Library Impact Research Report

A Toolkit for Demonstrating and Measuring Impact of Primary Sources in Teaching and Learning

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Abstract

This Library Impact Pilot Project addressed how the University of Pittsburgh Library System's special collections support teaching, learning, and research. This project developed a toolkit that allows measurement of impact of engagement with primary sources. The University of Pittsburgh (Pitt) initially worked with University of California, Irvine (UCI) to develop student learning outcomes based on the ACRL-RBMS/SAA Guidelines on Primary Source Literacy and used a logic model framework to identify three types of outcomes: initial (attainment of new skills and knowledge), intermediate (behavioral change), and long term (change in status). Pitt studied two successive cohorts of their Archival Scholars Research Awards (ASRA), a semester-long undergraduate scholarship program that matches each student with a University of Pittsburgh Library System (ULS) librarian/archivist and a Pitt faculty mentor to engage in an in-depth research project. Next, Pitt refined, expanded, and tested the toolkit for use in class visits to assess student learning and archivist/librarian performance in supporting instructor learning goals. The mapping and assessment toolkit Pitt developed may be applied to teaching with primary sources across different disciplines and institutional settings.

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Introduction

The University of Pittsburgh (Pitt) conducted research on the Association of Research Libraries (ARL) Research Library Impact Framework (RLIF) initiative exploring the question: "(How) do the library's special collections specifically support and promote teaching, learning, and research?" ARL recommended that we work collaboratively with University of California, Irvine (UCI). While each library's interest in this research area was different, ARL believed that this collaboration could define specific aspects of a larger project, with each library focused on individual elements. This report focuses on Pitt's initiative to develop a toolkit for assessment of primary source literacy skills.

Broadly, our focus was on how to measure special collections engagement for specific programs and the impact on student learning outcomes. Pitt and UCI developed student learning outcomes based on the Rare Books and Manuscript Section/Society of American Archivists (ACRL-RBMS/SAA) Guidelines on Primary Source Literacy (referenced throughout this document as the Guidelines) and proposed a logic model framework to identify three types of outcomes: initial (attainment of new skills and knowledge), intermediate (behavioral change), and long term (change in status). UCI evaluated the initial outcomes through its Humanities Core program, and Pitt evaluated the intermediate outcomes through its Archival Scholars Research Awards (ASRA) program. The evaluation of long-term outcomes fell outside of the scope of the project.

The Pitt project team recognized the value of a rubric, in conjunction with other assessment tools, mapping to the Guidelines, which could be applicable to teaching with primary sources across different disciplines and institutional settings. Pitt developed and vetted a rubric with ASRA, an undergraduate scholarship award. ASRA matches each student in a cohort with a University of Pittsburgh Library System (ULS) librarian/archivist and a Pitt faculty mentor to engage in a semester long in-depth research project drawing from Pitt's archives and special collections. The project team subsequently expanded and tested the toolkit for use in classroom learning.

Why It Matters to Research Libraries

Like other research libraries, Pitt is increasingly focused on impactful student learning. One of the six strategic goals for the University of Pittsburgh is to "prepare students to lead lives of impact through a supportive environment focused on a holistic and individualized approach to learning inside and outside the classroom."[1] Strategies identified to bring about the goal include enhancing the curriculum through innovative approaches to teaching and learning and use of technology, focus on personalized learning, and enriching student experience by expanding opportunities for engagement with diverse cultures and perspectives.

Against that backdrop, the ULS embarked on a multi-year project to re-imagine its flagship Hillman Library. Spaces and services for creativity, collaboration, and active learning, and a showcase for community achievements emerged as top priorities for the renovated building. For instance, we significantly increased the footprint for user spaces and for partner and specialized services such as media creation and maker spaces. Particular attention was paid to spaces and programming dedicated to working with our distinctive collections. A new classroom was constructed, as well as a new reading room and an adjacent Text and Context Lab, run jointly by the ULS and Center for Creativity. Both analog and digital display areas were added to showcase our materials as well as student work with these collections.

Both university and library focus and investment to enhance student learning experience at Pitt led us to consider more strategically the ways in which we can assess outcomes of our programs offered throughout our new spaces. Given the ULS' focus on building distinctive collections, we were keen to understand the impact of teaching with these collections (including primary sources). In 2020, we took part in an Ithaka S+R project. Findings revealed that instructors value the complex critical thinking and evaluation skills that are possible with primary source engagement. Our Ithaka interviews also revealed a dissonance or disconnect with pedagogical terminology and library information literacy jargon. As practitioners, we were aware anecdotally that the engagement experiences furnished to students align with both instructors' learning goals and the Guidelines; however, no standardized tools that simplify assessment or convert librarian jargon into instructor terminology existed. With this in mind, we developed a toolkit, comprised of a logic model, entrance and exit surveys, and a rubric, all of which mapped to content from the Guidelines.

The ASRA Program was selected to undergo such assessment as we had plenty of anecdotal examples of student satisfaction with their experience, but no concrete evidence of the enhanced knowledge, skills, or other desired outcomes. In our project we were particularly interested in outcomes that spanned beyond the immediate knowledge acquisition, but rather, more intermediate outcomes related to the application of that knowledge and related skills throughout the program and beyond.

We were particularly interested in understanding the efficacy and value of the rubric in supporting instructors' classroom learning goals. Subsequently, we expanded the toolkit by creating and incorporating a lesson plan in conjunction with the rubric to create greater flexibility to assess its veracity in different learning environments.

Objectives

Our primary objective was to create a reusable toolkit that:

- articulates to instructors and other stakeholders the value of primary source instruction to student learners;
- allows assessment of student attainment of primary source literacy skills; and
- enables measurement of the success of the librarian/archivist in supporting instructor learning goals.

Hypothesis

A toolkit, based on the Guidelines, can be effective in assessing value of primary sources in undergraduate education. Well-designed components enable better understanding of the efficacy of prompts, in-class exercises, follow-up assignments, etc., created or co-created with instructors and librarians/archivists, so that engagements are clear, relevant to individual or classroom learning, and meaningful to students and instructors.

Literature Review

The literature documents the interest and desire by special collections librarians and archivists to articulate the value of teaching and learning with primary sources. Additionally, they wish to evaluate and document the impact on student learning.[2]

As primary source instruction efforts rise, so does the need for assessment to ensure that programs thrive and endure as a focused and essential component of undergraduate education.[3] While it is well known that students learn critical analysis and foundational research skills through primary sources, much of this evidence is anecdotal and observed.[4]

There are many challenges to creating meaningful and impactful assessment. A rubric emerges as a consistent assessment tool that is discussed widely in the literature.[5] However, it is a balancing act to create a rubric that is flexible, contains well-defined benchmarks, and encompasses the skills being measured.[6] Additionally, it is a struggle to devise clear criteria for evaluation as students engage with primary sources and produce various outputs that transcend traditional research papers.[7] Until the introduction of the Guidelines produced by a joint task force of Association of College and Research Libraries' (ACRL)-Rare Book & Manuscripts Section (RBMS) and the Society of American Archivists (SAA), prevailing frameworks and standards were fragmented and did not fully encapsulate the significance or complexities of primary sources.[8]

The Guidelines represent considerable years of research, discussion, debate, and coming together to position primary sources, teaching, and learning as a prominent and noteworthy endeavor.[9] Embracing experiential learning and hands-on opportunities in primary source engagement, as well as moving away from one-shot and show-and-tell approaches, also underscores the need for these Guidelines.[10] Primary sources garner wide professional interest and a subsequent desire for best practices and foundational approaches around which librarians and archivists can design outcomes and goals for assessment.[11]

Librarians and archivists aspire to partner with instructors to offer meaningful primary source engagement opportunities for undergraduate students; however, these collaborations require significant investment to foster impactful pedagogical benefits.[12] Instructors often desire that students discover and access primary sources effectively, contextualize them, cite sources appropriately, and consider primary sources in relation to secondary sources.[13] Working with instructors, librarians and archivists curate/co-curate primary sources that align with course goals and support assignments, in addition to offering guidance and approaches to examining these materials.[14] Assessment tools and feedback will help advance these partnerships as well as improve overall pedagogy.[15]

Methodology

The project relied on several data collection methods. The Pitt/UCI collaboration mapped back to an overarching framework of a logic model. The team used the methodology of a logic model to define and operationalize learning outcomes for ASRA participants.

An idea of a logic model that details resources, planned activities, and outcomes over time that reflect intended results was proposed in 1980s in writings by Wholey (1983), but it was not widely used until the United Way of America published *Measuring Program Outcomes* in 1996 and the W. K. Kellogg Foundation published its *Logic Model Development Guide* in 1998. It has since been widely adopted in a not-for-profit sector for systematic assessment of outcomes to demonstrate the value of programs and is often required by funders in support of grant proposals in that sector. A logic model allows for defining short, medium, and long-term project outcomes. Short-term outcomes usually refer to the immediate acquisition of new knowledge; medium-term outcomes measure how this knowledge is applied or acted on, and long-term outcomes show whether the program led to any material changes in the participants' lives.

Method

By using the logic model, which clearly articulated the desired short, intermediate, and long-range outcomes for ASRA, we were able to develop and deploy assessment tools that we could use to measure how well the ASRA program met each of the defined outcomes. To operationalize the assessment of outcomes, we used the Guidelines to develop a rubric and to create a number of data collection tools, including pre- and post- program surveys and prompts to guide student outputs. It also served as a framework to analyze those outputs for assessment of knowledge acquisition. The development, testing, and refinement of this toolkit took place over two cycles of the ASRA program, in 2020 and again in 2021.

The project proposal was scrutinized by Pitt's Institutional Review Board (IRB) prior to the start of the project in 2019 and received an exempt status. Subsequent changes to the project (such as expanding data collection to include instructor interviews and focus groups or changes to the student survey instrument) were also reviewed and approved by the IRB.

ASRA 2020

The project team recruited nine of the ten ASRA 2020 students to participate in the study and consent to do the following:

- Complete a survey at the beginning and end of the program; the survey consisted of brief questions about demographics (year of study, discipline, etc.), confidence level in research skills, and their understanding of research using primary sources
- Share with the project team all outputs created as part of their ASRA experience
- Agree that the project team may contact them by phone or in person in the future (two-three years after the conclusion of the ASRA experience) for a short interview. This interview would include questions about if and how ASRA impacted their career and personal goals

Participation in the study was completely voluntary with no direct benefits to participants. ASRA students were free to withdraw consent and discontinue participation in the study at any time for any reason and confidentiality would be maintained. The university's COVID-19 response led to a shift to online only classes that had a major impact on student outputs received.

