

June, 2017

The Library Learning Narrative: A Pilot Project to Capture Learning Outcomes at the Reference Desk

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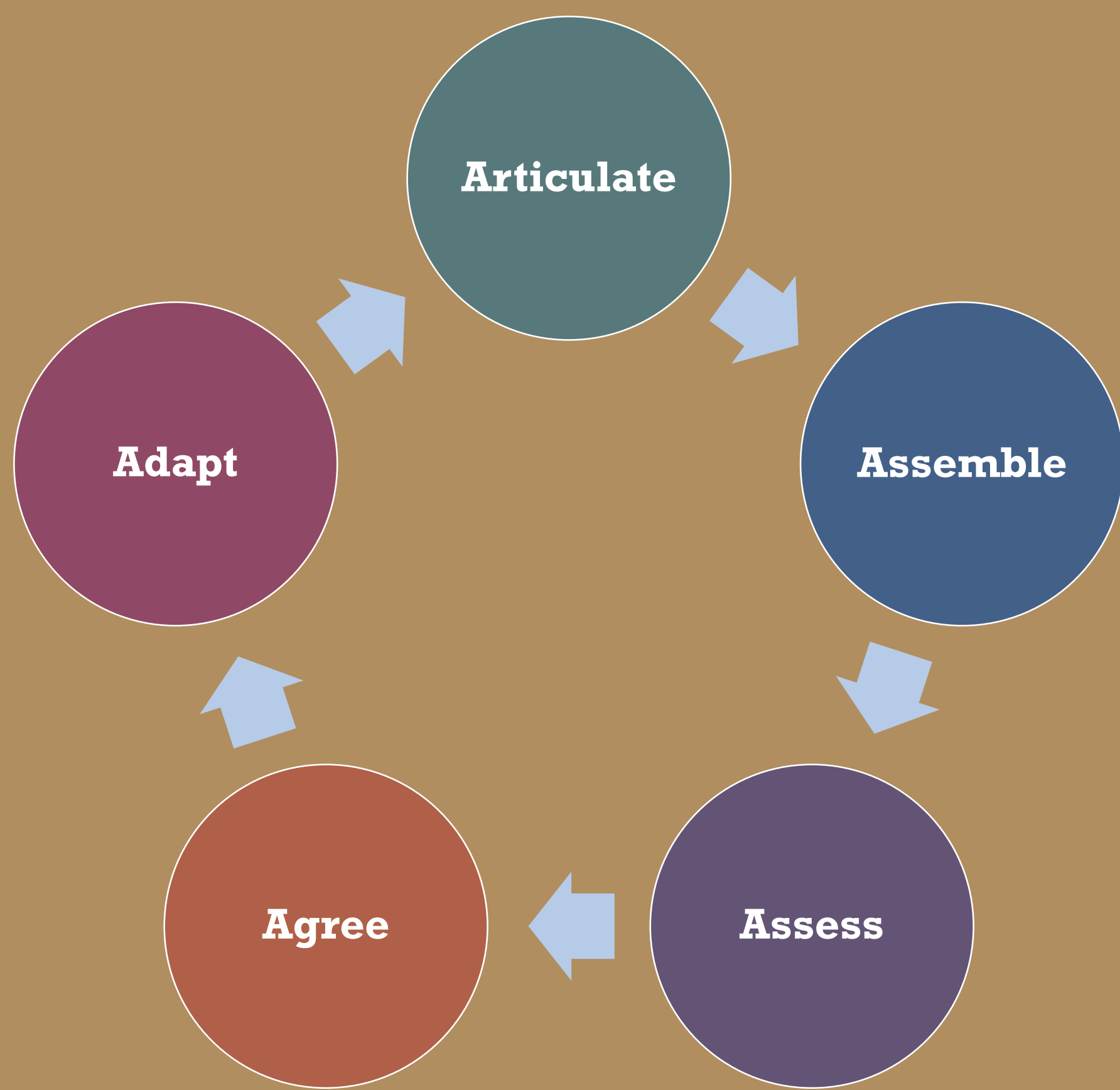
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A Pilot Project to Capture Learning Outcomes at the Reference Desk



