THEY MIGHT POP-IN

INSTRUCTION AND WORKSHOPS
FOR FACULTY ONLY

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AND ALLISON REUTER

MARIAN UNIVERSITY, INDIANAPOLIS
MOTHER THERESA HACKELMEIER MEMORIAL LIBRARY

- 215 Databases & 64 Libguides
- 283K E-books
- 5M PALNI resources & access
- 15 student workers
- 96.5 Hours Per Week
- 1=589 librarian:student
Students are the typical or expected attendees for library-generated workshops, programming, and instruction. They don't know what they don't know...and we're here to help!

However, building relationships with faculty improves collections, instruction, and aligns the library strategically to the departments and institutional goals.

Shen (2012), Dupuis (2009)
OUR PLAN

SPRING 2016

- What
- Who
- How
- When
- Why/Outcomes
WOULD THEY COME?

Food and fun in February--sounded like a winning combination. Coordinated resources with themes and cross-disciplinary use/interest.

Questions-Opportunities-Pitfalls?
All attendees indicated that they had no experience with the apps.

BYOD
Make it more interactive
Open to staff
Send announcements earlier

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**ASSESSMENT**

http://bit.ly/2fPEG1B

<table>
<thead>
<tr>
<th>Question</th>
<th>Options</th>
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<tbody>
<tr>
<td>Which session did you attend? *</td>
<td>1. Feb 5th—Brownstone, Proquest Entrepreneurship, and Canva</td>
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<td>2. Feb 12th—LibGuides, NYTimes, and Wordle</td>
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<td>3. Feb 19th—Project Mune, Palshare, and Piktochart</td>
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<td>4. Feb 20th—Springer, Endnote, and Zotero</td>
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<td>Were you familiar with the databases and/or resources before you attended?</td>
<td>1. Yes, I had heard of these resources but needed a refresher</td>
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<td>2. I did not have experience using any of the resources, but had heard of them</td>
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<td>3. All of the resources were unfamiliar to me</td>
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<td>4. Other:</td>
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<td>Did you find the content helpful in your teaching or personal research?</td>
<td>1. Yes, the content was relevant for my teaching as well as my own research</td>
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<td></td>
<td>2. I plan to use at least one of these resources in my curriculum or teaching</td>
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<td>3. I did not find the resources demonstrated to be helpful or relevant to will use them in my own research.</td>
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<td>4. I didn’t find the resources to be relevant to my teaching or research</td>
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<td>4. Other:</td>
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<td>How did you hear about the &quot;Faculty Friday&quot; sessions?</td>
<td>1. Email announcement</td>
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<td>2. Invited by librarian</td>
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<td></td>
<td>3. Social Media (Facebook, Twitter, or Instagram)</td>
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<td>4. Campus Media (TVs)</td>
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<td>5. Word of mouth (peer, colleagues)</td>
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<td>6. Bulletin Board or other print/display</td>
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<td></td>
<td>4. Other:</td>
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We welcome your feedback! Please let us know how we can make these sessions better for you.
March Resource Madness

Faculty Pop-In Sessions in March
Up your instruction and research game with these great resources in the Library—and come for the popcorn too.

All Sessions: 3:00-4:00pm, 1st Floor

March 14:
Browzine, Interlibrary Loan, & Open Education Resources

March 21:
Springer, Libguides, & Copyright Free Images

March 28:
STEM Resources, Worldcat, & Wikipedia

No RSVP required.
Email librarystaff@marian.edu for more information!
Feel free to bring your own device.

Change Our Gameplan

Day

Time

BYOD
BRINGING THEM (AND US) TOGETHER

Surveying the needs of faculty takes time and effort, beyond their immediate requests for resources or scheduling a one-shot instruction session.

"When faculty collaborate with librarians to foster IL competencies, the result is a statistically significant improvement in students' demonstrated research skills."

JUNISBAI, LOWE, & TAGGE, 2016
Faculty Resources LibGuide
http://libguides.marian.edu/facultyresources

Getting Started with the Library

Information literacy is the basis of lifelong learning and academically tied critical thinking.

Incorporating information literacy objectives into your research assignments allows students to develop the skills and critical thinking skills necessary to succeed in their academic coursework.

Additionally, the Association for College and Research Libraries (ACRL) Framework for Information Literacy for Higher Education (2013) outlines key questions, learning expectations, and concepts. This framework is based upon information, research, and scholarship, and emphasizes the importance of comprehensive and transformational educational experiences. These frames include:

- Authority is constructed and contextual
- Information creation as a process
- Information has value
- Research as inquiry
- Scholarship as conversation
- Searching as strategic exploration

On many of our research guides, you will see these frames with additional information on how to incorporate these concepts into your curriculum, alternative assignments, and assessment tools that will lead to deeper understanding of information use, creation, and dissemination.

Here's an example:

Because Authority is Constructed and Contextual

More information on these standards and frameworks can be provided through your liaison librarian, the PALNI website, or by contacting Rhonda Huisman, Director of University Library Services (ruisman@marian.edu).

Instruction and Assessment

To set up an instructional session:

1. Call, email, or stop by the library
2. Connect with a librarian to review your curriculum, learning objectives, goals, and timelines
3. Follow-up (assessment), or additional instruction, one-on-one, or other interaction with students.

For videos, tutorials, assignments, resources, or facilities, please give at least one week notice.

- Sample Info Lit Assignments
- Sample Framework Assignments

Embed in Canvas

Librarians can provide course-integrated instruction that helps students systematically approach new topics and become familiar with discipline-specific tools, offered in-person or virtually.

In-person instruction takes place in the classroom and allows the librarian to tailor the lesson to the needs of your students.

Virtual instruction can be provided asynchronously by way of instructional videos, lectures, or online tutorials or asynchronously using Canvas discussion boards or video conferencing.
STUDENT VS FACULTY NEEDS
The Next Phase and Lessons Learned

Timing
Time
Need
Interactive and Collaborative
RESOURCES


THANK YOU

CONTACT US:

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