



ACTIVE LEARNING WITH ASSESSMENT

KATHARINE HALL & MEREDITH GIFFIN
CONCORDIA UNIVERSITY LIBRARY

LIBRARY ASSESSMENT CONFERENCE
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CONCORDIA CONTEXT

- No formal assessment framework before 2015
 - Library statistics:
 - Services (circulation, reference, workshops...)
 - Annual statistics submitted to CARL & BCI (regional university consortium)
 - LibQual
 - Ad hoc data collection for projects
- No central repository or inventory of data

DRIVERS

- **Assessment Committee (est. 2015)**
 - Administration wanted to “develop a culture of assessment”
 - Objective: Raising awareness of assessment tools and practices
- **Library Strategic Plan (est. 2015)**
 - Objective: Empower library staff to develop skills and knowledge and to share expertise

ACTIVE LEARNING



Photo by [JD Hancock](#)

“By being involved in the learning through doing, discussing, questioning and applying, there is more emphasis on learners working it out for themselves and developing a better understanding than if they were just given the information.”

Walsh, A., & Inala, P. (2010). *Active learning techniques for librarians: Practical examples*. Oxford, UK: Chandos.

WORKSHOP DESIGN

- Two-part workshop, 90 minutes each:

- Part 1: Intro to Assessment

- Part 2: Data Presentation

- Active learning activity:

A user requests that the loan period for books be extended. You have been asked to gather and analyze data that can be used in the decision making process and to submit recommendations as to whether the library should modify its circulation policy.

SESSION 1: INTRO TO ASSESSMENT

INFORMATION REQUESTED:	
IS THIS DATA . . .	Why are you requesting this data? What will it tell you?
<input type="checkbox"/> Crucial to your decision	
<input type="checkbox"/> Useful, but could be substituted with other data	
<input type="checkbox"/> Nice to have, but not necessary	

- **Assessment:** What is it & why do we do it?
- **Data:** What is it? Where does it come from?
- **Scenario:** What data do you need to make a decision?

SESSION 2: DATA PRESENTATION

- Data requested & data limitations
- Discussion about unavailable data
- Asked participants to provide:
 - Policy recommendation
 - Which data was the most important? Why?
 - How would you assess the impact of your recommendation?

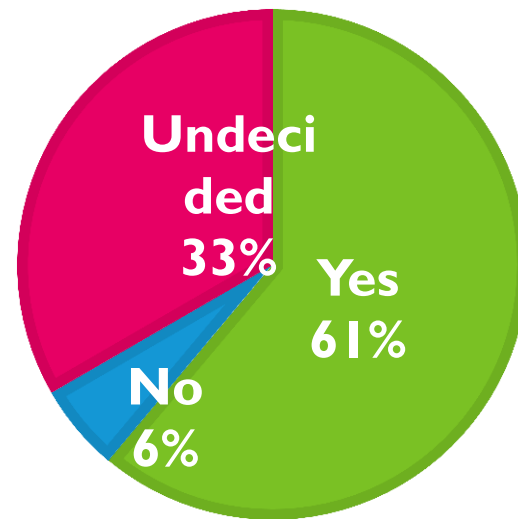
RESULTS & SCENARIO RECOMMENDATIONS

- All sectors of the library were represented
- 34 staff members attended and were divided into 7 groups for the scenario activity
- All 7 recommendations were different
- We compiled the recommendations and submitted them to the Library Administration Team

