



Observing... but how and why?

Quick Overview

We talk...

Literature

Brief description of models

- Towson
- UB and Elsewhere

Strengths and Weaknesses

You talk...

Individual reflection

Small group discussion

Report out and discussion of the whole

Literature

Houlihan & Click, 2012 - Instructors **want** feedback

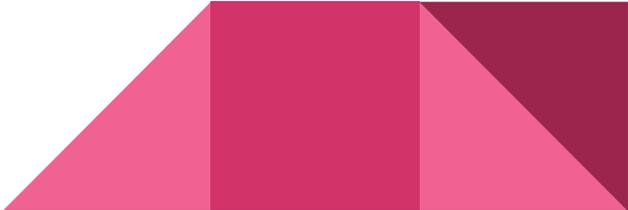
Alabi & Weare, 2014 - The best literature review I could find

(There is more in the education world)

Elements of successful observation efforts:

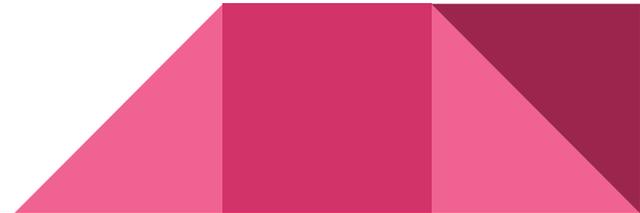
- Trust and Confidentiality
 - Communication
 - Focus
 - Time
 - Acceptance
- 

Observation at Towson

- Focuses on formative assessment for first three years to allow time for adjustment to instruction
 - Librarians choose observers and whether to include observations in official reviews
 - Critical feedback is encouraged; professional development included strategies for constructive criticism
 - At least two reviews from the first five years must be included in permanent status dossier
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Observation at Towson

- Pilot program began in the summer of 2015 and continued through spring 2016
- Pilot group contained librarians from a variety of backgrounds; used a collaborative process of idea generation
- Participants choose from a pool of librarians with permanent status
- Instruction reflections and peer observations are included in annual reviews beginning in fall 2016



Some other models...

UB - Library Internal

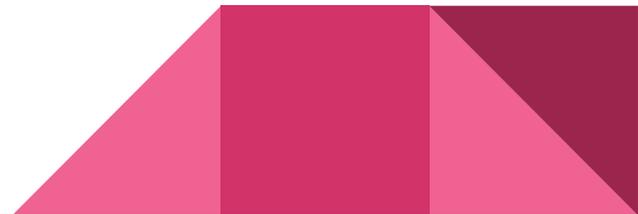
- Similar to Towson in form, but different in scope and purpose
- Adapted from materials at SUNY

UB - Library External

- Rounds

ACRL-MD's Observation Network

- Informal and ad hoc



Instructional Rounds in Education - City, Elmore...

- Creation of a network
 - Multiple observation sessions
 - Insiders vs Outsiders
- Problem based, Inquiry focused
 - Focus on learning and learning behaviors
 - Open ended questions
- Observation, without judgement
 - Focus on description of tasks or behaviors
 - Quotes!
- Debriefing and systemic improvement
 - Compare observations, then analyze



Mike's life as an example

The problem: In a exercise concluding the semester, students output is of inconsistent depth. How are students managing their time?

What was observed and concluded?

- “Leaders” are not always leading discussions
- Students complete earlier tasks, but not later tasks
- Instructor visits all groups which furthers work, but they lose focus when he is not present
- Some students were not familiar with sources being used

What did I do?

- Increased time
 - Modified structure and instructions
 - Better prepared students through modeling
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Strengths and Weaknesses, Real and Perceived

Reflection

Portfolio Building

Motivation

Time Constraints

Clarity of Objectives

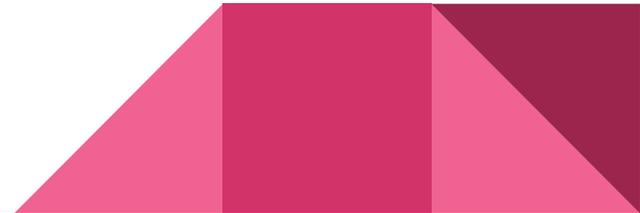
Focus

Questions for Reflection and Discussion

How might you adapt or improve these observation programs for your individual institutional situation?

What problems with one-shots could you potentially address through a observation programs?

How can we overcome barriers to create sustainable programs that provide regular, constructive feedback?



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Final Thoughts and Reflections!