

MILLER LIBRARY @ CORNERSTONE UNIVERSITY

HOW A STRATEGIC LIBRARY INSTRUCTION PLAN CAN HELP **BUILD** STRONGER AND MORE EFFECTIVE CONNECTIONS

*with Faculty and
Students*

CU
ML

CORNERSTONE UNIVERSITY MILLER LIBRARY

- Grand Rapids, MI
- Enrollment just over 2,000 students
- 10 member library staff



HISTORY AND CONTEXT

HOW WE GOT HERE

TIMELINE

1995

Developed the Liaison Model and moved away from the reference desk to focus on consultations and instruction in subject-specific classes.

2004

Hired an Instruction Librarian and returned to the reference desk model.

2010

After another Instruction Librarian left, two librarians worked together to teach the English classes.

2012

The new instruction Librarian worked more with the English classes to further develop the sequencing of learning.

2016

Jeff Lash joined the staff and worked with the core curriculum committee to develop a broader view of what information literacy competence could look like across the curriculum.

2017

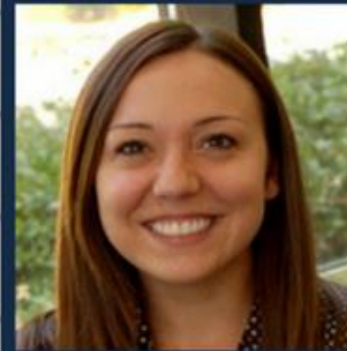
Formation of the Library Instruction Team and development of the new Instruction Plan.

SUBJECT LIAISONS



Laura Walton
Interim Library Director
P: 616-222-1451
E: laura.walton@cornerstone.edu

Liaison Areas: Social Work,
Psychology, Counseling,
Family Studies



Jessica Shuck
**Electronic Resources
Librarian**
P: 616-254-1650 x 2002
E: jessica.shuck@cornerstone.edu

Liaison Areas: Business,
Healthcare Management



Jeff Lash
**Web & Theological
Services Specialist**
P: 616-254-1650 x 1304
E: jeff.lash@cornerstone.edu
Liaison Areas: Bible, Theology,
Religion, Ministry, Philosophy,
Foreign Languages, English



Jamie Tiemeyer
Head of Technical Services
P: 616-254-1650 x 1628
E: jamie.tiemeyer@cornerstone.edu

Liaison Areas: Kinesiology, Science,
Mathematics, Music



Gina Bolger
**Interlibrary Loan/
CMC Librarian**
P: 616-254-1650 x 1245
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Liaison Areas: Teacher Education,
Children's Literature, TESOL,
History



Cathy Haan
Electronic Library Associate
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E: cathy.haan@cornerstone.edu

Liaison Areas: Communications,
Film/Media

GOALS OF THE PLAN

WHAT DO WE HOPE TO ACCOMPLISH



**PROVIDE MORE STRUCTURE
AND DIRECTION FOR OUR
INSTRUCTION EFFORTS**



**INCREASE THE
EFFECTIVENESS OF OUR
INSTRUCTION AS A WHOLE**



**CREATE A PLAN OF ACTION
THAT IS SUSTAINABLE FOR
OUR CONTEXT**



**BECOME MORE EMBEDDED
INTO THE CURRICULUM**



**CONNECT MORE
INTENTIONALLY AND
DEEPLY WITH OUR FACULTY
& STUDENTS**

GENERATING IDEAS

WHERE TO START



**VISITED SEVERAL
LIBRARY WEBSITES**



**CONTACTED
INSTRUCTION
LIBRARIANS FOR
ADVICE**



**CONSULTED WITH
CURRICULUM AND
ASSESSMENT
ADMINISTRATORS AT
CU**

SOURCE OF INSPIRATION

Champlain College Information Literacy Curriculum Map



Information Literacy Curriculum Map Academic Year 2013/2014

- Defining the Topic**
- 1.1 Identify questions for investigation, research and discovery focus
 - 1.2 Identify keywords and related terms
 - 1.3 Identify the program, address, and general use of specific information resources (e.g., primary vs. secondary sources) for scholarly research in particular
 - 1.4 Define credible, neutral, and unbiased sources to support the academic endeavor
- Considering Possible Sources**
- 2.1 Identify the difference between potential sources in terms of format and mode of access
 - 2.2 Identify the potential attributes of a variety of sources towards a specific program, investigate the implications of using a particular source
 - 2.3 Assess efficacy, appropriateness, and relevance approaches for assessing the information needed
- Selecting Sources**
- 3.1 Compare, and evaluate information based on relevant criteria including reliability, making primary, secondary, tertiary, and peer of none
 - 3.2 Recognize bias, prejudice, distortion, or misleading among sources
 - 3.3 Monitor and assess the extent of the information for citation or required content
- Interpreting & Using Information**
- 4.1 Locate, analyze, evaluate, and synthesize relevant information from within diverse sources
 - 4.2 Take notes according to source information for later use
 - 4.3 Evaluate sources used to make informed decisions and choices. Determine whether to incorporate or not incorporate information
 - 4.4 Assess the quantity and quality of selected information to determine whether additional information should be sought or added. Remove weak sources and verify source information
 - 4.5 Combine your information with existing knowledge to generate new ideas and address the academic problem or question
- Attribution**
- 5.1 Use documentation style required by the discipline to cite sources of information
 - 5.2 Evaluate work to assess accuracy and appropriateness to meet discipline and program academic purposes of citation
- Responsible Use of Technology**
- 6.1 Compare appropriate risks, privacy, and attitudes to use secure web technology
 - 6.2 Use technology tools to store, organize, process, create and export to information relevant and relevant
 - 6.3 Assess technology tools and use from efficiency and responsibility to program appropriateness or Champlain and faculty learning environments
- Implications & Consequences of Technology & Information**
- 7.1 Compare information and/or represent a source of the cultural, socio-economic, legal, ethical, and/or physical implications of technology to information
 - 7.2 Evaluate web, legal, and represent use of information and technology
 - 7.3 Compare a self-learning approach in technology for program to align to academic objectives

