



Time Lords of Instruction

Knowing When to Teach Which Skills in a Major Program from Student and Instructor Feedback



**Ashley Ireland – Director of User & Instruction Services
Murray State University Libraries
Lightning Strike Presentation
2014 Library Assessment Conference**



Trend in Instruction @ Murray State

Academic Year	Number of Sessions	# of Students
2010-11	283	6,213
2011-12	313	6,876
2012-13	239	4,864
2013-14	317	7,108



	09/01/09	MUS 098	
	09/21/10	MUS 098	
	09/13/11	MUS 098	
	10/04/11	MUS 098	
	09/03/09	MUS 099	
	09/10/09	MUS 099	
	09/09/10	MUS 099	
	09/01/11	MUS 099	
	09/22/11	MUS 099	
	09/15/10	MUS 162	
	03/09/10	MUS 300	
	10/12/2010	MUS 300	
	03/08/11	MUS 300	
	10/11/11	MUS 300	
	10/23/09	MUS 381	
	10/26/09	MUS 381	
	10/20/2010	MUS 381	
	10/22/2010	MUS 381	
	04/01/11	MUS 381	
	10/21/11	MUS 381	
	03/12/12	MUS 381	
	03/14/12	MUS 381	
	11/09/09	MUS 382	
	11/11/09	MUS 382	
	11/08/10	MUS 382	
	11/10/10	MUS 382	
	11/12/10	MUS 382	
	11/11/11	MUS 382	
	08/30/11	MUS 490	

	09/15/10	CHE 099	
	10/26/11	CHE 099	
	01/14/10	CHE 400	
	01/21/11	CHE 400	
	01/19/12	CHE 400	



In Education Source :

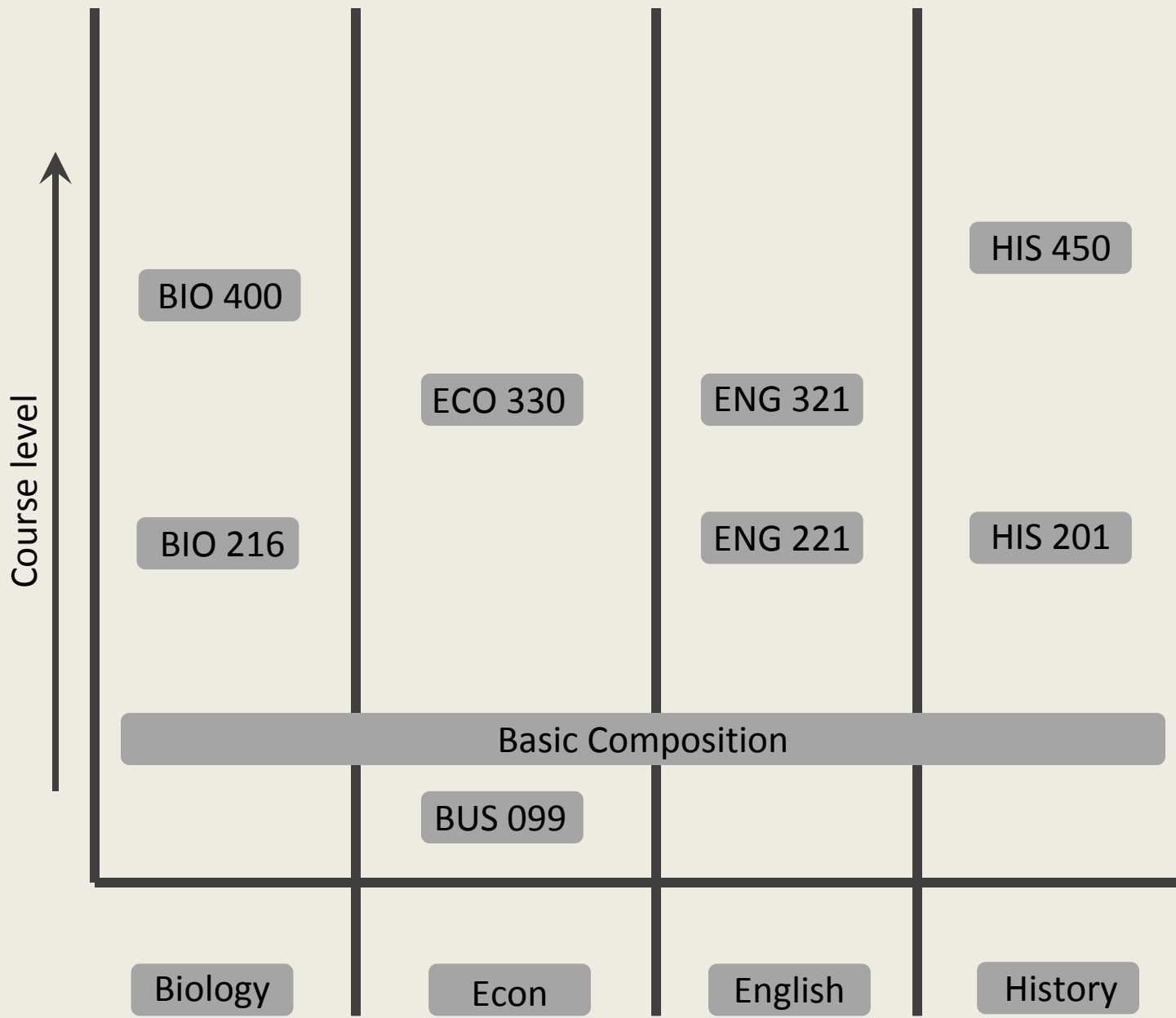
>8,821 results for (tier* OR scaffold* OR scale) AND instruction

