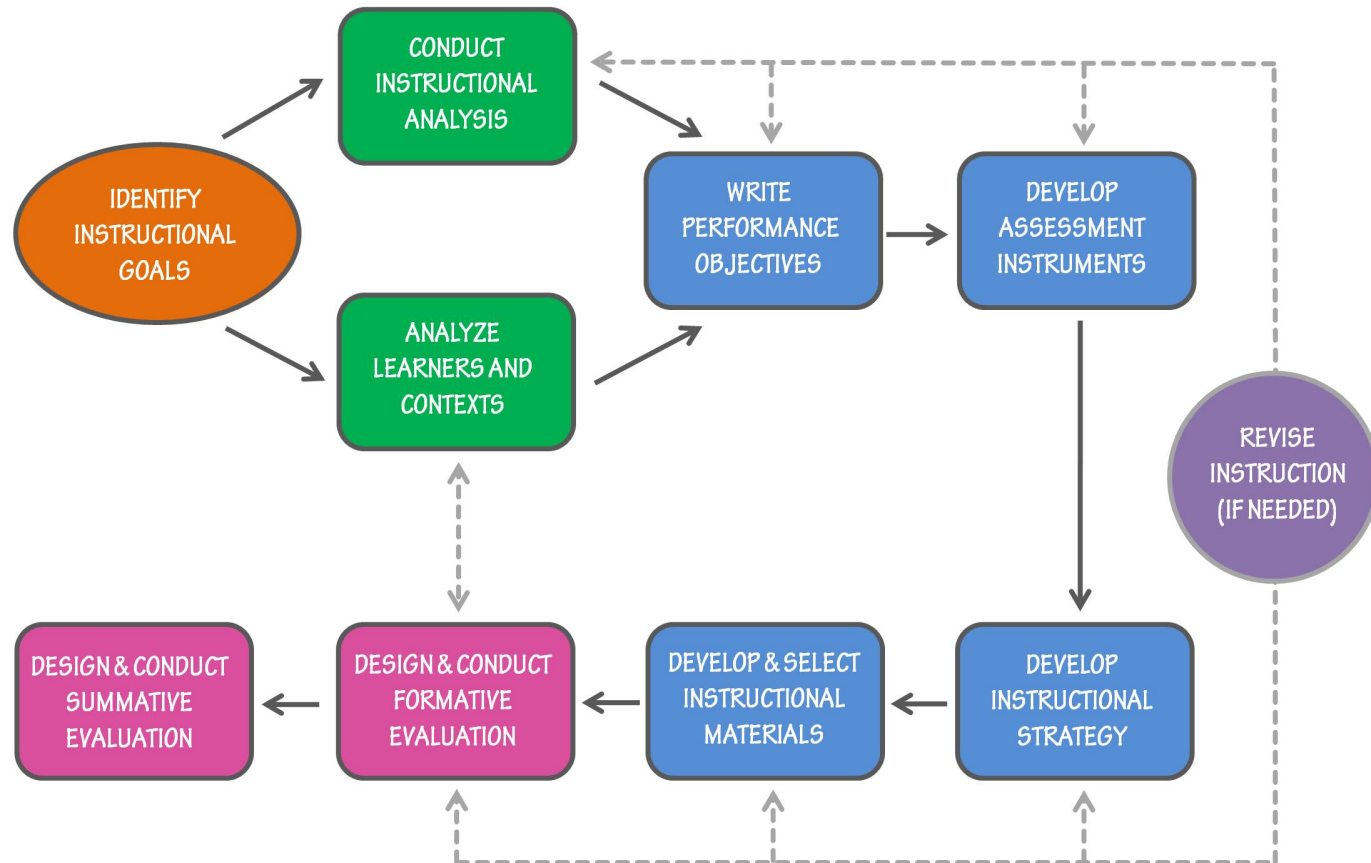


# SYSTEMATIC DESIGN OF INSTRUCTION FOR ACADEMIC LIBRARIANS

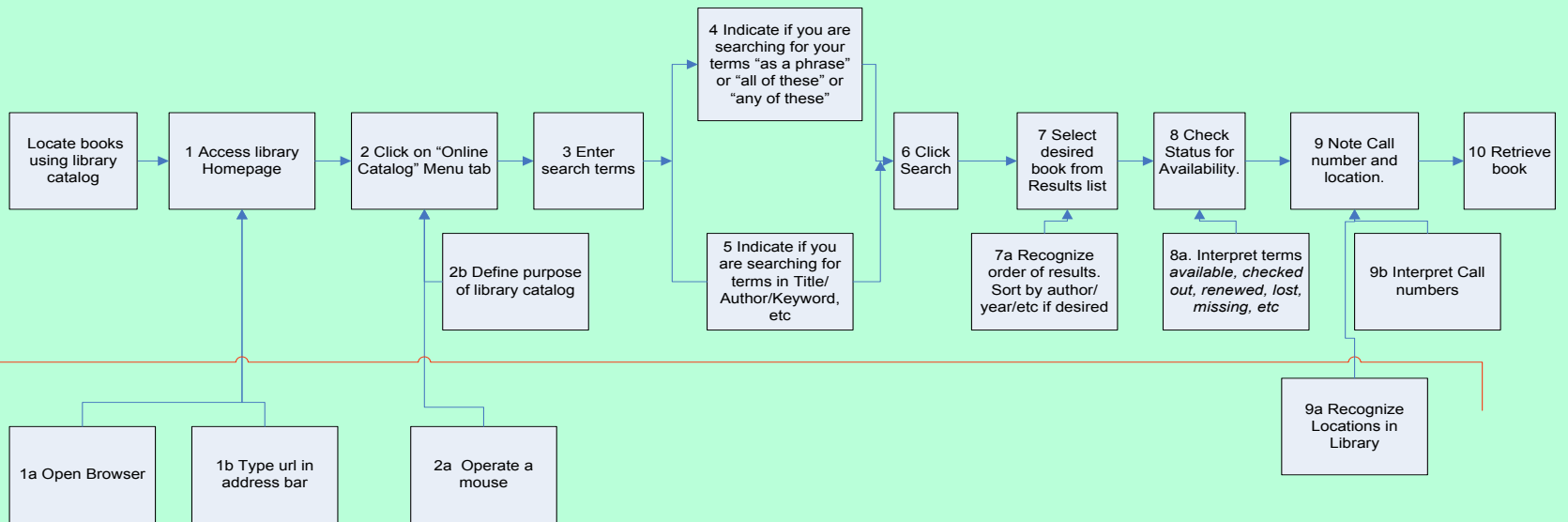
## THE DICK & CAREY MODEL OF INSTRUCTIONAL DESIGN



## IDENTIFY INSTRUCTIONAL GOALS

Students will find a book in the library catalog, search for it on the shelves, and check it out.

# CONDUCT INSTRUCTIONAL ANALYSIS



# ANALYZE LEARNERS AND CONTEXTS

## LEARNER ANALYSIS

Information Category	Learner Characteristics
1. Entry Behaviors	All students have conducted research but not all for a researched writing activity. All students have used research to inform their thinking.
2. Prior knowledge of topic area	Most students are freshmen, new to college and the college library. They may have already found a book in a library catalog before.
3. Attitudes towards content	Many students suffer from the "I already know this" syndrome. Not all understand the relevance/importance of the content prior to the sessions.
4. Attitudes towards potential delivery system	Students are accustomed to lectures but tend to prefer hands-on activities in a computer lab setting. Students do not like to read the instructions on the quiz and find the work to be tedious.
5. Motivation for instruction (ARCS)	The students are required to attend the workshop for a grade. The students realize the purpose is to save them time, help them understand the library resources, and get better grades.
6. Educational and ability levels	All students are high school graduates/college freshmen or above.
7. General learning preferences	All learners are accustomed to a variety of instruction settings. They are not comfortable in a discussion. The students seem to prefer hands-on instruction in a computer lab for this content.
8. Attitudes towards the training organization	Students rate the library the highest on the student satisfaction survey. Student who resent the requirement do not put the blame on the library.
9. General Group Characteristics	<b>Heterogeneity:</b> Most are fresh out of high school, but some are mid twenties, very few are over 30. The male to female ratio is 4:1. All students are fluent in English (separate instruction provided for ESL students). <b>Size:</b> The class size is between 10 and 20 students to ensure time for 1:1 instructor/learner interaction.

