Developing a Collaborative Faculty-Librarian Information Literacy “One-Shot” Orientation

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Seen on the bottom of every slide!
Introduction

- Other than students, faculty are also stakeholders in your information literacy instruction.

- Denver Colorado State Library states that as librarians, we see the need for student information literacy instruction at the reference desk.
- Many instructors are unaware of students’ deficits in this area.

- The Framework for Information Literacy highlights key aspects for faculty to collaborate with different departments on a high education institution’s campus.

“The Framework document advocates and recognizes the need for collaboration between librarians and faculty.” –Markgraf et al., 2015
What is the One-Shot?

Markgraf, Hinnant, Jennings, and Kishel explain:

- Typically a 50-minute visit of a librarian to a classroom or a class to the library’s teaching space.
- Librarian demonstrates how to use the library.
- Classes may occur as opportunity offers
  - Filling a class period
  - Providing a general tour of using the library

- Ideally: A one-shot session is integrated into a course, offered at the point of need rather than as an introduction at the beginning of the course.
Collaboration as Integration

- Librarians serve in a teaching role.
- Think of collaborating with faculty as the merging of two teaching styles.
- Integrate information literacy into higher education curriculum.
- Consider the full course, major, or program so that the one-shot is incorporated into the curriculum intentionally and authentically.
- Ensure that teacher and librarian objectives match for the library session.
One-shot Time Constraints

- One benefit of constructing a one-shot session within a time constraint is that it can compel librarians and faculty to distill the content down to the most salient points.

- Avoid Information Overload
  - Focusing the content will make the instruction session better: the one-shot is no longer a laundry list of things that need to be covered.

“It is best to cover one to two concepts to avoid information overload.” - Markgraf et al., 2015
Library Orientations...

- Faculty and librarians can recognize together that everything cannot be covered in a 50-minute period.
- Prioritize content for students
- Illustrates how time constraints can conjure conversation that make the one-shot a collaborative experience.

Library Orientations at BPCC Learning Commons are subject specific and are taught when a student has a particular assignment to complete.

Most commons BPCC Library Orientations occur in:
- English, Psychology, Humanities, and Study Skills classes
Need to Know vs. Good to Know

- By being realistic about expectations, participants can begin to prioritize what can actually be accomplished in a one-shot versus what is desired.

- If the one-shot library instruction session is done properly, it can tie directly into course goals or an assignment that makes the instruction more effective.

- By using the time constraint of the one-shot, the librarian can confer with faculty over priorities for the lesson in terms of effective use of the class time.
**Objectives**

After this Orientation, students will be able to:

1. Describe the Learning Commons layout and basic library services
2. Locate physical materials in the library and e-books using the online catalog
3. Access journal articles from the online database
4. Recognize print sources on literary criticism located in the Reference Section
5. Identify sources for MLA citation style and how to avoid plagiarism
6. Determine how to effectively evaluate correct sources for scholarly research
7. Understand where to go for more research assistance

(Time span of 50 minutes)
Library Orientations...

At BPCC, faculty request a library orientation by filling out an online form identifying:

- Course Number
- Teacher
- Date and Time
- Number of students

After the librarian confirms the requested date and time, she sends a follow-up email containing questions:

- Are the students working on a specific assignment?
- If so, what are the details of the assignment?
- Is there any specific information the instructor would like to be covered during the orientation?
- Is there any information the instructor does not want covered during the orientation?
SOURCES/ MLA / LIBRARY/ CITING SOURCES

Consider the following questions, and then type your answers.

PART I What are sources?  What are appropriate sources to use?  How can you find credible sources?

1. What is a Primary Source?
2. What is a Secondary Source?
3. What makes a source a scholarly, credible one, one you can use for college papers?
4. Where can you find credible sources for your college papers?  Be specific.

PART II EXPLORE WHY WE AVOID WIKIPEDIA?

5. Why is Wikipedia avoided as a credible resource at this time?
6. Go to Wikipedia.  Make sure you are in the English version.  Follow the instructions below to analyze Wikipedia information:
   a. Find the Wikipedia entry for Wikipedia.  After skimming this article and from your own experiences, in your opinion, what are Wikipedia’s strengths and weaknesses?
   b. Find the Wikipedia entry for Dr. Martin Luther King, Jr.
Be Realistic about the One-shot

- The librarian and faculty member can come to a mutual understanding that students will not emerge from a one-shot as information literate.

