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## The Library Rally

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# The Library Rally

Gather course instructor feedback for one-shot library sessions taught using an active and collaborative learning model.

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## NUTRITION INFORMATION

Course instructors are a teaching librarian's closest partners. This assessment focuses on gathering their responses to the most critical questions anonymously and offers the opportunity to include additional written feedback. If you're not doing any assessment presently, this might be a good method to get responses in a quantifiable format, and it creates a medium for fellow educators to offer suggestions for improvement.

## DIETARY STANDARDS

*ACRL Standards for Libraries in Higher Education* (2011) Principle 1, Indicator 1.2; Principle 2, Indicator 2.4; Principle 3, Indicators 3.1, 3.2, 3.3, 3.4; Principle 4, Indicators 4.1, 4.3; Principle 5, Indicator 5.3

*ACRL Framework for Information Literacy for Higher Education* (2016) Frames: Authority is Constructed and Contextual; Information Has Value; Research as Inquiry; and Searching as Strategic Exploration

## COOKING TIME

The assessment is designed so that it should only take 1 or 2 minutes to complete. The survey has routinely been distributed via email at the end of the academic semester.

## COOKING TECHNIQUE

The Qualtrics survey tool is used to conduct this assessment, but other methods and tools should work, too. A four-part questionnaire is distributed to the course instructors. The questions in the Sample Survey are both formative (measuring perceived values about the library instruction program) and summative (measuring perceived values about student learning).

## INGREDIENTS

If you plan to distribute the assessment via email, keeping a file containing those addresses is key.

See the Sample Email below for a request for participation.

## PREPARATION

IRB approval may be necessary; it was in the case of this trial.

## THE ASSESSMENT

After the requested research instruction sessions have been taught, distribute the survey link via email. If you are sending one email to all course instructors, you may choose to request that an individual associated with the relevant academic department send the email on your

behalf; this way, participants may be more comfortable offering honest feedback.

Waiting until the end of the semester allows the instructors to deliberate on the cumulative effects of research instruction over the course of the semester, but has the disadvantage that instructors may feel less compelled to participate since the email invitation arrives at one of their busiest times.

The Qualtrics tool has a variety of affordances that do the response analysis for you. The "Reports" feature includes the capacity to quickly generate summaries of responses with customizable visualizations (no training in statistics is necessary!). Be advised that you may continue to distribute the same survey each semester in order to gather results longitudinally.

## ALLERGY WARNINGS

Although participation is anonymous, if the invitation is sent via the library or teaching librarian, participation in the assessment may be more prone to reflect response biases. It is for this reason that asking non-library, academic departments to distribute the invitations may benefit the quality of results.

## CHEF'S NOTE

This assessment developed because many

of the questions in former library instruction surveys were tied to assessing the outcomes and quality of lectures. Also, low response rates might have been attributable to a much more numerous set of questions. The promise of a short survey seems to attract a high response rate (in the range of 30 percent). The option to leave verbal feedback typically yields responses from about half of respondents.

Questions are tied to the broadest goals of the session. The literature of one-shots confirms that most students will forget the details. For that reason, the learning goals which this assessment strives to measure are not focused on details. Instead, they measure the instructor's sense of student engagement during activities and their perceptions of whether the session was successful for heightening awareness of research assistance services and credible resource selection.

### SAMPLE EMAIL

*One Minute for Library Instruction Feedback, Please*

*Dear Educator,*

*You are invited to participate in the Library Rally Assessment. The purpose of this study is to evaluate your perception of delivered library instruction methods. You were selected because your class participated in library instruction this semester.*

*If you decide to participate, please complete the following survey. Your completion of this survey indicates your consent to participate in this research study. It will take about one minute. No benefits accrue to you for answering the survey, but your responses will be used to evaluate and improve library instruction sessions. Any discomfort or inconvenience to you is not expected to be any greater than anything you encounter in everyday life. Data will be collected using the Internet; no guarantees can be made regarding the interception of data sent via the Internet by any third party. Confidentiality will be maintained to the degree permitted by the technology used. Your anonymous survey link is:*

*<http://uark.qualtrics.com/>*

### SAMPLE SURVEY

#### Survey questions

1. After participating in library instruction, I feel that my students are now more informed about their options for assistance from the library when they encounter a research problem or question.  
☐ Agree ☐ Neutral ☐ Disagree ☐ N/A
2. I feel that my students are better prepared to choose credible information resources after having participated in library instruction.  
☐ Agree ☐ Neutral ☐ Disagree ☐ N/A
3. Will you schedule library instruction again?  
☐ Yes ☐ No
4. The "Library Rally," a problem-based, active learning approach to introducing library resources, was tested this semester. As part of an activity, students were encouraged to compete in pairs to explore a few research challenges. Please address the following question:  
  
 I feel that most students were engaged while participating in the Library Rally and, at a minimum, learned that academic research is challenging.  
☐ Agree ☐ Neutral ☐ Disagree ☐ N/A
5. (Optional) Anything else you would like to add?