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Educational materials: serving those in education and archival identity online

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**Educational Materials:
Serving those in Education and Archival Identity Online**

By

Rachel L. Hillier

Accepted in Partial Completion
Of the Requirements for the Degree
Master of Arts

Kathleen L. Kitto, Dean of the Graduate School

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Master's Thesis

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Rachel L. Hillier

May 23, 2014

**Educational Materials:
Serving those in Education and Archival Identity Online**

A Thesis
Presented to
The Faculty of
Western Washington University

In Partial Fulfillment
Of the Requirements for the Degree
Master of Arts

By
Rachel L. Hillier
May 2014

Abstract

This thesis explores how archives and special collections are making use of social media and interactive tools (or “Web 2.0 technologies”) online to serve a specific user group; teachers and students. Outreach and design for user groups on terms that work for them is the best way to turn them into patrons of archives and increase use the use of archives’ traditionally under-utilized, but valuable, resources. Chapter One lays out what these terms are for teachers and students as their use of technology increases. In Chapter Two I discuss my survey of 262 archival websites in order to establish what tools/social media are currently being used, which of these institutions/collections self-identify as being purveyors of educational materials, and when these two things are happening together. While many archives/collections with web presences are making use of social media and Web 2.0 technologies and less often are self-identifying as purveyors of educational materials, no archives/collections were found to be doing so explicitly at the same time. While archivists view their materials as inherently valuable as educational materials their failure to reinforce this online exposes their need to rethink how they can best use online spaces to strengthen archival identity and increase user understanding of their value and function. Suggestions for archives of different sizes and those with or without host institutions are made in Chapter Three.

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Introduction

When archives choose to create a presence for themselves online they are reaching out to users. Because archivists work with both limited time and funds, being concerned with whether or not archives are reaching those users effectively and in ways that well serve their intended audiences is only logical. Today, when archives put their efforts into sustaining online presences this may mean building and maintaining institutional websites and/or actively taking part on external social media websites. Either way, the advent of “Web 2.0” in recent years affects how archivists must think seriously about their self-representation, goals, and what users’ expectations online will be.

When archivists first began going online in the 1990s the web was a place where static websites could be created to give information about archives locations, hours, and where archives could post materials such as finding aids to open up to more people what holdings they had. According to archival educator and author Kate Theimer, the term “Web 2.0” emerged sometime in the early 2000s to “describe a confluence of changes in web design and functionality that resulted in fundamental differences in the ways that developers and users approach the web.”¹ Theimer believes the most significant of these changes included:

- ‘Network as platform’ or ‘cloud computing’ – applications and data ‘live on the web,’ not on your local computer, and so applications and data can be accessed from anywhere you have an internet connection
- Openness in technical interfaces and standards – the use of open standards and open source in software development and the use of open application programming interfaces (APIs) meant that websites and tools could interact with each other in new ways.

¹ Kate Thiemer, “Interactivity, Flexibility, and Transparency: Social Media and Archives 2.0,” in *The Future of Archives and Record Keeping: A Reader*, ed. Jennie Hill (London: Facet Publishing, 2011): 126.

- Creation of syndicated content – use of ‘really simple syndication’ (RSS) allowed websites to ‘push’ customized content out to users rather than users having to visit individual sites to ‘pull’ content out of them.
- Customized web experience for users – websites draw on user profile information to create customized views for each user.
- Broad use of interactivity – websites allow (and encourage) users to interact with posted content, using features such as commenting, tagging, ranking, making lists, and allowing many options for redistribution and sharing.
- Prevalence of user-created content – the rise of sites such as Wikipedia, Flickr, and YouTube, and tools like podcasting and blogging which allow users to publish and share content made individual people just as much a force in publishing on the web as traditional information providers.
- Integration of user-to-user connection – a broad-based use of the web as a way to connect people to each other, not just to information sources.²

As Web 2.0 tools such as commenting, tagging, ranking or bookmarking became available; archivists began to experiment with these tools, building them into archival websites and digital collections. Some even sought to study their use in order to gather quantifiable data on which tools users were utilizing most so that archivists could better understand which tools benefited users most and then work to develop web presences which best served user needs practically.³ In the wake of such studies and the constantly evolving online landscape in the meanwhile, we can now begin to pose new questions about how effective archives efforts have been so far in taking advantage of all that Web 2.0 has to offer. It is time to begin evaluating where we should be heading in the coming years.

² Ibid., 126-127.

³ For example, Magia Ghetu Krause and Elizabeth Yakel, “Interaction in Virtual Archives: The Polar Bear Expedition Digital Collection Next Generation Finding Aid,” *American Archivist* 70, no. 2 (Fall/Winter 2007): 282-314. Or, Mary Samouelian, “Embracing Web 2.0: Archives and the Newest Generation of Web Applications,” *American Archivist* 72, no. 1 (Spring-Summer 2009): 42-71.

Part of ensuring that archives are meeting user needs effectively is to acknowledge that there are different types of users each with unique needs.⁴ Given that Web 2.0 technologies came about in order to individualize experiences online for users and has revolutionized marketing for institutions and companies large and small, it is worth exploring whether this is also being done by archives. In this thesis, I wanted to look at a specific user group that has long been identified as potentially benefiting from archives' resources, those in education (teachers and students). Julia Hendry, in a fairly recent article, does a good job of demonstrating how designing programs to serve those in education is mutually beneficial for teachers, students, and archives. She argues that archival materials are particularly well-positioned to be adopted as classroom materials in an era when performance on standardized testing dictates the curriculum in and funding to schools.⁵ According to Hendry, this testing is largely focused on promoting a rise in the development of "critical thinking" skills in students which is primarily to be achieved through their engagement with primary documents,⁶ a resource archives are certainly rich in!

As Hendry notes, developing the ability to think critically is seen as an absolutely key skill for students being educated today and has been for several decades. Per archivist and educator advocate Marcus Robyns, national reports and studies since the 1980s have identified the importance of developing critical thinking skills as one of the most important responsibilities of those working in education.⁷ In an article on critical thinking and archives, Robyns quotes Chet Meyers, a professor of humanities, as saying that the

⁴ Mary Jo Pugh, "Identifying Uses and Users of Archives," in *Providing Reference Services For Archives and Manuscripts*, (Chicago: Society of American Archivists, 2005), 33-73.

⁵ Julia Hendry, "Primary Sources in K-12 Education: Opportunities for Archives," *American Archivist* 70, no. 1 (Spring-Summer 2007): 123-124.

⁶ *Ibid.*, 117-123.

⁷ Marcus Robyns, "The Archivist as Educator: Integrating Critical Thinking Skills into Historical Research Methods Instruction," *American Archivist* 64, no. 2 (Fall-Winter, 2001): 363.

necessity to teach critical thinking is “particularly acute today, when our culture’s output of information far exceeds our ability to think critically about that information.”⁸ This quote was from 1986. The information which people have access to on a daily basis today has increased almost exponentially with the rise of the internet and the importance of developing the ability to cope with this glut of information intelligently surely has only increased. It should not be surprising then that it is viewed as so imperative by those in education.

As important as “critical thinking” is, it is also somewhat difficult to define briefly, partly because there is so much literature available on the topic⁹ and partly because it is itself a complex process. Robyns does his best to briefly define critical thinking through quoting Richard Paul, the still current director of the Center for Critical Thinking at Sonoma State University. Paul defines it this way:

Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by observation, experience, reflection, reasoning, or communication, as a guide to belief and action.”¹⁰

Developing critical thinking ability is important because as a skill it allows people to continually engage with and make sense of new, often complex information throughout their lives as opposed to just having learned a limited amount of information about a specific subjects. For this reason it is also viewed as socially important. According to Linda Elder, educational psychologist and President of the Foundation for Critical Thinking:

People who think critically consistently attempt to live rationally, reasonably, empathically... They avoid thinking simplistically about complicated issues and strive to appropriately consider the rights and needs of relevant

⁸ Chet Meyers, *Teaching Students to Think Critically* (1986), xi, quoted in Robyns, “The Archivist as Educator,” 366.

⁹ Robyns, “The Archivist as Educator,” 366.

¹⁰ Richard Paul, “Defining Critical Thinking,” accessed May 25, 2014, <http://www.criticalthinking.org/pages/defining-critical-thinking/766>.

others... They embody the Socratic principle: *The unexamined life is not worth living*, because they realize that many unexamined lives together result in an uncritical, unjust, dangerous world.¹¹

If this is the case, archivists working in a democratic society have a professional responsibility to contribute to what Elder describes. Our records are complex bodies which can be used to protect citizen's rights or whose mishandling can inhibit this.

Using primary sources is seen as the best way to teach students critical thinking because actually engaging with unique documents or unique documents in a series requires a process of thinking to determine what their purpose and significance is. When students are presented information in textbooks or through lecture, often this material is presented in a way that implies that the instructor or textbook are conveying set factual information, when in reality they are presenting what they believe to be a good approximation of reality. Beyond the implications this has for how it teaches students to view the world around them, it also limits their future ability to deal with new information intelligently. If students are taught a set of "facts" instead of how to engage with information and to find meaning in it themselves they will not know how to do this as well later in life when their decisions will have greater consequences in the workplace and society.

When used in classrooms archival materials can serve both to promote this type of thinking which is key to lifelong learning and coping with modern amounts of disorganized information and at the same time teach these students that archives are important as the purveyors and protectors/authenticators of these records. Additionally, Hendry points out that while teachers are trying to incorporate primary sources and increase test scores, archivists can also be of assistance to educators in that they have a long practice of and

¹¹ Linda Elder, "Defining Critical Thinking," accessed May 25, 2014, <http://www.criticalthinking.org/pages/defining-critical-thinking/766>.

unique perspectives on thinking critically about primary documents.¹² Archivists know to ask specific questions which should inform interpretations of data in documents. Hendry suggests teachers tend to focus on teaching students to “look for bias” in documents and do not know to ask questions such as:

- Where does the document fit within the collection as a whole?
- Who was the intended audience for this information?
- Why did someone need to record this information?
- Why did the author record this information in this manner?¹³

Additionally archivists, because they handle the materials, are in a good position to guide teachers toward materials that suit teacher’s and student’s specific needs. Hendry poses the question, “When was the last time an academic historian, for example, inquired at the reference desk for a document that was legible, colorful, not too long, easy to read and brought to mind a provision of the U.S. Constitution?”¹⁴ With teachers having to worry about all of these factors when selecting materials as well as making sure that they fit within state curriculums it is no wonder that they might see finding and incorporating primary sources as challenging.

While archival materials can help teachers in a time that they are increasingly looking for these documents, archival involvement with teachers and students also increases our user base and theoretically will create a future generation who better understands the value of archives. As Hendry concludes, “What better way to ensure that the policy makers and

¹² Hendry, “Primary Sources in K-12 Education,” 124-125.

¹³ Ibid., 124-125.

¹⁴ Ibid., 126.

voters of tomorrow are both critical thinkers and sensitive to archival concerns than to introduce them at an early age to the usefulness of the archive?”¹⁵

Given the benefits to students, teachers, archives, and, on an even larger scale, society of working together, it is vital that archives seek to do so. With this understanding, in this thesis I start out by theorizing about what teachers and students might be looking for from archives in the wake of Web 2.0 technologies and in the current political and social climate for educators.

Next, I discuss the process and results of my research project, which included the surveying of 262 archives’ websites in order to identify what Web 2.0 tools they have adopted, how many archives are providing and/or promoting their materials to those in education specifically, and if and when these two activities collide.

I finish by looking at what the results of my research show about how effectively archives are building archival identity online in general and as purveyors of educational materials more specifically. I then make suggestions for how improvements can be made by archives and collections of different sizes, and those that are self standing versus those hosted by a larger body/institution as these factors have a significant impact on budgets, staff, as well as how online spaces might be structured.

Overall, archives seek to serve specific users and be better understood by society in general. Online presences are a public identity. How archives succeed or fail to represent themselves has consequences in a world of changing users, at the same time that it allows them opportunities to reach more users in new and exciting ways. Hopefully what I offer here can inspire thought on these issues and contribute to archivists mindfully approaching

¹⁵ Ibid., 129.

how the archives they work in can powerfully reach out to users in ways that strengthen archival identities in new arenas of representation.

Chapter One: Why Web 2.0

Education and Archives Online

In recent decades, many archivists have argued that coming to better understand users and their needs will enable archives to design targeted and efficient reference tools to better serve those users, while hopefully placing less demands on archivists' time.¹ However, making more people aware that archives can fulfill their needs is also necessary to making archives more successful as inherently service-oriented spaces; spaces which currently tend to be underutilized due to lack of understanding and limited access. Reference and outreach service collide when an archives or archival collection creates an identity for itself online. Today, archival websites not only provide information about physical buildings and the collections they house, but increasingly they are being used both to provide materials digitally as well as digital "archivists." The archivist might be present online through features like blog postings about the processing status of specific collections, advertisements about upcoming opportunities to make connections with the archives and its materials in real life at community events, as well as by being active on a wide variety of social media websites.

Archivists have also argued that one of the best opportunities to promote archival institutions is through outreach programs to those in education.² Teachers and students are both user groups that could benefit greatly from learning about and using archival resources.

¹ As examples see Elsie Freeman Finch, "In the Eye of the Beholder: Archives Administration from the User's Point of View," in *American Archival Studies: Readings in Theory and Practice*, ed. Randall C. Jimerson (Chicago: Society of American Archivists, 2000), 417-431.; Carl Brauer, "Researcher Evaluation of Reference Services," *American Archivist* 43, no. 1. (Winter 1980): 77-79.; or Mary Jo Pugh, "Identifying Uses and Users of Archives," in *Providing Reference Services For Archives and Manuscripts*, (Chicago: Society of American Archivists, 2005), 33-73.

² Elsie Freeman Finch, "Making Sure They Want it," *American Archivist* 56, no. 1 (Winter 1993): 70-75.; Anne Gilliland-Swetland, "An Exploration of K-12 User Needs for Digital Primary Source Material," *American Archivist* 61, no. 1 (Spring 1998): 136-157.