The team reviewed the ASRA 2020 entrance and exit surveys, student applications, final presentation posters, and reflection papers to test the rubric and determine if there was evidence of initial or intermediate attainment of primary source literacy skills. Aside from the posters for the final presentation and reflection papers, many program deliverables were customized, and therefore, instructions and prompts had no consistency and often did not include the paradigm introduced by the Guidelines.

ASRA 2021

Because of the pandemic, all research was conducted virtually. The team revised the entrance and exit surveys from a confidence-based to a knowledge-based assessment. We reworked the rubric to scaffold the learning objectives stated in the Guidelines, assigning a value of beginner, intermediate, or proficient to each learning objective and created assignment prompts that mapped specifically to the Guidelines. The instructions for the Tumblr blog and Omeka exhibit focused on creator, materiality, and historical context. The end of term presentations now included a focus on the research process, including motivation (such as how primary sources contributed,

supported, or disputed research questions) and whether the research question changed, pivoted, or was amplified because of what a student discovered in the primary sources.

Classroom Learning

Instructor interviews and focus groups took place in late fall of 2021 and spring of 2022, with coding and analysis completed shortly thereafter. A slightly reconstituted team revised and expanded the toolkit, creating a lesson plan with rubric for use with instructors and their classes. We worked with five instructors from consultation through class visits to create assessable primary source engagements. The tools developed captured instructor learning goals identified during consultations, which impacted curation of Archives & Special Collections (A&SC) materials and the design of student engagements and subsequent outputs, such as wrap up discussions, in class exercises, and follow up assignments. Upon completion of class visits, we analyzed their class outputs, met with each instructor individually, shared the Guidelines, as well as our lesson plan with rubric, and discussed our findings. In the interviews, we solicited feedback on overall value of the lesson plan with rubric and potential use during the consultation process, in assessment, and in supporting primary source classroom learning. After the conclusion of the individual instructor interviews, we reviewed, coded, and analyzed the meeting transcripts.

We conducted three focus groups comprising twelve total instructors who had visited A&SC with classes in the past two years. We began each session by asking instructors what their goals were when bringing classes to special collections, and whether they had worked with us to design student engagements. We shared the Guidelines as well as our lesson plan with rubric and elicited comments on the overall value of the toolkit in supporting primary source classroom learning. We coded transcripts of these recorded exchanges, analyzed the data, and summarized our findings.

Key Performance Indicators

Project KPIs include:

- adoption of the toolkit to design and assess student outputs in classes visiting A&SC where librarians and archivists provide instruction; and

- adoption of the toolkit by an increasing proportion of academic instructors who teach with A&SC primary sources and special collections to incorporate teaching impact measures with such materials in the design of their courses' outputs and outcomes.

Resources Required

ULS librarians and staff who worked on the research team represented different groups within the library system. Initially, Jeanann Haas and Clare Withers represented Archives & Special Collections. Diana Dill and Berenika Webster from the Quality Assurance and Assessment group provided experience with instructional assessment. In September 2021, Jeanann assumed a new role in the library administration and scaled back her participation in this project. Clare assumed the Principal Investigator (PI) role, and Kathy Haines, from the Center for American Music, was added to the project.

The ASRA program received support from the Library Administration, Digital Scholarship Services, Office of Scholarly Communication & Publishing, Research and Learning Liaison Librarians, and Web Services. In addition, ULS collaborated with our university partner, Office of Undergraduate Research, Scholarship, and Creative Activity (OUR), to promote, recruit, and support the ASRA program and participating students. Finally, archivists and librarians mentoring ASRA students supported the project, while faculty mentors served as instructors of record for the ASRA directed research.

For the initial ASRA cohort in 2020, students met in a face-to-face environment. However, because the ASRA 2021 cohort was restricted to an online environment, we utilized Pitt's learning management system, Canvas, to provide a community through which the students could engage with each other, mentors, and the overall ASRA support team. Omeka was also used to allow the students to present an online exhibit of their work, and Zoom was used for training and discussion sessions. Qualtrics was used for both the 2020 and 2021 ASRA cohort entrance and exit surveys.

For classroom learning, 17 instructors of record provided feedback on the use of the lesson plan with rubric in developing classroom visits. Five instructors received a $250 honorarium for collaborating with the project team on the classroom visit while the remaining 12 received a $100 honorarium for participating in focus groups. All meetings were virtual via Zoom and were recorded. We used Rev, a University IRB-approved service, to provide transcripts of the sessions. Excel was used for coding of

the transcripts, and all files were stored on the university's personal cloud storage, OneDrive.

Findings

ASRA 2020 Findings

Even though nine ASRA 2020 students originally agreed to participate in the project, challenges presented by COVID led to fewer respondents sharing their outputs. The ASRA 2020 cohort submitted the following for analysis:

- Entrance / exit surveys (4)
- Blog posts for Tumblr (2)
- LibGuide content (2)
- Research paper (1)
- Posters (6)
- Reflection papers (6)

Only four of the nine students completed both the entrance and exit surveys, which reported slightly less confidence at the end of the term. The results suggest a possibility that the survey design was inadequate, which was compounded by the small pool of respondents. The team deemed the entrance and exit surveys as inconclusive and decided to revisit the entrance and exit survey questions for the ASRA 2021 program.

The two blog posts revealed evidence of students successfully interpreting, analyzing, and evaluating primary sources by discussing the author/creator perspective as well as the purpose and audience of the source. While reviewing the posters, the team concluded that skills, such as an ability to use finding aids, or to conduct iterative research, would not necessarily be visible in this format. Team members expressed difficulty assessing a poster without an accompanying presentation that provided additional context. This generated discussion on the challenges in applying a rubric to prompts that were created without consideration of specific skills outlined in the rubric. The team understood that reworking the prompts could result in output content that contained evidence of primary source literacy skills.

The student reflection papers self-reported insights into long-term research and experiences in completing work remotely due to COVID-19, but these papers did not confirm attainment or advancement of primary source literacy skills. For example, one student stated, "Conducting research for ASRA this semester has taught me how to pace myself with studying primary sources and how to decipher which blocks of information are significant or non-essential to my research question. I was able to expand my knowledge on how to properly handle and store archival publications. Lastly, I believe this experience has strengthened my analytical and critical thinking skills regarding how to properly investigate historical material." The existing directions, assignments, and outputs did not align well with the Guideline and the team could not reach consensus on whether these data points revealed compelling evidence of initial or intermediate primary source literacy skills.

ASRA 2021 Findings

The project team revisited the whole idea of creating assignment prompts with the outputs and rubric in mind. We drafted assignment prompts for the Tumblr blog, Omeka exhibit, and end-of-term virtual presentation that mapped directly to the Guidelines. The analysis of the ASRA 2021 outputs revealed that students demonstrated an initial or intermediate attainment of primary source literacy skills in the blog posts and Omeka exhibits. They positioned their primary sources in context of place and time, discussed the creator, audiences, and materiality and physical features.

The directions for the end of term presentations focused on the research process, but three minutes was not enough time for students to reveal much about skill attainments. The ASRA students were poised and confident in addressing their research topic and answering questions posed about the research process. However, some elements from the Guidelines are more difficult to demonstrate in a limited timeframe, particularly when students talked overall about their research instead of about a particular object. Examples included:

- Students did not discuss how they found or located the materials, leaving it unclear whether a solid understanding of searching for primary sources was gained.
- A few students mentioned COVID restrictions and indicated that they would have appreciated working on-site with the physical materials if conditions allowed. However, they didn't seem to indicate any concerns or problems with policies affecting access.

- Only a few students mentioned materiality and discussed how it factored into their analysis.
- Few students discussed iterations of their materials. One who did was a student researching illuminated manuscripts who discussed facsimiles and the challenges of viewing digital examples or seeing the physical facsimile through a document camera.
- Students mentioned generating questions from primary sources, but only a handful went on to mention how the examination led to changing or pivoting their research.

Because of the depth and number of questions offered in the assignment prompt, it would be impossible for students to address all and make everything visible in three minutes. The team acknowledged a need to further revise the prompts to select and focus on one or two aspects because of the time limitations. The team also discusses whether assignment prompts should be additionally customized to the type of primary source and research question.

The revised ASRA 2021 surveys, which shifted from confidence to knowledge based, revealed successes and areas for further development of the ASRA program. In total, seven students were surveyed. The surveys revealed that students demonstrated higher confidence in requesting archival materials through finding aids, but a lower level of skill in requesting materials from databases and websites. In the question about using primary sources in various capacities, students reported weakness in their current skill level in ″[adhering] to copyright and privacy laws when incorporating primary source information in a research or creative project″ and demonstrated a very small post-ASRA increase. This indicates an area of weakness that could be developed for future cohorts of the ASRA program. Five out of the seven students surveyed had not formally presented research to an academic community prior to the ASRA program; ASRA provided an opportunity for students to develop skills in sharing their research with peers, in a presentation, and with the broader scholarly community. All students reported an increased awareness of issues relating to the creation or existence of historical records and the effect of collectors, archivists, etc. on the existing records at the completion of the ASRA program. See detailed findings in Appendix 3.

Classroom Learning

Upon discussion, all of the participating instructors found value in the lesson plan with rubric, especially in using it in advance of or during the consultation. One instructor said, "It's useful to have those goals articulated in the rubric form. And it forces the instructor ... to think more specifically about how this particular visit is going to meet my goals. So, I think it's useful to see all of that going in." While we had concerns about the terminology used in the Guidelines, instructors allayed our fears, with one commenting on the effectiveness of our mapping instructor learning goals to the Guidelines, "I'm impressed with the things that you decided to focus on ... I think that very accurately captured what I was trying to do in the class." The lesson plan with rubric really performed well in translating primary source literacy jargon to the way instructors articulate learning concepts. To paraphrase one respondent, the toolkit integrates well with classroom pedagogy.

While not all instructors were receptive to the idea or use of rubrics in general, all agreed on the value of various elements of our rubric, especially for use in planning class visits and designing engagement activities. One instructor said, "I would find it too much in terms of assessing and evaluating what [the students] do. I would be less interested in that part of it for my own purposes, but I think in terms of planning, and imagining and constructing assignments, it would be really helpful to me."

In analyzing comments, it was clear that the starting point for most instructors is having students experience the awe of handling primary source materials. One volunteered that, "The one thing that I think is missing [from the Guidelines] that really stands out in my memory of the class was just how it excited the students were to be dealing with this material." Some instructors admitted that they do not have goals for the class visit, and one shared, "I might worry a little bit that instructors don't necessarily know what their goals [are]." Another, for instance, said the only goal was, "I was told there's cool stuff that the students like." Yet another wanted to simply observe students engaging with materials. "I want them to turn the page [...]. For me it's all about the happenstance nature of discovering something."

