

RESEARCH LIBRARY VIRTUAL RESOURCES & INSTRUCTIONAL INITIATIVES

SUBTOPIC: TRAINING & WORKSHOPS FOR USERS

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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UNIVERSITY OF ALBERTA LIBRARIES

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

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

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

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

Goals / Assessment:

NA

UNIVERSITY OF CALIFORNIA, BERKELEY, LIBRARY

Faculty fellowship for undergraduate research. (Mellon Library)

Research-based learning — endorsed by the Boyer Commission in *Reinventing Undergraduate Education: A Blueprint for America’s Research Universities* — has the potential to invigorate undergraduate education. Successful implementation requires attention be directed toward developing students’ abilities to thrive in this type of environment, supporting instructors’ exploration of new teaching approaches in the classroom and online, and providing institutional resources to transform course curriculum while supporting the collaborations needed for sustainability. The University of California, Berkeley is committed to leveraging its research strength to enliven undergraduate learning by engaging undergraduates in research-based activities. Institutional support for this initiative has been provided at many levels along with a shared commitment from administrators, faculty, librarians, educational technologists and other pedagogical experts to redesign courses and assignments, re-energize large enrollment and core courses, and enable students to develop information and critical thinking skills both within and outside of the classroom. Key components of the Berkeley plan include: building a community of faculty

dedicated to exploring new approaches for research-based learning; developing a library reconceived as a center for learning and instructional expertise; and creating opportunities for academic support units to work collaboratively to provide consultative support to faculty that can inform course design and implementation. This four-year grant from the Mellon Foundation (recently extended to June 2009) provides a model for other research universities. Berkeley will soon be releasing an Evaluation Report related to this project as well. <http://www.lib.berkeley.edu/mellon/>

Goals:

- Redesign undergraduate courses to incorporate assignments that utilize library collections and support research-based learning.
- Develop strong partnerships with and between faculty and other academic support unit staff in support of teaching and learning.
- Enable students to develop information and critical thinking skills both within and outside of the classroom.

Assessment:

Forthcoming report from an Evaluation Consultant hired specifically to collect qualitative and quantitative data about the results of this project focused on three areas: impact on individual UC Berkeley faculty, impact on the campus culture of learning, and impact on student learning. The report and samples of evaluation instruments will be posted to the web site. Additionally a report from the Assessment Consultant with summaries of key courses, student surveys, and assignment rubrics will also be available soon and posted to the web site noted below.

<http://www.lib.berkeley.edu/mellon/>

UNIVERSITY OF 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

Library participates in campus program to enhance teaching.

Master Teacher Initiative (MTI) During the 2007-8 academic year the Colorado State University Libraries joined a university-wide program called the Master Teacher Initiative, aimed at enhancing the quality of teaching on campus. As participants in the program, a library MTI coordinator distributes a weekly Master Teacher “Tip of the Week” (on teaching topics such as technology in the classroom or effective lectures) and arranges for monthly Master Teacher Workshops, during which campus experts speak to Libraries faculty and staff on topics related to teaching and learning.

<http://tilt.colostate.edu/mti/>

Goals:

- Underscore the importance of quality teaching within the context of the University’s overall mission.
- Underscore the importance of quality teaching within the context of the University’s overall mission.
- Provide opportunities for faculty from across a college to address common teaching interests and concerns.
- Contribute to the creation of a culture where the scholarship of teaching is valued and appreciated.

Assessment:

Because the Libraries just began participating in this program during the 2007-8 academic year, it has not yet been assessed.

CORNELL UNIVERSITY LIBRARY

Cornell undergraduate information competency initiative.

This initiative is funded by a grant from Cornell University Library and the office of the Vice Provost for Undergraduate Education. It encourages Cornell faculty to explore creative and effective ways to engage students by integrating research skills into the classroom and the curriculum through the redesign of undergraduate courses. This Initiative supports the university’s goal of improving undergraduate education by providing faculty the funding, opportunity, and the assistance of campus academic partners to transform the curriculum by creating authentic and engaging research assignments to incorporate into their courses. At least five Cornell faculty will be selected to participate throughout the 2008-2009 academic year. Faculty are expected to attend an orientation, an intensive one week Institute to be held on campus (week of June 16, 2008), and occasional events throughout the year. Each faculty member will receive \$1,500 in support of scalable and sustainable changes to the

