

Journeying into Library Assessment:

A Case Study Measuring Value of an Information Literacy Programme at the Li Ka Shing Library

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Roles

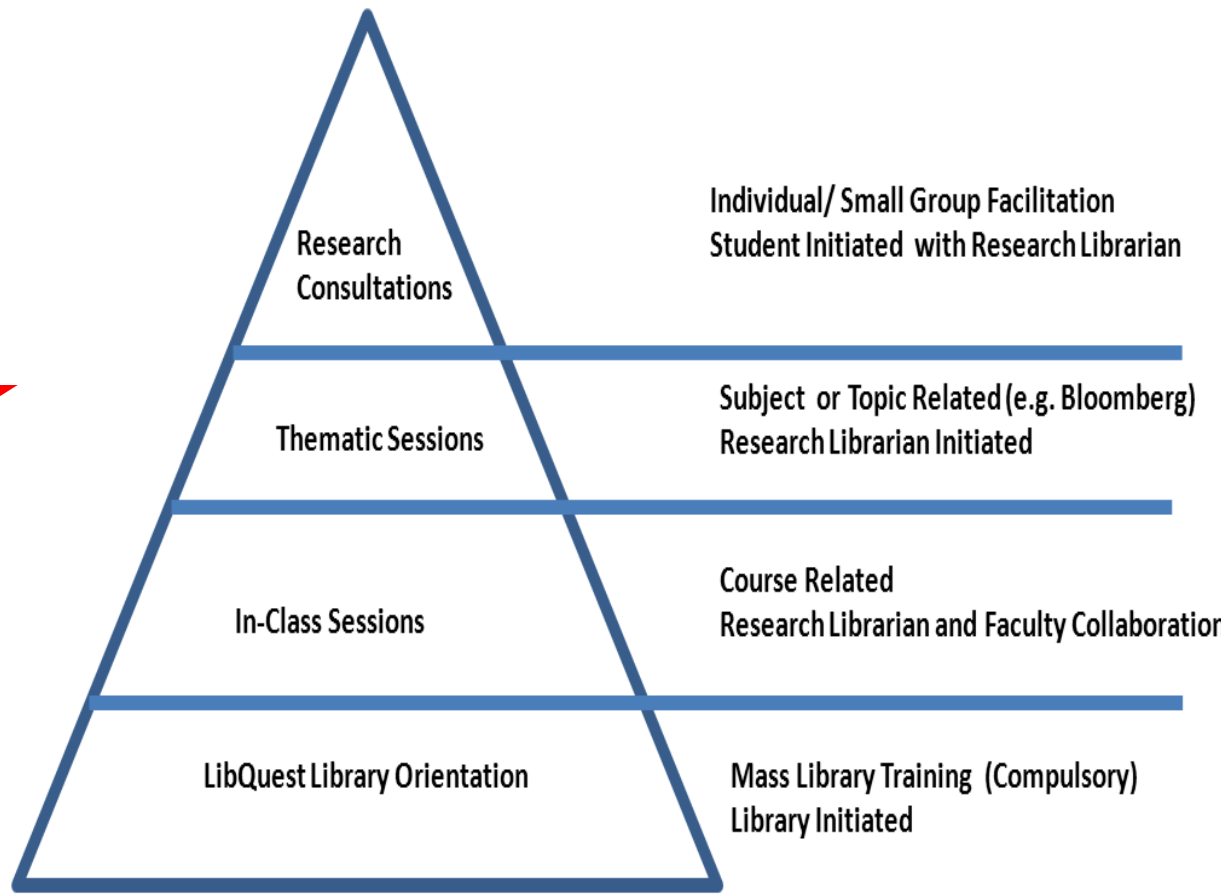
- The Research Librarians function as liaisons with their respective Schools, Research Institutes, Centres, Labs & Initiatives (RICLIs) and Administrative Departments.
- The Research Librarians work closely with other functional teams [*e.g. Information Access and Resources, Scholarly Communication, Library Technology and Innovation, Course Support Services, Circulation & Customer Services*] within the library, to develop and deliver products and services via a continuum of seamless user experience to SMU's stakeholders [*faculty, admin departments, under- and postgraduates, alumni*].

Functions



Role: Learning

Learning



**Learning RoadMap: Matriculation [LibQuest] ▶ In-Class Sessions [Customised] ▶
Research Guide [Knowledge Portal] ▶ Research Consultations [Small/Individual Groups]**

Timely

Week	Programs/Activities	Approaches/Tools
15	Exams	Self-Directed Learning Using Research Guides Blended Learning
12-14	Research Consultations	
9-11	Thematic Training Research Consultations	
8 Recess	Thematic Training Research Consultations	
1-7	In Class Training Academic Writing Research Consultations	
0	Library Orientation	Pre-Survey

In Class Instruction

Course Code	Name
ECON118	Economic Development in Asia
ECON235	International Macroeconomics
ECON 103	International Economics A
ECON 230	Urban Economics and Real Estate
ECON 239	Human Capital and Economics of Education
IS101	Seminar on IS Management
LAW	Legal Research & Writing Curriculum
WRIT001	Academic Writing
OBHR101	Management of People at Work
OBHR001	Leadership and Team Building
SSRM001	Research Methods in Social Sciences

