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Evaluating an Instruction Program with Various Assessment Measures

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Evaluating an Instruction Program with Various Assessment Measures

Abstract:

Purpose: This paper demonstrates how the author's library was able to enhance the collaborative learning and teaching environment, with secondary goals to improve teaching effectiveness and increase sharing among librarians of ideas and techniques used in First Year Student sessions.

Design/methodology/approach: This paper describes the various measures of assessment (peer-to-peer, student feedback and self-reflection) that the College of St. Benedict (CSB) and St. John's University (SJU) Libraries implemented in 2011. The methods were used to improve teaching by listening to peers, getting feedback from students and by also doing self-reflection. Many librarians were able to make changes that were beneficial to their teaching sessions.

Findings: The outcome allowed librarians to incorporate new ideas into their own instruction sessions; re-evaluate teaching methods based on student feedback; and, to realize that self-assessment was beneficial. More importantly, it led to the development of Learning Goals for First Year Students.

Originality/value: This is a significant contribution to the field of librarianship due to the lack of publications on the observations of peers. Articles about peer-to-peer feedback for librarians whose employment duties entail library instruction were difficult to find. Much of the literature focuses on faculty (who are not librarians) who go through peer-to-peer observations for their tenure files. This article focuses not only on peer-to-peer feedback but student assessment of librarians and self-reflections.

Keywords: Academic libraries, Assessment, Peer-to-peer feedback, Student assessment, Self-reflection, Information literacy

Paper Type: Case Study

Introduction

The College of St. Benedict, for women, and St. John's University, for men, are Catholic private liberal arts institutions located in central Minnesota. They share one academic program, and male and female students attend classes together on both campuses. Each college retains its own campus, residence halls, athletic programs and traditions. There is a combined enrollment of more than 3,800 students.

Each campus has a library. Clemens Library is located at the College of St. Benedict and Alcuin Library is located at St. John's University. Librarians are housed at each one and travel back and forth between campuses to conduct library instruction sessions. The staff includes seven librarians who conduct library instruction sessions. Librarians are active participants in the institutions' First Year Seminar (FYS) program. Staff conducted 88 library instructions for first year students in the fall of 2011; and, 84 in the spring of 2012. These one-shot library instruction's last 70 minutes, but some faculty schedule several instruction sessions through-out the semester. In the fall students get the basics: tour of the library,

introduction to the library homepage, how to find books and articles, and an opportunity to meet a librarian. Some instructors will ask for a discussion on evaluating sources but the library instruction session is mainly a way for students to get comfortable with the library, librarians and services. Spring semester is spent helping students get started with their research paper. Librarians will discuss evaluating sources, scholarly and popular articles, and using different search strategies when conducting research. Time is also given to students to begin finding information for their research papers and to ask questions with a librarian present.

The CSB/SJU library instruction program has sporadically done assessment of its library instruction sessions and the librarians who teach library instruction sessions. Informal assessment has been done by some librarians by asking first year students for feedback via a survey; discussing the session with the instructor afterwards; asking what students may have learned during the session; and, getting unsolicited feedback from students via email.

Many librarians have incorporated interesting techniques to teach and engage first year students in their instruction. While several library instruction meetings have included discussion of these techniques, there has been no effort to seek out the librarian and observed how they have incorporated these innovative approaches into their library instruction. In addition, librarians have expressed increased interest in student learning.   As a consequence, it was decided that an initiative to more broadly evaluate the FYS library instruction program was needed. Specific goals were identified, including the enhancement of the collaborative learning and teaching environment in the libraries, improvement of teaching effectiveness, and expansion of sharing among librarians of ideas and techniques used in FYS sessions.

After a review of recently published research it was decided to develop a plan where librarians would participate in three forms of assessment: peer-to-peer feedback, student feedback, and self-reflection. Each of these assessment measures could provide unique feedback for the librarians. It also was a chance to see if first year students were receiving the same type of information: how to find books, articles, etc. By watching other library instruction sessions, librarians could incorporate new ideas into their own instruction sessions. Receiving student feedback would allow the instructor to change language or examples that students didn't seem to understand for upcoming sessions. Self-assessment helps the librarian to figure out what worked or didn't work, so that they can again make changes for upcoming library sessions. The three-tiered approach promised to give librarians many perspectives from which to learn and to help them become better instructors.

