

RESEARCH LIBRARY VIRTUAL RESOURCES & INSTRUCTIONAL INITIATIVES

SUBTOPIC: COLLABORATIONS WITH CAMPUS UNITS

The Virtual Resources and Instructional Initiatives survey produced 230 instances of special or noteworthy projects being supported in ARL libraries. A comprehensive PDF file of these projects can be found at <http://www.arl.org/bm~doc/vriicompletesurvey.pdf>, arranged alphabetically by institution.

In order to assist readers with focused interests, 18 “subtopics” have been assigned that group only those survey responses that relate in whole or in part to that topic. This report contains survey responses that touch on the subtopic that is identified above.

For readers who would extract information not covered by the subtopics, key word searching can be applied to the comprehensive list. For instance, there is no subtopic specifically for “Camtasia,” instances of which appear across several pre-set searches. A search of the word will reveal all occurrences.

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<http://www.arl.org/rtl/roles/vrii/>

BRIGHAM YOUNG UNIVERSITY LIBRARY

Freshman research labs targeted to critical moments.

The First-Year-Writing manager, Kimball Benson, has targeted the optimum learning for Freshman students by offering open research labs. These labs are held in the library's instruction classroom on Tuesday, Wednesday, and Thursday evenings and are staffed by two student teaching assistants, one for research help and one a trained writing tutor. Students drop in and stay as long as they wish. They have access to all electronic research resources, word processing software, and individual help. The labs are not limited to freshmen, but they use the service the most. Advertising is placed around the library and in advisement centers. Students from the Freshman English classes receive two instruction sessions on their research paper assignment but often feel the need for additional help. The students are motivated by need to come and learn skills that help them in all their research projects by peer tutors. The campus faculty are also pleased because they have a place to send their students for individual help.

<http://net.lib.byu.edu/instruction/libclasses/Open%20Lab.htm>

Goals:

- Participants will identify information needs and find appropriate sources to meet their needs.
- Participants will effectively apply information literacy skills by solving research and writing problems for their class assignments.

Assessment:

Attendance counts and survey as students leave the session.

UNIVERSITY OF CALIFORNIA, BERKELEY, LIBRARY

Anthromap provides cartographic display of anthropology dissertations.

The Anthromap site originated with a wall-size map displayed as part of an exhibit Anthropology at Berkeley: A Century of Pathbreaking Scholarship, 1901-2001. For that project, map tacks placed at the field-site location for each of Berkeley's Ph.D. dissertations provided a quick overview of the geographic concentration of UC Berkeley's doctoral program in anthropology from its inception to the present. Four colors of tacks, each representing a 25-year period, provided a snapshot of the growth of the department in its first century. The present project expands on the static map with the development of an interactive map allowing for other views of dissertation work done in Anthropology at Berkeley. The initial database of dissertations used for this project were those completed for the Ph.D. in Anthropology at UC Berkeley between 1901 and July 24, 2002. Future dissertations will be incorporated annually thereafter. A multi-

field search feature allows for a “search all” function, or targeted fields as desired. The search results are displayed on the map with red markers. Detailed search results in text format are simultaneously presented on the right. The interactive map interface was created using features of the free-for-use Google Maps API. The dissertation records dataset was prepared using Microsoft Access and Excel, and is interactively queried and displayed using a combination of PHP and MySQL, connected to the map interface by AJAX technology. All imagery is provided by Google Maps, and is subject to the terms of use and license agreements as established by Google Maps. Detail and quality varies depending on the region of the world. The date of the imagery is noted at the bottom of the map interface, according to the information provided by Google. <http://anthromap.lib.berkeley.edu/>

Goals / Assessment:

NA

UNIVERSITY OF CALIFORNIA, IRVINE, LIBRARIES

Community outreach program in partnership with other campus units.

The SPIRIT (School Partnerships in Research and Information Technology) outreach program strives to teach information literacy skills to middle school, high school, and community college students and teachers from the local communities surrounding UC Irvine. The program targets underserved, underperforming populations in an effort to increase student’s interest in and eligibility to pursue their education beyond the high school or community college level. The SPIRIT mission is advanced through two main programs: Teachers Information Literacy Institutes and the Day at College Experience. Both programs have been running for five years and have seen hundreds of teachers and thousands of students pass through the UCI Libraries. In addition to community outreach, the SPIRIT program provides a mechanism for the Libraries to partner with academic units in their academic outreach activities. One notable example of this involves a partnership between an Assistant Professor in UCI’s Department of Physics and Astronomy, and the UCI Libraries SPIRIT program. This professor successfully applied for a National Science Foundation (NSF) Early Career Award which included a requirement to provide outreach activities for the wider, external community. The NSF reviewers specifically mentioned the outreach partnership with the SPIRIT Day at College Experience as a factor influencing the decision to award her the grant. The SPIRIT Day at College Experience combines library research sessions with a hands-on learning experience. These activities help 6th-12th grade students learn subject specific concepts and enhance their information literacy skills in a college setting. Over 5,000 local-area students have participated in this successful program over the last 5 years. The Teachers Information Literacy Institute program provides information literacy professional development institutes for local K-14 teachers. In 2006-07, elementary, middle and high school teachers

participated in this program, totaling more than 800 hours of professional development. Teachers participate in a series of professional development workshops in order to develop and enhance their own information literacy (IL) skills and to learn how to incorporate IL skills and standards into the curriculum appropriate to their grade level. All institutes are held in one of the UC Irvine Libraries Technology-Enhanced Classrooms on Saturdays from 9am-3pm.

<http://course.lib.uci.edu/ed/spirit/index.html?tab=about>

Goals:

- Teach information literacy and life-long learning skills to students and teachers, increasing their understanding and confidence in their ability to locate and use information appropriately.
- Assist students in becoming eligible and competitive in order to enroll at the University of California, to thrive academically while here, and to graduate.

Assessment:

We assess the SPIRIT program using both quantitative and qualitative methods. We track the number of students and teachers who participate as well as basic demographic information about the participants. In 2006-07, 1030 students from area middle and high schools participated in the Day at College Experience Program and over 50 teachers participated in the Teacher Information Literacy Institutes. We also ask students and teachers to fill out an evaluation for the sessions they participate in. These evaluations are primarily intended to measure level of satisfaction with the instruction provided and to provide suggestions for future improvement.

UNIVERSITY OF CALIFORNIA, IRVINE, LIBRARIES

Student-parent orientation program; SPOP.

The transition from high school to the more rigorous demands of university life can be exciting and challenging for both students and their parents. Today's students often turn to their parents when they have questions about college or difficult class assignments. To help with the transition, the Libraries' Department of Education and Outreach held a series of workshops for parents of incoming freshmen to help them learn about the library services and resources available. The library sessions included a workshop and tour of the Libraries where librarians described the extensive resources available to students and how technology is used to make information more accessible to them. The sessions took place in the computer labs to give parents a taste of their student's experience. Parents had the chance to meet librarians and library staff who assist students throughout their academic career.

Goals / Assessment:

NA

UNIVERSITY OF CALIFORNIA, IRVINE, LIBRARIES

Collaborative builds course management system with rich features incorporating instruction, administration, and communication tools.

