

Incorporating Government Documents into Africology & African American Studies courses

Latanya N. Jenkins, MSLIS
Temple University, Samuel L. Paley Library



ABSTRACT

As the African American Studies Librarian, it is sometimes difficult to allow students brain-friendly methods for interacting with various collections.

What are effective ways to connect them with the library and other collections?

As the government collections and library's collections shift to primarily digital spaces for engagement, there may be ways to allow for interaction and inspiration through digital collections and platforms.



CONTACT

Latanya N. Jenkins
Government Information and Africology & African American Studies Librarian
Email: lnjenkin@temple.edu
Phone: (215) 204-8244
Website: library.temple.edu

INTRODUCTION

In order to better connect students with materials and ensure that they are knowledgeable about the resources available to them in digital form, I began by employing different strategies.

Rather than only provide a one-on-one class and provide a worksheet, I instead created course guides, after doing a course audit and consulting professors.

While the guide was specific to the course content, I also connected the students with related materials and government information.

METHODS AND MATERIALS

Connecting with faculty by speaking with them at Faculty Orientations, visiting them in their spaces, and sending new visual email campaigns ensured that faculty were willing to speak with students about using librarians for research assistance.

As Paley Library uses digital content in the catalog, linking the students to the catalog or directly to the materials is important for them to access information in a variety of ways.

Also, an in class exercise and during orientation exercise, not only showed students how to successfully search the catalog and a general database, but also how to use guides specifically geared toward their specific course work with government resources.

RESULTS

I let students know about course specific guides and how to access government resources related to their areas of research.

Course specific guides show increased use over time Chart 1 and Chart 2 is a sample of six of 17 published guides, which received 837 views in 4 months.

During the month of library sessions activity increase students from the African American Studies department increasingly either set up consultations or sent emails for further database assistance with some of the government materials.

