



Have It Your Way: Customizing Access to Collections for Instruction

Ashley Todd-Diaz & Felicity Knox
Towson University



Background

Freshman research seminar

Currently I have planned:

- 8/24: Video Introduction from Dr. Todd-Diaz
- 9/9: Watch Video Lecture on TU's Archives / COULD BE LIVE
- 10/5: Watch Video Lecture: Using TU's online archives. Dr. Todd-Diaz
- 10/16, 12PM: Live Video (Zoom) BSU Case Study. Dr. Todd-Diaz [For this we can use Zoom/s Breakout room feature to let them work in groups—downside is it is just 50 minutes so a little more limited than usual.
- 11/11, 12PM: Open Live Video (Zoom) Research Questions (I would be there too and possibly Liz

Then we could obviously let them schedule 1-on-1s with you too.

Finally, I like the list of possible topics—could you take a look again at some point to make sure we'll have access to this stuff?

Mid-level history class

Hi Ashley,

I am populating the attached set of research idea clusters for my class. The plan is to have students who struggle with developing research ideas of their own have one they can run with. Each theme represents broad ideas that students can fashion more narrow ideas from. Kindly give direction to specific archival materials for each theme/cluster. I hope each theme can have up to seven (7) sources for each researcher to work with.

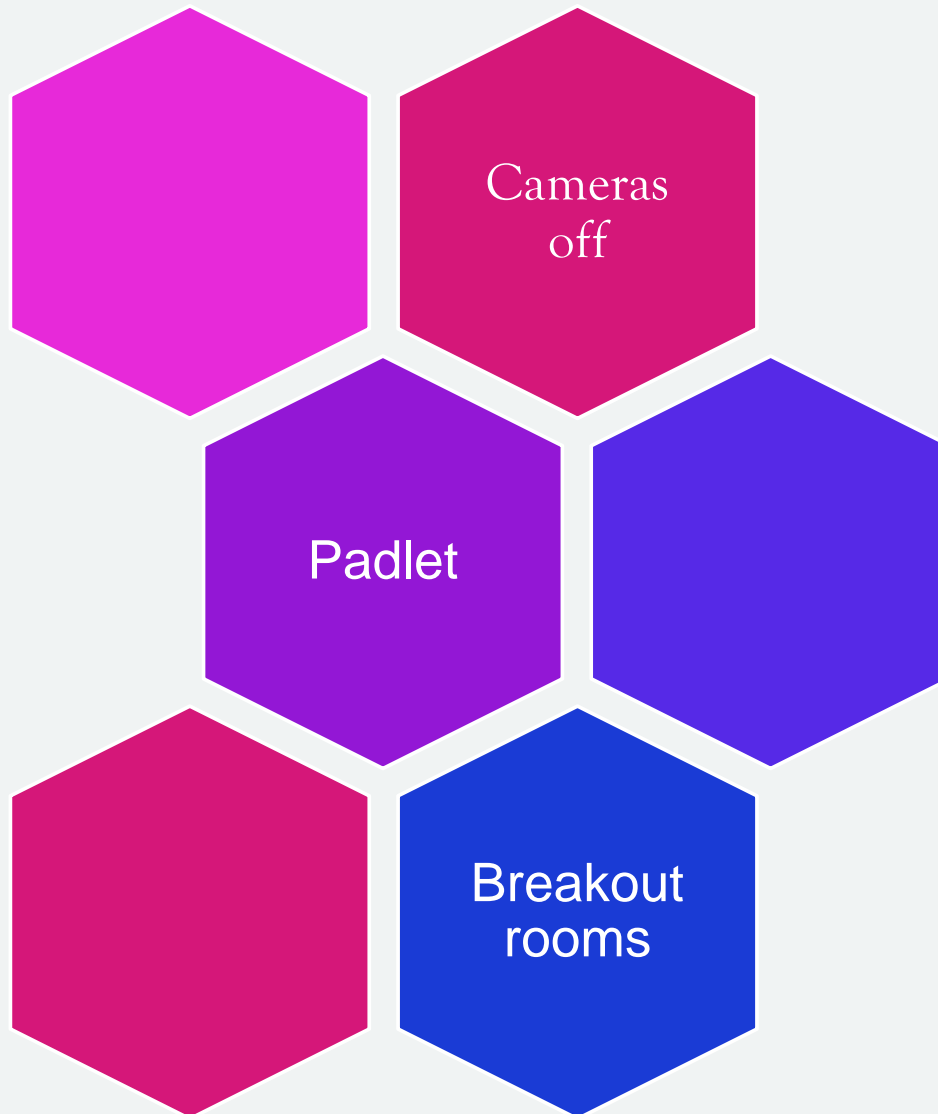
I am also very interested in particular stories and incidents that the less theoretically engaged students can work with; and to which we can simply give them the archival material to engage with.

