

Archives in the Classroom

The Role of Radical
Collections in Engaging
Students and Diversifying
Archives

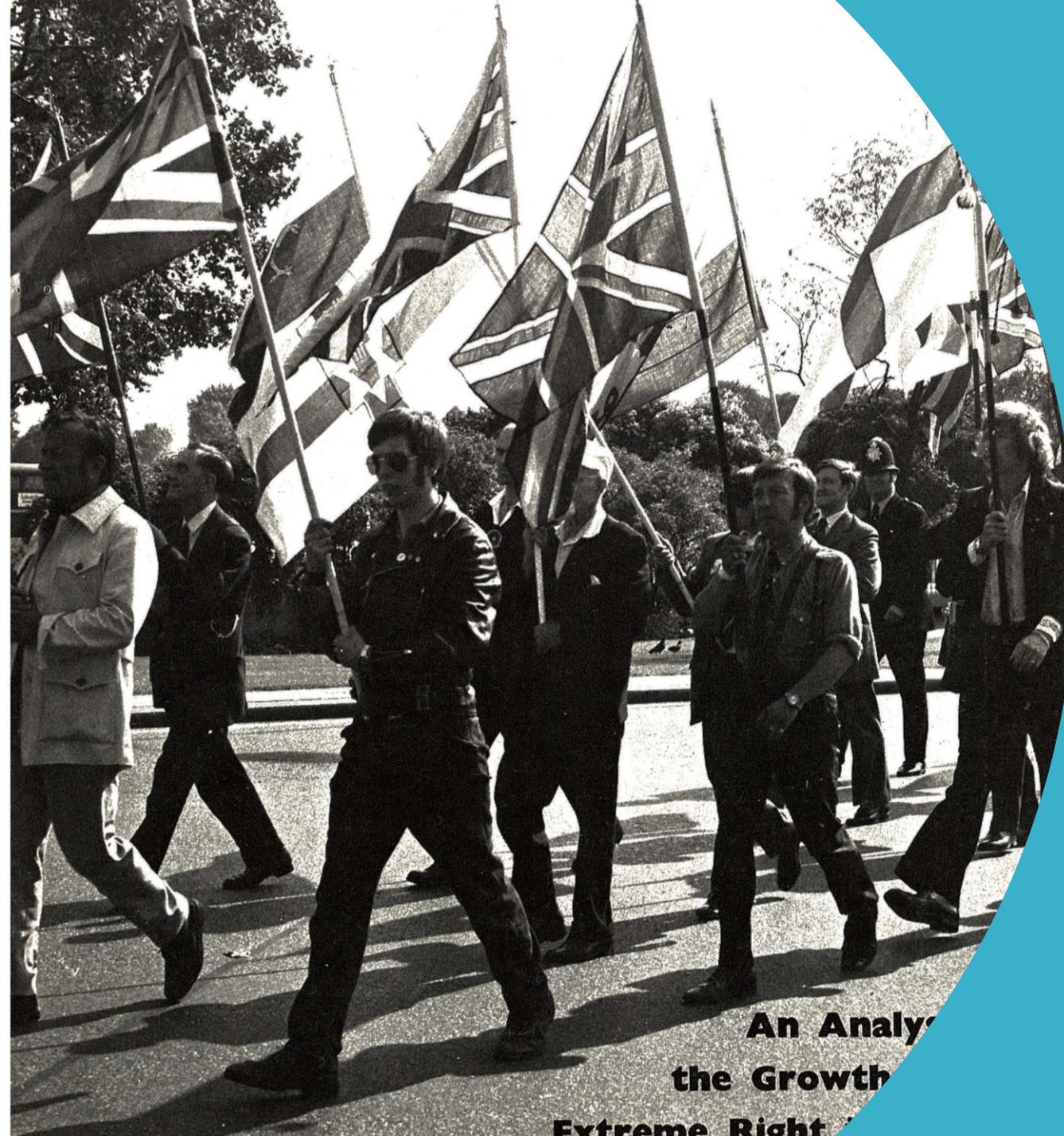


Quick Housekeeping

- Content warning – Some images in the presentation come from the archive material.
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- Daniel.Jones@Northampton.ac.uk
- Siobhan Hyland – Doctoral Candidate, University of Northampton. Research Assistant, Searchlight Archive.
- Siobhan.Hyland@Northampton.ac.uk
- Talk is focused on a project about the role of Archival Sources within Active Blended Learning, based on a journal article submitted to the Archive and Records Association journal.

