Introduction to the University Archive: A Web-based Instruction Module

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Abstract: The University Archive is full of primary source resources for undergraduate students to use in their research projects. Every semester, professors bring their students in for an introduction to the archive and the chance to view and handle primary sources relevant to their research topic. However, the initial introduction uses half of the class, reducing the valuable time the students have in the archive to analyze the primary sources. This Instructional Design project used a flipped classroom approach to create an online module using Weebly (http://introtoarchives.weebly.com), a free web design and hosting site, to provide introductory information about the archive, including reading room etiquette, primary versus secondary resources, and using finding aids. An online module allows participants the freedom to learn the information from anywhere they can receive Internet access. Thirteen participants completed the module, which included a demographic study, pre-test, four chapters with embedded test questions, a post-test, and an attitudinal survey. The results showed that the module was very effective at teaching the participants archival etiquette, the difference between primary and secondary resources, and what a finding aid is for doing research. It is recommended that the module be put into a Learning Management System, simplified, and tested again in an actual course.

Introduction

Every semester, university professors bring their undergraduate classes into the university archive to help them learn how to use primary sources to conduct research. The archivists there are faculty members who prepare and deliver the archive instruction. Without this knowledge, the students would be unable to effectively conduct primary source research that builds on the knowledge of the past, ultimately leaving them with little on which to build their scholarly future.

Krause (2010) found that, “Students who received archival instruction improved their scores on a document analysis exercise, demonstrating increased knowledge of the basic characteristics of primary sources and how to interpret and analyze them” (p. 525). In order to prepare these students for their first research experience and reduce the stress and intimidation that oftentimes comes with archival research, the archivists spend a lot of time teaching the same basic concepts with every class. “What is an archive and what are the rules for using one? What kind of materials can be found in one? How do you begin to conduct research in one?” Once they have covered these questions, the students are finally allowed to begin their research. However, now
they only have half of their class time to really look at the materials and apply what was just taught to them. The whole process is repetitive and yet consumes so much of the class time.

If the basic questions could be covered outside of class, it would allow the entire class time to be dedicated to looking at and analyzing the resources. The purpose of this instructional design project is to develop and evaluate the effectiveness of an online instruction module on how to use a university archive for undergraduate researchers at the University of Hawai‘i at Mānoa.

**Literature Review**

Many archives are beginning to find ways of integrating their instruction with their institution’s learning goals and activities. “Instruction, therefore, is poised as one of the more obvious and influential ways that libraries can align their work with the foundational mission of their parent academic institutions and contribute to the student learning experience” (Bahde & Smedberg, 2012, p. 153). Even the Society of American Archivists, the national association for archivists, includes a mission statement regarding archival instruction for College and university archives. “Academic archives support the educational, research, fiscal, legal, and service missions of their parent institutions in several ways” and then they provide these two examples: “Enhancing undergraduate instruction through presentation and use of archival materials in classroom or other instructional settings; Facilitating preparation for graduate studies by increasing undergraduate student exposure to primary sources and historical research methods” (Society of American Archivists, 2005).

Every class that comes into the archive for instruction receives uniquely designed instruction based on the research topics of the students. This can complicate instructional design as it needs to be put together just a few days before the class. By putting the basic information into an online instructional module, it reduces the amount of preparation time needed for each class. Roytek (2010) found the literature to support “the growing trend towards the use of computer-based tools to enhance instructional design processes” and her study “strongly corroborated this trend through the wide variety of efficiency methodologies revealed within the categories, instructional design processes and instructional design tools” (p. 177). This is also a flipped classroom, where the instruction happens at home while the homework, or practice and hands-on activities, happen in class. “By moving the delivery of foundational principles to digital media, such as video lectures or tutorials, class time is freed up for engaging activities that allow students to apply these basics to practical scenarios in the presence of their instructor” (Arnold-Garza, 2014, p. 10). Arnold-Garza found that “student response to the flipped classroom was positive, with most students generally agreeing that they felt the model was helpful and supported their learning” (p. 11).

Another tool that librarians and archivists have found to be helpful in teaching information literacy to an online audience who tends to be more fickle and demanding than in-person library users is through short YouTube videos (Godwin, 2007). These videos and other content can be put onto a class website to instruct students on the basics of the university archive before they come to class, creating a flipped classroom. “Showing videos alone is not flipping your classroom-you also need to increase active learning experiences” (Brunsell & Horejsi, 2013, p. 8). Lin also found that “negative critical incidents and attitude are the key drivers of continuance
intention in the e-learning environment, irrespective of the user’s prior level of e-learning experience” (p. 525). In other words, throwing videos into a website will not be the only element to keep students interested and continually using it. It is important that the entire website be well-constructed with as few negative aspects about it as possible.

Due to the potential that undergraduate students are often non-traditional students, it is also important that the website be easy to use for any age. Simple design decisions such as self-paced training, color and graphics choices, site navigation, and the use of multimedia can facilitate learning of any age (Williams van Rooij, 2012, p. 288). All of these elements will be considered in the creation of my website. This focus on self-paced learning, a learning environment that includes a variety of learning resources and technologies, and based on real-world expectations is part of a learner-centered design, which is a constructivist pedagogy to teaching (Keengwe, Onchwari, & Agamba, 2014).

Some archivists fear that by providing online tutorials on how to use the archives, instructors will be more hesitant to bring their classes into the archives since their students can access the orientation online instead. However, Duff and Cherry (2008) found, “This does not seem to be the case in this study as some students used the online tutorial after they visited the archives. This may suggest that for remote students without easy access to the archives, the online tutorial may supplement and reinforce the learning that takes place in the orientation session” (p. 521). The sessions I created as an online tutorial was the first step to the full orientation, in the hopes of coming to the same conclusion as Duff and Cherry.