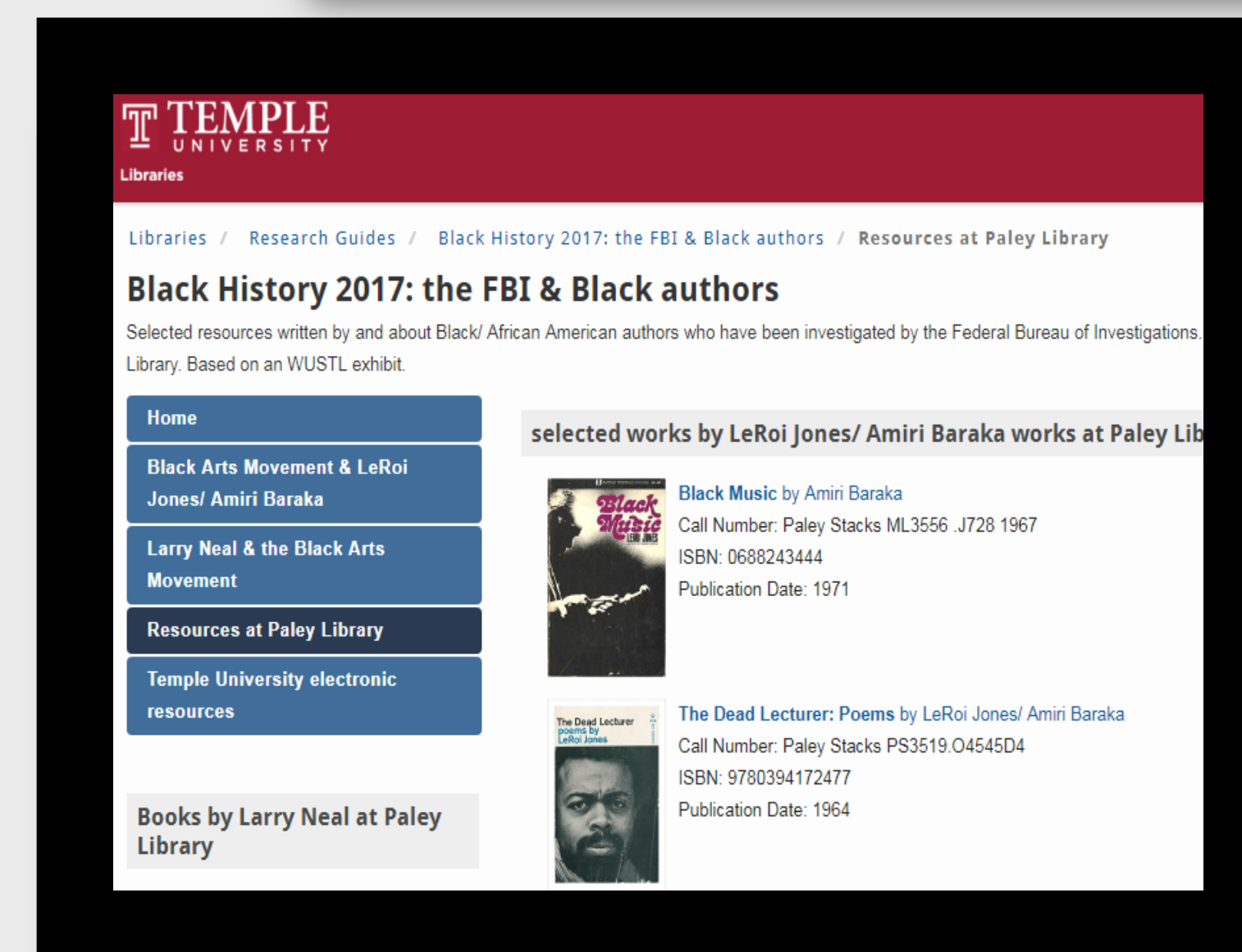
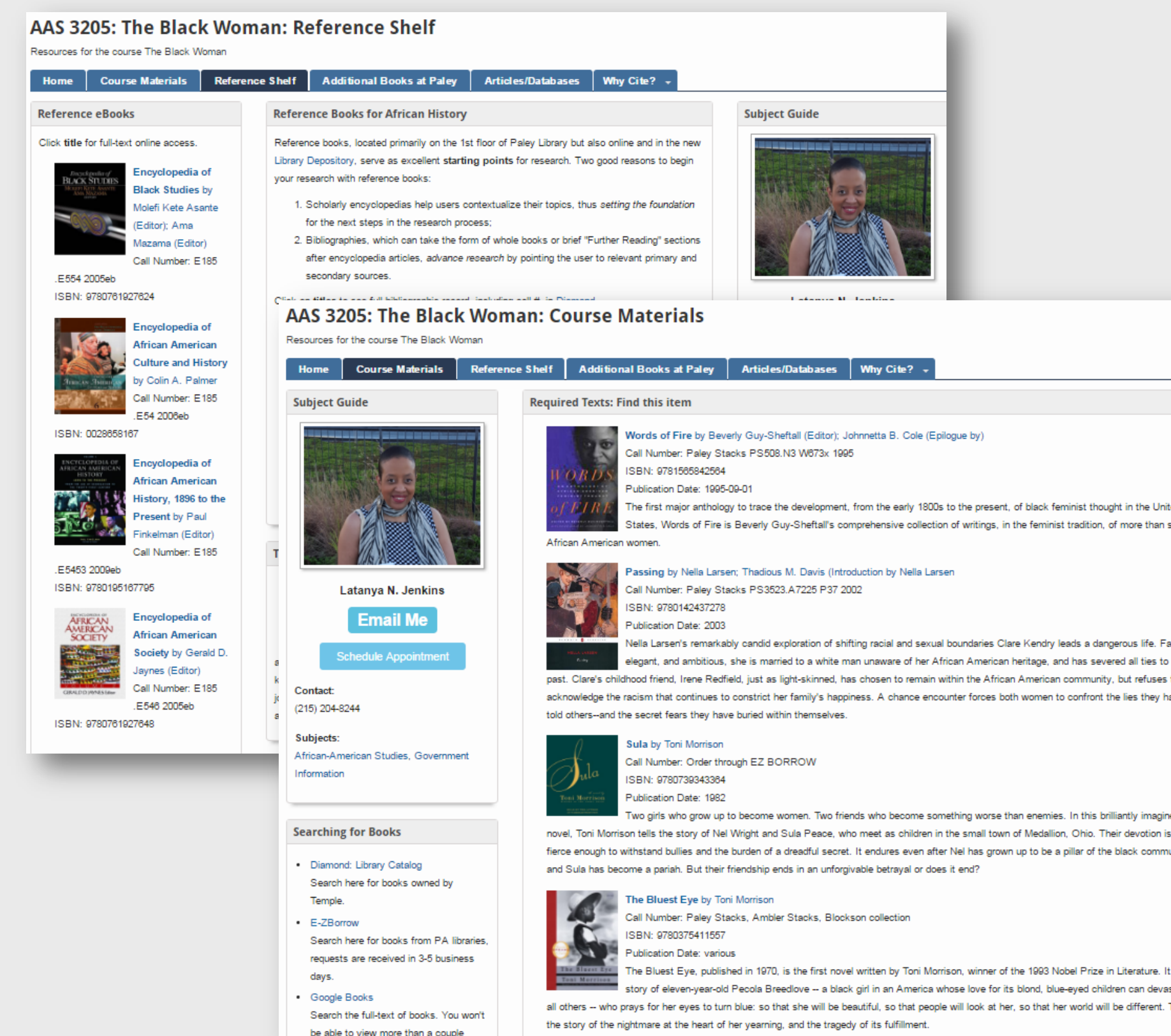


Figure 1. Guide for African American Studies course and other.
URL: <http://guides.temple.edu/BlackWoman>

DISCUSSION

Using additional strategies for student engagement included taking a course on Facilitating Adult Learning and implementing brain friendly strategies for learning:

