

Conversations With Students: Assessment Leads To Adjustment

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2010 pilot study

Interviews

Entering graduate school with adequate research skills

IL instruction delivered in discussion group format

BACKGROUND



Orient the graduate students to the concepts of the research lifecycle

User-centered information literacy programming

Continually utilize assessment techniques to increase librarian agility and responsiveness to the group

PROJECT PURPOSE



Students

Sessions

Recordings and Transcriptions

Analysis

METHODOLOGY



Basic structure of session outlined before any groups held

More-detailed/adjusted plans created after previous session

Post-programming analysis of transcripts

ASSESSMENT OF SESSIONS



Plan	Engage students in discussion of previous research
Outcome	Focus on current anxieties
Adjustment	Shift to facilitator role instead of academic socialization role
Observation	Stronger cohort

SESSION 1



Plan	Facilitate student-directed IL session
Outcome	Presented more topics requested than originally planned
Adjustment	Less student-directed
Observation	Recognized the difficulty and tension in student-directed session

SESSION 2



Plan	Discussion on graduate school expectations and anxieties
Outcome	Continual focus on current anxieties about graduate school
Adjustment	Librarians prepared a more detailed outline
Observation	Students not interested in discussing their own research

SESSION 3



Plan	Reflection on first semester
Outcome	Clear articulation of first semester experiences
Adjustment	Less emphasis on scope of research process
Observation	Student perception of librarians shifted

SESSION 4



Anxiety not research
Librarian self-evaluation

EMERGENT TRENDS



I'm still not thinking long-term. I'm still trying to figure out my classes for next semester. I mean it's, you know, the **light at the end of the tunnel is ... very far off.** It's not something that I focus on day to day. (Session 3, 104)

I definitely wasn't prepared for... what was expected of me and ... I'm not entirely sure of what is expected. But being with a cohort and people in a similar situation helps. **But I do feel like I am an imposter** sometimes, even among the cohort. I look at other people around me and I'm like holy crap. You're really smart and I have no idea what's going on. (Session 3, 149)

It's not the next step after undergrad, at least from what I've experienced so far. It's just completely different. There's at least ten times more reading and half the amount of classes and **no one really sits down and says oh, this is how you read critically.** (Session 1, 240)



Librarian unresponsiveness

“One-track librarian mind”

Content versus connection



Point of need IL instruction

Format of IL instruction

IMPLICATIONS



QUESTIONS? COMMENTS?

