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LIS 2640 | Spring 2020

Final Module Design Plan

Instructional Design Model

For this module, the ADDIE instructional design model was used. ADDIE stands for Analysis, Design, Development, Implementation, and Evaluation. ADDIE was chosen because it provides a clear, concise, and strategic framework for the Instructional Designer to create a meaningful, well-planned, and robust learning environment. The ADDIE model lends itself to be both linear and iterative, which allows the Instructional Designer to revisit and edit phases of the module design if necessary. For this module, the overall objective is for students to be able to find and use primary sources from our Archives Department in their research.

Analysis:

An analysis was done through a needs analysis, which included a survey of the population. The survey and analysis gave us details about the student's current knowledge on libraries and archives and the target demographic. The need for this module and more details about the needs analysis can be seen in the *Background* and *Methods of Understanding Learner Needs* sections below. The analysis also led us to our goal and objectives for this module.

Design:

The module was then designed through storyboarding the direct instruction and blueprinting the entire module. Our goal and objectives were also decided upon in this step. We used action verbs from Bloom's Taxonomy and made sure our objectives were clear and concise.

Development:

Next, the development of the direct instruction is fully designed and instructional materials and learning tasks are allocated (Seel, 2017). This includes creating a multimedia direct instruction, the instructional assessment activity, and the remainder of the module through the Blueprint. This step also includes evaluation of the materials by the Professor and any other stakeholders involved.

Implementation:

The Instructional Designer will work closely with the Archivist to design the Direct Instruction and Assessment/Instructional Activity. The Archivist will review the final product before releasing it to the Professor. The Archivist will go over the Direct Instruction and Assessment with the Professor to ensure he has enough information

to give his students. The Professor will post the Direct Instruction and Assessment to the LMS. In order to comply with accessibility, these videos will have closed caption available and an audio version would also be available on the LMS. Having options like audio and captions available also gives students some flexibility in deciding what is the best way for them to learn, which follows some of the Universal Design for Learning guidelines (UDL). If this module is successful, the Archives Department would like to go a step further and also have an option for an in-person lecture. *Note: for technical reasons, the powerpoint video example in this assignment does not have captions...I did create the video on Camtasia with captions, but the captions sometimes cover up the text , there is a watermark throughout the presentation from using the trial version, and the link to the quiz is not clickable. The Camtasia video can be seen here:* https://vimeo.com/410316893

Evaluation:

This module involves a summative assessment. At the end of the module, the students are asked to take a quiz and participate in a discussion board activity. In this case, the Archivist has asked the Professor to send the results of the Assessment Activity so they can review how well the students retained the information learned in the direct instruction. The assessment quiz will be set up so both the Professor and the Archivist will receive the results automatically. The Archivist will also talk to the Professor to see if the module was useful for the research project. The Archives Department can then evaluate whether this module can be used in other departments and if it needs to be revised.

Background

This module would live on a Learning Management System, such as Canvas. This module has been created for Professor's Smith's graduate Art History class entitled *How to Look at Art and Why.* Professor Smith reached out to the Archives Department to ask for guidance on a project for this class. The project would require students to use primary source material available in our archive to research local artists. The issue

here is the students' lack of knowledge using the University's archives and special collections, and their unfamiliarity with discovering primary sources.

The ultimate goal is for the graduate students to become more familiar with the University's archives. Using the archive's digital collection online database, the students will identify and use primary sources that are useful for their research on local artists. The students will be able to define primary sources and why they are important to this research. Primary sources are unique and in this case will most likely be items created directly by the artists in their research. In our archives, students will find the following primary sources: correspondence, diaries, films, sound recordings, sketch books, photographs, and art work. Much of these items are not digitized, so students will find the importance of using these rare sources. Through our online database, the students will evaluate finding aids to discover these primary sources. Finding aids provide an inventory and detailed description of our primary sources. Applying their analysis of these finding aids, the students will use physical primary sources in the archive's reading room, following proper etiquette and handling of materials.

After conducting a needs analysis, the Archives Department concluded that the student's lack of knowledge about using the archives and primary sources justifies the creation of a quick tutorial. This is also a great opportunity to collaborate with students and faculty to encourage them to use the archives and discover the importance of our facility and resources. This module will serve as an example for the archive's liaisons to reach out to other departments to further encourage faculty to use the archives in class. The module can then be slightly alerted to correspond to that faculty's subject or project.

