

Using Oral History to Empower Underserved Students: Survey (all questions)

Instructions:

Dear colleagues,

I am conducting research for a book on using oral history to empower underserved students, and I want to hear your story! I have identified three potential groups to highlight:

1. Faculty, staff, and administrators with suggestions on how to incorporate oral histories and personal stories to make their own lessons, presentations, and materials more relevant to future and current students;
2. Faculty who have created their own interview-based projects in order to engage students in their discipline's research processes;
3. Faculty, staff, and administrators who have collaborated and engaged students across disciplines, using oral history as the launch pad.

I'm circulating an open-ended survey to colleagues who may identify with one or more of these groups. I'd like to know about your experiences using oral history to empower your students.

Thank you for giving of your time and wisdom to this project. This survey is long. It is open-ended and it asks a lot of you. But there is a reason for this. My hope is that I will be able to use answers from you and others to demonstrate mini case studies or vignettes of projects that are working around the country, so the more you share, the better I can tell your story. That said, except for the identifiers and the required question on consent, you are encouraged to skip around. Only answer the questions that interest or pertain to you. Perhaps look for the sections that apply to the group you most identify with (see above.)

For this survey, I went old-school. I've attached a document with the questions for you to answer. Click here for the PDF of all the questions:

<https://southphoenixoralhistory.files.wordpress.com/2021/05/using-oh-to-empower-underserved-students-survey-all.pdf> You're free to write save, and share a document, or simply respond in email directly to me. You may also give me a phone call and tell me your answers if you don't feel like writing. If you would prefer to complete a Google Form, here is the link: <https://forms.gle/2zzMuUTR4Gkvw3J46>

Thank you again. I look forward to reading your stories and sharing the results with you!

Sincerely,

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Co-Founder, South Phoenix Oral History Project

Required questions for all survey responders:

1. Name (first, last, and salutation)
2. Institution
3. Field, discipline, or role
4. Email address
5. Consent: This survey is voluntary. You may choose not to answer any of the questions or stop taking the survey at any time. Please indicate before submitting this survey that you consent to your answers being interpreted, quoted, presented, and/or published. Please indicate your consent. For example, you may write:
 - a. I consent to my answers being interpreted, quoted, presented, and/or published.
 - b. I consent, but please use a pseudonym for me and my institution.
 - c. I do not consent.
6. Your materials. Have you written or presented on using oral history to empower students? If so, please share links or citations here, so that I may include your work in my coverage of your story.

Questions for all about empowering underserved students:

1. In your role, do/did you see yourself as someone who might empower students? Why or why not?
2. Do you think it is equally or more important to engage and empower underserved students, specifically? Why or why not?
3. How do you think oral history can be used for culturally relevant teaching and student empowerment?

Questions for faculty, staff, and administrators with suggestions on how to incorporate oral histories and personal stories to make their own lessons, presentations, and materials more relevant to future and current students:

1. Why did you think oral history or personal stories might help make lessons/materials/presentations more relevant to students?
2. What was one lesson or presentation you made more relevant through oral history? (Provide the name or brief description of the assignment, lecture, or lesson)
3. How have your lectures, lessons or materials improved with the use of oral history and personal stories?
4. Pie in the sky: If you had access to video or audio from every single person in the world's oral history, whose stories would you use to make your lectures and in-class activities more engaging and why?
5. Where do you look for oral history materials to use in your in-class lessons?
6. How can using oral history in your lectures and in-class activities make class more culturally relevant or empowering for students?

Questions for faculty who have created their own interview-based projects in order to engage students in their discipline's research processes:

1. How might oral history teach students about the research process?
2. Which part of the research process (relevant to your field) seems to be most difficult for students?

3. Why do you think students struggle so much with this part of the process?
4. Why might a student from an underserved background be at a disadvantage when it comes to researching?
5. How do research skills empower your students in and out of your field?
6. Do you think a personal story or oral history might help students to care about the research process? Why or why not?
7. How might an interview-based project fit within your curriculum?
8. What are some challenges you might face if you included an interview-based research project in one of your classes?
9. How might an interview-based research project engage students in your discipline's research process in a new or unique way?
10. Do you think oral history might help students with the specific part of the research process that you previously recognized as being difficult? Why or why not?

Questions for faculty, staff, and administrators who have collaborated and engaged students across disciplines, using oral history as the launch pad.

1. Why might cross-discipline collaborative work engage students?
2. How might oral history provide a launch pad for cross-discipline collaboration?
3. What is one discipline on your campus that you work well with, or could see potential for collaboration? Why?
4. What classes on campus – outside of your discipline – seem particularly resonant with the content you teach? Which seem outlandishly out of the box when it comes to relating to the content you teach? Why?
5. Would you ever consider partnering or collaborating with someone “outlandishly out of the box” disciplines? Why or why not?
6. How might oral history help bridge the gaps between your discipline and the work of other faculty?
7. If you could design a cross-campus oral history-based collaboration, who would you want to work with and why? (Provide types of colleagues, describe work styles or skills, no names necessary).
8. If you were to create an oral history-based collaboration, how would you go about creating the partnership?
9. What are the unique demands of collaborating with colleagues outside of your discipline?
10. What role(s) do you imagine the students playing in this collaboration?
11. How (if at all) do you evaluate student contributions, colleague contributions, and success of the project?