Literature Review

Library instruction has been a part of a librarian's role for many years, but many librarians have never received formal training on teaching in graduate school or at their job. Many libraries will do either peer-to-peer feedback (or assessment) or student feedback or self-reflection. A review of the literature shows little discussion on combining all three techniques in a formal assessment program. Most assessment literature focuses on how faculty use assessment to evaluate their teaching but not much has been written specifically for librarians. Articles abound on how to teach specific content; ways to

keep students interested in the instruction; or assessment of student learning, however the author's goal was to do peer-to-peer assessment, student feedback and self-reflection [1-5].

Many librarians will go through a formal assessment process as part of the tenure process. Some librarians do not need to go through a formal assessment process since they do not receive tenure at their institutions. Many librarians are required to teach either a semester long class or one-shot sessions during the semester, yet have not been taught the skills to be an effective instructor. Graduate school courses focus on helping students find information through reference materials, but very few discuss how to teach students formally in a classroom. Librarians are taught how to do a reference interview, but not how to conduct a library instruction session. Because new librarians may not have had formal training in teaching, peer-to-peer feedback is one way to help them develop skills.

Librarians who are not in tenure-track positions, who have been teaching instructions for many years or who are new to the profession may be hesitant about being "evaluated", "assessed", or "judged" by a peer. Though Chism (1999) discusses teaching faculty in her book, these reservations can be applied to librarians:

- "A central reason for the reluctance of faculty to serve as peer reviewers – in additional to the personal uneasiness they feel in judging a colleague – is confidentiality.
- Peer reviewers will be more candid, it is argued, when they are sure that their remarks are anonymous.
- Vulnerability is also a consideration when colleagues of different ranks are involved in peer review.
- The most frequent and perhaps most difficult hesitation about peer review is the issue of time." (p.12)

Peer-to-peer feedback can have positive effects. Megan Oakleaf (2009) states "…assessment provides feedback librarians can use to improve their skills, reflect on their teaching, examine their attitudes and approaches to learning, and test their assumptions about learning."(p.541) Peer-to-peer feedback gives librarians a chance to reflect on the comments they are given. It is a way to help them re-evaluate how they approach their instructions in the ongoing years. By having a colleague who has taught for many years give comments to a new librarian and vice versus, it might be a way for each of them to learn new teaching techniques and skills. In other words, one's colleagues can help in the instructional improvement process. Specifically, they can help in terms of five activities: "observing instruction, mentoring, reviewing course materials, team teaching, and integrating and interpreting instructional information." (Samson, 2008, p.61) Librarians can grow and learn from one another. By observing a fellow colleague's instruction, the observer will be able to glean ideas for their own instructions, but also start a conversation with colleagues on ways to improve the library instruction programs as a whole.

Peer-to-peer feedback can have positive ramifications for both the instructor as well as the person who is doing the observation. In the article by Samson (2008) participants of the peer-to-peer assessment "stated that they valued the opportunity to observe the teaching methods of their colleagues and appreciated the occasion to reflect on their own teaching."(p.64) By implementing a peer-to-peer

program, librarians are expected to sit and reflect on their instructions; determine ways to improve; but also determine what might have gone wrong, especially if the communication between the observer and observee is open and honest. The primary goals of any peer evaluation process should be to improve the quality of the library instruction session as well as to help librarians develop and complement their instructional skills. (Middleton, 2002, p.72) Peer-to-peer feedback is a method to help new librarians feel more confident in their roles as instructors, and possibly a way for those librarians who have been doing this for many years to learn something new. Peer-to-peer feedback should "provide support and companionship for their partners", and "improve student learning because good instructors teach their students more."(Slater, 2001, p.68) Librarians should look at feedback from their peers as something positive. Requesting feedback may seem intimidating, but it will help librarians improve.

Peer-to-peer feedback is only one component of the process. Student feedback can be just as important. Many librarians may think that the instruction sessions weren't successful by the lack of questions or interaction among students. Getting student feedback can help the librarian to know whether or not concepts were understood by the students. Since many students do not like to ask questions during an instruction session giving them the option to offer it anonymously on a questionnaire is a way for librarians to learn to be successful in upcoming classes. While students may not know the material, they can offer constructive feedback on the language that was used ("library jargon"); the pace of the instruction; or, specific questions like finding a book.

