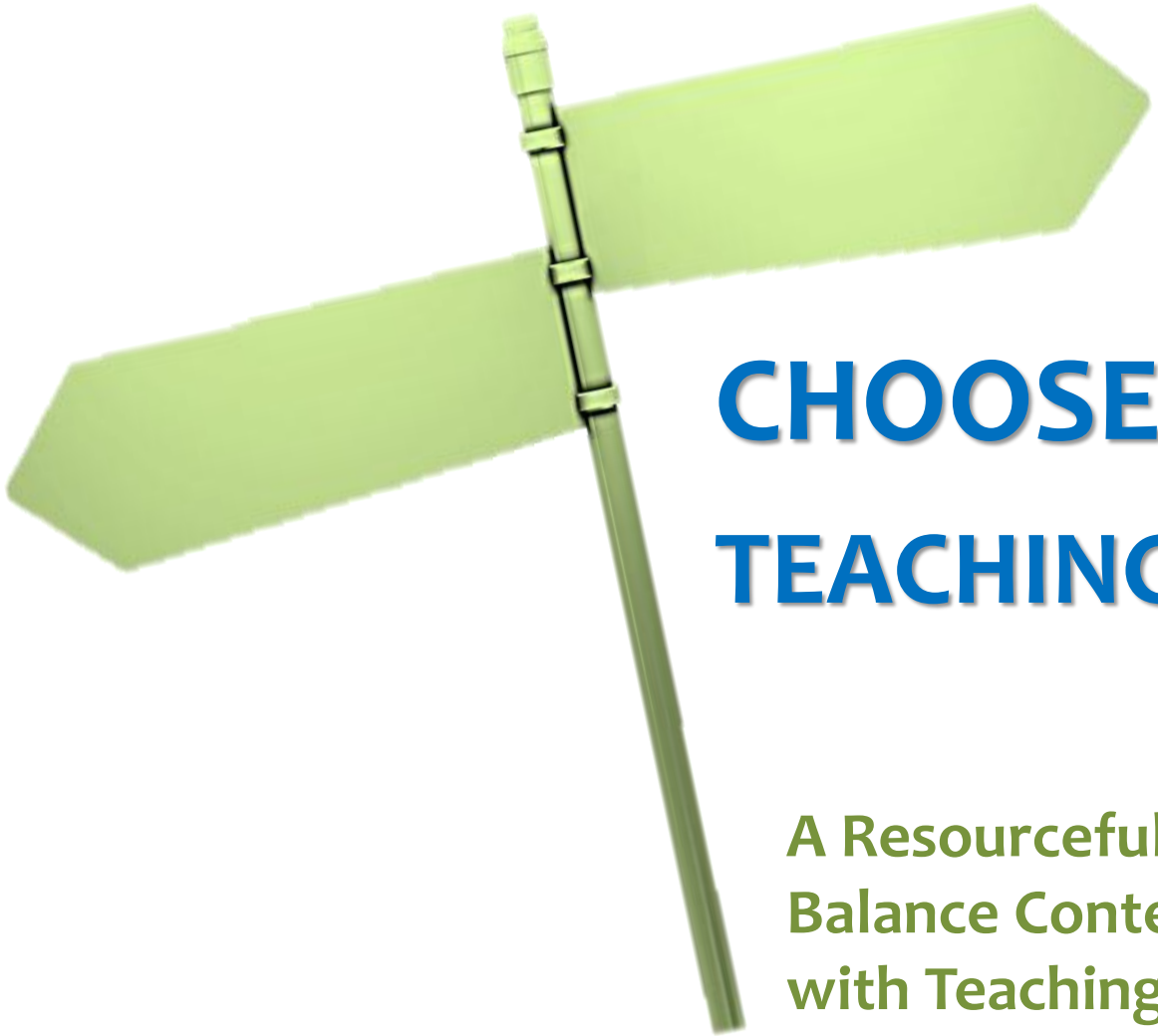


CHOOSE YOUR OWN TEACHING ADVENTURE

A Resourceful Way to Balance Content Consistency with Teaching Styles in a Library Orientation Program