Assessment of archival instruction has been through affective surveys that I distribute at the end of the class session. Most library instruction assessment has been done similarly. Staley, Branch, and Hewitt (2010) implemented a quantitative approach to data collection and analysis by creating multiple-choice pre- and post-tests with library instruction, an implementation I employed with my online archival instruction. They found that they could measure more than just how well the students felt they learned. “The assessment tool proved a feasible means of measuring student learning. While student scores improved on every survey question, there was uneven improvement from pre-test to post-test for different questions” (Abstract section, para. 4). The uneven improvement was thought to come from trying to include too many concepts during the instruction session. While they included eight concepts, I taught three main concepts and measured with a quantitative approach as well.

Project Design

The project was designed as a Weebly website that would allow undergraduate students to complete it from the comfort of their homes and at their own pace. It has navigation buttons at the bottom of each page that takes them through the module step-by-step. However, at the top of the page, there is a navigation bar that will allows them to jump from chapter to chapter if they would like to go back and review content, especially as a refresher before or during class. See Figure 1 for a look at the home page with its navigation elements.
Figure 1. Navigational elements of the online module. Students can either navigate between chapters using the menu at the top of the page or follow step-by-step by using the button at the bottom of each page.

Weebly was chosen as the platform for the website due to its ease-of-use and drag-and-drop options that allows a professional looking website to be created quickly, at no monetary cost. It is a tool that I have used before, which creates very satisfactory websites with little hassle.

Embedded within the Weebly site will be two Google Forms surveys, a demographic survey at the beginning and an attitudinal survey at the end. Google Forms is very easy to embed within websites and collect survey responses from participants. What it does not do well is function like a test as it is not possible to designate one of the answers as correct. For this reason, I integrated Testmoz, a free website that allows tests to be generated and scores all of the responses. This facilitated my not having to grade the participants’ responses to all of the pre-, embedded, and post-test questions.

The first instructional goal of the module was to get the students to follow reading room etiquette. Most of this is a “Do” and “Do not” list, which could be easily taught with an online module including video examples. The more challenging part of this goal is for them to understand WHY it is important for them to know and follow the rules of etiquette. A comical dramatization video from YouTube is used to help motivate them to follow the rules. The video is a Mr. Bean clip where he accidentally destroys a rare book because he does not follow the rules.

The second instructional goal was to differentiate a primary from a secondary source resource. The website format allows images to be shown as examples of what a primary source is and how they are used to create secondary sources (Figures 2 and 3). The images were captured with a smartphone and easily inserted into the webpage.
The last instructional goal was to understand what a finding aid is and how to use one to find archival materials relevant to their research. Again, the website allows images to be used that show the different kinds of finding aids that are used in archives across the nation (Figure 4). The site describes how a finding aid is used to find research materials relevant to the students’ research.

**2.2 IDENTIFY PRIMARY SOURCE RESOURCES**

A primary source resource is an original document or recording that is a first-hand account made by the creator. It has not been interpreted by scholars or anyone else. Common primary source resources include journals, letters, and draft manuscripts of books.

**EXAMPLE:** Martha was doing research on the Japanese Americans who enlisted to fight in World War II and had to learn Japanese to intercept messages and interrogate prisoners. She found in the archive some of the documents that one soldier created to help him learn Japanese. This would be a primary source because the soldier made it himself.

![Image of primary source example](image)

*Figure 2.* Primary sources. An example in the module demonstrating a primary source.

**Methods**

This research project attempted to answer several questions. First, it looked to see if an online instructional module could be used to flip archival instruction courses. The pre- and post-test scores were compared to determine if the learning goals were being accomplished. Second, it
also sought to answer what kind of content is appropriate to teach via the online module and how much information may be too much for a one-hour module.

2.3 IDENTIFY SECONDARY SOURCE RESOURCES

A secondary source resource is based off of a primary source resource, usually citing it, adding commentary, or interpreting the work. It is usually written after the fact and in hindsight, such as histories and textbooks. Because the new work is based on the primary source, it is now a secondary source.

EXAMPLE: Martha continued looking for information about the Japanese American soldiers who fought in World War II. She found an interesting book that someone had created using primary sources. This book is now considered a secondary source as it compiled a bunch of primary sources together and interpreted the events.

![Figure 3. Secondary sources. Another example in the module, this time demonstrating a secondary source.](image)

The target population for this module was undergraduate students at the University of Hawaiʻi at Mānoa campus. Every year, professors bring their classes into the archive to teach them what a primary source document is and how to analyze them. The visits prepare students to write research papers that quote from and interpret the primary source documents.

My initial attempt to recruit participants for the project was by soliciting from among American Studies freshmen at the University of Hawaiʻi at Mānoa. An American Studies professor agreed to distribute my recruitment email (Appendix A) to all of his undergraduate sections, which included approximately 60 students. The estimated completion time for the module was one hour, in which they were to take a demographic survey, pre-test, work through four chapters with
practice questions, and then take the post-test and attitudinal survey. No personal information was gathered from the students as I had them make up a name for the tests, solely for the purpose of tracking each individual’s progress. The participants completed the module online during their own time using their own electronic devices.

### 3.4 IDENTIFY A FINDING AID

All archival institutions have aids that are designed to help their patrons find the records they need in their archival collections. They may not be consistent from institution to institution, in fact, they may not be consistent from collection to collection, but they should have something nonetheless.

