Collaborative Education
Between Classroom and Workplace
for Archival Arrangement and Description

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Arrangement & Description: an area of core archival knowledge

Linking theory and practice is necessary (SAA Guideline 2011)

Graduate education & Technical skills as important qualification for hiring (A*CENSUS report)

North American Graduate Schools

46 schools offer "Arrangement and Description" course

Syllabi (collected 17 from the Web)	15 (88.24%) include hands-on practice as part of course grade
Course Description (43 available on the Web)	38 (88.37%) mentioned "practical aspect"

Hands-on Projects
▪ From individual segments of archival processing (processing plan, finding aid, MARC, EAD) to the whole process of arranging and describing a collection
▪ 10% to 90% of the total grade

Course Titles
Archival Arrangement and Description; Archival Description & Access; Principles and Practices of Archival Description Archival Representation; Archival Organization Archival Access; Archival Access and Use; Archival Access System; Access Techniques and Systems for Archives; Archive and records Management; Archival Administration

Project-based Learning for Archival Education

- can help develop sustainable professional skills
- classroom and workplace collaboration should be carefully designed to offer opportunities for planned learning because both sites have different intents, purposes, and outcomes

This study investigates

(1) the general status of the practical components in archival arrangement and description courses in North America;
(2) the major effects of hands-on practices for this course and how these effects are perceived by students and archivists; and
(3) the necessary requirements to establish to make the collaboration beneficial to both archival education programs and archival institutions.

Research Design

Data set 1: Analysis of graduate courses (course description + syllabi)
Data set 2: Course evaluations from students for UAlbany's Archival Representation course and final assessment papers for archival collection processing project (during 2009-2011, 3 sessions offered, a total of 27 students enrolled)
Data set 3: Interview with archivists (IRB in process)

Course Evaluation Comments (20 students)

- Practical components were appreciated (23.77% coverage)
  - **Consider practical part of the course most important (11 references, 8.38% coverage)**
  - **Should be required for archives track (6, 6.65%)**
  - **Linking theory and practice (7, 8.74%)**
- Benefits of the project (4.21%)
  - Processing a collection from beginning to end (1, 1.05%)
  - Creating every types of surrogates (2, 3.16%)
- Challenges on balancing workload (21.62%)
  - **Too much workload outside of class (12, 12.7%)**
  - Assignments are challenging (3, 2.6%)
  - Final paper added more workload (4, 3.43%)
  - Collection size can vary (1, 2.89%)
- Instructional Help (20.66%)
  - **More practices in class (4, 6.42%)**
  - **Clear expectation on assignments (5, 5.79%)**
  - Examples were useful (4, 3.12%)
  - **Responsive instructor helped (5, 4.97%)**
  - Instructor's input on assignment (1, 0.36%)
- Archivists' Help (1.5%)
  - Archivist's supervision (1, 1.5%)
- General Suggestions (9.27%)
  - **Technical courses as pre-requisite (6, 6.87%)**
  - Should be an advanced course (2, 1.53%)
  - Coordination between instructor and archivist (1, 0.87%)