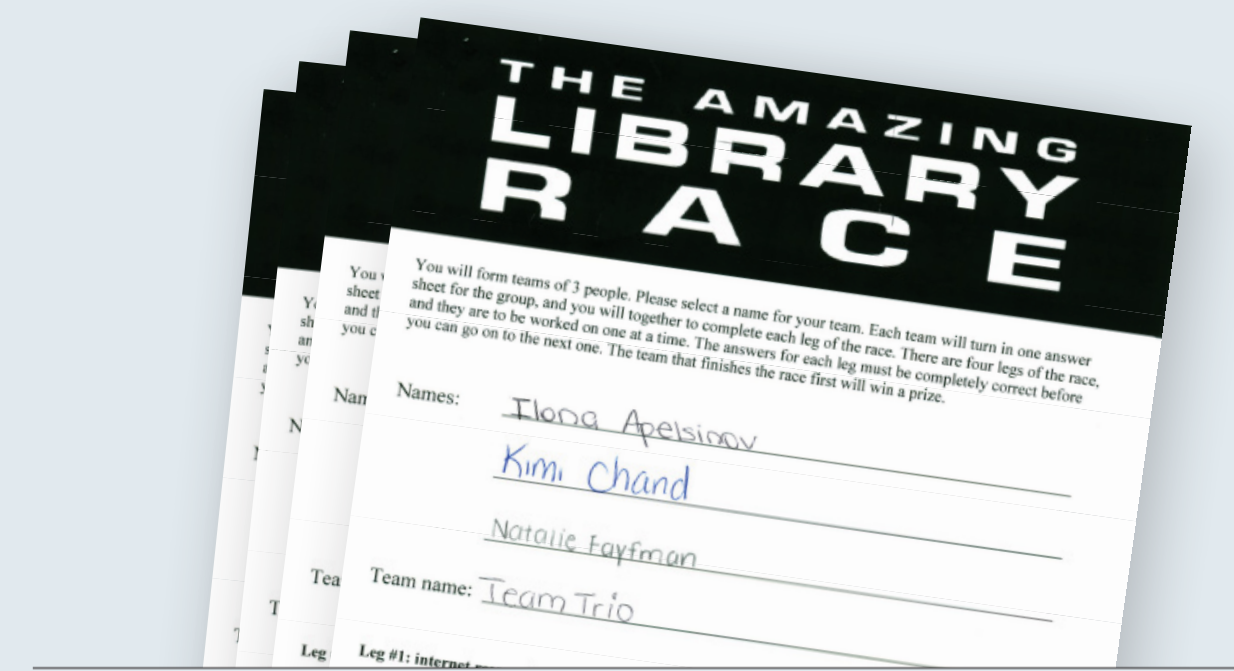


## PURPOSE

**Student Engagement:** Seeking to introduce first-year students to library resources and services in an engaging way, an orientation titled The Amazing Library Race (ALR) was developed and implemented at an urban university library. Informed by the pedagogy of problem-based learning, the ALR asks students to complete challenges regarding different departments and services.

**Assessment:** This project uses observational and artifact-based data to better understand levels of student engagement with their peers, library faculty and staff, and library resources. This research addresses the challenging prospect of evaluating the impact of library orientation sessions.



## BACKGROUND

The Amazing Library Race is based on the reality TV game show The Amazing Race, directing first-year students to race around the library completing research challenges such as:

- Write a haiku about specific library services
- Look up trivia in reference books
- Use props to recreate a DVD cover

A total of more than 300 students in 20 classes participated in the 50-minute orientations in the 2013-2014 academic year.

**Student engagement** during the Amazing Library Race was assessed with a rubric evaluating four different indicators of success: student-to-student engagement, student-to-library faculty engagement, student learning comprehension, and workshop duration. More than 14 hours of in-class observations were used to measure student-to-student and student-to-library faculty engagement.

## METHODOLOGY

**Why Rubrics?** Rubrics were chosen as the method of assessment of the ALR to ensure higher objectivity in grading and to lend a measure of validity and reliability to the findings on student engagement and group learning comprehension.

Two separate rubrics were developed, normed, and applied to the ALR; the first to standardize observations of student engagement, and the second to improve grading consistency of the student answer sheets.

**Norming:** A draft of each rubric was collaboratively developed among the raters, and two rounds of norming were conducted to ensure a more unified application of each rubric. Each rater coded a sample set of artifacts, or in the case of the observation rubric, each rater completed a sample observation session. The raters then met to discuss and reconcile differences in their coding. Once a degree of consensus was reached, each rubric was edited to reflect these changes.

# THE AMAZING LIBRARY RACE

## Brewing Active Learning and Assessment in Library Orientations

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Long Island University, Brooklyn

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New York University

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## RESULTS

### Learning Comprehension Rubric

- All seven items on learning comprehension rubric yielded high interrater reliability (IRR)
  - Acceptable Intraclass Correlation level is 0.7
  - IRR levels ranged from 0.87 to .97
- Researchers showed strong agreement regarding grading procedure for learning comprehension activity
- Students performed very well on group activity (see table below)

Question	Q1	Q2	Q3	Q4	Q5	Q6	Q7
<b>Average Learning Comprehension</b>	1.83	1.60	1.60	1.81	1.89	1.52	1.63

(1=Proficient)

### Observation Rubric

- Used to qualitatively evaluate student-to-student engagement, student-to-faculty engagement, and workshop duration from zero (beginning) to two (exemplary)
- All three indicators yielded very high scores (see table below)

	Student-to-Student Engagement	Student-to-Librarian Engagement	Workshop duration
<b>Mean</b>	1.6	1.8	1.9