If archives can successfully be established as a valuable resource for people from a young age as libraries have been in the past, they are more likely to become life-long users. Because archives have unique issues that inhibit their establishment within schools the way libraries are and it is difficult to bring students/teachers into the physical archives or the archivist/archival materials to the classroom, online spaces present exciting opportunities as alternative ways to share delicate materials with people who traditionally would not have had access to them. In addition, web-based social media tools/sites pose exciting opportunities for reaching these audiences in new and ongoing ways.

For many years now archivists have readily made websites for their repositories and have increasingly established online digital collections, either hosted by themselves or as part of large-scale collaborative projects between multiple archives on specific topics, or from archives across a specific region. Archives have not, however, uniformly adopted the use of Web 2.0 technologies, those which encourage interaction with the user through allowing user-generated content, on their individual sites, nor have they routinely established presences on any of the plethora of social media websites now in existence to promote themselves or continue relationships with users.³ Conversely, companies, government bodies, and libraries have embraced the study and the adoption of Web 2.0 technologies both by building technologies into their own sites to enhance the finding of and connections between with information/materials, and by participating on social media sites to promote themselves in their communities and to market their resources. Archives are founts of excellent and underused tools for learning. Failing to explore how different Web 2.0 tools might better facilitate archives' service to these users would result in their missing out on a

³ Mary Samouelian, "Embracing Web 2.0: Archives and the Newest Generation of Web Applications," *American Archivist* 72 (Spring-Summer 2009): 48-49.

major opportunity. Because archivists believe that the best way to explore how they can best use available tools to efficiently and meaningfully serve their users is to understand the environment in which the users are operating, as evidenced by the large amount of focus on and performance of user studies in the past several decades,⁴ that seems a good place to start.

One initial thing to consider is that public education in the United States is a place where increased use of technology is being promoted from several directions. On June 16, 2009, “The Future of Learning: How Technology is Changing Public Schools” was presented in a hearing before Congress. The hearing transcription offers some valuable insight into current trends and attitudes towards the importance of technology use in public schools today. In the report, first and foremost, technology in schools is being sold as a tool to keep the United States economically competitive globally.⁵ George Miller, Chairman of the Committee on Education and Labor who authored the opening statement, is careful to point out not so much what is good about technology in schools, but what is wrong with the current system. He argues that schools are out of touch, stating that, “I have been cataloging all the reports that acknowledge that we are running an industrial-based education system for an agrarian society on an agrarian clock.”⁶ While Americans are doing this, he states, “discovery and innovation are really the only sustainable sources of economic growth in the world today.”⁷ These statements suggest that the number one objective in educating American youth is to create a globally competitive workforce, and spotlights how those who are funding schools are viewing what the priorities and processes in them should be. While

⁴ There are too many to list here. Search of archival literature and user studies is replete with results. As an early example: Paul Conway, “Facts and Frameworks: An Approach to Studying the Users of Archives,” *American Archivist* 49, no. 4 (Fall 1986): 393-407.

⁵ House Committee on Education and Labor, *The Future of Learning: How Technology is Transforming Public Schools*, 111th Cong., 1st sess., June 16, 2009, 2.

⁶ *Ibid.*, 2.

⁷ *Ibid.*, 2.

remaining economically competitive as a nation is certainly important, it is also not the only benefit, and perhaps not even the most important benefit, from the perspective of educators, parents, and other interested parties. Instead we might feel the purpose of a better education is to enhance student's lives, capabilities, and to create more understanding individuals such as those suggested by Linda Elder in her definition of critical thinking discussed in the Introduction.⁸

However, the reality is that funding agencies concern over economic and educational competitiveness has very real fiscal effects in schools. In November 2012, Pearson, which compiles reports on international educational benchmarking, released data indicating that the top education systems in the world were in Finland, followed by South Korea, Hong Kong, Japan and Singapore.⁹ While the number one school system was based in Finland where technology does not play a major role, in South Korea it is a major focus. A BBC News article in October 2011 announced that South Korea hoped to transition completely away from standard textbooks and to tablets in schools by 2015. According to the article:

An Organization for Economic Co-ordination and Development (OECD) international assessment found that 15-year-olds in South Korea were the most competent users of digital technologies in a survey of 16 developed countries. They were best at evaluating information on the internet, assessing its credibility and navigating web pages... The United States, alarmed by its relative international educational decline, is now also increasing the resources it devotes to digital learning.¹⁰

And indeed this seems to be the case. Because of educational budget crises in recent years resulting from the overall economic recession in the United States, by September 2011 local

⁸ Linda Elder, "Defining Critical Thinking," accessed May 25, 2014, <http://www.criticalthinking.org/pages/defining-critical-thinking/766>.

⁹ Pearson, "Towards an Index of Education Outputs," November 2012, accessed February 28, 2013, <http://thelearningcurve.pearson.com/the-report/towards-an-index-of-education-outputs>.

¹⁰ Gary Eason, "Digital textbooks open a new chapter," *BBC News*, October 18, 2011, accessed February 28, 2013, <http://www.bbc.co.uk/news/business-15175962>.

school districts had cut 278,000 jobs nationally.¹¹ This means that significantly fewer teachers were expected to teach larger classrooms, with even less time to prepare, plan for, and serve their students. At the same time this was happening, funding for technology was still growing. For Spokane Public Schools in Washington state, for example, while budgets were cut for staff and supplies, according to an article in the Wall Street Journal, “the amount of federal dollars to incorporate technology in the classroom—and to train teachers to use it—[was] expected to double to about \$160,000 from the previous year.”¹² At the Congressional hearing mentioned above it was stated that under the current “Race to the Top” plan for education there would be 650 million dollars going to state grants to promote the use of technology adoption in classrooms across the nation.¹³ As of the 2014 Pearson report, South Korea is now ranked in first position¹⁴ and concerns about poor international rankings especially in comparison to countries that we are economically competitive with surely continue in the U.S.

The Congressional hearing cited above, while clearly focused on the importance of economic competitiveness, also provides testimony from other perspectives on why increased access to technology in schools is a positive. There it is argued that access to technology when standard in schools can have a democratizing effect that allows for more academic success for more students while also having benefits teachers. Lisa Short a public middle school science teacher from Gaithersburg, Maryland, points out that technology can enable different learning styles such as audio, visual and written in one lesson, and allows

¹¹ Phil Oliff and Michael Leachman, “New School Year Brings Steep Cuts in State Funding for Schools,” Center for Budget and Policy Priorities, updated October 7, 2011, accessed January 25, 2013, <http://www.cbpp.org/cms/?fa=view&id=3569>.

¹² Anne Marie Chaker, “An Apple for Your Teacher,” *The Wall Street Journal*, July 22, 2009, accessed February 28, 2013, <http://online.wsj.com/article/SB10001424052970204900904574304140278264598.html>.

¹³ United States Congress, House Committee on Education and Labor, *The Future of Learning*, 3.

¹⁴ Pearson, “Executive Summary,” 2014, accessed May 21, 2014, <http://thelearningcurve.pearson.com/reports/the-learning-curve-report-2014/executive-summary>.

grades to be collected automatically, much reducing teacher busy work.¹⁵ Teachers who gave testimony at the hearing pointed out that using technology in the classroom is more engaging for students who use it all day outside of the classroom.¹⁶ University of East Carolina student, Abel Real, discusses his experience as a disadvantaged youth in a rural area whose pilot program to increase access to computers and integrating teaching with technology allowed him to overcome struggles he faced as a result of his social and economic status and the area he was growing up in. Before he had access to a laptop he was planning to drop out from school, but the extra support of being connected to classmates and teachers beyond the classroom, he argues, reconnected him to the school experience and led to his having perfect attendance and a high GPA by graduation.¹⁷ He states, “Before our laptop program 7 years ago, the average college going rate in Greene County was 26 percent. By the time I graduated in 2008, our college going rate increased to 94 percent, our school record.”¹⁸ This is certainly a moving statistic and one that points out how getting students connected online can lead to them overcoming social barriers that have inhibited progression for students in low income areas for many years. The democratizing effect of technology in the classroom is certainly one of the most persuasive arguments for its adoption.

While the government appears to be pushing increased technology use in the classroom, experts are still debating whether learning online is advantageous for teachers and students. For example, in *Disrupting Class: How Disruptive Innovation will Change the way the World Learns*, Clayton Christensen, Michael Horn, and Curtis Johnson are incredibly pro-technology in the classroom. They see technology’s use in the classroom to be

¹⁵ United States Congress, House Committee on Education and Labor, *The Future of Learning*, 17.

¹⁶ *Ibid.*, 16.

¹⁷ *Ibid.*, 29-31.

¹⁸ *Ibid.*, 30.

“disrupting class” in that reformatting classical outmoded teaching strategies through technology makes class more user-customized. It will also “disrupt class” in no longer prioritizing and favoring students of one learning style over others and who have enough money to access tutoring or special classes (such as AP level).¹⁹

However, while Christensen, Horn, and Johnson make good arguments about using technology to better teach students with different learning styles and with unique backgrounds, there is really little proof that new interactive and personalized computer-based education is actually beneficial for students in the long run. In “Is Google Making Us Stupid?” Nicholas Carr argues that use of the internet is affecting the way that human beings read and think.²⁰ Carr argues that when people read on the internet they tend to skim rather than engage at length with writing,²¹ and others have found that they also tend to store a great deal of information at a shallow level rather than truly learn it or retain it for a long period of time.²² Essentially when reading this way they can take in a lot, but they do not truly memorize or “learn” the information. A great number of books and articles have been published expressing concern about how this especially is affecting future generations of Americans. For example, English professor Mark Bauerlein published *The Dumbest Generation: How the Digital Age Stupefies Young Americans and Jeopardizes Our Future (or Don't Trust Anyone Under 30)* in 2008, in which he clearly states that going online will not produce better adults or a better society.

¹⁹ Clayton Christensen, Michael Horn and Curtis Johnson, *Disrupting Class: How Disruptive Innovation Will Change the Way the World Learns*, (New York: McGraw Hill, 2008), v, 25-39, 99-117.

²⁰ Nicholas Carr, “Is Google making Us Stupid?,” *Atlantic Monthly*, July/August 2008, 57-58.

²¹ *Ibid.*, 57-58.

²² Sharon Begley and Jeneen Interlandi, “The Dumbest Generation? Don't Be Dumb,” *Newsweek*, June 2, 2008, <http://web.ebscohost.com/ehost/>.

The counter argument to such hand-wringing is that there is also little proof that the internet or technology-based learning is bad for students. Sharon Begley and Jeneen Interlandi, in response to Bauerlein’s book, point out that with the introduction of new technologies there have always been concerns about the world becoming worse or “dumber” even though we have just been transitioning into new kinds of intelligence.²³ Begley and Interlandi point out that although students today may have less knowledge stored in their minds, “IQ scores in every country that measures them, including the United States, have been rising since the 1930s.”²⁴ Begley and Interlandi are basically arguing that it is too soon to throw out the idea that there can be intellectual benefits from technologies such as the internet. Furthermore, given that technology-based learning can be democratizing, more engaging, and enable many kinds of learning instead of prioritizing one over others, educators of all sorts (archivists included) should look at how to make this happen in ways that most benefit students. We can be further encouraged to do so by the fact that regardless of whether the push to increase the use of technology in classrooms by government funding agencies is happening purely for the benefit of students and teachers or not, it appears to be happening either way.

As money for technology-centered learning in schools has increased, librarians have not shied away from incorporating web-based tools to better their services and using social media sites to promote their institutions to younger generations of users. In fact, librarians have taken the initiative to perform studies of the “net generation” that have confirmed that the ways in which students learn, work with, and expect to access information are changing. Susan Gibbons, who works in the University of Rochester library, received funding to hire an

²³ Ibid.

²⁴ Ibid.

anthropologist to study undergraduates and their learning/library use. Gibbons argues that students today are great multi-taskers; they read while they listen to music and do various things online while they research or write. This, she argues, is a change from the past in which users moved at a “slower pace” where they located physical materials and engaged with them one item at a time.²⁵ Students now also prefer to work in teams and expect a highly customized reference experience.²⁶ Whether this changing mode of thought is good or bad only time will tell, but recognizing it and dealing with it is something that not just libraries and educators, but archives need to deal with as well if they don’t want to continue being left in the dust by other purveyors of resources.

If students’ expectations are changing and the use of technology in schools is changing, then archives are potentially now in a great position to gain broader use through developing more online resources and outreach programs. As Julia Hendry pointed out, while technology-based learning is increasing teachers are also still being pressed to incorporate primary sources in classrooms to promote critical thinking.²⁷ Additionally, per Hendry, those teachers are being told by their professional literature to look for those sources online.²⁸ If archives do not explore how to make teachers aware of their presence and materials now, they risk losing out to private companies such as Discovery television, whose head also gave testimony at the Congressional hearing discussed above regarding how non-traditional products such as the Discovery Shorts his company produces are beneficial in the

²⁵ Susan Gibbons, *The Academic Library and the Net Gen Student: Making the Connections* (Chicago: American Library Association, 2007), 17.

²⁶ *Ibid.*, 16-18.

²⁷ Julia Hendry, “Primary Sources in K-12 Education: Opportunities for Archives,” *American Archivist* 70, no. 1 (Spring-Summer 2007): 116-124.

²⁸ *Ibid.*, 126.

classroom,²⁹ or to libraries which are seemingly not so hesitant to experiment with improving users' experiences.

Authors on information and technology such as John Seely Brown and Paul Duguid, and Abigail Sellen and Richard Harper have pointed out that change cannot happen solely for the sake of change; technology is a tool that can help many people, but will only be successful if it is designed and implemented in ways which support people's current needs and practices.³⁰ As archivists take up the challenge to become active in serving users specific online, they must keep in mind that these tools are only worth the trouble if they serve both the needs of the archives and the existing needs of users.

For archives this means recognizing that students are going to be utilizing the internet to find materials. Therefore, an emerging challenge for teachers and archivists will be to teach them how to discriminate between good and bad materials.³¹ They must learn about recognizing context and authenticity online. Archives' digital collections are a place where "good" or authenticated materials reside. If teachers and students could be made more aware of these collections' existence and archives' role as authenticators they could come into much use. To reaffirm their role as a "better resource" archives should explain and promote the authenticating function archives fulfill on their websites, at least in sections regarding "educational resources" or "resources for students and teachers."

