

The Library Lab: A Laboratory Teaching Model Approach to Library Instruction

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What is the Lab Model and Why Use It?

- Students attend an instruction session outside of scheduled class time.
- Labs provide hands-on experiences to explore the resources, spaces, and research support firsthand.
- Standardizes instruction by using one lesson plan.
- Increases student participation and points of contact over time.
- Maximizes librarian time and classroom space by increasing the number of students per session.
- Instructors do not lose instruction time.
- Scalable and adaptable across disciplines and courses.
- Programs transferable to other librarians.

MUS 2710: Small Group Labs for a High Enrollment Survey Course

- A single-section, high-enrollment course and second part of a sequence in music history.
- Students are required to participate in the library lab.
- Students complete an assignment requiring a short bibliography.
- The large section size and limited in-class time inhibited hands-on work with individual students.
- The library lab allows students more opportunities to interact with the librarian.

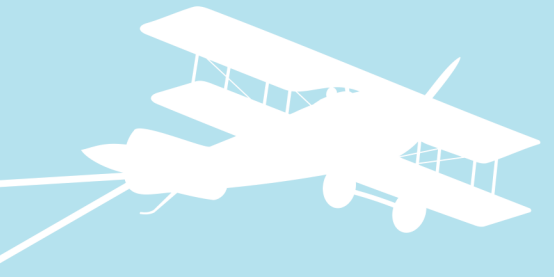
BUS 1750: An Online Lab Solution for a Multi-Section Course

- A multi-section (15-22), high-enrollment course with multiple instructors and one coordinator.
- Able to embed instruction where previous efforts had stalled due to the lack of class time.
- Online labs began in spring 2024, chosen to maximize scheduling flexibility and minimize space needs.
- Attendance has ranged from 24-35% for the extra credit opportunity.
- Future incentives will include a badge and open the lab to all business students.

FYE 2100: Scalable Lab Model for a First Year Library Orientation

- A multi-section (40-50), high-enrollment course with a program coordinator in the Merze Tate College.
- Adopted lab model in 2022 to maximize classroom space and librarian time.
- Assignment based on academic literacy. The activity is a scavenger hunt called "The Amazing Library Race."
- Self-guided group challenge for students to explore the space, resources, and collections of the library.
- Registration is required through lib-cal. Attendance is tracked with exit tickets that students return to instructors.
- 80% of FYE 2100 students participated in fall 2022.
- Scalable lab model made it possible to fold in 2 other FYE college courses in fall 2023: BUS 1000 and IEE 1020.

The Lab Takes Flight:



ENGL 1050: Original Lab Model for a First Year Writing for Course

- A multi-section (25-35), high-enrollment course with continually rotating instructors.
- Switched from one-shot sessions for each course section to a lab model in Fall 2021 to address constraints.
- The librarian collaborated with the program coordinator on implementation.
- Students find a peer-reviewed article to use in their research paper.
- Attendance contributes to their final grade, tracked by submission of in-lab assignment.
- Labs are taught on rotation by instruction librarians.
- Stabilized participation rates to above 50% of all enrolled students.

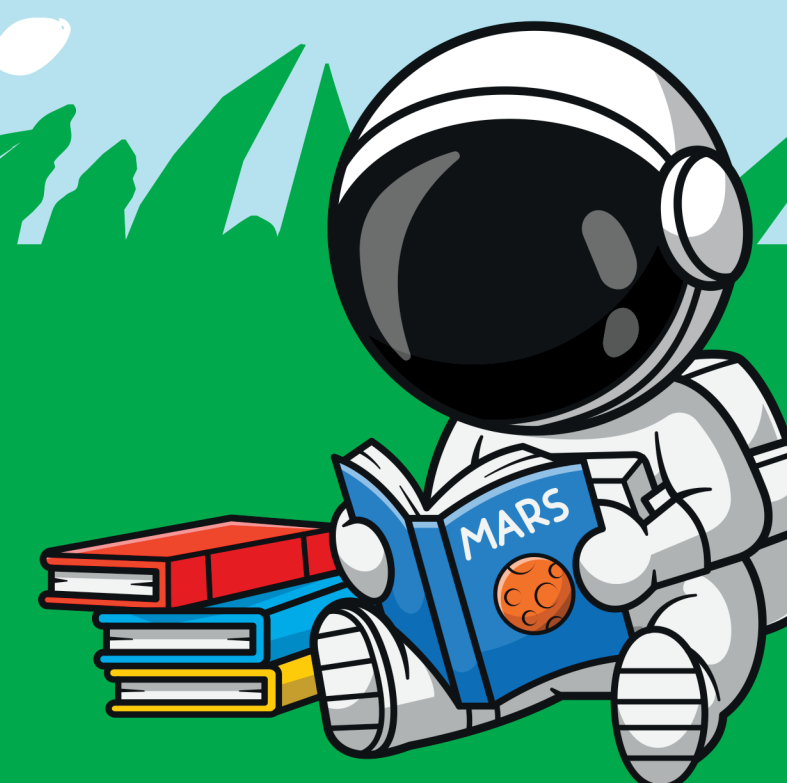
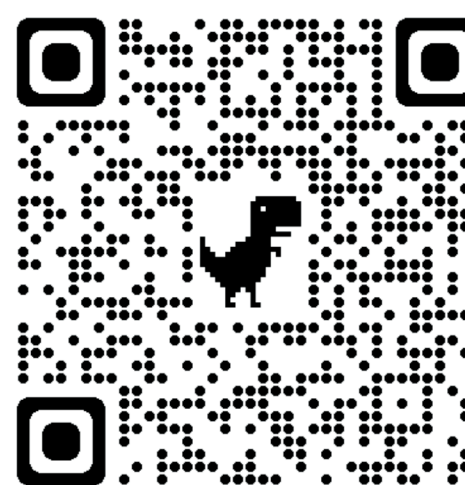
Failure to Launch

One-shot library instruction for ENGL 1050, a large multi-section writing course faced many barriers providing standardized instruction

- Competing section times.
- Library classroom space constraints.
- Availability of library instructors.
- Low interest from section instructors due to lack of awareness, lack of time, and high instructor turnover.
- Lack of mutual understanding for library instruction and learning outcomes.
- Unstandardized writing assignments.

Recommendations

- Find a curricular partner.
- Prioritize high-enrollment, centrally-coordinated courses.
- Develop learning materials and information for students, librarians, and partners.
- Train librarians and instructors; share information regarding learning materials, lesson plans, and logistics.
- Identify tools to manage the program such as shared calendars; mechanisms for student registration and tracking attendance; and providing student credit (ex: LibCal, exit tickets).
- Assess student learning and solicit feedback from librarians and partners.
- Share outcomes with curricular partners.



LIBRARY



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