I. Introductions

II. Each attendee provided name, institution and area of interest for Discussion Section of the meeting. Areas of interest included:

- How to promote the Drop-in workshops
- How to Market workshops in general
- Marketing all instruction
- How to outreach to faculty and graduate students
- Expand workshop options for graduate students – who now only seem to ask for sessions on citation software management
- How to deal with online courses ....how to teach with mobile
- How to attach to research methods classes rather than forcing people to take one-credit library instruction
- How to move beyond the "one-off" session and get more integrated
- How to get EMBEDDED in both the undergraduate and graduate level
- How to incorporate the iPad in instruction in the class
- Instructions with special collections and archive
- Working with studio art students....how to effectively work them up to information literacy
- What's happening with assessment?
- What do we think of new discovery tools and discovery layer to catalogs?; how do we teach alternatives?
- Research guides...PURL tools
- How to do show and tell without tech (i.e. Teaching in an unwired space that doesn't allow for demos or hands-on)
- How to reach beyond just student orientation and Thesis time....tried "drop-in" workshops, but need help
- How to more effectively use pre-instruction assignments
- More about active learning
- Co-teaching research methods class with faculty
- How to improve connections with departments we serve
- How to improve libguides

III. DISCUSSION

Consolidated list above to 8 topics
1. Active learning
2. Future of the Subject Liaison
3. Mobile tech and virtual learning (libguides, on-the-fly videos, etc)
4. Assessment
5. For credit courses
6. Research methods
7. Discovery tools
8. Embedded librarian

A. ASSIGNMENTS
Make a list of concepts, site names, etc. The librarian would then take the self-generated keywords from the thesis students and demonstrate AAT terms to increase their list. Concept Map project. First, met with the class to review the LibGuide. Then, the librarians would come back in a week to give feedback.

URL: http://risd.libguides.com/AH102
This is most successful when the instructions are clear and the students have already been shown Oxford Art Online and some other basic tools. The mapping eats up about 45 minutes of the instruction session. Some have used post-it notes others have asked the students to use Prezi (the zooming presentation editor) as the mode of communicating their concept maps.

Try a bibliography assignment that students must submit to both faculty and librarian for grading
Before a session you must outline learning outcomes and send to faculty...Agree on core competences before the session...can your students do this?

B. OUTREACH
Meet with everyone once a year, attend department events, seek out and frequent local art things, attend job talks, etc.
If you are at an institution where faculty are required to post their syllabi, you should review all syllabi. Be proactive, if you see a research component, ask the faculty member for an instruction session. If you see material you don’t have, use this as a collection development tool. Outreach to "low hanging fruit" and have them use word-of-mouth about your library services.

Some people have experiment with the ROVING LIBRARIAN idea....walking around the library with an iPad and answering questions where the students are. Some people have been able to get on the faculty council agenda and show case library collections and services there.
If you have a course management system (like Blackboard, Moodle, or Sakai) advocate for a "course librarian" ROLE within the system and then get your faculty to add you to the course.

C. WORKSHOPS
Graduate students love workshops on Zotero, on how to conduct literature reviews, and on how to be successful at public speaking...gear your workshop topics to what these students want.

Had success with a one day writing workshop for graduate students, where the library was just one component of the workshop. Team teaching is the way to go!
Success with a workshop about how to find copyright free images for campus web pages (marketed this to campus staff)
The "How to Get Published" workshop was well attended.

Have people used webinars to teach? Yes, it was interesting but a real drag that attendees could only communicate with chat. It was also hard for the librarian to gauge her audience and foster the community feeling of a "live, in-person" session.
D. MARKETING
One library gets the graduate school to send out a mass e-mail at the beginning of the semester about all the workshops and services. Other suggestions include making posters, getting workshops on the school's daily activity calendar, and utilizing web banners. Working with different student based organization to help you get the word out Make sure you use their language.....make the workshop about "literature review" rather than "learn about a new database" and you will get more people to attend. Purchase College reported success when they asked students to name their favorite technology...'Thanks to a contest inspired by The Indy, the Library’s beloved document scanner was dubbed ‘Scanley Tucci’ last Fall. Scanley was so popular, the Library decided to give him a sister!"
Quick discussion about using QR codes (in the catalog, in the stacks, in library exhibits)...verdict is still out on effectiveness.
MENTION of using RSS feeds, blogs and Facebook for marketing initiatives.

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