Use of Digital Archives during the COVID-19 Pandemic by Murray State History Students

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USE OF DIGITAL ARCHIVES DURING THE COVID-19 PANDEMIC BY MURRAY STATE HISTORY STUDENTS

Many historians experience going to an archive and sifting through physical material, hoping to find a source that validates their thesis or sheds new light on a topic. In fact, many college history departments require their undergraduate students to complete an independent research-based project in which they utilize primary sources.[1] At the masters and doctorate levels, history students conduct original research utilizing unique sources in order to complete their theses and dissertations. Andy Barrett explains that when graduate students search for primary source materials, they often need to travel outside of their locale to access various archives and special collections.[2] While the use of digital collections has increased in the past two decades, not all physical collections can be digitized, necessitating students and historians to still visit archives in person. Nevertheless, the increase in digitized materials prompts an updated analysis of research trends and preferences.

In recent years, researchers have been able to utilize both physical and digital collections, increasing research efficiency. During my time as a history graduate student, professors encouraged students to choose local topics. The idea was that topics local to the area relied on original research that required unique materials from archives and physical collections in the region. Widely accessible digitized materials may have already been well researched and analyzed, limiting the opportunities for original research.

The COVID-19 pandemic required many archives and museums to close or drastically limit their in-person services. Even the National Archives and Records Administration closed all research rooms nationwide, only reopening them in June 2021.[3] Historians who expect to be able to access certain collections face new challenges in how and what they can research. This has impacted second-year graduate students here at Murray State University, for example, who are required to write a research article based on original primary source material in order to complete their degree program. During the fall 2020 semester, this change prompted history faculty to reach out to me, as the subject librarian for history, to deliver an instruction session tailored toward archival research and discuss accessing digital materials during this time.

Historians Alan MacEachern and William J. Turkel address this predicament, stating, "historical research is never strictly about accessing everything we need, but about accessing what we can, and stopping when time, resources, and the availability of sources tells us to."[4] Since students are relying mainly on digitized sources for their research projects, it is an ideal time to observe and analyze what types of digitized materials they are searching for and what affects their decision making when identifying relevant collections or repositories online.

The goal of the study was to explore how history students search for primary source materials, particularly in a digital environment. The survey instrument, based on Alexandra Chassanoff's

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[1] Jones, Barrow, Stephens, and O'Hara, "Romancing the Capstone," 1098.
[2] Barrett, "Information-Seeking Habits," 326-27.
[3] Ferriero, "An Update for Researchers from the Archivist."
[4] MacEachern and Turkel, "A Time for Research Distancing."

2013 study, looked at how history students search for primary source materials; what types of materials they utilized for their research; and what factors influenced their use of digitized materials.[5] This study captures a unique moment in time, hopefully providing insight on how the COVID-19 pandemic impacted the research process. Due to the unprecedented nature of the COVID-19 pandemic, I was not able to create a large study that looked at history students at universities across the nation. Unfortunately, this resulted in a small sample size.

Graduate cohorts in the history department at Murray State University tend to be fairly small, with six students enrolled in the graduate seminar course during the fall 2020 semester. There were a few more undergraduates conducting historical research, with eight students enrolled in the senior research seminar during the fall 2020 semester and nine during the spring 2021 semester. Campus special collections and archives contains materials relevant to the cultural history of southwestern Kentucky and northwestern Tennessee, including regional/county histories, manuscripts, and oral histories. Digitized materials include regional newspapers, campus documents, and selected manuscripts that have been featured in digital exhibits. Additionally, there is a limited number of cultural institutions in the region, which contributes to why students tend to go online to find primary sources.

An expanded study has the potential to provide insight on what types of materials archives, libraries, and other cultural institutions should be making accessible to researchers, specifically those who can only access repositories remotely. Such data can also be used to identify gaps in archival/library instruction by looking at the search strategies and types of digitized primary sources most often utilized by students.

