

# Overview of Assignment 4

For Assignment 4 you will complete a plan for an adult education instruction program to be used in a library of your choice. You may choose a real library to base your plan upon (this could possibly be the library at which you are employed) or you may create a fictional library.

While the design of your plan is up to you, there are certain elements that I will be looking for:

1. An introduction to your plan defining Information Literacy and other relevant terms, and explaining the scope of the program
2. A history of instructional trends at your library
3. The goals and objectives of your program
4. The body of the plan for the program of instruction
5. Oversight and management of the program
6. A discussion of how the program will be assessed
7. The timeline for implementation of the program
8. A marketing plan applicable to the type of library chosen

Each of the following pages will cover one of these areas and describe some of the things you will need to consider while working on your program plan. On each page you will find an overview and discussion of the content for that area, followed by examples to give you an idea of how you might set up that portion of your proposal.

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## Introduction

Your introduction to the plan is what will explain why your library has decided to create a plan for instruction. Often libraries seem to reach this stage through their strategic planning process, since this process will ask them to address the needs of their stakeholders, those individuals who expect to receive something from the library, and who are also the people that make the library necessary - without them the library would not be needed. In the library world, library users are the largest stakeholders.

So think about your stakeholders/users. At this point in planning, you would normally complete a needs assessment - surveys and research on your user population that would help you determine what kinds of services your users could most benefit from. So, what do you know about your users?

- **Do you serve a particular population?** For example, university students, multi-racial community, or a large elderly population?
- **What specific needs have you found recurring in your users?** For example, computer training, genealogy research, or how to research for a paper?
- **How do you see the possibility of benefits from an instruction program?** For example: do you have a lot of adults who are wanting to return to college, do you have individuals who want to learn new skills for employment advancement, or do you want to

make sure that your adult students are comfortable doing academic level research? This question is going to help you decide how you will make your program *relevant* to your users.

- **Where are you considering conducting the program?** For example: you may be considering a program that provides books for the elderly who are homebound, you may want to hold your information literacy sessions on the university campus by visiting a faculty's class, or you may want to conduct the program inside your own library in a particular room.
- **When will be the best time to start this program?** For example: holding sessions for university students will probably work best during the semester rather than in the summer, working with elderly people may not work well if the sessions are at night, or a program targeting mothers who want to work on computer skills may best be scheduled during school hours.

Once you have a good picture of who your targeted users are, you can create an introductory statement to your plan that addresses these aspects in a manner that provides an overview of your plan.

The introduction is also an excellent place to define information literacy, and discuss what your library's approach to teaching this skill will be.

### Examples:

University of Rhode Island, University Libraries - [http://www.uri.edu/library/instruction\\_services/infolitplan.html](http://www.uri.edu/library/instruction_services/infolitplan.html)

This is a good example, if somewhat long, of what kind of information you may want to include in your introduction. In the preface area is where you may want to give more of a general overview of your plan. The description of information literacy and how the ACRL guidelines apply is very good, but your does not necessarily have to be so in-depth. And, if your library has mission and vision statements, the introduction would be a fine place to put them.

Polk County Public Library - [http://www.publib.polknc.org/plans/pfr/info\\_lit.php](http://www.publib.polknc.org/plans/pfr/info_lit.php) - This library has constructed their introductory statement a little differently. They use headers to draw attention to their definition of information literacy, what they will be doing, and who their target audience will be.

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## History of Instructional Trends

This is the area where you can give more information on the history of your library and how it has served its users over the years. You may want to talk about how the library has changed to meet user needs, and what kinds of technological changes have occurred. In addition, be specific about how you have tried to serve your users through instruction.

## Examples:

University of Rhode Island, University Libraries -

[http://www.uri.edu/library/instruction\\_services/infolitplan.html](http://www.uri.edu/library/instruction_services/infolitplan.html) - I have used an example from this library again because it is a nice short summative history of instruction and user needs at their institution.

St. Olaf College Libraries -

<http://www.stolaf.edu/library/instruction/infolit/action2.html#Introduction> - Here is another example from St. Olaf.

