Linking the past with the future ensuring the longevity of archival collections and accessions
Introduction
1. Introduction

- 21st century - easier access to information, promoting multilateralism; opportunities for tracing histories through various platforms.
- Digital technology allows individuals in remote regions to uncover narratives from collections made available online.
- Widespread access, regular marketing and public awareness campaigns - can ensure the sustainability of archival institutions and generate interest amongst new users.
- More effective use of technology - showcase archival collections; relationship with the education curriculum - generates new interest in these archival holdings.
- Demonstrated: cases - United Kingdom, Australia and Chile
2. Background to the study

- South African cultural organisations, as trusted archival custodians - undertake digital preservation projects;
- need to collaborate with the educational sector to ensure collections are more broadly used.
- Crucial - facilitate effective access and sharing of information to a wider audience
- Encourage teachers to include material in their curriculum development and teaching activities.
- Easier access to more users, encouraging teaching and learning of school children could promote multi-culturalism.
2. Background to the study (2)

• The effective utilising of available technology to highlight and draw attention to collections, providing easier access and facilitating the education process - ensuring the longevity of archival collections and public archival services.
3. Problem statement and research questions

• Technology should not be used to exclude communities (Pres Nelson Mandela)
• Use digitisation as a way of bridging the divide
• Enable communities in remote areas to access information
3. **Problem statement and research questions (2)**

The research questions that shaped this enquiry are:

i) What ventures have public archival facilities around the world embarked upon to generate interest amongst the millennials?

ii) How archival collections are made available to facilitate teaching and learning experiences of scholars?
4. Literature review

4.1 Digitisation - renewed interest in heritage entities

4.2 Facilitation of teaching and learning through archival collections

4.3 Collaborative partnerships with teachers in interests of literacy and heritage
4.1 Digitisation - renewed interest in heritage entities

- Sulej (2014): one effective way of ensuring that the public archives are regarded as accessible institutions to all citizens – comprehensive educational programmes,
- generate interest amongst the public and communities
4.1 Digitisation - renewed interest in heritage entities (2)

- Using digitisation and other technological means will enable archives to serve the “traditional” researcher as well as the millennials (Gollins & Bayne 2015)
- Wider public - more knowledgeable, skilled and interested in using digitised historical content and
- archives will fulfil their mandate (Larsen 2013)
4.2 Facilitation of teaching and learning through archival collections

• Aspects of a report by Gaffney (2010) on what motivated Australian teachers to incorporate digital resources as teaching aids may be pertinent to South Africa.

• **Aspect 1:** Socioeconomic circumstances, personality and communication styles - influence teachers to include technological tools and digital resources.

  Also sufficient technical support and leadership from school management
4.2 Facilitation of teaching and learning through archival collections (2)

- **Aspect 2**: Perceptions, interests and experiences of scholars concerning technology and digital content are catalysts

- **Aspect 3**: Persuading teachers to include digital content needed more than training and digital technical competency levels – Collaborative partnerships between teachers, education authorities and institutions housing digitised collections (archives, heritage institutions)
4.3 Collaborative partnerships with teachers in interests of literacy and heritage


- Vital is support
4.3 Collaborative partnerships with teachers in interests of literacy and heritage (2)

- Important - broaden the scope of information literacy practices in South Africa for both teachers and learners
- Concrete action plans from Government to enable public schools access to infrastructure and know how to participate in collaborative partnerships
5. Methodology

- pragmatic, exploratory multi methods study
- aims to ascertain how technology can improve access and utilisation of heritage resources; and
- how such collections may enhance educational experiences of scholars, with specific relevance to the South African context.

For this paper, data was gathered from observing websites and social media sites of public archival institutions in United Kingdom, Australia and Chile.
6. Evidence

6.1 Sinking of the Titanic – National Archives of Northern Ireland
6.2 Virtual reading room (*Vrroom*), Australia
6.3 Chile National Archives
6.1 Sinking of the Titanic

• Digital collections available to interested researchers – gathered for the centenary (2012)
• Includes video footage, stories, podcasts, statistics, manuscripts, photographs, artefacts and memorabilia
• Valuable sources in generating interest in events and developments among the digital natives and create an interest in researching and preserving such collections
What Titanic means to me
James Cronan, Records Specialist

What Titanic means to me
Rudi Newman, Academic and Historian

What Titanic means to me
Peter Boyd-Smith, Maritime Historian

A short film highlighting the records held by The National Archives on the sinking of the Titanic.

PODCASTS

Titanic: the official story
Using original documents, James Cronan takes you through a history of the ship, from its construction to its fateful end.

A crewman on Titanic
This talk traces the life of a crewman and investigates what life was like in Southampton after the tragedy.

The Last Night of a Small Town
John Welshman’s talk reconstructs the histories of 12 inhabitants of the ‘small town’ Titanic has been described as.

