

**An Outcome-Based Evaluation
Of the University of Michigan
University Library Instructor College**

Emily Mazure
Nicole Scholtz
Maura Seale

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Professor Joan Durrance
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Introduction: Librarians and Library Instruction

Library instruction has been discussed by librarians for years now. The library community perceives instruction as a way to encourage student use of library resources and to improve relations with faculty and administration within their institutions. A large percentage of recent job postings include either a requirement or preference for applicants with instructional experience, indicating an increased focus on instruction. Yet this emphasis on instruction in libraries is not reflected in many librarian education programs. Shonrock and Mulder (1993) surveyed librarians and discovered that many respondents lacked the instructional skills they believe they should have attained while in school. The largest disparity was observed in the following instructional skills: “ability to distinguish different levels of bibliographic instruction”; “ability to design the curriculum for the goal”; “ability to match instructional method to given objective”; “ability to verbalize search strategy”; and “ability to match instructional method to a given academic level”. Whatever the reason for these discrepancies, librarians perceive a need for training in instruction even after they have begun working as professionals.

For librarians, instruction involves a variety of activities, according to Maureen Kilcullen (1998). These activities include developing courses that incorporate instructional methods and learning theories; developing how-to materials; and working to build relationships with faculty and administration. Kilcullen (1998) also notes that most of these skills are learned on librarians’ own time through reading, communicating with, and observing other librarians’ work.

Several articles have discussed projects that attempt to bring librarians together to discuss instruction. Walter (2006) discusses the availability of instructional resources for librarians. Although many institutions have resources and programs available for teaching faculty, librarians are often not involved in creating and often do not use these resources. Libraries have attempted to provide instructional support for librarians through workshops and discussion opportunities. “Designing an effective instructional improvement program and making it accessible to librarians and staff as part of fostering a culture of teaching in the library can ease that transition (from school to professional), provide crucial support to new librarians (and to experienced librarians new to teaching), and aid in recruiting, orienting, and mentoring the next generation of librarians for an information (and, hopefully, information-literate) society (p. 216).

Similarly, Leadley (1998) describes an instructional support group for librarians at the University of Washington Bothell. Librarians and occasionally faculty met weekly to discuss issues around instruction. The meetings were initiated to encourage collaboration and communication among librarians, faculty, and Writing Center staff and to provide an arena for both new and experienced librarians to refine their instructional skills. Although the sessions and participants were not systematically studied, Leadley (1998) discusses several aspects of the sessions. She believes the meetings were “a powerful mechanism for supporting teaching improvement and increasing communication and collaboration among librarians, faculty, and Writing Center Staff” (p. 107). Moreover, the success of these sessions depended upon the flexibility of the program and the inclusion of faculty and Writing Center staff.

Our review of the literature indicates that of the few structured programs developed to provide support or training for librarians' instructional work, no studies have been conducted to determine the varieties of outcomes that result from these activities. This exploratory outcome-based evaluation of the University of Michigan's Instructor College is intended to begin to fill this gap.

Program Context, Logic Model, Evaluation Issues and Questions

Purpose and Structure

As noted on the website, the mission of the Instructor College is as follows: "Instructor College is a specially focused staff development initiative of the University Library. Its goal is to strengthen the instructional skills of Library staff. By giving excellent instruction, the Library seeks to help users realize the full value of the resources it provides."

Additionally, the Instructor College (IC) identifies creativity as a key attribute of an effective, constantly evolving instructor, and therefore an important element to foster. The IC also encourages members to be involved in the program so that they are part of a larger learning and teaching community.

The six-member Instructor College Steering Committee (ICSC), which is appointed by the Associate Director for Public Services, determines the direction and shape of the Instructor College, and works in consultation with Instructor College members, the Public Services Council, and University Library administration. The ICSC identifies instructor needs; designs and implements programming; and actively pursues the goals of the IC.

The membership of the IC is fluid and open to all library staff involved or interested in instruction as well as School of Information students. Members may participate as much or as little as they wish depending on their responsibilities and interests, and members of the IC pay nothing to join. The sessions are designed for staff with varying degrees of experience in instruction.

