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Transforming Library Instructors Using 360° Evaluation

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Using Multiple Perspectives to Improve Teaching Practices

**Purpose**
- The Clemson University Libraries is piloting a reflective teaching program that includes a teaching institute followed by professional development sessions and opportunities for reflection in library instruction sessions.
- Instead of using one or two ways to assess teaching to improve student learning, library instructors participate in a multi-faceted approach to teaching evaluation that includes:
  - Assessment from student learning
  - Assessment from teaching faculty
  - Peer assessment
  - Self-reflection

**Assessment**
- In teaching sessions, library instructors typically offer an “exit-slip” assessment for students. This may be in the form of paper or digital feedback. Completion of activities to evaluate student learning and other formative assessments help to inform of instructors where students are in the learning process.
- Student feedback is important to gauge student learning and relevancy for a session, but how do we as library instructors evaluate our instruction to ensure its effectiveness?
- Peer observation has been found useful for ongoing professional development, as it allows instructors to share knowledge, offer support and suggest ways of improvement, and to recognize effective teaching (Hunzicker & Lukowiak, 2012; Willerman, McNeely, & Koffman, 1991).

**Reflection**
- The reflective approach to teaching and learning is supported in the literature and peer observations have been a part of this reflective approach (Carroll & O’Loughlin, 2014; Jay, 2003).
- Through student learning, teaching faculty, peer, and self-assessment, we hope to gain insights into our skills as instructors in order to improve our teaching practices to increase student learning.

**Next Steps**
- Revise the peer observation protocol to integrate the principles of the Scholarship of Teaching and Learning (SoTL) at Clemson University.
- Formalize instructor feedback beyond conversations with instructors.
- More professional development sessions are planned throughout the year to engage the library instructor on best practices in the field.
- More conversations around instruction taking place.

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**Limitations & Implications**
- This evaluation process is currently in progress and we do not have results of using this method compared to previous methods.
- The implementation of this model could impact how instruction is viewed by librarians within the institution, as a culture of professional growth with teaching practices expands.
- Data collected through the process can inform the library instructor with how to grow as an instructor and help with the creation an action plan to do so.

**References**