I hope the broadsheet makes sense.

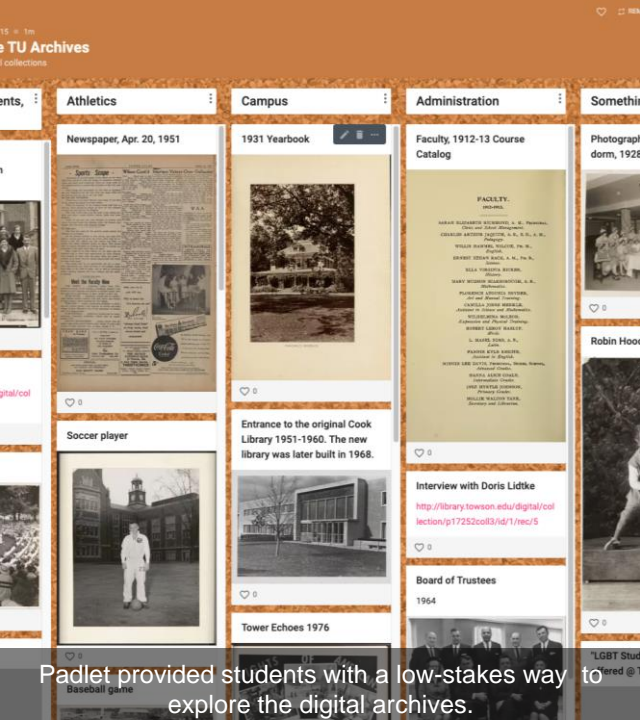
Planning



Preparing



Adapting



Padlet provided students with a low-stakes way to explore the digital archives.



A student we worked with won an award for their research paper.

The timeline includes the following document cards:

- Tower Light, 1969**
 - Type of document:** University publication; marketing
 - Author:** Administration/staff
 - Audience:** Students (both enrolled and prospective); parents; legislators
 - Tone:** Professional; informational
 - Bias:** Trying to make Towson look welcoming and appealing
 - Historical insight:** College curricula in the 1960s
 - What did you learn:** Multiple layers of intention and use: course offerings, faculty names, but also a promotional view of TU.
- Document 5 SGA**
 - March 10, 1970**
 - Type of document:** Type of Letter
 - Author:** Charles Johnson of the SGA
 - Tone:** There is a tone that the reader can detect. It is an apologetic tone, the majority of the document is apologizing for the mistakes that were made.
 - What did you learn:** In the document I learned that African
- Document 2**
 - Type of document:** Position Paper
 - Author:** The Black Student Union
 - Tone:** Professional, informative
 - Bias:** Positive bias in which they state they don't support any injustices or negativity against their goals.
 - Historical insight:** Racial differences and injustices on campus
 - What did you learn:** We learned
- Document 1**
 - April 16, 1970**
 - Tone:** Constructive, professional; the SGA is making a genuine effort to hear out the problems brought to them by the Black Student Union
 - Bias:** The SGA up until this point had historically been an all-white organization, and they speak from a white biased perspective in addressing the Black Student Union on campus. (The use of "embassy" in the last paragraph conjures ideas of foreign policy between Black students and White students in the SGA – it's

Padlet did not replace face-to-face group activities

Lessons Learned

- OneDrive permissions are **evil**
- Padlet has benefits, and drawbacks
- Be prepared for silence
- Silence does not mean disengagement



Thank you!

Ashley Todd-Diaz: atodddiaz@towson.edu

Felicity Knox: fknox@towson.edu