Literature Review

Significant studies on the use of digital primary source material did not appear until the early 2000s. The first study, by Helen Tibbo in 2003 via the Primarily History project, focused on how historians search for primary source materials with the advent of the internet. This was the first point in time that researchers had access to electronic finding aids, digitized collections, and a networked scholarly environment via the internet. The project also examined how graduate students were developing digital research skills.[6] The study showed that the most often used types of primary source materials were newspapers, unpublished correspondence, and published pamphlets. At the time, historians were most likely (~80%) to search their own library's OPAC while only 63 percent visited repository websites. Historians tended to use the internet to identify relevant sources and then pursue those leads in-person or request copies electronically.[7]

Chassanoff expands on Tibbo's research, as digitization and online access to materials had increased significantly since the Primarily History project. Chassanoff specifically looked at academic historians, mainly professors, in the United States, and considered how they search for materials; what types of primary sources they are most likely to use; how they access materials; and how they evaluated online digital primary sources during the research project.[8] Chassanoff

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[5] Chassanoff, "Historians and the Use of Primary Source Materials in the Digital Age."
[6] Tibbo, "Primarily History in America," 14.
[7] Tibbo, "Primarily History in America," 18–22.
[8] Chassanoff, "Historians and the Use of Primary Source Materials in the Digital Age," 459.

notes a lack of empirical data concerning digital collection usage. Her findings were consistent with Tibbo's, which showed that newspapers and correspondence were the most widely used primary source materials.[9] When comparing online versus in-person access, researchers were more likely to access artwork, oral histories, photographs, sound recordings, film recordings, and video recordings online. Chassanoff concludes that historians "seem to feel most comfortable using digitized sources when an online environment replicates essential attributes found in archives," which they identify as having a good reputation and having a detailed finding aid.[10]

In 2008, Duff and Cherry studied the impact of archival orientation sessions on undergraduate research. Part of their study revealed the types of sources students had used for coursework and research prior to receiving a formal orientation or instruction session from their institution's archives. Many students had used web resources (94.2%), journal articles (91.3%), and published books/pamphlets (91.3%). A little over half of students utilized personal papers/correspondence (59.4%), government documents (56.5%), and photographs (52.2%). Less than half had experience with maps and records (42%).[11] Following an archival orientation session, Duff and Cherry found that use of personal papers increased to 70.5 percent and photographs increased to 58.1 percent. The average confidence level in finding material also increased from 4.1 to 6.0.[12]

Ge looked at the percent of research needs satisfied by print vs. electronic resources, which differed between social sciences and humanities researchers. In the social sciences, needs were met by electronic sources on average 63.3 percent of the time while only 40 percent of the time in the humanities.[13] These findings were followed by further studies. Goldberg examined the specific behaviors and needs of historians when seeking information, noting that subject guides and content management systems greatly help researchers and point them to relevant databases and repositories. These types of tools may be more beneficial than consulting with subject librarians, "given the proclivity of academic historians to work on their own or through their own sources."[14]

In addition to convenience and accessibility, it is important to understand other benefits of utilizing digital primary sources. Digitized texts allow researchers to apply new tools or methods to their research. Digitized materials provide the opportunity to analyze text in new ways such as computational analysis, metadata studies, and text mining. Researchers are also able to incorporate digital material into building games, applications, and tools.[15] By being able to search the full text of OCR-enabled digitized documents, researchers can find content that was previously omitted from finding aids.[16] While students just trying to find primary sources for an essay are probably not thinking about text mining or metadata analysis, instructors could more easily incorporate such activities into their courses now with the prevalence of digital sources.

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[9] Tibbo, "Primarily History in America," 19.
[10] Chassanoff, "Historians and the Use of Primary Source Materials in the Digital Age," 470.
[11] Duff and Cherry, "Archival Orientation," 513.
[12] Duff and Cherry, "Archival Orientation," 521.
[13] Ge, "Information-Seeking Behavior in the Digital Age," 447.
[14] Goldberg, "Searching for the Past," 13.
[15] Given and Wilson, "Information Technology and the Humanities Scholar," 808–12.
[16] Murphy, Evans, and Simpson, "The Importance and Use of Digital Primary Sources in Teaching and Research."

Methodology

This case study explores how history students at Murray State University were searching for, accessing, and using primary source materials, particularly those accessible in digital formats online. With limited ability and/or reluctance to visit physical archives due to the COVID-19 pandemic, it is important to investigate three aspects of digital archival use among students: types of sources used; types of collections accessed; and strategies used for identifying relevant collections/digital sources.

This study sought participation from history students taking upper-level or graduate courses at Murray State University, specifically those that required students to utilize primary sources for a research project, capstone paper, or thesis. Graduate students had more freedom to choose their own research topics, while other students typically had to research a topic within the subject area of the course they were taking.

