# Research Library Virtual Resources & Instructional Initiatives: Complete 2008 ARL Survey Results

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## Compiled and Edited by:

Crit Stuart  
*Director, Research, Teaching & Learning*

Laura Iandoli  
*Administrative Assistant*

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UNIVERSITY AT ALBANY, SUNY, LIBRARIES

Information Commons provides opportunity to influence infolit experiences.

Initiative 1:

The opportunity to engage students arises as a result of the installation of our information commons.

Goals:

• help students to locate, evaluate, synthesize and use information from a variety of sources
• help students to understand and use basic research techniques appropriate to the course discipline
• help students to understand the various ways in which information is organized and structured
• help students to understand the ethical issues involved in accessing and using information.

Assessment:

• We assess student learning through pre- and post-tests that are offered in all sections of the courses. This allows us to determine, for each student, whether learning has taken place, and also alerts us to areas that might require more or revised instruction.
• In addition, IL courses are assessed as part of the campus general education assessment initiative every three years. While not every course is included in this initiative, those that are work with the administration to develop course-specific methods of assessment.

Initiative 2:

Students will understand the different attitudes and norms connected to the research process in different cultures, and will become aware of expectations in this regard in the United States students will become familiar with the tools available to them as they engage in research.

Goals:

Same as Initiative 1.

Assessment:

Students will know who to come to if they have difficulty when doing research. Students are assessed through pre- and post-tests, given in the first and second classes respectively.
Podcast tours of library in various languages.

We have recently developed podcasts of library tours in a variety of languages: English, Chinese, Korean, Russian, and Spanish. They can be found at http://liblogs.albany.edu/podcasts/

Goals / Assessment:

NA
Applying WASSAIL to gather infolit instruction data.

WASSAIL exists for the purpose of assessment. In 2007 a group of Alberta college and university libraries participated in a pilot project to assess the usability and usefulness of WASSAIL. Feedback was gathered via a blog created specific for this purpose and all suggestions were accommodated in the development of the specifications for the new software. Following the pilot a grant was secured to further develop WASSAIL to meet a broader set of assessment needs. WASSAIL will be presented at conferences in 2008 with an invitation to institutions to use it in their Information Literacy assessment initiatives. The pilot project demonstrated that access to a resource such as WASSAIL gave a meaningful structure to instruction data gathering and analysis resulting in new and substantial research, publication and presentation opportunities to academic librarians.

Goals:

- Gather data to analyse the application of information literacy skill development from the application of a pre-test until the post-test.
- Generate reports related to demographic criteria such as gender or year of study and their relative responses to assessment questions.
- Review qualitative responses to questions … student responses to questions “in their words”.
- Give students fundamental knowledge of doing research and using library materials for it.
- Provide convenience of learning (students can complete the course at their own pace, at suitable time and at location of their choice) and also to reach distance education students.
- Foster the usage of new technologies in the Information Literacy education.

Assessment:

The url is http://wassail.augustana.ca but it is password protected. If access is required for this purpose please contact for a username and password: nancy.goebel@ualberta.ca
Video: “It Changed the Way I Do Research - Period: Augustana Talks Information Literacy”.

The video It Changed the Way I Do Research - Period: Augustana Talks Information Literacy was developed by the Augustana Faculty Library in 2006 to examine the effects of their Information Literacy initiatives on academic life at Augustana. Over 75 people participated in the project, which examines Information Literacy from a variety of perspectives. This 30 minute video (DVD) documents and promotes the vision of Information Literacy at Augustana and the various components of Augustana’s Information Literacy Program. These components include 21 for-credit discipline-specific Information Literacy courses embedded into the curriculum, a variety of assessment practices, an annual Information Literacy workshop for faculty and librarians, and Information Literacy Awards for students and faculty. In It Changed the Way I Do Research - Period: Augustana Talks Information Literacy, students, librarians, administrators, and teaching faculty speak about the influence of Information Literacy at Augustana.

http://www.augustana.ualberta.ca/library/infolit/video.html

This includes the ability to order, InterLibrary Loan or view the video online.

Goals / Assessment:

NA
Freshman Academic Integrity Course

In fall 2007, all freshmen at Arizona State University took a one-credit, hybrid class taught in a combination of face-to-face and on-line formats. A team of librarians and an instructional designer developed the content for one of the components of the course, a module on Academic Integrity. The team drafted learning objectives, developed performance indicators and assessment strategies, created interactive scenarios, and produced a narrated PowerPoint, each of which was delivered via Blackboard. Though initially an add-on, the Academic Integrity unit became one of five required course components and was taught in the initial sessions of the class.

http://asuonline.asu.edu/asu101/faq.cfm

Goals:

- Students to understand the ethical issues and judicial policies surrounding academic integrity including those identified in the ASU Student Academic Integrity Policy.
- Helping students learn when and how to cite references correctly.

Assessment:

NA

Libguides

We now use LibGuides, which have replaced traditional course and subject web pages.

http://libguides.asu.edu/

Goals / Assessment:

NA
BRIGHAM YOUNG UNIVERSITY LIBRARY

Business research clinics with proposal for services.

The Business librarians are offering “Business Research Clinics” in the Business school. This is the information they submitted when proposing the sessions:

Who? Marriott School students at any level.

What? One-hour workshops orienting students to the library’s business resources through demonstrations of real-life research problems, with opportunities for one-on-one assistance.

Where? Tanner Building classrooms—bringing the library to the students.

When? Beginning Fall Semester, once or twice per month, late afternoons or early evenings.

Why? Students are unaware of or bewildered by databases and other library resources. During individual consultations they have asked if there are classes where they can learn these skills.

How? Conducted by BYU’s professional librarians with the assistance of their student employees. Advertised through posters, emails, classroom announcements, the library website, etc. Evaluated through attendance and survey data.

http://www.lib.byu.edu/business/index.php/the-business-research-clinics

Goals:

• Participants will gain information literacy, learning to: Articulate their information needs.
• Identify and search within relevant resources, including many used by real-world businesses.

Assessment:

Attendance counts are taken and a survey is given to the students at the end of the Business Clinic.
Freshman research labs targeted to critical moments.

The First-Year-Writing manager, Kimball Benson, has targeted the optimum learning for Freshman students by offering open research labs. These labs are held in the library’s instruction classroom on Tuesday, Wednesday, and Thursday evenings and are staffed by two student teaching assistants, one for research help and one a trained writing tutor. Students drop in and stay as long as they wish. They have access to all electronic research resources, word processing software, and individual help. The labs are not limited to freshmen, but they use the service the most. Advertising is placed around the library and in advisement centers. Students from the Freshman English classes receive two instruction sessions on their research paper assignment but often feel the need for additional help. The students are motivated by need to come and learn skills that help them in all their research projects by peer tutors. The campus faculty are also pleased because they have a place to send their students for individual help.

http://net.lib.byu.edu/instruction/libclasses/Open%20Lab.htm

Goals:

- Participants will identify information needs and find appropriate sources to meet their needs.
- Participants will effectively apply information literacy skills by solving research and writing problems for their class assignments.

Assessment:

Attendance counts and survey as students leave the session.
Camtasia videos feed instruction to distance learning students.

Short instructional videos produced using Camtasia software have been utilized to provide instruction to distance learning students. The content covers how to find books in the OPAC, how to search for articles in databases, how to find articles from citations, how to narrow results and evaluate articles found, how to order materials from Interlibrary loan and how to get help from the library. These videos, along with the online Library Research Skills tutorial, are incorporated into a Library Services Portal within distance education courses. A science librarian has also created Camtasia tutorials for Biology 100 students to support their research assignment. Currently there are two – How to tell if a journal is peer reviewed and how to do a basic search in Medline. The videos will be placed on her Research Guide.  
http://www.lib.byu.edu/coned/video.html (Distance Ed videos)

Goals / Assessment:

NA
UNIVERSITY OF BRITISH COLUMBIA LIBRARY

Virtual reference service.

UBC Library staff participate in a consortial virtual reference service, Askaway. Askaway may be unique in that libraries in the entire province participate, including academic and public libraries and the range of questions is very wide, from basic reference questions to sophisticated graduate student/faculty research questions.

http://www.bclibrary.ca/home/askaway

Goals / Assessment:

NA
Brown University Library

First year seminar faculty survey.

The Library would like to learn from faculty how we can best support the course-related information needs of first year students. We know there are some faculty who bring their students into the library year after year, while others bring their students once and then do not return with new classes. We have anecdotal evidence that while the instruction sessions are seen as an essential component of a course for some faculty, others do not perceive it that way. In order to better support student and faculty needs in this area, we must have reliable data on the impact of library instruction on student information gathering and critical thinking skills. The first step in this process is to better understand how faculty use and perceive library instructional services.

Goals:

- Help the Brown University Library improve its instruction program for all users, in particular first year students.
- Help explain the findings of other research projects, including contextualizing quantitative results from LibQUAL+.

Assessment:

Survey of first year seminar faculty, survey of librarians responsible for instruction for those same first year seminars, accounting of instructional services employed for the courses. Initiative is ongoing for the 2007-2008 academic year. We have completed the fall semester data collection and will collect data from the spring 2008 semester in May. The data will be evaluated over the summer of 2008 and communicated broadly before the start of the Fall 2008 semester.

Patent searching tutorials using Camtasia.

This project utilizes patent searching to teach transferable, lifelong learning information research competencies. While it specifically supports a course in the Brown Engineering Division required for all first-year engineering undergraduates, its usefulness extends to all those who would like to learn about the basics of patents and patent searching. The tutorial materials cover U.S. and worldwide patents and patents applications databases, such as the USPTO and esp@cenet. A scenario is presented upon which the video tutorials are based. Camtasia screencasts with audio and text demonstrate searching strategies presented along with text guides to searching and citing patents. http://dl.lib.brown.edu/libweb/screencasts/patentsearching.php
Goals:

- How to approach using a database by exploring the difference between searching by keyword versus by controlled vocabulary.
- The importance of identifying features of a database such as truncation or field searching to expedite the search strategy and knowing the limitations in content retrieval inherent in any database.
- About the process of creating a search strategy from the overall statement of information need and refining it.

Assessment:

Student learning is assessed as part of an introductory Engineering course. We are in the third year of assessment, and continually revise and supplement the program.

Easy Borrow interface simplifies searching and ILL. (Rockefeller Library)

EasyBorrow provides a single user interface for requesting books from four shared resource systems. We use WorldCat as our starting point. Instead of passing the OpenURL from WorldCat directly to our link resolver, we intercept it and use the ISBN to 1) do a look-up in our catalog (we redirect if a circulating copy is available), 2) query our III INNReach catalog, 3) query two Sirsi-Dynix URSA consortium catalogs, and 4) default to our ILLiad system if the request can’t be placed in one of the direct borrow systems. Instead of having to navigate different proprietary systems, each with its own search interface and login method, the user now searches once in WorldCat, authenticates once, and easyBorrow goes to work behind the scenes.

http://dl.lib.brown.edu/its/software/easyborrow/

Goals / Assessment:

NA
OCRA: locally-developed reserves management system works with WebCT / Vista.

OCRA - online course reserves - is a locally developed full-bodied course reserves management application. Faculty use OCRA to submit requests for both traditional and electronic reserves (in all formats), to track and edit their requests, and to reactivate course reserves from one semester to another. The system utilizes the Library’s context-sensitive linking application to deliver information about full text availability at the point at which requests are made. Students have access to a simultaneous view of all course reserve formats (in-library reserves, electronic text, audio and video streaming) and the system embeds links to this view in MyCourses (Brown’s WebCT service). A staff interface allows staff in the Library and in Computing & Information Services to manage course reserves workflow for all formats. 

http://dl.lib.brown.edu/its/software/ocra/

Goals / Assessment:

NA

Videotaped classes served via OCRA: locally-developed reserves system.

During the ‘06/’07 academic year, a pilot project was undertaken to videotape and place online all of the lectures from three different courses. The three courses included in the project were an organic chemistry class with 250 students, an introductory biochemistry class with 205 students, and an American Sign Language class with 20 students. In total, 91 lectures were videotaped and made available via OCRA, the online course reserves system, and via VFNow, a video on demand system. Each of the files was linked to the course WebCT page. Response to the project was positive from the students as the files were downloaded over 3500 times.

http://dl.lib.brown.edu/reserves/student/videolectures.php?task=list

Goals / Assessment:

NA
University at Buffalo, SUNY, Libraries

Library blog with student interaction capability.

The University at Buffalo Libraries are actively engaged in developing new methods to reach out to today’s students using the technologies they prefer for communication. The “Services for Students” page (http://libweb.lib.buffalo.edu/blog/students/) was recently redesigned into a blog format, with weekly posts to websites and resources relevant to student research and learning. A wiki of student FAQs is also planned, as are other opportunities for students to add and create content for the site, including reviewing books and media productions. Marketing plans are underway for this new page, which appeared to the public at the beginning of the Spring 2008 semester.

http://libweb.lib.buffalo.edu/blog/students/

Goals:

• Increase awareness and use of library resources.
• Reaching students using the communication methods they use.
• Integrating librarians more closely and naturally with students.

Assessment:

NA

Facebook provides portal for student traffic into library resources.

The University Libraries’ “fan page” on Facebook offers students easy access to videos, blogs, the Instant Librarian chat reference service (Meebo client), JSTOR and WorldCat, and feeds from the Libraries’ “Services for Student” blog and and the “Library Alerts” blog. The fan page is also very new, but is slowly becoming more popular with University at Buffalo students as they find out about it and spread the word to their friends. The page is updated and checked regularly to ensure that users questions are answered quickly and that information is fresh and relevant. The Libraries are working on podcast video/audio tours (which will be available in a variety of languages) and clickable maps of the Libraries to add to the fan page.


Goals:

• Communicating with students in ways they prefer.
• Increasing awareness of library services and resources.
• Integrating librarians more closely and naturally with students.
UNIVERSITY AT BUFFALO, SUNY, LIBRARIES, CONTINUED.

Assessment:
NA

Proliferation of library portrayals via audio / video / podcasts.

UB librarians have been actively incorporating new technologies into outreach, liaison and information literacy activities. The list below provides some examples. Other projects in process include audio/video podcast library tours in many languages and tutorials on how to find articles.

Instant Librarian Chat Reference Service:
http://ublib.buffalo.edu/libraries/help/refchat.html

Research Tips Tutorial:
http://ublib.buffalo.edu/libraries/asl/tutorials/research.html

BISON Catalog online tutorials:
Basic - http://ublib.buffalo.edu/libraries/help/findingbooks-basic.html
Advanced - http://ublib.buffalo.edu/libraries/help/findingbooks-advanced.html

Online videos to introduce librarians to students on- and off-campus:
Cynthia Tysick (click on “Welcome”)
http://libweb.lib.buffalo.edu/staff/index.asp?ID=18

Goals / Assessment:
NA
Library skills program required for all undergraduates.

The University’s “Library Skills Workbook” is a long-standing information literacy graduation requirement for undergraduates. The Workbook is created, managed and administered by the University Libraries and has evolved from print to a website to its current iteration in the University’s Blackboard Course Management System (local version is called UBLearns). The Workbook is targeted at beginning undergraduate students, and its function is to introduce students to a basic research strategy and the tools to help them find information for course research and assignments. The move of the Workbook from its previous open-access website offered a number of advantages for both librarians and students:

- Students are able to take the Workbook in modules, rather than having to complete it in one sitting.
- Feedback on grades and correct/incorrect answers is immediate.
- Librarians, as course instructors, are able to more closely monitor student progress.
- The Workbook now allows students to familiarize themselves with Blackboard/UBLearns while also getting basic information literacy instruction.

Feedback on the system has been largely positive, although technical problems related to enrollment (often 3000 students per semester) have impeded progress. Librarians and technologists are actively engaged in solving problems and responding to students’ concerns, and we presently expect to keep the Workbook on the platform for the near future.

http://ublib.buffalo.edu/libraries/workbook/

Goals / Assessment:

See above
University of California, Berkeley, Library

Faculty fellowship for undergraduate research. (Mellon Library)

Research-based learning — endorsed by the Boyer Commission in Reinventing Undergraduate Education: A Blueprint for America’s Research Universities — has the potential to invigorate undergraduate education. Successful implementation requires attention be directed toward developing students’ abilities to thrive in this type of environment, supporting instructors’ exploration of new teaching approaches in the classroom and online, and providing institutional resources to transform course curriculum while supporting the collaborations needed for sustainability. The University of California, Berkeley is committed to leveraging its research strength to enliven undergraduate learning by engaging undergraduates in research-based activities. Institutional support for this initiative has been provided at many levels along with a shared commitment from administrators, faculty, librarians, educational technologists and other pedagogical experts to redesign courses and assignments, re-energize large enrollment and core courses, and enable students to develop information and critical thinking skills both within and outside of the classroom. Key components of the Berkeley plan include: building a community of faculty dedicated to exploring new approaches for research-based learning; developing a library reconceived as a center for learning and instructional expertise; and creating opportunities for academic support units to work collaboratively to provide consultative support to faculty that can inform course design and implementation. This four-year grant from the Mellon Foundation (recently extended to June 2009) provides a model for other research universities. Berkeley will soon be releasing an Evaluation Report related to this project as well. http://www.lib.berkeley.edu/mellon/

Goals:

- Redesign undergraduate courses to incorporate assignments that utilize library collections and support research-based learning.
- Develop strong partnerships with and between faculty and other academic support unit staff in support of teaching and learning.
- Enable students to develop information and critical thinking skills both within and outside of the classroom.

Assessment:

Forthcoming report from an Evaluation Consultant hired specifically to collect qualitative and quantitative data about the results of this project focused on three areas: impact on individual UC Berkeley faculty, impact on the campus culture of learning, and impact on student learning. The report and samples of evaluation instruments will be posted to the web site. Additionally a report from the Assessment Consultant with summaries of key courses, student surveys, and assignment rubrics will also be available soon and posted to the web site noted below. http://www.lib.berkeley.edu/mellon/
Library Prize for undergraduate research.

Enriching the ways that students think about research and sharpening their skills to carry it out are major objectives of The Library. The Library Prize for Undergraduate Research recognizes excellence in undergraduate research projects that draw upon University Library collections and demonstrate use of sophisticated information literacy and research skills. Judges consider the product of the research, but focus on the research process: demonstration of library research skills, adept use of library resources, and reflection on the strategies used to investigate a research problem. Along with a research paper written for a course and the instructor’s letter of support, the premiere component of the Library Prize application is a research essay in which students describe the research process that enabled them to locate the materials that informed their thinking. This essay provides insights into the undergraduate research process by requiring students to reflect upon their discovery process—gathering, evaluating, and synthesizing information. Many essays include revealing statements about personal setbacks and challenges, false starts, muddled thinking, desperate measures, and despair—all shared student experiences. The faculty who serve as judges for the Prize find the experience rewarding: “I learned a great deal from reading the Library Prize submissions in 2004, not the least of which was that we have the privilege to work with enormously talented students, especially when we encourage them to dig deeper.” “The enthusiasm exhibited in the students’ reflective essays was infectious. Reading the entries felt like a journey not only into the mind of a particular student but into the various library collections as well.” Recent winners of the Library Prize come from many different departments—History, Music, Classics, Architecture, History of Art, and Molecular and Cell Biology—reminding us that library research is not just the domain of certain disciplines. And their research projects are sophisticated: the instructor who oversaw Gary Ku’s “The People and Purpose of Trajan’s Markets” says that the paper “sheds new light on the field.” For his project “Macario Sakay and the Struggle for Kalayaan: Continuity in the Katipuana Guerilla Movement, 1892-1907,” Joseph Scalise consulted manuscript collections in the Bancroft Library: “No scholars have ever consulted the Barrows Papers for information on Sakay, and Joseph has made some striking discoveries,” says his instructor. This initiative began in 2004 and has served as the model for several other college and research libraries since, as well a been recognized by the Association of College and Research Libraries’ Instruction Section as the 2005 Innovation in Instruction Award winner.

http://www.lib.berkeley.edu/researchprize/

Goals:

• Integrating the library into the campus’ undergraduate research initiative.
• Acknowledging developmental stages of information literacy.
• Engaging faculty in valuing and assessing information literacy skills.

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Assessment:

Although we have not conducted a formal assessment we have some indicators of the benefit of this program.

- We have received 50-120 submissions each year for the Library Prize.
- Faculty who have served as judges in this process routinely comment on the increased awareness they have about the need to focus on this aspect of research assignments; many of these faculty wrote strong letters of support of this program and led to this project receiving the 2006 Educational Initiatives Award on campus.
- The student essays themselves are rich with information about how students approach research; these essays have been instructive to the faculty, librarians, and other students who see the award winning projects spotlighted in exhibits throughout the year.
- Stories about the Library Prize winners are often highlighted in the Library’s Fiat Lux publication (http://www.lib.berkeley.edu/give/fiatlux.html) sent to library friends, donors and staff.

Video tutorials cover a broad range of topics.

Various campus libraries have developed tutorials over the past eight years, primarily using Adobe Captivate and Camtasia. These cover a range of approaches such as procedural (connecting to library resources from off-campus), database specific (BIOSIS), tool specific (Refworks), discipline or resource specific (Congressional Research), and process focused (evaluating full text scholarly content online). Librarians can create links to these tutorials from their course-specific web pages. The Library is pursuing approaches to integrate these resources into the campus learning management system, library catalog and other starting points for research. Terry Huwe has been experimenting with a variety of web 2.0 tools for libraries which are described in his ACRL presentation: “Getting Started with Your Library 2.0 Game Plan.”

http://www.irle.berkeley.edu/faculty/huwe/ACRL07.ppt
http://www.lib.berkeley.edu/Help/tutorials.html

Goals / Assessment:

NA
Anthromap provides cartographic display of anthropology dissertations.

