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How Did I Do? Student and Peer Evaluation of Library Information Literacy Instruction

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HOW DID I DO?

STUDENT AND PEER EVALUATION OF LIBRARY INFORMATION LITERACY INSTRUCTION

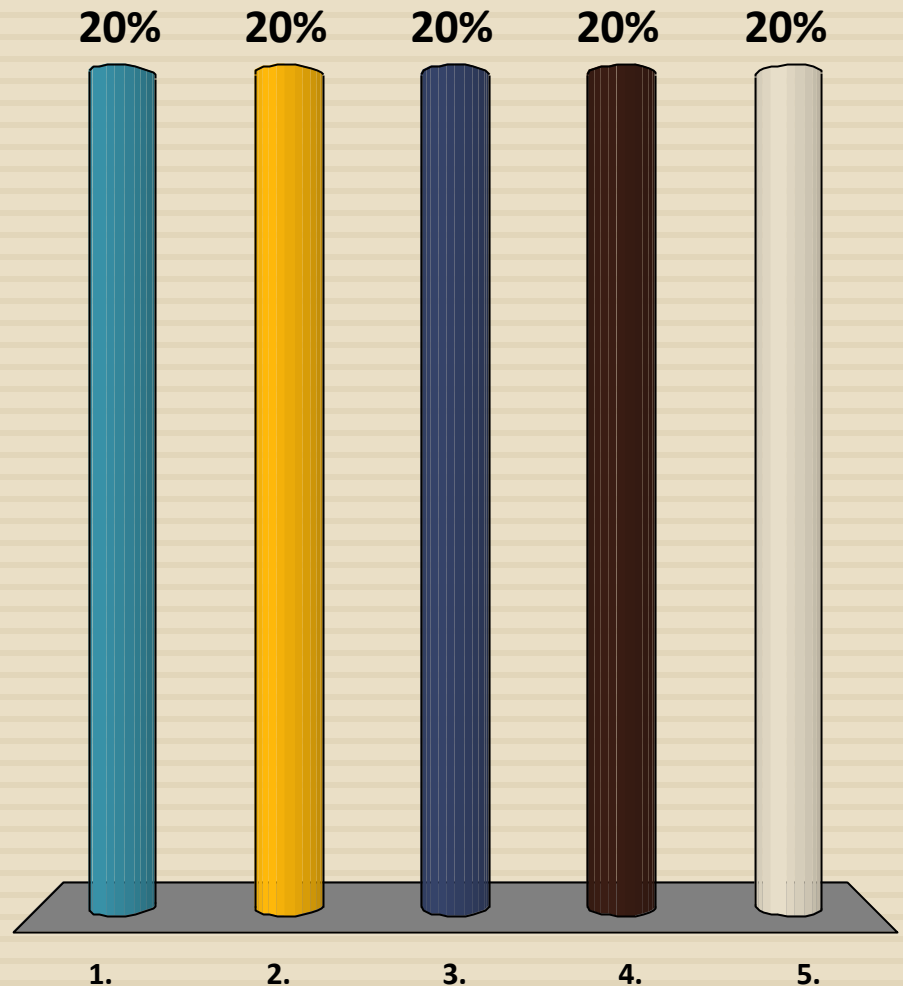
Susan Vega García and Kris Stacy-Bates
Iowa State University Library

