

Findings of Student-Teacher Oral History Interview Project in Pakistan



IT WAS A BILINGUAL PROJECT THAT INCORPORATED BOTH URDU AND ENGLISH LANGUAGES THROUGHOUT ITS ENTIRETY, RESULTING IN A MORE COMPREHENSIVE AND DETAILED OUTCOME.



Group photo with students on the final day of their presentation at the end of oral history students-teacher project completion.

Voices of Pashtun students: Stories of their struggles in Punjab

OHMS ORAL HISTORY METADATA SYNCHRONIZER

AMICAL CONSORTIUM



INTRODUCTION

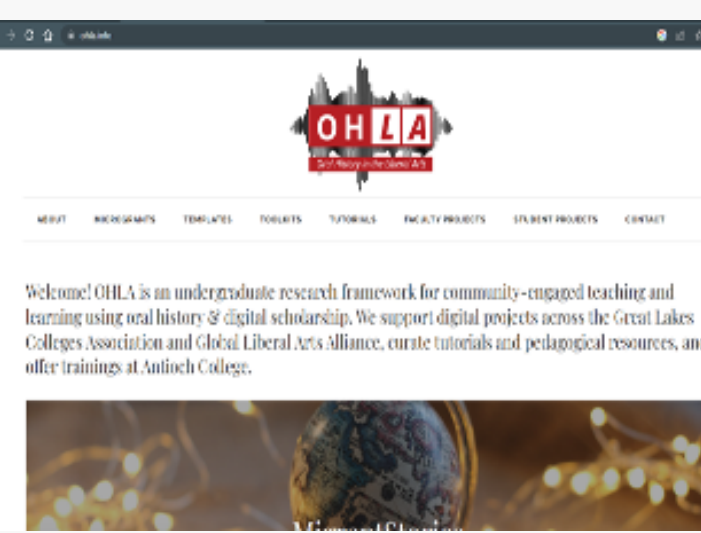
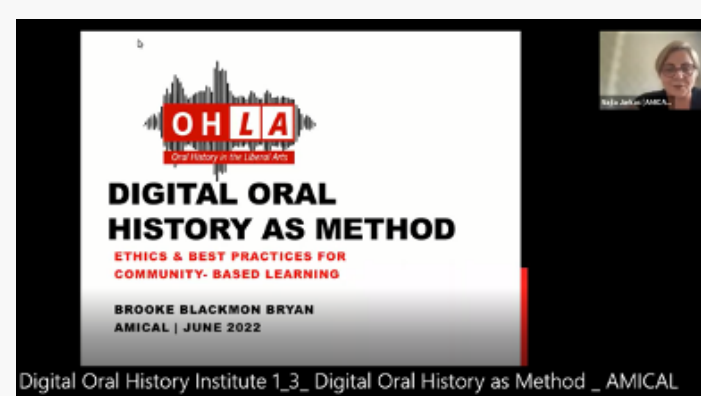
The poster is based on the findings of the "Voice of Pashtun Students: Stories of Their Struggle in Punjab" oral history student-teacher interview project. It was conducted during the Fall 2022 course and was selected for the prestigious Digital Oral History Cohort Program. The project aimed to educate students on interviewing skills, ethics, indexing, and transcribing techniques using the Oral History in the Liberal Arts-OHLA website. Students applied this knowledge by conducting interviews in Urdu and English, utilizing the Oral History Metadata Synchronizer-OHMS platform. Notably, this project marked a significant milestone in the institution's history as the first of its kind. It is expected to be archived in a digital library resource collection at Forman Christian College University, Lahore, Pakistan.

OBJECTIVES

- This session aims to provide attendees with insights into the challenges encountered by a faculty member serving as a principal investigator and mentor in a bilingual oral history project.
- By attending, participants will gain a comprehensive understanding of these challenges and learn valuable techniques for effective project planning.
- Additionally, the session will focus on equipping attendees with the skills to design successful student-driven projects and make optimal use of on-campus resources.



FINDINGS



STAGES



SUPPORT

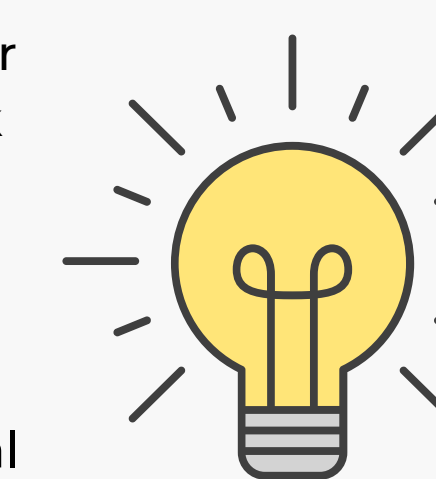
AMICAL arranged two one-on-one workshop training sessions for students, where Dr. Brooke Byan served as a key resource person, facilitated by Dr. Najla Jarkas.

- The Centre of Learning and Teaching (CLT) played a crucial role in assisting with the IRB process and coordinating the organization of training sessions for both faculty and students in collaboration with AMICAL
- Media Center at FCCU provided a fully equipped studio for recording, complete with trained staff who managed the cameras and ensured a suitable soundproof environment for uninterrupted video interview recording.

- Completing the project's six stages was a significant challenge for both faculty and students.
- Initially, students were unhappy with the project, common for new introductions. However, as it progressed, they recognized its value as a unique learning opportunity.

Challenge

- A monetary incentive could encourage faculty participation in projects like these, recognizing their substantial planning and hard work while providing motivation and support.
- In virtual training with Dr. Brooke Bryan, limitations hindered crucial learning aspects, resulting in numerous email exchanges and challenges for both parties.
- The delayed release of the XML file can be demoralizing for students who diligently submitted their projects on time. It can diminish their sense of achievement and undermine the significance of timely submissions.



ACHIEVEMENTS

- Faculty and students had an enriching experience with OHMS, exploring a new realm of possibilities.
- They recognized the importance of consent and data release forms in their project.
- The interviewing process for the project differed from regular interviews, providing valuable insights to the students.
- Several students expressed their interest in future engagement with oral history projects.
- Principal investigator and students learned to use the OHLA website for understanding the process of oral history projects.

