Introduction
# ASRA 2020 Analysis

Please rate your level of confidence for the following skills:

## Finding relevant sources using the following tools:

<table>
<thead>
<tr>
<th>Tool</th>
<th>Not at all</th>
<th>Very little</th>
<th>Some</th>
<th>Quite a lot</th>
<th>Very much</th>
<th>N/A</th>
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<tbody>
<tr>
<td>Finding aids</td>
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<tr>
<td>Catalogs (for instance: PITTcat, WorldCat, etc)</td>
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<td>Databases (for instance: Academic Search Premier)</td>
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<td>Websites</td>
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## Requesting materials using the following tools:

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## ASRA Lightning Talk

**Lightning Talk**
- 5-minute talk
- 3 PowerPoint slides

The *Archival Scholars in Action* Event highlights the research work and progress of the Archival Scholars Research Award (ASRA) recipients through a series of lightning talks and displays of archival materials used in research. Students will present and discuss their research along with content from the archival/library collections that they are consulting for their projects.

## ASRA Students – How Should You Prepare???

### Tips for a Lightning Talk:
- Plan a 5-minute progress report about your research.
- Highlight one interesting point, discovery, or aspect of your research that you wish to share.
- Select archival material, books, texts, or materials that you are consulting to enhance your story.
Atsumori 敦盛 (ca. 1897) from Nōgaku zue 能楽圖繪 in the Kōgyo: The Art of Noh Collection

This post was written by Maxwell Reiver, a recipient of an Archival Scholar Research Award for the 2021 Spring Semester.

Detroit's Marxist Black Auto Workers

This post was written by Liam Sims, a recipient of an Archival Scholar Research Award for the 2021 Spring Semester.

Tsukioka Kōgyo, Atsumori 敦盛, ca. 1897, ukiyo-e 浮世絵 (Japanese color woodblock print), 243 x 363 mm, Tokyo: Daikokuya [Matsuki Heikichi]. From Kōgyo: The Art of Noh, Archives & Special Collections, University of Michigan, Ann Arbor.
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?
- Articulate what might serve as primary sources for a specific research project within the framework of an academic discipline or area of study.
- Draw on primary sources to generate and refine research questions.
- 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).
- Understand that research is an iterative process and that as primary sources are found and analyzed the research question(s) may change.
- 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.
On average, the students had a 0.7 increase in their scores across Questions 10, 15, 16, and 17. For all questions, there was an increase in the average score as shown below in Figure 1.

Figure 1. Question average comparison for pre-program and post-program
Instructor and Classroom Learning
Class Visit Lesson Plan

LESSON PLAN for A&SC One-short or Multiple Visit Class Sessions
Class: ________________  Term: Fall 2021
Instructor: _____  Librarian/Archivist: Clare Withers, Jeanann Haas
Day and time: __________  Number of Students: 32

INSTRUCTOR LEARNING GOALS FOR THE CLASS VISIT (select up to 3)
Students will be able to:
1. Goal 1: View multiple 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;
2. Goal 2: In viewing XXXXX versions, and how his invention is visualized, uncover how cultural imagery uses/takes over/re-defines a textual representation
   3C, 4B, 4C, 4E

Methodology
1. Curate materials with instructor and librarian/archivist.
   In-class options:
   - [ ] Individual Work: Students engage with materials;
   - [ ] Group Work: Students engage with materials;
   - [ ] Primary source research (finding aids, secondary sources).
Instructor Interviews
Focus Groups
Subaward Findings

“I think you have a really nice range of skills and practices represented, and I like the flexibility you've kind of built in here so that courses that have different aims can be evaluated according to different aspects of the rubric.”

“And I'm impressed with the things that you decided to focus on. I mean, I think that very accurately captured what I was trying to do in the class. I don't know if that's useful to know.”

“[the rubric] It alters my thinking on how to approach visits.”

“And part of what I like about this is that it coheres very well with pedagogical structures and a lot of our classroom teaching.”
Conclusion