# From Classroom to CV: Empowering Students Through Showcase Events

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**Elizabeth Hetzel, MA**

Aegis Digital Museum

Designed for and by students and educators—as well as community scholars, researchers, activists, and organizers—Aegis aims to shield, protect, and participate in ethical, accessible, and sustainable methods of cultural preservation and public education.
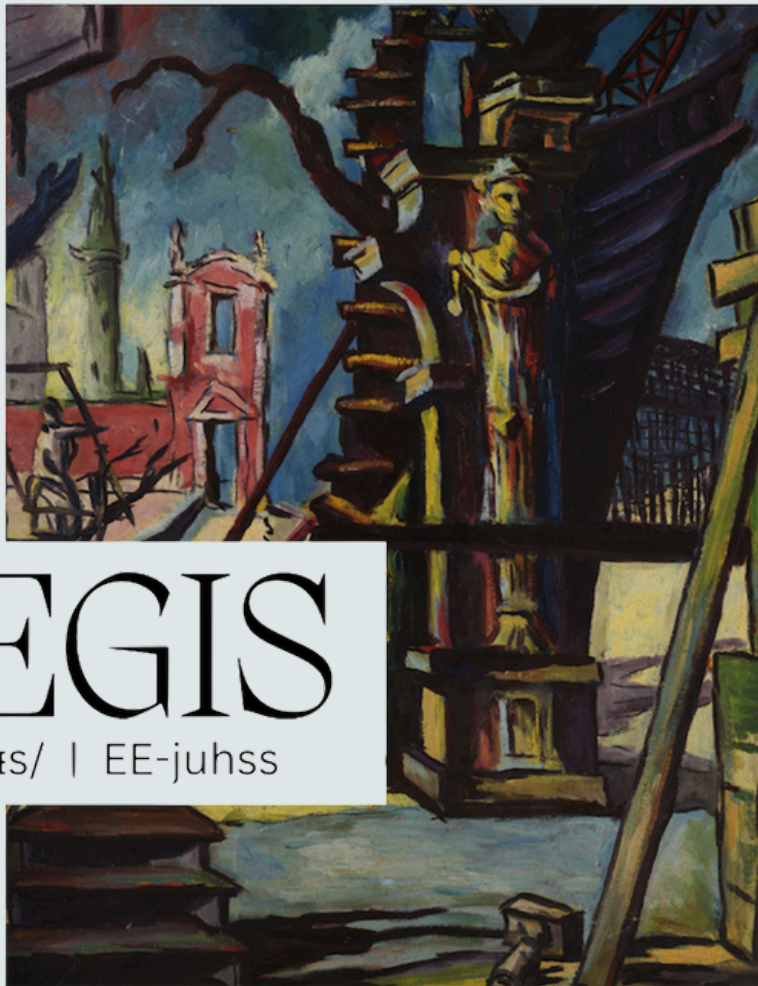
AEGIS

/ˈidʒɪs/ | EE-juhss

The Aegis Digital Museum is an open-access resource curated to house artifacts and document practices that contribute diverse perspectives and experiential knowledge to the field of Cultural Studies.