Session Overview

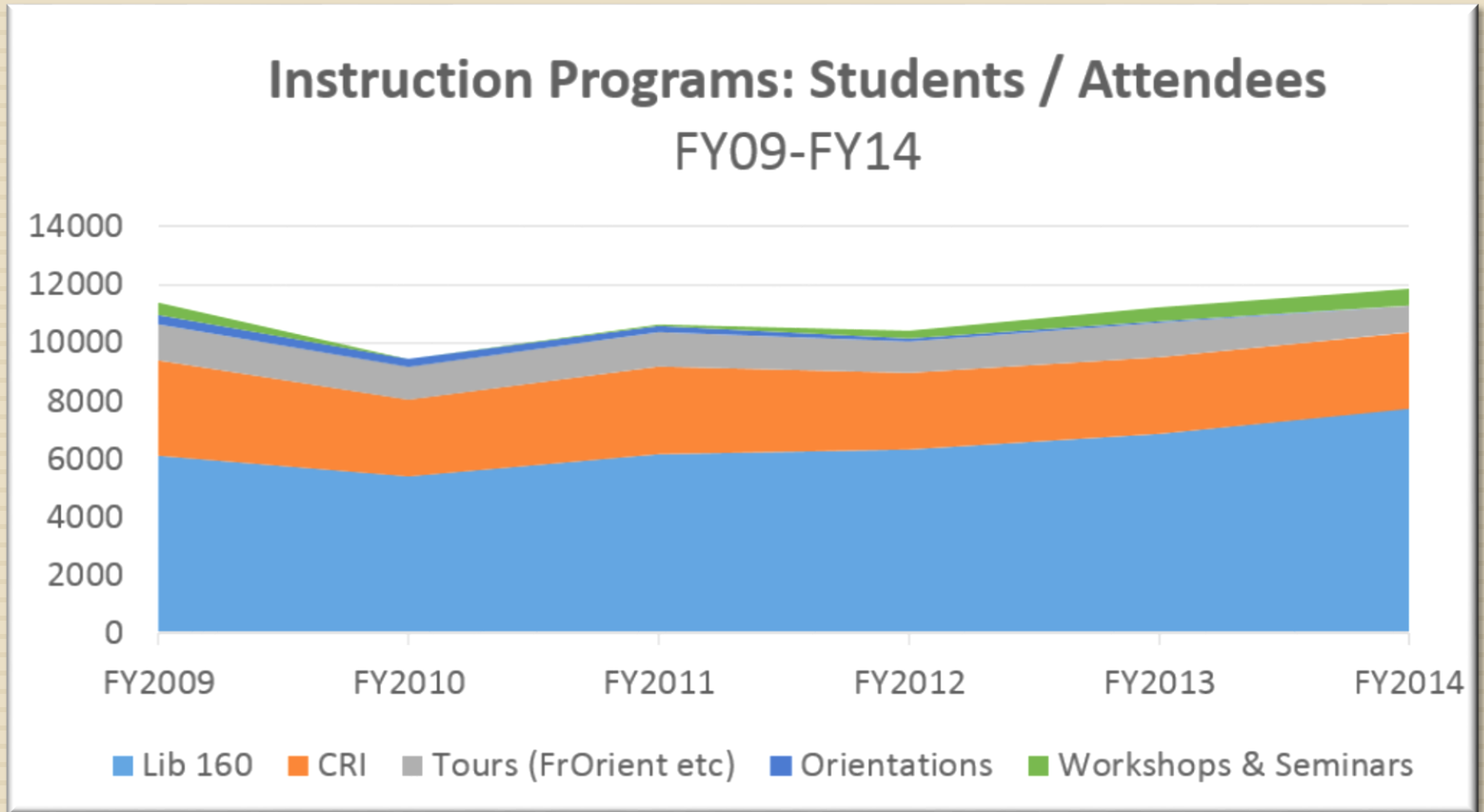
- ❑ Assessment of IL instruction
- ❑ Changing our library culture
- ❑ Course-related instruction: Student evaluations
 - ❑ Developing & implementing process
 - ❑ Tools used
 - ❑ How data are used / What we are gaining
- ❑ Credit-bearing course: Peer evaluations
 - ❑ Developing & implementing process
 - ❑ How data are used / What we are gaining

Which best describes your library?

1. Public library
2. Community college library
3. Private college / private university library
4. Public university library
5. Other / NA

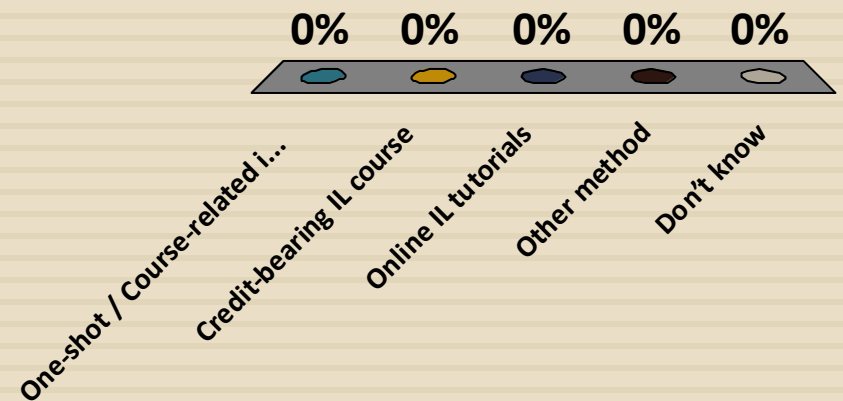


ISU Instruction overview



Which IL instruction delivery reaches the most students at your library?

