INTERACTIVE
INSTRUCTION
STRATEGY, CURRICULUM, AND EVALUATION

BECOMING INTERACTIVE

FROM SHOW & TELL TO DISCOVERY

EMPIRE

and its Ruins

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The Boyer Commission on Educating Undergraduates in the Research University

REINVENTING UNDERGRADUATE EDUCATION:

A Blueprint for America's Research Universities

Involving Undergraduates in the Research Process

BECAUSE OF THE UNIQUE CHARACTER OF A RESEARCH UNIVERSITY, the process of discovery is essentially a public one; the results of research are, through both teaching and publication, offered publicly for critique, correction, and extension. Undergraduates need to become an active part of the audience for research. In a setting in which inquiry is prized, every course in an undergraduate curriculum should provide an opportunity for a student to succeed through discovery-based methods.

The basic idea of learning as inquiry is the same as the idea of research; even though advanced research occurs at advanced levels, undergraduates beginning in the freshman year can learn through research. In the sciences and social sciences, undergraduates can become junior members of the research teams that now engage professors and graduate students. In the humanities, undergraduates should have the opportunity to work in primary materials, perhaps linked to their professors' research projects. As undergraduates advance through a program, their learning experiences should become closer and closer to the activity of the graduate student. By the senior year, the able undergraduate should be ready for research of the same character and approximately the same complexity as the first-year graduate student; the research university needs to make that zone of transition from senior to graduate student easy to enter and easy to cross. For those who do not enter graduate school, the abilities to identify, analyze, and resolve problems will prove invaluable in professional life and in citizenship.

A Mentor for Every Student

GENERATIONS OF EXPERIENCED SCHOLARS HAVE KNOWN AND ACTED upon the knowledge that the intellectual development of their graduate students is most effectively guided in one-to-one relationships. Essentially the same techniques of tutorship have been practiced at the undergraduate level in areas like art and music, where individual performance is watched, corrected, assisted, and encouraged. In the process, an undergraduate student and instructor can develop a supportive relationship not unlike that found between doctoral candidate and advisor. This kind of mentoring needs to be emulated throughout universities.

In every discipline, field work and internships should be fostered to provide opportunities for original work. In professional schools, these experiences can occur on campus or externally through linkages with businesses, hospitals, associations, governmental agencies, etc. Professional schools operate primarily at the

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8 Questions to ask about your Primary Source:
Note: examine the primary source(s) and try to answer as many of these questions as you can.

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3. Why was it written/made? What was the author's message or argument? Is the message explicit, or are there implicit messages as well?

4. Who was it written/made for? Was this source meant for one person's eyes, or for the public? How does that affect the source? How often was it (if it was at all) reproduced?

5. Look at the physical nature of your source. What can you learn from the form of the source? What does this tell you?

6. Does it describe an ideology and/or behavior of a particular place or time?

7. Is this document similar to others from the same time period?

8. **Provide an example of a research question that evaluation of your primary source might support.**

INTERACTIVE INSTRUCTION

LOOKING FOR THE SWEET SPOT

Teaching effectively with primary sources

Welcome to a new, innovative way to teach in the archives! Based on an award-winning project at Brooklyn Historical Society, TeachArchives.org shares our teaching philosophy and findings with a global audience of instructors, administrators, librarians, archivists, and museum educators. Use this site to teach students ranging from middle school to graduate school.

Bklyn
Public Library

Borrow

Learn

Attend

More

Teaching with Primary Sources: Observations and Inferences

↗ Share

by Jen Hoyer

Jan 17, 2018

Brooklyn Connections is the education outreach program in the Brooklyn Collection. It focuses on cultivating 21st Century learning skills in students and supporting teachers on the incorporation of archives materials into curricula. This blog post is part of a series from the Brooklyn Connections team, sharing skills and ideas for using archives primary source material in the classroom.

Archives are rich in primary sources that can be used for teaching valuable skills to our students. They key starting point to using primary sources in the classroom is teaching foundational skills of how to interact with them: making observations and inferences. An observation and inference activity is easy to plan and can act as a jumping-off point for a wide variety of other inquiry-based

Recent Posts

- **Teaching with Primary Sources: Using the Internet to find Primary Sources Online**

- **An Ode to Brooklyn Poets**

- **Teaching with Primary Sources: What's a Primary Source?**

- **Coney Island Season Is Here!**

A CHART OF THE SOUTHERN HEMISPHERE

Educator Resources

Educator Resources

Educator Resources

DocsTeach: Our Online Tool for Teaching with Documents

Working with Primary Sources

Student Visits

Professional Development

Distance Learning Programs

National History Day Resources

Education Programs at Presidential Libraries

Events & Public Programs

Document Analysis Worksheets

Document analysis is the first step in working with primary sources. Teach your students to think through primary source documents for contextual understanding and to extract information to make informed judgments.

Use these worksheets — for photos, written documents, artifacts, posters, maps, cartoons, videos, and sound recordings — to teach your students the process of document analysis.

Follow this progression:

1. The first few times you ask students to work with primary sources, and whenever you have not worked with primary sources recently, model careful document analysis using the worksheets. Point out that the steps are the same each time, for every type of primary source:

   1. **Meet the document.**
   2. **Observe its parts.**
   3. **Try to make sense of it.**
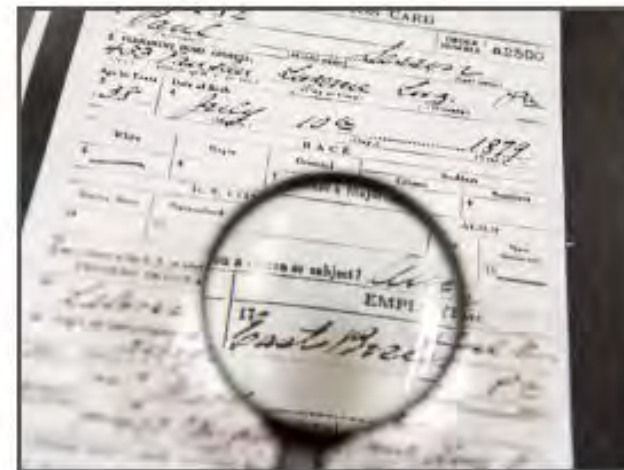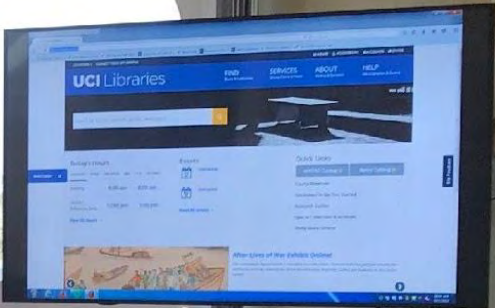
RETURNING TO HUMANITIES CORE

DESIGNING WITH LEARNING OBJECTIVES

SOCIETY OF
American
Archivists

Promoting the value and diversity of archives and archivists.

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About Archives • About SAA • Careers • Education • Publications • Advocacy • Membership

SAA-ACRL/RBMS Joint Task Force on Primary Source Literacy

SAA-ACRL/RBMS Joint Task Force on Primary Source Literacy

Roster   Description

The SAA-ACRL/RBMS Joint Task Force on the Development of Guidelines for Primary Source Literacy (hereafter "Task Force") is responsible for the development of guidelines (hereafter "Guidelines") that will provide competency standards for primary source literacy. Guidelines will consider and address students' ability to interpret and analyze primary sources and students' understanding of and ability to apply effective research skills across multiple disciplines. The Guidelines might also address ethical uses of primary sources, the understanding of legal and social implications of records, the cultivation of historical empathy, the contextualization of documents into broader historical frameworks, and the curiosity and appreciation for the past.

The Guidelines will be submitted for approval by the appropriate standards review committees and executive bodies of SAA and the Association of College and Research Libraries (ACRL) and ACRL's Rare Books and Manuscripts Section (RBMS). The Task Force will recommend a plan for maintenance and review of the Guidelines at the time the Guidelines are submitted to SAA and ACRL/RBMS for approval.

Recent News & Announcements

Guidelines for Primary Source Literacy

Developed by the ACRL RBMS[1]-SAA[2] Joint Task Force on the Development of Guidelines for Primary
Source Literacy
Final Version - Summer 2017

Table of Contents

Introduction

Primary sources provide compelling, direct evidence of human activity. Users who encounter primary sources gain a unique perspective on the subject they are studying, and an opportunity to learn firsthand how primary sources are used for original research. As users learn to successfully engage with primary sources, they also gain important skills that help them navigate the use of other information sources, and further develop their critical thinking skills. Primary sources can also be challenging to those who use them. The formats of primary sources may be unique and unfamiliar. They require critical analysis due to their creators' intents and biases; the variety of contexts in which they have been created, preserved, and made accessible; and the gaps, absences, and silences that may exist in the materials.

These guidelines articulate the range of knowledge, skills, and abilities required to effectively use primary sources. While the primary audience for this document is librarians, archivists, teaching faculty, and others working with college and university students, the guidelines have been written to be sufficiently flexible for use in K-12 and in general public settings as well. The guidelines articulate crucial skills for navigating the complexity of primary sources and codify best practices for utilizing these materials.

