

Teaching Best Practices for Librarians: Appendices

Approved by Bloomington Library Faculty Council, December 12, 2012, Amended May 2018

Appendix A: Examples of Student Evaluation

The following list offers guidance on the variety of student evaluation strategies, and range from easy-to-implement (e.g., satisfaction surveys) to more involved (e.g., focus groups). Each teaching situation is different, so it is important to consult with appropriate partners in the designing and planning of evaluation. These partners may include the Libraries' Department of Teaching and Learning, the Center for Innovative Teaching and Learning, or other relevant groups or individuals.

1. **Tests and surveys** can be used before and/or after a teaching and learning event to measure differences in student abilities and comprehension. These are easier to design and distribute, but not always as meaningful as other tools.
2. **Classroom Assessment Techniques (CATS)** are formative evaluation methods that serve two purposes. They can help you to assess the degree to which your students understand the course content and they can provide you with information about the effectiveness of your teaching methods. Most are designed to be quick and easy to use and each CAT provides different kinds of information.

Sample Student Evaluation Survey

Please indicate your level of agreement with the following statements about your library instruction session:

The instruction session will help me with my assignment or coursework.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

The information presented was relevant to my assignment or coursework.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

The instruction was a good use of my class time.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

The librarian's presentation was effective

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

Please indicate your level of agreement with the following statements about the material presented in your library instruction session:

The material presented was too difficult.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

The material presented was too confusing.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

I feel I understood the material well.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

Too much material was presented.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

The material presented was new to me.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

How much do you think you learned in the session?

- Nothing
- A Little
- Some
- A Lot

What was the most important thing you learned in the session?

Do you have other comments or suggestions about the session?

Appendix B: Examples of Instructor Evaluation

Formal assessment by course instructors may take one or more of the following forms:

- A questionnaire sent to the course instructor immediately after a library instruction session
- A questionnaire sent to the course instructor later in the semester (especially recommended if the librarian's involvement in the course was extensive)
- A brief formal letter from the instructor describing the librarian's contribution to the course
- A formal evaluation from another faculty member (usually not the course instructor) of the librarian's teaching, using the Libraries' "Peer review of Teaching" (see Appendix C)

Since course content and learning objectives vary, librarians need not use a standardized questionnaire. They are encouraged to develop their own discipline- or course specific-questionnaires. Questionnaires should, however, all cover these basic points:

- relevance and usefulness of the library instruction for the class assignment(s)/objectives
- presentation skills of the librarian
- suggestions for improvement

Sample Instructor Evaluation Survey

Overall, how would you rate the quality of this instruction session?

- Exceeded expectations
- Met expectations
- Did not meet expectations

Please indicate your level of agreement with the following statements about your library instruction session:

The instruction session contributed to the learning objectives of the course [or the course assignment]

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

The librarian's presentation/instructional approach was effective

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

The Instruction session was a good use of course time

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

How much of the content was directly relevant to the course learning objectives or assignment?

- All

- Most of it
- Some
- Very little

What was the most skill or concept for the students to take away from the instruction session?

How could this instruction session be improved?

Appendix C: Example Peer Review Instrument

The following procedures may be followed by the librarian who initiates the process.

1. Choose a colleague, from either the teaching or library faculty.
2. When the librarian instructor decides which session a colleague is to observe, they should schedule the pre-observation appointment, the instruction session, and the post-observation appointment. The Pre-Observation Worksheet should be used during the initial appointment. The instructor librarian should provide the colleague with a copy of the Observation Worksheet at the initial appointment. The observer will fill in the worksheet during the observation and may add details at a later time. The post-observation appointment should occur within one week of the class.
3. After the post-observation meeting, the librarian instructor may wish to, in conjunction with their supervisor and/or Head of Teaching and Learning, set a goal of changing or enhancing their instruction delivery over the coming year.
4. After completion of the process, the librarian instructor should maintain the information for their annual review.

Peer review observation worksheet

[Adapted from the University of Kansas Libraries' *Peer Review at KU Libraries*.]

