

Learning by Doing



TEXAS WOMAN'S
UNIVERSITY

Interdepartmental Collaborations to
Support Experiential Student Learning

Why?

- Why experiential education
- Why archival projects

Projects We Did

- [Moments of Inscription: The Lives of Women Through Their Letters](#)
- [Whole Body of Cookery, 1673 Digital Edition](#)
 - [Fish: and how to cook it, 1866](#)
 - [How to cook game in 100 different ways, 1867](#)

Benefits

To Students

- Familiarizes students with hands-on research
- Students make connections to materials
- See behind the curtain of how archives shape stories
- Demystifies the process of getting materials online

To Faculty

- Expand the range of learning opportunities in their classes, benefits to their own pedagogical practice and scholarly practice
- Build essential relationships with the folks who make our research possible (esp for we humanities folks)
- Learn more about the collections and can design more classes with collections in mind

Benefits

To Librarians

- Reinforce the importance and centrality of the library to the intellectual life of the university
- Experience collaborating outside of the library, testing processes, documentation
- Gain a wider knowledge of what the library can do to support faculty and student learning
- Identify new areas of collections to build, libguides to build, etc. // how to incorporate multimodality into other disciplines
- Opportunities to play with important technologies

Obstacles

- Clarity of roles, multiple stakeholders
- Coordination
- Miscommunication
- Perfect is the enemy of good/done

Best Practices

- Get ahead of faculty, frequently and consistently
- Plan it out ahead of time- meetings, MOU, project charter, project plan
- Clear communication
- Regular check-in meetings with library stakeholders, and all stakeholders- in-person is best!
- Find people you jive with

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