Student feedback can take the form of instant feedback that can help to change instruction for the next class an instructor may have that day or later during the semester. Asking students how well Boolean search techniques were explained, for example, may elicit a very different answer than from the librarian giving feedback since the librarian will understand the terminology whereas students may not. While library jargon and techniques are natural for us, students may not come by either as easily, and obtaining their feedback will help in that matter. Middleton (2002) states that "Most students are not able to evaluate teaching effectiveness. Only other faculty in the discipline can assess the instructors' in-depth knowledge of the discipline, currency of materials used in the course or the relevance of the discipline to other disciplines."(p.69-70) It may not be a question of whether or not the presentation was effective but instead questions that help students communicate things they still don't understand. Simple questions like, "What did you learn?" and "What are you still confused about?", allow the librarian to get feedback that will help them change the way they teach. Furthermore, "assessment should help the educational process for students by 1) getting them actively engaged in the process, (2) encouraging them to think, (3) providing self-assessment, and (4) helping inform them about the purpose of the library instruction. Assessment benefits instructors by (1) getting them actively engaged in the classroom and what they are doing, (2) giving them feedback as to the students' thinking and learning (3) helping them focus on the goals and objectives of the session/course/etc."(Avery, 2003, p.2) Looking at it from this point of view it turns it into a two-fold positive process: students can get them engaged with the process and also provides the instructor with knowledge of what is going wrong with the session.

Finally, self-reflection is a valuable assessment practice. Self-reflection can be in the form of a journal or portfolio. Self-reflection can help librarians learn how to develop their techniques as well help them

develop a record to go through every year to see what worked and what didn't during an instruction. "Keeping a teaching journal provides a starting point for librarians to foster instructional improvement and ultimately to create a deeper professional practice."(Tompkins, 2009, p.225) A journal can also "develop into a teacher's own personal textbook of evolving practice and ongoing research, becoming an essential resource for development."(Tompkins, 2009, p.225) For new librarians, self-reflection may be a way to help them develop their interests in research and have the confidence to try new teaching techniques. "The design of the portfolio entries compels librarians to think critically about teaching techniques, learning styles, what they want to teach in an instruction session, and how to evaluate the success of their teaching." (Chapman, 2001, p.295) A journal or portfolio can be a way for librarians to reflect on their successes; and reflect on what didn't work.

Self-reflection journals may also be used to share teaching experiences with new librarians. Librarians who didn't receive classes on how to teach in graduate school could benefit from reading journals from librarians who have years of experience. Librarians can consult the journal for handouts, lesson plans, and search topics. (Chapman, 2001, p. 295) If the new librarian is unaware of how to teach a specific subject referencing an experienced librarians journal will allow them to learn which databases to use; specific keywords to try; as well as any other information that may be included within the journal.

All of these types of assessment will be beneficial for all librarians – those just starting out in the field and seasoned practitioners. "Evaluation of academic library teaching should be conducted for multiple reasons including instruction librarians' development and instruction program improvement…".(Snavely, 2011, p.343) Combining all types of assessment allows the librarian to get several perspectives on how their teaching skills may be improved.

Implementation

In January of 2011, librarians at CSB/SJU approved Learning Goals for students which reflected ACRL Information Literacy Standards (Appendix A). One way to see if these goals were being met was to implement multi-faceted assessment of library instruction, specifically the FYS program. The librarians all agreed that this would be the easiest academic program to target for library instruction assessment since we should all be covering the same topics (how to find books, articles, etc.).

The range of library instruction experience for the seven librarians involved with this process was large. One librarian recently received her master's degree while others had been working in the field for 20 years or more. Not all librarians were initially on board with the process. Several expressed concerns about workload; they felt that this additional activity would take away from other areas, such as faculty outreach or preparation for library instruction sessions. A new librarian felt that she had already gone through a similar, but less formal process. Others felt uncomfortable having their peers observe them when they presented.

The library instruction assessment program was broken into three components: peer-to-peer feedback, student feedback, and self-assessment.