COR	First Year				Sophomore Year				Junior Year	
	In-Person Instruction	Online Instruction	In-Person Instruction	Online Instruction	In-Person Instruction	Online Instruction	In-Person Instruction	Online Instruction	In-Person Instruction	Online Instruction
COR 110 Concept of the Self	█									
COR 120 Concept of Community	█	█								
COR 210 Scientific Reasoning			█							
COR 220 Academic Engagement				█						
COR 230 Ethics & the Environment					█					
COR 240 Student Studies						█				
COR 250 Decision & the Social							█			
COR 260 Information Literacy								█		
COR 270 Research in Science									█	
COR 280 Communication & Business Writing										█
COR 310 Global Studies & Technology										█

Legend: █ Fall Semester, █ Spring Semester, █ Fall & Spring Semesters

Source: <https://www.champlain.edu/academics/library/about-the-library/information-literacy-program/what-we-teach>



MILLER LIBRARY

INSTRUCTION PLAN

2017-2018

The library instruction team at Miller Library has developed a new strategic plan for research instruction for the coming academic year. Our desire is to continue working alongside faculty to help students develop the information literacy skills necessary to conduct high-quality research for their projects and papers. We created this plan in order to be more intentional and purposeful in how we achieve that goal.

THERE ARE THREE KEY ASPECTS THAT GUIDE AND GIVE SHAPE TO THE DETAILS OF THE PLAN.

1
The foundation of our instruction is built around the core ENG courses (100, 114, 212).

2
The foundation is supported by subject-based instruction.

3
Personalized instruction will be provided for upper-level courses.



MILLER LIBRARY

INSTRUCTION PLAN

2017-2018

The Plan

*Each session lasts approximately 50 min.

Preliminary Level (ENG 100)

Welcome to the Library
A touchpoint for librarians to welcome students and give an overview of the website.

Beginner Level (ENG 114)

Amazing Race Library Tour
An introduction to the physical space and resources of the library.

Introduction to Research Tools
An introduction to the online tools and resources utilized in college-level research.

Intermediate Level (ENG 212)

The Research Process
An Introduction to the research process and evaluating sources.

Using Sources in Academic Writing
How to use and cite sources properly using the appropriate style. Discuss plagiarism and how to avoid it. Introduction to Zotero and other bibliographic tools.

Advanced Level

Subject-Specific Resources
Learning to utilize databases and other research tools related to a specific subject.

Research Workshop
Class time devoted to working on primary research assignment with focus on developing topic and conducting initial research.

Research Consultation
Students will schedule individual or small group meetings to discuss research projects.

PROMOTING THE PLAN

- Created a Flyer
- Presented Plan to Core Committee
- Met with Faculty - one-on-one and dept. meetings
- Presented Plan at Faculty Work Days
- Created a Library Instruction Request Form

Library Instruction Request Form

The menu below contains a list of various instruction sessions offered by the Miller Library staff along with a description and an approximate time for each session. The advanced level offerings are part of the Library Instruction Plan for program and upper-level courses. The mini-sessions serve as a supplement or review of the material covered within the Library Instruction Plan.

Please select the session(s) that work best within the scope and context of your class. Select more than one option if you are scheduling multiple sessions.

Advanced Level:

- Subject-Specific Resources** (50 min.)
 - Learning to utilize databases and other research tools related to a specific subject.
- Research Workshop** (50 min.)
 - Locate and evaluate a source based on the CRAAP test
 - Use an assigned topic to develop a research question, build a list of keywords and search for sources using keywords
- Research Consultation** (Varied length)
 - Students meet with a librarian in small groups to discuss their projects and get help finding resources

Mini-Sessions: (Combine options to create a custom session that fits the needs of your course and students.)