Through use of the lesson plan with rubric in consultations it can become clear to instructors that more than getting wowed is possible. Upon scrutinizing the rubric and lesson plan, all the instructors realized that they endorsed the primary source literacy skills in the rubric but had not necessarily known how to fully articulate them. Some noted how elements in the lesson plan with rubric would enhance the students' experience. An instructor noted that they had believed the students would

be awed and engrossed with the primary sources; however, after a cursory examination, the students were done. The instructor quickly realized that students needed guidance provided by engagement activities "that forces them to work through some of these goals, and to really dive into the materials and something that's tangible that they have to produce is really helpful." Another instructor said, "Having questions […] the more time they spend with something sparks interest, the more they think about it" and "it really does push them to think about the material items in a way that's new to them." Another instructor summarized it similarly, sharing that the lesson plan with rubric was valuable and altered their approach to class visits.

In closing, instructors expressed in many ways that they value primary source engagement and how it develops students' primary source literary skills. "A big goal is to get students to actually interpret sources themselves […] just have a raw source that it's up to them to apply a theory to and give their own perspective and understanding of […] rather than being told what to think."

Data

We used data that was generated through the toolkit; it included student outputs, student entrance/exit survey results, and interview and focus group transcripts.

Costs included staff time, honoraria, and transcript services. We received a $2,870 ARL subaward to continue to develop the toolkit and conduct and transcribe focus groups and interviews with students and instructors for testing the lesson plan with rubric in classroom learning.

COVID-19 presented obstacles in the initial data collection from the ASRA 2020 cohort. From March 2020 through the remainder of the semester, all Pitt classes and student activities, including the ASRA program, moved online. This resulted in some members of the cohort being unable to share their outputs with the research team or finish the exit survey. To address this shortcoming, we added a second ASRA cohort in 2021 to supplement our data collection.

Value

The research fulfilled our objectives to create a reusable toolkit for use in primary source teaching, learning, and assessing. The toolkit was designed primarily to be used by both archivists and librarians involved in primary source student learning, including consultations, creation of engagement activities, and assessments.

In the ASRA program, the rubric helped us to determine that students were acquiring primary source literacy skills as evidenced through their outputs. For instance, the program had a proven effect on student learning based on a paired t-test and comparison of results from the pre- and post-program survey results, which all demonstrated an increase in average score.

Moreover, the toolkit demonstrated value to instructors who collaborate with A&SC in planning class visits. "What I like about this [toolkit] is that it coheres very well with pedagogical structures and a lot of our classroom teaching." Many instructors appreciated and responded favorably to the rubric. For example, one instructor commented, "It's useful to have those goals articulated in the rubric form. And it forces the instructor [...] to think more specifically about how this particular visit is going to meet my goals." This toolkit resonated with instructors, and for some, resulted in a shift of attitude from "the library has cool stuff" toward integrating defined sets of literacy skills. One instructor put it succinctly, "I'm impressed with the things that you decided to focus on [from the rubric]. I think that very accurately captured what I was trying to do in that class."

Lessons Learned

Pitt's successful toolkit has proven to be an essential component in supporting instructors in offering primary source instruction. The experience of building and testing various iterations of the toolkit reinforced the role of special collections in supporting teaching, learning, and research. Using the toolkit helped us improve the engagements with materials, enabling students to provide more visible evidence of the development of primary source literacy skills. This in turn allowed us to better evaluate our own performance in supporting undergraduate student research and instructors' goals for classroom learning.

For example, the lesson plan with rubric performed well, opening up conversations and increasing potential to expand upon opportunities to work more closely with instructors. Although we have good rapport with instructors, we wanted to enhance the student experience through deeper engagements. As one instructor expressed, "I am already invested in thinking more broadly about what additional opportunities there might be for that [collaboration]."

We clearly understood from assessing student performance from these five classes how successful we were and when we needed to change our approach. In creating the rubric, the team attempted to scaffold the concepts expressed in the Guidelines. Not all the concepts scaffolded neatly, and our efforts confused some instructors. We will continue to work on a scaffolded framework that resonates and allow us to fully design, deliver, and assess complex primary source learning skills. What the lesson plan with rubric makes visible to us is how we can hone the engagement activities and better support instructor goals. A lot of instructors spoke highly of the archivist and librarian expertise, such as one who said, "Every single time I've brought students to the archives or special collections, it's been a wonderful experience for everyone. And I think you guys do incredible work and obviously everyone here does." While it was nice to hear the praise, we appreciate that the lesson plan with rubric allows us to do better. Relatedly, there is no built-in environment for librarians/archivists and instructors to discuss primary source learning, except for individual consultations around class visits. That gap is an opportunity to create a mechanism for the exchange of ideas, such as a community of practice, and continued conversations around primary source pedagogy.

The Pitt team found the greatest benefit in working with UCI was in sharing tools, discussing various approaches and problem solving, and setting up a structured environment to articulate concerns and solutions with partner institutions. Using a logic model, both institutions were able to understand the relationship between different approaches to assessing student learning. Both Pitt and UCI found it valuable to see how all were grappling with incorporating the Guidelines into assessment practices, informing our subsequent rubric development.

Being a part of a research community through the ARL project encouraged a more deliberate approach to research and assessment, including the check-in meetings and interim reports. Although we had exposure to qualitative research practices in a previous project, we were able to develop and implement our own interview and focus group protocols and coding and analysis approaches. This project also gave us a greater familiarity in navigating the Institutional Review Board (IRB) process.

Recommendations for Future Research

The small size of an ASRA cohort coupled with potentially low participation rates remains a challenge in fully verifying our results. The team recognized the value of incorporating the toolkit into future ASRA cohorts. A major improvement would be to operationalize the assessment, thereby drawing upon a larger pool of respondents. Integration of the toolkit into the ASRA program would provide longitudinal data to assess long-term value/impact of primary source engagement post-baccalaureate degree.

Our research documents the ability to use the lesson plan with rubric in designing classroom engagement to make the attainment of primary source literacy skills evident. The toolkit has demonstrated the value of moving beyond the awe moment to a more measurable evidence of primary source engagement. For example, an instructor brought their students to view examples of pop-up books to understand innovation, technology, and creativity. The students each created one moveable pop-up in a makerspace. The assignment required students to compose a short exhibit text for their creation. The instructor provided an example. The student output did not contain evidence of primary source literacy skills; they did not synthesize information on what they had seen or discuss techniques that had been used. For the same class the following term, two members of the project team used the toolkit to design an engagement exercise on writing short exhibit text that incorporated historical examples, particularized vocabulary, and other elements to provide greater context. This resulted in much better student outputs. Another example of the potential power of the toolkit in teaching and learning was observed when examining class engagements and student outputs designed without the benefit of the lesson plan with rubric. Students were directed to complete a handout with questions about primary sources featured, as well as searching and locating collections. In large part, no compelling evidence of new skill attainment was observed.

After careful consideration, the team believes that the logic model could have been a useful tool in identifying milestones, especially when deployed in conjunction with another institution whose programs more closely match our own or longitudinally in our own institution. Use of the logic model for long-term outcomes fell outside of the scope of the project, however, both Pitt and UCI found potential value for assessing a long-term change in student behavior in the future.

Through completing this project, we identified other recommendations for future research:

- Investigate ways to bring all stakeholders together to promulgate conversation on pedagogy and to move toward establishing a community of practice
- Explore scaffolded learning in ASRA and the classroom to assess development of complex critical thinking skills and research acumen
- Employ the toolkit in various academic and co-curricular environments that utilize primary sources

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Appendix 1: Toolkit

ASRA Logic Model

Program Name: Archival Scholar Research Awards

Short Description:

The University Library System (ULS) in partnership with the Office of Undergraduate Research (OUR) is pleased to offer the Archival Scholar Research Awards (ASRA) opportunity to a diverse community of seasoned and new undergraduate scholars and researchers from the humanities at the University of Pittsburgh.

Archival Scholars Research Award (ASRA) recipients receive a $1,000 stipend to develop independent research projects with Faculty Mentors that draw on the University Library System (ULS) archives, rare books, and distinctive collections. Awardees receive archival training and research support from librarians and archivists, participate in workshops to supplement their work and enrich their experiences as students of the arts and sciences.

Program Goals:

- Improve academic performance and retention of ASRA recipients
- Provide financial support to alleviate the burden of on or off-campus employment, allowing more time for dedicated research and creative endeavors
- Provide platforms for undergraduate researchers and artists to share their work as ASRA recipients, including digital and physical space. Examples could include promoting student work on social media and offering space at the annual Celebration of Research (COR).
- Connect ASRA recipients to other undergraduate researchers and artists by offering workshops and publishing opportunities such as D-Scholarship and *Forbes & Fifth,* the Dietrich School's undergraduate journal.
- Connect ASRA recipients to recent alums who have gone on to achieve significant success through national and international awards and/or in graduate/professional school.
- Connect ASRA recipients to University professionals, such as Dietrich School, ULS, and OUR faculty and staff, who will teach recipients broad-based research and communication skills that will benefit recipients in graduate/professional school as well as their careers.

Related Strategies:

- Weave our resources and expertise throughout the technical and social infrastructure that supports the research lifecycle at Pitt.
- Provide access to information that meets the changing needs of the University community.
- Be an advocate, partner, and resource for experiential and dynamic teaching and learning at Pitt.
- Promote our libraries as a hub for inquiry, innovation, creating, and learning.
- Integrate information skills and related critical thinking competencies into the curriculum.
- Provide robust public service that is accessible, inclusive, and approachable.
- Partner where expertise is complementary and where shared goals exist to achieve mutual benefit.

The Situation: *What problem will this program solve? What need will it meet? What opportunity will this program leverage?*

The Archival Scholar Research Awards offer undergraduate students with opportunities to engage in original research and showcase their investigative accomplishments. Librarians and Archivists provide individualized research support while the Office of Undergraduate Research (OUR) helps build community among the award recipients. This award program encourages students to engage with primary sources by conducting library and archival work to render works more discoverable while simultaneously performing individual and original research.

While undergraduates are new and unfamiliar with the research process, they are also trying to figure out how to balance their studies, home life, and often work full-time jobs making it difficult to find time to engage in research or learn how to take part in the research process. Further, students are overwhelmed by the volume of library and archival resources and not sure how to navigate these tools which affects their educational experiences and may impact their overall success. ULS and OUR may assist in efforts to increase the retention and success of undergraduate students at the University of Pittsburgh by relieving these stressors by offering the ASRA program.

Theory of Change: *Why will this program work?*

ASRA creates a community of support and cohort for students while they discover how to conduct original research by building solidarity through shared educational experiences such as workshops and public presentation opportunities. The ASRA

program creates paid opportunities for students to engage in research and alleviates the need for full-time employment.

