Introduction:

The Instructional Services Task Force (ISTF) was formed in September of 2004, with Necia Parker-Gibson, chair, Steve Chism, Donna Daniels, Judy Ganson, Phil Jones, and Luti Salisbury as members. The charge of the committee states:

The purpose of this Task Force is to conduct a review the Libraries’ Instruction Program and make recommendations regarding minimal instructional objectives, integration of all material formats into instruction, integration of the information literacy concept, and assessment of learning outcomes and information sessions.

The task force is to review current instruction, establish content in common, and institute standardized assessment. Longer term goals are to make sure that what students are taught is progressive over their time at the University, and to make discernible contributions to their ability to locate, evaluate and use information.

Review of Current Instruction:

Library instruction has been ongoing in the University Libraries since the 1970’s. Early efforts centered on workbooks and lecture, and have continued through lecture and demonstration, hands-on practice, assignments, and online tutorials. Most recently, some librarians have worked with faculty to include library materials in subject courseware, such as WebCT. Most subject librarians currently do some teaching. Some teach many lower division classes; some have focused their instruction efforts on upper level or graduate students, depending in part on the needs of the students and the requirements of the major or discipline. Much library instruction is geared to specific assignments or shaped by negotiation with the professors.

In the fall of 2004, we provided a survey to teaching librarians, asking them to choose what they cover in a given class from a list, and to answer some open-ended questions and a question on what they expect students to know at the outset of instruction. Nearly all respondents teach students how to use the online catalog, in greater or lesser detail; some classes (English 1013, Biology Bibliographic Practicum) introduce or cover this by using an online tutorial. Most librarians demonstrate how to locate a specific periodical using InfoLinks. Most show students at least one database, commonly the interdisciplinary ones, such as ProQuest Direct or Ebscohost Academic Search Premier, especially in the University core classes, such as English 1013 and Communication 1313. Some librarians demonstrate a subject-specific database (e.g., CINAHL, ERIC, or Sociological Abstracts) to students in subject classes, particularly in higher level classes. WorldCat is a focus for upper division and graduate students, along with ProQuest Digital Dissertations, JSTOR and Web of Science and some other specialized tools, such as SciFinder Scholar, were mentioned in the context of upper level and graduate sessions, especially in the sciences. Stated expectations for how much the students will come into the class knowing ranged from low to optimistic; most librarians expected the students to know relatively little about tools and resources, except for upper level students in some disciplines. The stated goal of instruction, most often, was to get the students in the Libraries with a beginning understanding of how to find what’s needed for a specific project (and that reference librarians can help). The goals for upper division
and graduate students were more likely to be to help them develop their use of discipline-specific resources in the broader sense, for research, literature reviews, theses and dissertations.

Beyond those commonalities, instruction varies by subject or discipline, professors’ requirements, and librarian. Potential gaps in general instruction involve mention or use of specific collections (e.g., Government Documents, Special Collections and Audiovisual/Performing Arts and Media) and advanced features in databases. Potential gaps in subject-specific instruction are harder to identify, as what is taught varies widely by discipline and by expectations of professors. The lack of discussion or demonstration of databases and publisher/journal packages beyond the typical ones has been mentioned as a concern by members of the task force.

**Instruction Goals and Objectives:**

The following materials will help librarians standardize their instruction at the various levels. We recognize that time with a given class is often limited, and the concepts and skills that we hope to instill are complex. The objectives in the list below were derived (in part) from the ACRL Model Objectives, reduced to a more manageable number and level and with some elements of local interest added.

**Note:** the intention is that the individual teaching librarians will adapt their teaching to include material that expresses the points of interest for the different levels; for example, a First Year Experience class should be told of library services, shown the home page, and be given a demonstration of or hands-on practice with InfoLinks and/or relevant databases, unless the wishes of the professor contraindicate. Once assessment tools are developed, the administration expects that the teaching librarians will use these tools, and others, to measure the effectiveness of their instruction.

The mission of the instruction program at the University Libraries is to assist students in learning how to recognize their information needs, and to teach them to identify, locate, evaluate, and use information to support their studies, their research and their life-long learning.