Background

- Archive based around Searchlight Collection, the records and archived investigations of *Searchlight* magazine.
- *Searchlight* founded in 1964 as an anti-fascist and anti-racist organisation, monthly since 1975. Still published quarterly to this day.
- Origins of *Searchlight* lie in Jewish defense organisations 43 Group and 62 Group, later incorporated more figures from labour movement.
- Contains lots of material from domestic and international far-right and anti-racist organisations.
- One of the largest collections of its type, and contains a number of duplicates that cannot be disposed of in normal archival methods.



**An Analysis
the Growth
Extreme Right**

But why are we here today?

Why are radical pedagogies in archival practice important to diversity?



- Archive professionals of the future will be those who use archives in their education – Historians or otherwise.
- Eastwood, Terry. "A Personal Reflection on the Development of Archival Education" *Education for Information* 33, no. 2 (2017): 75-88. doi: 10.3233/EFI-170990.
- This is important when dealing with Radical Collections which may have deeper resonance with BAME and other diverse student groups, and a Library, Archive and Museum (LAM) sector that remains largely white.
- Beilin, Ian. "The Academic Research Library's White Past and Present." In *Topographies of Whiteness: Mapping Whiteness in Library and Information Science*, edited by Gina Schlesselman-Tarango, 79–98. Sacramento, CA: Library Juice Press, 2017.
- Collection policies and outreach programs are driven by those in the field. Archives are under tremendous pressures, and cataloguing lags years behind.
- *Radical Collections: Re-examining the Roots of Collections, Practices and Information Professions*, edited by Jordan Landes and Richard Espley, London: University of London, 2018.
- Decolonising the curriculum – important to do. But unless sources and content are decolonised as well as subjects, it won't address some of the issues some wish it to.

The Project – Archives in the Classroom

Academic Year 16/17 – Funded by the Institute for Learning and Teaching, University of Northampton

- A model for using archival material to enhance student engagement and improve outcomes within an HE setting.
- Built upon existing archive and heritage sector practice.
- Based around active blended learning model – Physical teaching boxes, VLE-hosted material, contextual videos.
- Contextual material important – material needs to be usable for teachers and tutors. Also important to frame extreme material.
- Bailey, Michael, and Simon Popple. "The 1984/85 Miners' Strike: Reclaiming Cultural Heritage." In *Heritage, Labour and the Working Classes*, edited by Laurajane Smith, Paul A. Shackel, and Gary Campbell, 19-33. Abingdon: Routledge, 2011.

