Utah State University
DigitalCommons@USU

Library Faculty & Staff Presentations | Libraries

5-18-2017

No Really, We Can Help with This: Librarians Facilitating Research Assignment Design

Rachel Wishkoski
Utah State University

Kacy Lundstrom
Utah State University

Erin Davis
Utah State University

Follow this and additional works at: https://digitalcommons.usu.edu/lib_present

Part of the Library and Information Science Commons

Recommended Citation

Wishkoski, Rachel; Lundstrom, Kacy; and Davis, Erin, "No Really, We Can Help with This: Librarians Facilitating Research Assignment Design" (2017). *Library Faculty & Staff Presentations.* Paper 105.
https://digitalcommons.usu.edu/lib_present/105

This Presentation is brought to you for free and open access by the Libraries at DigitalCommons@USU. It has been accepted for inclusion in Library Faculty & Staff Presentations by an authorized administrator of DigitalCommons@USU. For more information, please contact digitalcommons@usu.edu.

NO REALLY, WE CAN HELP WITH THIS

Librarians facilitating research assignment design

Rachel Wishkoski, Kacy Lundstrom, & Erin Davis

Utah Library Association

May 18, 2017

UtahStateUniversity
MERRILL-CAZIER LIBRARY

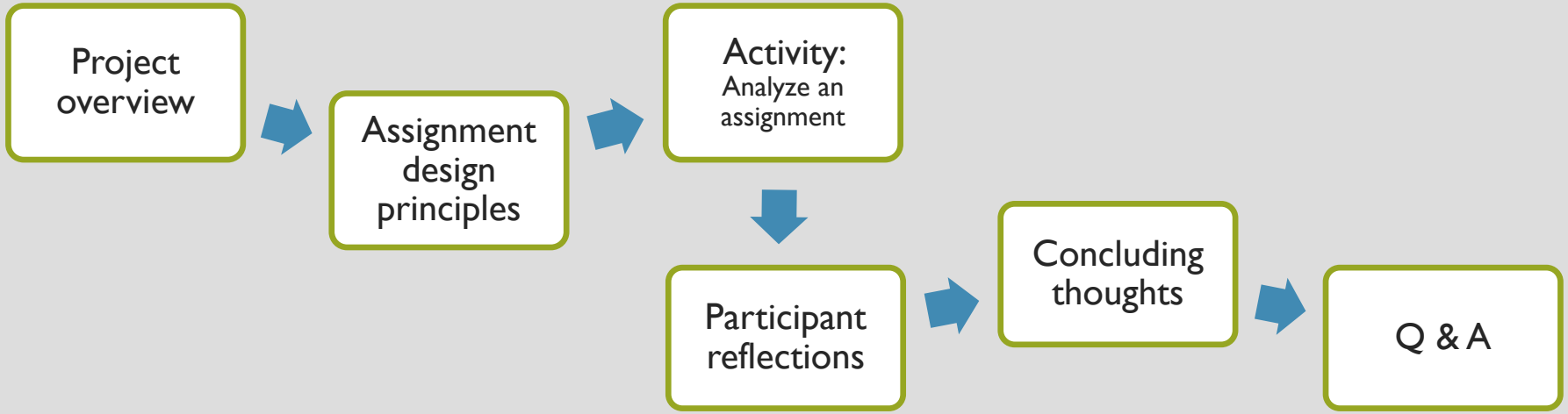
PREMISES

Students need **scaffolded, authentic opportunities** to practice and develop research skills.

Interdisciplinary faculty collaboration on assignment redesign facilitates **peer feedback that isn't usually available**.

Bringing librarians to the assignment design table establishes **stronger connections** with and among teaching faculty and promotes **deeper learning opportunities** for students.

