

CREATING OBJECTIVES COLLABORATIVELY

Actionable Goals across the Library System

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TODAY'S OBJECTIVES

After today's session, you will be able to

- Demonstrate a model of collaboration that you can take to your home institution
- Create actionable educational objectives
- <http://creatingobjectivescollaboratively.pbworks.com/>

WHAT IS AN OBJECTIVE?

“Learning objectives are statements of what students are expected to learn.”

--Allen, M.J. (2004). *Assessing academic programs in higher education*. Bolton, MA: Anker Publishing Company. (p.5).

WHAT IS AN OBJECTIVE?

- Statements of intended learning outcomes
- General enough for flexible teaching
- Gronlund, N. E., & Brookhart, S. M. (2009). *Gronlund's writing instructional objectives*. Upper Saddle River, N.J.: Pearson/Merrill Prentice Hall.

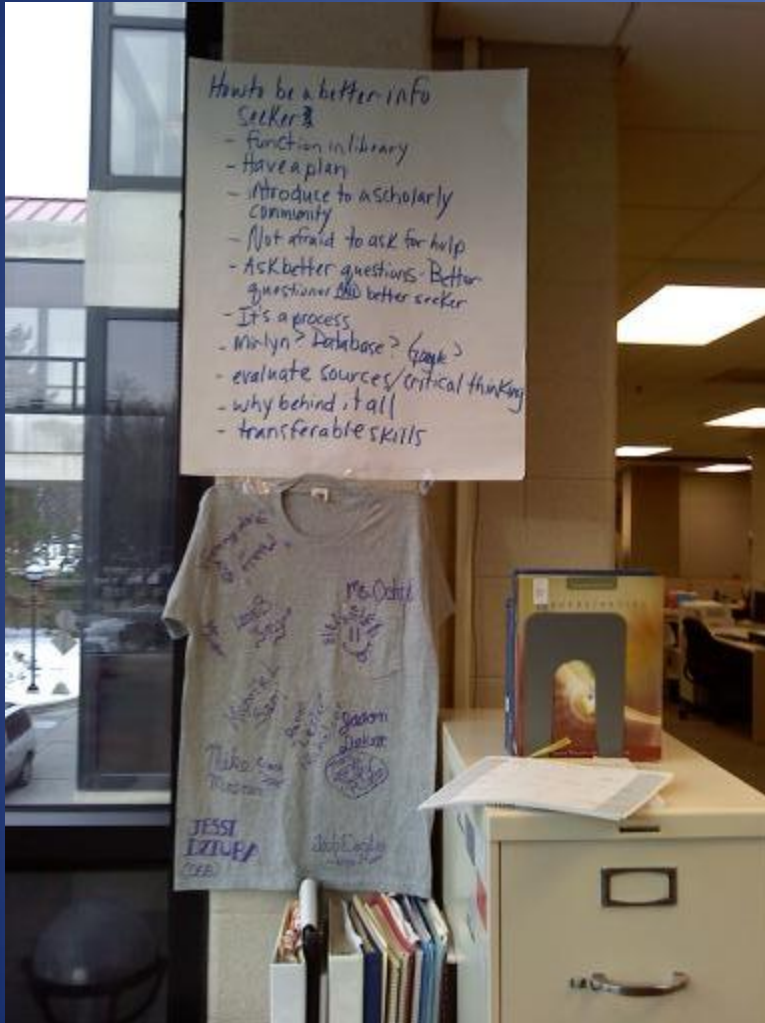
HOW DO YOU CREATE AN OBJECTIVE?

- Very carefully!
- State in terms of student performance
- Use action words
- Practice, practice, practice

BACKGROUND



BACKGROUND



How to be a better info Seeker

- Function in library
- Have a plan
- Introduce to a scholarly community
- Not afraid to ask for help
- Ask better questions: Better questions = better seeker
- It's a process
- Mirlyn? Database? Google?
- evaluate sources/critical thinking
- why behind it all
- transferable skills

ProQuest

Students will be able to evaluate sources

- Students will be able to explain the importance of scholarly literature
- Students will be able to distinguish between scholarly and popular sources in order to select appropriate source
- Students will be able to select credible (the best) source

recognize understand

Students will be able to recognize parts of the citation in the popular article

sources

sources

Students will be able to recognize parts of the citation in the popular article

select source

HOW DO YOU CREATE OBJECTIVES COLLABORATIVELY?

- What does collaborative mean?
- Keys to success
- Model
- Practice today

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ANN ARBOR
PROCESS
Short version

PROCESS

Short version

- Scholarly vs. Non-Scholarly
- Interviews + Email = Objectives

KEYS TO SUCCESS

1. Administrative Support



KEYS TO SUCCESS

2. Share the Literature



KEYS TO SUCCESS

3. Questions



KEYS TO SUCCESS

4. Time – Interview Length



Photo from <http://www.flickr.com/photos/stevegrosbois/3362637206/>

KEYS TO SUCCESS

4. Time – Interview Grouping



MLibrary

Photo from <http://www.flickr.com/photos/mightyboybrian/149235535/>

KEYS TO SUCCESS

5. Leadership



Photo from <http://www.flickr.com/photos/sabriirmak/2195784591/>

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PROCESS

Scholarly vs. Non-Scholarly

QUESTIONS FOR CREATING OBJECTIVES COLLABORATIVELY

1. When was the last time you taught this (or a similar) concept?
2. What does teaching this concept mean to you?
3. Do you create objectives for classes?
4. What are/would you like the objectives to be for this concept?
5. How do you teach this concept?
6. How do you know you were successful teaching this topic?

UNIVERSITY OF MICHIGAN PROCESS

- Sixteen librarians with a wide range of responsibilities
- Five hours of interviews over seven days
- Logistical support from a student assistant and administrative assistant
- Email for follow up

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RESULTS

Scholarly vs. Non-Scholarly

University of Michigan Results

- Fourteen taught the concept
- Fifteen worked with objectives in some capacity
- Examples used to teach the concept (see Lesson Study
<http://www.lib.umich.edu/instructor-college/lesson-plans>)
- Assessment ideas

OBJECTIVE

Students will be able to critically evaluate sources

LEARNING OUTCOMES

- Students will be able to describe scholarly and non-scholarly sources.
- Students will be able to identify scholarly and non-scholarly sources if they are given examples of scholarly/nonscholarly sources that include at least a few of the typical characteristics of these publication types.
- Students will be able to fulfill their professor's expectations (determined in conjunction with the librarian prior to instruction session) regarding scholarly sources.
- Students will be able to apply their knowledge concerning scholarly and non-scholarly sources in new situations.

ASSESSMENT

Students are given one article with scholarly elements and one with non-scholarly elements. Students are able to identify and describe the scholarly and non-scholarly elements of the two sources. Students are then able to locate a scholarly journal (or article) relevant to their field of study in a database without using an automatic, scholarly/non-scholarly/peer-review filter.

Questions?



CREATING OBJECTIVES COLLABORATIVELY

Let's try this together!



CREATING OBJECTIVES
COLLABORATIVELY

COMMON INSTRUCTION
TOPIC?

<http://creatingobjectivescollaboratively.pbworks.com/>

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CREATING OBJECTIVES COLLABORATIVELY

DISCUSSION

<http://creatingobjectivescollaboratively.pbworks.com/>

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References

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QUESTIONS?

Thank you.