The Electronic Educational Environment website (EEE), is a home-grown course management system built to serve instructors and students at the University of California, Irvine. EEE offers a variety of tools to enhance learning and manage course administration. Tools include class mailing lists, class websites, online noteboards, class dropboxes, a gradebook and much more. EEE is a collaborative effort that brings together four units from across campus to make educational technology available and effective at UCI. Partners include the UCI Libraries, the Division of Undergraduate Education, the Office of the Registrar, and Network & Academic Computing Services.

<https://eee.uci.edu/about/#what>

Goals / Assessment:

NA

COLORADO STATE UNIVERSITY LIBRARIES

Audience-driven Web pages provide customized entry points for users.

During the process of redesigning the Libraries' web site, and influenced by comments derived during usability testing, audience driven web pages were designed as an entry point for the variety of users of the Libraries' web site. By bringing together resources (databases, research guides, catalogs, etc.) and services (logins, Interlibrary Loan, instruction sources, etc.) targeted to certain populations, these pages function as a "one-stop shopping" point. The primary objective of this project was to reduce the amount of information overload users experience when presented with an overwhelming array of options on the Libraries web site. Pages were designed for: Undergraduate Students, Graduate Students, Faculty and Staff, Future Students, Distance Users, Community Users, Visitors, Alumni and Friends, Users with Disabilities, Libraries Staff. These pages are featured in targeted e-mails to patrons, during instruction sessions, and on the home page of the Libraries' web site.

<http://lib.colostate.edu/users/>

Goals:

See above

Assessment:

NA

COLUMBIA UNIVERSITY LIBRARIES

Library partners with writing center. (Butler Library)

We began a collaboration with the University Writing Program in Fall 2007 in which consultants from their Writing Center work with students at the Butler Reference Desk. Librarians are included in the consultation if the student requires more research on a particular topic or help with finding particular sources. The outcome of this collaboration is increased activity at the Desk for both librarians and for Writing Consultants. Students see their peers working behind the Desk and want to take part as well. It created a buzz of excitement and draws more people to ask reference questions and to request appointments with the Writing Center. Librarians join in the consultation or refer the student to the appropriate librarian for additional library consultation.

<http://www.columbia.edu/cu/uwp/wc/main/main-page/index.html>

Goal:

- Improved writing and research skills.

Assessment:

To date, informal assessment for the University Writing library instruction outreach has been conversations with the Writing Instructors, “debriefing meetings” with the Writing Program Directors, informal feedback from UWP students to librarians during reference, individual consultations, or follow-ups to class presentations. Quantitative data includes the number of instructors and students receiving in-class instructions; the number of students seeing a Writing Center specialist; the number of individual consultations for University Writing students.

UNIVERSITY OF CONNECTICUT LIBRARIES

Infolit concepts delivered to all freshmen in collaboration with English department.

Integration of information literacy into the Freshman English program developed through a collaboration between the English department and the Libraries. Through this collaboration, assignments have been developed which blend information literacy concepts with 1.75 hours of librarian-lead, hands-on information literacy instruction. All incoming first year students are required to enroll within this course. This results in information literacy concepts being introduced early in the student’s college career.

http://www.lib.uconn.edu/using/tutorials/instruction/Freshman_English_Session.doc

Goals:

- All Freshman English courses infuse information literacy instruction.
- All incoming students are exposed to an introductory level of information literacy skills.
- Assignments incorporate information literacy concepts with course content.

Assessment:

We have established regular meetings with the Freshman English to review program objectives; survey the Freshman English instructors at the end of each semester to determine if objectives have been accomplished; and have carried out pre/post SAILS assessment.

CORNELL UNIVERSITY LIBRARY**Cornell undergraduate information competency initiative.**

This initiative is funded by a grant from Cornell University Library and the office of the Vice Provost for Undergraduate Education. It encourages Cornell faculty to explore creative and effective ways to engage students by integrating research skills into the classroom and the curriculum through the redesign of undergraduate courses. This Initiative supports the university's goal of improving undergraduate education by providing faculty the funding, opportunity, and the assistance of campus academic partners to transform the curriculum by creating authentic and engaging research assignments to incorporate into their courses. At least five Cornell faculty will be selected to participate throughout the 2008-2009 academic year. Faculty are expected to attend an orientation, an intensive one week Institute to be held on campus (week of June 16, 2008), and occasional events throughout the year. Each faculty member will receive \$1,500 in support of scalable and sustainable changes to the curriculum, including departmental implementation, developing teaching tools that incorporate information competencies, research skills, and use of campus information resources as integral components, and assessing the impact of research assignments on student learning and faculty teaching. At the Institute, faculty will discuss a range of topics related to developing effective undergraduate research-based assignments. In partnership with consultants from the University Library, the Center for Learning and Teaching, and Academic Technology Services and User Support, faculty will more fully develop the research assignment for their own course that challenges undergraduates to use the Library's print and digital resources and to engage in the process of scholarly discovery. After the Institute, faculty will continue to work with these academic partners to develop and refine these courses and assignments throughout the year. This pilot program is modeled on the University of California at Berkeley's prestigious Mellon Library / Faculty

Fellowship on Undergraduate Research. For more information about the Mellon Fellowship see <http://www.lib.berkeley.edu/MellonInstitute/> , particularly the project overview and factsheet at <http://www.lib.berkeley.edu/mellon/overview/projectintro.html> and the video testimonials from participants at <http://www.lib.berkeley.edu/mellon/publicity/videoclips> .

Goals:

- Create the programmatic structures at Cornell necessary to enhance undergraduate research and information competencies.
- Engage faculty, librarians, and academic technology staff in the establishment of a shared infrastructure for the teaching of undergraduate research.
- Embed research-based learning approaches in an array of courses and enable instructors to redesign courses to better connect faculty research and teaching, and to allow creative student discovery and mastery of research competencies.

Assessment:

The program is in progress and will debut this summer. We hope to assess this using surveys and analysis of the outcomes of the revised assignments/ classes.

CORNELL UNIVERSITY LIBRARY

Instruction librarians' training program.

Library Instruction Partner Program (LIPP), Library Instruction Committee members, and a select group of other instruction librarians have partnered with the Center for Learning and Teaching (CLT) and completed a 4 part train-the-trainer series which we video taped. CLT staff have worked with regular teaching faculty for years on techniques for improving their classroom teaching. The sessions focused on how to plan, how to observe teaching and how to provide effective feedback. We are planning to create an online application form and announce this new service sometime in February. We have evaluation forms from CLT and other material to facilitate the process.

Goals:

- Strengthen librarian teaching skills.
- Incorporate technological applications in library instruction.
- Include outcomes based active learning techniques.

Assessment:

NA

CORNELL UNIVERSITY LIBRARY

Large-scale blog project to support university. (Mann Library)

Cornell University Library (CUL) and Cornell Information Technologies (CIT) co-sponsored a blog pilot as a first step in developing a centrally-supported blog service. The pilot enabled CUL and CIT to evaluate the feasibility of supporting blogs for teaching, research, and communication. The audience was all faculty and staff (and students using blogs for academic purposes) at Cornell University using blogs for teaching, research, learning and communication. We tested a pilot implementation of WordPress Mu. The pilot ran through the spring (2008) and was then evaluated. We've done several successful joint projects with CIT, so when we were both looking for solutions to the proliferation of standalone blog software installations (chiefly Wordpress), it made sense to join together. CIT handled the project management and technical and policy infrastructure and support, and the library helped provide support, technical help and documentation. The pilot evaluation results were positive from both academic and staff users, though we're finding they are still exploring how best to use blogs for various purposes. The blogs were used for reflection and sharing of resources outside of class, outreach and communication (both internal and external), and personalizing student programs and staff services. Currently, the blog service is open only to faculty, staff, and graduate students for academic, communication, and group collaboration blogs; undergraduates can be enrolled via a course, but it's not open to the entire university in general. We may do so in the future, but free alternatives are widely available. We have around 60 blogs in the installation so far, some new but most migrated from the pilot. We are still working out details of the production service but will certainly continue to offer it.