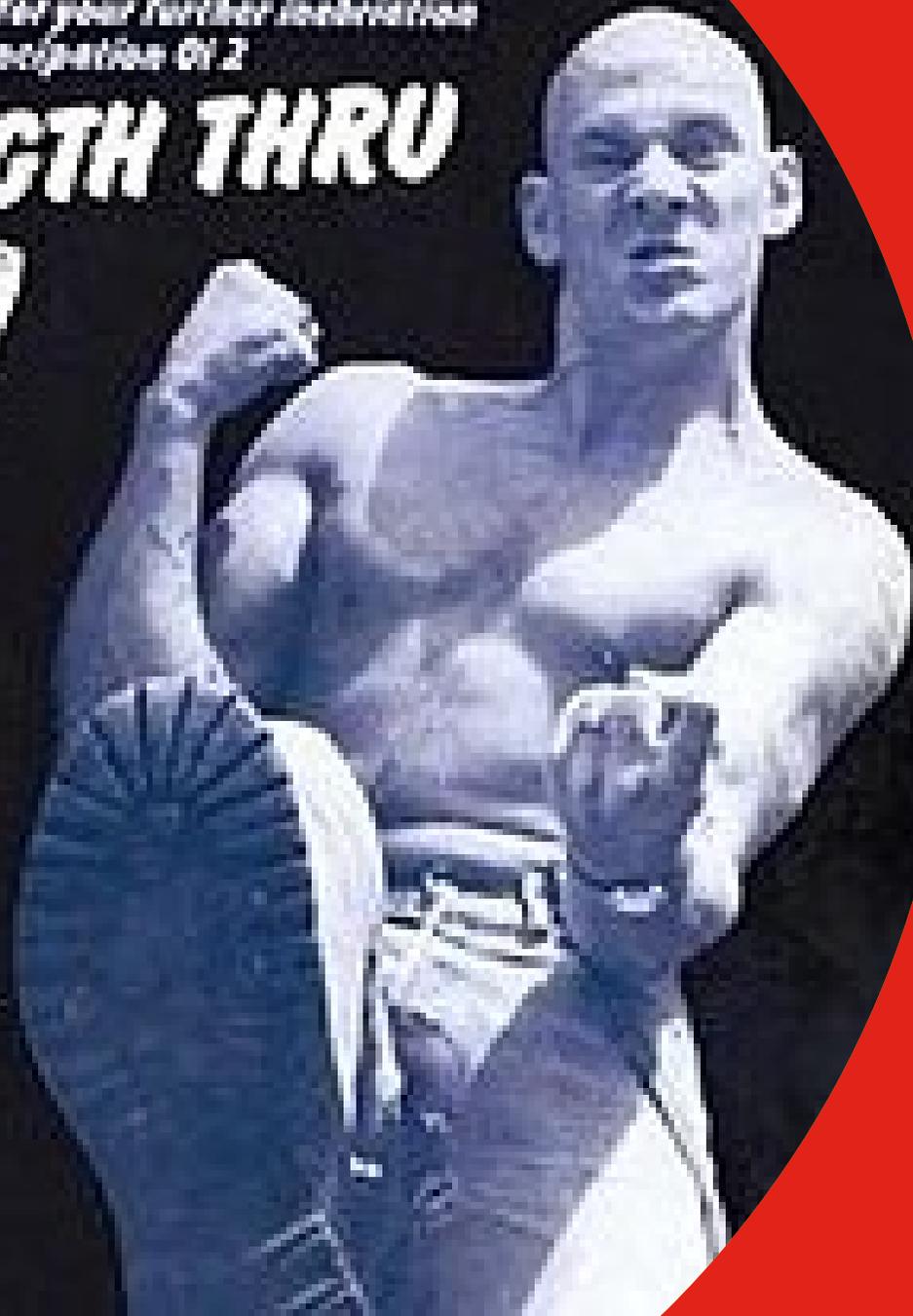


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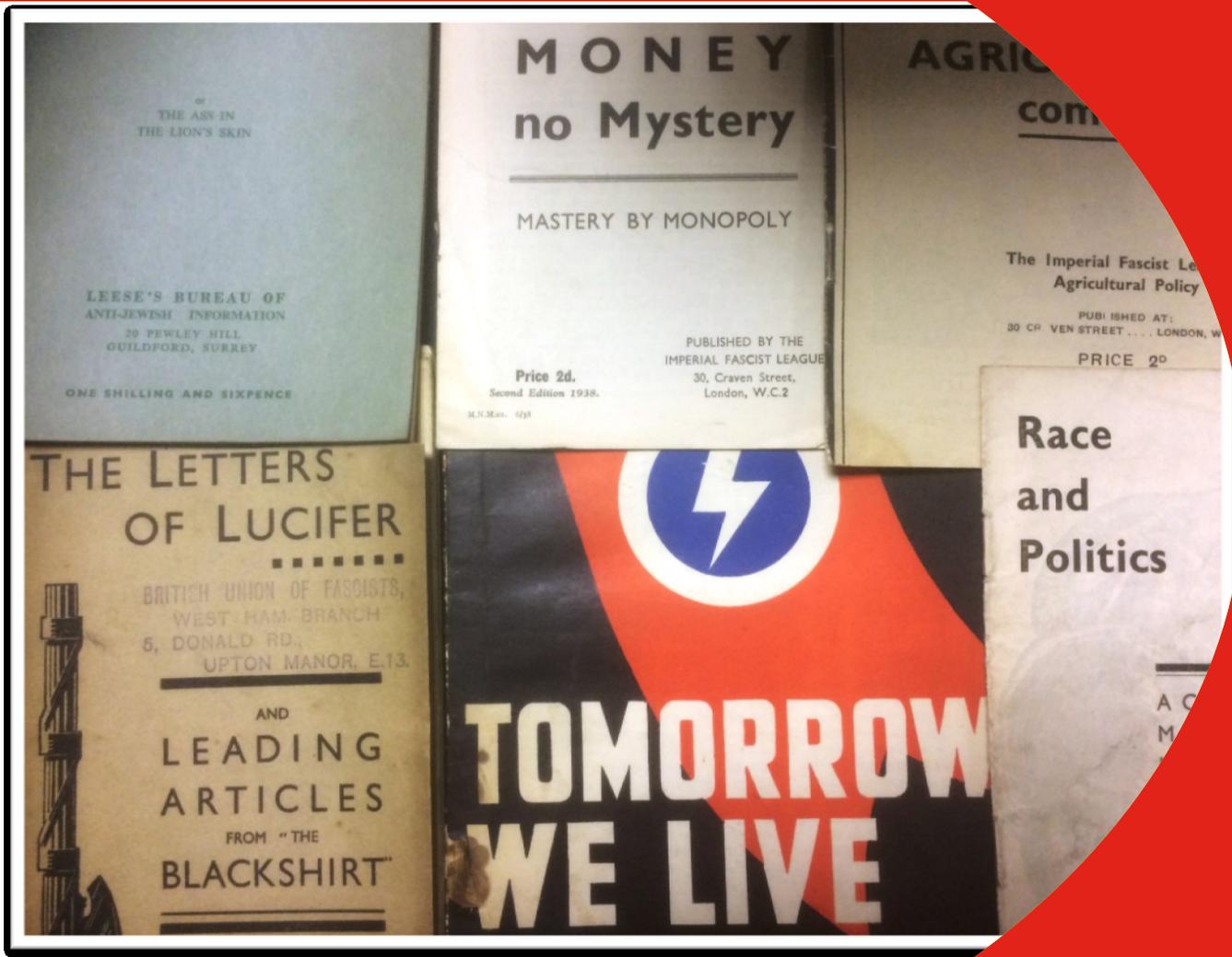
Featuring
SPLODGE
4-SKINS
MFA-RIOT
THE STRIKE
TOY DOLLS
COCK
SPARRER
LAST RESORT
+ MANY MORE



