Engaging Students in Library Instruction

Library Instruction … ?

Library instruction is …

- Flexible
- Interactive
- Collaborative

Scaffolding skills

- Recognizes what students already know
- Builds on existing experience
- Reviews as needed but is not repetitive

Engaging Beginning Researchers

First year students

- Varying skill sets
- Some have experience with research databases
- Most are dependent on Google
- Generally have used MLA with EasyBib, NoodleTools, etc.

ENL 102

- An opportunity to reach many first year students
- Scaffolds research skills throughout semester
- Tied to assignments & learning objectives
- Emphasis on group activities with limited direct instruction

Essential skills

- Challenge: students seldom look beyond the title and link to a pdf when using databases
- Activity: deconstruct library database records to identify useful criteria for selecting relevant sources

Selecting Articles…How to Choose?

Your research topic:

How do employee wages impact their job satisfaction?

What you have: You have information about 4 different articles.

What your goal is: Choose the article that is most relevant and useful for your research.

How to get there:

1. Look at all the different types of information you have about each article. (For example, one is the article's abstract.)
2. Make notes on what other information you see, and how it helps you reach your goal.

What we'll talk about when you're done:

Which one did you choose, and why? What information did you use to make that decision?

ARTICLE 3

Title:	**Motivating people: Getting beyond money.**
Authors:	Dewhurst, Martin[1] Guthridge, Matthew[2] Mohr, Elizabeth[3]
Source:	McKinsey Quarterly. 2010, Issue 1, p12-15.
Abstract:	The article discusses how to motivate employees. Studies indicate that strategies such as praise, individual attention, and providing employees opportunities to take leadership roles in projects can be effective ways to inspire workers who are reasonably satisfied with their salaries. Amid a period of declining corporate revenues and cost-cutting, non-financial means of increasing employee engagement should have particular appeal. However, as one human-resources executive pointed out, such initiatives require time and effort on the part of top management.
Subjects:	*Employee motivation *Employee attitudes *Job satisfaction *Corporate culture *Employee loyalty *Employee morale *Pharmaceutical industry *Personnel management *Career development *Executives *Work environment Motivation (Psychology)
Author Affiliations	[1]Director in McKinsey's London office. [2]Associate principal in McKinsey's London office [3]Consultant in McKinsey's London office

collaboration of different viewpoints

8 years old → 3 pages

other avenues of motivation beyond money

they all work for the same company

Bias ??

#1: Most useful & informative; author is reliable source.
#2: Not supportive enough.
#3: Too broad.
#4: Not enough information, however, most recent

Customized instruction

- Created through collaboration with faculty
- Developed to address specific knowledge gaps

Evaluation skills

- Challenge: students don’t perceive differences between online sources
- Activity: compare, contrast, and defend selection of relevant and appropriate websites

Source Evaluation Sheet

Source # 1

Title: 5 Reasons to Own a Car in Boston

URL: http://www.parkeasier.com/own-car-boston/

Please answer the following questions about your source.

1. Who is the author of this source?
   - ☑ I couldn't tell
   - ☐ The author is:

2. What background or expertise does the author have that makes them qualified to write about this topic? *(Hint: try looking for an author biography page, or Google the author's name.)*
   - ☑ I couldn't find that information
   - ☐ The author's background or expertise is:

3. What kind of information does the source provide?
   - ☐ Balanced, objective, or factual information
   - ☑ Statements of opinion from a political, ideological, cultural, religious, or personal viewpoint
   - ☐ Both facts and opinions
   - ☐ I couldn't tell
   - ☐ Other (please explain)

4. Does it matter, for your research purposes, if there is a bias to the source's content? Why or why not?
   To some extent because in this instance you want both facts and opinions. However, it is important to have opinions that are both pros and cons.

   ...last revised, modified, or update?

10. *A.* Is the information here useful? For example, is it duplication of what you already have, too little to be helpful, or too simple (or too technical) for you to use?
    - ☐ All of it is useful
    - ☑ Some of it is useful
    - ☐ None of it is useful

    B. Explain why all, some, or none of the information is useful.
    Provides some valid points on why having a car would prove benificial.

11. *A.* Would you feel comfortable using this source for a research project?
    - ☐ Yes
    - ☑ No

    B. Please explain why or why not:
    The article's main purpose is to promote a parking app. Also, the source link was not secure.

12. *A.* Your source is part of a larger web site. Web sites come in many different categories. Which category does your web site belong to?
    (Hints: look for an About page, delete the URL all the way back to the first single / mark, Google the site name, or check Wikipedia.)
    - ☐ Personal site or blog
    - ☐ Entertainment site
    - ☑ Company site
    - ☐ Scholarly or educational organization site
    - ☐ Newspaper or magazine site
    - ☐ Other (please explain)

    B. In your own words, briefly describe the purpose of the web site.
    Promote and provide information on the use of the SPOT parking app.

Which source would you use?