**EXAMPLES:** Two types of finding aids that you will be able to find in any archive that you visit. They help researchers find materials that are relevant to their research query.

![Image of an old card catalog. These are considered finding aids because they help researchers find archival materials, though they are not as common today.](image1)

![Image of a more modern finding aid. It contains basic information about the collection like the title of the collection and states that the materials cover. It also has an inventory list at the back to help researchers request the appropriate boxes.](image2)

*Figure 4.* Different types of finding aids. The example in the module that explains the different kinds of finding aids used in archives throughout the nation. Pictured here are the old index card catalogs along with the more modern inventory finding aid.

The American Studies professor sent the recruitment email out as discussed above, verbally discussed it with his students during class, and sent reminder emails, stressing how important archival research is for American Studies students. Interestingly, seven students attempted to complete the module but never finished. All seven began with the demographic survey and then six ended there; only one completed the pre-test but then went no further. Possible reasons for this lack of completion will be discussed below.

In an attempt to collect enough data to be able to analyze the effectiveness of my module, I had to seek out other participants who had little to no experience with archival research. I was able to get 13 individuals to fully complete the module. There was an almost equal number of males who completed the module as females while the majority of the participants were between 26 and 35 years of age (Table 1).
Table 1.

*Participant Gender and Age*

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>6</td>
<td>46%</td>
</tr>
<tr>
<td>Female</td>
<td>7</td>
<td>54%</td>
</tr>
<tr>
<td><strong>Age</strong></td>
<td></td>
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</tr>
<tr>
<td>17-25</td>
<td>1</td>
<td>8%</td>
</tr>
<tr>
<td>26-35</td>
<td>6</td>
<td>46%</td>
</tr>
<tr>
<td>36-45</td>
<td>2</td>
<td>15%</td>
</tr>
<tr>
<td>46-60</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Over 60</td>
<td>4</td>
<td>31%</td>
</tr>
</tbody>
</table>

The content for each of the instructional goals was tested to see if they were effective in teaching the participants. Using their own computers, they went to the website link that was provided in the recruitment email. The website began with a pre-test that was meant to measure how much they already know about archives etiquette, primary and secondary sources, and finding aids (Appendix B). This pre-test was designed using testmoz.com, a free online test creation tool, and was linked at the bottom of the webpage. After the students had read the information, they clicked on the Testmoz link which opened a new browser tab where they could complete the test. Once finished, they submitted their answers and then closed the browser tab to return to the module site. They then proceeded to Chapter 1.

Each chapter of the website presented the content following the instructional goals (Appendix C). After presenting the content, there was another link at the bottom of the page that took the students to practice questions about that chapter, which were a subset of the exact same questions that were asked in the pre-test. These practice questions allowed them to use the knowledge they gained reading and viewing the content of that chapter to answer the question again. After submitting their answers for each chapter, they were shown a results page that told them how well they did overall and showed them the questions they got wrong and what the answer should have been. At the end of the module, each student took a post-test (Appendix D) to measure any improvement from their pre-test scores. This post-test used different questions than the pre-test and embedded test but were designed to be parallel to ensure accurate testing. All of the students’ responses to the tests were recorded in Testmoz and made available to me as downloadable spreadsheet files.

The students also completed a demographic survey at the beginning of the module to help determine if my target audience was reached (Appendix E). At the end of the module, they completed an attitudinal survey to see how effective they felt the module was and offer any suggestions for improvement as a user (Appendix F). Both of these surveys were created using
Google Forms, which gathered the data in my Google account for review. Because they are surveys, they do not require grading so I decided this was the best platform to gather and analyze the data since the surveys could be directly embedded in the site.

Results and Discussion

The demographic survey was designed to help me determine if I was really reaching my target audience and to get a baseline of how comfortable they would be with completing my online module. When asked how many had performed research in an archive before, only 15% said they had done so previously. Almost half reported feeling uncomfortable with their research skills. Only two individuals (15%) felt they were very comfortable with their research skills while the remaining 39% were somewhat comfortable before completing the module (Figure 5).

![Comfort with Research Skills](image)

Figure 5. Comfort with research. Each participant reported their comfort level with their research skills.

Knowing that undergraduates could be any age and have a wide range of experience with technology, I asked my participants to rate their level of comfort with technology and whether they had ever taken an online course before. Four (31%) had taken an online course before with the same number reporting that they were not comfortable with technology (Figure 6). It is interesting to note that all four participants who reported not feeling comfortable with technology were aged 60 and up.

As mentioned earlier in the paper, the target audience was undergraduate students from the University of Hawai‘i at Mānoa’s American Studies program. Several students began the module but got no further than the demographic survey, except one who completed the pre-test but then went no further. A possible reason for this may have been the demographic survey itself. It was a Google Form embedded into the Weebly page. After a participant submitted their responses to the survey, the screen showed a blank page. Students needed to scroll up or down on the page to see the navigation buttons that would have carried them to the next page of the module. It can be assumed that once the undergraduates got to the blank page, they thought they were done and
went no further. This possibility would surprise me if it were true as most of the undergraduates were young and savvy with computers, knowing that they should scroll around if they see a blank page. In any case, the participants that I was able to recruit did not have this same problem and were able to continue and complete the full module.

