

Autoethnographic Archives and Folklore as a CURE



The process: Teachers as Cultural Researchers

We are from our stories. Everything we touch tells a story. Stories teach to reflect what one 3rd grader once writes, “Life is what you live.” A simple phrase written by a 3rd grade student sets the tone for how we visualize life in south Louisiana as a diverse group of people. Louisiana’s rich culture and heritage is how we live. Now is the time to document the stories to show the richness of all people who live here.

Today, I want to share our story. What began as a traditional Children’s Literature course, transformed into a rich opportunity for professionalism and creative scholarship. The problem: to explore a missing gap in Louisiana Children’s Literature, that led to an undergraduate semester task and cultural research of childhood experiences in south Louisiana.

Abington-Pitre, A. S., & Bourque, R. M. (2021). Missing Voices Within the Classroom: Cultural Identity, Lexical, and Authenticity in Cajun, Creole, and Native American Children’s Literature. *Journal of Literacy Innovation*, 6(1), 42-56.

<https://ir.louisiana.edu/citation/missing-voices-within-classroom-cultural-identity-lexical-and-authenticity-cajun-creole-and>

Collaborative departmental efforts between Dr. Roxanne Bourque and Dr. Zachary Stein reframed course activities to extend traditional course content knowledge for EDCI 308 Children’s Literature. In order to expand an initial task of research to fill a missing gap for classroom instructional materials, we became cultural researchers of our own childhood stories. This is where the authenticity of learning becomes real to the learner. Creative scholarship supported preservice teachers to develop a deeper commitment to the future populations of children who they will teach, to be mindful of social justice and equity through cultural language, history, and a deeper understanding of regional life.

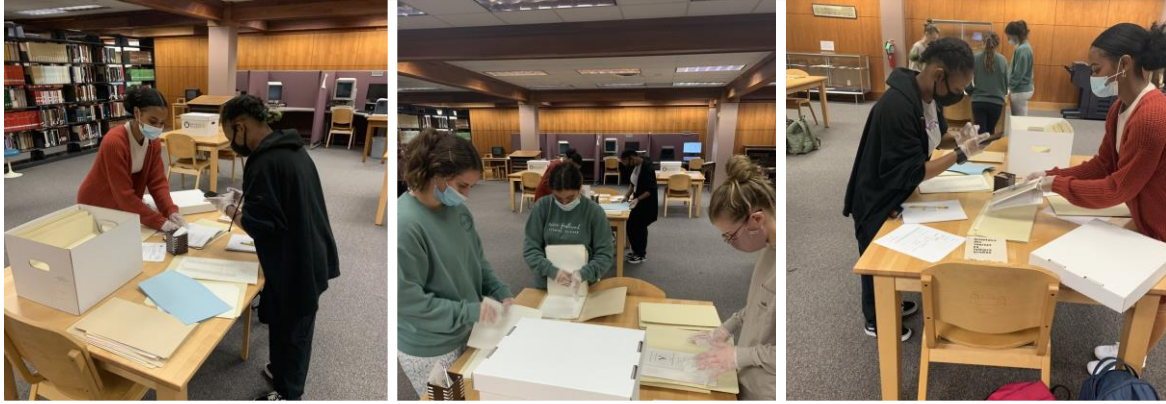
There are many outcomes to prove that undergraduate creative scholarship brings opportunity to expand our university classrooms to benefit all. An institutional repository is a digital space to collect exemplars of student products in order to celebrate emerging talent from our university population. What stands as remarkable is a creative scholarship model for undergraduates shows through survey that faculty mentoring provides a professional talent development opportunity for those who rise to the challenge in traditional coursework.

Dr. Roxanne Bourque, assistant professor in the College of Education and Human Development states, “Expand the learning to enrich undergraduates, invite students to come to an innovative table of a profession, allow these young minds to use their ideas as new energy and light, in order to cast the net wide to see who you may reach in the bounty of the harvest. As faculty, we stand in the front of the classroom to see potential in all students, in a space between the learning and thinking, this is where creativity lives.”

A Course Embedded Undergraduate Research Experience (CURE), is creative in design to improve how faculty present course content, to collaborate across disciplines, and to modify course activities in order for undergraduates to apply professional knowledge.