Note: This is a hypothetical situation and some information is based on the University of Pittsburgh's Library and Archives & Special Collections to provide examples.

Methods of Understanding Learner Needs

Prior to the beginning of the semester, the University Archives Department was approached by Professor Smith of the Art History graduate program to discuss a potential project where students would use primary and digital archive source material to research local artists. The issue here, as discussed above, is the students' lack of knowledge using the University's archives and special collections, and their unfamiliarity with discovering primary sources. A needs analysis was conducted to discover what experiences these first-year graduate students have with using and searching for primary sources and what guidance they may need from the department. This analysis helped us discover if students are aware of our services and how to use them.

The instrument for this analysis was a survey. The survey questions were carefully chosen in order to get the information and data the archivists will need to help the students. The relatively small sampling size of 50 students will be manageable for the archivists and librarians to analyze. The survey was given to the students via a worksheet with 12 questions. The questions will be presented in the Likert scale model, where students can agree or disagree on the questions through a 5-point scale. The statements in the Likert scale will vary depending on the question and have different scale anchors. For example some questions will ask about the scale anchor frequency, which will generate an answering scale of: (1) always, (2) often, (3) sometimes, (4) rarely, and (5) never. Each answer has a corresponding number as shown, which is how the data is calculated.

The data from the survey let us see how frequently students visit the physical and digital library and archives. The data also revealed how familiar the students are with using primary sources, archives, the library, and online databases. These results helped us determine how much guidance was needed for basic search functions, requesting materials, and what terms and functions will need clearly defined. The survey also asked for their awareness on the University Art History collection so we can determine how in-depth our instruction of this area should be. The data asked

their awareness of reading room etiquette and handling of materials, which has influenced how we share that information with the students.

Goals and Learning Objectives

Goal
Using the archive's digital collection online database, art history graduate students will identify and use primary sources that are useful for their research on local artists.

Learning Objectives
Students will define primary sources and why they are important to research on local artists.

Students will evaluate finding aids through the online database to discover primary source archival material to use in their research.

Students will identify the sections and content of finding aids.

Applying their analysis of the digital finding aids, graduate students will use physical primary sources in the archive's reading room, following proper etiquette and handling of materials.

Direct Instruction
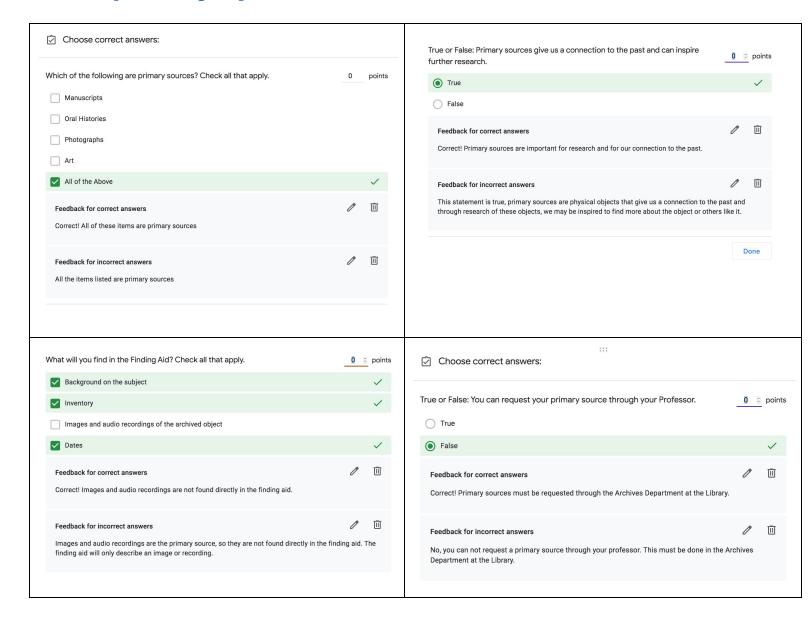
There will be two videos in the module. One was completed for this project, which gives instruction on how to find and request primary sources from the Archive. See attached Powerpoint Show sent with this document or view Camtasia version [here](#). The second instructional video, which is a deeper overview of the elements of a Finding Aid, is described in the Module Blueprint document.

