

Toolkit for Success: Measuring Impact and Increasing Collaboration in Classroom Learning

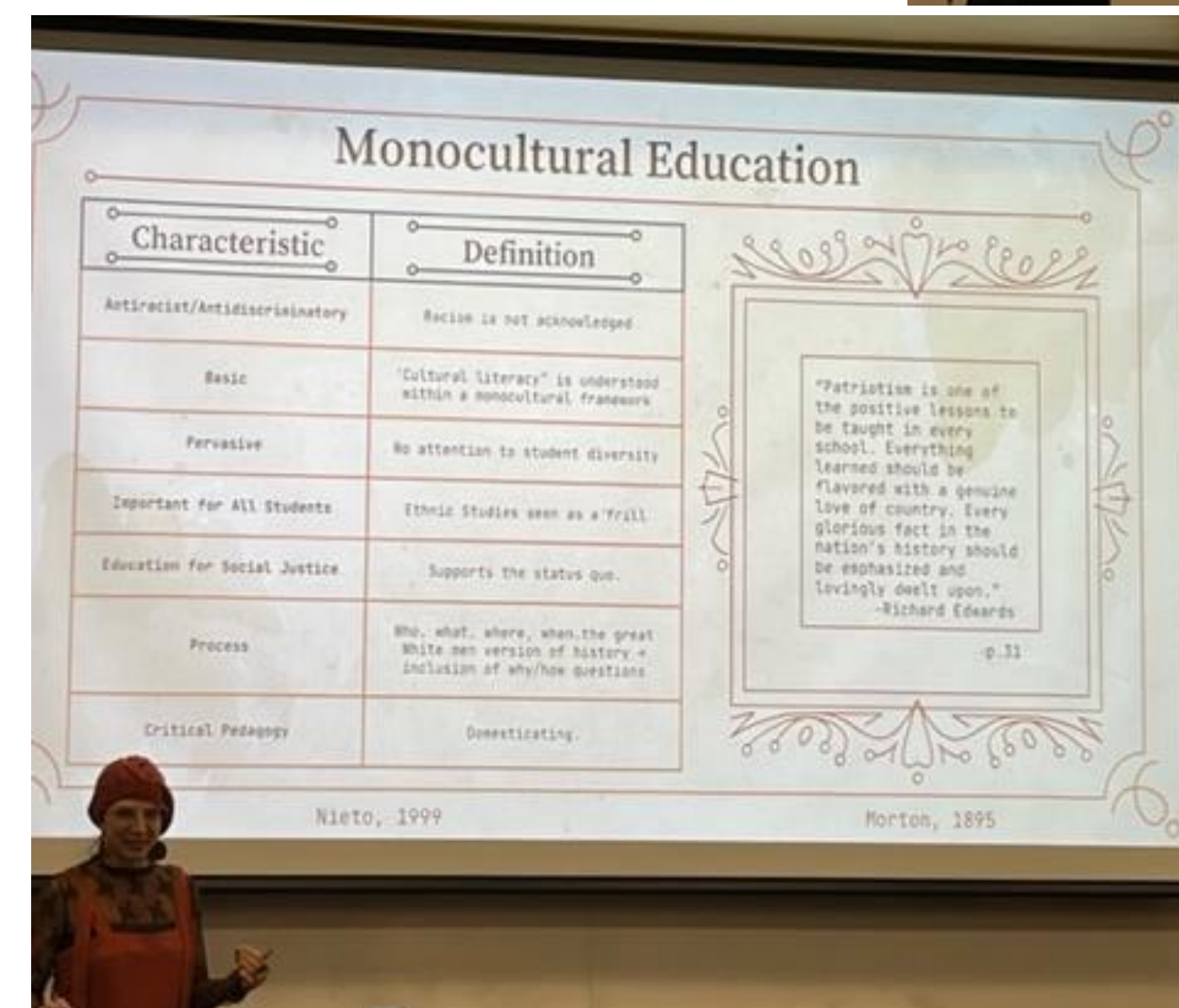
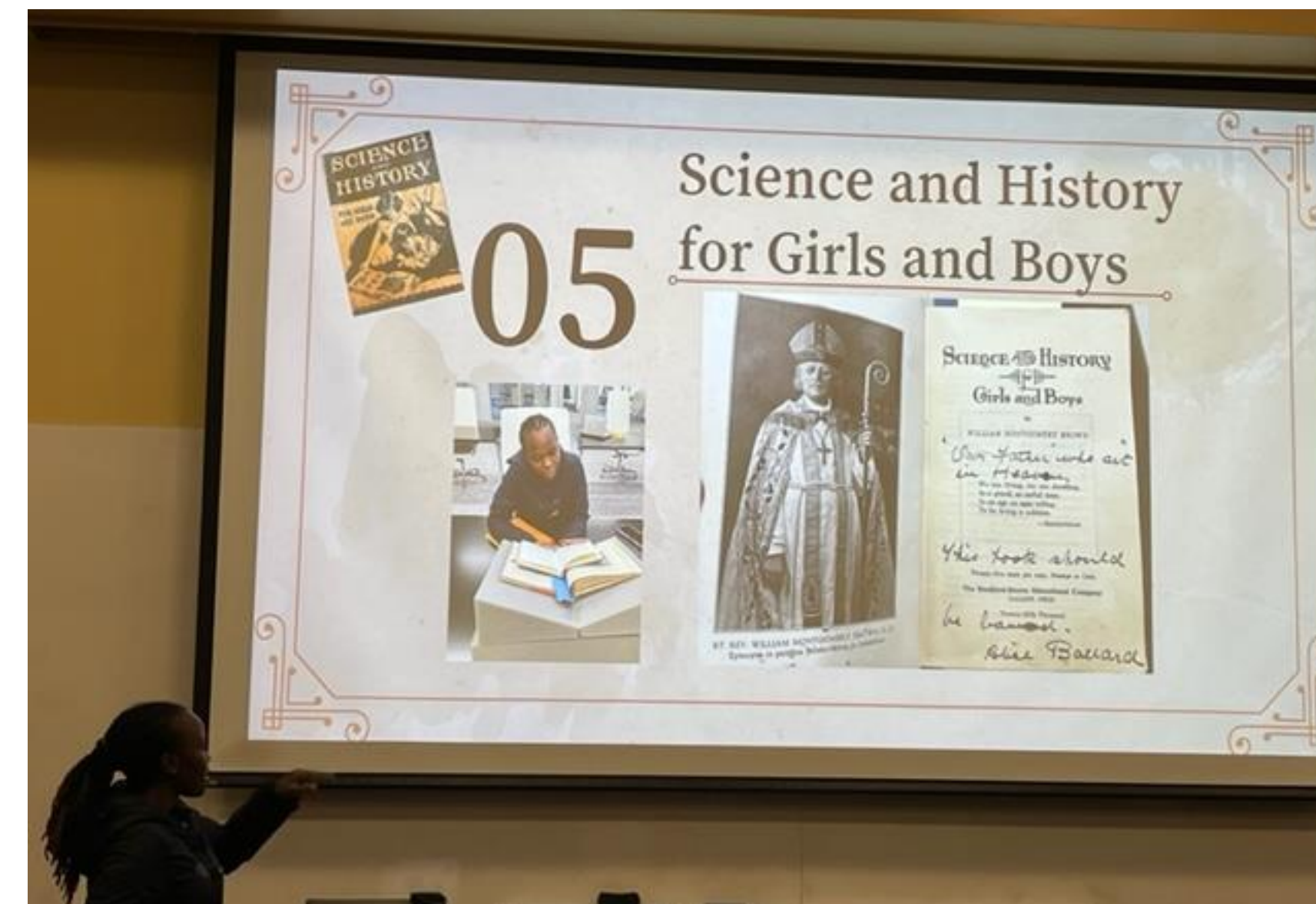
INTRODUCTION

A team from University of Pittsburgh Library System (ULS) participated in ARL-RLIF research exploring: "(how) do the library's special collections specifically support and promote teaching, learning, and research?" With class visits on the rise, faculty were increasingly incorporating primary sources into classroom learning to develop complex and transferrable critical thinking skills. The Pitt team created a flexible toolkit that mapped to ACRL-RBMS/SAA Guidelines for Primary Source Literacy to plan, deliver, and evaluate instruction sessions and to foster better collaboration with Instructors. Our toolkit supports instructor learning goals, conversations about pedagogy, and assessment of student performance. It thereby allows measurement of our success in designing and delivering instruction.