<http://edublogs.org/campus/>

Goals / Assessment:

See above

CORNELL UNIVERSITY LIBRARY

Library and IT deeply integrate resources into Blackboard.

Cornell University Library and Cornell Information Technologies have completed two phases of integrating Library resources and services into Blackboard. In phase I we added links to the Library Gateway and the Ask a Librarian service to the main menu of all new Blackboard courses. We installed the RefWorks building block. This building block allows Bb users to link to specific RefWorks accounts and create new accounts from the Bb Tools menu. It also allows instructors to add links to existing RefWorks accounts in any of the Blackboard content areas. Documentation was created explaining the functionality of all the new additions. We conducted an extensive

communication initiative to make students and faculty aware of the Blackboard and Library Resources & Services integration. Librarians and CIT staff collaborated on teaching the “Blackboard Getting Started” workshops for instructors. We also began work on a plan for gathering metrics to measure the use of these resources and services in Bb. Phase II involved the use of Bb for managing all Library reserves. Faculty can make Library reserve staff course builders so they can add reserve material to an existing Bb course. If the instructor is not using Bb the Library will create a Bb course and add the reserve material to it for the instructor. We are now beginning to brainstorm ideas for phase III.

Goals / Assessment:

See above

CORNELL UNIVERSITY LIBRARY

LibGuides redefine approach to providing library resources. (Uris Library)

Cornell has recently subscribed to LibGuides, and this software allows us to redefine our course library guides. Guides created with this software have Web 2.0 interactive communication links. Below is a URL for the web guide that I have created for a for-credit course that I am co-teaching this semester, Writing 142. I will continue to add new content to this guide throughout the Spring 2008 semester.

<http://guides.library.cornell.edu/content.php?pid=4251>

Goals / Assessment:

NA

UNIVERSITY OF FLORIDA LIBRARIES

Information literacy tutorials extend to composition classes and large courses.

We are in the process of developing modules to add to the Research 101 site, covering popular information resources used heavily by undergraduates and other library users. These include tutorials on identifying primary and secondary sources, searching Academic Search Premier, searching the UF Libraries Catalog, and searching Cambridge Scientific Abstracts. With these tutorials, we are seeking to augment the in-person training we have historically done with composition classes, to prepare composition instructors to teach these concepts themselves in the classroom through use of the tutorials. As in Research 101, instructors will be able to view the concluding assessments to determine how students are mastering the content. We also are extending our outreach and instruction program to populations that we have not been able to work with due

to staffing issues and geography. We hope to reach large courses with sections of 300 or more students with these tutorials. Faculty teaching distance learning courses may easily incorporate the tutorials within their WebCT Vista based syllabi, instructors teaching sections of the first year orientation classes may assign the tutorials, and new students or faculty may take the tutorials themselves, to improve their research skills. These tutorials are also designed to be taken independently, so instructors may assign a module on, say, the library catalog, without having to assign the entirety of Research 101. Once the tutorials are completed, the development team plans to blitz faculty and graduate teaching assistants with marketing, to encourage them to incorporate them into their courses.

Goals:

- Create a core suite of five complementary online tutorials (modules) to guide students through the research skills and concepts necessary to complete first and second year term papers and assignments.
- Develop curriculum guides for use by University Writing Program instructors, to assist them in administering the tutorials and in assessing student success.

Assessment:

We are still in process of developing the tutorials, but are receiving feedback from the coordinators of the University Writing Program on the usability and content of Research 101, which is complete.

UNIVERSITY OF FLORIDA LIBRARIES

Research grant produces infolit tutorials for undergrad and distance students.

Research 101 is a University of Florida Center for Instructional Technology and Training grant funded project to create interactive web-based information literacy tutorials for undergraduate and distance learning students. Currently, the Research 101 module is available for student and faculty use. Research 101 includes five tutorials that introduce basic library research skills that are essential to every college student, regardless of interests or degree areas. In the tutorials, students learn a variety of useful skills including finding information, learning search techniques, and strategies for evaluating the quality and usability of sources. The Research 101 tutorials include flash activities that allow students to interact with the content, flash based quizzes for students to check understanding, and a virtual tour of Library West. Research 101 is also embedded within WebCT Vista; instructors may easily add the WebCT quizzes to their grade books, if using the tutorials in their courses. The coordinators of the University Writing Program, which offer composition and argumentative writing courses for undergraduates, are committed to including Research 101 in their curricula, as are the coordinators of the UF Distance Learning program.

http://www.at.ufl.edu/newsletter/tbd/2008/jan-feb/info_literacy.html

http://mihq.org/smathers/research101_intro.html

Goals:

See above

Assessment:

NA

GEORGETOWN UNIVERSITY LIBRARY**Library partnership with Writing Center creates Peer Research Fellows.**

The Library has partnered with the Writing Center to create the Peer Research Fellow Program to encourage undergraduate research by bridging the gap between research and writing. A group of senior Writing Center peer tutors serve as research mentors as well as writing tutors. They receive additional training from research librarians in research strategies and sources in order to offer their peers more effective writing assistance and guidance on research and citation questions.

Goals:

- Improve undergraduate research.
- Increase cooperation with the writing center.
- Provide an additional avenue for students to receive research guidance.

Assessment:

NA

GEORGETOWN UNIVERSITY LIBRARY**The Libraries' Georgetown Media Service assists with video streaming.**

The Georgetown Media Service makes course media, faculty lectures, and campus events available to students, faculty, staff, and off-campus audiences in a secure web-based environment. Audio and video can be delivered to dedicated groups, such as classes, or to the public, in streaming media format or as downloadable files. Features include Blackboard integration and podcast subscriptions.

<https://mediapilot.georgetown.edu>

Goals / Assessment:

NA

GEORGE WASHINGTON UNIVERSITY LIBRARY

Multiple infolite audiences. (Gelman Library)

Since 2003, information literacy has been incorporated into the learning objectives for the freshmen writing course, required of all students. We are also targeting senior thesis courses, currently in the disciplines of history and American studies. We are continuing to update our pedagogy. This has recently included an investigation of how to incorporate gaming theory in our instruction. We are also reaching out to the campus community through a partnership with Disability Support Services and are investigating a collaboration with the Multicultural Student Services Office. Gelman Librarians also reach into the community through instruction for students from a local high school.

Goals:

NA

Assessment:

NA

UNIVERSITY OF GEORGIA LIBRARIES

Library partners in curation and content creation for Georgia materials.

The Digital Library of Georgia is a gateway to Georgia's history and culture found in digitized books, manuscripts, photographs, government documents, newspapers, maps, audio, video, and other resources. The Digital Library of Georgia connects users to 500,000 digital objects in 105 collections from 60 institutions and 100 government agencies. Though this represents only a fraction of Georgia's cultural treasures, the Digital Library of Georgia continues to grow through its partnerships with libraries, archives, museums, government agencies, and allied organizations across the state.

