



STUDENT SUCCESS AND THE LIBRARY'S HIDDEN GEM

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PROBLEM

- ❑ Single in-class instruction session does not give librarians enough time to teach library instruction with any depth for students in a course
- ❑ Hard to provide individualized instruction to a student within an in-class session.



STUDY TIMELINE

Continuous spread and implementation						
Analysis and exploration	Design and Construction	Analysis and exploration	Design and Construction	Analysis and exploration	Design and Construction	Evaluation and Reflection
September 2015 - August 2016	August 2016  Design of library instruction	August 2016 	September 2016 - December 2016  Data Collection	December 2016 - February 2017 	March 2017 - April 2017  Data Collection	December 2016 - April 2017 
Micro	Micro	Micro	Micro	Micro	Micro	Micro
Meso: Information Gathering		Meso: Iteration 1		Meso: Iteration 2		
Macro: Design Library Instruction for 'Writing for Scholarly Audiences'						

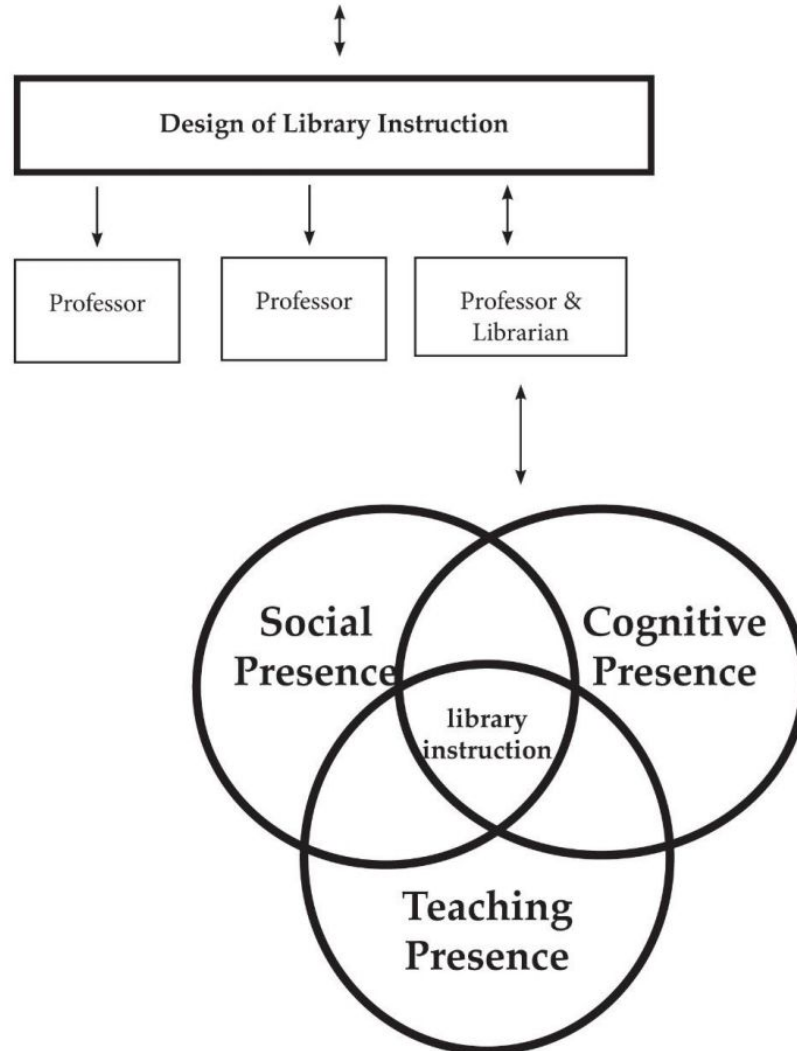
RATIONALE OF STUDY

PROBLEM

- How can library instruction be integrated into a writing course to show that the process of research and writing are connected?

SOLUTION

- To design and implement library instruction through the lens of the Community of Inquiry theoretical framework and the the ACRL Framework for an undergraduate writing course that will impact student learning of research and writing as a process when writing scholarly material.



