ARLIS/NA Teaching Librarians Discussion Group

Sunday, May 4, 2008; 1-2 pm

Co-Moderators: Andrea Goldstein, Temple University, and Krista Ivy, University of California, Riverside

Recorder: Rebecca K. Friedman, Princeton University

52 attendees – list attached

Introductions

The meeting began with introductions. The TLDG was started four years ago by Betsy Peck Learned and Rijn Templeton. The co-chairs, Andrea Goldstein (Temple University) and Krista Ivy (University of California, Riverside) made brief introductory announcements, as well as offered and solicited discussion topic suggestions. Betsy promoted Monday’s Bye-Bye BI session, the third instruction session in a row that she has moderated, but was concerned that yet again, it was taking place late in the day, towards the end of the conference. Powerpoints and/or minutes of this session will be posted online, in any case.

Equal time was spent on the first four topics; five minutes each on the last four:

1. (from ARLIS-L) How are information competencies being used (Jeanne Brown)?
2. drop-in workshops
3. assessment – what/how being done
4. integrating library instruction into the curriculum
5. new student orientation(s) for large groups – what has been tried
6. instruction for specific groups: curators/graduate students/faculty
7. tips/tricks that have proven successful
8. reusable modules

Topic 1

ARLIS’s information competencies have been used by one person to re-class a position. They have been useful as a “check for oneself.” Objectives laid out in specific sections, i.e. interior design, have proven useful when it comes
to instruction for that topic, and also help in determining a way to present and talk to educational directors. May be too complicated, ultimately, but certain elements are useful.

**Topic 2**

One participant offered that she has offered drop-in workshops on library/research basics, ArtStor, finding images, art databases, etc. Different levels and times have been tried, but still not successful - any ideas (U-California, Riverside)? Another person responded, saying the workshops have been dropped altogether after much time and effort; a waste of time; not worth it; course-integrated instruction is the way to go instead. Miami University: technology and information management workshops held. A brochure is created every semester, with a link to it online; promoted to hourly staff on campus for professional development requirements. One-hour, technology-oriented sessions: EndNote, RefWorks, the library catalog, ArtStor, etc., at lunchtime. Much better attendance resulted after publicizing among departmental secretaries, etc. The State University of New York, Purchase, also holds lunch-time workshops on bibliographic management software, federated searching, Clickers, etc. Some faculty attended. Staff members also attended, and workshops evolved into in-house training sessions. Faculty members don’t show up in general (Pratt Institute).

Additional comments: RSVP’ing may be more successful, along with follow up e-mails to attendees in advance of session. RefWorks on Friday afternoon; tell audience that “places are filling up fast.” One attendee commented that it was interesting to her that so many people were mentioning bibliographic management software. This brings patrons in, and can really promote library, linking software to databases, etc. Has many applications. At Roger Williams University, the IT department and other academic groups have moved into the library, and has been a successful partnership with the library. What about online alternatives? One attendee responded that content-based podcasts have been developed at her institution. Another comment: workshops are not attended. At the School of Architecture at the University of Maryland, sessions are bibliographic-related—create annotated bibliographies, etc. RefWorks is taught as a service, like interlibrary loan; as a discovery tool – used in interesting ways to promote other library services and offerings. Orientations for new students and first-year program: always relate sessions to assignments, use online tutorials. All graduate students get a session: starting a thesis, etc. Online tutorials were thought to be very useful in general.

**Topic 3**

One participant noted that she uses the feedback from in the *Making the Grade* book (five questions), along with demos. She gave up drop-in workshops, and visits classes instead. What are other ways of getting feedback? Evaluation sheets are used by another person. She would like to
ask faculty to evaluate students at the end of the session or assignment. Another person is gathering feedback from faculty about their students. Another person observed that it can be difficult to get replies from faculty. Another added that she gives seven questions to her class, including one thing learned or that remains unclear (uses index cards). E-mails are sent to faculty to remind them to sign-up for classes if had before. Also, faculty members are asked if they notice a difference from one session to the next, and to offer suggestions for improvement. What about a quiz format?, asked another. One uses Clickers to determine knowledge, with follow-up questions. Another uses Powerpoint to present questions in a test format (along with Clickers to answer). A brief discussion about Clickers ensued (what they are, how to purchase, etc.). Competitive questioning may also be useful: via chat, display in real time, see how students answer/see their process, etc.

**Topic 4**

Getting faculty on-board is key. Requires lots of course preparation time – is it worth it? One participant tells her faculty to “build her up,” so that students feel they should attend the library session, and that an assignment growing out of the session should be graded. Is it worth the effort if no results are known, and/or students don’t remember the specifics of the session and/or the librarian who taught it? “Get faculty on your team,” suggested one. Make the sessions “have teeth,” and active, so that students are doing something. At the University of Maryland Architecture School, librarians always teach in the classroom, not the library labs. Librarians require syllabi ahead of time, and learning outcomes are generated in Survey Monkey or elsewhere. Students are given a one-minute essay before leaving. Library orientations integrated within general school/department orientations may be more useful, taken seriously.