<http://dlg.galileo.usg.edu/?Welcome>

Goals / Assessment:

NA

UNIVERSITY OF GEORGIA LIBRARIES

Library participates in digital encyclopedia of Georgia.

The New Georgia Encyclopedia is an authoritative source on the people, places, events, and institutions of Georgia. The site contains nearly 2,000 articles and more than 5,000 images and audio and video clips on the history, culture, and life of the state.

<http://www.georgiaencyclopedia.org/ngc/Home.jsp>

Goals / Assessment:

NA

GEORGIA INSTITUTE OF TECHNOLOGY LIBRARY

Special outreach to undergraduates to promote library resources.

- T-Paper: PR project inserts monthly newsletter into restroom facilities to draw attention to library ad hoc efforts to raise user awareness.
- RATS week CeLIBration Event: Semester-opening Saturday night festival for freshman, with games, improv, music, LAN tournaments, etc. to raise student awareness of the library and break down resistance to enter the building.
- GT 1000 Freshman seminar: A “how-to-survive-campus” one-hour credit course to familiarize freshman with help and support available.

Goals:

- To promote library resource use.
 - To raise student awareness of and use of library resources.
 - To promote campus academic partnerships.
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GEORGIA INSTITUTE OF TECHNOLOGY LIBRARY

Library tests “social-driven” library instruction project: dataDUMP.

(From Brian Mathew’s ubiquitouslibrarian blog): “The focus of dataDUMP is not “the library” or “using the resources” – it’s about a social outlet connecting CS majors (and perhaps a few faculty) around a topic of mutual interest. The library is a sponsor, but this is really a chance for these students to showoff their work, to ask each other questions, to share stories or code, and whatever else they are interested in. (jobs, the major, the campus, GT football, comics, movies, etc.)

DataDUMP positions the librarian as a participant, not as the all-knowing persona who is running the show or preaching about the horrible inaccuracies of Wikipedia. I figure I can learn a lot from them in terms of the curriculum, their approach to assignments, as well as about computer science." 30 students participated in fall 2008.

http://theubiquitouslibrarian.typepad.com/the_ubiquitous_librarian/2008/08/datadump-a-social-driven-library-instruction-project.html

Goals:

See above

Assessment:

NA

HARVARD UNIVERSITY LIBRARIES

Business School new curriculum design deeply informed by library engagement. (Baker Business Library)

In 2005, Harvard Business School (HBS) began a strategic shift, repositioning the library (now part of Knowledge and Library Services – “KLS”) as a proactive partner in the teaching and learning process. Central to the strategy was creating a group of curriculum designers and librarians who would collaborate with faculty on course development by leveraging Baker Library’s extensive collections and subject matter expertise. The newly formed Curriculum Services Group partnered with faculty in a series of pilot projects that resulted in:

- A map of the HBS teaching and learning landscape, including degree program components, case development and teaching method approaches, course and class cycles, administrative support processes, etc.
- Identification of the intersection points of business information resources, research skill development, and subject matter expertise with HBS course development and the creation of the KLS Infostructure framework
- Implementation of a project management methodology, including processes and tools, capability development, and the creation of a project management office to oversee resource allocation, project assessment, and statistics
- Marketing and communication materials about the group’s products and services, including 4 case studies for the Christensen Center for Teaching and Learning web site on curriculum innovation
- Strategic partnerships with other HBS central services groups, including the Division of Research and Faculty Development, Educational Technology Group, and Christiansen Center
- A course development support framework for tiered services: Enhance – Provide Information; Revise – Position Information; Develop – Integrate Information and an information research skill development continuum, The Informed Leader.

Key to the work is a belief that “if learning is the process of turning information into knowledge in order to take effective action, then we must be strategic about the use of information resources and expertise in course design and implementation.” The strategy has been fairly straight forward: understand the environment, develop the capability (individual and organizational) to deliver a quality service, and establish a model of collaboration with faculty. Since its inception, the program has grown from 3 to 35 projects, received endorsement from the Senior Academic Dean for Research and Course Development, yielded stronger relationships with faculty, provided career development opportunities for our librarians, and enriched the learning experience at HBS.

Goals / Assessment:

See above

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN LIBRARY

Library partners with lifelong learning institute.

The University Library has developed an instructional service program aimed at the non-traditional lifelong learners taking part in the Osher Lifelong Learning Institute (OLLI). This program includes orientation to library facilities and services, hands-on information literacy workshops, and a stand-alone OLLI course focused on cultural heritage materials and organizations.

<http://www.library.uiuc.edu/learn/osher.html>

Goals:

- Integrate information literacy skills into campus lifelong learning initiative.
- Foster increased library usage by non-traditional users.

Assessment:

NA

JOHNS HOPKINS UNIVERSITY LIBRARIES

Library partnerships for faculty support.

The Center for Educational Resources is co-sponsored by the Libraries, ITS, Engineering, and Arts & Sciences. Its mission is to partner with faculty to extend their instructional impact by connecting innovative teaching strategies and instructional technologies. Our website describes in detail extensive projects that assist faculty and graduate students to focus their teaching on adapting to new learning pedagogies, capitalizing on digital resources, targeting optimum learning moments, and expanding in new directions. The Libraries play a role in curriculum and skills development.

<http://www.cer.jhu.edu>

Goals:

NA

Assessment:

In our Center for Educational Resources we do not assess information literacy per se. We constantly assess learning outcomes and effectiveness of teaching development.

JOHNS HOPKINS UNIVERSITY LIBRARIES

Library tab in University Portal serves undergraduates. (Sheridan Library)

The library link from the University Portal includes RefWorks integration, Library account integration, electronic reserves integration, and a list of helpful links. The portal itself currently is targeted to undergraduate students. University IT is working with content providers to expand for other segments of the community. On the library tab we provide links to specific info for undergrads, grads, and faculty as well as the more general services described above.

Goals / Assessment:

NA

JOHNS HOPKINS UNIVERSITY LIBRARIES

Library support for faculty in instruction and scholarly communication work.

Our Center for Educational Resources (CER) assists faculty with the development of course management system course sites and integration of library resources within those sites. It is jointly sponsored by the Krieger School of Arts & Sciences, the Whiting School of Engineering, the Sheridan Libraries, and Hopkins Information Technology Services. The Center's mission aligns with the evolving role of university libraries as they advance from print-based repositories to electronic collaboratories that enable application of digital collections and networked services to new approaches in instructional and scholarly communication. We also have liaison librarians editing content in class spaces and embedding library research modules in online class spaces. The CER also develops specialized software that creates and supports virtual laboratory environments for a wide range of disciplines.

Goals / Assessment:

NA

UNIVERSITY OF KENTUCKY LIBRARIES

First year video posted on YouTube; portions in Second Life.

Creation of a short orientation video to be shown to UK101 students as the library orientation portion of the course. The video "Saving Student Brian" received excellent reviews from students who watched the video as well as UK101 instructors. We knew that our PowerPoint was outdated, and we wanted to present students with something that was fun, informative, and to the point. The basic message of the video is that library staff are helpful and there are many libraries across campus for you to visit. With the video, we got that message across and hoped that (despite the occasional eye-rolling) it would be remembered at least and not lost in a sea of PowerPoints.

http://www.uky.edu/Libraries/page.php?lweb_id=609

Goals:

See above

Assessment:

All UK101 students and instructors complete an evaluation of the course, including the library portion (and video).