Theme Boxes

- Available in tailored format or in pre-packaged themes, which academics could 'drag and drop' onto their module's VLE site.
- Material cross referenced and arranged so multiple boxes within one session could be used, or multiple sessions within one module
- VLE does pose obstacles to accessibility – needs to be recognised.
- Power, Christopher, Helen Petrie, Vasily Sakharov, and David Swallow. "Virtual Learning Environments: Another Barrier to Blended and E-Learning." In *Computers Helping People with Special Needs*, edited by K. Misenberger, J. Klaus, W. Zagler, and A. Karshmer, 519-526. Berlin: Springer, 2010.
- Boxes booked out in normal archival manner.

Pilot Modules



- Modules in Sociology, Criminology, History – Undergraduate and Postgraduate.
- Engagement varied – some one box for one week, some multiple boxes over multiple weeks + assessment.
- Had to balance access vs archival processes – but sharing of knowledge should be prioritised alongside or over existing professional practice.
- Stevens, Flinn and Shepherd, 'New frameworks for community engagement in the archive sector: from handing over to handing on,' *International Journal of Heritage Studies*, vol. 16 no. 1-2, (2010)
- Project assessed through surveys and feedback sessions with tutors.

Student Feedback

PAPER OF THE YOUNG NATIONAL FRONT

ISSUE No. 30

SELF DEFENCE IS NO OFFENCE!

We must
defend
ourselves!

If strangled from behind – twist
his fingers.
Get hold of his little fingers, twist
them and force them back
as hard as you can.



We must
defend o
Old Fo

- 9 out of 33 access material digitally, 24 out of 33 in a blended fashion.
- 2 preferred digital, 4 physical, 18 blended
- 'Archival Material enhanced my knowledge of the subject' – 93.9%
- 'The archive material made the subject more engaging to me' – 90.9%
- 'The use of archive material enhanced my learning experience' – 93.9%
- 'There was sufficient material available' – 97%
- Were there any problems accessing the material? – 100% reporting no problems
- 'I would want to use similar materials in other relevant modules' – 90.9%

Long-Form Feedback



birds of a feather marching to

This picture shows three of the biggest confidence tricksters in Britain marching together, each with his little Nazi badge in his lapel, are Nazi leader Colin Jordan, National Front leader John Tyndall, and

