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

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

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

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Association of Research Libraries
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http://www.arl.org/rtl/roles/vrii/
**UNIVERSITY OF ALBERTA LIBRARIES**

Video: “It Changed the Way I Do Research - Period: Augustana Talks Information Literacy”.

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

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

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

**Goals / Assessment:**

NA

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**ARIZONA STATE UNIVERSITY LIBRARIES**

Freshman Academic Integrity Course

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

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

**Goals:**

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

**Assessment:**

NA
Camtasia videos feed instruction to distance learning students.

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

Goals / Assessment:

NA

Library skills program required for all undergraduates.

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

- Students are able to take the Workbook in modules, rather than having to complete it in one sitting.
- Feedback on grades and correct/incorrect answers is immediate.
- Librarians, as course instructors, are able to more closely monitor student progress.
- The Workbook now allows students to familiarize themselves with Blackboard/UBLearns while also getting basic information literacy instruction.
Feedback on the system has been largely positive, although technical problems related to enrollment (often 3000 students per semester) have impeded progress. Librarians and technologists are actively engaged in solving problems and responding to students’ concerns, and we presently expect to keep the Workbook on the platform for the near future.

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

Goals / Assessment:

See above

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UNIVERSITY OF CALIFORNIA, BERKELEY, LIBRARY

Video tutorials cover a broad range of topics.

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

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

Goals / Assessment:

NA

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UNIVERSITY OF CALIFORNIA, IRVINE, LIBRARIES

Primary and basic sources tutorials.

The “Primary Sources” tutorial introduces students to the characteristics of a primary source, and methods for locating primary sources in library collections.

http://www.lib.uci.edu/tutorial/

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


Goals / Assessment:

NA
COLUMBIA UNIVERSITY LIBRARIES

Library Tutorials

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

http://www.columbia.edu/cu/lweb/services/workshops/essentials/index.html
Also an Undergraduate Chemistry tutorial
http://www.columbia.edu/itc/chemistry/chem-tutorial/

Goals / Assessment:

NA

COLUMBIA UNIVERSITY LIBRARIES

Writing program research guide embedded in large scale courses.

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

http://www.columbia.edu/cu/lweb/subjects/ENGL/ENGLC1010.html

Goals / Assessment:

NA
UNIVERSITY OF CONNECTICUT LIBRARIES

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

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

Goals / Assessment:
NA

CORNELL UNIVERSITY LIBRARY

Business / Applied Economics WIKI. (Mann Library)

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

Goals / Assessment:
NA
Cornell University Library

Vodcasts covering library research concepts. (Olin Library)

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

Goals / Assessment:

NA

University of Florida Libraries

Information literacy tutorials extend to composition classes and large courses.

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

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

Assessment:

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

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**UNIVERSITY OF FLORIDA LIBRARIES**

**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://mihq.org/smathers/research101_intro.html](http://mihq.org/smathers/research101_intro.html)

Goals:

See above

Assessment:

NA
**GEORGETOWN UNIVERSITY LIBRARY**

Library partnership creates online tutorial on plagiarism.

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

[http://library.georgetown.edu/resource/tutorials.htm](http://library.georgetown.edu/resource/tutorials.htm)

**Goals / Assessment:**

NA

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**UNIVERSITY OF HOUSTON LIBRARIES**

Camtasia tutorials support infolit efforts. (Anderson Library)

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


**Goals:**

See above

**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 - select WebCT Training and TA Training.

Goals / Assessment:

NA
JOHNS HOPKINS UNIVERSITY LIBRARIES

Library support for faculty in instruction and scholarly communication work.

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

Goals / Assessment:

NA

KENT STATE UNIVERSITY LIBRARIES

Online library skill modules for large English composition course enrollment.

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

Goals:

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

Assessment:

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

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

Goal / Assessment:

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

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

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**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/ http://libraries.mit.edu/guides/courses/fall2007/3.091/

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

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

MICHIGAN STATE UNIVERSITY LIBRARIES

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
BIBLIOTHÈQUES DE L’UNIVERSITÉ DE MONTRÉAL

Information literacy instruction initiatives.

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

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

Goals / Assessment:

NA
**BIBLIOTHÈQUES DE L’UNIVERSITÉ DE MONTRÉAL**

Tutorials adapted from others.

We have adapted a general information literacy tutorial developed by another university. Ours is called InfoSphère UdeM (www.bib.umontreal.ca/infosphere).

Some libraries have developed short specialized tutorials with Viewlet (animation) on specific databases. An example of this would be the CINAHL tutorial:
http://www.bib.umontreal.ca/SA/tutoriel/default.htm

Goals / Assessment:

NA

**UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL LIBRARIES**

Online tutorials.

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

Goals / Assessment:

NA

**UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL LIBRARIES**

Delivering the library via Blackboard.

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

Goals / Assessment:

NA
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

OHIO UNIVERSITY LIBRARIES

Short tutorials

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

Goal:

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

Assessment:

NA
**UNIVERSITY OF OKLAHOMA LIBRARIES**

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

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

[http://libraries.ou.edu/help/tutorials/](http://libraries.ou.edu/help/tutorials/)

**Goals / Assessment:**

NA

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**UNIVERSITY OF PENNSYLVANIA LIBRARY**

**Penn Engineering Information and Communication (EIC) Program.**

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

[http://www.seas.upenn.edu/~eic/information_literacy.html](http://www.seas.upenn.edu/~eic/information_literacy.html)
Goals:

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

Assessment:

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

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UNIVERSITY OF PENNSYLVANIA LIBRARY

Extensive Web-based tutorials.

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

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

Goals / Assessment:

NA

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PENNSYLVANIA STATE UNIVERSITY LIBRARIES

Video tutorials provide insight into information cycle.

We have created a series of specialized tutorials. The Information cycle, which traces how a topic moves from news into the research domain, has been very popular. Some of the tutorials are used in teaching, e.g., company information and patents. A new tutorial on evidence-based nursing is very popular.

http://www.libraries.psu.edu/instruction/tutorials.htm

Goals / Assessment:

NA
VANDERBILT UNIVERSITY LIBRARY

Library orientation an aspect of required freshman program.

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

http://www.library.vanderbilt.edu/visions/

Goals:

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

Assessment:

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

UNIVERSITY OF VIRGINIA LIBRARY

How Do I” Project (Health Sciences)

Our “How Do I” project aims to provide short, targeted content in a consistent, predictable, branded web interface. Topics are suggested mainly by library staff, but also by patrons and other library collaborators. An extensive range of topics is covered, with content a mix of textual description and illustrative images.


Goal:

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

Assessment:

NA
**UNIVERSITY OF VIRGINIA LIBRARY**

**Video Tutorials / Camtasia**

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

**Goals / Assessment:**

NA

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**UNIVERSITY OF VIRGINIA LIBRARY**

**Music tutorial borrows from U Calgary. (Music Library)**

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

**Goals / Assessment:**

NA

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**UNIVERSITY OF VIRGINIA LIBRARY**

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

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

**Goals / Assessment:**

NA
UNIVERSITY OF WESTERN ONTARIO LIBRARIES

Interactive Tutorials (Taylor and Weldon Libraries)

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

Goals / 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](http://www.library.yale.edu/science/instruction/IL_Intro.html)

Goals / Assessment:

NA