Primary sources are materials in a variety of formats that serve as original evidence documenting a time period, an event, a work, people, or ideas. Primary source literacy is the combination of knowledge, skills, and abilities necessary to effectively find, interpret, evaluate, and ethically use primary sources

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[1] Association of College and Research Libraries' Rare Book and Manuscript Section
[2] Society of American Archivists

There are practical considerations particular to using primary sources that users should be aware of. Practical skills necessary for primary source research include finding, accessing, gathering, and handling primary sources in a variety of formats and locations. In order to reach their goals, users should understand what is and is not accessible in specific institutions or databases, and must be aware of procedures and terminology specific to primary source research that may vary from institution to institution. They will need to be aware of how these sources are described in familiar search tools, and may need to engage with additional tools developed in a repository to provide access to primary sources. They will need strategies for capturing and managing research data, including transcription, photography, and downloads.

Learning Objectives

These learning objectives articulate broadly the knowledge, skills, and abilities needed by researchers to successfully conceptualize, find, analyze, and use primary sources. These objectives are intended to be illustrative and are neither comprehensive nor prescriptive, and are *not* presented in any natural order or progression of skill acquisition. They do not specify measurable outcomes or benchmarks for instruction, but can be of assistance in articulating specific learning goals that can be assessed.

The instructor teaching primary source literacy may choose to use any combination of these objectives and to teach the individual objectives at any level of mastery that fits the needs of the users.[5] Developing primary source literacy is an ongoing process that deepens as users gain experience interacting with these types of sources.

A person knowledgeable in the use of primary sources can:

I. Conceptualize
    A. Distinguish primary from secondary sources for a given research question. Demonstrate an understanding of the interrelatedness of primary and secondary sources for research.
    B. Articulate what might serve as primary sources for a specific research project within the framework of an academic discipline or area of study.
    C. Draw on primary sources to generate and refine research questions.
    D. Understand that research is an iterative process and that as primary sources are found and analyzed the research question(s) may change.

II. Find and Access
    A. Identify the possible locations of primary sources.
    B. Use appropriate, efficient, and effective search strategies in order to locate primary sources. Be

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[5] Some examples might include a semester-long course or one-time workshop session, session focused on pedagogical goals of a faculty member or librarian/archivist-developed workshop, medieval manuscripts

GUIDELINES FOR PRIMARY SOURCES:

LEARNING OBJECTIVES

Conceptualize

Find and Access

Read, Understand and Summarize

Interpret, Analyze, and Evaluate

Use and Incorporate

8 Questions to ask about your Primary Source:
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3. Why was it written/made? What was the author's message or argument? Is the message explicit, or are there implicit messages as well?

4. Who was it written/made for? Was this source meant for one person's eyes, or for the public? How does that affect the source? How often was it (if it was at all) reproduced?

5. Look at the physical nature of your source. What can you learn from the form of the source? What does this tell you?

Primary Source Analysis Worksheet

Name: _____ __Your Partner's Name: _____ Class Section

_____

PURPOSE

This worksheet is designed to provide you with a framework for identifying, analyzing and incorporating primary source (*historical evidence*) objects into your research projects. You can repeat this worksheet when you identify your own primary source object!

1. FIND EXISTING INFORMATION ABOUT THE OBJECT

Get the basic information of your primary source object by identifying library metadata on its box, flag or container, or by using your phone or laptop to discover the library record. You can use what you find to jumpstart your analysis. *Think of yourself as a Detective getting the facts of the case before the investigation starts...*

Start with library discovery tools like **ANTPAC** (http://antpac.lib.uci.edu/) and the **Online Archive of California** (http://www.oac.cdlib.org/institutions/UC+Irvine) or look at its flag, envelope, or box.

1. **Type** of Primary Source object:

   _____

2. **Title** of Primary Source object:

   _____

3. **Call Number** or Accession/Collection Number (Box #, Folder #):

   _____

4. **Other information** from the record/labels:

2. INTERROGATE THE OBJECT/DOCUMENT

Become familiar with the primary source and its historical context by asking basic interrogative questions of it. *Think of yourself as a Detective interviewing a witness or person of interest...*

1. **Who** is the creator of the primary source?

2. **When** and **where** was the primary source published or created?

3. **What** do you know (if anything) was happening during this event or time period?

Left page

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through these steps on your own every time you encounter a primary source object. *Think of yourself as a detective looking for clues at the scene of the crime...*

OBSERVE & DESCRIBE ITS PARTS

What can you observe about your primary source object?	*List as many observations as you can.* Include physical properties, images, people, symbols, words and phrases. Don't go into too much detail here.

EXPLAIN THE MEANING OF THE PARTS

Explain what those physical properties, images, people, symbols, etc., mean culturally and historically.	*Go into greater detail* about your observations emphasizing relevant facts or ideas. If you listed a soldier, what kind of soldier? Look things up with your phone/laptop if you don't know!

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Find and Access

Conceptualize

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Explain what those physical properties, images, people, symbols, etc., mean culturally and historically.	*Go into greater detail about your observations emphasizing relevant facts or ideas. If you listed a soldier, what kind of soldier? Look things up with your phone/laptop if you don't know!*

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INFER ITS MESSAGE/ARGUMENT FROM THE PARTS

Connect your observations and explanations and infer* what the message or argument of the primary source is given its unique cultural/historical context.	*Look back at your observations/explanations and ask yourself why are those things there and not something else?* What reason, argument, bias or sentiment does the creator of your object have to include them?

*(arrive at a conclusion by reasoning from evidence):	

USE THE ANALYSIS AS HISTORICAL EVIDENCE

Identify how the message or argument of your primary source object can be used as supporting evidence in a research paper.	**What is your object's message and how does it relate to the themes/lectures of *Empire and Its Ruins*?** *What you can learn from it that you can't learn from anything else?*

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Interpret, Analyze, and Evaluate

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Read, Understand and Summarize.

USE THE ANALYSIS AS HISTORICAL EVIDENCE

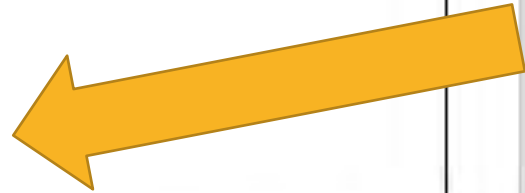| Identify how the message or argument of your primary source object can be used as supporting evidence in a research paper.	**What is your object's message and how does it relate to the themes/lectures of *Empire and Its Ruins*?** *What you can learn from it that you can't learn from anything else?*

4. CONNECT IT TO OTHER PRIMARY & SECONDARY SOURCE OBJECTS

Your primary source object does not live in a vacuum. There is always information that can help you fill in gaps on your primary source and provide additional evidence for your research paper argument.

Find other primary or secondary sources that connect to your primary source object and the theme of Empire & its Ruins. *Think of yourself as a Detective looking for other evidence that might be connected to your suspect...*

Try **ANTPAC** and the **Online Archive of California** but also try to find sources at other institutions using the digital collections on Calisphere. or through databases that you learned about in the Winter Quarter.

Discovery System	*Title* and *Description* of NEW source	*Indicate if its a Primary or Secondary Source*	How it *connects* to your primary source object
ANTPAC			
Online Archive of California (OAC)			
Calisphere.			
Google, JSTOR, Academic Search Complete			

EVALUATION

You should now feel comfortable with the four objectives below. **If you answer NO:** *Please explain where you continue to be confused or unsure and we will address in class...*

1. Do you understand what primary source object is and how it differs from a secondary source object?

2. Do you know to find primary source object at UCI and beyond?

3. Are you comfortable approaching the analysis of primary source object through the materiality of the object and its historical context?

4. Do you understand how to use your analysis of primary source object as historical evidence?

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Evaluation

Conceptualize & Use and Incorporate

TAKE AWAYS

- Show & Tell isn't a dirty word
- You don't need to be original.
- Be strategic and explicit about your instruction goals
- Let the students discover connections on their own