Component 1: Peer-to-peer Feedback

Librarians were advised to keep in mind that their peers were not "grading" or "judging" their library instruction, but instead that this was a way to learn about their own teaching styles as well as a way to get another perspective on their teaching. "Peer evaluation is important to improve the learning experience of the student. Peer evaluation of instruction involves librarians in conversation about what constitutes good teaching." (Middleton, 2002, p.69)

All librarians were expected to observe two of their colleagues' FYS library instruction. The Associate Director for Research, Reference, and Instruction and the author observed all the librarians. Names were drawn "out of a hat" but librarians did have an opportunity to switch with their colleagues or view additional instructions. Observations were done fall semester (2011) and spring semester (2012). Other items of concern when doing the observations are listed next:

- Keeping the library instruction calendar up to date. The instruction calendar was where the librarians would go to see if and when instructions were scheduled.
- Librarians were to ask their colleagues 48 hours prior to the instruction if they could attend. They were required to fill out the form "Pre-Observation Questions" (Appendix B) and give that back to the librarian within 24 hours. Several librarians were anxious about being observed so out of respect for each other observers were asked not to show up unannounced.
- Observing traditional instruction: tour of the library, introduction to the library homepage, etc., in the fall semester; discussion of research topics, search strategies, review of finding books and articles, etc., in the spring semester.
- Conducting observations at either Clemens or Alcuin Library.

The "Peer Feedback of Library Instruction" (Appendix C) was a two page sheet that observers filled out (permission was granted from SUNY, Sojourner Truth Library). During the initial discussions librarians looked over the forms to see if anything should be removed or added. Many of the librarians were not sure they would be observing everything on the Likert scale. The non-applicable (N/A) was added to the form. The idea was for librarians to plan on blocking out time on their calendar immediately after they did the observation. Within the week (preferably within 24 hours), a time was to be scheduled to meet with the librarian who was observed to discuss the observation.

An online form was created through Survey Monkey.com where librarians anonymously input their peer feedback. The information could provide feedback on how well the forms were being filled out as well as provide ideas for training topics. It would also ensure that the same items were consistently explained to students. The information would inform the review process, i.e. did the library instruction program need to be changed? If so, how?

Librarians were also encouraged to look through the article "The practice of giving feedback to improve teaching," by Kate Brinko (1993). Feedback is more effective when:

- The information is perceived as credible, knowledgeable, and well-intentioned.
- It focuses upon behavior rather than the person.
- Given as soon as possible after the instruction.
- It contains concrete as well as specific information.
- It is considered a process, not a one-time fix.
- It is relevant and meaningful to the recipient.
- It allows for response and interaction.
- Positive information is given in the grammatical second person.
- Negative information is given in the grammatical first person, in the grammatical third person, or in a question. (p.574-593)

The goal was to see if everyone was presenting the same information in an understandable manner to the students. If something the presenter did could possibly be construed as being distracting, "umm", "like" or other idiosyncrasies in their presentation, then it would be mentioned to the presenter.

All participants concluded that it was a positive experience. One colleague stated that, "Despite the stress of adding one more thing to my "to-do" list, I'm glad we did this exercise." Another colleague said, "my colleagues are dedicated, creative and witty". Everyone was able to learn from their colleagues. One commented that the way a colleague explained the research process was much clearer than what they had been trying to express to students. Many librarians "stole" the idea to have students search for books in the stacks during the fall library instruction session. Many expressed how it was helpful to observe the different teaching styles instead of discussing them in a meeting after the fact. One librarian plays "musical keywords", where students would help each other come up with possible keywords to use when they begin searching for articles. All of the librarians had heard this being discussed in a meeting but had never seen it done. After watching the librarian and students play "musical keywords" incorporated this into their own library instruction sessions. Some of the librarians have already

incorporated others' ideas into their library instruction when they had the chance, and one will use the ideas as a way to think about other possibilities.

Component II: Student Feedback

Very little had been documented and discussed in the authors' library instruction program regarding student assessment. Questions like, "What have students learned during the 70 minutes spent with them? Did they learn anything? What were they still confused about?", needed to be asked. Librarians may have been asking themselves these questions but only two librarians had documented that they were asking the students.

Librarians were asked to get feedback from five different classes - - the observed classes and three random classes. Librarians were to focus on two questions:

1) What was the most useful thing you learned today?
2) What questions do you still have that weren't answered?

Librarians asked students to do either a minute paper or "muddiest point" to get anonymous feedback from students. (Appendix D). This allowed the librarians to do follow-up with students. Librarians could send the responses to questions to faculty. One librarian has students provide their email addresses. While the questionnaire is still anonymous the responses to questions can be sent directly to all the students. Librarians could also remind students what was covered; give them a link to a LibGuides page that directly targeted all first year students; and, discuss items that needed to be clarified. It also would let instructors know that students may be struggling with certain concepts in the instruction.

