Reference and instruction meeting 2/17/16

Present: Lehman, J. Thornton, Lennertz, Juhl, Daniels, McKee, Torres, Youngblood, Laincz, Salisbury, Parker-Gibson, Jones, Stankus, Zou, E. Thornton

Joel:
Discussion regarding the future of instruction

Frustrations

Lack of adequate teaching space
Room 102
- overbooked
- should not book for other groups (particular in early Spring and Fall semester) or “prime times”
- can be useful for programs who don’t have their own spaces
- want to have spaces used rather than sitting idle
- Too small for larger groups
- Not equipped for group collaboration
- Special Collections space limitations (using reading room – cap of 20) for hands on materials instruction
- Need more visible/easy to find classroom (seeing the instruction as a way of marketing the instruction)
- More useful arrangement for 372B (not the big round table; with computers) could provide additional space for group study

Teaching outside of the Library
- Teaching elsewhere must deal with various quality of equip available (can we find the spaces across campus that would be open to us and suitable for our needs?)

Teaching
- Duplication and overlapping instruction (ex. students repeat intro sessions)

Faculty perceptions and concerns
- instruction not a priority; not seen as significant value (per faculty perception)
- sometimes used as a substitute (librarians providing instruction)
- no place in the syllabus/time in the course schedule
- instructors would rather have the students come in for on-on-one consultations (not as time effective, but can be more learning effective)

Assessment
- Unclear as to what should be assessing?

Who are we targeting?
- Online and e-students – need more focus here; how are we going to get the instruction to these students?
- Undergrad vs. grad content?
- The faculty or grad students who will then champion the libraries’ services and resources to the undergrad
- The students who don’t know about the libraries or haven’t used them
- Classes with research component; classes that have an assignments - should be our target or focus? – help the students be successful on these assignments OR should the focus be on the bigger idea of having them be independent information finders (need an access/scope overview) for any pursuit
- Need to capture: transfer, non-trad, some grad
- Moving forward think: you are our “buyers”? Who do we want to target with the instruction?

What needs are we addressing?

- Helping them focus their searching; helping them search smarter – teaching them to be effective researchers (professional skills beyond the specific class or degree)
  - Time management (search better, save time); tools to manage research (ex. RefWorks)
  - Problem solving
- Information literacy fundamentals and framework
- Measuring scholarly impact
- Unlocking knowledge – spark the curiosity of the students, engage them in their own interests
- Specific subject content that is relevant to their discipline (ex. where to find film and the print materials related to it?)
- Special Collections – have to interact with the library personnel to get to “the stuff” (not open for the patrons to get their own materials – more of a reactive service than much of the other collections)

If we were launching instruction as a new service, what elements would we include?

- Customized to your class needs!
- Timely
- Meet the class where they are
- Satisfaction Guaranteed
- Addressing your researching needs
- Student empowerment
- Helping you to teach your students to think critically
- Complete the assignment – complete the class – complete the degree (matriculate!)
- Unlock your knowledge
- Progressively develop your research skills
- Information expertise – dedicated service, trusted advisor
- "I can’t find it on Google. Now what?"
- "Tools for Research in Your Profession."
- Search smarter, not harder; speed; quality of resources; basic research skills for success in their profession.

Need to market the services in a way in which people absorb the information and act on it and need to market for the people who need it – make it friendly/funny/enjoyable
What are the key metrics we should be tracking?
- Hard to know what to measure (the knowledge they gain or the knowledge came with)
- Student learning – what has the student grasped? (doing pre and post testing – the gain in information literacy)
- How many students and faculty are we reaching?
- Who comes back to us?
- Feedback from faculty
- The resulting use of the database (or other resource) from instruction
- Correlation between library instruction (or use) and student success (however we define that)
- Student perception
- Is it enjoyable?
- Why do they come to us rather than Google?
- Number of faculty instructions or questions
- Students returning for additional assistance

Via Norma
- Kim Allen (former GA) wrote: “Tell everyone I said Hi and I miss you all, And comparing libraries, Mullins has OSU beat on helpfulness.”

Jozef
- quick show and tell with a mineral identification kit that we hope to have added to the course reserve collection (2-hour, in library use) by the weekend

Beth
- quick discussion and question and answer about the WebPAC portion of the IUG ballots. Please email Beth with your top (12) desired enhancements and let her know if you have any questions.