In order to measure learning, a pre-test was given at the beginning of the module to test any prior knowledge the participants may have had of using an archive. This created a baseline measurement against which I could compare as they completed the embedded tests and finally the post-test. It also helped me determine if I was correct in my assessment of what my target audience would or would not know about using an archive. The results showed that I was able to hit my target audience as the highest score on the pre-test was 81%, achieved by two individuals. This indicated to me that since the average was only 63% on the pre-test, no one was an expert with using archives before taking my module. Looking at the final results revealed that the module was effective at teaching as the average for the post-test was 92% with five individuals scoring 100%. See Figure 7 for more details.

The module consisted of 16 learning objectives that had one test question each. The same question was used for the pre-test and the embedded test, with the difference being that the instruction was introduced between the two. After all of the instruction was finished, a post-test was given with a different set of questions although they were designed to be parallel questions. Figure 8 shows every learning objective and compares the average score for the pre-, embedded, and post-test questions.
Breaking down the scores by question reveals some interesting information. First, the majority of the questions showed improvement from the pre-test to the embedded test, and then again from the embedded test to the post-test. Figure 9 shows three examples of this improvement. Objective 6 was the most dramatic improvement where every participant answered incorrectly on the pre-test. However, after they received the instruction, they were asked the exact same question again and we see that 79% answered correctly. At the end of the module, in the post-test, 92%...
answered correctly. This demonstrates that the instruction was effective at teaching the participants with this objective.

Figure 9. Test Scores by Objective Showing Improvement.

Second, a few of the objectives should have been classified as entry level, meaning I could have left them out of the module since the participants already knew them. I needed to make sure that the terms I would use throughout the module would be understood by the participants so I included six vocabulary terms. The questions for Objectives 1 and 4 were understood by the participants in the pre-test, scoring 92% and 100% respectively (Figure 10). However, the other four vocabulary terms were not understood so well in the pre-test and showed good improvement after the instruction and in the post-test, meaning it was good that they were included in the module.

Figure 10. Test Scores by Objective Showing Entry Level Questions. Questions 1 and 4 should have been considered entry-level.
Third, not all of the objectives saw immediate improvement after the instruction. As can be seen in Figure 11, questions 5 and 15 fared poorly on the pre-test, but immediately following the instruction the embedded test scores did not improve to an acceptable level. My initial assumption was that the instruction was not clear. However, if you look at the post-test scores, they improve dramatically. It appears that the question used for the pre-test and embedded test was not parallel with the post-test question.

Fourth, Objective 14 and 16 apparently show poor instruction (Figure 12). Objective 14 saw a decrease from the pre-test (92%) to the embedded test (85%) and then another decrease from the embedded test to the post-test (62%). The objective was trying to get the students to understand what a finding aid is but asked them to identify which of the four options was NOT a finding aid. Either the module did not fully teach the participants what a finding aid is or the word NOT confused them.

Objective 16 was the culminating objective of the module, incorporating all of the previous instruction and expecting the participants to apply it all to answer the question. It was no surprise then when the average score on the pre-test was 15%. However, after receiving instruction, when asked the exact same question, they only improved to 54%. This is a big jump but it still shows that only half of the participants answered it correctly. In the post-test, the score dropped slightly to 46%. Before I can implement this module in the future, it will be necessary to look at the instruction for this question and find a way to present it better.
After the module was completed, all participants were asked to complete an attitudinal survey to see how they felt about the experience. There were nine close-ended questions that asked the students to rate how much they agreed about positive statements on the module. On a scale of 1 to 5, 1 being the lowest in agreement and 5 being the highest, all questions scored between a 4 and 5 (Figure 13). The three questions that rated the highest in agreement (4.8 out of 5) were “I felt confident in my ability to answer the questions in the final test,” “I received sufficient feedback on the practice exercises,” and “I understood the concepts taught in the module.” This demonstrates that these three very important aspects of my module were perceived by the participants to be well done and effective. The lowest score (4.1 out of 5) was for the question “There were sufficient practice exercises to help me understand each chapter.” This was not surprising as this module was designed intentionally with one practice exercise per objective. In a fully completed module, each objective would have had multiple practice exercises to ensure they were learning the content.

The attitudinal survey also contained two open-ended questions to allow the students to provide their own feedback regarding the content as well as the aesthetics of the site. Positive feedback included how clean and professionally designed the site looked, including the videos and pictures. The most common critical feedback was that the navigation of the site, especially opening new tabs every time they had to take a test, needed to be improved, and suggested I use a Learning Management System like Canvas (Figure 14).

There may be several reasons why the initial target audience failed to provide data for this study. Since there was no grade attached to the American Studies students, they only had their own scholarly concern to motivate them to complete it. Perhaps it was too long of a module, requiring on average one hour to complete. Also, the confusing navigation could have deterred them from fully completing it once they started. It is, therefore, recommended that the module be shortened so that it requires no more than 30 minutes to complete. Perhaps with more videos and less text,
the length of time could be reduced. There was positive feedback on the videos that were there so eliminating more text and replacing it with videos could prove helpful to the participants. It would also be recommended that the module be simplified in its navigational elements, perhaps transferring all of the data into a Learning Management System like Canvas.

![Figure 13](image.png)

**Figure 13.** Effectiveness of the module. Participants rated how much they agreed or disagreed with several statements about the module’s effectiveness on a scale of 1 to 5.