Additionally, archives should acknowledge that both interactive software and Web 2.0 technologies are being adopted by educators not just as tools to facilitate use of "good

²⁹ Gibbons, *The Academic Library and the Net Gen Student*, 19-20.

³⁰ John Seely Brown and Paul Duguid, *The Social Life of Information* (New York: Harvard Business School Press, 2000), 2-4.; Abigail Sellen and Richard Harper, *The Myth of the Paperless Office* (Cambridge, Mass.: MIT Press, 2002), 33-49.

³¹ T. Mills Kelly, "Tomorrow's Yesterdays: Teaching History in the Digital Age," in *Brave New Classrooms: Democratic Education and the Internet*, eds. Joe Lockard and Mark Pegrum (New York: Peter Lang, 2007), 214-215.

primary documents” as a means to encourage critical thinking, but also to more actively engage students as individuals. While it’s important for students to learn how to judge materials online, they can benefit even more when they are able to interact with the materials and manipulate them in ways that make sense to them personally. This is where learning often actually takes place, and one can assume is the traditional logic behind teachers giving such assignments as writing papers. Recent educational literature has included numerous manuals on practical ways to involve Web 2.0 technologies in the classroom. Catherine Smith, in *Weaving a Virtual Web: Practical Approaches to New Technologies*, argues that features such as being able to post and comment on each other’s work online encourages students to learn from one another and also makes them think more deeply about the information that they are publishing.³² In *What Works in K-12 Online Learning*, Cavanaugh and Blomeyer argue that using interactive online environments for social studies engages students and allows them to “own” their work.³³ In *Using Web 2.0 Tools in the K-12 Classroom*, by Beverley Crane, detailed projects involving publishing technologies and group learning in the creation of group blogs or podcasts are presented as teaching students teamwork, facilitating individualized learning, and learning from one another with new technologies.³⁴

Also, archivists must take into account what student and user expectations are on a smaller, more practical scale to determine which web 2.0 technologies are most worth investing in. Per Gibbons, students want material fast and want the materials referenced to be

³² Catherine F. Smith, “Nobody, Which Means Anybody: Audience on the World Wide Web,” in *Weaving a Virtual Web: Practical Approaches to New Information Technologies*, ed. Sibyll Gruber (Urbana, IL: National Council of Teachers of English, 2000), 241.

³³ Cathy Cavanaugh and Robert Blomeyer, *What Works in K-12 Online Learning* (Eugene, Oregon: International Society for Technology in Education, 2007), 91-102.

³⁴ Beverley E. Crane, *Using Web 2.0 Tools in the K-12 Classroom* (New York: Neal-Schuman, 2009).

well-suited to the user's request. She calls this the "mommy model of service."³⁵ If this is true, then online Web 2.0 tools which help create better and easier links between materials on archives' websites would be integral to making them engaging for students. Many libraries have embraced tools such as tagging and creating link paths in order for access to materials to be carried out quickly and easily. If archivists are also interested in being successful in their use by students and other users, they may want to think about ways in which they can stress the importance of issues such as context while also incorporating tools which ease remote reference.

Much of what has been discussed above is theoretical and/or based on research that was conducted by professionals other than archivists. Archivists however, have made some efforts to study what Web 2.0 tools are being used by users when they are built into archival websites. Mary Samouelian was one of the first archivists to perform a study of how many archives are implementing Web 2.0 technologies, why they are doing so, and why those who do think that this is positive. In 2009 Samouelian studied 213 repositories and found that only 85 (40%) had a digital collection. Of these, 38 utilized a Web 2.0 technology.³⁶ Samouelian's research suggests that, while archivists have responded to the call to reach out to more users online, they perhaps have not seriously considered its potential for reference and outreach to specific groups who might benefit from specific Web 2.0 technologies. In Soumouelian's article about her research, she reviews literature in the archival field about embracing technology and points out that some, such as Margaret Hedstrom, have argued that, in the future, most users will expect to visit archives online (if at all) and that they

³⁵ Gibbons, *The Academic Library and the Net Gen Student*, 15.

³⁶ Samouelian, "Embracing Web 2.0," 57-58.

should have the opportunity to “navigate explore and make their own interpretations.”³⁷ This echoes back to what is particularly desirable to educators in working online rather than in traditional styles as the ability to do this fosters individualized understanding and promotes critical thinking in students.

At the time of Samouelian’s study, she found that the Web 2.0 technology most used was bookmarking on materials and the second was blogs.³⁸ While bookmarking is certainly a useful tool for users and blogs might be very useful for the archives, they are perhaps two of the least engaging ways to interact with new visitors who are not already involved with the archives. They would not seem at first glance to be what students and educators are most looking for as they do not allow for group interaction between students. For example, Abel Real claimed that being able to work with peers while doing schoolwork was a large part of his success in school.³⁹ Gibbons argues that students raised on the internet are going to expect to work in groups,⁴⁰ and books such as *Web 2.0 in the Classroom* are almost completely based on doing interactive group work, which promotes learning from one another in the online environment and connections outside of school between students when parents may not have time to help or the ability to facilitate group meetings. Students who wish to utilize an archival site for history, science, or social studies class work may not benefit as readily from a blog as from other tools, at least initially. One intriguing tool Samouelian did find was that at the Keweenaw Digital Archive at Michigan Technological University where users could make a “User Photo Album” which allowed them to build their own exhibit. She writes, “users can select images, add their own comments or narrative,

³⁷ Ibid., 46.

³⁸ Ibid., 59.

³⁹ United States Congress, House Committee on Education and Labor, *The Future of Learning*, 29-31.

⁴⁰ Gibbons, *The Academic Library and the Net Gen Student*, 16.

insert bibliographic text, arrange the positions of the images, and combine the selected images into a web-based photographic exhibit available to the public.”⁴¹ Theoretically, from an educator’s point of view, this could be a great tool. If students were to make their own account and display, this could be a project that engages the student with archival material in a way that can be easily shared with other members of the class, their parents, and the teacher. Because students can pick and choose, it allows them to make their own sense of the documents and tell a story that they personally are interested in.

In her study Samouelian refers back to Elizabeth Yakel in suggesting that one reason archivists may not have embraced Web 2.0 tools more readily is because they are afraid to let go of the level of control that they have had in the traditional archivist/user interaction.⁴² Archivists have long acknowledged that a certain level of pre-understanding is necessary to do traditional archival research, from knowing how to read a finding aid to knowing that approaching the materials with some sort of background knowledge is necessary to understanding them. However, it is also not a new idea that archives should modify their processes to better suit user needs as we gain knowledge about them and as we gain new technologies which can facilitate better service from their perspective.⁴³ While users, students or others, may use materials online and create personal collections differently than those that they would with an archivist’s help in the archives, at least they are engaging with materials in personally meaningful ways and learning how to interpret information rather than learning “facts,” which is what the new technology-based education practice is all about.

⁴¹ Elizabeth Yakel, “Inviting the User into the Virtual Archives,” *OCLC Systems and Services: International Digital Library Perspectives* 22, no. 3 (2007): 160. doi: 10.1108 /10650750610686207.

⁴² Samouelian, “Embracing Web 2.0,” 49.

⁴³ Cory Nimer and J. Gordan Daines, “What Do You Mean It Doesn’t Make Sense? Redesigning Finding Aids From the User’s Perspective,” *Journal of Archival Organization* 6, no.4 (2008): 217-218. doi: 10.1080/15332740802533214.

If archives are going to be serious about being involved in education, it only makes sense that they should seek to do so online and in ways that can be most easily adopted for education purposes.

That stated, it is not necessarily true that the archives always have to develop, or that it would even be wise to develop, extensive sites with built in Web 2.0 technologies. For example, in their 2007 study of a comparatively large web-based archival project at the University of Michigan, Magia Ghetu Krause and Elizabeth Yakel found that some Web 2.0 tools were less successful than others.⁴⁴ Because the technologies were used on the archive's website they were able to gather quantifiable data on what was actually being used by users. In their project they digitized a certain well-used collection, the Polar Bear Expedition collection which documents an expedition of U.S. soldiers sent to Russia to fight the Bolsheviks in 1917, and implemented a series of optional social networking features such as bookmarks, the ability to add comments, link path technology (such as that used by Amazon.com in order to have the site itself generate other suggested documents), and optional user profiles.⁴⁵ Krause and Yakel had surmised that allowing user profiles would help give users a sense of connection to a site as a real space, despite it being remotely accessed and nonphysical, and that tools such as commenting and bookmarking would allow them to work with the documents in context with one another rather than just viewing them individually and working with each one separately. The user profiles were not extensively used by patrons, but other tools such as commenting were more successful in terms of use and actually provided information which turned out to be valuable to the archivists (such as identification of persons in materials or additional background information).

⁴⁴ Magia Ghetu Krause and Elizabeth Yakel, "Interaction in Virtual Archives: The Polar Bear Expedition Digital Collection Next Generation Finding Aid," in *American Archivist* 70, no. 2 (Fall/Winter 2007), 283.

⁴⁵ *Ibid.*, 285-286.

While the results of this project proved that the Web 2.0 technologies used on the site were valuable to the archives and provided additional information to users, and while the site was thoughtfully constructed in ways that seemingly would translate well to a site designed for students and teachers, students and teachers would first have to be aware of the online project, and then choose to have their student's utilize this specific space online if it is going to be worth the trouble. While many archives may have held back on incorporating Web 2.0 technologies on their sites, other developers on the internet have moved more quickly. Social media sites are constantly evolving and the emergence of "hub" websites is a major recent trend. For example, Pinterest, a hub website that has emerged in recent years, allows the user to utilize a bookmarking tool which is embedded in their browser and bookmark, or "pin," images from anywhere on the web that are grouped into "boards" of the user's creation allowing brief description and commenting on the main website. These bookmarked items can then be shared with other users in their circle on the main website. Teachers could easily create a classroom circle on a website like Pinterest, and if they knew about the archival collections available online from archives, could direct students to explore on the archival website, and then build their collection or photo album on Pinterest rather than deal with several different sites with different formats, logins, etc.

On one hand, such use of centralized websites could remove the burden of extensive development on archival websites by archivists. However, the risk remains, just as it has in the past, that archives' role as potential sources of authenticated records will continue to be overlooked as the web is overloaded with information and source materials. Rozlind Koester, a graduate from Western Washington University's Archives and Records Management program, argued in her master's thesis, that children do not have as much

access to the internet as people think they do. She argues that computer time may be closely monitored by parents concerned about their children's safety and other children do not have access to computers/the internet at all.⁴⁶ While recent trends have shown that the education environment is changing, realistically it still seems that students will end up using online archival sites/materials if they are specifically assigned to do so, and parents are more likely to allow such interaction in that case. What archivists need to do, as they create identities and spaces for themselves online, is to think about how they are representing themselves online, how effectively they are reaching those they want to serve, what they are representing as educational materials on their websites, and how those resources can meet teachers' and students' unique needs in a changing educational environment.

Web 2.0 for Marketing or as Structure – Reflections on Outreach and Control

Essentially there are two ways an archives can use Web 2.0 technologies. First, by building Web 2.0 tools into the structure of sites or, second, by making use of tools that allow for marketing the archives. A “marketing” tool can be as simple as including a “like” or “share” button on web pages, so users can advertise for the archives on their personal social media pages by posting links to archives' pages or materials, or as involved as the archives having its own very active pages on social media sites and generating large amounts of posts via blogs, news systems with RSS, or on sites like Twitter or Facebook. What is termed here as “internal Web 2.0” refers to the use of Web 2.0 tools in structuring an archives' site, such as allowing commenting on materials or having a bookmarking system that is saved on the archives own site. Both uses (for marketing or structure) have their own potential value. Some of the potential value for tools used in structuring has already been discussed above.

⁴⁶ Rozlind Koester, “Forever Young: Educating Today's Youth About the Nature and Uses of Records of Enduring Value” (Masters thesis, Western Washington University, 2008), 14-15.

Archives can be present on social media sites by allowing themselves to be “shared” there, by belonging to one or more sites as a way to promote the archives, or they can use these sites to actually host archival materials. The first scenario would involve embedding tools such as AddThis onto web pages or sites, which encourage what could be called “external bookmarking.” AddThis is a free web-based tool that can be embedded in pages as a button, and when the user clicks on it they can select from a large number of social media sites and link whatever is on the page to their accounts on them. The second scenario would be when archives join social media sites as institutions and create pages that promote events or specific materials at their archives. This allows others to follow updates on the social media page/archives and publicly show affiliation with it to others they are linked to on the site. In the second scenario, archives can opt to upload actual images of archival materials to sites which host them (such as video or photo-sharing sites such as YouTube, Vimeo, Flickr or Instagram) and allow the browsing of their collections on those sites. Embedding a tool such as AddThis in pages on an archives website seems like a quick, low-cost, and low-risk step that does not significantly interfere with current page structures and allows others to promote the archive’s website/materials for them. However, discussion of the item posted on the external site will not be able to enrich the “original” post on the archive’s website, or allow for much contextual information to be posted along with it.

Actually having a social media page/site involves a greater cost and risk because it involves staff taking the time to keep the site active (if it wants to be successful) and also making judgment calls about what is useful and appropriate to post on the site. Additionally, how effective keeping up these sites are has yet to be studied in any manner that provides measurable results. For example, in *A Different Kind of Web*, Jessica Lacher-Feldman

discusses how she chose to start a Facebook page which she feels has had great success for the University of Alabama Special Collections; however, she did not formally develop metrics to measure success.⁴⁷ While she has found that members of the University community have reacted very positively to having the Facebook page to connect them to what is going on with the archives (including events, lecture series, etc.), her positive experience provides anecdotal rather than studied evidence. One notable aspect of Lacher-Feldman's experience that can inform others making decisions in regard to engaging with social media tools is that she seems to have successfully reached her intended audience. If the goal is to promote an institution and if the success of the project is going to be difficult to strictly measure, by identifying target audiences the archives will at least be approaching online projects with set objectives. At the bare minimum this will allow them to more thoughtfully develop their projects and focus the work that goes into maintaining them.

