

Transcription of WILU Workshop

We asked you to identify your key problems, frustrations and hurdles when it comes to designing and executing effective instruction. Here are your responses:

Time/workload

- Lack of planning / prep time
- Too many projects
- Fitting it all into 50 minutes
- Not enough time to develop and decide what to create (online tools and handouts)
- Too many instruction sessions
- Increasing demand for instruction
- Online instruction requires a lot of initial time to design

Students aren't engaged/ don't recognize relevancy

- Too many one-shot deals
- Student assumptions
- Students already have skills
- Students lack of attention, distracted students, facebook in class
- Student resistance – don't recognize library skills as important
- Too much overlap /duplication
- How to teach to trades?
- Lack of need attached to research
- Not integrated into the course
- Duplication (same class three times)
- Range of student needs re: level/aptitudes
- Range of student awareness of their abilities
- Range of computer abilities
-

Lack of faculty awareness

- Instructor resistance
- How to make faculty aware of range of instruction opportunities
- Lack of integration
- Faculty assumptions
- Faculty don't prioritize research skills
- Lack of understanding by faculty
- Instructors leave
- We are often an afterthought
- Not integrated into the course

- Getting faculty buy-in
- We get 2 sessions (if that)
- Wrong time in term, not tied to an assignment
- Poorly constructed assignments
- Responding to specific needs of subject specific faculty member

Professional Development (Librarians)

- Time constraints in developing new techniques
- How to do assessment?
- Classroom management
- Big picture – goals for each session – concepts related to goal

Institutional

- Maintain library presence because administration is cutting contact time
- How to bring instruction to all first year students
- Class size – 100+
- No “core competencies” or uni-wide standards

Space/Facilities

- Space: arrangement of lab
- Space: number of computers
- Space: lack of space/inadequate number of labs
- Room capacity

We also asked you to brainstorm some actionable items to address those frustrations. Here are those responses:

Instruction (afterthought by instructors)

- Library promotion – focal point of institution
- Online library request forms – stipulations for classes – ie booked in advance, instructor present, etc
- Engage instructors in evaluation – modeling/ marks ?
- Pre-test/ post-test
- Build relationship with liaison work
- All students write down one question

Instructor Resistance

- Train the trainer – subtle approach, be delicate
- Provide to instructor needs
- Research query “their needs”

Time Constraints

- Pre-activity: view a set of tutorials, as many as needed.
- Librarian marks the activity sheets
- In class: discusses problems they found. Librarian discusses problems.
- All students have one question as they enter the classroom.

Lack of planning time:

- Use something existing that is flexible, that you can adapt.
- Apply for money to develop
- Collaborate with other institutions so we can adapt
- Work with our own library management.