![Figure 14](image.png)

**Figure 14.** Attitudinal survey’s open-ended questions. Two open-ended questions allowed students to provide critical feedback about the content and aesthetics of the site.
Conclusion

The results of the testing showed that the module was effective in teaching participants how to use a university archive. By implementing this module with potential researchers before they come to the archive as a flipped classroom approach, they will be better prepared upon entering the archive on how to conduct research. This will allow more time to be dedicated during class for the students to look at and analyze archival material for research purposes. By making this content available online for researchers to complete before coming to class, the valuable time in the archive can be completely dedicated to requesting materials and researching their topics.
References


Aloha students,

My name is Dainan Skeem and I am working on a Master’s degree in Learning Design & Technology here at the University of Hawai’i at Mānoa. As a final requirement, I will be completing a research project entitled *Introduction to the University Archive: A Web-based Instruction Module*. This module will teach undergraduates how to use a university archive to conduct primary source research. As an undergraduate, I extend to you an invitation to complete this module as it will prove helpful to your ability to find valuable research resources through the remainder of your college years and into your professional careers as well. The module can be found at this website: [http://introtoarchives.weebly.com](http://introtoarchives.weebly.com).

*What will you have to do?*

I have designed an online module that you will be able to complete through a website I have created. It can be completed on your own time and should take approximately one hour.

*What is the online module about?*

The online module will teach you several things about archival research. First, it will teach you the etiquette for using an archival reading room. Second, it will teach you about primary and secondary resources and what the difference is between the two. Lastly, it will teach you what a finding aid is and how to use one to discover primary source resources pertinent to a research topic. This information will provide you with the foundational knowledge to enter almost any archival repository and successfully find relevant resources for personal, academic, or professional research.

*How will my information be used?*

Participation in this project is completely voluntary. Any personal information gathered about you will be kept confidential and secure, accessible only to myself and my University of Hawai’i advisor. The University of Hawai’i Human Studies Program also has the right to review the research records for this study. The answers you provide by completing the module will be used in an aggregate fashion for my reporting, meaning it will not be possible to connect your answers with your name or other personal information. Your participation will assist in determining the effectiveness of the online module and allow for improvement for future use.

*Will there be any benefits and risks to me in completing this module?*

There is no direct benefit for participating in this research project; however, you may gain some knowledge in regards to how to conduct primary source research in an archive, which could benefit your grades as an undergraduate, and potentially graduate, student. There is little risk in your completing this module. You may experience stress in learning the content and completing the test sections. If you do not feel comfortable completing sections of the module, you can skip that section or take a break. There are no penalties to you if you do not complete all of the sections of the module. Likewise, you are free to end your participation at any time and there will be no penalties.
If you have any questions regarding this project, please feel free to contact me at dainan@hawaii.edu. You may also contact my advisor, Dr. Catherine Fulford, via email, fulford@hawaii.edu or telephone, 808-956-3906. If you have questions about your rights as a research participant, you may contact the UH Human Studies Program at 808-956-5007 or uhirb@hawaii.edu.

Completing the survey will be considered as your consent to participate in this study.

Please keep a copy of this email for your records.

Mahalo!

Dainan Skeem, Principal Investigator
Email: dainan@hawaii.edu
Appendix B
Pre-Test

Intro to Archives Pre-Test

Aloha! Let’s test your skills on navigating an archive and finding research materials. Remember, this is a pre-test so you are not expected to know all the answers. Don’t take too much time on each question.

**Question #1** (1 point)

Which of the following is the definition for possessions?

- A location where researchers access and use archival materials.
- Principles of action adopted by a government, party, individual, or business.
- The systematic study of materials and resources in order to establish facts and reach new conclusions.
- Items of property; something belonging to a person.

**Question #2** (1 point)

Which of the following possessions are allowed in the archive?

- Pen
- Purse
- Laptop
- Backpack

**Question #3** (1 point)

Which of the following is the definition for reading room?

- Items of property; something belonging to a person.
- A tool that describes a collection of records to assist users in gaining access to and understanding the materials.
- A location where researchers access and use archival materials.
- The systematic study of materials and resources in order to establish facts and reach new conclusions.

**Question #4** (1 point)

Which of the following is the definition for policies?

- Principles of action adopted by a government, party, individual, or business.
- A tool that describes a collection of records to assist users in gaining access to and understanding the materials.
- A physical or digital documents that carries information, such as a book, magazine, newspaper, letter, or journal.
- The systematic study of materials and resources in order to establish facts and reach new conclusions.
**Question #5 (1 point)**

Which policy below is NOT for the reading room?

- Place most of your possessions in a locker outside of the reading room.
- No scanners are allowed in the reading room.
- No talking is allowed in the reading room.
- All students must sign in and sign out every time they come to the reading room.

**Question #6 (1 point)**

Determine which student showed correct reading room etiquette.

Sandy had never been to the archive reading room before. She stored her possessions in a locker outside the reading room, registered with her photo ID, and signed in. While the staff looked for her material she had requested, her roommate called and they made plans for the evening. When her materials arrived, she looked through each folder one at a time until she found a document that worked well for her assignment. She took pictures of the document with her cell phone camera, replaced the document, and signed out of the reading room.

Philip has been to the archive reading room many times before, although his last visit was about two years ago. He placed his possessions in a locker and signed in. He looked through the materials he had requested and, when finished, signed out before leaving the reading room.

Mary placed her possessions in a locker and then used her photo ID to register and sign in to the reading room before putting gloves on and looking at photographs of the university from 1907. When she was finished, she returned the folder of photographs, retrieved her possessions, and left.

Dean had no possessions on him except his cell phone when he arrived at the reading room. He had visited last week so he signed in and continued looking at the minutes of the Board of Regents. He removed one folder at a time and took a few pictures with the flash off on his cell phone. When completed, he returned the materials to the staff and signed out.

**Question #7 (1 point)**

Which of the following is the definition of resource?