WILU 2012 -- May 24, 2012

Katherine Hanz & Vincci Lui

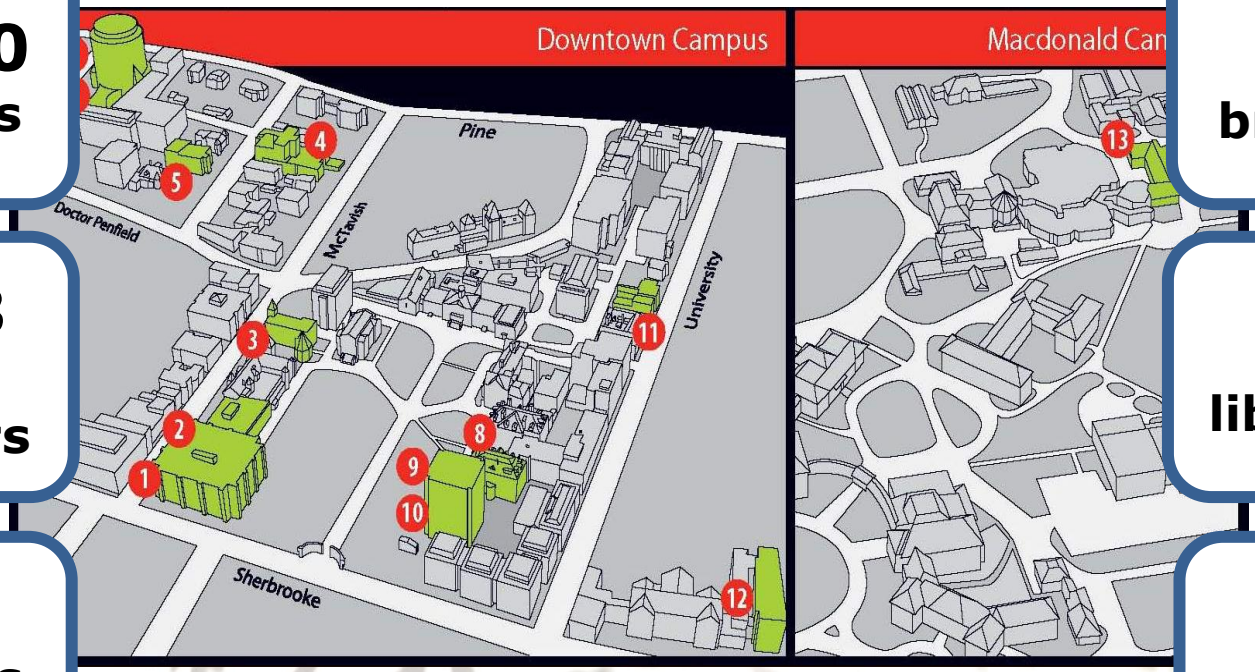
McGill | Library Bibliothèque

McGill by the Numbers

38,000
students

1,603
faculty members

11
Faculties & Schools

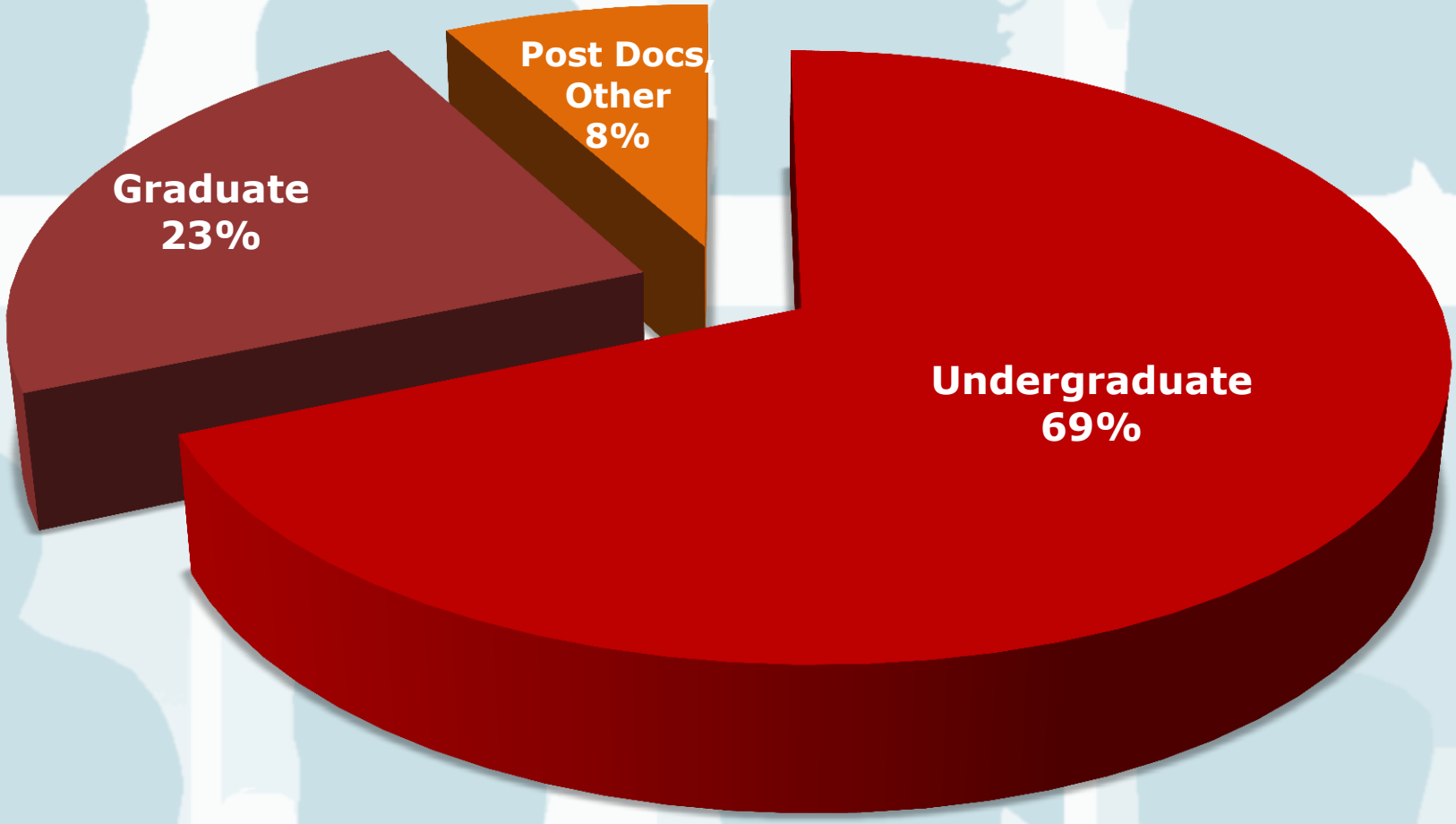


13
branches

70
librarians

184
subjects

The McGill Student Population



What we'll cover today:

Part A:

- 2011 Library Orientation Campaign and Series Overview
- *Finding the Right Stuff* workshop
  - Past problems and potential solutions
- Designing a "choose your own adventure" workshop

Part B:

- Results from our librarian survey
- Staff training and buy-in
- Lessons learned and future directions

Part A:
A Look at the Workshop

McGill Library Bibliothèque

Library Orientation: 2011-2012

One of these things just doesn't belong...

Goals:

"A set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information"

Goals:

"A set of abilities requiring individuals to recognize **when information is needed** and have the ability to **locate**, **evaluate**, and use effectively the needed information"

Goals:

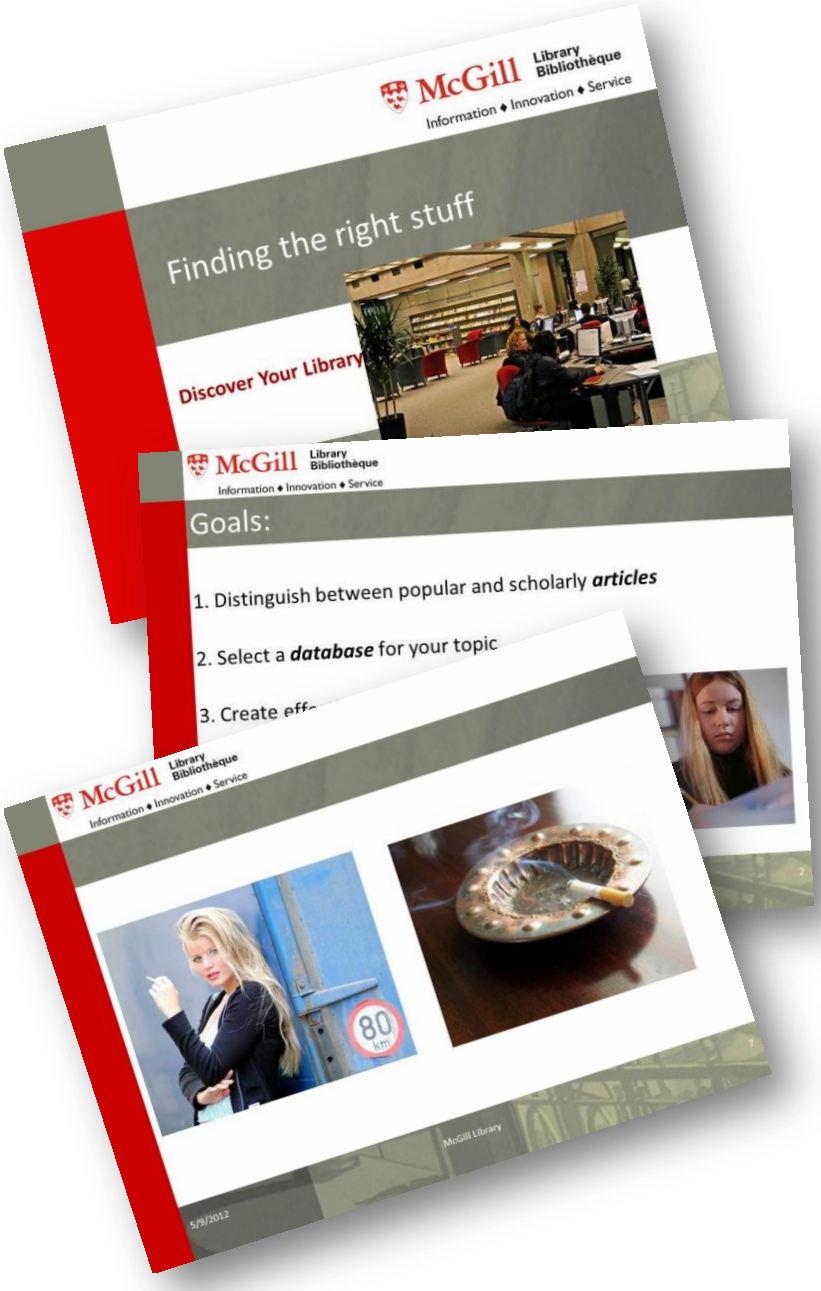
1) Incorporate more “active learning”