History and Current Form

IC began as a public services effort that sought to articulate and meet the needs of library instructors with regard to effective teaching; identifying appropriate resources; and raising awareness of instruction as a core library service due to the increasing quantity and use of digital information resources; the increasing number of formal instruction sessions; and the presence of instruction in many librarian-user interactions. In November 1999, the Instructor College Task Force, appointed by the Associate Director of Public Services, and composed of six librarians, met and identified conditions that could affect the shape of the program; namely the need to incorporate basic principles of instruction; the varying amounts of instructional experience and thus

needs of instruction staff; the need for engagement by library instructors both in identifying instruction needs and participating in the program; and the need to publicize the IC's efforts throughout the library system.

In December 1999, fifteen library instructors participated in two focus groups in which they were asked questions about their initial concerns and needs as library instructors, how those changed over time, their current concerns and needs, and possible components of the IC. Their responses focused on four broad areas: technology, teaching skills, instructional content, and affective aspects of instruction. These responses formed the basis of a five-part questionnaire, which was sent to approximately eighty staff members identified by the Public Services Council; thirty-five surveys were returned.

The survey results showed that there was a need for two distinct tracks to address the specific needs of inexperienced and experienced instructors. The following trends were also observed: low confidence in presentation skills; lack of skill and confidence in using and troubleshooting equipment and technology; difficulty in staying current with content; comfort with organizing sessions; lack of knowledge of affective learning; lack of assessment of instruction; overall comfort and skill in collaboration with both library staff and faculty; and fear and discomfort with instruction generally, despite excitement over its possibilities. Overall, survey respondents expressed that the IC should employ a systematic approach toward teaching instruction skills. In addition to identifying the needs of library instructors within their report, the Task Force suggested that other issues influence instructor capabilities: the need to clarify the place of user instruction in libraries; the lack of a systematic framework for library instruction; the unclear relationship between library instruction, bibliographic instruction, and information literacy; the need to articulate the benefits of user instruction; and the necessity of developing the creativity of individual instructors.

Based on this report, the Task Force envisioned the IC as flexible and responsive to members' needs, focused on practical and theoretical aspects of formal instruction, and structured thematically. The IC devises meetings, presentations, discussion groups, and lectures to support the development of instructional skills for library staff. The curriculum is intended to meet the instructional needs of the all individuals in the library. The sessions offered fall into two different categories: Foundation sessions and Thematic sessions. The Foundation sessions focus on providing common basic skills for library instruction, and include segments on orientation, marketing, working with faculty, and planning sessions. Thematic sessions focus on developing more specialized skills like presentation skills, technology, assessment, and learning theory / instructional design.

Throughout the years sessions have been developed by task forces which include at least one member of the ICSC. These task forces identify key concepts and learning outcomes they aim to accomplish and then propose two to four events which would cover those concepts or outcomes. Using these proposals the ICSC then develops the curriculum each semester.

Thirty-nine events have been offered by the IC from 2001-2006. IC held its first session in February 2001 and held ten more sessions that year; seven sessions in 2002; one session in 2003; two sessions in 2004; seven sessions in 2005; eleven sessions in 2006; and four sessions are already planned for 2007. The IC celebrated its five-year anniversary in April 2006.

Evaluation Issues and Questions

There are several aspects of the context of the IC that influenced our planning and subsequent evaluation of the program. Access to IC participants was limited by several factors. Membership within the IC is both voluntary and fluid; librarians involved with or interested in instruction may choose to join IC at any point in their careers and may attend IC events as often or as little as they like. Participants in the program thus have varying amounts and kinds of experiences with the IC, particularly given the diversity of IC events. Staff turnover also made it difficult to contact former participants. Finally, during the time of the study, many of the University libraries were undergoing large changes that caused most librarians to have very busy schedules. In response to these issues, we were forced to compromise our sampling strategies.

The nature of instruction itself also influenced our project. We felt that it was improbable that students who have participated in library instruction sessions taught by librarians participating in the IC would be able to be identified and contacted. Instead, we focused on what changes the program has produced in participating librarians. Improvements in teaching, as noted by the IC Task Force, cannot be solely understood as the acquisition of skills and knowledge, although these aspects are important. Attitude, emotions, behavior, and other affective elements also contribute to teaching and may be possible outcomes of the IC; they can also be difficult to identify and articulate. While there may be milestones in library instruction – learning how to podcast, for example – other processes may be gradual, ongoing, and less obvious.