The Anthromap site originated with a wall-size map displayed as part of an exhibit Anthropology at Berkeley: A Century of Pathbreaking Scholarship, 1901-2001. For that project, map tacks placed at the field-site location for each of Berkeley’s Ph.D. dissertations provided a quick overview of the geographic concentration of UC Berkeley’s doctoral program in anthropology from its inception to the present. Four colors of tacks, each representing a 25-year period, provided a snapshot of the growth of the department in its first century. The present project expands on the static map with the development of an interactive map allowing for other views of dissertation work done in Anthropology at Berkeley. The initial database of dissertations used for this project were those completed for the Ph.D. in Anthropology at UC Berkeley between 1901 and July 24, 2002. Future dissertations will be incorporated annually thereafter. A multi-field search feature allows for a “search all” function, or targeted fields as desired. The search results are displayed on the map with red markers. Detailed search results in text format are simultaneously presented on the right. The interactive map interface was created using features of the free-for-use Google Maps API. The dissertation records dataset was prepared using Microsoft Access and Excel, and is interactively queried and displayed using a combination of PHP and MySQL, connected to the map interface by AJAX technology. All imagery is provided by Google Maps, and is subject to the terms of use and license agreements as established by Google Maps. Detail and quality varies depending on the region of the world. The date of the imagery is noted at the bottom of the map interface, according to the information provided by Google. 
http://anthromap.lib.berkeley.edu/

Goals / Assessment:

NA
Faculty uses Wiki to support undergraduate research project.

In Victoria Robinson’s Ethnic Studies 21AC course this semester, she is using the wiki tool in bSpace (the campus learning management system) to support the course’s Research Discovery Project (RDP). This research project was the result of Dr. Robinson’s participation in the Mellon Library/Faculty Fellowship for Undergraduate Research in which the Library partnered with faculty to design and implement research-based learning assignments in large-enrollment undergraduate courses. Faculty were encouraged to use online collaborative tools supported by campus to support their goals of engaging students with library collections, information literacy, and critical thinking. In this course, students are required to compile primary source material on a variety of themes, upload the material to the resources tool, and then use the wiki tool as a place to work in groups to list, describe, and discuss their findings. The goal is to end up with a thorough and well-organized space for each theme and its primary sources. An increasing number of instructors are using their course sites to deliver rich media such as video clips, audio, and images.

Goals:
See above

Assessment:
NA
Community outreach program in partnership with other campus units.

The SPIRIT (School Partnerships in Research and Information Technology) outreach program strives to teach information literacy skills to middle school, high school, and community college students and teachers from the local communities surrounding UC Irvine. The program targets underserved, underperforming populations in an effort to increase student’s interest in and eligibility to pursue their education beyond the high school or community college level. The SPIRIT mission is advanced through two main programs: Teachers Information Literacy Institutes and the Day at College Experience. Both programs have been running for five years and have seen hundreds of teachers and thousands of students pass through the UCI Libraries. In addition to community outreach, the SPIRIT program provides a mechanism for the Libraries to partner with academic units in their academic outreach activities. One notable example of this involves a partnership between an Assistant Professor in UCI’s Department of Physics and Astronomy, and the UCI Libraries SPIRIT program. This professor successful applied for a National Science Foundation (NSF) Early Career Award which included a requirement to provide outreach activities for the wider, external community. The NSF reviewers specifically mentioned the outreach partnership with the SPIRIT Day at College Experience as a factor influencing the decision to award her the grant. The SPIRIT Day at College Experience combines library research sessions with a hands-on learning experience. These activities help 6th-12th grade students learn subject specific concepts and enhance their information literacy skills in a college setting. Over 5,000 local-area students have participated in this successful program over the last 5 years, The Teachers Information Literacy Institute program provides information literacy professional development institutes for local K-14 teachers. In 2006-07, elementary, middle and high school teachers participated in this program, totaling more than 800 hours of professional development. Teachers participate in a series of professional development workshops in order to develop and enhance their own information literacy (IL) skills and to learn how to incorporate IL skills and standards into the curriculum appropriate to their grade level. All institutes are held in one of the UC Irvine Libraries Technology-Enhanced Classrooms on Saturdays from 9am-3pm.


Goals:

- Teach information literacy and life-long learning skills to students and teachers, increasing their understanding and confidence in their ability to locate and use information appropriately.
- Assist students in becoming eligible and competitive in order to enroll at the University of California, to thrive academically while here, and to graduate.
Assessment:

We assess the SPIRIT program using both quantitative and qualitative methods. We track the number of students and teachers who participate as well as basic demographic information about the participants. In 2006-07, 1030 students from area middle and high schools participated in the Day at College Experience Program and over 50 teachers participated in the Teacher Information Literacy Institutes. We also ask students and teachers to fill out an evaluation for the sessions they participate in. These evaluations are primarily intended to measure level of satisfaction with the instruction provided and to provide suggestions for future improvement.

Humanities core course capitalizes on special collections’ primary sources in research skills sessions.

The Humanities Core Course is a popular, large enrollment (1200-1400 students per academic year), lower-division course at UC Irvine. It is required of all Humanities majors, but open to students in all majors. The course fulfills several General Education requirements including lower-division writing. The course introduces students to the methods of humanistic inquiry. There is an emphasis on development of information literacy and critical thinking throughout the course. One unique feature of the relationship between the Libraries and the Humanities Core Course is the contribution that the Libraries’ Special Collections have made to the course by providing library research skills sessions that teach student how to recognize and differentiate between primary and secondary sources. These sessions also introduce students to the specialized sources, such as archives, ephemeral materials, and rare or fragile materials, available in Special Collections Departments. In order to make sure that there is a close relationship between the course content, and the introduction to primary sources, the Special Collections librarians select materials from the Libraries’ Special Collections that support the content that students are learning. For example, in previous years, students were required to write an research essay about the impact of the McCarthy era on a topic of their choice. One of the libraries’ unique collections is a collection of political pamphlets from this era. Librarians brought a selection of this collection to the student’s classroom and conducted a session designed to teach students how to recognize a primary source, how to differentiate between a primary and secondary source, and how to examine a primary source in the light of a research topic. The sessions were wildly popular with instructors, students, and librarians, in large part, because of the opportunity to handle and examine interesting materials that most students would not associate with a library collection. This initiative is noteworthy because it is highly unusual for Special Collections departments to contribute in such a proactive manner to lower-division, undergraduate education. In addition to the Primary Source Research Skills sessions, students complete a series of Discovery Tasks, written by the Research Librarian for Education and Outreach, which introduce them to basic information literacy and library research skills.
Goals:

- Students will articulate a correct definition of a primary source.
- Students will articulate a correct definition of a secondary source.
- Students will be able to differentiate between a primary and a secondary source.

Assessment:

We assess the Primary Sources Research Skills sessions both quantitatively and qualitatively. We track the number of students who participate. In Spring, 2007, 1029 students in 48 sections of the course participated in a Primary Source Skills session. The Course instructors and the librarian instructors were asked to provide feedback on the sessions. We have not yet asked for student evaluations of the sessions.

Primary and basic sources tutorials.

The “Primary Sources” tutorial introduces students to the characteristics of a primary source, and methods for locating primary sources in library collections. 
http://www.lib.uci.edu/tutorial/

The “Find Science Information” tutorial introduces beginning level science to the ways in which scientific and technical information is created, organized, located, and evaluated.

Goals / Assessment:

NA

Library partnership produces library presence on campus portal.

The libraries are partnering with a number of other departments to create a campus portal. The campus portal will provide a single web platform for the integrated delivery of information, services and online communication tools to the University community. The portal will unify and integrate – within a consistent, branded web presence – the vast array of web-based tools, services and resources currently available for UC Irvine undergraduate, graduate and professional students. The portal will provide intuitive, personalized access to information and technology resources in a secure, consistent and customizable manner.
Goals:
See above

Assessment:
NA

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Student-parent orientation program; SPOP.

The transition from high school to the more rigorous demands of university life can be exciting and challenging for both students and their parents. Today’s students often turn to their parents when they have questions about college or difficult class assignments. To help with the transition, the Libraries’ Department of Education and Outreach held a series of workshops for parents of incoming freshmen to help them learn about the library services and resources available. The library sessions included a workshop and tour of the Libraries where librarians described the extensive resources available to students and how technology is used to make information more accessible to them. The sessions took place in the computer labs to give parents a taste of their student’s experience. Parents had the chance to meet librarians and library staff who assist students throughout their academic career.

Goals / Assessment:
NA

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Libraries’ presence in Second Life.

UCI Libraries has purchased an island in Second Life which we named Anteater Island found at the slurl [http://slurl.com/secondlife/Anteater%20Island/152/188/26/](http://slurl.com/secondlife/Anteater%20Island/152/188/26/).

The purposes of this investment are to foster and support creative design through course-related instruction and faculty research. In previous quarters courses such as Computer Games as Art, Culture and Technology and Reasoning and Modeling with Graphical Models made using Anteater Island an integral part of the syllabus. Student teams in these classes not only used Second Life as a platform to build computer games, they also used it as a collaborative work environment. UCI Libraries wants to partner with creative faculty who are interested in this new technology. Participation could be limited to holding a single class session in Second Life to using a parcel of the island for an entire quarter.

Goals:
See above

Assessment:
NA

Collaborative builds course management system with rich features incorporating instruction, administration, and communication tools.

The Electronic Educational Environment website (EEE), is a home-grown course management system built to serve instructors and students at the University of California, Irvine. EEE offers a variety of tools to enhance learning and manage course administration. Tools include class mailing lists, class websites, online noteboards, class dropboxes, a gradebook and much more. EEE is a collaborative effort that brings together four units from across campus to make educational technology available and effective at UCI. Partners include the UCI Libraries, the Division of Undergraduate Education, the Office of the Registrar, and Network & Academic Computing Services. 
https://eee.uci.edu/about/#what

Goals / Assessment:

NA
UNIVERSITY OF CHICAGO LIBRARY

Class librarian.

Our “Class Librarian Program” pairs each entering undergraduate class (e.g., class of 2009) with a reference librarian who serves the class until graduation. The class librarian maintains a webpage with class-specific information, and sends regular emails to all students in the class.
http://www.lib.uchicago.edu/e/classlibrarians/

Goals:

• Connecting upperclassmen with the library when they begin research papers and senior theses.
• Reducing undergraduates’ “library anxiety”.

Assessment:

NA

Medical library outreach to nursing staff.

Among the user populations of the University Library are staff of the University of Chicago Medical Center. Although the Library has long served physicians, in recent years nurses also have had an increasing need for medical information held in the Library. To better serve nurses, the Library established a reserve collection of frequently consulted nursing material, and extended 24-hour access to the medical library to nurses. One of the biomedical librarians held regular “office hours” in the Medical Center, where nurses could drop in with questions, and offered several Library instruction sessions geared towards nurses.

Goals:

• Assist the Medical Center in attaining Magnet Recognition from the American Nurses Credentialing Center.
• Raise awareness of library services among Medical Center nurses.

Assessment:

NA
Lens search engine advances relevancy and cross-database searching.

Lens is a new search engine that allows researchers to discover connections and find resources on a topic. Lens uses relevancy ranking, and other cutting-edge technologies, to search library resources more efficiently and effectively. Lens includes all content found in our library catalog, archival and manuscript finding aids, deep links to online reference sources such as the Dictionary of National Biography, and more.

http://lens.lib.uchicago.edu/

Goals:

NA

Assessment:

NA
COLORADO STATE UNIVERSITY LIBRARIES

iSkills™ assessment helps to inform infolit planning.

CSU Libraries, in conjunction with the campus Information Science & Technology Center’s Education Advisory Committee, have implemented a pilot assessment of information and communication technology skills via the ETS instrument called iSkills™. The iSkills assessment is designed to measure students’ ability to navigate, critically evaluate and make sense of information available through digital technology. This assessment is aligned with the nationally recognized Association of Colleges and Research Libraries (ACRL) Information Literacy Competency Standards for Higher Education. This 75-minute, web based assessment instrument is being delivered in the library instruction labs. Over four hundred senior students from all eight colleges on campus are participating during the spring 2008 semester. Results of this assessment will be shared with the faculty members who volunteered their classes for participation, campus administrators, and with the individual students who took part. The goal of this assessment is to help identify where further curriculum development is needed. Information Literacy planning on campus will be influenced by the results.  

http://lib.colostate.edu/instruction/iskills/

Goals:

- Increased visibility of and access to research, scholarship, and artistic endeavors, including unpublished “gray literature”.
- Increased citation of research.
- Opportunity to control copyright (in certain cases).

Assessment:

NA

Library participates in campus program to enhance teaching.

Master Teacher Initiative (MTI) During the 2007-8 academic year the Colorado State University Libraries joined a university-wide program called the Master Teacher Initiative, aimed at enhancing the quality of teaching on campus. As participants in the program, a library MTI coordinator distributes a weekly Master Teacher “Tip of the Week” (on teaching topics such as technology in the classroom or effective lectures) and arranges for monthly Master Teacher Workshops, during which campus experts speak to Libraries faculty and staff on topics related to teaching and learning.

http://tilt.colostate.edu/mti/
COLORADO STATE UNIVERSITY LIBRARIES, CONTINUED.

Goals:

- Underscore the importance of quality teaching within the context of the University’s overall mission.
- Underscore the importance of quality teaching within the context of the University’s overall mission.
- Provide opportunities for faculty from across a college to address common teaching interests and concerns.
- Contribute to the creation of a culture where the scholarship of teaching is valued and appreciated.

Assessment:

Because the Libraries just began participating in this program during the 2007-8 academic year, it has not yet been assessed.

Digital Repository

In an effort to better preserve and promote the intellectual output of the students and faculty of Colorado State University, the CSU Libraries have invested in a Digital Repository. Benefits of having a local institutional repository include:

- Increased visibility of and access to research, scholarship, and artistic endeavors, including unpublished “gray literature”.
- Increased citation of research.
- Opportunity to control copyright (in certain cases).
- Provide permanent, stable URLs for and long-term preservation of digital research.

ExLibris’ Digitool product was selected as the platform for this initiative. The Libraries will maintain files and make them accessible from one central place with persistent URLs that will not break, move, or change. Faculty members can limit who can see various aspects of his/her work for a given time, as necessary. A variety of file formats can be uploaded. The Digital Repository will be an excellent promotional tool featuring the research performed at Colorado State University. This could assist in recruiting highly qualified students. It can also serve as an excellent administrative tool to compile promotion and tenure reports and departmental reviews for accreditation. Generating and disseminating new knowledge through scholarly and creative works will have an impact around the world.
Goals:
See above

Assessment:
NA

**Audience-driven Web pages provide customized entry points for users.**

During the process of redesigning the Libraries’ web site, and influenced by comments derived during usability testing, audience driven web pages were designed as an entry point for the variety of users of the Libraries’ web site. By bringing together resources (databases, research guides, catalogs, etc.) and services (logins, Interlibrary Loan, instruction sources, etc.) targeted to certain populations, these pages function as a “one-stop shopping” point. The primary objective of this project was to reduce the amount of information overload users experience when presented with an overwhelming array of options on the Libraries web site. Pages were designed for: Undergraduate Students, Graduate Students, Faculty and Staff, Future Students, Distance Users, Community Users, Visitors, Alumni and Friends, Users with Disabilities, Libraries Staff. These pages are featured in targeted e-mails to patrons, during instruction sessions, and on the home page of the Libraries’ web site.

[http://lib.colostate.edu/users/](http://lib.colostate.edu/users/)

Goals:
See above

Assessment:
NA
COLUMBIA UNIVERSITY LIBRARIES

Library partners with writing center. (Butler Library)

We began a collaboration with the University Writing Program in Fall 2007 in which consultants from their Writing Center work with students at the Butler Reference Desk. Librarians are included in the consultation if the student requires more research on a particular topic or help with finding particular sources. The outcome of this collaboration is increased activity at the Desk for both librarians and for Writing Consultants. Students see their peers working behind the Desk and want to take part as well. It created a buzz of excitement and draws more people to ask reference questions and to request appointments with the Writing Center. Librarians join in the consultation or refer the student to the appropriate librarian for additional library consultation.


Goal:

• Improved writing and research skills.

Assessment:

To date, informal assessment for the University Writing library instruction outreach has been conversations with the Writing Instructors, “debriefing meetings” with the Writing Program Directors, informal feedback from UWP students to librarians during reference, individual consultations, or follow-ups to class presentations. Quantitative data includes the number of instructors and students receiving in-class instructions; the number of students seeing a Writing Center specialist; the number of individual consultations for University Writing students.
History majors critically appraise primary and secondary sources in special collections. (Butler Library)

History Lab is a for-credit class (worth two units) aimed at Columbia junior and senior history majors. History Lab develops student skills in accessing and critically appraising primary and secondary sources used in historical research and argumentation. There are six formal sessions, and one week for individual conferences with the faculty instructor or graduate-student preceptor. Four of the six weekly classes take place at Butler Library, with specialized librarians demonstrating the access and use of resources and providing advice during student hands-on exercises. The four library sessions cover: Secondary Sources; Published Primary Sources; Unpublished Primary Sources—Archival and Manuscript Collections; and Oral History. The introductory and closing session are taught by a History Department faculty member and a graduate student preceptor, each of whom attends all sessions and contributes briefly to the library sessions. Students post their assignments to discussion lists in CourseWorks. In their assignments, the students: propose a research topic; identify secondary and primary sources they would use in exploring it; and describe their experience of the research process. The discussion list postings are monitored by all instructors. The final product is simply a refined research proposal including a bibliographic listing of sources identified as useful, with annotations as needed. This proposal can be formulated in conjunction with an actual history paper that is being done or will be done for another class. History Lab is a for-credit class aimed at junior and senior history majors; and it is worth two units. In the academic year 2007/08 three sections per semester have been taught, with a rough average of 15 students per section.

Goals:

• Students understand how to propose and refine a meaningful topic for historical research.
• Students understand basic processes for identifying, accessing, and assessing the likely relevance of primary and secondary sources.
• Students understand some basic aspects of working with published sources in a special collections environment.
Assessment:

- Students completed detailed evaluations that asked the same set of questions for each week of instruction. Thus we were able to ascertain their response to the specific content offered each week. The evaluations from Fall '07 were used in rethinking the class for the Spring.
- The History Dept. faculty member and graduate preceptor also evaluated the overall progress of the students based on their final assignment, class participation, and their weekly postings on the CourseWorks discussion lists. Faculty member and graduate preceptor discussed their assessments with the librarian coordinating History Lab.

Library Tutorials

Library Essentials, a series of self-help, web-based library tutorials, is being implemented in Spring 08 semester. These research skills screen casts are developed with Camtasia. They will be modular, existing both as an index page on the Library website and also to be used independently on various library or CourseWorks pages. Examples of tutorials that exist or are envisioned: How to effectively search the online catalog using advanced keyword searching; searching the catalog by title, author, subject, journal title; placing a recall or requesting an item from Offsite; finding E-Images using the online catalog, the E-Resources page on the library website, ArtStor, Columbia Image Bank, and Google Images.

http://www.columbia.edu/cu/lweb/services/workshops/essentials/index.html

Also an Undergraduate Chemistry tutorial

http://www.columbia.edu/itc/chemistry/chem-tutorial/

Goals / Assessment:

NA
Writing program research guide embedded in large scale courses.

Course management system development and integration - selector-authored Library Research Guides delivered in Columbia’s CMS - Spring 2008 400 courses using these guides which range from general introductory level for a range of courses to course-specific guides. Guides include resources, links to librarians, and will include brief online tutorials “Library Essentials.” Beginning Fall 2007 we have embedded a Library Research Guide in the Course Management pages (CourseWorks@Columbia) of the University Writing Course, a required writing and research class for all first-year students in Columbia College, School of Engineering and Applied Science and General Studies. (about 60 sections per Fall and Spring semesters) The Guide is accessible from any page of that course’s CourseWorks page, i.e. from the Syllabus page, the Assignments page, the Class Correspondence page, etc. The Research Guide provides the student with contact information and links to our online catalog and the primary databases that will get them started on the research process at any time of day or night as well as a section on library services. It gives the student an introduction to library collections and services without the pressure of having to go to the physical place as well as email access to the appropriate librarian who can assist them further. http://www.columbia.edu/cu/lweb/subjects/ENGL/ENGLC1010.html

Goals / Assessment:
NA

Digitization of special collections materials targets items of high interest.


Goals / Assessment:
NA
UNIVERSITY OF CONNECTICUT LIBRARIES

Infolit concepts delivered to all freshmen in collaboration with English department.

Integration of information literacy into the Freshman English program developed through a collaboration between the English department and the Libraries. Through this collaboration, assignments have been developed which blend information literacy concepts with 1.75 hours of librarian-lead, hands-on information literacy instruction. All incoming first year students are required to enroll within this course. This results in information literacy concepts being introduced early in the student’s college career.

http://www.lib.uconn.edu/using/tutorials/instruction/Freshman_English_Session.doc

Goals:

- All Freshman English courses infuse information literacy instruction.
- All incoming students are exposed to an introductory level of information literacy skills.
- Assignments incorporate information literacy concepts with course content.

Assessment:

We have established regular meetings with the Freshman English to review program objectives; survey the Freshman English instructors at the end of each semester to determine if objectives have been accomplished; and have carried out pre/post SAILS assessment.

Library resources embedded within course management system.

Within WebCT developed a library resource tool to provide customized delivery of library resources based on the course a student is currently enrolled. This includes course reserves, databases, and links to other relevant library resources.

Goals / Assessment:

NA
Centralized site serves up assistance, training, workshops, tours, infolit instruction.

We have developed an instruction gateway to provide a centralized location for resources to promote information literacy skill development. This gateway includes a listing of core information literacy competencies across the undergraduate curriculum, links to workshops, and online learning objects all of which are designed to promote information literacy skill development. [http://www.lib.uconn.edu/using/tutorials/](http://www.lib.uconn.edu/using/tutorials/)

**Goals / Assessment:**

NA
Cornell undergraduate information competency initiative.