The five core objectives of the ACRL *Objectives for Information Literacy Instruction: A Model Statement for Academic Librarians* are:

1. The information literate student determines the extent of the information needed.
2. The information literate student accesses needed information effectively and efficiently.
3. The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.
4. The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.
5. The information literate student understands many of the economic, legal and social issues surrounding the use of information and accesses and uses information ethically and legally.

The goals and objectives listed below are intended to support these five core objectives of information literacy. The lists of goals may be expanded according to the needs of the class. However, this is to be a foundation or minimum level of content covered for every instance of a particular kind of class (for example, orientations), so that we can develop appropriate general assessment tools and so class content can build progressively. The tasks listed below each goal are intended to suggest what the students will be able to do after instruction, and to offer standard elements for
assessment. The overall process is iterative and runs cyclically; therefore, in any given class, one may have to change to a different level of content or depth of instruction to achieve good results. Never be afraid to review.

Note: the audience for instruction is understood to be students in the respective level. The behaviors expected of the students will be noted in more detailed learning objectives, still in development. The condition for assessment for all goals and learning objectives is understood to be after relevant instruction, in whatever format (lecture, demonstration, computer-based instruction, or some other). The designated degree of accomplishment will vary by class level, instruction content, librarian, and by other factors, such as, but not limited to, faculty expectations.

**Orientations/ class-related, but without a specific assignment**

**Basic/FYE**

**Physical/virtual layout of the Libraries (departments, hours, electronic resources)**

- Students will be able to find out when the Libraries are open and locate contact information on the home page.
- Students will be able to list at least two libraries, collections or departments in the University Libraries.

**Services and where to go for help** (Examples: circulation, interlibrary loan, copying, study rooms, wireless laptop checkout, service desks, subject specialists, telephone, e-mail, chat)

- Students will be able to describe and locate two services provided by the Libraries.
- Students will be able to state that help is available in all campus libraries at service desks, in person, by telephone, via email, or via chat.

**Brief overview of most commonly used/most appropriate database(s) and/or InfoLinks**

- Students will be able to name, locate and begin to use at least one interdisciplinary database to find recent articles on a topic.
- Students will be able to locate and begin to use the online catalog.

**Lower division:**

**InfoLinks is the guide to our collections in most formats**

- Students will be able to locate InfoLinks on the home page and begin to search for books, journals and other materials.
- Students will be able to list at least two formats of materials that InfoLinks will allow them to find in local collections (e.g., books, journals, recordings, manuscripts, rare books, government documents, etc.).
- Students will be able to find a record for a book in InfoLinks using a keyword, title or author search.
- Students will be able to state that InfoLinks shows records for materials that we own or to which we have access.
Most commonly used/most appropriate database(s)

- Students will be able to state and show that databases show references to articles on a topic.
- Students will be able to name and/or locate at least two places where the contents of journals will be found (e.g., in print on the shelves, in electronic full text through a database or publisher, or in some other location/format, such as in the Hodges Reading Room on microforms).

Most commonly used research materials or background sources in all formats

- Students will be able to name and locate at least two types of sources that might be of use for their research (books, articles in journals, magazines, newspapers, conference proceedings, government documents, manuscripts, archives, scores—varies by discipline).
- Students will be able to name background sources as a source of material to use to gain an initial understanding of the topic.
  - Students will be able to list at least two types of reference materials, such as dictionaries, encyclopedias and handbooks, which are sources of authoritative background information.
  - Students will be able to locate at least one such title, in print or electronic format.

**Upper division:** As above, (if not already presented previously), plus:

Interlibrary Loan privileges

- Students will be able to describe basic interlibrary loan privileges, locate the sign-up screen, and register if they desire.

Content of databases or periodical indexes

- Students will be able to state that databases primarily show references or citations to articles on a topic.
- Students will be able to locate at least one article that interests them.

Location of journals in their various formats

- Students will be able to name and locate at least two places where the contents of journals will be found (e.g., in print on the shelves, in electronic full text through a database or publisher, or in some other location/format, such as in the Hodges Reading Room on microforms).

**Graduate level:** As above, (if not already presented previously), plus:
Where and when to get a graduate carrel

○ Students will know how and when to sign up for a graduate carrel.

Types of information resources of use in higher level research (bibliographies, dissertations, literature reviews, and so on)

○ Students will be able to name at least two types of resources that might be of use for their higher level research (bibliographies, dissertations, literature reviews, etc.) and specify an appropriate tool to use to locate the resources, such as InfoLinks, WorldCat, appropriate specific databases, etc.