Librarian Observed _____
Date of Observation _____ Course Observed _____

Classroom Teaching Observation

Directions: Below is a list of instructor behaviors that may occur within a given class session. Please use it as a guide to making observations, not as a list of required characteristics. This worksheet is used for making improvements to instruction. Respond to each observation:

CONTENT/ORGANIZATION

- Introduction captured attention
- Presented overview of the session
- Made clear statement of the purpose of session
- Presented topics with a logical sequence

Actions/ behaviors you 'liked' or found effective

Things you found ineffective or would suggest presenter work to change

INTERACTION

- Encouraged student questions
- Gave satisfactory answers to student questions
- Responded to issues raised during the lecture

- Asked questions to monitor student progress
- Maintained student attention
- Responded to nonverbal cues of confusion, boredom and curiosity
- Good rapport with students

Actions/ behaviors you 'liked' or found effective

Things you found ineffective or would suggest presenter work to change

PRESENTATION

- Language was understandable
- Absence of verbalized pauses (“er”, “ah”, etc.)
- Instructor spoke extemporaneously
- Projected voice
- Effective body movement and gestures
- Eye contact with students
- Confident and enthusiastic
- Paced lesson appropriately
- Defined unfamiliar terms and concepts
- Explained ideas with clarity

Actions/ behaviors you 'liked' or found effective

Things you found ineffective or would suggest presenter work to change

INSTRUCTIONAL MATERIALS (if applicable)

- Handouts have clear content and are well-organized
- Visual aids can be easily read
- Computerized instruction effective

Actions/ behaviors you 'liked' or found effective

Things you found ineffective or would suggest presenter work to change

What were the instructor’s major strengths, as demonstrated in this observation?

What suggestions do you have for improving upon this instructor’s skills?

Post Observation talking points:

- Share perceptions of how well the goals and learning outcomes were met.
- What went well? What didn’t go as well?
- Identify successes and what might be changed or done differently next time.

- Did the presenter's style match the format? And, was the format was a good choice for the type of content or activity of the session? i.e. "Was a hands-on training the best way to teach this audience about citations?"
- What each of you learned about your own teaching?
- Discuss any new issues that arose during the session.

Date of Conference _____ Observer Signature _____

Appendix D: Examples of Self-Evaluation Instruments

Teaching Philosophy Statement

As a beginning teaching librarian, it can be helpful to develop a teaching philosophy statement and to revisit it over time, as you gain more experience with instruction. A statement of teaching philosophy describes your practical approach to teaching and the principles that inform it. Length can be variable. Some statements are a single sentence, others are several paragraphs. In writing your statement, consider the following:

- What informs your understanding of how students learn most effectively?
- How do you define/describe excellence in teaching?
- What contribution do you believe that you, as a librarian, can make as a teacher?
- What motivates you to teach?
- What does it look/feel like to learn from you?

For examples, see:

Booth, C. (2011). *Reflective Teaching, Effective Learning: Instructional Literacy for Library Educators*. Chicago: American Library Association.

Course-Specific Library Instruction Self-Evaluation

Tracking one's own approach and process for learner analysis, lesson planning, teaching, and assessment can be overwhelming when addressed infrequently. Each time a librarian provides library instruction, consults with faculty about information literacy, or designs a learning experience for students, the process can be documented informally, by addressing the following questions:

- What was I trying to accomplish in this session? Did I accomplish everything I intended?
- To what extent was my teaching effective for the audience?
- Did I have clear communication with the faculty member? Did I do a follow-up assessment with the faculty member?
- How did the session involve students actively in the learning process?
- How did I emphasize the students' perspective of the research process, rather than describing how the library works?
- Was my questioning technique effective? (Did I use open-ended questions? Allow students time to respond? Build on students' answers?)
- Did I prepare and organize the session in a way that met the objectives of the assignment?
- What was the best aspect of this experience?
- What is one aspect of my teaching that I would like to improve?
- What will I do differently next time?

Inspired by Eastern Kentucky University Libraries' *Peer Review of Teaching*