

Library Instruction  
**Academic Year 2001-2002**  
**Joni Kanzler - Coordinator of Library Instruction**

Collaborative initiatives between librarians and teaching faculty and improved outreach services to the Notre Dame teaching faculty are just a few of the accomplishments for the year 2001-2002 which resulted in a 33% increase in library instruction. During the academic year, ten additional laptops for instruction were acquired, the national profile of the University Libraries was increased, partnerships with various units on campus were established, and marketing and outreach services were enhanced.

**Accomplishments for 2001-2002**

Increased ND's national profile with:

- Published article in the May 2002 issue of C&RL News titled "The Value of Campus Partnerships in Redesigning Library Instruction," by Hector Escobar, Joni Kanzler, Margaret Porter, and Cheri Smith.
  
- Coordinator of Library Instruction accepted into ACRL's Institute for Information Literacy Immersion program. Only 90 applicants are accepted into the competitive program to ensure an environment that fosters group interaction and active participation. ND is involved in the Track II program which focuses on developing, integrating and managing institutional and programmatic information literacy programs.
  
- Coordinator of Library Instruction invited to be a charter member of the SAILS Advisory Council at Kent State University. SAILS is the Standardized Assessment of Information Literacy Skills and is an initiative at Kent State University. The purpose of SAILS is to create an instrument to measure information literacy that is standard, easily administered, proven valid and reliable, can be administered at any institution, and assesses at institutional level. The Advisory Council

would provide advise on the following: instrument development, test administration, data reporting, assist with item testing, assist with competency revision, and provide consultation on other related issues.

- Coordinator of Library Instruction continues to be a member of the ARL Learning Outcomes Working Group. 2001 - present. The goal of the working group is to identify measures that demonstrate the library's contribution to student learning outcomes.
- Subject Bibliographer Laura Fuderer, Reference Librarians Cheri Smith and Linda Sharp, and the Coordinator of Library Instruction are participating in a grant awarded to the University of Michigan from the Institute for Museum and Library Services (IMLS) National Leadership Grants for Libraries - Research & Demonstration. This two-year demonstration project (2002-2003) will train librarians to build interactive multimedia Web sites using Flash software for library user education and to evaluate these sites to determine their effectiveness for conveying user education content. Participating libraries include Earlham College, University of Notre Dame, Purdue University, and the University of Illinois at Chicago.

## **Campus Partnerships**

### ***Teaching and Research Faculty***

Hector Escobar, Librarian in Residence, and the Coordinator of Library Instruction hosted a workshop in May for the teaching and research faculty at Notre Dame. The workshops were held on May 20<sup>th</sup> and 21<sup>st</sup>, the day after graduation. The workshop was entitled "Your Summer Research Center". Sessions covered new library resources and services, remote access and how the University Libraries could provide assistance with faculty research. Publicity for the program included: announcements via the FACTOTAL e-mail listserv, distribution of flyers, and a rotating graphic on the library Web page linking directly to information on the program. Nineteen teaching and research faculty from the following

departments attended the workshops: Office of Research, American Studies, Theology, Sociology and Business. Evaluations were distributed to the faculty and comments included:

*"Really appreciate the library staff's efforts to communicate/collaborate with faculty and to develop increasingly useful services online. Keep up the good work!"*

*"It was good to schedule this kind of workshop on the day after commencement and the day before the President's dinner. I hope this becomes an annual event."*

### **Collaborations with Teaching and Research Faculty**

Continuous collaborations exist between librarians and teaching faculty as they build stronger relationships with one another in the development of research components for many courses. Two examples of collaborations during the 2001-2002 academic year include an undergraduate freshmen University Seminar course, and an upper level undergraduate course which is also offered as a graduate course.

#### ***Undergraduate Course - University Seminar***

Voices of the Carribean, a freshmen University Seminar course, presents the study of literature of post colonial Caribbean cultures. Class requires both literary and political research. A two-year research grant was awarded to Linda Sharp, Reference Librarian, and Cyraina Johnson-Roullier, and will be completed in Spring 2003. The goal of the grant was to help students acquire solid research skills by introducing library instruction throughout the semester using library modules. Modules included courses with the following information seeking skills: research strategies, literature specific research, characteristics of Caribbean literature, library resources pertinent to their study, speciality research in Special Collections and University Archives, and finding information in a digital environment. A variety of librarians participated in the library instruction modules for this course and included: Doug Archer, Reference Librarian, Laura Fuderer, Subject Bibliographer, Scott Van Jacob, Subject Librarian, and the Coordinator of Library Instruction.