- Becoming information literate is a learning process that the one-shot cannot accomplish.

- Librarians are almost forced to be limited to the one-shot method.
You only have one shot?

- The term ‘one-shot’ suggests that this one instruction session is the librarian’s only shot to reach information literacy skills to students.

- The one-shot isn’t the only time librarians work with students.
  - Librarians can introduce information literacy concepts to students in many places: at the reference desk, offices, email, telephone.
  - Roving librarians in the library or on campus, embedded in course management systems, instruction videos, etc.

- Involve the faculty member in lesson planning, rather than going at it alone.
Faculty collaboration for LibGuides.

Faculty are seen as subject matter experts (SME).

- Allied Health
- Art & Art History (Under Construction)
- Biology (BLGY 230 & 231)
- Business
- College Success Skills (EDUC 099)
- Construction
- Criminal Justice
- Current Events (ENGL 101)
- Film
- Fundamentals of Grammar & Composition (ENGL 098 & 099) NEW!
- General Reference
- Humanities (Coming Soon!)
- Literature (ENGL courses) New Database!
- Music
- Nursing (New!)
- Psychology (PSYC 205 & 206)
Faculty & Librarian built LibGuides serve as research tools for both the traditional and online learner.
Embedded material in the Learning Management System, CANVAS on faculty course pages.
Integration of resources on LibGuides to resources on CANVAS

Evaluating the Credibility of Your Sources

Your use of sources is a means of supporting the argument you make in your research paper. The sources you reference need to be credible and authoritative. How do you know that your sources are of value? Ask yourself the following questions:

Authority: What credentials are listed for the author? Where was the source published?
- Is the author affiliated with a university or another institution? What else has the author written?
- What are his/her credentials? Are they qualified? Experience in this field? There are many articles published claiming to be scholarly work by individuals claiming expertise but are of highly questionable credibility.
- Is it peer-reviewed? Peer-reviewed scholarly work provides greater credibility to the publication.
- Was the source published on-line? Check the URL for the domain. This can help you determine the origin of the document, for example whether it is produced by a federal or local agency, a nonprofit organization or a commercial web site. A web site on a university or institute’s server is more likely to be a reliable objective source than one on a commercial site. Be wary of websites where the name of the author cannot be found.
- NOTE: A journal article found online through a database is NOT a web resource.

Objectivity (or Tone): What is the purpose of the website?
- What goals/objectives does the page meet? Determine if the page is a mask for advertising; if yes, then the information could be biased.
- A writer’s tone of how he/she writes is evidence of respect for the research process and for the opinions of others. Be wary of writers who express their views in an angry tone.

Currency: Is the piece timely and appropriate for its field?
- Material can become outdated very quickly. You should search for additional texts on the topic to find related sources, sources in which this source is cited, and sources that cite the source in order to get a stronger picture of its intellectual relevance and value.
- Be aware of when the web page was created and how recently it’s been updated. Outdated information and broken links indicate that the page is not being maintained.

Audience: For whom is the source written?
- Is the intended audience scholarly one? If so, it should have a clear bibliography that you will also be able to consult for further sources.
- References and links to other sources can add to a document’s credibility.

Evaluating the Credibility of Your Sources

#oneshot
Baton Rouge, Louisiana
October 5-6, 2016
Tricks and Treats for Doing Research

Brought to you by: The Division of Learning Resources and The Division of Liberal Arts
Bossier Parish Community College

1. Know the difference between a web search and research
   Avoid using .com websites
   Use databases the library pays for

2. Conduct more than one research session
   Your first few sources may not give the best information

3. Determine when your library is open
   Ask about log-in procedures for accessing your library’s resources off campus

4. Bring a flash drive to the library to save your work

5. Skim an article’s abstract before you choose it as a source

6. Have good time management
   Start early and do not procrastinate
   Budget your time to plan for delays

7. Research is a process
   “All nighters” are not good when doing research

Special Info Lit resources throughout the semester onto CANVAS and print outs in Library
Benefits of Collaboration

- Clears up Misconception and Identify Gaps
  - Discover each member’s strengths (detailed-oriented or big picture) and how they can contribute to reaching goals of the group.
  - Reduce Confusion