- A physical or digital document that carries information, such as a book, magazine, newspaper, letter, or journal.
- A tool that describes a collection of records to assist users in gaining access to and understanding the materials.
- A location where researchers access and use archival materials.
- The systematic study of materials and resources in order to establish facts and reach new conclusions.

**Question #8 (1 point)**

Which of the following is a primary source resource?

- A textbook on American politics.
- A letter from a soldier to his wife written during World War II.
- A biographical book about Paul Revere.
- A documentary film about aboriginals.
Question #9 (1 point)

Which of the following is a secondary source resource?

- A book about medieval monasteries.
- A scientist’s notebook about their research experiments.
- An instructor’s syllabi and their faculty papers.
- A Zen Buddhist’s recordings of their liturgies.

Question #10 (1 point)

James wrote a novel that became very popular. He ended up giving the early drafts with corrections and revisions to an institution that was interested in preserving the manuscripts for future research. Which of the following is correct?

- The drafts, or manuscripts, are primary source documents because they are not being interpreted by another person to create another resource.
- The drafts, or manuscripts, are primary source documents because the novel became very popular.
- The drafts, or manuscripts, are secondary source documents because they are for a novel.
- The drafts, or manuscripts, are secondary source documents because they are not about a first-hand account from James’ life.

Question #11 (1 point)

Which of the following is the definition of research?

- A tool that describes a collection of records to assist users in gaining access to and understanding the materials.
- A physical or digital document that carries information, such as a book, magazine, newspaper, letter, or journal.
- The systematic study of materials and resources in order to establish facts and reach new conclusions.
- Principles of action adopted by a government, party, individual, or business.

Question #12 (1 point)

Nancy needed to come up with a research topic for her class on Women’s Studies. The professor asked that they keep it between the years 1960-1970. Identify a valid research topic from the options below.

- Women’s involvement in the Vietnam War.
- Slavery during the Civil War.
- Women’s role in the Catholic Church in the 17th century.
- Apartheid in South Africa during the 1960s.
Question #13 (1 point)
Which of the following is the definition for finding aid?

- A tool that describes a collection of records to assist users in gaining access to and understanding the materials.
- Items of property; something belonging to a person.
- A location where researchers access and use archival materials.
- Principles of action adopted by a government, party, individual, or business.

Question #14 (1 point)
Whitney went to the University Archives to look for photographs of a demonstration that took place on campus to oppose the Vietnam War. Which of the following would NOT be a finding aid to help her in her search?

- A website that lists all of the boxes of university photographs by decade.
- A paper inventory in a binder that lists each university photographer and the images they all took during their tenure as the corporate photographer.
- An email from the archivist telling you to come into the archives Monday through Friday, between 9:00-5:00.
- An old card index that included every image in the collection, organized by date.

Question #15 (1 point)
Shane needed to find primary source resources for his research topic on the history of healthcare in Hawaii. He was very interested in finding out more about the legal measures taken in the past to make all businesses give their full-time employees medical benefits. Help him determine which finding aid might contain the most helpful information.

- The Hawaii Sugar Planters’ Association finding aid at the University of Hawaii at Manoa.
- The Hawaii State Legislature finding aid at the Hawaii State Archives.
- The financial records finding aid from the John A. Burns medical school.
- The Hawaii War Records Depository finding aid at the University of Hawaii at Manoa.
Question #16 (1 point)

Caleb was in a freshman history class that required using primary source resources to write a paper about World War II. As he had just finished high school and was excited about being a college freshman, he wondered what life was like in Hawaii for high schoolers during the war as they would have almost been guaranteed to be drafted into the war as soon as they were graduated. Caleb’s professor told him that the university archive has materials about Hawaii during World War II so he decided to check it out. He went to the archive feeling intimidated and only half listened to the archivist as she explained the rules for the reading room. He placed his bag in a locker and grabbed his cell phone to take pictures, a notebook and pencil to take notes, and a highlighter to mark passages for later review. Once inside, the archivist gave him a finding aid that described the Hawaii War Records Depository, a collection of materials that residents gave to the collection during and shortly after the war, helping to document the war experience from the citizens’ perspectives. He looked through it and found a series of children’s posters that the public schools had had the students make. He filled out the request form to have the materials brought out. While he was waiting, he found an interesting book on the reference shelf in the reading room that had been written using some of the materials in the archive. He found lots of quotes about teenagers skipping out on school during the war years and wrote them down to use in his paper. When the archival materials were brought out, he removed three or four folders from the first box that looked interesting and began flipping through the pages. While doing so, his cell phone rang and he answered it to pick a time to meet his roommate later that day. When he was finished, he replaced the folders in the box but wasn’t sure which order they were originally in so he just put them all in the front together. He then gathered up his belongings and left the reading room.

Below is a list of things that Caleb did. Select those things that he did that did not follow proper reading room etiquette, use of primary source resources, or use of finding aids?

☐ Bag
☐ Paper
☐ Pencil
☐ Highlighter
☐ Pictures
☐ Phone call
☐ Folders
An Introduction to University Archives

Chapter 1:
Reading Room Etiquette

Chapter Objectives

1. Given a list of four possible definitions, the students will select the definition of possessions without error.
2. Given a list of four possessions, the students will identify allowable possessions without error.
3. Given a list of four possible definitions, the students will select the definition of a reading room without error.
4. Given a list of four possible definitions, the students will select the definition of policies without error.
5. Given a list of four policies, the students will identify the reading room policies without error.
6. Given four scenarios, the students will determine which scenario depicts appropriate reading room etiquette without error.