AGENDA

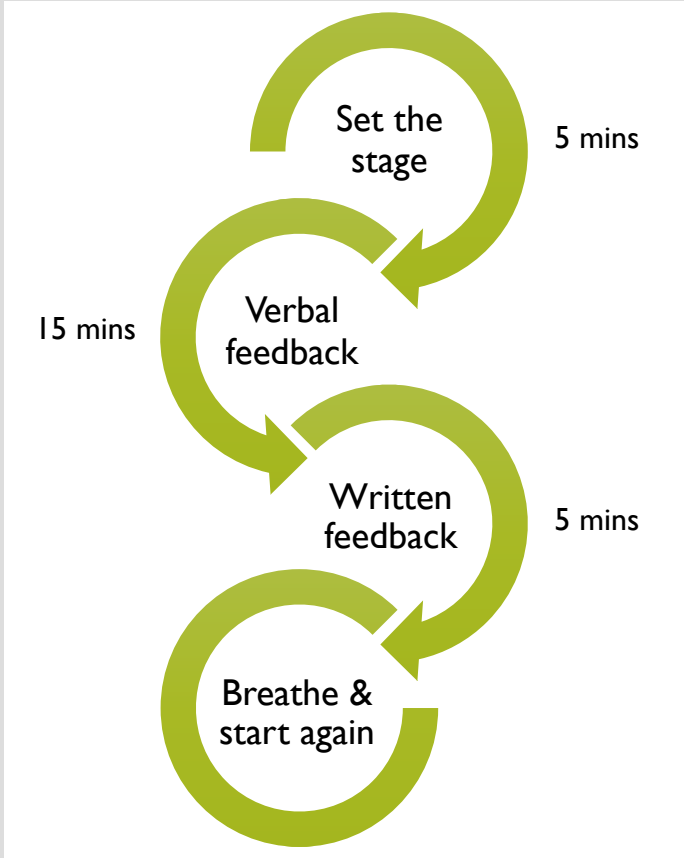

Project overview
Assignment design principles
Activity: Analyze an assignment
Participant reflections
Concluding thoughts
Q & A

PROJECT OVERVIEW

WHAT IS A CHARRETTE?

- Model taken from National Institute for Learning Outcomes Assessment (NILOA)
- Quick, collaborative feedback process
- Often used in architecture
- Applied to small group faculty collaboration on research assignment redesign

CHARRETTE BREAKDOWN



LIBRARIANS IN THE LEAD

THE PROJECT

2016

August
- Design project
- Submit IRB

September
- Market Charrette 1

October
- Select participants
- Recruit facilitators

November
- Collect assignments
- Assign groups
- Train facilitators

December
- Charrette 1
- Debrief

2017

January
- Schedule interviews
- Plan Charrette 2

February
- Market Charrette 2

March
- Select participants
- Collect assignments
- Recruit facilitators

April
- Conduct interviews
- Assign groups
- Distribute assignments
- Charrette 2

May
- Post-implementation interviews
- Collect student work
- Compensation for Charrette 1 and 2

A TALE OF TWO CHARRETTES

AGENDA

Charrette 1 (full day)	Charrette 2 (half day)
Undergrad research office introduction	---
Review of assignment design principles	Review of assignment design principles
Time for review of peers' assignments	---
Lunch with subject librarians	---
Introduction to the charrette format	Introduction to the charrette format
Charrette (4 rounds)	Charrette (3 rounds)
Large-group reflection	Large-group reflection
Feedback survey	Feedback survey

A TALE OF TWO CHARRETTES

FACULTY COMMITMENT

Charrette 1	Charrette 2
Submit assignment in advance	Submit assignment in advance
---	Review peers' assignments in advance
Attend workshop	Attend workshop
Revise and implement assignment	---
Complete interview with researchers	---
Share student work (with consent)	---
Receive compensation($500)	Receive compensation ($250)

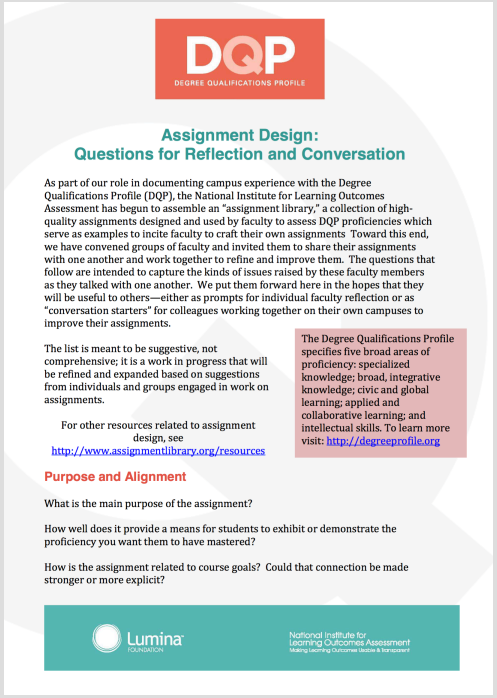
24 faculty (6 Regional Campus),
6 librarian facilitators,
8 subject librarians