While the notion that "openness is a virtue" is one of the beliefs commonly expressed in current literature on Web 2.0/archives online,⁴⁸ and if the main goal of the archives is to provide more material to more users, then making materials known and available online should presumably be a goal. This could potentially move beyond the use of social media sites as places to promote and spread news into using the sites to actually host electronic versions of archival holdings, either because archives perhaps do not have the resources to host digitized items themselves, or because hosting on social media sites come with built in "internal" Web 2.0 features such as "liking," "sharing," commenting and bookmarking.

⁴⁷ Jessica Lacher-Feldman, "Making Friends and Fans: Using Facebook for Special Collections Outreach," in *A Different Kind of Web; New Connections Between Archives and Our Users*, ed. Kate Theimer (Chicago: Society of American Archivists, 2011), 63.

⁴⁸ Joy Palmer and Jane Stephenson, "Something Worth Sitting Still For? Some Implications of Web 2.0 for Outreach," in *A Different Kind of Web; New Connections Between Archives and Our Users*, ed. Kate Theimer (Chicago: Society of American Archivists, 2011), 2.

However, anything posted online gives up some authority. When an archives uses a site like Flickr to share images, the archivist and the archives no longer retain the strict level of control of the materials that they have within the confines of their physical building or even on their own website. While measures such as ensuring how to contact the archivist might be included in the archives' "bio" on the social media site, how much time the archivist will have to interact with users on such sites, especially if they use more than one social media site, is questionable. And, again, although the hosting of the images might be "free," the cost of staff time to digitize materials is also still a very real and potentially limiting factor. Arguably, in the context of this paper however, making materials accessible digitally is perhaps the most valuable thing that the archive could do for potential student/teacher users because these are the materials, rather than invitations to History Days or blogs on new collections (examples of what might be posted on archive's social media pages), that would be of the most classroom use.

Of course, the fact still remains that knowledge of these materials' presence on the web by students and teachers is going to have to be a precursor to their utilizing them. Mattie Taormina, in her article on Stanford University's creation of a simulated archive on the virtual reality website Second Life, discusses how in the end the creators of the virtual archive found themselves needing to promote their own promotional tool.⁴⁹ While archives could notify schools, in order for them to share their information with parents, the likelihood of their doing so might not be realistic or appreciated. How, then, can an archives market itself in a targeted manner to students and teachers?

⁴⁹ Mattie Taormina, "The Virtual Archives: Using Second Life to Facilitate Browsing and Archival Literacy," in *A Different Kind of Web; New Connections between Archives and Our Users*, ed. Kate Theimer (Chicago: Society of American Archivists, 2011), 52.

One way is to actually identify their materials and describe themselves as educational resources. The National Archives has done this in a major way, developing educational materials based on different eras and regions in the U.S. and making them available on their website. Smaller archives may struggle to do this to the same degree, but they could involve themselves in niche social media sites such as Historypin (a website similar in format to Pinterest, but specifically designated for history “boards”), in order to be in contact with people working within specific fields and also provide blogs or posts on their social media sites that suggest that digital collections could be accessible specifically for education.

While marketing the archives using Web 2.0 technologies seems like a great opportunity, there are also still benefits of and advocates for the archives “hosting” the Web 2.0 tools themselves. In *A Different Kind of Web*, Palmer and Stephenson point out that while outreach has become increasingly part of what archivists do on a daily basis, the lack of publication on the implications of why and how archivists are doing this outreach suggests that “we have not reflected on our outreach methodologies to nearly the same extent that we have theorized other aspects of archival practice.”⁵⁰ According to Palmer and Stephenson, “throughout their accounts [in *A Different Kind of Web*], [the authors] consistently comment on how traditional outreach was not working effectively, especially in terms of reaching new users.”⁵¹ Stephenson and Palmer state that archivists are now presenting or attending seminars on marketing in order to learn how to effectively market themselves using Web 2.0 technologies.⁵² If marketing the archives is the only goal, then this is a very practical and useful way to go about it. However, they argue, if we want to better understand our users and what materials are the most useful to them, then we are failing to collect meaningful

⁵⁰ Palmer and Stephenson, “Something Worth Sitting Still For?,” 3.

⁵¹ *Ibid.*, 5.

⁵² *Ibid.*, 4.

feedback by only using external technologies for marketing. For example, considering the Web 2.0 tools used by for-profit businesses, such as Amazon.com, ratings and wishlists, which are essentially bookmarks and tracking systems that allow the company to know what interests this user has in order to suggest they “buy” something else, could be beneficial to archives. Such systems would not increase sales, but would enable archivists to analyze what is being used, how often, etc. in order to make more informed decisions about what to do next and to reflect on possible theoretical implications of the ways that collections are being used online.

Again, given that that teachers, and any user really, would most likely rather use a centralized site/technology, if available, than deal with several different sites with different formats, it seems that if archives want to incorporate internal Web 2.0 technologies and build better websites, they should be focusing on how to make search tools better and how to get more materials online in ways that honor archival values rather than to worry about hosting elaborate Web 2.0 structures that likely are being superseded by extant social media sites anyway. While perhaps not as quantifiable, marketing themselves as repositories of reliable and education-oriented materials may be a more useful and efficient goal. Internally archives can improve users’ experiences by allowing tools such as tagging on digital items so users can search for items on their own terms rather than those chosen by the archivists themselves and to link related materials. This makes searching more open, perhaps especially important for people who are young or just learning about a topic. For example, an adult researcher might know a very specific term when they are searching, whereas someone in a ninth grade classroom might have to start very broadly in the research process. Of course continuing to

structure online materials in collections as they are in the physical archives will also help to form a starting place for novice researchers.

As more materials are made available online, one of the concerns of archivists has been what happens to the role of the archivist. If users are searching on their own and accessing the materials on their own, where is the archivist in this process? In reality, as those in the profession know, the archivist is everywhere, but how clear this is can definitely be called into question. Whenever any material is being placed online it is being done so in a certain way. A mixture of documents and photos might be made available as an online collection with a large amount of description provided by the archivist in an almost essay-like format, or the images might be loaded into a catalog system where they appear with a very short description, perhaps only “subject” terms. In any case, decisions are being made by archivists which unavoidably reflect their own beliefs and biases. By posting materials on the archives’ site, and explaining the nature of the site online, the archives and archivist perform the traditional role of an archivist as someone who accurately preserves documents and hence upholds their authenticity as documents on which to safely do analysis.

A good example of how promoting critical thinking and increasing awareness of the role of archives and archivists at the same time might be accomplished is the Dolon DNA Learning Center’s project, discussed in Martin Levitt’s look at an online collection about the eugenics movement in the United States. The Dolon DNA Learning Center’s project’s authors are dealing with extremely political and controversial subject matter, but have managed to do so in a way that those approaching the site know the information is being

shared for a historical reason and not for advocating the beliefs of the records creators.⁵³

This seems like a much better way to present a research tool for students than having them just do independent research “on the internet” in which they might find many kinds of biased (and certainly not contextualized) materials.

Archival websites could easily add a similar disclaimer to that on the Dolan DNA Center’s project at the beginning of online collections, as well as take steps to ensure that the host institution and how the archives began are documented on the site. This might mean adding a paragraph on the history of the archives. Additionally, the archives could consider having archivist biographies in order to be transparent regarding who is working with the materials and to show to students, teachers, or any other users that it is important to think critically about information they are reading online,⁵⁴ even on the archives’ website! While none of the suggestions listed above have called for the implementation of Web 2.0 technologies, they are suggestions for improving website design which is especially important when a social web is going to be accessing and potentially reposting archival materials elsewhere. When people follow links back to archives’ sites we want to be clear about who we are and why these materials are being made available.

Given that Web 2.0 provides many opportunities for both marketing and changing the structure of archival websites themselves, it is important to identify how archives en masse are currently engaging with Web 2.0 technologies. This will establish whether Web 2.0 technologies are being used more by archives as time goes on, if the tools are being incorporated thoughtfully with users in mind, and, if this is not the case, help determine what

⁵³ Martin L. Levitt, “Ethical Issues in Constructing a Eugenics Website,” in *Privacy and Confidentiality Perspectives*, eds. Menzi Behrnd-Klodt and Peter J. Wosh (Chicago: Society of American Archivists, 2005), 120-125.

⁵⁴ Michelle Light and Tom Hyry, “Colophons and Annotations: New Directions for the Finding Aid,” *American Archivist* 65, no. 2 (Fall/Winter 2002), 223-226.

might be a realistic response for archives. For this thesis I conducted a website survey in order to collect data on a number of ways that archives with web presences are currently using Web 2.0 technologies internally and externally through social media sites, and, at the same time, whether they are promoting themselves as purveyors of educational resources. Looking at these items together will allow the determination of whether archives' online presences are already being designed for specific users, and in ways which theoretically would most benefit them.

Chapter 2: Research Project

Intent and Design of the Project

The project conducted for this thesis was to carry out a website survey of archives/archival collections with web presences and determine if they were using a number of Web 2.0 technologies and/or providing educational resources on those same sites. The main purpose was to discover if the number of archives using Web 2.0 technologies had increased since some of the earlier surveys and to determine if archives were already representing themselves as specifically serving those in education as a unique market and where, if anywhere, these two things overlapped. By looking at what archives were already doing, I hoped to be able to suggest what they might be doing better.

Between December 9th 2012 and February 28th 2013, I surveyed two hundred and sixty-two websites in the states of Washington, Oregon, and California.¹ The archives surveyed included various types of collections ranging from institutions of higher learning, governmental bodies, public libraries, religious institutions, private repositories, corporations, historical societies, and museums. I used the list of Repositories of Primary Sources compiled by Terry Abraham² as the starting point for the websites survey. As research commenced, it became clear that some sites on Abraham's list no longer showed a web presence and were therefore excluded. Additionally, some archives' sites included were discovered in the process of the survey and therefore are not present on Abraham's list. In many cases links to sites on Abraham's list were broken, therefore web addresses for sites included in my survey were different from those listed in Abraham's compilation. Like Abraham, I included:

¹ See Appendix 1 for a list of surveyed institutions.

² Terry Abraham, "Repositories of Primary Sources," accessed February 2012, <http://www.uiweb.uidaho.edu/special-collections/Other.Repositories.html>.

sites that describe physical collections of rare books, manuscripts, archives, historical photographs, oral histories, or other primary sources...[focusing] on actual repositories; therefore virtual collections and exhibitions are excluded.³

Also, like Abraham, I used as the “homepage” in my data the web addresses for pages describing archival collections, not necessarily for the homepage for the site as a whole. For example, for a collection housed in a public library, the archives/collection’s page might be for a history room within the larger website for the public library, which might in turn be a subpart of a larger website for a city or county. It would not have made sense to start surveying from these pages even if they are the official homepage of the website. Greater explanation of this delineation is given in the definitions section of this chapter.

West Coast collections were chosen as a focus for this project in order to limit the scope of the project. The aim was to survey enough collections to reveal meaningful data, but which could still be reasonably completed by one individual in a limited amount of time. Some collections included as an “archives” or “collection” with unique data may share host institutions with others on the list. For example, the National Archives and Records Administration regional branches in Seattle, Riverside, and San Francisco are all treated as separate entries, as are both the University of California Santa Barbara’s Special Collections, along with its Art Museum archives. Although these collections are associated with the same host body, they have separate web pages/presences and in many cases have quite different involvement with Web 2.0 technologies and/or the provision of educational resources.

I compiled the data collected for the survey into a spreadsheet with answers of either “yes” or “no” for a number of queries⁴ regarding whether or not particular Web 2.0 tools or

³ Terry Abraham, “Guidelines,” accessed February 22, 2013, <http://webpages.uidaho.edu/special-collections/criteria.htm>.

⁴ See Appendix 2 for a list of all queries.

educational materials were present. This “yes”/“no” structuring was done in order to allow the data gathered during the survey to be quantifiable and meaningful. Because the queries were answered strictly “yes” or “no” definitions had to be created in order for such a strict structure to work. Definitions are explained in detail below.

In order to help develop these definitions, prior to the compilation of data included here, a test project was run in order to test how easy it would be to answer these queries “yes” or “no.” When research initially began with Washington State collections it quickly became apparent that websites vary greatly in design and that many archives/collections to be surveyed were not present online on websites solely for the archives/collection, but were instead present on a page or series of pages within a website for a larger body. The same applied to their use of Web 2.0 tools. For example, many archives/collections hosted by a university had links to Facebook, Twitter, etc. on the main page for the archival collection; however, in many cases these social media pages were not for the archives/collection specifically, but were instead for the university itself, or often the library which houses the collection and the university both on the same archives/collection’s page. This meant that even when a link to or apparent presence of Web 2.0 technologies was on the page/pages associated with the archives/collection, I had to determine which body (the “archives/collection” or the “host” or even at time’s a “sub-host”) was in reality using each tool. This alone understandably required a great deal of attention to detail.

When links/evidence for queries being surveyed were clearly apparent for the housing/supporting institution (for example the use of a video sharing site by a university), I determined to record this data, highlighted to differentiate it. This would provide data not only on what archives/collections were using technologies or providing educational resources

themselves, but also show, for comparison, when the archives/collection did not while its host institution did. This seemed significant because if the host body uses these technologies or provides these materials, it indicates that it views such use/provision as a positive and perhaps would approve such use specifically by its archives/collection. However, the data recorded here should not be taken as comprehensive review of the host institutions' use of Web 2.0 technologies. While I recorded if such use was apparent from the archives/collections website, I did not search entire host websites to completely record data for host institutions as I determined this to be outside the scope and purpose of the project.

This also highlights the nature of the data recorded. Queries were answered solely from the archives/collections pages. Searching was not done on social media sites to determine from their websites if the archives/collection was using them. For example, searching for archives/collections were not performed on Facebook, YouTube, Flickr, etc. to see if an account existed. So while there may be presence on social media sites by archives/collections listed in my data it was only recorded if links to them existed from their main website. To have conducted the survey the other way around would have been exhausting and would have involved the choice of specific social media sites from which to do the surveying. Whilst examples of specific sites were listed above, social media sites and which social media sites are most popular, are constantly and quickly changing. To select specific sites would unnecessarily tether the data to sites that might in a few years become irrelevant. Instead I noted if a site used "video sharing" or "photo sharing" social media. The two exceptions to this rule were Facebook and Twitter, as these appeared to be the most commonly used sites by both archives/collections and their host institutions, although in these cases, I still did not perform "reverse" searching.