- “Finding common ground enables us to move forward” (Markgraf et al., 2015).
  - Different disciplines have different languages of what they consider research
  - ‘Evidence-based practices’ in Nursing vs. librarians saying ‘information literacy’
  - All this involves the same concepts and ideas

- Becoming equally responsible for information literacy on campus.
More Benefits of Collaboration

- Harmonizing Instruction
- Creating a support system
- Sympathizing (understanding) with each other’s roles
- Having an advocate for the library
- Increased visibility of the library
- Continued collaboration
Challenges of Collaboration

- Commitment issues to follow-through
  - Missed meetings, disengaged in meetings, fail to accomplish tasks
  - Address this with supervisors to where they can get the group member back on track. The supervisor will be able to have a diplomatic, objective approach.
- Scheduling
  - Useful to schedule regular meetings for a semester at a time.
- Differing opinions and personalities, working styles, teaching styles, and communication styles
  - Encourage compromise or consensus, go back to the goals when differences do arise
- Obsessing over details
  - People have passion – which can lead to obsession
Points to make:

1. Instead of faculty and librarians viewing library orientations to support teaching, they can view it as an integral part of their curriculum.

2. A partnership would be more of a give-and-take than the traditional service-oriented model we are accustomed to. We still do provide a service though.

3. Smoother lessons: If there are questions about the class assignment, the librarian will be familiar enough with the lesson and with the professor’s expectations to field some of those questions as well.
So, what’s the Million $$ Question?
How to get Faculty involved?

- Librarians as vital role on campus
- Networking
- The Liaison Model
- Incentives
- Marketing Strategies
- Communicating with Faculty
Librarians serve a vital role on campus

- Becoming directly involved in the life of the institution
- Become involved in shared governance on campus
- Join committees, especially those relating to curriculum, teaching, and research
- Engage in curriculum mapping
- Collaborate with faculty in a process of identifying what is taught, when, and how, throughout a sequence of courses.
  - Through this process, librarians and faculty can plot where progressive information literacy one-shot sessions can be integrated.
- Shared programming
- Cosponsor events
- Teach Information Literacy Credit Courses
Networking is Working

- Librarians will very likely be the one to initiate change and must take a leadership role in taking the first step.

- Attend events that put you in touch with colleagues – setting the stage for collaboration.

- Attending new faculty orientation

- Attending receptions, celebrations, and other events on campus

- Participating in campus committees

- Avoid sitting with your department in campus meetings.

- Attend faculty meetings and get put on mailing lists for faculty mail outs

- Form an information literacy instruction committee

- Join professional association and attend conferences

- Get to know the faculty – their research interests, teaching interests, etc.

- Attend faculty and student research fairs

- Attend professional development workshops with the faculty
The Liaison Model

- The idea of getting to know and keeping up with all of the faculty on a campus is untenable.

- Moved to Liaison model: pairs librarians with specific disciplines, departments, units, and college on campus. Introduce to faculty and their librarians. This announcement can capture faculty’s attention.

- Faculty turnover grows in popularity as new faculty are often more receptive to services than senior faculty who have their established way of doing things.

- Reeves (2003) noted faculty-focused workshops but also increasing liaison contact efforts, creating specialized web link to fill acquisition and instruction requests, and faculty guides to library services.

- Providing professional development training for faculty.

“The liaison model gradually grows in popularity over a span of several years.” – Markgraf et al., 2015
Welcome Back Faculty! The Learning Commons has undergone major ch-ch-ch-changes this summer! Here are the happenings:

Introducing......
All student computer stations within the library and tutoring center have now been updated with Microsoft Office 2016.

Gale has launched a NEW database......join. Now available on Literature Subject Guide. Training for faculty will be scheduled for some time late August or early September. You'll have two chances to attend! Watch for your email and RBCCC Daily! Great opportunity for promotion points!

Library Orientation format will change to be in compliance with ACRL’s Framework for Information Literacy. Database demos will still occur along with added educational features.

We have a New Staff Member!
LaKetia Richards is our new Circulation Manager! She comes from the RBCCC@Campus program. Please say “hello” to her at the Circ desk on 2nd floor.

