



Teaching a New Paradigm: Towards Rewarding Instruction for Librarian and Students

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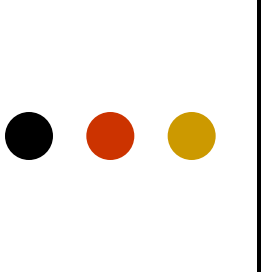
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External Pressures 1

- “84% percent of college student information searches begin with a search engine....Library Web sites were selected by just 2 percent of students as the source used to begin an information search.”(OCLC 2005)
- *“Just remember that students are less informed about the resources of the library than ever before because they are competing heavily with the Internet.” 20 year old Undergraduate Student (OCLC 2005)*

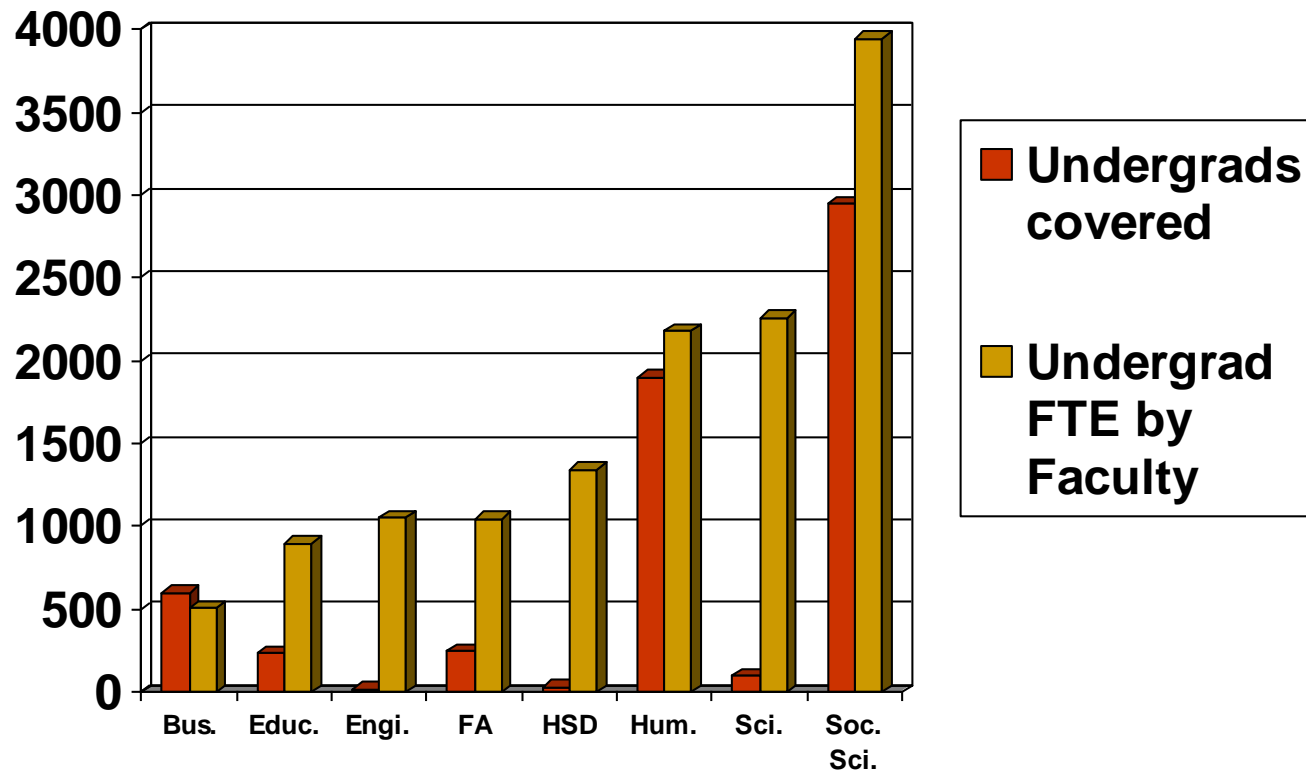


Internal Pressures – UVic (The Numbers)

Year	Classes	students
2000-01	185	2924
2001-02	229	4136
2002-03	250	4260
2003-04	324	4965
2004-05	234	4384
2005-06	230	5037
2006-07	316	7831

- Subject-specific
- In-class instruction
- Number of students reached up 168%
- UVic enrolment up 11%

Class Coverage by Faculty





Internal Pressures - UVic

- Number of classes
- Complexity of research today
- No formal instruction programme
- Facilities



Guided Reflection Activity 1

List your biggest instruction:

- Challenges
- Limitations
- Constraints
- Dissatisfactions
- Negative Trends



Tina and Justin's Challenges at UVic

- Time
- Lack of student engagement
- Lack of relevancy to students
- Lack of faculty awareness of library instruction issues



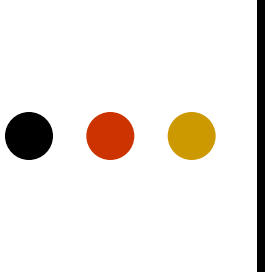
Guided Reflection Activity 2

- List 3 actionable, do-able tasks to address one of the issues identified in exercise 1.
- Come up with the actions and share what the desired result(s) will be.



Solutions – Time & Workload

- Prep and use multimedia and other learning objects. Share these!
- Prep re-useable content on variety of topics
- Set Limits - Say 'no' to inappropriate sessions, content, faculty demands.



Solutions – Relevancy/Engagement

- Tell students why they need this stuff.
- Hands-on rather than hand-outs.
- Lecture less.
- Use multimedia.
- Not just Journals.



Solutions - Faculty awareness

- Say 'no' and negotiate
- Reinforce learning outcomes
- Discuss integration with entire department
- Bring faculty together to avoid overlap
- Stop soliciting new classes

“The problems of victory are more agreeable than those of defeat, but they are no less difficult.” --
Sir Winston Churchill



In closing...

- Together is better
- Focus on what you can change
- Recognize the process
- Constantly assess and evaluate
- Stick with what works
- Try, Try, Try again.



Thank you!

Send feedback, comments, questions to...

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