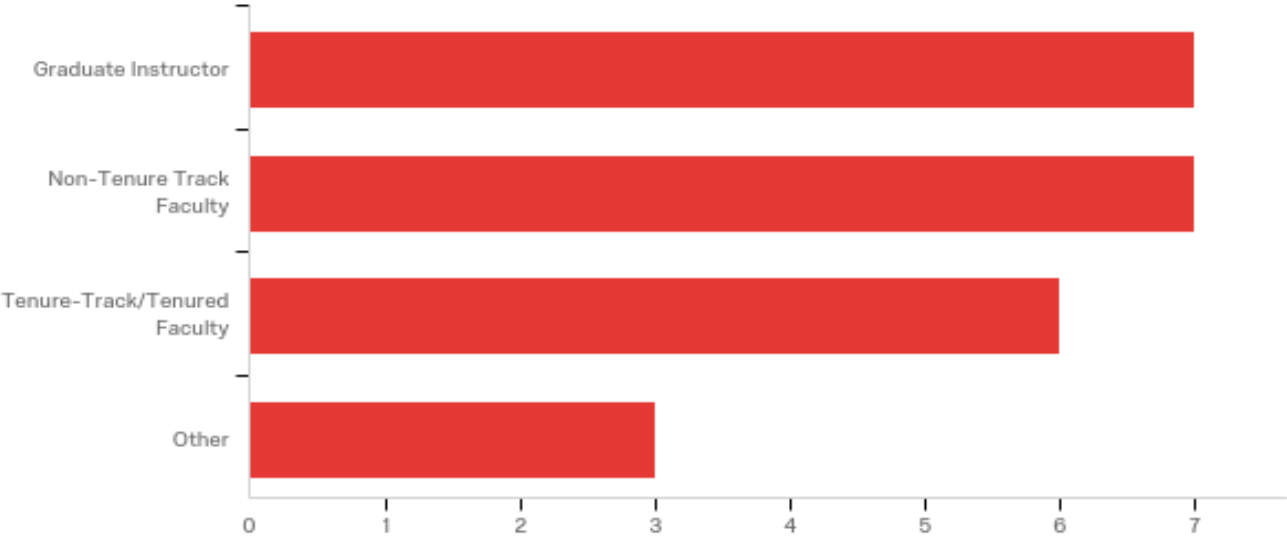


Default Report

Spring 2017 Instruction

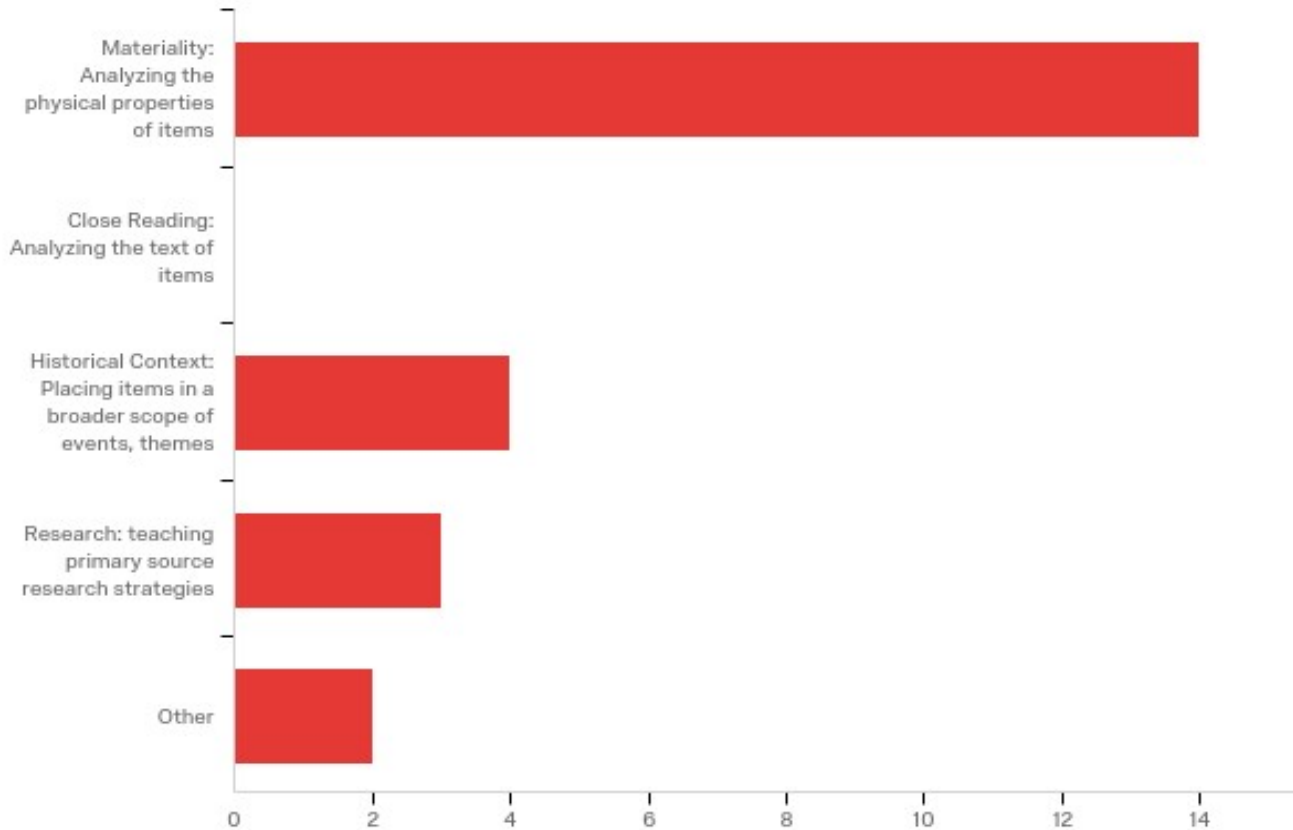
July 5th 2017, 10:46 am MDT

Q1 - Describe your position:



#	Answer	%	Count
1	Graduate Instructor	30.43%	7
2	Non-Tenure Track Faculty	30.43%	7
3	Tenure-Track/Tenured Faculty	26.09%	6
4	Other	13.04%	3
	Total	100%	23

Q2 - Which topics best describe the learning objectives for your class?



#	Answer	%	Count
1	Materiality: Analyzing the physical properties of items	60.87%	14
2	Close Reading: Analyzing the text of items	0.00%	0
3	Historical Context: Placing items in a broader scope of events, themes	17.39%	4
4	Research: teaching primary source research strategies	13.04%	3
5	Other	8.70%	2
	Total	100%	23

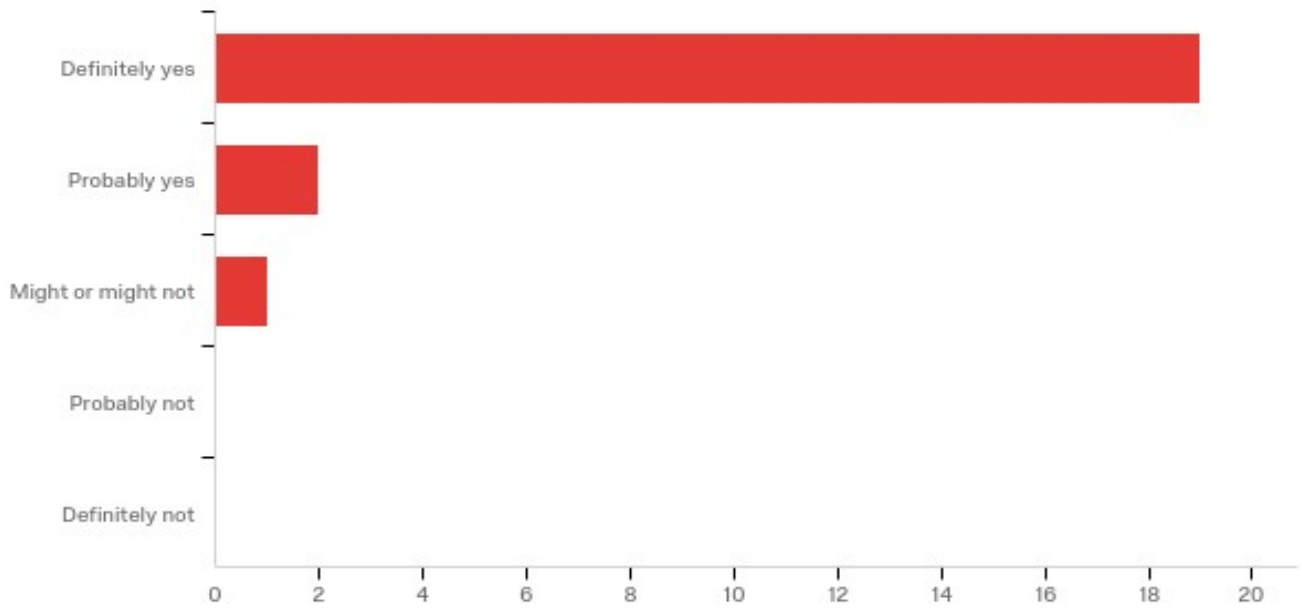
Q3 - Which primary source literacy learning outcomes best describe the learning objectives for your class?

to locate and explore
 Use primary sources
 libraries or archives
 where primary sources
 intended as sources of
 a source, evaluate
 understand what the
 bias of a source and
 physical and material
 primary sources for
 the investigation of
 materials, including
 relationship between
 disciplines which
 effective search
 relationship of
 strategies in order
 copies and surrogates
 Use and evaluate
 sources; understand
 their collections of
 contexts of
 materials are often
 impacted by
 and sensitivity and
 mediation, and that
 similar to the way
 databases
 physical surrogates and
 analyze a range of
 knowledge artifacts
 particular biases and
 meeting the goals that
 affect the content
 source evaluation is
 certain to be a
 information of
 multiple sources to
 meet the goals of the
 research on the
 research project
 materials in a manner,
 that is, and provide