## PERFORMANCE CONTEXT ANALYSIS

Information Category	Learner Characteristics
1. Entry Behaviors	All students have conducted research but not all for a researched writing activity. All students have used research to inform their thinking.
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## WRITE PERFORMANCE OBJECTIVES

*By the end of this lesson, students will be able to:*

- 1. Use the library catalog to identify the call number and location of a specific title.*
- 2. Obtain a library barcode and check out a book.*

## DEVELOP ASSESSMENT INSTRUMENTS

Multiple choice quiz on library catalog and check out procedures.

Students will check out a book and bring it to class.

# DEVELOP & SELECT INSTRUCTIONAL MATERIALS

One option- add the author's last name to the search box

## Basic Search

The screenshot shows a search interface with tabs for 'Basic', 'Advanced', 'Author', 'Course Reserve', and 'Other Libraries'. The 'Basic' tab is selected. The search box contains the text 'introduction to logic design marcovitz' and a dropdown menu is set to 'All Fields'. Below the search box, there are options for 'Limit To: All Material' and 'Records per page: 25 records per page'. A 'Search' button is located to the right of the 'Records per page' dropdown.

Search Tips: enter words relating to your topic, use quotes to search phrases: **\*world wide web\***, use + to mark essential terms: **+explorer**, use \* to mark important terms: **\*internet**, use ? to truncate: **browser?**

Another option- place quotes around the search phrase (title)

## Basic Search

Yet another option- pull down to Title Field

The screenshot shows the same search interface as above, but with the search box containing the text '"introduction to logic design"' and the dropdown menu set to 'Title'. The dropdown menu is open, showing a list of search fields: 'All Fields', 'All Fields', 'Title', 'Subject', 'Journal Title', 'Author', 'Title Begins With (omit leading article)', 'Call Number', 'Subject Browse', 'ISBN (omit hyphens)', and 'ISSN (include hyphens)'. The 'Title' option is highlighted. The 'Search Tips' text is visible at the bottom of the interface.

## DEVELOP INSTRUCTIONAL STRATEGY

The instructor will demonstrate a book search on the projected screen and students will follow along on their own terminals.

Students will form a group, find a specific book with a catalog search, and locate the item on the shelves.



REVISE INSTRUCTION  
(IF NEEDED)

*Any and all steps in the  
process are revised if needed.*

# DESIGN & CONDUCT FORMATIVE EVALUATION

Formative Evaluation – collect data in order to revise instruction.

Review by Subject Matter Experts  
Small Group Evaluation with learners  
from the target population / Field Trial

Administer all materials – instruct learners to circle words they do not understand and mark directions that are unclear (Dick and Carey 301).

Administer questionnaire -  
Pretest – entry level behaviors  
Pre-test of skills

Locate books using the library catalog.	Given the title and author of a book, students will use the library catalog to identify its location, and its call number.	Look up <i>How to Build Humanoid Robots</i> by Karl Williams using the NJIT Library Catalog. What is the location of the book? What is the call number? Is the book checked out?
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Post-test

Locate books using the library catalog.	Given the title and author of a book, students will use the library catalog to identify its location, and its call number.	Find the location, call number and status of the book.
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## DESIGN & CONDUCT SUMMATIVE EVALUATION

Students were invited back to the library after 3 months to take a summative evaluation. (Participation was rewarded with a gift card to a local coffee shop). Students reported to the reference desk and were given an assignment to locate a specific book title and check the title out at the circulation desk. The reference librarian shadowed the student during the search, but was not permitted to advise them during the evaluation. The librarian made notes of any difficulties students encountered during the search and check out process. Student success rate of locating a book in the catalog, finding the item on the shelf, and checking it out at the circulation desk is noted by the reference librarian. Totals are compiled at the end of the study.

