Session/Meeting Name: Teaching Librarians Special Interest Group: Discussion Section on Library Instruction

Date, Time: Thursday March 24, 2011; 2:00PM-3:00PM

Moderators: Deirdre Spencer
Recorder: Katherine Wilson

31 Participants

Suggested Agenda Items: Please select your top 4 areas of interest (or add one)

1. Brief Introductions
2. Marketing Our Services - Publicizing Our Value: (Prove to patrons that we can help improve the quality of their scholarly output).
4. Assessing user’s current abilities and meeting them at their point of need.
5. Selecting from Multiple Portals -- Efficiency vs. Seeing the Sights (Sites).
6. Using LibGuides as an Instruction Tool
7. Using Wiki as an Instruction Tool
8. Keeping Students Engaged and Interested
9. Expanding Our Expertise Beyond Our Discipline
10. Feedback and Assessment of Instruction Sessions and Instructor
11. Other
12. Summary

Submitted by Discussion Moderator: Deirdre D. Spencer, Head, Fine Arts Library, University of Michigan, Ann Arbor, MI 48109-1357, deirdres@umich.edu

Best ways to receive feedback after Instruction Sessions?
- one page handout with questions
- Online survey
Teaching Credit Courses in Art History
- Example: Research Methods in Art History
  - Librarian as solo instructor, no co-instructor
- Faculty often feel as if Librarian is doing “their” job
  - Could we market our services better to faculty?
- Hard to plan for class year-to-year
  - Student’s knowledge varies widely
  - Often have to revise curriculum

Focusing Instruction for Graduate Students
- How do you determine their informations needs prior to class?
  - Example: Participant worked with admissions department and contacted four feeder institutions, contacted librarians at those institutions to gain insight

Wikis as Instruction Tools
- Institution used wiki as tool for course reserves because they did not have the money for Blackboard or Moodle
  - Pbworks Campus Edition, password protected, $800/yr
- LibGuides/Droople
  - Generated more library instruction
  - Faculty embedded Guide into course
  - Students more interested/comfortable with the technology

Marketing Our Services
- Embedded Librarian
  - Go to Students’ classroom/building with laptop while there is class
  - Convince the students that the library is important to their education
- Talk to the Faculty
  - Often they are unaware of the Library services
  - Establish a level of Trust
  - Attend staff meetings and exhibitions
- Network with Faculty, Researchers, and Students

Library Workshops
- “Walk-in” workshops have low attendance
  - Have food, increases attendance
- Get the faculty to require student attendance
- Make workshop topics specific (example: Zotero, Endnote)

Next Year: ARLIS/NA Toronto
- Panel Discussions
  - Services and Outreach for Graduate Students

Notes submitted by Katherine Wilson.