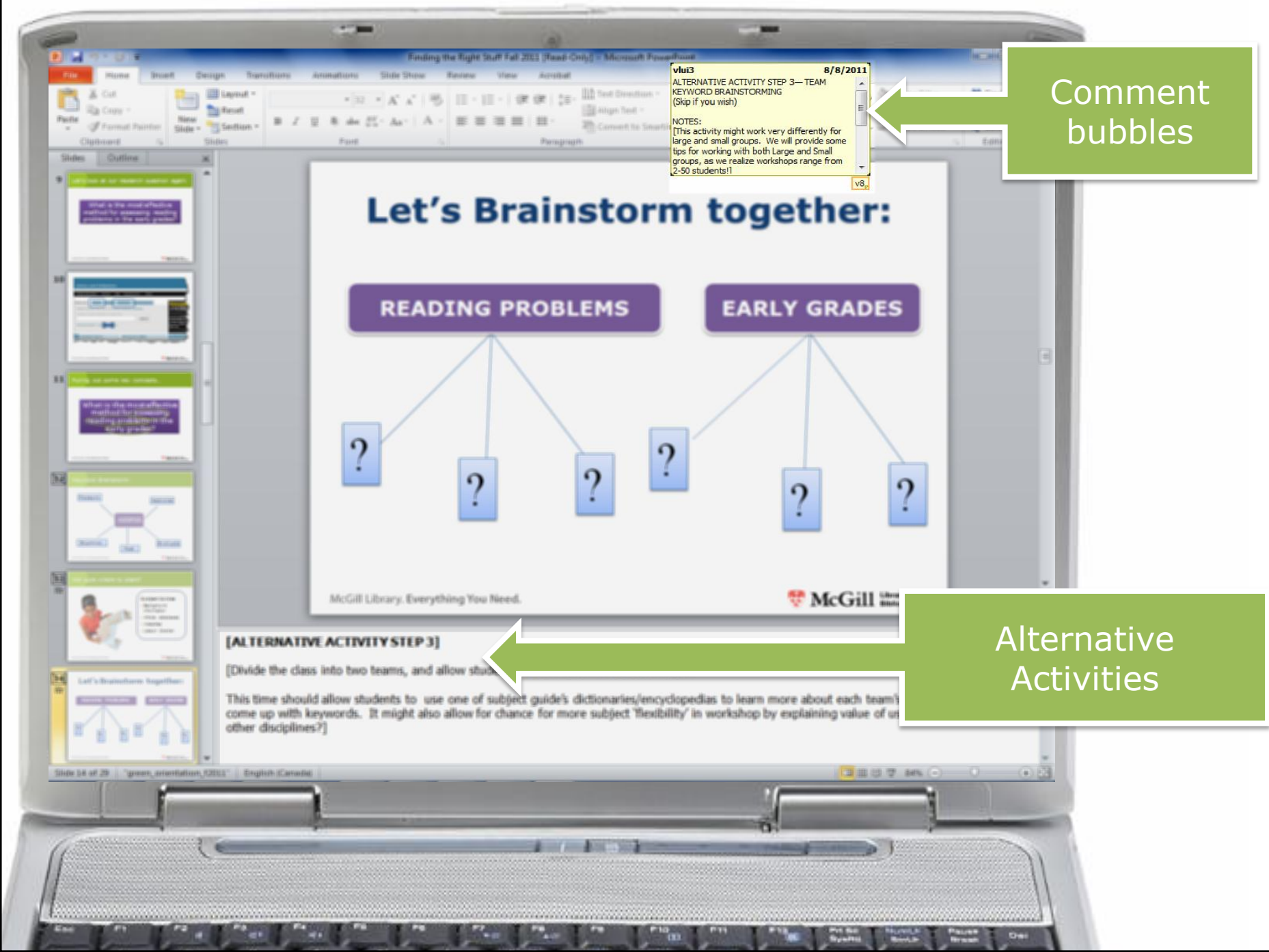
2) Update content and look

3) Keep 1-hour limit

4) Save time

5) Empower librarians with workshop personalization


McGill Library Bibliothèque
Information ♦ Innovation ♦ Service
Finding the right stuff
Discover Your Library
Goals:
1. Distinguish between popular and scholarly articles
2. Select a database for your topic
3. Create eff
80 km
5/9/2012
Finding the
Right Stuff
@ [yourlibraryname]
[Your Name]
Liaison Librarian
[contact information]
How do I...
Start my research?
Know what kind of information I need?
Find information
Sample Research Question:
What is the most effective method for assessing reading problems in the early grades?
McGill Library. Everything You Need.


Comment bubbles
vlui3 8/8/2011
ALTERNATIVE ACTIVITY STEP 3— TEAM KEYWORD BRAINSTORMING
(Skip if you wish)
NOTES:
[This activity might work very differently for large and small groups. We will provide some tips for working with both Large and Small groups, as we realize workshops range from 2-50 students!]
Let's Brainstorm together:
READING PROBLEMS
EARLY GRADES
McGill Library. Everything You Need.
[ALTERNATIVE ACTIVITY STEP 3]
Alternative Activities

FINDING THE RIGHT STUFF

Librarian X, Liaison Librarian
Tel: 514-XXX-XXXX
librarian@mcgill.ca
McGill Library Bibliothèque
Information • Innovation • Service

WHAT YOU'LL LEARN TODAY:

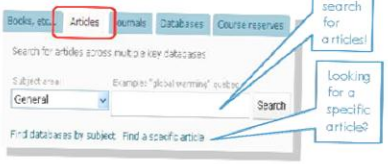
- How to start your research
- How to develop your research question
- How to find journal articles
  - Online
  - In the library
- How and when to use databases
  - *[enter database name(s)]*
- Differences between library catalogues and research databases
- Understanding citations
- Getting hard-to-find books & journal articles from outside of McGill
- *Etc…[List can be modified by librarian as needed]*

WHERE DO I LOOK FOR...?

- Books/eBooks
- Journals
- Newspapers/Magazines
- McGill Theses/Dissertations
- DVDs/CDs
- Websites
- *Journal articles (*WorldCat only)

For all ebooks → bit.ly/mcgillebooks

Finding Journal Articles



Getting the Full-Text of a Journal Article

- When in a database, click Find it McGill

Not finding the right articles? Try a subject database!

Not sure where to start?
Try our SUBJECT GUIDES!
bit.ly/mcgillsubguides

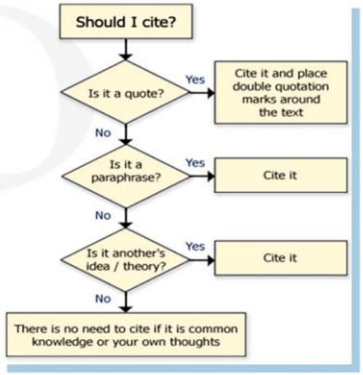
The book you want is out?

- REQUEST it in the library catalogue

We don't have it?

- INTERLIBRARY LOAN REQUESTS (COLOMBO)

HOW TO CITE IT RIGHT!



CITATION STYLE GUIDES:
e.g. APA, CSE, MLA, etc.
bit.ly/mcgillcitationguides

Organize citations and make bibliographies easily - DOWNLOAD ENDNOTE FOR FREE!
bit.ly/mcgillcitationsoftware

- ASK A LIBRARIAN!
- CHAT, EMAIL, OR PHONE!
- ATTEND A WORKSHOP!

