

Instruction Program Annual Report 2003-2004

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I. Introduction

The USU Libraries Instruction Program witnessed several changes during the 2003-2004 year. In January, Betty Dance stepped down as Coordinator of Library Instruction and Wendy Holliday was appointed to take her place. Librarians taught a record number of library instruction sessions and reached new students through outreach efforts. The program also re-designed major portions of the curriculum, introduced Library Peer Mentors to the classroom, and instituted new professional development activities.

II. Curriculum Re-Design

The major project for the year was a completely new approach to the English composition (1010 and 2010) courses. In 2002-2003, librarians faced an increased teaching load, as more and more English 1010 and 2010 brought their classes to the library. In some cases, instructors were bringing their classes to the library multiple times in one semester. Librarians had a hard time scheduling these classes, with their tight work schedules and only two computerized classrooms available. Librarians also began to note that we might not be meeting the needs of our students. Some students were bored with our usual database search demonstrations, while others were completely lost when trying to do even a basic library catalog search. Students were also skipping the important first step in the research process, developing a good background knowledge and focused research questions. Many English instructors also had an unrealistic expectation of what could be taught in an hour, and we were overloading students with too much information at once.

In spring, a team of librarians (Betty Dance, Wendy Holliday, Sandra Weingart, Flora Shrode, Deleyne Wentz and Britt Fagerheim) and an instructional designer on loan from the FACT Center (Daren Olson) conducted a needs assessment. We worked with librarians and English instructors to prioritize learning goals and develop a curriculum that better meets the needs of students and English instructors. The complete needs assessment report can be found at <http://library.usu.edu/Serv/Reports/englishcomp-na-2004.pdf>.

For English 1010, we developed a series of four lessons designed to introduce students to the variety of information available in the library. The lessons also provide a conceptual grounding in how information is organized in library catalogs and databases so that individuals can locate that information effectively. The lessons all address themes that students encounter in their reader, *Rereading America*, which teaches critical thinking by exploring cultural myths. A complete copy of the curriculum can be found at <http://library.usu.edu/Serv/English1010/Lessons/English1010-guide.pdf>.

For English 2010, we developed a series of lesson options. English 2010 instructors do not use a common curriculum, so we wanted to provide several options that they could incorporate into their curriculum. Options include both online and face-to-face option, and they cover a wider range of learning goals than our previous instruction had addressed. We also tried to address the different levels of competency among students and incorporate more peer teaching. A complete copy of the curriculum can be found at <http://library.usu.edu/Serv/English2010/Lessons/2010-guide.pdf>.

USU Libraries also changed its approach to Connections. The Connections Program added a common literature experience. All Connections students read Ron Suskind's *A Hope in the Unseen* before they came to campus. We designed a library session with the goal of introducing students to the "riches of the library." We also emphasized that they should ask librarians for help, because it is impossible to learn all you need to know about the library in one 50-minute session. We set up stations with a variety of information sources related to themes in the book. Students were asked to explore one information source and fill out a worksheet that focused on authorship, format, and date of creation. In a wrap-up session, we discussed the utility of various information sources and talked about different ways to get help in the library.

III. Other Activities and Projects

USU Libraries participated in Phase Two of the SAILS (Standardized Assessment of Information Literacy Skills). Betty Dance and Flora Shrode worked with Garth Mikesell to set up a web-based test. We recruited 172 students to take the test. The results provide some general impressions of students' information literacy competency at USU. We will build on this experience during Phase Three in 2004-2005.

Librarians also participated in several professional development opportunities. Wendy Holliday attended the ACRL Information Literacy Immersion Program for Program Developers in August 2003. Deleyne Wentz attended the same program for teaching librarians in August 2004. Several librarians also attended the LOEX of the West conference in Boise, ID in June 2004.

At USU, we held a book discussion of Parker Palmer's *A Courage to Teach*. Reference librarians and library staff from other departments gathered one morning to share their impressions of the book and talk about their personal experiences with teaching. We will continue the discussion throughout 2004-2005 as a way to provide teaching librarians some time and space to reflect more personally on their teaching. In August 2004, we held an Instruction Retreat. Librarians gathered off-campus for a single-day. Topics included learning and teaching styles, team building, and risk and innovation. The final hour was spent discussing future professional development needs and potential changes in the work process to accommodate increasing demands on our time and energy as teachers.

Library Peer Mentors were a new addition to the library classroom this year. The LPMS were especially helpful in providing one-on-one assistance during hands-on practice sessions. Holly Swenson taught part of an Art History class and Krysten Beatty taught an entire session on using legal resources on the Internet for an MHR 2990 lab.

Other activities include initial work on an information literacy audit to gauge the nature and extent of current information literacy activities. Wendy Holliday and the Library Peer Mentors began collecting syllabi for an audit of the general education courses. Rob Morrison, Betty Dance, and Flora Shrode met with the Computer and Information Literacy Test Committee to discuss the results of an assessment of this test. Rob Morrison created a web page on copyright as a resource for students taking this part of the exam.

Several librarians also began to assess their classes in a variety of ways. Several librarians, using a survey created by Judy Johnson, compiled qualitative student assessments about what was and was not useful in their English 2010 library instruction. This information was vital in the shaping the new English composition curriculum. Several librarians also began doing one-minute assessments in classes, asking students one or two basic questions to measure whether they understood the concepts taught in the session or to see what was still unclear or muddled. These assessments were used to refine future teaching. Assessment will be a major undertaking for the 2004-2005 year, with Phase Three of the SAILS project and an assessment of the new English composition curriculum.

IV. Statistics

The total number of classes remained steady for the past year. We taught most of our sessions in undergraduate classes.

	FY 2003-2004	FY 2002-2003	FY 2001-2002
Total # Classes	563	551	559
Total # Students	11,595	11,144	11,898

	FY 2003-2004	FY 2002-2003	FY 2001-2002
# Undergraduate Classes	484	455	478
# Graduate Classes	42	37	40
# Undergraduate Students	10,492	9,404	10,455
# Graduate Students	491	680	572

English 1010 and 2010 remain our primary emphasis. We also taught 191 subject specific classes, generally introductory or upper division courses in the disciplines in all of the colleges, 33 Connections classes, and 24 high school/concurrent enrollment classes.

	FY 2003-2004	FY 2002-2003	FY 2001-2002
English 1010	104	130	153
English 2010	111	149	140