curriculum, including departmental implementation, developing teaching tools that incorporate information competencies, research skills, and use of campus information resources as integral components, and assessing the impact of research assignments on student learning and faculty teaching. At the Institute, faculty will discuss a range of topics related to developing effective undergraduate research-based assignments. In partnership with consultants from the University Library, the Center for Learning and Teaching, and Academic Technology Services and User Support, faculty will more fully develop the research assignment for their own course that challenges undergraduates to use the Library's print and digital resources and to engage in the process of scholarly discovery. After the Institute, faculty will continue to work with these academic partners to develop and refine these courses and assignments throughout the year. This pilot program is modeled on the University of California at Berkeley's prestigious Mellon Library / Faculty Fellowship on Undergraduate Research. For more information about the Mellon Fellowship see <http://www.lib.berkeley.edu/MellonInstitute/> , particularly the project overview and factsheet at <http://www.lib.berkeley.edu/mellon/overview/projectintro.html> and the video testimonials from participants at <http://www.lib.berkeley.edu/mellon/publicity/videoclips> .

Goals:

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

Assessment:

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

CORNELL UNIVERSITY LIBRARY

Digital image instruction assistant. (Fine Arts Library)

Over the past 5 or 6 years many libraries have assumed responsibility for the funding of digital image databases, i.e. ArtStor, CAMIO, Scholar's Resource, and more. With ownership comes a sense of responsibility to support an appropriate level of use of these collections. In 2006 an experimental and temporary position was created titled Digital Image Instruction Assistant. This position is collaboratively supported and managed by the Fine Arts Library and a departmental image repository, traditionally known as the "slide library." The main focus of the position is to support faculty users as they make the transition from analog to digital images, for use in the classroom. These resources require sophisticated searching, downloading and manipulation skills in order to create high resolution and high impact classroom presentations. These are not skill sets that can be conveyed during a typical reference transaction at the library, at a reference desk. Therefore, the individual in this position is considered a mobile unit, often meeting with a faculty member in his or her office. During the first 18 months of this trial position, more than 150 one-on-one faculty consultations, averaging 70 minutes each, have occurred. It's a pleasure to note that this new service has been very well received by the faculty. When not conducting digital image coaching sessions, this new staff member adds content to an image instruction blog (see below).

<http://imageinstruct.library.cornell.edu/>

Goals:

- Increase use of digital image resources.
- Enable faculty to use digital resources in the classroom.
- Create a blog to enhance awareness of digital image resources, either freely available or provided by the library through subscriptions.

Assessment:

We have been so busy providing this new service we have not yet officially measured its success. We do have anecdotal evidence that it is working in the form of a thick folder full of thank you notes from a number of faculty members. As well, ArtStor tracks use statistics. Cornell's use of ArtStor is double that of its peer institutions. We contribute this rate to the success of this outreach and instruction effort.

CORNELL UNIVERSITY LIBRARY

Library and IT deeply integrate resources into Blackboard.

Cornell University Library and Cornell Information Technologies have completed two phases of integrating Library resources and services into Blackboard. In phase I we added links to the Library Gateway and the Ask a Librarian service to the main menu of all new Blackboard courses. We installed the RefWorks building block. This building block allows Bb users to link to specific RefWorks accounts and create new accounts from the Bb Tools menu. It also allows instructors to add links to existing RefWorks accounts in any of the Blackboard content areas. Documentation was created explaining the functionality of all the new additions. We conducted an extensive communication initiative to make students and faculty aware of the Blackboard and Library Resources & Services integration. Librarians and CIT staff collaborated on teaching the "Blackboard Getting Started" workshops for instructors. We also began work on a plan for gathering metrics to measure the use of these resources and services in Bb. Phase II involved the use of Bb for managing all Library reserves. Faculty can make Library reserve staff course builders so they can add reserve material to an existing Bb course. If the instructor is not using Bb the Library will create a Bb course and add the reserve material to it for the instructor. We are now beginning to brainstorm ideas for phase III.

Goals / Assessment:

See above

EMORY UNIVERSITY LIBRARIES

Wednesday Workshops @ Pitts.

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

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

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

Goals:

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

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

Assessment:

- Print survey during each workshop and online assessment of learning outcomes after each workshop.
- Initiatives are underway in 2008 to implement meaningful assessments of student learning outcomes in these sessions.