STILL HAVE SOME BURNING QUESTIONS? WANT TO LEARN MORE ABOUT:

- Advanced searching in the Classic Catalogue & WorldCat
- Borrowing course reserves
- Finding past exams
- Finding primary sources (e.g. images etc.)
- Finding out which journals are peer-reviewed
- Locating and using theses/dissertations
- Using different citation styles
- Making bibliographies
- Using the EndNote program to gather and organize your research as you find it.
- *Etc…[List can be modified by librarian as needed]*

bit.ly/askmcgilllibrary | TWITTER @MCGILLLIB | FACEBOOK/MCGILL.LIBRARY | WWW.MCGILL.CA/LIBRARY M.LIBRARY.MCGILL.CA

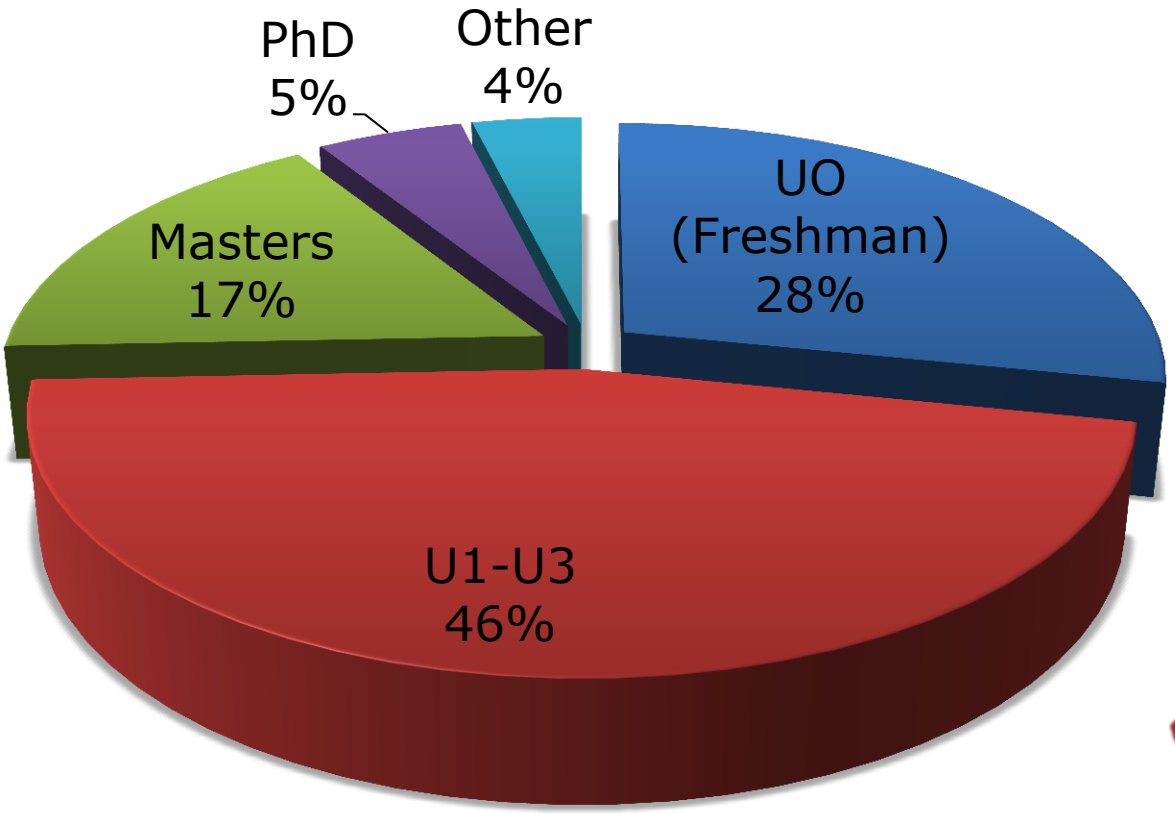
Tell us what you think! →bit.ly/fall2011-orientation

*"Should I Cite" image from:Gaunt, Jessica, Nigel Morgan, Rowland Somers, Rosemary Soper, and Erica Swain. *Handbook for Information Literacy Teaching*. Cardiff, Wales: Cardiff University, 2007. http://www.cardiff.ac.uk/insrv/educationandtraining/infolit/hilt/index.html (accessed May 14, 2008). Used in accordance with a Creative Commons license (Attribution-Non-Commercial 2.0 UK)

Created by Vinci Lui. Last updated August 2011.

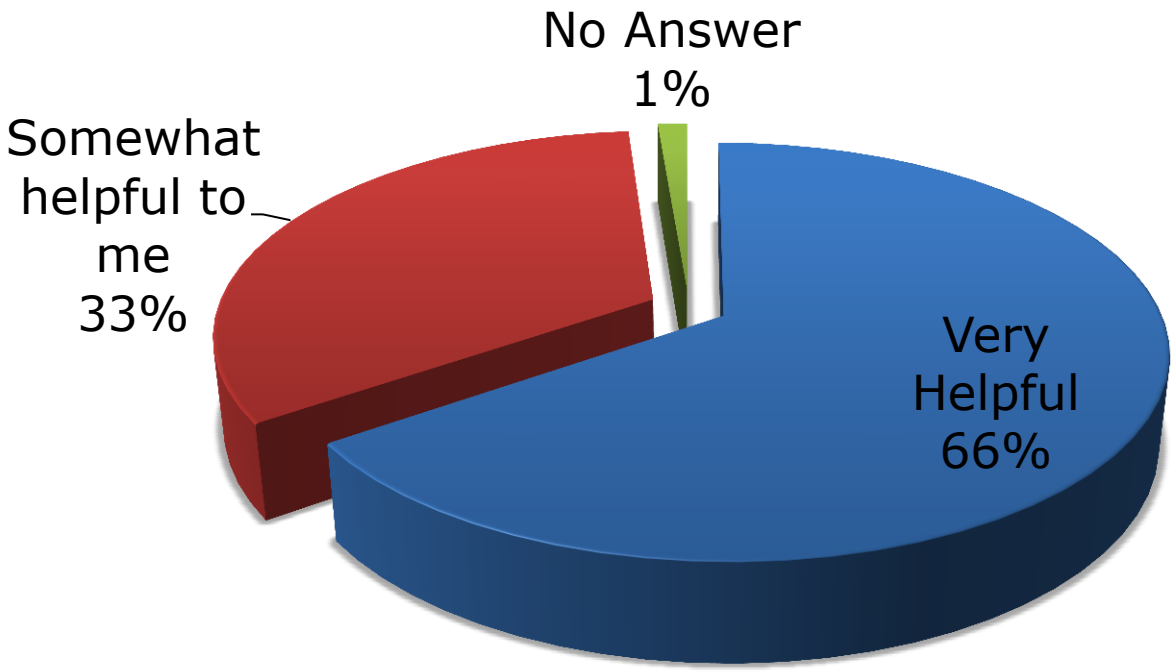
The Student Perspective:

Finding the Right Stuff attendees - by level



The Student Perspective:

Overall, I found this workshop to be:



Part B:
Survey Says...