Course Code	Name
MGMT003	Business, Government & Society
MGMT002	Technology and World Change
MGMT205	International Business
MGMT215	Work and Family
MKTG102	Consumer Behaviour
MKTG103	Marketing Research
POSC003	Intro to Politics & Policy Studies
POSC213	Politics of South East Asia
PSYC001	Introduction to Psychology
FNCE102	Financial Instruments, Institutions and Markets
FNCE312	Behavioural Finance

Pause.Rewind.Play

“Whether librarians teach outside the library or not, we need to learn to teach. We should know about learning theories, including multiple intelligences, and how to construct a class so that we reach learners of all abilities... Too many of us focus on what we think is important and not on what students need. We cram too much information into 50- or 80-minute sessions and don't allow time for students to reflect and retain the information.” (Partello, 2005:115)

Partello, Peggie. (2005). Librarians in the classroom. *Reference Librarian*, 43 (89/90). Retrieved 15 May 2014 from doi: 10.1300/J120v43n89 08

Curiosity Piqued

Hufford, J. R. (2013). A review of the literature on assessment in academic and research libraries, 2005 to August 2011. *portal: Libraries and the Academy*, 13(1), 5-35. Retrieved 15 May 2014 from doi:
<http://dx.doi.org/10.1353/pla.2013.0005>

Oakleaf, Megan. (2011). Are they learning? Are we? Learning outcomes and the academic library. *The Library Quarterly*, 81 (1). Retrieved May 15 2014 from
<http://meganoakleaf.info/aretheylearningoakleaf.pdf>

Oakleaf, Megan. (2010). *The value of academic libraries: A comprehensive research review and report*. Chicago: Association of College and Research Libraries, ALA. Retrieved 15 May 2014 from
http://www.ala.org/ala/mgrps/divs/acrl/issues/value/val_report.pdf

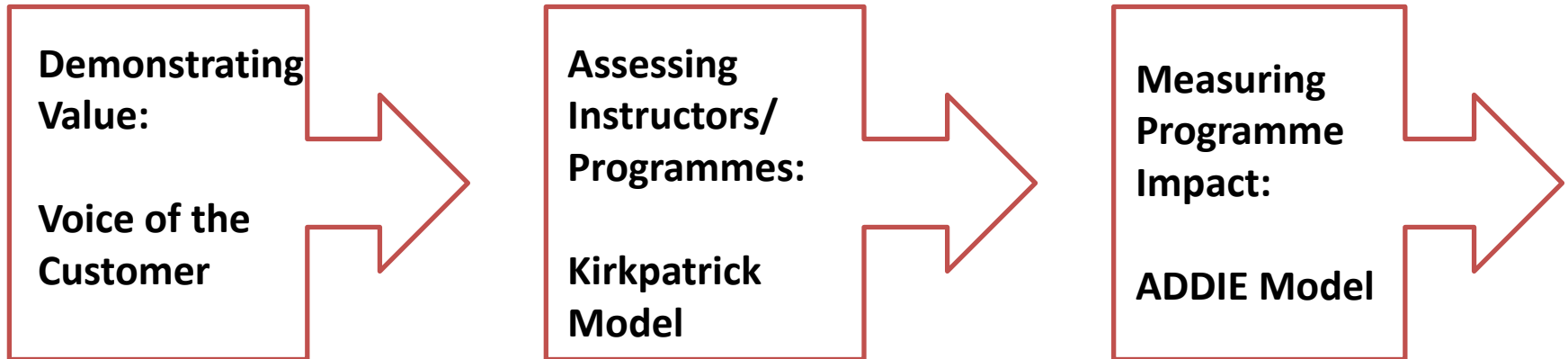
Oakleaf, Megan. (2009). The information literacy instruction assessment cycle: A guide for increasing student learning and improving librarian instructional skills. *Journal of Documentation*, 65 (4). Retrieved 15 May 2014 from <http://meganoakleaf.info/ilic.pdf>

Oakleaf, Megan. (2009). Writing information literacy assessment plans: A guide to best practice. *Communications in Information Literacy*, 3(2). Retrieved 14 May 2014 from
<http://surface.syr.edu/cgi/viewcontent.cgi?article=1003&context=istpub>