This program allows students to draw on primary sources to generate and refine research questions. OUR, Librarians, Archivists, and Faculty Mentors will expose and guide ASRA students to improve their academic performance by developing their primary source literacy skills to effectively conceptualize, discover, understand, interpret, analyze, evaluate, and use a variety of sources throughout the research process. This network of professionals leverages a wide range of backgrounds, experiences, expertise, and interests to remove barriers that students encounter in their research and scholarship development.

Target Audience:

Primary Audience Needs:

The primary audience is a diverse community of undergraduate scholars and researchers, largely, though not exclusively, drawn from the humanities, at the University of Pittsburgh.

Primary Audience Considerations:

Undergraduate students interested in ASRA could be seasoned researchers or new to the research process. They should be curious and have a desire to investigate primary sources in order to create new knowledge or contribute to existing scholarship. Students may engage in interdisciplinary exploration and work across distinctive collections and repositories at the University of Pittsburgh.

Secondary Audience:

ULS and OUR have a vested interest in the ASRA program because of their shared goals to support and facilitate success in undergraduate research and creative endeavors.

Other Stakeholders:

Dietrich School of Arts and Sciences

Potential Partners:

Faculty who teach in the Dietrich School of Arts and Science

Project Development and Logic Model Worksheet

Inputs (Resources & Constraints)	Activities (What the Program Does)	Outputs (Product-Oriented Results)	Initial Outcomes (Knowledge & Skills Impacts & Results) Beginning through Celebration of Research	Intermediate Outcomes (Behavioral Impacts & Results) Program Completion through 5 years after graduation	Long-Term Outcomes (Change in Status, Ultimate Results) Impact of Program 5-10 years after graduation
Resources • Librarians and Archivists representing distinctive collections • Liaison Librarians and Functional Specialists • OUR Staff • OUR Student Mentors • ULS and OUR communications teams *Constraints* • Capacity of Archivist/Librarian Mentors • Budget • OUR staff capacity to support programming like the CoR.	• 2 Information Sessions for prospective applicants • 3 Workshops • Archival Scholars in Action Event • Celebration of Research • Minimum of 5 hours/week research time by students	*Hint: quantity focused (# sent, # served, # held)* • # of attendees at Information Sessions • # of applicants for the award • ASRA Learning Agreement • Poster deposits to D-Scholarship • Research deposits to D-Scholarship • ASRA Student reflection papers • ASRA Students create Tumblr posts, metadata, collection descriptions, and other outputs aiming to make library and archival collections more discoverable. • Discipline-specific outcome if required by Faculty	*Hint: passive action terms (learn, gain, understand)* • ASRA students gain experience in searching various library databases, PittCat, and archival finding aids and use appropriate, efficient, and effective research strategies in order to locate primary sources. • ASRA students increase knowledge of archival collections, rare books, and primary sources and actively draws upon these resources to generate and refine research questions. • Identify and communicate information found in primary sources, including summarizing the content of the source and identifying and reporting key components such as how it was created, by whom, when, and what it is. • Learn ways to communicate research and creative outputs effectively to a wide variety of audiences in writing, public speaking, and visual communication (i.e. posters for Celebration of Research). Initial Outcomes taken from SAA/RBMS Guidelines for Primary Source Literacy	*Hint: active terms (use, pursue, utilize)* • ASRA students produce higher quality original research because of the program. • ASRA students produce and share original research through professional, peer-reviewed journals, poster presentations, and contribute to the scholarly record. • ASRA students build upon the skills learned in the ASRA program to prepare to enter the world of work, research, professional schools, and graduate programs.	*Hint: Statements of Transformation, Change in Status Quo* • Be a professional who serves and supports others and provides mentorship to younger colleagues and students engaging in research and creativity. • Reconnects former ASRA students as Pitt alumni to the University and its' immense network of professional contacts. • Advances their earning power, education, and opportunities to obtain research opportunities.

Template Created for ULS-University of Pittsburgh
Fall 2018

Pitt–UIC Logic Model

Project Development and Logic Model Worksheet

Inputs (Resources & Constraints)	Activities (What the Program Does)	Outputs (Product-Oriented Results)	Initial Outcomes (Knowledge & Skills Impacts & Results) UCI	Intermediate Outcomes (Behavioral Impacts & Results) PITT
Resources • Librarians and Archivists representing distinctive collections • Liaison Librarians and Functional Specialists • Staff • Student Mentors • ULS and communication teams • Faculty engagement • Distinctive collections *Constraints* • Capacity of Archivist/Librarian mentors • Budget • Staff capacity to support programming • Time allotment • See also list of resources above	• Workshops • Archival Scholars in Action Event • Celebration of research • Minimum of 5 hours/week research time by students	• # of attendees at information sessions • # of applicants for the award • ASRA Learning Agreement • Poster deposits to D-Scholarship • Research deposits to D-Scholarship • ASRA Student reflection papers • ASRA Students create Tumblr posts, metadata, collection descriptions, and other outputs aiming to make library and archival collections more discoverable. • Discipline-specific outcome if required by faculty	• Guidelines: 3A: Examine a primary source, which may require the ability to read a particular script, font, or language, to understand or operate a particular technology, or to comprehend vocabulary, syntax, and communication norms of the time period and location where the source was created. • Identify and communicate information found in primary sources, including summarizing the content of the source and identifying and reporting key components such as how it was created, by whom, when, and what it is. • Critically evaluate the perspective of the creator(s) of a primary source, including tone, subjectivity, and biases, and consider how these relate to the original purpose(s) and audience(s) of the source. • Guidelines 4C; Situate a primary source in context by applying knowledge about the time and culture in which it was created; the author or creator; its format, genre, publication history; or related materials in a collection. • As part of the analysis of available resources, identify, interrogate, and consider the reasons for silences, gaps, contradictions, or evidence of power relationships in the documentary record and how they impact the research process. • Factor physical and material elements into the interpretation of primary sources including the relationship between container (binding, media, or overall physical attributes) and informational content, and the relationship of original sources to physical or digital copies of those sources. • Demonstrate historical empathy, curiosity about the past, and appreciation for historical sources and historical actors.I • Students will gain an understanding of what a community is and be able to identify communities they are a part of by reflecting on their own identities • Students gain an understanding of the differences among traditional archives, community archives and community-centered archives • Students will have an opportunity to reflect on the needs and desires of community archives as unique, there is no "model that fits all" approach to each community archive. • Students will be able to articulate how community archives can help address historical gaps as well as taking into consideration the desires and needs of their community partners	• ASRA students will be able to independently discover primary source materials related to their research topic through databases, finding aids, library catalog, and other relevant sources. • ASRA students will be better able to analyze and interpret primary sources to refine, and possibly reformulate, research thesis. • ASRA students produce higher quality original research because of the program. • ASRA students produce and share original research outputs, such as professional articles, poster presentations, and contributions to the scholarly record. • ASRA students will find enrichment by developing as a thinker through participating in conversations with the greater research community.

Rubric

ACRL RBM/AAA GUIDELINES

Rubric (for use by librarian/archivist for primary source engagement and review of student output/s)

State methodology and use rubric to assess student performance/aptitude

Beginning	Proficient	Advanced
1. Conceptualize		
1A. Distinguish primary from secondary sources for a given research question. Demonstrate an understanding of the interrelatedness of primary and secondary sources for research.	1B. Articulate what might serve as primary sources for a specific research project within the framework of an academic discipline or area of study.	1C. Draw on primary sources to generate and refine research questions. 1D. Understand that research is an iterative process and that as primary sources are found and analyzed the research question(s) may change.
2. Find and Access		
2A. Identify the possible locations of primary sources.	2B. Use appropriate, efficient, and effective search strategies to locate primary sources. Be familiar with the most common ways primary sources are described, such as catalog records and archival finding aids. 2C. Distinguish between catalogs, databases, and other online resources that contain information about sources, versus those that	2D. Understand that historical records may never have existed, may not have survived, or may not be collected and/or publicly accessible. Existing records may have been shaped by the selectivity and mediation of individuals such as collectors, archivists, librarians, donors, and/or publishers, potentially limiting the sources available for research.

Beginning	Proficient	Advanced
	contain digital versions, originals, or copies of the sources themselves.	2E. Recognize and understand the policies and procedures that affect access to primary sources, and that these differ across repositories, databases, and collections.
3. Read, Understand, and Summarize		
3C. Understand that a primary source may exist in a variety of iterations, including excerpts, transcriptions, and translations, due to publication, copying, and other transformations.	3A. Examine a primary source, which may require the ability to read a particular script, font, or language, to understand or operate a particular technology, or to comprehend vocabulary, syntax, and communication norms of the time period and location where the source was created.	3B. Identify and communicate information found in primary sources, including summarizing the content of the source and identifying and reporting key components such as how it was created, by whom, when, and what it is.
4. Interpret, Analyze, and Evaluate		
4A. Assess the appropriateness of a primary source for meeting the goals of a specific research or creative project. 4E. Factor physical and material elements into the interpretation of primary sources including the relationship between container (binding, media, or overall physical attributes) and informational content,	4B. Critically evaluate the perspective of the creator(s) of a primary source, including tone, subjectivity, and biases, and consider how these relate to the original purpose(s) and audience(s) of the source. 4C. Situate a primary source in context by applying knowledge about the time and culture in which it was	4D. As part of the analysis of available resources, identify, interrogate, and consider the reasons for silences, gaps, contradictions, or evidence of power relationships in the documentary record and how they impact the research process.

Beginning	Proficient	Advanced
and the relationship of original sources to physical or digital copies of those sources.	created; the author or creator; its format, genre, publication history; or related materials in a collection.	4F. Demonstrate historical empathy, curiosity about the past, and appreciation for historical sources and historical actors.
5. Use and Incorporate		
5C. Cite primary sources in accordance with appropriate citation style guidelines or according to repository practice and preferences (when possible).	5D. Adhere to copyright and privacy laws when incorporating primary source information in a research or creative project.	5A. Examine and synthesize a variety of sources to construct, support, or dispute a research argument. 5B. Use primary sources in a manner that respects privacy rights and cultural contexts.

