to use this data effectively. — **CARRIE SCHWIER**

Yes!! All of the above. For myself, I'm planning to do some intentional strategic planning to help manage the deluge of requests and manage expectations going forward. - Erica D. — **EDONNIS**

This sounds great! Would be happy to join and help in any way. (t) - Molly Brown — **ANONYMOUS**

Cheers to this idea! Definitely interested in hearing from others facing this issue. Happy to help out, or not! (o) - Blake Spitz — **BLAKE SPITZ**

This is something I experienced hard towards the end of this recent semester and in the fall. Would love to hear others' takes! - Danielle D. — **DANIELLE DYE**

This is me last semester and certainly next. I'd like to help in some sort of low-key role. (o/p) - Jenny Swadosh — **ANONYMOUS**

Affinity group for people working on interactive tutorials (Rise, LibWizard, etc.) - Julie

I'd be interested in this, I am beginning to try to cobble together tutorials w/o software specifically designed for that purpose. Happy to help (f, o) - Blake Spitz — **BLAKE SPITZ**

Very interested! (o,p) We're using H5P a lot at the library and I've been trying to get into that. — **MOLLY BROWN**

Session Idea

"Practicing the Archival Vibe Check"
Recently in instruction sessions I have been focusing most of the session time on how to get a sense of the vibe of the records in

front of you for both on-site and remote research. This session will discuss and share the types of questions and exercises instructors create to offer a low-stakes introduction into how to take in the sources in front of you and developing your archival intuition. (f) - Molly Brown

Love it! This is one of those fuzzy skills that I'm working on how to teach. (o) - Cynthia B. — **CYNTHIA BACHHUBER**

Would love to learn about this framework! Happy to help if you end up needing it (p? o) - Blake S. — **BLAKE SPITZ**

I love this idea! I'm also working on something like this in my teaching, so would love to participate & help in some way (p) - Danielle D. — **DANIELLE DYE**

group asynchronous annotations

I used hypothesis as a tool for primary source pre-work before an archive visit. would love to discuss this type of tool use with others. I would be willing to facilitate. (Miranda R.)

I have a faculty member interested in an annotation project. I've heard about hypothesis and Digital Mappa and would just love to learn more. -Miriam I. — **ANONYMOUS**

Interested in learning more about hypothesis. - Jill A. — **ANONYMOUS**

Would love to learn more! - Danielle D. — **DANIELLE DYE**

I just tried using this app and holy cow is it great! Would be interested in helping (o, p) — **MOLLY BROWN**

Session Idea

Working with k-12 educators to design classes and manage expectations for what to expect for a visit to the archives - Danielle N. (f, o)

sounds like a great idea. Miranda R. (p) (o) — **ANONYMOUS**

Sounds great. Would be happy to help! - Molly Brown (t) — **ANONYMOUS**

Session Idea

Creative ways to reach unresponsive academic departments - Ann A. (o)

Related idea: Ideas and strategies for those (maybe former victims of your own success) struggling to get previously faithful instructors to schedule sessions again, or even to respond to outreach attempts, since the pandemic lockdown (and subsequent institutional upheaval). -Miriam I. (f, o) — **ANONYMOUS**

Happy to help with this! (t) — **MOLLY BROWN**

Session idea

Working with adult learners (t) -Scott A.K.

A direction could be working with genealogists — **ANONYMOUS**

Some connection with community archives education? — **ANONYMOUS**

I'm interested in this. Let me know how I can help. Our university has an adult bachelor's program, and I'm always harping about taking non-traditional students into consideration when we talk about "undergraduates." (t?, o?) -- Jenny Swadosh — **ANONYMOUS**

Session idea

Group for museums and historical societies to discuss lesson ideas and brining in classes (f) -Scott A.K.

Leading an instruction program in which multiple people teach -- Julie (f)

Interested in this! - Kelsey Brown (o) — **ANONYMOUS**

Hi Julie - will touch base with you and would love to support this session. -Maggie Vanderford (o) — **ANONYMOUS**

Hey everyone! We're working together to organize TPS Fest 2022. What is that?! Read more at https://bit.ly/TPSFest22. And, here's how to use this padlet:

Are you interested in doing something (virtually) to connect with the TPS community -- discussing an issue you care about; exploring a tech tool you use for teaching; reading something with a group of people and talking about it? **Share your idea on this padlet.**

Under your idea, please list your name if you feel comfortable identifying yourself publicly with the idea. And, if you'd be up for taking on a specific role related to the thing you've described, use the following key:
-- f = I'd be up for facilitating this.
-- t = I'm interested in providing tech support for this virtual session.
-- p = I could help promote this session to individuals / communities that might be interested in it.
-- o = I'd love to help make this happen in some other way, maybe by taking notes or being a chat moderator.

What do those roles mean? Check out https://bit.ly/TPSFest22 for more info.

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