This initiative is funded by a grant from Cornell University Library and the office of the Vice Provost for Undergraduate Education. It encourages Cornell faculty to explore creative and effective ways to engage students by integrating research skills into the classroom and the curriculum through the redesign of undergraduate courses. This Initiative supports the university’s goal of improving undergraduate education by providing faculty the funding, opportunity, and the assistance of campus academic partners to transform the curriculum by creating authentic and engaging research assignments to incorporate into their courses. At least five Cornell faculty will be selected to participate throughout the 2008-2009 academic year. Faculty are expected to attend an orientation, an intensive one week Institute to be held on campus (week of June 16, 2008), and occasional events throughout the year. Each faculty member will receive $1,500 in support of scalable and sustainable changes to the curriculum, including departmental implementation, developing teaching tools that incorporate information competencies, research skills, and use of campus information resources as integral components, and assessing the impact of research assignments on student learning and faculty teaching. At the Institute, faculty will discuss a range of topics related to developing effective undergraduate research-based assignments. In partnership with consultants from the University Library, the Center for Learning and Teaching, and Academic Technology Services and User Support, faculty will more fully develop the research assignment for their own course that challenges undergraduates to use the Library’s print and digital resources and to engage in the process of scholarly discovery. After the Institute, faculty will continue to work with these academic partners to develop and refine these courses and assignments throughout the year. This pilot program is modeled on the University of California at Berkeley’s prestigious Mellon Library/Faculty Fellowship on Undergraduate Research. For more information about the Mellon Fellowship see http://www.lib.berkeley.edu/MellonInstitute/, particularly the project overview and factsheet at http://www.lib.berkeley.edu/mellon/overview/projectintro.html and the video testimonials from participants at http://www.lib.berkeley.edu/mellon/publicity/videoclips.
Goals:

- Create the programmatic structures at Cornell necessary to enhance undergraduate research and information competencies.
- Engage faculty, librarians, and academic technology staff in the establishment of a shared infrastructure for the teaching of undergraduate research.
- Embed research-based learning approaches in an array of courses and enable instructors to redesign courses to better connect faculty research and teaching, and to allow creative student discovery and mastery of research competencies.

Assessment:

The program is in progress and will debut this summer. We hope to assess this using surveys and analysis of the outcomes of the revised assignments/classes.

Business / Applied Economics WIKI. (Mann Library)

At Mann Library, our Management and Public Policy Librarian has created a library wiki for the Applied Economics and Management department (see link below) that houses useful information and resources, tutorials and workshop information and exercises which allow class participants to comment and complete exercises in and out of class. This tool allows her to create a subject-specific portal for her audience and allows her audience of undergraduate business students, faculty and staff to comment and complete exercises during workshops and classes. Linked from this site and available in our blog pilot installation is her business blog which not only keeps her audience up to date on the latest news and resources available to business students but also serves as an information literacy tools connecting issues in current business news to the library’s tools and resources.

http://wiki.library.cornell.edu/display/applebp/LIBRARY+WIKI+FOR+AEM

Goals / Assessment:

NA
Instruction librarians’ training program.

Library Instruction Partner Program (LIPP), Library Instruction Committee members, and a select group of other instruction librarians have partnered with the Center for Learning and Teaching (CLT) and completed a 4 part train-the-trainer series which we video taped. CLT staff have worked with regular teaching faculty for years on techniques for improving their classroom teaching. The sessions focused on how to plan, how to observe teaching and how to provide effective feedback. We are planning to create an online application form and announce this new service sometime in February. We have evaluation forms from CLT and other material to facilitate the process.

Goals:

• Strengthen librarian teaching skills.
• Incorporate technological applications in library instruction.
• Include outcomes based active learning techniques.

Assessment:

NA
Courses in research methodologies.

Cornell Librarians are involved in teaching two new innovative credit courses this semester. The Cornell Library has expanded an existing 1-credit research strategies course previously offered only through the Latino Studies Program. This semester the course is also offered through the Africana Studies and Research Center. ASRC/LSP 101 Research Strategies Course: This course will introduce students with research interests in Africana and Latino Studies to search strategies and methods for finding materials in various formats (print, digital, film, etc.) using information databases such as the library catalog, print and electronic indexes, and the world wide web. Instructors will provide equal time for lecture and hands-on learning. The second course is Writing 142: Writing and Research in the University: This new course provides an introduction to college research that emphasizes use of media and information databases such as the library catalog, print and electronic indexes, and the worldwide web. Students will learn how to convert information into an argument, synthesize and acknowledge research sources, find their own voice in academic writing, and share their findings with their peers. Short written assignments will culminate in a research paper on a topic that draws upon students’ own background and experiences, such as urban and rural environments, education and health, poverty and social opportunity, popular media, immigration and ethnicity. No previous experience with new research media is required. This course is unique to the university in that each student in the course will be paired with a student mentor provided by the university (not a volunteer) with whom one-third of their class time will be spent (one full 50-minute session per week). The mentor sessions will include such activities as work on class assignments, brainstorming for ideas, help in enabling electronic and print research, tutoring focused on strengthening writing through revision.

http://www.library.cornell.edu/olinuris/ref/asrc_lsp101.html

Goals:

- Strengthen student research skills.
- Enhance students ability to evaluate information resources.
- Build new collaborations across the University.

Assessment:

So far the assessment has been through observation of students completing in-class assignments and exercises. Students will be graded on their final research assignments and a course evaluation will be administered at the end of the semester.
LibGuides include Web 2.0 features.

Cornell has recently subscribed to LibGuides. There are a number of fresh, exciting, and innovative approaches to library instruction incorporated into the guides. LibGuides also includes a number of Web 2.0 features. http://guides.library.cornell.edu

Goals / Assessment:

NA

Vodcasts covering library research concepts. (Olin Library)

Librarians Michael Engle and Kaila Bussert created “Research Minutes,” a vodcast series for undergraduate students covering library research concepts. The series transforms a web-based research guide, Research Strategy: A Tutorial, into short, 90-second vodcasts with music and images. Simulating the reference desk interview, each segment brings together a librarian and a student to discuss common research issues such as how to identify scholarly articles and substantive news articles. For example, in the segment about identifying scholarly articles, we illustrate the audio points with images of a scholarly article and the important components -abstract, author affiliations, specialized vocabulary, and the bibliography. So far, two segments are finished (as MP4 files) and ready to be distributed via the library website, the university’s course management system, and commercial sites like YouTube.

Goals / Assessment:

NA
Digital image instruction assistant. (Fine Arts Library)

Over the past 5 or 6 years many libraries have assumed responsibility for the funding of digital image databases, i.e. ArtStor, CAMIO, Scholar’s Resource, and more. With ownership comes a sense of responsibility to support an appropriate level of use of these collections. In 2006 an experimental and temporary position was created titled Digital Image Instruction Assistant. This position is collaboratively supported and managed by the Fine Arts Library and a departmental image repository, traditionally known as the “slide library.” The main focus of the position is to support faculty users as they make the transition from analog to digital images, for use in the classroom. These resources require sophisticated searching, downloading and manipulation skills in order to create high resolution and high impact classroom presentations. These are not skill sets that can be conveyed during a typical reference transaction at the library, at a reference desk. Therefore, the individual in this position is considered a mobile unit, often meeting with a faculty member in his or her office. During the first 18 months of this trial position, more than 150 one-on-one faculty consultations, averaging 70 minutes each, have occurred. It’s a pleasure to note that this new service has been very well received by the faculty. When not conducting digital image coaching sessions, this new staff member adds content to an image instruction blog (see below).

http://imageinstruct.library.cornell.edu/

Goals:

- Increase use of digital image resources.
- Enable faculty to use digital resources in the classroom.
- Create a blog to enhance awareness of digital image resources, either freely available or provided by the library through subscriptions.

Assessment:

We have been so busy providing this new service we have not yet officially measured its success. We do have anecdotal evidence that it is working in the form of a thick folder full of thank you notes from a number of faculty members. As well, ArtStor tracks use statistics. Cornell’s use of ArtStor is double that of its peer institutions. We contribute this rate to the success of this outreach and instruction effort.
Large-scale blog project to support university. (Mann Library)

Cornell University Library (CUL) and Cornell Information Technologies (CIT) co-sponsored a blog pilot as a first step in developing a centrally-supported blog service. The pilot enabled CUL and CIT to evaluate the feasibility of supporting blogs for teaching, research, and communication. The audience was all faculty and staff (and students using blogs for academic purposes) at Cornell University using blogs for teaching, research, learning and communication. We tested a pilot implementation of WordPress Mu. The pilot ran through the spring (2008) and was then evaluated. We’ve done several successful joint projects with CIT, so when we were both looking for solutions to the proliferation of standalone blog software installations (chiefly Wordpress), it made sense to join together. CIT handled the project management and technical and policy infrastructure and support, and the library helped provide support, technical help and documentation. The pilot evaluation results were positive from both academic and staff users, though we’re finding they are still exploring how best to use blogs for various purposes. The blogs were used for reflection and sharing of resources outside of class, outreach and communication (both internal and external), and personalizing student programs and staff services. Currently, the blog service is open only to faculty, staff, and graduate students for academic, communication, and group collaboration blogs; undergraduates can be enrolled via a course, but it’s not open to the entire university in general. We may do so in the future, but free alternatives are widely available. We have around 60 blogs in the installation so far, some new but most migrated from the pilot. We are still working out details of the production service but will certainly continue to offer it.

http://edublogs.org/campus/

Goals / Assessment:

See above
Library and IT deeply integrate resources into Blackboard.

Cornell University Library and Cornell Information Technologies have completed two phases of integrating Library resources and services into Blackboard. In phase I we added links to the Library Gateway and the Ask a Librarian service to the main menu of all new Blackboard courses. We installed the RefWorks building block. This building block allows Bb users to link to specific RefWorks accounts and create new accounts from the Bb Tools menu. It also allows instructors to add links to existing RefWorks accounts in any of the Blackboard content areas. Documentation was created explaining the functionality of all the new additions. We conducted an extensive communication initiative to make students and faculty aware of the Blackboard and Library Resources & Services integration. Librarians and CIT staff collaborated on teaching the “Blackboard Getting Started” workshops for instructors. We also began work on a plan for gathering metrics to measure the use of these resources and services in Bb. Phase II involved the use of Bb for managing all Library reserves. Faculty can make Library reserve staff course builders so they can add reserve material to an existing Bb course. If the instructor is not using Bb the Library will create a Bb course and add the reserve material to it for the instructor. We are now beginning to brainstorm ideas for phase III.

Goals / Assessment:

See above

LibGuides redefine approach to providing library resources. (Uris Library)

Cornell has recently subscribed to LibGuides, and this software allows us redefine our course library guides. Guides created with this software have Web 2.0 interactive communication links. Below is a URL for the web guide that I have created for a for-credit course that I am co-teaching this semester, Writing 142. I will continue to add new content to this guide throughout the Spring 2008 semester. 
http://guides.library.cornell.edu/content.php?pid=4251

Goals / Assessment:

NA
Wednesday Workshops @ Pitts.

Beginning in 2005, the Pitts Theology Library began offering a weekly series of library workshops focusing on development of information literacy competencies through in-depth, hands-on training of print and electronic resources for theological reading, research, and writing. Lunches are purchased at reduced rate from local restaurants and offered to the first 12 workshop registrants at no charge: http://www.pitts.emory.edu/services/workshops/index.cfm. In 2006-07, there was an average of 14 attendees at each workshop.

Goals:

To equip all Candler School of Theology and Graduate Department of Religion graduates with the following core set of information competencies:

- Find books and articles on a specific biblical passage using the library catalog and ATLA RDB;
- Find all instances of a Greek/Hebrew word in the Bible using search software;
- Find significant primary texts from Christian history using the online catalog and credible websites;
- Find significant secondary texts on Christian history using the online catalog and databases;
- Evaluate credibility and relevance of information resources using expert web-guides;
- Use information in ethical and efficient way through use of citation styles and software.

Assessment:

- Print survey during each workshop and online assessment of learning outcomes after each workshop.
- Initiatives are underway in 2008 to implement meaningful assessments of student learning outcomes in these sessions.
UNIVERSITY OF FLORIDA LIBRARIES

Information literacy tutorials extend to composition classes and large courses.

We are in the process of developing modules to add to the Research 101 site, covering popular information resources used heavily by undergraduates and other library users. These include tutorials on identifying primary and secondary sources, searching Academic Search Premier, searching the UF Libraries Catalog, and searching Cambridge Scientific Abstracts. With these tutorials, we are seeking to augment the in-person training we have historically done with composition classes, to prepare composition instructors to teach these concepts themselves in the classroom through use of the tutorials. As in Research 101, instructors will be able to view the concluding assessments to determine how students are mastering the content. We also are extending our outreach and instruction program to populations that we have not been able to work with due to staffing issues and geography. We hope to reach large courses with sections of 300 or more students with these tutorials. Faculty teaching distance learning courses may easily incorporate the tutorials within their WebCT Vista based syllabi, instructors teaching sections of the first year orientation classes may assign the tutorials, and new students or faculty may take the tutorials themselves, to improve their research skills. These tutorials are also designed to be taken independently, so instructors may assign a module on, say, the library catalog, without having to assign the entirety of Research 101. Once the tutorials are completed, the development team plans to blitz faculty and graduate teaching assistants with marketing, to encourage them to incorporate them into their courses.

Goals:

• Create a core suite of five complementary online tutorials (modules) to guide students through the research skills and concepts necessary to complete first and second year term papers and assignments.
• Develop curriculum guides for use by University Writing Program instructors, to assist them in administering the tutorials and in assessing student success.

Assessment:

We are still in process of developing the tutorials, but are receiving feedback from the coordinators of the University Writing Program on the usability and content of Research 101, which is complete.
Research grant produces infolit tutorials for undergrad and distance students.

Research 101 is a University of Florida Center for Instructional Technology and Training grant funded project to create interactive web-based information literacy tutorials for undergraduate and distance learning students. Currently, the Research 101 module is available for student and faculty use. Research 101 includes five tutorials that introduce basic library research skills that are essential to every college student, regardless of interests or degree areas. In the tutorials, students learn a variety of useful skills including finding information, learning search techniques, and strategies for evaluating the quality and usability of sources. The Research 101 tutorials include flash activities that allow students to interact with the content, flash based quizzes for students to check understanding, and a virtual tour of Library West. Research 101 is also embedded within WebCT Vista; instructors may easily add the WebCT quizzes to their grade books, if using the tutorials in their courses. The coordinators of the University Writing Program, which offer composition and argumentative writing courses for undergraduates, are committed to including Research 101 in their curricula, as are the coordinators of the UF Distance Learning program. 

http://www.at.ufl.edu/newsletter/tbd/2008/jan-feb/info_literacy.html
http://mihq.org/smathers/research101_intro.html

Goals:

See above

Assessment:

NA
V-Ref service rejuvenates virtual assistance by infiltrating student spaces.

Two years ago we had a stale, under-used, web-based virtual reference service. We converted the service to an IM based model. To support our v-ref service, our e-resources librarian created a chat widget and an option to “pop-out” the chat widget, so patrons can take their chat with them as they navigate through the website. Our numbers more than doubled and continue to climb. I think the success came because we went to our users rather than forcing them to come to us - to a specific web page and use a specific piece of software. The IM software and widget allow us to “infiltrate” a space they already inhabit. We have it prominently linked from our web site, but promote it through our classes, reference and reference-on-the-read services.

http://www.lib.fsu.edu/

Goals / Assessment:

NA
GEORGETOWN UNIVERSITY LIBRARY

Carroll Fellows Initiative

At Georgetown University, the Carroll Fellows Initiative encourages a select group of undergraduates to actively engage in research and leadership. Librarians and faculty collaboratively provide an integrated introduction to research methods. In consultation with Reference and Special Collections librarians, each student is given a 19th century letter from our manuscript and archives collections which they transcribe, research, and edit. These letters have not been researched previously, so students must provide context for the letters and discuss their significance. Many students have revealed fascinating details of the people and times covered by the letters, and in some cases led to further in-depth research. This takes advantage of special collections, usually underutilized by undergraduates, and provides a manageable discovery research experience for students. Building on our experience in the Carroll Fellows Initiative, we have created a pilot program that pairs an undergraduate with a graduate student who conduct a similar project to that noted above, but more comprehensive. The graduate student mentors the undergraduate in research methodology and specific questions raised in his/her research, thus creating a research-teaching-learning continuum.

Goals:

- Increase use of unique, primary research collections.
- Create research opportunities for undergraduate and graduate students.
- Integrate librarians and library research into courses.

Assessment:

Librarians have reviewed, with faculty, the results of student research projects to assess student understanding of research methodologies and subject expertise.
Library partnership with Writing Center creates Peer Research Fellows.

The Library has partnered with the Writing Center to create the Peer Research Fellow Program to encourage undergraduate research by bridging the gap between research and writing. A group of senior Writing Center peer tutors serve as research mentors as well as writing tutors. They receive additional training from research librarians in research strategies and sources in order to offer their peers more effective writing assistance and guidance on research and citation questions.

Goals:

- Improve undergraduate research.
- Increase cooperation with the writing center.
- Provide an additional avenue for students to receive research guidance.

Assessment:

NA

Library partnership creates online tutorial on plagiarism.

Concern among Georgetown University faculty and administrators regarding plagiarism and Honor System violations served as the catalyst for a mandatory tutorial that explains academic integrity in the context of scholarly research. Our positive approach introduces students to library research skills, services, and resources so they are less likely to take ethical shortcuts. The Georgetown University Library led a collaborative, campus-wide effort to introduce key academic integrity issues by teaching all new students library research skills, and acquainting them with other relevant academic support services. Now in its fifth year, our mandatory, online tutorial, “Joining the Conversation: Scholarly Research and Academic Integrity”, reaches 1700 new students each year. It is integrated with other University information systems, ensuring student compliance with the requirement.

http://library.georgetown.edu/resource/tutorials.htm

Goals / Assessment:

NA
Camtasia library tour tutorial.

Our online camtasia tutorial walks users through the process of obtaining books not available in our library.

Goals / Assessment:

NA

The Libraries’ Georgetown Media Service assists with video streaming.

The Georgetown Media Service makes course media, faculty lectures, and campus events available to students, faculty, staff, and off-campus audiences in a secure web-based environment. Audio and video can be delivered to dedicated groups, such as classes, or to the public, in streaming media format or as downloadable files. Features include Blackboard integration and podcast subscriptions.

https://mediapilot.georgetown.edu

Goals / Assessment:

NA
Multiple infolit audiences. (Gelman Library)

Since 2003, information literacy has been incorporated into the learning objectives for the freshmen writing course, required of all students. We are also targeting senior thesis courses, currently in the disciplines of history and American studies. We are continuing to update our pedagogy. This has recently included an investigation of how to incorporate gaming theory in our instruction. We are also reaching out to the campus community through a partnership with Disability Support Services and are investigating a collaboration with the Multicultural Student Services Office. Gelman Librarians also reach into the community through instruction for students from a local high school.

Goals:
NA

Assessment:
NA

Facebook provides link for students who ignore the library’s home page. (Gelman Library)

Our instructors actively use Facebook to support student learning. The most positive reactions they report from students are for information about library services. The GW Facebook page pretty much replicates the GW Libraries home page. They argue that this is worth the effort, because it reaches students who don’t use the libraries’ home page.
http://www.gwu.edu/gelman/ref/widgets.html

Goals / Assessment:
NA
UNIVERSITY OF GEORGIA LIBRARIES

Library infolit course culminates in student-created short documentaries.

For UNIV 1120, a basic research and technology skills class, our librarians transformed lectures about the catalog, our databases, and web research into a cohesive research assignment that culminates in a brief movie about the student’s project. They are in the classroom more often leading assignment design and assessment and have a real hands-on role as opposed to a discrete appearance not tied as well to the curriculum. http://www.libs.uga.edu/ref/univ1120/

Goals:

• Learn how to create a workable research query.
• Demonstrate how to search GIL (the UGA Libraries’ online catalog), Academic Search Premier (article database covering scholarly, popular and news articles), and LexisNexis (newspaper articles) to find research sources.
• Demonstrate how to read and summarize key points in resources.

Assessment:

Students completed the following work: Research Topic (5 points) Annotated Bibliography (35 points) Script for documentary (35 points) Documentary Movie (25 points).

Freshman composition course instructors pair with librarians to improve student bibliographies.

We analyzed the bibliographies of entry level Freshman Composition papers. English instructors who used the EMMA software program were able to make the bibliographies available separately for analysis. http://www.libs.uga.edu/emma/emma.ppt

Goals:

• Determine if students profited by library instruction by analyzing what types of resources students cite.
• Determine how teachers’ wording about assignment affect students’ understanding of research.
• Determine if there is a correlation between number of citations and grades.
Assessment:

We examined the bibliographies of each paper submitted. We learned that faculty members need assistance in drafting guidelines for writing effective assignments. We also learned that timing library sessions to work with course assignments was critical.

Election portal created for campus.

Our Election 2008 Resource Page facilitates research on the candidates’ positions, polling data and discussion in the blogosphere.  
http://www.libs.uga.edu/ref/election08/

Goals / Assessment:

NA

Library partners in curation and content creation for Georgia materials.

The Digital Library of Georgia is a gateway to Georgia’s history and culture found in digitized books, manuscripts, photographs, government documents, newspapers, maps, audio, video, and other resources. The Digital Library of Georgia connects users to 500,000 digital objects in 105 collections from 60 institutions and 100 government agencies. Though this represents only a fraction of Georgia’s cultural treasures, the Digital Library of Georgia continues to grow through its partnerships with libraries, archives, museums, government agencies, and allied organizations across the state.  
http://dlg.galileo.usg.edu/?Welcome

Goals / Assessment:

NA
Library participates in digital encyclopedia of Georgia.

The New Georgia Encyclopedia is an authoritative source on the people, places, events, and institutions of Georgia. The site contains nearly 2,000 articles and more than 5,000 images and audio and video clips on the history, culture, and life of the state.  
http://www.georgiaencyclopedia.org/nge/Home.jsp

Goals / Assessment:

NA
GEORGIA INSTITUTE OF TECHNOLOGY LIBRARY

Sakai CMS links to library resources.