We determined that our questions, then, needed to remain open to all aspects of teaching as well as outcomes unrelated to instruction, while answering the basic question of: what are program participants getting out of the IC? We also asked participants what types of IC events they have attended, how many events they have attended, how long have they been involved with IC, how long have they been involved with/interested in instruction, how (or not) their approach and attitude towards teaching has changed, and so on. We attempted to ask these types of questions in order to encourage the participant to reflect but not to lead her/him to a particular response.

Evaluation Design, Data Collection and Data Analysis Plan

In formulating a data collection plan, we looked closely at the variety of people who are affiliated with and participate in activities and programs of the IC. Listed below are nine categories of participants, some of whom may fall into several categories.

Categories of People Involved in IC

- a. Library administration, who provide resources and leadership for IC
- b. Library staff, who are current and former members of the ICSC
- c. Library instructional staff, who actively attend events and represent a range of experience with and frequency of instruction
- d. Library staff, who are interested but not involved with instruction who attend events
- e. Students at the School of Information who intern with IC
- f. Students at the School of Information who attend events
- g. People within the University of Michigan (both within the Library and outside of it) who lead IC events
- h. People outside of the University of Michigan who lead events
- i. Students, faculty, and staff taught by those library staff who attend IC events

Data collection efforts focused on those people who are most directly served by and involved with IC on an ongoing basis. These people are best represented by categories b through d. Library staff members are likely to have many things in common, which would have made focus groups an excellent vehicle for data collection. In an effort to recruit participants for one or two focus groups and several interviews, a brief, five question survey was emailed to the IC email-list (Appendix A). When response was low, we then compiled a list of library staff members who had attended IC events from IC records and emailed each individually.

The response to our brief survey was low, which was likely due to several factors. As mentioned, many of the University libraries were undergoing large changes at the time of the study. Most librarians were busy with various meetings covering these changes as well as their normal duties. Thus, it is likely that many individuals, who were contacted, were too busy to respond or participate. In addition, we later discovered that many of the emails we sent out were blocked by the University's web-based email filters. Thus, it is possible that several individuals never received our request for participants. By the time we discovered this problem, it was too late in our research process to fix it.

Due to the low response rates and limited time frame, we decided to conduct interviews and conducted nine in total. We developed several interview questions for participants in IC (Appendix B) and a separate instrument for interviews with ICSC members, due to the different nature of participants' involvement in IC (Appendix C). Participants represented four different libraries and experience levels ranging from one year to fifteen or more years.

Data Analysis and Selection of Outcomes Plan

After completing interviews with nine participants, we transcribed the recordings and notes of each interview. These transcriptions were devoid of any identifying information. Each team member independently read and annotated the transcripts in order to develop a coding scheme for outcomes. We then combined and modified our

individual coding schemes in order to create a universal coding scheme, which we then applied to the transcripts. For each outcome, we created a table that included relevant quotes from the transcripts. Finally, we developed a visual representation of the relationships between the outcomes.

Instructor College Outcomes

The outcomes experienced by librarians who have participated in IC occur on three distinct, but interrelated levels: individual, group, and institutional. On the individual level, librarians discussed experiencing increases in enthusiasm, interest, and reflection; changes in confidence; gains in knowledge and skills; as well as changes in their work practices. On the group level, librarians experienced the formation of an informal community of library instructors through IC and discussed how IC facilitated the development and maintenance of social networks within this community. On the institutional level, librarians identified ways in which IC contributes to the formalization of library instruction. The interaction of the levels of outcomes is illustrated in Figure 1. The following sections discuss each of these levels of outcomes in detail and provide indicators of these outcomes in the form of respondent quotes.

