

BAYLOR BLOGGERS

INTEGRATING ARCHIVES AND NEW MEDIA
INTO THE CLASSROOM

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THE STANDARD ASSIGNMENT

- **Course:** Foundations and History of Higher Education (Higher Education and Student Affairs graduate program)
- **Assignment:** Write a 10-page paper on a topic in Baylor's history, starting from an assigned theme (Students, Curriculum, Finance, Access, Religion).
- **The challenge:** Professor reads papers...but no one else really gets to see or benefit from them.

GOING A STEP FARTHER

“This work should be available to a wider audience who would appreciate not just the basic historical facts, but the organizational context into which students are placing these events.”

~Dr. Nathan Alleman

WHICH TOOL TO USE?

- Wiki?
- Blog?
- Other undiscovered program?

Baylor already uses EduBlogs (powered by WordPress), and that seemed to be the best fit.

- Electronic Library's academic consultants already in place
- Students might already be familiar with WordPress
- Gaining experience with WordPress might help students in the near future

REFINING THE PROJECT

- In the past, students could write on any subject within their theme, pre-1975
- Tightening the year span: students were limited to 1900-1920.
- Each time the class is offered, we'll add another decade(s) and build the blog up, bit by bit.

THEMES AND DEVELOPMENT

- Students, Curriculum, Finance, Access, Religion
- Each student would research and write his/her own paper
- Groups worked together to write landing page summaries of their themes
- Essentially academic papers on a blog, with pictures (no requirement to revise to make papers more bloggish)

ARCHIVES RESEARCH TIPS

- Good archives research advice from professor:
 - Focus on depth, not breadth.
 - Begin with a concept and allow what you find to guide you as you hone it down.
 - Be flexible/stay flexible.
 - **There's no crying in baseball and no cramming in archival research: put in the time early.**
- Assigned reading before archives class, both from *The history of U.S. higher education: methods for understanding the past* (ed. Marybeth Gasman)
 - Jordan R. Humphrey, “‘No food, no drinks, pencil only’: Checklists for conducting and interpreting archival research”
 - Darryl L. Peterkin, “‘Within these walls’: Reading and writing institutional histories”

ARCHIVES 101

- Devoted one class session to an intro to The Texas Collection and the University Archives:
 - bibliographic instruction session
 - tour of reading room and technology room
 - brief group consultations with professor and archivist
- Students scheduled consultations with me over the next few weeks, either as a group or individually (not required, but the majority did meet with me at least once)

NEGOTIATING CHALLENGES

- Helping students get permission to access restricted Board records (using the right words to convey the project and its scope)
- The usual suspects:
 - constraints of opening hours
 - materials not available online or for checkout
 - students who did try to cram archival research

HESA Baylor History Project

Leading the future by learning from the past

Search



Baylor 1900-1920

Welcome to the EDA 5379 Baylor History Project!

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BAYLOR 1900-1920X

Select Category ▾

Posted on [September 18, 2012](#)

On this site you will find student projects examining topical higher education issues and how they appeared at Baylor University during select eras. Authors are part of EDA 5379: Foundations and History of Higher Education, a required course for the Master's in Higher

<http://blogs.baylor.edu/hesabaylorhistoryproject/>



Baylor 1900-1920

Students at Baylor,
1900-1920

Curriculum at Baylor,
1900-1920

Finance at Baylor,
1900-1920

**Access at Baylor,
1900-1920**

Religion at Baylor,
1900-1920

and financial aid availability.
response to the opportunitie

Students at Baylor between
growing awareness of globa
needs, and policies that har
historical understanding of g

lor, 1900-1920

at Baylor University from 1900 to 1920 was susceptible to a
lucences, thereby limiting entry and academic opportunities for

Co-Education at Baylor
University: Constraints on
Women's Access to
Education, 1900-1920

Baylor University: Limited
Access to International
Travel and Study Abroad
Programs for Students from
1900-1920

Access to Higher Education:
Baylor's Response to
Student's Financial Needs

the women's suffrage movement,
ersities. Baylor's actions were
rice, coeducation, and fostering
opportunities that would reduce
pportunities, women's education,
stitutional forces limited Baylor's
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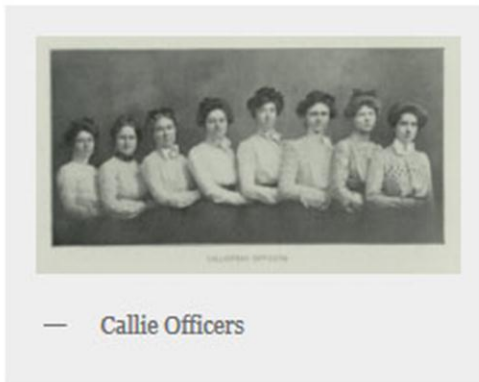
narrowed access despite the
ess of students' varying financial
ugh students were gaining a
languages, only professors,

BAYLOR 1900-1920X

Select Category ▼

Women's Literary Societies at Baylor

The Calliopean Literary Society or "Callies" were the first of the women's societies to be established at Baylor in 1867. Their motto, "Vincet quae se vincet," in Latin means, "She conquers who conquers herself," and their colors were white and gold (*The Round Up*, 1902).

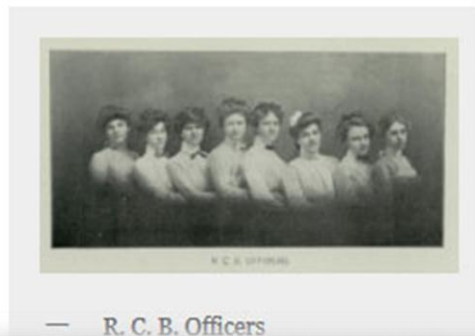


The Callies sought to develop individual members, as well as the whole society, by providing most of the members with leadership experience. Because of this intentional structural mandate, there was a high turnover in leadership selection, with most officer positions lasting only two months (Smyth, n.d.). The Rufus C. Burleson Society or "R. C. B.'s" was formed about two decades after the Callies in October 1887. The women who established the

society's name chose to honor Dr. Burleson because during its formation, he "lent much encouragement and assurance for the girls as they struggled for their rightful place in the sight of the older societies" (Smyth, n.d., p. 21).

Their motto was "Step by step," which symbolized their patience in climbing toward success amidst a competitive societal environment, and their colors were pink and green. Although much of R. C. B.'s existence during the early twentieth century was characterized as persevering through

discouragement when one had to follow



PROMOTING STUDENT WORK

The Texas Collection prepared our own blog posts to promote each theme and rolled them out weekly in the first months of the spring semester, then cross-promoted on FB and Twitter

 **The Texas Collection** shared a link.
January 22

Continuing in our Baylor history blog project series, this week's student papers explore curriculum—how different parties influenced it (or at least tried to) and how Baylor course offerings and requirements changed from 1900-1920.
<http://bit.ly/WG0Ez2>



Sharing Student Scholarship Online: Curriculum at Baylor, 1900-1920 | The Texas Collection
bit.ly

For the first five weeks of the spring 2013 semester, we're putting up teasers

Like · Comment · Share  2

 **The Texas Collection** @texascollection 29 Jan

How did #Baylor finance athletics & raise funds from 1900-20? How did students earn money for education? See our blog: bit.ly/Wz9Kgx
[Collapse](#) [Reply](#) [Delete](#) [Favorite](#) [More](#)

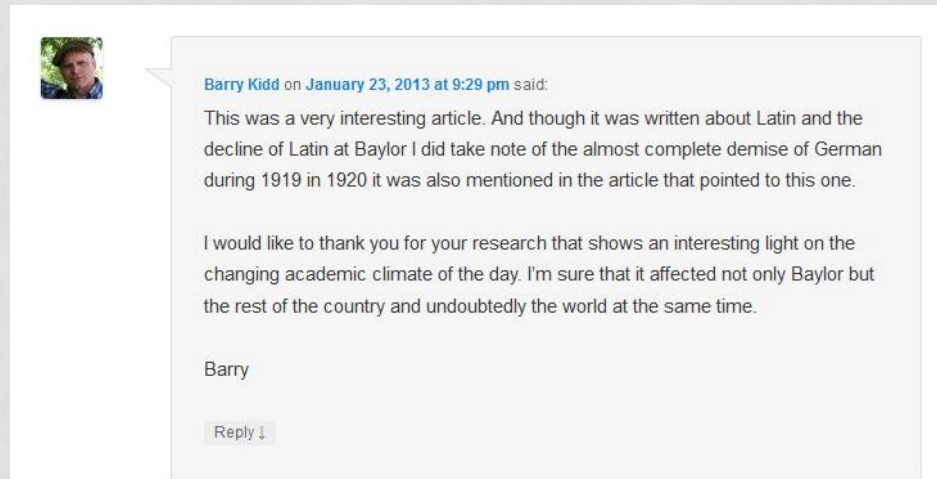
5 RETWEETS 

8:41 AM - 29 Jan 13 - Details

Reply to @texascollection

WHAT WORKED WELL

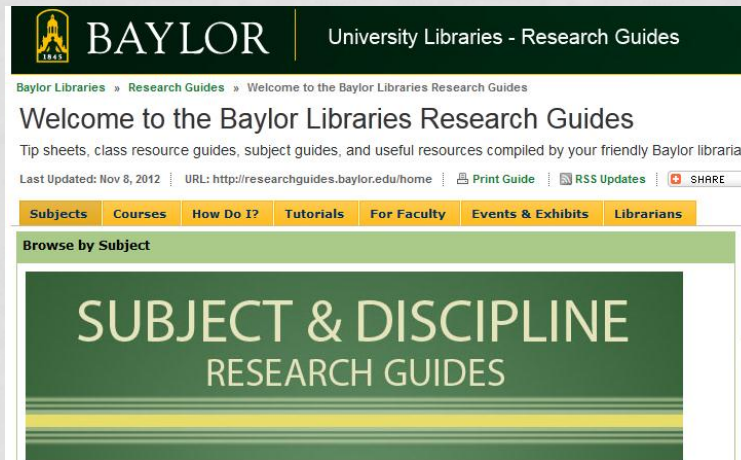
- Publishing online did seem to put a little good fear into students—knowing their work was out there for all to see.



- Limiting the papers to a time period helped to narrow topics and provides a natural structure on which the blog can build each year.
- Newly digitized Lariat student newspaper was wonderful resource for students

IDEAS FOR IMPROVEMENT

- More instruction on citing archival sources, attributing photos, and creating good scans



- Improve usability of blog—tags, improved navigation
- Incorporate students more in the promotion of their work (write your own promo tweet?)
- Coordinate with academic consultant and professor to set up Google Analytics on the class' blog

PLANS FOR FALL 2013

- Focus on **1921-1930**
- **Update** blog navigation and tagging
- Provide handouts/content to put on class' Blackboard site about **citing/attributing sources**

OUTCOMES

- **Informed** students about archival research
- **Shared** products of student scholarship with a broader audience
- **Demonstrated** to a wider audience how archival resources can be used
- **Encouraged** future university leaders to remember the university archives as part of their toolkit

CONTACT INFO

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