#	Answer	%	Count
1	Conceptualize: Articulate what might serve as primary sources for a specific research project within the framework of an academic discipline; Use primary sources to generate and refine research questions; when interrogating sources with a question, understand that the question will inevitably change over time as sources are engaged; distinguish primary from secondary/tertiary sources for the questions being investigated and the disciplines which frame them.	0.00%	0
2	Find: Identify and effectively use strategies and tools to locate and explore potential physical libraries or archives where primary sources for the questions being investigated might be	0.00%	0

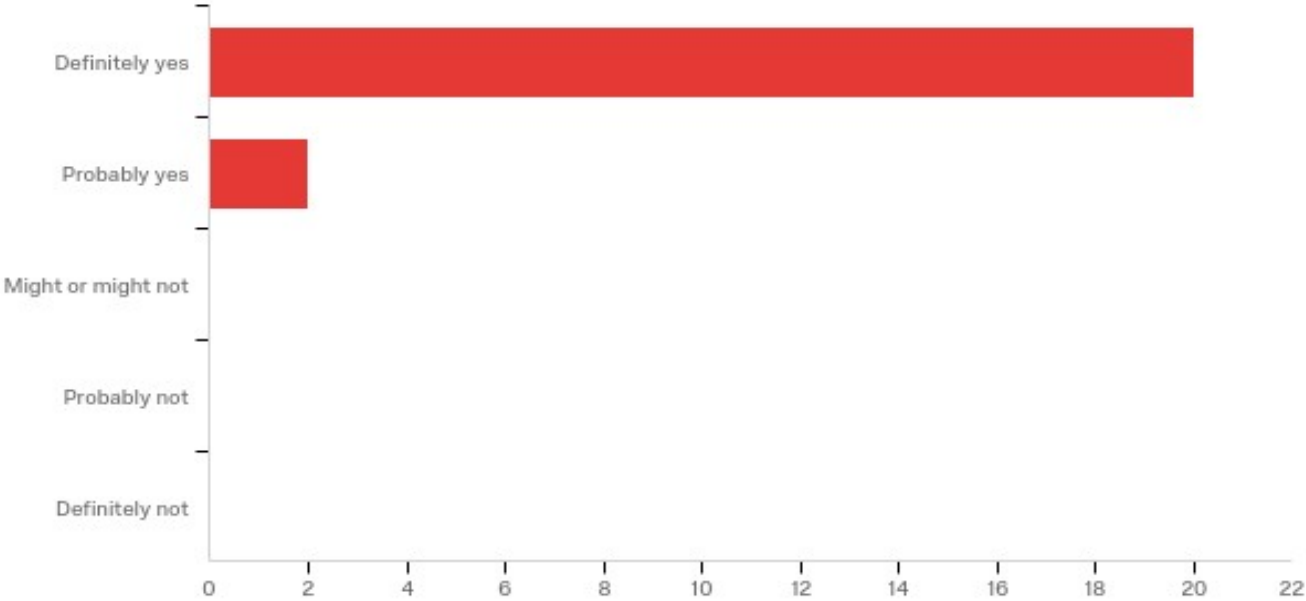
	found; identify and effectively use strategies and tools to locate databases and other online resources where primary sources for the questions being investigated might be found; use appropriate, efficient and effective search strategies in order to locate primary sources; understand that collections of primary source materials are often impacted by selectivity and mediation, and that databases, aggregators, and physical repositories may demonstrate biases and limitations that affect the content that they provide.		
3	Interpret, Analyze, Evaluate: Critically interrogate the creators, cultural contexts, and intended audiences of a source; evaluate the tone, subjectivity, and bias of a source, and their relationship to its original purpose and creator; factor physical and material elements into the interpretation of materials, including relationship between container and content, and relationship of copies and surrogates to originals; identify and analyze contexts of materials, either through subject knowledge, surrounding or similar documents, knowledge of the creator, or genre/format knowledge; articulate various possible reasons for the absence of primary source evidence on a certain topic or from certain types of creators, and the impact of these absences on the research process; interrogate silences, absences, and power relationships in the documentary record and use them when significant; demonstrate historical empathy, curiosity about the past, and appreciation for historical materials and actors.	0.00%	0
4	Use and Incorporate: Convey information found in primary sources, including summarizing the content of the source and identifying and reporting key components such as author, date, etc.; analyze strengths and weaknesses of particular sources in meeting the goals of the research or creative project; synthesize information from multiple sources to meet the goals of the research or creative project; use materials in a manner that is sensitive to cultural mores and religious practices; engage in an iterative process of knowledge creation and distribution through citing sources and following publication guidelines and copyright law.	0.00%	0
	Total	100%	0

Q4 - Did your session in special collections meet the learning objectives you set for your class?