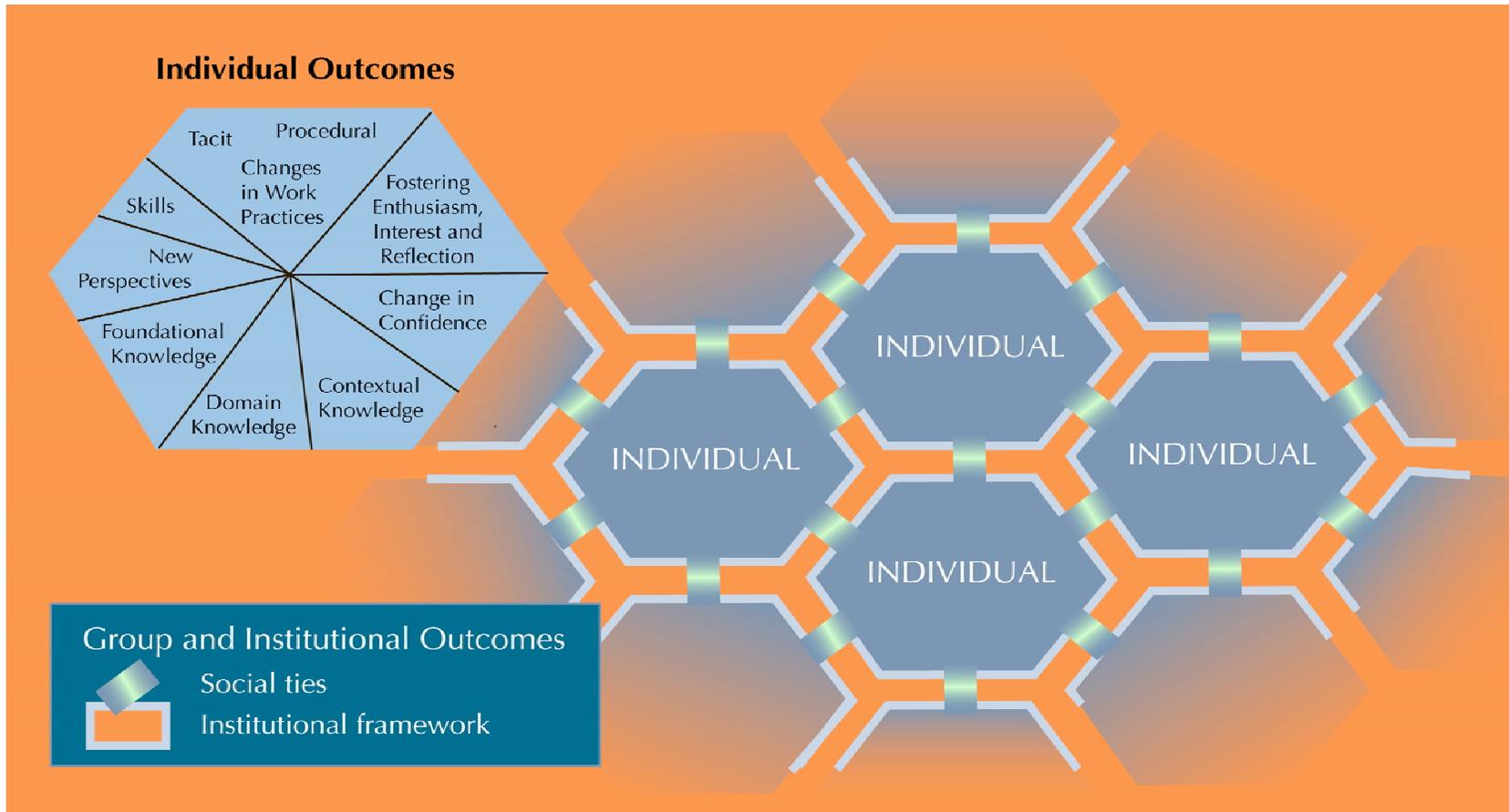


Figure 1 – Individuals experience some or all of the categories of individual outcomes. Individuals are connected to each other through social ties and increased sense of community, which are a group outcome of the activities of the Instructor College. The combination of individual and group outcomes helps give shape to an institutional framework, which in turn creates a structure within which individuals can experience outcomes.

Individual Outcomes

Fostering Enthusiasm, Interest, and Reflection

Librarians identified several ways in which participating in IC changed their attitudes towards teaching or other aspects of their jobs. Some suggested that participating in IC made them feel more enthusiastic and refreshed about instruction; others discussed how IC events made them more interested in and reflective about instruction, as well as open to new ideas.

I think [IC] refreshes what I'm doing on a regular basis. I think it keeps instructors from feeling burned out, because you're going and you get the enthusiasm that people have for what they are doing. It fuels your own enthusiasm.

[IC] had someone from the University of Hawaii and he was very good, and a lot of people were enthused to listen to him, and then I went back and read some of his things, I read some, an article someone had mentioned that was something she had read years ago in college that has been fundamental for her teaching, so I went back and read that and that was helpful. I think it's gotten me interested in instruction, too. I went to an instruction thing a couple years ago in ALA that was very good.

I come back to that one, last year with that guy from the University of Hawaii. I think having an outsider come in gets you enthused and gets you seeking other, or you know, opening your mind and coming up with other ideas.