1. Now that you've evaluated both web sources, which one do you think is the best choice for your research?

Source #1 **Source #2** **Source #3**

2. Why did you choose that source as the **best** one? List at least two things from your source evaluation sheet that impacted your decision.

Source # 3

- provided balanced, objective, or factual infromation
- the web site is managed by real estate agents that know the boston area very well.
- the website link is a secured link.

3. For one of the sources you rejected, list at least two reasons from your evaluation sheet that made you decide not to use it.

Source # 2

- The title of the article is bias
- The author is just a reporter and doesn't seem to have a very strong connection to the topic

4. For the other source you rejected, list at least two reasons from your evaluation sheet that made you decide not to use it.

Source # 1

- No author was noted
- The website link was not secured
- mainly opinion based
- Promoting a company product

Reading research articles

- Challenge: students have little or no exposure to scholarly articles and how they're constructed
- Activity: apply effective strategies to read and analyze the content of a research article; compare to the format and content of a popular source

Part 1:

Read a research article

Strategy for Reading Journal Articles

1. Read the **Title** & **Abstract**	*What is the article about?*
2. Read the **Introduction**	*What is the research question?*
3. Skip to the **Discussion** & **Conclusion**	*What are the key findings?*
4. Go back to the **Methods** & **Data**	*Who were the participants?*
5. Skim the **Results**	*What did they do?*

1. Read the abstract at least twice. Underline or highlight the ideas you think describe what the author wanted to learn from this study. Now restate in your own words what you think the goal of the study was. ~~Do digital devices with classroom learning?~~ ~~Interfere~~ ~~when used for non-classroom purposes~~

Do digital devices when used for non-classroom learning interfere with classroom learning.

2. Read the introduction thoroughly. Locate the research question or hypothesis and underline or highlight it. It may be more than one sentence long. Now explain the research question in your own words. The studies point is to examine how college students use digital devices in the classroom for ~~[illegible]~~ non-class related ~~[illegible]~~ things, What are the advantages and disadvantages and how can it be improved.

3. Skip to the discussion section and read it thoroughly. State briefly at least two specific things the author learned from his study.

One thing: 53.7% of respondents favor limiting polices for digital devices in classroom possibly for better clarity on when is appropriate vs. inappropriate.

4. Go to the methods section and read it thoroughly. Explain briefly two things you know about the people who participated in the study.

One thing you know about them: They are US college students. Answered 15 questions.

Another thing you know: They're from all grades, multiple states, w/ different types of majors.

5. SKIM the results section. At this point you should open the article in your MyCourses site so you can view the Question X PDF files. These show graphs of the data rather than just the text included in the article.

Select a single Question you find interesting and carefully read the paragraph below it, then open the corresponding PDF and examine the chart. Do you learn different things from the chart than from the text? Does it change your understanding of the data? Why do you think the chart is there? Q1: times checking digital devices during class for non-classroom activities

Yes we found how many as newers were recordered & how many people skipped. No. visual representation and that helps digest data. Check for bias.

Part 2:

Compare to a news article

1. Quickly skim the article, underlining or highlighting any *research study findings* mentioned by the author. List at least one research finding stated within the article.

* "[a]mong daydreaming's many merits, research shows, is an association with greater creativity," (2).

2. What do you know about the author of the article?

His name is Daniel T. Willingham and he is a professor of psychology at University of Virginia and is also an author

3. State at least three major differences between the scholarly article and the non-scholarly article:

Difference 1:

Not split up into sections

Difference 2:

This one is more general while the scholarly one is more specific.

Difference 3:

The language is less formal.

Engaging Developing Researchers

ARH 200

- Required for all art students
  - Most are studio art
- Usually first introduction to research within the arts
- One class period dedicated to discovering research styles
  - Shifting the balance of power = active learning

Think-Pair-Share

- Art related research so far
- Broad definition
- Acknowledging students know how to do research already

“Assignment”

- Research Judy Chicago and feminism
- Each group assigned type of resource and must find a “good” one about this topic

Judy Chicago, *The Dinner Party*, 2002-2003, mixed media, Brooklyn Museum, https://www.brooklynmuseum.org/opencollection/exhibitions/1204.

Balance of power

- 1 student from each group shows the class how they found this resource
  - I ask questions as they go along depending on apparent level

- Acknowledge different research approaches as valid

ARH 200: Studies in Visual Culture

Welcome | Topics | Interlibrary Loan | Help

- Appropriation
- Consumerism
- Gaze
- Identity

Welcome!

Welcome!

This guide will help you think about and complete your interpretive essay assignment.

Each potential topic has its own tab above. Click on the topic you're interested in to get a jump start on your assignment.

Please feel free to ask for help if you need it. My contact information is to the right and on the Help tab.

Adrian Ghenie, *The Lidless Eye (for Parkett no. 99)*, 2016-17, multiple of cut-and-pasted printed paper on printed paper, 9 1/16 x 8" (23 x 20.3 cm), Museum of Modern Art, New York, https://www.moma.org/collection/works/220448?.