PRE- AND POST-WORKSHOP SURVEY

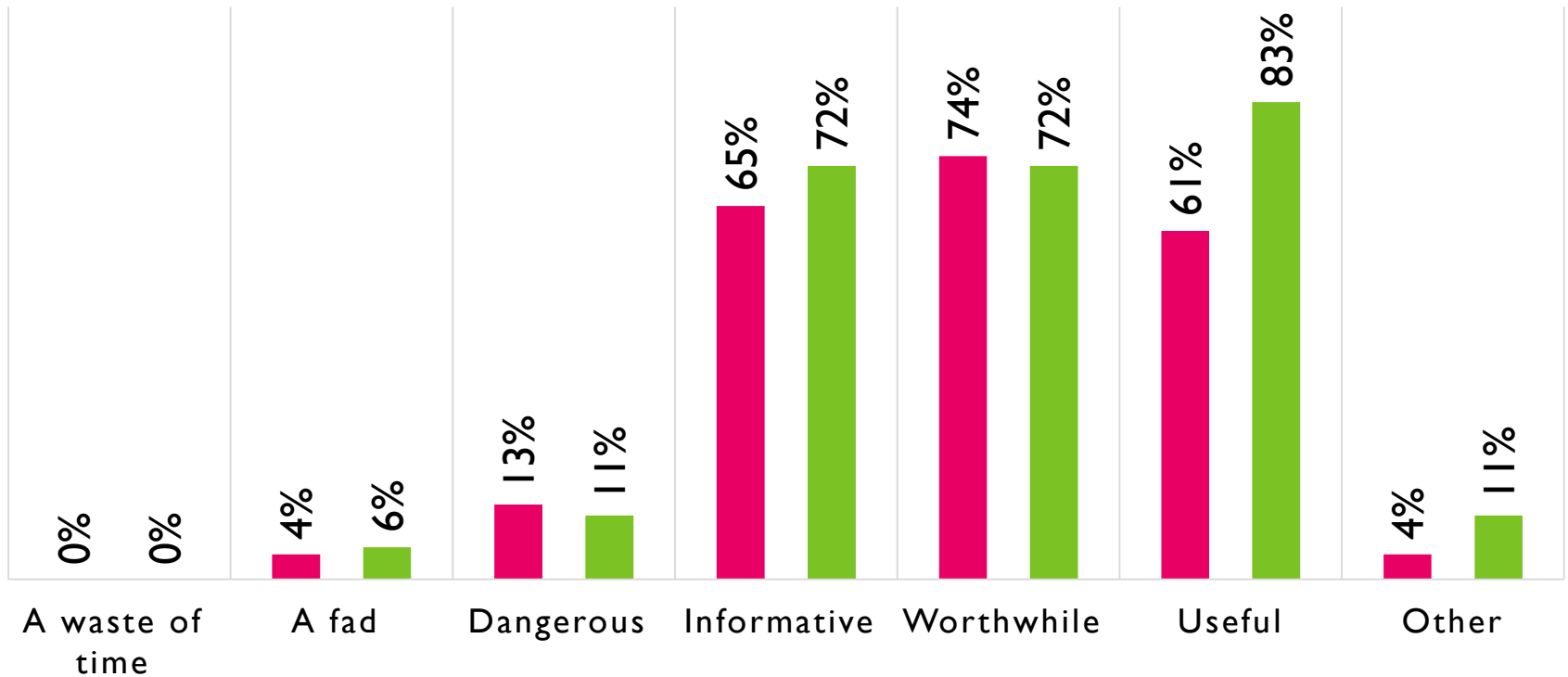
WOULD YOU BE INTERESTED IN LEARNING MORE ABOUT ASSESSMENT? (N=18)

- Wanted to know:
 - Any change in attitude?
 - Any change in knowledge?