[IC] definitely makes me more thoughtful about instruction that sometimes can be a little repetitive in nature. [...] It's really easy in an environment where so much is going on to kind of forget about it for a month which becomes two months and then three months and before you know it it's just part of a routine rather than being thoughtful about it and how you approach it.

I think I would definitely miss the intellectual exchange with my colleagues and the structured opportunity to get together and talk about instructional issues.

Changes in Confidence

Librarians discussed how participating in IC helped them and their colleagues develop confidence as instructors.

[IC's] given me more confidence in what I'm doing as a librarian. They are affirming that, oh yes we do these things in addition to some of these other things that we are suggesting but its basically telling me ok I'm on

the right track if I do this because my colleagues are doing similar kinds of things.

Hearing other librarians talk about primary sources contributed to my confidence in working with _____ students and finding primary sources and I do have a major website for primary sources for social workers. I think everything they did had something that I took away that went into my web pages or how I organized them. My thinking was expanded.

And I'm seeing other people develop more confidence as they participate in Instructor College. They've developed confidence in both being instructors and in talking to their colleagues about what they are doing that people who are new to instruction think that they don't know much about what I'm doing but again they find that as they interact with us that, oh I'm doing this part really well. It's really inspiring confidence in people.

Knowledge and Skill Gains

Librarians who participated in IC talked at length about the knowledge they gained from attending IC events. This includes contextual knowledge about the campus community and University Library system and domain knowledge about specific aspects of librarianship, such as developing lesson plans, different models of information literacy instruction, and working with particular library resources. Other respondents discussed gaining foundational knowledge, such as theory, methods, and styles from the perspective of both traditional teaching and library instruction. Somewhat surprisingly, only two respondents identified gaining knowledge of a particular skill.

Contextual Knowledge

Also just hearing about other methods or other things that are going on maybe in different parts of the library.

I'm interested in knowing what's going on around the university library system in terms of instruction because I kind of want to get my hands in a little bit of everything. So I've got a real interest in what opportunities are available here at the U of M for me to participate in instruction in libraries and you know, sure I can email somebody and say, "hey are you teaching a class this semester, can I help?" but I think Instructor College events are ways to learn about what's going on on campus. [...] I attend in part to learn what's going on at the University of Michigan.

A better understanding of the audiences that are on campus, because Instructor College would include presentations from a variety of individuals both within the university library and those outside the library. So not only a perspective of

other library colleagues of the type of audience, undergrads, initially I was only working with grad students so a better understanding of the undergraduate population. [...] So exposure to those different audiences is one of the key things.

Domain Knowledge

I think something they just started called Lesson Study was the missing piece. Because that accepts the premise that librarians are not comfortable teaching, that you need to not just talk about it and inspire, but you need to practice in front of your peers and get feedback and that has set a wonderful model for the only thing I feel was missing.

Certainly it's exposed me to a lot of different styles of teaching and methods. [...] And I think just keeping me connected with other instructors and the fact that it's LIBRARY-based and LIBRARY instruction is different from, say, CRLT or the kinds of things that go on at the School of ____ that I participate in through my _____. It's very much grounded in the kind of instruction that we tend to do in the library.

[S]essions that we did last year on some of the specific resources like how were the librarians teaching RefWorks, or search engines, searching for images online was a great one because it was very specific and targeted to the databases we had and then led to the website on AADL's page that was there for U of M people so those kinds of things have very specifically targeted test here and I think that that's the bit that I get here rather than from conferences.

Foundational Knowledge

I think the more exposure I have just to other people who teach and people who are trained as teachers is really useful for me.

It's often highly informative, even if it doesn't actually end up in something that we use. It's sort of more foundation knowledge.

New Perspectives

It's gotten me interested in the different kinds of literature that are out there for instruction in libraries. It's given me an opportunity to dive into researching education in libraries a little bit more and that in turn has shaped my career goals in terms of, you know, there's not a whole lot of strong ties between educational theory and library instruction, there is, um, but I think by seeing the kinds of things we read in Instructor College, by getting ideas from those kinds of things it's shaping my own personal interest in the direction my career overall is going, especially being at this early stage in my librarian career.

They give me ideas of how to do things in a slightly different way and I find that really valuable, the biggest value. That's helped me become more knowledgeable in how to do some of these things. [...] People do come up with new ideas in the session, different takes that you wouldn't have thought of; it's refreshing, creative, new, different outlook on things that happens when you tell someone about what you're doing and then they give you feedback on it.

