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.

COMPILED AND EDITED BY:

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December 2008

http://www.arl.org/rtl/roles/vrii/
UNIVERSITY AT ALBANY, SUNY, LIBRARIES

Information Commons provides opportunity to influence infolit experiences.

Initiative 1:

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

Goals:

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

Assessment:

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

Initiative 2:

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

Goals:

Same as Initiative 1.

Assessment:

Students will know who to come to if they have difficulty when doing research. Students are assessed through pre- and post-tests, given in the first and second classes respectively.
Applying WASSAIL to gather infolit instruction data.

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

Goals:

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

Assessment:

The url is http://wassail.augustana.ca but it is password protected. If access is required for this purpose please contact for a username and password: nancy.goebel@ualberta.ca
Business research clinics with proposal for services.

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

Who? Marriott School students at any level.

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

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

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

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

How? Conducted by BYU’s professional librarians with the assistance of their student employees. Advertised through posters, emails, classroom announcements, the library website, etc. Evaluated through attendance and survey data. [http://www.lib.byu.edu/business/index.php/the-business-research-clinics](http://www.lib.byu.edu/business/index.php/the-business-research-clinics)

Goals:

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

Assessment:

Attendance counts are taken and a survey is given to the students at the end of the Business Clinic.
Patent searching tutorials using Camtasia.

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

Goals:

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

Assessment:

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

UNIVERSITY AT BUFFALO, SUNY, LIBRARIES

Proliferation of library portrayals via audio / video / podcasts.

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

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

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

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

Goals / Assessment:
NA

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 Katipuana 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 as being recognized by the Association of College and Research Libraries’ Instruction Section as the 2005 Innovation in Instruction Award winner.

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

**Goals:**

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

**Assessment:**

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

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

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

Goals:

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

Assessment:

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

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 an research essay about the impact of the McCarthy era on a topic of their choice. One of the libraries’ unique collections is a collection of political pamphlets from this era. Librarians brought a selection of this collection to the student’s classroom and conducted a session designed to teach students how to recognize a primary source, how to differentiate between a primary and secondary source, and how to examine a primary source in the light of a research topic. The sessions were wildly popular with instructors, students, and librarians, in large part, because of the opportunity to handle and examine interesting materials that most students would not associate with a library collection. This initiative is noteworthy because it is highly unusual for Special Collections departments to contribute in such a proactive manner to lower-division, undergraduate education. In addition to the Primary Source Research Skills sessions, students complete a series of Discovery Tasks, written by the Research Librarian for Education and Outreach, which introduce them to basic information literacy and library research skills.
Goals:

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

Assessment:

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

UNIVERSITY OF CALIFORNIA, IRVINE, LIBRARIES

Student-parent orientation program; SPOP.

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

Goals / Assessment:

NA
UNIVERSITY OF CHICAGO LIBRARY

Medical library outreach to nursing staff.

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

Goals:

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

Assessment:

NA

COLORADO STATE UNIVERSITY LIBRARIES

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

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

http://lib.colostate.edu/users/

Goals:

See above

Assessment:

NA
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

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.

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/](http://www.lib.berkeley.edu/MellonInstitute/), particularly the project overview and factsheet at [http://www.lib.berkeley.edu/mellon/overview/projectintro.html](http://www.lib.berkeley.edu/mellon/overview/projectintro.html) and the video testimonials from participants at [http://www.lib.berkeley.edu/mellon/publicity/videoclips](http://www.lib.berkeley.edu/mellon/publicity/videoclips).

**Goals:**

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

**Assessment:**

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

**Courses in research methodologies.**

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

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

Goals:

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

Assessment:

So far the assessment has been through observation of students completing inclass assignments and exercises. Students will be graded on their final research assignments and a course evaluation will be administered at the end of the semester.

LibGuides include Web 2.0 features.

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

http://guides.library.cornell.edu

Goals / Assessment:

NA
**Wednesday Workshops @ Pitts.**

Beginning in 2005, the Pitts Theology Library began offering a weekly series of library workshops focusing on development of information literacy competencies through in-depth, hands-on training of print and electronic resources for theological reading, research, and writing. Lunches are purchased at reduced rate from local restaurants and offered to the first 12 workshop registrants at no charge:

http://www.pitts.emory.edu/services/workshops/index.cfm  

In 2006-07, there was an average of 14 attendees at each workshop.