21 faculty (1 Regional Campus),
7 librarian facilitators

ASSIGNMENT DESIGN PRINCIPLES

GUIDING MATERIALS

NILOA



DQP
DEGREE QUALIFICATIONS PROFILE

Assignment Design:
Questions for Reflection and Conversation

As part of our role in documenting campus experience with the Degree Qualifications Profile (DQP), the National Institute for Learning Outcomes Assessment has begun to assemble an "assignment library," a collection of high-quality assignments designed and used by faculty to assess DQP proficiencies which serve as examples to incite faculty to craft their own assignments Toward this end, we have convened groups of faculty and invited them to share their assignments with one another and work together to refine and improve them. The questions that follow are intended to capture the kinds of issues raised by these faculty members as they talked with one another. We put them forward here in the hopes that they will be useful to others—either as prompts for individual faculty reflection or as "conversation starters" for colleagues working together on their own campuses to improve their assignments.

The list is meant to be suggestive, not comprehensive; it is a work in progress that will be refined and expanded based on suggestions from individuals and groups engaged in work on assignments.

For other resources related to assignment design, see
http://www.assignmentlibrary.org/resources

The Degree Qualifications Profile specifies five broad areas of proficiency: specialized knowledge; broad, integrative knowledge; civic and global learning; applied and collaborative learning; and intellectual skills. To learn more visit: http://degreeprofile.org

Purpose and Alignment

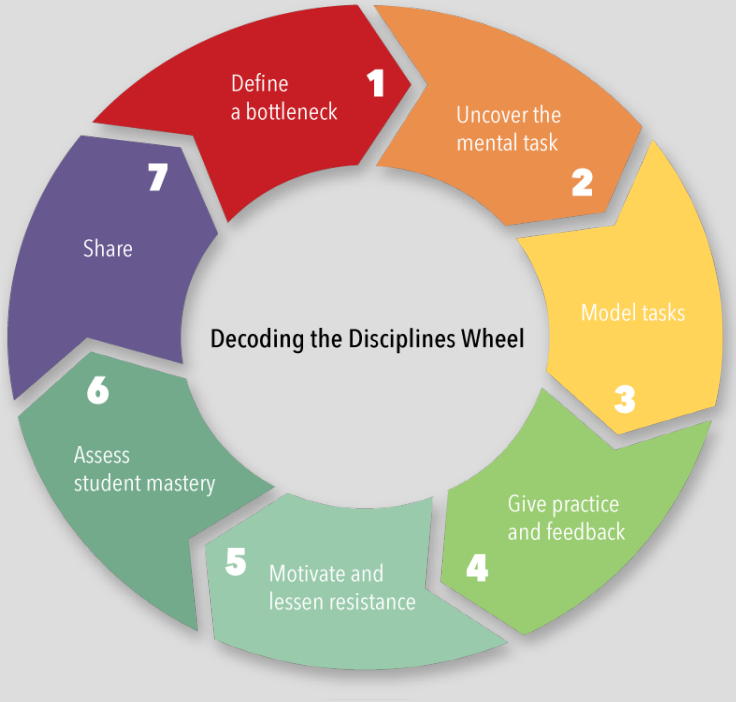
What is the main purpose of the assignment?

How well does it provide a means for students to exhibit or demonstrate the proficiency you want them to have mastered?

How is the assignment related to course goals? Could that connection be made stronger or more explicit?

Lumina FOUNDATION
National Institute for Learning Outcomes Assessment

DECODING THE DISCIPLINES



KEY PRINCIPLES

Reflect on where students get stuck.

Make the implicit explicit.

