

I-Share Instruction Committee 2013-2014 Annual Report

Membership

Co-Chair: Susan Avery

Co-Chair: Elizabeth Nicholson

Past Co-Chairs: Julie Murphy and Chris Sweet

CARLI Staff Liaisons: Debbie Campbell and Lorna Engels

Susan Avery	2013-2014	University of Illinois at Urbana-Champaign
Molly Beestrum	2013-2015	Columbia College
Frances Brady	2013-2016	Adler School of Professional Psychology
Kirstin Duffin	2013-2014	Eastern Illinois University
Michelle Guittar	2013-2016	Northeastern Illinois University
Beth Mandrell	2013-2016	Rend Lake College
Laura Mondt	2013-2016	Richland Community College
F. Elizabeth Nicholson	2013-2014	North Central College
Aimee Walker	2013-2015	North Central College
Frances Whaley	2013-2015	Illinois Valley Community College

The 2014 – 2015 Instruction Committee Chair has yet to be determined.

In July 2013, four members joined the Instruction Committee: Frances Brady, Adler School of Professional Psychology; Michelle Guittar, Northeastern Illinois University; Beth Mandrell, Rend Lake College; and Laura Mondt, Richland Community College.

In July 2014, membership terms for three current members will expire: Susan Avery, University of Illinois Urbana-Champaign; Kirstin Duffin, Eastern Illinois University; and Elizabeth Nicholson, North Central College.

Charge

The Committee will identify and address issues of critical concern and best practices for instruction librarians and information literacy programs.

Meetings

The first Instruction Committee meeting took place at the CARLI offices in Champaign, Illinois, on July 29, 2013. Committee members agreed to hold subsequent meetings on the fourth Friday of every month, with additional meetings as needed to plan events. The Committee tested using Google+ Hangouts as a meeting service, but ultimately decided to continue the traditional practice of meeting via conference call.

Social Media

Blog: The Committee decided to continue the past practice of posting to the CARLI blog. Entries covered Committee events and other instruction-related information. All Committee members were provided with permissions to edit the CARLI blog in order to post. Each member was encouraged to post a blog entry during an assigned month. 4 entries were posted during the year. Blog topics included promotion and recap of the Committee's assessment webinar series, IACRL preconference panel session, Instruction Showcase and information on student literacy.

Assessment Webinar Series

The Instruction Committee settled on the topic of assessment for the webinar series as a result of conversations we had about the issues that were arising at our own institutions, anecdotal conversations committee members had with colleagues at other institutions, and as an extension of the upcoming CARLI sponsored IACRL preconference that was also planned to focus on assessment in various parts of the library.

The Committee held a three part webinar series focused on assessment of library instruction during fall 2013. The webinars were presented at a specific time, recorded, and made available for later viewing. The Committee identified three activities we felt were most important in establishing assessment within our libraries: pre-assessment preparation, the assessment itself, and post-assessment practices. A call was placed to the CARLI membership and we selected the presenters and proposals we felt would best address those specific topics.

The first webinar, "Knowing is Half the Battle! Assessment in Academic Libraries," was presented by Devin Savage, Jeannette Moss, and Chris Davidson of Northwestern University. Due to issues with selecting a date, this webinar was not presented live, but recorded on November 4, 2013 and made available for viewing. Included in this session are definitions of various forms of assessment, questions to ask, and what to assess. Specific information for assessment in instruction is included as part of this webinar. A number of resources for exploring assessment within the library are shared; these include national and regional organizations and institutions.

Lisa Janicke Hinchliffe from UIUC presented “Using Rubrics to Assess Student Learning” on November 18, 2013. Hinchliffe presented several evaluation models, including the Kirkpatrick Evaluation Model and Linda Suskie’s Continuous Cycle of Teaching Learning and Assessment. Hinchliffe then went over the characteristics of a useful assessment and emphasized assessment for purpose. Rubrics have been found to be a good way to meaningfully assess student projects. Rubrics outline the assignment criteria, providing clear guidelines to students as they complete the project or paper and criteria for faculty to follow as they evaluate the work. Hinchliffe showed a sample of a basic rubric and asked for audience participation. Several iterations of rubrics and feedback led to the conclusion that effective rubrics need to be specific and include different levels of writing quality and content quality.