- 'Helped [me] remember the lesson better'
- 'Looking at the material in person made it more engaging'
- '[a] very enjoyable learning experience'
- 'You get to use the materials of the past'
- 'Being able to access them both digitally and physically was useful'
- 'Access to online sources made it easier to complete work outside the classroom'
- 'These publications have enhanced my academic creativity and I would like to access more digitally'
- Some use of archival material since then for English Literature – dystopian literature

Christian Vanguard

Official Publication of the
NEW CHRISTIAN CRUSADE CHURCH
A Publication Compiled For The Elect

No. 69 HE WHO KNOWS THE TRUTH AND DOES NOT SPEAK OUT, IS A MISERABLE CREATURE

JESUS WAS NOT A JEW

Oren F. Potito

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hat's right...we
RACIAL JEW IS
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thereby identifying
eir father

well for you to note here that
Jesus further blames these
Jews for all the deaths of
righteous people from the be-
ginning of time right down to
this day. This is not a state-
ment of man but of our saviour,
the Lord JESUS CHRIST who
never lied and spoke only the
truth. Every word contained in

being God's Chosen People,
they are SATAN'S CHILDREN!
Let us turn for proof of this, to
the eighth chapter of John the
42nd verse. The Jews have just
said to Jesus, we are God's
Chosen People, God is our
Father. Jesus did not answer
the Jews the way ninety-nine
percent of our preachers do

my speech? . . . it is because you
cannot hear My Words" (Read
carefully the 44th verse) Jesus
said to the Jews, "You are of
your father the devil and the
lusts of your father you will do.
He was a murderer from the
beginning and abode not in the
truth because there is no truth
in him. When he speaks a lie,

Jesus Christ instru
His followers to do
true Christian is n
refraining from sm
drinking. Yes, it e
more than that. On
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words of Jesus Christ,
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Conclusion

- Overall, successful model which students found engaging and which students claimed deepened their understanding of topics.
- Archival material highly engaging, more so than other primary source material in 'flat' or decontextualized ways
- Did raise questions about confidence with students – around referencing archival sources and lack of confidence.
- Project did reduce barriers to access – but more needs to be done
- Siobhan will speak about one of the ways we tried to overcome some of those barriers

Introduction to Session 3 and Session 4 of the MOOC project

Siobhan Hyland



Overview of the MOOC: in brief

Session 1: Introduction to the MOOC

Session 2: Catalogue skills

Session 3: Critical Analysis

Session 4: Focus on: The Far Right

Session 5: Referencing Skills

Session 6: Summary of Skills

Session 3: Critical Analysis

- Key questions covered in this session:
 - Is the argument supported by evidence?
 - Are there any flaws?
- What is the argument trying to convince me of?

Learning Object Title
Welcome to the Critical Analysis Session

This session is focused on critical awareness. Critical is not the same as criticising, which is usually quite negative. Critical thinking, according to the Oxford Dictionary (2018) is:

NOUN
mass noun

- The objective analysis and evaluation of an issue in order to form a judgement.
'professors often find it difficult to encourage critical thinking among their students'



Example activities

Learning Object Title

Critical awareness exercise

This image has come from the magazine Spearhead, August-September 1964 edition.