Some of the student feedback on "What was the most useful think you learned today?" follows - -

- How to research scholarly articles
- How to use the library search engines
- Librarians will help us
- How to find a book

Some of the student feedback on "What questions do you still have that weren't answered?" follows - -

- What if you can't find an article that supports your topic?
- What are the hours of the library?
- I'm still a little confused on how to find an article
- Is there a database with more of the current issues?

Student feedback helped librarians revamp their sessions. Students commented that while demonstrating how to finding books and articles the librarian went too fast explaining. Another had several students comment that they enjoyed using PollEverywhere.com since they could anonymously ask questions during the presentation, and not fear as to what their peers may think. Student feedback also allowed the librarians to make changes with their instructions. One librarian wrote that they were going to "try to make it less about my telling them stuff, and more about them DOING stuff."

Component III: Self-Reflection

Many of librarians had done their own self-reflection or discussed a session with colleagues after it was done. The question to the librarians at CSB/SJU was, "Have any of you kept a written journal of how our instructions had gone?". While librarians were not asked to write in a journal for this project they were asked they do some written self-reflection.

Librarians were asked to self-reflect on five different classes - - the observed classes and three random classes (Appendix E). This was something that none of the other librarians would see but could be part of a discussion during a meeting. The goal of self-reflection was to have librarians reflect on their instruction and determine if anything needed to be changed. All the librarians found self-reflection to be helpful, and will continue to incorporate time for it after their instructions. One librarian wrote that, "I learned that there are many ways to communicate with students and to think about the many possibilities that are out there." During a meeting one librarian commented that doing self-reflection allowed them to remember what was done with the class when the instructor wanted to get together again. This individual found this to be a useful exercise. Another commented that the opportunity to reflect on what went well and what didn't in a session was a chance to improve upon the next session for next time. One librarian wrote, "I learned that there are many ways to communicate with students and to think about the many possibilities that are out there."

Outcomes

At the end of the fall semester, librarians met to discuss how the multi-faceted assessment process had worked. The primary objective for the program was to enhance the collaborative learning and teaching environment in the libraries, with secondary goals to improve teaching effectiveness and increase sharing among librarians of ideas and techniques used in FYS sessions. Virtually all librarians reported they learned something useful from those they observed during the fall semester, and many incorporated new ideas into their own fall semester sessions. General communication regarding information literacy issues seemed to have increased as well.

Concerns from the librarians were:

- Some reported higher stress levels when being observed
- The time required to prepare for observations, attend additional sessions, and complete the observation form responses.
- A feeling that being observed multiple times during a semester was out of the norm, especially when compared to faculty norms at CSB/SJU.

Changes were made to the observer form for the spring semester. Changes included updating the prompt questions to better reflect the concepts and content covered (Appendix F). In an attempt to reduce the time commitment the Likert scale portion from the observer form was removed.

An unexpected outcome was the development of learning goals specifically for first year students. By observing the library instructions it was concluded that there is a great deal of consistency in the content that is covered. These learning goals (Appendix G) were designed to help upper division faculty understand that first year students have a basic understanding of the research process; they are not introduced to subject specific databases; and, they have a general understanding of a scholarly journal and evaluating sources. Goal creation was supported by the fact that all the librarians were teaching the same concepts and skills – however they wanted – and students were receiving the same material if they attended a library instruction.

These goals comprise another avenue to connect with upper division faculty and explain to them that more contact with the librarians and the library services are needed. The first year learning goals were introduced to all faculty this past year. Plans include working with them more with the faculty this upcoming summer. CSB/SJU is moving to a 5-day school schedule. This is a great opportunity since many faculty need to revise their syllabi to accommodate this change. The librarians are in the beginning stages of the discussion on how to go about setting up times to meet with faculty. Also, they are currently looking at FYS research papers to see if students are meeting these learning goals and also if our library instructions have an impact on their research.