ARH 200: Studies in Visual Culture

Search this Guide | Search

Welcome | Topics | Interlibrary Loan | Help

Theme: Appropriation in Popular Culture

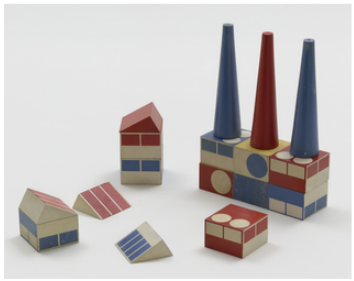
The concept of "appropriation" has been described as the act of borrowing, stealing, or redeploying motifs and meanings of a cultural producer or culture and changing that meaning with new use. Where cultural appropriation is mimicry of culture uniquely identified with a particular community, by a person or group possessing a different positionality, artistic appropriation is the overt and intentional lifting and redeploying of an image or other form of text, and recontextualizing/reframing it for artistic ends. Using library resources, choose an image or film clip from your assigned artist in which you believe appropriation is at work (please attach this image or reference where it can be viewed by the professor to your paper). How has the creator of this image appropriated another's meaning to suit his goals? What was the original intended meaning? In what way is the image or artifact appropriated? What is the new meaning intended through the appropriation?

First Steps

Baby wombat, animated gif, GIPHY, http://gph.is/1maf9Hi.

1. Look at the theme. Consider what you need to find from the library in order to complete the assignment.
2. Jot some of those words and ideas down.
3. Consider an image or film from your artist that might involve appropriation.
4. Jot these ideas down, but if you don't have any, don't worry. Just keep thinking about #1.
5. Consider everything you have written down and try to come up with some keywords or phrases to use in your search.

Building Blocks



Ladislav Suntar, *Build the Town Building Blocks*, 1940-43, painted wood, block .1-.16: 1 3/4 x 2 1/8 x 2 1/8" (4.4 x 5.4 x 5.4 cm) wedge .17-.26: 2 1/4 x 2 5/8 x 1 1/4" (5.7 x 6.7 x 3.2 cm) cone .27-.30: 7 x 2 3/4" (17.8 x 7 cm), Museum of Modern Art, New York, https://www.moma.org/collection/works/101552?.

Here are just some suggestions for resources I would use for the assignment and the approach I would take. Try it and make it your own!

Remember, researching is exploration, so be patient with the process.

- Primo

  Primo is a database that can search for books the library owns and many (but not all) of the articles the library has access to. Try searching for your artists name. Consider adding some words you came up with in the previous column, or

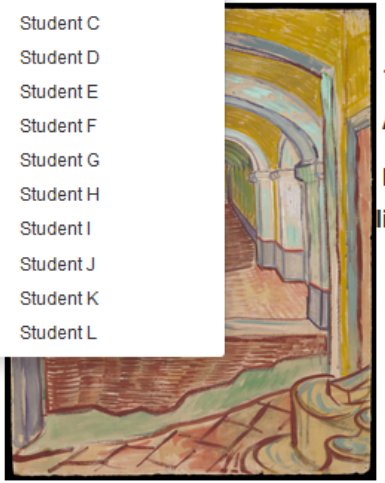
ARH 390 with Dr. Uchill

- Minimal to no lecture time
- Inspired by constructive one -on-one discussions with students
- Research guides to suggest research methods and sources
  - Learning by doing
  - Me in class for support

ARH 390: Processing Place - Uchill

Welcome | Find Art-related Articles | Find Journals by Title | Find Books | Interlibrary Loan | Citing Sources | Help

- Student A
- Student B
- Student C
- Student D
- Student E
- Student F
- Student G
- Student H
- Student I
- Student J
- Student K
- Student L



Welcome!

This guide was created just for select students from Dr. Uchill's ARH 390 course.

Hover over the Welcome tab to navigate to your name where you can find a list of personalized resources to help research for your project.

Vincent van Gogh, *Corridor in the Asylum*, September 1889, oil color and essence over black chalk on pink laid ("Ingres") paper, 25 5/8 x 19 5/16" (65.1 x 49.1 cm), Metropolitan Museum of Art, New York, https://www.metmuseum.org/art/collection/search/336327.

ARH 390: Processing Place - Uchill

Search this Guide | Search

Welcome | Find Art-related Articles | Find Journals by Title | Find Books | Interlibrary Loan | Citing Sources | Help

Topic

Topic:

Self-guided, nature tour of Gooseberry Island, Westport, MA.

Suggested Search Terms:

maps

cartography

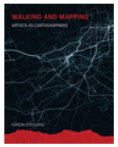
walking

"gooseberry island"

Not Art-Specific Library Databases

- JSTOR
  This database of scholarly journals includes them from their first issues (some date back to the 1800's) to between two and five years prior to the present. Your topic can be seen through many disciplines and this database covers many. Be sure to select "All Content" under "Select an Access Type" to see the most results.
- ProQuest Central
  Your topic is so broad and interdisciplinary, looking at a large interdisciplinary database like this would be helpful. ProQuest Central includes newspaper and magazine articles along with scholarly journal articles.

