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The Collaborative Imperative and Information Literacy: Strategies for Librarian-Faculty Partnerships

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We Assume That

Learning will be maximized by the sharing of ideas & experiences

Part One Objectives

- **Identifying different types of librarian-faculty interactions**

- **Discussing collaborative strategies for planning library instruction sessions**

- **Addressing your survey questions**

Different Types of Librarian-Faculty Interactions

- **Three Ways to Interact with Faculty**

  - **Networking**

  - **Coordination**

  - **Collaboration**

Networking/Outreach

- **Exchanging information for mutual benefit**

- **Networking is the least formal type of interaction**

IL Outreach

- **It is difficult to find a consensually agreed upon definition of "outreach"**

- **Outreach is defined by the specific activities that are undertaken by librarians**

- **Outreach means going beyond or surpassing the boundaries of traditional on-site services (http://nnlm.gov/pnr/eval/marshall.html)**

Networking/Outreach

- **What types of Networking/Outreach experiences have you had recently?**

Recently, I . . . . .

Outreach, Networking and Marketing Tools

- **Creating promotional/instructional materials outlining what you do and can do for faculty**
  - **Business Cards**
  - **Library Web Site Materials**
  - **Videos/Podcasts/Vodcasts**
  - **Blogging/Tweeting/Facebook**
  - **Brochures/Posters/Publicity**

Outreach/Network Activities by Individual Librarians

- **Conducting information interviews with individual faculty**

- **Getting invited to departmental faculty meetings**

- **Attending department, college and campus events relevant to library services**

More Networking/Outreach Examples for Librarians

- **Attending/offering workshops on campus**

- **Being appointed to department & college level committees**

- **Taking new faculty to lunch or for coffee**

Coordination

- **Coordination builds upon networking**

- **Coordination implies that two or more parties will work toward the solution of a common problem**

- **One-shot library sessions commonly are coordinated efforts rather than truly collaborative efforts**

Coordination Examples

- **Library orientation sessions or tours**

- **Basic or standardized one-hour instruction sessions in the library**

- **Research rescue clinics**

- **Creation of course guides**

- **Other examples?**
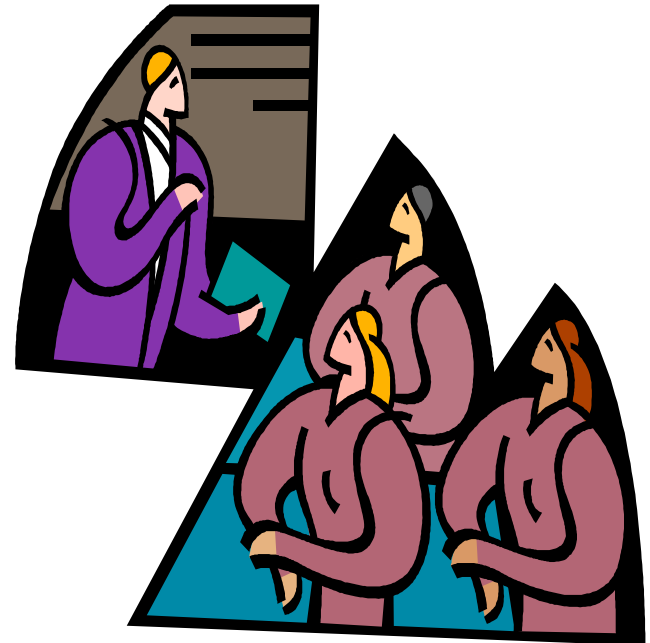
The Collaboration Continuum
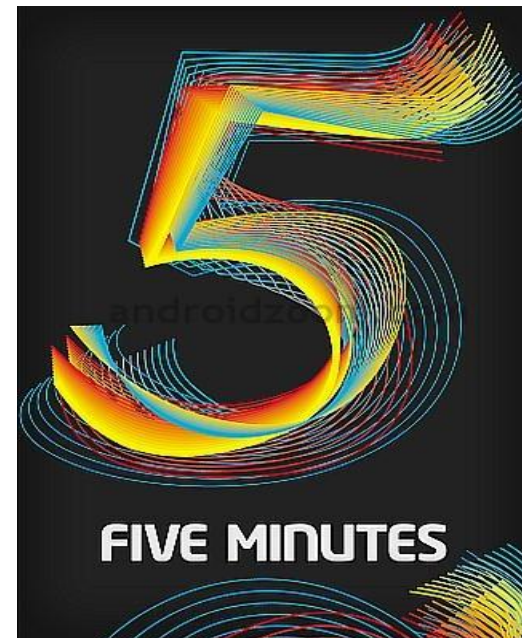
- **How can we progress from one stage to another?**

Networking/ Outreach   **Coordination**   **Collaboration**

How is Collaboration Unique?

