Designing Instruction with Student Feedback

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Who We Are

- Greeley, CO
- 12,000 students
- Normal

- Education & Behavioral Sciences
- Monfort College of Business
- Natural & Health Sciences
- Performing & Visual Arts
- Humanities & Social Sciences
  - School of Communication
    - Basics of Public Speaking/Speaking Evaluation
Who are you?
The Marketing Cycle

- Research & Audit
- Identify Vision, Mission, Strategy and Goals
- Create Plan
- Outline Tactics
- Modeling & Projections
- Execution
- Measure
- Make Adjustments

The Assessment Cycle

- Define/Redefine Learning objectives
- Make Decisions Implement pedagogical curricular/programmatic change
- Identify Gaps Between what was intended and what was achieved
- Gather Evidence data and reflections
- Analyze & Evaluate Evidence (learning outcomes)
- Implement Activities and measures
- Select/Design Learning activities, measures, criteria
Comm 101: Context

- Large lecture classes with multiple lab sections (50 min.)
- Two faculty and 5 TAs
- 20 students per lab section, primarily freshman
- Write various types of speeches
  - Informative Speech
  - Persuasive Speech
- Instructors are interested in:
  - Databases & Resources
  - Source Evaluation & Bias
  - APA citation
- Format
  - Initially: Evaluation of librarian selected sources
  - Fall 2017: Students work with own topics for informative speech
Broader Concepts

- “One-shot” environment
- Opportunity to change/adjust over time
- Convincing stakeholders
- Satisfaction
“At best student surveys are used as screening instruments to discover major deficiencies in educational environment and provision, and major discrepancies in student behavior from the expected. Such diagnostic results in turn guide the institutional managers to explore causes and consequences of various practices and processes. This is done through qualitative methods which can generate contextualized data—indeed richer, deeper and more authentic data—on student experience and behaviour albeit on smaller scale, by focusing on the ‘particular’.”
## SWOT Analysis

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<th>Weaknesses</th>
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## SWOT Analysis

### Strengths (What we’re good at)
- One-shots & lab sessions
- Active learning
- Communicating

### Weaknesses (What we’re not so good at)
- Little experience embedding
- New CMS (Canvas) - not ready to fully implement

### Opportunities (What can we take advantage of)
- Collaborative/willing TA’s & Faculty
- Library lecturer position
- Extra class time in COMM 100

### Threats (Competition/What’s working against us)
- Too much content
- Overlapping/repetitive library content
- Wide range of student topics
- Winter intersession prep time
Activity/Discussion:

With a partner, choose an instruction session or program to work with. Complete a SWOT analysis for this.

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Comm 101:
Spring 2018

Changes made for Spring 2018:

○ Two librarian mini lectures during large COM101 lectures and two librarian guided labs for all lab sections
○ First lecture covered using mind mapping for topic selection, bias, google search tips
○ Second lecture covered source evaluation, library database demos, and APA style
○ The guided labs briefly reinforced concepts from lectures and allowed for student research time
Our Survey

- We wanted student feedback on the Spring 2018 format changes
  - Was our SWOT analysis correct?
  - Do students like the extra library time?
  - Do students feel more comfortable with using the library and working with librarians?
  - Which concepts and tools did students feel were helpful?
Surveys Should...

- “...have an explicit stated purpose which leads to quality enhancement … [and be] tailored to that specific purpose” (Klemenčič, & Chirikov, 2015)
  - “enhance student learning” (Harvey 2003)

- “[be] sought ‘at the level at which one is endeavouring to monitor quality’, as soon as possible after the relevant educational activity” (Klemenčič, & Chirikov, 2015)
  - “...and ideally repeatedly to monitor trends.”

- “...be properly analysed and linked into a module-level action and feedback cycle” (Harvey 2003)
Activity/Discussion:

Now, with your partner, brainstorm/outline or write out survey questions for your instruction session or program.
Survey Results

Student Class Standing (n=35)
- Freshman: 40%
- Sophomore: 26%
- Junior: 17%
- Senior: 14%
- Other: 3%

Previous Library Instruction? (n=37)
- Yes: 73%
- No: 24%
- Not Sure: 3%
Student Class Standing

Spring 2018:
- Freshman: 44%
- Sophomore: 34%
- Junior: 12%
- Senior: 10%

Fall 2018:
- Freshman: 58%
- Sophomore: 42%
- Junior: 6%
- Senior: 4%
Survey Results

Library Session Format (n=36)

- The one-on-one help from librarians during the hands-on sessions was helpful
- The library involvement in the course helped me find better resources for my assignments in this course
- The library involvement in the course helped me feel more confident in performing research
- This format of library instruction (multiple sessions) is better than only having one library instruction session for this course
- I enjoyed seeing the librarians at multiple points throughout this course

Legend:
- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree
“It was a chastening experience when staff discovered that hard work in redesigning a curriculum was not well-received.”
Survey Results

Session Tools & Resources (n=36, 35*)

- I found mind mapping my topics useful
- I have a better understanding of bias
- I improved my ability to evaluate resources
- I feel more confident formatting citations in APA Style*
- I used RefWorks to manage/create citations for this course*
- I think RefWorks will be a useful tool for future assignments

Legend:
- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree
Survey Results

**Satisfaction (n=36)**

1. I better understand how I might use the library resources and personnel in the future:
   - Strongly agree
   - Somewhat agree
   - Neither agree nor disagree
   - Somewhat disagree
   - Strongly disagree

2. The library and its personnel seem more approachable to me:
   - Strongly agree
   - Somewhat agree
   - Neither agree nor disagree
   - Somewhat disagree
   - Strongly disagree
## SWOT Analysis – Another Look

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<td>More summer prep time</td>
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<td>Wide range of student ability/experience (Staffing/personnel changes)</td>
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Where Next?

A Closer Look at Bias (Tutorial)

A Brief Recap of APA Citation (Video)
Activity/Discussion:

Questions? Comments?