The survey instrument was largely adapted from Chassanoff's study, which explored how academic historians use primary source materials and whether methods had changed due to the implementation of new technologies.[17] Changes were made to the demographics collected in section A to reflect the nature of student participants. Section C was near identical to Chassanoff's survey, with an additional question asking about the types of institutions providing access to digital primary sources. This question was added to see if students were limiting themselves to searching library collections or were identifying other institutions with relevant collections. The survey was constructed using Google Forms and was emailed to professors of identified courses, who then disseminated the survey link to their students. Data was collected from nine students throughout the 2020-2021 academic year.[18]

Discussion of Results

Demographic and research information.

The first section of the survey asked about demographic information, including gender, student status, employment status, enrollment information, and undergraduate degree/major. Students had the options to list "I prefer not to answer" for gender, employment status, enrollment information, and undergraduate degree/major. The majority of respondents were undergraduate students, with six undergraduate students and three graduate students completing the survey. The study also considered whether students were traditional or nontraditional. The National Center for Educational Statistics defines a traditional student as "one who earns a high school diploma, enrolls full time immediately after finishing high school, depends on parents for financial support, and either does not work during the school year or works part time."[19] Indication of a nontraditional student status includes things such as delaying enrollment into a program, works full time, or attending part time for part of the academic year.[20] Based on data provided by undergraduate student responses, five were traditional students and one was a nontraditional student.

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[17] Chassanoff, "Historians and the Use of Primary Source Materials in the Digital Age," 473–77.

[18] Survey included in appendix.

[19] Choy, *Nontraditional Undergraduates*, 1.

[20] Choy, *Nontraditional Undergraduates*, 18.

Figure 1. Gender and Student Status Information

Gender	Female	5
	Male	4
Student Status	Undergraduate	6
	Graduate	3

Of the nine respondents, five were currently studying or studied history as their undergraduate major. Other primary areas of study included Spanish, secondary social studies education, art, and integrated studies. Building on Ge's study, this information can shed light on differences in digital source use between different majors, minors, etc.

In the following section, students indicated both their research topic and the chronological period of research. Students provided varying degrees of details for their topic and time period. For example, one response was simply "Unification of Germany" while another was "Nineteenth century German children's literature's role in the development of nationalism." Similarly, some students listed a specific year range or just a broad time period such as "nineteenth century." Because of these variations, responses were categorized into broader subjects or eras of research. At the time of completion of the survey, six students had completed their research and three were still engaged in it. In a larger sample, this information can help us identify correlations between subject areas studied and the types of primary sources used.

Figure 2. Student Subjects of Study

Subject of Study	# of Students
Cold War Era	2
19th Century Europe	3
Mexican Revolution	2
Legacy of the US Civil War	2

Searching for primary source materials.