ARTICULATE

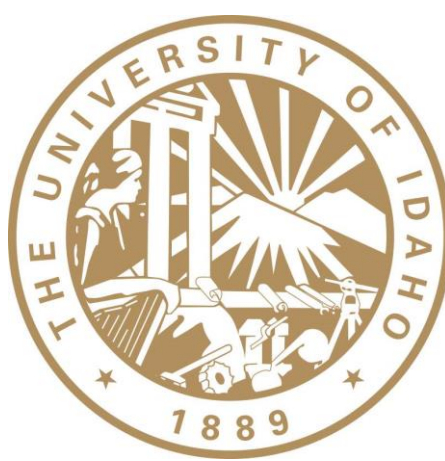
Ask Questions

- How can Reference Services articulate its value to stakeholders?
- Could Reference transactions align with student learning outcomes to better articulate the value of Reference Services?

ASSEMBLE

Identify

- Learning trends and other criteria from Reference statistics to determine the types of information currently recorded by librarians
- Framework for aligning Reference transactions with student learning outcomes to articulate value of Reference Services



Review literature

AACU Essential Learning Outcomes. (2014, April 18).

AACU Critical Thinking VALUE Rubric. (2014, July 31).

AACU Information Literacy VALUE Rubric. (2014, July 31).

AACU Inquiry and Analysis VALUE Rubric. (2014, July 31).

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Dugan, R. E., & Hernon, P. (2002). Outcomes assessment: Not synonymous with inputs and outputs. *Journal of Academic Librarianship*, 28(6), 376-380.

Elmborg, J. K. (2002). Teaching at the Desk: Toward a Reference Pedagogy. *Portal: Libraries and the Academy*, 2(3), 455-464.

Fisher, E. (2012, November 28). Makerspaces move into academic libraries. *ACRL TechConnect*.

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Gerlich, B. K., & Berard, G. L. (2010). Testing the Viability of the READ Scale (Reference Effort Assessment Data)(C): Qualitative Statistics for Academic Ref. Services. *College & Research Libraries*, 71(2), 116-137.

Green, D. D., & Peach, J. K. (2003). Assessment of reference instruction as a teaching and learning activity: An experiment at the University of Illinois-Springfield. *College & Research Libraries News*, 64(4), 256-258.

Gremmels, G. S., & Lehmann, K. S. (2007). Assessment of Student Learning from Reference Service. *College & Research Libraries*, 68(6), 488-502.

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Huddock, S., & Sullivan, D. (2011). Hit the Reference Transaction Mark: Incorporating READ into DART. *Colorado Libraries*, Vol. 36, No.1.

Jacoby, J., & O'Brien, N. P. (2005). Assessing the Impact of Reference Services Provided to Undergraduate Students. *College & Research Libraries*, 66(4), 324-340.