Rubric	Instances

Additional Comments:

Lesson Plan with Rubric

LESSON PLAN for A&SC Multiple Visit Class Sessions—master

Class: Term:

Instructor: Librarian/Archivist:

Day and time: Session 1:   Session 2:   Session 3:

Number of Students:

STATEMENT OF LEARNING GOALS:

Students will be able to:

1. Goal 1
2. Goal 2
3. Goal 3

Methodology
Pre-test using LibWizard or LMS (link)

1. Curated Stations w/instructor and librarian/archivist created prompts/guiding questions (link)
   Group Work: Teams of 2 or 3 work with small grouping of materials, respond to prompts; images taken during class visit;
2. Researching primary sources: secondary sources (databases, WorldCat, Credo Reference);
3. Group-led discussion incorporating images from visit and independent/group research;

Post-test using LibWIzard or LMS

Out of class assignment: Creation of blog post

SAA LEARNING OBJECTIVES

Select up to 3 for each visit

Rubric (for use by librarian/archivist during discussion and review of blogposts)

State methodology and use rubric to assess student performance/aptitude

Criterion	Beginning	Proficient	Advanced
1. Conceptualize			
1A. Distinguish primary from secondary sources for a given research question. Demonstrate an understanding of the interrelatedness of primary and secondary sources for research.	Successfully identify a primary source	Provide some context about a primary source in relation to a secondary source	Provide substantial or multiple context(s) about a primary source in relation to secondary sources
1B. Articulate what might serve as primary sources for a specific research project within the framework of an academic discipline or area of study.	Refer to purpose or goal of research in relation to the primary source (Ex. tobacco ads are really important)	Provide perfunctory connection between primary source and research proposition (Ex. tobacco ads tell us about important things about consumers of the time period)	Integrate evidence of close reading and analysis of primary source in relation to research (Ex. targeted ad aimed at 19–22 year old men equates smoking to masculinity and success)
1C. Draw on primary sources to generate and refine research questions.	Answer the research question relying on only a cursory analysis	Pursue research question, and grapple with a shift or change in research focus based on evidentiary inquiry	Change, pivot, or amplify the research question based on or using evidentiary inquiry

Criterion	Beginning	Proficient	Advanced
1D. Understand that research is an iterative process and that as primary sources are found and analyzed the research question(s) may change.	Do not employ a process that involves refining, revising, or tweaking of a research argument	Attempt to employ a process of refining, revising, and tweaking of a research argument, with ideas not fully articulated in the scholarship	Employ a process that involves refining, revising, and tweaking the latest iteration of a research argument and understand that it contributes to more robust scholarship
2. Find and Access			
2A. Identify the possible locations of primary sources.			
2B. Use appropriate, efficient, and effective search strategies to locate primary sources. Be familiar with the most common ways primary sources are described, such as catalog records and archival finding aids.	Locate the Finding Aid	Locate the finding aid and identify items in the finding aid	Locate the finding aid and identify items in the finding aid and state why they are arranged in the particular order
2C. Distinguish between catalogs, databases, and other online resources that contain information about sources, versus those that contain digital versions, originals, or copies of the sources themselves.			
2D. Understand that historical records may never have existed, may not have			

Criterion	Beginning	Proficient	Advanced
survived, or may not be collected and/or publicly accessible. Existing records may have been shaped by the selectivity and mediation of individuals such as collectors, archivists, librarians, donors, and/or publishers, potentially limiting the sources available for research.			
2E. Recognize and understand the policies and procedures that affect access to primary sources, and that these differ across repositories, databases, and collections.			
3. Read, Understand, and Summarize			
3A. Examine a primary source, which may require the ability to read a particular script, font, or language, to understand or operate a particular technology, or to comprehend vocabulary, syntax, and communication norms of the time period and location where the source was created.			

Criterion	Beginning	Proficient	Advanced
3B. Identify and communicate information found in primary sources, including summarizing the content of the source and identifying and reporting key components such as how it was created, by whom, when, and what it is.			
3C. Understand that a primary source may exist in a variety of iterations, including excerpts, transcriptions, and translations, due to publication, copying, and other transformations.	Identify multiple iterations of a work	Identify multiple iterations and compare and contrast two or more iterations	Identify multiple iterations and compare and contrast two or more iterations and comment on cultural context
4. Interpret, Analyze, and Evaluate			
4A. Assess the appropriateness of a primary source for meeting the goals of a specific research or creative project.			
4B. Critically evaluate the perspective of the creator(s) of a primary source, including tone, subjectivity, and biases, and consider how these relate to the original purpose(s) and			

Criterion	Beginning	Proficient	Advanced
audience(s) of the source.			
4C. Situate a primary source in context by applying knowledge about the time and culture in which it was created; the author or creator; its format, genre, publication history; or related materials in a collection.			
4D. As part of the analysis of available resources, identify, interrogate, and consider the reasons for silences, gaps, contradictions, or evidence of power relationships in the documentary record and how they impact the research process.			
4E. Factor physical and material elements into the interpretation of primary sources including the relationship between container (binding, media, or overall physical attributes) and informational content, and the relationship of original sources to			

Criterion	Beginning	Proficient	Advanced
physical or digital copies of those sources.			
4F. Demonstrate historical empathy, curiosity about the past, and appreciation for historical sources and historical actors.			
5. Use and Incorporate			
5A. Examine and synthesize a variety of sources to construct, support, or dispute a research argument.			
5B. Use primary sources in a manner that respects privacy rights and cultural contexts.			
5C. Cite primary sources in accordance with appropriate citation style guidelines or according to repository practice and preferences (when possible).			
5D. Adhere to copyright and privacy laws when incorporating primary source information in a research or creative project.			

ASRA Entrance Survey

Q21 As part of this study, you will be asked to complete a survey at the beginning and end of the program; the survey consists of brief questions about demographics (year of study, discipline, etc.), skill level in research skills, and your understanding of research using primary sources.

Q1 What is your name?

_____

Q3 What is your undergraduate student status?

○ First Year (1)

○ Sophomore (2)

○ Junior (3)

○ Senior (4)

Q2 What is your area of study?

○ Major (1) ——————————————————————————————

○ Minor (2) ——————————————————————————————

○ Certificate (3) ——————————————————————————————

Q4 Have you received any other undergraduate research awards at the University?

○ Yes (1)

○ No (2)

Skip To: Q5 If Have you received any other undergraduate research awards at the University? Yes

Skip To: Q6 If Have you received any other undergraduate research awards at the University? No

Q5 What was your award?

◯ Honors College Brackenridge Fellowship (1)

◯ Honors College Research Fellowship (2)

◯ Honors College Community Research Fellowship (3)

◯ Honors College Creative Arts Fellowship (4)

◯ Honors College Health Sciences Fellowship (5)

◯ First Experiences in Research (6)

◯ Summer Undergraduate Research Award (7)

◯ Curiosity Grant (8)

◯ NYC: Scholars in Residence (9)

◯ Office of Undergraduate Research Internship Awards (10)

◯ Office of Undergraduate Research Field Studies (11)

◯ Other (12) _____

Q6 Prior to the ASRA application process:

	Yes (1)	No (2)
Did you come as part of a class visit to one of the University Libraries to engage with archival and/or special collections? (1)	○	○
Have you met with a librarian or archivist to discuss your ASRA proposal? (2)	○	○
Have you met with a librarian or archivist to discuss your ASRA topic? (3)	○	○

Q7 Prior to ASRA, have you presented your individual scholarly research findings in an academic research environment?

○ Yes (1)

○ No (2)

Skip To: Q9 If Prior to ASRA, have you presented your individual scholarly research findings in an academic rese... No

Skip To: Q8 If Prior to ASRA, have you presented your individual scholarly research findings in an academic rese... Yes

Q8 If so, what was your research output? (Select all that apply)

☐ Publication (1)

☐ Conference paper (2)

☐ Lightning talk (3)

☐ Poster presentation (4)

☐ Panel (5)

☐ Other (6) _____

Q9 Please rate your level of confidence for the following skills:

Q10 Finding relevant sources using the following tools:

	Not at all (1)	Very little (2)	Some (3)	Quite a lot (4)	Very much (5)	N/A (6)
Finding aids (1)	○	○	○	○	○	○
Catalogs (for instance: PITTCat, WorldCat, etc) (2)	○	○	○	○	○	○
Databases (for instance: Academic Search Premier) (3)	○	○	○	○	○	○
Websites (4)	○	○	○	○	○	○

Q11 Requesting materials using the following tools:

	Not at all (1)	Very little (2)	Some (3)	Quite a lot (4)	Very much (5)	N/A (6)
Finding aids (1)	○	○	○	○	○	○
Catalogs (for instance: PITTCat, WorldCat, etc) (2)	○	○	○	○	○	○
Databases (for instance: Academic Search Premier) (3)	○	○	○	○	○	○
Websites (4)	○	○	○	○	○	○

Q12 In general, how would you rate your own current skill level in each of the following research skills?

	Very poor (1)	Somewhat poor (2)	Average (3)	Somewhat good (4)	Very good (5)	N/A (6)
Distinguish primary from secondary sources. (1)	❍	❍	❍	❍	❍	❍
Refine or change research question based on closer examination/in-depth inquiry of primary sources. (2)	❍	❍	❍	❍	❍	❍
Examine a primary source, which may require the ability to read and understand a particular script or font, vocabulary, or language. (3)	❍	❍	❍	❍	❍	❍
Use primary sources in different formats (i.e., manuscript, book, microfilm, photograph, etc.). (4)	❍	❍	❍	❍	❍	❍
Place a primary source in context by applying knowledge about the time and culture in which it was created. (5)	❍	❍	❍	❍	❍	❍
Examine the primary source to question the reasons for silences, gaps, contradictions, or evidence of power relationships. (6)	❍	❍	❍	❍	❍	❍

	Very poor (1)	Somewhat poor (2)	Average (3)	Somewhat good (4)	Very good (5)	N/A (6)
Examine and synthesize a variety of sources in order to construct, support, or dispute a research argument. (7)	❍	❍	❍	❍	❍	❍
Citing primary sources in accordance with appropriate citation style. (8)	❍	❍	❍	❍	❍	❍
Adhere to copyright and privacy laws when incorporating primary source information in a research or creative project. (9)	❍	❍	❍	❍	❍	❍

Q13 How confident are you in:

	Not at all (1)	Very little (2)	Some (3)	Quite a lot (4)	Very much (5)	N/A (6)
Sharing your research with academic peers (1)	○	○	○	○	○	○
Sharing your research in an academic presentation (2)	○	○	○	○	○	○
Sharing your research with the broader community (3)	○	○	○	○	○	○

Q14 Are you aware that:

	Yes (1)	No (2)
Historical records may never have existed, may not have survived, or may not be collected and/or publicly accessible. (1)	❍	❍
Existing records may have been shaped by the selectivity and mediation of individuals such as collectors, archivists, librarians, donors, and/or publishers, potentially limiting the sources available for research. (2)	❍	❍
Physical and material elements factor into the interpretation of primary sources. (3)	❍	❍
A relationship exists between container (binding, media, or overall physical attributes) and informational content. (4)	❍	❍
A relationship exists between original sources to physical or digital copies of those sources. (5)	❍	❍

Q15 Additional comments:

_____

_____

_____

_____

_____

ASRA Exit Survey

Q1 What is your name?

