

Deepa Banerjee
Jackie Belanger
Conor Casey
Maggie Faber
Amanda Hornby

Librarian Teaching and Learning Assessment by Design! (Thinking)

University of Washington Libraries

CONTEXT

- The Assessment Subcommittee supports the Teaching and Learning Group by addressing ongoing student learning needs and the effectiveness of Libraries' teaching.
- Recent projects included developing student learning assessment projects and overseeing central instruction reporting.
- Organizational changes led us to reassess the subcommittee and refocus our efforts and expertise.
- Enter: Design Thinking.



QUESTIONS

Seed Idea

Can we offer consultation-like services to our colleagues who want to engage in student learning assessment projects (large or small)?

Design Thinking Driving Question

How might we help subject and functional liaisons who do classroom instruction better understand their students' learning?

WHAT WE LEARNED

Librarian Needs

- Librarians want to understand students' learning and value their individual knowledge, but questions around how students learn may require different approaches beyond quick assessment strategies.
- Librarians feel isolated in their teaching and want a community of support that also contributes to their growth as teachers.



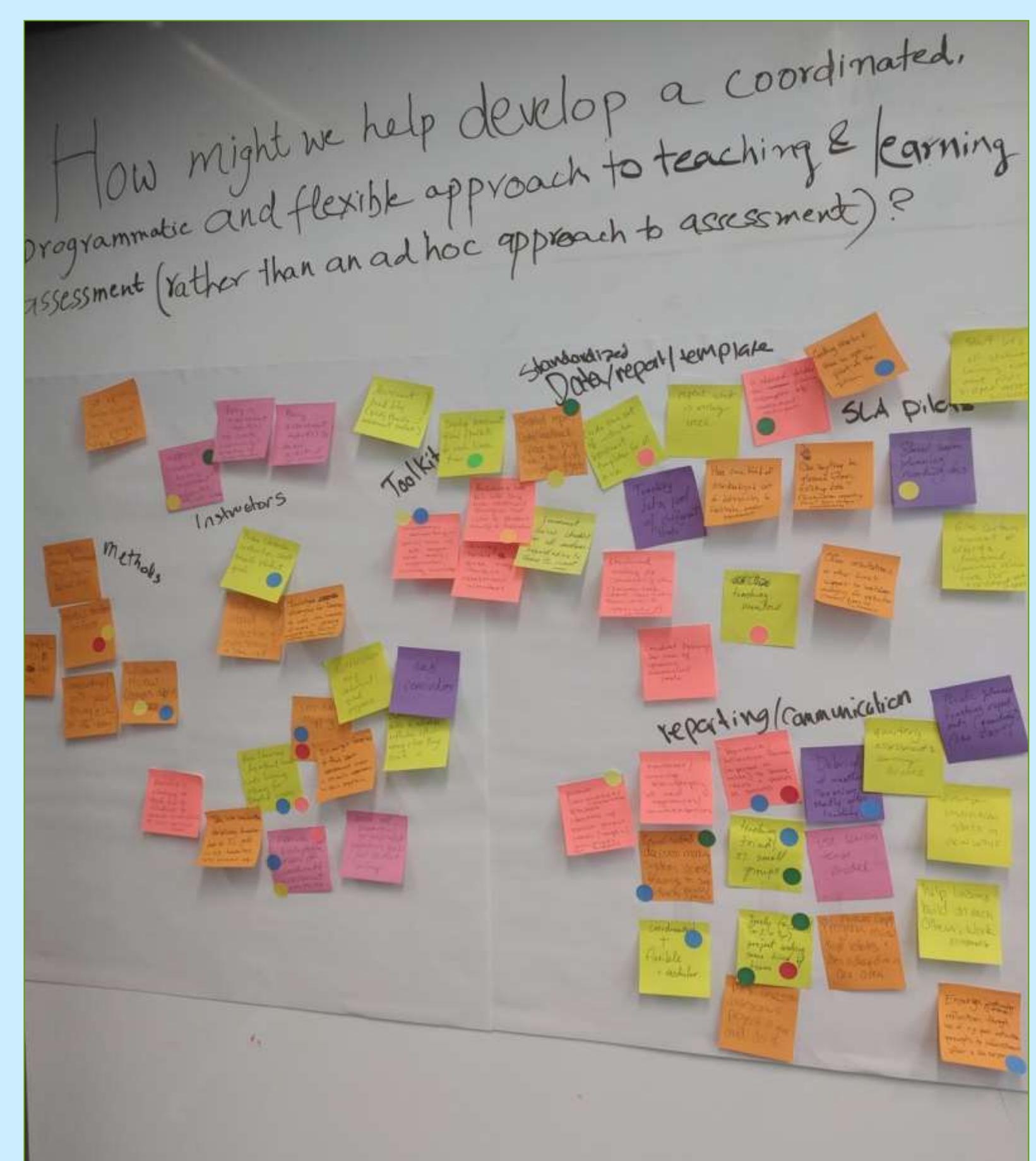
Possible Solutions

- Develop mentor pairs, including peer coaching, co-teaching or peer observation.
- Create reading groups to support librarian teaching and learning.

