## Transforming Student Learning with Authentic Research Experiences: Publishing Student Research (Papers) Online

## **Background Considerations**

- Undergraduates can and do produce valuable contributions to knowledge
- Preserving them and making them publicly accessible has dual benefits:
  - 1. Interested public and other scholars can access and draw upon this work
  - 2. Students are motivated to do better work, and value what they do more, if public
- Devise assignments that can augment scholarship, and publish the results online
  - 1. Oral history
  - 2. Work with new scholarly monographs, or scholarly presentations on campus
  - 3. Real (but non-archival) historical research

## Developing a model; dead-ends & pitfalls

- 2003 Lower Div. GE course initiave: "Interdisciplinary Perspectives on the Holocaust" (Hist 33d)
- Published group projects on course website
  - o Observations:
    - Several got LOTS of hits (stats for Year 2012: <u>lsit.ucsb.edu/history/marcuse/stats</u> & below)
       Versailles Treaty & economy of 1920s: 19,000 & 29,000
       Eva Braun (Hitlers mistress/wife) & camp guard Ilse Koch: 9,000-10,000
    - Those with images got far more hits (timing: high school students in May)
  - o *Pitfalls*: quality control (accuracy, editing, plagiarism--see <u>Nazi women page</u>) Copyright, student permission, later removal (google & internet archive caching)
- Iterations/improvements
  - o timeline to ensure proper quality control (week 3 prospectus, week 7 draft due)
  - o set grade threshold for web publication
  - o include "best links" with annotations (to improve general google search results)
  - o SEO (search engine optimization): filenames, key words, indexing, wikipedia links
  - make less labor intensive (web 2.0 upload page using php):
     <a href="http://www.history.ucsb.edu/faculty/marcuse/classes/133d/133dproj/10proj/upload.php">http://www.history.ucsb.edu/faculty/marcuse/classes/133d/133dproj/10proj/upload.php</a>
     Pitfall: I lack programming skills to update from course to course; now using GauchoSpace

## Levels of sophistication & quality

- Lower division non-majors (and majors, see Hist 33D above)
  World History survey (Hist 2c): campus events (<u>prizewinners published</u>); oral history assignment
- Upper division lecture courses (Hist 133A,B,C,D): "book essay assignment"
  Only those with qualifying drafts, opting to publish (shorter final exam), & with "ancillaries" (about the author, abstract, annotated bibliography & linkography)
  - o Timeline
- History capstone proseminar (<u>Hist 133P</u>, also DR & Q): real research (easier as pdf, but plagiarism?)
- Group independent research seminar: Holocaust Oral History Project (1999-2002--site history lower left)
- History honors thesis seminar (listing theses, publishing my own students' theses): Best papers page