_____

Q4 Have you received any additional undergraduate research awards at the University since participating in ASRA?

○ Yes (1)

○ No (2)

Skip To: Q5 If Have you received any additional undergraduate research awards at the University since participat... Yes

Skip To: Q7 If Have you received any additional undergraduate research awards at the University since participat... No

Q5 What was your award?

☐ Honors College Brackenridge Fellowship (1)

☐ Honors College Research Fellowship (2)

☐ Honors College Community Research Fellowship (3)

☐ Honors College Creative Arts Fellowship (4)

☐ Honors College Health Sciences Fellowship (5)

☐ First Experiences in Research (6)

☐ Summer Undergraduate Research Award (7)

☐ Curiosity Grant (8)

☐ NYC: Scholars in Residence (9)

☐ Office of Undergraduate Research Internship Awards (10)

☐ Office of Undergraduate Research Field Studies (11)

☐ Other (12) _____

Q20 As a result of ASRA, have you presented your individual scholarly research findings in an academic research environment?

○ Yes (1)

○ No (2)

Q21 If so, what was your research output?

☐ Publication (1)

☐ Conference paper (2)

☐ Lightning talk (3)

☐ Poster presentation (4)

☐ Panel (5)

☐ Other (6) _____

Q7 As a result of ASRA, are you planning to present your individual scholarly research findings in an academic research environment?

○ Yes (1)

○ No (2)

Q8 If so, what was your research output? (Select all that apply)

☐ Publication (1)

☐ Conference paper (2)

☐ Lightning talk (3)

☐ Poster presentation (4)

☐ Panel (5)

☐ Other (6) _____

Q9 Please rate your level of confidence for the following skills:

Q10 Finding relevant sources using the following tools:

	Not at all (1)	Very little (2)	Some (3)	Quite a lot (4)	Very much (5)	N/A (6)
Finding aids (1)	○	○	○	○	○	○
Catalogs (for instance: PITTCat, WorldCat, etc) (2)	○	○	○	○	○	○
Databases (for instance: Academic Search Premier) (3)	○	○	○	○	○	○
Websites (4)	○	○	○	○	○	○

Q11 Requesting materials using the following tools:

	Not at all (1)	Very little (2)	Some (3)	Quite a lot (4)	Very much (5)	N/A (6)
Finding aids (1)	○	○	○	○	○	○
Catalogs (for instance: PITTCat, WorldCat, etc) (2)	○	○	○	○	○	○
Databases (for instance: Academic Search Premier) (3)	○	○	○	○	○	○
Websites (4)	○	○	○	○	○	○

Q12 In general, how would you rate your own current skill level in each of the following research skills?

	Very poor (1)	Somewhat poor (2)	Average (3)	Somewhat good (4)	Very good (5)	N/A (6)
Distinguish primary from secondary sources. (1)	❍	❍	❍	❍	❍	❍
Refine or change research question based on closer examination/in-depth inquiry of primary sources. (2)	❍	❍	❍	❍	❍	❍
Examine a primary source, which may require the ability to read and understand a particular script or font, vocabulary, or language. (3)	❍	❍	❍	❍	❍	❍
Use primary sources in different formats (i.e., manuscript, book, microfilm, photograph, etc.). (4)	❍	❍	❍	❍	❍	❍
Place a primary source in context by applying knowledge about the time and culture in which it was created. (5)	❍	❍	❍	❍	❍	❍
Examine the primary source to question the reasons for silences, gaps, contradictions, or evidence of power relationships. (6)	❍	❍	❍	❍	❍	❍
Examine and synthesize a variety of sources in order to construct, support, or dispute a research argument. (7)	❍	❍	❍	❍	❍	❍

	Very poor (1)	Somewhat poor (2)	Average (3)	Somewhat good (4)	Very good (5)	N/A (6)
Citing primary sources in accordance with appropriate citation style. (8)	❍	❍	❍	❍	❍	❍
Adhere to copyright and privacy laws when incorporating primary source information in a research or creative project. (9)	❍	❍	❍	❍	❍	❍

Q13 How confident are you in:

	Not at all (1)	Very little (2)	Some (3)	Quite a lot (4)	Very much (5)	N/A (6)
Sharing your research with academic peers (1)	○	○	○	○	○	○
Sharing your research in an academic presentation (2)	○	○	○	○	○	○
Sharing your research with the broader community (3)	○	○	○	○	○	○

Q14 Are you aware that:

	Yes (1)	No (2)
Historical records may never have existed, may not have survived, or may not be collected and/or publicly accessible. (1)	❍	❍
Existing records may have been shaped by the selectivity and mediation of individuals such as collectors, archivists, librarians, donors, and/or publishers, potentially limiting the sources available for research. (2)	❍	❍
Physical and material elements factor into the interpretation of primary sources. (3)	❍	❍
A relationship exists between container (binding, media, or overall physical attributes) and informational content. (4)	❍	❍
A relationship exists between original sources to physical or digital copies of those sources. (5)	❍	❍

- -

Q15 Comments:

_____

_____

_____

_____

_____

End of Block: Default Question Block

Assignment Prompts

Blog Post

(ITEMS IN BLUE ITALICS INDICATE MAPPING FOR INTERNAL USE ONLY)

Due: Friday, February 5, 2021

Overview:

The blog post is intended to provide the opportunity for you to engage in a close examination of an item/object from your ASRA primary sources. Thus, this will help you gave familiarity with the corpus of materials of which you are working.

Learning Goals:

- You will gain familiarity with creating short and concise writing intended for a specific social media audience.
- You will develop or strengthen close reading skills of an item/object.
- You will be able to select or curate an item/object and articulate its significance.

What should I write about?

Your blog post for the ULS A&SC Tumblr must feature an item/object encountered within our collection during your ASRA 2021 research experience. In addition, your blog post will constitute the beginning portion of your Omeka exhibit.

Please consider these prompts and incorporate one or more into your post:

- Discuss the creator of the item/object; this might include the circumstances around who, what, where, when, how, and why it was made.
- Who was the audience for the item/object? Did the audience change over time? How was the item/object disseminated / distributed to the audience? How was this item/object received by the audience(s)?
- Does the item/object offer a diverse or non-dominant culture perspective? Is the item/object evidence of empowerment or conformity?

SAA/RBMS

Interpret and Analyze: 4D. As part of the analysis of available resources, identify, interrogate, and consider the reasons for silences, gaps, contradictions, or evidence of power relationships in the documentary record and how they impact the research process.

Use and Incorporate: 5B. Use primary sources in a manner that respects privacy rights and cultural contexts.

- Describe the physical or material elements of the item/object. What is the relationship between the container (i.e., binding, media, or overall physical attributes) and the information contained and the user/audience?

SAA/RBMS

Interpret and Analyze: 4E. Factor physical and material elements into the interpretation of primary sources including the relationship between container (binding, media, or overall physical attributes) and informational content, and the relationship of original sources to physical or digital copies of those sources.

How long should it be?

1–2 short paragraphs will suffice for the entire blog post. Remember, this is a practice in succinct writing using social media. You want to keep the audience's attention. Just make sure your post highlights materials held by ULS Digital Collections that you have engaged with in your research.

Use and Incorporate: 5A. Examine and synthesize a variety of sources to construct, support, or dispute a research argument.

How many images should I include?

Work with your Librarian/Archivist Mentor to identify a minimum of 2–4 images from the ULS Digital Collections to include with your blog post. These images should support your accompanying narrative description.

Other considerations?

Citations

Provide citations for all images in accordance with appropriate citation style guidelines.

If applicable, provide links to sources consulted (i.e., finding aid, LibGuide, other) and include a brief bibliography of sources consulted.

- If using a book, be sure to include the title and author. If using a periodical, please include the publication title, issue number, and month.
- If you use any outside sources to inform you post, please cite those sources.

Copyright

Confirm adherence to copyright and privacy laws with ULS specialists.

SAA/RBMS

Use and Incorporate: 5C. *Cite primary sources in accordance with appropriate citation style guidelines or according to repository practice and preferences (when possible).*

Use and Incorporate: 5D. *Adhere to copyright and privacy laws when incorporating primary source information in a research or creative project.*

Blog Specific

Feel free to recommend up to 5 hashtags to include with the post.

If you want to take a peek at our Tumblr page, you may find us at: https://pittrarebooks.tumblr.com/.

Where should I send my finished post?

Draft your post in Microsoft Word and send it to your Librarian/Archivist Mentors for their review. The final version of the post should be submitted in the ASRA 2021 Canvas course.

Omeka Exhibit

(ITEMS IN BOLD RED INDICATE MAPPING FOR INTERNAL USE ONLY)

Due: April 9, 2021

Overview:

This project allows you to experience exhibit conventions firsthand. You, as co-curator, will design an online exhibit, which highlights objects from your ASRA research project and emphasizes selection, narration/description, metadata, and arrangement.

For this deliverable, you will work individually to create a collective digital Omeka exhibit highlighting the primary sources, objects, or themes that you are studying in your research. This scaffolded deliverable builds upon your Tumblr post and will be undertaken in stages with task-oriented deadlines.