- **For the next five minutes, please work with one partner (see handout questions 2-3)**

FIVE MINUTES

General Components of Collaboration

- **Sharing of mutual goals**

- **Creating a common structure**

- **Achieving short term as well as long term mutual benefits**
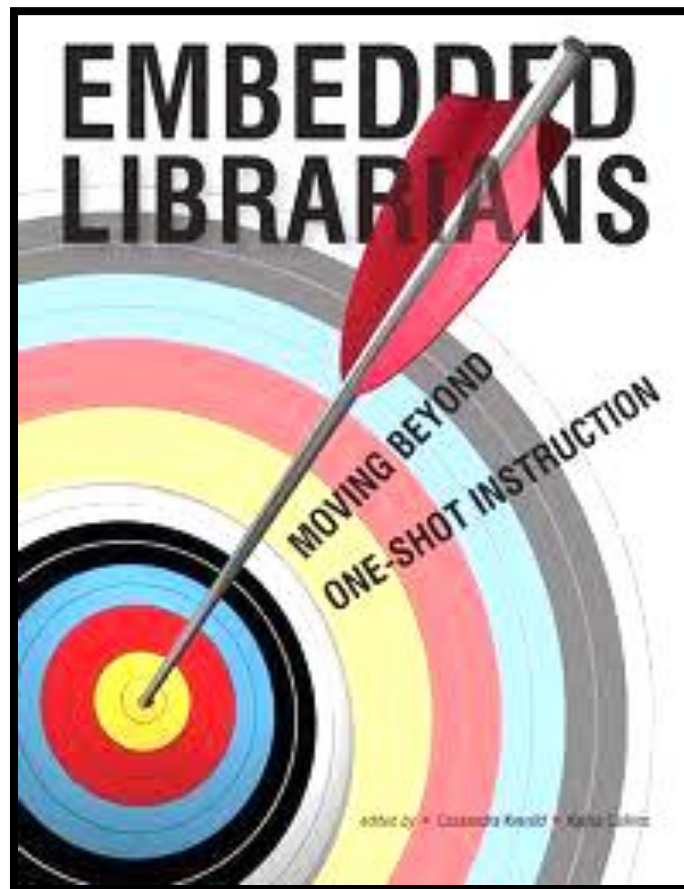
Collaboration Examples

- **Designing learning activities for library instruction sessions**

- **Designing assessments to measure student learning outcomes**

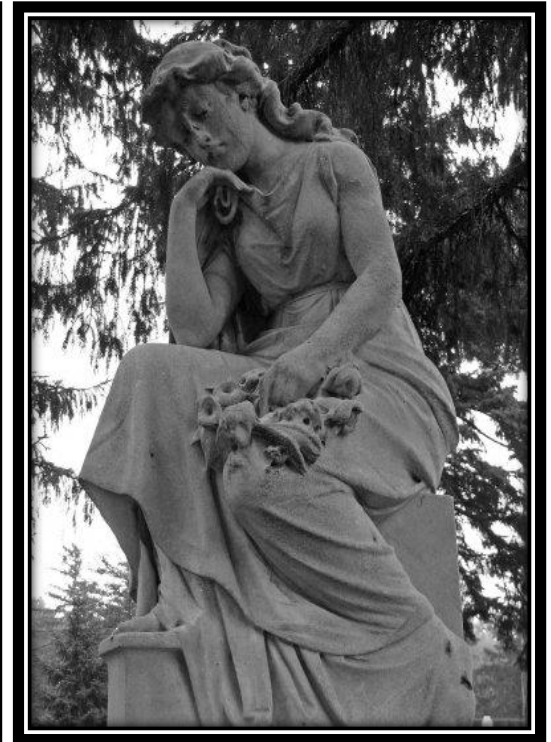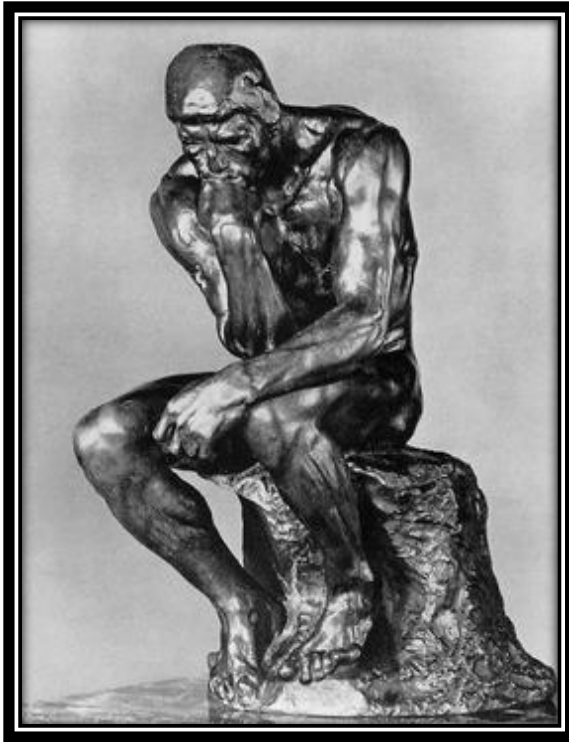- **Becoming part of campus learning communities or credit classes**