https://aegisdigitalmuseum.kennesaw.edu/
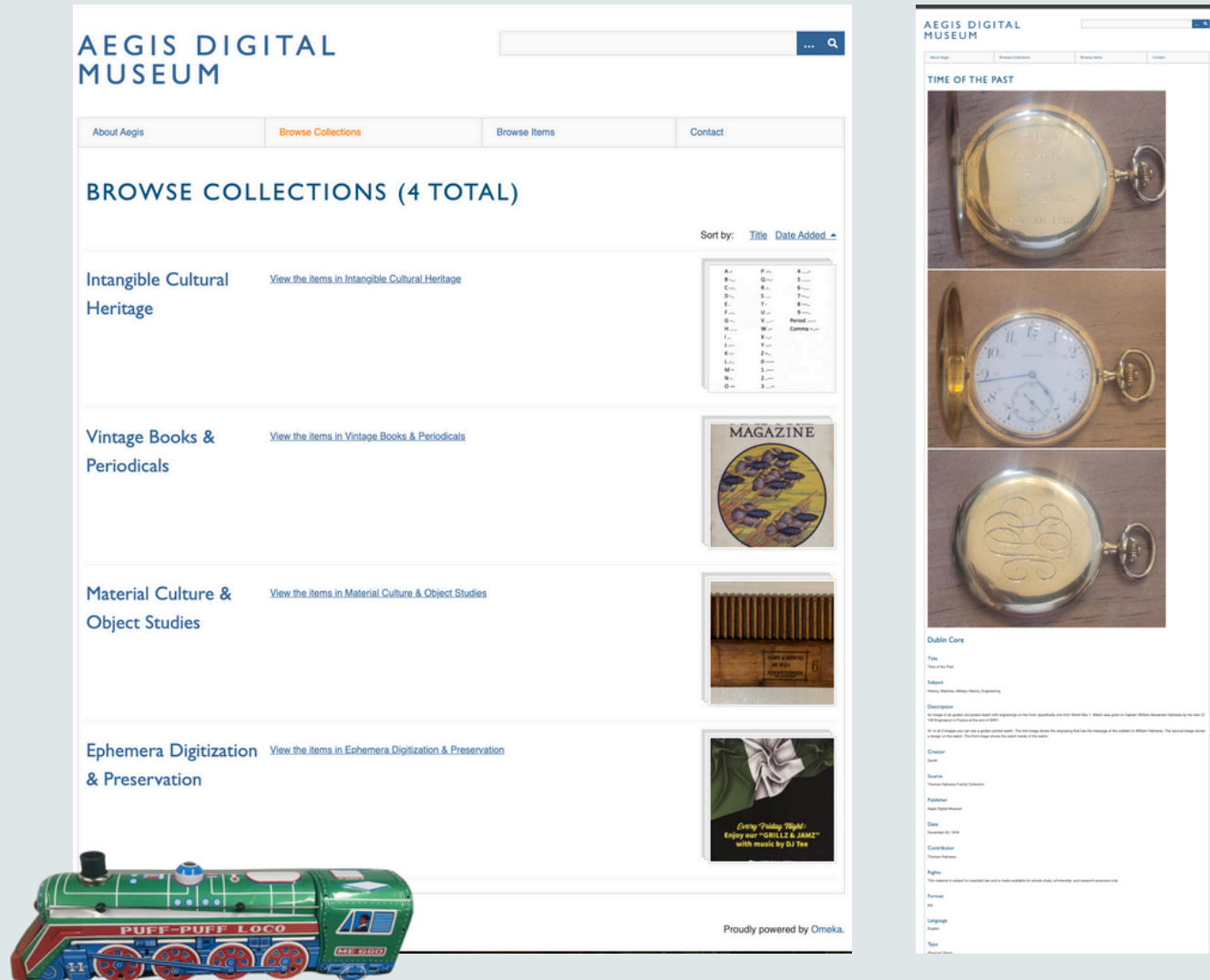
Aegis & Showcase Rationale

While many students initially forego graduate school to enter their chosen careers first, workplaces nevertheless expect both proficiency and professionalism from candidates and new hires, and often without coaching. Strategizing ways to teach students how to hone and showcase their unique strengths––and then encouraging followup interactions and engagement with their research––benefits everyone.

- **Students** broaden their skillsets and gain confidence by participating in alternative forms of undergraduate research publications and displays. Additionally, they benefit from having updated resume lines (and working links) that show their college-level work.

- **Academic & Community Researchers** have additional sources to work with and information at their disposal. Plus, the students' families, friends, and community members have an opportunity to contribute and see themselves represented in the educational mission of the college and university.

- **Faculty and Staff** working with students and community members can adapt their work to suit the needs of both academic and public audiences.

Backend Design

**The following student projects and showcase events revolved around the curation and publication of an artifact of the students' creation on the Aegis Digital Museum (hosted by KSU). Creating means of showcasing and celebrating student research isn't dependent on publication, of course, but it provides valuable experience that students can list/link on their resumes and discuss in interviews while contributing to public scholarship.

Tips for getting started:

- Determine showcase form that best suits your students & course(s)

- Consider reserving space that supports showcase & public access

- Allow 1 week of showcase before fall break; Allow 2 weeks before end of spring semester

- Plan to include peer review (discussion posts/threads work great) & instructor feedback

- Practice presenting for the community

- Build in elements of/for reflection

- Provide resume language so students recognize all they've done and learned!

Possible Showcase Events

Live exhibits
Virtual exhibits
Public readings
Lightning talks
Workshops, how–tos
Film screenings
Roundtables

Professionalization
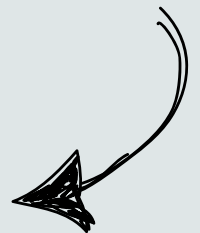
Providing constructive feedback
Considering accessible design
Attending & organizing events
Networking across disciplines
Building interaction with publics
Creating an online presence
Developing a growth mindset
Raising awareness of ways of knowing

Intangible Cultural Heritage Collection

ENGL 1101

ID: A still photograph captures a man in his seventies from Naples, removing a freshly baked pizza from the brick oven of a shop established in 1977. His hands are reflected in the light of the oven. In 1992, the founder passed the shop to a close friend before immigrating to the United States through the historic Atlantic port of Ellis Island.

Make Time for Reflection & Revision

ARROZ CON GANDULES

Dublin Core

Title
Arroz con Gandules

Subject
Puerto Rican Food

Description
A large pot of Arroz con Gandules cooking on a stove.