LOUISIANA STATE UNIVERSITY LIBRARIES

Library participates in and contributes to state digital resource.

The LOUISiana Digital Library (LDL) is an online library containing photographs, maps, manuscript materials, books, oral histories, and more that document Louisiana's history and culture. Libraries, museums, archives, historical groups, and other institutions across the State contribute materials to the LDL. This state-wide digital library is used by anyone with access to the internet and an interest in the materials. The LSU Libraries is one of 19 participating libraries.

<http://louisdl.louislibraries.org/>

Goals / Assessment:

NA

UNIVERSITY OF MARYLAND LIBRARIES

Library partnerships focus on academic integrity initiative covering plagiarism and ethics.

In order to respond to the heightened incidence of academic dishonesty, particularly plagiarism, on campus, the UM Libraries launched an Academic Integrity Initiative in 2005. In collaboration with campus partners (including Office of Student Conduct, Student Honor Council, Freshman Writing Program, Professional Writing Program, Center for Teaching Excellence, Writing Center, Project NETHics, and The Graduate School), the Libraries are working to raise awareness of academic integrity issues and provide information to students and educators on how to use research resources in a responsible and ethical manner. <http://www.lib.umd.edu/UES/integrity.html>
<http://www.lib.umd.edu/UES/integritypartnersreport2007.pdf>

Goals / Assessment:

NA

UNIVERSITY OF MARYLAND LIBRARIES

Library content delivered via Blackboard.

Library presence in Enterprise Learning Management System (ELMS). The University of Maryland has just completed a campus wide implementation of the course management system Blackboard. Blackboard is presented to UM faculty, staff, and students through a portal named ELMS (Enterprise Learning Management System). The Libraries are delivering content to ELMS users via a distinctive University Library tab. The Libraries next step will be delivery of course reserve materials through the individual course pages within ELMS. <http://about.elms.umd.edu/about/>

Goals / Assessment:

NA

UNIVERSITY OF MASSACHUSETTS AMHERST LIBRARIES

Information literacy comprehensively incorporated into Gen Ed curricula (Duboise Library)

The library works to incorporate information literacy as both learning goal and criteria for approval across all general education courses, like writing, as a component of critical thinking. A presentation on information literacy was given at the Faculty Senate Council on General Education in the Fall of 2007. In the Spring of 2008, the Council voted to include information literacy in its review of all General Education courses. For various reasons, the Gen Ed Council decided to take this approach rather than make information literacy a new course designation. That is, the Council decided not to simply require one information literacy course. The target audience for this initiative is multiple: it will include the faculty and graduate students who teach General Education as well as the undergraduate students who take General Education classes. The length of engagement is continuous and ongoing. We see this initiative as only the beginning of many other related activities and initiatives. It is an umbrella that will encompass what will come later: faculty education about information literacy, supporting resources for faculty to use in teaching, workshops, and more. The means of delivery will vary, with some General Education classes receiving instruction in the library or classrooms by librarians, others by the faculty, other via online methods. The campus is in the process of assessing and revitalizing its general education program, and it is exciting that a commitment has been made for information literacy to be included in this revitalization.

Goal / Assessment:

We are at the beginning stages of our initiative and are still articulating learning goals and objectives. We have a relationship with the University Office of Academic Planning and Assessment, and the Library's Information Literacy Specialist serves with the campus Director of Assessment on the General Education Assessment subcommittee. This will be a good venue for articulating Learning goals and objectives and then assessing these over time. We also have proposed a campus-wide Task Force on Information Literacy that will work on these issues as well.

UNIVERSITY OF MICHIGAN LIBRARY

Enriching scholarship via annual training event.

This workshop series, held each May, offers pedagogical and hands-on skill building sessions for faculty and other instructors. Library leadership was a key factor in the creation of the campus-wide UM Teaching and Technology Collaborative. The Collaborative sponsors this week-long series of workshops designed to help faculty explore how technology can facilitate effective teaching and learning. May 2008 will mark the tenth anniversary of this highly successful technology instruction initiative. Last year, over 500 participants registered for

one or more of the 130 sessions, with 1858 total registrations. Of the 85 presenters, 21 were Library staff who taught 36 of the sessions.

<http://www.umich.edu/~teachtec/es.html>

Goals:

- To collaborate with other units on campus to promote use of technology in teaching.
- To educate faculty in using those technologies.
- To promote collaboration and discussion among faculty and other instructors who incorporate use of technology in their teaching, or who desire to do so.

Assessment:

NA

UNIVERSITY OF MICHIGAN LIBRARY

Library Sakai project enriches course experiences; collaboration with academic faculty.

The Sakaibrary Project Sakai is a free and open source online collaboration and learning environment. CTools, Michigan's local branded installation of Sakai, is tailored to support teaching and learning, ad hoc group collaboration, and support for portfolios and research collaboration. The Sakaibrary project is a collaboration between the University of Michigan and Indiana University, initially funded by the Mellon Foundation, to develop open source software tools to integrate access to library licensed digital content within the Sakai collaboration and learning environment. Students and faculty can thus utilize these resources easily within the context of a course. Specific developments that place access to librarians, library resources, and library services directly within CTools include:

- A librarian role that allows faculty to make a librarian an active member of the course site, with the ability to participate in online discussions and to add resources to the site;
- An AskUs button that faculty can add to a course site to give students one-click reference help;
- A citation linker, which allows faculty to add titles directly to a course site;
- And automatic addition of course reserve lists to a course site.

<http://www.dlib.indiana.edu/projects/sakai/>

Goals:

See above

Assessment:

NA

UNIVERSITY OF MICHIGAN LIBRARY

MBooks Google project revolutionizes access to immense holdings.

MBooks is the result of the ground-breaking partnership between The University of Michigan and Google, Inc., to digitize the entire print collection of the University Library. The digitized materials are searchable in the library catalog, Mirlyn, as well as in Google Book Search; we already provide full-text access to well over a hundred thousands public domain works, and make it possible to search for keywords and phrases within hundreds of thousands of more in-copyright materials. Though controversial, we believe that this project is altering the way we do research, and is changing the world for the better. It enables the Library to build on and reconceive vital Library services for the new millennium. In one example, we have worked with the Office of Services for Students with Disabilities to provide access to this great and growing library for visually impaired students.

<http://www.lib.umich.edu/mdp>

Goals:

See above

Assessment:

NA

MICHIGAN STATE UNIVERSITY LIBRARIES

Tier I Writing Modules for First-Year Writing, Rhetoric and American Culture Courses.

In collaboration with the university director for Tier I writing, we have created a series of instructional modules based on new objectives and outcomes of the Tier I curriculum: "Scholarly/Popular/Technical Periodicals," "Searching with a Purpose," "Web Evaluation," and "Ask a Librarian." Although these categories are traditional information literacy topics of instruction, it is noteworthy that, for the first time at this university, the outcomes and objectives were developed by the writing faculty to mirror curriculum objectives. Also of note, the supporting materials are available to all students on individual course pages through the newest version of the ANGEL course management system's "Learning Object Repository." Material formats include video, online quizzes, feedback and assessment reporting. Still in development are a series of related "canned library assignments" for the LOR for use by faculty in place of their own scavenger hunts, etc. Modules are protected behind individual course pages. Information can be obtained by contacting coordinator, Leslie Brown at brownles@mail.lib.msu.edu.