1.6 DETERMINE READING ROOM ETIQUETTE

When entering an archive reading room, it is necessary that the students know what possessions they can bring in and what they cannot bring in. It is also important that they know all of the policies that they need to observe in the reading room in order to have proper reading room etiquette. If this etiquette is not followed, they can be refused service or cause irreparable damage to unique one-of-a-kind materials.

EXAMPLE:

John registered with the archive reading room, signed in, and began looking at the material he had requested. He removed only one folder at a time, turned the flash off when using his cell phone’s digital camera to take pictures of the materials he wanted to use for his research, made sure to place them back in the proper box, and signed out before leaving.

LET’S TEST YOUR KNOWLEDGE!

Click the blue link below to review Chapter 1. Please use the name you created for your pre-test and the code 1234. When you are done, close the tab and return to this page.

https://testmoz.com/616847

Did you finish the review? If so, click "Feedback" below to see more feedback about the questions.
Appendix D
Post-test

**Post-Test**

Take your time with this test. The first 15 questions have only one right answer. The last question has multiple right answers.

---

**Question #1 (1 point)**

Identify the definition of possessions.

- Items of property; something belonging to a person.
- A tool that describes a collection of records to assist users in gaining access to and understanding the materials.
- A physical or digital document that carries information, such as a book, magazine, newspaper, letter, or journal.
- The systematic study of materials and resources in order to establish facts and reach new conclusions.

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**Question #2 (1 point)**

Identify the possession that is allowed in the archive.

- Camera
- Marker
- Book bag
- Purse

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**Question #3 (1 point)**

Define a reading room.

- The systematic study of materials and resources in order to establish facts and reach new conclusions.
- A location where researchers access and use archival materials.
- Principles of action adopted by a government, party, individual, or business.
- A physical or digital document that carries information, such as a book, magazine, newspaper, letter, or journal.

---

**Question #4 (1 point)**

Identify the definition of policies below.

- The systematic study of materials and resources in order to establish facts and reach new conclusions.
- A location where researchers access and use archival materials.
- Items of property; something belonging to a person.
- Principles of action adopted by a government, party, individual, or business.
Question #5 (1 point)

Identify the item below that is NOT a policy of a reading room.

- Gloves must be used to handle photographs, negatives, slides, and glass plate images.
- Multiple folders can be removed from their box and looked through at the same time.
- Cameras can be used to take pictures of documents.
- A photo ID must be shown when registering in the reading room.

Question #6 (1 point)

Determine which student showed correct reading room etiquette.

Dan placed his possessions in the locker before entering the reading room. He registered with his photo ID and signed in. He removed three folders from the first box that all appeared to be relevant to his research. He sorted the different sheets of paper from different folders into piles to match his research topics. When he was done, he divided his piles of paper evenly and placed them into the folders, and then placed the folders back into the box. He then signed out, retrieved his possessions, and left.

Gina placed her purse in a locker but brought in a notebook, pencil and highlighter. She registered with a photo ID and signed in and then began looking at the correspondence from her father, who was a faculty member, to the Chancellor from 10 years ago. When she found references she liked, she highlighted them and made a note about it in her notebook. When she was finished, she replaced the materials, signed out, retrieved her purse from the locker, and left.

Robert placed his backpack in the locker, taking out a digital camera in case he needed it. Since he had been to the reading room about three months ago, he signed in and began looking at the materials waiting for him. He took pictures of a few items, placed the folder back in the box, and signed out. He retrieved his backpack and left.

Jane had been to the archives the day before and only brought her cell phone. She signed in and continued looking at the materials she had been looking at the day before. She pulled out one folder and placed it on the edge of the desk with part of it hanging over. While she was opening the photo app on her cell phone, she bumped the folder and it fell on the floor, scattering the papers. She placed them back into order the best she could with the assistance of the archives staff, finished looking at the materials, signed out and left.

Question #7 (1 point)

Identify the definition of resource below.

- Items of property; something belonging to a person.
- Principles of action adopted by a government, party, individual, or business.
- A physical or digital document that carries information, such as a book, magazine, newspaper, letter, or journal.
- A location where researchers access and use archival materials.
Question #8 (1 point)

Identify the primary source resource below.

- A magazine about men’s health.
- A journal article about the infrequency of elephants developing cancer.
- A book about aerodynamics and aviation.
- A painting made by an elementary school child for a school competition.

Question #9 (1 point)

Identify the secondary source below.

- An author’s notes and outlines for his new fictional novel.
- An artist’s preliminary sketches for a large mural they will be creating.
- A historian’s new book about Hawaii’s overthrow.
- An inventor’s drawings of a new device that will allow humans to teleport.

Question #10 (1 point)

Bethany wanted to learn more about Hawaii’s history. She went to the library and found a set of books about Hawaii’s history written by a man named Ralph S. Kuykendall, who had written the first book in 1926. Kuykendall had also been a faculty member at the University of Hawaii and taught history courses. Which of the following is correct?

- These books are primary source resources because they were written so long ago.
- These books are primary source resources because Kuykendall was a UH history professor and knew a lot about Hawaii’s history.
- These books are secondary source resources because Bethany found them in the library.
- These books are secondary source resources because Kuykendall used many other primary source resources to write his interpretation of Hawaii’s history.

Question #11 (1 point)

Identify the definition of research below.

- Items of property; something belonging to a person.
- The systematic study of materials and resources in order to establish facts and reach new conclusions.
- A location where researchers access and use archival materials.
- A physical or digital document that carries information, such as a book, magazine, newspaper, letter, or journal.
Question #12 (1 point)

Benjamin’s American Studies class was assigning a research paper that dealt with American pop culture during the 1980s. Identify a valid research topic from the options below.

