Most important

- Faculty Assessment
  o As a means to address shortcomings of student assessments
  o Can they be used to determine if quality of assignments have improved/deteriorated?

- Tools
  o “3-2-1” as a tool for both pre and post assessment
  o “3-2-1” and “Poll Everywhere” to determine focus for the instruction session
  o Effie’s Google assignment as an evaluation tool

- Learned that there is no real consensus re: how to measure the effectiveness of library training

- Important to raise issues/share questions/learn from others examples

Still Muddy

- Measurement & Analysis
  o How to meaningfully measure value/impact? Of one-shot sessions?
  o What do we do with the results/data?
  o How to capture long-term benefits of library teaching?
  o Understanding assessment of pre-post tests. Are questions poorly designed?

- Working with Faculty
  o How to get faculty to see the value of embedding library instruction into the curriculum
  o How could faculty assessments provide valuable feedback on teaching ability?

Other Comments

- Would like to have seen more people attend
- Really learned a lot