

RESEARCH LIBRARY VIRTUAL RESOURCES & INSTRUCTIONAL INITIATIVES

SUBTOPIC: TRAINING FOR LIBRARIANS

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

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

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

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<http://www.arl.org/rtl/roles/vrii/>

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.
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- 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

Instruction librarians’ training program.

Library Instruction Partner Program (LIPP), Library Instruction Committee members, and a select group of other instruction librarians have partnered with the Center for Learning and Teaching (CLT) and completed a 4 part train-the-trainer series which we video taped. CLT staff have worked with regular teaching faculty for years on techniques for improving their classroom teaching. The sessions focused on how to plan, how to observe teaching and how to provide effective feedback. We are planning to create an online application form and announce this new service sometime in February. We have evaluation forms from CLT and other material to facilitate the process.

Goals:

- Strengthen librarian teaching skills.
- Incorporate technological applications in library instruction.
- Include outcomes based active learning techniques.

Assessment:

NA

UNIVERSITY OF MASSACHUSETTS AMHERST LIBRARIES**Peer Mentoring/Coaching Program for Teaching Librarians (Dubois Library)**

This process is a non-threatening way for librarians to work together to improve their teaching. The more they work together through this reflective process the greater changes they will see in their teaching — one step at a time. This initiative has been going on for a few years and with the influx of new teaching librarians we are revitalizing it.

<http://www.library.umass.edu/instruction/librarians/peer/>

Goals / Assessment:

NA

UNIVERSITY OF MINNESOTA LIBRARIES**Information Literacy Collaborative focused on support and training for infolite instructors.**

We have some great opportunities on our campus including the Faculty Senate endorsement of a set of Undergraduate Learning Outcomes that include information literacy skills and knowledge. To prepare librarians to work with faculty on the integration of these skills into the curriculum, we have created the Information Literacy Collaborative. This is an internal Libraries committee at this point, charged first with creating and delivering staff education to prepare our liaisons. The third in a series of programs will take place next week. The formation of this group is a recognition of the fact that librarians will need to move well beyond the traditional guest lecture in order to integrate infolite into the curriculum, and most of them do not feel prepared to do that at the moment. I'll attach the charge for this group.

<https://wiki.lib.umn.edu/AP/InformationLiteracy>

Goals:

- Work closely with the Director of the Libraries Staff Education and Development Program to plan, develop, and deliver professional development programming to applicable AP staff, particularly in the area of undergraduate learning outcomes support within liaison departments.
- Define baseline expertise that all liaisons/ applicable staff should possess.
- Design, develop and implement sound instruction policies and practices in support of sustainable models of information literacy education.

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.

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.

UNIVERSITY OF TEXAS AT AUSTIN LIBRARIES

Tips and techniques for library instruction.

This is a tutorial for library staff covering teaching fundamentals.

URL: <http://www.lib.utexas.edu/services/instruction/tips/index.html>

Goals / Assessment:

NA

UNIVERSITY OF TEXAS AT AUSTIN LIBRARIES

“Mockumentary” portrays poor teaching techniques.

The Libraries developed a workshop for library staff instructors about effective teaching styles. Included in the materials is a humorous “mockumentary” portraying poor teaching and student reactions to it. Workshop attendees wrote down all the problems they saw and this was used as the basis for a group discussion. Not on the web but we keep meaning to put it up.

Goals / Assessment:

NA

UNIVERSITY OF WESTERN ONTARIO LIBRARIES

Instruction and Outreach Database

Primarily a tool for Instruction Librarians, the Information Literacy Committee at Western Libraries created an on-line database available at this point through our staff intranet only, for recording instruction and outreach initiatives. The committee conducted needs assessments to determine the best structure and content requirements and the Instruction and Outreach Database is now the only method WL uses for collecting and reporting statistics, useful internally for annuals report purposes but also for communicating WL statistics externally.

Goals:

NA

Assessment:

Needs assessment conducted to inform eventual model that was developed to support instruction staff.