ID: A large cast aluminum pot filled with yellow rice, green olives, ham cubes, diced bell peppers, and pigeon peas cooking on top of a gas stove. Next to the stove is a light tan countertop with a brown tile backsplash.

Creator
Velez, Adrian

- [An instructor] helpfully suggested that I include such fundamental tags as "tradition" and "ritual," which until then had somehow managed to slip my mind, and which I was able to add during class hours.

- One of the ways that I could improve my digitally preserved artifact is by adding the tag or keyword, "Latino Culture." I think that this tag will expand the significance of my artifact past just Mexico to include all of Latin America and Latin culture.

- A viewer on presentation day mentioned to make sure and include tags like black culture and black traditions due to not all black people in America identifying as African American. It brought a new perspective to the front, though it is slightly common sense, it gave me a new view on the black community and how diverse it is.

- I[t] was suggested to include tags in Spanish, which would help those searching in Spanish. Tags like; cumpleaños (birthday), familia, pastel, comida, would greatly improve the availability to others looking to learn more about those topics.

ENGL 1101

Inspiration & Imitation

HMONG NEW YEAR FAMILY PHOTO

Dublin Core

Title
Hmong New Year Family Photo

Subject
Hmong New Year

Description
The image includes a family along with market stands in the back.

ID: Description: In the family photo, three of those in the picture wearing traditional Hmong clothing. The clothes have different color lines and patterns, including the hats. Each color indicates which family and or clan repasenatives, and the coins on the clothing each have a symbol on them meaning some type of word or letter in Hmong. The clothing from the male is seen to be different in not having a dress and or skirt. The clothing from the females are longer with hats on as well. Both female and males have necklaces that all have coins on them. There's also a person with casual clothing there as well.

ENGL 1101
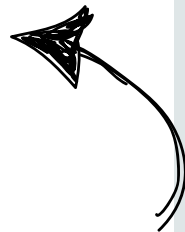
- If I was ever to do another digital gallery walk or an assignment like this, I'd give more information about the subject and keep the conversation going with questions of my own such as, "What do you think I can improve on?", "Are there any food related traditions your family practices?" and many more that I could study the night before the assignment itself.

- Observing how my peers highlighted their artifacts has helped me fine-tune my strategy. I especially need to improve the clarity and conciseness of my speech. Before heading to the gallery walk event, I had included details in my presentation, then what was needed. However, observing how others effectively conveyed their ideas made me realize the importance of refining and simplifying my message.

- While looking at other's portraying their own digital exhibits, I was able to draw useful information and mimic some of the ways they conducted their presentation of their digital artifacts, like what words they used and how they addressed certain topics pertaining to their digital artifacts.

Invite the Community

DIGITAL GALLERY WALK
KSU MARIETTA CAMPUS

MONDAY, NOV. 18 &
WEDNESDAY, NOV. 20

ATRIUM BUILDING J-214
9:05 & 10:10

ATRIUM BUILDING J-251
2:30

DIGITAL GALLERY WALK
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ATRIUM BUILDING J-214 - 9:05 & 10:10
ATRIUM BUILDING J-251 - 2:30

"[The gallery walk] provided a welcome sense of closure to be able to speak with many of the classmates I'd spent the semester with, and to be given the opportunity to talk about the research which I had conducted over the course of the class. It was also exciting to be a part of the beginning of [the Aegis Museum] that, with any luck, will continue to grow for many years to come."

Build Collections & Create Exhibits
that Share Student Research & Educate the Public

Current Collections

- Intangible Cultural Heritage
  - Traditions & Rituals
  - Oral Histories
- Material Culture & Object Studies
- Vintage Books & Periodicals
- Ephemera Digitization & Preservation

Planned Collections

- Digital Humanities Projects
- Historic Site Preservation
  - Historic Black Cemeteries

Material Cultural & Object Studies Collection

HART & HERTEL
Nº 9059
SCHWETZINGEN
BEI MANNHEIM

ID: Vintage cigar press made of softwood on the outside and copper beech on the lower layer with hornbeam in the area of the sharp edges on the upper layer. This particular press was No. 9059. The wood is stamped with a "6" and the letters "D.R.G.I." and has the numbers "342" stamped on the side twice. The cigar press represents the skilled, hands-on labor of cigar makers who relied on craftsmanship for their livelihood. It symbolizes pride in manual work

Vintage Books & Periodicals Collection

ENGL 1102

MANUAL OF ETCHING

A HANDBOOK FOR THE BEGINNER

BY

GEORGE T. PLOWMAN

Author of "Etching and Other Graphic Arts,
An Illustrated Treatise"