Conclusion

All of the librarians are very busy with their normal day-to-day workloads, so to ask them to commit to a year of peer-to-peer feedback, student assessment and self-reflection was asking a lot. On average a librarian is assigned to do library instruction for eight FYS sections, with 70 minute classes. Approximately an additional 2 hours were spent in the classroom for observations. Additionally, librarians spent approximately 15 minutes on the pre-observation form and an hour filling out the observation forms along with discussing the feedback with the librarian they observed. In spite of these factors and stressors, the outcome was positive for everyone. Librarians were able to learn how their colleagues used their voice and gestures as they led a class. They also were able to learn some of the different techniques used by librarians to communicate with students. For many it was a chance to see how technologies, like Prezi and Poll Everywhere, can be used in presentations. Other librarians were able to realize that more hands-on activities needed to be done to keep students interested. Student feedback allowed them to get information from those that they teach. It helped many realize that there are different types of learners within the classroom, so looking at upcoming library instruction sessions they may need to figure out how to adapt their sessions to those learners. Self-reflection was a chance for librarians to think what went well or what didn't within their library session. Getting three different types of feedback allowed the librarians to see things from different points-of-view. Librarians know the information that they present but students may not. Hearing "library jargon" from another librarian may make one aware that language will not work with students. Getting student feedback can help verify that point; having time to reflect on all the feedback given allows the librarian to improve their next session. Going forward, the author hopes that the librarians will continue to do student feedback and self-reflection. Currently FYS faculty is being surveyed for feedback on library instruction. Getting feedback from faculty promises to ensure that information is obtained from all parties involved with the library instruction process.

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Appendix A: Learning Goals for the Libraries

1. Know: Students will be able to determine the nature and extent of the information needed to analyze a given topic, produce an academic paper or other work, or create a performance. The student must be able to effectively address these questions:

- What is it I want to know?
- What kind of information do I need?
- How much information do I need?

2. Access: Students will be able to access needed information effectively and efficiently, using resources and strategies appropriate to their need and discipline. The student must be able to effectively address these questions:

- What is the best way to gather this information?
- Am I using the best terms for this search?
- Which search system or other resource will help me retrieve this information?

3. Evaluate: Students will be able to evaluate information and its sources critically and analytically, and incorporate selected information into his or her knowledge base and value system. The student must be able to effectively address these questions:

- Is this a credible source of information?
- Is there another interpretation or point of view?
- How does this new information change what I know?

4. Use: Students, as individuals or as members of a group, will be able to use information effectively to create a specific academic paper, performance, or other work. The student must be able to effectively address these questions:

- Do I integrate new and prior information into my academic paper, performance, or other work?
- Am I able to reflect on my research/development process to incorporate alternate strategies?
- Do I present my academic paper, performance or other work in an appropriate manner?

5. Ethical/Legal: Students will be able to articulate the economic, legal, and social issues surrounding the use of information and access and use information ethically and legally. The student must be able to effectively address these questions:

- Do I follow established intellectual property laws and policies?
- Are there university policies about information gathering, use or reproduction and dissemination?
- Do I appropriately cite materials I use in my work, and follow a citation style appropriate for my discipline?

   (Adapted from Lucy Scribner Library, Skidmore College
   http://lib.skidmore.edu/library/index.php/information-literacy-courses)

Appendix B: Pre-Observation Questions

Please fill this form out at least 24 hours prior to the observation (if possible). You can either set up a time to discuss the information with the observer prior to the instruction or send it to the observer via email.

1) Three goals for this class are:

2) Three things I WANT feedback on are:

3) One thing I DO NOT want feedback on is:

4) Other things that the observer should be aware of is:

5) I think the class will…
    a. Go very well
    b. Be about average
    c. Not go well

Please explain:

Appendix C: Peer Feedback of Library Instruction

Library Instructor: _____

Date: _____

Name of Person doing
Observation:_____

Please rate the effectiveness of the classroom instruction on a scale of 1-5

	Note Effective				Very Effective	Not Applicable
Explained the goal of the session	1	2	3	4	5	N/A
Session was well organized	1	2	3	4	5	N/A
Presentation was clear and focused	1	2	3	4	5	N/A
Use of examples, visuals, etc. clarified the content	1	2	3	4	5	N/A
Material was suitable for the class level	1	2	3	4	5	N/A
Instructor attempted to engage the class	1	2	3	4	5	N/A
Language used was understandable to the students	1	2	3	4	5	N/A
Questions were answered clearly	1	2	3	4	5	N/A
Goal of the class was accomplished	1	2	3	4	5	N/A
Transitions were effective (clear with summaries)	1	2	3	4	5	N/A
Presented topics with logical sequence	1	2	3	4	5	N/A
Responded to issues raised during the lecture	1	2	3	4	5	N/A
Asked questions to monitor student progress	1	2	3	4	5	N/A
Paced instruction appropriately	1	2	3	4	5	N/A
Defined unfamiliar terms and concepts	1	2	3	4	5	N/A
Explained ideas with clarity	1	2	3	4	5	N/A
Presented examples to clarify points	1	2	3	4	5	N/A
Visual/Technical Aids (PowerPoint, Prezi, PollEverywhere.com, etc.) were used effectively	1	2	3	4	5	N/A
Hands-on activity helped students to understand information	1	2	3	4	5	N/A
Discussed ways to contact a librarian	1	2	3	4	5	N/A