Women and children first
This session aims to look at the social context of why women and children were evacuated from the Titanic first.
TITANIC IN NUMBERS

324 1st class
709 3rd class
284 2nd class

ARTEFACTS AND MEMORABILIA

Wisteria pattern chinaware
Letter written by Frederick Woodford
Original construction gantry fragment
Reproduction milk jug
Original cigarette tin
Chef pattern chinaware
Share certificates
Relief fund cheque
Ticket for turkish bath
Contemporary newspaper

EDUCATION RESOURCES

Book live virtual classroom sessions

The Sinking of the Titanic
Why were so many lives lost?

Or try our online lesson now

Life Aboard the Titanic
Who was on board?
The Story of Thomas Andrews
First Class Passenger and Designer of Titanic

Thomas Andrews was born on Friday 7 February 1873 at Ardara House, Comber, County Down, in what is now Northern Ireland. He was the second of six children born to Thomas Andrews, a member of the Privy Council of Ireland, and Eliza (Lizzie) Pirrie, whose brother was Lord William James Pirrie, chairman of the shipbuilders Harland and Wolff.

He married Helen Reilly Barbour on 24 June 1908 and a daughter, Elizabeth, was born on 27 November 1910. On the 1911 census the family are shown as living at Dunallon, 12 Windsor Avenue, Belfast, which was a large detached house, along with five servants.

Thomas Andrews began working at Harland and Wolff as an apprentice at the age of 16 and quickly progressed. He became Managing Director of the design/draughting department and Chief Naval Architect in just over 20 years. By the time the Olympic/Titanic contract had been struck with White Star Line he had already worked on Celtic, Cedric, Baltic, Oceanic and Adriatic. Thomas boarded Titanic on her maiden voyage, as he had done on Olympic and several other ships, to ensure that everything went smoothly, heading up the so-called Guarantee Group. He embarked as a first class passenger with ticket number 112050 and was seen by passengers and crew with his notepad and pencil making notes during the voyage.

At the British Wreck Commissioner's inquiry, Saloon Steward James Johnson stated that he saw Andrews and Captain Smith inspecting the flooded areas of the ship, including the mail room and racquet court. Thomas concluded that the ship would sink in about two hours. Steward John Stewart stated that he saw Thomas Andrews moments before the ship went down, standing silently in the first class Smoking Room, with his lifebelt lying discarded nearby. He did not survive the sinking of Titanic and his body was never recovered.
• Australian National Archives is an active collaborator in the country's initiative, known as the National Digital Learning Resources Network (NDLRN).
• This initiative consists of "resources collections, delivery infrastructure and metastandards" - primarily focused on providing educational portals to the entire country
• The portal comprises of 16000 digital objects
• Provide teachers with resources that can inspire and challenge scholars - original documents, photographs, maps and audio-visual material
• No fees are charged to the schools using these resources.
What is Vrroom?

Easy access for students and teachers to selected records from the National Archives collection.

Search topics for diverse and surprising records about Australia’s history.

Explore classroom resources, including 10 new World War I groups, that align to the Australian Curriculum: History, Civics and Citizenship.
6.3 Chile National Archives

• Archival collections for educational purposes in age appropriate pedagogical instruments

• Identified 4 broad themes:

  i) genealogy or family history,
  ii) local histories relating to urban and rural areas,
  iii) themes of national significance, and
  iv) Chile's interactions on the global stage
Es una plataforma que almacena y preserva diversos sitios web nacionales con la finalidad de permitir a los usuarios que puedan volver a navegar a través de ellos, incluso si éstos han cambiado sus contenidos o bien han dejado de existir.

El objetivo de este servicio es asegurar la disponibilidad de la información y el conocimiento generado en formato digital por parte de diversos sitios web, considerando la eventual
7. Discussion and Recommendations

- Ruth Gordon - *The Heritage Portal* encourages the deployment of "technological innovations" to establish platforms for South African millennials to become heritage enthusiasts.

- Access to items such as maps, charts, sketches, artwork, slides and stories are ideal tools for children to develop an interest in the country's archival heritage (Gordon 2016:2-3).
Digital collections can also provide information on many areas of research, including:

- narratives of individuals and communities affected by the economic prosperity and hardships, wars and conflicts
- South Africa's industrialisation,
- transformations of urban space, etc
7. Discussion and Recommendations (3)

- The paradigm shift towards digitisation and improved access requires vibrant, active and collaborative partnerships and for archivists to actively promote their holdings.
- New users need to be encouraged and the sustainable utilisation of archival collections and heritage institutions should be promoted.
8. Further research

• into international and local case studies focussing on the use of technology to enhance archival collections and the use thereof for educational undertakings.

• how South African schools access and utilise online collections made available by heritage entities, museums, libraries with manuscript and archival collections, and archival institutions.
Conclusion

• Access to information and literacy abilities enabled by archival collections can invigorate imagination and empathy with past events and extend users' horizons and allow them to make up their own minds and cross-reference their findings.

• There should be no reason why archival collections, particularly those in the public domain, should not be better incorporated as educational tools.