Sakai course management software is being implemented on campus with support linkages from the Library to provide seamless access within course outlines to library resources; to strengthen library partnerships with campus instruction; to develop stronger library presence within the curriculum.

Goals:

• To provide seamless access within course outlines to library resources.
• To develop stronger library presence within the curriculum.

Assessment:

Student attendance door counts and logins on library computers; student survey conducted every semester; student focus groups.

Special outreach to undergraduates to promote library resources.

• T-Paper: PR project inserts monthly newsletter into restroom facilities to draw attention to library ad hoc efforts to raise user awareness.
• RATS week CeLIBration Event: Semester-opening Saturday night festival for freshman, with games, improv, music, LAN tournaments, etc. to raise student awareness of the library and break down resistance to enter the building.
• GT 1000 Freshman seminar: A “how-to-survive-campus“ one-hour credit course to familiarize freshman with help and support available.

Goals:

• To promote library resource use.
• To raise student awareness of and use of library resources.
• To promote campus academic partnerships.

Camtasia and Captivate video tutorials focus on tools at course-integrated level.

We are beginning to use video tutorials both for instruction on specific tools and for instruction at the course-integrated level. Examples of video tutorials, created using Camtasia or Captivate, include EndNote tutorials on creating a Georgia Tech Connection File, and one on using the USPTO patents database that is being utilized for walk-in patrons when our Patents librarian is unavailable. Several librarians have also created course-specific video tutorials for information literacy instruction for distance learning classes.
Goals / Assessment:
NA

Library tests “social-driven” library instruction project: dataDUMP.

(From Brian Mathew’s ubiquitouslibrarian blog): “The focus of dataDUMP is not “the library” or “using the resources” – it’s about a social outlet connecting CS majors (and perhaps a few faculty) around a topic of mutual interest. The library is a sponsor, but this is really a chance for these students to showoff their work, to ask each other questions, to share stories or code, and whatever else they are interested in. (jobs, the major, the campus, GT football, comics, movies, etc.)

DataDUMP positions the librarian as a participant, not as the all-knowing persona who is running the show or preaching about the horrible inaccuracies of Wikipedia. I figure I can learn a lot from them in terms of the curriculum, their approach to assignments, as well as about computer science.” 30 students participated in fall 2008.

Goals:
See above

Assessment:
NA
Embedded infolit skills appear to be most beneficial.

The University of Guelph Library believes that information literacy skills are skills students need to become critical thinkers for their studies and for lifelong learning. There are several models of instruction currently in practice at the University of Guelph Library and Learning Commons. We support the information literacy initiatives by providing students, staff and faculty with a range of opportunities, formal and informal, for information literacy learning. These opportunities fall into one of three categories: Supplemental, Integrated and Embedded. Supplemental instruction includes instruction in generic research skills; development of on-line resources; individual and small group support; and information and awareness sessions on services through campus outreach activities. Integrated programs provide an opportunity to relate information literacy skill building to specific course contexts. They are created in consultation with faculty or teaching assistants and address discipline-specific research issues. The integrated program includes one-shot course integrated sessions. Embedded services include collaborative initiatives with individual faculty, courses, departments, and curriculum committees that build learning tools and supports directly into the curriculum. The embedded program includes “for credit” courses entirely focused on information literacy skills and initiatives in which information literacy skills are intentionally designed and embedded within course and curriculum frameworks. While all types of information literacy instruction are important we see the embedded initiatives as the most effective way to reach our students because we feel that information literacy skills are best learned within the context provided by a course within the curriculum and when they have been designed and incorporated into the course design stage in collaboration with faculty. All information literacy learning components are based closely on the content of the course and its learning objectives. In addition our latest initiatives include a unique Learning Commons curricular approach. Our goal is to embed learning, writing, research, numeracy and technology learning objectives throughout the curriculum. 

http://www.lib.uoguelph.ca/services/information_literacy_&_instruction/about_information_literacy/

Goal:

• To graduate information literate individuals.
Assessment:

- Interviews with faculty - commented that the library integration was a resounding success.
- The chair - indicated that this embedded approach was providing her students with innovative classroom instruction, assignments attuned to the faculty’s course plans and the students’ needs. She felt that we were supporting the faculty not just by contributing to the curriculum but also because we were designing assessment components that helped measure the courses information literacy learning components.
- Results from the SAILS testing of first and fourth year BAS students - found that students in the BAS program performed higher than all other institutional benchmarks and higher than the Ontario Consortia.

Comprehensive, embedded infolit skills in 4-year programs.

The Bachelor of Arts and Science program is a four-year honours program leading to a B.A.S. degree. A unique aspect of this program is that students pursue double minor specializations, rather than concentrating on a major. The two majors include one in the Arts (Humanities or Social Sciences) and one in the Sciences. The double minor requirement provides the students with an opportunity to undertake research and to stimulate their intellects in original ways through an unconventional pairing of disciplines. Complementing the double minors that each student chooses is a required, common stream of “core” courses. It is in this core stream that we focus our information literacy integration efforts. As the program develops we have had the opportunity to develop relationships and collaborate with the department chair, the curriculum committee and all teaching faculty to articulate goals, objectives, outcomes, assignments, and sequencing. The program is not designed to be a checklist of skills taught. Our model assumes that skills get deepened over time and experience. With each passing semester we know what has been taught before and can deepen that understanding to a next level. Rather than basing our efforts solely on the traditional ACRL Information Literacy Standards, we included in our model the approach of the “Seven Pillars of Information Literacy” of the British Society of College, National, and University Libraries (SCONUL). The essential tenets of this model are that information literacy be embedded in an ever deepened way into the curriculum. Our goal is to have students, who began the BAS program as “novice” library users, move through the information literacy pillars to become “proficient” or even “expert” researchers and users of information.
Goal:

- To reach all students in the BAS program in every year of their degree by embedding skills into their core courses.

Assessment:

NA
**Harvard Business School**

**New Curriculum Design Deeply Informed by Library Engagement**

In 2005, Harvard Business School (HBS) began a strategic shift, repositioning the library (now part of Knowledge and Library Services – “KLS”) as a proactive partner in the teaching and learning process. Central to the strategy was creating a group of curriculum designers and librarians who would collaborate with faculty on course development by leveraging Baker Library’s extensive collections and subject matter expertise. The newly formed Curriculum Services Group partnered with faculty in a series of pilot projects that resulted in:

- A map of the HBS teaching and learning landscape, including degree program components, case development and teaching method approaches, course and class cycles, administrative support processes, etc.
- Identification of the intersection points of business information resources, research skill development, and subject matter expertise with HBS course development and the creation of the KLS Infostructure framework
- Implementation of a project management methodology, including processes and tools, capability development, and the creation of a project management office to oversee resource allocation, project assessment, and statistics
- Marketing and communication materials about the group’s products and services, including 4 case studies for the Christensen Center for Teaching and Learning web site on curriculum innovation
- Strategic partnerships with other HBS central services groups, including the Division of Research and Faculty Development, Educational Technology Group, and Christiansen Center
- A course development support framework for tiered services: Enhance – Provide Information; Revise – Position Information; Develop – Integrate Information and an information research skill development continuum, The Informed Leader.

Key to the work is a belief that “if learning is the process of turning information into knowledge in order to take effective action, then we must be strategic about the use of information resources and expertise in course design and implementation.” The strategy has been fairly straightforward: understand the environment, develop the capability (individual and organizational) to deliver a quality service, and establish a model of collaboration with faculty. Since its inception, the program has grown from 3 to 35 projects, received endorsement from the Senior Academic Dean for Research and Course Development, yielded stronger relationships with faculty, provided career development opportunities for our librarians, and enriched the learning experience at HBS.

**Goals / Assessment:**

See above
Faculty-Librarian ad hoc group proposes undergraduate pilot program for 3 departments.

One of our university archivists and an instruction librarian worked together with a History professor to create the proposal. It proposed a pilot program involving faculty in three departments (Anthropology, History, and English), and three pilot course were chosen. Faculty in three pilot courses would receive additional support from the library by collaborating with librarians to develop course-specific resources for students, having these librarians create presentations to teach students about the collections and resources most pertinent for their research, and making library staff available to both faculty and students during that semester to help direct and assess the use of those sources. This proposal has been accepted by the University Quality Enhancement Plan, which has a focus on undergraduate research.

Goals:

- Cooperate with faculty members to enhance students’ learning.
- Students will be able to find and use information effectively and in a legal and responsible manner.

Assessment:

NA

Camtasia tutorials support infolit efforts. (Anderson Library)

Online tutorials: the library has formed a working group to create video tutorials to teach students and other users on campus how to use library resources (e.g. searching library catalog, using databases) and to enhance our users’ information literacy skills. The tutorials are used to reach students and faculty who have not been to the Library for instruction, and probably do not plan to. We believe this is one of the ways to reach our vast user population, especially considering distance learners. We use Camtasia to create these tutorials, and post them on the Library website.

http://info.lib.uh.edu/help_assistance/tutorials/index.html

Goals:

See above

Assessment:

NA
Library Office Hours (LOH) were created with the busy student in mind and serve to fill multiple roles. The LOH are much the same as the office hours any faculty member has, providing a time to confer one-on-one with an expert on a myriad of problems and questions. The office hours provide students an opportunity to receive assistance in a less open setting than the library reference desk and, at the same time, are not limited to the focus of topical workshops. Assistance is provided by Undergraduate Librarians and Graduate Assistants. http://www.library.uiuc.edu/ugl/help/officehours.html

Goals:

• Improve student use of library materials.
• Provide alternative setting for research assistance.

Assessment:

User survey.
Library portal consolidates infolit / instructional materials.

We have created the “Learn to Use the Library” site to provide a portal to instructional resources, tutorials and other learning objects (http://www.library.uiuc.edu/learn/). We have licensed the LibGuides software (http://uiuc.libguides.com/) to provide a new authoring environment for instructional materials that is easy to use and allows integration of Web 2.0 features in order to better meet user expectations for instructional materials.

Goals / Assessment:

NA

Facebook links students to library resources.

The UIUC Library designed an application for Facebook that allows anyone with a Facebook profile to add a search box to access the UIUC Easy Search metasearch engine to find books and articles on a topic. The target audience for this application is primarily undergraduate students, with the goal of increasing awareness of library resources, content, and collections, and experimenting with providing access to library search tools within alternative user environments such as social software.


Goals:

See above

Assessment:

NA
Library curates and creates content for Illinois materials, served via portal.

The Illinois Harvest Web Portal provides search & discovery service across and access to publicly available digital resources about or related to Illinois, with an emphasis on digitized resources derived from the diverse collections of the University of Illinois at Urbana-Champaign. The Portal also provides access to digital resources about Illinois and by Illinois scholars from collections and institutions around the state and region. Among the collections encompassed by the Portal are: digitized photos of and texts about Abraham Lincoln, copies of Illinois constitutions, World War I and II documents and images, historical Illinois maps and aerial photographs, documents about Illinois during the Civil War, the Bloomington-Normal Black History Project documents, and historic architectural drawings and renderings about the “built environment” of the University of Illinois. The Illinois Harvest Portal provides faculty, students, and the wider public a window into the wealth of digital scholarship, information, and cultural assets produced or curated by libraries, museums, government agencies, and academic institutions. Currently the Illinois Harvest Portal indexes content from 82 collections.

http://illinoisharvest.grainger.uiuc.edu/

Goals:

See above

Assessment:

NA
INDIANA UNIVERSITY LIBRARIES BLOOMINGTON

Emerging project to support visual and information literacy.

One librarian is currently working on a significant grant-funded project for visual literacy and learning using library resources and information literacy techniques. More information will be available in the coming year.

Goals / Assessment:

NA

Home-grown course management system delivers library links and resources; now based on Sakai. (Wells Library)

Using the IUB Libraries Web Content Management System librarians are able to create course specific web pages that speak directly to a course assignment and pull together relevant subscription databases and instructional tools. The pages can be made very quickly and easily and librarians can insert them into the class course site. IU uses the Oncourse course management system. The faculty or instructors typically request the pages but they do not have to and librarians can provide these resources without the instructors’ involvement. In the event that there is not course page available from the library a list of subscription resources relevant to the course subject are available.

Goals / Assessment:

NA
UNIVERSITY OF IOWA LIBRARIES

Infolit course required of all undergraduates is self-paced / mixed format.

A credit-bearing information literacy course, Library 160, is required of all undergraduates. This hybrid half-semester course combines self-paced, individualized study with face-to-face lecture and online course materials and communication via course-management software. Students complete 5 required written assignments that test factual, conceptual, and procedural knowledge in IL areas. Face-to-face components of the class take place in a technology-equipped classroom. Course learning materials consist of a manual textbook, online tutorials, and additional online content via the CMS. http://www.lib.iastate.edu/class/lib160/about_lib160.html

Goals:

• Ability to identify and use a variety of types and formats of potential sources of information.
• Ability to use effective research strategies to solve basic information needs.
• Understand and apply the basics of academic integrity and ethical use of information.

Assessment:

A pre-test is administered to all students the first day of class, and compared with final exam results. Pass-fail rates are also considered. Formative and summative student evaluation feedback is also elicited.
Library partnerships for faculty support.

The Center for Educational Resources is co-sponsored by the Libraries, ITS, Engineering, and Arts & Sciences. Its mission is to partner with faculty to extend their instructional impact by connecting innovative teaching strategies and instructional technologies. Our website describes in detail extensive projects that assist faculty and graduate students to focus their teaching on adapting to new learning pedagogies, capitalizing on digital resources, targeting optimum learning moments, and expanding in new directions. The Libraries play a role in curriculum and skills development.
http://www.cer.jhu.edu

Goals:

NA

Assessment:

In our Center for Educational Resources we do not assess information literacy per se. We constantly assess learning outcomes and effectiveness of teaching development.

Librarian supports undergraduate journal staff.

The Science and Engineering Liaison serves as an advisor to undergraduate research journals. Following an instruction session for editors and writers for Triple Helix on choosing scholarly reference sources and writing with more style, she was asked for similar assistance from the editors of Epidemic Proportions. She continues to provide instruction sessions and to copy-edit the articles. She also created a web page with links to style guides and other resources.

Goals:

NA

Assessment:

We have not conducted a formal assessment, but consider the librarian’s involvement a success as she is sought out by the members of these groups.
Tutorials for faculty and graduate students.

We have developed tutorials and instructional resource materials to assist faculty and graduate students in developing WebCT course sites and in readying graduate students for pedagogical assignments. 
www.cer.jhu.edu - select WebCT Training and TA Training.

Goals / Assessment:

NA

Library tab in University Portal serves undergraduates. (Sheridan Library)

The library link from the University Portal includes RefWorks integration, Library account integration, electronic reserves integration, and a list of helpful links. The portal itself currently is targeted to undergraduate students. University IT is working with content providers to expand for other segments of the community. On the library tab we provide links to specific info for undergrads, grads, and faculty as well as the more general services described above.

Goals / Assessment:

NA

Library support for faculty in instruction and scholarly communication work.

Our Center for Educational Resources (CER) assists faculty with the development of course management system course sites and integration of library resources within those sites. It is jointly sponsored by the Krieger School of Arts & Sciences, the Whiting School of Engineering, the Sheridan Libraries, and Hopkins Information Technology Services. The Center’s mission aligns with the evolving role of university libraries as they advance from print-based repositories to electronic collaboratories that enable application of digital collections and networked services to new approaches in instructional and scholarly communication. We also have liaison librarians editing content in class spaces and embedding library research modules in online class spaces. The CER also develops specialized software that creates and supports virtual laboratory environments for a wide range of disciplines.

Goals / Assessment:

NA
KENT STATE UNIVERSITY LIBRARIES

Infolit program focuses on undergraduate teaching majors.

At Kent State University all undergraduate teaching majors must take the following four courses: Education in a Democratic Society, Educational Technology, Educational Psychology, and Introduction to Exceptionalities. In the fall semester of 2006 the Liaison Librarian for Education started incorporating library training into these four classes. After this trial semester it was decided to offer the instruction in a workshop format to alleviate unnecessary duplication between courses, resulting in our TAG Course Program. This was the first systematic instruction for undergraduate teaching majors at Kent State, prior to this no instruction had focused on these students. Student in the four courses are required to take three separate workshops depending on the needs of the course. The workshops are Navigating Education Databases, APA Citation Style, and Savvy Internet Searching. By the time the students have completed their four courses they will have completed all of the library workshops. In Navigating Education Databases students are taught the difference between types of periodicals (scholarly, trade, and popular), how to form good search strategies, and how to use the education databases efficiently and effectively. In Savvy Internet Searching the students learn the differences between searching on the Internet and the library databases as well as how to evaluate information on the Internet. The workshop APA Citation Style introduces students to the basics of APA, including citing print and electronic resources, formulating a reference list and basic parenthetical citations. The Navigating Education Databases and APA Citation Style Workshops are offered both in person and online, the Savvy Internet Searching Workshop is only offered online.

Goals:

Students will
- be able to successfully design and apply search strategies to library databases.
- Students will be able to use and cite information in legal and socially acceptable ways.

Assessment:

NA
Online library skill modules for large English composition course enrollment.

A series of self-paced, online modules have been developed in Flash to provide basic library skill instruction to students enrolled in English Composition course. This initiative allows us to reach a large constituency of students with basic instruction that we can then follow up on with more purposeful librarian-led sessions. This program is new and we are testing. 

http://www.library.kent.edu/page/11028

Goals:

• Students will be able to design and apply successful search strategies to library databases.
• Students will be able to evaluate web sites and information for authority and credibility.
• Students will become aware of key library support services and resources.

Assessment:

NA
UNIVERSITY OF KENTUCKY LIBRARIES

First year video posted on YouTube; portions in Second Life.

Creation of a short orientation video to be shown to UK101 students as the library orientation portion of the course. The video “Saving Student Brian” received excellent reviews from students who watched the video as well as UK101 instructors. We knew that our PowerPoint was outdated, and we wanted to present students with something that was fun, informative, and to the point. The basic message of the video is that library staff are helpful and there are many libraries across campus for you to visit. With the video, we got that message across and hoped that (despite the occasional eye-rolling) it would be remembered at least and not lost in a sea of PowerPoints. [link]

Goals:
See above

Assessment:
All UK101 students and instructors complete an evaluation of the course, including the library portion (and video).
LOUISIANA STATE UNIVERSITY LIBRARIES

Library participates in and contributes to state digital resource.

The LOUISiana Digital Library (LDL) is an online library containing photographs, maps, manuscript materials, books, oral histories, and more that document Louisiana’s history and culture. Libraries, museums, archives, historical groups, and other institutions across the State contribute materials to the LDL. This state-wide digital library is used by anyone with access to the internet and an interest in the materials. The LSU Libraries is one of 19 participating libraries.

http://louisdl.louislibraries.org/

Goals / Assessment:

NA
UNIVERSITY OF LOUISVILLE LIBRARIES

Site portrays comprehensive infolit program.

U of L’s information literacy program is a key component of the libraries’ contribution to critical thinking instruction at the University. Please look at the following url for more information.
http://library.louisville.edu/infoliteracy/

Goals:

• Students are learning how to become more immersed in their disciplines.
• Students are learning how to view information in an evaluative manner.
• Students are developing critical thinking skills.

Assessment:

We just starting this new program and will assess it soon.
Learning outcomes assessment incorporated into first-year programs; more to follow.

One significant outcome of the University’s recent reaccreditation by the Middle States Commission on Higher Education is the “collective institutional effort to put in place a system of student learning outcomes assessment in every department of every college and school.” Within the last two years, the Libraries have begun to foster a culture of assessment by developing a plan to measure student learning for first-year programs. These programs include the Freshman Writing Program, GEMS 100-Instruction to Gemstone, and UNIV 100-The Student in the University. Starting in spring 2008, a Pilot Project will launch with the goal of “developing a plan to infuse learning outcomes assessment practices on a systematic and routine basis among all librarians doing instruction,” especially in instruction classes taught by subject-specialist librarians, curators and special collections librarians.

http://www.lib.umd.edu/groups/ilt/assessment.html
http://www.lib.umd.edu/groups/ilt/librariesloa172008.doc

Goals / Assessment:

• See details in the UM Libraries Learning Outcomes Assessment Plan Last revised 01/07/2008 at: http://www.lib.umd.edu/groups/ilt/librariesloa172008.doc

Library partnerships focus on academic integrity initiative covering plagiarism and ethics.

In order to respond to the heightened incidence of academic dishonesty, particularly plagiarism, on campus, the UM Libraries launched an Academic Integrity Initiative in 2005. In collaboration with campus partners (including Office of Student Conduct, Student Honor Council, Freshman Writing Program, Professional Writing Program, Center for Teaching Excellence, Writing Center, Project NEThics, and The Graduate School), the Libraries are working to raise awareness of academic integrity issues and provide information to students and educators on how to use research resources in a responsible and ethical manner.

http://www.lib.umd.edu/UES/integrity.html

Goals / Assessment:

NA
Refworks and Assignment Calculator provide productivity tools to campus.

The Libraries have released a number of productivity tools to campus users. The Assignment Calculator (based on work done at the University of Minnesota) was introduced to help users manage their research. Refworks is a Web-based bibliographic management tool that allows users to build their own online personal database, manage their references, and generate in-text citations and bibliographies in various citation styles.

http://www.lib.umd.edu/UES/freecalc/
http://www.lib.umd.edu/PUBSERV/refworks/index.html

Goals / Assessment:

NA

Library content delivered via Blackboard.

Library presence in Enterprise Learning Management System (ELMS). The University of Maryland has just completed a campus wide implementation of the course management system Blackboard. Blackboard is presented to UM faculty, staff, and students through a portal named ELMS (Enterprise Learning Management System). The Libraries are delivering content to ELMS users via a distinctive University Library tab. The Libraries next step will be delivery of course reserve materials through the individual course pages within ELMS.

http://about.elms.umd.edu/about/

Goals / Assessment:

NA
Digital collections repository based on Fedora.

