Our findings have indicated that *The Stormont Papers* online resource is only used to a limited extent in teaching. This is not unduly surprising. The focus of the original project, under the AHRC Resource Enhancement Scheme, was to provide a source primarily to enhance research in Irish Studies.

Evidence suggests, through discussion with faculty at Queen’s University, and based on e-mail correspondence via the e-mail facility on the current *Stormont Papers* website, that the resource is being recommended to students as one of several resources which they could use in a research element of an undergraduate degree.

This is reflected in a Use Case kindly provided by Gabriel Doherty, Lecturer in the School of History at University College Cork. He uses the resource in an undergraduate module *Sources and debates in modern Irish History*. The module aims “To acquaint students with the extent and use of primary source material, and with significant historiographical debates, relating to twentieth century Irish history.” It comprises eight formal lectures, each two hours in length; the same number of seminars, also lasting two hours each; together with fieldwork involving visits to major physical archives. *The Stormont Papers* are used for weekly discussions, where there is a focus on ways in which students search the archive for specific topics. The resource is also used for student dissertations.
On completion of the module students should be able to:

- Accurately demonstrate knowledge of the operation and holdings of major archives and other repositories
- Relate this source material to the historiography of twentieth century Irish history
- Accurately demonstrate knowledge of specific historiographical debates in the writing of the history of modern Ireland
- Relate within these specific debates the relevant key theoretical and historical issues, concepts, dates, figures, and source material

*The Stormont Papers* is used as an example of one of the key large primary electronic resources now available to students alongside more traditional analogue archives. The University has no hard copy of the papers, so access to the online resource is the only way that students can interact with this key source. Parliamentary debates are presented as a particular form of historical source, following a structured form that lends itself well to extraction of key themes and ideas. Students query a mixture of chronology or theme topics that address issues of NI life in the a specific era, for example, the 1920s or 1930s, or focus on a specific subject, e.g., security, or policing. Students navigating the content will find a large number of hits, but while a more refined search engine would be useful, Doherty reports that in the context of teaching, it is impossible to have too many hits, as this is how students discover new information, and then learn to filter what they find. Students have noted, however, that they would benefit from the integration of additional explanatory material, such as biographies of participants and a timeline or history of the Stormont years. They would also benefit from supporting materials about parliamentary resources. Students have also indicated that they would like to see greater links to external materials within the resource, for example, the Cabinet Papers, as there are references to parliamentary debates and discussions with the Cabinet. It would be interesting for students to be able track debates in the
Westminster Hansards that relate to Northern Ireland, especially topics not within the scope of the Stormont Government, especially defence. Similarly, links to the proceedings of the Houses of the Oireachtas, or Irish Parliament, would be useful for exploring issues related to World War Two.

Use of *The Stormont Papers* fits well with the overall aim of the module to familiarise undergraduate students with primary sources but, importantly, primary sources which may be used in addressing significant historiographical debates. A key element in AHRC supporting the original Resource Enhancement award was the potential applicability of Hansard to many research debates in Irish Studies reflecting the wide scope of concerns of the devolved parliament and its considerable chronological depth covering more than 50 years from Partition to Direct Rule.

It is evident from this Teaching Use Case that the current e-resource can relatively easily be incorporated into a teaching module on research sources. Historical Hansards would become more embedded in such courses if several initiatives were taken. First, the content should be more widely promoted so that the teaching community are aware of the existence of the e-resource. While Irish Studies e-content is increasingly available, there are few electronic sources of such general relevance and impact. Second, documentation on Hansard as a source including its terms of reference, its compilation, and its limitations would assist the more widespread use of the content in teaching concerned with research sources. Third, guidance of the use of the e-resource would be helpful including information on how to browse the content, search the material both using keyword and free text searching, and information on methods to locate content. Fourth, the site would benefit from containing additional parliamentary materials. At the very least it should provide links for contemporaneous online content, such as historical debates of the Dáil Éireann and Seanad Éireann in the Irish Republic and debates in the current Northern Ireland Assembly. It would also be advantageous if the current e-resource contained critical associated content that is not available in digital format. This
includes Bills and Acts of the Stormont Parliament; content from post-Direct Rule and pre-Good Friday Agreement governmental initiatives such as the Constitutional Convention and the 1982-86 Northern Ireland Assembly; and Stormont Parliamentary reports and papers. Fifth, the website needs to be more stable with near 24/7 availability than is currently the case. For students to use the resource as part of a time-critical undergraduate module teaching staff need reassurance that the website will be available. In the past there have been periods of downtime.

In summary, the Use Case demonstrates that the Stormont Papers can be used as part of a research sources/research methods undergraduate module. Several steps could be taken to embed the content better into this sort of teaching. More generally the source could form part of undergraduate Irish Studies modules reflecting its broad base. Evidence suggests that this is happening but to a limited degree. Enhancements making the material more easily accessible to research source courses would also make it more usable in more taught courses concerned with Irish Studies.