Students indicated how they went about searching for primary source materials. This includes techniques used and types of repositories used. The top two methods for searching for primary sources were by following leads, such as footnotes and other references found in secondary sources, and by using Google. Eight students used these methods respectively. Five students indicated that following leads in footnotes was the most useful way to find relevant primary sources. Also popular, each with six students utilizing the method, were asking colleagues, consulting online finding aids, and using online databases. One student indicated that using library research guides, "LibGuides," helped lead them to primary source repositories or articles which then contained helpful footnotes.
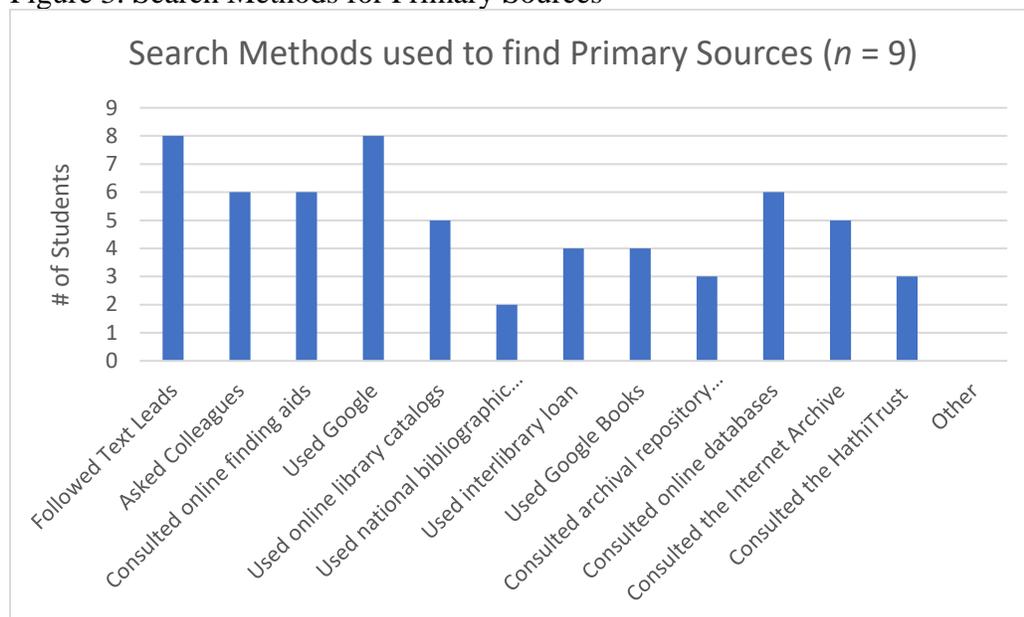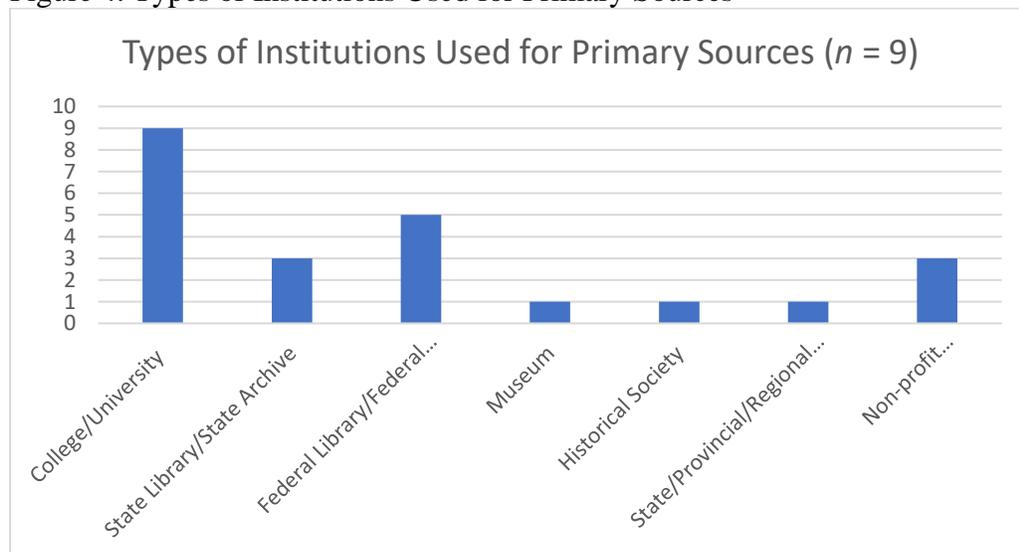
Figure 3. Search Methods for Primary Sources

Search Methods used to find Primary Sources (*n* = 9)

Y-axis: # of Students (0–9)

X-axis categories and values:
- Followed Text Leads: 8
- Asked Colleagues: 6
- Consulted online finding aids: 6
- Used Google: 8
- Used online library catalogs: 5
- Used national bibliographic...: 2
- Used interlibrary loan: 4
- Used Google Books: 4
- Consulted archival repository...: 3
- Consulted online databases: 6
- Consulted the Internet Archive: 5
- Consulted the HathiTrust: 3
- Other: (none)

Figure 4. Types of Institutions Used for Primary Sources

Types of Institutions Used for Primary Sources (*n* = 9)

Y-axis: 0–10

X-axis categories and values:
- College/University: 9
- State Library/State Archive: 3
- Federal Library/Federal...: 5
- Museum: 1
- Historical Society: 1
- State/Provincial/Regional...: 1
- Non-profit...: 3

All respondents indicated that they used resources from a college/university to find primary sources. While it can be assumed that this meant using Murray State University collections and resources, one student specifically mentioned accessing digital material via the special collections at Auburn University and the University of Alabama. No respondents reported using the following types of institutions to find primary sources: public libraries, local/county government agency, federal government agency, professional organizations, religious organization, businesses/corporations.

Use of primary source materials.

The next section of the survey asked students what type of materials they used for their research, and whether they were accessed online or in-person. Chassanoff sought to use such data to examine what types of sources historians use most frequently and where (online or in-person) sources are accessed.[21] Out of the nine students, all indicated that they utilized books for their research, with eight indicating online use and seven indicating in-person use. While Chassanoff also encountered high book usage, her study found that correspondence and newspapers were the most used by historians.[22] Four students used newspapers online and four students used periodicals online. This difference might be explained by the differing level of research experience between students and historians.