The Office of Digital Collections and Research (DCR) of the University of Maryland Libraries supports the teaching and research mission of the university by facilitating access to digital collections, information, and knowledge. This is accomplished through enhancing access to selected library resources through the development, maintenance, and preservation of digital collections; by serving as a knowledge resource within the university for digital library issues and development; by participating in national and international initiatives which further the development of new forms of scholarly communication, tools, standards, and applications; and by providing training and support in digital library standards and formats. The UM Libraries’ Office of Digital Collections and Research began digitizing and building a digital repository based on the Fedora platform in January 2005. Best practice guidelines for creating digital collections have been created. The University of Maryland Libraries, like many academic libraries, include not only the familiar books and journals of the general collections, but many rare and unique materials. The digital collections available here are a part of the University of Maryland Libraries’ efforts to make many of our holdings more ubiquitously available in digital form.

http://www.lib.umd.edu/digital/about.jsp

Goals:

See above

Assessment:

NA
UNIVERSITY OF MASSACHUSETTS AMHERST LIBRARIES

Information literacy comprehensively incorporated into Gen Ed curricula (Duboise Library)

The library works to incorporate information literacy as both learning goal and criteria for approval across all general education courses, like writing, as a component of critical thinking. A presentation on information literacy was given at the Faculty Senate Council on General Education in the Fall of 2007. In the Spring of 2008, the Council voted to include information literacy in its review of all General Education courses. For various reasons, the Gen Ed Council decided to take this approach rather than make information literacy a new course designation. That is, the Council decided not to simply require one information literacy course. The target audience for this initiative is multiple: it will include the faculty and graduate students who teach General Education as well as the undergraduate students who take General Education classes. The length of engagement is continuous and ongoing. We see this initiative as only the beginning of many other related activities and initiatives. It is an umbrella that will encompass what will come later: faculty education about information literacy, supporting resources for faculty to use in teaching, workshops, and more. The means of delivery will vary, with some General Education classes receiving instruction in the library or classrooms by librarians, others by the faculty, other via online methods. The campus is in the process of assessing and revitalizing its general education program, and it is exciting that a commitment has been made for information literacy to be included in this revitalization.

Goal / Assessment:

We are at the beginning stages of our initiative and are still articulating learning goals and objectives. We have a relationship with the University Office of Academic Planning and Assessment, and the Library’s Information Literacy Specialist serves with the campus Director of Assessment on the General Education Assessment subcommittee. This will be a good venue for articulating Learning goals and objectives and then assessing these over time. We also have proposed a campus-wide Task Force on Information Literacy that will work on these issues as well.
Peer Mentoring/Coaching Program for Teaching Librarians (Dubois Library)

This process is a non-threatening way for librarians to work together to improve their teaching. The more they work together through this reflective process the greater changes they will see in their teaching — one step at a time. This initiative has been going on for a few years and with the influx of new teaching librarians we are revitalizing it.

http://www.library.umass.edu/instruction/librarians/peer/

Goals / Assessment:

NA

Subject disciplines accompanied by library resources and assistance. (Dubois Library)

We have organized our subscription and free online databases and resources by both broad and specific discipline. Subject specialist librarians selected a couple of “best bet” and a more comprehensive list of databases relevant to the discipline or major. The page for each discipline connects to the Librarian’s contact info, specific topic pages, course guides, and subject research guides. Designed by subject specialists in fall 2007.

http://www.library.umass.edu/ndl/view/

Goals / Assessment:

NA

Subject guides provide basic and advanced research support.

Detailed web-based guides created by subject specialist librarians that cover the major formats of information sources used in the discipline. Specialized topics and guides for specific courses are also covered. Students use these on their own or in courses for both introductory and advanced research support. Soon to be transitioned to LibGuides.

http://www.library.umass.edu/subject/index.html

Goals / Assessment:

NA
MASSACHUSETTS INSTITUTE OF TECHNOLOGY LIBRARIES

Freshman chemistry literacy skills. (Engineering & Science Library)

The library designated internal funds to integrate information literacy skills into a core first year chemistry course. This class (3.091: Introduction to Solid State Chemistry) is taken by over 500 students each fall, the majority of which are in their first semester at MIT. To make this project scalable, students were asked to view tutorials created with Camtasia to assist them in their homework assignments (Homework 5c, 8b, and 12b). These assignments were graded by the TAs for the course, with a rubric created by the Librarian associated with the project. Because of the internal funding, we are able to closely collaborate with our Teaching and Learning Lab to assess this project, and are in the process of analyzing the data gathered in Fall 2007.

http://web.mit.edu/3.091/

Goals:

• Become effective researchers by having the ability to search online research tools efficiently.
• Become effective researchers by being familiar with the MIT Libraries system and the Libraries web page.
• Develop a scientific communication foundation by being able to recognize the parts of a citation (source title, author, etc.) and what type of material is being cited (journal, book, conference proceedings, etc).

Assessment:

We have not completed our analysis of the data gathered. Assessment tools include surveys, homework assignments, and performance tasks completed by a control group. We plan on conducting further assessment as the students progress through their education at MIT.
Video tutorials delivered via Camtasia. (Engineering & Science Library)

The Libraries have been experimenting with screen casting using the software Camtasia. Tutorials were created for general topics and specific to a particular course assignment. In addition, working with Academic Media Production Services (AMPS) we have outfitted our library instruction room with video capture technology. Using a video camera and the software and services of AMPS, we were able to capture several hour long workshops for posting. At this time the links are not available to people outside MIT, but they will be linked on the video tutorials page along with the Camtasia screen casts.

http://libraries.mit.edu/tutorials/video/

Goals:

NA

Assessment:

NA
MC GILL UNIVERSITY LIBRARY

Videos supplement library chemistry instruction

For many years librarians at the Schulich Library of Science and Engineering (at McGill) have been giving information literacy sessions to U0 science students taking General Chemistry (CHEM 120). The entire laboratory period (2.5 hours) is devoted to information literacy with the theme ‘Scientific Inquiry’. Students have the opportunity to choose an experiment from the literature and modify it to suit their level and time constraints. They perform the experiment three weeks following the session, after it has been approved by the teaching assistants. This year’s class totaled 912 students but not all students show up for their lab session, perhaps because they feel that they can find an experiment on their own and use the time to complete other coursework. Still others come to the session and feel that they understand everything and so leave without trying out the recommended resources. For whatever the reason it is clear that in past years a number of students would arrive at the library a week or two after the session for help. To supplement the sessions and give students a chance to learn at their own pace I created four Camtasia video tutorials: 1) Finding experiments (3:35) - sample search in General Science Full Text (Wilson). Size: large / medium / small / podcast 2) Understanding citations (4:43) - points out the differences between citations for websites, books, and articles. Size: large / medium / small / podcast 3) Locate an article from a citation (4:59) - sample search in the McGill Library catalogue to find the full text of an article. Size: large / medium / small / podcast 4) Locate a book from a citation (3:53) - sample book search in the McGill Library catalogue. Size: large / medium / small / podcast. Although the first video is fairly specific for chemistry the other three videos are general in nature and can benefit students in other areas. The tutorials can be easily updated to keep up with rapid changes in the search tools utilized.

http://www.mcgill.ca/schulich/collections/links/course/chem120/

Goals:

• Provide a tool for self-directed learning with interactive features and video controls.
• Reinforce lessons learned during the information literacy session.
• Have the tutorial used when and where needed and at a time when it could be played concurrently with database searching.

Assessment:

The evaluation is still to be undertaken but will be.
Exercise-based library skills workshop

The workshop is held in a computer lab with two students to a computer. The class is centered around a research problem, closely related to one that students are currently working on. With a series of exercises, interspersed with group discussion, students are guided through the research and using the databases. The class typically begins with the Librarian asking some questions of the class to get them thinking about the company/industry/topic. Next I typically run a “think, pair, share” exercise where students talk in a pair about some aspect of the research problem and then we share it as a group discussion. Then in the share part I classified all the specific ideas into broad information categories (company, industry, regional/economic). After this opening exercise, much of the class is based on database exercises. After each database exercise the Librarian debriefs the class, revealing how the search could have been improved demonstrating further features of the database. Generally this type of workshop is for advanced students (MBA or 4th year students).

Goals / Assessment:
NA

Videos created with iPod version.

Videos were created by librarians to be used in Chemistry, and also on IPODS.

Goals / Assessment:
NA
Library presence planned for Second Life.

A McGill University Library in Second Life is currently being developed. Open 24/7/365, it will house a virtual information services desk open staffed by librarian avatars or helpful robots, virtual computers which will link directly to the Library website, catalogue, indexes, databases, e-journals and Google Scholar, and Library brochures and other instructional materials. There will be a virtual 3-D representation of the Cyberthèque on the roof that could be used by students for meeting and chatting. The second floor will contain an “idea” centre where students can explore and discuss Library resources together via displays on a large screen and possibly their thoughts falling through the air or binding together — literal brainstorming (the thoughts might also be retained in the form of a log). The second floor could be used for meetings or classes as well. Power Point displays, Word documents, etc. could be shown on the large screen. Please note that not all of these features are available yet, and that some of them are experimental and may take some time to function smoothly. A communication plan is also being prepared.

http://slurl.com/secondlife/Cybrary%20City/214/122/24
One must have an SL avatar to access.

Goals / Assessment:

NA

IPods used to provide e-reserve music clips for student review.

Support of music teaching using IPods.


Goals / Assessment:

NA
McMaster University Libraries

Collaboratory targets faculty and graduate students.

Working on a proposal for a Collaboratory to service faculty and graduate students. Will include a digital sandbox, assistance with learning object creation, data visualization, etc. Expect this to be built within two years - part of a large physical renovation of our science and engineering library.

Goals / Assessment:

NA

Second Life presence for libraries.

McMaster University Libraries have launched a project to offer research help at its virtual site on Second Life, the increasingly popular 3-D virtual world. 
http://dailynews.mcmaster.ca/story.cfm?id=4660

Goals / Assessment:

NA

Wiki supports first-year students.

The Mac Library Experience wiki is designed to help students in their First Year Experience (FYE) at McMaster
http://libfye.wetpaint.com/?t=anon

Goals / Assessment:

NA
UNIVERSITY OF MIAMI LIBRARIES

New media integration into the undergraduate curriculum.

For accreditation, the University has developed a Quality Enhancement Program (QEP) that will enhance new media integration across the undergraduate curriculum. To achieve the goals of this QEP, the Libraries will create a Department of Instruction. The QEP will focus on information literacy and the utilization of new media and oral presentations for the representation of knowledge in the classroom. Students will be expected to apply relevant information literacy skills in the development of their new media projects. Librarians will provide instruction on evaluation of new media information resources.

Goals:

• Strong and visible focus on teaching and learning by library faculty.
• Increased awareness of the importance of information literacy.
• Stronger teaching faculty partnerships.

Assessment:

NA

Online point-of-need tutorials; planned for 2008.

Resources and procedures needing a short video tutorial will be identified, and links to the videos will be placed throughout the Libraries’ website.

Goals:

• 24/7 availability of instructional support through web-based multimedia.
• Provides user-controlled access to information literacy instruction.

Assessment:

NA
Digital Library Fellows Program develops digital resources.

The Libraries awards grants to faculty interested in developing digital resources. The Libraries are currently in the second cycle of this program. The Libraries provided funding and technological support to faculty for the creation and online delivery of scholarly electronic resources. 
http://merrick.library.miami.edu/digitalprojects/fellows.html

Goals:

• These projects will have a significant impact on teaching, learning, and research, and encourage projects which include student participation.

Imagebase Project utilizes ARTstor to digitize well-used slide collections.

The Imagebase project offers over 30,000 digital images for the teaching, research and advancement of Art, Art History and Architecture. The Imagebase project is part of the hosting service offered by ARTstor. ARTstor is also the delivery system to our users, who can access images online and offline when researching, studying or looking for esthetic inspiration. The project methodology has evolved as a result of the challenges faced over its first year of existence. After analyzing similar initiatives and accommodating them to our own needs, the final production structure has permitted to create digital records (digital image and image description) in a fast and exhaustive manner. 
http://www.library.miami.edu/umimagebaseproject/

Goals:

• To create the capacity for effectively using digital images in the teaching and study of art, art history and architecture at UM.

Assessment:

NA
UNIVERSITY OF MICHIGAN LIBRARY

Comprehensive first-year infolit curriculum.

The University Library teaches a first year level University Course, UC 170, “Digital Research in the Natural Sciences, Social Sciences, or Humanities; Critical concepts and strategies.” As described in the course catalog, “This one-credit, hands-on course will help students lay a solid foundation for success in all current and future academic research. With an emphasis on the wealth of digital resources now available, the material focuses on information discovery and management skills, expands knowledge of scholarly sources, and promotes critical thinking.” The course is taught in the University Library Instructional Center. (Separate sections are taught for each of these divisions.)

Goals:

• Students should exit the course with familiarity with the library and its services, have established a relationship with one librarian, and have achieved a comfort level with approaching other librarians as needed.
• Students should have familiarity with electronic databases related to one large academic division and have developed some information literacy skills associated with assessing the quality of information obtained via the Internet.
• Students should have acquired research skills to apply to specific projects

Assessment:

NA

Enriching scholarship via annual training event.

This workshop series, held each May, offers pedagogical and hands-on skill building sessions for faculty and other instructors. Library leadership was a key factor in the creation of the campus-wide UM Teaching and Technology Collaborative. The Collaborative sponsors this week-long series of workshops designed to help faculty explore how technology can facilitate effective teaching and learning. May 2008 will mark the tenth anniversary of this highly successful technology instruction initiative. Last year, over 500 participants registered for one or more of the 130 sessions, with 1858 total registrations. Of the 85 presenters, 21 were Library staff who taught 36 of the sessions.

http://www.umich.edu/~teachtec/es.html
Goals:

- To collaborate with other units on campus to promote use of technology in teaching.
- To educate faculty in using those technologies.
- To promote collaboration and discussion among faculty and other instructors who incorporate use of technology in their teaching, or who desire to do so.

Assessment:

NA

Library Sakai project enriches course experiences; collaboration with academic faculty.

The Sakaibrary Project Sakai is a free and open source online collaboration and learning environment. CTools, Michigan’s local branded installation of Sakai, is tailored to support teaching and learning, ad hoc group collaboration, and support for portfolios and research collaboration. The Sakaibrary project is a collaboration between the University of Michigan and Indiana University, initially funded by the Mellon Foundation, to develop open source software tools to integrate access to library licensed digital content within the Sakai collaboration and learning environment. Students and faculty can thus utilize these resources easily within the context of a course. Specific developments that place access to librarians, library resources, and library services directly within CTools include:

- A librarian role that allows faculty to make a librarian an active member of the course site, with the ability to participate in online discussions and to add resources to the site;
- An AskUs button that faculty can add to a course site to give students one-click reference help;
- A citation linker, which allows faculty to add titles directly to a course site;
- And automatic addition of course reserve lists to a course site.

http://www.dlib.indiana.edu/projects/sakai/

Goals:

See above

Assessment:

NA
MBooks Google project revolutionizes access to immense holdings.

MBooks is the result of the ground-breaking partnership between The University of Michigan and Google, Inc., to digitize the entire print collection of the University Library. The digitized materials are searchable in the library catalog, Mirlyn, as well as in Google Book Search; we already provide full-text access to well over a hundred thousands public domain works, and make it possible to search for keywords and phrases within hundreds of thousands of more in-copyright materials. Though controversial, we believe that this project is altering the way we do research, and is changing the world for the better. It enables the Library to build on and reconceive vital Library services for the new millennium. In one example, we have worked with the Office of Services for Students with Disabilities to provide access to this great and growing library for visually impaired students.

http://www.lib.umich.edu/mdp

Goals:

See above

Assessment:

NA
Tier I Writing Modules for First-Year Writing, Rhetoric and American Culture Courses.

In collaboration with the university director for Tier I writing, we have created a series of instructional modules based on new objectives and outcomes of the Tier I curriculum: “Scholarly/Popular/Technical Periodicals,” “Searching with a Purpose,” “Web Evaluation,” and “Ask a Librarian.” Although these categories are traditional information literacy topics of instruction, it is noteworthy that, for the first time at this university, the outcomes and objectives were developed by the writing faculty to mirror curriculum objectives. Also of note, the supporting materials are available to all students on individual course pages through the newest version of the ANGEL course management system’s “Learning Object Repository.” Material formats include video, online quizzes, feedback and assessment reporting. Still in development are a series of related “canned library assignments” for the LOR for use by faculty in place of their own scavenger hunts, etc. Modules are protected behind individual course pages. Information can be obtained by contacting coordinator, Leslie Brown at brownles@mail.lib.msu.edu.

Goals:

• Identifies the purpose and audience of potential resources (e.g., popular vs. scholarly).
• Seeks expert opinion through a variety of mechanisms (e.g. interviews, email, listservs).
• Identifies the value and differences of potential resources in a variety of formats (e.g., multimedia, database, website, data set, audio/visual, book)

Assessment:

NA

Tablet PCs for instruction sessions.

Used in place of desktop or laptop instructor PCs to offer mobility and active learning activities in the traditional instruction lab.

Goals / Assessment:

NA
Library blog highlights helpful tools.

“Tools and Toys” Blog. This blog highlights tools, toys, widgets, plug-ins and toolbars that can enhance the MSU Libraries experience. These items are not officially supported by the MSU Libraries, but we still welcome feedback and suggestions or an idea for a new tool. 

Goals / Assessment:

NA
UNIVERSITY OF MINNESOTA LIBRARIES

Information Literacy Collaborative focused on support and training for infolit instructors.

We have some great opportunities on our campus including the Faculty Senate endorsement of a set of Undergraduate Learning Outcomes that include information literacy skills and knowledge. To prepare librarians to work with faculty on the integration of these skills into the curriculum, we have created the Information Literacy Collaborative. This is an internal Libraries committee at this point, charged first with creating and delivering staff education to prepare our liaisons. The third in a series of programs will take place next week. The formation of this group is a recognition of the fact that librarians will need to move well beyond the traditional guest lecture in order to integrate infolit into the curriculum, and most of them do not feel prepared to do that at the moment. I’ll attach the charge for this group.

https://wiki.lib.umn.edu/AP/InformationLiteracy

Goals:

• Work closely with the Director of the Libraries Staff Education and Development Program to plan, develop, and deliver professional development programming to applicable AP staff, particularly in the area of undergraduate learning outcomes support within liaison departments.
• Define baseline expertise that all liaisons/applicable staff should possess.
• Design, develop and implement sound instruction policies and practices in support of sustainable models of information literacy education.

Assessment:

NA
Unravel the Library program uses Lectora to reach students in composition courses.

Strategic positioning efforts on our campus have led to a strengthened writing program, including a requirement that all students take a beginning composition course here. This is a significant increase in the number of freshman courses we will work with. The first-year writing program requires the use of libraries and infolit skills. We have been running the Unravel the Library program for several years now — workshops that students in writing courses attend. This method was almost overwhelming before the new requirements, and will not scale to meet the new need. So we are developing digital learning materials that will ultimately replace most of the face-to-face workshops. We are piloting four modules this semester. They were created with Lectora and are now being offered from the Libraries’ web site, but we plan to integrate them into campus courseware in the future. The Writing Program is very supportive and working closely with us on this.

http://www.lib.umn.edu/site/aboutunravel.phtml
No link yet exists for the online modules.

Goals:

- Students will be able to focus, develop, and organize claims and backing (evidence) to flesh out an argument.
- Students will be able to distinguish between popular and scholarly sources; evaluate the credibility of sources.
- This program will scale to meet demand and will be sustainable with present resources.

Assessment:

NA

Undergraduate Virtual Library creates compelling destination for students.

Look at the “About” link from the web site.
http://www.lib.umn.edu/undergrad/

Goals / Assessment:

NA
EthicShare: a Collaborative Virtual Community.

Through funding provided by the Mellon Foundation, the Libraries are partnering with U of M Center for Bioethics, the Department of Computer Science and Engineering, and several other institutions to develop a virtual community site for scholars of Bioethics and Practical Ethics. The project seeks to foster the advancement of scholarship by giving this community an online environment that provides tailored social networking tools around a unique and rich aggregation of content. Further, the project will investigate and incorporate strategies for sustainable community-stewardship of the site; and serve as a virtual community model (with generalized architecture) for other discipline-oriented community sites.

http://www.lib.umn.edu/about/ethicshare/

Goals:

See above

Assessment:

NA
BIBLIOTHÈQUES DE L’UNIVERSITÉ DE MONTRÉAL

Information Competencies seminar for graduate students.

With the Faculty of Graduate Studies, last year we created a one-credit seminar for graduate students that includes different modules such as database searching, developing a current awareness profile, using bibliographic management software (EndNote). It is divided into 5 hands-on sessions of 3 hours each that take place in the library lab. We have offered it twice to social sciences and humanities students.

Goal:

• Provide skills development opportunities for graduate students who do not have the basic information skills needed to successfully conduct their research.

Assessment:

Since this is a credit course, students have to fill a form to assess the seminar at the end.

Information literacy instruction initiatives.

It would be too long to describe here all the information literacy initiatives on campus but just to say that we work collaboratively with faculty and give a lot of integrated instruction sessions to undergraduates and graduate students. We have developed a section on our website to describe the information literacy initiatives on campus (in French): [http://www.bib.umontreal.ca/ci](http://www.bib.umontreal.ca/ci)

We also participate with the university centre for teaching and learning in offering workshops to faculty (ex.: EndNote, use of statistics and longitudinal surveys), including participating in giving the workshop on pedagogical strategies to prevent plagiarism. We have also started offering instruction to administrators and professionals (for example, psychologists from our Student Services unit) on developing current awareness profiles.

Goals / Assessment:

NA
Tutorials adapted from others.