Goals:

- Identifies the purpose and audience of potential resources (e.g., popular vs. scholarly).
- Seeks expert opinion through a variety of mechanisms (e.g. interviews, email, listservs).
- Identifies the value and differences of potential resources in a variety of formats (e.g., multimedia, database, website, data set, audio/visual, book)

Assessment:

NA

UNIVERSITY OF MINNESOTA LIBRARIES**Unravel the Library program uses Lectora to reach students in composition courses.**

Strategic positioning efforts on our campus have led to a strengthened writing program, including a requirement that all students take a beginning composition course here. This is a significant increase in the number of freshman courses we will work with. The first-year writing program requires the use of libraries and infolit skills. We have been running the Unravel the Library program for several years now — workshops that students in writing courses attend. This method was almost overwhelming before the new requirements, and will not scale to meet the new need. So we are developing digital learning materials that will ultimately replace most of the face-to-face workshops. We are piloting four modules this semester. They were created with Lectora and are now being offered from the Libraries' web site, but we plan to integrate them into campus courseware in the future. The Writing Program is very supportive and working closely with us on this.

<http://www.lib.umn.edu/site/aboutunravel.phtml>

No link yet exists for the online modules.

Goals:

- Students will be able to focus, develop, and organize claims and backing (evidence) to flesh out an argument.
- Students will be able to distinguish between popular and scholarly sources; evaluate the credibility of sources.
- This program will scale to meet demand and will be sustainable with present resources.

Assessment:

NA

UNIVERSITY OF MINNESOTA LIBRARIES

EthicShare: a Collaborative Virtual Community.

Through funding provided by the Mellon Foundation, the Libraries are partnering with U of M Center for Bioethics, the Department of Computer Science and Engineering, and several other institutions to develop a virtual community site for scholars of Bioethics and Practical Ethics. The project seeks to foster the advancement of scholarship by giving this community an online environment that provides tailored social networking tools around a unique and rich aggregation of content. Further, the project will investigate and incorporate strategies for sustainable community-stewardship of the site; and serve as a virtual community model (with generalized architecture) for other discipline-oriented community sites.

<http://www.lib.umn.edu/about/ethicshare/>

Goals:

See above

Assessment:

NA

BIBLIOTHÈQUES DE L'UNIVERSITÉ DE MONTRÉAL

Information literacy instruction initiatives.

It would be too long to describe here all the information literacy initiatives on campus but just to say that we work collaboratively with faculty and give a lot of integrated instruction sessions to undergraduates and graduate students. We have developed a section on our website to describe the information literacy initiatives on campus (in French):

We also participate with the university centre for teaching and learning in offering workshops to faculty (ex.: EndNote, use of statistics and longitudinal surveys), including participating in giving the workshop on pedagogical strategies to prevent plagiarism. We have also started offering instruction to administrators and professionals (for example, psychologists from our Student Services unit) on developing current awareness profiles.

Goals / Assessment:

NA

BIBLIOTHÈQUES DE L'UNIVERSITÉ DE MONTRÉAL

Online self-test based on SAILS.

We have translated and adapted for our needs the Kent State / ARL SAILS information literacy questionnaire and we have formatted the questions in WebCT quiz format (course management system used at our university). Departments and professors who wish to use some of the questions as self-test in their online course can do so. The Faculty of Education has used a selection of those questions as a self-test for new students entering undergraduate programs in their faculty. For those questions, we have added feedback to the answers (not present in the SAILS instrument).

Goals / Assessment:

See above

UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL LIBRARIES

Community workshop series in information literacy recruits undergraduates.

Over the last few years, service learning has become an important objective of the University. The University Library has a strong history of service to the community and in 2005 established the Community Workshop Series (CWS). The CWS partners with public libraries in the area to offer classes in information literacy to the public. Graduate students from UNC's School of Information and Library Science have been active participants and gained valuable experience. More recently, the University Library partnered with APPLES, the Service Learning program on campus to bring undergraduates into the CWS. Not only do they provide a useful and important service to the community, but by being trained and then teaching others to find and evaluate information, the undergraduates have increased their own information literacy and critical thinking skills.

http://www.lib.unc.edu/instruct/community_workshops/

Goals:

- Undergraduates increase their own ability to find and evaluate information.
- Undergraduates apply what they've learned, and then assist others in their academic work and lives.
- Undergraduates develop an appreciation of lifelong learning.

Assessment:

Only anecdotal evidence at this time.

UNIVERSITY LIBRARIES OF NOTRE DAME

Developed First Year Experience Librarian.

Among other initiatives, began "embedded librarian" who provides reference services from the Coleman-Morse Center for First Year of Studies, rather than a traditional library service desk.

<http://www.library.nd.edu/fys/fye.html>

Goals:

- Develop a means to deliver the outcomes to the students.
- Provide different image of librarians.
- Explore popular social networking space.
- Collaborate with University's Kaneb Center for Teaching and Learning.

Assessment:

We haven't yet because we're still investigating the best way of providing this assessment.

UNIVERSITY OF PENNSYLVANIA LIBRARY

PennTags provide smart organization of resources.

PennTags is a social bookmarking tool for locating, organizing, and sharing online resources. Members of the Penn community can collect and maintain links to pages on the open web, journal articles, records in Franklin, our online catalog and VCat, our online video catalog. Once these resources are compiled, patrons can organize them by assigning tags (free-text keywords) and/or by grouping them into synthetic groups called projects.

<http://tags.library.upenn.edu/help/>

Goals / Assessment:

NA

UNIVERSITY OF ROCHESTER LIBRARIES

Librarians as writing tutors.

Several reference librarians have trained to be writing tutors. Recognizing that there isn't a clear division between writing and research, librarians wanted a broader range of skills with which to help the students.

http://docushare.lib.rochester.edu/docushare/dsweb/Get/Document-27277/chapter_one.pdf (see last several paragraphs)

Goals:

- Librarians have broader range of skills with which to help the students.
- Much stronger collaboration with College Writing Center.

Assessment:

NA

RUTGERS UNIVERSITY LIBRARIES

Information literacy deeply embedded in writing program and assistance to this faculty.

Information literacy is integrated into the English Writing Program Research in the Disciplines course of which there are 40 to 50 sections each semester. The instruction librarian liaison has equal time with the program coordinator during the faculty orientation held each semester. The librarian focuses on the concepts and objectives of information literacy along with the specific content and objectives of the multiple library sessions (2-3) provided for each section, instruction on the use of Sakai for course management, and the use of RefWorks for research information and organization. Library resource materials are provided with the faculty packets and with the Sakai module on the faculty Sakai

site. Instruction adjuncts are hired to assist with the teaching of these sessions. A repository of instructional materials was developed in Sakai for the purpose of sharing materials that will alleviate re-inventing/re-creating materials and for inspiring librarian instructors.

http://wp.rutgers.edu/courses/201/course_description/course_desc3.html

Goals:

- Students will identify a scholarly versus a popular article.
- Students will identify citations for books, periodical articles, and parts of a book and search for the items effectively and efficiently.
- Students will evaluate information and information sources for appropriateness for their information need and/or research purpose.

Assessment:

These will be assessed this semester by the preliminary and final annotated bibliography and works cited list.

