Poster Objective

This meta-narrative highlights some challenges, reminders, and solutions around collecting usable information for training library support staff as scripted information literacy instructors. The poster describes survey and focus group design considerations to yield useful results (some of which are highlighted). The poster also illustrates how mandatory participation (for internal program use) and public research dissemination intentions interacted to create ethical challenges around anonymity/confidentiality/informed consent, mandatory/voluntary participation, and research ethics board approval.

Methods

getting attention, introductions) ures, voice projection, Us, my account, services A-Z

Poster design:

UNIVERSITY OF ALBERTA

Library Public Service Assistants as Instructors

Study Background

(n=14) to explore feelings around teaching as well as training needs.

Study Purpose:

- What is meant by library instruction (e.g. do library tours count as instruction)?
- What level of detail is necessary in a "script"? - What knowledge and skills are needed for instructor confidence and success?
 - Information literacy (e.g. discovery tools, search strategies)
 - Library knowledge (e.g. history, services)
 - Classroom management strategies
 - Room features (e.g lighting, projectors, blinds)
 - Presentation skills (e.g. public speaking)

eelings towards, and skills needed for, leading small-group tours for 20 🧪

While many surveys default to a Likert scale type response (e.g. "rate your knowledge of Boolean

ogic on a scale of 1-3), an average of 2.3 gives little insight into what size and format of t

Resource locations and classification (e.g. books, journals, microfilm, music)

| escribe your current levels of knowledge and/or skill relating to leading library tours | | | |
|---|--|---|---|
| | I do (or would) rely completely on the script. | I do (or would) glance at the script for the basics but add my own additional details. | I do (or would) just use the script for the tour route and essentials - I use my own details a wording. |
| ry of UofA Libraries in ral and home library in rular | 4 | 8 | 2 |
| ficant architectural features ur home library | 5 | 3 | 6 |
| ry policies (e.g. borrowing eges, fines, //conversational floors) | 2 | 4 | 8 |
| ce locations (e.g. service photocopies, computers, | 1 | 4 | 9 |

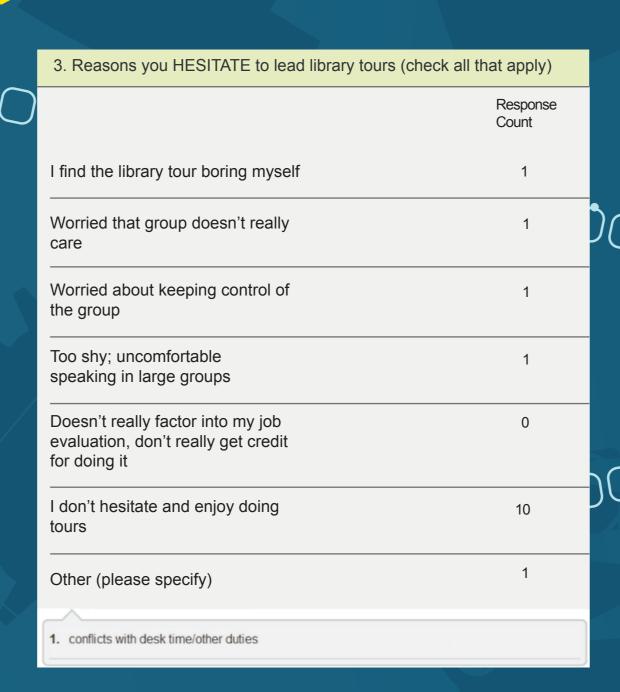
Focus Group Challenges

II: Project demand changed

Solution: Focus group became mini-training sessions where improving tour and teaching success.

> can be training session, too

as venue for



. Prezis - large group

Teaching tips and tricks. lecture

Discovery tool familiarity - large group

nature of academic research - large group

Evaluating source credibility - large group

Student/professor expectations (large group

Advanced searching (large group)

Room set up (where is the light switch?) workshop

Teaching adults (large group)

Public speaking (small groups) / dealing with nerves

Exploring delivery styles/finding your authentic voice

lot comfortable with various skills and knowledge (see below) Worried that group doesn't really care oo daunting, too rigid, too flexible orried about keeping control of the group on't really get credit for doing it n't hesitate to do instruction and enjoy doing not shy, but tend to get really bad stage fright (shakey don't enjoy teaching I am very apprehensive about public speaking

and confidentiality

erseverance may be required to research ethics approval to allow dissemination via academic channels

Ethical Considerations

- Results shared with supervisors but only general feedback on training needs and the number of staff - Job evaluation concerns: researchers have no supervisory role over participants, survey responses are

anonymous, and focus group comments are not attributed.

Challenge: University of Alberta research ethics board (REB) prefers not to review QA/QI (quality assurance, quality improvement) projects BUT the intention to disseminate results often requires proof of ethics approval from journal or conference organizers.

Solution: Several clarification interactions were needed with REB to explain our desire for ethics approval so results could to use the data only for internal program use, or if you expect to disseminate the findings in a manner that one would normally use for disseminating research (e.g., publication in academic journals or presentation at academic conferences)

participation fo

research but not

necessarily

Challenge: Survey and focus group participation were mandatory for staff for operational did participants view this as innocuous research or a vanguard for getting them to do something they weren't comfortable with?

Solution: While the initial requirement was for mandatory participation to provide useful and needed training opportunities, participants were allowed to opt-out of having their responses used in possible academic dissemination.

Insights

Public speaking

does not replace

material knowleds

Conclusions

eating kale

_want to eat it.

A Survey of Needs

Transforming an operational or staff development project into a research project with an ethics component provided researchers with a sturdy framework from which to make recommendations to supervisors and managers in a safe and confidential environment.