

Degrees of Impact: C&RL Forum, 2 December 2014 - Live Audience Questions & Panelist Responses

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Note: All Twitter-based questions below have been answered via [#impactcrl](#)

1. There seems to be a lot of pushback against librarians at my university even being able to collaborate with other faculty when creating courses. We are seen as the ones who come in once to talk about some research concept and then leave. How we do convince our faculty to allow us to be a part of that course creation as well as be a part of their course throughout the semester?

CB: See recording on the [College & Research Libraries YouTube Channel](#) for our response to this question.

2. Twitter ([karen nicholson](#)): Q for forum panel: are you willing to share the faculty/student surveys?

SL: Rubric and student/faculty surveys are in the C&RL preprint as Appendices:
<http://crl.acrl.org/content/early/2014/07/22/crl14-621.full.pdf+html>

3. Webform: can we see the levels of collaboration? and the rubric also? (*lots of requests for the surveys and rubrics*)

SL: Rubric and student/faculty surveys as well as collaboration level details are in the C&RL [preprint](#) - all are appendices.

4. Twitter (Barbara fister): Curious how you shared your findings w/ faculty - and how they responded. Also, what implications, if any, are there for more advanced courses?
5. Twitter (@lecia11): How much time is involved? I am at a large university and am wondering how to cover a high number of classes when more imbedded.
6. Webform: Did you attempt to control for the effect of the primary instructor at all? I.e. an instructor that values librarian contributions may be better at teaching research skills and writing throughout the course?

SL: This is true to an extent. There is a level of faculty buy-in whereby the faculty are probably also influencing student outcomes by pedagogical skill. There isn't a foolproof way that we have found to separate out what part of the collaboration the faculty member contributed to and what part the librarian contributed to.

CB: Also consider the importance of our secondary finding that student and faculty evaluations of instructional effectiveness in IL workshops did not correlate to student rubric scores (pp 21-23 of the [preprint](#) discusses this lack of correlation in detail). Also determined that the levels of collaboration across

course pairings with the same teaching librarians were quite distinct in the sample - for example, one librarian had a Level 4/3 collaboration and also a Level 2/1 collaboration. This helps establish a relative lack of teaching librarian effects. See our discussion of this on pages 10-11 of the [preprint](#):

“In order to mitigate concerns about the validity of a study conducted across unstructured pedagogical approaches and multiple individuals with potentially disparate teaching efficacies, it should be noted that a) teaching librarians at CCL share common first-year IL learning outcomes and assessment strategies, and engage in a robust community of practice that continually discusses teaching methodologies in professional development events and makes many lesson and other teaching templates available for common use, and that b) 45% (n=4) of teaching librarians in the current study worked with two or more of the FYS course pairings at vastly different Lib and Syl engagement levels (e.g., 4/3 vs. 2/1 in one case, 2/0 vs. 3/2 in another), which decreases the potential of interpretation error related to research design and individualized teaching effects at specific levels.”

This trend played out in the larger version of this study that we subsequently undertook for Assessment in Actions, which was conducted across 54 course pairings and 5 colleges with a larger group of teaching librarians (approx. 20). We're writing up these findings at the moment and expect to publish next year.

7. Twitter (cmcaffre) How did you keep track of level of involvement on the librarians' end? We find our stats don't often cover assignment design etc.
8. Scott Walter: Sean makes me think of the series of studies of school library impact conducted over the past decade by Keith Lance - can you replicate the evidence of progressive benefit to students with progressive collaboration across institutions?

CB: I'm not currently familiar with these studies but will follow up on the recommendation to check them out - the question implies coordination between k-12 and higher ed IL instruction, which (if the pattern of common learning outcomes and scaffolding skills transfers as beneficial to learning holds) I'd say it's a comparable effect.

9. Webform: For an institution where teaching faculty are used to the traditional, one-shot session, what are your suggestions for encouraging them to adopt a multiple IL session approach?

CB: Effective outreach using data and collaboration with program coordinators has been essential in this regard. See our discussion of this process toward the end of the [College & Research Libraries YouTube](#) recording, and also our discussion of faculty collaboration in the conclusion starting on page 23 of the [preprint](#).

10. Twitter (bfister): Also curious if you saw differences by subject area (eg humanities) or by faculty demographics
11. Twitter (GinaKesslerLee): profs self-selecting (not randomly assigned) into level -> bias results? ie, profs who get importance of IL might teach IL better?
 - a. Twitter @PAscibrarian: or that better librarian teachers have higher levels of collaboration? Or, was that considered?

CB: See the answer to #6 above - faculty buy-in to the importance of IL in a given course is an essential factor in determining the depth of collaboration and consequent scaffolding of IL throughout the syllabus, so the effect of what you describe as “bias results” is actually a key finding of the study - in other words,

the lack of meaningful collaboration in a course on the part of the librarian negatively affects student IL performance. To examine this more closely a follow-up to our dual progressive impact findings could and should be a closer analysis of teacher effects through consideration of classroom methods on the part of librarians and faculty.

12. Facebook Janine Odlevak: Are you able to show how student success is improved?
13. Twitter @bfister: Did you have assignments that we're not documented essays? E.g. group presentations, posters... Would rubric work?
14. Twitter @bfister: Elephant enters the room to ask "how do you scale? How to provide such intense collaborations? ... The elephant is happy to find level 3 is as good as 4.
15. Webform: When you collected the student papers, did you have a way to map papers from particular classes so that you could also track student learning to levels of librarian involvement in classes? I'm not clear how/whether this was done.