THANK YOU

QUEZADAD@UCI.EDU
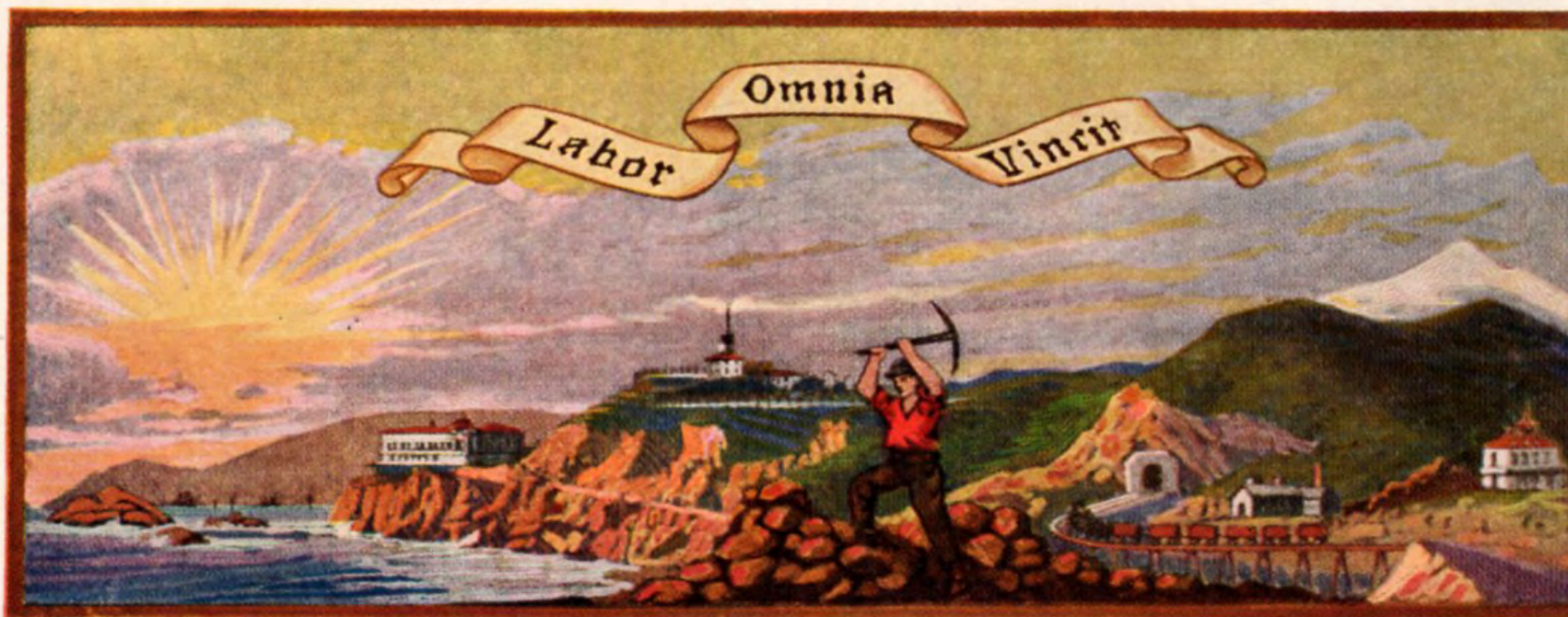
SUTRO BRANCH
CALIFORNIA STATE LIBRARY
SAN FRANCISCO, CALIFORNIA

Mattie Taormina
Director, Sutro Library

Mattie.taormina@library.ca.gov
SCA Conference, April 13, 2018

Adolph Sutro
1830-1898

- Autodidact

- Entrepreneur

- Philanthropist

- San Francisco Mayor

- Lifelong bibliophile

- "California Book Man"

Adolph Sutro.
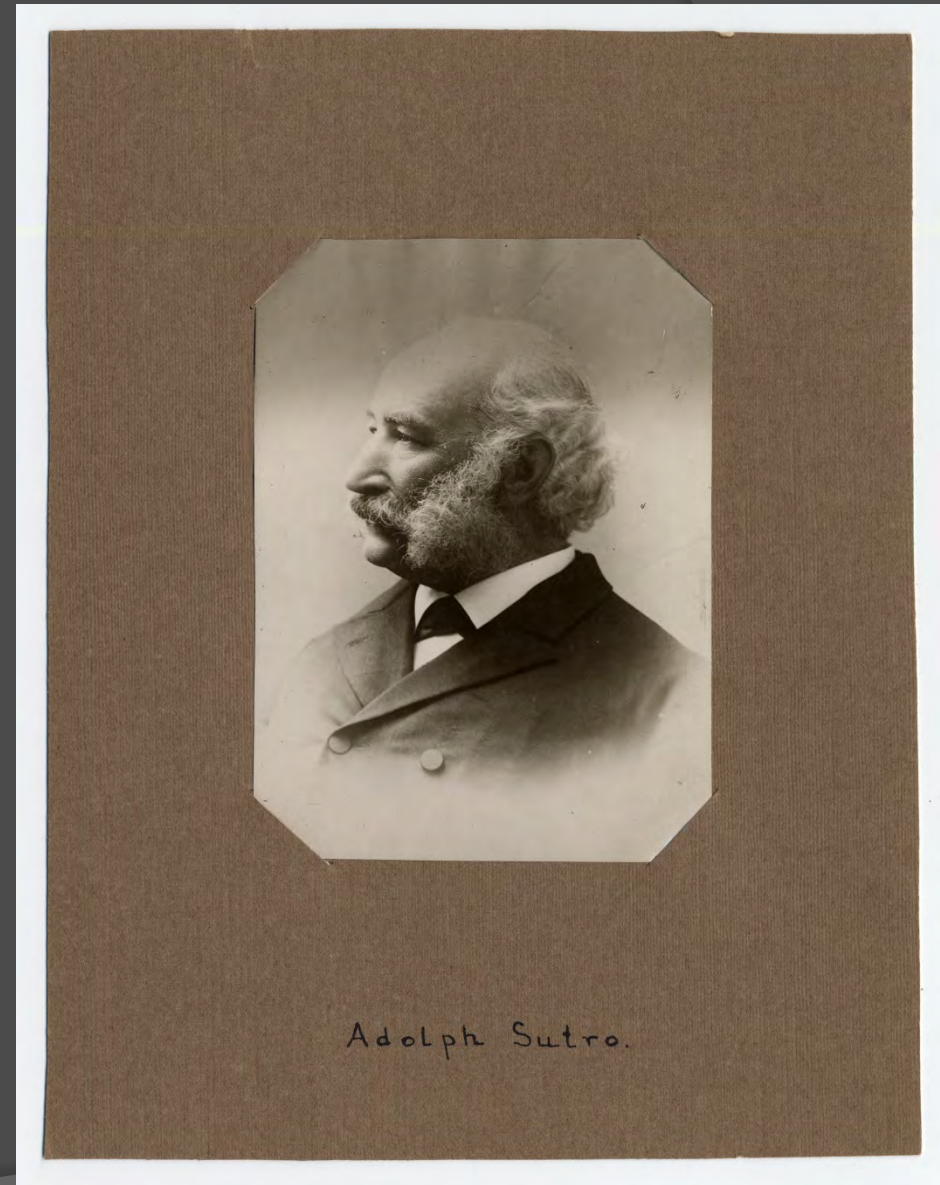
Sutro Library

- Part of the California State Library

- Approx. 90K rare books, 100K of pamphlets, broadsides, maps, photographs

- Dates: cuneiform-2017

- Topics: everything, but strong in Colonial Mexico, natural history, early Pacific Rim Exploration