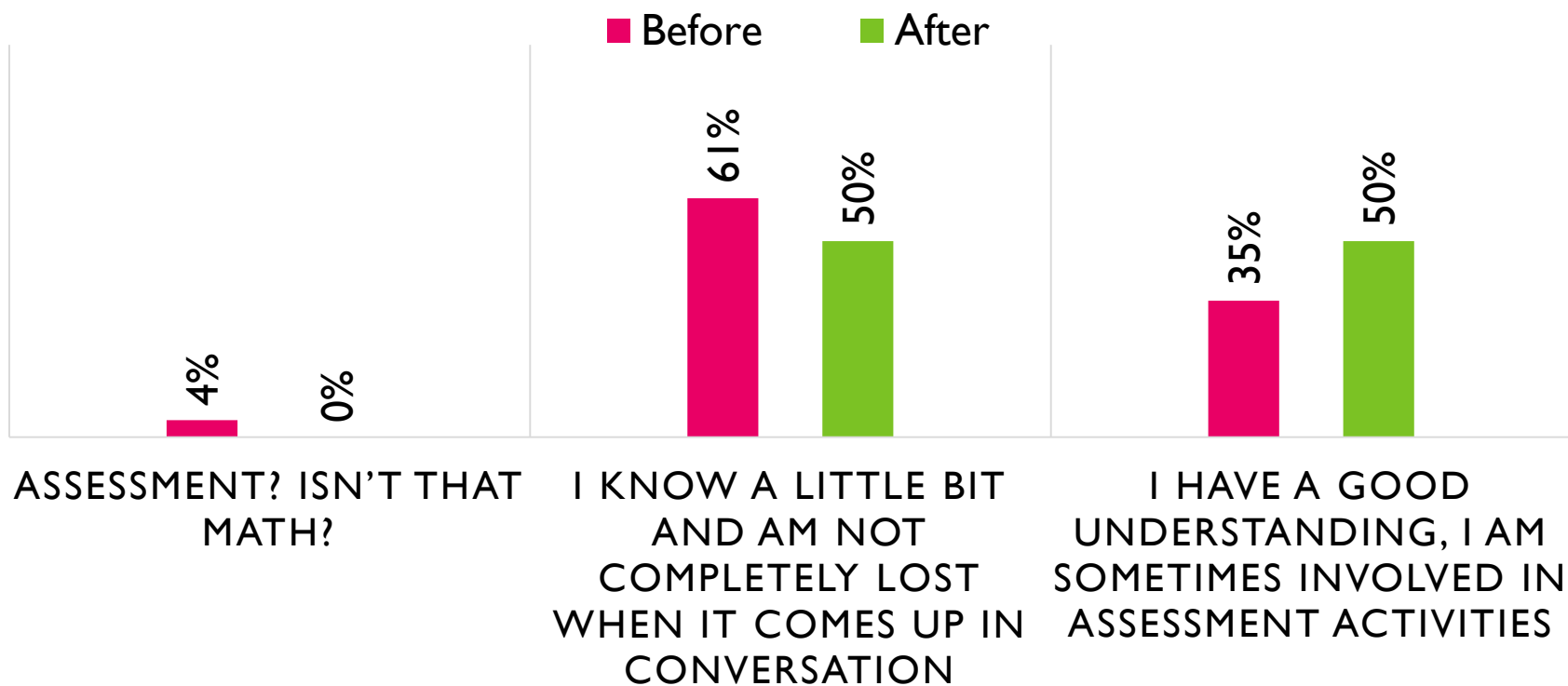


I FEEL THAT ASSESSMENT IS ...