Additionally, after the pilot project I chose to include as a query “if the archives/collection was involved in a collaborative project.” Many archives either had no materials online themselves, or had limited galleries, but did have links to and materials displayed in collaborative digital collections such as Calisphere or the Northwest Digital Archives. While the archives/collection itself might not be using Web 2.0 technologies on its website or online materials, I would note whether it had materials hosted in a collaborative project if it was linked to or represented on the site as its “digital collection.” Many online collaborative projects do use Web 2.0 technologies such as tagging or comments directly on materials. This indicated that the archives/collection was using a project when it did have digital materials, but was not hosting them itself. Because this was included as a query, a subset of data was compiled for the collaborative projects. As in the case of involvement with social media sites, “reverse” searching was not performed on the collaborative websites. Although it could have been recorded from the partners lists on the collaborative projects, unless it was clearly linked from an archives/collections digital collections or site/pages the answer to the “collaborative project” query was “no” even though it might be involved in some sort of collaborative project. There were two reasons for this.

First, reverse searching was already determined to be outside of the scope of the project. Second, since the goal of the project was to record how well individual archives/collections are using Web 2.0 technologies on their websites, if they did not even link to an online collaborative project which hosts their materials, then the archives/collection in its online manifestation is effectively not using them, at least not in any identifiable way to a user who is seeking them out individually. Also, queries about use of Web 2.0 technologies were recorded in the negative for the website, if they were only being

used on the collaborative project website. Again the scope of the survey was to see what the individual archives/collection was doing, not what larger bodies were doing for them, even if this is being done with their consent.

The Survey

A number of queries were made in this survey. First and foremost was the question, is a Web 2.0 technology being used internally on the website or linked externally in any way? Is this apparent from the homepage for the collection/archives? Is the collection/archives clearly involved in a collaborative project for the hosting of its materials (either instead of or along with hosting its own materials)? Is there a link to Facebook? If so, is the Facebook page active? Does the website use a button for “liking” or “sharing” (here termed “external bookmarking”) on social media sites? Do the websites include links to photo or video sharing websites? Does the archives/collection have a blog or wiki? Do the archival websites allow tagging, internal bookmarking or “favoriting,” commenting, or have an RSS following? Does the archives/collection provide educational resources for students/teachers? If present, do these educational resources make use of Web 2.0 technologies? Are these resources clearly available from the homepage for the archives/collection? The significance of each of these queries will be discussed below after the definitions section.

Definitions

Website: This refers to the website or main page for the archives or collection. Many archives or collections and therefore their webpage/s are hosted by a larger institution, but

research for queries began from and is limited to the pages accessed from the main page for the archives/collection and not the site as a whole.

Web 2.0 presence: This is a broad definition that could range from the archival website having as little as an embedded “share” button on its pages to having active social media pages, or utilizing Web 2.0 technologies internally such as tagging or bookmarking on their pages or digital materials.

Homepage 2.0: This means that some form of Web 2.0 involvement or technology existed on the main page of the archives/collection’s website.

Collaborative Project: While some archival websites did not directly host materials or use Web 2.0 technologies, many of them had their materials hosted by a collaborative project which might be using these technologies. When links were clearly displayed on the archival “websites,” their involvement with a collaborative project was noted. As earlier stated, many sites, even if they were involved in collaborative projects (this could be seen once on the collaborative webpage), did not have links to the collaborative project from their own page. Therefore, this data is somewhat incomplete. For the collaborative projects a set of sub-data was created listing if Web 2.0 technologies were being used there.

Facebook/Twitter/Facebook active: If answered in the affirmative, this would mean the archives or collection specifically had a Facebook or Twitter page. Facebook pages were

determined to be active if they had a post from the archives/collection within the previous two weeks.

External bookmarking: This refers to the use of an embedded button or tool which allows users to link pages or materials to social media sites in order to share them or to send them to social media sites in which they are involved that allow personal collections of bookmarks.

Photo-sharing/video-sharing: This refers to use of any number of external sites that allow for the hosting of photographs or video respectively. Web 2.0 technologies such as external bookmarking or tagging/commenting on these external sites were not included in the data for the website in the survey as they exist outside of the archives' website.

Blog: This refers to web journaling that might be hosted on the archives/collections' website or might be linked to and hosted elsewhere (such as on WordPress). When a Web 2.0 technology such as comments or "liking" was allowed on the blog content, it was recorded in the affirmative that the archives/collection used this tool.

Tagging/Bookmarking/Comments: If the data for these items was recorded as a "yes" it means that these tools were being used either on the pages associated with the archives/collection in general (aka on the material on web pages such as "news" or "events") or on digital archival materials that were available online and hosted by the archives/collection itself (as opposed to being hosted by a collaborative project).

Educational Resources: Are defined as materials being made specifically available for students/teachers in relation to a school setting. It does not include materials that potentially could be “educational”, but instead materials specifically presented as such by the archival institution. For example a digital gallery of historical pictures would not be considered an “educational resource” unless it was found on the website under a heading such as “materials for teachers” or “lesson plans.”

Web 2.0 Educational Resource: This would refer to an “educational resource” made available online specifically for students or teachers which utilize a Web 2.0 technology. For example, a gallery of pictures posted under materials for teachers/students that allow comments.

Homepage Educational Resource: This refers to “educational resources” being clearly linked from the main page of the archives/collection’s website.

Significance of Queries and Findings

By asking whether the archives/collection was using a Web 2.0 technology of any kind, I hoped to get a basic idea of how many archives are using something. While the definition of this category was quite broad, it provided simple data on how many sites are using some form of Web 2.0 technology. Of the 262 sites surveyed 122 (46.6%) were using some internally or externally through involvement on social media websites.⁵ Of the remaining 140 archives/collections surveyed, 40% of these had links to social media sites for their host institutions on their websites, suggesting that their hosts see value in the use of

⁵ See Figure 1 below.

social media even if these tools are not being used by the archives/collection specifically. Overall, 67.9% of websites either used a Web 2.0 technology on their site or had links to social media sites (specifically for the archives/collection or for its host institution).

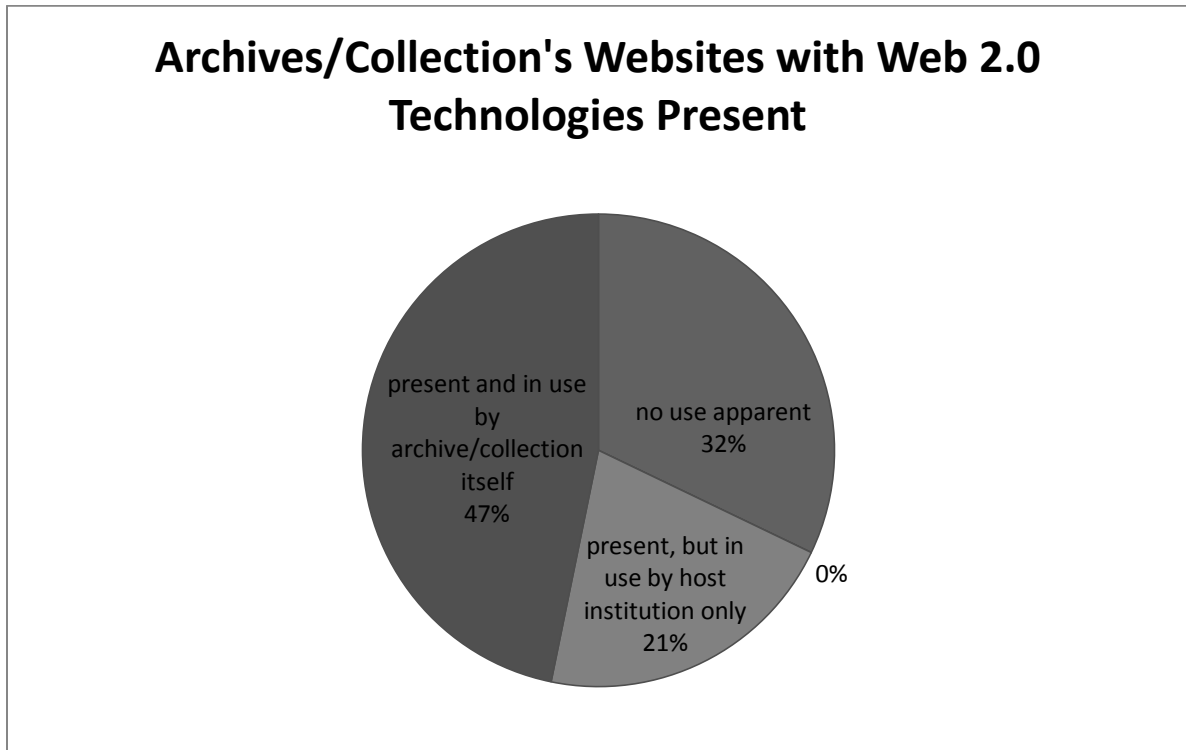


Figure 1. Archives/Collections with Web 2.0 Technologies Present

Of the 122 archives/collections that were found to be using social media websites or internal Web 2.0 technologies, 73 (27.5%) were linking to or using the Web 2.0 technology on the homepage of their website. I decided to note if Web 2.0 technologies were present on archives/collection's homepages, because this is most likely the first page visited by users who are looking to learn more about the archives/collection and its materials. If the use of a Web 2.0 technology is for marketing to and creating lasting relationships with users, especially when it is a link to a social media website, the archives/collection's website homepage is the most effective place to do this. Of this 27.5%, 33 were involved on an external social media site, meaning of the 262 websites surveyed 12.6% were both showing

Web 2.0 involvement on their homepages and were using external social media sites. For 35 (13.4%) of the archives where the Web 2.0 technology was being used directly by the archives not just by a host institution on their pages, they did so, but were not using them or making this use apparent from their homepage. This makes sense for technologies such as commenting on blogs or materials; less so for involvement on social media sites or the hosting of blogs themselves as these are the sort of technologies which involve repeat visitation (hopefully) from users and allow them to follow what is going on with archives/collection and to be marketed to effectively. Of this 35, 28 of the sites utilizing a Web 2.0 technology which would promote following the archives/collection (meaning a blog, involvement on an external social media website or providing linking/sharing on external websites) were not doing so from the website homepage where it would likely be the most noticeable.

Of the 262 sites surveyed 118 (45%) had direct links to Facebook pages. Only 26 (9.9%) were actually specifically for the archives/collection featured on the page. The remaining 92 were links to Facebook pages for the host institution of the archives/collection. Of the 26 archival Facebook pages, all but one were “active” given the definition above. What this suggests is that the archives that have chosen to use Facebook have stuck with it. Whether they have found it to be a beneficial tool in any studied and quantifiable way is unlikely given the other writing that has been done on this topic,⁶ however, this does suggest they have must have been felt worth the effort to keep active. Additionally, the fact that so many of the host institutions have Facebook pages and link to them on the archives/collection’s pages suggests that they find this presence for themselves valuable

⁶ For example, see Jessica Lacher-Feldman, “Making Friends and Fans: Using Facebook for Special Collections Outreach,” in *A Different Kind of Web; New Connections Between Archives and Our Users*, ed. Kate Theimer (Chicago: Society of American Archivists, 2011), 63.

enough to link to, even on pages not containing content specifically related to the subject of their Facebook page. The perceived value of their presence on these sites is in fact so high that they are casting as widely as possible to pull users to their service/community which would boost their real/apparent popularity through increased numbers of friends/followers and in turn pull more people within range of their marketing efforts. Archives could use this service in the same manner if they participated in and linked to their own pages rather than those of host institutions.

77 (29.4%) of the websites were using external bookmarking. As this is a low cost/effort technology it had been assumed it would be one of the most frequently used. However, 29.4% is less than one third of sites, suggesting this has not been widely embraced, despite the fact that it requires no upkeep of an external social media site or really much in terms of additional work and resources or in terms of technological equipment and skill.

Of the 262 sites surveyed 64 (24.4%) had links to photo-sharing social media sites. 32 (12.2%) of these sites had links to photo-sharing sites that were specifically set up in the name of the archives/collection or had a collection within the account on the photo-sharing social media site in the name of the archives/collection. The remaining 12.2% were accounts for host institutions.

50 (19.1%) had links to blogs, 24 (9.2%) were archives/collection specific. The remaining 9.9% were links to blogs regarding host institutions rather than the archives/collection. While these links are useful because they suggest “link worthiness” on the page, users who are active on social media may already be using external bookmarking toolbars on their personal browsers. In some ways, the public may not be waiting for individual websites/pages to provide the Web 2.0 technologies they would like to use if those

sites are primarily providing materials rather than producing materials in the form of news, blogs, or posts.

Only three archives/collections had links to a wiki. These were the three regional branches of the National Archives surveyed, and none of the wikis were branch specific, so for the purposes of this survey, the result was that no archives/collections were hosting their own wiki.

21 (8%) sites were found to be using tagging either on pages or materials. Of these 21, 20 were on archives-specific pages or materials. Most tagging took place either on digital materials, in catalogs, or on blog pages. It is also worth noting that during the survey only archival pages and links from archival pages were recorded, therefore it is likely that many of the host institutions use tagging in their catalogs/blogs/materials etc. However, it was outside of the scope of this project to fully research and record this data.

21 (8%) were found to be using internal bookmarking either on materials or pages. All 21 of these sites used them specifically on archival pages/materials. This suggests archivists think it is important for users to be able to find materials they are interested in again. From a traditional service standpoint this is a very useful goal. However, the web is an ever growing place and users may not wish to create items like logins on all of the sites they use from time to time, but may instead be using websites which allow them to keep all of their bookmarks organized in one place.

42 (16%) were found to allow commenting on pages or materials. 41 (15.6%) of these were specifically on archival pages/materials.

98 (37.4%) of websites had links to Twitter. 21 (8%) were archives/collection specific.

68 (26%) had links to video-sharing social media sites. 18 (6.9%) were archives/collection specific. The remaining were for host institutions.

51 (19.5%) sites had links to educational resources from their archives/collection's pages. Five (1.9%) were represented as being educational resources prepared by the archives/collection specifically. None of the educational resources provided online at any of the sites incorporated any Web 2.0 technologies within the resources themselves. One site promoted its educational resources, prepared by its host institution, via social media. No archives/collection developed materials represented as educational resources by the archives/collections were being directly promoted using social media.