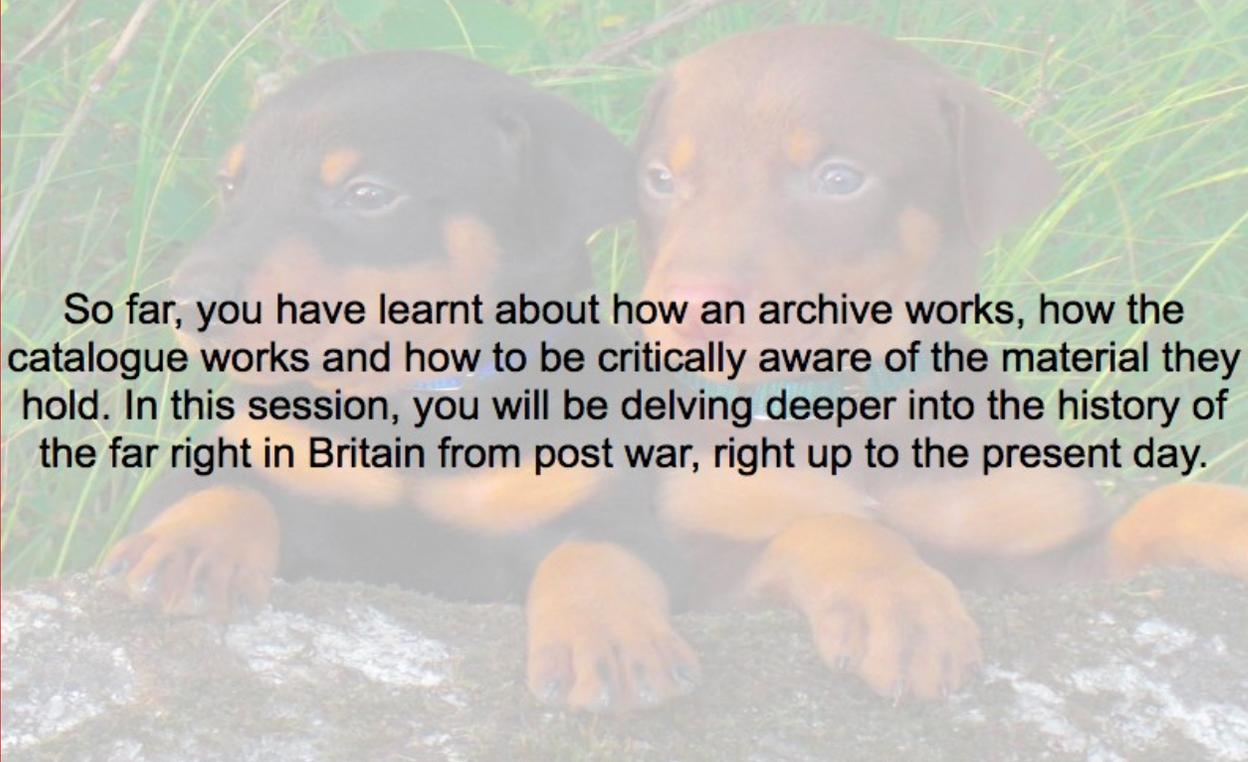
Spearhead was a far-right magazine, edited by John Tyndall, who you can read more of in Session 4 of this MOOC. Opponents of Tyndall and this magazine regard it as highly fascist and racist in its content.

The image here goes with the headline, "*Some social achievements of the third Reich*". Have a look at the image and along with what you already know, and comment on how critical it is of the Third Reich.



Session 4: Focus on the Far Right

Welcome to Session 4!
Welcome to Session 4 - Focus on the Far Right 1945-present

A photograph of two puppies, one black and tan and one brown and tan, sitting on a rock. The image is semi-transparent, allowing text to be overlaid on it.

So far, you have learnt about how an archive works, how the catalogue works and how to be critically aware of the material they hold. In this session, you will be delving deeper into the history of the far right in Britain from post war, right up to the present day.

Navigation icons: back, search, forward, 1 / 14

Schedule of activities:

The screenshot displays the Xerte online toolkit interface. On the left, a tree view shows the course structure for 'Welcome to Session 4!'. The right panel shows configuration settings for the selected learning object.

Learning Object Title: Welcome to Session 4!

Navigation: Linear

Default Text Size: 12

Language: English (en-GB)

Theme: Xerte Online Toolkits

Display Mode: Default

Responsive Text:

Course Schedule:

- Welcome to Session 4!
- Welcome to Session 4 - Focus on the Far Right
- Aims and objectives of the session
- British far right in the post war period
- Test your knowledge 1945-1967: True or false?
- British far right - the growth and decline of the
- Test your knowledge 1968-1982: true or false?
- British far right - the emergence of the British
- Test your knowledge 1983-1999: true or false?
- British far right and the internet of hate
- Test your knowledge 2000-present: true or fals
- Summary
- Match the figure to the correct time period
- Rhetoric
- Warning

Conclusion and reflections:

Key milestones:

- Filming of small clips to insert into the sessions, working with Learntech (Rob Farmer) and engagement in cross-faculty working.
- ILT Conference
- Project ended: June 2018.

So what next



- We are just submitting a funding bid to examine directly what impacts this material might have, negatively and positively, on its use with BAME students within our cohorts – and also engaging with the wider BAME community to understand the concerns/benefits.
- Continuing to work on how these materials can reveal ignored histories – women in anti-fascism, CARR Conference, May 2019
- Continued archive expansion – ever onwards!
- Small steps - #OnThisDay in anti-racism
- Do get in touch if we can ever help or you want to talk:
- Daniel.Jones@Northampton.ac.uk
- Siobhan.Hyland@Northampton.ac.uk