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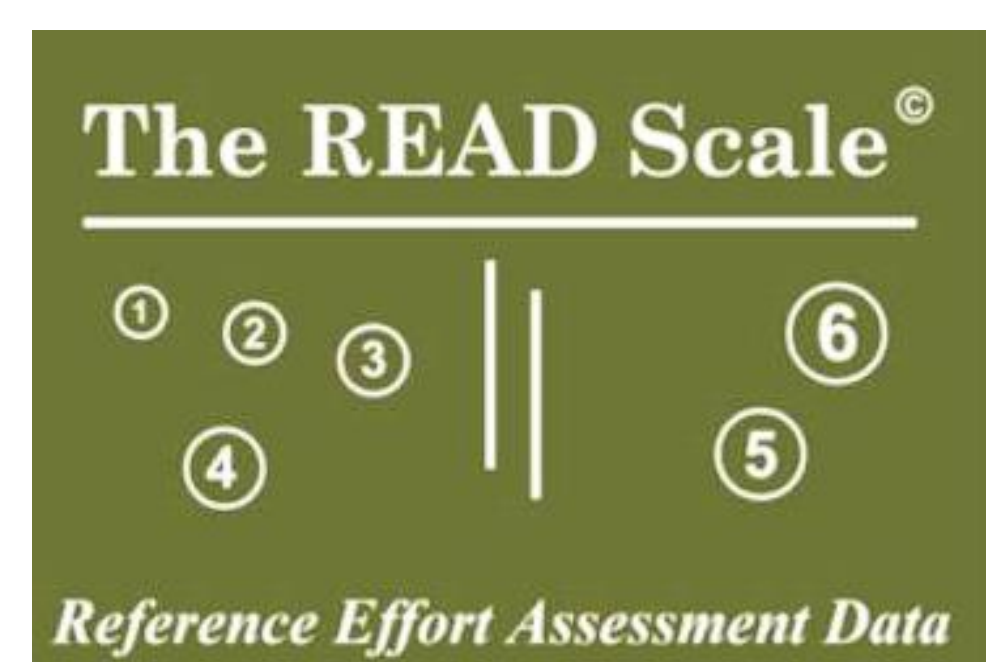
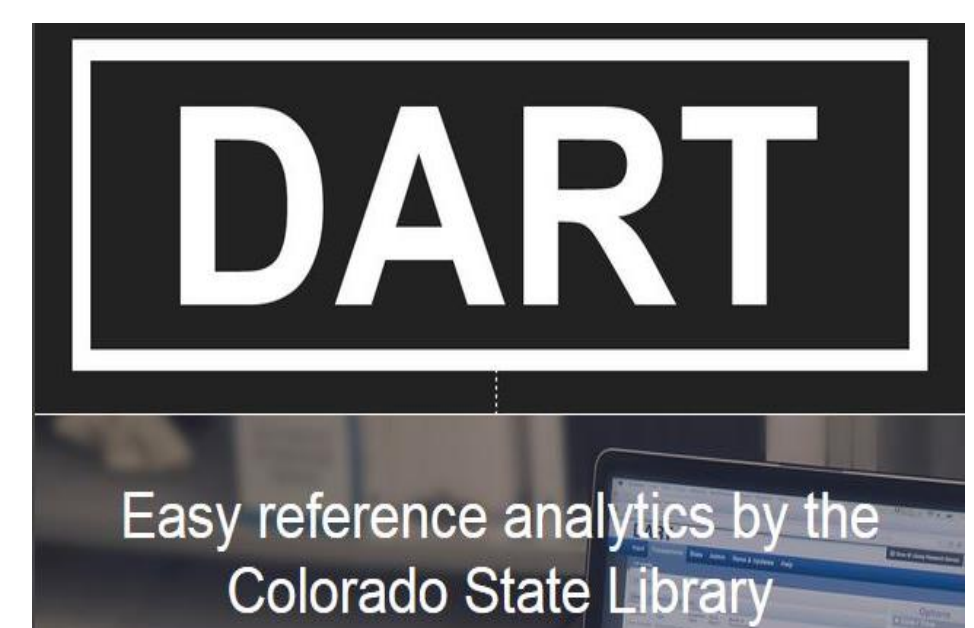
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Oakleaf, M. J. (2012). Activity #30: Impact on student learning outcomes. In *Academic Library Value: The Impact Starter Kit*. Syracuse, NY: Dellas Graphics, 2012. p.30.

Stevens, C. R. (2013). Reference reviewed and re-envisioned: Revamping librarian and desk-centric services with LibStARs & LibAnswers. *Journal of Academic Librarianship*, 39(2), 202-214.

Gather inspiration

- DART
(Data Analysis Reference Tracker - *Hudock & Sullivan, 2011*)
Program to customize locations, patron types, question types and categories, time spent, and communication mode
- READ Scale
(Reference Effort Assessment Data - *Gerlich & Berard, 2010*)
Six-point scale that measures skills, knowledge, and techniques used by librarians during Reference transactions.



The Library Learning Narrative ...