### ***Undergraduate and Graduate Course***

Medieval Coinage and Money, a course that is cross listed among the Medieval Institute offerings for both undergraduates and graduates with the course numbers MI 410 and MI 510, held fourteen sessions over the course of several summer months during 2002 in Special Collections. The course offered an introduction to numismatic methodology and monetary history with an emphasis on medieval Europe. Attention was also given to the coinages of late Antiquity, Byzantium, the pre-modern Islamic world, and pre-modern Europe, as well as related phenomena such as medals, tokens, seals and credit transactions. Among the topics under study were archaeological and hoard study, scientific and statistical analysis of coins, and the relationship of numismatic evidence to other historical sources. Professor Alan Stahl conducted each session, but had assistance from a variety of Special Collection personnel in organizing the course. High resolution color scans were produced for all the medieval coins and mounted on the Web allowing students desktop access to the images at any time and enabling students to manipulate the images to enhance and examine specific details on the coins. Students pursued research projects related to the coinage of their field of specialization leading to periodic oral reports and a final paper.

### **Orientation**

#### ***Freshmen***

In the Fall of 2001, the University Libraries participated in the First Year of Studies Orientation program. The University Libraries also participated in a new orientation activity, the Information Fair. It provided the opportunity for the University Libraries to informally chat with students about library resources, collections and services, distribute informational material, and promote the University Libraries to incoming freshmen at Notre Dame. Attendance for this event was high and allowed the University Libraries to gain more visibility with incoming freshmen students on campus.

## **Teaching Resources for Library Faculty**

A goal from the previous academic year was to provide continuous educational opportunities for library faculty who are involved in teaching. During the Fall semester, a program was offered to provide library faculty with an opportunity to discuss instruction related issues such as learning objectives, teaching strategies, evaluation concepts, and a time to share instructional experiences.

In the Spring, a Kaneb Center program titled "How to Get Good Class Discussion" taught by Tom Laughner was presented to the library faculty. Not only did Tom gain more insight about the concept of library instruction, but library faculty were able to find simple and effective ways to introduce and generate classroom discussion into library instructional sessions. Comments from library faculty included: "I'm ready to incorporate some of these activities into my instructional session".

A wide variety of Kaneb programs exist and can be adapted to fit the continuing education needs of the library teaching faculty. These programs will continue to be offered as a way to foster growth in teaching and learning for the library faculty.

Internal resources were also created for library teaching faculty. A new Web page titled "Resources for Teaching" was created within the Instruction Web page. This new page was designed to provide simple and direct access to a variety of instructional information for library faculty. Access to information on active learning, information literacy, lesson plans, library handouts, and various forms are easily accessible to library faculty.

## **Review of Goals for the 2000-01 Academic Year**

In review of the goals for the 2000-2001 academic year, all were accomplished and are outlined below with details relating to the goal and the date each was accomplished:

- Continue to create more faculty awareness of library services and resources. This includes programs for new faculty, and other programs tailored to meet the needs of the university

faculty. (Accomplished: Workshops were offered in May of 2002)

- Continue to evaluate and restructure the library instruction program for effective and efficient delivery of information. (Ongoing assessment of program as it continues to evolve).
- Offer a teaching workshop for library staff/faculty involved in library instruction. (Accomplished: Fall and Spring instruction programs were offered to library faculty during each semester of 2001-2002).
- Continue to create more visibility for the University Libraries on campus - market print and electronic resources, services, collections and more using campus resources (i.e. The Observer, ND radio announcements, posters and other flyers in the library/on campus).  
  
(Accomplished: Announcements were made in the Observer, posters and flyers were distributed in various campus departments to advertise events, and use of electronic listservs such as the FACTOTAL were utilized).
- Offer additional OIT-CEP courses with emphasis on areas that have specialized collections, resources or services. (Accomplished: Laura Fuderer, Subject Librarian, taught a CEP course in Spring 2002 on Early English Books Online. A CEP class on the e-Journal locator will be offered in Summer 2002).

## **Academic Year - 2002-2003**

### **Campus Partnerships**

#### ***Kaneb Center for Teaching and Learning***

As the Kaneb Center for Teaching and Learning continues to offer campus wide programs for teaching faculty, the University Libraries becomes more involved in their efforts. During the upcoming academic year, programs will be jointly offered between the Kaneb and the University Libraries. One of particular interest will teach faculty how to find pertinent materials on the Internet. Linda Sharp,

Reference Librarian, will work with Chris Clark of the Kaneb. The two will co-teach tips on search strategies, techniques for the Web and how to get a better grasp of what is available on the Internet.