1. One-shot / Course-related instruction
2. Credit-bearing IL course
3. Online IL tutorials
4. Other method
5. Don't know



Assessment of CRI

❑ Skeptics

- ❑ “The one-hour stand.... Are we evaluating an ineffective instructional medium?”

-Patrick Ragains, 1997

❑ Assessment Beneficial

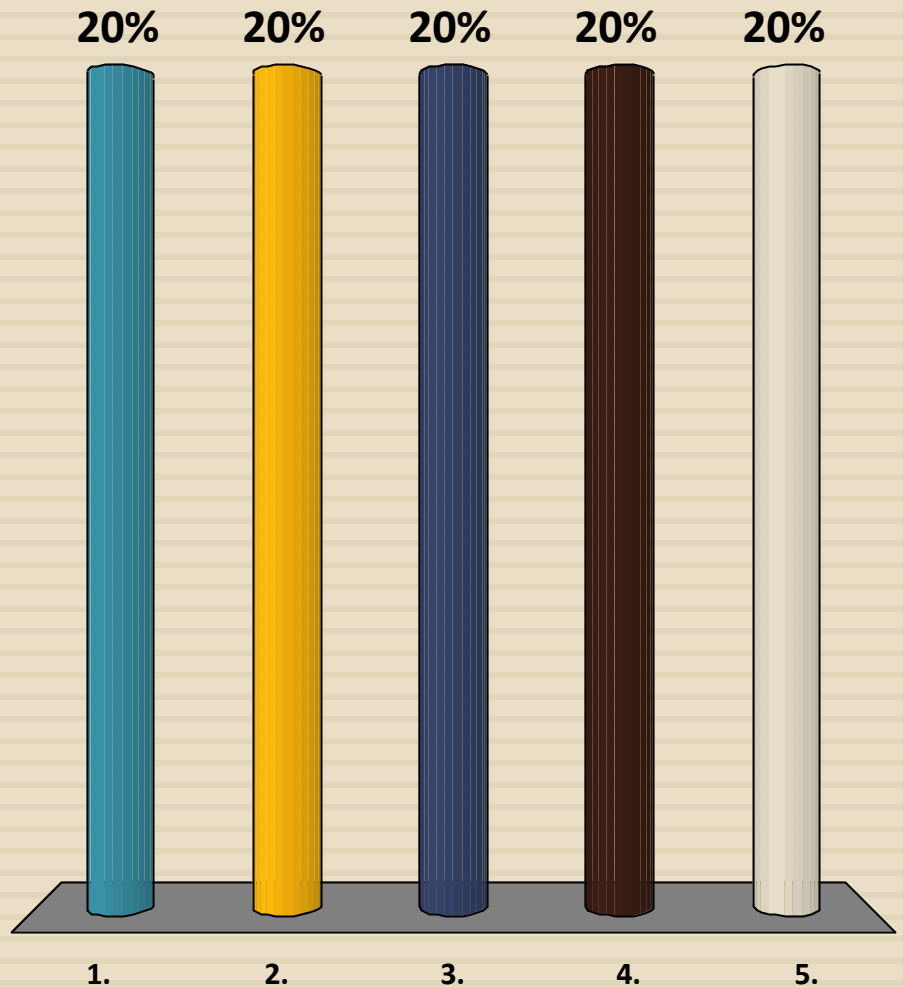
– but is it always done?

- ❑ Time it takes
- ❑ “Do they *really* learn?”
- ❑ “I already *know* I’m a good teacher.”
- ❑ What to ask / What to do with the results
- ❑ Fear of evaluation



At my library, CRI assessment is...