We have adapted a general information literacy tutorial developed by another university. Ours is called InfoSphère UdeM (www.bib.umontreal.ca/infosphere). Some libraries have developed short specialized tutorials with Viewlet (animation) on specific databases. An example of this would be the CINAHL tutorial: http://www.bib.umontreal.ca/SA/tutoriel/default.htm.

Goals / Assessment:

NA

Calypso: digital objects management system.

We have digitized many slides, mainly from the collections of our Architecture Library, and we have acquired the software ContentDM (OCLC) to manage these images and provide easy access to them. We named our system Calypso. This search interface includes Web 2.0 features such as searching by facets and search suggestions (“did you mean…?”). This new environment facilitates the retrieval and use of images by students (use in papers, portfolios) and faculty (presentation in class).

http://calypso.bib.umontreal.ca/

Goals / Assessment:

NA

Online self-test based on SAILS.

We have translated and adapted for our needs the Kent State / ARL SAILS information literacy questionnaire and we have formatted the questions in WebCT quiz format (course management system used at our university). Departments and professors who wish to use some of the questions as self-test in their online course can do so. The Faculty of Education has used a selection of those questions as a self-test for new students entering undergraduate programs in their faculty. For those questions, we have added feedback to the answers (not present in the SAILS instrument).

Goals / Assessment:

See above
Community workshop series in information literacy recruits undergraduates.

Over the last few years, service learning has become an important objective of the University. The University Library has a strong history of service to the community and in 2005 established the Community Workshop Series (CWS). The CWS partners with public libraries in the area to offer classes in information literacy to the public. Graduate students from UNC’s School of Information and Library Science have been active participants and gained valuable experience. More recently, the University Library partnered with APPLES, the Service Learning program on campus to bring undergraduates into the CWS. Not only do they provide a useful and important service to the community, but by being trained and then teaching others to find and evaluate information, the undergraduates have increased their own information literacy and critical thinking skills.

http://www.lib.unc.edu/instruct/community_workshops/

Goals:

- Undergraduates increase their own ability to find and evaluate information.
- Undergraduates apply what they’ve learned, and then assist others in their academic work and lives.
- Undergraduates develop an appreciation of lifelong learning.

Assessment:

Only anecdotal evidence at this time.

Stories of the American South.

This is a series of learning objects developed in collaboration with our digital publishing unit. They are intended to capture the interest of undergraduates and introduce them to the rich primary resources available on campus. By presenting students with primary source materials, like manuscripts and oral histories, they have the opportunity to think deeply about a topic, think critically, and come to their own conclusions about history.

http://www.lib.unc.edu/stories/
Goals:

- Gain an understanding and appreciation for the power of primary source material in the study of history.
- Begin to use primary source materials in their own academic work.
- Develop critical thinking skills.

Assessment:

In 2007, we conducted a series of tests around the “Stories of the American South” and found students had a better understanding of North Carolina history and were more apt to find and use primary source materials in future assignments.

Online tutorials.

We also have a series of online tutorials designed to introduce students to research and the literature of various fields. We also recently developed a series of tutorials designed to support the University’s robust travel abroad program. [http://www.lib.unc.edu/instruct/tutorials.html](http://www.lib.unc.edu/instruct/tutorials.html)

Goals / Assessment:

NA

Delivering the library via Blackboard.

We recently began developing customized course pages to integrate into the University’s course management system, Blackboard. The library works closely with the faculty to identify the information sources appropriate for class assignments. The pages contain contact information for subject specialists available to help, either via email or chat. They also link to examples of scholarly book and journal articles, online tutorials, research guides, and other instructional resources designed to supplement or reinforce face-to-face instruction. In addition to being integrated into Blackboard, the pages are hosted on the library’s website for later referral. [http://www.lib.unc.edu/coursepages/](http://www.lib.unc.edu/coursepages/)

Goals / Assessment:

NA
Library uses Second Life to prototype upcoming renovation in main library.

As part of the forthcoming renovation of the public spaces in the University Library’s main library, the staff has begun to develop a prototype of the new space in the virtual reality program, Second Life. The site helps users visualize the new spaces and will eventually offer a number of the services, including virtual reference, research consultations, and collaborative workspace.

Goals:

See above

Assessment:

NA
Curriculum-integrated infolit instruction in partnership with faculty and TAs.

Librarians at the NCSU Libraries have successfully partnered with faculty from the Colleges of Engineering and Textiles since 2001 to implement curriculum-integrated library instruction. Curriculum integrated instruction is a strategic program that stresses building library instruction into an already existing curriculum. Student learning is centered on appropriate and specific competencies for their course level from freshman to senior year. Assignments that build the competencies are built into core courses at each level, and engineering librarians visit the classroom, providing a guest lecture that is solely focused on what students need to know to do the assignment. An information literacy rubric was created to define the ultimate goals of the program, and from this document, grading sheets have been developed so that faculty and TAs know how to grade assignments. Partnerships with faculty are the essential component of any curriculum integrated library instruction program and developing a strategic plan for cultivating these relationships is crucial. By communicating these goals and this vision to Deans, department heads and relevant faculty members, meaningful and sustainable partnerships for the program are created. Faculty support is critical to achieving the mutually shared goal of having students develop information research skills that promote success throughout their collegiate, professional and personal lives. For further description, see 2001 ASEE Paper: http://www.asee.org/conferences/annual/pdf/upload/2001-Best-Overall-Paper-and-PIC-IV-Best-Paper.pdf
http://www.lib.ncsu.edu/instructiontoolkit/

Goals:

- That the instruction be effective in the short term (students have what they need to get the assignment done).
- That the instruction be effective in the long term (program produces information literate engineers).
- That the program be scaleable, i.e., that 2 or 3 FTE librarians can reach thousands of students.

Assessment:

- Through grades on assignments and, in E101, a survey.
- Number of contact hours and classes we work with.
The Economics of Information Project.

This project involves the design of instruction to help students understand how economics affect access to information. Our strategies include: teaching students how scholarly information is a business; engaging students in a dialogue about journal pricing and scholarly communication; exposing students to how Google/Google Scholar work and how economics shapes what these tools can reach (“Deep” or “Invisible” web vis-a-vis the library); helping students distinguish between discovering information and accessing it. The teaching philosophy inherent in this work is that it is essential to balance instruction between teaching the contexts surrounding information with hands-on experiential learning. Aspects of this instruction can be used with any group of students as part of a library instruction workshop. The test-bed for this work has been with junior/senior science and engineering students and graduate students.

Goal:

• Students will have a deeper understanding of how economics affect access to information.

Assessment:

This is still in the pilot stage; we have solicited feedback from faculty and will be analyzing data from class exercises/tests.
LOBO, an online tutorial combining screen shots, video, and text slides.

LOBO: LOBO stands for “Library Online Basic Orientation,” an online tutorial that introduces students to the NCSU Libraries and guides them through their research assignments. LOBO is required for English 101 students at NCSU. Students complete LOBO in several sittings, not all at once, and in conjunction with a class assignment. Non-students may also find LOBO helpful as a general introduction to library research. LOBO addresses many goals, among them forming a common basis for information literacy instruction, reaching virtually all incoming students, balancing conceptual and practical lessons, and providing interactivity and communication. In 2005, LOBO was the subject of an assessment study investigating the use of rubrics to score student answers to the open-ended questions located throughout the tutorial. Documents in the Engineering toolkit: [http://www.lib.ncsu.edu/instructiontoolkit/](http://www.lib.ncsu.edu/instructiontoolkit/)

We have filmed ourselves for several classes—two examples from Fall 07:

CHE 205 (engineering):
[http://mediasite.eos.ncsu.edu/Mediasite/Viewer/Viewers/Viewer240TL.aspx?mode=Default&peid=db9d06ca-cefe-4141-932b-6d54f8aecc58&pid=4119dfe-4846-498b-adef-664b9adb5825&playerType=WM64Lite&overridePort25PluginInstall=true](http://mediasite.eos.ncsu.edu/Mediasite/Viewer/Viewers/Viewer240TL.aspx?mode=Default&peid=db9d06ca-cefe-4141-932b-6d54f8aecc58&pid=4119dfe-4846-498b-adef-664b9adb5825&playerType=WM64Lite&overridePort25PluginInstall=true)

E101 (engineering):
[http://mediasite.eos.ncsu.edu/Mediasite/Viewer/Viewers/Viewer240TL.aspx?mode=Default&peid=a3118ebd-b4ad-4f52-87cb-ad60de7aa651&pid=ef1af36a-2441-4ec5-9a9c-2993a230623f&playerType=Port25](http://mediasite.eos.ncsu.edu/Mediasite/Viewer/Viewers/Viewer240TL.aspx?mode=Default&peid=a3118ebd-b4ad-4f52-87cb-ad60de7aa651&pid=ef1af36a-2441-4ec5-9a9c-2993a230623f&playerType=Port25)

Tour of Textiles Library Movie, Fall 2007:

**Goals / Assessment:**

NA

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**Catalog with enhanced features and navigation.**

In 2006 the Libraries launched its new online catalog. The catalog leverages the advanced search and Guided Navigation capabilities of the Endeca ProFind platform while capitalizing on existing cataloging records. The catalog offers the speed and flexibility of popular online search engines and takes advantage of rich content and cutting-edge capabilities.
Libraries implement WolfBlogs and WolfWikis.

The Libraries implemented WolfBlogs and WolfWikis to support the personal and curricular activities of the NC State community. Specifically, WolfBlogs and WolfWikis are services provided by the NCSU Libraries to support the academic and scholarly communication activities of current faculty, students, and staff of North Carolina State University. Content includes a comprehensive gathering of campus policies, regulations, governance, and rules organized into 11 categories. (From the Website) “NC State is committed to providing information related to its administration and operations in a manner that is clear, concise, organized, accessible, and current. To that end, NC State has a cataloging system for the identification and classification of its policies, regulations, and rules. This system provides ease of use to students, faculty, and staff, as well as others such as potential students and employees.” This website serves as the central location for NC State’s policies, regulations, and rules. As of February 2008, WolfWikis had 2350 users; 981 pages; 1807 uploads; 1265834 views.

Goals:

See above

Assessment:

NA
UNIVERSITY LIBRARIES OF NOTRE DAME

Group to establish infolit program for all freshmen.

The Information Literacy Subcommittee of the University Committee on the First Year of Studies was established to investigate means of introducing information literacy skills to all first year students. Members of the subcommittee include representatives from the Hesburgh Libraries, the Writing Center, administrators from First Year of Studies, College of Arts & Letter, and the College of Science.

Goals:

- Develop information literacy learning outcomes for first year students.
- Develop a means to assess student information literacy skills.

Assessment:

The subcommittee was formed in 2007. However, we completed SAILS (Standardized Assessment of Information Literacy Skills) in 2004-2005, and this informed the need for this subcommittee. https://www.projectsails.org/

Developed First Year Experience Librarian.

Among other initiatives, began “embedded librarian” who provides reference services from the Coleman-Morse Center for First Year of Studies, rather than a traditional library service desk. http://www.library.nd.edu/fys/fye.html

Goals:

- Develop a means to deliver the outcomes to the students.
- Provide different image of librarians.
- Explore popular social networking space.
- Collaborate with University’s Kaneb Center for Teaching and Learning.

Assessment:

We haven’t yet because we’re still investigating the best way of providing this assessment.
Initiatives cover Captivate tutorial; Caching in @ the Libraries; ice cream socials.

- Captivate tutorial in order to demonstrate QuickSearch (an Ex Libris meta search engine).
  http://www.library.nd.edu/tutorials/findarticles9.swf
- Caching in @ the Libraries in order to familiarize students with library locations, resources, and services and to foster positive image of the libraries.
  http://www.library.nd.edu/instruction/cachingin/
- Ice cream socials for College of Science graduate students in order to provide a relaxed way to encourage bibliographic instruction.

Goals / Assessment:

NA


The Library has an information desk presence on the University of Notre Dame’s campus in Second Life.
http://secondlife.com/

Goals / Assessment:

NA
Ohio University Libraries

Podcast library tours in several languages.

The library produces podcast library tours in many languages: Swahili, Japanese, Mandarin Chinese, Spanish, Malay, and Portuguese. We are working on one in Arabic now. Students can download these and listen with their own ipod. We also provide an ipod for check-out.

http://www.library.ohiou.edu/podcasts/?page_id=14

Goals:

• International students will be able to learn about the Library before their English language skills are strong.
• Students studying those languages will have a listening exercise which will probably also introduce them to facilities and services they didn’t know about.

Assessment:

NA

Library tours presented as freshman competition.

The Code Game was designed for first year students as a fun way to introduce them to Library facilities and services. First year students especially, but all OU students, were invited to solve a series of nine challenging puzzles about the library and the university. For every correctly completed challenge, they got another chance at the grand prize, $100 in book store gift certificates. Smaller prizes were offered along the way. Each clue was picked up at the Learning Commons desk. The Code Game was challenging enough that we didn’t get as many players as we had hoped. 158 students completed the first task and 60 students solved all nine tasks. Altogether, over 1,000 tasks were completed. This year we plan to simplify the game and make it virtual.

http://www.library.ohiou.edu/newstudents/codegame.html

Goal:

• Introduce first-year students to basic library facilities and services through an active, fun exercise.
Assessment:

• (In general, I think) We regularly survey graduating seniors about Library use, including the Class Librarian Program.

• We added a question to the SAILS assessment that we gave to first year students this fall to ask whether the respondents had played the Code Game. We found that those who had played the Code Game did not have significantly higher scores. Since the goals of the game were so much narrower than the competencies measured by SAILS, we decided not to be particularly discouraged by this fact!

Short tutorials

We are building a new set of short tutorials to be used in lieu of “live” instruction or to reinforce instruction. These are much shorter in nature than earlier tutorials, none more than three minutes long. We have also created longer tutorials for more advanced databases, and screencasts for some of our more complex business databases.

http://www.library.ohiou.edu/tutorials/

Goal:

• Provide an alternative, complementary delivery mechanism to in-class instruction.

Assessment:

NA
Business Wiki provides content-rich portal; Meebo link to librarian.

The Biz Wiki is a collection of business information resources available through Ohio University Libraries. It is designed to assist business OU faculty and students in finding the best resources for their business-related projects or topics. The Biz Wiki contains articles about business reference books, databases, websites, and other research guides. Nearly all of the resources are available to current members of the Ohio University community, as many of the resources are subscription databases or local reference resources. The business librarian also has a meebo widget embedded on the Biz Wiki homepage and his other contact information. The primary target audiences for the Biz Wiki are the faculty and students of Ohio University’s School of Business. In actuality, it’s also heavily used by librarians at OU and across the country. As of 3/24/08, the homepage of the Biz Wiki had been accessed 100,717 times.

http://www.library.ohiou.edu/subjects/bizwiki/index.php/Main_Page

Goals / Assessment:

NA

Customized toolbar for engineering resources.

The engineering toolbar is a Mozilla Firefox-specific application that has been developed by OU’s Engineering Librarian, Michael Wilson, to make it possible for OU faculty, students and staff to access Alden Library engineering resources without going to the Library’s website. (An Internet Explorer toolbar is under development.) The toolbar has two pull-down menus. The first connects to useful library pages such as “My Account”, “Document Delivery and Interlibrary Loan” and the InfoTree resource page for Engineering. The second pull down menu is for databases. There is a chat feature which allows patrons to contact the Engineering Librarian (no chat client is required). There is also a search feature which allows them to search many subject specific databases (Compendex, Inspec, Science Citation Index, etc.). We’re piloting the toolbar concept with the Engineering resources. In the future, we may develop a toolbar for general resources and additional subject oriented toolbars.

http://www.library.ohiou.edu/toolbars/engineering.html

Goals / Assessment:

NA
Camtasia modules cover general library topics; part of comprehensive university initiative.

The University of Oklahoma Libraries has implemented several online, interactive instruction modules. These modules are automated and contain audio. These modules were created in collaboration with other units on campus including the College of Liberal Studies and the Provost’s Office. The modules cover general topics such as evaluating information sources, choosing search terms, academic integrity, and understanding scholarly information. They also teach how to use various services such as Interlibrary Loan and how to use our specific resources to find information.

http://libraries.ou.edu/help/tutorials/

Goals / Assessment:

NA

Podcasts / vodcasts feature library services, collections, events, tours.

In February 2007, the University of Oklahoma Libraries launched a program of podcasts and vodcasts entitled “University Libraries Presents...” The podcasts feature information on the services and collections available through the University Libraries; special events in the libraries and on campus in general; special interest episodes related to particular holidays, exhibits, or events (e.g. Earth Day, Black History Month); and interviews with notable figures on campus. The vodcasts feature tours of the branch and special collections. Users can access the productions via the webcast directory on the libraries’ website as either streaming files, or, if they prefer, they can download them onto a personal computer or portable media player (e.g. iPods). These productions are also featured on Apples ItunesU.

http://libraries.ou.edu/media/

Goals / Assessment:

NA
Research Skills: Concepts and Goals for the Penn Undergraduate Student.

In 2001 the Penn Libraries developed and disseminated a document headed “Research Skills: Concepts and Goals for the Penn Undergraduate Student.” [DOC] This document summarizes the basic skills necessary for students to engage in research successfully as undergraduates as well as beyond their four years at Penn (document supplied by email). The document was vetted by librarians campus-wide and provides the underpinning of our undergraduate instruction program.

Goals / Assessment:

NA

Penn Engineering Information and Communication (EIC) Program.

The Penn Engineering Library is a founding partner of the Penn Engineering Information and Communication (EIC) Program. This curriculum-integrated program addresses core research skills in communication and information literacy within the undergraduate engineering curriculum. These skills have been recognized as essential by the ABET Accreditation Board, which stipulates that accredited engineering programs must demonstrate that their graduates have attained the ability to communicate effectively and engage in life-long learning as part of modern engineering practice. When fully implemented, the EIC will provide instruction and support to three required classes in each of the six engineering departments; one in the freshman year, one in the sophomore or junior year, and the capstone senior design course. In this way, students receive targeted instruction to ensure that they develop these critical skills as they progress through their respective disciplines. The program employs different modalities to deliver instruction. We have piloted an online introduction to basic resources, tools and competencies with bioengineering and undeclared major freshmen. This introduction was delivered via nine interactive video tutorials, with associated quizzes to assess mastery of the material. By the end of this academic year, course-integrated instruction developed in close collaboration with faculty will have reached 13 classes and close to 1,000 students. These interactions typically consist of an in-class presentation, course guide, and assignment. The assignments range from brief search exercises to look up materials properties for a lab report, to research reflections utilizing a class wiki, to detailed annotated bibliographies as part of the senior design project proposal. Wherever feasible, the information and communication components are coordinated and higher-level skills such as critical thinking and evaluation are required.

http://www.seas.upenn.edu/~eic/information_literacy.html
Goals:

- Senior Design Information Literacy Skills (still under development).
- Provide undergraduate students with the tools and resources needed to understand the organization of information, understand and assess research topics, identify and evaluate resources, and effectively communicate the results of research.
- Freshmen will be able to use the major Penn Libraries finding tools (Franklin, FindIt) to locate print and electronic materials.

Assessment:

We have not made a comprehensive effort to assess progress, but have instead assessed individual classes through surveys and pre- and post-tests. We are exploring the possibility of conducting a more widespread effort next academic year, working with a group of incoming freshmen and tracking them through their four years on campus.

Extensive Web-based tutorials.

We have developed tutorials and instructional resource materials to assist faculty and graduate students in developing WebCT course sites and in readying graduate students for pedagogical assignments.

http://gethelp.library.upenn.edu/PORT/

Goals / Assessment:

NA

PennTags provide smart organization of resources.

PennTags is a social bookmarking tool for locating, organizing, and sharing online resources. Members of the Penn community can collect and maintain links to pages on the open web, journal articles, records in Franklin, our online catalog and VCat, our online video catalog. Once these resources are compiled, patrons can organize them by assigning tags (free-text keywords) and/or by grouping them into synthetic groups called projects.

http://tags.library.upenn.edu/help/

Goals / Assessment:

NA
Pennsylvania State University Libraries

Library open house.

Penn State Libraries have instituted an annual Open House for new and first year students that engages the entire Libraries staff at University Park. The goal is to eliminate library anxiety, a documented syndrome, and demonstrate that the Libraries and their employees are friendly, welcoming, and willing to help. Each year is a theme; this year it was Pirates (students loved it). Over two days, 5,000 students completed a treasure map that moved them around the building where they met staff, played games (a puzzle involving Special Collections’ exhibitions was especially popular), got freebies, etc. Student assessment, which is done via a computer survey before they leave, rates it at 93% satisfaction—the most positive feedback of anything that we do. Some come back several times. This is an exhausting but worthwhile venture. Staff love getting dressed up, too!

Goals:

- Eliminate library anxiety.
- Orient students to major services.
- Build cohesion among our own staff in serving undergrads.

Assessment:

Computer survey which nearly every students completes. 93% satisfaction or higher rate. Survey results consistent over several years, and provides ideas for improvements. Students like completing the survey—and someone wins a prize, e.g., iPod.

Video tutorials provide insight into information cycle.

We have created a series of specialized tutorials. The Information cycle, which traces how a topic moves from news into the research domain, has been very popular. Some of the tutorials are used in teaching, e.g., company information and patents. A new tutorial on evidence-based nursing is very popular. [http://www.libraries.psu.edu/instruction/tutorials.htm](http://www.libraries.psu.edu/instruction/tutorials.htm)

Goals / Assessment:

NA
Subject guides integrated into course management system.

Integrated online subject/library guides into nearly all courses offered by the Angel, the University’s course management system. These guides are an integral part of the system, and most were not requested by faculty—we were proactive in providing them. Also have links to reserve materials. We also provide specialized/customized guides at request of faculty members.

Goals / Assessment:

NA

Facebook links to library resources.

We have created a Facebook application that provides access to online catalog and other resources (still in development). Development work done by a “hot team” created with the Libraries and computing personnel. Promoted during our annual Fall Open House for new students; over 1000 students integrated the widget into their Facebook account.

Goals / Assessment:

NA
University of Rochester Libraries

Librarians as writing tutors.

