



PRACTICES AND PERCEPTIONS

A SURVEY OF *COMPOSITION AND RHETORIC* INSTRUCTORS



Anna Sandelli | May 2014

Overview

- Study purpose
- Study design
- Study findings
- Study implications



Study Purpose

- **Overall goal: enhance understanding in three areas**
 - Factors involved in decisions to use library instruction
 - Expectations of and experiences with instruction sessions
 - Motivations for future use
- **Additional aim: explore associations among responses**

Study Design

- **Participants**
 - UNC Writing Program instructors
 - Eligible if Fall 2013 teaching included *ENGL 105* or *ENGL 105i* (discipline-specific version)
- **Study Instrument**
 - Electronic survey (Qualtrics)
 - Sent via departmental listservs, February 2014
- **Survey Design**
 - Branch logic, closed- and open-ended questions



The screenshot shows the UNC Writing Program website. At the top left is the UNC logo (a classical building) and the text "UNC Writing Program". Below this is a navigation bar with "About" and "Courses and Placement" tabs. The "About" tab is selected, and the page title is "About". The main content area contains a welcome message: "Welcome to Carolina and to UNC's Writing Program! Our department is home to scholars specializing in English and Comparative Literature with a rich variety of interests and a distinct tradition of excellence. Our first-year composition instructors have been specially selected and trained in rhetoric and writing pedagogy. Their training, coupled with their enthusiasm for teaching, make the UNC Writing Program a nationally acclaimed model both for teacher training and for composition instruction." Below the text is a list of staff members with their titles and email addresses: Director Jordynn Jack (jjack@email.unc.edu), Associate Director Jane Danielewicz (janedan@email.unc.edu), Acting Associate Director Brad Hammer (bhammer@email.unc.edu), Undergraduate Advisor Hilary Lithgow (lithgow@email.unc.edu), Assistant Director Chelsea Milbourne redeker@unc.edu, and Program Assistant Karen Sardi (ksardi@email.unc.edu). To the right of the list is a photograph of a computer keyboard with a blue glow. Below the photo is the text: "The Writing Program Office is located in 201 Greenlaw. Office hours are Monday through Friday 8 a.m. to 5 p.m." At the bottom right of the page is a small caption: "Image courtesy of eGuidry on flickr via CreativeCommons".

UNC Writing Program

About Courses and Placement

About

Welcome to Carolina and to UNC's Writing Program! Our department is home to scholars specializing in English and Comparative Literature with a rich variety of interests and a distinct tradition of excellence. Our first-year composition instructors have been specially selected and trained in rhetoric and writing pedagogy. Their training, coupled with their enthusiasm for teaching, make the UNC Writing Program a nationally acclaimed model both for teacher training and for composition instruction.

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- **Program Assistant** Karen Sardi ksardi@email.unc.edu

The Writing Program Office is located in 201 Greenlaw. Office hours are Monday through Friday 8 a.m. to 5 p.m.

Image courtesy of eGuidry on flickr via CreativeCommons

Study Findings: Practices

- 38% overall response rate; 48% among those who had used library instruction
- **Library Instruction Objectives**
 - Expose students to electronic resources (70%)
 - Teach research skills that support and elaborate on instruction I already offer (67%)
 - Introduce students to librarians (39%)
- **Library Instruction Experiences**
 - Use of more than one library instruction session per semester (55%)
 - Unanimous interest in signing up for library instruction again

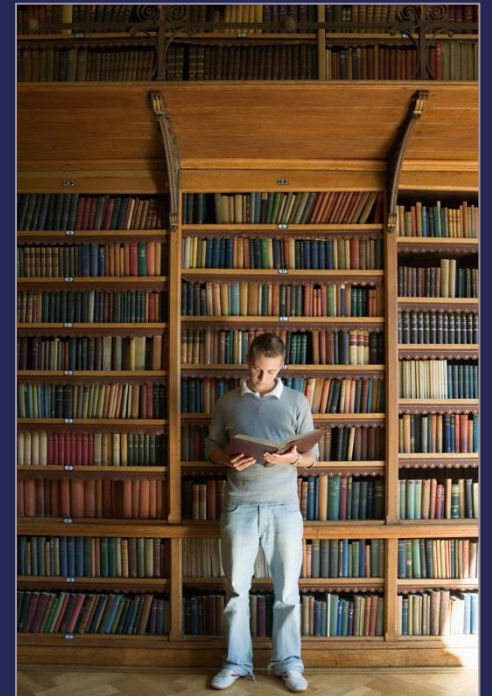
Study Findings: Perceptions

- **Positive Perceptions**

- Most recent session met most (32%) or all (64%) of expectations
- Library instruction as “absolutely essential” to teaching (45%)

- **Areas of Opportunity**

- Library instructor’s presentation and delivery, engagement with students
 - 42% rank as highly proficient versus 62% for subject knowledge
- Collaboration to develop assignments
 - 61% indicate high interest in using; 23% actually use



Study Findings: Potential Associations

- **Length of teaching experience**
 - New instructors (*1 semester's experience*):
 - selection of evaluating information as top goal for own teaching
 - Early-career instructors (*2-3 semesters' experience*):
 - interest in librarian collaboration, librarian assignment development
- **Perception of library instruction's value to teaching**
 - Ranking of library instructor in *subject knowledge, delivery and engagement*

Study Implications: Future Directions

- **For Research**

- Relationships among length of teaching experience and teaching goals
- Gap between current and desired collaboration with librarians
- Impact of library instructor in shaping faculty practices

- **For Practice**

- Impact of library instructor in shaping faculty perceptions
- Personalization of library instruction: one size does not fit all
- Consideration of not only how to share resources but how to build relationships



Questions?

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