CB: Yes indeed! Librarians self-reported their course collaboration levels along two defined scales, which were then correlated to rubric and teaching effectiveness survey results. This is the foundation of our methodology - see discussion starting on page 8 of the [preprint](#).

16. Webform: Did you include online formats as 'instruction' and collaborations as well, such as tutorials. Were there any classes that had more digital learning objects than in person?

NT: Our colleges really emphasize in person instruction and there isn't a ton of online learning objects used, so we don't have any classes where there is more digital-based instruction than in person. In first-year classes teaching librarians frequently assign a web-based, self-paced [Start Your Research Tutorial](#) and corresponding quiz (taken in Sakai, the Colleges' learning management system) as an aspect of instruction. We published [an article on this learning object](#) last year, if you're interested in reading more about it. There are also course collaborations that emphasize assignment redesign and the librarian providing commenting on student work draft, etc. instead of as much (or any) in-person instruction. We asked librarians to self-report Librarian Instruction Engagement Level and Syllabus/Assignment Design Collaboration levels (outlined on page 10 of our [preprint](#)) - based on our context, we didn't ask librarians to designate online vs. in person instruction.

17. Webform: How did you influence syllabi and research assignment design?

CB: This largely depends on how willing faculty are to discuss their syllabi and adjust the staging of research-based assignments and IL instruction timing - these are the two ways we are most able to influence assignment design. Most of us start from a place of asking what characteristics of student work related to IL faculty would most like to see improved, then go from there.

NT: Librarian influence did vary based on syllabi and learning outcomes of a particular course. That said, we tend to influence by advocating that faculty scaffold IL skills into their course. One of our biggest goals is to get syllabi away from assigning a research paper due the last week of classes and never integrating how to conduct research into the course. We also influence faculty to include more IL skill building interventions. For example, if a professor determines that they are sick of seeing incorrect citations and attribution we talk to the professor about possibilities of either the librarian or the faculty teaching something with a learning outcome related to attributions or an assignment that evaluates student's understanding of citations (the library's [Start Your Research Tutorial](#) and quiz has a great unit on attribution that can be used for this purpose).

18. Webform & Twitter: Char got lost when answering what a level 3 would look like. Could she please finish this thought?

CB: See page 13 of the [preprint](#) for a detailed discussion of one Level 3/3 collaboration - there are variations on this theme in our program due to a high level of classroom autonomy, but this is a good baseline description.

19. Twitter @GinaKesslerLee: Evaluating annotated bibs & papers for 15 comp classes/sem is a lot of work! Ok for 1 study, but ideas for sustainability?

CB: It is a lot of work and we definitely don't plan to replicate this study every year! We pursue opportunities to conduct rubric assessment with our campus faculty and First-Year seminar program coordinators, for whom it's also very important to have the experience of reading student work from an IL assessment perspective. Smaller periodic rubric eval projects as professional development for librarians and faculty are definitely the ticket for scalability.

20. Twitter @slwalter123: regarding scale; lessons fr writing across curriculum that manage assess of student writing with rubrics, volunteer raters, etc.

21. Webform: How will you change you library instruction program moving forward?

CB: Based on the findings, shooting for the "sweet spot" of a Level 3 collaboration and emphasizing assignment design conversations with faculty! These really matter, and they take professional development related to outreach and instructional design to do well.

22. Twitter @blackedoherty: I'd also love to hear more about specifics of teaching the "boring topic challenge" lesson described in the paper

23. Webform: Not a question, but I REALLY appreciated this session. I have many bits and pieces in place within my own library instruction and IL program, but this helped to solidify goals and form an approach. THANK YOU.

NT: Thanks so much! We are very glad that the session and research is helpful. We would be happy to answer any additional questions if you have any - see our emails above.

CB: Yes, thanks much. Feel free to take any of the instruments/approaches you like and run with them - all are Appendices in the [preprint](#).

24. Webform: For level 3, are there any other scenarios besides that in the paper, where in seems 1 class session, but collaboration with the faculty member on course development, and out-of-session tutorial?

NT: There are a number of different scenarios that represented a level 3 collaboration. I believe most of them followed the basic outline in the paper that you mention above. Here is an example of another level 3 collaboration that Natalie was part of:

*After discussion with librarian annotated bibliography added
Course librarian and library mentioned on syllabus as trusted resources
Course specific research guide
2 sessions, 1st introduction to library, 2nd assignment-focused*

Students complete citation portion of tutorial and quiz
Librarian comments on annotated bibliographies

25. Webform: What percentage of teaching faculty actually come back the following semester to schedule an information literacy session with any of you and does this 'comeback' have more engagement in terms of developing a session that will not only engage the Instructor's students, but have a collaborative effect that allows the Instructor to sit down with the librarian and vet an actual assignment. Studies on this would be very helpful that illustrate collaboration with libraries does actually work in getting students and even faculty to be more aware of the vast resources the library has both in print and online.

CB: We see consistent repeat uptake among faculty after the first time they work with a librarian on a first-year course, and while we haven't done a direct analysis of whether working with librarians at the first year leads to increased subject/major instruction my gut feeling is that it absolutely does. Important to note that course pairings at the first year are not always between the subject specialist and subject faculty teaching due to the interdisciplinarity of the courses and the need to spread them out across our staff, but I'd say that subject librarian/faculty pairings is the case in 50-75% of 1st-year classes.

26. I would love another session, part 2, since we lost contact. This is a great project that I want to use at my college. It's EXACTLY what I have been looking for and want to implement. THANKS!!

CB: Thanks! We'd be up for that if C&RL is.. stay tuned...

[All results for Twitter #impactcrl](#)