Dr. Zachary Stein, Interim Assistant Dean of Technical Services/Assistant Professor in University Libraries contributed his knowledge to what began as a class visit to explore archives in Special Collections emerged as a rich learning experience and archival gift of creative undergraduate products to build a digital collection in the Institutional Repository. Bourque states, “We must think beyond traditional measures to include a more robust experiential connection to support learning. A CURE presents an emergent model that may be applied to most undergraduate courses in business, education, sciences, the arts, and beyond.”



The process:
 Teachers as researchers
 Special Collections offers Authentic Learning – Primary Artifacts

The Problem:
 Lack of visible representation in children’s literature.
 Missing authentic voice of young children.
 Swamp creatures play protagonists.

Pictured above are undergraduate students exploring primary artifacts in Special Collections to learn more about cultural history.



Pictured are Dr. Roxanne Bourque and Dr. Zachary Stein at the Louisiana Library Association conference.

STATE PRESENTATION

Bourque, R. & Stein, Z. (2022, July). *Loups Garous, Cauchemars, Feux Follets! Integrating archives and folklore to display undergraduate children’s stories on the institutional repository.* Louisiana Library Association. Annual Conference. Alexandria, LA.

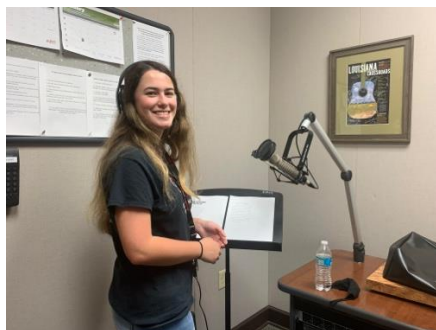
CUREs offer opportunity to expand classroom experience into positive professional outcomes.

An interview with Dr. Pearson Cross on *Bayou to Beltway* at KRVS Radio Acadie provides opportunity to promote undergraduate work. For the full interview click on the link below:



Bourque, R. & Stein, Z. (2021). *Loups Garous, Cauchemars, Feux Follets! IR Student Showcase.* Bayou to Beltway, Cypress Studios.

<https://www.krvs.org/post/bayou-beltway-december-22-2021>



Pictured is Maria Gary, Elementary Education Major, recording her voice in an oral reading of “*There’s a Rougarou in the Bayou,*” at KRVS studios.

Curriculum and Instruction Institutional Repository results from a CURE!

We would like to present to you from the Special Collections at the Edith Garland Dupre' Library, a collaborative, creative scholarship showcase with College of Education and Human Development—Undergraduate archives of original children's stories from south Louisiana. The collection of stories aligns to the Louisiana Believes Academic Standards for PK-5th grade to support early literacy in classrooms.

Click on this link to explore the collection of Children's Stories:

<https://ir.louisiana.edu/curriculum>



Pictured is Alaina Markey, Early Childhood Education major and 2023 UL Leaf Award Recipient who was invited to read her original story, "*The Cooshmah is Coming.*" Alaina volunteered her free time during UL winter break to serve as a "Mystery Author" for PreK – 5th grade students. She read orally by Zoom to the whole school at JW Faulk Elementary in the Lafayette Parish School System, Lafayette, LA.

A CURE for Faculty, the University, and Beyond! To be continued...

Dr. Roxanne Bourque and Dr. Zachary Stein invite you to consider the systemic benefits of a CURE. As our university community moves into a new understanding of teaching, learning, and

growth for creative scholarship, consider preparing undergraduates to embrace the opportunity to become research leaders in a chosen profession. Consider the opportunity to share your knowledge to mentor undergraduate students who shine their light and energy in your classroom. Cast the net wide and search deep within the ranks, you never know what treasures you might find.

Best Paper Award

Roxanne Bourque
Zachary Stein

"Autoethnographic Archives and Folklore: Building a Collection
of Undergraduate Children's Stories on the Institutional
Repository"

International Organization of
Social Sciences and Behavioral Research

Fall 2023 Conference
Biloxi, Mississippi, USA



Randall Valentine, Ph.D.
IOSSBR Conference Chair



UL Lafayette College of Education & Human Development

November 21 at 4:48 PM · 🌐

CURE research paper titled, "Autoethnographic Archives and Folklore as a CURE: Building a Collection of Undergraduate Children's Stories on the Institutional Repository." The research was peer reviewed and voted "Best Paper" at the International Organization of Social Sciences and Behavioral Research conference in Biloxi, MS.

Congrats! 🎉