## **Curriculum Developments**

As the university reviews the undergraduate curriculum, it is important for the University Libraries to be represented and positioned to propose that library and information literacy skills be structurally integrated into the curriculum. The Coordinator of Library Instruction gathered information on current “Collaborative Initiatives” which show library instruction integrated into the university curriculum and how the library faculty are collaborating with the ND teaching faculty on projects and research assignments that teach library and information seeking skills.

The Coordinator met with subject librarians and liaisons who demonstrated an involvement in subject specific instruction and their collaborative efforts with Notre Dame's teaching faculty. The following information was acquired from conversations with subject librarians and will be included in a “Collaborative Initiatives” document to be distributed to the university curriculum committee:

- Description of a course which supports an established library instruction component.
- Preparation work completed for the class and any library related assignments presented.
- Course or personal goals for the library instructional session.
- Description of the library and information seeking skills taught in the session.
- Any assessment of student information seeking skills prior to or after the instruction.

Freshmen student evaluations are also currently being reviewed and their comments categorized. Of the total 1287 evaluations, approximately 1057 freshmen evaluation comments from the academic year 2001-2002 are being reviewed. Evaluations are grouped by ten and two evaluation comments are reviewed randomly from each packet of ten. The written portion of each evaluation asking the question: “*What was something new that you learned?*” is recorded. Data continues to be gathered and recorded.

However, at this time, many of the evaluation comments consistently appear in two categories: search strategies and electronic resources. The data retrieved from the evaluations will support our proposal for the need to integrate library and information literacy skills into the curriculum.

As we prepare to submit our recommendations, we will also be supported by the experiences and discussions which occur while the Coordinator of Library Instruction attends the ACRL Information Literacy Immersion Program in late July. Attending this program, will inform our thinking, identify our problems, formulate questions, and build a learning community of librarians which will serve as continuous support.\_\_\_\_\_

## **Orientation**

### ***Graduate Students***

For several consecutive years, the University Libraries has been involved in the Graduate Student Union Orientation at the beginning of the Fall semester. As in the past, graduate students met with the subject librarian in their discipline for an informal tour of Hesburgh or other appropriate library. Plans are being organized to provide graduate student TA's (Teaching Assistants) with additional orientation opportunities during the upcoming academic year. Linda Sharp, Reference Librarian, and the Coordinator of Library Instruction have had conversations with one graduate student and Michelle Whaley of the Kaneb and a Biology faculty member also. Discussions centered around the types of programs the library can offer TA's during the upcoming academic year.

### **Goals for the 2002-2003 Academic Year**

- Provide faculty workshops on a continuing basis.
- Offer library orientations/subject instruction for one to two campus departments, units, or programs.

- Submit recommendations for the Curriculum Committee which will identify the following:
  - courses in the majors where a library instruction component can be added
  - research component in the University Seminar courses
- Identify, recruit and train librarians who are willing to participate in BI on a regular basis.
- Encourage two librarians to attend library instruction related conferences or workshops such as ACRL, LOEX or LOEX of the West.
- Acquire funding to send Laurie McGowan to library instruction related conferences, workshops or other continuing education opportunities relating to library instruction.
- Work with the Office of Institutional Research to identify the student survey responses which pertain to library and information seeking.
- Partner with the Kaneb Center to offer continuing education programs to teaching and research faculty.
- Partner with the Lab for Social Research to improve the current instruction evaluation tool.
- Outreach Services
  - Provide library faculty teaching workshops every semester.
  - Create more visibility for the library's resources and services by working with The Observer, Education Services within the OIT, the Kaneb Center, and other campus groups, units or departments.
  - Provide graduate students and TA's with more instructional opportunities.

## **Library Instruction Statistics**

Total number of instructional sessions:

1998-1999	324
1999-2000	229
2000-2001	310
2001-2002	413 - 33% increase compared to 2000-2001

*Note: Past records indicate that statistics were recorded for individual consultations as library instructional sessions. A library instructional session requires at least three participants to be recorded. Individual consultations with one student should be tracked by the librarian and included on the personal annual report of the librarian providing the consultation.*

### **2001-2002**

Total Enrollees Served – 6436

Total Sessions –

- First Year Composition – 129
- University Seminar – 24
- 200 Level – 18
- 300 Level – 45
- 400 Level – 35
- Graduate Level – 89
- Other – 38
- Staff/Faculty - 8
- Tours – 24

**BI Session By Level: AY 2000-2001 & AY 2001-2002**

\*Nte: 2000-2001 Other level includes faculty/staff sessions

