

1-1-2012

Establishing and Publicizing Library Instruction with Educators

Teresa Slobuski
San Jose State University, sut477@psu.edu

Follow this and additional works at: https://scholarworks.sjsu.edu/lib_pub



Part of the [Library and Information Science Commons](#)

Recommended Citation

Teresa Slobuski. "Establishing and Publicizing Library Instruction with Educators" *EBSS Newsletter* (2012): 11-12.

This Article is brought to you for free and open access by the Library at SJSU ScholarWorks. It has been accepted for inclusion in Faculty and Staff Publications by an authorized administrator of SJSU ScholarWorks. For more information, please contact scholarworks@sjsu.edu.

Midwinter Highlights Continued



Photo by Beth Sheehan

—Continued from page 10

Items as seemingly insignificant as table placement can help the whole gaming event run much smoother. They also said that adding assessment into the mix and Game Day planning will ensure that it can get easier every year.

¹ <http://connect.ala.org/gamert>

² <http://ngd.ala.org/>

³ <http://www.librarygamingtoolkit.org/>

⁴ <https://library.hud.ac.uk/lemontree/>

⁵ <http://americanlibrariesmagazine.org/features/11032011/summer-reading-levels>

⁶ <http://tinyurl.com/6vyus6e>

Establishing and Publicizing Library Instruction with Educators -- Teresa Slobuski

The ACRL Instruction Section Discussion Group Session at Midwinter was led by Frances A. May and Yunfei Du from the University of Texas. The session explored the dynamics between what we, as instruction librarians, think we do to help students and how we can relay that to the campus community outside of the library. The core of the session consisted of small group brainstorms on various questions followed by the groups presenting what they discussed to everyone in attendance. To begin the brainstorming process the attendees were presented with a key fact most may not think about in the day to day. This fact is that data about our instruction is the only way to establish credibility throughout our institutions. Librarians know that what we do is important; however, the only way to prove it is to use the data. Gathering data answers questions such as: “How do students who

—Continued on page 12

Midwinter Highlights Continued

—Continued from page 11

take instruction classes compare to those who do not?” and “Does library instruction lead to higher course completion or retention rates?” Gathering data and presenting it in understandable terms is the only way to answer important questions and it also plays a big role in helping administration see what we already know is true.

The discussion groups covered questions that allowed everyone to share what they were doing and how instruction. Questions such as: “What kind of knowledge and skills to students need in order to solve the problems in their academic work?” and “What variables can we measure to illustrate that students have gained this skills?” were first discussed. In relation to measurement the audience came up with a variety of ways from basic data gathering to full scale studies. While many felt that full scale studies show depth, most endeavors of this nature are not very feasible.

The final questions focused on what everyone could be doing to strengthen Information Literacy at individual institutions. To address this topic the questions posed where: “What are the more effective ways to help them learn these things?” and, “What are you doing to incorporate information literacy in your college or University?” Overwhelmingly, the majority of librarians were involved in one shot instruction sessions and most took place in English composition classes. The suggestions for most effective methods, however, often went well beyond what is currently being done. Some suggestions like active teaching, leading brainstorming sessions, and tying instruction into a looming assignment are all readily integrated into the single session instruction. Other suggestions included working with faculty and integrating skills training throughout a course, having one on one consultations, and being embedded in the class either physically or through course management systems.

The session ended with a discussion of ways to reach the university or college administrators to help us obtain the support we need. Suggestions for ways to reach administration included getting involved in institution wide groups and getting on committees that approve classes and curriculums. It was also noted that it is important to provide consistent data about what the library is doing and to articulate how the library can help solve problems such as those in the accreditation process. Participants noted that administrators can support librarians by recognizing the value that we offer so they can be advocates for us in a variety of venues. Overall, they can also provide support through funding and promotion for the programs we provide. In conclusion the audience agreed the only way we can get that is to show evidence of our service to the campus population.

Thanks to our reporters and photographer for the Spring 2012 Issue:

- Helga Visscher, McLure Education Library, University of Alabama
- Teresa Slobuski, Education Library, San Jose State University
- Beth Sheehan, Education and Social Science Library, University of Illinois at Urbana-Champaign

If you would like to be a reporter or photographer in the field for ALA Annual in Anaheim please contact the editor Rachel Wadham (Rachel_Wadham@byu.edu).