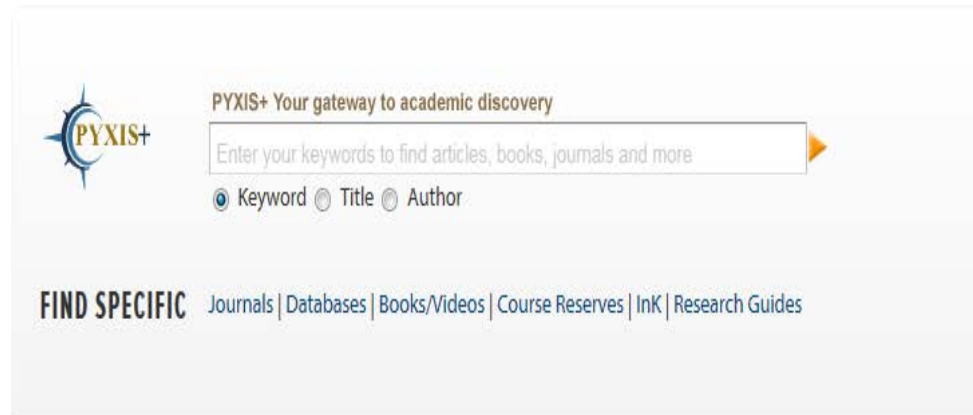
Journeying into Assessment

- Conversations with University Librarian
- 2008 > Informal Methods
- 2012: SMU-wide initiative: business improvement and culture of excellence > Office of Business Improvement (OBI) > Lean Six Sigma
- Library's Culture of Assessment > Measurement, Value and Impact
- 2013 > Position paper > UG Curriculum Review Committee > Raise Awareness > Need for IL in the curriculum.
- 2014 > Library's IL Assessment Taskforce set up
 - The objective of the pilot task force is to design, develop and implement assessment approaches, tools and skills for Research Librarians or anyone interested in Information Literacy in SMU Library.
- Worked with SMU's Centre for Teaching Excellence to equip staff with skills needed to undertake IL assessment
- Conversations with key stakeholders

Grounding Approaches to Frameworks



Approaches > Framework: Example



PYXIS+ Your gateway to academic discovery

Enter your keywords to find articles, books, journals and more

Keyword Title Author

FIND SPECIFIC Journals | Databases | Books/Videos | Course Reserves | InK | Research Guides

- LIBRARY FAQ
- MY LIBRARY ACCOUNT
- ORAL HISTORY
- NEW ARRIVALS
- REQUEST ITEM

Demonstrating Value:

Voice of the Customer



Welcome to the Library

"Come freely. Go safely; and leave something of the happiness you bring."

Guess the author!