Learning Goals:

- You will gain familiarity with the Omeka platform and provide highlights of your research through an online exhibit. **[1B. Articulate what might serve as primary sources for a specific research project within the framework of an academic discipline or area of study.]**
- You will be able to cite the items selected in accordance with established style guides. **[5C. Cite primary sources in accordance with appropriate citation style guidelines or according to repository practice and preferences (when possible).]**
- You will be able to understand copyright and permissions for the items selected. **[5D Adhere to copyright and privacy laws when incorporating primary source information in a research or creative project.]**
- You will be able to identify historical contexts such as creator, publisher, contributor of the items selected. **[3B. Identify and communicate information found in primary sources, including summarizing the content of the sources and identifying and reporting key components such as how it was created, by whom, when, and what it is.]**
- You will be able to offer some degree of interpretation, analysis, or evaluation of the items by investigation of such things as: creator perspective, audience, purpose, cultural context. **[4B. Critically evaluate the perspective of the creator(s) of a primary source, including tone, subjectivity, and biases, and consider how these relate to the original purpose(s) and audience(s) of the source.] [4C. Situate a primary source in context by applying knowledge about the time and culture in which it was created; the author or creator; its format, genre, publication history; or related materials in a collection.] [2D. Understand that historical records may never have existed, may not have survived, or may not be collected and/or publicly accessible. Existing records may have been shaped by the selectivity and mediation of individuals such as collectors, archivists, librarians, donors, and/or publishers, potentially limiting the sources available for research.]**
- You will be able to identify format and type for the items selected. **[4E Factor physical and material elements into the interpretation of primary sources including the relationship between container (binding, media, or overall physical attributes) and information content, and the relationship of original sources to physical or digital copies of those sources.]**
- You will be able to identify best item discoverability (via Finding Aid, subject terms, tags, etc.). **[4D. As part of the analysis of available resources, identify, interrogate, and consider the reasons for silences, gaps, contradictions, or evidence of power relationships in the documentary record and how they impact the research process.]**

Components:

Feb. 5	Complete and submit your blog post in the ASRA 2021 Canvas.
Feb. 10	Use your blog post to complete the Metadata Worksheet and submit in the ASRA 2021 Canvas.
Feb. 12	Use your Metadata Worksheet to participate in the ASRA workshop to learn about the metadata schema, style guide, and the Omeka platform.
Feb. 19	Add your first item to Omeka. Transform your blog post by reworking your description, populating appropriate metadata fields and uploading a file that represents the item.
Feb. 22–Mar. 15	Select 2–3 additional items/objects (photographs, scanned images, sound files, interviews, maps, etc.) encountered within our collections during your ASRA research experience. Use metadata and narrative from these materials to add them as new items to the Omeka site. Schedule consultation with archivist/librarian mentor to check on progress of your portion of the ASRA 2021 Omeka exhibit. Create your Omeka exhibit page.
Mar. 16–29	Email your completed Omeka to your archivist/librarian mentor and Gesina Phillips for review and approval.
Mar. 30–Apr. 9	Perform any updates as needed. Omeka exhibit due April 9! Do not make your item or exhibit page public until getting approval from Gesina.

Help and Resources:

Have questions? Use the Omeka Discussion Board to ask questions.

Please keep your Archivist/ Librarian mentor in the loop!

Please make sure that you have email alerts turned on for ASRA 2021 Canvas announcements.

Virtual Presentation

(ITEMS IN RED INDICATE MAPPING FOR INTERNAL USE ONLY)

OUR Undergraduate Research Days

April 21, 22, and 23

Recorded Presentation—due Monday, April 12, 2021

The OUR Undergraduate Research Days event highlights the research work of the Archival Scholars Research Award (ASRA) recipients through a series of virtual lightning talks.

What should I use and what format?

Your presentation should:

- Be 3 minutes long
- Feature 1–3 PowerPoint slides
- Be in *.mp4 format
    - It can be recorded with Panopto (directions on how to use Panopto) or the video capture software/device of your choosing (such as a cell phone)

Your finished presentation will be uploaded to the OUR Undergraduate Research Days folder in Box.

What should I prepare for the OUR Undergraduate Research Days?

Tell us about your experience engaging with primary sources as the foundation of your ASRA research process. Share your research question, primary source collections consulted, and discoveries you encountered through this research.

Please consider these prompts and incorporate **one or more** into your presentation as it best relates to your research. You will not have time to cover all the prompts listed below or to be exhaustive in your response, so please be selective in choosing those that relate most to your experience:

- What originally motivated you to pursue this specific research inquiry, and how has your research changed the way you now think of this topic?

1B. Articulate what might serve as primary sources for a specific research project within the framework of an academic discipline or area of study.

1C. Draw on primary sources to generate and refine research questions.

4F. Demonstrate historical empathy, curiosity about the past, and appreciation for historical sources and historical actors.

- Discuss the ways in which primary source engagement contributed, supported, or disputed your original research question(s).

1D. Understand that research is an iterative process and that as primary sources are found and analyzed the research question(s) may change.

4C. Situate a primary source in context by applying knowledge about the time and culture in which it was created; the author or creator; its format, genre, publication history; or related materials in a collection.

4D. As part of the analysis of available resources, identify, interrogate, and consider the reasons for silences, gaps, contradictions, or evidence of power relationships in the documentary record and how they impact the research process.

- Did your research question(s) change, pivot, or amplify as a result of what you discovered in the primary sources and in what ways?

3B. Identify and communicate information found in primary sources, including summarizing the content of the source and identifying and reporting key components such as how it was created, by whom, when, and what it is.

4B. Critically evaluate the perspective of the creator(s) of a primary source, including tone, subjectivity, and biases, and consider how these relate to the original purpose(s) and audience(s) of the source.

4C. Situate a primary source in context by applying knowledge about the time and culture in which it was created; the author or creator; its format, genre, publication history; or related materials in a collection.

4D. As part of the analysis of available resources, identify, interrogate, and consider the reasons for silences, gaps, contradictions, or evidence of power relationships in the documentary record and how they impact the research process.

- Consider, if appropriate, if you were required to read a particular script, font, or language or perform a close reading.

3A. Examine a primary source, which may require the ability to read a particular script, font, or language, to understand or operate a particular technology, or to comprehend vocabulary, syntax, and communication norms of the time period and location where the source was created.

- How did the vocabulary and communication norms of the time period impact your research? Were you surprised by anything?

3A. Examine a primary source, which may require the ability to read a particular script, font, or language, to understand or operate a particular technology, or to comprehend vocabulary, syntax, and communication norms of the time period and location where the source was created.

- Comment on the process of identifying physical elements of the original object (size, paper/parchment, etc.) in an online environment?

4E. Factor physical and material elements into the interpretation of primary sources including the relationship between container (binding, media, or overall physical attributes) and informational content, and the relationship of original sources to physical or digital copies of those sources.

- Comment on your experience in accessing and engaging with primary sources online.

2B. Use appropriate, efficient, and effective search strategies to locate primary sources. Be familiar with the most common ways primary sources are described, such as catalog records and archival finding aids.

Presentation:

Your mentors and OUR are available to assist you, answer questions, and serve as an audience for a dry run. You should refer to the information you received in the Oral Communication Workshop.

Tips:

- Practice your story with a timer.
- If you are onscreen:
  - Be mindful of an appropriate background and attire.
- Show passion for your idea; spread your joy; and have fun!

Logistics:

- Students will create an MP4 from Panopto (Outputs). Copy to shared Box folder/submit to Canvas assignment/link Panopto to Canvas.
- OUR will then have a person who will display the videos. (We will provide instructions on how to create the MP4.)

Your live element for the Undergraduate Research Days will be scheduled by OUR/Michael Thompson.

Appendix 2: Data Collection Tools

Instructor Interview Protocol

For the five: (based on your class visit and looking at student output)

Thank you for meeting with us. In the next 60 minutes we will focus on primary source literacy. As you may know, a small team from the ULS has been participating in an ARL (Association of Research Libraries) initiative as part of a national project. Pitt's library has a grant to design a rubric to assess how effectively we are meeting instructor goals regarding learning about and through primary sources during class visits to Archives & Special Collections. We developed an assessment tool, a primary source literacy rubric, to assess student appropriation of primary source literacy components. Based on your stated learning goals for the session, we used the rubric and mapped to it during the consultation and then we curated the class visit. We are going to show you how we used the rubric and how we analyzed the activities. Then we invite you to share your thoughts on the value of using the rubric for future consultations.

(Show the Guidelines [https://www2.archivists.org/sites/all/files /GuidelinesForPrimarySourceLiteracy-June2018.pdf](https://www2.archivists.org/sites/all/files/GuidelinesForPrimarySourceLiteracy-June2018.pdf))

(Show a blank rubric)

ARL Lesson Plan Rubric Template.pdf

Explanation of the rubric: drawn on the guidelines. Not meant to exhaustive, but allow us to understand if we are hitting the mark on the main goals of the class.

(Show class rubric/analysis)

Here's what it shows us…

Here's what it doesn't…

How can we better frame questions/prompts/discussion for future iterations of the class to better ensure that students achieve the learning goals?

(Analysis done)

1. Terminology: is it meaningful to you in thinking about primary source engagement.
2. Now that you've seen the rubric and you think about student output and the use of the rubric for assessment, do you think this is an appropriate tool for understanding student appropriation of primary source literary skills?
3. Having had this conversation and looking at the rubric, is there value in the librarian more overtly incorporating it into the consultation process?

Focus Group Protocol

Slide 1: Small Group Discussion on Primary Source Instruction

- Thank you for meeting with us.
- You have been invited because you have all brought classes into Archives & Special Collections, and we value your feedback.
- In the next 60 minutes we will focus on primary sources in teaching and learning. As you may know, a small team from the ULS has been participating in an ARL (Association of Research Libraries) initiative as part of a national project. Pitt's library has a grant to design a rubric to assess how effectively we are meeting instructor goals regarding learning about and through primary sources during class visits to Archives & Special Collections.

Slide 2: Participant Guidelines

- Reminder: This session is being recorded for audio only; the transcript will be anonymized.
- You are welcome to have your video on or off, whichever will help you to participate.
- Please mute yourself unless you have been called on and are speaking. *6 for those on mobile devices.
- If you would like to ask a question or make a comment, please raise your virtual blue hand and then I will call on you.
- If you would like to add onto what someone else has said, please use the green check mark and then I will call on you. By using this green checkmark, you are committing to keeping your comment brief and directly related to the topic.
- I will acknowledge that you would like to speak.
- If you have a question that you would prefer to ask anonymously, please send a private chat to me and I will ask your question without naming you.

Slide 3: Why are we doing this?

- At ULS, we have a culture of assessment, and we want to demonstrate our value to University leadership.
- As advocates of primary sources in teaching and learning, we want to optimally support instructors who bring classes to Archives & Special Collections.

SHOW THE GUIDELINES

Slide 4: Guidelines for Primary Source Literacy

- These guidelines were developed by the Society of American Archivists in collaboration with the Rare Book & Manuscript Section of the American Library Association.
- Our profession designed these parameters to articulate the range of knowledge, skills, and abilities required to effectively use primary sources.
- While the primary audience of these guidelines are librarians and archivists— they were intended to be flexible to articulate crucial skills for navigating the complexity of primary sources and codify best practices for utilizing these materials.

SHOW OUR RUBRIC

Slide 5: Rubric

- We developed a primary source rubric for classroom instruction based on the professional guidelines that we just showed you.
- This rubric is intended to assess whether we met the instructor's goals and if we are able to determine if the student acquired some of the primary source literacy skills during the class visit.

Slide 6: Sample Consultation

- o Instructor Goals—It's not meant to be exhaustive, just 2 or 3 main objectives for the class visit. We attempt to map those over-arching goals back to the rubric.
    - For example, Pat Smith is bringing a class to Special Collections. Their goal for the visit is for students to view versions and learn about specific material features (paper, bindings, advertisements, provenance, etc.) that allow one to make inferences about historical audiences and how books might frame readerly

expectations. With that as the goal, we would map to 3C, and 4B, 4C, and 4E.