1. required for all sessions
2. encouraged and often done
3. encouraged but rarely done
4. not being done at all
5. don't know



Changing library culture

WHERE WE WERE (pre-2011)

- ❑ Closed door approach to CRI
- ❑ Little to no CRI assessment
- ❑ No accountability for reporting to anyone
- ❑ No compelling reason ever to assess

WHERE WE WANTED TO GO

- ❑ Desire to know effectiveness of our CRI
- ❑ Program-wide analysis of how we were doing
- ❑ Analysis of student learning & attitudes toward CRI
- ❑ Standardized & centralized approach
- ❑ Online survey tool

CRI: Inventing the process

□ What & How to assess

- Student Self-Professed Learning Outcomes
- Student Attitudes toward Effectiveness of instructor & session
- Forced choice 4-point Likert scale

□ Created standardized questions

- Keep it brief & clear
- Produce one form for everyone
- Make form accessible

□ Ensuring participation & good return

- Monitor follow-through / participation
- Distribute & collect during session

□ Recorded data & producing reports

- Feedback for librarians
- Use for building portfolios
- Use for professional development & teaching improvement

Transparency:

Consensus & buy-in

Same process used for workshops & seminars

What are our questions?

1. Demographic / rank
2. Name two things you learned from this session that you didn't know before.
3. What one unanswered question do you have, if any?
4. Overall, this instruction session was effective in advancing my learning.
5. Overall, the librarian was an effective teacher for this instruction session.

Q4 and Q5 use “forced choice” Likert scale
(Str Agree, Agree, Disagree, Str Disagree) with **no** middle ground.

What we are learning from students

PLUS

- ❑ Students like CRI
- ❑ What do they say they are learning?
 - ❑ Subject-focused databases
 - ❑ Course LibGuide
 - ❑ Library website & discovery tool use
 - ❑ Search techniques

DELTA

- ❑ Redundancies
- ❑ General awareness learning outcomes

What we are learning from process

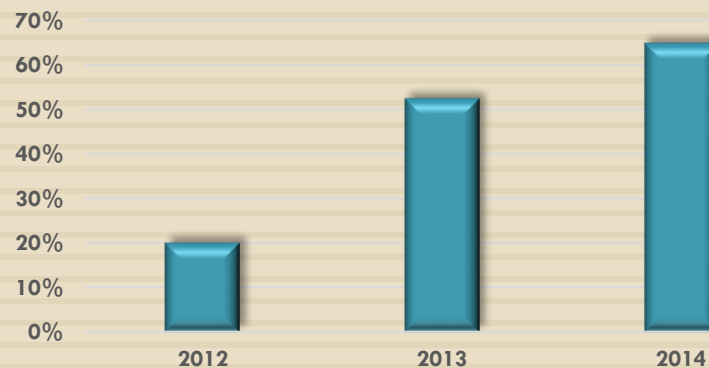
PLUS

- ❑ Easy to assess
- ❑ Value & role of CRI
- ❑ The New Normal

DELTA

- ❑ Large course challenge
- ❑ Curriculum mapping
- ❑ Scale

% CRI Sessions Assessed

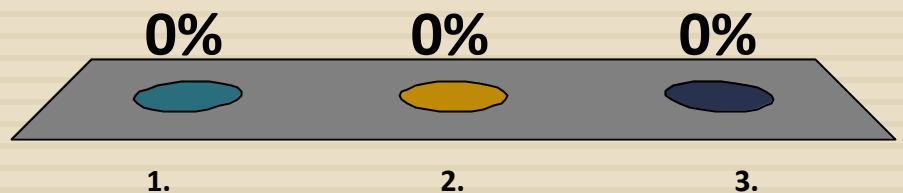


CRI Evaluation Sources

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- ❑ Ragains, P. (1997) Evaluation of academic librarians' instructional performance: Report of a National Survey. *Research Strategies* 15(3): 159-175.
- ❑ Sobel, K. & Sugimoto, C.R. (2012) Assessment of learning during library instruction: Practices, prevalence, and preparation. *J. Academic Librarianship* 38(4):191-204.
- ❑ Spievak, E.R., et al. (2013). Just enough of a good thing: Indications of long-term efficacy in one-shot library instruction. *J. Academic Librarianship* 39(6): 488-499.

What is Library 160?

1. A library celebration planned for 2018, the 160th anniversary of the founding of Iowa State University.
2. A hybrid, credit-bearing, information literacy course taken by all* ISU undergraduates. (*some test-out and transfer credit allowed)
3. I'm not sure, but I'm guessing it's 4 times more than Library 40.