WITH

AN ORIGINAL ETCHING FRONTISPIECE AND
OTHER ILLUSTRATIONS BY THE AUTHOR

NEW YORK
DODD, MEAD AND COMPANY
1924
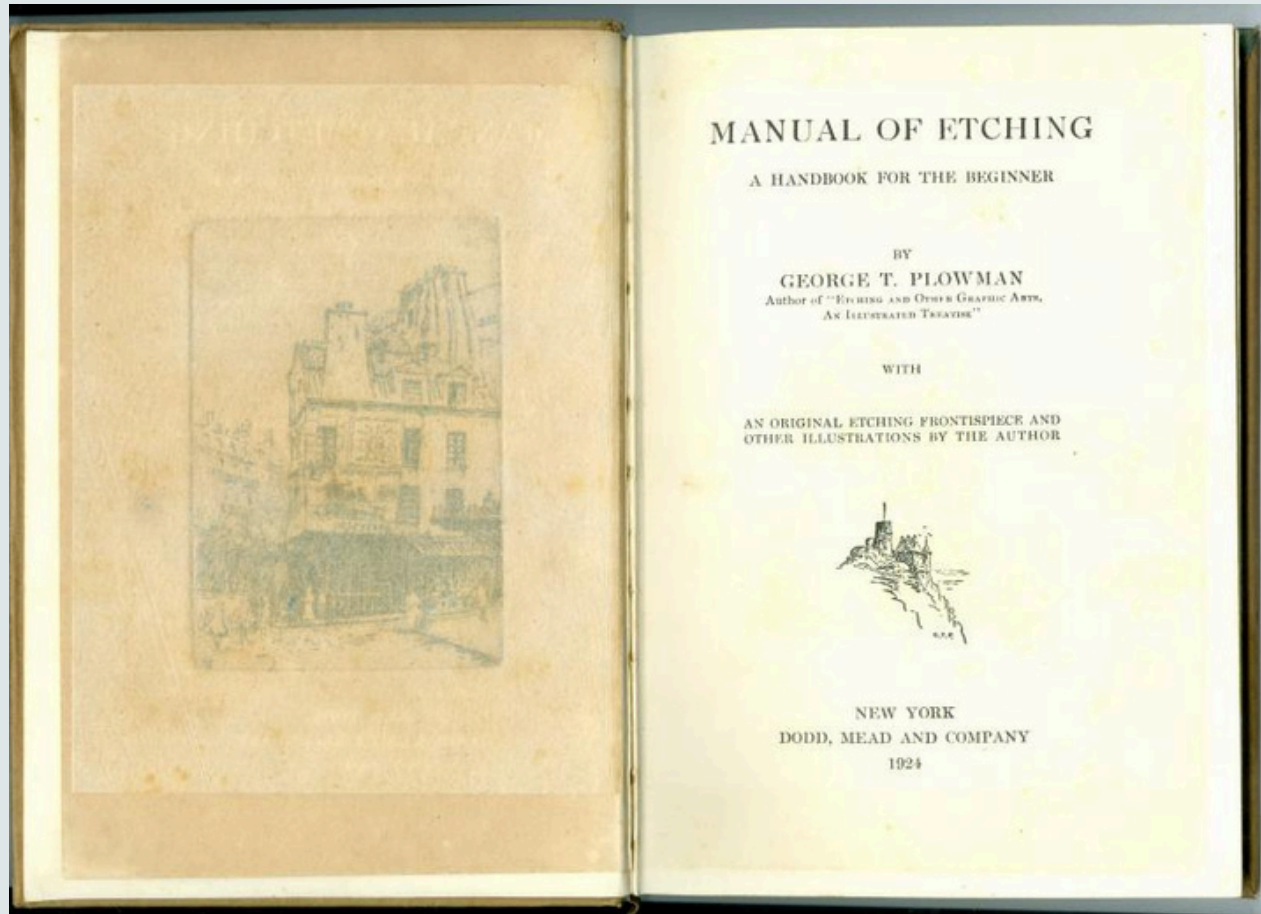
ID: It is a hardcover book, around 8" x 5.5". Cover is bound with a leatherette, with stitched binding. Text is printed on cream colored paper. Approximately 94 pages. 3 photos are shown with the first picture showing the cover of the manual upright stating "Manual of Etching" and "George. T Plowman." The second picture stating, "Manual of Etching; a handbook for the beginner–by George T. Plowman, author of "Etching and other graphic arts, and illustrated treatise with New York, Dodd, Mead and Company." The third photo illustrates a set of different equipment used for etching.

