

As you settle in, reflect on the following:

What comes to mind when you think about making instruction more like reference?

The Reference-Inflected One Shot

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General outline

1. Impetus and limitations
2. The experiment
3. Results and reflection
4. Your thoughts/suggestions/questions

Impetus and limitations

Reference

Instruction

Reference vs. Instruction!

Reference



Kat Gloor, "Beach Jeté," 2009. Shared on Flickr under a CC BY-NC-ND 2.0 license.

Reference



Kat Gloor, "Beach Jeté," 2009. Shared on Flickr under a CC BY-NC-ND 2.0 license.

Instruction



Balthasar Permoser, *Maryyas*, ca. 1680-85. Metropolitan Museum of Art, Open Access collection.

Other motivations

Student engagement

Student empowerment

Authenticity

A half-finished sweater



Kim Unertl, "Sweater for Emerson, in progress," 2010. Shared on Flickr under a CC BY-NC-ND 2.0 license.



Marshall Kirkpatrick, "Sweater in progress!" 2009. Shared on Flickr under a CC BY 2.0 license.

Missing sleeves and unsewn seams

Literature review?

Human subjects research?

What about the Framework?

Other gaps I don't see?

The experiment

The setting

Small liberal arts college

Target: required spring first-year writing seminar (cap: 19)

Seven sections, six meetings

One-hour workshops

Pre-existing faculty relationships

Broad range of student experience with research

Elements

1. Pre-workshop survey
2. Discussion of questions and examples from survey
3. Time for independent work, new questions
4. Brief assessment

The survey

Distributed a week before meeting

5 questions, 30-45 minutes

Generic version: <https://bit.ly/2WuzrYV>

First iteration

High survey response rate (16/17)

Aggregated questions from survey

Lecture/discussion/activity on themes from survey

First iteration: evaluation

Peer observer, faculty member

Student assessments

First iteration: evaluation

Peer observer, faculty member

Student assessments

My emotional barometer



Revised elements

1. Pre-workshop survey
2. ~~Discussion of questions and examples from survey~~
Staging of several reference interview-like
conversations, with discussion
3. Time for independent work, new questions
4. Brief assessment

“Staging of reference interview-like conversations”???

Three examples of topic/source pairs from survey

Named/anonymous participation, or option to not have work discussed at all

Artificial circumstances —> genuine discussion/dialogue

FOM...SOMETHING IMPORTANT

Atul Gawande's *Checklist Manifesto* (2009)

First-year instruction checklist: <https://bit.ly/2IjB82D>

Re-revised elements

1. Pre-workshop survey
2. ~~Discussion of questions and examples from survey~~
Staging of several reference interview-like
conversations, with discussion
3. Time for independent work, new questions
4. Review of items missed from checklist
5. Brief assessment

Results and reflection

Second iteration: evaluation

Subjective impressions of student engagement

Student assessments

Faculty comments

My emotional barometer

Challenges and problems

Faculty buy-in (“can you show them the databases?”)

Survey participation/timing

Preparation time, initially

Scalability

Replication of dominant patterns

Better suited to searching than other activities

Next steps

Sharing with library colleagues (and you!)

Refining approach next spring

Curricular changes

Beyond first-year instruction?

Steering toward reference

What questions, comments, or suggestions do you have about the approach you've just heard about?

How might you use or adapt this kind of approach in your work?

Thank you!