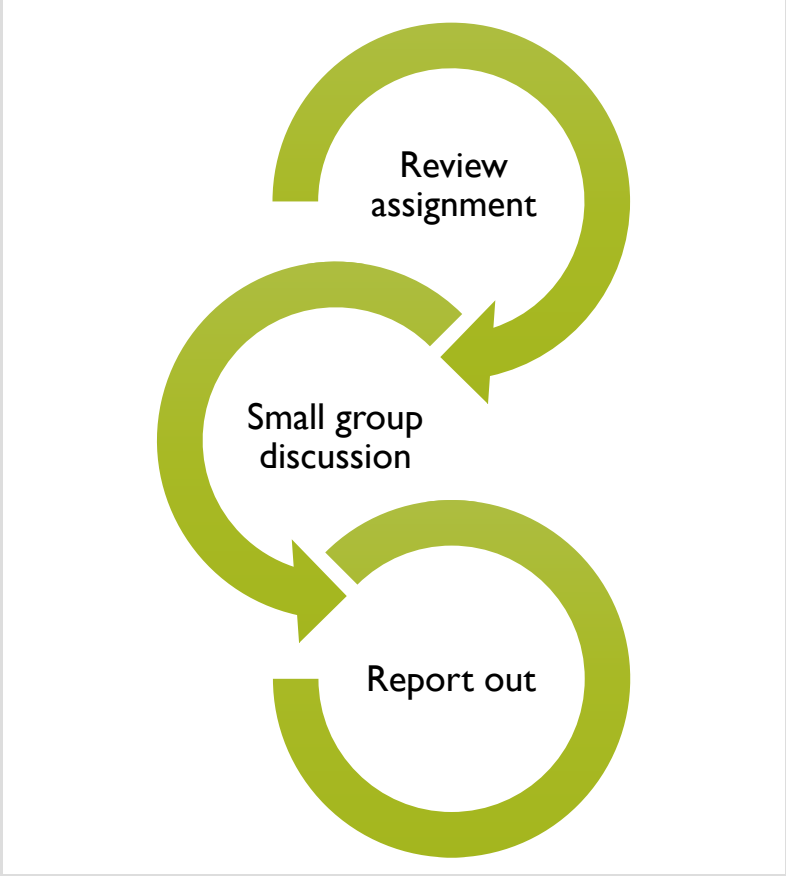
Scaffold the research process.

Offer formative assessment and opportunities for peer learning.

Consider authentic, "renewable," or public-facing end products.

ACTIVITY

YOUR TURN!



PARTICIPANT REFLECTIONS

Surveys

6 LIBRARIAN FACILITATORS

Statement	Strongly Agree	Agree	Neither agree nor disagree
I gave useful feedback on a faculty research assignment today.	2	4	-
My feedback was valued by other faculty.	2	4	-
I have a better understanding of how my faculty think about research assignment design.	4	1	1
I feel more connected to the research and teaching going on in my department(s).	3	3	-

6 LIBRARIAN FACILITATORS

I loved feeling **connected** to faculty members in **all disciplines**. It felt **empowering to me to understand** different kinds of assignments in all subjects.

Faculty here (including librarians) are really **committed to their teaching work** and are willing to **learn from each other** and share expertise.

24 FACULTY PARTICIPANTS

Statement	Strongly Agree	Agree	Neither agree nor disagree
I received useful feedback on my assignment today.	16	8	-
I gave useful feedback on a faculty research assignment today.	9	15	-
My feedback was valued by other faculty.	6	18	-
I think librarians can be valuable collaborators in research assignment design.	20	4	-
I feel motivated to implement changes in my teaching after this workshop.	18	6	-

24 FACULTY PARTICIPANTS

Going through this process was very valuable, **learning happened by doing**. Every step helped me process and **dissect what I really want** for my students to accomplish. The feedback given on other assignments and the dialog we had as a small group **felt safe**.

Engage with other people (faculty, librarians) and you will always benefit. Just taking these few hours helped **recharge my batteries**, and reminded me to **pursue some ideas** I've been kicking around in my courses.

PARTICIPANT REFLECTIONS

Interviews

ON SHARING

Finding value in vulnerability

Solving (common) problems through dialogue

Getting ideas to "steal"

Breaking silos, building bridges

I really enjoyed the workshop and it provided me with a lot of good feedback, especially because we were put up in those groups with **so many different perspectives**... Because I'm teaching **a large survey class**, that was really helpful because it sort of **represented the types of students** I have.

ON MENTORING

Creating a venue

Sharing teaching strategies and tips

Avoiding "rookie mistakes"

She was a much more seasoned professor, but it really **informed what I assigned**… She told me my original assignment would've been too vague... I ended up really **modeling my assignment after hers** in many ways.

ON SUPPORT FOR ASSIGNMENT DESIGN

Filling a niche

Creating a larger culture of collaboration

Valuing the work of teaching

I think the thing that unites everybody at that [charrette] table is the fact that they all have an interest in education, and furthering ideas, and teaching people. But **we don't often get together and collaborate** on that stuff…

Not everybody is invested in you being a **good teacher for teaching's sake**.

CONCLUDING THOUGHTS

WHY THE LIBRARY?
WHY LIBRARIANS?

Iterative nature of assignment design

Disciplinary definitions of "research"

Value of relationships

NEXT STEPS

Research Study

- Interviews
- Student Work

Future Workshops

- Scalability
- Institutional Ties

QUESTIONS?

Kacy.Lundstrom@usu.edu

Rachel.Wishkoski@usu.edu

Erin.Davis@usu.edu