

# RESEARCH LIBRARY VIRTUAL RESOURCES & INSTRUCTIONAL INITIATIVES

## SUBTOPIC: INFOLIT ACROSS CURRICULA

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.

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## BRUNN 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.

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**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/>

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**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.

### UNIVERSITY OF CALIFORNIA, BERKELEY, LIBRARY, CONTINUED.

### **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.

## UNIVERSITY OF CALIFORNIA, BERKELEY, LIBRARY

### **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

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## UNIVERSITY OF CALIFORNIA, IRVINE, LIBRARIES

### **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. <http://course.lib.uci.edu/ed/spirit/index.html?tab=about>

**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.

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## 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.

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**UNIVERSITY OF CALIFORNIA, IRVINE, LIBRARIES****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/> .

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.

[http://www.lib.uci.edu/online/second life/](http://www.lib.uci.edu/online/second%20life/)

**Goals:**

See above

**Assessment:**

NA

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## 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

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## COLORADO STATE UNIVERSITY LIBRARIES

### **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/>

**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.

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**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.

<http://www.columbia.edu/cu/uwp/wc/main/main-page/index.html>

**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.

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## COLUMBIA UNIVERSITY LIBRARIES

### **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.

## 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](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.

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## 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.

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## **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](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.

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## 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.

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## 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.

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## GEORGETOWN UNIVERSITY LIBRARY

### 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

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## GEORGE WASHINGTON UNIVERSITY LIBRARY

### Multiple infolite 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

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## 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.

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## GEORGIA INSTITUTE OF TECHNOLOGY LIBRARY

### **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.

[http://theubiquitouslibrarian.typepad.com/the\\_ubiquitous\\_librarian/2008/08/datadump-a-social-driven-library-instruction-project.html](http://theubiquitouslibrarian.typepad.com/the_ubiquitous_librarian/2008/08/datadump-a-social-driven-library-instruction-project.html)

#### **Goals:**

See above

#### **Assessment:**

NA

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## 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/](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 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

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## **HARVARD UNIVERSITY LIBRARIES**

### **Business School new curriculum design deeply informed by library engagement. (Baker Business Library)**

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 straight forward: 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

**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 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

## INDIANA UNIVERSITY LIBRARIES BLOOMINGTON

### **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

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## JOHNS HOPKINS UNIVERSITY LIBRARIES

### **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.

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## **MCGILL UNIVERSITY LIBRARY**

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

Support of music teaching using IPods.

[http://www.mcgill.ca/files/library-about/matters\\_07\\_01.pdf](http://www.mcgill.ca/files/library-about/matters_07_01.pdf)

#### **Goals / Assessment:**

NA

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## **MCMMASTER 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

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## **UNIVERSITY OF MICHIGAN LIBRARY**

### **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

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## UNIVERSITY OF MICHIGAN LIBRARY

### **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

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## BIBLIOTHÈQUES DE L'UNIVERSITÉ DE MONTRÉAL

### **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/>

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

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**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

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## UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL LIBRARIES

### 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/](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.

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## UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL LIBRARIES

### 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/>

#### Goals / Assessment:

NA

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## NORTH CAROLINA STATE UNIVERSITY LIBRARIES

### Curriculum-integrated infolite 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.
-

## 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](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 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.

[http://docushare.lib.rochester.edu/docushare/dsweb/Get/Document-27277/chapter\\_one.pdf](http://docushare.lib.rochester.edu/docushare/dsweb/Get/Document-27277/chapter_one.pdf) (see last several paragraphs)

#### **Goals:**

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

#### **Assessment:**

NA

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### **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.
- 

## RUTGERS UNIVERSITY LIBRARIES

### **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

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**SYRACUSE UNIVERSITY LIBRARY****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.

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**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 TEXAS AT AUSTIN LIBRARIES

### **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

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## UNIVERSITY OF TEXAS AT AUSTIN LIBRARIES

### **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.

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**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.

## 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

### **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

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## UNIVERSITY OF VIRGINIA LIBRARY

### **“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

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## UNIVERSITY OF VIRGINIA LIBRARY

### **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

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## 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.

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## 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.

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**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

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**WASHINGTON UNIVERSITY IN ST. LOUIS LIBRARIES****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/usedred/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.

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**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

### **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

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