**

**CE Workshop Evaluation Form**

**Arrangement and Description Track**

Workshop **Evaluation Form:**

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| **Title**  | Photographs: Archival Standards and Practices |
| **Reviewer:** | Jennifer Pelose |

Directions:

* Quantitative: Each item below begins with a **bolded** statement. Score each with a 1-5 ranking to indicate your assessment of the veracity of that statement based on your review of workshop overviews/agendas, evaluations, and other materials.
* Qualitative: In the comments section for each item below, please respond to the additional questions posed and any related issues that this workshop raises for you.
* Provide any additional assessments or comments not relevant to one of the specific, numbered areas in the space provided following the table.

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| --- | --- | --- | --- | --- | --- |
| *Please place an “x” in the appropriate column, use* ***1=low****, undesirable, to* ***5=high****, excellent.* | **1** | **2** | **3** | **4** | **5** |
| 1. Does the content **appeal to its specified audience**? Does it indicate specific categories of archivists and/or levels of expertise to assist potential participants in determining the workshop's relevance for them?Comments: *Covers all aspects of managing, describing, and arranging photographs. Perhaps add brief, limited part/section on born-digital photographs. The two-day structure of the workshop appeals to archivists of varying levels of expertise. While basic, broad topics are covered in the first day, more managerial and advanced topics are covered in the second day. In addition, the workshop is not solely limited to description or preservation, there are sections on copyright, accessioning for instance that cover aspects of public services/reference and collection development.*  |  |  |  | X |  |
| 2. To what extent does the subject matter **reflect current archival practices** and theory commonly accepted in the profession?Comments: *Very good introduction to standards and practices currently in use for description of photographs (DACS, DCRM (G), etc.), with good, detailed examples. Since not every repository uses the same standard to describe photographs, having students learn about the different standards enhances their archival skill set.*  |  |  |  |  | X |
| 3.. How **relevant/appropriate are the teaching and delivery methodologies** (lecture, video, PowerPoint, exercises, film, audiotape, discussion, simulation, case study, opportunities for in-course feedback, etc.) to the articulated goals and objectives, and to the content?"Comments: *Yes, using PowerPoint works well for instructing this content. It allows for seamless integration of class discussion with concrete links and examples for student reference.*  |  |  |  | X |  |
| 4. How workable is the **time line** or **agenda** for the course? Is there sufficient detail to indicate how the workshop will evolve? Does it allow sufficient time for active engagement between course participants and the instructor(s)?Comments: *Yes, allotting two days for this workshop seems appropriate for the amount of material to be covered.*  |  |  |  |  | X |
| 5. To what degree does the **list of assigned readings** support the content of the proposal?Comments: *N/A: Looked at the presentations, but did not see assigned readings listed. Recommended sources listed in the early slides on the first day of the workshop are helpful.*  |  |  |  |  |  |
| 6. Does the presentation support the Learning Outcomes in the descriptions?Comments: *Yes, the PowerPoint presentation covers all goals covered on the first day of the workshop.*  |  |  |  |  | X |
| **A&D Track Considerations** |
| 1.Does this content bridge, enhance, and/or build on other workshops (If so, please name)  | Provides a bridge to Visual Literacy for Photograph Collections and Archivists’ Guide to Balancing Legal Issues in Photograph Collections.  |
| 2.Does this build on other workshops not on the list? | Builds on DACS, Preservation and Identification of 20th Century Visual Materials |
| 3 Should this be part of the A&D Track? | Yes, this workshop should be part of the A&D track. |
| 4.Where would this workshop fall in the sequence of an A&D track? | It should fall mid-track.  |
| Why? | The workshop builds upon descriptive skills acquired in the basic DACS and the arranging and describing manuscript collections courses, and focuses on a specialized area of archival materials. More than basic, not quite advanced.  |
| 5. What tier does this workshop fall in? (See attached tiers) | TST |
| 6. Target Audience | Would recommend for newer professional starting to work with photographs (descriptively or providing reference), or upper level professional who will be managing photograph projects |
| 7. Is the suggested prior “experience/knowledge” appropriate? | Would recommend taking at least DACS: A Content Standard, Arranging and Describing Manuscript Collections, Preservation and Identification of 20th century Visual Materials |
| 8. Learning Outcomes: Are they appropriate and/or relevant?  | Yes, the Learning Outcomes addressed at the beginning of the course are appropriate for the content covered |
| 9. What should they be?Please list learning outcomes. | * Manage and care for photographs
* Use archival principles
* Identify resources and techniques
* Introduce standards and best practices
* Learn about risks and issues
* Set priorities and solve problems
 |
| 10. Can you make suggestions for competencies this workshop would fulfill?  | This workshop would help participants plan and manage photograph cataloging and rehousing projects, develop policies for acquiring and accessioning of photograph collections, and give archivists a basic overview of copyright of photographs.  |
| 11. Would parts of the content lend themselves to a different format?  |

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| Check one: Webinar:* 30 minute
* 90minute
 | In person:* 1/2 day
* 1 day
* **2 day X**
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| 12. Which parts? | I think this topic, due to the hands on nature of working with photographs, would best be presented in person.  |
| 13. Does it lend itself to repurposing as an audio CD? | No |
| Which parts? |  |

Other comments: