

2010  
Teaching Empowerment Team  
[TET]



REED LIBRARY

**Participants:**

<b>Mary McCutchen</b>	Instruction Librarian/TET Coordinator
<b>Astrid Oliver</b>	Interim Director
<b>Karen McCoy</b>	Systems Librarian
<b>Pam Arbeeny</b>	Collection Librarian/Consultant

# Background



In 2008, observations and discussions were conducted to raise awareness of teaching processes associated with Bibliographic Instruction sessions (BIs) and LibRIC (Library Research Instruction Integrated into the Curriculum) sessions.

Since the 2008 TET experience, new materials and methodologies have been introduced, circulated, and adapted.

Our goal is to observe, assess, and discuss these methodologies, as well as revisit issues that were discussed in 2008.

# Schedule of Meetings



- ❖ TET librarian participants observed **14** libRIC sessions, primarily Tier 2 courses.
- ❖ Observations often included preliminary meetings with Librarian Instructors and/or an interview debriefing following the session(s).
- ❖ Outside of observations, we met for **5** intensive TET team debriefings/analysis.

# What we did differently:



**NEW OBSERVATION SHEET\***

**CUSTOMIZABLE INTERVIEW  
QUESTIONS TO EVALUATE AND  
ASSESS SESSIONS**

\*Adapted with permission from University of North Carolina at Greensboro's Reference and Instruction Section (UNCG RIS)

**John F. Reed Library**  
**TET 2010**  
**Observations**

**Date:** \_\_\_\_\_

**Instructor:** \_\_\_\_\_

**Class:** \_\_\_\_\_

**Observation questions:**

1. What are the objectives for the class? Are they clearly stated?
2. What supporting materials are provided? Examples: handouts, web pages. Describe how the supporting materials enhance the learning experience. Get copies!
3. Observe how the librarian uses the teacher's workstation, gestures, etc. to demonstrate. Is the demonstration effective? How so, or how not?
4. Did the librarian involve the students in any exercises or other hands-on activity at their computers? If so, describe. Get copies of the exercises.
5. Did the students pay attention? If there was lack of attentiveness or misbehavior on the part of some students in the class, how did the librarian address it?
6. Imagine for a moment that you are the teacher of this class. Of the things you've seen in this session, what would you incorporate into your own presentation? What would you do differently?

**Librarian Interview – some suggested questions**

1. Could you describe briefly how you prepared for this class?
2. What were your interactions with the professor in preparing for the class?
3. Do you feel the class went well? If so, why? If not, why not?

Feel free to ask other questions, too.

# Findings: Tier 2 Student Surveys



## AREAS THAT ADDRESS INSTRUCTION GOALS

	FALL 2009		FALL 2010
Appropriate hands-on work	Agree / Strongly Agree	84.9%	86.2%
Increased awareness	Agree / Strongly Agree	94.2%	92.2%
Increased ability to find info	Agree / Strongly Agree	90.2%	90.4%
Differentiate between scholarly and popular	Agree / Strongly Agree	91.5%	90.5%

# Findings: Tier 2 Student Surveys

## AREAS THAT COVER PRESENTATION ABILITY

		FALL 2009	FALL 2010
Librarian was: Well organized	Agree / Strongly Agree	91.5%	95.3%
Explained and demonstrated	Agree / Strongly Agree	93.3%	95.2%
Clear and understandable	Agree / Strongly Agree	88.9%	92.2%
Responsive to questions	Agree / Strongly Agree	94.1%	91.7%
Interested and enthusiastic	Agree / Strongly Agree	93.3%	93%
Knowledgeable of Library research	Agree / Strongly Agree	95.6%	97%
Made learning goals clear	Agree / Strongly Agree	91.0%	90.4%

# Findings: Tier 2 Student Survey Quotes



## Positive:

“You rock! It was super helpful. Thanks for your time.”

“Very hands-on.”

“I thought the introduction into the different databases was especially helpful.”



# Findings: Tier 2

## Student Survey Quotes



### Constructive:

“There are some things that were explained that I had to look at afterwards on my own to fully understand.”

“I already knew how to find the relevant information. She did a fine job of teaching that to those who did not know already.”

“I felt like she repeated the same small details over and over. It helped get the point across but we're also all adults.”

# Schedule of Observations

DATE	COURSE	TEACHING LIBRARIAN	OBSERVING LIBRARIAN	COURSE FACULTY
9/17/2010	Comp 150	Lloyd Chittenden	Karen McCoy	Ayla Moore
9/24/2010	Comp 150	Pam Arbeeney	Karen McCoy	Molly Costello
11/04/2010	Comp 150	Lloyd Chittenden	Mary McCutchen	Kim Martin
11/30/2010	Comp 150	Lloyd Chittenden	Mary McCutchen	Tina Evans
10/11/2010	Comp 250	Astrid Oliver	Mary McCutchen	Erik Juergensmeyer
10/11/2010	Comp 250	Astrid Oliver	Karen McCoy	Erik Juergensmeyer
10/12/2010	Comp 250	Pam Arbeeney	Astrid Oliver	Gretchen Treadwell
11/15/2010	Comp 250	Karen McCoy	Astrid Oliver	Ana Hale
10/05/2010	Comp 252	Pam Arbeeney	Mary McCutchen	Stephanie Vie
10/13/2010	Comp 253	Mary McCutchen	Astrid Oliver	Erik Juergensmeyer
10/13/2010	Comp 253	Mary McCutchen	Karen McCoy	Erik Juergensmeyer
9/16/2010	Engl 268	Chris Hartman	Karen McCoy	Gordon Cheesewright
11/02/2010	Engl 268	Karen McCoy	Mary McCutchen	Pamela Uschuk
11/05/2010	Hist 261	Pam Arbeeney	Karen McCoy	Ellen Paul

# Findings: Observations



## Observation Data revealed:

- Learning research niches and being in tune with community resources helped increase content relevancy for students and faculty
- Keeping abreast of pop culture trends helped keep students engaged, particularly in ENGL 268 sessions
- Effective use of media and images was a good attention grabber, and aligned with writing program's objective toward media "text"
- Increased font sizes would help with clarifying presentation content
- Some less than exemplary teaching habits discovered in 2008 were still being practiced, and other exemplary teaching habits weren't yet adopted

# A Snapshot: Then and Now



## SIMILARITIES

2008	2010
Librarians were encouraged to avoid use of library lingo	Library lingo is still being used without proper explanation
Librarians were encouraged to be conscious of pace when moving between multiple browser windows	Librarians are still moving too quickly between windows, and wait time for questions is an issue
Librarians were encouraged to create a continuous peer-review process	We found that this process is still recommended, and the library hopes to support more of it in the future

# A Snapshot: Then and Now



## DIFFERENCES

2008	2010
Tier 1 was not standardized, and instruction varied across the board	Tier 1 is now standardized and continually enhanced, and clickers are incorporated
Librarians were encouraged to avoid repetitive content across the LibRIC curriculum	It has been found that the repetition problem has improved
It was suggested that librarians start sessions with a hands-on activity to engage and set a tone for instruction	A clear statement of intent or clearly stated lesson objectives was suggested to help acquaint students with content

# A Snapshot: Then and Now



## LESSON EXAMPLES AND USES OF MEDIA

2008	2010
<a href="#">Best practices in research</a> – Tom Schmeidel	<a href="#">Best practices in research</a> – Astrid Oliver
<a href="#">Faculty Webpage for 250 session</a> – Tom Schmiedel	<a href="#">LibGuide for 250 session</a> – Karen McCoy
<a href="#">Annotated Bibliography</a> – Tom Schmiedel	<a href="#">Annotated Bibliography</a> – Karen McCoy

# Best Practices

## [Evolved and Developed Before 2010 TET]



- ❖ Filling WP/student needs by good timing of the session(s) [coincides with needed research] and demo/content customized to their activities [instructor's semester theme and specific student topics]
- ❖ Building collaborative relationships with faculty
- ❖ Including useful hands-on activities to acquaint students with the material
- ❖ Asking open-ended questions to pinpoint students' research needs

# Best Practices

## [From 2010 TET Observation Data]



- ❖ Providing a clear statement of intent (or objectives) needed at the beginning of each session
  - Statements need to be both readable and understandable
- ❖ Using large font sizes
- ❖ Implementing different types of media
- ❖ Keeping abreast of community resources, pop culture trends, and other research niches to make instruction more relatable
- ❖ Continuing peer observation of instruction sessions



# Plans to Implement Modifications



- ❖ Some issues that were addressed in 2008 still showed up in 2010. We hope to address these and keep track of improvement.
- ❖ Discussion Questions:
  - How can we further encourage exemplary instruction practices?
  - How can librarians regularly collaborate regarding resources? Access to Commons?
  - Do we want to reinvigorate the peer-observation program? How do we ensure participation?

# Plans to Implement Modifications



Other questions to consider:

- ❖ How can we further ensure content is relevant to students?
- ❖ What are other ways to engage students?
- ❖ What are some ways to better explicate learning goals?