1 2 3 4 5

Opening Hours

Mon-Fri 8:00 AM – 12:00 AM
 Sat 10:00 AM – 9:00 PM
 Sun 1:00 PM – 9:00 PM

Service Hours



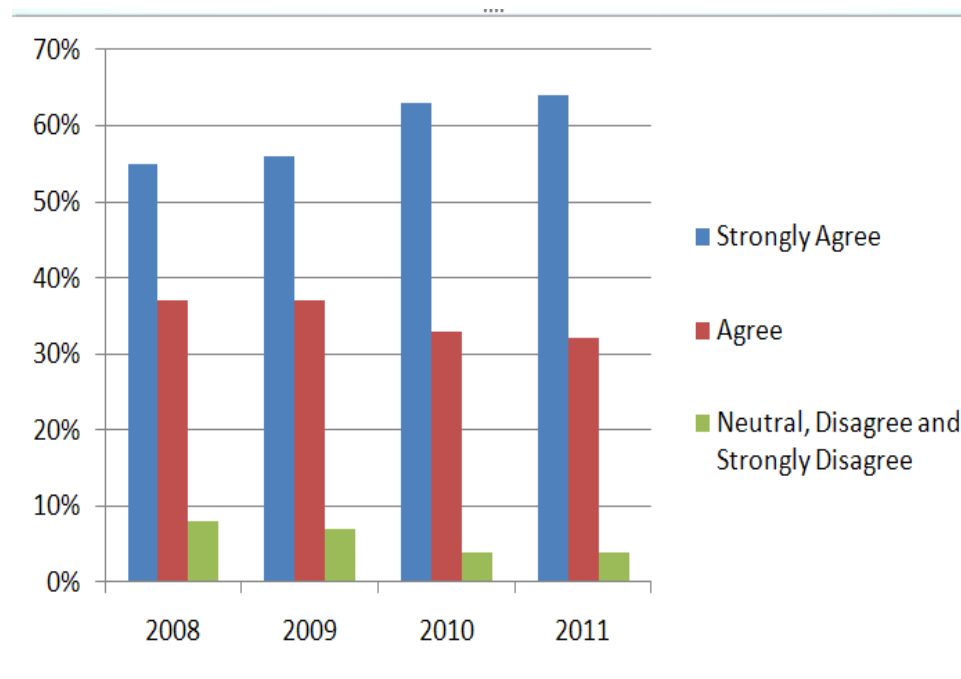
Student Says

“ Love the new Library! Thank you for all the hard work in giving us a great

Approaches > Framework: Example

**Assessing
Instructor/
Programmes:**

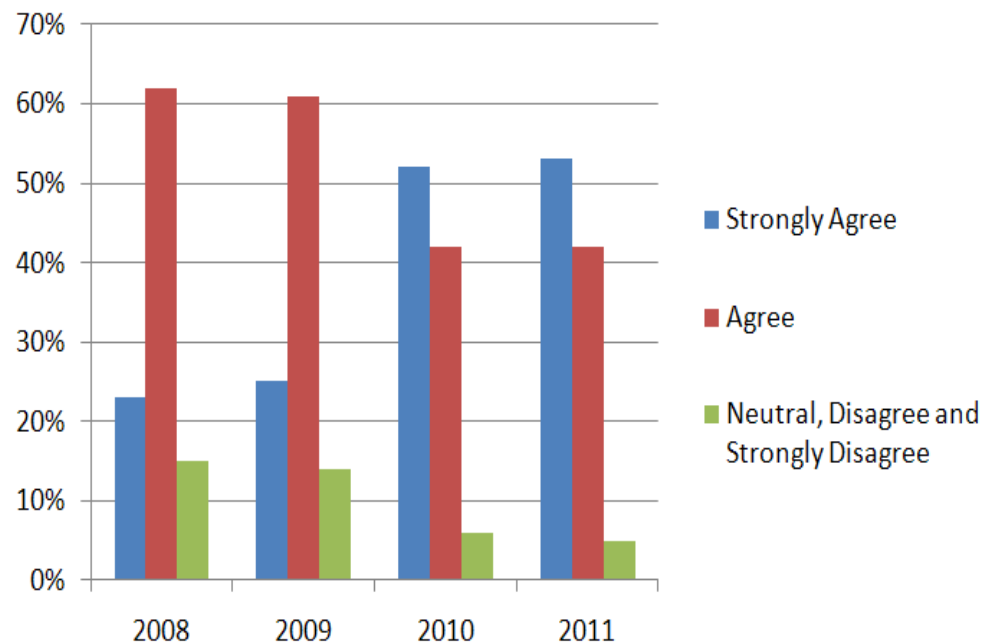
**Kirkpatrick
Model**



Feedback for Trainer Preparedness

Assessing
Instructor/
Programmes:

Kirkpatrick
Model



Feedback for Delivery of Content

Comment/ Feedback	Identifying Themes/ Topics for Intervention
It packed slightly too much information	Content
Maybe can provide a printed step by step instruction	Learning Materials
It was a little dry	Delivery Techniques
There is not enough time to brainstorm or think of ideas. It would be more useful if we can do it before lesson and bring our <u>mindmap</u> to class	Time Management
It's not necessary to attend the session, since all information is covered in the research guides	Managing Expectations
The class was distracted and unfocused	Classroom Management
The <u>boolean</u> method is overly emphasized	Content
There were videos to enhance though provoking ideas about the topic of research the trainer was engaging and helpful	Use of Media
It would have been better if the instructors provided handouts on what to type in the fields when searching for an article in the database	Learning Materials
Interesting and fun delivery	Positive Delivery Techniques

Approaches > Framework: Example

Measuring
Programme
Impact:

ADDIE Model

What	How
A nalysis	Identifying Skill Gaps
D esign	Working with Faculty: Curriculum and Course Design
D evelopment	Creating Instructional Materials; Developing Instructional Strategies
I mplementation	Teaching Instructional Classes
E valuation	Formative & Summative; Measuring Impact

Approaches>Framework: Example

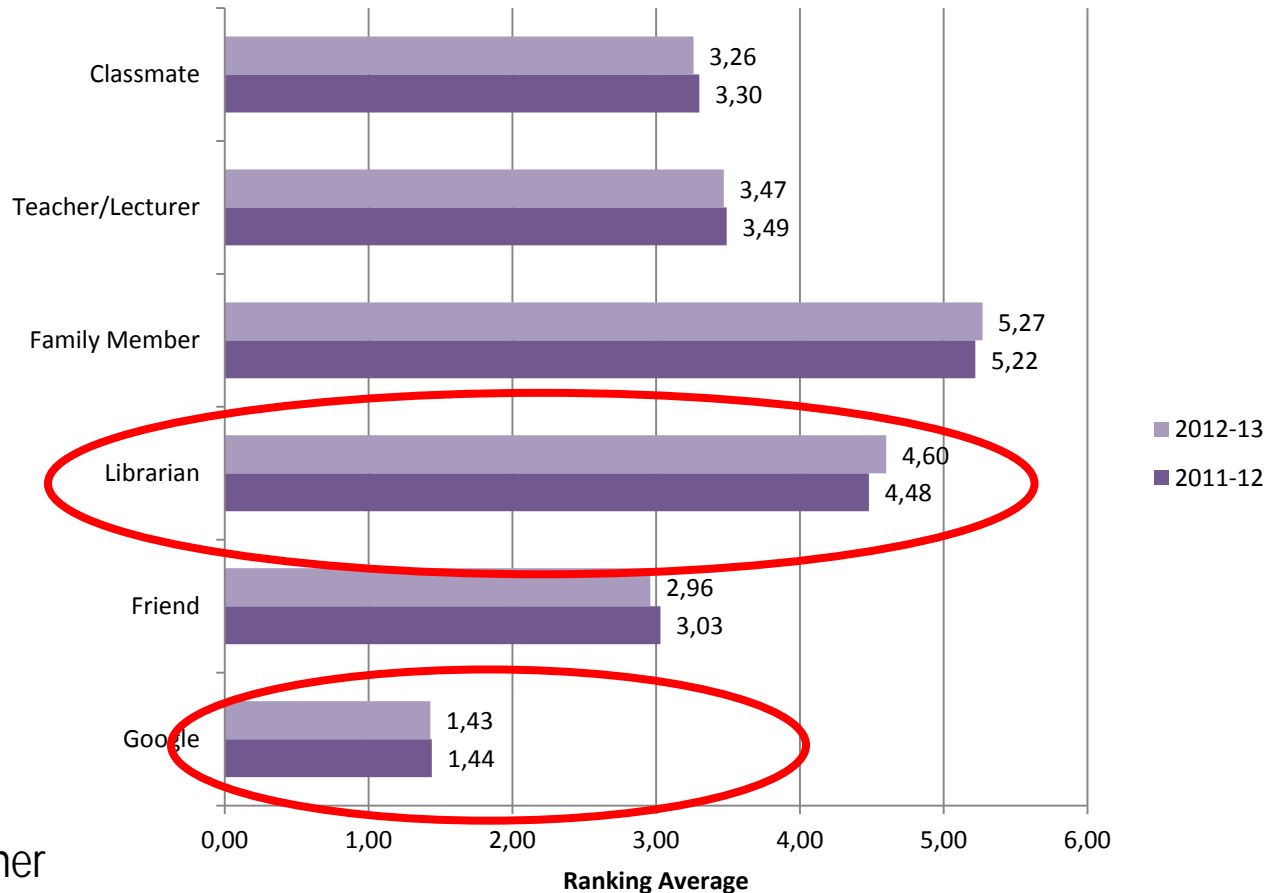
- Analysis: How much do they already know?
- Majority of new students coming to SMU are from Junior Colleges but a small increase in the number of students coming from polytechnics (16%[1] to 18%[2])
- 99% had libraries; public library was alternative
- Average use was 2-3 times a week but after coming to SMU those who indicated rarely (17.3% [1]; 18.9%[2]) used it more daily (22.5%[1]; 22.9%[2])
- Average 77% did not have any training in the use of the library