Figure 5. Types of Primary Sources Accessed
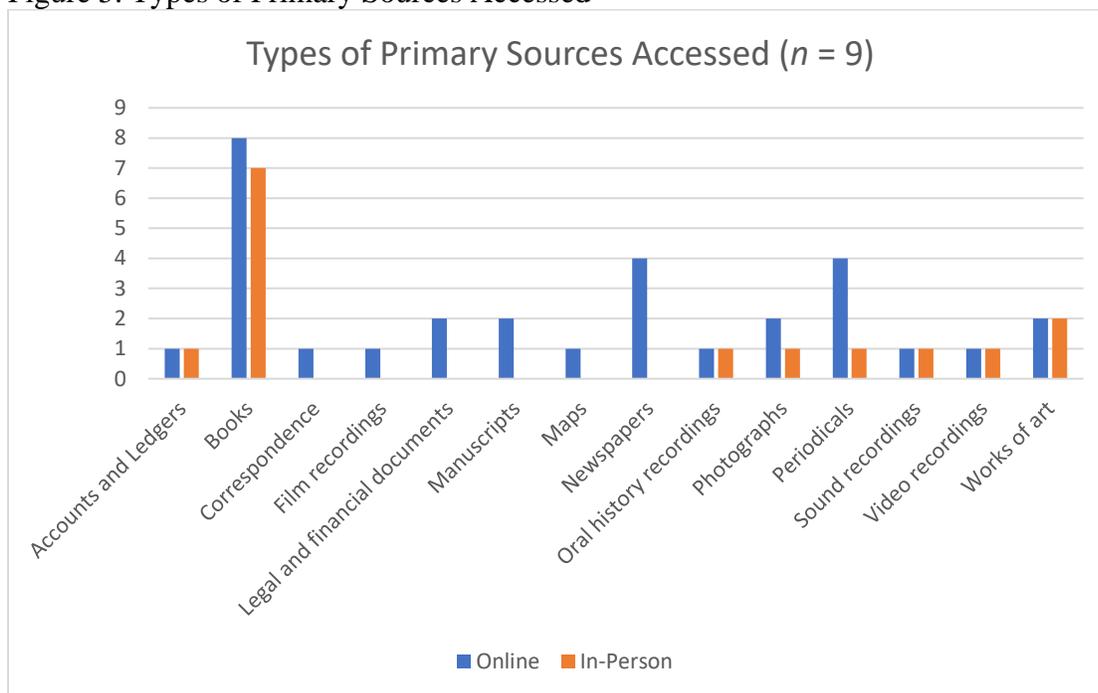
Amid the ongoing COVID-19 pandemic, seven students used a mix of online and in-person resources while two only accessed materials online. Of the seven, four indicated books were the only in-person resources used. There is a connection between the three students who still used significant amount of physical material in their research. When asked to identify the most important factor when using online digitized primary source materials, all three indicated the ability to access the whole collection online. This could mean that those three students were not able to find digital content on their topics and thus resorted to physical materials.

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[21] Chassanoff, "Historians and the Use of Primary Source Materials in the Digital Age," 459.
[22] Chassanoff, "Historians and the Use of Primary Source Materials in the Digital Age," 468–69.