Other Resources



Walking and Mapping: Artists as cartographers by Karen O'Rourke
Publication Date: 2013
This is technically on reserve for another course but you can still check it out for a short period of time.

Walking and Mapping is available online in PDF form until November 30th!

Outside Lies Magic by John R. Stilgoe
Publication Date: 1998

On the 5th floor, books that have call numbers starting with **G 3180 to G 9980** all have to do with maps and **GA 1 through GA 1776** have to do with cartography. I would suggest browsing these books to see if anything jumps out at you.

- Spatial History Project
  The Spatial History Project is run by Stanford University. The projects created though this hub often have to do with mapping.

ARH 390: Materialities & Mass Culture - Uchill

Search this Guide | Search

Welcome | Assignment | Plan | Suggested Resources | Help

Assignment Info

Choose one of the following seven artist/projects to research. How do materials convey meaning in these works? This exercise in quick research and analysis should result in a 3-4 paragraph interpretive essay that cites at least two scholarly sources. After writing this essay, add a short paragraph explaining how you undertook this research. What was easy to find out? What more did you want to know? Where could you look for that information if you had a longer research timeframe?

— El Anatsui assemblages
— Michael Rakowitz, The Invisible Enemy Should Not Exist
— Teresa Margolles installation artworks
— Dario Robleto assemblages
— Cildo Meireles, Insertions into Ideological Circuits
— Ana Mendieta, Silhouette series
— Damien Hirst, For the Love of God

This in-class assignment is due **by the end of the class period (6pm, Feb 22)**. Only students who submit this work by this deadline will receive credit for class participation and the assignment.

ARH 390: Materialities & Mass Culture - Uchill

Search this Guide | Search

Welcome | Assignment | Plan | Suggested Resources | Help

Step 1

Scooby-Doo, Where Are You!, 1969-1970, Los Angeles: Hanna-Barbera, animated gif, http://gph.to/2otfBdU.

- What artist do you want to work with?
- Find examples of their work (or if the assignment calls for you to work with a specific work of theirs, find that one) to see what sparks your interest!

Step 2

John Hughes, director, *Ferris Bueller's Day Off*, 1986, Los Angeles: Paramount Pictures, digital image, http://www.cinemablography.org/blog/scene-analysis-the-museum-scene-from-ferris-buellers-day-off.

- Spend some time with the work. Look at it and be with it.
- Jot down some ideas you have about the materials used. Even though you have to cite at least two scholarly sources in this essay, most of the essay is coming from you, so see what you have to say.

Step 3

Jim Henson, creator, *The Muppet Show*, 1976-1981, Los Angeles: The Jim Henson Company, animated gif, http://gph.to/2HF6oHQ.

- Find some scholarly sources that will enhance what you have to say (see the Suggested Resources tab).
- Recognize that you may not find anything on that particular artist or work, so entertain the idea of finding a scholarly source that takes a non-art approach to the materials or the meaning you find

CJS 315

- Single session, assignment preparation
- Literature review with both popular and scholarly articles
- Compare/contrast two articles

Think-Pair-Share

Popular

For most of its history, the United States relied on the trial system to administer criminal justice. Not anymore. We live in the age of the plea bargain—and millions of Americans are suffering the consequences.

INNOCENCE *Is* IRRELEVANT

By Emily Yoffe

Photographs by Nina Robinson

IT HAD BEEN A LONG NIGHT FOR SHANTA SWEATT.

After working a 16-hour shift cleaning the Tennessee Performing Arts Center, in Nashville, and then catching the 11:15 bus to her apartment, she just wanted to take a shower and go to sleep. Instead, she wound up having a fight with the man she refers to as her "so-called boyfriend." He was a high-school classmate who had recently ended up on the street, so Sweatt had let him move in, under the proviso that he not do drugs in the apartment. Sweatt has a soft spot for people in trouble. Over the years, she had taken in many of her two sons' friends, one of whom who had been living with them since his early teens.

When Sweatt got home that night, early in November of last year, she realized that her boyfriend had been smoking marijuana, probably in front of the kids. She was furious, words were exchanged, and he left. Sweatt finally crawled into bed after midnight, only to be awakened at about 8:30 in the morning by an insistent knock at the door. She assumed that her boyfriend was coming to get his stuff and get out of her life.

When she opened the door, police officers filled the frame, and more were waiting at her back door. She could see that squad cars were swarming the parking lot. "There were 12 to 15 cars," she told me. "For us." An officer asked whether they could enter. As a resident of public housing, she wasn't sure whether she had the right to say no. (She did.) But she was certain that if she refused them, they would come back. She had nothing to hide, so she let them in. "I didn't get smart or give them a rough time," she said. "I cooperated."

