Participatory and Collaborative Methods
for Gathering and Understanding Data about Your Library
Texas Library Association 2016 Conference
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Example 1: Appreciative Inquiry
Interview Guide

The basic Appreciative Inquiry interview has three primary questions:

1. What is the best experience you have had using a library?

2. What did you value most about that experience?

3. What happened as a result of that experience?

4. What do you wish all libraries provided users?

Tips:

- Use Appreciative Inquiry exercises in advisory meetings to allow committee members to get to know each other. Have participants use the interview comments to introduce their partners to the larger group.
- You can use these questions for outcomes assessment as well as needs assessment. For outcomes assessment, ask people who participated in a program to describe their peak or most significant experience in the program.
- You can use the same questions to ask people about different aspects of a program or organizations. For example, you ask about a library's lending services; lecture series; and children's program. (Have the three questions for each section, resulting in nine questions.)
- Check out the NonProfit resource (below) for using Appreciative Inquiry in writing mission statements.

What to learn more about Appreciative Inquiry?

Preskill H, Catsambas TT. Reframing Evaluation through Appreciative Inquiry. Thousand Oaks, CA: Sage, 2006.

Nonprofit Hub. A Step-by-Step Exercise for Creating a Mission Statement. (last visited April 18, 2016). http://nonprofithub.org/wp-content/themes/nonprofithub/img/landing-pages/mission/nonprofithub-missionstatement.pdf

Example 2: 1-2-4-All
Interview Guide

Take an index card and answer this question:

What can my library do to improve its customer service?

Step one: Large group discussion to define terms (2 minutes)

- What parts of the library are involved with customer service?

Step two: Each person jots down ideas individually (1 minutes)

Step three: Each person finds a partner and share your ideas (2 minutes)

Step four: Now each pair gets together with another pair and discusses your ideas (4 minutes)

Step five: One person from each group shares one important idea with the large group (4 minutes)

Tips:

- Get people to talk with others by giving them cards with stickers and use the stickers to assign seating. For example, everyone is given a card with a dog, cat, or turtle. They have to sit at a "cat" table, "dog" table, or "turtle" table. This will help them meet and talk to new friends.
- Have index cards or sticky notes or paper so people can jot down their ideas. Collect ideas and organize them by themes.
- Have a small group read all items and pick favorites, explaining why they liked those particular ideas indicate something important about the organization or program. Record comments so you can understand what everyone values.

What to know more about 1-2-4-All?

Liberating Structures web site: http://www.liberatingstructures.com/1-1-2-4-all/
You can find ways to build on this technique at Liberating Structures' menu of participatory methods (http://www.liberatingstructures.com/ls/)

Example 3: Photovoice + Most Significant Change

Photovoice

Photovoice itself is a fairly involved process that requires considerable planning and training. It is particularly important to train people to use equipment (if they don't have access to cameras on their mobile devices), take pictures without disclosing the identities of their photo subjects, and get verbal and written consent from participants. To learn how to do photovoice projects, check out these resources:

- The top resource is *PhotoVoice: Reframing the World* web site: https://photovoice.org/. However, this organization does very professional projects that may seem intimidating. You may find the examples in the next three bullets more useful.
- The process and materials used for the ¡VIVA! Peer Tutor Photo Voice project (discussed in the presentation) are available in the ¡VIVA! Implementation Guide and Sample materials, available online at http://viva.stisd.net/implementation.html. Scroll to the bottom of the table of contents and find the Photovoice project links under Outcomes Assessment.
- A project from The Prairie Women's Health Center of Excellence (Manitoba, Canada) is described in *Palibroda et al., A Practical Guide to Photovoice: Sharing Pictures, Telling Stories, and Changing Communities (*March 2009). This organization now engages in digital story-telling, which is an extension of photovoice. Here's their page: http://viva.stisd.net/implementation.html
- Here's a useful tip sheet by Lorenz and Webster titled *Doing Your Own PhotoVoice Project: A Guide*. The guide was written for Braineline.org (http://www.brainline.org/, which also provides digital story-telling at its site. http://www.brainline.org/multimedia/presentations/photovoice/Photovoice_Facilitators_Guide.pdf

Most Significant Change:

The process behind most significant change is to get other stakeholders to read particpants' stories, choose stories that they think are important, and describe why they chose those stories.

The best guide for learning how to plan a Most Significant Change project is a guide written by Davies and Dart, *The 'Most Significant Change' (MSC) Technique* (Care International. United Kingdom. April 2005.) available at http://www.mande.co.uk/docs/MSCGuide.pdf Other resources are listed here: http://mande.co.uk/special-issues/most-significant-change-msc/

And don't forget this:

See other posts on this topic at the OERC blog: http://nnlm.gov/evaluation/blog/'