Instructional Activities

The first instructional activity in this module is the quiz that is linked in the direct instruction. It includes four questions that are tied to the learning objectives. Below are screen shots of the quiz created by me so you can see the feedback provided for correct and incorrect answers. The live quiz can be viewed and taken here: **https://forms.gle/5qn5RYhV44wEXnfP7**

☑ Choose correct answers:

Which of the following are primary sources? Check all that apply.   0   points

- ☐ Manuscripts
- ☐ Oral Histories
- ☐ Photographs
- ☐ Art
- ☑ All of the Above ✓

Feedback for correct answers   ✏ 🗑

Correct! All of these items are primary sources

Feedback for incorrect answers   ✏ 🗑

All the items listed are primary sources

True or False: Primary sources give us a connection to the past and can inspire further research.   0   points

- ⦿ True ✓
- ○ False

Feedback for correct answers   ✏ 🗑

Correct! Primary sources are important for research and for our connection to the past.

Feedback for incorrect answers   ✏ 🗑

This statement is true, primary sources are physical objects that give us a connection to the past and through research of these objects, we may be inspired to find more about the object or others like it.

Done

What will you find in the Finding Aid? Check all that apply.   0   points

- ☑ Background on the subject ✓
- ☑ Inventory ✓
- ☐ Images and audio recordings of the archived object
- ☑ Dates ✓

Feedback for correct answers   ✏ 🗑

Correct! Images and audio recordings are not found directly in the finding aid.

Feedback for incorrect answers   ✏ 🗑

Images and audio recordings are the primary source, so they are not found directly in the finding aid. The finding aid will only describe an image or recording.

☑ Choose correct answers:

True or False: You can request your primary source through your Professor.   0   points

- ○ True
- ⦿ False ✓

Feedback for correct answers   ✏ 🗑

Correct! Primary sources must be requested through the Archives Department at the Library.

Feedback for incorrect answers   ✏ 🗑

No, you can not request a primary source through your professor. This must be done in the Archives Department at the Library.

The second instructional activity is not something I can actively show, but will describe the process (also described in the Blueprint). This activity is primarily focused on this objective: *Students will evaluate finding aids through the online database to discover primary source archival material to use in their research.*

At the end of the module, the Professor will ask the students to find at least one primary source's finding aid. The students have been assigned a local artist and will search for a finding aid related to that artist. The students will then be asked to describe and present their findings along with any issues via the online discussion board. Students are also asked to interact with others by commenting on at least 2 peers' posts, promoting engagement and interaction in this online learning environment. Here is the prompt the students will see on the discussion board:

Using your assigned artist, search the library's online database to discover at least one finding aid that is connected to your artist. What are your findings? What primary source is described in the finding aid? Discuss anything else interesting you found in your search. Comment on at least 2 other students' posts.

Implementation Plan

As discussed in the Evaluation section of the ADDIE model description above, this module will serve as a pilot for the Archives Department. The Archives Department will evaluate the results from the module's assessments to decide if it was effective enough to promote to other departments. This pilot will also let the Archives Department evaluate any edits that need to be made to the module. The Archives Department would like to increase usage of their archives, so this module could help to spearhead that increase of activity. For this pilot module, the Archivist will also be in close contact with Professor Smith in order to see the results of his students'

projects and if the use of primary source was valuable. If the evaluation is found to be satisfactory, the Archivist will work on reaching out to other departments, using this module as a sample in order to garner interests. This module can easily be adapted to other research projects and departments. The Archives Department would also like to offer in-person sessions of this module if this pilot is a success.

Resources

CAST (2018). Universal Design for Learning Guidelines version 2.2. Retrieved from http://udlguidelines.cast.org

Library of Congress. (2020). Why Use Primary Sources? Retrieved from

http://www.loc.gov/teachers/usingprimarysources/whyuse.html

Seel, N. M. (2017). *Instructional design for learning: Theoretical foundations* (1st ed.). Taipei, [Taiwan];Rotterdam, [Netherlands];Boston, [Massachusetts];: Sense Publishers. doi:10.1007/978-94-6300-941-6

Society of American Archivists. (2020). Primary Source. Retrieved from

https://www2.archivists.org/glossary/terms/p/primary-source

University Library System. (2016). A Guide to Primary Sources at the Archives Service Center: Archives & Primary Sources. Retrieved from

https://pitt.libguides.com/c.php?g=12282&p=65369