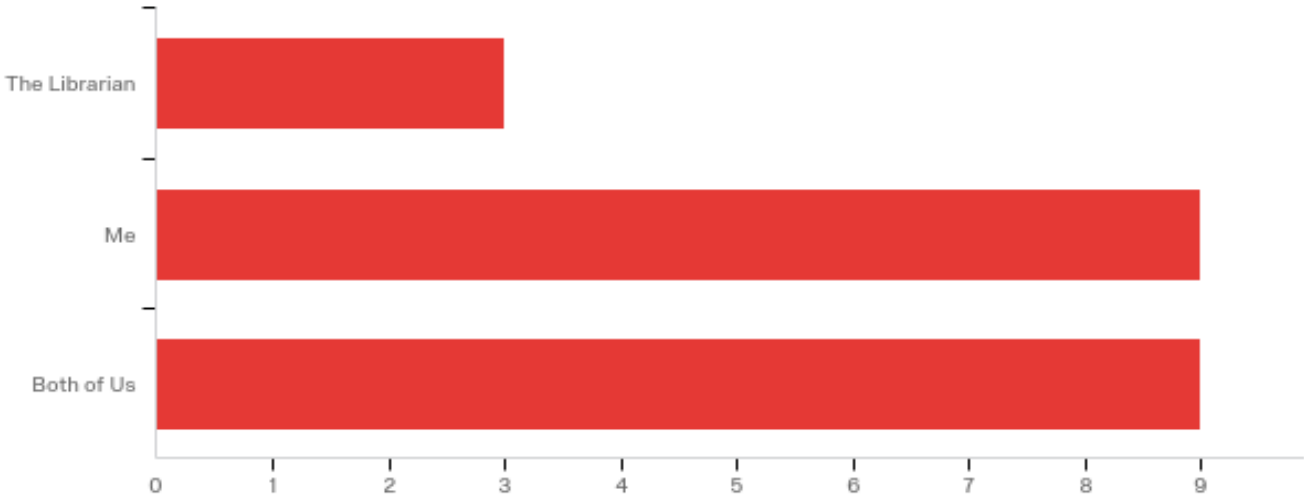
#	Answer	%	Count
1	Definitely yes	86.36%	19
2	Probably yes	9.09%	2
3	Might or might not	4.55%	1
4	Probably not	0.00%	0
5	Definitely not	0.00%	0
	Total	100%	22

Q5 - Did your visit to special collections enhance the pedagogical arc of your course?



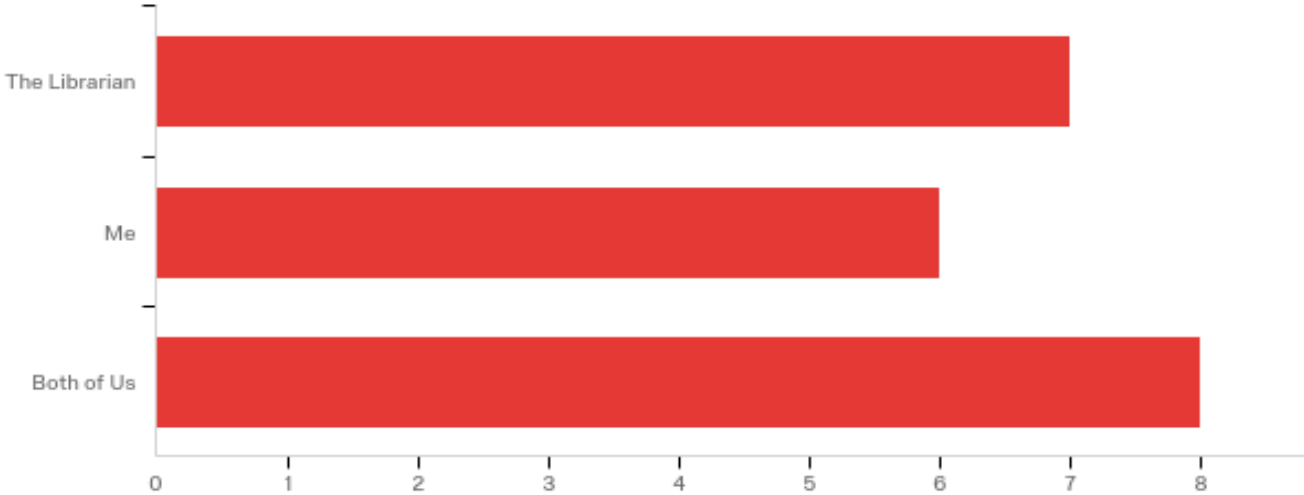
#	Answer	%	Count
1	Definitely yes	90.91%	20
2	Probably yes	9.09%	2
3	Might or might not	0.00%	0
4	Probably not	0.00%	0
5	Definitely not	0.00%	0
	Total	100%	22

Q6 - Who decided what should be covered in the lesson/how the lesson should be structured?



