Conversations With Students: Assessment Leads To Adjustment

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University of Kansas Libraries
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
<table>
<thead>
<tr>
<th>Plan</th>
<th>Engage students in discussion of previous research</th>
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<tbody>
<tr>
<td>Outcome</td>
<td>Focus on current anxieties</td>
</tr>
<tr>
<td>Adjustment</td>
<td>Shift to facilitator role instead of academic socialization role</td>
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<tr>
<td>Observation</td>
<td>Stronger cohort</td>
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</tbody>
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**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
### SESSION 3

<table>
<thead>
<tr>
<th>Plan</th>
<th>Discussion on graduate school expectations and anxieties</th>
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<tbody>
<tr>
<td>Outcome</td>
<td>Continual focus on current anxieties about graduate school</td>
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<tr>
<td>Adjustment</td>
<td>Librarians prepared a more detailed outline</td>
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<tr>
<td>Observation</td>
<td>Students not interested in discussing their own research</td>
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<td>Plan</td>
<td>Reflection on first semester</td>
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<tr>
<td>Outcome</td>
<td>Clear articulation of first semester experiences</td>
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<tr>
<td>Adjustment</td>
<td>Less emphasis on scope of research process</td>
</tr>
<tr>
<td>Observation</td>
<td>Student perception of librarians shifted</td>
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SESSION 4
EMERGENT TRENDS

Anxiety not research
Librarian self-evaluation
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?