GEORGETOWN UNIVERSITY LIBRARY**Library partnership with Writing Center creates Peer Research Fellows.**

The Library has partnered with the Writing Center to create the Peer Research Fellow Program to encourage undergraduate research by bridging the gap between research and writing. A group of senior Writing Center peer tutors serve as research mentors as well as writing tutors. They receive additional training from research librarians in research strategies and sources in order to offer their peers more effective writing assistance and guidance on research and citation questions.

Goals:

- Improve undergraduate research.
- Increase cooperation with the writing center.
- Provide an additional avenue for students to receive research guidance.

Assessment:

NA

JOHNS HOPKINS UNIVERSITY LIBRARIES

Library partnerships for faculty support.

The Center for Educational Resources is co-sponsored by the Libraries, ITS, Engineering, and Arts & Sciences. Its mission is to partner with faculty to extend their instructional impact by connecting innovative teaching strategies and instructional technologies. Our website describes in detail extensive projects that assist faculty and graduate students to focus their teaching on adapting to new learning pedagogies, capitalizing on digital resources, targeting optimum learning moments, and expanding in new directions. The Libraries play a role in curriculum and skills development.

<http://www.cer.jhu.edu>

Goals:

NA

Assessment:

In our Center for Educational Resources we do not assess information literacy per se. We constantly assess learning outcomes and effectiveness of teaching development.

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

Infolit program focuses on undergraduate teaching majors.

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

Goals:

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

Assessment:

NA

UNIVERSITY OF MARYLAND LIBRARIES**Library partnerships focus on academic integrity initiative covering plagiarism and ethics.**

In order to respond to the heightened incidence of academic dishonesty, particularly plagiarism, on campus, the UM Libraries launched an Academic Integrity Initiative in 2005. In collaboration with campus partners (including Office of Student Conduct, Student Honor Council, Freshman Writing Program, Professional Writing Program, Center for Teaching Excellence, Writing Center, Project NETHics, and The Graduate School), the Libraries are working to raise awareness of academic integrity issues and provide information to students and educators on how to use research resources in a responsible and ethical manner.

<http://www.lib.umd.edu/UES/integrity.html>

<http://www.lib.umd.edu/UES/integritypartnersreport2007.pdf>

Goals / Assessment:

NA

UNIVERSITY OF MASSACHUSETTS AMHERST LIBRARIES**Information literacy comprehensively incorporated into Gen Ed curricula (Duboise Library)**

The library works to incorporate information literacy as both learning goal and criteria for approval across all general education courses, like writing, as a component of critical thinking. A presentation on information literacy was given at the Faculty Senate Council on General Education in the Fall of 2007. In the Spring of 2008, the Council voted to include information literacy in its review of all General Education courses. For various reasons, the Gen Ed Council decided to take this approach rather than make information literacy a new course designation. That is, the Council decided not to simply require one information literacy course. The target audience for this initiative is multiple: it will include the faculty and graduate students who teach General Education as well as the

undergraduate students who take General Education classes. The length of engagement is continuous and ongoing. We see this initiative as only the beginning of many other related activities and initiatives. It is an umbrella that will encompass what will come later: faculty education about information literacy, supporting resources for faculty to use in teaching, workshops, and more. The means of delivery will vary, with some General Education classes receiving instruction in the library or classrooms by librarians, others by the faculty, other via online methods. The campus is in the process of assessing and revitalizing its general education program, and it is exciting that a commitment has been made for information literacy to be included in this revitalization.

Goal / Assessment:

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

UNIVERSITY OF MIAMI LIBRARIES

Digital Library Fellows Program develops digital resources.

The Libraries awards grants to faculty interested in developing digital resources. The Libraries are currently in the second cycle of this program. The Libraries provided funding and technological support to faculty for the creation and online delivery of scholarly electronic resources.

<http://merrick.library.miami.edu/digitalprojects/fellows.html>

Goals:

- These projects will have a significant impact on teaching, learning, and research, and encourage projects which include student participation.

UNIVERSITY OF MIAMI LIBRARIES

Enriching scholarship via annual training event.