Sweatt, who is black, didn't know what had led the police to her door. Their report says a complaint had been made about drug dealing from the apartment. After entering, they began systematically searching her apartment. One officer yanked open a junk drawer in her bedroom dresser, and inside he found small baggies of marijuana, containing a total of about 25 grams—a weight equivalent to about six packets of sugar. There was also marijuana paraphernalia in the apartment. When the officer showed the baggies to her, Sweatt immediately knew they had to belong to her boyfriend, who—in addition to having just been smoking in her home—had past drug convictions.

Sweatt, 36 years old, left high school in 11th grade, but she has the kind of knowledge of the law that accrues to observant residents of James A. Cayce Homes, a housing project in East Nashville. "I'm the lease owner," she told me. "Whatever was there, I would get blamed." It seemed useless to her to say that the drugs must have belonged to her absent boyfriend, who had a common name and no fixed address. She believed that this would result in the police pinning the crime on her sons. Her 17-year-old was at school, but her 18-year-old, who worked on the cleaning crew with her, was home, along with the friend of his who lived with them. Sweatt told me, "I've seen that where I lived: The parents said no, so everyone in the house gets charged. I'm not going to let my children go down for someone else's mistake. A parent should take ownership of what happens in the house." So she made a quick and consequential decision. To protect her sons, she told the police that the marijuana belonged to her. "I my home Californi the marij legal ther for a weel mal life."

Sweat after her a confere Public De Nashville in a black sneakers. her belt b a janitori just a few had com on the sp heard Ca fun, thar pretty. Tl she looke the surf. East Nash entire lif miles. Sh Californi work and

The p story (the coming t where th By 1 o'clo been set needed t She cont paid half. assumed work that clear unti

Sweatt embraced her attorney and wept with joy. Then she stood before the judge and pleaded guilty to a crime she says she did not commit.

VS.

Scholarly

The Public's Increasing Punitiveness and Its Influence on Mass Incarceration in the United States

Peter K. Enns Cornell University

Following more than 30 years of rising incarceration rates, the United States now imprisons a higher proportion of its population than any country in the world. Building on theories of representation and organized interest group behavior, this article argues that an increasingly punitive public has been a primary reason for this prolific expansion. To test this hypothesis, I generate a new over-time measure of the public's support for being tough on crime. The analysis suggests that, controlling for the crime rate, illegal drug use, inequality, and the party in power, since 1953 public opinion has been a fundamental determinant of changes in the incarceration rate. If the public's punitiveness had stopped rising in the mid-1970s, the results imply that there would have been approximately 20% fewer incarcerations. Additionally, an analysis of congressional attention to criminal justice issues supports the argument that the public's attitudes have led, not followed, political elites.

In 1972, for every 100,000 adults in the United States, 93 individuals were incarcerated in a state or federal prison. By 2007, the corresponding number was 506. The United States now incarcerates a higher percentage of its population than any country in the world (Walmsley 2009). Following almost four decades of rising incarceration rates, the *social* (Alexander 2010; Mauer 2006; Pager 2007; Western 2006), *economic* (Kirchhoff 2010; Schmitt, Warner, and Gupta 2010), and *political* (Burch 2009; Gottschalk 2008; Manza and Uggen 2004; Nicholson-Crotty and Meier 2003; Uggen, Manza, and Thompson 2006; Weaver and Lerman 2010; Yates and Fording 2005) implications of mass incarceration are becoming increasingly evident. As Gottschalk (2006, 236) explains, "The emergence and consolidation of the U.S. carceral state were a major milestone in American political development that arguably rivals in significance the expansion and contraction of the welfare state in the post-war period." Yet, despite the considerable implications of rising incarceration, debate continues as to *why* the incarceration rate has expanded so dramatically (see, e.g., Cook 2009).

Building on theories of representation and organized interest group behavior, this article argues for the importance of considering public opinion as a determinant of mass incarceration in the United States. Although research has increasingly drawn a link between policy decisions and incarceration levels, the extant literature generally concludes that public opinion exerts minimal to no influence on the incarceration rate. I argue, however, that the lack of evidence regarding the relationship between public opinion and the incarceration rate is primarily the result of no adequate measure of the public's preferences for being tough on crime. To overcome this problem, I utilize almost 400 survey questions to generate a measure of the public's punitiveness from 1953 to 2012. The

Peter K. Enns is Assistant Professor, Department of Government, Cornell University, 205 White Hall, Ithaca, NY 14853-7901 (pe52@cornell.edu).

A previous version of this article was presented at Temple University, Princeton University, Columbia University's Incarceration Working Group, the 2010 Annual Meeting of the American Political Science Association, Washington, DC, and the Cornell University Brett De Bary Mellon Writing Group: Immobility, Surveillance, and Detention. I would like to thank Jason Barabas, Traci Burch, Shawn Bushway, Tamar Carroll, Armando Garcia, Michael Hagen, Desmond Jagmohan, Mary Katzenstein, Amy Lerman, Megan Mullin, Emily Owens, Devah Pager, Dave Peterson, Mark Ramirez, Jim Schechter, Anna Marie Smith, Chris Wlezien, and John Zaller for helpful comments, and I thank Nikhil Kumar for outstanding research assistance.