## OBSERVATION RUBRIC

Indicator	Beginning (0)	Developing (1)	Exemplary (2)	Data source
Student to student engagement (count # students not engaged)	Fewer than 50% of students in the class collaborate on tasks	50-75% of students in class collaborate on tasks	75-100% of students in class collaborate on tasks	Observation during workshop
Student to library faculty engagement (count # of students verbally engaged)	Fewer than 20% of students in the class have interactions with library faculty	20-50% of students in class have interactions with library faculty	50-100% of students in class have interactions with library faculty	Observation during workshop
Workshop duration	Fewer than 50% of students in the class complete all tasks on time	50-75% of class correctly completes all tasks on time	75-100% of class correctly completes all tasks on time	Observation during workshop

## LEARNING COMPREHENSION RUBRIC

Student Task	Below proficient (0)	Proficient (1)	Above proficient (2)
Q1. Find a book in the library catalog and write down the call number.	2+ errors in call number or left question blank.	One error in call number.	Correct call number
Q2. Describe an Academic Libraries of Brooklyn card and four places it can be used.	Both questions wrong or left question blank.	One of two questions correct.	Both questions correct.
Q3. Identify components of an MLA citation.	One component identified correctly or left question blank.	Two components identified correctly.	Three components identified correctly.
Q4. Complete a Mad Lib about reserve textbooks.	One space answered correctly or left question blank.	Two spaces answered correctly.	Three spaces answered correctly.
Q5. Locate a book in the stacks using the call number and draw a picture of book cover based on its title.	Includes neither book title nor relevant drawing.	Includes either book title or relevant drawing.	Includes book title and relevant drawing.
Q6. Write a haiku about printing documents in the library.	Neither correct syllable count nor accurate printing directions.	Correct syllable count or accurate printing directions.	Correct syllable count and accurate printing directions.
Q7. Answer a reference trivia question.	Left question blank or incorrect answer.	Incomplete answer.	Answer selected matches fact in book.

## CONCLUSIONS AND FUTURE DIRECTIONS

### Project Outcomes

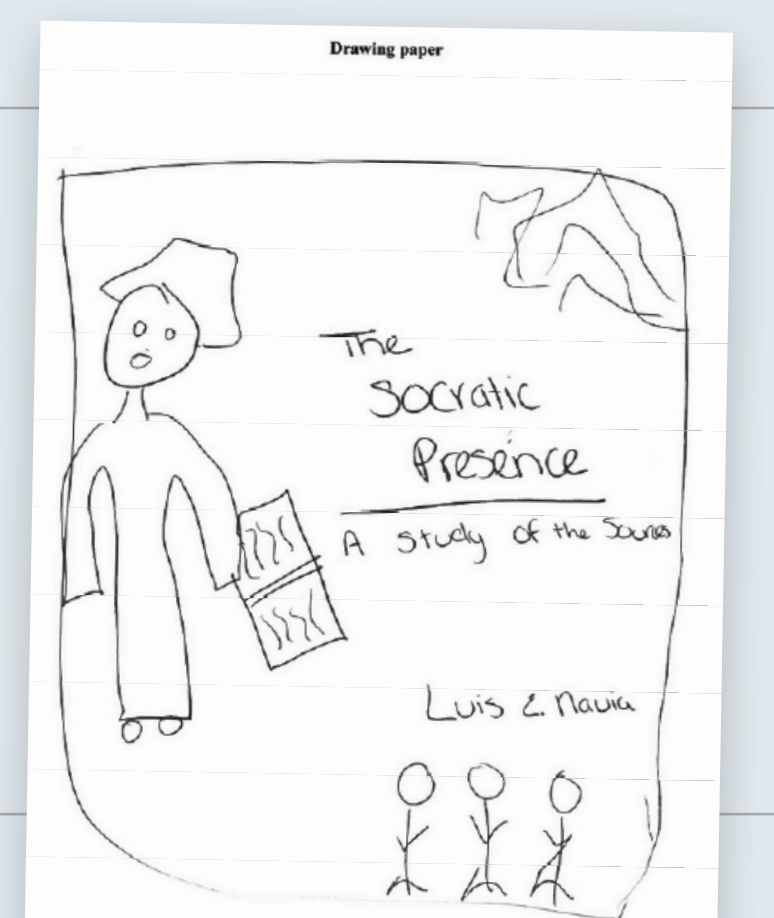
- Quantitative and qualitative assessment showed ALR stimulates high levels of student-to-student and student-to-librarian engagement
- Team collaboration on a problem-based learning activity yielded above proficient scores on basic academic research tasks
- Interrater reliability calculations ensured streamlined, objective assessment of student work

### Future Plans

- Train MLIS student interns to co-teach the ALR with a librarian
- Recruit additional library colleagues to incorporate ALR into their classes
- Assess the efficacy of the ALR at the individual level in addition to a group setting



Step 2 of the Amazing Library Race: Recreate a DVD cover from the Media Center using props



Step 3 of the Amazing Library Race: Find a call number range in the stacks and draw a book's cover

## IMPLICATIONS

**This study represents several implications for teaching librarians:**

- A potential model for assessing the efficacy of problem-based library instruction
- A potential model for evaluating library orientation sessions in particular
- The successful use of direct assessment, a more authentic and infrequently used method
- Application of both observational (qualitative) and rubric-based (quantitative) methods
- The assessment methods support evaluation at the group level, as opposed to the individual level that most classroom assessment focuses upon

Most importantly, the results indicate that developing engaging information literacy sessions for undergraduates and effectively assessing this same instruction is an attainable goal.