- including use of *visual objects*,
- *auditory elements* (mini-commercials),
- and *kinesthetic activities*

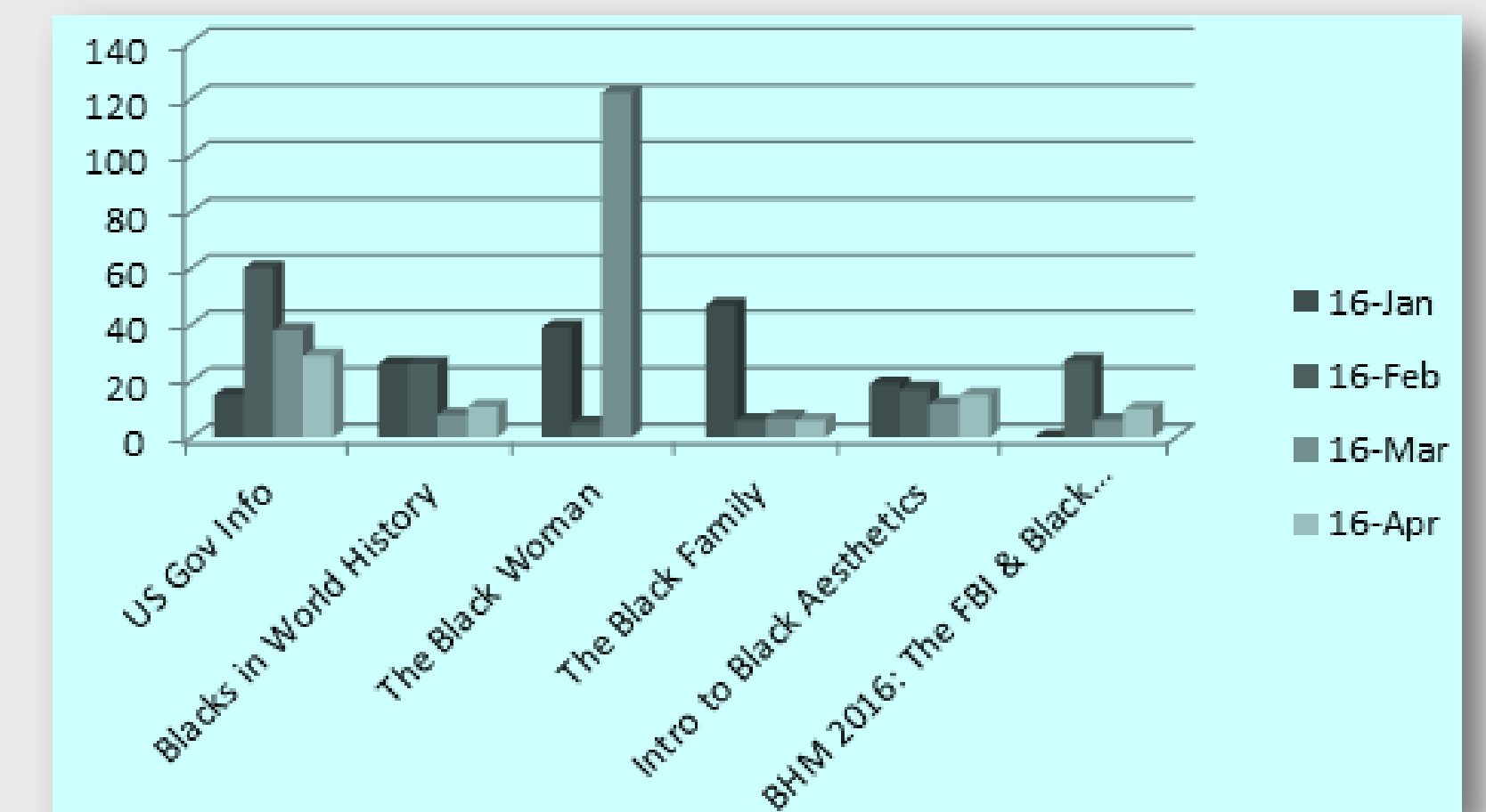


Chart 2. Guide use statistics based on instructor/librarian interactions and projects due.

CONCLUSIONS

- ❖ Students used the resources to learn quick strategies for evaluating sources, after a session and returned during finals.
- ❖ Students were able to identify databases to begin research using digital objects; such as, guides, video, government reports from the catalog & databases, & archival materials.
- ❖ Professors request more sessions on Government Information based on more exposure to resources.

REFERENCES

1. Gregory, G. and Kaufeldt, M. (2012). Think big, start small: How to differentiate instruction in a brain-friendly classroom. Solution Tree Press.
2. Merriam, S.B. et al. (2007). Learning in adulthood: A comprehensive guide, 3rd edition. Jossey-Bass.

* Special thanks to the **Charles L. Blockson Afro-American** collection for guide materials.

