

LOEX Annual Conference 2009 - Albuquerque, NM

Leaving the Farm: the power of partners & technology (May 1st, 2009)

In an effort to address both the drawbacks of the one-shot library session and student apathy towards the library a reference librarian and humanities professor developed a multi-tiered plan to enhance the information literacy learning experience of students. Through just-in-time instruction taught in the students' classroom backed by a library resources module in Blackboard embedded in a humanities course, this unique collaborative effort transcended space and academic departments.

Main Elements

- 4 topic specific lectures ranging from 10-20 minutes delivered in the students' classroom throughout the semester.
- Library research module designed in Blackboard and embedded in the instructor's Blackboard course.
- A periodical index class taught in the library classroom.

Just-in-time Instruction

- Topics based on course objectives and assignments.
- One expected benefit is greater retention. In addition, repeated visits help build rapport between student and librarian.
- Time is the greatest challenge in this model. Not a solution for every class. Target those that could most benefit from this model.

Library Research Module

- Elements designed using best practices for designing user-centered web application. Naming structure aligned to tasks and goals.
- Benefits for students include direct access to course specific library resources anywhere and anytime. In addition, this tool meets the needs of a variety of learners from the beginner to the advanced.
- Challenges include the time needed to design and maintain the module. The technical skill of the librarian, instructor and student may also impact the design and usefulness of this resource.

Assessment

- Pre-test to assess students' library skills entering the course and post-test to assess if learning objectives have been achieved.
- Survey to address the timing of the scheduled visits by the librarian and possible requirements for additional information in the module.
- User statistics from Blackboard to assess which components of the module are being used by the students.

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Resources

Costello, B., Lenholt, R., & Stryker, J. (2004). Using Blackboard in Library Instruction: Addressing the Learning Styles of Generations X and Y. *The Journal of Academic Librarianship*, 30(6), 452-460. doi 10.1016/j.acalib.2004.07.003

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