Stanford University, Lane Medical Library, 1917-1923

San Francisco Public Library, 1923-1958

University of San Francisco, 1958-1982

Temporary housing at San Francisco State University, 1982-2012

The Sutro Library, 2012--today

Impact of instruction on collection development
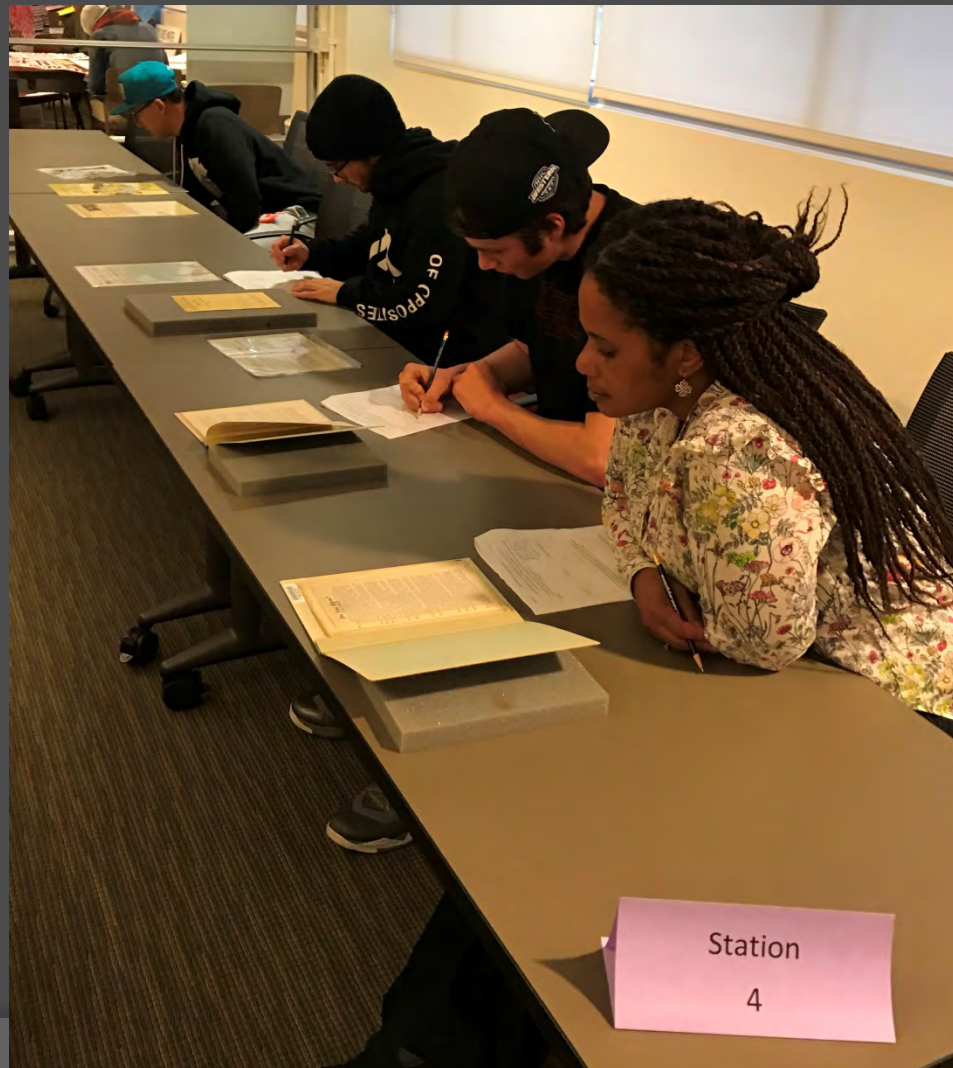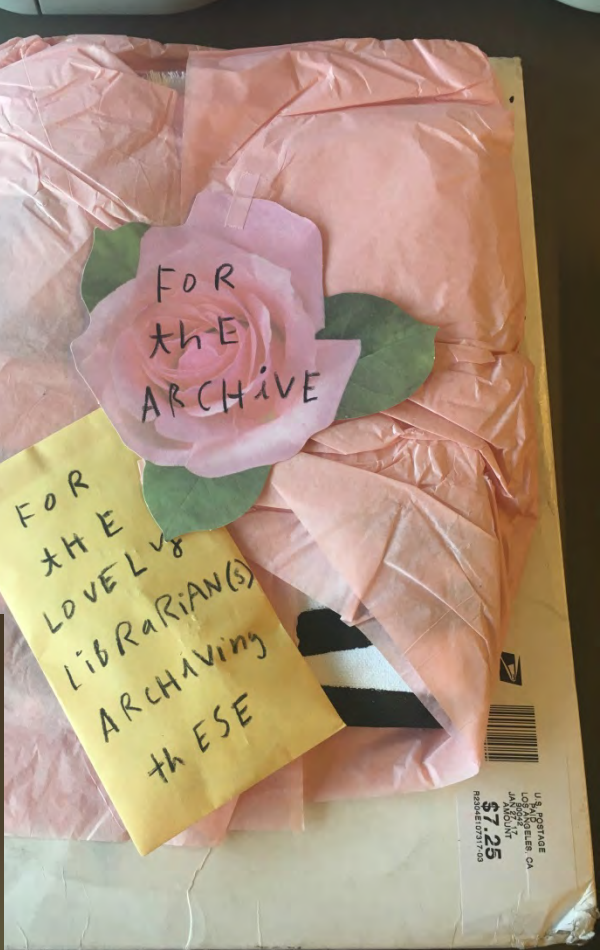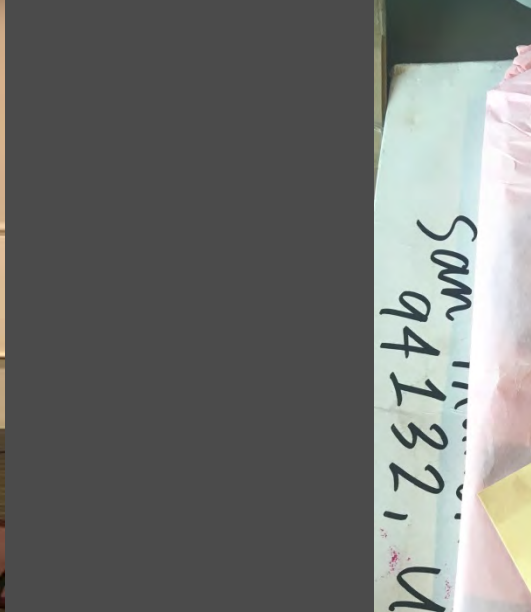
I'D LIKE TO MAKE

A DATE WITH YOU

—

IF YOUR ANSWER IS YES, JUST KEEP
THIS CARD

IF IT IS NO, JUST HAND IT BACK

I'M ALL WOOL   CAPITAL STOCK $5,000,000
A YARD WIDE   IN MY DREAMS

_____

RAGTIME MILLIONAIRE
NOT MARRIED
SUBJECT TO CHANGE WITHOUT NOTICE

CASH ON HAND $0.00   OUT FOR A GOOD TIME
LET'S GET ACQUAINTED   CAN'T SLEEP AT NIGHT

ACQUAINTANCE CARD

—

MAY I HAVE THE PLEASURE OF
ESCORTING YOU HOME?

—

IF NOT

MAY I SIT ON THE FENCE AND WATCH YOU GO BY?

ETHEL OGLE - ROY BOSTICK

Thank you!

Mattie.taormina@library.ca.gov

INTERACTIVE

PRIMARY SOURCE LITERACY

ROBIN M. KATZ | SCA AGM 2018

ROBIN M. KATZ

Primary Source Literacy Librarian

Special Collections & University Archives
UCR Library, UC Riverside

@robinmkatz | robink@ucr.edu

NEW ROLE

REASONS FOR THE CHANGE

#1

BETTER
COMMUNICATE VALUE
TO KEY AUDIENCES

#2

ALIGN WITH
GREATER
LIBRARY RE-ORG

#3

N E W
PRIMARY SOURCE
LITERACY GUIDELINES

MODELS

FOR PRIMARY SOURCE INSTRUCTION

#1   **CLASS VISITS**
In library. Mostly hands-on, small groups.

#2   **IN-CLASSROOM**
Intros, demos, discussions, activities.
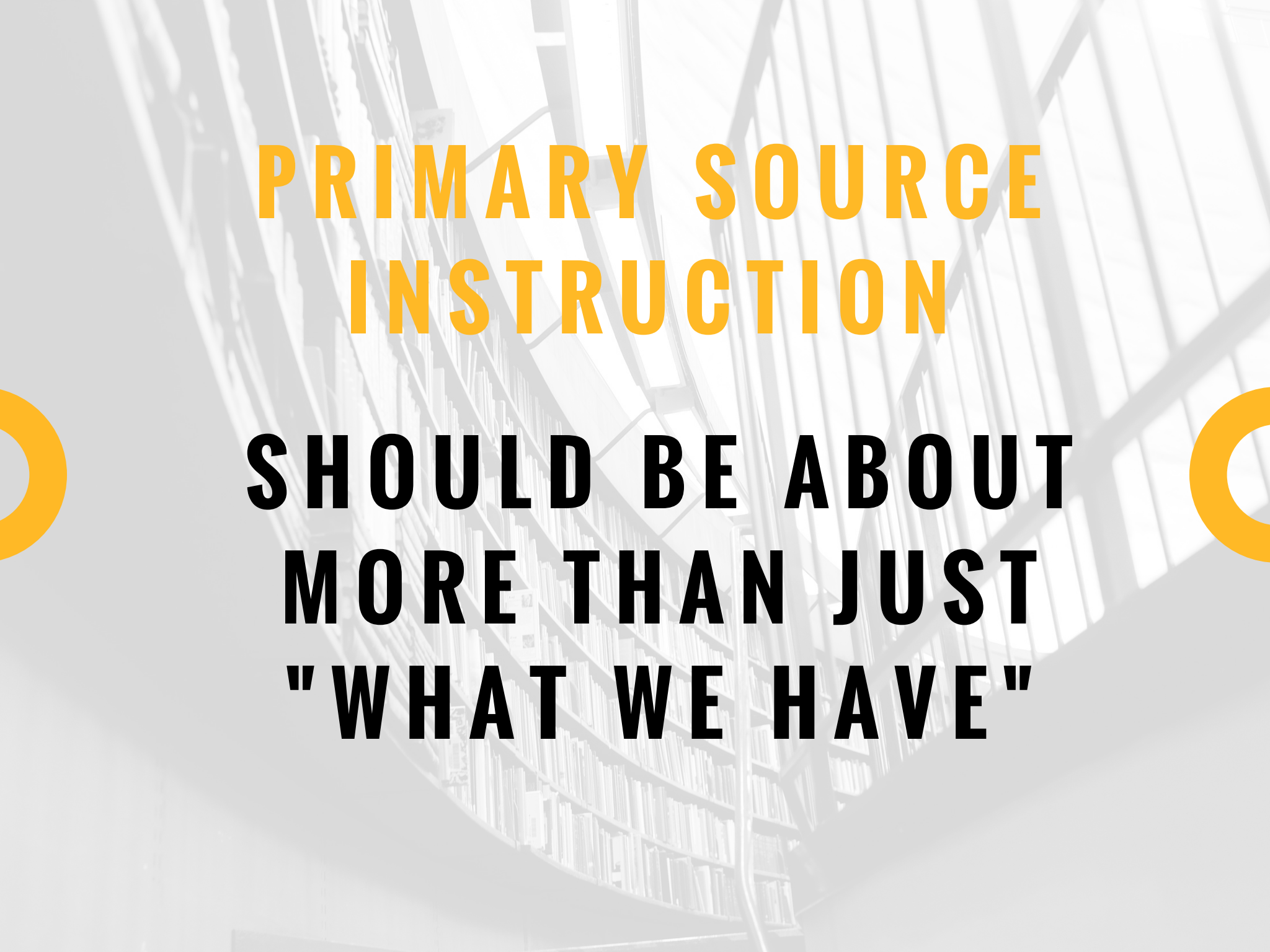
#3   **READING ROOM**
Assign independent research visits.

#4   **RESEARCH CONSULTATIONS**
Require individually or in small groups.