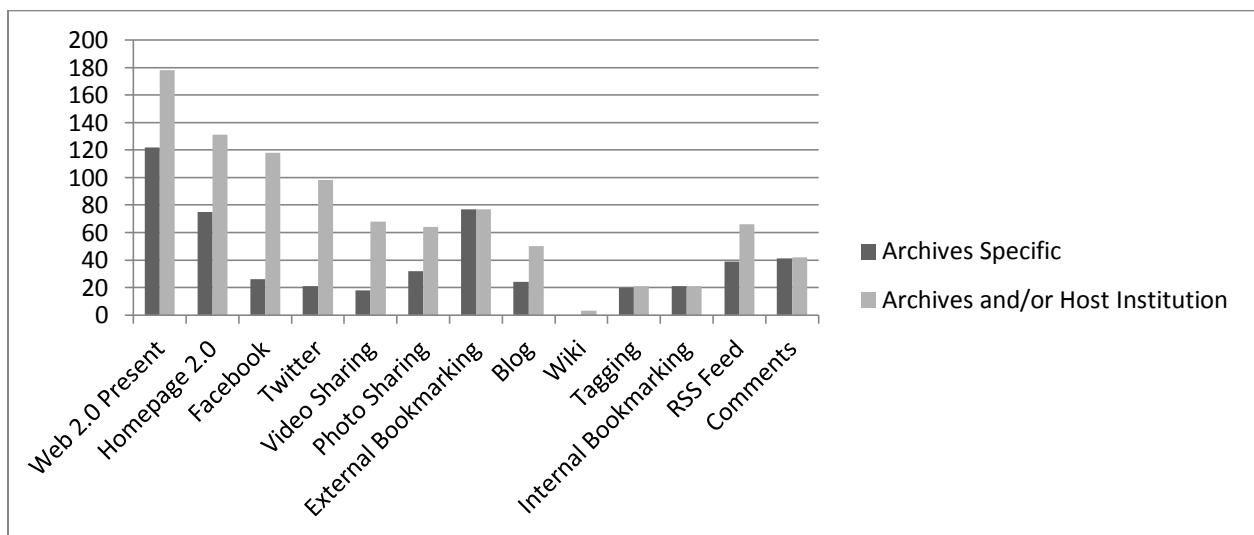


Figure 2. Web 2.0 Technologies in Use by Type

Conclusions & Further Research

Despite Web 2.0 tools being available for many years now, it still seems that the majority of archives/collections with a web presence are not making use of them, even when their host institutions, if they had one, were. Many of the archives/collections using tools such as tagging, commenting, or internal bookmarking are doing so when they have digital

collections online. When sites do not have any materials online, they are less likely to use these tools. This makes sense, given that these are tools for improving searchability or the “experience” of specific materials through users contributing their own thoughts or tips. Comments on materials allow users to add their insights whereas comments on pages about hours, location, etc. would be extraneous and messy. Many archives do not host any digital materials themselves, but work with a collaborative project to have their materials made available. Most of these collaborative projects use Web 2.0 technologies to better the search experience of users and allow them to share these materials using social media.

Figure 2 serves to highlight the difference in the use of Web 2.0 technologies which are built in internally on sites and external involvement on social media sites by archives/collections versus their host institutions. While percentages of internal Web 2.0 technologies in use tend to be closer between archives/collections and host institutions there were significantly greater gaps between the percentage of use of those archives/collections using social media themselves versus their hosts. What this tells us is that this is currently a less adopted side of Web 2.0, even when host institutions have embraced these tools.

Further research that could be done using a survey style like that utilized here might aim to differentiate when tagging, commenting, etc. is being used on materials versus on pages so that more complex data could be recorded. That would truly clarify when it is being done with a digital collection in order to enhance materials versus when it is simply done as part of a general website structure on informational pages. It would also be interesting to see how sites vary in other ways between those with digital collections and those without, such as if they have adopted or if they are more, less, or equally likely to use various Web 2.0 technologies. However, this would remain complicated to differentiate with the materials

being hosted in collection-specific external websites, host institution catalogs, and through collaborative projects. Whether an archives had digital materials online or not obviously was apparent during my research, however, it was not a specific query item and would have involved investigating deeply site's often numerous and varied collections.

Clearly few archives at the time of the survey were choosing to develop and make available online educational resources for students and teachers that were explicitly being represented as such, and none were doing so in a way that involved Web 2.0 technologies on those materials. As suggested earlier in this paper, it seems unlikely that teachers would want to work specifically on archives' individual websites when working with classrooms, but archives could at least represent their materials (even if this means ALL of their materials) as available for students and educators, especially when they are representing those materials online and are already going through the work and expense of making those collections/materials available online.

For example, on the Go For Broke National Education Center Resource Center, the authors of the site are clear about what the center is and who they are trying to serve. Their "About" sections states:

The Go For Broke National Education Center's Resource Center is open to all teachers, students, authors, researchers and the general public.

The Resource Center retains source material on the entire WWII Japanese American experience, with emphasis on the Nisei veterans. The center also contains information on the other segregated units' experiences such as the Tuskegee Airmen, Navajo Code Talkers, etc. Materials currently available and being collected include books, periodicals, videos, photographs, newspaper articles and personal papers written and published by the veterans or others.⁷

⁷ "About the Research Center," Go For Broke National Education Center, accessed May 2, 2014, http://www.goforbroke.org/history/history_go_about.asp.

This is a site which explicitly recognizes the educational value of its materials from the start. What is unique about Go For Broke's website is that when the "Learning Center" link is followed for "Students" or "Teachers," lesson plans are available as an option, but so are direct links to digital materials! This stood out during research because so few of the sites surveyed had explicitly labeled "educational materials" to begin with, and then they almost exclusively linked only to information about History Day kits or lesson plans rather than their own materials including digital collections. While these plans and kits might be useful or present what the archivists perceive those in education are looking for from them, only presenting these items as "educational resources" or "materials for students and teachers" misses an opportunity for archives to identify themselves/their materials as inherently possessing educational value. It also sets limits for the materials of "educational value" and does not encourage students to "make their own stories," because the materials included in these plans have already been hand-picked and are limited in number. Of course, Go For Broke Education Center, as the name of the institution would suggest, views providing educational materials and serving those in education as a primary goal. This does not mean that other archives could not borrow their practice of linking to digital materials from their educational materials sections in order to affirm their inherent usefulness to those in education.

While Go For Broke is not necessarily the most user friendly and intuitive website I have ever visited, it clearly pointed out the disconnect between the understanding that archivists have about the values and purposes of archives and how we are in practice representing ourselves to audiences that we have long acknowledged do not fully understand the purpose and value of our materials. If archivists know we are misunderstood and

underutilized, marketing through online outreach, along with more explicit self-identification should be the goal as we create online representations of our repositories.

Chapter Three: What Archives Can Do

Preserving and Promoting Archival Identity

As archives and other cultural institutions, have gone online in recent years, and particularly when the archive or collection is hosted by one of these other institutions, their online presence tends to be a collaborative effort. Research has been done elsewhere on how this collaboration can and should be done. For example, *Museum Management and Curatorship* did a special issue with series of articles on the topic in 2009.¹ The focus there is largely on the importance of being mindful of the unique needs of different parts of the organization while finding ways in which they can have an effective shared web presence.² This trend of libraries, special collections, archives, museums and even their larger hosting bodies, such as universities or state or local governments, sharing online space was readily apparent during my research project. Also commonly apparent was the blurring of the unique identities of the parts of the organization. Web pages for archives/collections featured unclear titling, linked back to materials or pages for different or larger parts of the institution, or linked to social media which was not specifically for the archives/collection itself.

This blurring of the bodies greatly complicated answering the queries I addressed and perhaps created somewhat confusing data. For example, during the survey, I answered “no” to queries if the archives/collection was using Facebook unless the Facebook page was in the archives/collection’s name. This does not mean (especially when the linked page was maintained by a library or museum, as opposed to a city government or university) that the page never featured links to material that was housed in the archives/collection. While a

¹ *Museum Management and Curatorship* 24, Issue 4 (December 2009).

² Paul F. Marty, “An Introduction to Digital Convergence: Libraries, Archives, and Museums in the Digital Age,” in *Museum Management and Curatorship* 24, Issue 4 (December 2009): 295-298, doi: 10.1080/09647770903314688.

library's page might occasionally make a post about its special collection or archival materials, this sort of representation only allows the archives/collection to be present in a sporadic manner that does not necessarily strengthen user perceptions of the archives/collection as the provider of resources. Additionally, to ensure that I was accurately answering "yes" to a query that allowed for any presence of materials or mention of the archive/collection on social media, even by a directly associated host institution, would have necessitated days of sifting through social media sites for data, and would have resulted in "false positives" in that these presences were not being represented as being done by the archives/collection anyway.

While this blurring may have made this survey more difficult, perhaps it is more important to ask if it matters that this blurring is taking place. Does it matter if social media referencing archival materials is being used in archives' names specifically? Does it matter that host institutions are advertising their social media on archival pages in a way that does not make clear that there is a differentiation between the two bodies? As discussed in the special issue of *Museum and Curatorship* considering the unique needs of archives/collections against the backdrop of how they are currently being represented online can help answer these questions and inform ways online presences can be improved.

While users might not care where the information comes from, allowing archives/archival material to only be represented on social media pages in the name of their host institution does not promote knowledge of what an archives is or promote awareness with users that archives/special collections are distinct bodies that provide and care for unique resources. Additionally, it does not provide the opportunity for the archives/collection to monitor who is following their resources specifically. As Jessica

Lacher-Feldman stated in her article, “To determine if [using Facebook] would work for outreach endeavors, and to determine how my repository and outreach endeavors might benefit from this medium, I had to actually join Facebook.”³

While archives many archives may be fated to share their online spaces with host institutions and may have limited time and resources to expand their individual presences on social media, if those social media tools are being linked to from their pages and the pages being linked to contain materials from the archives or special collection, perhaps they could request more specific representation on the social media page. This would allow for the archives/collection, even if being represented in a rather irregular manner, to have its identity reaffirmed in the online sphere. When links are being provided from archives’ pages where they are in no way represented on the linked social media page/site, perhaps better web design on the archives/host body’s website could specify this. It is doubtful that a complete redesign or removal of links to social media for host bodies on large sites would happen based on the request of the archives/collection, but perhaps banners that say “Connect with Us!” could be changed to “Connect with the Museum!” or “Connect with the Archives!” as appropriate.

While archives with hosts must deal with these issues, for all archives the need to practice outreach to students and teachers should already have been made clear in this paper, as well as the assertion that providing materials digitally for wide and potentially flexible use would be the ideal situation. What may be less clear is whether or not this outreach should be being performed online, online using internal Web 2.0 technologies or online using social media as a top priority. Because archivists work with a set amount of hours in a day and

³ Jessica Lacher-Feldman, “Making Friends and Fans: Using Facebook for Special Collections Outreach,” in *A Different Kind of Web: New Connections Between Archives and Our Users*, ed. Kate Theimer (Chicago: Society of American Archivists, 2011), 55.

finite resources, they have to make choices. If an archives had to choose whether to do in-person or “traditional” outreach to students and teachers or no outreach at all, one would be hard-pressed to say they should choose none at all. However, it seems that in the current day and age any archives should be able to manage having at least a static website or a Facebook page. These have become increasingly easier to create over the years, even for people who are not terribly skilled with computers. If the notion of creating a website is daunting, a Facebook page is free to set up, even if no longer free to post from and have those posts appear on followers main feeds. While an archives might not want to be active on its Facebook page, if it has one in place of a website, at least it is presenting some online presence which users can reference. At this point in time it may be easier to find a person or institution on Facebook than in the White Pages. This is simply a reality.

If an archives absolutely had to choose between doing any outreach to students and teachers and doing outreach online, they might be best off to continue working with the connections they have already made in the community. It might be worth their time however to gauge the response of those they are already working with to see what the interest level surrounding the possibility of them participating online might be. If the answer from partners is overwhelmingly positive it might be time for the archives to reevaluate its stance that the archive/archivist is “too busy” to undertake these projects. It might not be ideal, but it is possible that they might even be able to gain volunteers to help them set up these projects. The right high school or college student would perhaps be a fit candidate to recruit for scanning and uploading particular items. Additionally, the archives with the most limited funds and staff are likely smaller archives. Any social media page they develop might not reach millions, but they might make headway in the communities they are already working

within and might even have an easier time “owning” their identities online because they do not have to share their spaces with host institutions. Also by not reaching as many users, they should expect less traffic on their sites, except from those they are most trying to reach in local communities anyway.

For large or small archives, the potential benefits that social media offer, when archives choose to use them in ways that explicitly reinforce their identities, are extremely important. Andrea Medina-Smith in her article on the Jewish Women’s Archives use of Twitter describes the practice of being regularly present online and making regular contact with users as “inserting ourselves into...followers’ circle of ‘ambient intimacy.’”⁴ What Medina-Smith is describing by her use of the term ‘ambient intimacy’ is the notion that when an archives makes a post online or puts out information, even if users do not read every post, the archives knows it has reached out and made some form of contact with/impact on the user/follower. Just as a person could physically walk past an archives building every day, even if they do not enter the building, its existence has been reaffirmed in their mind simply by its being seen. In the context of Medina-Smith’s article, even if the Jewish Women’s Archives’ Twitter account did not directly produce quantifiable evidence of successful outreach activity in terms of more visitors to archives’ website, any increase in the number of followers on the social media page suggested to Medina-Smith that at the very least the archives was making contact with additional people every time they made a post and becoming a part of more people’s known universe. When an archive connects with users/followers in this way, even if they do not next come into the archives to do research or make a donation, the archives, its existence, and to an extent its function have entered the

⁴ Andrea Medina-Smith, “Going Where the Users Are: The Jewish Women’s Archive and Its Use of Twitter,” in *A Different Kind of Web; New Connections Between Archives and Our Users*, ed. Kate Theimer (Chicago: Society of American Archivists, 2011), 70.

follower's daily consciousness, something that can be counted as a very real success in its own right for archives today.

