

Afternoon Unconference Session – Reference / Info Lit/ Instruction

Organized by questions asked & responses

I find it hard to get face time for info lit sessions in courses. How can I get faculty interested?

- Not every class needs info lit – if they have something specific to apply it to that's a hook
- Look for gateway classes in major, or embedded info lit requirements (i.e. gen ed classes)
- More and more undergrad research emphasis
- Classes requiring papers may have plagiarism issues, students may never have written a paper before → segway into critical thinking, source evaluation, citations, scientific communication & publication process
- Use LibGuides to create a research guide & publicize to faculty – use as a way to give a lecture, perhaps embed a survey (accountability)
- Developing relationships w/ faculty → positive press
- Try to schedule specific class-targeted sessions for students to come in on their own? Use “before and after documentation” to prove its useful?
- If you get instructor agreement, come up with 2 or 3 assignments that require library research, i.e. find a scholarly article using a database, write a summary, attach article, etc., a “non-traditional assignment” (annotated bibliography?) - will require them to come to library even if there is no class time?

How do people feel about “just in time” versus “just in case” instruction? i.e. teaching info lit sessions in case skills may be needed for a class assignment, versus creating resources the students can go to if needed (“in time” to finish assignments)?

- When dealing with multiple sections (i.e. 15 in one day): Moodle virtual class, 2-3 minute tutorials, pre & post test, videos
- Create a podcast or video – important to have students “hear our voice” (know who we are)
- Assessments - “we care” that students learn
- “Train the trainers” - work with TA's

Is making videos worth it if they become outdated quickly with changes in web platforms?

- Use students, easy to use platforms like Jing (<http://www.techsmith.com/jing.html>), Xtranormal (<http://www.xtranormal.com/>), Screencast-o-matic (<http://www.screencast-o-matic.com/>)
- The script usually takes longer than the recording – it's faster to just re-record than edit
- To make them more broadly applicable, focus on **skills**: fundamental similarities between resources (i.e. Amazon facet searching), controlled vocab is like 'tagging' / Twitter hashtags
- **Take advantage of vendor-made videos (and other pre-existing resources)**
 - Repurposing videos guide (Loyola Marymount?): *(I looked but couldn't find this link)*
 - “Guide on the Side” (PPT/live browser) example: U of Arizona JSTOR: <http://www.library.arizona.edu/applications/quickHelp/tutorial/searching-jstor>

Has anyone had any success with nontraditional outreach?

- Not successful going into the dorms
- Success with IEEE/aerospace (i.e. subject interest) groups

- Sponsor outside vendor visits, students & people outside the library involved - have vendors talk about how important scholarly resources are in their careers - combo of student group involvement and vendor involvement (RSC Road Shows, ACS On Campus)

Has anyone tried gaming in the library, or a “Maker Space” type of event?

- UF has a Gaming Day, involved in developing NSF-funded game to teach about plagiarism
- Oxnard: de-stress day, things suitable for inside a library
- UCLA: Stressbusters program, origami, beanbags in the library, Starbucks
- Create different kinds of spaces

Does anyone have suggestions for active learning activities?

- Jersey Shore instruction session article: <http://crln.acrl.org/content/72/2/78.full>
- Students will work hard for chocolate
- Dan Ransom’s blog (<http://thepinakes.com/2013/02/investigating-journals-an-information-literacy-workshop-for-science-students/>) discusses an IL session w/ capstone biology class, analyzing articles & peer review - interesting questions
- Using clickers (i.e. iClickers): PollEverywhere can be embedded in LibGuides for responses, use during class, scroll on screen - works good for computer classrooms

How do you handle a tough room?

- Chocolate works well
- Keep fun and amusement – refer to something current, keep them active - ask them questions
- Pull volunteers from the class – have students navigate the resource - “drive the car”, librarian is a “guide on the side” with a student (takes stress off student, more engaging)
 - Surprising how many interfaces are intuitive to students
- Sometimes you can sense the tension – can depend on professor setting the tone
- Use visuals to engage – i.e. Wordle (<http://www.wordle.net>)
 - Example activity/assignment: read news brief from Prism (ASEE), find an article, eventually write a paper on the topic - use Wordle to analyze article, enter terms students come up with, researchers, etc. Create term list, then make a Wordle. students use wordle in presentations, use as a brainstorming exercise

Is the “broadcast lecture” really the best way to teach? Does anyone have experience with Instructional Design (ID) training either for in-class or online sessions?

- U of Phoenix 19% graduation rate – online can be a problem if not done properly
- Oxnard: 2 on campus, teaching basic computing, helped with redesign of webpages
- San Jose State library school offers class on ID: learning outcomes, needs assessment, interfaces & usability – helpful to gain a vocabulary to articulate problems.
- In online learning, believing someone else is on the other end interacting with you is HUGE, and a bad instructor is a bad instructor, just like in real life
Online/distance info lit classes: CSULB video conference instruction works well, but no chat during broadcast

Success stories with using library space for non-library events?

- CalPoly Science Cafe - bring in scientists/engineers working on social issues, hold it in the library, but too many hurdles/permissions/etc.
- UF: Humans vs Zombies library involvement, Institute for Figuring's Crochet Coral Reef, Elegance of Science
- JPL: Storytelling in the Library (<http://trs-new.jpl.nasa.gov/dspace/bitstream/2014/38336/1/05-3515.pdf>) – scientists tell stories in a nontechnical way
- Oxnard: Department fair? Or set up outside, a picnic?
- UCLA: vendor outreach, exhibits (Huell Howser), oral history project & university archives - invite people to tell campus stories