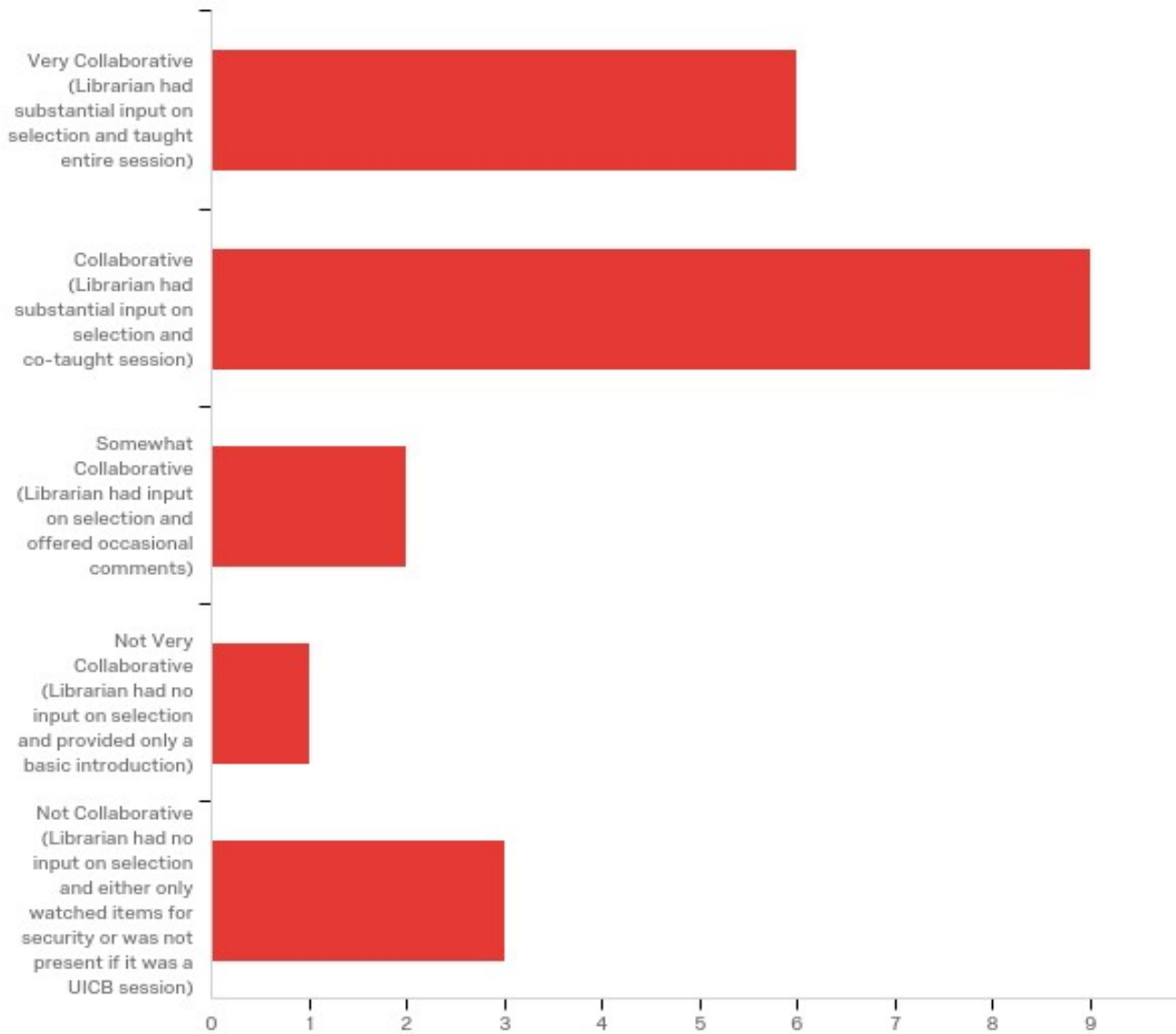
#	Answer	%	Count
1	The Librarian	14.29%	3
2	Me	42.86%	9
3	Both of Us	42.86%	9
	Total	100%	21

Q7 - Who decided what should be pulled for the lesson?



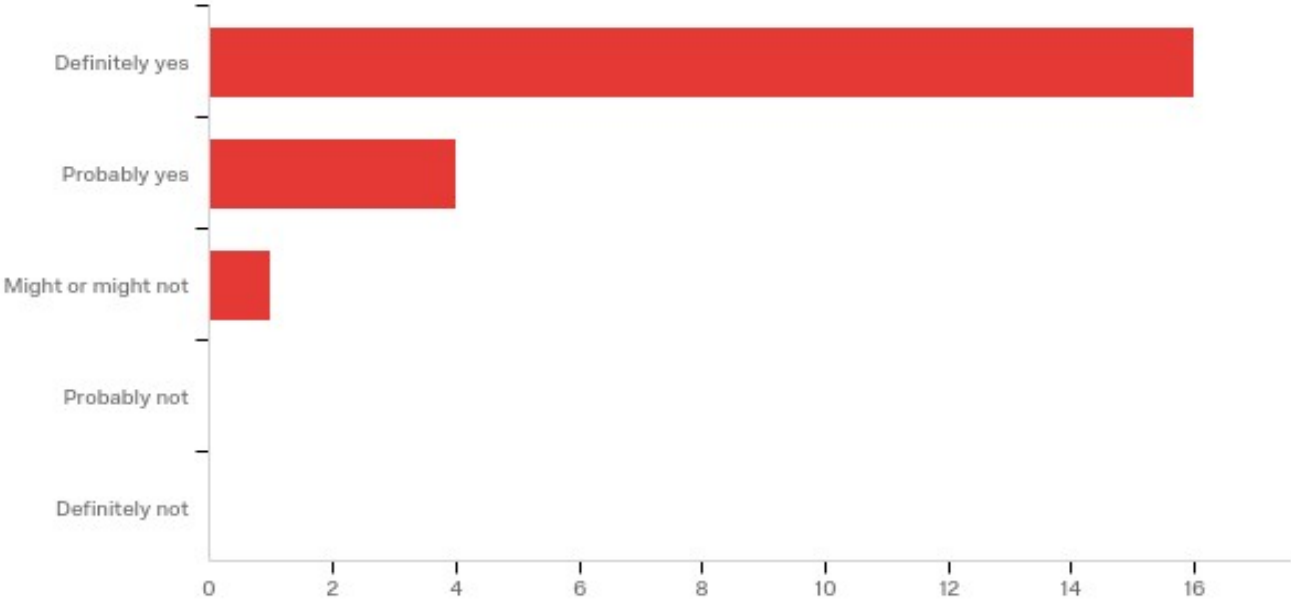
#	Answer	%	Count
1	The Librarian	33.33%	7
2	Me	28.57%	6
3	Both of Us	38.10%	8
	Total	100%	21