McGill Library Bibliothèque

The survey: What we examined

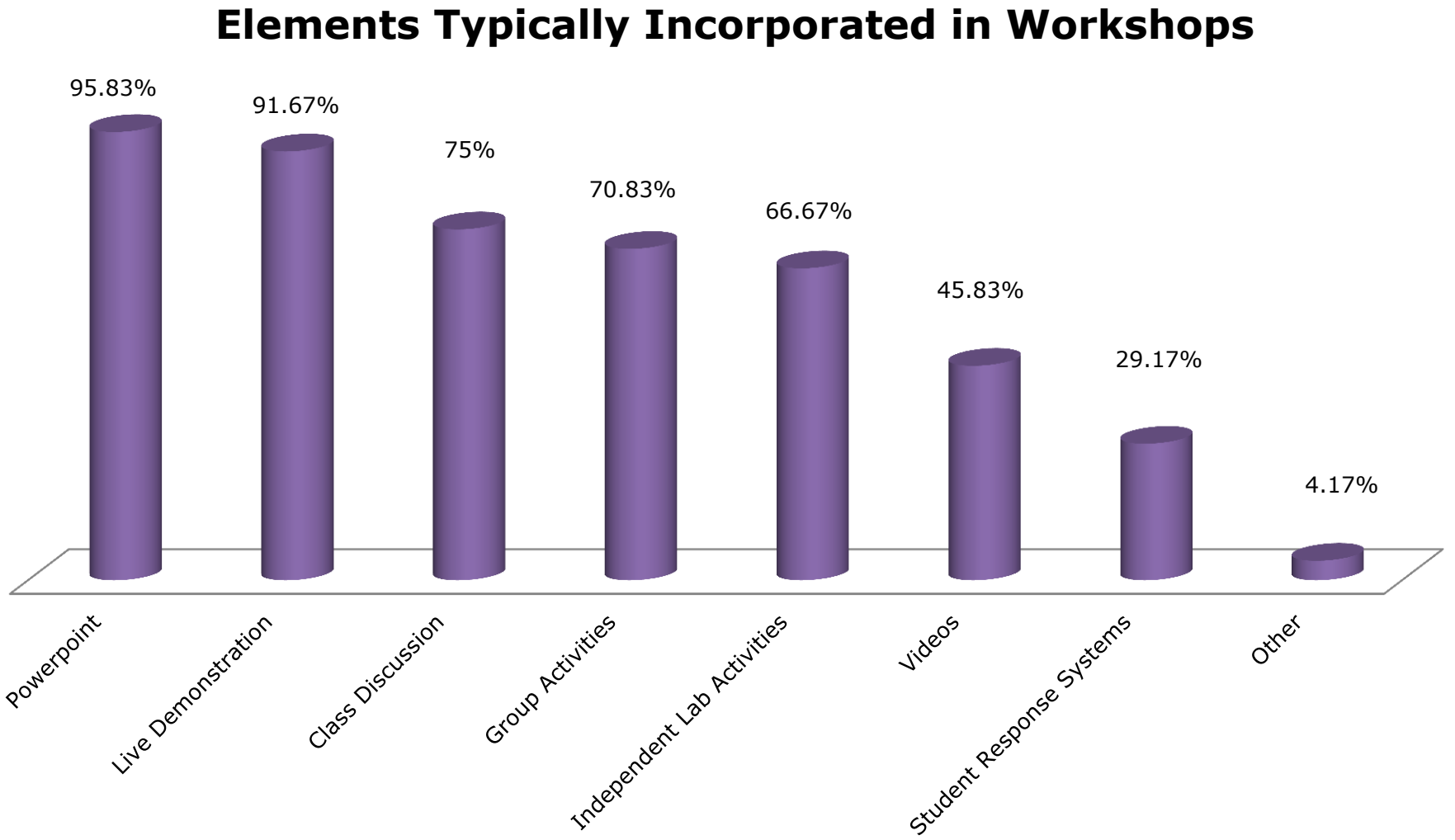
- **Teaching experience and preferences**
  - Who is teaching our workshops?
  - How much experience do they have?
  - What elements are typically incorporated into their workshops?
  - What are the most important elements of an orientation workshop?
- **Satisfaction with the new workshop**
  - Perceived relevancy
  - Activity choice
  - Overall satisfaction
  - Comparison between old and new workshop

Teaching Experience: Overview

Who is teaching our orientation workshops?

- **New** Librarians
  - 88% have been teaching IL workshops for 4 years or less
- Librarians with a **range of experience**
  - 54% teach between 1 and 20 workshops/year
  - 46% teach over 20 workshops/year

Teaching Experience: Elements Used



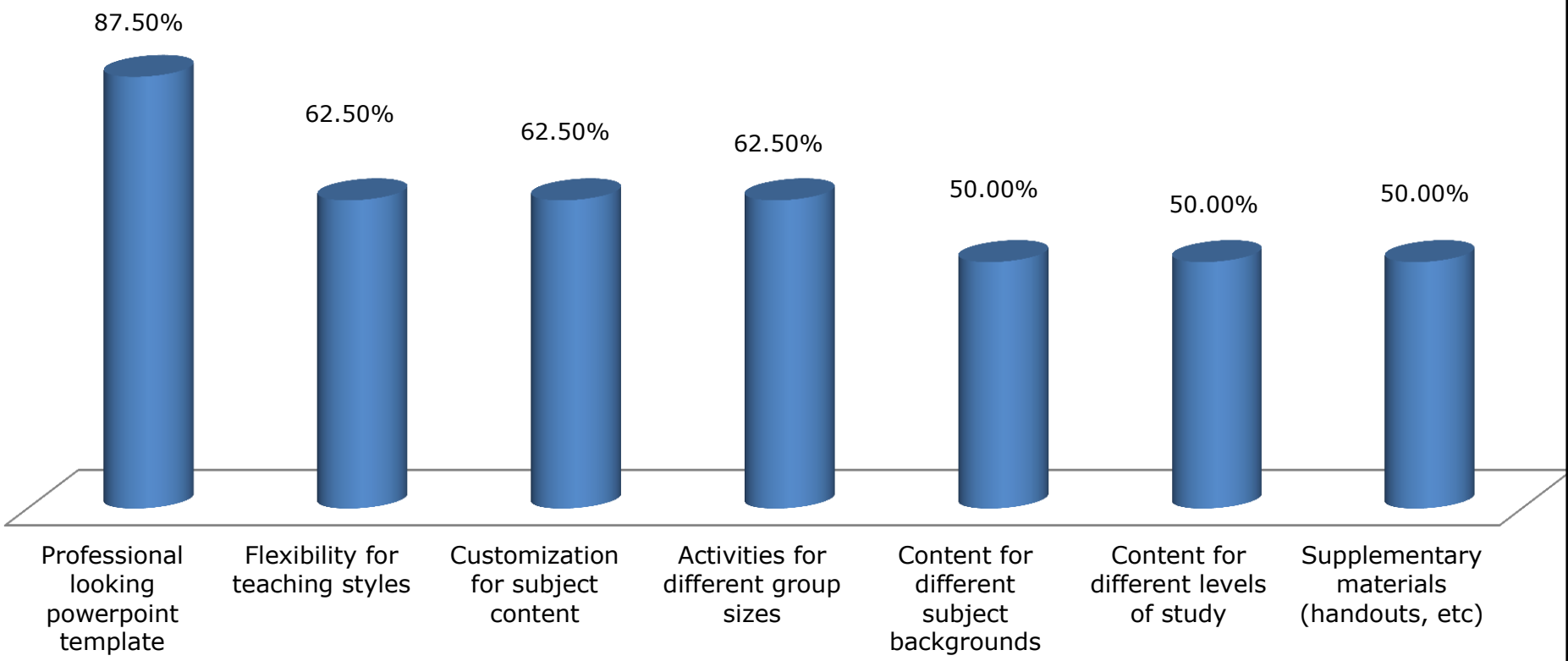
What are the most important features of an orientation workshop?

