

RESEARCH LIBRARY VIRTUAL RESOURCES & INSTRUCTIONAL INITIATIVES

SUBTOPIC: COLLABORATIONS WITH FACULTY & STUDENTS

The Virtual Resources and Instructional Initiatives survey produced 230 instances of special or noteworthy projects being supported in ARL libraries. A comprehensive PDF file of these projects can be found at <http://www.arl.org/bm~doc/vriicompletesurvey.pdf>, arranged alphabetically by institution.

In order to assist readers with focused interests, 18 “subtopics” have been assigned that group only those survey responses that relate in whole or in part to that topic. This report contains survey responses that touch on the subtopic that is identified above.

For readers who would extract information not covered by the subtopics, key word searching can be applied to the comprehensive list. For instance, there is no subtopic specifically for “Camtasia,” instances of which appear across several pre-set searches. A search of the word will reveal all occurrences.

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<http://www.arl.org/rtl/roles/vrii/>

BRIGHAM YOUNG UNIVERSITY LIBRARY

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.

BROWN UNIVERSITY LIBRARY

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.

UNIVERSITY AT BUFFALO, SUNY, LIBRARIES**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 UBLearn). 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/UBLearn 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/>

UNIVERSITY OF CALIFORNIA, IRVINE, LIBRARIES

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 a 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.

COLORADO STATE UNIVERSITY LIBRARIES**iSkills™ assessment helps to inform infolite 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

COLUMBIA UNIVERSITY LIBRARIES

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

CORNELL UNIVERSITY LIBRARY

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.

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 inclass 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.

EMORY UNIVERSITY LIBRARIES

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.

GEORGETOWN UNIVERSITY LIBRARY**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

UNIVERSITY OF GEORGIA LIBRARIES

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.

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.

UNIVERSITY OF GUELPH LIBRARY

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.
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UNIVERSITY OF GUELPH LIBRARY**Comprehensive, embedded information literacy 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

UNIVERSITY OF HOUSTON LIBRARIES

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 courses 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

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

UNIVERSITY OF LOUISVILLE LIBRARIES

Site portrays comprehensive infoliteracy 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.

UNIVERSITY OF MARYLAND LIBRARIES

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>

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.

MCMMASTER UNIVERSITY LIBRARIES

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

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

UNIVERSITY OF MINNESOTA LIBRARIES

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

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.

BIBLIOTHÈQUES DE L'UNIVERSITÉ DE MONTRÉAL**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

NORTH CAROLINA STATE UNIVERSITY LIBRARIES

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.
-

NORTH CAROLINA STATE UNIVERSITY LIBRARIES

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/>
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=4119dffe-4846-498b-adeb-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>

Tour of Textiles Library Movie, Fall 2007:

http://streamingserver.tx.ad.ncsu.edu/ramgen/promo_videos/cot/library.rm

Goals / 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/>

OHIO UNIVERSITY LIBRARIES**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

UNIVERSITY OF OKLAHOMA LIBRARIES**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

UNIVERSITY OF PENNSYLVANIA LIBRARY

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

UNIVERSITY OF PENNSYLVANIA LIBRARY

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.

UNIVERSITY OF TEXAS AT AUSTIN LIBRARIES**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

UNIVERSITY OF VIRGINIA LIBRARY

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.
-

UNIVERSITY OF VIRGINIA LIBRARY

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.
-

UNIVERSITY OF VIRGINIA LIBRARY

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.
-

UNIVERSITY OF WASHINGTON LIBRARIES

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.

UNIVERSITY OF WASHINGTON LIBRARIES

Library partnership provides programs on plagiarism for faculty and grad 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 3 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.

UNIVERSITY OF WESTERN ONTARIO LIBRARIES

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

UNIVERSITY OF WESTERN ONTARIO LIBRARIES**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

YALE UNIVERSITY LIBRARY

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

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.
-