**Goals:**

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

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

**Assessment:**

- Print survey during each workshop and online assessment of learning outcomes after each workshop.
- Initiatives are underway in 2008 to implement meaningful assessments of student learning outcomes in these sessions.
Information literacy tutorials extend to composition classes and large courses.

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

Goals:

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

Assessment:

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

Research 101 is a University of Florida Center for Instructional Technology and Training grant funded project to create interactive web-based information literacy tutorials for undergraduate and distance learning students. Currently, the Research 101 module is available for student and faculty use. Research 101 includes five tutorials that introduce basic library research skills that are essential to every college student, regardless of interests or degree areas. In the tutorials, students learn a variety of useful skills including finding information, learning search techniques, and strategies for evaluating the quality and usability of sources. The Research 101 tutorials include flash activities that allow students to interact with the content, flash based quizzes for students to check understanding, and a virtual tour of Library West. Research 101 is also embedded within WebCT Vista; instructors may easily add the WebCT quizzes to their grade books, if using the tutorials in their courses. The coordinators of the University Writing Program, which offer composition and argumentative writing courses for undergraduates, are committed to including Research 101 in their curricula, as are the coordinators of the UF Distance Learning program. http://www.at.ufl.edu/newsletter/tbd/2008/jan-feb/info_literacy.html http://mihq.org/smathers/research101_intro.html

Goals:
See above

Assessment:
NA

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**

**The Libraries’ Georgetown Media Service assists with video streaming.**

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

[https://mediapilot.georgetown.edu](https://mediapilot.georgetown.edu)

**Goals / Assessment:**

NA

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**GEORGE WASHINGTON UNIVERSITY LIBRARY**

**Multiple infolit audiences. (Gelman Library)**

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

**Assessment:**
NA

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**UNIVERSITY OF GEORGIA LIBRARIES**

**Library infolit course culminates in student-created short documentaries.**

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

**Goals:**

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

**Assessment:**

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

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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/

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

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

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

**Goals / Assessment:**

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

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

Goals:

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

Assessment:

NA

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN LIBRARY

Librarian’s Office Hours

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

Goals:

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

Assessment:

User survey.
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN LIBRARY

Library partners with lifelong learning institute.

The University Library has developed an instructional service program aimed at the non-traditional lifelong learners taking part in the Osher Lifelong Learning Institute (OLLI). This program includes orientation to library facilities and services, hands-on information literacy workshops, and a stand-alone OLLI course focused on cultural heritage materials and organizations. http://www.library.uiuc.edu/learn/osh.html

Goals:

- Integrate information literacy skills into campus lifelong learning initiative.
- Foster increased library usage by non-traditional users.

Assessment:

NA

INDIANA UNIVERSITY LIBRARIES BLOOMINGTON

Emerging project to support visual and information literacy.

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

Goals / Assessment:

NA

UNIVERSITY OF IOWA LIBRARIES

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

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

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

Assessment:

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

JOHNS HOPKINS UNIVERSITY LIBRARIES

Tutorials for faculty and graduate students.

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

Goals / Assessment:

NA

KENT STATE UNIVERSITY LIBRARIES

Infolit program focuses on undergraduate teaching majors.

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

Goals:

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

Assessment:

NA

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**Kent State University Libraries**

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

A series of self-paced, online modules have been developed in Flash to provide basic library skill instruction to students enrolled in English Composition course. This initiative allows us to reach a large constituency of students with basic instruction that we can then follow up on with more purposeful librarian-led sessions. This program is new and we are testing. [http://www.library.kent.edu/page/11028](http://www.library.kent.edu/page/11028)

Goals:

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

Assessment:

NA
University of Louisville Libraries

Site portrays comprehensive infolit program.

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

Goals:

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

Assessment:

We just starting this new program and will assess it soon.

University of Massachusetts Amherst Libraries

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

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

Goals:

NA

Assessment:

NA
MASSACHUSETTS INSTITUTE OF TECHNOLOGY LIBRARIES

Freshman chemistry literacy skills. (Engineering & Science Library)

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

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

Goals:

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

Assessment:

We have not completed our analysis of the data gathered. Assessment tools include surveys, homework assignments, and performance tasks completed by a control group. We plan on conducting further assessment as the students progress through their education at MIT.

UNIVERSITY OF MIAMI LIBRARIES

New media integration into the undergraduate curriculum.

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

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

Assessment:

NA

**University of Miami Libraries**

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

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

Goals:

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

Assessment:

NA

**University of Michigan Library**

Comprehensive first-year infolit curriculum.