PRIMARY SOURCE INSTRUCTION

SHOULD BE ABOUT MORE THAN JUST "WHAT WE HAVE"

COLLABORATE

HOW TO WORK WITH FACULTY & COLLEAGUES FOR INTERACTIVE INSTRUCTION WITH MAXIMUM IMPACT

COLLECTIONS

HOW PROCESSING & COLLECTION DEVELOPMENT RELATE TO INSTRUCTION

LOOKING AHEAD

THANK YOU!

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ASSESSING
IMPACT
AT THE ENVIRONMENTAL DESIGN ARCHIVES

ARCHIVISTS AS **EDUCATORS**

EXCITED
STUDENTS

ARCHITECTURAL
DRAWINGS

FINDING
AIDS

Undergraduate students at the EDA

INTRO TO THE PROBLEM

1. Informal Assessment

2. Discipline Specific

3. No Comparative Studies

RESEARCH QUESTION Does instruction technique affect students': confidence in finding and using material in the archives, perception of engagement, and satisfaction with the archival experience?

Confidence

- Navigate the EDA's website to determine relevant material for project/research
- Interpret a finding aid
- Handle primary source material properly

Engagement

- Excitement by materials
- Attention sustained
- Comfort with contributing to discussion

Satisfaction

- Enjoyment of experience
- Appreciation for the material shown
- Eagerness to return on own

CLASSIC EXPERIMENTAL DESIGN
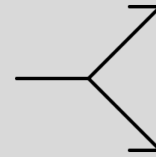
Plants in Design
- control = show and tell
- treatment = interactive

Fund. of Landscape Arch.
- control = show and tell
- treatment = interactive
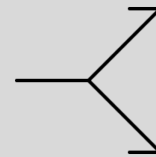
Intro to Environ. Design
- control = show and tell
- treatment = interactive
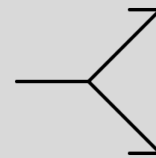
INSTRUCTION PROTOCOL

CONTROL

Mechanics Total class time 60 mins

Part 1: General Overview (10 min)

Part 2: Looking at the Material: Lecture-based show and tell (30 min)

Part 3: Finding Aids – Lecture-based explanation (15 min)

Part 4: Administer Questionnaire (5 min)

TREATMENT

Mechanics Total class time 60 mins

Part 1: General Overview (10 min)

Part 2: Looking at the Material: Object-based learning exercises in groups (30 m)

Part 3: Finding Aids: Interactive exercise (15 min)

Part 4: Administer Questionnaire (5 min)

SAME SET OF MATERIAL PULLED FOR EACH CLASS

QUESTIONNAIRE DESIGN

PRE

On a scale of 1 to 4, please rate how much you agree or disagree with the following statements:

	Strongly disagree 1	Disagree 2	Agree 3	Strongly agree 4
I can navigate the Environmental Design Archives' website to determine if they hold relevant material for my projects or research	○	○	○	○
I know where to look on a finding aid to get information about the scope and content of a collection	○	○	○	○
I feel comfortable handling archival materials properly	○	○	○	○

CONFIDENCE

POST

On a scale of 1 to 4, please rate how much you agree or disagree with the following statements:

	Strongly disagree 1	Disagree 2	Agree 3	Strongly Agree 4
I can navigate the Environmental Design Archives' website to determine if they hold relevant material for my projects or research	○	○	○	○
I know where to look on a finding aid to get information about the scope and content of a collection	○	○	○	○
I feel comfortable handling archival materials properly	○	○	○	○
The materials that I saw today were exciting	○	○	○	○
My attention was sustained throughout the instruction session	○	○	○	○
I felt comfortable contributing to the discussion	○	○	○	○
I received enjoyment from the archival experience	○	○	○	○
I have an appreciation for the archival material we viewed today	○	○	○	○
I am eager to return to the Archives	○	○	○	○

ENGAGEMENT

SATISTFACTION

DATA ANALYSIS   n = 81
control & treatment group combined across all three classes