Jen-Chien Yu from UIUC presented “Assess, Assess, Assess, and Then?” This webinar on December 10th gave an excellent overview of the various types of data and recommendations of best methods to communicate that data to various audiences. Technology tools were suggested to help in presenting the data in interesting and meaningful formats. Resources and readings on assessment were provided. The presentation included many practical tips and a LibGuide to demonstrate examples of ways to communicate the data collected in libraries. The recorded webinars are available on the CARLI site at <http://www.carli.illinois.edu/products-services/pub-serv/instruction>.

IACRL Preconference Session – March 20, 2014

As part of the “Assessment in a Day: IACRL Preconference,” on March 20, 2014, the Instruction Committee hosted a panel presentation entitled: “Evidence-Based Library Instruction as an Assessment Tool.” Panel presenters included: Set One: Stefanie R. Bluemle, Amanda Y. Makula, and Margaret W. Rogal of Augustana College; Set Two: F. Elizabeth Nicholson and Aimee Walker of North Central College; and Set Three: Wendell Johnson of Northern Illinois University. The format of the session included a brief introduction of the panel, followed by three ten-minute presentations from the librarians, then thirty minutes of breakout discussion related to assessment as the panel presenters moved between attendees’ tables. The session concluded with individuals at each table summarizing the discussions.

Each of the sets of panel presenters discussed a unique aspect of assessment. The librarians from Augustana College discussed their experiences in launching a performance assessment methodology in mandatory first-year library research instruction sessions. The representatives from North Central College (also members of the Instruction Committee) spoke about integrating user experience with instruction via a task-based scavenger hunt across the library’s website. The final panel member from Northern Illinois University discussed his approach to assessment, which encompasses the importance of designing assessment tools to match the course objectives in his for-credit “Introduction to Information Research” course.

After the thirty minutes of panel presentation, the speakers moved throughout the room to discuss library instruction assessment ideas with attendees. The Instruction Committee created the following list of questions to guide the discussions as needed:

1. What is good evidence for instructional assessment?
2. How do we use this evidence to assess our effectiveness in library instruction?

3. How do we use the evidence to support student learning? How do we use the evidence to measure student learning?
4. What tools are you using in your libraries to assess/measure student learning?
5. From what you heard during the panel presentation, what is one tip/detail/approach that you could take back and use at your institution?

Breakout discussions, monitored by the Instruction Committee members, covered a wide range of topics. Many participants were eager to learn how other institutions were implementing, or thinking of implementing, instruction assessment. For example, one table discussed that assessment of student learning improves faculty-librarian partnerships by demonstrating to subject faculty the need for instruction. This bridge with faculty, in turn, improves librarians' abilities to ensure they teach relevant information to each class through gaining access to the course syllabus and involving the faculty in choosing pertinent topics for the instruction session. Additionally, sharing the in-class activities' rubrics with faculty empowered them to teach the library instruction themselves, and later report back to the library.

Time passed quickly, and when it was time to shift to the session summary, many participants expressed the desire to continue their conversations. This sentiment was reflected in the preconference evaluation forms. Several attendees specifically mentioned the afternoon Public Services/Instruction block and stated that the panel was informative, but that more time for both presenters and discussion would be a nice addition to future planning.

Spring Forum – Instruction Showcase, June 18, 2014

The I-Share Instruction Committee will hold its Spring Forum on June 18, 2014, at Illinois Valley Community College. We are continuing with the successful model used last year – the Instruction Showcase. We have opened registration for the event, which will offer a daylong forum showcasing innovative elements of instruction sessions and assessment activities. Presenters will demonstrate a variety of topics, including, but not limited to: self-assessment for instruction librarians, using pop culture themes in instruction, one-shot strategies, teaching with primary sources, program assessment, and flipped classroom activities.

The Forum will take place from 9:30 am to 3:30pm and will include a brief opening address, two 60-minute sessions of lesson presentations, lunch, a 75-minute panel discussion, and a final 60-minute round of lesson presentations. Participants will have the opportunity to attend all lesson presentations offered. This structure was designed in response to feedback from last year's showcase, in which attendees asked for the opportunity to see all presenters.