Figure 6. Factors for Digital Primary Source Use
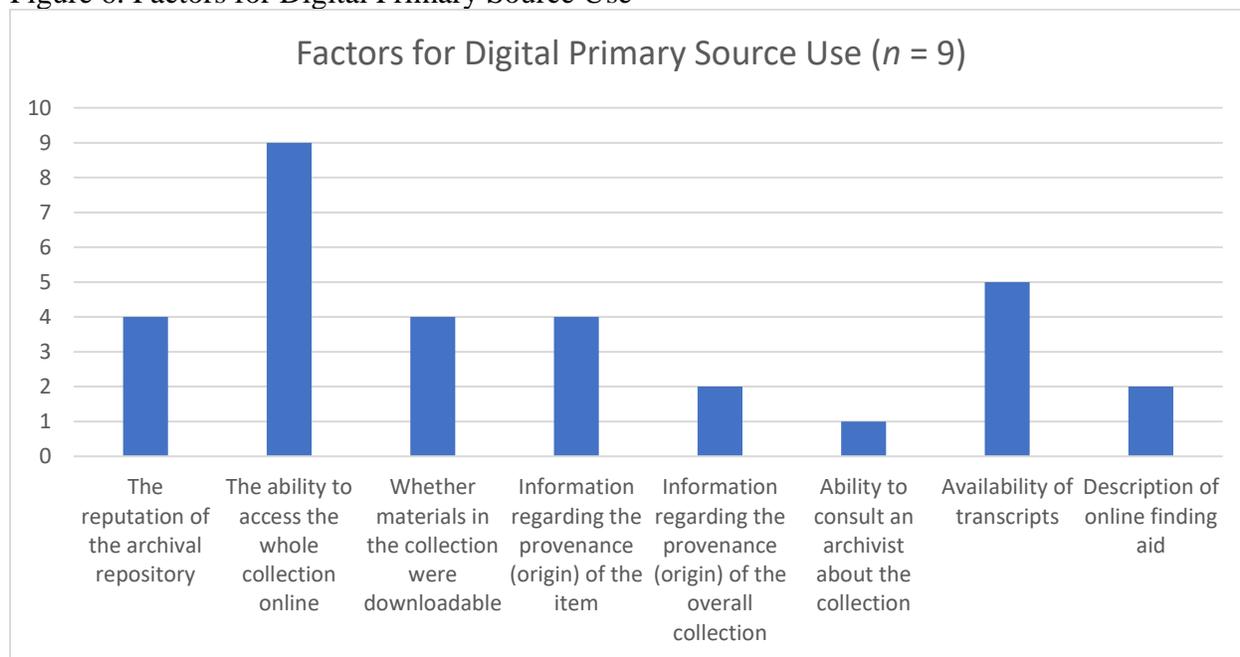
All nine students considered the ability to access the whole collection online to be an important factor influencing their use of digitized materials. In some collections, only a record for an item is available online rather than a digital version, which again is a barrier due to COVID-19 restrictions and general travel limitations. Only one student considered the ability to consult an archivist about the collection when approaching digital materials. While one may assume this is due to students' unawareness of archivists as resources, Chassanoff found that this was the least considered factor among historians as well.[23] A majority of students did factor in the availability of transcripts for sources. While some students also factored in the reputation of the repository and provenance information, the overall responses indicate that students valued ease of access over such factors. Supporting this idea, when asked which factor was the most important when using online digitized primary source materials in research, eight of the nine students indicated the ability to access the whole collection online. Additionally, when asked what would prevent them from using digital sources, six students mentioned issues related to accessibility. Specific issues mentioned include ineffective search systems, broken links, and paywalls.

In an expanded study, it will be important to see if these findings accurately represent history students in general, as instructional techniques and recommendations will differ across instructors and institutions. Data for search methods, types of institutions, types of primary sources used (from questions #11-16) are more likely to fluctuate, as students can be influenced by library instruction sessions, recommended resources in a research guide, etc. It is important to keep in mind that data regarding types of materials can be skewed based on assignment directions. Limiting this preliminary study to a single department at one university allowed me to closely examine the research projects assigned to students, making sure they were open-ended and did not have any source type requirements (aside from incorporating some kind of primary sources). One class, for example, was not targeted for the study because the directions and examples for research projects

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[23] Chassanoff, "Historians and the Use of Primary Source Materials in the Digital Age," 470.

placed a significant emphasis on historical news articles and legal documents. Therefore, the instructor is a variable that should be considered when implementing an expanded study.

Conclusion

One of the goals of this study was to capture a snapshot of research trends during the unique 2020–2021 academic year, in which many students relied on online instruction and had limited access to in-person resources. Due to the unexpected nature of the pandemic, a study collecting student data from universities across the United States was difficult to put together quickly, resulting in the small sample size composed solely of Murray State University students. While the moment in time where universities primarily focused on online instruction efforts has passed, continuing to collect this kind of data is still useful. The COVID-19 pandemic required many history students to rely on digitized primary source materials online, but the growth in online research tools and digitization also emphasizes the need to reexamine how history students are searching for primary sources. This is especially important as the pandemic may have shifted people's attitudes regarding remote work and online research.

As a work-in-progress study, there are various ways to collect new data moving forward. One option would be to send out the survey again to students, widening to universities across the nation. One obstacle I encountered was that due to my role as a librarian, as opposed to a course instructor, I had limited channels to encourage survey completion. A different approach to collect useful data would be to send a version of the survey to teaching faculty. As previously mentioned, instructors are a variable that can impact what search strategies and sources students use. If student research behavior is going to be dependent on the instructor, then it may be more efficient to survey them.