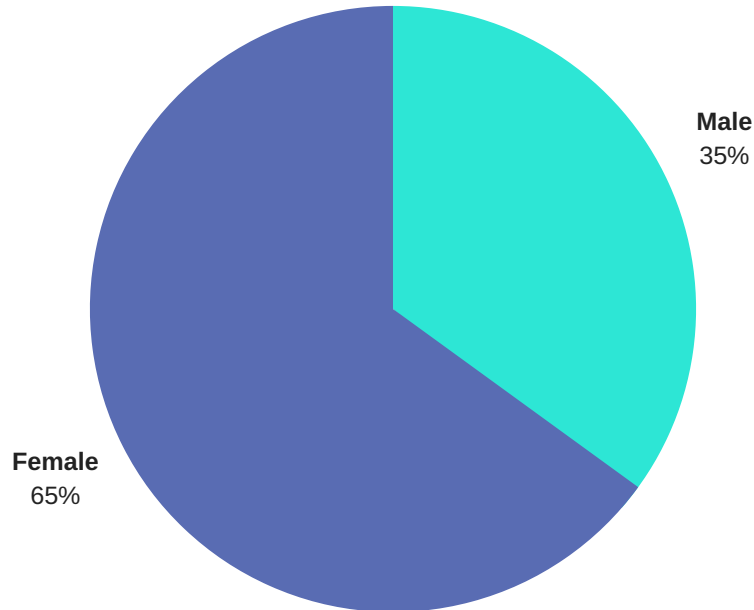| ED1 Control - Breakdown	N	%	ED1 Treatment - Breakdown	N	%	FUND LA Control - Breakdown	N	%	FUND LA Treatment - Breakdown	N	%	Plants Control - Breakdown	N	%	Plants Treatment - Breakdown	N	%
Gender	20	1	Gender			Gender	8	1	Gender			Gender	13	1	Gender	13	1
Male		0.3	Male			Male	1	0.125	Male			Male			Male	6	0.46153
Female			Female			Female	7	0.875	Female			Female			Female	7	0.53846
Major			Major			Major	8	1	Major			Major	13	1	Major	13	1.12307
Architecture	5	0.25	Architecture	11	0.55	Landscape Architecture	7	0.85714286	Landscape Architecture	7	0.875	Architecture	6	0.46153846	Architecture		0.38461
Civil Engineering	1	0.05	Art Practice	1	0.05	Sustainable Environmental Design	1	0.14285714	Urban Studies	1	0.125	Environmental Economics	1	0.07692308	Computer Science		0.2
Conservation Resources Studies	1	0.05	Civil Engineering	2	0.1							Landscape Architecture	1	0.07692308	Economics		0.15384
Landscape Architecture	1	0.05	Computer Science	1	0.05							Sustainable Environmental Design	3	0.23076923	Forestry		0.07692
Sustainable Environmental Design	9	0.45	Landscape Architecture	1	0.05							Urban Studies	2	0.184615	History of Art		0.07692
Undeclared			Sustainable Environmental	3	0.15										Landscape Architecutre		0.07692
Urban Studies																		0.07692
																	0.07692
Year in Studies	20	1	Year in Studies	20	1	Year in Studies	7	1	Year in Studies	8	1	Year in Studies	13	1	Year in Studies		1
First	17	0.85	First	19	0.95	First	1	0.14285714	First	0	0	First	0	0	First		
Second	1	0.05	Second	1	0.05	Second	0	0	Second	0	0	Second	2	0.15384615	Second	3	0.23076
Third	1	0.05	Third			Third	4	0.571428	Third	8	1	Third	3	0.23076923	Third	2	0.15384
Fourth	1	0.05	Fourth			Fourth		0.14285714	Fourth	0	0	Fourth	8	0.61538462	Fourth	7	0.53846
Fifth			Fifth			Fifth			Fifth			Fifth	0	0	Fifth		0.07692
Graduate			Graduate			Graduate			Graduate	0	0	Graduate	0	0	Graduate		
Archives before	20	1	Archives before	20	1	Archives before	7	1	Archives before	8	1	Archives before	13	1	Archives before	13	1
NO	18	0.9	NO	20	1	NO	4	0.57142857	NO	8	1	NO	10	0.76923077	NO	11	0.84615
YES	2	0.1	YES			YES	3	0.42857143	YES			YES	3	0.23076923	YES	2	0.15384
Pre-test confidence web	20	1	Pre-test confidence web	20	1	Pre-test confidence web	7	1	Pre-test confidence web	8	1	Pre-test confidence web	13	1	Pre-test confidence web	13	1
Strongly Disagree "1"	3	0.15	Strongly Disagree "1"	7	0.35	Strongly Disagree "1"	1	0.14285714	Strongly Disagree "1"	1	0.125	Strongly Disagree "1"	2	0.15384615	Strongly Disagree "1"	6	0.46153
Disagree "2"	14	0.7	Disagree "2"	8	0.4	Disagree "2"	2	0.28571429	Disagree "2"	4	0.5	Disagree "2"	7	0.53846154	Disagree "2"	5	0.38461
Agree "3"	3	0.15	Agree "3"	4	0.2	Agree "3"	4	0.57142857	Agree "3"	2	0.25	Agree "3"	4	0.30769231	Agree "3"	2	0.15384
Strongly Agree "4"	0	0	Strongly Agree "4"	1	0.05	Strongly Agree "4"	0	0	Strongly Agree "4"	1	0.125	Strongly Agree "4"	0	0	Strongly Agree "4"	0	0
Post-test confidence web	20	1	Post-test confidence web	20	1	Post-test confidence web	7	1	Post-test confidence web	8	1	Post-test confidence web	13	1	Post-test confidence web	13	1
Strongly Disagree "1"	0	0	Strongly Disagree "1"	0	0	Strongly Disagree "1"	0	0	Strongly Disagree "1"	0	0	Strongly Disagree "1"	0	0	Strongly Disagree "1"	0	0
Disagree "2"	2	0.1	Disagree "2"	3	0.15	Disagree "2"	1	0.14285714	Disagree "2"	4	0.5	Disagree "2"	2	0.15384615	Disagree "2"	5	0.38461
Agree "3"	16	0.8	Agree "3"	15	0.75	Agree "3"	4	0.57142857	Agree "3"	3	0.375	Agree "3"	10	0.76923077	Agree "3"	6	0.46153
Strongly Agree "4"	2	0.1	Strongly Agree "4"	2	0.1	Strongly Agree "4"	2	0.28571429	Strongly Agree "4"	1	0.125	Strongly Agree "4"	1	0.07692308	Strongly Agree "4"	2	0.15384
Pre-test confidence finding aid	20	1	Pre-test confidence finding aid	20	1	Pre-test confidence finding aid	7	1	Pre-test confidence finding aid	8	1	Pre-test confidence finding aid	13	1	Pre-test confidence finding aid	13	1
Strongly Disagree "1"	3	0.15	Strongly Disagree "1"	8	0.4	Strongly Disagree "1"	0	0	Strongly Disagree "1"	1	0.125	Strongly Disagree "1"	3	0.23076923	Strongly Disagree "1"	6	0.46153
Disagree "2"	15	0.75	Disagree "2"	9	0.45	Disagree "2"	3	0.42857143	Disagree "2"	4	0.5	Disagree "2"	7	0.53846154	Disagree "2"	5	0.38461
Agree "3"	2	0.1	Agree "3"	2	0.1	Agree "3"	4	0.57142857	Agree "3"	2	0.25	Agree "3"	3	0.23076923	Agree "3"	1	0.07692
Strongly Agree "4"	0	0	Strongly Agree "4"	1	0.05	Strongly Agree "4"			Strongly Agree "4"	1	0.125	Strongly Agree "4"	0	0	Strongly Agree "4"	1	0.07692
Post-test confidence finding aid	20	1	Post-test confidence finding aid	20	1	Post-test confidence finding aid	7	1	Post-test confidence finding aid	8	1	Post-test confidence finding aid	13	1	Post-test confidence finding aid	13	1
Strongly Disagree "1"	0	0	Strongly Disagree "1"	0	0	Strongly Disagree "1"	1	0.14285714	Strongly Disagree "1"	0	0	Strongly Disagree "1"	0	0	Strongly Disagree "1"	0	0
Disagree "2"	1	0.05	Disagree "2"	2	0.1	Disagree "2"	0	0	Disagree "2"	1	0.125	Disagree "2"	1	0.07692308	Disagree "2"	2	0.15384
Agree "3"	12	0.6	Agree "3"	13	0.65	Agree "3"	4	0.57142857	Agree "3"	4	0.5	Agree "3"	9	0.69230769	Agree "3"	7	0.53846
Strongly Agree "4"	7	0.35	Strongly Agree "4"	5	0.25	Strongly Agree "4"	2	0.28571429	Strongly Agree "4"	3	0.375	Strongly Agree "4"	3	0.23076923	Strongly Agree "4"	4	0.30769
Pre-test confidence handling	20	1	Pre-test confidence handling	20	1	Pre-test confidence handling	7	1	Pre-test confidence handling	8	1	Pre-test confidence handling	13	1	Pre-test confidence handling	13	1
Strongly Disagree "1"	4	0.2	Strongly Disagree "1"	7	0.35	Strongly Disagree "1"	1	0.14285714	Strongly Disagree "1"	1	0.125	Strongly Disagree "1"	4	0.30769231	Strongly Disagree "1"	3	0.23076
Disagree "2"	7	0.35	Disagree "2"	10	0.5	Disagree "2"	4	0.57142857	Disagree "2"	4	0.5	Disagree "2"	6	0.46153846	Disagree "2"	6	0.46153
Agree "3"	9	0.45	Agree "3"	2	0.1	Agree "3"	2	0.28571429	Agree "3"	3	0.375	Agree "3"	2	0.15384615	Agree "3"	3	0.23076
Strongly Agree "4"	0	0	Strongly Agree "4"	1	0.05	Strongly Agree "4"	0	0	Strongly Agree "4"			Strongly Agree "4"	1	0.07692308	Strongly Agree "4"	1	0.07692
Post-test confidence handling	20	1	Post-test confidence handling	20	1	Post-test confidence handling	7	1	Post-test confidence handling	8	1	Post-test confidence handling	13	1	Post-test confidence handling	13	1
Strongly Disagree "1"	0	0	Strongly Disagree "1"	0	0	Strongly Disagree "1"	1	0.14285714	Strongly Disagree "1"	0	0	Strongly Disagree "1"	0	0	Strongly Disagree "1"	0	0
Disagree "2"	2	0.1	Disagree "2"	3	0.15	Disagree "2"	1	0.14285714	Disagree "2"	1	0.125	Disagree "2"	3	0.23076923	Disagree "2"	0	0
Agree "3"	14	0.7	Agree "3"	13	0.65	Agree "3"	4	0.57142857	Agree "3"	5	0.625	Agree "3"	8	0.61538462	Agree "3"	6	0.46153
Strongly Agree "4"	4	0.2	Strongly Agree "4"	4	0.2	Strongly Agree "4"	1	0.14285714	Strongly Agree "4"	3	0.375	Strongly Agree "4"	2	0.15384615	Strongly Agree "4"	7	0.53846
Post-test engagement exciting	20	1	Post-test engagement exciting	20	1	Post-test engagement exciting	7	1	Post-test engagement exciting	8	1	Post-test engagement exciting	13	1	Post-test engagement exciting	13	1
Strongly Disagree "1"	0	0	Strongly Disagree "1"	0	0	Strongly Disagree "1"	1	0.14285714	Strongly Disagree "1"	0	0	Strongly Disagree "1"	0	0	Strongly Disagree "1"		
Disagree "2"	0	0	Disagree "2"	0	0	Disagree "2"	0	0	Disagree "2"	0	0	Disagree "2"	1	0.07692308	Disagree "2"	0	0
Agree "3"	10	0.5	Agree "3"	6	0.3	Agree "3"	2	0.28571429	Agree "3"	1	0.125	Agree "3"	9	0.69230769	Agree "3"	5	0.38461
Strongly Agree "4"	10	0.5	Strongly Agree "4"	14	0.7	Strongly Agree "4"	4	0.57142857	Strongly Agree "4"	7	0.875	Strongly Agree "4"	3	0.23076923	Strongly Agree "4"	8	0.61538
Post-test engagement attention	20	1	Post-test engagement attention	20	1	Post-test engagement attention	7	1	Post-test engagement attention	8	1	Post-test engagement attention	13	1	Post-test engagement attention	13	1
Strongly Disagree "1"	0	0	Strongly Disagree "1"	0	0	Strongly Disagree "1"	0	0	Strongly Disagree "1"	0	0	Strongly Disagree "1"	0	0	Strongly Disagree "1"	0	0
Disagree "2"	1	0.05	Disagree "2"	1	0.05	Disagree "2"	1	0.14285714	Disagree "2"	0	0	Disagree "2"	2	0.15384615	Disagree "2"	2	0.15384
Agree "3"	12	0.6	Agree "3"	9	0.45	Agree "3"	2	0.28571429	Agree "3"	2	0.25	Agree "3"	10	0.76923077	Agree "3"	5	0.38461
Strongly Agree "4"	7	0.35	Strongly Agree "4"	10	0.5	Strongly Agree "4"	4	0.57142857	Strongly Agree "4"	6	0.75	Strongly Agree "4"	1	0.07692308	Strongly Agree "4"	6	0.46153
Post-test engagement comfort	20	1	Post-test engagement comfort	20	1	Post-test engagement comfort	7	1	Post-test engagement comfort	8	1	Post-test engagement comfort	13	1	Post-test engagement comfort	13	1
Strongly Disagree "1"	0	0	Strongly Disagree "1"	0	0	Strongly Disagree "1"	1	0.14285714	Strongly Disagree "1"	0	0	Strongly Disagree "1"	0	0	Strongly Disagree "1"	0	0
Disagree "2"	1	0.05	Disagree "2"	1	0.05	Disagree "2"	0	0	Disagree "2"	0	0	Disagree "2"	1	0.07692308	Disagree "2"	0	0
Agree "3"	14	0.7	Agree "3"	9	0.45	Agree "3"	3	0.42857143	Agree "3"	2	0.25	Agree "3"	9	0.69230769	Agree "3"	6	0.46153
Strongly Agree "4"	5	0.25	Strongly Agree "4"	10	0.5	Strongly Agree "4"	3	0.42857143	Strongly Agree "4"	6	0.75	Strongly Agree "4"	3	0.23076923	Strongly Agree "4"	7	0.53846
Post-test satisfaction enjoyment	20	1	Post-test satisfaction enjoyment	20	1	Post-test satisfaction enjoyment	7	1	Post-test satisfaction enjoyment	8	1	Post-test satisfaction enjoyment	13	1	Post-test satisfaction enjoyment	13	1
Strongly Disagree "1"	0	0	Strongly Disagree "1"	0	0	Strongly Disagree "1"	1	0.14285714	Strongly Disagree "1"	0	0	Strongly Disagree "1"	0	0	Strongly Disagree "1"	0	0
Disagree "2"	0	0	Disagree "2"	1	0.05	Disagree "2"	0	0	Disagree "2"	0	0	Disagree "2"	0	0	Disagree "2"	0	0
Agree "3"	9	0.45	Agree "3"	7	0.35	Agree "3"	2	0.28571429	Agree "3"	2	0.25	Agree "3"	9	0.69230769	Agree "3"	6	0.46153
Strongly Agree "4"	11	0.55	Strongly Agree "4"	12	0.6	Strongly Agree "4"	4	0.57142857	Strongly Agree "4"	6	0.75	Strongly Agree "4"	4	0.30769231	Strongly Agree "4"	7	0.53846
Post-test satisfaction appreciation	20	1	Post-test satisfaction appreciation	20	1	Post-test satisfaction appreciation	7	1	Post-test satisfaction appreciation	8	1	Post-test satisfaction appreciation	13	1	Post-test satisfaction appreciation	13	1
Strongly Disagree "1"	0	0	Strongly Disagree "1"	0	0	Strongly Disagree "1"	1	0.14285714	Strongly Disagree "1"	0	0	Strongly Disagree "1"	0	0	Strongly Disagree "1"	0	0
Disagree "2"	0	0	Disagree "2"	0	0	Disagree "2"	0	0	Disagree "2"	0	0	Disagree "2"	1	0.07692308	Disagree "2"	0	0
Agree "3"	10	0.5	Agree "3"	4	0.2	Agree "3"	1	0.14285714	Agree "3"	1	0.125	Agree "3"	9	0.69230769	Agree "3"	5	0.38461
Strongly Agree "4"	10	0.5	Strongly Agree "4"	16	0.8	Strongly Agree "4"	5	0.71428571	Strongly Agree "4"	7	0.875	Strongly Agree "4"	3	0.23076923	Strongly Agree "4"	8	0.61538