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

Goals:

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

Assessment:

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

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

Goals:

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

Assessment:

NA

Tablet PCs for instruction sessions.

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

Goals / Assessment:

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

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

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

Goals:

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

Assessment:

NA

BIBLIOTHÈQUES DE L’UNIVERSITÉ DE MONTRÉAL

Information Competencies seminar for graduate students.

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

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

Assessment:

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


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/

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.
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

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

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

http://www.lib.ncsu.edu/instructiontoolkit/
Goals:

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

Assessment:

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

NORTH CAROLINA STATE UNIVERSITY LIBRARIES

The Economics of Information Project.

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

Goal:

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

Assessment:

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

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

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

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

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

Tour of Textiles Library Movie, Fall 2007:

Goals / Assessment:

NA

University Libraries of Notre Dame

Group to establish infolit program for all freshmen.

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

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

Assessment:

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

UNIVERSITY LIBRARIES OF NOTRE DAME

Initiatives cover Captivate tutorial; Caching in @ the Libraries; ice cream socials.

- Captivate tutorial in order to demonstrate QuickSearch (an Ex Libris meta search engine).
  http://www.library.nd.edu/tutorials/findarticles9.swf

- Caching in @ the Libraries in order to familiarize students with library locations, resources, and services and to foster positive image of the libraries.
  http://www.library.nd.edu/instruction/cachingin/
- Ice cream socials for College of Science graduate students in order to provide a relaxed way to encourage bibliographic instruction.

Goals / Assessment:

NA

UNIVERSITY OF PENNSYLVANIA LIBRARY

Penn Engineering Information and Communication (EIC) Program.

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

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

Goals:

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

Assessment:

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

UNIVERSITY OF ROCHESTER LIBRARIES

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

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

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

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

Goals:

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

Assessment:

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

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

UNIVERSITY OF SOUTHERN CALIFORNIA LIBRARIES

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

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

Goals / Assessment:

NA

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.
Freshman core curriculum initiative embeds information literacy in signature courses.

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

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

Goals:

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

Assessment:

See above
Assessment of library instruction sessions.

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

Goals / Assessment:

See above

Plagiarism prevention program for freshman interest groups.

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

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

Assessment:

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

UNIVERSITY OF TEXAS AT AUSTIN LIBRARIES

Web 2.0 workshops.

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

Goals / Assessment:

NA

UNIVERSITY OF TEXAS AT AUSTIN LIBRARIES

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

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

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

Assessment:

Informal and quantitative in that it considers usage statistics. The YouTube “scholarly vs. popular” video is very popular.

**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**

**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
UNIVERSITY OF VIRGINIA LIBRARY

Engineering orientation / pedagogy redesign. (Sciences Library)

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

Goals:

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

Assessment:

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

UNIVERSITY OF 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

UNIVERSITY OF WASHINGTON LIBRARIES

Library partnerships support information literacy in interdisciplinary programs.

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

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

Assessment:

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

**University of Washington Libraries**

**Video capture of individual infolit training sessions provides opportunity for later review.**

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

**Goals / Assessment:**

NA
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/usered/wanda.html

Goals:

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

Assessment:

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

UNIVERSITY OF WESTERN ONTARIO LIBRARIES

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

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

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

Assessment:

NA

UNIVERSITY OF WESTERN ONTARIO LIBRARIES

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

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

Goals:

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

Assessment:

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

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

Goals / Assessment:

NA

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

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

Goal / Assessment:

Under development/revision.

Mandatory infolit instruction for Architecture, History of Art, English, and History.

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

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

The History department requires two mandatory classes for majors:

• An orientation class focused on two skill sets essential for historians: performing literature reviews of secondary sources and finding primary source collections for original research. The history department requires students to complete this requirement by the third week of their junior year and/or before they can pre-register for a junior seminar.

• The Senior Essay Library colloquium is arranged chronologically and topically, for history senior essay writers. Within these general areas, the focus is on individual paper topics and finding primary source materials for students’ projects, both in the Yale collections and beyond. Students’ statements of intent serve as guides in designing the content of these classes, and instructors often bring specific resources and tools for individuals to these sessions. Follow up often includes e-mail, telephone calls, and personal appointments. Classes are offered in late September and early October of each year and participation in at least one colloquium is mandatory.

• A similar program is place for English majors.

Goals / Assessment:

NA

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

Yale University Library

Information literacy tutorials with quizzes.

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

http://www.library.yale.edu/science/instruction/IL_Intro.html

Goals / Assessment:

NA