I've learned about a variety of different approaches to that, from course integrated instruction to independently given workshops, where it's not tied to a course, it's not credit bearing or anything it's just "here's a library workshop." So I've learned about the variety of different ways librarians have tried to tackle this problem of getting students to become info literate and I think that's given me perspective to shape where I go here.

Skills

Somebody came in with a video camera and they had little workshops with like 2 people, and I learned how to use the thing. The idea was that it was a taping thing and I've never used that skill since, but I know how to use a video camera now.

I know going to the lesson study process I found very helpful in terms of how I would create a lesson plan and I think that's affected sort of my teaching.

Changes in Work Practices

The final outcome experienced on the individual level by participants in IC is changes in work practices. Librarians discussed how IC has changed how they approach library instruction in both procedural and tacit ways. These changes are not solely limited to individual librarians; librarians also identified how colleagues and departments have experienced changes in work practices.

Procedural

The ones, the big ones, the workshops, the half-day or all-day workshops, we have meetings after meetings after meetings about some of them trying to figure out how we can implement the stuff. When those events happen we all go if at all possible. Those big workshops are, as a group we see them as worthwhile.

That SearchTools thing we did last semester, we ended up coming out with some really high quality stuff, you know, figuring out.

I think it actually helped in redirecting how we, when we first had the opportunity to start working with the undergraduate nursing students orientation, summer orientation, I think some of the discussions we had in

putting that together helped, were based on ideas that had come out of others and how they had worked with undergraduate students discussed during Instructor College programs.

Hearing other librarians talk about primary sources contributed to my confidence in working with _____ students and finding primary sources and I do have a major website for primary sources for social workers. I think everything they did had something that I took away that went into my web pages or how I organized them.

Tacit

I know going to the Lesson Study process I found very helpful in terms of how I would create a lesson plan and I think that's affected sort of my teaching. [...] Just the exposure I guess, I think influences how I teach at least in the back of my mind. Even if it's a matter of not actually changing what I'm teaching but knowing that there are different approaches and that I may want to try something else that might be more effective, the more exposure I have makes me more aware of that.

Lesson Study, that thing is huge. I think if I got anything from Instructor College, it's been an introduction to Lesson Study and how that could really work to shape instruction in libraries.

It's come up in general conversation sometimes when different ideas, things we're interested in pursuing somebody may say "that's something Instructor College covered, we could have somebody come in and talk about it again" or that type of thing. So sort of reusing some of the information we've gathered there.

Group Outcome

Creating a Community and Developing, Maintaining, and Strengthening Social Networks

Instructor College outcomes were observed on the group level as well. As discussed previously, there is no formal community of instruction librarians within the University Library system; they are instead dispersed throughout the nineteen libraries that make up the system. Librarians who participated in IC, however, identified how IC contributed to the formation of an informal community of library instructors and how it facilitated the development, maintenance, and strengthening of social networks within that community. Librarians discussed the creation of these social bonds within their home libraries and units as well as across these boundaries through their involvement with IC. Nearly every respondent mentioned this occurring as a result of IC, highlighting the importance of this outcome.

In general it helps us to communicate more as colleagues across libraries. I know I've certainly had more communication with other people. Thinking about that searching images workshop, that was something that I didn't particularly know one of the people from AADL particularly well but going to her class and hearing that helped me because then I've worked with her in other situations and you have that tie with that person now. We are geographically really scattered so it really makes a difference to have an opportunity to meet people.

I know from talking to other people who may or may not be involved in Instructor College having resources like ____ or ____ and hearing them talk about their experiences teaching and their methodologies has influenced my own teaching, I hope.

It's always good to discuss with other people and have a group instead of just reading by yourself.

[M]aybe observing other people and talking to other people and as a result of Instructor College, you get a chance to talk to other people.

Not all my colleagues can come to the events. I mean our office is set up in general to make it easy to communicate with people. You'll often see us standing as a group in the middle talking about an event that we have gone to or something we have learned, so there is a lot of interchange about it so I think that the impact spreads beyond the people who are actually in there.