Note: [1] cohort 2011/12; [2] cohort 2012/2013

Asking for Help?

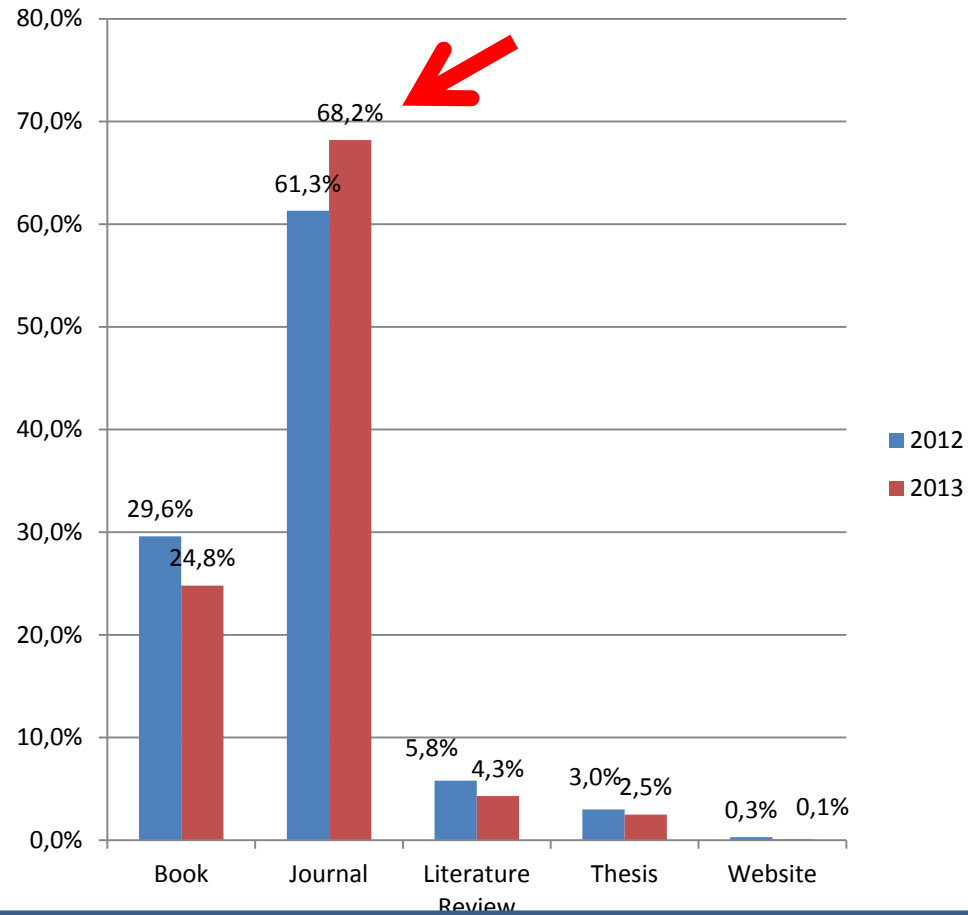
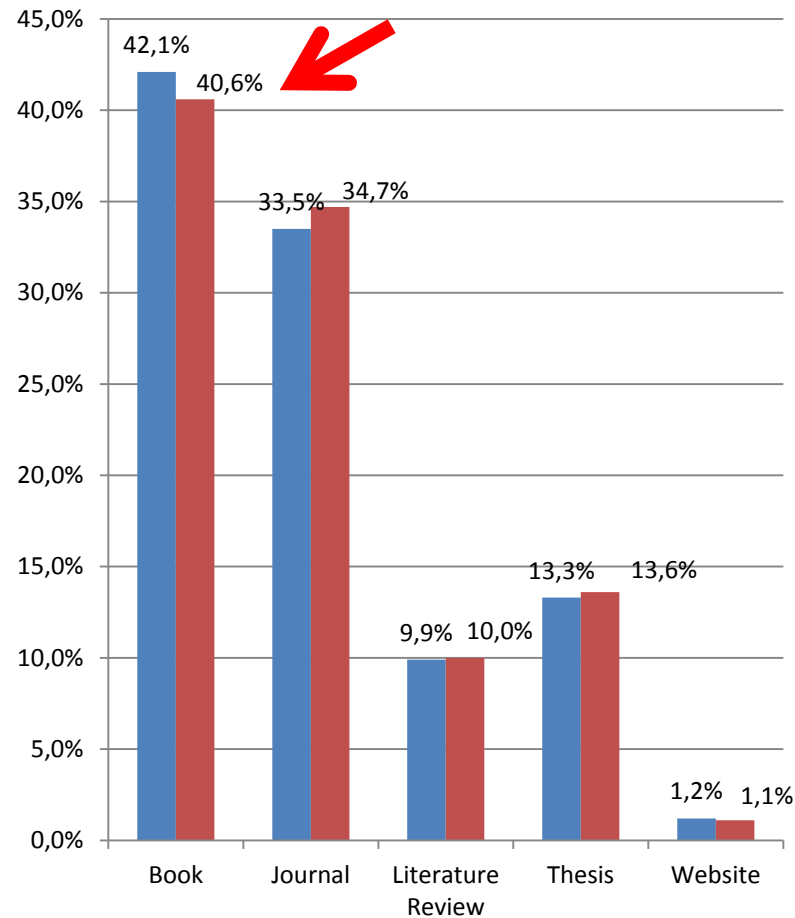
[Ranking: 1 - first source; 6 - last source]