Q8 - How collaborative would you describe your relationship with your librarian?



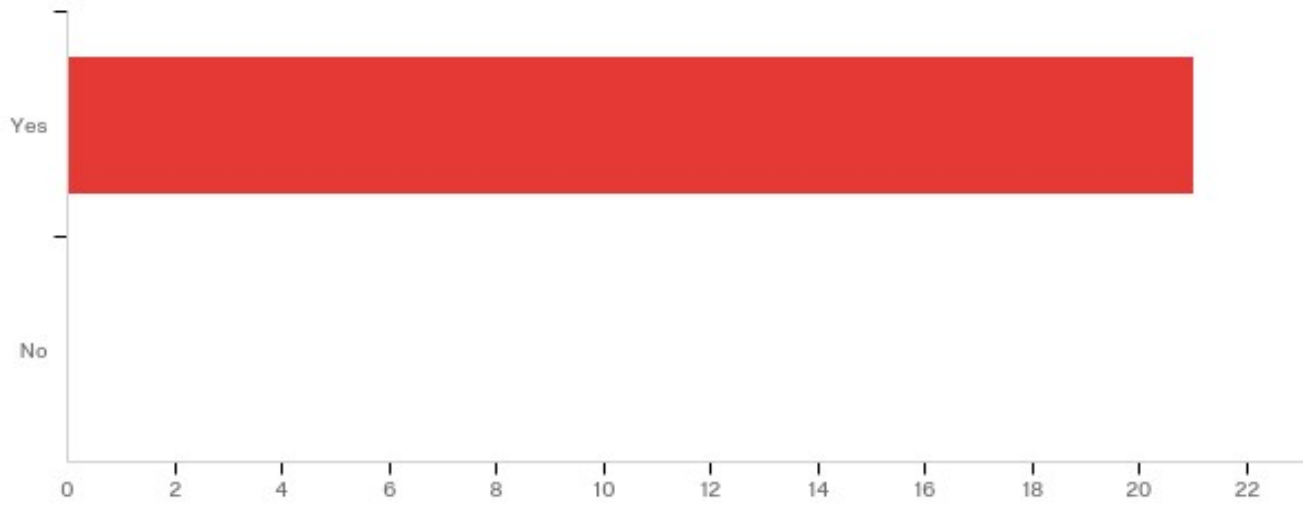
#	Answer	%	Count
1	Very Collaborative (Librarian had substantial input on selection and taught entire session)	28.57%	6
2	Collaborative (Librarian had substantial input on selection and co-taught session)	42.86%	9
3	Somewhat Collaborative (Librarian had input on selection and offered occasional comments)	9.52%	2
4	Not Very Collaborative (Librarian had no input on selection and provided only a basic introduction)	4.76%	1
5	Not Collaborative (Librarian had no input on selection and either only watched items for security or was not present if it was a UICB session)	14.29%	3
	Total	100%	21

Q9 - Are you satisfied with your level of collaboration with your librarian?



#	Answer	%	Count
1	Definitely yes	76.19%	16
2	Probably yes	19.05%	4
3	Might or might not	4.76%	1
4	Probably not	0.00%	0
5	Definitely not	0.00%	0
	Total	100%	21

Q10 - Were the materials that you requested available to you at the time of your class?



#	Answer	%	Count
1	Yes	100.00%	21
2	No	0.00%	0
	Total	100%	21

Q11 - Did the absence of these materials detract from your learning objectives?