An online appendix with supplementary material for this article is available at the *AJPS* Website. Data and supporting materials necessary to reproduce the numerical results will be made available at http://thedata.harvard.edu/dvn/dv/Enns and the AJPS Data Archive on Dataverse (http://dvn.iq.harvard.edu/dvn/dv/ajps).

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DOI: 10.1111/ajps.12098

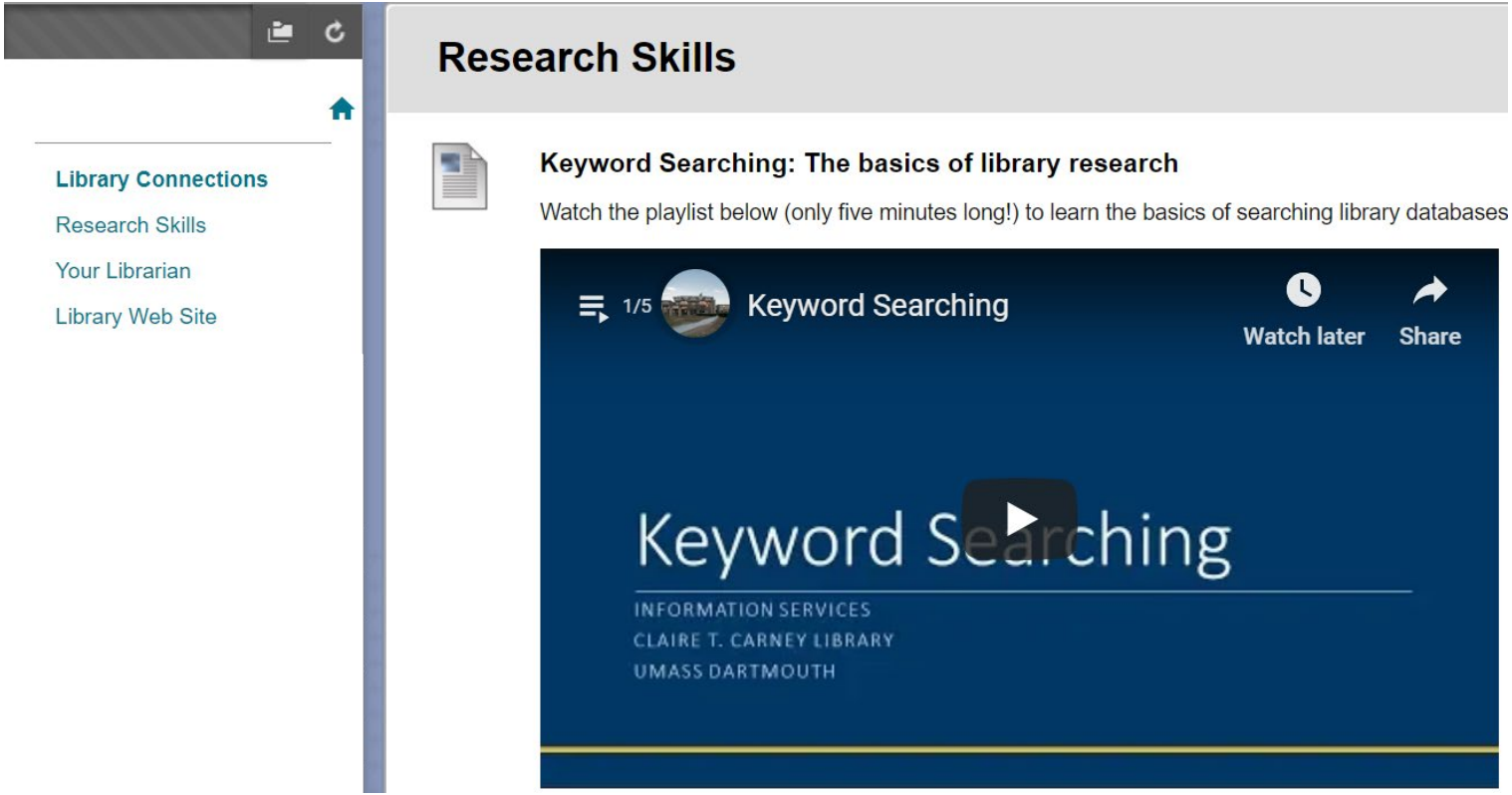
Active learning

- Quick search demo
- Students locate and cite at least one scholarly article
- About half of class dedicated to hands -on research