DATA ANALYSIS: DEMOGRAPHICS

DESCRIPTIVE STATISTICS

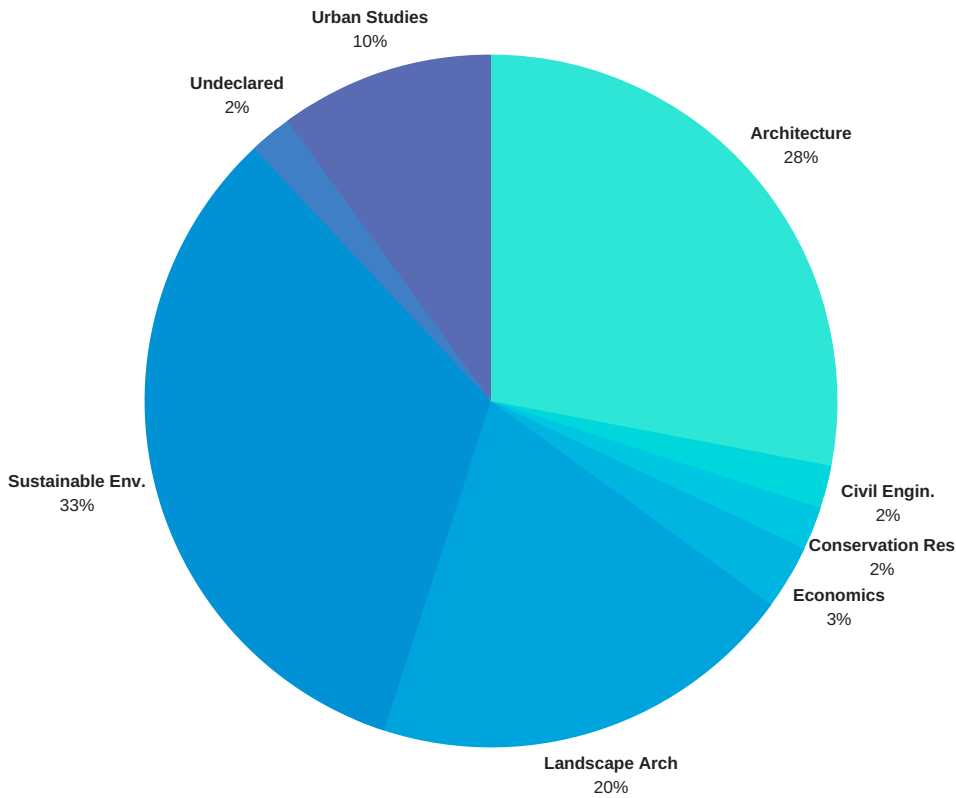# RESULTS:
DEMOGRAPHICS - GENDER

CONTROL = SHOW AND TELL

TREATMENT = INTERACTIVE
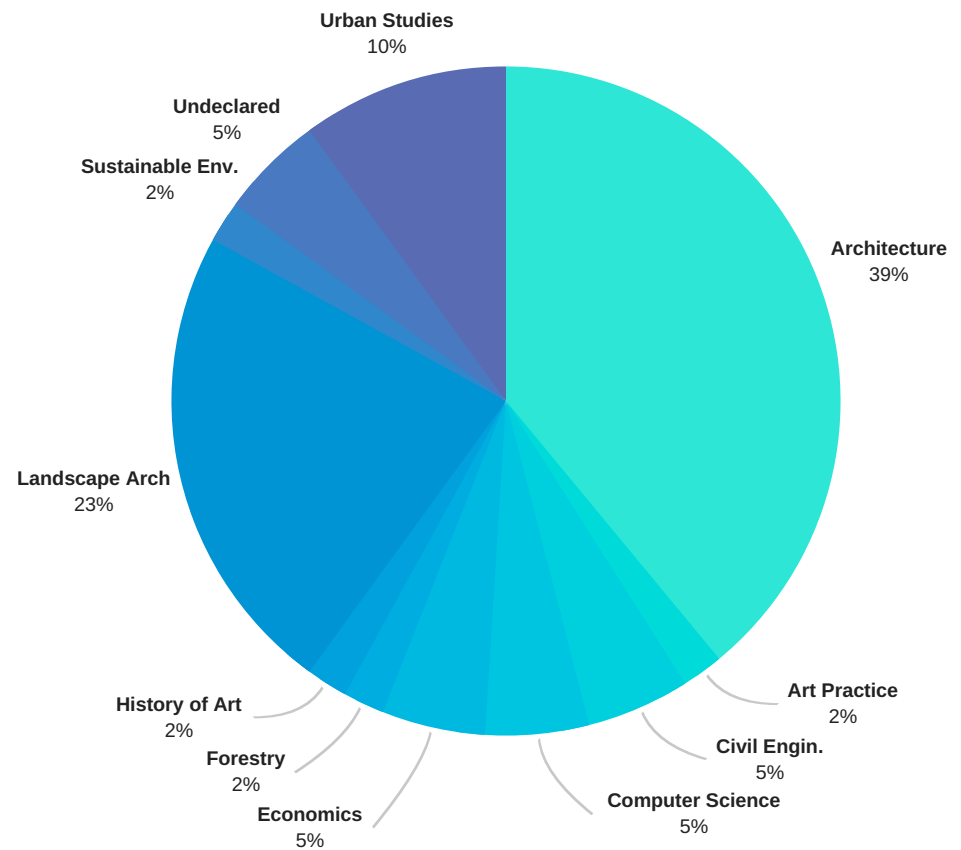
Male
35%

Female
65%

Male
32%

Female
68%
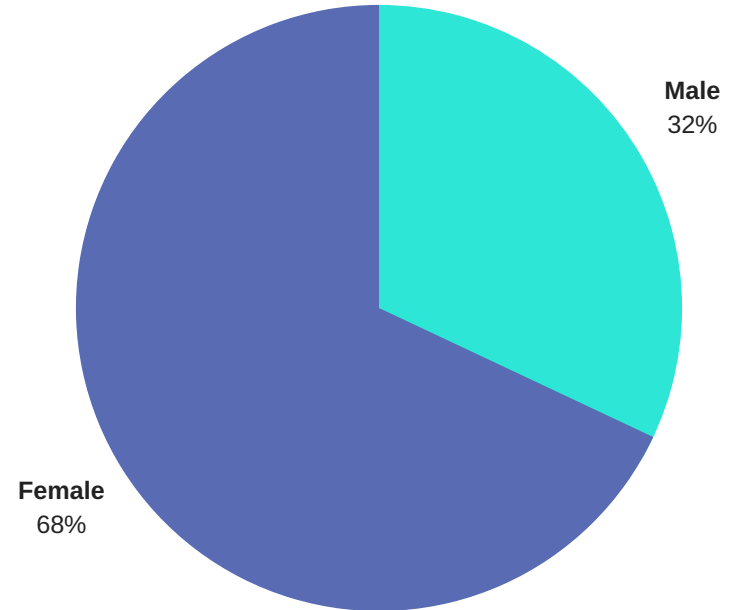
RESULTS:
DEMOGRAPHICS - MAJORS

