The University of Arkansas Libraries’ instruction program serves undergraduate and graduate students, faculty, and staff by providing access to information as well as tools and strategies for analyzing that information. The program supports not only classroom instruction and research, but also critical thinking, problem-solving, and lifelong learning.

**Goals of the Program:**

- Offer a variety of opportunities for students and faculty to learn about information resources and library services.
- Collaborate with faculty to prepare specific assignments that will develop students’ research and information literacy skills.
- Define learning outcomes for each library session in order to focus instruction on faculty goals for the class.
- Use appropriate technology in order to enhance and improve delivery of instruction.
- Develop assessment tools in order to measure the effectiveness of library instruction sessions.

**Components of the Program**

The types of instruction sessions vary according to the goals identified by faculty or program sponsors requesting instruction. These include formal instruction sessions, customized instruction, self-directed instruction, and outreach activities that may include elements of instruction and are described below.

I. **Formal Instruction Sessions**

These are arranged through the collaboration of faculty member and subject librarian to meet specific goals.

A. **Class instruction arranged with faculty to meet specific needs or assignments**

Objectives:

1. Teach students in the use of specific resources and discovery techniques in order that they may complete their assignments and satisfy course requirements.
2. Introduce broad concepts related to library research and information structure that can be applied beyond the immediate assignment to enhance lifelong learning and problem solving.
3. Provide in-depth knowledge of services, collections, and databases in order that students may find useful information, evaluate resources, and provide proper documentation in support of their research projects. (Examples include 50 minute session, bibliographic practicum, honor seminars, lecture series, etc.)
B. **Instruction sessions not linked to courses**

Objectives:

(1) Provide general overviews and introductions to information resources and library Services

(2) Provide instruction in techniques for using specific resources, services, and tools, such as RefWorks, Interlibrary loan, FindIt, databases, etc., in order to help students, faculty and staff use them.

(3) Provide a forum to discuss information issues in order to engage the campus community on important issues of the day.

Examples:

Open sessions, invited lectures, lecture series, graduate /faculty seminars

C. **First Year Experience (FYE) sessions arranged with a teaching faculty member**

Objectives:

1. Introduce students to library and information services available to them as a part of orienting them to academic life and services in support of FYE’s program goals.

2. Provide an opportunity for students to have a personal contact with a reference librarian, if possible the one who works with their subject area.

Examples:

Tours, demonstrations, research questions to introduce library, competitive group problem solving to introduce library services.

II. **Customized Instruction**

Individual or small group interactions occur in person or by electronic means such as chat, e-mail, text messaging or telephone.

**A. Reference and Service Desk Activities**

Objectives:

1. Schedule trained personnel at service points in order to help students conceptualize and focus their research topics

2. Demonstrate research strategies in order to help patrons identify information resources needed for their current task or assignment.
3. Explain characteristics of various types of resources in order to help researchers evaluate potential information sources.

B. Research Consultations

Objectives:

1. Provide in-depth, customized guidance in order to help researchers identify information needed for term papers, theses/dissertations, research projects or other assignments.

2. Provide tailored instruction/orientation for individuals and small groups in order to assist students with finding relevant information for team projects, seminar classes, national and regional competition groups, research projects.

III. Self-directed instruction

Objectives:

1. Provide users with opportunities to learn at their own pace about library resources and services.

2. Provide distance learners with opportunities to learn about library resources and services.

3. Provide prerequisite knowledge for classroom instruction or independent research.

Examples:

Web page, research paper wizard, tutorials, guides, videos, etc.

IV. Outreach activities

Objectives:

1. Offer public events in order to promote general knowledge and public awareness of the libraries.

2. Seek opportunities at various campus and community events in order to promote public awareness of the libraries and its resources.

Examples:

Faculty meetings, table sessions provided by the Libraries during university orientation, open houses, walk-in instruction sessions, teaching camp, presentations to off-campus groups such as high school/pre-college programs and community organizations, special events, posters, and exhibits.
Technology and other methods used to achieve objectives

A. Sample lesson plans

Sample lesson plans developed by the Instruction Collaborative provide guidance for selection of library content to be used in library instruction sessions. The instruction librarians select which concepts are appropriate in relationship to the needs expressed by the faculty or that are appropriate for a particular session. The lesson plans also allow the librarian to discuss pedagogy and negotiate content with the faculty member. Using the lesson plans sends the message to the teaching faculty that librarians are willing to partner with them to achieve success in their classes.

The sample lesson plans identify 1-3 essential elements that are most important for the session.

B. Video tutorials

These provide opportunities for self-directed learning for students, faculty and staff. Instruction librarians may use the videos as prerequisite exercises to teach concepts outside of the actual class session and to provide integrated instruction by showing relevant videos in instruction sessions.

C. Research Wizard on the Web

Provides self-paced learning and direction in understanding the research process from a subject approach and allows the setting of deadlines.

D. Audience response clickers

Allow real-time feedback from students regarding the concepts being taught in an instruction session and provides data that can be used to analyze demographics and learning outcomes.

E. Library informational pages to be incorporated into faculty managed Web pages/course management software. Development is in process.

F. Subject pages on the Libraries’ homepage - Enhancements in process

G. Communication technologies (chat, text messaging, e-mail, telephone)

H. Partnerships with other campus entities that complement our efforts in teaching and instruction such as Teaching Faculty Support Center, Enhanced Learning Center, Quality Writing Center, Blackboard Courseware managers, University IT, Graduate School, and many others.

I. Establishment of library presence through office hours and special events in locations outside of the library
J. Implementation of program changes will begin in the Summer 2010 with the following steps:

- Instruction librarians will incorporate the plan as appropriate into sessions.
- The web page for instruction will be revised to include the instruction plan and instruments.
- Development and testing of assessment tools will continue.
- Input from students and faculty will be gathered from the Faculty Senate Library Committee and the Library Student Advisory Committee.
- Revisions will be made to the instruction plan based on the feedback gathered.

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