Ephemera Digitization & Preservation Collection

GWST 1102

She got ahead
by knowing
her tomatoes

Tillie Lewis

Tillie Lewis dropped out of high school at 15 to marry a Brooklyn grocer. The marriage soon failed, but not before she had learned her tomatoes—namely, that the pear-shaped variety which gives good spaghetti sauce its tang had to be imported from Italy. Tillie kept wondering why this tomato couldn't be grown in the U.S. In 1934, at age 30, she went to Italy and persuaded a prominent Italian tomato packer to provide her with $10,000 in financing, four bags of seed and six used vacuum kettles to process the resulting tomatoes. After convincing skeptical California farmers that the seeds would grow, she installed the kettles at Stockton (left). Her tomatoes thrived, and her kettles became the nucleus of a food-processing enterprise with annual sales of $145 million.

Holding a minature model of one of her 1935 tomato-processing kettles, Tillie Lewis posed in front of the original in 1975.

1964 STEVE SCHAPIRO

ID: In this 1935 photograph, Tillie Lewis is seen standing in front of a massive copper tomato kettle outside an old factory. She is smiling while holding a tiny miniature of it, showcasing the item that made her well-known in the food industry. The faded colors and her outfit reflect the style and look of the 1970s.

Keywords for Cohorts
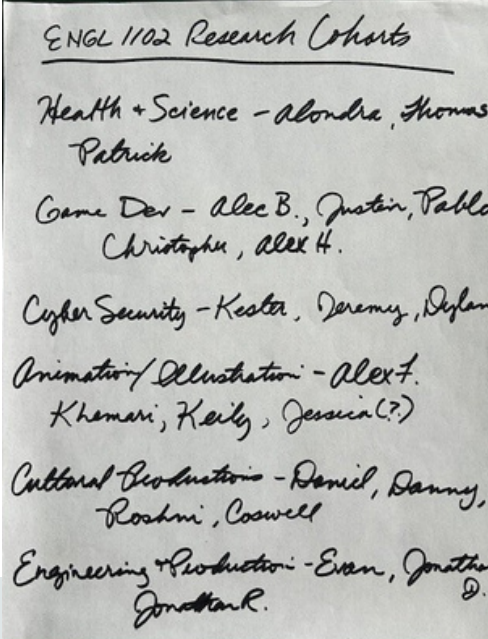
GWST 1102 Archives Evaluation Sheet — Name: _____

Using the list provided for you on D2L, look through a few of the archive websites and answer the following questions.

1. What types of collections are most relevant to your studies or future career? **Create a list of possible search terms** and search the archives for items that might be relevant to your topic of interest.

2. Spend some time examining a few of these archives. What types of individual materials or artifacts are included in these collections, and how might they be useful to you as a student and/or researcher?

3. Once you have a sense of the types of collections or exhibits you find most interesting or useful, look to the items included in those collections and find one or two singular primary sources you might use as a guide for your Preservation Project.

4. Based on this preliminary search into historic archives and databases, what primary source/object/text would you be interested in preserving for other researchers?

5. **What are some additional keywords** you've found (not mentioned in the first question) that are relevant to your academic and/or professional interests? Be thoughtful about your answers, as I want to use them to try and locate suitable primary sources for your project.

Have students generate lists of **search terms & keywords** that best explain their research interests, then use those to create Research Cohorts.

Such cohorts can be informal-- additional support for students doing individual, but related research. Or, it can be adapted to the needs of a higher teaching load and number of students.

ENGL 1102 Research Cohorts

Health & Science - Alondra, Thomas, Patrick

Game Dev - Alec B., Justin, Pablo Christopher, Alex H.

Cyber Security - Kester, Jeremy, Dylan

Animation/Illustration - Alex F. Khemari, Keily, Jessica (?)

Cultural Productions - Daniel, Danny, Roshni, Coswell

Engineering + Production - Evan, Jonathan, Jonathan R.

Student cohorts for ENGL 1102 students based on their following (self-identified) interests:

Health & Science
Game Development
Cyber Security
Animation/Illustration
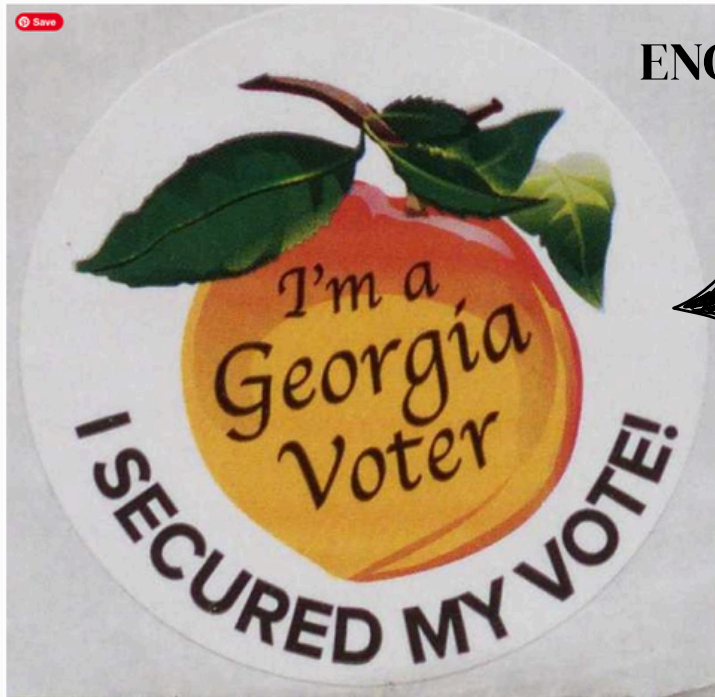Cultural Production
Enginnering & Production