- Ranking in Pre-Survey
- 1st Google
- 2nd Friend
- 3rd Classmate
- 4th Teacher/Lecturer
- 5th Family Member
- 6th Librarian



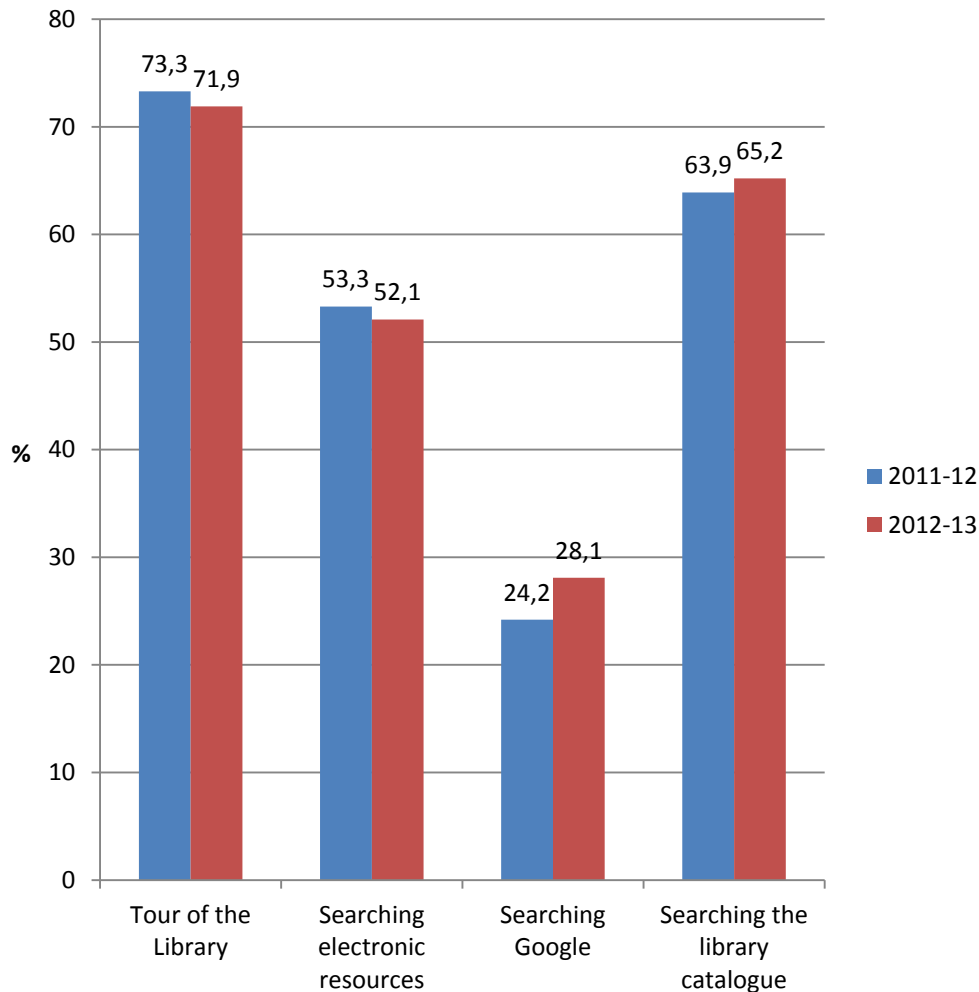
Post Survey: Librarian Ranked higher
 Students understand the role of librarian
 Student Engagement and In Class and other Outreach Methods works
 The librarian is also found to be approachable. But Google is still their best friend perhaps because of convenience

Can they know the Difference?