- o Methodology—This section discusses options on how students will interact with primary sources through individual work, group work, etc.
  - ▪ For Pat Smith's class—the students had time to look at primary sources individually and then participated in a class discussion.
- o Assessment Output—We are looking at the outputs from the student's engagement with a primary source—is it an assignment or exhibit or discussion or something else.

SHOW OUR RUBRIC

- o The Guidelines grid—This grid is where we record or observe examples of students articulating primary source literacy skills that we might hear in a discussion or through written responses. The goal is not to assess students, but to see how we ourselves are doing. As an example, if the goal was to look at materiality, and we don't see evidence from the student output, it could be that we didn't get to that in the visit.
  - ▪ For example, Pat Smith initiated a discussion with their students about the primary sources that they were consulting.
  - ▪ The librarians and archivist will listen to see if students identify themes, make observations, or discuss any of the elements present in 3C, 4B, 4C, and 4E, and make tick marks on a sheet as we hear things. We may write down phrases that we hear. If we have a lot of tick marks we hit the mark. If not, we need to see what we can do to make it more apparent.

Slide 7: Discussion

- Now we want to hear from you...
- Here is a brief review of ways to participate:
  - o If you would like to ask a question or make a comment, please raise your virtual blue hand and the moderator will call on you.
  - o If you would like to add onto what someone else has said, please use the green check mark and the moderator will call on you. By using this green checkmark, you are committing to keeping your comment brief and directly related to the topic.
  - o The moderator will acknowledge that you would like to speak.

Slide 8: Discussion Prompts

We only have two discussion slides. On this first one, think about your typical goals when you bring a class into A&SC and in-class assignments, discussion, follow-up assignments, close reading, etc. that you've used.

1. What do you see as the value of primary source engagement during class visits?
2. What are some skills that students might gain from incorporating primary sources into class work?
3. How do class visits relate to your syllabus, class readings, etc.?
4. Have you worked collaboratively with A&SC to create in-class exercises/assignments?

Slide 9: Discussion Prompts

And here's our last set of discussion prompts. Now that you've seen the rubric and you think about student output and the use of the rubric for assessment:

5. Do you think this is an appropriate tool for understanding student appropriation of primary source literary skills?
   1. Is anything missing?
   2. Is there value in incorporating it into the visit consultation?

Slide 10: Wrap-up

Thank you very much for your time. In the remaining minutes, do you have any additional questions or comments that you would like to make?

We will keep in touch with the progress that we make on this research.

Appendix 3: Findings

ASRA 2021 Survey Detailed Survey Results

The ASRA 2021 Surveys were conducted at the start and end of the semester to assess student outcomes. In total, seven students were surveyed. These students' backgrounds were from a variety of undergraduate majors and years. Apart from basic demographic information (questions 1–5), we also asked respondents to tell us about their pre-ASRA experiences with archival materials and research (questions 6–9).

The reminder of the questions aimed at measuring changes in attitudes and knowledge from pre- to post-ASRA (questions 10–14). These questions were scored on the scale from 1—No skill to 5—Expert.

We noted that the program had a positive proven effect on student learning based on a paired t-test and comparison of results from the pre- and post-program survey results, which all demonstrated an increase in average score. A few areas of weakness were also identified: using databases and adhering to copyright and privacy laws. Program strengths include utilizing finding aids and primary resources (in various capacities).

Six out of seven students had a statistically significant change in their pre- and post-project survey results based on a paired t-test. This indicates that for each student the change in average was likely not due to chance but the effects of the ASRA program. On average, the students had a 0.7 increase in their scores. For all questions, there was an increase in the average score as shown below in Table 1.

There was no strong correlation found in the change of average score and undergraduate year. A larger sample size may show a stronger correlation. However, students with previous library engagement had slightly smaller increases in their post-program averages but a larger sample size would be needed to determine if this is a strong factor.

Table 1. Question average comparison for pre- and post-ASRA and rate of improvement.

	Pre-ASRA Score	Post-ASRA Score	Rate of Improvement
Q 10(1) Finding relevant sources using: - Finding aids	3.286	4.143	0.857
Q10(2) Finding relevant sources using: Catalogs (for instance: PITTCat, WorldCat, etc)	4.429	4.571	0.143
Q10(3) Finding relevant sources using: Databases (for instance: Academic Search Premier)	3.571	4.000	0.429
Q10(4) Finding relevant sources using: Websites	4.143	4.571	0.429
Q11(1) Requesting materials using: Finding aids	3.000	4.143	1.143
Q11(2) Requesting materials using: Catalogs (for instance: PITTCat, WorldCat, etc)	3.857	4.571	0.714
Q11(3) Requesting materials using: Databases (for instance: Academic Search Premier)	3.143	3.714	0.571
Q11(4) Requesting materials using: Websites	3.000	3.857	0.857
Q12(1) How would you rate your own current skill level: Distinguish primary from secondary sources.	4.714	4.857	0.143
Q12(2) How would you rate your own current skill level: Refine or change research question based on closer examination/in-depth inquiry of primary sources.	3.857	4.714	0.857
Q12(3) How would you rate your own current skill level: Examine a primary source, which may require the ability to read and understand a particular script or font, vocabulary, or language.	3.714	4.714	1.000
Q12(4) How would you rate your own current skill level: Use primary sources in different formats (i.e., manuscript, book, microfilm, photograph, etc.).	3.714	4.714	1.000
Q12(5) How would you rate your own current skill level: Place a primary source in context by applying knowledge about the time and culture in which it was created.	4.143	4.714	0.571
Q12(6) How would you rate your own current skill level: Examine the primary source to question the reasons for silences, gaps, contradictions, or evidence of power relationships.	3.857	4.714	0.857
Q12(7) How would you rate your own current skill level: Examine and synthesize a variety of sources in order to construct, support, or dispute a research argument.	4.143	4.429	0.286
Q12(8) How would you rate your own current skill level: Citing primary sources in accordance with appropriate citation style.	3.429	4.429	1.000
Q12(9) How would you rate your own current skill level: Adhere to copyright and privacy laws when incorporating primary source information in a research or creative project.	3.429	3.857	0.429
Q13(1) How confident are you in: - Sharing your research with academic peers	3.857	4.714	0.857
Q13(2) How confident are you in: - Sharing your research in an academic presentation	3.429	4.429	1.000
Q13(3) How confident are you in: - Sharing your research with the broader community	3.571	4.429	0.857

The questions of most interest are those that had a low pre-project average and a small increase in score post-project indicating weak program outcomes. Questions with a high pre-project average and small increase indicate that the students already had competencies in those areas.

As shown in the table above, the largest change in average was for Question 10-1 (using finding aids) while the smallest change was for Question 10-2 (catalogs). However, Question 10-2 had a high pre-project average indicating the students

already had skills in this area. Question 10-3 shows the least level of skill with utilizing databases as the pre-project average was lower and the change in average after the project was low as well.

The next question surveyed the students' confidence in requesting archival materials. Like Question 10-3, Question 11-3 shows a lower level of skill with databases. While Question 11-4 indicated a higher level of skill with finding sources using websites, Question11-4 shows a lower level of skill with requesting sources from websites. Question 11-1 shows the largest increase in average across the whole survey indicating gained skills in requesting information from finding aids.

In Question 12, students were asked to rate their skills in using primary sources in various capacities (between 1—Non-existent and 5—Expert). Question 12-9 shows a low pre-project average and small increase post-project. This question queries students′ current skill level in ″[adhering] to copyright and privacy laws when incorporating primary source information in a research or creative project.″ This indicates an area of weakness that could be focused on in future projects or separate programming. Several questions (12-2, 12-3, 12-4, 12-6, and 12-8) show significant increase post-survey demonstrating clear success in utilizing primary sources. Question 12-1 asks current skill level in ″[distinguishing] primary from secondary sources″ and shows a high level of competency pre-project and therefore a subsequent small increase post-project.

Question 13 surveyed students′ skills in sharing their research with academic peers (1), in an academic presentation (2), and with the broader community (3). Five out of the seven students surveyed had not presented their research prior to the ASRA project. These questions indicate a significant increase in their skills sharing their research in all settings.

Question 14 assesses the students' awareness of the various influences on their perception of primary resources. Note: These questions are surveyed on a binary Yes (1)/No (2) scale so a lower score/negative change indicates an increase in the affirmative.

Table 2. Question 14 Summary Statistics

Question	Pre ASRA	Post ASRA	Change in Average	Percent Change
Historical records may never have existed, may not have survived, or may not be collected and/or publicly accessible. (1)	1.00	1.00	0.00	0.00
Existing records may have been shaped by the selectivity and mediation of individuals such as collectors, archivists, librarians, donors, and/or publishers, potentially limiting the sources available for research. (2)	1.00	1.00	0.00	0.00
Physical and material elements factor into the interpretation of primary sources. (3)	1.29	1.14	-0.14	-11.11
A relationship exists between container (binding, media, or overall physical attributes) and informational content. (4)	1.43	1.14	-0.29	-20.00
A relationship exists between original sources to physical or digital copies of those sources. (5)	1.14	1.00	-0.14	-12.50

Questions 5-1 and 5-2 demonstrate that all students were aware of issues with the creation or existence of historical records and the effect of collectors, archivists, etc. on the existing records. There was a change in the average for Questions 5-3 and 5-4, indicating almost all students had increased awareness of these issues and for 5-5 all students had awareness of this issue post-project.

Endnotes

[1] University of Pittsburgh, *Plan for Pitt*.
[2] Weber, *Research and Learning Agenda for Archives*.
[3] Strandmark, "The Undergraduate Feedback Loop," 15.
[4] Horowitz, "Hands-On Learning in Special Collections," 216–229.
[5] Quill et al., "Working across Borders," 152–172; Billeaudeaux and Scott, "Leveraging Existing Frameworks to Support Undergraduate Primary Source Research," 246; Horowitz, "Hands-On Learning in Special Collections," 216–229.
[6] Davis et al., "Faculty–Library Collaborations in Digital History," 482–500.
[7] Davis et al., "Faculty-Library Collaborations in Digital History."
[8] Billeaudeaux et al., "Leveraging Existing Frameworks to Support Undergraduate Primary Source Resaerch."
[9] Strandmark, "The Undergraduate Feedback Loop."
[10] Quill et al., "Working across Borders."
[11] Horowitz, "Hands-On Learning in Special Collections."
[12] Davis et al., "Faculty-Library Collaborations in Digital History."
[13] Flynn, "Scaffolding Primary Source Research and Analysis."
[14] Abrams, "Primary Sources in the College Classroom."
[15] Strandmark, "The Undergraduate Feedback Loop."