Archives Evaluation Sheet
(Written version of the previous slide's handout)

1. What types of collections are most relevant to your studies or future career? **Create a list of possible search terms** and search the archives for items that might be relevant to your topic of interest.

2. Spend some time examining a few of these archives. What types of individual materials or artifacts are included in these collections, and how might they be useful to you as a student and/or researcher?

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5. What are some **additional keywords** you've found (not mentioned in the first question) that are relevant to your academic and/or professional interests? Be thoughtful about your answers, as I want to use them to try and locate suitable primary sources for your project.

About Aegis | Browse Collections | Browse Items | Contact

GEORGIA'S EARLY VOTING "I VOTED" STICKER FROM THE 2024 ELECTION

ENGL 1102

Dublin Core

Title

Georgia's early voting "I Voted" sticker from the 2024 election

Subject

2024 Presidential election, Political memorabilia, Tokens, Political science, Art and Designs, Material science

Description

The peach themed "I Voted" sticker is widely distributed at many Georgia polling locations. The design reflects the state's nickname, the Peach State, and highlights how civic symbols often draw on local identities- which is why variations exist in different counties and cities

ID: A circular sticker with a white background, front and center is a peach complete with the stem and green leaves. Filling the center of the peach is a script serif font reading "I'm a Georgia Voter" in black. In bold text curving along with the sticker is the text "I secured my vote!" signaling early voting. The sticker lays on its original, white backing paper.

Creator

Georgia Secretary of State's office

About Aegis | Browse Collections | Browse Items | Contact

TOLL SERVICE: A GUIDE TO TEACHING OVERLAPPING TECHNIQUES FOR TOLL SERVICE OPERATING

TollService-Preservation.pdf

GWST 1102

Dublin Core

Title

Toll Service: A Guide to Teaching Overlapping Techniques for Toll Service Operating

Subject

Telephone, Phone Service, Switchboard Operators, Gender Studies, Women in the Workplace, Training Guide, Toll Service, Over Lapping

Description

An employee handbook by The Southern Bell Telephone and Telegraph Company describing the importance of overlapping (multitasking) for the most efficient management of operating a switchboard for both the customer's and the employer's sake.

ID: The cover of the booklet is Orange with black lettering. The pages are yellowed paper with black text, while some pages have illustrations in black ink of women operating switchboards. Other illustrations depict operators filling in tickets, demonstrating the efficient methods described in the booklet.

Creator

Southern Bell Telephone and Telegraph Company

Source

Personal collection of David Brown and Family

Publisher

Aegis Digital Museum

Date

1960-1978

Make Time for Reflection & Revision

Preservation Peer Review Worksheets: *Material Culture & Object Studies*

Title:

Subject: See Dublin Core User Guide section "Subject Guide for Academic Programs and Majors"

Description: Brief, surface-level details of the artifact PLUS any interesting history or context that is not visible; 35-50 words recommended

**Hit return after description paragraph

**Add 2nd Description field, labeled "ID:"

ID: A detailed "translation" of the visual image into words for accessibility; 35-50 words

Creator: (Source author, publisher, creator, etc.)

Source: (Personal collection, John & Mary Smith Family Collection, From the Collection of Lydia E. Ferguson, From the Estate of Dr. Jesse R Peel, etc.)

Publisher: Aegis Digital Museum

Date: (Date of artifact's original publication)

Contributor: (Student's Name)

Rights: This material is subject to copyright law and is made available for private study, scholarship, and research purposes only.

Format:

Physical dimensions:

Language:

Type:

Coverage: (time frame, era, date range, etc.)

Tags: (Material Culture, etc.)

Preservation Project Rubric   Name: _____

2 pts: 2 pts=Complete; 1 pt=Incomplete
3 pts: 3 pts=Great; 2 pts=Good; 1 pt=Needs Improvement
5 pts: 5 pts=Great; 3 pts=Good; 1 pt=Needs Improvement
7 pts: 7 pts=Great; 5 pts=Good; 3 pts=Needs Improvement

Dublin Core Elements

5 pts: _____ Title:

5 pts: _____ Subject: See Dublin Core User Guide section "Subject Guide for Academic Programs and Majors"

7 pts: _____ Description: Brief, surface-level details of the artifact PLUS any interesting history or context that is not visible; 35-50 words recommended
   **Hit return after description paragraph
   **Add 2nd Description field, labeled "ID:"
5 pts: _____ ID: A detailed "translation" of the visual image into words for accessibility; 35-50 words *(I realize I didn't have this element on the original Dublin Core sheet, but this helps build another skill set for your resume and is an easy adjustment that will raise your grade with a simple revision)*

2 pts: _____ Creator: (Source author, publisher, creator, etc.)