Or, as negotiated with the professor/instructor.

Groups with assignments

FYE/Basic: As above, (if not already presented previously), plus:

Distinctions between InfoLinks and other databases or indexes

○ Students will be able to differentiate between InfoLinks [what is covered by or listed in InfoLinks] and other databases or indexes.
○ Students will be able to recognize citations for and look up books by author or title.
○ Students will be able to recognize citations for and look up journals by title in InfoLinks.
○ Students will be able to use databases or indexes to begin to discover the contents of journals.
○ Students will be able to define/recognize the differences between subscription/scholarly databases and Internet search engines in organization/concentration of content.

Subject headings versus keyword searches or other searches in InfoLinks

○ Students will be able to use subject headings searches in addition to keyword or other searches in InfoLinks. For example, students seeking biographies, bibliographies, or literary criticism might use an individual’s name as a subject search.

Finding journals using InfoLinks

○ Students will be able to use InfoLinks to find a journal available at the U of A Libraries, determine the format(s) and locate the journal holdings.
  • Students will be able to interpret an InfoLinks journal title entry to determine whether a volume and issue is available.
  • Given a correct citation, students will be able to use the information in the citation to check our holdings for the journal.
• Students will be able to determine when and how to search InfoLinks for a book or to identify local journal holdings, and when to search a relevant periodical index for citations, abstracts or full-text articles.
• Students will be able to use links within a database, when available, to determine local holdings.

Finding journal articles through a database

○ Students will be able to use a database to find articles or citations to articles.
○ Students will be able to use the links within a database to check for journal holdings in InfoLinks.
○ Students will be able to use the links to electronic text to access available full-text articles within a database.
○ Students will be able to state at least two potential search fields (from author, title, subject descriptor, journal title/source, affiliation, document type, other) to use to modify a search that retrieves too much.

Determination of the location and availability of a source from a citation

○ Students, working from a citation, will be able to determine the type of resource to which it refers (book, book chapter, article, other).
○ Students will be able to use InfoLinks to determine whether the item is in our collections.
○ Students will be able to use call numbers to retrieve a specific item from the stacks or other collections.

Academic honesty

○ Students will be aware of the academic honesty policies of the University of Arkansas.
○ Students will be able to define plagiarism.

Lower division/Upper division: As above, (if not already presented previously), plus:

Identification of an initial question or modification of the information need [topic] to achieve a manageable focus for a particular assignment or task

○ Given a broad topic, students will be able to describe, list, or choose reasons from a list, how it might need to be modified to suit the assignment.

Identification of key concepts, synonyms and related terms that describe the information need, in InfoLinks and in databases

○ Students can recognize and use subject headings in an InfoLinks record.
○ Students can recognize and use descriptors in an appropriate database and to use the thesauri if available to improve search results.
○ Students will be able to generate a list of alternative terms to describe their concepts, using discussion, thesauri, subject headings or descriptors, and other methods.
Construction of a search strategy using appropriate operators or truncation

○ Students will be able to use and describe the effects of using AND, OR and NOT and truncation.
○ Students will be able to use other techniques (limiting to certain search fields, etc.) to improve relevance.

Identification of documentation styles and availability of manuals

○ Students will be able to state or choose from a list of styles which style most often pertains to their discipline, and that the Libraries have manuals for the major styles at the Reference desk.
○ Students will be able to select an appropriate documentation style for their discipline.
○ Students will be aware of bibliographic citation management software, such as Refworks.

Differentiation between popular publications and scholarly journals

○ Students will be able to name/list/or choose from a list two typical differences between popular and scholarly articles (e.g., cited sources, level of illustration, audience, other).

Selection of appropriate tools for research on a particular topic

○ Students will be able to find a list of subject-specific databases and other resources for their subject areas from the home page.
○ Students will be able to choose a specific database and begin to search.

If time allows:

Evaluation of web sites

○ Students will be able to list at least two characteristics of generally available, free, reputable web sites (named author(s) with credentials, association sponsorship, accurate timely content, other).

Graduate level: as needed, above, plus….