- The introduction of computer generated images in movies during the turn of the century.
- The influence of the invention of the printing press in 1440 for book lovers today.
- Hollywood’s effort to keep actors salaries low by not crediting them in the early 1900s silent films.
- The change in music formats in the 1980s that allowed music to be taken anywhere.

Question #13 (1 point)

Identify the definition of finding aid below.

- The systematic study of materials and resources in order to establish facts and reach new conclusions.
- A physical or digital document that carries information, such as a book, magazine, newspaper, letter, or journal.
- A tool that describes a collection of records to assist users in gaining access to and understanding the materials.
- Principles of action adopted by a government, party, individual, or business.

Question #14 (1 point)

Charley wanted to find out if there was any information about her home island in the Micronesian country of Pohnpei in the University of Hawaii’s Pacific Collection. They have several archival collections she can look through. Which of the following would NOT be a finding aid to help her in her research?

- A letter from a Pacific islander saying he was donating his materials to the Pacific Collection.
- A listing of all the folders in the boxes as they arrived in the library 10 years ago.
- A detailed description of the collections and what kinds of materials are in them.
- An old computer printout listing all of the collections with basic information about each one.

Question #15 (1 point)

Barbara was interested in focusing her research topic on the role that sugar and pineapple growth had on Hawaii during the heyday of its time. Help her determine which finding aid might contain the most helpful information.

- The Hawaii Labor Union Archives finding aid at the University of Hawaii at West Oahu.
- The Japanese American Veterans Collection finding aid at the University of Hawaii at Manoa.
- The Hawaii Peace Corps Training Center finding aid at the University of Hawaii at Hilo.
- The Hawaii Sugar Planters’ Association at the University of Hawaii at Manoa.
Question #16 (1 point)

Malia wanted to do some primary source research for an article she was writing for the school newspaper. She wanted to do a story about the racial beauty pageants that were done at the university up until the 1980s. She went to the university archive to see what information she could find there. When she arrived, she registered with the reference archivist but forgot to sign in. She then placed her belongings in a locker. She brought her laptop in with her to help take notes but left all other belongings in the locker. She was able to tell the archivist what her research topic was and the archivist provided suggestions on some collections she could use. One was a set of year books published by the university each year. Inside, she found four-page spreads with photos of the pageants and names of participants, including those who won. Another collection was from the Romanzo Adams Social Research Laboratory collection of student papers. Malia used the finding aid to look for papers that were written in the first 60 years of the university’s existence that had titles related to the beauty pageants. When she found a few papers that looked promising, she filled out the request form to have them brought out to her so she could read them. She pulled one folder out of the box at a time and read the paper. As she flipped through some of the pages, she accidentally mixed up a few of the pages and did her best to put them back in order. Because some of them gave great details about the pageants and the excitement they caused on campus, she asked the reference archivist if she could get a copy. Because she had her phone in the locker, she was allowed to retrieve it and take pictures of the papers. When she was done looking at the papers, she placed her last folder back in the box in the order it was originally filed. She gathered her stuff, thanked the archivist, and left to write her story.

Below is a list of things that Malia did. Select those things that she did that followed proper reading room etiquette, used primary source resources well, or effectively used finding aids?

☐ Registration
☐ Sign in
☐ Laptop
☐ Finding aid
☐ Folders
☐ Page order
☐ Sign out

Submit  Logout
Appendix E
Demographic Survey

Demographic Survey
Help me get to know more about you. Please answer these basic questions.
* Required

Gender *
- Male
- Female

Age *
- 17-25
- 26-35
- 36-45
- 46-60
- Over 60

Have you ever performed research in an archive before? *
- Yes
- No

How comfortable do you feel about your research skills? *
- Not comfortable
- Very comfortable

Do you have experience with taking online courses? *
- Yes
- No

How comfortable are you with using technology? *
- Not comfortable
- Somewhat comfortable
- Very comfortable

Submit

Please make sure you’ve hit the “Submit” button above before continuing. After submitting, please continue by taking a quick pre-test to see what you may already know before you complete the module.
### Attitudinal Survey

Please complete the survey below regarding the module Introduction to the University Archive: A Web-based Instruction Module.

* Required

<table>
<thead>
<tr>
<th>Question</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<tbody>
<tr>
<td>The content in the online module was presented clearly. *</td>
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<tr>
<td>Strongly Disagree</td>
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<td>Strongly Agree</td>
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<tr>
<td>The online module was presented in an interesting manner. *</td>
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<td>Strongly Agree</td>
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<tr>
<td>I understood the concepts that were taught in this online module. *</td>
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<td>Strongly Disagree</td>
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<td>Strongly Agree</td>
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<tr>
<td>The information presented helped me to achieve the stated objectives. *</td>
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<tr>
<td>Strongly Disagree</td>
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<td>Strongly Agree</td>
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<tr>
<td>There were a sufficient number of practice exercises to help me understand each chapter of the online module. *</td>
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<td>Strongly Agree</td>
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<td>The practice exercises were relevant to the content being presented. *</td>
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<td>I received sufficient feedback on the practice exercises. *</td>
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</tbody>
</table>
The final test adequately measured my knowledge of the concepts learned.  

1 2 3 4 5

Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree

I felt confident in my ability to answer the questions in the final test.  

1 2 3 4 5

Strongly Disagree ☐ ☐ ☐ ☐ ☐ Strongly Agree

Any additional comments or suggestions regarding the content or material presented in the online module?  

Any additional comments or suggestions regarding the aesthetics or functionality of the website?  