A survey for faculty, however, requires some modifications. First, Part A demographic questions need to be changed, perhaps asking about tenure status, position title, and type of institution (if this is disseminated to other institutions). In Part B, respondents can provide information about the courses they teach, such as the level and content, in addition to their own research projects. These changes would turn this study into a follow-up of Chassanoff's work, which examined faculty as researchers. An expanded study should still view students as the researchers, so it is important to include questions that tie everything back to teaching. For example, when asking about search techniques, a follow-up question asking how likely they would be to recommend the method to their students (using a Likert scale: 1 = Very Unlikely, 5 = Very Likely) would provide useful data. Other new additions include asking about any librarians/archivists brought in to discuss research and any requirements they set for their students.

Academic historians previously placed an emphasis on recreating the traditional archival experience online as well as the role of archival labor in digitizing material. The data collected provides an opportunity to reflect on how we work with students and what we teach them about finding digital sources. With students emphasizing accessibility with regard to searching for sources, it is important to teach them skills relevant to understanding this digital environment. This is crucial during the COVID-19 era, where institutions limit access or students are reluctant to visit physical repositories, but also in the future as students continue to favor using digital tools over searching for physical materials.

Jensen coins the idea "digital archival literacy," which provides a framework for the everyday use of digital archives and factors that shape online content and its availability.[24] Four key ideas can be extrapolated from this framework: availability of sources; bias in representation; aspects of the search system; and responsible usership. By having librarians and instructors use these components to focus on the core aspects of the online research experience, students will be able to think critically about the nature of the digital archive and its research environment.[25]

Based on this preliminary data, emphasis should be placed on teaching about the availability of sources and bias in representation. It is important to recognize that in digital repositories, materials are carefully selected and prioritized for the digitization process to be made available online. This can also be affected by institutional budgets, so students need to acknowledge these implications and think about how they affect what they can access online. Additionally, the availability of sources can be biased. Digitization is often driven by popularity and usage statistics, and the amount of digitized material may differ between subject areas.[26]

Assessing the availability of sources and bias in representation of sources helps students acknowledge the differences between using physical and digital archives. The next logical step is to think about aspects of a search system. Looking at predefined subject categories and tags can show how materials are described. These are then used, typically through a search, to directly identify materials as opposed to navigating a typical hierarchical archival scheme. Utilizing aspects such as predefined subject categories, search fields, and metadata can be a double-edged sword, however, as listing items on a search results page removes the context from materials. Users should "ask how these predefined categorizations of the material characterize the content…and investigate if there is an index of the archive which shows the different categories."[27] Once students find and use digitized primary sources, they have the responsibility to disclose that they accessed and used digitized sources, typically be including a URL appropriately in a citation. Doing so brings attention to the work and labor involved in making materials available digitally.

Before getting students started on a research project, instructors can discuss how funding and availability of labor affects what materials are digitized and if an entire collection can actually be made accessible online. While not everything can be digitized, I hypothesize that students' lack of digital archival literacy prevents them from finding a lot of useful sources. Collecting more data on digital archival use will not only help confirm what components of Jensen's framework are relevant, but also guide instructors and researchers in creating official standards for digital archival literacy in the future.

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[24] Jensen, "Digital Archival Literacy, 1.
[25] Sye, "Innovating Digital Literacy for History Students, 13.
[26] Jensen, "Digital Archival Literacy," 4–6.
[27] Jensen, "Digital Archival Literacy," 7.

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Appendix: Survey Questions

A. Personal Data
   1. Gender
      [Text box]/I prefer not to answer

   2. Student Status
      ☐ Full-time Undergraduate Student (12+ credit hours)
      ☐ Part-Time Undergraduate Student (<12 credit hours)
      ☐ Full-time Graduate Student (9+ credit hours)
      ☐ Part-time Graduate Student (<9 credit hours)
      ☐ Other

   3. Employment: How many hours do you work each week?
      ☐ 0
      ☐ 1-5
      ☐ 6-10
      ☐ 11-15
      ☐ 16-20
      ☐ 21-25
      ☐ 26-30
      ☐ 31-35
      ☐ 36-40
      ☐ 40+
      ☐ I prefer not to answer