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http://www2.newpaltz.edu/~macaluss/peer/sunyla.html*)*

(Appendix C, cont.) Briefly Comment on the following (if applicable):

❖ Tour of library

❖ Demonstration of the library's homepage

❖ Demonstration of WorldCat Local

❖ Demonstration of finding articles

❖ Hands-on Exercise

❖ Discussion of journal articles

❖ Discussion of evaluating sources

❖ Question and answer opportunities

What do you think the instructor did especially well?

What do you think could be changed to improve the lesson?

What is one insight you have gained about the subject, or about the instructor, or about the library instruction, as a result of your observation?

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http://www2.newpaltz.edu/~macaluss/peer/sunyla.html*)*

Appendix D – Steps for Student Assessment:

You will be asked to get feedback from four classes. The observed classes and two random classes should be asked for feedback. We should all ask two simple questions:

3) What was the most useful thing you learned today?
4) What questions do you still have that weren't answered?

These should be done as a minute paper and anonymously. Since we should all be working on doing follow-up with our students, this would be a great way to respond back to them. It can also be a great way to let their instructor know that they may still be struggling with certain parts of the instruction.

Minute Paper

1) What was the most useful thing you learned today?

2) What questions do you still have that weren't answered?

Appendix E – Steps for Self-Reflection:

You will be asked to give feedback on yourself from four classes. The observed classes and two random classes should be done. The "Library Instruction Self-Reflection" form can be found as Appendix E. This is something that none of us will see but it will be discussed at an upcoming meeting.

Library Instruction Self-Reflection

Use this form to reflect on your teachings.

1) Some of the ways I prepared for this class were to:

2) The things I did especially well were:

3) Two things I would like to improve for next time are:

4) Other ideas, insights, etc. that I'd like to remember:

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Appendix F – Spring semester (2012)

Briefly Comment on the following (if applicable):

- ❖ Review of: WorldCat Local, Academic Search Premier, ILL, Find-It

- ❖ Searching techniques (Boolean, etc.)

- ❖ Demonstration of finding articles in specific databases

- ❖ Discussion of difference between popular vs. journal articles

- ❖ Discussion of evaluating Internet sources

- ❖ Question and answer opportunities

- ❖ Hands-on activity

Was time given for students to work on their own research? How much? What did librarian do during this time?

What do you think the instructor did especially well?

What do you think could be changed to improve the lesson?

What is one insight you have gained about the subject, or about the instructor, or about the library instruction, as a result of your observation?

Appendix G – First Year Students Library Learning Goals

First year students will be familiar with the following at the end of their academic year:

Know: students will have a basic understanding of the nature and extent of the information required to analyze a given topic, or produce an academic paper or other work. The student will be able to

- Develop a sufficiently narrow/focused topic appropriate for their assignment(s)
- Determine the type of information needed
- Determine the quantity of information needed

Access: Students will be able to access needed information effectively and efficiently, using basic tools and strategies appropriate to their topic. Students should be able to use

- WorldCat, to discover books, articles, DVD's, government documents, and ebooks
- Academic Search Premier, to discover articles and related materials
- Resources that provide overview/background information on a given topic, including encyclopedias, Wikipedia, and review/research services.
- Find-It, to discover additional sources of full-text materials and submitting Interlibrary Loan requests
- Identify and utilize appropriate support services, including the Writing Center and Librarians, via appointment services.

Evaluate: Students will be able to evaluate information and its sources critically and analytically, including evaluation techniques/tools such as

- Popular vs. Scholarly publications – have a general understanding of the differences between these two groups of resources
- Identifying (potential) bias in publications, by investigating the authors/sources of the publications
- Identifying alternative points of view

Use: Students will be able to use information to create a specific academic paper or other work, by

- Integrating information into an academic paper or other work
- Presenting an academic paper or other work in an appropriate manner

Ethical/Legal: Students will have a good understanding of the economic, legal and social issues surrounding the use of information, and access and use information ethically and legally, including

- Avoiding plagiarism/academic misconduct in general
- Using proper citation styles
- Appropriate citing of materials created by others