**

**CE Workshop Evaluation Form**

**Arrangement and Description Track**

Workshop **Evaluation Form:**

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| **Title**  | Research Skills Tutorial |
| **Reviewer:** | Lorrie Dong |

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: *The audience is not specified in the materials I received, but it is clear from the workshop content that this workshop is applicable to any practicing archivist interested in developing his/her own intellectual pursuits and solving a problem with a systematic process.* |  |  |  |  | X |
| 2. To what extent does the subject matter **reflect current archival practices** and theory commonly accepted in the profession?Comments: *One of the first questions that the instructors address is “why do research?,” and discuss the importance of research by archival professionals for themselves, their institutions, and the field in general. The example research articles provided definitely demonstrate the diversity methods and uses for archival research.* |  |  |  |  | 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: *The delivery method is primarily lecture using PowerPoint and in-class group exercises. These techniques seem reasonable for preparing archivists for conducting research, especially in helping them realize that jumping into research can be a workable process with some planning and creativity.* |  |  |  |  |  |
| 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: *This is a one-day workshop, but I could see this as easily being developed into a two-day workshop if the sections on research design and implementation were expanded, as well as the section on where and how to disseminate your research.* |  |  |  | X |  |
| 5. To what degree does the **list of assigned readings** support the content of the proposal?Comments: *The reading or “resources” list is extremely comprehensive. I assume it is intended to serve more as a reference guide than a required reading list. It may be helpful if the instructors organized the readings by topic.* |  |  |  |  | X |
| 6. Does the presentation support the Learning Outcomes in the descriptions?Comments: *There are eight learning objectives that basically state that the participant will understand why research in the archival profession is important, how to develop research projects, and how to leverage research. Based on the PowerPoint provided, I believe the instructors cover all of the objectives well.* |  |  |  |  | X |
| **A&D Track Considerations** |
| 1.Does this content bridge, enhance, and/or build on other workshops (If so, please name)  | *All of the other potential A&D courses could be connected to this workshop if the archivist is thinking about exploring or building on any of those course topics, e.g., financial management, visual literacy, implementing DACS, MPLP.* |
| 2.Does this build on other workshops not on the list? | *Yes, it has potential to build on almost any of the other workshops offered by SAA.* |
| 3 Should this be part of the A&D Track? | *Yes. Before looking at the workshop content and based on the title alone, I wasn’t sure how it fit in with the other courses, but I can see now that it covers some fundamental tools for professional archivists if they want to think critically about arrangement and description.* |
| 4.Where would this workshop fall in the sequence of an A&D track? | *Students should take this course along with the Fundamental courses or before taking other TST or T&S workshops.* |
| Why? | *They will be able to apply the information and skills they gain from this tutorial to any tactical knowledge or specific skills workshop, and start thinking about how to apply both sets of knowledge to their own institutions and research interests.* |
| 5. What tier does this workshop fall in? (See attached tiers) | *While this workshop is currently listed as Tactical & Strategic, it really is borderline Fundamental for me. As it is, it works well in TST.* |
| 6. Target Audience | *Any professional archivist interested in conducting research to solve a practical problem and/or intellectual question.*  |
| 7. Is the suggested prior “experience/knowledge” appropriate? | *No prior experience/knowledge was mentioned in the given documents. Ethical Problem Solving should probably be taken prior to this course. Otherwise, I don’t think participants need any prior experience or knowledge other than perhaps have some specific archival problems that they are curious about exploring.* |
| 8. Learning Outcomes: Are they appropriate and/or relevant?  | *The learning outcomes are appropriate, if not specific for A&D.* |
| 9. What should they be?Please list learning outcomes. | *This course could be tailored more specifically for the A&D track (e.g., example studies would all focus on A&D issues, practice problems would relate to A&D), but I like the generality of this course and its potentially broad applications.* |
| 10. Can you make suggestions for competencies this workshop would fulfill?  | *In addition to A&D, this workshop works for all the other competencies.* |
| 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

X 2 day |

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| 12. Which parts? | *As I noted above, if all of the sections were expanded, this could easily be a two-day workshop.* |
| 13. Does it lend itself to repurposing as an audio CD? | *Yes, the PowerPoint presentation, which covers why do research, how to do research, and how to share research could be made into an audio cd.* |
| Which parts? | *See above.* |

Other comments:

This is a great one-day workshop. It appears to be very comprehensive, flows well, provides a nice mix of lecture and participation, and offers a lot of additional resources for further learning. While I could see it as an online resource or webinar (as Nancy was thinking), I do like the interactive components and think it could be particularly valuable for participants who have questions about research design and getting started/dissemination. My only suggestion is that the workshop could be tweaked slightly to be more specifically A&D-oriented in the case studies and articles provided.