**Casper College Goodstein Foundation Library Archives & Special Collections (Western History Center)**

*Associated Information Literacy Knowledge Practices and Dispositions for the Internship Program*

**Introduction:**

The following is rough itinerary for the work to be performed by two interns in the Casper College Western History Center during the fall 2022 semester with associated Knowledge Practices and Dispositions applied from the ACRL Framework for Information Literacy for Higher Education. The interns (Casper College students) will work collaboratively throughout their semester. Based on a Backward Design approach, one of the overarching goals is to encourage the development of skills related to gathering and using of information need to achieve results within a professional academic setting and an established archival and special collections program.

The aim is for the interns to develop transferrable skills they can take with them after their internship has ended. The internship will provide each intern with enough material to put together a physical or digital (their choice) portfolio based on the scope of the work they performed and the understandings and skills it helped them develop. An associated project template outlines goals and encourages the interns to take ownership of and reflect on the work they are performing. An aim of the Internship Program is to encourage deeper understanding of what has been gained from the opportunity. This particular opportunity will ideally be replicated each semester as needed in order to craft a rewarding internship program in the Western History Center and make it something the department can adapt and sustain into the future.

**Week 1: The Setting of Your Internship:**

*Introduction to the setting of archives and libraries as places of conversation – The archival effort and your contribution to It – A digital tool for project management*

* Archives and libraries as places of conversation
* The archival and special collection effort
* Getting started with *Trello*, a digital project management tool

Information as Conversation:

* “Advocacy & Outreach.” Ann Pederson. *Keeping Archives* (2008). 456-462. Focus on “Exhibitions” and “Planning an Exhibit” sections. Using this information, anticipate collaboratively selecting one or more of the provided questions for deciding the focus of an exhibit in weeks 2-4 while remaining flexible as you develop your exhibits.

*Research as Inquiry* Knowledge Practice:

* After beginning to understand the scope of your project assignment, formulate a few starter questions in anticipation of some of the information you will need to complete certain stages of the project.

*Research as Inquiry* Dispositions:

* Appreciate that a question may appear simple but still disruptive and important to research.
* Value intellectual curiosity in developing questions and learning new investigative methods.

**Weeks 2 thru 5: Your Archival Collections and Selecting Pieces to Exhibit**

*Tour of the Western History Center – Weekly reporting schedule – Anticipating information you will need to complete stages of your overall project – Select your guiding question(s) for the focus of your exhibits*

* Plan a weekly reporting schedule to fit your schedule.
* Select a Guiding Idea for your exhibits from last week’s selected reading.
* Start to use Trello as a digital project management tool.

Research your archival collection(s) (exhibit material), starting with a finding aid when available: Jack Greenley Collection of Photographs and Papers; Donna Davis Photographs; College Scrapbooks; College Annuals; the Chinook; Mountaineers Collection; Norm Weiss Manuscripts and Photographs; Casper Junior College Information and History series.

**Enduring question:** Can multiple archival collections be drawn on to illuminate a conversation centered on the question(s) you have chosen to guide your exhibits?

Information as Conversation:

* Research a particular facet of analog and/or digital archival/museum exhibits and find one article to draw on for ideas and direction throughout your internship. Review your source and discuss why you chose it with Hanz and your teammate throughout weeks 2 thru 5.
* Read selection from “Guidelines for Primary Source Literacy,” ACRL RBMS1 -SAA2 Joint Task Force on the Development of Guidelines for Primary Source Literacy, 2018 and set goals related to the following Learning Objective: “Read, Understand, and Summarize”

*Research as Inquiry* Knowledge Practices:

* Work with your supervisor to determine an appropriate scope of the information you will need and add this to Trello for the weeks ahead.
* Start to draw and anticipate continuing to draw meaningful conclusions based on your analysis and interpretation of your article as a piece of the ongoing professional conversation in the field. Also, start to anticipate how your conclusions may help shape your work.
* Synthesize ideas gathered from your article, and your previous reading on exhibitions and how to plan them.

*Research as Inquiry* Disposition:

* Value intellectual curiosity in developing questions and learning new investigative methods.
* Value persistence, adaptability, and flexibility and recognize that ambiguity can benefit the research process
* Seek multiple perspectives during information gathering and assessment.

**Weeks 6 thru 8: Publicity Campaign**

*Design, plan and implement a focused publicity campaign*

Information as Conversation:

* Read “Advocacy & Outreach.” Ann Pederson. *Keeping Archives* (2008). 445-449, section on Public relations and Publicity.
* Consult the Casper College Website Public Relations Department page
* Read selections from “Description.” Gregory S. Hunter. *Developing and Maintaining Practical Archives* (2020). 109-127. Section focus will be “Web 2.0, Social Media, and Linked Data,” and “Description as Shaping.”

*Research as Inquiry* Knowledge Practices:

* Use various research methods, based on need, circumstance, and type of inquiry.
* Monitor gathered information and assess for gaps or weaknesses

*Research as Inquiry* Disposition:

* Consider research and professional practice as open-ended exploration and continuous engagement with information.

**Weeks 9 thru 15: Crafting Your Exhibits**

*Select and follow appropriate guidelines for your exhibits in their respective physical and digital environments as you create them*

Information as Conversation:

* Study the “Exhibition Guidelines” section from “Advocacy & Outreach.” Ann Pederson. *Keeping Archives* (2008). 456-462.
* Read selection from “Guidelines for Primary Source Literacy,” ACRL RBMS1 -SAA2 Joint Task Force on the Development of Guidelines for Primary Source Literacy, 2018 and set goals related to the Learning Objective: “Interpret, Analyze, and Evaluate”
* Read selections from “Description.” Gregory S. Hunter. *Developing and Maintaining Practical Archives* (2020). 109-127. Sections will be “Intellectual Control,” “Web 2.0, Social Media, and Linked Data,” and “Description as Shaping.”
* Familiarize yourself with Dublin Core “Basic Resource Identification Elements” in Steven J. Miller’s *Metadata for Digital Collections* (2011).

Articulate the conclusions you have reached from analyzing and interpreting the article you selected to draw ideas from and other readings.

Enduring Question: Can archival exhibits shape an archives’ ability to provide access to information and what is the exhibit planners mediating role in shaping this ability?

*Research as Inquiry* Knowledge Practice:

* Synthesize ideas gathered from multiple sources

*Research as Inquiry* Dispositions:

* Follow ethical and legal guidelines in gathering and using information.
* Maintain an open mind and a critical stance.

Sources:

Fister, Barbara. "Teaching research as a social act: collaborative learning and the library." *RQ*, vol. 29, no. 4, summer 1990, pp. 505+. *Gale Academic OneFile*, link.gale.com/apps/doc/A9179229/AONE?u=nysl\_ca\_arg&sid=googleScholar&xid=8fcfe184. Accessed 29 July 2022.

"Framework for Information Literacy for Higher Education", American Library Association, February 9, 2015. http://www.ala.org/acrl/standards/ilframework (Accessed July 27, 2022) Document ID: b910a6c4-6c8a-0d44-7dbc-a5dcbd509e3f

“Guidelines for Primary Source Literacy,” ACRL RBMS1 -SAA2 Joint Task Force on the Development of Guidelines for Primary Source Literacy, 2018. (Accessed July 27, 2022)