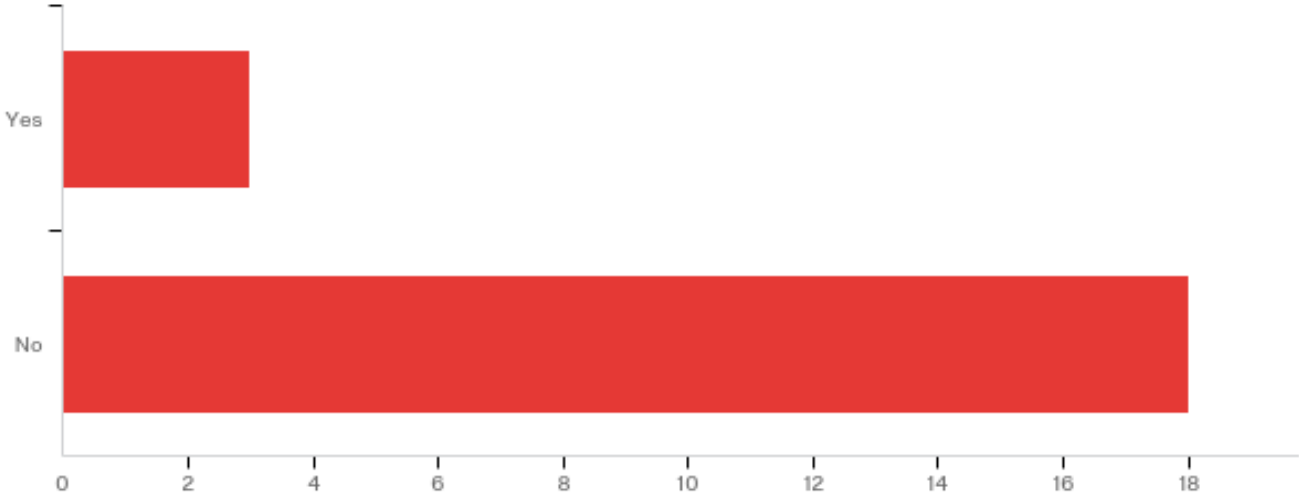


#	Answer	%	Count
1	Yes	0.00%	0
2	No	0.00%	0
	Total	100%	0

Q12 - Please explain the situation:

Please explain the situation:

Q13 - Did you require your students to use the reading room before or after class?



#	Answer	%	Count
1	Yes	14.29%	3
2	No	85.71%	18
	Total	100%	21

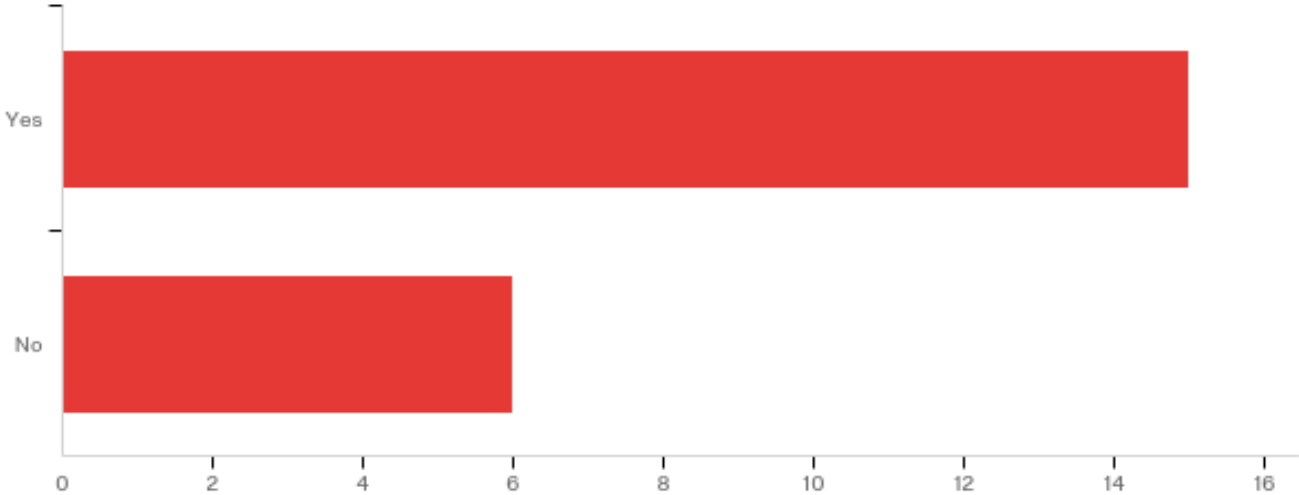
Q14 - How would you describe their experience?

How would you describe their experience?

They were very satisfied with the experience. They were able to learn about a resource that was unfamiliar to them and the librarian made the whole experience engaging and interesting.

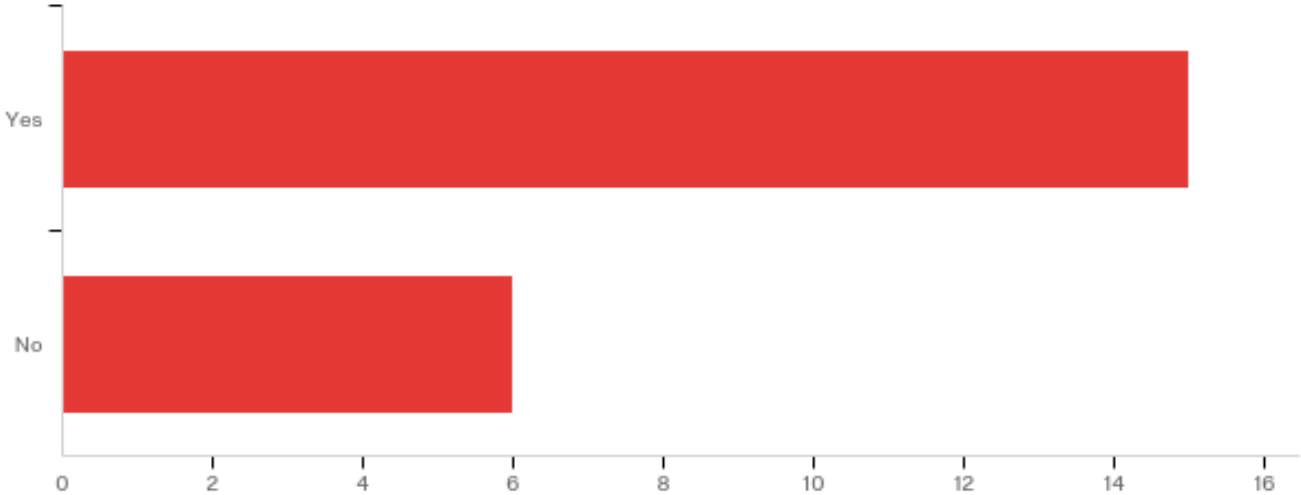
variable — more mature students had no problems, and loved the experience; inexperienced undergrads had more difficulty navigating the library