The team created a lesson plan with rubric and scaffolded the elements of the guidelines. The design simplified mapping, and during consultation, it facilitated robust discussion on potential growth and achievement of learning goals during the class visit.

THE TOOLKIT IN ACTION

The Primary Source Lesson Plan with Rubric was used during the consultation for class visits. In this example, we collaborated with the instructor on guiding questions around gaps & silences and creator & audience to aid students in examining primary sources. Upon the instructor's request, we also shared the rubric with the class of graduate education students and focused on the elements mentioned above. The second visit wrapped up with students discussing an item of interest using the library's document camera. During individual 10-minute presentations, the librarians assessed retention of primary source literacy skills by noting whether students articulated elements from desired learning goals.



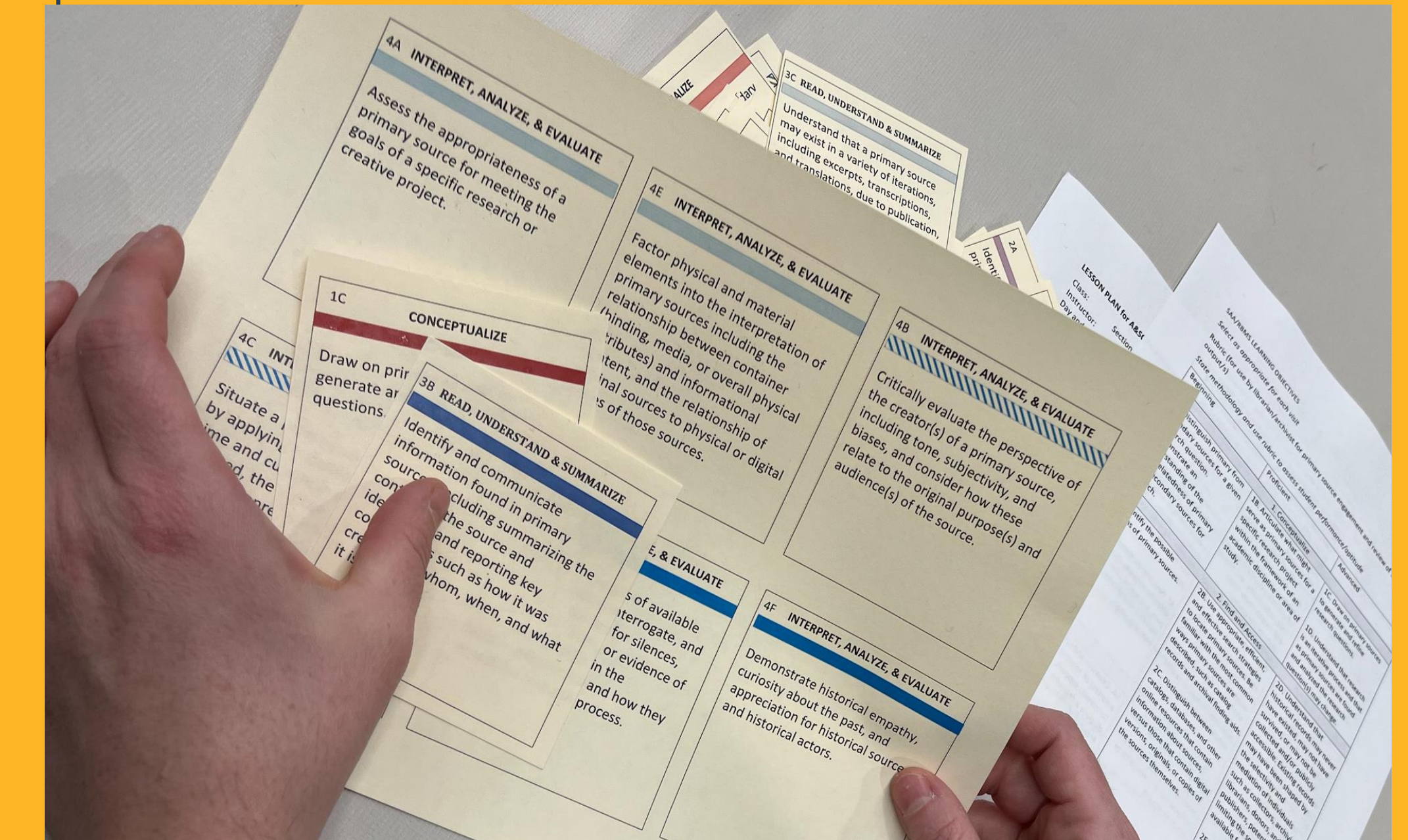
These images of slide presentations demonstrate consideration of creator, audience, gaps & silences, and student integration of primary sources with commentary on contexts and comparisons to other educational theories explored during the term.