This workshop series, held each May, offers pedagogical and hands-on skill building sessions for faculty and other instructors. Library leadership was a key factor in the creation of the campus-wide UM Teaching and Technology Collaborative. The Collaborative sponsors this week-long series of workshops designed to help faculty explore how technology can facilitate effective teaching and learning. May 2008 will mark the tenth anniversary of this highly successful technology instruction initiative. Last year, over 500 participants registered for one or more of the 130 sessions, with 1858 total registrations. Of the 85 presenters, 21 were Library staff who taught 36 of the sessions.
<http://www.umich.edu/~teachtec/es.html>

Goals:

- To collaborate with other units on campus to promote use of technology in teaching.
- To educate faculty in using those technologies.
- To promote collaboration and discussion among faculty and other instructors who incorporate use of technology in their teaching, or who desire to do so.

Assessment:

NA

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.

OHIO UNIVERSITY LIBRARIES

Library tours presented as freshman competition.

The Code Game was designed for first year students as a fun way to introduce them to Library facilities and services. First year students especially, but all OU students, were invited to solve a series of nine challenging puzzles about the library and the university. For every correctly completed challenge, they got another chance at the grand prize, \$100 in book store gift certificates. Smaller prizes were offered along the way. Each clue was picked up at the Learning Commons desk. The Code Game was challenging enough that we didn't get as many players as we had hoped. 158 students completed the first task and 60 students solved all nine tasks. Altogether, over 1,000 tasks were completed. This year we plan to simplify the game and make it virtual.

<http://www.library.ohiou.edu/newstudents/codegame.html>

Goal:

- Introduce first-year students to basic library facilities and services through an active, fun exercise.

Assessment:

- (In general, I think) We regularly survey graduating seniors about Library use, including the Class Librarian Program.
- We added a question to the SAILS assessment that we gave to first year students this fall to ask whether the respondents had played the Code Game. We found that those who had played the Code Game did not have significantly higher scores. Since the goals of the game were so much narrower than the competencies measured by SAILS, we decided not to be particularly discouraged by this fact!

UNIVERSITY OF ROCHESTER LIBRARIES

Librarians as writing tutors.

Several reference librarians have trained to be writing tutors. Recognizing that there isn't a clear division between writing and research, librarians wanted a broader range of skills with which to help the students.

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

Goals:

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

Assessment:

NA

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.

UNIVERSITY OF VIRGINIA LIBRARY

Specialized digital media instruction and support. (Arts and Media Library)

We offer an extensive list of short courses on a variety of media topics. These courses are open to members of the University community, usually require registration, are free of charge, and are occasionally targeted to the needs of a particular class or curriculum. The instruction sessions are held on site, usually in the Digital Media Lab or another lab-type environment. Occasionally library staff attend academic classes and provide instruction in situ. The topics cover a broad range of media technologies, with particular concentration on capture and editing skills.

http://hitchcock.itc.virginia.edu/dml_sc_reg/index.php?c=view_offered_courses

Goals:

- Providing support for a changing curriculum that includes non-text media as an important form of information.
- Serving the targeted needs of particular courses with a strong media component.

Assessment:

Short course evaluations; faculty feedback.

UNIVERSITY OF WASHINGTON LIBRARIES**Library partnership provides programs on plagiarism for faculty and grad students.**

The University Libraries Instruction and Information Literacy Working Group has been successful in forging collaborations on campus. IIL members have partnered with the UW Center for Instructional Development and Research (CIDR) and the UW Teaching Academy to provide programs for UW faculty and graduate students. In the past year, IIL has also collaborated with CIDR and the Teaching Academy to support faculty learning. In winter 2007 and 2008, IIL librarians provided a 3 hour faculty workshop on “Helping Students Do the Right Thing: Preventing Plagiarism through Assignment Design” in which librarian facilitators guide teaching faculty through ways to revise and devise learning-focused assignments. The facilitators discuss with faculty frequent causes of plagiarism (many unintentional) and assignment formats and requirements that can circumvent the typical pitfalls that lead to plagiarism. Participants are given time to work in groups to revise their own assignments by making use of the ideas and tools presented in the workshop.

Goals:

- Heighten faculty awareness of plagiarism.
- Help design assignments that minimize student plagiarism.

Assessment:

Evaluations of the workshop provided useful information. Inquiries from other faculty who learned about the workshops from their colleagues were seen as positive impact. High attendance at training sessions demonstrated audience preference for the content. Responses and comments to several questions dealing with info lit/plagiarism on the Libraries 2007 triennial survey will help to inform future design of the program.

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