CONTROL = SHOW AND TELL

Urban Studies 10%
Undeclared 2%
Architecture 28%
Sustainable Env. 33%
Civil Engin. 2%
Conservation Res 2%
Economics 3%
Landscape Arch 20%

TREATMENT = INTERACTIVE

Urban Studies 10%
Undeclared 5%
Sustainable Env. 2%
Architecture 39%
Landscape Arch 23%
Art Practice 2%
Civil Engin. 5%
Computer Science 5%
Economics 5%
Forestry 2%
History of Art 2%

RESULTS: DEMOGRAPHICS - YEAR

CONTROL = SHOW AND TELL

Fifth 2%
Fourth 25%
First 45%
Third 20%
Second 8%

TREATMENT = INTERACTIVE

Fifth 3%
Fourth 17%
First 46%
Third 24%
Second 10%
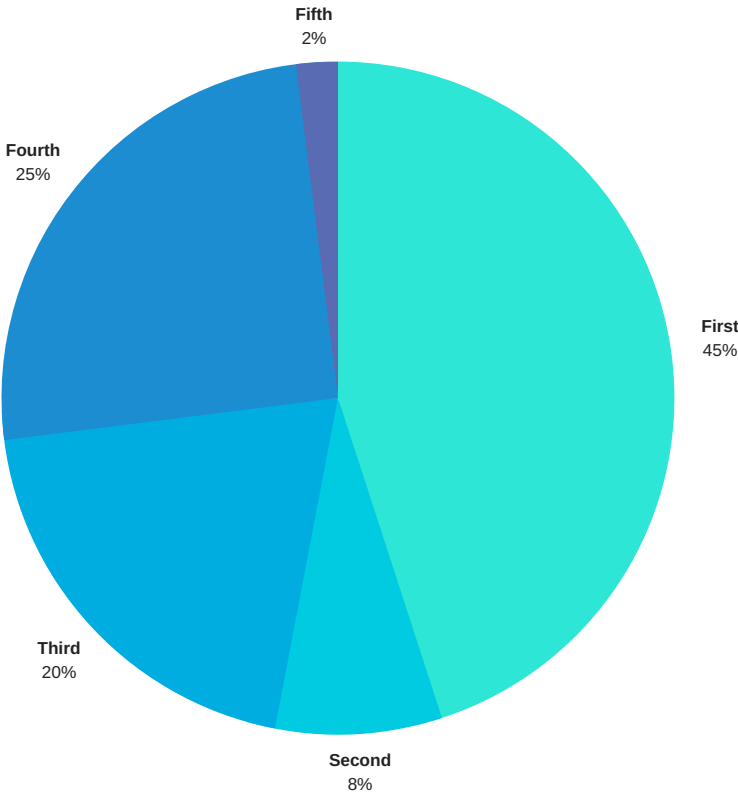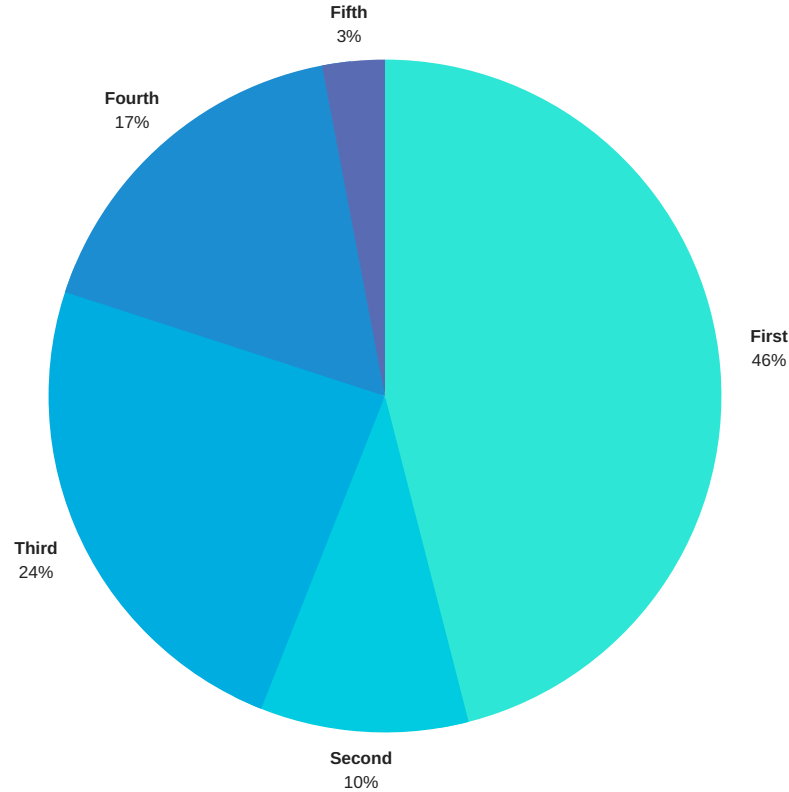
RESULTS:
DEMOGRAPHICS - PRIOR VISITS

CONTROL = SHOW AND TELL
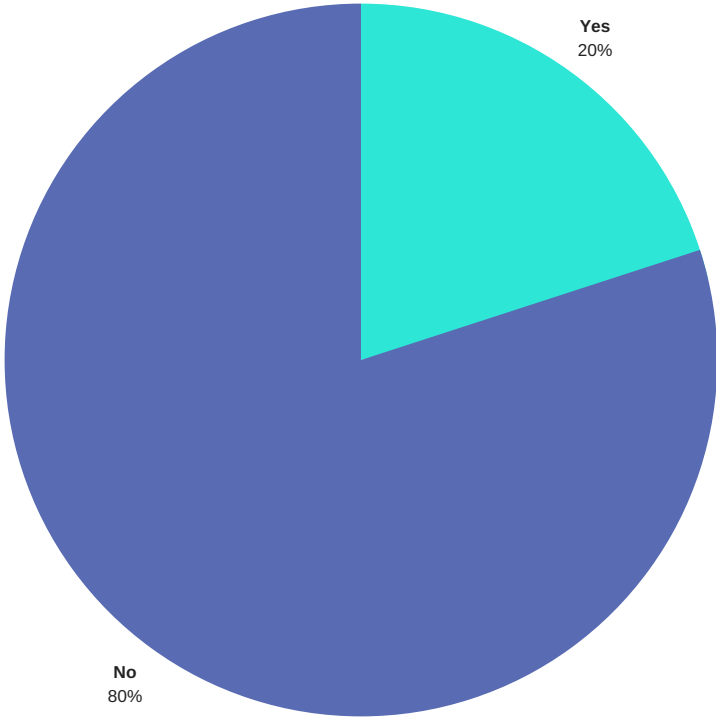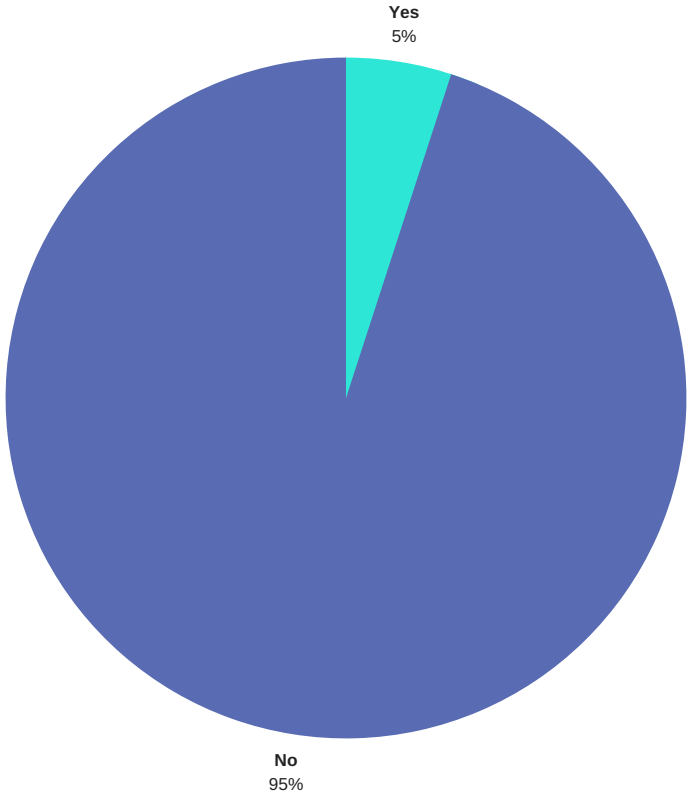
TREATMENT = INTERACTIVE

Yes
20%

No
80%

Yes
5%

No
95%

RESULTS:
CONFIDENCE

navigating the EDA's website

interpreting a finding aid

properly handling material   **p = 0.039**

RESULTS:
ENGAGEMENT

excited by materials   **p = 0.006**

~~attention sustained~~

comfort contributing   **p = 0.007**

RESULTS:
SATISFACTION

enjoyment of experience

appreciation for materials   **p = 0.003 !**

eagerness to return

SIGNIFICANCE + FUTURE WORK

Fills gaps in Archival Literature

- Instruction Technique DOES AFFECT STUDENTS
- Assessment Tool that is Replicable + Non-Discipline Specific

Formal Assessment is CRITICAL - illustrates the VALUE of Archives

Replicate Study w/ different repositories + disciplines

THANKS

CONTACT:

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