One of the things it does is it gives people a chance to talk to each other about their instruction and that's really valuable. We don't often as instructors get an opportunity to even meet together to discuss what were doing and see how we are doing it. The April session that we do is pretty much based on that idea, that we meet and talk about what we have been doing and it seems like a really simple thing. I don't think I've gone to an April session since they have started doing that kind of thing that I haven't learned from people and thought, oh wow that's a really cool idea. I wish I knew this, that people were doing this.

We are having time to really discuss and learn from each other, to find out the kinds of things that we are doing there's a chemistry that goes on when your discussing things with each other.

I imagine that I'll probably talk about this morning's session because it was really interesting. They do seem to organize relevant things. I certainly haven't been to all of there things, but if I go to something I talk about it.

So to hear from colleagues or other people who have done this, who say that this is what we do. That is really helpful.

A lot of them are new to instruction, and I think that just any exposure to library instruction, especially if they are doing it in their job is developing

some sort of community that they have to talk to. It all ties back to educational theory. There's an educational theory on like a community of learners and social learning and things like that and I think that having an embedded group of people in the library system that have an interest in this that you can pose a question to, "you know, I've got to teach a SearchTools class. Anyone taught this before? Any tips or advice?" I think just knowing that there's a group in the Instructor College group is beneficial to people who are nervous about teaching.

But I think the events themselves aren't as important as the fact that there are people around who are interested and there is a community of library instructors. And knowing that there's some sort of support system out there for teaching. I think for other participants of Instructor College, and for me, that's important.

Sometimes I check in with some of my colleagues here like D_ or M_ to see if they're going to a particular session. Sometimes we talk about the reading, just in passing, nothing formal.

It's come up in general conversation sometimes when different ideas, things we're interested in pursuing somebody may say "that's something Instructor College covered, we could have somebody come in and talk about it again" or that type of thing.

Institutional Outcome

Formalizing Library Instruction

The final outcome articulated by librarians who participated in IC occurs at the institutional level, as IC contributes to the formalization of library instruction. Librarians discuss experiencing this in several ways. IC, they note, is the only group focused on library instruction within the University Library system. Moreover, IC provides training specific to library instruction, emphasizes the importance of library instruction, and creates a community around library instruction. This creates a structure in which librarians can experience individual and group outcomes; these experiences reinforce this institutional framework.

[W]hile I think that we do a much better job than most other institutions in what we are doing for people who are instructing here in the library, I think that were still just scratching the surface in how much people can potentially learn about how to do instruction.

They are the only group working on instruction throughout the whole library system.

I can't say that I ever really became a great teacher, but I became comfortable with the setting. I didn't really know a lot in those years

because I don't believe we had any focus on instruction at Wayne State. So then when I came here, the first three years I was full time and it was just as they were kicking off the Instructor's College and I just ate that up, I just got so much out of it.

Because [Lesson Study] accepts the premise that librarians are not comfortable teaching, that you need to not just talk about it and inspire, but you need to practice in front of your peers and get feedback and that has set a wonderful model for the only thing I feel was missing.

They are affirming that, oh yes we do these things in addition to some of these other things that we are suggesting but its basically telling me. ok I'm on the right track if I do this because my colleagues are doing similar kinds of things.

So I think it's a nice way to get new librarians interested and that's something I've been interested in as well. I think that's why Instructor College Steering Committee appealed to me is because that aspect of trying to make librarians better teachers, trying to improve instruction in libraries as a whole through professional development and Lesson Study seems like a great thing that would do something like that.

I think that's the kind of thing we might be facing with librarians as well, I'm good at being a librarian, I'm good at organizing resources, I'm good at one-on-one consultations with people, and I go out and teach a class. But making people think that going out and teaching a class is a vital and important part of their job and something they could become really good at and make a real difference at, communicating that to librarians is a concern and a challenge with Instructor College Steering Committee right now.

And I think just keeping me connected with other instructors and the fact that it's LIBRARY-based and LIBRARY instruction is different from, say, CRLT or the kinds of things that go on at the School of Ed that I participate in through my doctoral program. It's very much grounded in the kind of instruction that we tend to do in the library.

I think it raises the level of importance of instruction within the library and I would really miss that.

But just the convenience, that it's geared toward the library arena and that it's more specific then to some of the needs of the types of information that we're trying to share with others. So having that, that focus in on our instruction needs from a library perspective.

It's really hard to find time to do reading yourself. It's easy to get involved in other things and not take the time for that, so by having the Instructor College, you can make yourself take the time and also it's an incentive because there are other people reading the same thing.