**Topic 5**

The Harvard School of Design tried a new approach to large group library orientation, and has been doing for three years. In an auditorium of 300 students, Powerpoint is used to present different profiles of specific types of information. What are others doing? MIT has integrated library instruction into the school’s orientation, but library participation for art is very minimal: the librarian quickly shows his/her face and that’s about it. At Miami University, the Science Library has initiated a great program. One day in October, introductory-level courses are offered for extra credit. A passport is issued, and students travel to different stations covering a variety of services, databases, etc. Students have their passports stamped at each station, and faculty know who did/did not attend. Students are entered into drawings, and 600 students have participated in three years. There has been much positive feedback for the event, and articles have been written about it in Library Journal and elsewhere.
**Topic 6**

A very brief discussion took place regarding instruction for curators (in museum settings).

**Topic 7**

Tips and Tricks: A. Getting syllabi from faculty: at one institution, librarians manage a homegrown course website, and one librarian there puts her e-mail address on all classes listed. B. One person attended a session on how students understand print resources. She brings photocopies and handouts to the session to distribute. C. One librarian offers a session on Digital Sanborn Maps, and brings an original "old" map to show. D. One librarian brings print journals to class to discuss the concept of peer review, etc. E. One attendee was preparing some BIs for a few courses whose content he didn't understand, so he attended a few classes beforehand and sat in on student presentations. He suggested looking in one’s course management system on campus to try and see all new content. F. One attendee likes the team-teaching aspect of library instruction, and requires the faculty member to be present. The session is more effective if the faculty member is there, and the librarian understands what is expected of him/her. G. Ask for questions from students ahead of time.

**Topic 8**

Reusable modules: make them elaborate, related to assignments, e.g. for 70 sections of Freshman English. It’s always a balance between absolutely targeted, and reusable. Parsons School of Design: the same assignment is given for every session. Question from the group: Has anyone modified TILT (tutorials)? Some have created own for freshmen, etc.
In Attendance:
1. Lisa Velarde  Academy of Art, University of San Francisco
2. Mary Louise Castaldi  University of the Arts, Philadelphia
3. Barbara Polowy  Smith College
4. Stephanie Frontz  University of Rochester
5. Marilyn Nasserden  University of Calgary
6. Dorothy Tao  University of Buffalo
7. Eva Revitt  Grant MacEwan College
8. Peter Cohn  Rotch Library, MIT
9. Barbara Rockenbach  Yale University
11. Rebecca Friedman  Marquand Library, Princeton University
12. Lynne Woodruff  University of Virginia
13. Coco Halverson  California Institute of the Arts
14. Susanne Javorski  Wesleyan University
15. Beth Hylen  The Corning Museum of Glass
16. Margaret Fast  Western Washington University
17. Barbara Mitchell  Harvard Design Library
18. Melinda Reinhart  Concordia University Library
19. Ellen Petraits  RISD
20. Lisa Harrington  MassArt
21. Rachel Beckwith  Hampshire College
22. Gabrielle Reed  MassArt
23. Claudia Covert  RISD
24. Patti Cossard  UMD
25. Tammy Ravas  University of Montana
26. Adeane Bregman  Boston College
27. Ruth Thomas  Boston University
29. John Bowman  California State, East Bay
30. Laena McCarthy  Pratt Institute
31. Alycia Sellie  Pratt Institute
32. Betsy Peck Learned  Roger Williams University
33. Paula Gabbard  Columbia University
34. Whitney Vitale  Boston Architectural College
35. Cathy Carpenter  Georgia Tech
36. Linda Zieper  U-Mass, Dartmouth
37. Sarah Dickinson  Harvard Graduate School of Design
38. Katie Keller  Stanford University
39. Anna Fishaut  Stanford University
40. Deborah Vincelli  Metropolitan Museum of Art
41. Stacy Brinkman  Miami University (OH)
42. Cheryl Costello  Pratt Institute
43. Karyn Hinkle  Bard Graduate Center
44. Linda Tietjen  Auraria Academic Library
45. Maureen Burns  University of California, Irvine
46. Barbara Furbush  Getty Research Library
47. Sara MacDonald  University of the Arts
48. Laurie Whitehill Chong  RISD
49. Jeremy Blatchley  Bryn Mawr College
50. Andrea Goldstein  Temple University
51. Susanna Simor  Queens College, CUNY
52. Krista Ivy  University of California, Riverside