Collaboration Examples

Becoming visibly embedded in courses

Collectively You Identified Several Thoughtful Questions

Our Plan of Action

Your Survey Questions

Our Collaborative Thoughts

Several Good Possibilities

You Asked

How might we address the barrier of having too little time for library instruction?

Planning and Collaboration

- **Insisting on seeing the course syllabus and assignment material when initially asked to do a guest session**

- **Meeting with the faculty member to discuss the session's specific objectives and information literacy content**

Pre-Instruction Activities

- **Adding content into courses with diagnostic assessments or pre-tests.**

- **Including learning objects covering the basics (videos, LibGuides, etc).**

Featured Resource

Matt Torrence explains how to log in to USF Library from off campus.

Ask a Librarian

Collaborative In-Class Activities

- **Introductory class - exploring topics**

- **Designing activities, assignments**

- **Hands-on library session**

Post-Instructional Activities

- **Scaffolding the instructional session**

  - **Posting materials after instructional session (PowerPoint slides, handouts)**

- **Assessing student learning of library skills or student reactions to the process**

You Asked

How can we get to do more than the one shot instruction session?

Suggestions for
Asking to Do More than One
Shot Library Instruction
(Or Asking for More Time)

Asking to Do More than One Shot Library Instruction (or Requesting More Time)

After reviewing her/his course syllabus, offer the faculty member a menu of instructional possibilities

- **With one class session, I could . . . . .**

- **With two class sessions, I could . . . .**

- **With additional time, I could . . . . .**

Suggestions for Asking to Do More than One Shot Library Instruction

- **After students complete their assignments, follow up with the faculty member to identify the specific information literacy skills the class**

  - **shows adequate proficiency with**

  - **does not show adequate proficiency with; then negotiate for more class time in subsequent semesters**

Assessment and Its Impact on Collaboration

- **Sharing assessment findings with faculty enhances the collaborative relationship.**

- **Assessment encourages planning beyond one instructional session.**

Part Two Objectives

- **Recognizing the value of becoming visibly embedded into courses**

- **Defining the organizational culture of collaboration**

- **Examining the librarian-faculty collaboration culture at our institutions**

- **Addressing your survey responses**

Recognizing the Value of Becoming Visibly Embedded into Courses

- **For the next five minutes, please discuss with one partner the following two questions**

  1. **What are characteristics of the visibly embedded librarian?**

  2. **What are strategies for becoming embedded into courses?**

Visibly Embedded Librarians

Your Chance to Share

a bright idea

Visibly Embedded Librarians

1. Have the means to communicate readily with students before, during, and after classroom instruction

2. Collaborate with an instructor to create information literacy assignments and related course content

Strategies for Becoming Embedded into Courses

1. Build gradually from stage-to-stage on the "Collaboration Continuum"

2. Share the activities & successes you've had with other faculty

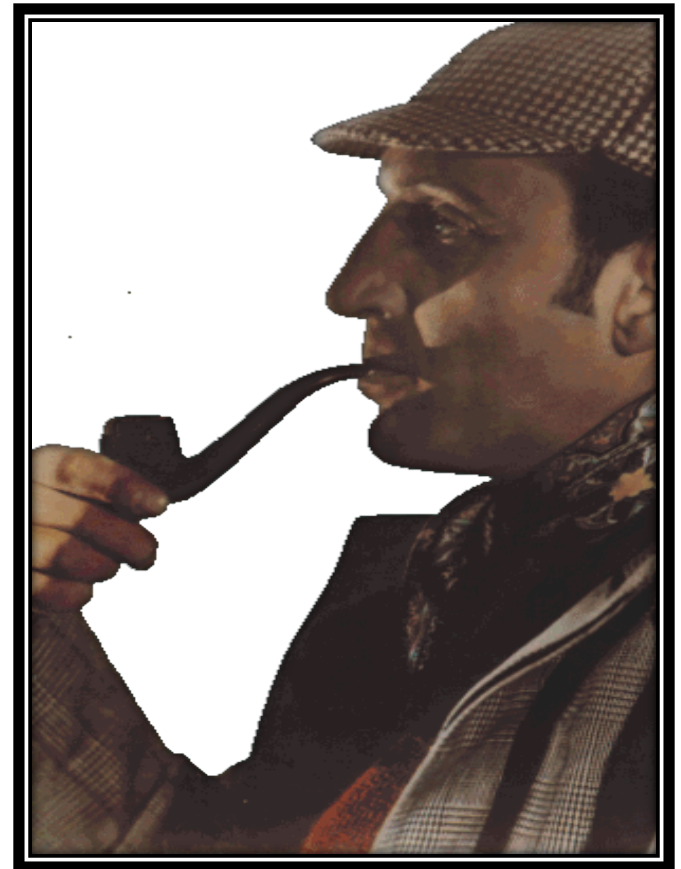3. Encourage your early collaborators to help spread the word among their colleagues