Rank		Mean Score
1	Customization for subject content	2.71
2	Content that is appropriate for students of different subject backgrounds	3.57
3	Flexibility for Teaching Style	3.64
4	Content that is appropriate for student of different levels	3.78
5*	Activities that Accommodate different group sizes	4.21
5*	Professional Looking PowerPoint template	4.21
6	Supplementary materials	5.86

* indicates a tie

Satisfaction: Workshop Elements

Which of the following elements were addressed to your satisfaction?



Satisfaction: Workshop Elements

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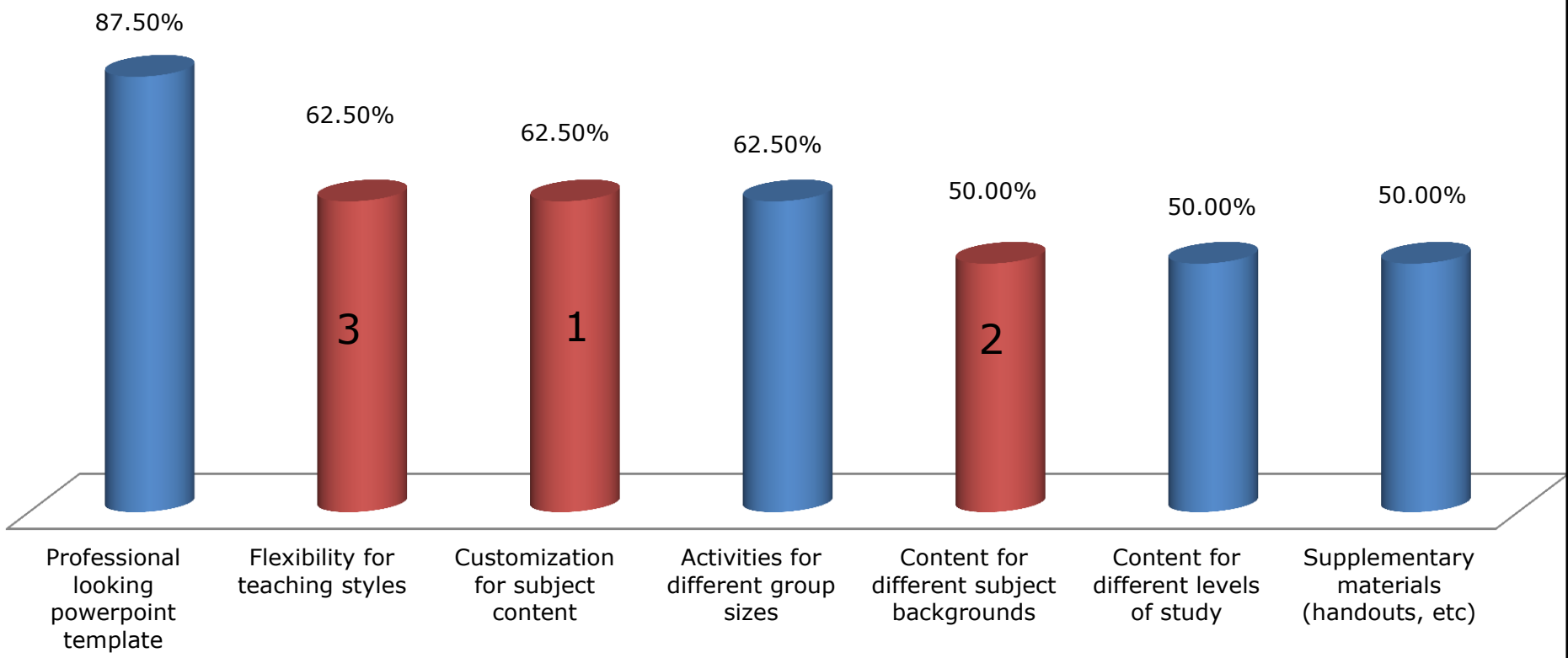
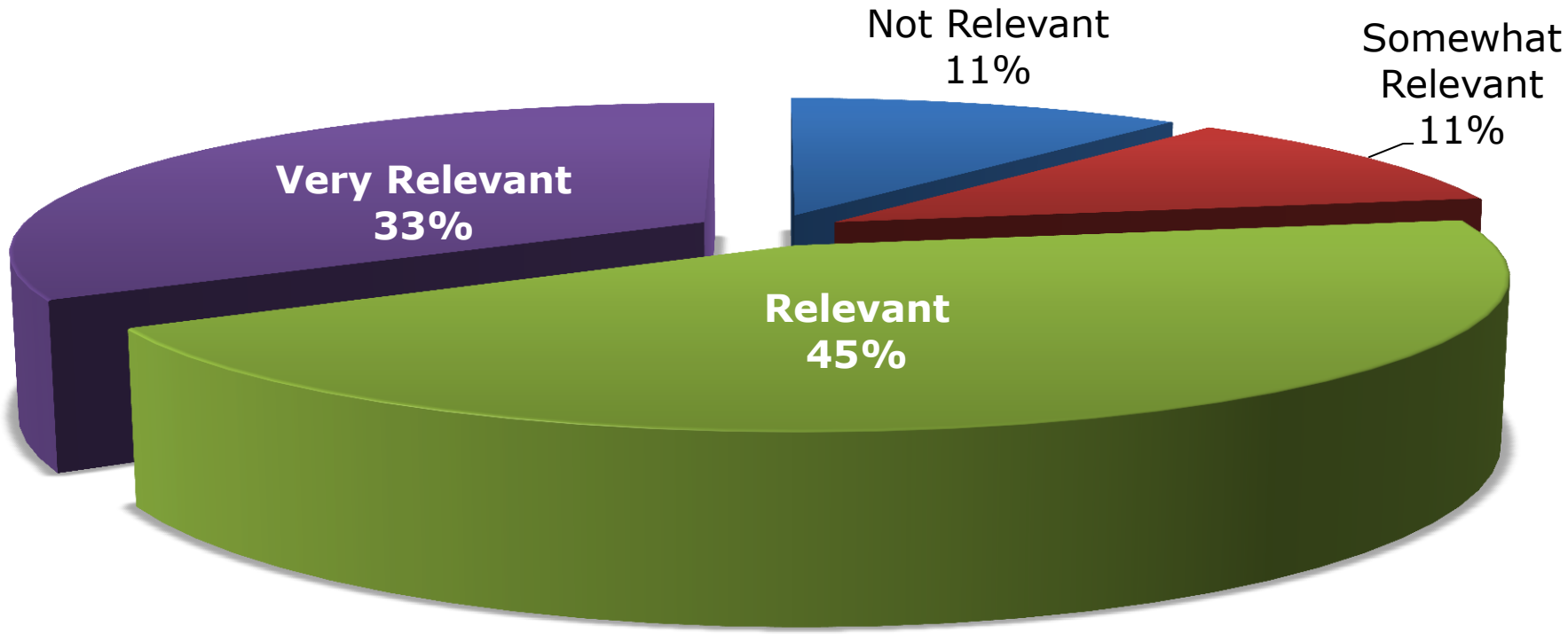