Library Liaison Report
Fall 2016
Ellen Jenkins, Reference Librarian
Liberal Arts Division & Behavioral/Social Sciences Division

October 5-6, 2016
Baton Rouge, Louisiana

Liaison Report in form of a newsletter

#oneshot

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MLA 8th Edition
Published!
The newest edition of MLA citation style will be enforced in classes starting this semester.

- Copies of the MLA 8th now available in the Library (reference materials) and Tutoring Center. Previous edition is still on shelf.
- Subject Guides will be updated with MLA 8th materials. The OWL at Purdue will be the main resource.
- Guidance on MLA 8th is available at Tutoring Center. No aptt. necessary!

IMPORTANT! Because of FERPA, everyone, including faculty and staff are required to show Campus ID when checking out materials from the Learning Commons.

Subject Guide Updates:
Major revisions and new subject guides have been created over the summer:

- Allied Health
- Art & Art History (Ursula Construction)
- Biology (BIO 229 & 231)
- Business
- College Success Skills (EDUC 600)
- Construction
- Criminal Justice
- Current Events (ENGL 141)
- Film
- General Information
- Humanities (Coming Soon!)
- Literature (ENGL 101) New Database
- Music
- Nursing (New)
- Psychology (PSYC 205 & 206)

NOTE: This is the time of year where I get a lot of emails with Library Classroom accession requests. Thank you for your patience while I input data in the calendar correctly. If you do have a concern, feel free to email, call, or drop in!
Faculty Incentives

- Not every faculty member is eager to work together on incorporating one-shot library instruction into their curriculum. It may be necessary to offer incentives.
  - Free food
  - Hosting luncheons for faculty
  - Coffee breaks
  - Wine and cheese open house at the beginning of the fall term to which we will invite all faculty – specifically targeting new faculty to introduce them to their subject liaison.
- Use these to pitch the idea of the one-shot

― “Understanding and being involved in curricular issues is the new work of instruction librarians.” - Eva & Shea (2015).
Marketing to Faculty

- We always think of students as stakeholders, but faculty should be stakeholders as well.

- Academic libraries focus on students as their main “target market,” but it is important not to overlook faculty members as important patrons and allies (Markgraf et al., 2015).

- Faculty can benefit from knowing more about the services and resources we have at the library.

- Faculty are surprised why they hear that we are available to come into their classrooms or partner with them on projects which can improve their students’ research skills.
Marketing Strategies

Librarians at Metro Community College in Omaha, Nebraska did a great job of making information literacy more meaningful to instructors who may not otherwise be familiar with the terminology.

- Published a six part series in their faculty newsletter defining and explaining how to help students achieve information literacy and also created a bookmark.
- It was well received and lead to more faculty collaboration.
Communicating with Faculty

- Faculty are bombarded with mail and emails that many of our emails get scanned and deleted too easily or thrown in the trash.

- Communicate in the fashion that the faculty member prefers (veteran teachers in person while young teachers text or Facebook).

- Have an open door policy

- “What really makes a difference and stands out is personal communication” (Eva & Shea, 2015)

- Get to know Faculty on a personal level

“Marketing to faculty is less about formalized PR initiatives and more about building personal relationships.” - Reeves et al., 2003
More Visible Librarians

- Eva & Shea (2015) states that academic librarians would do better at marketing themselves visible as academics, and therefore more capable of teaching students and faculty about information literacy, if they made their own publications and scholarly activity more evident.

- Examples: Presentations and research findings to the faculty.

- If we are seen as academics in the area of information literacy and research, we will get on more to showcase those skills, and perhaps to partner as research experts with faculty in their own endeavors. (Eva & Shea, 2015).
Future Considerations

In a 2010 study, Oakleaf suggest future considerations for information literacy collaboration:

- Improved metrics and assessment towards defining the value of libraries to our institutions and stakeholders.
- Clearly define the outcomes of an info lit program as they are crucial to determining program success.
In closing...

Just because there is the number 1 in ‘one-shot’ library sessions, doesn’t mean that one person has the responsibility for information literacy instruction.
-Jenkins, 2016
Bibliography (Resources!)


Oakleaf, M. (2010). The value of academic libraries: a comprehensive research review and report ACRL. Available at http://www.acrl.ala.org/value
Don’t forget to #oneshot on social media. Thanks everyone!

Email me for full presentation:

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