Engaging Online Researchers

ENL 102

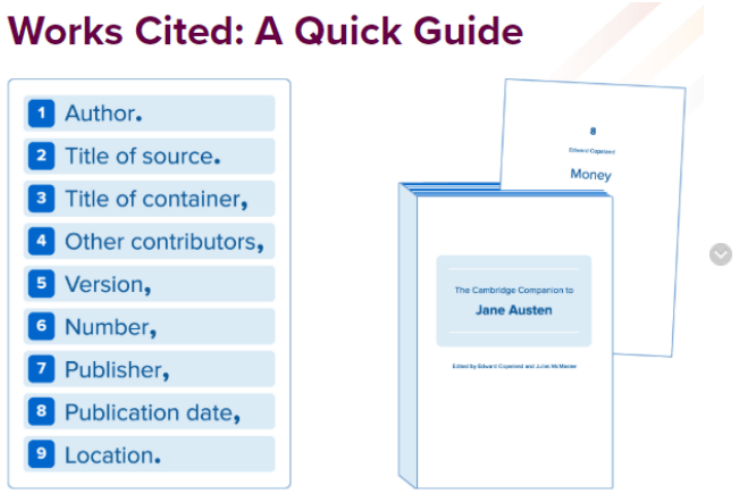
- Online components to onground classes
- Class time dedicated to “learning by doing”
- Flipped content embedded in myCourses


Library Connections
Research Skills
Your Librarian
Library Web Site
Research Skills
Keyword Searching: The basics of library research
Watch the playlist below (only five minutes long!) to learn the basics of searching library databases
1/5
Keyword Searching
Watch later
Share
Keyword Searching
INFORMATION SERVICES
CLAIRE T. CARNEY LIBRARY
UMASS DARTMOUTH

Supplemental Content Aligns with Topics and Assignments

Citing in MLA Format: Advice, templates, & more

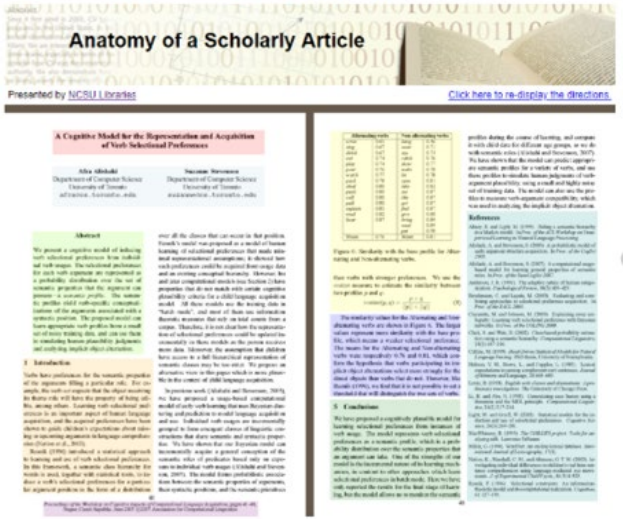
Official MLA overview of citation components using sample sources



What are Scholarly Articles?