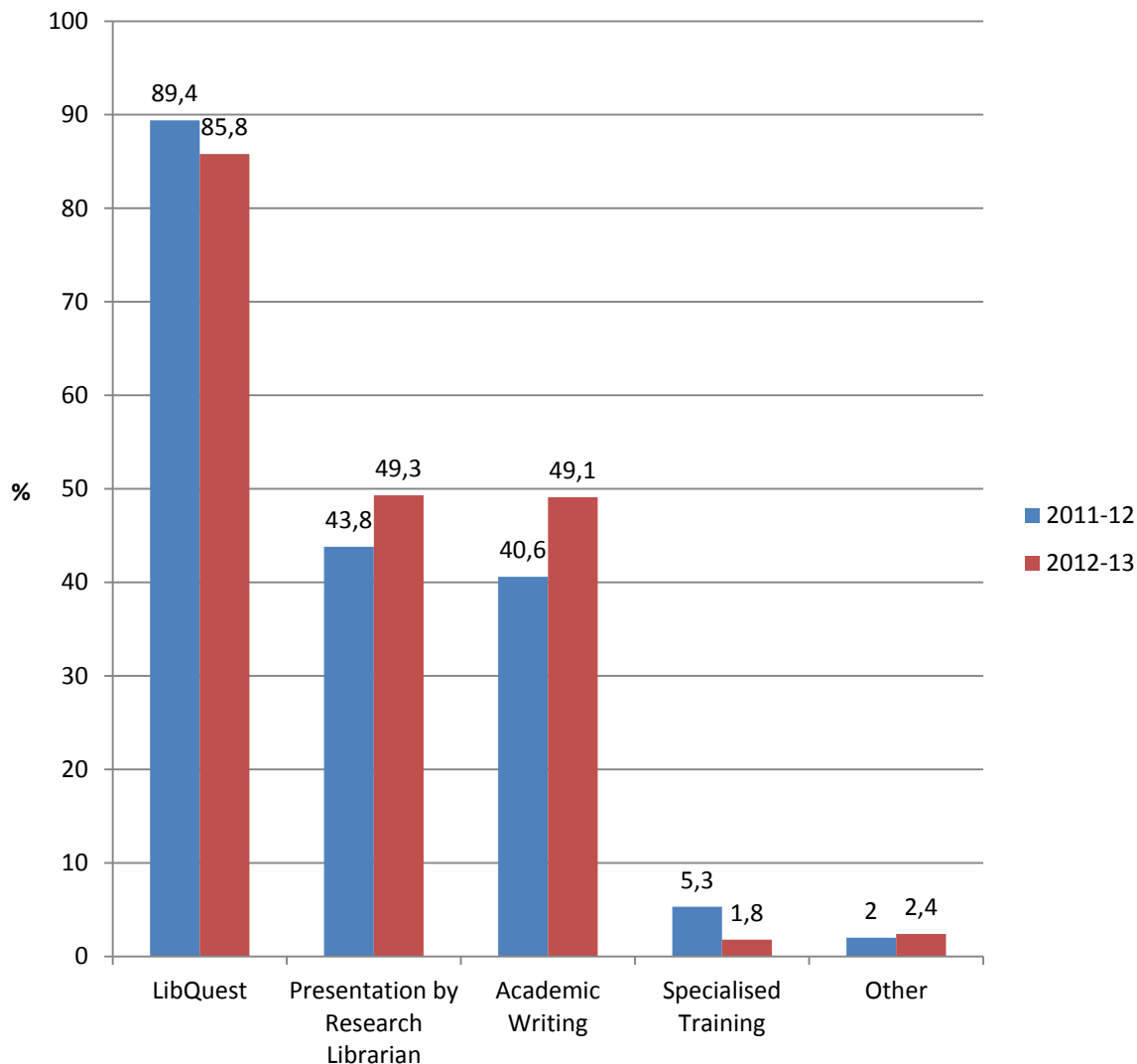
Some students still don't get it but most can differentiate! But before coming to SMU a significant number got it right. Perhaps JCs require students to refer to Journal Articles for the General Paper?
How we can help: Include examples in In class sessions

Before Arriving at SMU



- Schools are offering some form of training
- Traditional areas
- Students coming to SMU have some form of user education
- School libraries recognise that students use Google and hence teach students how to search it.