# Writing Performance Objectives & Developing Assessment

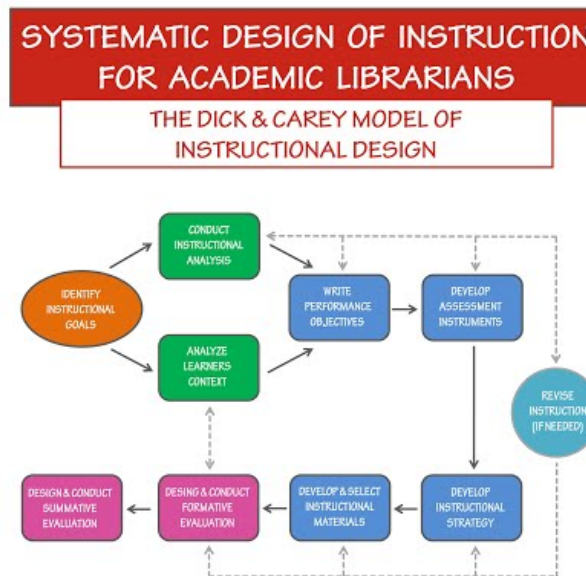
ACRL-NJ & the VALE Shared Information Literacy Committee presents:

**Writing Performance Objectives & Developing Assessment for Instruction Librarians**

May 20, 2013

Moore Library, Rider University












Presented by Lynee Richel, MLIS, MEd, County College of Morris & Heather Dalal, MLIS, MEd, Rider University



This presentation was designed by Lynee Richel & Heather Dalal  
We have given ½ day workshops on the Instructional Design model to help librarians start thinking like instructional designer to improve their own instruction. <https://sites.google.com/site/dickcareyforlibrarians/>

# Handouts

Please feel free to download copies of the below documents for use at your Library.

 <a href="#">ABgrading_rubric.pdf</a> (52k)	Heather Dalal, May 9, 2012, 7:33 PM
 <a href="#">AssessmentInstrumentsforInformationLiteracy.pdf</a> (38k)	Heather Dalal, May 17, 2013, 6:32 AM
 <a href="#">CognitiveDomainPerformanceObjectiveVerbs.pdf</a> (1k)	Heather Dalal, May 17, 2013, 6:35 AM
 <a href="#">Dick&amp;Carey.pptx</a> (1599k)	Heather Dalal, May 9, 2012, 7:33 PM
 <a href="#">NJIT-ILRubric.pdf</a> (26k)	Heather Dalal, May 9, 2012, 7:33 PM
 <a href="#">Performance Objectives for Navigating the Information Landscap...</a>	Heather Dalal, May 16, 2013, 7:53 AM
 <a href="#">StudentAgenda.pdf</a> (71k)	Heather Dalal, May 17, 2013, 6:35 AM
 <a href="#">TypeofSkillPerformanceObjectiveVerb.pdf</a> (80k)	Heather Dalal, May 17, 2013, 6:35 AM
 <a href="#">TypeofSkillandAssessmentTool.pdf</a> (78k)	Heather Dalal, May 17, 2013, 6:35 AM
 <a href="#">WordsforPerformanceObjectives.pdf</a> (82k)	Heather Dalal, May 17, 2013, 6:35 AM
 <a href="#">instructional_analysis_dalal.pdf</a> (334k)	Heather Dalal, May 9, 2012, 7:31 PM