Approach 1: One Shot Session

Design Type	Amount of time Spent in Classroom/Style of Instruction	Professor taught concepts	Librarian demonstrated resources and/or concepts taught
One-shot Instruction Session	<ul style="list-style-type: none">● 1 Class Period● Demonstration with time to work● No Collaboration between Librarian and Professor	<ul style="list-style-type: none">● Academic Search Premier● Worldcat Discovery Library catalog● Google Scholar● Evaluation of Sources● Primary, Secondary, and Tertiary Sources	<ul style="list-style-type: none">● Films on Demand● Global Issues in Context● Overdrive● Interlibrary Loan● Zotero● Research Assistance Program● Periodicals A to Z list


Approach 2: Partially Embedded Librarian

Partially Embedded Librarian	<ul style="list-style-type: none">● First half of the semester● 3 class period set aside for library instruction by librarian, 1 did not happen● Demonstration with time to work. More emphasis on time to work.● No Collaboration between Librarian and Professor	<ul style="list-style-type: none">● Academic Search Premier● When to use Subject Specific Databases● Primary, secondary, tertiary sources● Developing search terms● Difficult to research topics● Where to find help with citations	<ul style="list-style-type: none">● Library Catalog● Films on Demand● Global Issues in Context● Overdrive● Interlibrary Loan● Zotero● Research Assistance Program● Periodicals A to Z list
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Approach 3: Fully Embedded Librarian

Fully Embedded Librarian	<ul style="list-style-type: none">• All semester• 3 class periods set aside for library instruction by librarian• Also point of need instruction provided when necessary• Demonstration as requested by students with time to work. More emphasis on time to work.• Collaboration between Librarian and Professor	<ul style="list-style-type: none">• Metacognition• Know your resources• Opinion versus informed research• Annotated bibliographies• Writing a summary• Outlining	<ul style="list-style-type: none">• Metacognition• Metaliteracy• Catalog• Academic Search Premier• Students were asked to view Research Skills Tutorial for in depth help on how to do research• Annotated Bibliographies• Periodicals A to Z list• Interlibrary Loan• Research Assistance Program• In text citations• Direct Quotes• Paraphrasing• Work cited page• Literature Review
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Redesign of Fully Embedded Librarian

- Change 1: Collaborative redesign of syllabus (Assignments and timeline)
 - Change 2: Co-taught course between writing instructor and librarian
 - Change 3: Inclusion of online discussion forum
 - Change 4: Modified assignments and lectures to integrate research process with the writing process
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"Researching first and mapping paper after research"

*"Research and writing is a
process"*

A decorative graphic consisting of several parallel white lines of varying lengths, slanted upwards from left to right, located in the bottom right corner of the slide.

What Students Found Valuable about Face-to-Face Individual Consultations

- Face-to-face interaction allows for clear, quick, efficient, and helpful dialogue, can ask questions and get immediate responses
- Having access to another person's expertise, experience, and opinion, and the ability to collaborate
- Opportunity to be guided through the research process and stay focused
- Increase confidence that sources are high-quality and credible
- Affective benefits including comfort, confidence building, inspiration, and building relationships
- Librarian can prepare and tailor consultation to specific needs

Source: Magi & Mardeusz (2013)

The Various Roles for Reference Librarians and the Differing Motivations Based on Beliefs about the Goals of Reference

Roles for Reference Librarians	Professional Beliefs Motivating These Roles
The Information Provider	The goal of reference is to provide answers to questions.
The Instructor	The goal of reference is a flow of accurate information and human connection between the user and the resources
The Relationship Builder	The goal of reference is a flow of accurate information and a human connection between the user and the resources.

Source: VanScoy, A. (2012).

The Various Roles for Reference Librarians and the Differing Motivations Based on Beliefs about the Goals of Reference

Roles for Reference Librarians	Professional Beliefs Motivating These Roles
The Guide/Advisor	The goal of reference is to guide and advise users.
The Counsellor	The goal of reference is to develop lifelong information users through mentoring or coaching.
The Partner	The goal of reference is a balance of power and expertise between librarian and user.

Source: VanScoy, A. (2012).

REFERENCE SERVICES OR INFORMATION LITERACY INSTRUCTION?



Qualitative, Quantitative or mixed methods?



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