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## Goals and Objectives

This is where you will discuss the specific goals you have for your program. So what is the difference between a goal and an objective? Goals are big, and are usually more long-term. Objectives are the steps and achievements that are going to get you to your goal. **There is no set number of goals that a plan should have, but I would recommend coming up with at least 3 different goals with supporting objectives that you are going to try to achieve within a 1 to 5 year period.**

One way to approach setting goals is to determine what outcomes you want to see. Do you want them to be able to write a resume? Do you want them to be able to correctly cite sources and create a bibliography for a research paper? Think about your outcomes and that will help you to determine your goals. Be sure that you are creating goals and objectives that are measurable - you want to be able to show progress, or easily define areas in which change needs to occur. Also, keep in mind that the elements of your plan (instructional sessions, workshops, etc.) will be used to fulfill these objectives and goals.

### Example of Outcomes:

Florida International University Libraries - <http://www.fiu.edu/~library/ili/outcomes.html> - Here is a good example of the outcomes they want to see from their users. Notice the language they have used in creating these outcomes - everything they are talking about is measurable in some way. This is a very important part of the goal setting process - you have to be able to measure your success.

### More information on writing measurable objectives -

[http://www2.hawaii.edu/~mchlend/blooms\\_taxonomy.pdf](http://www2.hawaii.edu/~mchlend/blooms_taxonomy.pdf) - this gives an excellent selection of wording to use when you are attempting to achieve certain outcomes.

### Example of Goals and Objectives: Pima Public Library -

<http://www.pimalibrary.org/strategicplan.html> - This is a great way to format your goals and objectives. Note that these objectives are utilizing quantitative criteria for their measurement (a number percentage) rather than qualitative criteria (as seen above). No matter which way you

choose to set up your goals and objectives for evaluation, keep in mind that you are going to need to determine how you will assess for this within your program. There will be more about assessment later.

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## Body of the Plan

This is where you will describe the overall plan and break it into its parts. Parts of your plan will probably include individual workshops or training sessions, and/or different projects (ex. adult summer reading program). **While there is no minimum or maximum of elements to be included in your plan, I would suggest using a minimum of 3 different elements.** As you discuss each element of your plan, consider what objectives you will set for that particular instruction session, workshop, etc. **The objectives for each element need to tie back into what you have set for your program.** For example:

- Goal: Adult patrons will have the ability to find, evaluate, and use electronic information.
  - Objective: Adults attending computer workshops will demonstrate increased knowledge of utilizing electronic information.
    - Instruction objective: Users will demonstrate knowledge of forming a search strategy, performing a search, evaluating search results, revising a search, and utilizing information with integrity.

In this example, the instruction objective supports the program objective because all the measurable skills listed demonstrate that the user can utilize electronic information correctly and successfully. The "increased" part of the program objective is what will be addressed in the assessment area when we discuss pre- and post- tests for instructional session attendees.

### Examples:

Pima Public Library - <http://www.pimalibrary.org/strategicplan.html> - "Selected Activities" - This is a concise listing of the activities to be included in their plan. On your proposal, I would like to see a little more description (a couple sentences at least!) for each element of your plan.

University of Rhode Island, University Libraries - [http://www.uri.edu/library/instruction\\_services/infolitplan.html](http://www.uri.edu/library/instruction_services/infolitplan.html) - Here is an academic version explaining what they will do for each year of the student's attendance, as well as additional services for students and faculty. This is nice body for a plan and it gives a good amount of detail for each element of their plan.

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# Oversight and Management

In order to keep your program organized and on track, you will need to decide who will manage it, how it will be managed, and reporting procedures. This does not have to be a complicated procedure, and most of the library examples we have been looking at have not really addressed this fact in their plans.

You will have to decide what would work best for your library. You may have a person designated specifically as the overseer of all the elements of the program, or you may have several people assigned different elements who then report to the library director, library board, or other management entity. Since libraries of all kinds are set up in different ways, you may want to explore the organizational structure of your library, or libraries similar to the type you are using. This will help give you a better idea of who should be in charge.