- Library Catalog** (20 min.)
 - Getting familiar with the catalog and its various features
- Databases** (10 min.)
 - Exploring a subject-specific database
- Citation and Plagiarism** (20 min.)
 - Learning when and how to cite sources
 - Learning how to build citations in a particular format (APA, MLA, Turabian, Chicago)
- MeiCat/Interlibrary Loan** (10 min.)
 - Learning how to maximize and request resources from Michigan libraries and around the world
- Zotero** (20 min.)

<http://www.millerlibrary.com/learn/submit>

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The Plan *Each session lasts approximately 50 min.

Preliminary Level (ENG 100)	Beginner Level (ENG 114)	Intermediate Level (ENG 212)	Advanced Level
Welcome to the Library A tour for students to welcome students and give an overview of the website.	Assessing Basic Library Skills An introduction to the physical space and resources of the library.	The Research Process An introduction to the research process and evaluating sources.	Subject-Specific Resources Learning to utilize databases and other research tools related to a specific subject.
Introduction to Research Tools An introduction to the online tools and resources utilized in college-level research.	Using Sources in Academic Writing How to locate and cite sources properly using the appropriate style. Discuss plagiarism and how to avoid it. Introduction to Zotero and other bibliography tools.	Research Workshop Class time devoted to working on primary research assignments with focus on developing topic and conducting final research.	Research Consultation Students will schedule individual or small group meetings to discuss research projects.

ACTIVITIES WE USED

- Website Scavenger Hunt
- Synonym Scattergories - for keyword searching
- The Amazing Race (orienting students to different parts of the library)
- Search and Destroy Card Game
- The Google Bucket
- Fact or CRAAP Game
- Citation card sort game
- Guided Research Worksheet (small group consultations)



FACULTY INSIGHTS

Feedback on our instruction plan after Year 1

"What worked well for me this last year (and what I'd like to continue), is more of an individualized, group-level experience in the upper-level classes. The students appreciated this as well, and having to make their own appointments gave them ownership of the process. I also integrated a visit from the writing center first; they helped to reiterate the need to meet with you for research assistance. Maybe two meetings would work even better--introductory and follow-through?"

"I'm a big fan of library instruction, and it has become an integral part of my course the last three semesters. The students are offered a break from my lectures about quality research and the need for citations, and offered hands-on opportunity to hear from our librarians about what is available to them. This is absolutely always to their benefit. I'm grateful for the assist from the librarians in this course instruction!"

"my perspective is from the division-specific programs, which I have really appreciated. It's good for them to build a connection to library staff, the activities that you have added in over the last couple of years have been great, and I like the idea of adding more levels as they go through the business curriculum. I do think that from a content-specific perspective - smaller doses a few more times might be nice - but perhaps not doable from a logistics perspective."

THE FIRST YEAR RESULTS

CU
ML

TOTAL NUMBER OF STUDENTS REACHED

1488

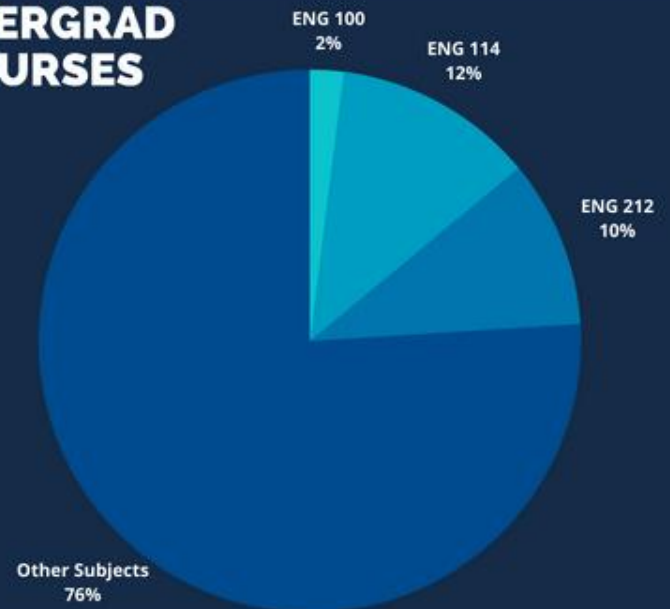
TOTAL NUMBER OF INSTRUCTION SESSIONS

128

TOTAL HOURS OF INSTRUCTION

88.9

UNDERGRAD COURSES



THE TAKEAWAYS

HOW DID IT GO?



MORE COHESION

Instruction had more direction and connectivity across courses



MORE EFFECTIVE

Less repetitive sessions and more engagement and positive feedback from students



DEEPER CONNECTIONS

Been able to work more closely with faculty -- more invites to collaborate

WHAT'S NEXT?

Assessment

Pre-Post Testing

Identify beginning and end points for assessment

ENG Assessments

Create additional checkpoints for assessment

Assessments for Key Courses in Each Discipline

Evaluate the effectiveness of discipline-level instruction

Active Learning Elements

Continue building toolbox of activities to further embrace active learning in instruction



QUESTIONS

For more information on our plan, visit our
LibGuide at library.cornerstone.edu/mix2018