ASSESS

Map Reference Transactions to Learning Outcomes

Action (w/ Reference Question Level)	AACU VALUE Rubric	Uldaho Learning Matters Learning outcomes	ACRL Information Literacy Competencies
Navigate Building/Website (Basic)	Directional Question	Directional Question	Directional Question
Known Item Search (Basic)	1. Access Needed Information (Information Literacy) 2. Evidence (Critical Thinking)	Sources and Evidence to Accomplish a Specific Purpose (Communicate)	Access (Standard 1)
Clarify Information Need/Source (Intermediate)	Determine Info Need (Information Literacy)	Sources and Evidence to Accomplish a Specific Purpose (Communicate)	Determine Info Need (Standard 2)
Suggest Keywords (Intermediate / Advanced)	Define Problem (Problem-Solving)	Define Problem (Think and Create)	Access (Standard 1)
Refine Research Topic (Intermediate / Advanced)	1. Topic Selection (Inquiry & Analysis) 2. Define Problem (Problem-Solving)	Define Problem (Think and Create)	Access (Standard 1)
Develop Search Strategy (Intermediate)	1. Access Needed Information (Information Literacy) 2. Evidence (Critical Thinking)	Evidence (Think and Create)	Determine Info Need (Standard 2)
LC Call Number Overview (Basic)	1. Access Needed Information (Information Literacy) 2. Transfer (Integrated Learning)	Transfer Adopts and applies skills... (Learning and Integrate)	Access (Standard 1)
Database/Catalog Demo (Intermediate / Advanced)	1. Access Needed Information (Information Literacy) 2. Transfer (Integrated Learning)	Transfer Adopts and applies skills... (Learning and Integrate)	Access (Standard 1)
Summit / ILL Process (Basic)	1. Access Needed Information (Information Literacy) 2. Transfer (Integrated Learning)	Transfer Adopts and applies skills... (Learning and Integrate)	Access (Standard 1)
Evaluated Resources (Advanced)	1. Evaluating Information (Information Literacy) 2. Evidence (Critical Thinking) 3. Existing Knowledge (Inquiry/Analysis)	1. Evidence (Think and Create) 2. Sources and Evidence to Accomplish a Specific Purpose (Communicate)	Evaluates (Standard 3)
Citation / Copyright Info (Advanced)	Access Ethically/Legally (Information Literacy)	Application of Ethical Perspectives and Concepts (Practice Citizenship)	Ethically & Legally (Standard 5)

Create New Transaction Form

Add Transaction: Reference

Type the question (140 chars max)

Type more detail (optional), 1000 chars max.

Type the answer here.

☐ Include this transaction in the public knowledge base. What is this?

See if similar questions are already in the public knowledge base?

Search

Time Stamp: ☒ Current ☐ Edit Date/Time

Answered By: Stoddart, Rick

Internal Note: help

Location

Reference Desk

Office

On Call

Satellite Desk

Remote

Patron Type

Student

Faculty

Staff

Community

Unknown

Other

Question Format

In-Person

Phone

Email

IM

Text

Question Type

Reference

Directional

Advanced Reference

Follow-Up

Circulation

Time Spent

0-2 minutes

3-9 minutes

10-19 minutes

20+ minutes

Primary Action with Patron

Navigate Building/Website

Known Item Search

Clarify Info Need/Source

Suggest Keywords

Develop Search Strategy

Refine Research Topic

LC Call Number Overview

Database/Catalog Demo

Summit ILL Process

Evaluate Resources

Secondary Action with Patron

Navigate Building/Website

Known Item Search

Clarify Info Need/Source

Suggest Keywords

Develop Search Strategy

Refine Research Topic

LC Call Number Overview

Database/Catalog Demo

Summit ILL Process

Evaluate Resources

Third Action with Patron

Navigate Building/Website

Known Item Search

Clarify Info Need/Source

Suggest Keywords

Develop Search Strategy

Refine Research Topic

LC Call Number Overview

Database/Catalog Demo

Summit ILL Process

Evaluate Resources

Question Level

Basic

Intermediate

Advanced

Submit

Submit & Clear

What's the difference?