Additionally, in rebuttal to the potential argument that there is little time or resources for involvement with social media with few measured rewards, as Medina-Smith also notes that, "setting up a Twitter account is simple, takes less than ten minutes and costs nothing (as of now)."⁵ She adds, "as our number of followers continues to rise (as we report monthly at staff meetings), and our budget tightens, it has become a favorite, fast, and fun way to communicate new ideas and content to this 'micro-community of users'"⁶ all while increasing ambient intimacy. Additionally, at the time the article was written, her program was considering developing ways to use its Twitter account to solicit donations, as other organizations such as the Salvation Army have done in the past.⁷ Clearly if a tool can be used inexpensively to increase awareness of archives and be used to potentially bring in donations, it might be a technology worth looking into.

While Medina-Smith's article and the arguments listed above focus on the use of Twitter to promote an archives/collection in general, the question here of course is how archives can use such tools to perform greater outreach to those in education. Ambient intimacy with users as a way to enter the archives/materials into people's awareness could be especially valuable if archives hope to become a "lifetime resource" like libraries. Medina-Smith points out one motivating factor for joining Twitter was that its median user age was 31, the age of a "link" generation or those who are potentially parents themselves and also the children of an older demographic who are less likely to be as comfortable online.⁸ The

⁵ Ibid., 67.

⁶ Ibid., 70.

⁷ Ibid., 71.

⁸ Ibid., 71.

same holds true for those archives hoping to use social media tools to better represent their materials as useful for students/educators. They could potentially reach both parents and teachers who use the social media.

While archives with host institutions can make being specific about their identity as unique bodies online more of a priority, and all archives can seek to use social media to insert themselves in ambient intimacy with users, all archives should also be promoting themselves as a place where educational materials might be found more explicitly. To archivists it seems inherently true that our repositories hold materials that could be of potential educational value, but perhaps we need to be saying so more specifically. For example, when a Google search is performed for the terms “archives education materials” the first sites that become available are those for the National Archives and New York State Archives, both of which have made providing educational materials a major focus for their institutions. If the Google search is changed to “education materials primary sources” the first two results change to the Library of Congress and then the National Archives second.⁹ Elizabeth Yakel points out that archival terminology is one of the major things that users have issues with.¹⁰ If archives do not make an effort to enter the public’s consciousness as a resource perhaps they will not be on their radar at all, and as Yakel suggests people will go elsewhere or change their projects.¹¹ Undergraduate history professor Jeffrey W. McClurken writes in his article, “Waiting for Web 2.0: Archives and Teaching Undergraduates in a Digital Age,” that he and

⁹ Google search performed March 5, 2013.

¹⁰ Elizabeth Yakel, “Balancing Archival Authority with Encouraging Authentic Voices to Engage with Records,” in *A Different Kind of Web; New Connections Between Archives and Our Users*, ed. Kate Theimer (Chicago: Society of American Archivists, 2011), 77.

¹¹ *Ibid.*, 77.

colleagues “constantly struggle to search beyond the first page of Google results.”¹² He feels that by limiting their online efforts to just digitizing collections, archives are not truly embracing the potential of Web 2.0 technologies to reach students (and really any researchers) in better, less frustrating ways.¹³

McClurken argues that connecting with students and educators via social media tools not only allows archives to provide news about the archives and its collections and market itself to new users, but the social media page also becomes a social hub where students can remain in contact with the archives as institutional structures and resultantly their websites and locations of digital collections change (perhaps even somewhat frequently).¹⁴ Indeed an archives’ Facebook page, if one is “friends” with the archives, would perhaps be a more consistent link to the archives’ website than a web address added at some point to favorites list in a browser. If archives choose to make the internet a space where they can target users who are going to employ their materials in scholarly ways, it is probably in their best interest, if presenting their materials as current and future educational resources, that they do so in social media environments.

Another noted benefit of taking part in on social media websites for archives/collections is the connections that it allows them to make with one another. This is useful both for archives and student/teacher followers. When the archives makes an effort to engage with others also using social media they can learn from one another’s successes and also provide links between “legitimate” institutions that user/followers can follow to find more resources and materials that might otherwise require specific search terms when sought

¹² Jeffrey W. McClurken, “Waiting for Web 2.0: Archives and Teaching Undergraduates in a Digital Age,” in *A Different Kind of Web; New Connections Between Archives and Our Users*, ed. Kate Theimer (Chicago: Society of American Archivists, 2011), 246.

¹³ *Ibid.*, 245-246.

¹⁴ *Ibid.*, 249-250

more broadly on a large search engine, which also means the collection might never be found. When teachers make a connection with one archives, they might then be able to follow connections within the social media site to a wealth of other valuable archival sources from the original archives/collection's social media page. While lists of archives certainly do already exist online, becoming present and connecting via social media is, as Medina-Smith says is "meeting users where they are"¹⁵ rather than waiting for them to search out an archives list. For smaller archives without a host institution this is also an exciting possibility. If their social media representations are primarily made with local students/teachers they are well positioned to "friend" and present linked pathways to larger archives with more materials that they as archivists are more aware of than student/teacher followers and which the archivist might know would be of use to them.

When the conversation moves away from how archives/collections are using and linking to social media and moving towards how they are internally using Web 2.0 technologies, issues perhaps become more complex. Questions regarding use of these tools enter older debating grounds on how archives should present themselves online and even older debates on archival identity. Internal 2.0 technologies were found being used to allow commenting on web pages, but more often they were being used in digital repositories or in catalog systems. When archival materials are loaded into massive catalogs along with library materials and museum artifacts, the items can complement one another or make locating the source that is being sought rather difficult. Allowing tagging within the search system overall might help researchers of various topics discover other useful resources, although this might also create false collections by linking items that in reality are unrelated to one another. Comments allow user-generated information that may or may not be useful to

¹⁵ Medina-Smith, "Going Where Our Users Are," 68.

anyone, and, which might influence the way other users interpret the material, especially if they are unfamiliar with the topic and source of the materials/comments.

In the research done during this project only 15.6% of sites surveyed allowed comments, and on those archives' pages and materials posted comments seemed to be in very little evidence. While comments allow a user to give a personal perspective on an item, they in no way guarantee that there will be a response from an archivist (which would more likely result by sending them an email), and they do not automatically improve the search experience by linking the materials to other documents as tagging does. However, allowing commenting on documents on the archives site rather than on an outside image hosting site allows any contextual benefit given by the comment to exist on the "original" image rather than that replicated elsewhere on the web.¹⁶ For example if a link and digital image is posted on a social media website by a user, then any comments made there become the dialog space rather than "in the archives" either physically or on archivist monitored comment screen on an archives' institutional site. Yakel and Krause found comments to be helpful for a number of reasons in their study.¹⁷ However, users and the people they want to share things with are on social media sites already, and expecting them to move those interactions to an archives' personal website probably becomes more unrealistic as time passes.

Many archives/collections that had digitized materials also allowed external bookmarking on the materials themselves. This allows for the sharing of materials at almost no cost to the archives (assuming it can afford digitizing its materials in the first place) and it is being done so by users creating no additional work for archivists. While external

¹⁶ Helena Zinkham and Michelle Springer, "Taking Photographs to the People: The Flickr Commons Project and the Library of Congress," in *A Different Kind of Web; New Connections Between Archives and Our Users*, ed. Kate Theimer (Chicago: Society of American Archivists, 2011), 113.

¹⁷ Magia Ghetu Krause and Elizabeth Yakel, "Interaction in Virtual Archives: The Polar Bear Expedition Digital Collection Next Generation Finding Aid," in *American Archivist* 70, no. 2 (Fall/Winter 2007), 283.

bookmarking and resultant posting on social media sites allows materials to “leave” the control of even the digitized archives, it may bring users in who may not have the connection to the archives/collection that the “sharing” user apparently has. While archivists may feel that materials may be misused when taken out of context, the role of the archivist is to make materials available to those who use them and to verify the authenticity of records when they are hosting them and representing them accurately on their own sites. Online the identity of archivist as a mediator for users to help them find archival materials and their organization can erode in online catalogs of images and is definitely an area where archives can improve. McClurken laments the disappearance of the archivist on the web.¹⁸ He points out that as collections have gone online, the opportunity to ask the archivist questions or see the archivist as a helping agent has gone away. Novice researchers are both overwhelmed by materials and are not getting a sense of the importance or the role of the archivist. While it is important to think about the preservation and promotion of the archives’ identity as a unique institution online, and to point out its identity as a purveyor of educational resources, it is just as important to promote/preserve the identity of the archivist as an important and available resource/agent.

When external bookmarks link back to the archival site, that provides a place where the archives needs to make the role of the archives, archivist, and the value of the archival materials as uniquely suited educational materials explicit. However, based on McClurken’s points, the identity of the archivist may also be something which should be championed using social media at this time, in order to have their role enter more users’ consciousnesses. Letting the archives’ activities and the materials they hold be in ambient intimacy with users is not enough to increase awareness of the archivist along with the archives. Because

¹⁸ McClurken, “Waiting for Web 2.0,” 249.

archives and archivists' roles are less understood than libraries/librarians or museums/curators, extra care must be taken when archives go online. It is not enough to simply share materials; archivists must provide education on the roles of archives and archivists if they are to achieve a better-serving and self-affirming representation online.

This can be achieved by actively making the archivist apparent as an agent who can help users and as a mediator to the tools within the archive/collection. One way to accomplish this is by making posts in the names of a specific archivists about the work going on in the archives, without any of the posts becoming overly personal or inappropriate (in other words, about political, religious, personal, or other controversial matters). Internally promoting the importance of the archivist could be as simple as including an email link to email an archivist from all materials pages, or perhaps even developing a "chat with the archivist" tool, similar to those that many libraries use. While many users still might choose to do their research independently, at least making archivists apparent throughout sites and on social media makes their presence explicit whenever materials are presented.

It is clearly important for archivists to think about how to best preserve archives and archivists' identities in online spaces, either their own or those created by their host institutions, in order to both reaffirm the unique work that archives do and to promote themselves as potential purveyors of valuable educational resources. Most of this section comments on archives that already have a web presence, possibly associated with a host institution and who are making at least some, if not a great deal, of their materials available online. Archives of different sizes and situations are going to have different goals and are therefore going to have to develop different strategies when contemplating what technologies will be useful for them.

Many small archives simply do not have the resources to digitize large amounts of their materials. Given that promoting/representing the archives/archivist appropriately whilst making materials available online is perhaps the ideal way an archives can contribute to teachers/students if those teachers and students are going to be doing project work online, it would be difficult for them to fully meet this imperative. What they can do is what some of them have been doing already. They can continue to use social media sites to promote their archives, and because they are probably best versed in local materials, they can make localized efforts to reach out to students/teachers in their area. As Margaret Cross Norton wrote, “Everything that has been said concerning the importance of proper care for state archives applies with double emphasis to county and other local records because these records come so much closer to the lives of the people.”¹⁹ While Norton was referring to this in a legal sense, she also points out that “The county archives are a vast and, so far, practically untapped source to the social historian.”²⁰ They are also a vast and untapped resource for students, teachers and other members of local communities who in an ever expanding world of information should also be able to connect what archives and records can teach us on a local and perhaps most meaningful level, because most people live their lives on a local scale.

With this in mind, perhaps smaller scale archives cannot digitize entire collections and incorporate tagging and commenting into their sites, but they could work with local schools to find out what materials would be most suitable for classes offered and perhaps make use of a photo-sharing social media site for those particular items. While this might disallow the arrangement of the materials in an ideal archival way, it does not mean that the

¹⁹ Margaret Cross Norton, *Norton on Archives*, ed. Thornton W. Mitchell, (Chicago: Society of American Archivists, 2003), 11.

²⁰ *Ibid.*, 11.

archives' own website could not maintain a static page to which the social media site is linked, or a disclaimer within the description section on the social media site explaining what is not ideal about it. While teachers might not want students on social media sites during class times, an effort could be made to make the use of social media sites that would perhaps be considered more "appropriate" such as HistoryPin or making online collections with limited images and description that it would be up to the student/teacher to link to their own "hub" website such as those discussed earlier in this paper.

Local/smaller archives can also use social media tools to enter the consciousness of a community and promote events. Twitter can be used to promote History Days and perhaps bring students and teachers in to see the physical side of an archives that they can use a point of reference when using larger repositories' collections online in later projects/research. Just like larger repositories, they can also use their pages as a place to discuss or post information about what an archives is and what work an archivist does. From social media sites they can promote local collections and also share the work that the archivist is doing as an individual and interact with users, if users are not going to be asking questions about specific materials hosted online. Also if they are able to work with collaborative online projects for hosting digital materials they should explicitly put links to them on their websites (this of course applies to both small and large archives). Additionally, for archivists who argue that they have limited time, they should keep in mind that when archives join social media it does not mean that they have to take part in every potential social interaction. Medina-Smith points out that her archives chose to allow followers on Twitter, but did not follow all of its followers in return, even when they were other institutions.²¹ Archivists do not have hours to spend on social media, so focusing on what they can do to push information to specific users

²¹ Medina-Smith, "Going Where Our Users Are," 69.

might be the most effective use of their time. For educators and students wanting to engage in a personalized or group setting with the materials archives provide, this can be done other places than the archives' site or social media site anyway.

Larger archives who are not currently using social media or Web 2.0 technologies on their sites, especially those with host institutions using a large variety of social media sites and tools on their sites for other reasons/divisions, most likely have people working within their institutions who already know how to incorporate these tools on their sites and perhaps can use the larger bodies use, and presumable acceptance, to sell their adoption of the technology for themselves. When a university or museum is already using a great number of social media or Web 2.0 tools, the archives can evaluate their current host institutions site to determine in what ways they might expand currently used technologies to better serve their specific materials and users and use other departments' success as a selling factor to governing bodies. They can also always reevaluate how they are promoting the image of the archives, archivist, and their educational materials and perhaps make changes that do not necessarily utilize Web 2.0 technologies, but are simply more thoughtful web design.