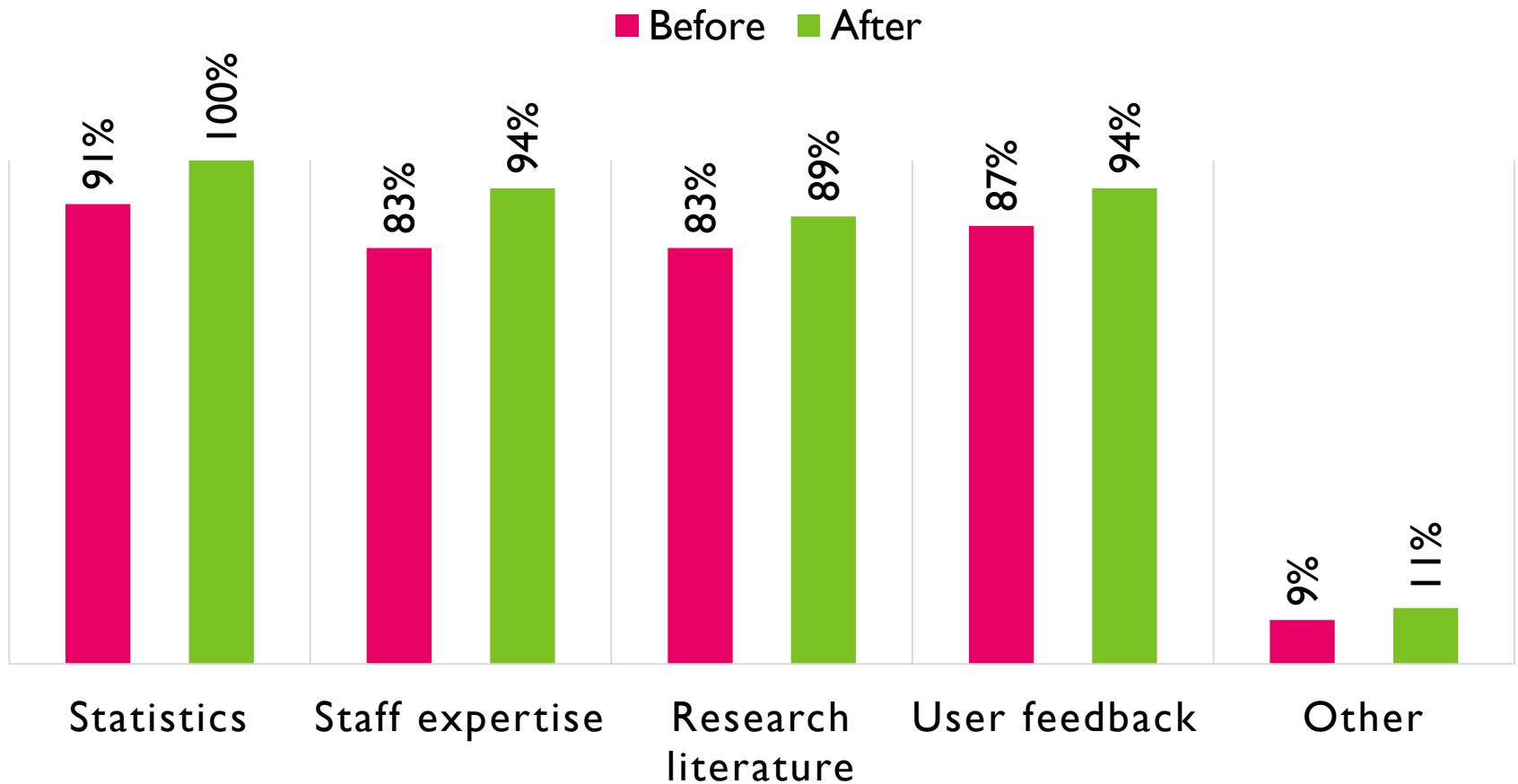
■ Before ■ After



HOW WOULD YOU DESCRIBE YOUR UNDERSTANDING OF ASSESSMENT?



ASSESSMENT INVOLVES USING ...



COMMENTS FROM PARTICIPANTS

...having the scenario and the breakout groups, especially the chance to work with people from different departments, was a really great way of approaching the issue and giving context to assessment.

I enjoyed the active portions of the sessions, to encourage us to think about and work through the process.

PRACTICAL IMPLICATIONS

- Met an objective on our Strategic Plan:
 - Demonstrated that the active learning workshop structure was successful
 - Provide a template and model for other training initiatives to follow
- Assessment outreach to library staff:
 - Manageable and effective way to increase the discussion around assessment at an institution



Photo by [Kristina Alexanderson](#)

THANK YOU!

Katharine Hall

katharine.hall@concordia.ca

Meredith Giffin

meredith.giffin@concordia.ca