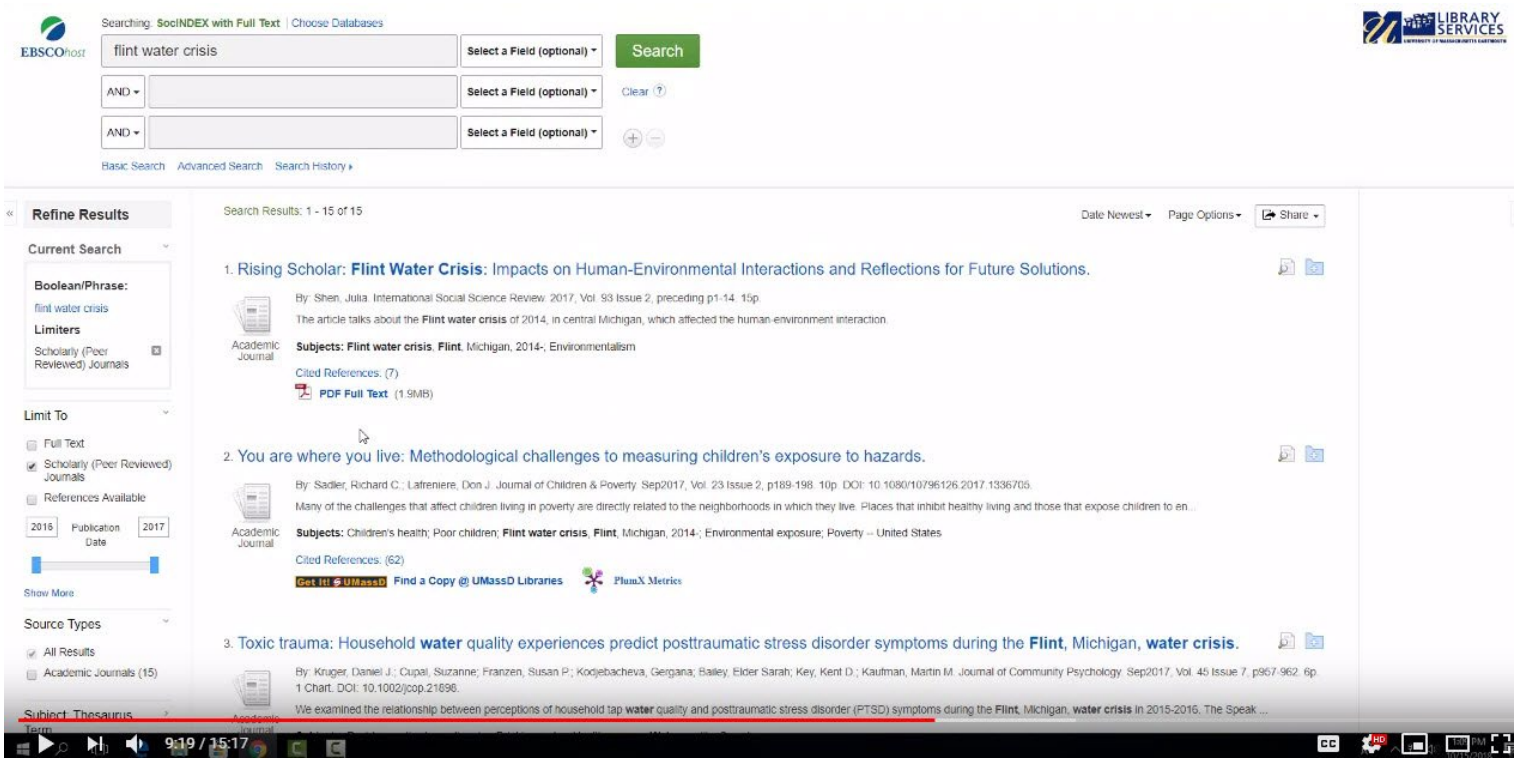
Anatomy of a Scholarly Article

The clickable image of a scholarly article gives you pop-up explanations of its different components.



SOA 211

- Building on scaffolded ENL 102 outcomes
- How do we encourage active learning but maintain flexibility of online class?
- Students watch asynchronous video with same content as on-ground class



Using library databases to find scholarly articles tutorial

Research independently

- myCourses discussions
  - Students can ask questions when it is convenient for them

- Librarian availability
  - Email, chat, and phone research help

Faculty/Librarian Collaboration

Partner with librarians

- Contact your liaison librarian
- Provide sufficient lead time
- Share your syllabus, assignments, goals
- Communicate regularly

Librarians can ...

- Develop instruction to support your learning objectives
- Design sessions emphasizing active learning
- Schedule instruction to fit your course calendar
- Customize supportive online content

Thanks!

Rachel Baum rachel.baum@umassd.edu
Hilary Kraus hilary.kraus@umassd.edu
Olivia Piepmeier olivia.piepmeier@umassd.edu

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ENGAGING STUDENTS IN LIBRARY INSTRUCTION

New Approaches to Teaching and Learning, January 18, 2019

Rachel Baum, Hilary Kraus, Olivia Piepmeier

WHAT IS LIBRARY INSTRUCTION?

- Flexible - designed to fit your learning outcomes, assignments, and course schedule
- Interactive - students actively engage with the research process
- Collaborative - work with your library liaison to build instruction sessions and supplemental content
- Scaffolded - recognize what students already know and build on existing experience

INSTRUCTION EMPHASIZING ACTIVE LEARNING

- Think-pair-share
- Team-based keyword brainstorming
- Compare and contrast popular and scholarly articles
- Disrupt power dynamics - student activities that lead the class

CUSTOM SUPPLEMENTAL CONTENT

- Course or assignment-specific LibGuides
- Screencasts and tutorials
- Worksheets and annotated citations/articles

NOTES/IDEAS:

See other side for library liaisons and contact information! →

LIBRARY LIAISONS

- **Rachel Baum**
  Sociology and Anthropology, Crime and Justice Studies, Political Science, Public Policy
  rachel.baum@umassd.edu

- **Lorraine Heffernan**
  Business, Economics, Science and Engineering (acting)
  lheffernan@umassd.edu

- **Hilary Kraus**
  Nursing, Psychology, Medical Laboratory Science
  hilary.kraus@umassd.edu

- **Kari Mofford**
  Writing, Rhetoric, Communication
  kmofford@umassd.edu

- **Sonia Pacheco (on leave Spring 2019)**
  History, Foreign Languages, Portuguese Studies
  spacheco@umassd.edu

- **Olivia Piepmeier**
  CVPA, English Literature and Criticism, Philosophy, Religious Studies
  olivia.piepmeier@umassd.edu

- **Susan Raidy-Klein**
  Black Studies, Liberal Arts, STEM Education, Teaching and Learning, Women's Studies
  sraidyklein@umassd.edu

For more information about library services, visit our faculty LibGuide:
https://guides.lib.umassd.edu/faculty