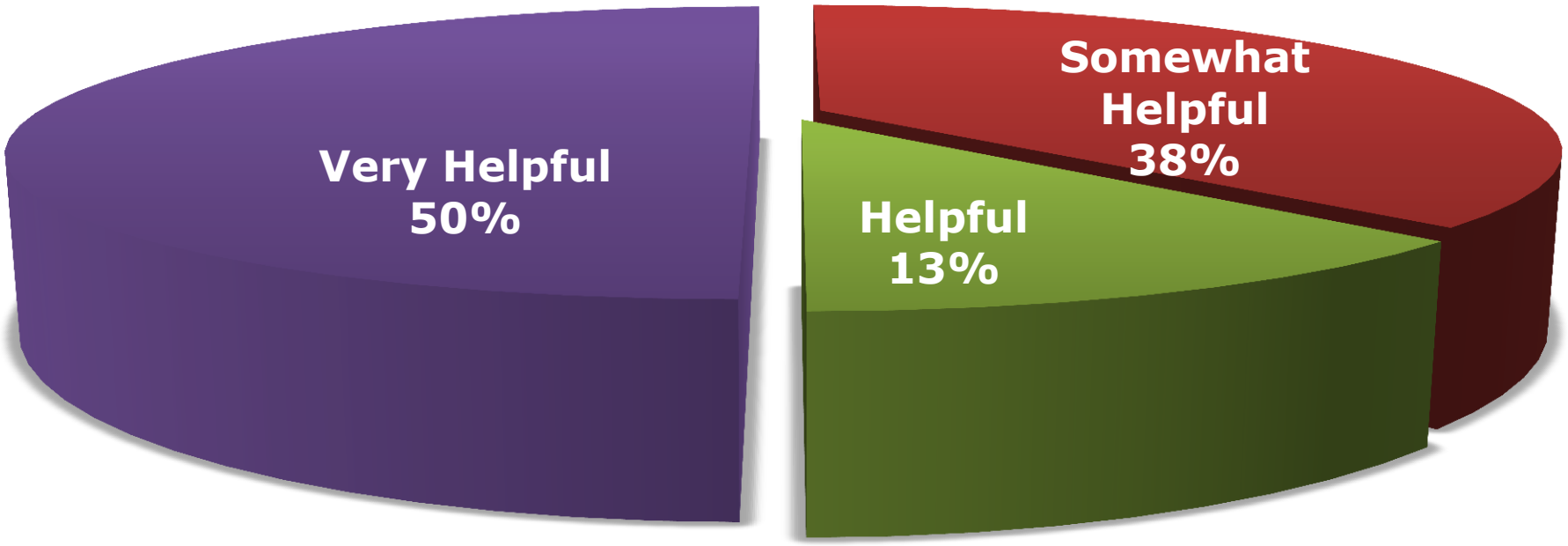
Satisfaction: Perceived Relevancy

How relevant was the content of the Fall 2011 workshop for new students?



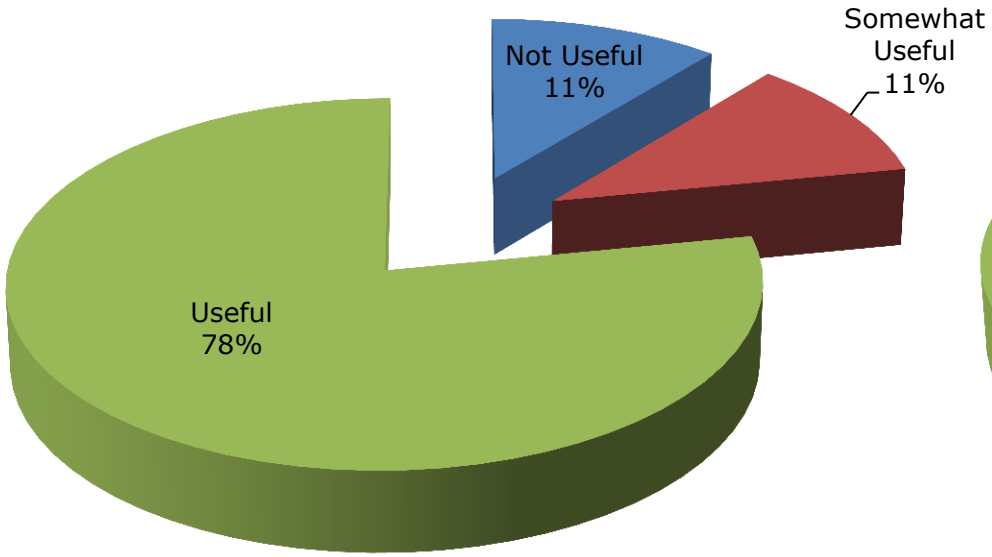
Satisfaction: Activity Choices

How helpful was it to have a range of activity choices available in planning the Fall 2011 workshop?