Some examples of things that will need to be managed and overseen are:

- scheduling - both of workshops and/or sessions, but also meetings of all parties involved in maintaining the program.
- marketing
- assessment and retention of statistics
- troubleshooting and making decisions

In your assignment, create a short paragraph explaining how your program will handle these types of issues.

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## Assessment

As discussed earlier, assessment will be a large part of a successful program, and will help you prove the worth of what you are doing. There are two forms of assessment that are going to be very important:

- summative - evaluating the learning of your users at a certain point and time
- formative - diagnostic evaluation of how well the elements of your program, and the program overall, are working

Summative means the sum of the users' learning. Formative means the form and functionality of the instruction. Both of these elements are critical, but not horribly hard to assess if you plan ahead. Here is a rough idea of how to do this:

- For each element of your program (instruction session, workshop, etc.) - pre-test and post-test your users on the objectives you have set for that session or workshop. The difference between these two scores will give you the measure of their learning.

- For each element of your program (instruction session, workshop, etc.) - include formative questions for your users in the post-test. These are questions that will tell you how well they feel the session met their needs, if the instructor was easy to follow, etc.

While both kinds of assessment will help you to determine if your program is meeting the goals and objectives you have set for it, they will also help you to determine where changes may need to be made in order to better communicate information to your users. Upon a yearly evaluation of the program, you will then be able to look back and see what has worked, what needs changes, and then implement those changes into the plan for the next year.

**For your assignment, I would suggest that you provide at least one set of evaluation questions for one of the elements of your program.**

**Examples of Summative Pre- Evaluation:**

Instruction Pre-Test						
Name: _____						
Job title/role/department, etc. _____						
Place of work/organisation, etc. _____						
Access to a computer at work and/or at home: _____						
State your level of confidence in:						
	Very	Somewhat	Neutral	Low	Very Low	N/A
using a mouse						
using a keyboard						
accessing the Internet						
using web addresses						
moving between web pages						
saving websites for future reference						
navigating the Windows operating system						
using word processing software						
using presentational software						
+ State your familiarity with:						
	Very	Somewhat	Neutral	Low	Very Low	N/A
databases						
different database search interfaces						
Boolean operators						
limiting searches						
Internet searching						
search engines						
Questions taken from: <i>Enabling End-Users: Information Skills Training</i> by Ann Poyner, 2005 – page 93.						

For a post-training evaluation, you would change your questions to: "State your level of confidence in the following now that you have completed training" and "State your familiarity with the following now that you have completed training."

### **Example of Formative Evaluation Questions:**

#### **Instruction Evaluation**

1. What was the most helpful aspect of the instruction session?
2. What suggestions do you have for improving the session?
3. Was the session relevant to your needs? If not, what would have made it more relevant?
4. Was any of the information provided unnecessary?
5. Were any parts of the session confusing?
6. Do you feel that the instructor(s) did a good job of presenting the information?
7. Did the session fulfill your expectations? If not, why?
8. Would you recommend this session to others?

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## **Timeline for Implementation**

This is where you will include information on when you will begin implementing your program - a program start date - as well as a plan for implementing the elements of your program. You could also discuss how often you will review the program - yearly? every two years? You may want to include information on why certain elements of your program will be offered at certain times, and you may wish to offer certain elements several times over the course of a year - it's

completely up to you. Whatever you decide, please include a short paragraph explaining your decision for this timeline.

In addition to a timeline, you may want to consider addressing any resources that you will need to acquire before you can implement your program.

### **Example Timeline:**

St. Olaf College Libraries - <http://www.stolaf.edu/library/instruction/infolit/action6.html#D> - Here is an excellent example of a timeline using phases for implementation, and they are addressing the resources they will need to make their program successful.

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## **Marketing**

How are you going to advertise your program? Who will you target? Part of making a program successful is finding ways to market your services to your target groups. This can mean everything from ads in the local newspaper to flyers posted in the Student Union.

**For your assignment, please consider 3 different ways that you will market your program.** You should include a short discussion for each of these plans that addresses why you think this will be a successful strategy and how it will help you target your user group.

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## **Conclusion**

This guide has attempted to help you work through the different elements of program planning. However, if you still have questions, please let me know and I will be happy to help you.