2 pts: _____ Source: (Personal collection, John & Mary Smith Family Collection, From the Collection of Lydia E. Ferguson, From the Estate of Dr. Jesse R Peel, etc.)

2 pts: _____ Publisher: Aegis Digital Museum

2 pts: _____ Date: (Date of artifact's original publication)

2 pts: _____ Contributor: (Student's Name)

2 pts: _____ Rights: This material is subject to copyright law and is made available for private study, scholarship, and research purposes only.

2 pts: _____ Format:

2 pts: _____ Physical dimensions:

2 pts: _____ Language:

2 pts: _____ Type:

3 pts: _____ Coverage: (time frame, era, date range, etc.)

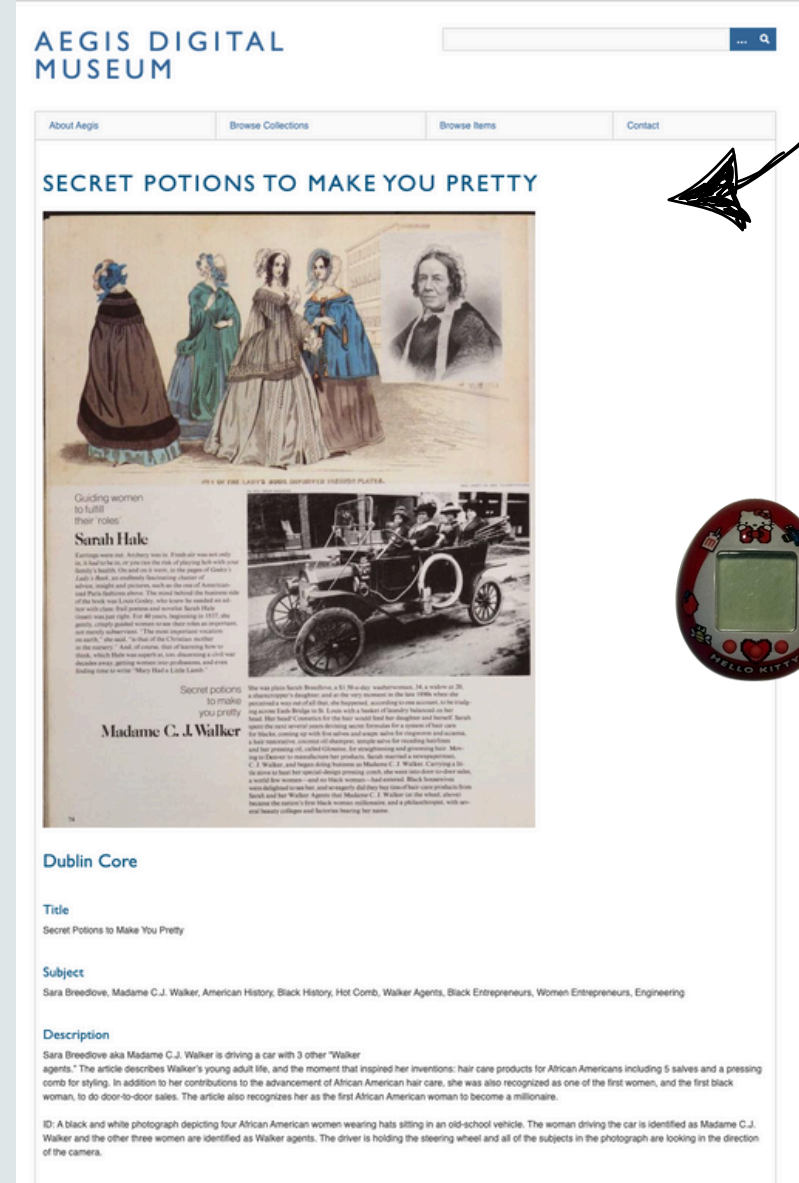5 pts: _____ Tags: (Material Culture, etc.)   _____/ 50 pts

"Notes & Votes"

Aegis Digital Museum Undergraduate Research Showcase, Spring 2025   Name: _____

Contributor	Project Subject & Notes	Votes
Farrell, Caroline		
Keating, Annalise		
Mars, Veronica		
McCallister, Kevin		
Picard, Jean-Luc		
Rosenberg, Willow		
Ruettiger, Rudy		
Stackhouse, Sookie		
Summers, Buffy		
Toretto, Dominic		
Walsh, Mikey		
Wick, John		

