



Angie Hwang

Developer of Supplemental Educational Materials
Age 32

"By providing resources to teachers, I'm able to reach a larger audience."

Angie Hwang is a Chinese-American woman who grew up in the San Francisco Bay Area. After completing a master's in history and earning her teaching credential, Angie taught high school history for six years before leaving to work for a nonprofit organization whose mission is to help preserve and promote the history of Asian-Americans in the western United States. Angie's organization regularly receives and participates in grants to develop educational materials for use in middle school and high school classrooms. The grants typically range from several months to 5 years in length. Angie is responsible for selecting and adapting materials for classroom use. While Angie used to collect supplemental materials for her own classroom, she is now creating them for other teachers to use. The grants Angie works on are normally narrowly focused around one or two topics relating to Asian-American history and culture. A typical deliverable would be an exhibition-type website with a collection of resources formatted for easy printing and classroom projection. As an example, Angie recently completed a project about Angel Island's historic role in U.S. immigration. She included images of the poetry carved into the walls of one of the buildings on Angel Island for the website she developed.

Angie has always been interested in learning about Chinese and Chinese-American culture. For part of her master's thesis, she traced her own family's journey to the United States. In the process of doing general research into the Asian immigrant experience, Angie became skilled at using the university library's electronic resources and speaking with librarians. She also reached out to various historical societies and smaller libraries in an attempt to gather information about her own family history. In her current position, Angie relies on a network of experts such as librarians, teachers, curators, and historians for help in locating materials outside of her organization and in thinking about how the materials might be adapted for grades 7-12. In a best-case scenario, she has plenty of time to consult with others and to select the best available materials, but this is rarely the case due to the time constraints of grants.

Angie's biggest challenge is creating useful materials for teachers she will never know. She must shape those materials into a level of presentation, context, clarity, generality, and adaptability that works for many different teaching uses. Before consulting with teachers, Angie creates a sample set of materials with which she can open the discussion. From her years of teaching, she knows that using pictures and stories is the most effective way to get kids interested in a topic.

Although Angie's organization has a decent collection of historic photographs and documents, illustrations and texts documenting the Asian-American experience in the west, most of them are not digitized. It's faster and easier for Angie to search on the Web for resources. A challenge for Angie is locating and organizing materials from many disparate sources. She has yet to find everything she needs on one website. Angie feels confident in her skills as a searcher and in her ability to evaluate the usefulness of materials, but she's often frustrated in her efforts to isolate those resources that are most useful. Her biggest concern is ensuring that the

resources she chooses are the best available. She has bookmarked a short list of websites and portals with trusted content, mostly from online archives, libraries, museums, and historical societies. Angie prefers digital resources that are available to the general public and which can be used freely in teaching. She will pursue content owners to ask permission to use materials if necessary but this adds more time and effort to her process. Angie's expertise is in creating educational content--not as an expert organizer or computer whiz. The inconsistency of the materials she gathers (e.g., images in many different sizes and qualities, lack of data to identify an item, etc.) sometimes makes it challenging to adapt them for reuse.

When she finds interesting images that might be useful, she saves them onto her desktop and copies the URL of the source page into a Word document along with the image file name. She often prints the web page for reference to capture the URL and image on the same page. She collects enough information to credit her sources, and at a later time she organizes the images into folders. Finding stories online is a little harder. Angie does not have the time or equipment to scan text or retype lengthy sections of text, so her starting point again is the Web. She searches for biographies and primary resources such as original documents, diaries, letters, legends, and speeches. She uses both excerpts and whole documents depending on her purpose. And, she uses audio recordings when she can find them.

In addition to written reports and presentations to the grant funder, Angie's organization is often required to create a website for the supplementary educational materials Angie creates. Unfortunately, Angie's organization doesn't have a designated person who does web stuff; instead, they rely on volunteer help or make sure they can add funding for this in the grant. Angie knows some basic HTML but nothing fancy. Angie feels confident in updating web pages and doing minor modifications, but the initial design and creation of the website need to be handled by someone else.

Angie's organization promotes awareness of the educational materials created by announcing them on the organization's website, mentioning them in their quarterly newsletter, and announcing them on professional email lists of similar organizations.

Angie's Goals

- **Create something useful and lasting.** Angie wants to increase awareness of Asian-American history by providing accurate, compelling materials for teachers. She needs to make the materials simple-to-use and easily accessible so they will actually get used. In addition, Angie's organization must determine how the materials will be maintained into the future.
- **Reach many people.** As a teacher she affected her students. As a developer of teaching materials she reaches many more. Ensuring her materials get promoted and widely distributed is important to Angie.
- **Maintain her network of experts.** To achieve the best results, Angie needs to collaborate regularly with others.