   4. Enrollment Information (check all that apply)
      ☐ I began undergraduate studies within one year of earning my high school diploma
      ☐ I began undergraduate studies at least one year after earning my high school diploma
      ☐ I began graduate school within one year of completing my undergraduate degree
      ☐ I began graduate school at least one year after completing my undergraduate degree
      ☐ Other
      ☐ I prefer not to answer

   5. Undergraduate Degree/Major
      [Text Box]

B. Research

    6. Topic of Research: [Text Box]

    7. Chronological Period (e.g., 1880-1910): [Text Box]

    8. Month and Year you began this research: [Text Box]

    9. Month and Year you ended this research (or ongoing): [Text Box]

    10. Main archives, special collections, and repositories use in this research (provide links if possible): [Text Box]

C. Searching for Primary Source Materials

    11. Which of the following techniques/methods did you use in your search for primary source materials? Please check all that apply.
- ☐ Followed leads (footnotes, bibliographies, textual references found in books/articles)
- ☐ Asked colleagues
- ☐ Consulted online findings aids (e.g., *Guide to the Cameron Family papers*)
- ☐ Used Google search to locate materials of interest
- ☐ Used online library catalogs
- ☐ Used national bibliographic databases (e.g., WorldCat, Oaister)
- ☐ Used Interlibrary loan
- ☐ Used Google Books
- ☐ Consulted archival repository website
- ☐ Consulted online databases (e.g., Proquest, Ebscohost)
- ☐ Consulted the Internet Archive (archive.org)
- ☐ Consulted the HathiTrust Digital Library (https://www.hathitrust.org/)
- ☐ Other: (please specify)

    12. From the list above, which technique(s) did you find to be most useful in your search for primary source materials? Please explain below.
        [Text Box]

    13. From which of the following types of institutions did you find digitized primary source materials relevant to your research? Please check all that apply.
- ☐ College/University
- ☐ Public Library
- ☐ State Library/Archive
- ☐ Federal Library/Archive (Library of Congress, National Archives and Records Administration, NARA Presidential Libraries)
- ☐ Museum
- ☐ Historical Society
- ☐ Local/County Government Agency

☐ State Government Agency
☐ Federal Government Agency
☐ Professional Organization
☐ Religious Organization
☐ Businesses and Corporations
☐ Non-profit program/organization
☐ Other (Please Specify):

D. Use of Primary Source Materials
   14. For the research you just described, please indicate which types of primary source materials you used. Please check all that apply.
      ☐ Accounts and ledgers
      ☐ Books
      ☐ Correspondence
      ☐ Data sets
      ☐ Diaries or journals
      ☐ Film recordings
      ☐ Legal and financial documents
      ☐ Manuscripts
      ☐ Maps
      ☐ Newspapers
      ☐ Oral history recordings
      ☐ Photographs
      ☐ Periodicals
      ☐ Sound recordings
      ☐ Video recordings
      ☐ Works of art

   15. For the research you just described, what materials did you access online? In person? Check all that apply

	Online	In-Person
Accounts and Ledgers	☐	☐
Books	☐	☐
Correspondence	☐	☐
Data sets	☐	☐
Diaries or journals	☐	☐
Film recordings	☐	☐
Legal and financial documents	☐	☐
Manuscripts	☐	☐
Maps	☐	☐
Newspapers	☐	☐
Oral history recordings	☐	☐
Photographs	☐	☐
Periodicals	☐	☐

Sound recordings ☐ ☐
Video recordings ☐ ☐
Work of Art ☐ ☐

16. Were there any primary source materials that you viewed online first and then pursued physical access to in-person? If so, which materials and why?
    [Text Box]

E. Use of Digitized Primary Source Materials in Online Environments
  17. Which of the following factors did you consider when using online digitized primary source materials in your research endeavors? Please check all that apply.
      ☐ The reputation of the archival repository
      ☐ The ability to access the whole collection online
      ☐ Whether materials in the collection were downloadable
      ☐ Information regarding the provenance of the item
      ☐ Information regarding the provenance of the overall collection
      ☐ Ability to consult an archivist about the collection
      ☐ Availability of transcripts
      ☐ Description of online finding aid
      ☐ Other (Please Specify):

18. From the list above, which factor(s) did you consider the most important when using online digitized primary source materials in your research endeavors? Please explain below.
    [Text Box]

19. What would keep you from using online digitized primary sources?
    [Text Box]

20. What (if any) sources aren't available online that you would want digitized?
    [Text Box]