Q15 - Are you aware that you can request that we purchase material?



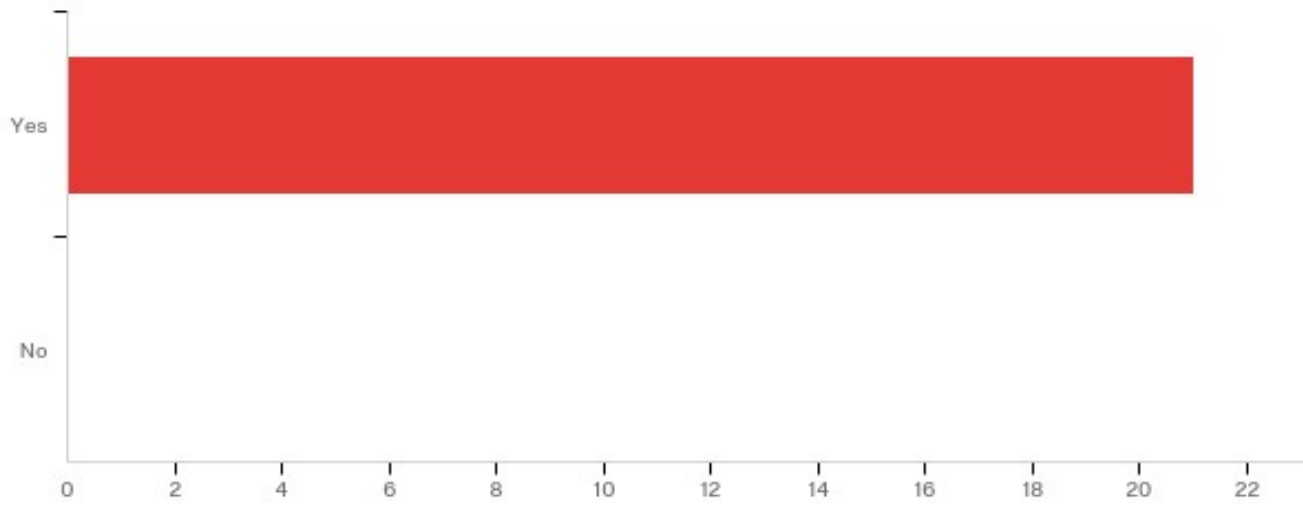
#	Answer	%	Count
1	Yes	71.43%	15
2	No	28.57%	6
	Total	100%	21

Q17 - Have you brought classes to special collections in the past?



#	Answer	%	Count
1	Yes	71.43%	15
2	No	28.57%	6
	Total	100%	21

Q18 - Would you schedule a visit to special collections for future classes?



#	Answer	%	Count
1	Yes	100.00%	21
2	No	0.00%	0
	Total	100%	21

Q19 - Write additional comments here:

Write additional comments here:

We all had big fun. Peter is great.

I did have a different class visit the reading room for the artists book shelf, they did not have a schedule Special Collections visit. Also most of my requested materials were there but a few were missing. It would also be very helpful if an item could be requested during a visit to follow a line of discussion or for other reasons

Thank you!

content, historical, material, and research objectives were all met

David is an exceptional librarian and without him I would not have been able to organize and implement this project.

Peter is wonderful!

Colleen and her staff are WONDERFUL helpful, enthusiastic, joyful to work with. Kepp up the good work!

Our tour of the Dada exhibit with Tim Shipe was transformative for my students and surpassed all of my expectations. My students were buzzing with what they learned (and Tim's extraordinary recitation of the sound poems, especially) for many class periods after our visit, and one student even raised some of what he learned from Tim in another class. Thank you!

I brought my class down from UNI. I greatly appreciate Special Collections staff making time for my students to see examples of manuscripts that we do not hold in our collection. Thank you very much for giving my students this unforgettable experience!

Colleen Theisen is awesome! She was engaging, and she inspired my students!

I bring classes every semester

I have brought two groups to Special Collections over the past two weeks, and for both visits the Archivist - David McCartney - featured materials that both engaged students and applied directly to their specific research projects. In both sessions students left with a deeper appreciation for archives and greater understanding of how to locate and utilize primary sources. Thank you!