Recommendations

Outcome-based evaluation is intended to provide organizations with the opportunity to reflect on the outcomes experienced by their constituents as a result of their activities. These outcomes may or may not match the mission and goals of the organization, but do provide a richly textured picture of participants' experiences. The reflection that results from this kind of evaluation can be used to further define and reenergize an organization.

IC's goal is to strengthen the instructional skills of library staff. Our respondents indicated that they gained contextual, domain, and foundational knowledge, in addition to new perspectives on instruction and specific skills. Librarians who participate in IC, however, also discussed increased interest, enthusiasm, and reflection toward instruction. This could support IC's goal of increasing originality and creativity in library instruction. Finally, participants in IC mentioned how their work practices have changed based on participation in IC. In our assessment, IC's efforts have been successful in reaching individual librarians.

Most respondents in this evaluation described the community and social network effects of their participation in IC activities and indicated that they valued this aspect of IC. However, IC does not explicitly work toward creating and supporting these relationships. A greater focus on developing and strengthening a community of instructors within the University Library system would enhance the experiences and more effectively meet the needs of individual librarians.

A larger issue faced by IC is that the role of instruction within the field of librarianship has not been fully defined. Yet participants in IC indicated that through the framework provided by IC, the individual benefits accrued by librarians, and the community and networks subsequently formed, the role of library instruction begins to be more fully articulated. Focusing on these outcomes can aid IC in articulating and promoting their role and value within the University Library and the University of Michigan more generally. Moreover, this may assist in formally defining the role of instruction within librarianship.

Conclusion

Our evaluation of the IC and the outcomes experienced by its participants reveals that the IC has impacts at the individual, group and institutional levels. Impacts at the individual level included fostering enthusiasm, interest, and reflection; changes in confidence; new perspectives; knowledge and skill gains; and changes in work practices. At the group level, the IC helps create community and develop, maintain and strengthen social networks in the University Library. At the institutional level, the framework provided by IC interacts with participants' outcomes to produce a more formal and fully expressed conception of library instruction. Based on these outcomes, we recommend that IC consider emphasizing its role on the community and institutional levels.

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Appendix A

Focus Groups/Interviews Potential Participants Survey

We are current students in the School of Information and are taking a course on Outcome-Based Evaluation. Our project this semester is to identify the ways in which the Instructor College has affected its participants and in order to do this, we are looking for volunteers for interviews and focus groups. If you have any questions, please contact Emily Mazure (emazure@umich.edu), Nicole Scholtz (nscholtz@umich.edu), or Maura Seale (mseale@umich.edu).

How many years have you been doing library instruction?

How long have you been involved with the Instructor College? About how many events have you attended?

Would you be willing to participate in an interview or focus group?

If yes, are there times/ days when you are more available?

Appendix B

Interview Instrument for Participants in IC

(adapted from Durrance, J. C., Fisher, K. E. & Hinton, M. B. (2005). *How Libraries and Librarians Help: A Guide to Identifying User-Centered Outcomes*. Chicago: American Library Association.)

Where else do you learn about instruction / how to instruct? How does Instructor College differ from these methods for you?

If the Instructor College went away, what would you most miss about it? What would you remember?

Can you think of ways the Instructor College has changed you? What has been changed?

What do you know that you didn't know before you came to the Instructor College?

Have you done anything different because of the Instructor College?

Is there anything you wish the Instructor College offered that it doesn't?

How did you find out about the Instructor College?

Do you talk to your colleagues about the Instructor College?

Why do you go to IC events?

Probe: Can you tell me more about that?

Appendix C

Interview Instrument for ICSC Members

(adapted from Durrance, J. C., Fisher, K. E. & Hinton, M. B. (2005). *How Libraries and Librarians Help: A Guide to Identifying User-Centered Outcomes*. Chicago: American Library Association.)

How do participants use the services?

How do they find about the events?

What differences do the events make in your opinion?

What are the major challenges faced by the staff in developing and carrying out Instructor College activities?

Describe your own role in the Instructor College.

What would you like to know that you don't know now?

What kinds of evaluation tools do you need that you don't have now?

How effective are your current evaluation approaches?

Can you recall a time that you learned how the Instructor College affected someone?

Describe this.

How do you find out that the Instructor College makes a difference to its participants?

What would you say are the other outcomes of this Instructor College from the perspective of its users?

What are the impacts on the library?

What differences does the Instructor College make on the community?