NO REALLY, WE CAN HELP WITH THIS

Librarians facilitating research assignment design

Rachel Wishkoski, Kacy Lundstrom, & Erin Davis
Utah Library Association
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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
CHARRETTTE BREAKDOWN

1. Set the stage
   - 5 mins

2. Verbal feedback
   - 15 mins

3. Written feedback
   - 5 mins

4. Breathe & start again
   - 5 mins
LIBRARIANS IN THE LEAD
THE PROJECT

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

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

2016

2017
A TALE OF TWO CHARRETTE

AGENDA

<table>
<thead>
<tr>
<th>Charrette 1 (full day)</th>
<th>Charrette 2 (half day)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergrad research office introduction</td>
<td>---</td>
</tr>
<tr>
<td>Review of assignment design principles</td>
<td>Review of assignment design principles</td>
</tr>
<tr>
<td>Time for review of peers’ assignments</td>
<td>---</td>
</tr>
<tr>
<td>Lunch with subject librarians</td>
<td>---</td>
</tr>
<tr>
<td>Introduction to the charrette format</td>
<td>Introduction to the charrette format</td>
</tr>
<tr>
<td>Charrette (4 rounds)</td>
<td>Charrette (3 rounds)</td>
</tr>
<tr>
<td>Large-group reflection</td>
<td>Large-group reflection</td>
</tr>
<tr>
<td>Feedback survey</td>
<td>Feedback survey</td>
</tr>
</tbody>
</table>
# A Tale of Two Charrettes

## Faculty Commitment

<table>
<thead>
<tr>
<th>Charrette 1</th>
<th>Charrette 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submit assignment in advance</td>
<td>Submit assignment in advance</td>
</tr>
<tr>
<td>---</td>
<td>Review peers’ assignments in advance</td>
</tr>
<tr>
<td>Attend workshop</td>
<td>Attend workshop</td>
</tr>
<tr>
<td>Revise and implement assignment</td>
<td>---</td>
</tr>
<tr>
<td>Complete interview with researchers</td>
<td>---</td>
</tr>
<tr>
<td>Share student work (with consent)</td>
<td>---</td>
</tr>
<tr>
<td>Receive compensation ($500)</td>
<td>Receive compensation ($250)</td>
</tr>
</tbody>
</table>

**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

DECODING THE DISCIPLINES

Assignment Design: Questions for Reflection and Conversation

1. Define a bottleneck
2. Uncover the mental task
3. Model tasks
4. Give practice and feedback
5. Motivate and lessen resistance
6. Assess student mastery
7. Share

Decoding the Disciplines Wheel

As part of our role in documenting student experience with the Degree Qualifications Profile (DQP), the federal initiative in Learning Outcomes Assessment has begun to include an "assignment library," a collection of high-quality assignments designed and edited by faculty to ensure DQP recommendations will be met. To make it easier for faculty and others to share their assignments, we have converted groups of faculty and editorial teams to share their assignments with one another and work together to refine and improve them. The categories that follow show some of the many areas of the assignment, helping faculty and others who might not be familiar with an assignment to communicate with one another. We plan to expand these in this document so we can continue when--or perhaps as part of faculty development or of "readership" for colleagues working together in their own community to improve their assignments.

The list is meant to be suggestive, not comprehensive. It is a work in progress, drawing on suggestions from faculty, instructional designers, and peers engaged in work on assignments.

For other resources related to assignments:
http://www.assignmentlibrary.org/resources

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 overall goals? Could that connection be made stronger or more explicit?
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!

1. Review assignment
2. Small group discussion
3. Report out
PARTICIPANT REFLECTIONS

Surveys
### 6 Librarian Facilitators

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

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