End-of-term group or individual presentations drew from class lectures, course readings, and materials featured during the visits. Librarian attendance allowed an additional opportunity to use the rubric to code, analyze, and assess retention of complex primary source literacy skills. There was ample evidence of understanding of creator, audience, and gaps & silences; students synthesized their evaluation of materials with course readings and foundational educational concepts to create new scholarship.

ASSESSING OUR PERFORMANCE

Once we assessed student skill level using the rubric, we used the results to gauge our own performance. The class visit wrap-up, as well as the end-of-term presentations, all demonstrated increased primary source literacy acumen. If there had been little evidence of achievement of skills, that would indicate our engagements were not successful and would prompt us to investigate what we might do differently in future instruction sessions to garner better results.

Most recently we created a card deck from the rubric and began using it in consultations. Once an instructor learning goal is identified, we map the goal to the rubric element, which is listed on a single card, and pull it from the deck. We focus on two or three learning goals, share just these cards with the instructor, and create the engagements. We are moving forward thoughtfully and are piloting this use especially with instructors who are open to use of rubrics in pedagogy. Early response of these limited forays has been positive.



FUTURE IMPLICATIONS

The toolkit allows quick spot-checking of student skill attainment, resulting in tangible evidence of student learning, and can also be used for in-depth assessment. The Pitt team believes the toolkit is adaptable, offering value to library colleagues utilizing the ACRL Framework in lieu of the RBMS/SAA Guidelines.

ACKNOWLEDGEMENTS

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Clare Withers, Diana Dill, Jeanann Haas, Kathy Haines, and Berenika Webster. Library Impact Research Report: A Toolkit for Demonstrating and Measuring Impact of Primary Sources in Teaching and Learning. Washington, DC: Association of Research Libraries, December 9, 2022. URL: <http://d-scholarship.pitt.edu/id/eprint/43013>.

LESSON PLAN for ARCHIVES & SPECIAL COLLECTIONS Class Visit(s)

Class: _____ Section #: _____ Term: _____
 Instructor: _____ Librarian/Archivist: _____ Location: _____
 Day and time: Session 1: _____ Session 2: _____ Number of Students: _____

INSTRUCTOR LEARNING GOALS FOR THE CLASS VISIT (select up to 3)
 Students will be able to:
 1. Goal 1:
 2. Goal 2:
 3. Goal 3:

SAA/RBMS LEARNING OBJECTIVES
 Select as appropriate for each visit
 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
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, 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.	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.	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 physical or digital copies of those sources.	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.	4F. Demonstrate historical empathy, curiosity about the past, and appreciation for historical sources and historical actors.

Primary Source Lesson Plan with Rubric created by the Pitt team.