Awareness of subject-appropriate tools

○ Students will be able to use subject tools to do specific tasks, such as find cited references, identify musical scores, define chemical structures or properties, work with archival materials, or other task, as needed in the particular discipline or subject.

Use of appropriate current awareness tools
Many databases provide current awareness tools, including Current Contents, Ingenta, databases such as Social Services Abstracts, many Ebsco databases, ProQuest databases, WebSirs databases, others.

Use of bibliographic citation management software, including RefWorks, which will allow them to manage their lists of references

○ Students will be aware of the existence of and begin to use Refworks or another citation management software.

Or, as negotiated with the professor/instructor.

Groups with research projects

**Lower division:** As needed from previous groupings and….

Differentiation between primary and secondary sources, and that their identification, use and importance vary with each discipline

○ Students will be able to name/describe at least one type of primary and secondary source in their discipline or major.

Use of notes and bibliographies from retrieved items to locate additional sources

○ Students will be able to locate at least one source from a list of references or a bibliography.

**Upper division:** As needed….

Use of bibliographic management software, such as RefWorks, that will allow them to manage their lists of references

○ Students will be able to select an appropriate documentation style for their discipline.

**Graduate level:** As needed….

**Ability to use relevant subject-specific tools for particular tasks**

○ Students are aware of and can begin to use relevant subject-specific tools for their discipline.

○ Students can describe the publication/scholarly communication cycle and some of its effects.

Or, as negotiated with the professor/instructor.
<table>
<thead>
<tr>
<th></th>
<th>Basic/FYE</th>
<th>Lower division</th>
<th>Upper division</th>
<th>Graduate students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientations/</td>
<td>Understands layout, basic services (circ, ILL, laptops, study rooms), and</td>
<td>Finds InfoLinks, most commonly used databases; understands databases as a source of</td>
<td>Understands the availability of ILL; locates one article on topic; understands that</td>
<td>Knows about graduate carrels; Identifies at least two tools to use to find bibliographies, literature reviews, and dissertations</td>
</tr>
<tr>
<td>class w/o assignments</td>
<td>availability of help. Recognizes the existence of InfoLinks and databases.</td>
<td>articles/citations; understands that journals may be on shelves, in the periodicals</td>
<td>journals may be on shelves, in the periodicals room or electronic; identifies two</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>room, or electronic; names at least two types of background sources</td>
<td>types of reference materials</td>
<td></td>
</tr>
<tr>
<td>Groups with</td>
<td>Understands: -what’s in InfoLinks vs. what’s in databases; -subject</td>
<td>Identifies: -a manageable initial question -whether an item is available locally.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| assignments                    | headings  
Finds a journal using InfoLinks; -whether an item is available locally. | Uses call numbers to find items in collections. Distinguishes between the |                                                                                 |                                                                                 |
|                                | Uses call numbers to find items in collections.                         | Libraries’ catalog and databases; can select subject databases; lists relevant |                                                                                 |                                                                                 |
|                                | Distinguishes between the Libraries’ catalog and databases; names at least | concepts in a search strategy; can identify relevant subject headings/descriptors |                                                                                 |                                                                                 |
|                                | two search fields (author, title, journal title, descriptor, subject heading, | in databases; uses Boolean operators; develops search strategies; uses thesauri |                                                                                 |                                                                                 |
|                                | document type) that can limit a search.                                  | and other tools to make better searches (upper level and graduate students);     |                                                                                 |                                                                                 |
|                                |                             | identifies documentation styles and manuals; can evaluate Web resources on a      |                                                                                 |                                                                                 |
|                                |                             | basic level                                                                      |                                                                                 |                                                                                 |
| Groups with                    | If needed, distinguishes between primary and secondary sources; Uses      | Aware of software such as Refworks, to allow them to format citations in papers. |                                                                                 |                                                                                 |
| research projects              | notes and bibliographies to find other sources.                          | Selects an appropriate documentation style for their discipline.                |                                                                                 |                                                                                 |
|                                |                                                                           |                                                                                 |                                                                                 |                                                                                 |
|                                |                                                                           |                                                                                 |                                                                                 |                                                                                 |
|                                |                                                                           |                                                                                 |                                                                                 |                                                                                 |
|                                |                                                                           |                                                                                 |                                                                                 |                                                                                 |
|                                |                                                                           |                                                                                 |                                                                                 |                                                                                 |