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

Promotion, Marketing & Outreach

Learning

Research Librarians

Information

Research

Collection
Role: Learning

<table>
<thead>
<tr>
<th>Week</th>
<th>Programs/Activities</th>
<th>Approaches/Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>Exams</td>
<td></td>
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<tr>
<td>12-14</td>
<td>Research Consultations</td>
<td>Self-Directed Learning</td>
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<td>Using Research Guides</td>
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<td>9-11</td>
<td>Thematic Training Research Consultations</td>
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<tr>
<td>8</td>
<td>Recess</td>
<td>Blended Learning</td>
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<tr>
<td>1-7</td>
<td>In Class Training Research Consultations</td>
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<td>0</td>
<td>Library Orientation</td>
<td>Pre-Survey</td>
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<tr>
<td>Course Code</td>
<td>Name</td>
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<tr>
<td>ECON118</td>
<td>Economic Development in Asia</td>
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<tr>
<td>ECON235</td>
<td>International Macroeconomics</td>
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<tr>
<td>ECON 103</td>
<td>International Economics A</td>
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<td>Urban Economics and Real Estate</td>
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<td>ECON 239</td>
<td>Human Capital and Economics of Education</td>
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<tr>
<td>IS101</td>
<td>Seminar on IS Management</td>
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<td>LAW</td>
<td>Legal Research &amp; Writing Curriculum</td>
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<td>Academic Writing</td>
<td></td>
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<td>OBHR101</td>
<td>Management of People at Work</td>
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<tr>
<td>OBHR001</td>
<td>Leadership and Team Building</td>
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<td>SSRM001</td>
<td>Research Methods in Social Sciences</td>
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<tr>
<td>MGMT003</td>
<td>Business, Government &amp; Society</td>
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<td>MGMT215</td>
<td>Work and Family</td>
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<tr>
<td>MKTG102</td>
<td>Consumer Behaviour</td>
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<tr>
<td>MKTG103</td>
<td>Marketing Research</td>
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<tr>
<td>POSC003</td>
<td>Intro to Politics &amp; Policy Studies</td>
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<td>POSC213</td>
<td>Politics of South East Asia</td>
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<tr>
<td>PSYC001</td>
<td>Introduction to Psychology</td>
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<td>FNCE102</td>
<td>Financial Instruments, Institutions and Markets</td>
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<tr>
<td>FNCE312</td>
<td>Behavioural Finance</td>
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“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)

Curiosity Piqued


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

- Demonstrating Value: Voice of the Customer
- Assessing Instructors/Programmes: Kirkpatrick Model
- Measuring Programme Impact: ADDIE Model
Demonstrating Value:

Voice of the Customer
Approaches\>Framework: Example

Assessing Instructor/Programmes:
Kirkpatrick Model

Feedback for Trainer Preparedness
### Feedback for Delivery of Content

#### Kirkpatrick Model

**Assessing Instructor/Programmes:**

<table>
<thead>
<tr>
<th>Comment/Feedback</th>
<th>Identifying Themes/Topics for Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>It packed slightly too much information</td>
<td>Content</td>
</tr>
<tr>
<td>Maybe can provide a printed step by step instruction</td>
<td>Learning Materials</td>
</tr>
<tr>
<td>It was a little dry</td>
<td>Delivery Techniques</td>
</tr>
<tr>
<td>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 mindmap to class</td>
<td>Time Management</td>
</tr>
<tr>
<td>It's not necessary to attend the session, since all information is covered in the research guides</td>
<td>Managing Expectations</td>
</tr>
<tr>
<td>The class was distracted and unfocused</td>
<td>Classroom Management</td>
</tr>
<tr>
<td>The boolean method is overly emphasized</td>
<td>Content</td>
</tr>
<tr>
<td>There were videos to enhance though provoking ideas about the topic of research the trainer was engaging and helpful</td>
<td>Use of Media</td>
</tr>
<tr>
<td>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</td>
<td>Learning Materials</td>
</tr>
<tr>
<td>Interesting and fun delivery</td>
<td>Positive Delivery Techniques</td>
</tr>
</tbody>
</table>

![Graph showing feedback data from 2008 to 2011](image)
## Approaches>Framework: Example

<table>
<thead>
<tr>
<th>What</th>
<th>How</th>
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<tbody>
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<td>Analysis</td>
<td>Identifying Skill Gaps</td>
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<tr>
<td>Design</td>
<td>Working with Faculty: Curriculum and Course Design</td>
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<td>Development</td>
<td>Creating Instructional Materials; Developing Instructional Strategies</td>
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<td>Implementation</td>
<td>Teaching Instructional Classes</td>
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<tr>
<td>Evaluation</td>
<td>Formative &amp; Summative; Measuring Impact</td>
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</tbody>
</table>
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

Asking for Help?

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

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

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

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, so 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

Welcome to Information Systems Research Navigator

This research navigator leads you to a variety 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 research areas of School of Information Systems are available.

This research guide is created and maintained by Wei XIA.

Information Systems Research Guides

Please make a selection...

View more results...

Your Librarian: Wei XIA

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How to Research Information Systems

- Starts Aug 4, 2014 12:00 PM

- 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
“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
• 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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