Where we were two years ago with Peer Evaluation of Teaching (PET)

- ❑ Instructors could ask their peers to give feedback on their teaching – if they thought of it or even wanted it.
- ❑ Some very brief and informal feedback in Library 160.
- ❑ No formal guidance for PET was provided at the library level.
- ❑ Online course elements were not considered.

Why we changed that picture

- ❑ University-level mandate.
- ❑ Teaching improvement and professional development for all 160 instructors.
- ❑ Task force established, worked Dec. 2013-Apr. 2014.
- ❑ Online classroom evaluation placed equal to face-to-face classroom assessment.
- ❑ Developed a process to assess online **teaching** separately from online course **design**.

Where we are now with Peer Evaluation of Teaching (PET)

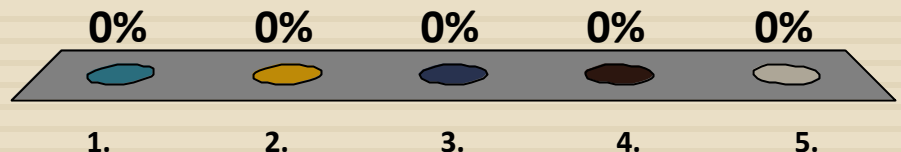
- ❑ Instructors of Library 160 will go through PET at least as often as every 3 years.
- ❑ Forms, procedures, and guidelines written.
- ❑ Both the face-to-face and online classroom settings of Library 160 are evaluated.
- ❑ Some instructors have already been evaluated.

Some more about ISU Library PET

- ❑ Instructor and evaluator discuss the evaluation twice -- pre-observation and post-observation.
- ❑ Evaluator writes a culminating letter.
- ❑ Letter at least partly based on an observation form.
- ❑ Observer aims for objectivity.
- ❑ Letter shared with instructor's supervisor and the Head of Instruction.

Do you do PET at your library?

1. Yes, with a formal process or requirement involved
2. Yes, informally
3. No, not that I'm aware of
4. This question does not apply to my situation
5. You let pets in the library? We don't!



Example questions from guidelines for Pre- & Post-Evaluation meetings

□ Pre:

- What do you hope to achieve in this session to help students learn / be engaged?
- Anything specific you'd like me to pay attention to during observation? Strengths? Challenges? Trying something new?
- Any particular teaching techniques or strategies you'll be using?

□ Post:

- For specific things instructor wanted observer to focus on, how did those go?
- For online observations, discuss technology / tool use
- Tell the library instructor what you saw as her/his teaching strengths
- In a supportive and positive manner, discuss any areas for potential improvement

What do we evaluate in the face-to-face classroom?

- ❑ Individual Delivery
- ❑ Session Organization & Content
- ❑ Technology Use & Presentation Aids
- ❑ Student Engagement & Instructor Rapport

What can we evaluate in the online classroom?

- ❑ Section Customization
- ❑ Communication
- ❑ Online Learner Support
- ❑ Online Teaching Activity

How is ISU Library 160 PET progressing?

- ❑ 2 of 16 instructors formally evaluated.
- ❑ 3 evaluators have written at least one formal letter.
- ❑ Training more evaluators – 8 so far.
- ❑ Instructors really appreciate feedback.
- ❑ Instructors are starting to invite others to attend their course-related instruction sessions as well—still an informal process.

What are we gaining from PET?

Individual Level

- ❑ Confirmation of strengths
- ❑ Knowledge of areas to improve
- ❑ Encouragement to try new things
- ❑ Giving more thought to teaching strategies
- ❑ Material for portfolios

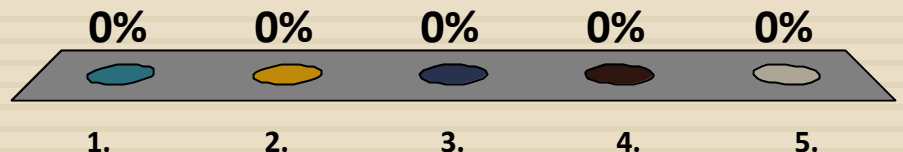
Programmatic Level

- ❑ Culture of assessment
- ❑ Teaching improvement
- ❑ Peer-to-peer training and support
- ❑ Open conversations on teaching & learning

Assess our session on assessment!

I now feel confident that I can implement teaching assessment.

1. Strongly agree
2. Agree
3. Disagree
4. Strongly disagree
5. N/A



Sources that helped us develop our PET process

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Questions?

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Thank you!