SYRACUSE UNIVERSITY LIBRARY

Library lesson plans streamline teaching engagement in large enrollment classes.

In Fall 2007, the Library developed a lesson plan to support the goals of the Writing Program's first year studio course, WRT 105, which enrolls about 2,000 students each year. The Library provides instructional sessions to about 50% of WRT 105 classes (55/year), based on instructor request. Until this time, librarians have approached each session differently, leading to unnecessary planning time and variation in instruction. In order to establish some consistency of content and instructional method and to ensure that the sessions were meeting Writing Program goals, the Library worked with the Writing Program to design a lesson plan to be used by instruction librarians as well as Writing Program instructors. The lesson plan corresponds to a particular unit involving research and links to both Writing Program goals as well as ACRL Information Literacy Competency Standards. The lesson plan provides an outline for instruction librarians and others to follow in face-to-face sessions, and consists of group brainstorming activities, searching demonstrations, and guided research practice. Supplemental instructional materials were provided to assist students in conducting research on their own, including topic-based resource guides. In one instance, this lesson was taught via Elluminate, a web conference tool, to an off-campus group. In Spring 2008, the Library collaborated again with the Writing Program to design a lesson plan for the second year Writing Studio course, WRT 205, which also enrolls about 2,000 students per year. (The Library normally teaches about 75 sessions per year for sections of this course). A lesson plan was created for face-to-face sessions to focus on goals of WRT 205, which include evaluating sources,

identifying scholarly sources (through individual and group activities), searching in subject databases, and citing sources.

<http://library.syr.edu/instruction/trails/wrt105.html>

<http://library.syr.edu/instruction/trails/wrt205.html>

Goals:

- Generate five keywords/short phrases to use as search terms for their topic.
- Evaluate the quality of a resource based on criteria.

Assessment:

Students and faculty were invited to complete the generic feedback forms used to assess instruction sessions. We received student feedback forms from a portion of the students who received instruction, and we received faculty feedback forms from about 9 instructors. Feedback was mostly positive. We also received anecdotal comments from Writing Program administration as well as librarians. One criticism of the WRT 105 lesson was that there was too much content to cover in one session. Overall, librarians appreciated having the lesson plan as an outline and having the flexibility to teach in ways that fit their styles and needs of the individual classes.

UNIVERSITY OF TEXAS AT AUSTIN LIBRARIES

Assessment of library instruction sessions.

For the past 2 years, we have been working with RHE 306 (basic writing course) and core curriculum signature courses to develop an effective multiple-choice assessment tool tied to the learning outcomes identified above. We use SurveyMonkey to pre- and post-test every class with a library instruction session. Pre-tests are distributed to each class at least a week before the library instruction session so that we can use the information to guide the content of the session. Post-tests are administered after the first research assignment so students will have had time to apply the skills to their research problem. We have worked with the campus Measurement & Evaluation Center to do item analysis each semester and use the results to improve the tool. We also ask for faculty feedback. For classes for which we create exercises/assignments or “train the TA,” we may use any combination of this tool, faculty feedback, or analyses of completed assignments.

Goals / Assessment:

See above

UNIVERSITY OF TEXAS AT AUSTIN LIBRARIES

Plagiarism prevention program for freshman interest groups.

The Libraries are working with Students for Academic Integrity (part of student government), the Writing Center, the Writing Across the Curriculum program and Student Judicial Services to educate freshmen about plagiarism issues. Freshmen enter UT bound by an honor code but many do not know how to avoid plagiarism. Two-thirds of students place out of the core writing class where that content is first covered. Many freshmen enroll in learning communities, called FIGs (Freshmen Interest Groups). The new core curriculum scheduled to be completely in place by 2010 will require all freshmen to participate in a FIG. Beginning in Fall 08, the group above, led by the Libraries, will train FIG mentors (upper division undergraduates who work with a FIG) to teach their FIG members about plagiarism. A brief online tutorial about the process UT employs when a student is suspected of an academic integrity violation has been created and all FIG members will be asked to watch it. Then the FIG mentors, during one of the 1-hour weekly meetings they have with their FIG members, will use a curriculum the group developed to teach the FIG about why, how and when to cite sources. The curriculum, still being finalized, consists of active learning exercises such as a "cite it" game and a "you be the judge" small group discussion. We believe that peer-to-peer learning is a very effective method for this type of content because any fears and concerns students may have about honestly talking about issues of plagiarism in front of "experts" or authority figures will be moot.

Goals:

- Students will understand the basic process of what happens if they are suspected of an academic integrity violation, their rights, the consequences and the role of Student Judicial Services.
- Students will understand when they should cite sources (ex: direct quote, paraphrase, using someone else's idea, citing images, etc.).
- Students will understand the value of using and citing sources (ex: knowledge building, disciplinary conversations).

Assessment:

We have not yet assessed this activity because it won't be rolled out until Fall 2008. We plan to assess this rather informally at first, by asking FIG mentors for feedback about what worked and didn't work, changes they would recommend, comments they had from students and, based upon that feedback, decide if we should further develop the program and student learning outcomes assessment tools, or abandon it.

UNIVERSITY OF TEXAS AT AUSTIN LIBRARIES

Wiki aids composition course instructors and students.

RHE Wiki. Created a wiki for RHE 306/309 courses, which are lower division composition courses. This wiki includes guides created for the program, handouts from library instruction sessions and links to RHE 306/309 librarians and to virtual reference services. All RHE instructors have the password for this wiki and are free to add resources/guides/research tips and comment on existing resources. We just rolled this out last semester and no RHE instructors have yet commented but we are hoping to get buy-in from the new instructors for next fall by talking to them about how their input would benefit their students during the pedagogy class required of new instructors.

<http://wiki.lib.utexas.edu/rhe/>

Goals / Assessment:

See above

VANDERBILT UNIVERSITY LIBRARY

Library orientation an aspect of required freshman program.

Vanderbilt developed a program called “Vanderbilt Visions” to serve as a common orientation experience for all first-year undergraduates. It is the Quality Enhancement Plan for the university’s SACS accreditation. The library was invited to create a session for Vanderbilt Visions. Library staff presented a program that orients students to the library through the use of videos, interactive clicker response questions, and online tutorials embedded in a PowerPoint slide show.

<http://www.library.vanderbilt.edu/visions/>

Goals:

- Understanding different tools for locating different types of information.
- Evaluating information.
- Understanding what kind of information is needed.

Assessment:

This effort has not been formally assessed, but we have received feedback from faculty and students on the program.

UNIVERSITY OF VIRGINIA LIBRARY

Library support for nursing research. (Health Sciences)

Ongoing, close collaboration with School of Nursing faculty and subject librarian for Nursing. Coverage includes class orientations, hands-on sessions relevant to curricular topics, and a focus on nursing research.

Goals / Assessment:

NA

UNIVERSITY OF VIRGINIA LIBRARY

"How Do I" Project (Health Sciences)

Our "How Do I" project aims to provide short, targeted content in a consistent, predictable, branded web interface. Topics are suggested mainly by library staff, but also by patrons and other library collaborators. An extensive range of topics is covered, with content a mix of textual description and illustrative images.

<http://www.healthsystem.virginia.edu/internet/library/wdc-lib/services/howdoi/>

Goal:

- Provide short, targeted content in a consistent, predictable interface.

