

Standardizing Library Instruction Across ENGL 1304 Sections

The Problem

The Baylor University Libraries need to provide relevant, meaningful library instruction sessions for 90 course sections of ENGL 1304: Thinking, Writing, & Research, a first year English course required by most of Baylor's undergraduate programs, in a single semester without overloading any single librarian and creating continuity between instructing librarians.

The Process

The first step to understanding the problem was to see how the Baylor Libraries currently conduct library information sessions for a large volume of ENGL 1304 sections through observation of and interviews with seven Liaison Librarians, who taught an ENGL 1304 library instruction session during the Spring 2016 semester.

Next, I sought to discover if those library instruction sessions were meeting the needs and expectations of ENGL 1304 instructors by surveying 33 graduate level student instructors, who taught over 60% of the ENGL 1304 sections in the Spring 2016 semester.

I analyzed the gathered information and created a new tool that would allow ENGL 1304 instructors to specifically identify what they need/wanted in a library instruction session, while providing Liaison Librarians the flexibility to teach the session in their preferred style.

The Outcome

The new tool, an ENGL 1304 Library Instruction Request LibGuide, features a tailored Library Instruction Request Form containing a list of possible learning outcomes that ENGL 1304 instructors can select from. The LibGuide and Request Form allows for the effective communication between faculty and librarian fostering a mutually beneficial relationship while ensuring students receive the library instruction needed to be successful in their academic career.

The screenshot shows the Baylor University Libraries website for the ENGL 1304 Library Instruction Request. The page has a dark green header with the Baylor logo and navigation links. Below the header, there's a search bar and a title 'ENGL 1304 LIBRARY INSTRUCTION REQUEST: HOME'. The main content area is titled 'ENGL 1304 Library Instruction Request Form' and contains a list of learning outcomes for selection. The outcomes are: 'Locate the library website', 'Know about and locate several library resources using the library website', 'Know several ways to seek research help at the library', 'Create a research question appropriate to their topic and assignment', 'Identify multiple keywords indicative of the research question', 'Formulate and perform a research strategy using their identified keywords and knowledge of library resources', 'Understand that finding source of sufficient quality may take several tries', 'Employ a basic search to locate sources in a multidisciplinary library database', 'Manipulate a search results list to identify more applicable results', 'Determine if an item's full text is available and be able to locate it', 'Distinguish between scholarly, trade, and popular sources', and 'Employ basic evaluation criteria to select sources relevant to their topic and assignment'. There are 'Back' and 'Submit' buttons at the bottom of the form. On the right side, there's a 'Meet the Author' section for Ashley Crane with a photo, name, and contact information.

Screenshot of the created LibGuide and Request Form displaying several learning outcomes available for selection.
http://researchguides.baylor.edu/engl1304_instructionrequest

The Next Steps

- ◆ Pilot the LibGuide and Request Form during the Summer and Fall 2016 semesters
- ◆ Adjust learning outcomes to fit the ACRL Information Literacy Framework and other scaffolding efforts
- ◆ Add an examples page to illustrate how learning outcomes might be met in a library instruction session

Special Thanks To:

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Image of Pat Neff Hall modified from an image by Mike Davis.
<https://flic.kr/p/iTzch>