Besty Peck Learned, Associate Dean of Library Services, Roger Williams University moderated the session. Learned opened the session acknowledging her awareness that the session’s title was already outdated/passé. Libraries cannot keep students away from Google, she noted, and it will do libraries well to somehow merge resources with Google and get students to use both. With OCLC now an open source and the students’ preference for the chaos of the Web, libraries are losing some control over making resources accessible. Referencing Henry Piscotta’s Penn State study from 2004, Learned affirmed her concerns. “I don’t think, I click,” she quoted from Piscotta. His findings proved that students expect the library catalog to function like a big search engine.

This session provided an opportunity for teaching librarians to share their instruction and learning methods, and experiences that reinforce the ACRL Information Literacy Standards.

Carole Ann Fabian, Director, Educational Technology Center, University of Buffalo expressed her understanding of the visual learner. The visual student is a visual learner, she stated, and therefore will engage material from that perspective. With that in mind, Fabian has devised instruction classes that are effective for a visual learner. According to Fabian, effective teaching should be Standards Based, Learning Centered and have Authentic Design.

Standards Based teaching means that it is course-integrated instruction and involves visual thinking strategies and visual content. Learning Centered teaching means that the sessions are constructed in a way that is thought provoking and the role of the instructor is as facilitator. Authentic Design instruction is instruction that is purposeful, contextual to a course, resource based and active. Fabian provided an example of an instruction class that began with an essential question based on a postcard image. With the image serving as the visual point of departure, the students are asked to determine a topic and then to consider three questions – factual, contextual, interpretive, or theoretical - about the topic. The instructor facilitates discussion, the students report their queries. Following this exercise, the
students give a mini-presentation on their method of inquiry – critical question, resources used and creativity. After a ten-minute break, the students bring their findings/resources to show. A synthesis assignment pairs the students into two groups where they compare and contrast their postcards and then their resources. The session closes with a one-minute paper on the topic that shows substance and application of resources. The students are asked to list three new things they learned as a form of evaluating the session.

Barbara Polowy, Art Librarian, Smith College discussed how librarians get to implement what Carol has formulated. At Smith, library staff work with faculty to adopt the Information Literacy mission across campus. While administrative challenges have been significant, she presented examples of how the library has introduced competency standards and objectives into instruction. Because Smith College is rooted in old traditions, it has been a slow but steady process. Concerns, however, about increasing misuse of Internet resources and plagiarism presented to the provost propelled some action. In response, an ad hoc committee jointly chaired by faculty and the library instruction coordinator recommended that students could incorporate Information Literacy competencies by participating in a two-tiered Information Literacy program. The tiered program was designed to take two courses and make them information and writing intensive classes at the 300-400 level. The Information Coordinator works with faculty to emphasize the Information Literacy Standards and attends workshops to assist. The teaching librarians prepare websites for the classes with key information concepts, ACRL standards, and assignment ideas. The learning goals for the library included identifying and locating the two most appropriate classes and identifying and locating the needed resources and materials. Classes in the art, psychology, and education departments were selected because they all offer introduction classes and had some history with strong interaction with the library.

Stephanie Frontz, Art Librarian/Head, Multimedia Center, University of Rochester found at a certain point that it was crucial the library be incorporated into the class syllabi to make students more aware of what is available to them. Collaborating with faculty, the WebCT, the course resources system and usability testing have all contributed to the libraries’ active presence on campus. The resolution to more formally connect with the curriculum came from facts learned that students have a hard time finding resources while insisting on simplicity. The library resource pages for particular classes are available by course number. Frontz recommends the following be included on the webpage: link to course syllabus, link to relevant faculty webpages, link to faculty email, link to librarian email, link to library resources—relevant article databases, link to reviewed webpages, journals, books and media, any association, and other library contact service points. Results show that students are using the website to find the syllabus, access resources and request library and writing assistance.

Sarah Dickinson, Collections Librarian, Harvard Design School presented a collaborative approach to library instruction across disciplines. The former orientation program for new students gave the library forty minutes. The new approach allows for the library to be introduced to the students at a point of need and relevancy. Questions from physics classes demanded that subject specialist librarians co-develop and teach instruction sessions. During the first year they took the opportunity to cover all of the basics. During the second year, they created a more sophisticated session and collaborated with faculty. Topics covered included peer-reviewed literature, an information timeline, and a diagram of the research process,
and primary, secondary and tertiary resources. Feedback showed that the student’s research competencies went up. Dickinson closed with a wise quote from Sue Gilroy, “Cultivate deliberate scholarship.”