Several reference librarians have trained to be writing tutors. Recognizing that there isn’t a clear division between writing and research, librarians wanted a broader range of skills with which to help the students.


**Goals:**

- Librarians have broader range of skills with which to help the students.
- Much stronger collaboration with College Writing Center.

**Assessment:**

NA

Experimenting with peer-to-peer instruction during bibliographic instruction; instructor as “coach”.

For example, students are broken into groups and each group is asked to work with and assess a particular resource, such as a database. The groups then come back together and it is the students that teach the others about the resource that they just used. Librarian becomes coach, rather than talking-head instructor.

**Goal:**

- Better student learning.

**Assessment:**

NA

Library course guides populate Blackboard.

Sort of like a subject guide, except that the resource guide is tailored directly to an individual course. The library course guide is automatically populated into the Blackboard courses. Course guide includes a picture and contact information for the class librarian, in order to increase awareness of subject librarians.

[http://www.dlib.org/dlib/march03/gibbons/03gibbons.html](http://www.dlib.org/dlib/march03/gibbons/03gibbons.html)

Very dated article—has been upgraded several times and now lives in Blackboard. To see what they look like, go to [http://www.library.rochester.edu/index.cfm?page=courses](http://www.library.rochester.edu/index.cfm?page=courses)

**Goals / Assessment:**

NA
Rutgers University Libraries

Information literacy deeply embedded in writing program and assistance to this faculty.

Information literacy is integrated into the English Writing Program Research in the Disciplines course of which there are 40 to 50 sections each semester. The instruction librarian liaison has equal time with the program coordinator during the faculty orientation held each semester. The librarian focuses on the concepts and objectives of information literacy along with the specific content and objectives of the multiple library sessions (2-3) provided for each section, instruction on the use of Sakai for course management, and the use of RefWorks for research information and organization. Library resource materials are provided with the faculty packets and with the Sakai module on the faculty Sakai site. Instruction adjuncts are hired to assist with the teaching of these sessions. A repository of instructional materials was developed in Sakai for the purpose of sharing materials that will alleviate re-inventing/re-creating materials and for inspiring librarian instructors.

http://wp.rutgers.edu/courses/201/course_description/course_desc3.html

Goals:

• Students will identify a scholarly versus a popular article.
• Students will identify citations for books, periodical articles, and parts of a book and search for the items effectively and efficiently.
• Students will evaluate information and information sources for appropriateness for their information need and/or research purpose.

Assessment:

These will be assessed this semester by the preliminary and final annotated bibliography and works cited list.

Infolit presence in first year seminar.

Information literacy concepts and sample assignments for developing information literacy are provided to First-Year Interest Group Seminar Peer Instructors. Instruction librarian liaison serves as resource person and consultant to the peer instructors providing a library experience and/or information literacy lesson for their classes.

http://figs.rutgers.edu/peer.shtml
Goals:

- Peer instructor develop information literacy assignments for course.
- Peer instructors/students identify a variety of types of information sources.
- Peer instructors identify information and information sources of appropriateness for information need and/or research purpose.

Assessment:

NA

Web browser utility provides persistent link to library.

LibX, a web browser add-on based on open-source technology created at Virginia Tech, is being piloted at Rutgers University Libraries with the hopes of shifting from the user the burden of navigating a complex web site to find resources and links. This simple tool allows library users who download it the ability to quickly get to the pages they use the most. Renewing a book, contacting a librarian via the libraries’ Ask-A-Librarian service, locating a full-text article, even finding out if a book from Amazon is available at the Rutgers Libraries are just a few of the possibilities this toolbar affords users. Once a user downloads the toolbar, browser pages are branded with the Rutgers University logo, which supports the integration of the libraries’ resources into the work and research users, no matter what Web pages they are currently on. http://www.libraries.rutgers.edu/rul/tools/toolbar/toolbar.shtml

Goals / Assessment:

NA
IM service expands coverage; retains local librarians for the service.

To supplement our 24/7 Live Ask-A-Librarian Chat Service, we have opened up a new IM service providing virtual help from USC librarians from Monday-Thurs, 10am-5pm and on Fridays from 10am-2pm. We realize that most students can get reference help 24/7, all the time, from academic librarians across the U.S via the Ask A Librarian service. However, USC librarians staff the service only on Tuesdays 1-5p and Thursdays 2-5p. By opening up the USC IM service we are offering our student’s local assistance with collections, archives, and e-resources for more than 32 hours a week more. The students log on via Yahoo IM, Google Talk accounts, MSN or AOL accounts. Our screen name is uscref. We also provide subject based chat in areas such as: American Studies & Ethnicity- Anthropology- Business- Communication- Gerontology- English/Literature- Linguistics- Philosophy- Psychology- Religion- Science & Engineering- Sociology- U.S. & Canadian History- http://www.usc.edu/libraries/services/ask_a_librarian/chat/

Goals / Assessment:

NA
Library lesson plans streamline teaching engagement in large enrollment classes.

In Fall 2007, the Library developed a lesson plan to support the goals of the Writing Program’s first year studio course, WRT 105, which enrolls about 2,000 students each year. The Library provides instructional sessions to about 50% of WRT 105 classes (55/year), based on instructor request. Until this time, librarians have approached each session differently, leading to unnecessary planning time and variation in instruction. In order to establish some consistency of content and instructional method and to ensure that the sessions were meeting Writing Program goals, the Library worked with the Writing Program to design a lesson plan to be used by instruction librarians as well as Writing Program instructors. The lesson plan corresponds to a particular unit involving research and links to both Writing Program goals as well as ACRL Information Literacy Competency Standards. The lesson plan provides an outline for instruction librarians and others to follow in face-to-face sessions, and consists of group brainstorming activities, searching demonstrations, and guided research practice. Supplemental instructional materials were provided to assist students in conducting research on their own, including topic-based resource guides. In one instance, this lesson was taught via Elluminate, a web conference tool, to an off-campus group. In Spring 2008, the Library collaborated again with the Writing Program to design a lesson plan for the second year Writing Studio course, WRT 205, which also enrolls about 2,000 students per year. (The Library normally teaches about 75 sessions per year for sections of this course). A lesson plan was created for face-to-face sessions to focus on goals of WRT 205, which include evaluating sources, identifying scholarly sources (through individual and group activities), searching in subject databases, and citing sources.  

http://library.syr.edu/instruction/trails/wrt105.html  
http://library.syr.edu/instruction/trails/wrt205.html

Goals:

- Generate five keywords/short phrases to use as search terms for their topic.
- Evaluate the quality of a resource based on criteria.
Assessment:

Students and faculty were invited to complete the generic feedback forms used to assess instruction sessions. We received student feedback forms from a portion of the students who received instruction, and we received faculty feedback forms from about 9 instructors. Feedback was mostly positive. We also received anecdotal comments from Writing Program administration as well as librarians. One criticism of the WRT 105 lesson was that there was too much content to cover in one session. Overall, librarians appreciated having the lesson plan as an outline and having the flexibility to teach in ways that fit their styles and needs of the individual classes.

Library “Lock-In” for undergraduates combines resources and infolit skills with fun.

Each year since 2006, the Library collaborates with the Office of Residence Life to plan a social/academic event to introduce undergraduate students to library resources and information literacy skills. On one Friday evening in February or March, the Library stays open from 10p.m.-2a.m. to allow students to attend this special event. Pairs of students compete to win prizes by answering research questions requiring the use of library resources. During breaks, the students enjoy refreshments, listen to music, play games, and win raffle prizes. At the end of the event, prizes are awarded to the student pairs who answer the most questions correctly.

Video: [http://www.informationliteracy.org/content/showit/Library_Lock_In](http://www.informationliteracy.org/content/showit/Library_Lock_In)

Goals:

- Become familiar with range of library resources, both online and in print.
- View the Library as a place to connect with other students.

Assessment:

The Office of Residence Life distributed a survey following the first event. Questions related only to the students’ satisfaction with the event itself, and not to information literacy skills gained. The Library plans to incorporate some information literacy-related questions on this year’s survey.
Freshman core curriculum initiative embeds information literacy in signature courses.

The Libraries’ proposal to integrate baseline information literacy skills into the new core curriculum (to be in place by 2010) has been accepted and the program is being developed. Freshmen will all be required to take a signature course, which is either a small seminar with a faculty member or a large lecture course with small discussion sections. Library staff will integrate the approved learning outcomes into each signature course using a course-specific approach. Library staff will work with faculty members to determine the best method of integration for their course, which may include a library instruction session, embedding a librarian in the course virtually, exercises/assignments, tutorials, or a “train the teacher” approach. The Libraries have used many of these approaches already with the signature courses developed thus far. Library staff members are also developing an assessment tool to measure student learning for those approved learning outcomes. This program is under development and will ramp up with the addition of signature courses over the next two years, with the expectation of being in every signature course by the time the core curriculum is finalized in 2010. However, we expect that the information literacy component will continually evolve based on assessment results, changes in learner characteristics and any new best practices in information literacy instruction.

http://www.lib.utexas.edu/services/instruction/faculty/literacy/core.html

Goals:

• Students will be able to create and execute a research strategy.
• Students will be able to critically evaluate information.
• Students will be able to use citations.

Assessment:

See above
Assessment of library instruction sessions.

For the past 2 years, we have been working with RHE 306 (basic writing course) and core curriculum signature courses to develop an effective multiple-choice assessment tool tied to the learning outcomes identified above. We use SurveyMonkey to pre- and post-test every class with a library instruction session. Pre-tests are distributed to each class at least a week before the library instruction session so that we can use the information to guide the content of the session. Post-tests are administered after the first research assignment so students will have had time to apply the skills to their research problem. We have worked with the campus Measurement & Evaluation Center to do item analysis each semester and use the results to improve the tool. We also ask for faculty feedback. For classes for which we create exercises/assignments or “train the TA,” we may use any combination of this tool, faculty feedback, or analyses of completed assignments.

Goals / Assessment:

See above

Plagiarism prevention program for freshman interest groups.

The Libraries are working with Students for Academic Integrity (part of student government), the Writing Center, the Writing Across the Curriculum program and Student Judicial Services to educate freshmen about plagiarism issues. Freshmen enter UT bound by an honor code but many do not know how to avoid plagiarism. Two-thirds of students place out of the core writing class where that content is first covered. Many freshmen enroll in learning communities, called FIGs (Freshmen Interest Groups). The new core curriculum scheduled to be completely in place by 2010 will require all freshmen to participate in a FIG. Beginning in Fall 08, the group above, led by the Libraries, will train FIG mentors (upper division undergraduates who work with a FIG) to teach their FIG members about plagiarism. A brief online tutorial about the process UT employs when a student is suspected of an academic integrity violation has been created and all FIG members will be asked to watch it. Then the FIG mentors, during one of the 1-hour weekly meetings they have with their FIG members, will use a curriculum the group developed to teach the FIG about why, how and when to cite sources. The curriculum, still being finalized, consists of active learning exercises such as a “cite it” game and a “you be the judge” small group discussion. We believe that peer-to-peer learning is a very effective method for this type of content because any fears and concerns students may have about honestly talking about issues of plagiarism in front of “experts” or authority figures will be moot.
Goals:

- Students will understand the basic process of what happens if they are suspected of an academic integrity violation, their rights, the consequences and the role of Student Judicial Services.
- Students will understand when they should cite sources (ex: direct quote, paraphrase, using someone else’s idea, citing images, etc.).
- Students will understand the value of using and citing sources (ex: knowledge building, disciplinary conversations).

Assessment:

We have not yet assessed this activity because it won’t be rolled out until Fall 2008. We plan to assess this rather informally at first, by asking FIG mentors for feedback about what worked and didn’t work, changes they would recommend, comments they had from students and, based upon that feedback, decide if we should further develop the program and student learning outcomes assessment tools, or abandon it.

Tips and techniques for library instruction.

This is a tutorial for library staff covering teaching fundamentals. URL: http://www.lib.utexas.edu/services/instruction/tips/index.html

Goals / Assessment:

NA

“Mockumentary” portrays poor teaching techniques.

The Libraries developed a workshop for library staff instructors about effective teaching styles. Included in the materials is a humorous “mockumentary” portraying poor teaching and student reactions to it. Workshop attendees wrote down all the problems they saw and this was used as the basis for a group discussion. Not on the web but we keep meaning to put it up.

Goals / Assessment:

NA
Web 2.0 workshops.

The Libraries provide drop-in workshops on Web 2.0 technologies as they apply to finding/organizing/synthesizing information. Classes offered include Understanding Blogs & RSS Feeds and Social Bookmarking.

Goals / Assessment:

NA

Project to link library resources into Blackboard.

Currently working on automated content in Blackboard. This means that links to subject specialist librarians and subject/course research guides would automatically appear in a Blackboard course based on the course prefix (ex: HIS 350 would link to the history librarian/materials). This would primarily reach undergraduates (the largest users of Blackboard on campus) with the goal of raising the profile of librarians/library resources as starting points for research. This is still in development but we hope to measure effectiveness by monitoring research consultation/reference question statistics and web server statistics (hits to research guides).

Goals / Assessment:

See above

Wiki aids composition course instructors and students.

RHE Wiki. Created a wiki for RHE 306/309 courses, which are lower division composition courses. This wiki includes guides created for the program, handouts from library instruction sessions and links to RHE 306/309 librarians and to virtual reference services. All RHE instructors have the password for this wiki and are free to add resources/guides/research tips and comment on existing resources. We just rolled this out last semester and no RHE instructors have yet commented but we are hoping to get buy-in from the new instructors for next fall by talking to them about how their input would benefit their students during the pedagogy class required of new instructors.

http://wiki.lib.utexas.edu/rhe/

Goals / Assessment:

See above
VANDERBILT UNIVERSITY LIBRARY

Library orientation an aspect of required freshman program.

Vanderbilt developed a program called “Vanderbilt Visions” to serve as a common orientation experience for all first-year undergraduates. It is the Quality Enhancement Plan for the university’s SACS accreditation. The library was invited to create a session for Vanderbilt Visions. Library staff presented a program that orients students to the library through the use of videos, interactive clicker response questions, and online tutorials embedded in a PowerPoint slide show.
http://www.library.vanderbilt.edu/visions/

Goals:

• Understanding different tools for locating different types of information.
• Evaluating information.
• Understanding what kind of information is needed.

Assessment:

This effort has not been formally assessed, but we have received feedback from faculty and students on the program.

Video tutorials used to portray specific topics.
(Peabody & Anne Potter Music Libraries)

The Peabody Library and the Anne Potter Music Library have developed video tutorials on specific topics, such as Intellectual Property (http://www.library.vanderbilt.edu/music/visions_intellectual_prop_final_video.wmv) and “Scholarly vs. Popular”. The latter tutorial has been posted to YouTube. http://www.library.vanderbilt.edu/peabody/tutorials/

Goals:

• Evaluating Information.
• Using information effectively.
• Understanding what kind of information is needed.

Assessment:

Informal and quantitative in that it considers usage statistics. The YouTube “scholarly vs. popular” video is very popular.
Amalgamated searching provided via ExLibris’ Primo platform.

We have partnered with ExLibris to help develop their Primo discovery tool, a “next generation” search tool and retrieval interface. DiscoverLibrary is a new search and discovery tool for the library’s vast collection of resources. A simple search box will bring back results from a number of different sources, including Acorn, the library’s catalog, and the Vanderbilt TV News Archive. Additionally, many of the library’s online article databases are searchable through DiscoverLibrary on the second tab.

The development of DiscoverLibrary is an ongoing process. Over time we will add new resources and features, as well as refine the user interface. [http://discoverlibrary.vanderbilt.edu](http://discoverlibrary.vanderbilt.edu)

Goals / Assessment:

NA

Global Music Archive to evolve.

The Global Music Archive is a multi-media reference archive and resource center for traditional and popular song, music, and dance of Africa and the Americas. The GMA’s primary mission is to provide access to sound recordings and images of indigenous music from communities in Africa and the Americas. Founded in 2003 by Gregory Barz, Associate Professor of Musicology (Ethnomusicology) at Vanderbilt University and the Anne Potter Wilson Music Library, the GMA recently launched its first database in a series of databases, the Digital Collection of East African Recordings which consists of over 2,000 discrete musical performances recorded by an East African ethnomusicologist, Centurio Balikoowa. [http://www.globalmusicarchive.org/](http://www.globalmusicarchive.org/)

Goals:

See above

Assessment:

NA
Specialized digital media instruction and support. (Arts and Media Library)

We offer an extensive list of short courses on a variety of media topics. These courses are open to members of the University community, usually require registration, are free of charge, and are occasionally targeted to the needs of a particular class or curriculum. The instruction sessions are held on site, usually in the Digital Media Lab or another lab-type environment. Occasionally library staff attend academic classes and provide instruction in situ. The topics cover a broad range of media technologies, with particular concentration on capture and editing skills.


Goals:

- Providing support for a changing curriculum that includes non-text media as an important form of information.
- Serving the targeted needs of particular courses with a strong media component.

Assessment:

Short course evaluations; faculty feedback.

Video tutorials (Arts and Media Library)

Video tutorials on a wide variety of topics are under development at the Arts and Media libraries. A comprehensive listing of video tutorials is available at http://www2.lib.virginia.edu/instruction/tutorials.html

Goal:

- Provide easy access to useful information about entry-level technologies or methods.

Assessment:

Project underway; not yet fully implemented.
Inventory of information management skills required for medical school students (Health Sciences Library)

The Library has worked with SOM faculty, at the direction of the Curriculum Committee, to develop an inventory of information management skills training throughout the 4 years of medical school with the goal of matching each training opportunity to AAMC medical school competencies for information management. Another part of this assignment was to identify gaps in training competencies and to recommend and implement training to match all competencies. The outcome has been a series of curriculum related trainings in information needs assessment and critical thinking that take place throughout the entire four years.

Goal:

- Medical students demonstrate expertise in critical thinking and information needs assessment.

Undergraduate medical curriculum embeds information competencies across four years (Health Sciences Library)

Librarians and educators have collaborated to address information literacy across the entire undergraduate medical curriculum. Outcomes have included: assessing different information tools and their quality of results in small group Principles of Medicine course meetings; integrating a small group, hands-on search-retrieval assignment in Clinical Epidemiology and Genetics courses. Small group sessions are taught by librarians.

Goal:

- Questions on course exam drawn from info literacy sessions.

Assessment:

- Student assignments are reviewed by faculty and librarians (as appropriate) to determine if the anticipated competencies were demonstrated in each exercise.
Library support for nursing research. (Health Sciences)

Ongoing, close collaboration with School of Nursing faculty and subject librarian for Nursing. Coverage includes class orientations, hands-on sessions relevant to curricular topics, and a focus on nursing research.

Goals / Assessment:

NA

“How Do I” Project (Health Sciences)

Our “How Do I” project aims to provide short, targeted content in a consistent, predictable, branded web interface. Topics are suggested mainly by library staff, but also by patrons and other library collaborators. An extensive range of topics is covered, with content a mix of textual description and illustrative images. http://www.healthsystem.virginia.edu/internet/library/wdc-lib/services/howdoi/

Goal:

• Provide short, targeted content in a consistent, predictable interface.

Assessment:

NA

Curriculum guides (pathfinders) on popular topics in Special Collections.

During the summer of 2007, we hired an intern to create some curriculum guides for our instruction program. He was a student from Haverford College between his junior and senior years. He worked to make “pathfinders” on various topics such as Thomas Jefferson and Architecture, Civil Rights Movement and Integration, Revolutionary War period. These are topics that we are frequently asked to teach classes on. Having a list of interesting documents to show and some pertinent information about each item is very helpful for staff having to teach classes on these subjects.

Goal:

• To make instruction on a variety of topics easier to pull together.
Assessment:

NA

Engineering orientation / pedagogy redesign. (Sciences Library)

We see all the 1st and 4th year students over the course of the year. Freshmen come for a basic tour and orientation with a mid-semester info literacy follow-up. Seniors come for a research-intensive workshop supporting their thesis projects. Sessions range from 1 to 2 hours depending on level of instruction. The pedagogy for these sessions has changed dramatically over the past several years. From “sage on the stage” instruction with time for hands-on experimentation, we have moved to self-paced online assignments with the instructor providing a short introduction and acting as a resource person as they work through the assignment.

Goals:

- Increase student engagement and satisfaction with sessions.
- Familiarize students with basic library resources.

Assessment:

- Student assignments are reviewed by faculty and librarians (as appropriate) to determine if the appropriate competencies were demonstrated in each exercise.
- We distribute an anonymous online survey to each student as part of the class. The change from lecture to self-paced assignment has greatly improved both the numeric ratings for the class and the comments from the students.
Freshman intro courses in humanities and engineering include infolit competencies. (Alderman Library)

The Library has worked with first-year instructors in the humanities and engineering to provide library orientation classes within English Writing (ENWR 110) and Science, Technology and Society (STS). Students are given an overview of library resources and services in these 60-minute classes. Through a series of exercises, students work at their own pace on example searches intended to familiarize them with the library web pages, the online catalog and some basic subscription databases like Academic Onefile and LexisNexis. Library staff introduce some materials and serve as a resource for others (i.e., answer student questions). One of the interesting things about this program is that the instructors are drawn from several different areas of responsibility within UVa libraries. Thus for example, anyone who is interested within the graduate and undergraduate libraries may sign up to teach an ENWR session or an STS session.

Goals:

• Familiarize students with basic library resources.
• Reach as many first-year students as possible.
• Stimulate basic critical thinking/evaluation of sources.

Assessment:

NA

Paper Clinic partnership.

This program was developed in partnership with UVa’s Writing Center. Librarians and Writing Center staff are available evenings and weekends during finals period to assist students with their papers, offering advice on writing as well as research and sources.

Goal:

• Employ librarians’ research knowledge and written communication skills to aid students in their written work.

