



Assessing asynchronous library instruction using Project Outcome and UDL best practices

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Challenges & Goals



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Asynchronous Instruction

- ▶ Asynchronous spaces are primarily one-way communication from instructor to student
- ▶ No real-time feedback from students
- ▶ Many different backgrounds and learning styles
- ▶ Feedback forms were separate from the tutorials and inconsistently completed

Purpose of Changes

- ▶ Apply UDL best practices to tutorials to be more inclusive of different learning styles and accessible
- ▶ Embed feedback forms in the tutorial for more consistent completion to inform further changes

Provide multiple means of **Engagement** →

Affective Networks
The "WHY" of learning



Provide multiple means of **Representation** →

Recognition Networks
The "WHAT" of learning



Provide multiple means of **Action & Expression** →

Strategic Networks
The "HOW" of learning



Access

Provide options for **Recruiting Interest** (7) →

- Optimize individual choice and autonomy (7.1) >
- Optimize relevance, value, and authenticity (7.2) >
- Minimize threats and distractions (7.3) >

Provide options for **Perception** (1) →

- Offer ways of customizing the display of information (1.1) >
- Offer alternatives for auditory information (1.2) >
- Offer alternatives for visual information (1.3) >

Provide options for **Physical Action** (4) →

- Vary the methods for response and navigation (4.1) >
- Optimize access to tools and assistive technologies (4.2) >

Build

Provide options for **Sustaining Effort & Persistence** (8) →

- Heighten salience of goals and objectives (8.1) >
- Vary demands and resources to optimize challenge (8.2) >
- Foster collaboration and community (8.3) >
- Increase mastery-oriented feedback (8.4) >

Provide options for **Language & Symbols** (2) →

- Clarify vocabulary and symbols (2.1) >
- Clarify syntax and structure (2.2) >
- Support decoding of text, mathematical notation, and symbols (2.3) >
- Promote understanding across languages (2.4) >
- Illustrate through multiple media (2.5) >

Provide options for **Expression & Communication** (5) →

- Use multiple media for communication (5.1) >
- Use multiple tools for construction and composition (5.2) >
- Build fluencies with graduated levels of support for practice and performance (5.3) >

Internalize

Provide options for **Self Regulation** (9) →

- Promote expectations and beliefs that optimize motivation (9.1) >
- Facilitate personal coping skills and strategies (9.2) >
- Develop self-assessment and reflection (9.3) >

Provide options for **Comprehension** (3) →

- Activate or supply background knowledge (3.1) >
- Highlight patterns, critical features, big ideas, and relationships (3.2) >
- Guide information processing and visualization (3.3) >
- Maximize transfer and generalization (3.4) >

Provide options for **Executive Functions** (6) →

- Guide appropriate goal-setting (6.1) >
- Support planning and strategy development (6.2) >
- Facilitate managing information and resources (6.3) >
- Enhance capacity for monitoring progress (6.4) >

Goal

Expert Learners who are...

Purposeful & Motivated

Resourceful & Knowledgeable

Strategic & Goal-Directed



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Universal Design for Learning (UDL)

Solution to Asynchronous Assessment: Project Outcome



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Pros

- ▶ Already used in multiple disciplines and multiple tutorials
- ▶ Built in data analysis/visuals
- ▶ Gathers qualitative and quantitative data through uniform questions
- ▶ Allows for additional questions
- ▶ If gathering data using a different system, can perform a batch upload

Cons

- ▶ Does not assess the learning outcomes of the tutorials
- ▶ The PO website can be slow



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Classes and Tutorials Summary

Course	Course IL needs	Tutorials
ENGL 1050	Find peer-review sources for their position paper and create an MLA or APA style citation	50 min in-depth tutorial embedded in Elearning created by using Articulate Rise 360
MKTG 4100	Industry and company analysis for a business to business case	20 min tutorial in LibWizard
BCM (1420, 2520, 3700)	APA 7 citation and source evaluation	30 min tutorial in LibWizard, incl. Mentimeter poll and video
MKTG 4750, BUS 4000	Market research reports and data for global consumers	30 min tutorial in LibWizard, incl. Mentimeter poll and video
MKTG (3710, 3780), BUS 4000	Market research reports and data for U.S. consumers	30 min tutorial in LibWizard, incl. Mentimeter poll and video

UDL Changes



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Tutorial	Changes
ENGL 1050	<ul style="list-style-type: none">• Changed progression to not require completion of previous page to move on• Added checklists for how to create a citation• Gave examples of what a peer reviewed article is and is not. Added knowledge check.• Added conclusion that repeats where to get help
MKTG 4100	Not Reviewed
BCM (1420, 2520, 3700)	<ul style="list-style-type: none">• Added definitions for jargon (database)• Added a video with captions and transcript• Highlighted functionality features in databases (file formats and citation generator)
MKTG 4750, BUS 4000	<ul style="list-style-type: none">• Added definitions for jargon (database)• Added citation question slides (ranking)• Highlighted functionality features in databases (file formats and citation generator)
MKTG (3710, 3780), BUS 4000	<ul style="list-style-type: none">• Added definitions for jargon (databases, market size, market concentration, market share, etc.)• Added citation question slides (ranking)• Highlighted functionality features in databases (file formats and citation generator)

Quantitative Fall vs Spring*



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	Fall (n=272)	Spring (n=357)	National
Q1: I learned something new that will help me succeed in my classes.	M=4.14	M=4.14	4.4
Q2: I feel more confident about completing my assignment(s).	M=4.10	M=4.03	4.2
Q3: I intend to apply what I just learned.	M=4.24	M=4.13	4.4
Q4: I am more aware of the library's resources and services.	M=4.14	M=4.19	4.4