Assessment:

NA

UNIVERSITY OF VIRGINIA LIBRARY

Paper Clinic partnership.

This program was developed in partnership with UVa's Writing Center. Librarians and Writing Center staff are available evenings and weekends during finals period to assist students with their papers, offering advice on writing as well as research and sources.

Goal:

- Employ librarians' research knowledge and written communication skills to aid students in their written work.

Assessment:

NA

UNIVERSITY OF WASHINGTON LIBRARIES

Library partnerships support information literacy in interdisciplinary programs.

Interdisciplinary Inquiry (BIS 300) is a collaborative effort between the University of Washington Bothell Interdisciplinary Arts and Sciences (IAS) faculty and staff of the Library, Writing Center, and Quantitative Skills Center. Considerable variation appears in the themes, readings, and assignments in individual sections of the course as instructors, librarians, and academic staff innovate and experiment with different pedagogies and assignments. What holds this required multi-section course together are the ongoing quarterly meetings and consultations among the Writing Center and Quantitative Skills Center staff, librarians, and IAS instructors who teach the course. The purpose of BIS 300 is to introduce and orient students to upper-division work in the Interdisciplinary Arts and Sciences program. This includes an introduction to the use and keeping of portfolios, and an orientation to the IAS program portfolio and assessment process, including its four core learning objectives. The course stresses interdisciplinary inquiry, the richness of the resource environment in IAS (and at UWB), and the program's focus on interdisciplinary forms of inquiry. It encourages students to think about how various types of knowledge are produced, and how they can learn to think and act as researchers by becoming active, creative, and self-critical makers of knowledge in academic and non-academic genres. For many students, the start of their IAS career marks a significant transition toward more difficult texts and assignments, as well as a research culture that produces and consumes those materials. Orienting and introducing students to the program works well, we have found, if we make explicit the expectations, processes, and ways of approaching material that upper-level interdisciplinary work in IAS demands. Librarians and faculty often team-teach a series of 3-4 workshops for each section of this course. These workshops are designed to fully integrate the processes of research, reading and critical thinking, with faculty and librarians sharing "ownership" for facilitating discussions and hands-on activities. Workshops typically focus on developing students' abilities formulate complex research questions, and to locate and analyze sources from a wide range of disciplines/ fields and publication types.

Goals:

- Understand the interdisciplinary production of knowledge and how it underwrites different aspects of the IAS program, including an orientation to the Program's diverse and inter-related (inter)disciplinary fields and methods of inquiry.
- Become better critical thinkers, readers, and writers, capable of posing and addressing a variety of complex questions, and writing in a variety of modes. As part of this process, become more skilled at critical self-reflection on one's work.

- Become better researchers, able to use the resources at UWB and elsewhere in order to identify existing and complementary scholarly work while producing original knowledge through data gathering and interpretation. We have paid particular attention to the development and refinement of research questions that stretch across disciplines, and the ability to identify research questions in other scholarly writing.

Assessment:

Librarians participate in the Program’s annual assessment activities, which focus each year on one of the four learning goals: Critical Thinking, Shared Leadership and Collaboration, Interdisciplinary Research, and Writing and Presentation. This assessment process includes adapting or creating a rubric for the learning goal, using the rubric to assess student work, and conducting focus groups with graduating seniors. Aspects of information literacy are particularly evident in the Critical Thinking and Interdisciplinary Research rubrics.

UNIVERSITY OF WASHINGTON LIBRARIES

Library partnership provides programs on plagiarism for faculty and grad students.

The University Libraries Instruction and Information Literacy Working Group has been successful in forging collaborations on campus. IIL members have partnered with the UW Center for Instructional Development and Research (CIDR) and the UW Teaching Academy to provide programs for UW faculty and graduate students. In the past year, IIL has also collaborated with CIDR and the Teaching Academy to support faculty learning. In winter 2007 and 2008, IIL librarians provided a 3 hour faculty workshop on “Helping Students Do the Right Thing: Preventing Plagiarism through Assignment Design” in which librarian facilitators guide teaching faculty through ways to revise and devise learning-focused assignments. The facilitators discuss with faculty frequent causes of plagiarism (many unintentional) and assignment formats and requirements that can circumvent the typical pitfalls that lead to plagiarism. Participants are given time to work in groups to revise their own assignments by making use of the ideas and tools presented in the workshop.

Goals:

- Heighten faculty awareness of plagiarism.
- Help design assignments that minimize student plagiarism.

Assessment:

Evaluations of the workshop provided useful information. Inquiries from other faculty who learned about the workshops from their colleagues were seen as positive impact. High attendance at training sessions demonstrated audience preference for the content. Responses and comments to several questions dealing with info lit/ plagiarism on the Libraries 2007 triennial survey will help to inform future design of the program.

WASHINGTON UNIVERSITY IN ST. LOUIS LIBRARIES

Gateway to digital collections, processes, and standards.

The Washington University Digital Gateway serves two primary purposes:

- Serves as a single point of entry for discovery of all digital collections available at Washington University, especially locally-created digital resources.
- Provides a similar single point of entry for anyone in the Washington University community interested in developing digital projects.

This web site is maintained by Digital Library Services (DLS), a unit of the Washington University Libraries created in 2006 to serve the entire Washington University community in these capacities, in collaboration with key units from within the Library and across the University, including the Digital Library Team (DLT), The Digital Implementation Group (DIG), Arts & Sciences Computing and the Humanities Digital Workshop.

<http://digital.wustl.edu/>

Goals:

See above

Assessment:

NA

YALE UNIVERSITY LIBRARY

Library collaborates to provide enriched course Web pages utilizing Sakai.

Classes*v2 provides the Yale community with a powerful, integrated set of Web-based tools for teaching, learning, and sharing information. For more than three years, Yale University has been involved in the Sakai Project, an initiative led by the University of Michigan, Indiana University, Stanford University and M.I.T. to develop a powerful online learning and collaboration environment. This online collaboration and learning environment includes:

- A syllabus creation tool.
- Announcements.
- Threaded discussions and real-time chat rooms.
- Course assignments.
- Online file sharing (dropboxes and Resources area).
- Course-related external links.
- Project sites for collaboration.
- A host of other online tools and online areas for sharing information.

<https://classesv2.yale.edu/portal/site/!gateway/page/!gateway-100>

Goal:

- The goal is to create an integrated set of Web-based tools for teaching, learning and research that is not only superior but also compatible with existing information systems here at Yale. Yale's customized deployment of Sakai is called Classes*v2.

Assessment:

NA

YORK UNIVERSITY LIBRARIES**Manifesto of intent for information literacy.**

Flexible Learning - see our I.L. Manifesto for details.

<http://www.library.yorku.ca/binaries/Home/ILManifesto.pdf>

Goals:

- We will incorporate a flexible range of instructional modes to meet the needs of a diverse student population with varied abilities, interests and backgrounds, wherever they might be.
- We will work collaboratively to integrate generic and discipline-specific information literacy competencies into program curricula across campus. A curriculum integrated approach accommodates incremental growth in student proficiency and provides a systematic and equitable way of reaching students in a large university setting.

Assessment:

How will we know we are successful?

- When we have planned, implemented, and assessed initiatives to integrate information literacy instruction in programs across the curriculum.
 - When we are able to show that students are getting systematic information literacy instruction at strategic junctures of their academic career at York.
-