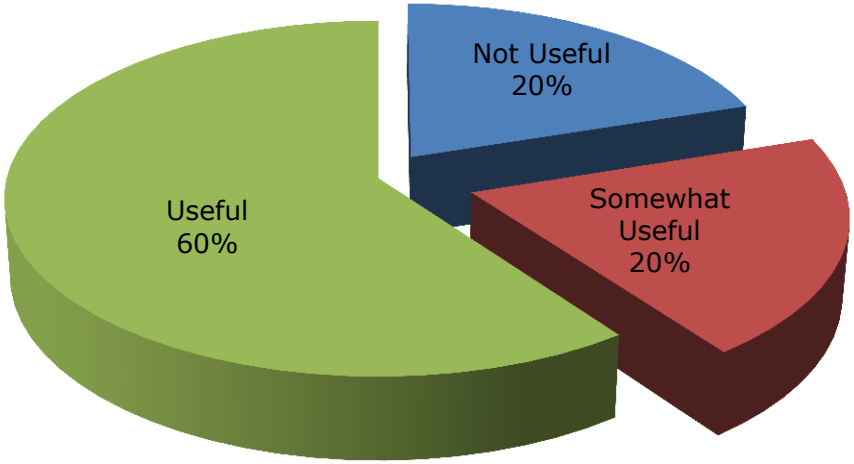
Satisfaction: Overall Usefulness

2011 FTRS



78% found it useful

Previous FTRS



60% found it useful

What worked and what needs improvement

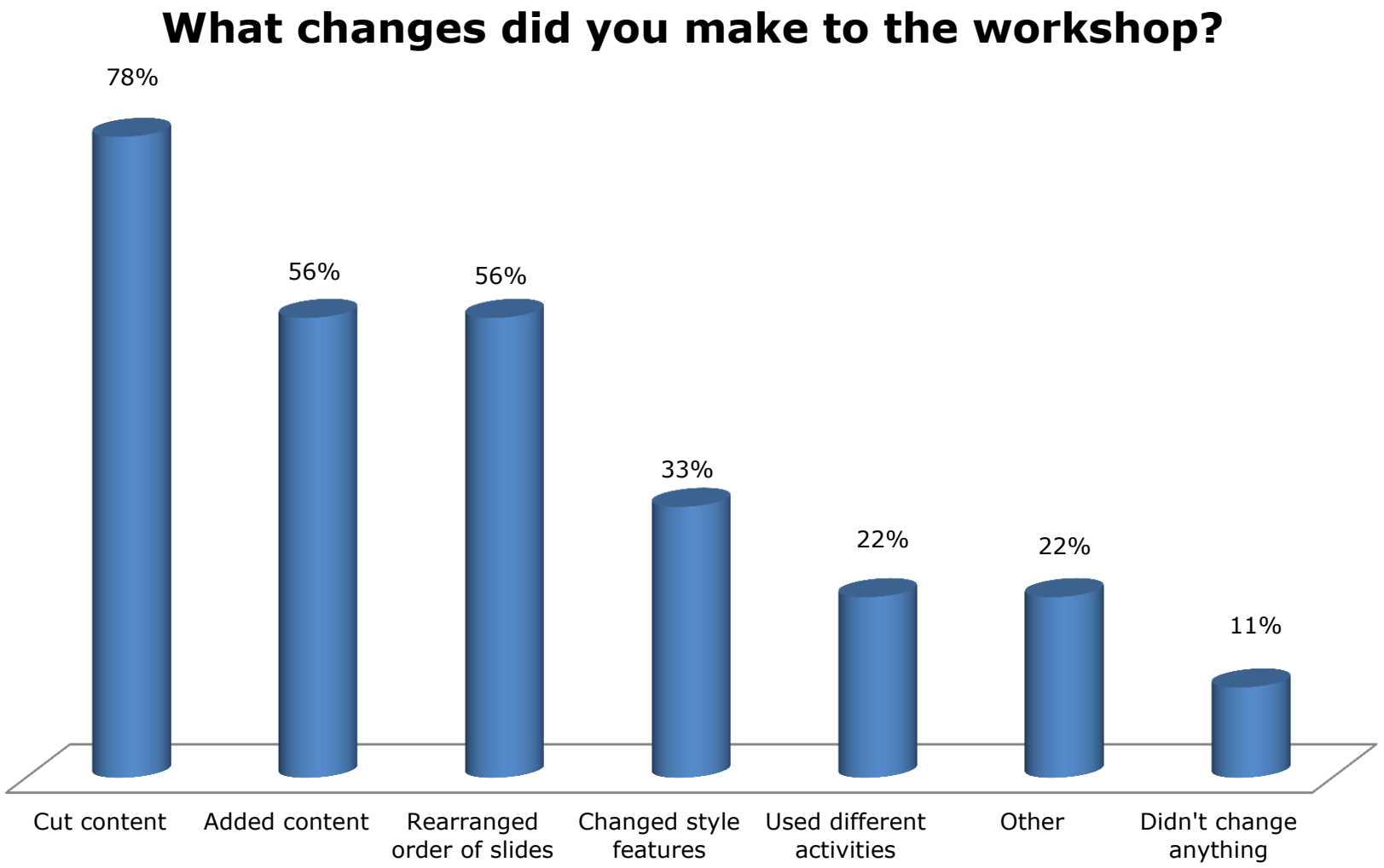
What they liked best:

- Good basic introduction to searching in databases; good foundational IL content
- Explanations in the notes fields made it easy to understand the intended flow
- Options for activities
- Ready-made and customizable
- The updated slides

What they liked least:

- Content in a couple of slides was difficult to edit…took some time to reformat these
- The handout was too busy
- Lack of content specific to the Humanities and Social Sciences Library

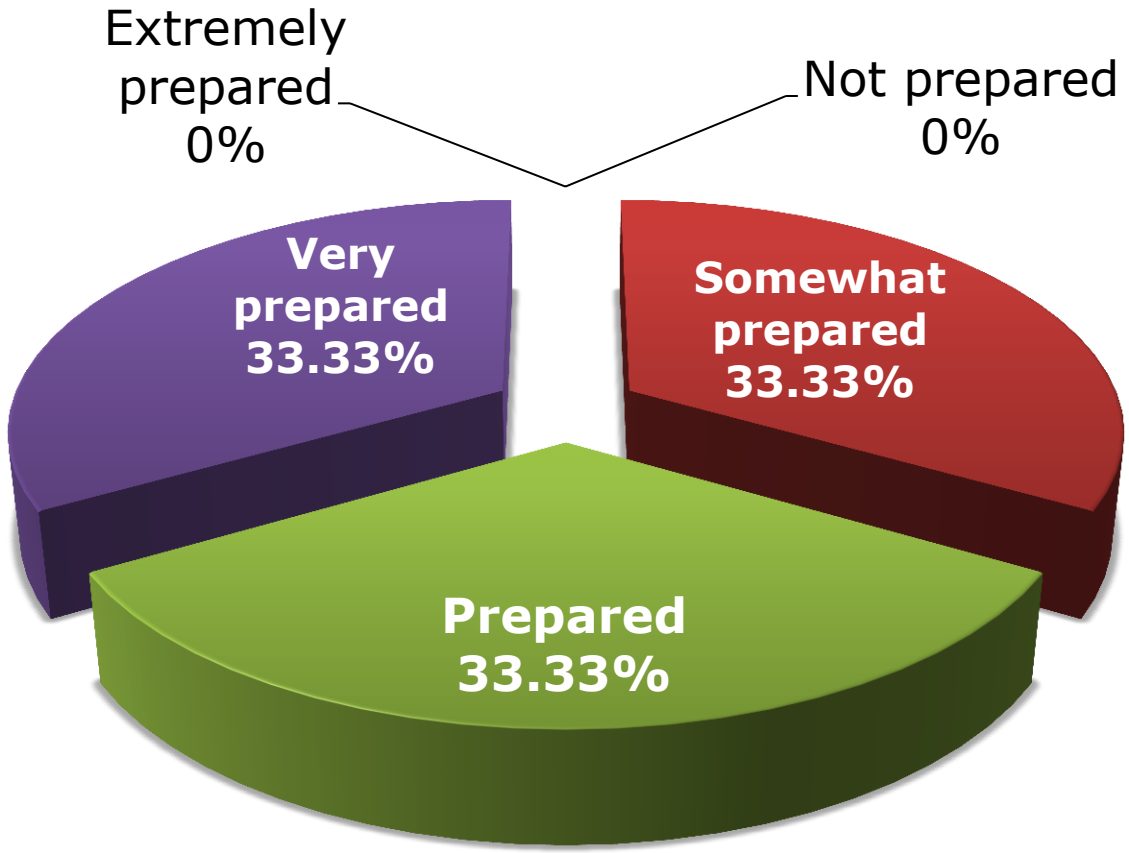
Workshop Alterations



Orientation Kit and Training

Response to Training

Did you feel better prepared for teaching Finding the Right Stuff after attending this staff training session?



Response to Training

"...a great initiative and should definitely continue! Teaching is so much more than having a PowerPoint template to click through, so it's great to discuss the session outline and activities in person."

"Perhaps future sessions could include discussion about what worked well and what didn't from the previous year's presentations so that we can share and build on our experience."

Lessons Learned and Future Directions

The Good

- Higher satisfaction from students and staff
- Positive buy-in about revised workshop
- Staff training – positive reception
- Improved awareness about campaign
- Insight into instruction experience of librarians
- Insight into commonly used elements

Room to Improve

- Content for different subject backgrounds
- Editing capability
- Supplementary materials

Going Forward

- Incorporate findings into future workshops
- Increase/improve supplementary materials
- Staff training every year
- Assessment is still fairly new

Questions?

McGill Library Bibliothèque

Contact Information

McGill Library Bibliothèque

Katherine Hanz, Liaison Librarian

Education Library & Curriculum Resources Centre

katherine.hanz@mcgill.ca

514-398-2763

Vincci Lui, Liaison Librarian

Macdonald Campus Library

vincci.lui@mcgill.ca

514-398-4400 ext. 0613

Sources:

Association of College and Research Libraries. (2000). Information Literacy Competency Standards for Higher Education. Chicago: American Library Association.

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