After Completing a Term



- LibQuest (intake approx. 1,900) during matriculation ranked highest (89.4%; 85.8%)
- Increase in the number of In class presentations (43.8%; 49.3%)
- Academic Writing (approx. 1,500 students)

Approaches > Framework: Example

LIB001 - Library Research Skills 2014-15

-  Overview
-  Bookmarks
-  Upcoming Events




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≡ Learning Activity 2	2
≡ Learning Activity 3	4

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 Import/Export  Bulk Edit

≡ **Learning Activity 1**

≡ **Learning Activity 2**

≡ **Learning Activity 3**

Add a module...

The Desk ▾

Before you embark on your quest journey, here's some advice for you: this is the desk. Return here and use the resources listed below if you need help!



Complete the Quest ▾

Your mission, should you choose to accept it...

You and your friend are locked in this new and unfamiliar space full of books, computers and comfy chairs. You need to find a way out. Your journey will take some interesting twists and turns! If you're ready... Get out of my office and start your quest! **Good luck!**



Approaches>Framework:Case Study

- School of Information Systems, Information Systems Management 101 Course: focus challenges of managing integration of business and technology
- Collaborated with Research Librarian to customize a course, LIB101: How to Research Information Systems
- Covers: Basic research methods, the library collections, and advanced search skills in both multidisciplinary areas and subject areas

Alignment > LOs

Eight Learning Outcomes

The eight learning outcomes for the BSc (IS Management) programme are as follows:

▶ **1. INTEGRATION OF BUSINESS AND TECHNOLOGY IN A SECTOR CONTEXT**

▶ **2. IT ARCHITECTURE, DESIGN AND DEVELOPMENT SKILLS**

▶ **3. PROJECT MANAGEMENT SKILLS**

▶ **4. LEARNING-TO-LEARN SKILLS**

▶ **5. COLLABORATION (OR TEAM) SKILLS**

▶ **6. CHANGE MANAGEMENT SKILLS FOR ENTERPRISE SYSTEMS**

▶ **7. SKILLS FOR WORKING ACROSS COUNTRIES, CULTURES AND BORDERS**

▶ **8. COMMUNICATION SKILLS**

▼ **4. LEARNING-TO-LEARN SKILLS**

4.1. Search skills

Ability to:

1. Search for information efficiently and effectively

4.2. Learning Methodology skills

Ability to:

1. Develop learning heuristics in order to acquire new knowledge skills (focus on HOW to learn versus WHAT to learn)
2. Abide by appropriate, legal, professional and ethical practices for using and citing the intellectual property of others

Approaches > Framework

Information Systems Research Navigator

Tags: [information management](#), [information systems](#), [information technology](#), [it](#)

Research guide to resources for Information Systems

Last Updated: Aug 3, 2014

URL: <http://researchguides.smu.edu.sg/infosystems>

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New Arrivals

- [Going beyond Google again : strategies for using and teaching the Invisible Web / Jane Devine and Francine Egger-Sider.](#)
- [How not to be wrong : the power of mathematical thinking / Jordan Ellenberg.](#)
- [Just enough software architecture : a risk-driven approach / George Fairbanks ; \[foreword by David Garlan\].](#)

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Welcome to Information Systems Research Navigator



This research navigator leads you to a variety range of general resources on information systems including subscribed databases, e-Journals, and print books available only to the SMU community, as well as publicly available websites. More specific research guides in strategically selected reasearch areas of School of Information Systems are available.

This research guide is created and maintained by Wei XIA.

Information Systems Research Guides

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Approaches > Framework

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Begins August 4
- Add a module...

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Expand All | Collapse All

How to Research Information Systems

Starts Aug 4, 2014 12:00 PM

- New
- Add Existing Activities

- Information Systems Research Navigator ✓
- Training for Undergraduates - IS101 - 2014 - Slides ✓
- Information System Research activity sheet 2014 - Answer ✓
- How to Research Information Systems Quiz ✓

Starts Aug 25, 2014 7:00 PM Ends Oct 30, 2014 12:00 AM

Assessment

“Assessments have been recognized as methods used to understand how learning outcomes and expectations have been achieved. Assessments play important role in the learning program to evaluate students’ understanding and application of the research skills and provide evidence and opportunities to improve teaching and learning activities in the future”

Xia Wei, Research Librarian, School of Information Systems

Assessment

- LIB1010 Assessments comprised: pre-class quiz, post-class quiz and post-class survey
- Pre-class quiz designed to understand and test students' knowledge of library related information, which also helped to evaluate the learning outcomes of library matriculation programme all new students had to attend. Also used to gauge student's level of understanding of research which could be addressed or further explained in LIB101 classes.
- Post-class quiz posted on e-Learn. 5 multiple choice questions based on LIB101 content: research methods, search skills, knowledge of subject databases to understanding subject resources. Graded and recorded in e-learn.
- End of training survey to collect both qualitative and quantitative feedback about LIB101

Parting Thoughts

- Communicating [the value of the Library]
- Connecting [with stakeholders: faculty and students]
- Creating [information products]
- Collecting [data as evidence]
- Conversations [about curriculum, content and assessment]

Thank You
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