AEGIS DIGITAL MUSEUM

About Aegis	Browse Collections	Browse Items	Contact

SECRET POTIONS TO MAKE YOU PRETTY

Guiding women to fulfill their 'roles'

Sarah Hale

Madame C. J. Walker

Dublin Core

Title

Secret Potions to Make You Pretty

Subject

Sara Breedlove, Madame C.J. Walker, American History, Black History, Hot Comb, Walker Agents, Black Entrepreneurs, Women Entrepreneurs, Engineering

Description

Sara Breedlove aka Madame C.J. Walker is driving a car with 3 other "Walker agents." The article describes Walker's young adult life, and the moment that inspired her inventions: hair care products for African Americans including 5 salves and a pressing comb for styling. In addition to her contributions to the advancement of African American hair care, she was also recognized as one of the first women, and the first black woman, to do door-to-door sales. The article also recognizes her as the first African American woman to become a millionaire.

ID: A black and white photograph depicting four African American women wearing hats sitting in an old-school vehicle. The woman driving the car is identified as Madame C.J. Walker and the other three women are identified as Walker agents. The driver is holding the steering wheel and all of the subjects in the photograph are looking in the direction of the camera.

Resume Lines & Language

"A Virtual Passover Table," Aegis Digital Museum, https://aegisdigitalmuseum.kennesaw.edu/items/show/1.

"Contributed an artifact to the Aegis Digital Museum's Intangible Cultural Heritage collection. Utilized Dublin Core principles to organize and create artifact metadata, ensuring accessibility through keywords and screen-reader compatible descriptions."

Relevant Skills: Dublin Core, Omeka, Metadata, Tags/Keywords, Accessibility, Alt Text, Archival Research, Public Writing, Public Scholarship, Creation of an open-access educational resources
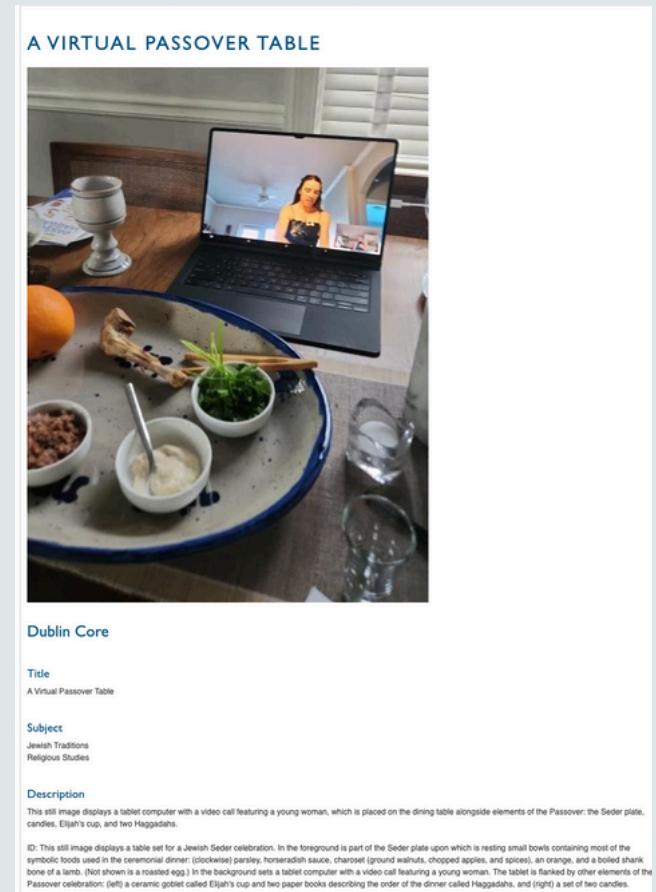
Take Notes for Next Time!

- Locate & Book Rooms as soon as you know what you need (capacity based on number of participating faculty and classes, but remember to leave room for accessibility and movement/flow).

  *Fall 2025
    M-Campus Student Center:
          Nov. 18th, Tuesday: 9:30–12:15
          Nov 19th, Wednesday: 11:00–2:00
          Nov. 20th, Thursday: 1:00–3:00

- Participation: Students from each section sign up for presentations on a GoogleDoc shared by participating faculty to ensure a mix of classes, presenters, projects, ideas, and perspectives

- For multiple sections, have student research cohorts create Exhibits, rather than individual artifacts

- Kahoot votes or other apparatus for tallying "Distinguished Projects" student votes for each presentation block; Distinguished projects could be featured on the museum website, awarded extra credit, etc.

- Projector: Screenshots of student submissions on PPT timed loop for background?

Interested in participating in the Aegis Digital Museum?

Email us!

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