From the arguments and suggestions presented here, it should now be clear that "internal" Web 2.0 tools can be most useful for students and teachers in allowing the performance of interactive group work (which probably would not take place on archival websites). On archival websites, again in order to best serve teachers and students specifically, "internal" Web 2.0 tools are most useful in their power to improve search capabilities on digital collections. Social media tools offer greater opportunities to build up archival identities as unique institutions, authenticators of materials, holders of educational resources, and for archivists as professionals with distinct skills from other information

professionals. Better web design on static web pages is also crucial to bettering archival representations online. A product has to be named before it is sold. The same holds true for archives. What makes us valuable to those in education is our complexity, but disorganized complexity with inconsistent and unrecognized labeling is not something which is going to easily lend itself to greater public embrace. Without improving our online spaces and increasing online outreach it will be difficult for us to achieve the goal of better serving those in education and creating more life-long users of archives.

Conclusion

Web 2.0 technologies obviously provide a great deal of opportunity for archives and archivists. At this time, it does not seem that most archives have embraced this trend, despite greater adoption by libraries and other institutions such as museums, historical societies, local governments, and governmental officials. While there are certainly costs for implementing new technologies or investing staff time and resources to be involved in social media, there is also a cost in not taking advantage of this opportunity and a cost to not approaching the web presence that archives currently have thoughtfully. When archives do not take the time to question and resolve how the identity of their archives and the role of archivists are being promoted (or perhaps not being promoted) online, everyone in the profession loses. Archives struggle to be understood by the general public, and valuable resources are being underused because of this lack of awareness.

If archives seek to promote themselves and their materials as educational resources, it is time to be specific. It is time to make sure representations that we are making of ourselves, or that are being made for us by host institutions, represent our role, work, and the value of

our materials accurately. Studies can continue to be done on which Web 2.0 technologies and social media are most effective, but actually attempting involvement is going to be the way that we learn what works for us. As in the case of the suggestion that alternate networks of reference on social media sites can be created by archives linking with one another, rather than having users rely on search engines when they probably are not going to search archival terms, only time and participation will tell if this will truly be a meaningful development. But choosing not to engage on social media sites would ensure its not becoming one.

As money continues to move toward teachers and students using more digital technologies, archives should seize this opportunity to more accurately represent themselves online, thoughtfully seek to make more of their collections digital for use while clarifying the presence of the archivist, and be willing to meet users where they are if they hope for more people to become aware of, use and value our work and collections. Half the battle is going to be making people aware of what and who archives and archivists are, and there are free tools available now which allow us to reach more users across physical space and outside of open hours than ever before. While archivists are right to be cautious when it comes to how they are using their limited resources and to take time to be mindful about the ideological implications of their actions and processes, it is not clear how refusing to participate in online spaces will benefit anyone, users or archives.

Archives that have already incorporated Web 2.0 technologies on their websites should take time to evaluate if the ways that they have done so are actually serving the users that they seek to serve. This reevaluation should also seek to confirm that current online spaces are accurately and explicitly representing archives and archivists' identities in general. If these archives are also seeking to serve those in education, which they should be, they

should focus on utilizing internal Web 2.0 technologies improve remote reference and should state on their website and web pages specifically that their materials are educational resources. This could possibly be accomplished by making sure that their website has a dedicated space labeled as “for education” or “for students and teachers” which explains archival value and points them in the direction of materials. When these archives are involved on social media, which ideally they should be, they should make links to social media pages clear on their websites and should also seek to make specific posts about how their materials are well-suited for students and teachers. At a minimum they should also make sure to reach out on their social media to those they already work with when doing more traditional educational outreach.

If an archives is not currently using Web 2.0 technologies, either because they do not currently have materials online or they feel hesitant about committing to a presence on social media because of the time it requires, they should at the very least find out from the users they do have if going online would be something that they would find valuable. If it is and they are unable to host their own digital collections, they should strongly consider the possibility of using photo or video-sharing sites to post at least limited materials, starting this project by using current user feedback to inform decision making. They should also consider that their social media page would be an asset to them given that they serve as a better way to create a permanent reference point for users and allow them to continue relationships with the archive in ways static pages do not.

If an archives is not online today, realistically their users probably are, especially if they are teachers and students. By not taking the leap to connect to users where they are, archives choose to repeat cycles of being overlooked and underused. We should look at

going online not as another onerous task to take on, but as an opportunity to own ourselves and proudly represent our amazing materials! Archivists have had years to promote archives in traditional manners, and while we have made progress, we have also clearly missed the mark. The current climate being so amenable to promoting greater use, understanding, and appreciation of our materials, it should be impossible for us to put off this leap online any longer.

Appendix 1:
List of Archives/Collections Surveyed Organized by Institution Type

Higher Education

Central Washington University Archives
 Eastern Washington University Archives
 Evergreen State Archives
 Gonzaga University Archives
 Pacific Lutheran University Archives
 University of Puget Sound University Archives
 University of Washington Ethnomusicology Archives
 University of Washington Labor Archives of Washington State
 University of Washington Elizabeth C. Miller Library
 University of Washington Music Library/Special Collections
 University of Washington Special Collections
 Washington State University
 Western Washington University Heritage Resources
 Whitman College and Northwest Archives
 Whitworth University
 Lane Community College
 Lewis and Clark College
 Linfield College Special Collections
 Oregon Health and Science University
 George Fox University
 California State University, Bakersfield
 California State University Channel Islands
 California State University, Chico
 California State University Dominguez Hills
 California State University, Fresno
 California State University, Center for Oral and Public History
 California State University, East Bay "Hayward"
 California State University, Long Beach
 California State University, Los Angeles
 California State University, Northridge
 California State University, Sacramento
 California State University, Stanislaus
 California Polytechnic Pomona
 California Polytechnic State University
 California Lutheran University Archives
 California Institute of the Arts
 California Technical Institute Archives
 California Baptist University Special Collections/Archives
 Azusa Pacific University
 Mennonite Library and Archives, Fresno Pacific University
 Chapman University
 Fuller Theological Seminary
 Graduate Theological Union

Golden Gate Baptist Theological Seminary
 Humboldt State University
 La Sierra University Archives
 La Sierra University Heritage Room
 Loma Linda University Archives and Special Collections
 Loyola Marymount University
 Mills College
 Occidental College
 Orange Coast College
 Pacifica Graduate Institute Opus Archive and Research Center
 Pepperdine University Special Collections and University Archives
 Riverside Community College Mine Okubo Collection
 Saint Mary's College of California College Archives
 San Diego State University Special Collections and University Archives
 San Francisco State University Frank V. de Bellis Collection
 San Francisco State University Labor Archives and Research Center
 San Francisco State University Special Collections and Archives
 San Jose State University Special Collections and Archives
 Santa Clara University Archives and Special Collections
 De Anza College California History Center Library and Archives
 Sonoma State University Northbay Regional & Special Collections
 Stanford Archive of Recorded Sound
 Stanford University Archives
 University of California - Berkeley Bancroft Library
 University of California - Davis
 University of California - Irvine Special Collections & Archives
 University of California - Los Angeles Clark Library
 University of California - Los Angeles
 University of California - Los Angeles Ethnomusicology Archive
 University of California - Los Angeles Special Collections
 University of California - Los Angeles Film and Television Archive
 University of California - Los Angeles Neuroscience History Archives

Higher Education, cont.

University of California - San Diego Mandeville
Special Collections Library
University of California - Riverside Special
Collections
Oregon State University Special Collections &
Archives Center
Reed College Special Collections and Archives
University of California - San Francisco Archives
and Special Collections
University of California - Santa Barbara Special
Collections
University of California - Santa Barbara University
Art Museum
University of California - Santa Cruz Special
Collections & Archives
University of California - Santa Cruz Grateful
Dead Archive
Claremont Colleges
University of San Francisco Special Collections &
University Archives
University of San Francisco Ricci Institute
University of Southern California Cinema-
Television Library
University of Southern California Shoah
Foundation Institute Visual History Archive
University of Southern California Special
Collections
University of the Pacific
Whittier College
Shaw Historical Library (Oregon Institute of
Technology)
Pacific University Archives
Southern Oregon University Special Collections
University of Oregon
University of Portland Archives
Western Oregon University
Willamette University Archives

Museums

Clark County Historical Museum
Harbor History Museum
Northwest Museum of Arts and Culture Archives
Collections
Museum of History and Industry Archives
Shoreline Historical Museum
Whatcom Museum
Wing Luke Asian Museum
Yakima Valley Museum
Columbia River Maritime Museum
Oregon Jewish Museum
Oregon Nikkei Legacy Center
California State Railroad Museum
California African American Museum
California Academy of Sciences

African American Museum and Library at Oakland
Charles M. Shulz Museum
Getty Research Library
Japanese American National Museum
Magnes Museum
Santa Cruz Museum of Art and History
Los Angeles County Natural History Museum
San Bernardino County Museum Archives
San Diego Aerospace Museum Archives
San Diego Model Railroad Museum
San Diego Natural History Museum Archives
Museum of Performance and Design Archives
San Mateo County History Museum Archives
American Radio Archives & Museum
Western Railway Museum
Ventura County Museum of History and Art
Los Angeles County Museum of Art
Pasadena Museum of History Archives/Museum
Library Collections
Western Jewish History Center
Washington County Research Library

Private Collections

Karpeles Manuscript Library Museum (Tacoma)
California Views Pat Hathaway Collection
Ayn Rand Archives
Autry National Center Research Library
Archive of American Television
The Academy of Motion Picture Arts and Sciences
Freedom Archives
Harrison Memorial Library (private library)
Holocaust Center Northern California
Holt Labor Library
The Huntington
Japanese American History Archives
Japanese American National Library
Jet Propulsion Laboratory Archives
June Mazer Lesbian Archives
Pacifica Radio Archives
Sherman Library & Gardens
Go For Broke National Education Center Resource
Center
San Francisco Media Archive
Simon Wiesenthal Center
Merced County Courthouse Museum

Religious

Archdiocese of Seattle
Diocese of Olympia
Archdiocese of Portland
Mount Angel Abbey
Archdiocese of Los Angeles
The Center for Process Studies Archives
De La Salle Christian Brothers, San Francisco
Krishnamurti Archives

Governmental

Washington State Archives
King County Archives
Klondike Gold Rush National Historic Park
Mount Rainier National Park
National Archives at Seattle
North Cascade National Parks Complex
Olympic National Park
Seattle Municipal Archives
Seattle Public Schools Archives
City of Portland Oregon
Crater Lake National Park
Multnomah County Archives
Oregon Caves National Monument
California State Archives
Amador County Archives
Los Angeles Unified School District
National Archives at Riverside
National Archives at San Francisco
Riverside County Archives
Yolo County Archives
Oregon State Archives
Placer County Archives
Nixon Library
Ronald Reagan Presidential Library Archives
San Francisco Maritime National Historic Park

Historical Societies

East Benton County Historical Society
Jefferson County Historical Society Archives
Willamette Heritage Center
Puget Sound Maritime Historical Society
Eastside Heritage Center
Swedish Finn Historical Society Archives
Washington State Historical Society
Whitman County Historical Society Archive
Josephine County Historical Society Archive
Oregon Aviation Historical Society
California Historical Society
Contra Costa County Historical Society
Southern Oregon Historical Society Research
Library and Archives
San Diego Historical Society
GLBT Historical Society
History San Jose
Humboldt County Historical Society
Merced County Historical Society
The Society of California Pioneers – Alice Phelen
Sullivan Library
Monterey County Historical Society
Pacific Grove Heritage Society
Santa Barbara Trust for Historic Preservation
Presidio Research Center
Fresno Historical Society
Coronado Historical Association

Oregon Historical Society
Oregon Coast History Center
Lambda Archives

Library/Special Collections

Everett Public Library
Seattle Public Library Special Collections
Spokane Public Library
Tacoma Public Library Northwest Room
Washington State Library
Harney County Library
Hemiston Public Library
Multnomah County Library – Josh Wilson Special
Collections
California State Library
Berkeley Public Library - Berkeley History Room
Arcadia Public Library
Anaheim Public Library
Corona Public Library
Escondido Public Library
Fremont Main Public Library
Fresno County Public Library
Fullerton Public Library
Glendale Public Library
Kern County Library
Mill Valley Public Library
Monterey Public Library
Oakland Public Library History Room
Palos Verdes Library District Local History
Collection
Pasadena Public Library – Pasadena History
Collection
Pomona Public Library Special Collections
Riverside Public Library
Sacramento Public Library Sacramento Room
San Francisco Public Library History Center
San Jose Public Library – California Room
Santa Ana Public Library History Room
Sonoma County Library
Sonoma County Wine Library
Stockton-San Joaquin County Public Library
Special Collections
Thousand Oaks Library
Tulare County Library – Annie R. Mitchell History
Room
Fremont Main Public Library
Marin County Free Library
Redwood City Public Library Local History Room
Upland Public Library
Frances Howard Goldwyn – Hollywood Regional
(Library)
Heritage Quest Research Library
Jackson County Genealogy Library
Southern California Library

Corporate

Providence Health & Services Archives
Los Angeles Jazz Institute
Wilson Riles Archives and Institute for Education
Writers Guild Foundation Archive
Wells Fargo Historical Services

Other

Visual Communications Archives
ONE Gay and Lesbian Archives (hosted USC
Libraries)
Hoover Institution (Stanford)

Appendix 2: Research Project Queries

1. Is there any Web 2.0 tool present or linked to (for social media sites) on the archives/collection's website?
2. If present, is the Web 2.0 technology's presence/link apparent from the website's homepage?
3. Is it apparent that the archives/collection participates in a collaborative digitization project?
4. Does the archives/collection's website link to Facebook?
5. If so, is the Facebook page active?
6. Is it apparent that the archives/collection uses Twitter?
7. Is it apparent that the archives/collection is involved on a photo-sharing website?
8. Is it apparent that the archives/collection participates on a video-sharing website?
9. Does the archives/collection's website feature an external bookmarking tool?
10. Does the archives/collection's website host or link to a blog?
11. Does the archives/collection's website host a wiki?
12. Does the archives/collection's website incorporate tagging?
13. Does the archives/collection's website use bookmarking on its own pages or materials ("internal" bookmarking)?
14. Does the archives/collection offer an RSS feed?
15. Does the archives/collection's website allow comments?
16. Does the archives/collection provide something it identifies specifically as an educational resource or as materials for teachers and/or students?
17. If present, does the educational resource incorporate or link to a Web 2.0 technology?
18. If present, is the fact that the archives/collection provides educational resources/materials for teachers and/or students apparent from the archives/collection's homepage of their website?

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