Tiered IL instruction :

VanScoy, A., & Oakleaf, M. J. (2008). Evidence vs. anecdote: Using syllabi to plan curriculum-integrated information literacy instruction.

College & Research Libraries, 69(6), 566-575.

Dorner, J. L., Taylor, S. E., & Hodson-Carlton, K. (2001). Faculty-librarian collaboration for nursing information literacy: a tiered approach. *Reference Services Review*, 29(2), 132-141.





Scaffold Selection Example:

English Program areas and majors had these required courses in common:

ENG 099 Transitions

ENG 221 Introduction to English Studies

ENG 303 British Literature to 1760

ENG 304 British literature, 1760 to Present

ENG 311 American Literature to 1890

ENG 312 American Literature, 1890 to Present

ENG 321 Research in Literary Studies

ENG 334 Shakespeare

and one of the following:

ENG 309 history of the English Language

ENG 310 Introduction to English Linguistics



Instruction Session/Research Question Evaluation

How much of the information presented was new information to you? (circle one)

very little some most all

How much of the information presented to you will be useful in moving forward, either in this class or others? (circle one)

very little some most all

What is one skill or resource that you found helpful in learning about today?

What can you tell us so that we can do better in the future?

For Library Use Only:

Course **ENG 105**

Instructor **Nielsen**

Scaffold Course? Y N

Entry Number **85254**

Librarian **Ashley**

Student Feedback



Implementation



- 3154 instances of feedback
- 7108 students reached
 - 4360 unique users
- Reached ~ 40% of scaffold classes





What we know:

- Some courses we targeted should be changed.
- We are usually reviewing some previously-taught material, but students appreciate that.
- Some instruction we are doing is done at the wrong time *of the semester*.



Changing Targeted Courses:

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For analysis:

all = 4

most = 3

some = 2

very little = 1

Analysis of Student Feedback:

New Information:

all = 2.53

scaffold = 2.48


non-scaffold = 2.61

Helpful in moving forward:

all = 3.26

scaffold = 3.26

non-scaffold = 3.26



Student support for early instruction

“work w/ earlier students” - BIO 697

“I thought this was an EXCELLENT session - but I do wish I would’ve learned this earlier!” - JMC 397

“go to mostly underclassmen so students know this earlier”
- MGT 590

“using an * in search - wish’d learned that 4 years ago...”
- MGT 590

“Teach these sooner. Helpful too late as I graduate in 4 months”
- MKT 565



Student support for less instruction*

“Nothing. Just had this lecture (4) times prior” - SOC 340

“learned this several times before” - BUS 215

“this is the second time I have done this with separate classes” - BUS 215

“I have been through this 5 times” COM 201

“nothing. I’ve just heard this so many times already” - ECO 310

“this is my third time having the intro to the business website and this
was by far the most helpful” - ECO 310

“it is all great, I just have done this quite a few times” - GER 331

“I’ve seen this presentation like 12 times” - JMC 168

“it was good, I’ve just heard it many times” - MID 395



They aren't lying:

7108 students in classes taught

4360 were unique users

26% (1137) reached more than
once/year

876 students twice

116 students three times

8 students four times

2 students five times



Timeliness in the Semester

"Maybe do this early in the semester" - ENG 105 (Late April)

"present earlier" - ECO 310 (late March)

"Present this information earlier" - EDU 099 - 11/1

"Come earlier in the year" - EDU 099 - 11/1

"Meet earlier" - EDU 099 - 11/1

"earlier in the year" - EDU 099 - 11/1

"have this session earlier in the semester" - EDU 099 - 11/1

"Tell us about search pages earlier" - EDU 099 - 11/1

"tell us this earlier" - ENG 105 - 10/9

"inform us earlier in the year" - ENG 105 - 10/16

"presentation would be helpful earlier in the semester" - ENG 105 - 10/16



Achievement Targets for Future Assessment

- # of students reached multiple times/year reduces
- # of unique students reached/year increases
- Helpful in moving forward average increases
- Fewer negative comments about timeliness



Questions

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