

RESEARCH LIBRARY VIRTUAL RESOURCES & INSTRUCTIONAL INITIATIVES

SUBTOPIC: COMPETITIONS ENGAGING 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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December 2008
<http://www.arl.org/rtl/roles/vrii/>

UNIVERSITY OF ALBERTA LIBRARIES

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

UNIVERSITY OF CALIFORNIA, BERKELEY, LIBRARY

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 Katipuna Guerilla Movement, 1892-1907,” Joseph Scalice 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.

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.

GEORGIA INSTITUTE OF TECHNOLOGY LIBRARY

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.
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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.

SYRACUSE UNIVERSITY LIBRARY

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

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.

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