DESIGN THINKING PROCESSES

DEFINE BRAINSTORM SYNTHESIZE ITERATE PROTOTYPE

DIVERGING FROM DESIGN THINKING



Benefits of using Design Thinking include:

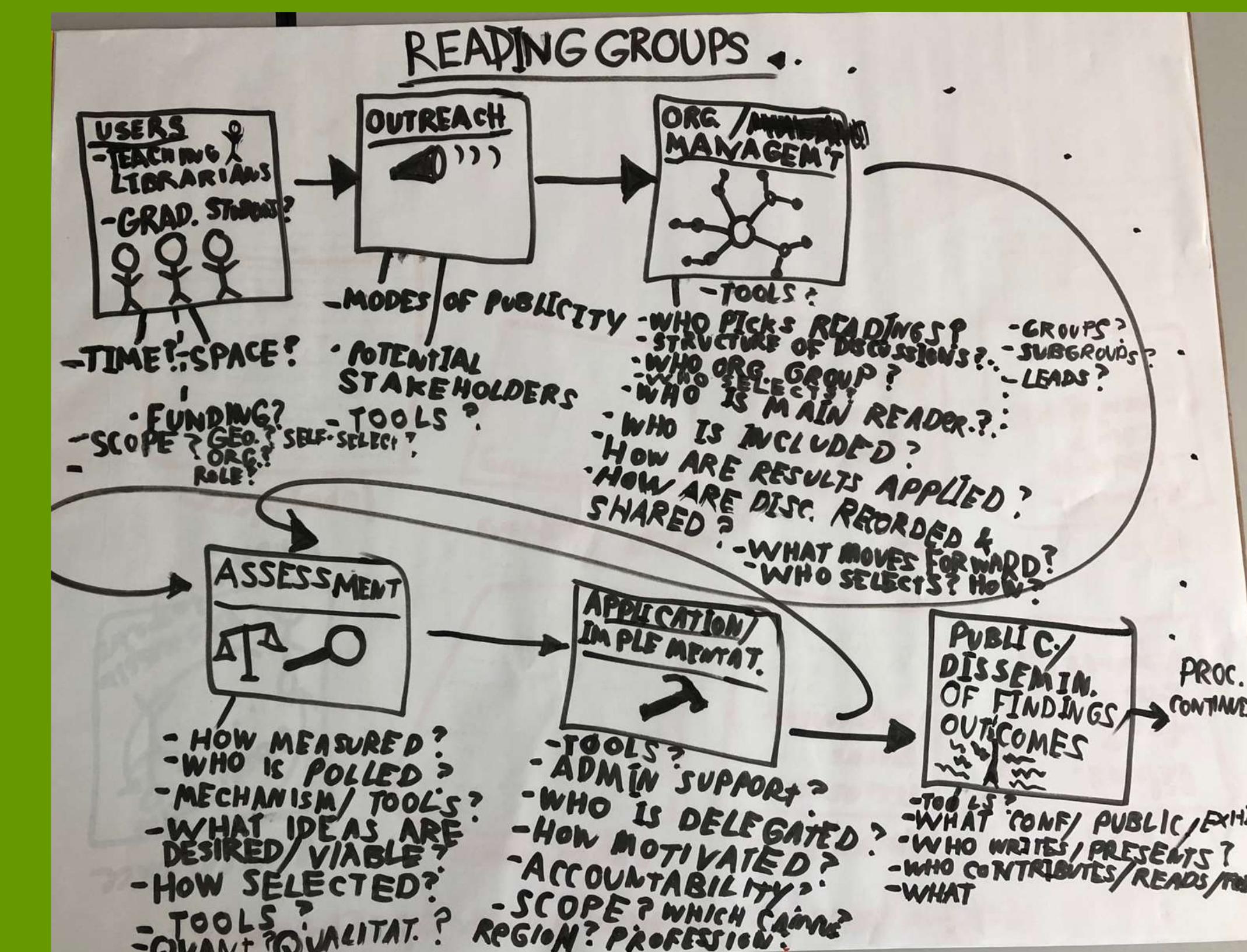
- developing greater empathy for colleagues
- checking our own assumptions about needs
- seeking different perspectives
- engaging in active listening.

We diverged from Design Thinking to:

- better work within our institutional context
- collaboratively generate solutions with librarians and stakeholders
- create boundaries around the scope of our subcommittee's work.

IMPLICATIONS FOR... UW Libraries

- Process reveals the complexity of challenges teaching librarians face.
- Subcommittee's reporting process must reflect this complexity and frame recommendations within this context.
- Acknowledge that our dispersed tri-campus library system has multiple and different needs.
- Process inspired a Libraries committee to use a similar approach.



Using Design Thinking Within a Library Org

- Trust the process.
- Define the scope and audience for the project early on.
- Invite stakeholder(s) to join working group and participate in Design Thinking from the start.
- Design Thinking is but one of several methods that can be used to learn more about an organization's needs.

Acknowledgements

1. We are grateful for the work of the UW Libraries Transfer Student & Citation Management Tools Design Thinking teams.

2. "Design Thinking for Libraries Toolkit." *Design Thinking for Libraries*, IDEO, designtinkingforlibraries.com.