Produce Data Set from Transactions *

August 1, 2016 - May 19th 2017							
Reference Interaction	Primary	Primary %	Secondary	Secondary %	Third	Third %	Total
No Data	273	29%	573	60%	822	86%	1668
Navigate Building / Website	87	9%	30	3%	13	1%	130
Known Item Search	301	32%	36	4%	7	1%	344
Clarify Information Need / Source	65	7%	7	1%	4	0%	76
Suggest Keywords	27	3%	12	1%	3	0%	42
Develop Search Strategy	52	5%	35	4%	6	1%	93
Database / Catalog Demo	47	5%	86	9%	27	3%	160
LC Call Number Overview	40	4%	71	7%	34	4%	145
Summit / ILL Borrowing Process	40	4%	83	9%	21	2%	144
Evaluate Resources	4	0%	9	1%	12	1%	25
Refine Research Topic	5	1%	6	1%	1	0%	12
Citation / Copyright Info	11	1%	4	0%	2	0%	17
Total Learning Outcomes	952	100%	952	100%	952	100%	2856

ADAPT

Reflect on statements

Re-envisioning Reference Services through the lens of campus or national learning outcomes is a meaningful way for academic libraries to: 1) Document their educational impact; and 2) Demonstrate their contributions to the university learning mission. Moving forward, the library can articulate both the number of Reference desk interactions and time spent supporting student skill-building toward campus learning outcomes.

Limitations

- 1) Differing levels of participation librarians.* Lack of data and librarian participation dilutes the results. 29% of non-directional interactions were recorded as not associated with learning outcomes.
- 2) Inter-rater reliability. It is unclear whether participating librarians are recording transactions in the same manner.

Next steps

- 1) Recruit more librarians to participate.
- 2) Work on inter-rater reliability among participating librarians.
- 3) Map actions to the ACRL's Framework for Information Literacy for Higher Education.

AGREE

Interpret data

The project created valuable data that offers evidence of the different types of learning at the Reference desk, with 62% of non-directional transactions mapped to the AACU or Uldaho student learning outcomes. 43% of the transactions can be mapped to more than one learning outcome.

The data showed 1,247 Reference and directional questions recorded by participating Reference librarians during the 2016/2017 Fall and Spring semesters. 952 of these interactions were classified by librarians as Reference questions (76%).

During the 952 transactions, 2,856 Reference-related actions can be mapped to learning outcomes. 57% of the time only one learning outcome-related actions occurred; 32% of the time, two actions occurred; and 11% of the time, three actions occurred.

Of the non-directional transactions recorded (removing all “No Data” questions), the main ACRL Information Literacy Standard associated with Reference interactions was **Access** (84%).

Known Item Search, mapped to learning outcomes for *using evidence in critical thinking & communication*, accounted for nearly 51% of Primary interactions and 33% of the overall interactions with patrons.

Database/Catalog Demo (transfer and learning) accounted for 15% of overall learning outcome interactions and is mapped to the Uldaho learning outcome of *Transfer*.

LC Call Number Overview and **Summit/ILL Borrowing Process** each accounted for 14% of learning outcomes-related transactions. The transactions can be mapped to the Uldaho learning outcome of *Transfer*.

AACU Learning Outcomes: 42% were associated with *Transfer* (Integrated Learning). 44% were associated with *Evidence* (Critical Thinking).

Uldaho Learning Outcomes: 42% of learning outcome actions were associated with *Using Sources & Evidence to Accomplish a Purpose* (Communicate); 42% were also associated with *Transfer* (Learn & Integrate); and 11% were associated with the Think & Create outcome developing *Evidence*.

Produce statement

The 2016-17 dataset produced **evidence-based statements** about the library's value and impact on student learning, for example . . .

- Uldaho librarians average almost 100 patrons interactions (98.8) at the Reference desk per semester that support campus-wide learning outcomes.
- 42% of interactions can be associated with the Uldaho learning outcome of *Transfer*, such as developing skills like searching a databases (Learn & Integrate).
- Uldaho librarians spend almost one credit hour (13.85 hours) on non-directional questions per semester.