Assessment:

NA
Video Tutorials / Camtasia

Using Camtasia, we have sought to demonstrate library and web resources to our remote users. Tutorials include basic overviews of Google Books and Google Scholar; the online catalog; Requesting a Book from off-Grounds; and online databases like America: History and Life. We have also begun to compile successful web tutorials from other institutions and from our vendors. 
http://www.lib.virginia.edu/usered/tutorials.html

Goals / Assessment:

NA

Music tutorial borrows from U Calgary. (Music Library)

The Music Library, in collaboration with a Music Dept. faculty member, has developed an online research tutorial using the WISPR approach created at the University of Calgary. The other libraries in the Arts and Media group at UVA will be adapting this approach to developing online research tutorials, when appropriate, during the coming year. 
http://www2.lib.virginia.edu/music/instruction/musi205/topicselection/index.html

Goals / Assessment:

NA

Video-based tutorials to be developed for media technologies. (Arts & Media Libraries)

Video-based tutorials on media technologies are under development at all of the Arts and Media Libraries. These tutorials are intended as lightweight, easily produced presentations, available online, on a variety of media production topics.

Goals / Assessment:

NA
Refreshed medical student portal. (Claude Moore Health Sciences Library)

Significantly updated our portal for Medical Students to be more relevant, timely, and useful.

Goals / Assessment:
NA

Bioconnector portal under development. (Claude Moore health Sciences Library)

Related to our collaboration described previously, we plan to develop a virtual door or entry for a suite of clinical and bioinformatics services for our “Bioconnector”. These could include online toolkits or instructional packages and tools for researchers as well as online training.

Goals / Assessment:
NA

Blacklight “faceted browsing” open source software improves search experience. (Alderman / Clemons Libraries)

Blacklight, developed by UVa libraries, is open source software for searching the library catalog. Will be overlaid on top of our SIRSI catalog (VIRGO). Relies on faceted browsing as a means of narrowing search (format, collection, library, time period). Integrates digital library holdings with library catalog. Reintroduces serendipity to search.
http://blacklight.betech.virginia.edu

Goals:
See above

Assessment:
NA
Google project revolutionizes access to immense holdings.

Through its Google Books Project, UVa Library will make selected books (potentially all of its 5.1 million volumes) available to Google for digitization. In return, Google will provide UVa with digital copies of any books in the public domain, thereby vastly increasing our digital holdings. [http://www2.lib.virginia.edu/press/uva_google.html](http://www2.lib.virginia.edu/press/uva_google.html)

**Goals:**

See above

**Assessment:**

NA
Library partnerships support information literacy in interdisciplinary programs. Interdisciplinary Inquiry (BIS 300) is a collaborative effort between the University of Washington Bothell Interdisciplinary Arts and Sciences (IAS) faculty and staff of the Library, Writing Center, and Quantitative Skills Center. Considerable variation appears in the themes, readings, and assignments in individual sections of the course as instructors, librarians, and academic staff innovate and experiment with different pedagogies and assignments. What holds this required multi-section course together are the ongoing quarterly meetings and consultations among the Writing Center and Quantitative Skills Center staff, librarians, and IAS instructors who teach the course. The purpose of BIS 300 is to introduce and orient students to upper-division work in the Interdisciplinary Arts and Sciences program. This includes an introduction to the use and keeping of portfolios, and an orientation to the IAS program portfolio and assessment process, including its four core learning objectives. The course stresses interdisciplinary inquiry, the richness of the resource environment in IAS (and at UWB), and the program’s focus on interdisciplinary forms of inquiry. It encourages students to think about how various types of knowledge are produced, and how they can learn to think and act as researchers by becoming active, creative, and self-critical makers of knowledge in academic and non-academic genres. For many students, the start of their IAS career marks a significant transition toward more difficult texts and assignments, as well as a research culture that produces and consumes those materials. Orienting and introducing students to the program works well, we have found, if we make explicit the expectations, processes, and ways of approaching material that upper-level interdisciplinary work in IAS demands. Librarians and faculty often team-teach a series of 3-4 workshops for each section of this course. These workshops are designed to fully integrate the processes of research, reading and critical thinking, with faculty and librarians sharing “ownership” for facilitating discussions and hands-on activities. Workshops typically focus on developing students’ abilities formulate complex research questions, and to locate and analyze sources from a wide range of disciplines/fields and publication types.
Goals:

- Understand the interdisciplinary production of knowledge and how it underwrites different aspects of the IAS program, including an orientation to the Program’s diverse and inter-related (inter)disciplinary fields and methods of inquiry.
- Become better critical thinkers, readers, and writers, capable of posing and addressing a variety of complex questions, and writing in a variety of modes. As part of this process, become more skilled at critical self-reflection on one’s work.
- Become better researchers, able to use the resources at UWB and elsewhere in order to identify existing and complementary scholarly work while producing original knowledge through data gathering and interpretation. We have paid particular attention to the development and refinement of research questions that stretch across disciplines, and the ability to identify research questions in other scholarly writing.

Assessment:

Librarians participate in the Program’s annual assessment activities, which focus each year on one of the four learning goals: Critical Thinking, Shared Leadership and Collaboration, Interdisciplinary Research, and Writing and Presentation. This assessment process includes adapting or creating a rubric for the learning goal, using the rubric to assess student work, and conducting focus groups with graduating seniors. Aspects of information literacy are particularly evident in the Critical Thinking and Interdisciplinary Research rubrics.
Library partnership provides programs on plagiarism for faculty and graduate students.

The University Libraries Instruction and Information Literacy Working Group has been successful in forging collaborations on campus. IIL members have partnered with the UW Center for Instructional Development and Research (CIDR) and the UW Teaching Academy to provide programs for UW faculty and graduate students. In the past year, IIL has also collaborated with CIDR and the Teaching Academy to support faculty learning. In winter 2007 and 2008, IIL librarians provided a three-hour faculty workshop on “Helping Students Do the Right Thing: Preventing Plagiarism through Assignment Design” in which librarian facilitators guide teaching faculty through ways to revise and devise learning-focused assignments. The facilitators discuss with faculty frequent causes of plagiarism (many unintentional) and assignment formats and requirements that can circumvent the typical pitfalls that lead to plagiarism. Participants are given time to work in groups to revise their own assignments by making use of the ideas and tools presented in the workshop.

Goals:

- Heighten faculty awareness of plagiarism.
- Help design assignments that minimize student plagiarism.

Assessment:

Evaluations of the workshop provided useful information. Inquiries from other faculty who learned about the workshops from their colleagues were seen as positive impact. High attendance at training sessions demonstrated audience preference for the content. Responses and comments to several questions dealing with info lit/plagiarism on the Libraries 2007 triennial survey will help to inform future design of the program.
Video capture of individual infolit training sessions provides opportunity for later review.

Individual consultations are a great opportunity to teach information literacy skills to users because the literature searching examples are based in the reality of the user’s needs at the moment. While the user is able to follow and grasp points made during the consultation, they often leave with insufficient notes to recall the search techniques, strategies and the reasoning involved. In order to reinforce concepts and techniques covered during these sessions, librarians in the Health Sciences Library started video capturing the screen activity and posting the video online for the user to refer to at his/her convenience. Informal feedback indicates this method of information literacy instruction has been well received.

Goals / Assessment:

NA

WorldCat Local integrates access to resources into single interface; impacts consortial sharing.

WorldCat Local (WCL), a new service offering from OCLC. WCL provides seamless access to local, consortial, and worldwide holdings; over 30 million article citations; and integrates three delivery streams — all through one interface. The service interoperates with local circulation, resource sharing and resolution to full text services to create a seamless experience for the end user. Throughout the development, our goal was to eliminate “dead ends” within and between our myriad discovery and delivery systems. The greatest impact of WCL has undoubtedly been in resource sharing. Before the implementation of WCL, we estimated that approximately half of our users hit a “dead end” when a local catalog search produced no usable results. From that point, few users found/searched our consortial catalog and even fewer were able to find and request materials via our interlibrary loan service. Since last April, consortial borrowing by UW users is up on average 65% from the year before and Interlibrary Loan requests are double what they were before WCL. In short, users are finally able to discover and access a much larger range of materials than ever before. The system has been improved through user feedback. In conjunction with staff from OCLC, the University of Washington has conducted two rounds of usability testing and is looking forward to learning more from the testing planned at the University of California system. Additionally, user feedback from surveys, email comments/questions, and usage statistics have been used to inform design decisions.
Blog for clinical support and quick solutions to patient care questions.  
(Health Sciences Libraries)

Moveable Type, open source blog software chosen by the Health Sciences Libraries at the University of Washington, has provided the perfect forum to support patient care decisions and resident teaching by the University of Washington Medicine Residents. Resident Report occurs 4 times weekly and is attended by residents, faculty members, medical students and a clinical librarian to discuss patients who have been admitted the previous night to University of Washington Medical Center (UWMC), a 400 bed tertiary care hospital in Seattle, Washington. Sherry Dodson, Clinical Librarian, listens for patient care questions at Resident Report, quickly searches PubMed, and posts relevant citations to the blog to answer those questions. Often within minutes of posing the questions, residents can find citations to support their patient care decisions. The blog is easily searchable and the 500+ blog entries are arranged by categories such as infectious diseases, pulmonary diseases, etc. and archived by date. The Movable Type Personal Publishing software is easy to use and provides a sharing point or living searchable archive accessible to the residents at all of their rotations or in their clinics. Although the UW Health Sciences Libraries provide a huge network of electronic resources on the UW HealthLinks web site, a clinical librarian can provide a highly valued service by pinpointing the most recent, evidence-based articles to support patient care. An additional blog supports case presentations by the Pulmonary and Critical Care Medicine department’s fellows at their weekly Chest Conference. Nurses on one of UWMC’s inpatient units are also considering the use of a new blog to support their upcoming journal club.

Goals:

See above

Assessment:

NA
WASHINGTON UNIVERSITY IN ST. LOUIS LIBRARIES

GIS workshops.

The Library has been involved in task specific GIS workshops. They also sponsor and participate in the annual university GIS symposium. This includes a map gallery and map presentation contest. There are also plans for subject specific GIS demonstrations.

http://digital.wustl.edu/creating/training.html

Goals:

- GIS Awareness.
- Increased GIS usage across the campus.
- Increased data resources and availability.

Assessment:

NA

Working with the Writing 1 Freshman English classes.

The Library has revamped the instruction sessions to make them more useful for the students. The “curriculum” is revised each year. In the current variation, librarians meet briefly with each class and instructors are given options for additional sessions they want. Students are given 2 assignments that are reviewed by the librarians and then the students get individual advice and assistance. We use the “less is better” approach and don’t try to tell them everything we think they might need to know but rather just enough to get them started and encouragement to ask for additional assistance when needed. There is also a virtual presence.

http://library.wustl.edu/research/usered/wanda.html

Goals:

- Students establish a relationship with a personal librarian.
- Students learn about the wealth of resources available.
- Students begin to learn to evaluate resources.

Assessment:

Evaluations are done by students and instructors at the end of each semester. Modifications are made based on these evaluations. For instance, a couple of years ago students were required to meet with a librarian at a certain point in the semester but they often didn’t find this valuable because it wasn’t always scheduled when they needed the help. This requirement was dropped but many students schedule sessions on their own based on their timetable.
Library provides shared space to store / disseminate GIS data.

The Library is currently setting up shared space to store and disseminate GIS data. Data acquired through purchase and creation by university users will be organized and served using various means, such as a GIS Server and map-able drive space. This technology will be built on a Windows server platform. The expected impact is that data will be obtainable quickly and easily.

Goals:

See above

Assessment:

NA

Gateway to digital collections, processes, and standards.

The Washington University Digital Gateway serves two primary purposes:

• Serves as a single point of entry for discovery of all digital collections available at Washington University, especially locally-created digital resources.
• Provides a similar single point of entry for anyone in the Washington University community interested in developing digital projects.

This web site is maintained by Digital Library Services (DLS), a unit of the Washington University Libraries created in 2006 to serve the entire Washington University community in these capacities, in collaboration with key units from within the Library and across the University, including the Digital Library Team (DLT), The Digital Implementation Group (DIG), Arts & Sciences Computing and the Humanities Digital Workshop.
http://digital.wustl.edu/

Goals:

See above

Assessment:

NA
Taylor’s Information Literacy Program for graduate students.
(Allyn & Betty Taylor Library)

Aligned with the University’s goal to increase the graduate student population at Western and mirror the excellence in programs and services for undergraduates that has been a strategic priority for a number of years, the Allyn & Betty Taylor Library created a modular program for information literacy targeted to engineering, health and science grad students. Specific needs were assessed using surveys and focus groups that helped shape the content and structure of the modules. The program has been running successfully for two years. Direct communication to the Taylor community the program is marketed through the various orientation and skills workshops generally available to new graduate students.

http://www.lib.uwo.ca/taylor/workshopsandtutorials.html

Goals:

- Graduate student skill development.
- Improving the “best graduate student experience” at Western.

Assessment:

NA
Building teaching partnerships that embed information literacy instruction into academic curricula.

Offering information literacy instruction that is real and relevant for students is a key priority for Western Libraries. Forging collaborative partnerships with teaching faculty and integrating instruction into the fabric of courses and programs is a fundamental goal for the IL program at Western. Through the partnership with the Teaching Support Centre, we are able to make faculty aware of our instruction initiatives and the importance of integrating information skill development into the goals and objectives of a course. Many effective collaborative teaching partnerships have been created. Some examples: The Law librarian regularly teaches information-related credit courses for the Faculty of Law. The political science librarian is included as an integral member of the teaching team for the introductory PoliSci course. Rather than the typical 50-minute one-shot approach to teaching the library and information literacy, the librarian is introduced first class as part of the team and a resource for information discovery and evaluation and then where it makes the most sense in the context of the curriculum and when most relevant to the students’ integrates IL sessions. The Nursing Librarian has partnered to create an information literacy program for faculty raising the profile of IL for nurses especially with respect to the accreditation process. It has resulted in a new credit course offered in the curriculum, taught by the Nursing Librarian.

Goals:

- Integrated and holistic approach to IL instruction.
- Increased understanding of the ARCL IL Competency Standards and alignment with Ontario Council of Academic Vice Presidents Undergraduate Degree Level Expectations.

Assessment:

NA
Assignment Planner adapted from U Minnesota for infolit needs of specific courses.

Adapted from the Assignment Calculator developed at the University of Minnesota, Western Libraries created a flexible database version of this time management and planning tool that we have adapted for general program use as well as tailored to the specific needs of a course or assignment. Instruction librarians can customize the content to include IL components and information and links required by students for particular assignments and students can opt to receive automatic e-mail reminders at key dead-line times throughout the process. Assignment Planner at [https://www.lib.uwo.ca/instruct/calculator/](https://www.lib.uwo.ca/instruct/calculator/).

**Goals / Assessment:**

NA

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**Instruction and Outreach Database**

Primarily a tool for Instruction Librarians, the Information Literacy Committee at Western Libraries created an on-line database available at this point through our staff intranet only, for recording instruction and outreach initiatives. The committee conducted needs assessments to determine the best structure and content requirements and the Instruction and Outreach Database is now the only method WL uses for collecting and reporting statistics, useful internally for annuals report purposes but also for communicating WL statistics externally.

**Goals:**

NA

**Assessment:**

Needs assessment conducted to inform eventual model that was developed to support instruction staff.
Interactive Tutorials (Taylor and Weldon Libraries)

Providing point of need instruction for students whenever and wherever it is needed has been facilitated by a pair of interactive IL tutorials. Generic examples for Science and Arts and Social Science students attempt to make the tutorials generally useful for a large number of undergraduates. [http://www.lib.uwo.ca/taylor/researchtoolkit.shtml#assignment](http://www.lib.uwo.ca/taylor/researchtoolkit.shtml#assignment)  

Goals / Assessment:

NA

Next Generation Website implementation.

Western Libraries is in the process of reconstructing our complete web presence making the entire website an integral research and discovery tool for the Western community. (The new catalog interface launches in January 2009: [http://www.lib.uwo.ca/](http://www.lib.uwo.ca/))

Goals / Assessment:

NA
Yale University Library

Medical Library Liaison and Personal Librarian Program.
(Cushing/Whitney Medical Library)

The Cushing/Whitney Medical Library offers a personal librarian program created to assist medical students during their four years at medical school. The program matches a librarian to each student, providing a personal contact for research and library-related questions. A personal librarian is able to recommend resources best suited for individual research needs, instruct students in new technologies and resources, and guide students to specific resources as their research and learning needs change throughout their medical education.

Goal / Assessment:

Under development/revision.
Mandatory infolit instruction for Architecture, History of Art, English, and History.

As part of the School of Architecture’s General Requirements, the Arts Library Research Methods Session is required of all incoming students. In this hour-and-a-half session, discussion covers various strategies to answer research questions pertaining to course curricula and topics by using tools such as the Yale University online catalog, architecture databases, image resources, print resources, and archival resources.

This session is also mandatory for all History of Art seniors writing their senior essay.

The History department requires two mandatory classes for majors:

- An orientation class focused on two skill sets essential for historians: performing literature reviews of secondary sources and finding primary source collections for original research. The history department requires students to complete this requirement by the third week of their junior year and/or before they can pre-register for a junior seminar.
- The Senior Essay Library colloquium is arranged chronologically and topically, for history senior essay writers. Within these general areas, the focus is on individual paper topics and finding primary source materials for students’ projects, both in the Yale collections and beyond. Students’ statements of intent serve as guides in designing the content of these classes, and instructors often bring specific resources and tools for individuals to these sessions. Follow up often includes e-mail, telephone calls, and personal appointments. Classes are offered in late September and early October of each year and participation in at least one colloquium is mandatory.

- A similar program is place for English majors.

Goals / Assessment:

NA
Intensive infolit training of TAs.

In innovative cross-campus collaboration, the Library offers a series of progressive, modular workshops to prepare graduate teaching assistants to teach their undergraduate students about acquiring, evaluating, and applying information effectively and ethically. These two five-part series (one for science TAs and one for a general audience of TAs across disciplines) are based on an amalgamation of the ACRL Information literacy Competencies for Higher Education to meet standard general education requirements, the Information Literacy Standards for Science and Engineering/Technology that address discipline specific learning goals, and the expressed needs of the targeted populations. These two modules include one 90-minute workshop per week and a complementary online component that utilize various teaching methods to address diverse learning styles.

Goal:

- Outcomes of this initiative aim to help TAs teach their students about becoming responsible scholars, life-long learners, and critical consumers of information capable of navigating the glut of information they face in the 21st century.

Assessment:

NA

Information literacy tutorials with quizzes.

The Science Library has created an online self-paced instructional tutorial designed to introduce the concepts and strategies that will help patrons become better users of information. The content, based on the ACRL Information Literacy Competency Standards for Science and Engineering/Technology generally, and supplemented by those identified for Higher Education generally, is modular, and aimed at general undergraduate audiences with opportunities to include advanced information, subject-specific information, and integrated testing. The Pre-Test is designed to assess students’ knowledge before beginning the Tutorial. The Lesson Modules provide detailed instruction and are the core of the Tutorial. Subject-Specific Lessons provide information and resources for specific academic disciplines. To take full advantage of the Tutorial students should read each lesson thoroughly before attempting to take the Quizzes. Some Quizzes may assess students’ understanding of information provided from previous lessons, but they will not be tested on any information provided in links external to the Tutorial. Examples provide more information about elements from the Lessons.

http://www.library.yale.edu/science/instruction/IL_Intro.html
Digital Library Cross-Collection Search; DL/XC.

The Digital Library is a web-based image management and viewer application developed by the Beinecke Rare Book & Manuscript Library to support their digital collections. Many Library digital images collections comprised of over 300,000 images are available for cross-collection searching using DL/XC including:

- Arts Library Visual Resources Collection
- Beinecke Digital Collection
- Lewis Walpole Library Digital Collection
- Art of the Book Collection
- Beinecke Photonegatives
- Beinecke Marinetti Libroni
  [http://images.library.yale.edu/dlxc/](http://images.library.yale.edu/dlxc/)

Goals / Assessment:

NA

Library collaborates to provide enriched course Web pages utilizing Sakai.

Classes™v2 provides the Yale community with a powerful, integrated set of Web-based tools for teaching, learning, and sharing information. For more than three years, Yale University has been involved in the Sakai Project, an initiative led by the University of Michigan, Indiana University, Stanford University and M.I.T. to develop a powerful online learning and collaboration environment. This online collaboration and learning environment includes:

- A syllabus creation tool.
- Announcements.
- Threaded discussions and real-time chat rooms.
- Course assignments.
- Online file sharing (dropboxes and Resources area).
- Course-related external links.
- Project sites for collaboration.
- A host of other online tools and online areas for sharing information.
  [https://classesv2.yale.edu/portal/site/!gateway/page/!gateway-100](https://classesv2.yale.edu/portal/site/!gateway/page/!gateway-100)
Goal:

- The goal is to create an integrated set of Web-based tools for teaching, learning and research that is not only superior but also compatible with existing information systems here at Yale. Yale’s customized deployment of Sakai is called Classes*v2.

Assessment:

NA
York University Libraries

Manifesto of intent for information literacy.

Flexible Learning - see our I.L. Manifesto for details.
http://www.library.yorku.ca/binaries/Home/ILManifesto.pdf

Goals:

- We will incorporate a flexible range of instructional modes to meet the needs of a diverse student population with varied abilities, interests and backgrounds, wherever they might be.
- We will work collaboratively to integrate generic and discipline-specific information literacy competencies into program curricula across campus. A curriculum integrated approach accommodates incremental growth in student proficiency and provides a systematic and equitable way of reaching students in a large university setting.

Assessment:

How will we know we are successful?

- When we have planned, implemented, and assessed initiatives to integrate information literacy instruction in programs across the curriculum.
- When we are able to show that students are getting systematic information literacy instruction at strategic junctures of their academic career at York.

Library resources in course management system; student portal under development.

We have developed a library module for inclusion in the Moodle course management system for courses. This is adaptable for each course. We are also developing a library “portal-ette” within the overall student portal that is being developed by the University.

Goals / Assessment:

NA