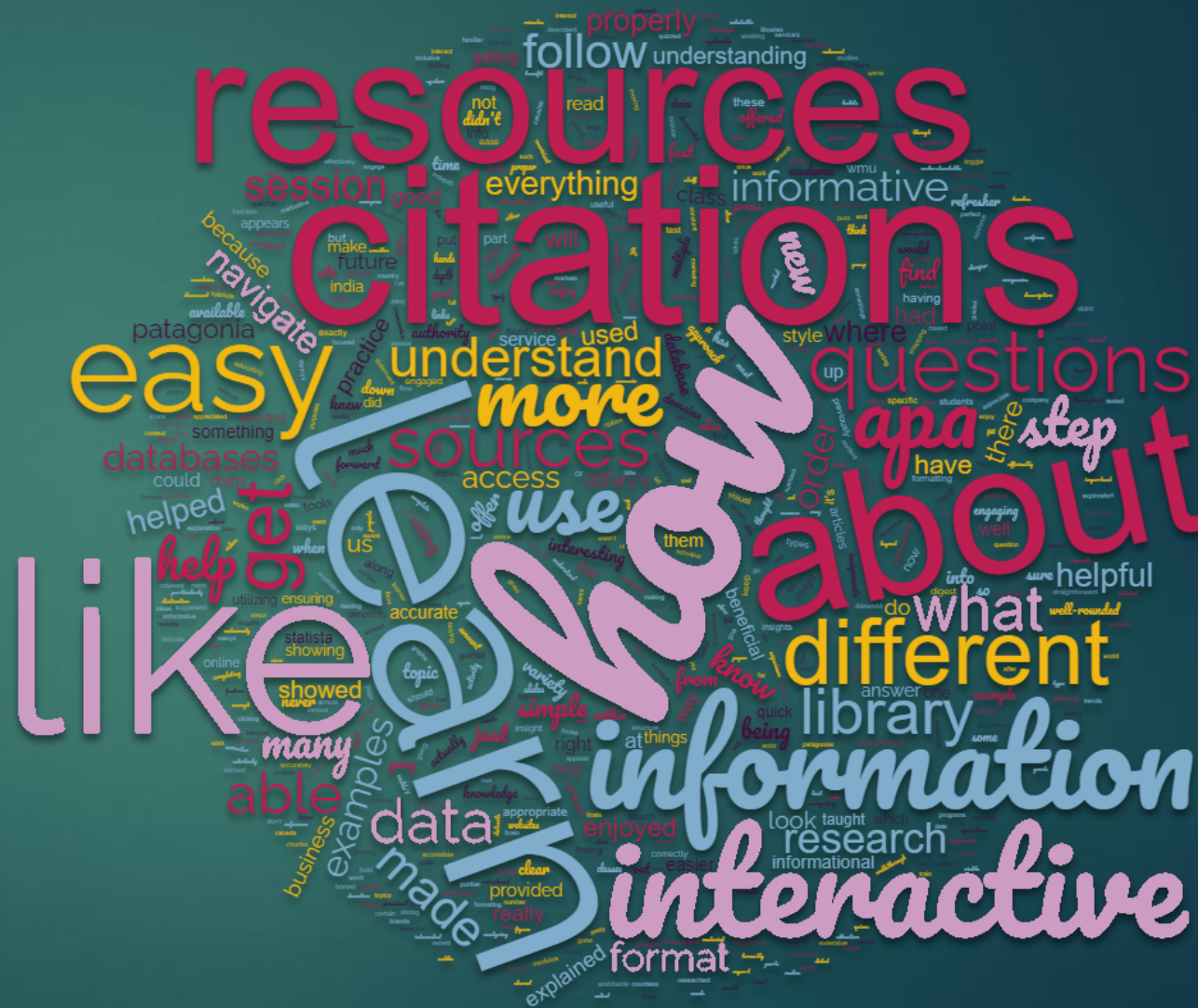
*As of April 3, 2024



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Qualitative PO Question #5: What did you like most about this session? (n=470)

- ▶ Citations (84)
- ▶ Informative (59)
- ▶ Resources (57)
- ▶ Easy/Simple (50)
- ▶ Interactive (45)
- ▶ Step-by-step (9)





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Qualitative PO Question #5: What did you like most about this session?

... the constant APA citation questions are helping to burn the structure into my mind...

... it was interactive so I could apply what I was learning right way

It showed me how to look at data and look into it and make sure you are reading it right

It was very easy to digest and understand, and it was very nicely split up into smaller easier to digest chunks

It was very thorough and detailed, and it offered many visuals which helps me because I am a visual learner

I wasn't just clicking through modules, the interactive part helped me grasp the skills



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Qualitative PO Question #6: What else could the library do to help you succeed in your classes?

Study groups or one-one tutoring

Continue producing sick content

Have a parking lot

Have us take this course earlier. I'm a senior and didn't know half of this information

I am content!

Make the information on services more widespread

Observations & Reflections



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- ▶ Satisfied with applicability of the Project Outcome tool for assessing asynchronous instruction
- ▶ Previous assessment had a Likert Scale with SLO's and did not give qualitative feedback
 - SLO's are easier to assess through knowledge checks
 - Qualitative feedback prompted changes to the tutorials
- ▶ Higher response rate once Project Outcome was embedded in the tutorials
- ▶ Many of the UDL recommendations were already a part of our standard practices—this is good!
- ▶ A future area of research is comparing the asynchronous data to the synchronous data in Project Outcome by course



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Resources Used for UDL Review

- ▶ The UDL Guidelines (CAST):
<https://udlguidelines.cast.org/>
- ▶ Instruction Librarians' Toolkit—Universal Design (TriCollege Libraries): <https://guides.tricolib.brynmawr.edu/c.php?g=560375&p=4074407>

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