You Asked

How might we best communicate with faculty who are resistant to collaboration? (Question 8 on handout)
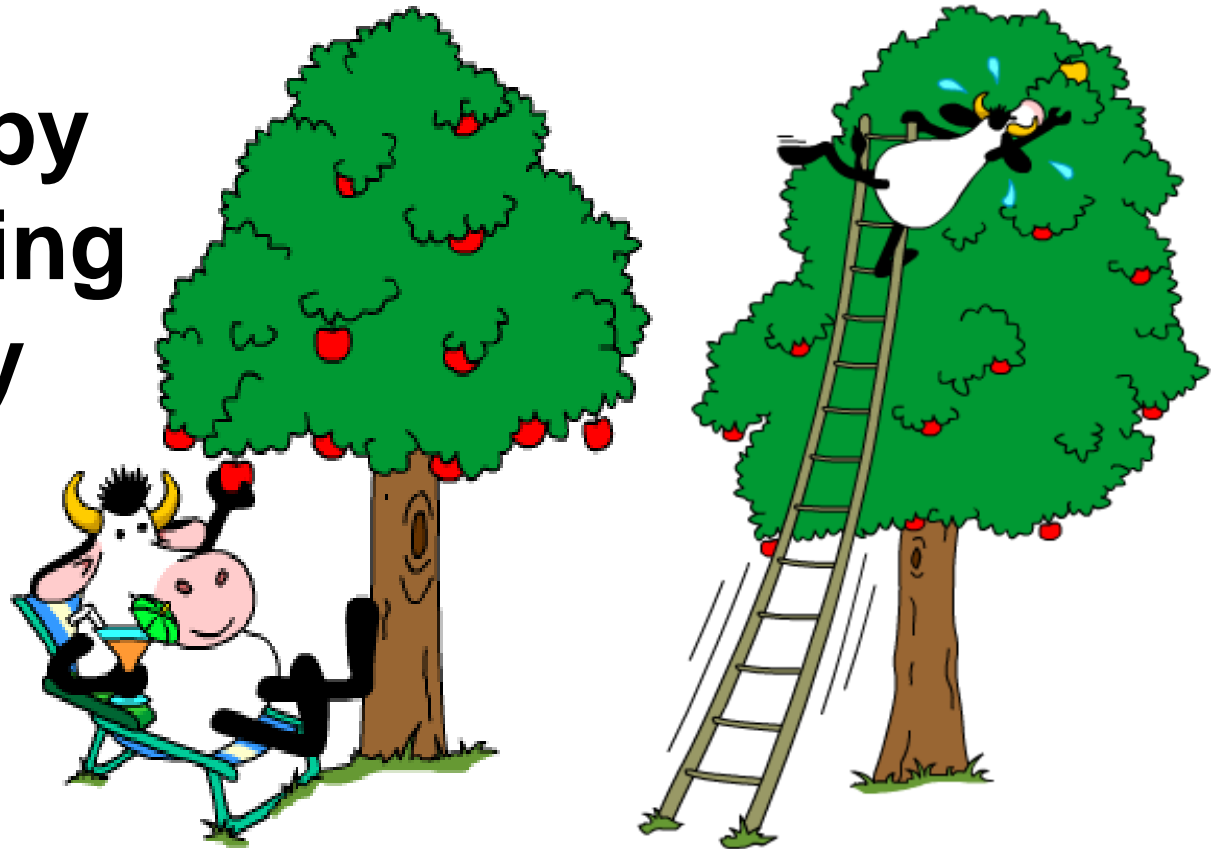
Suggestion for Communicating with Resistant Faculty?

- **Reflect upon possible causes for a faculty member appearing "resistant"**
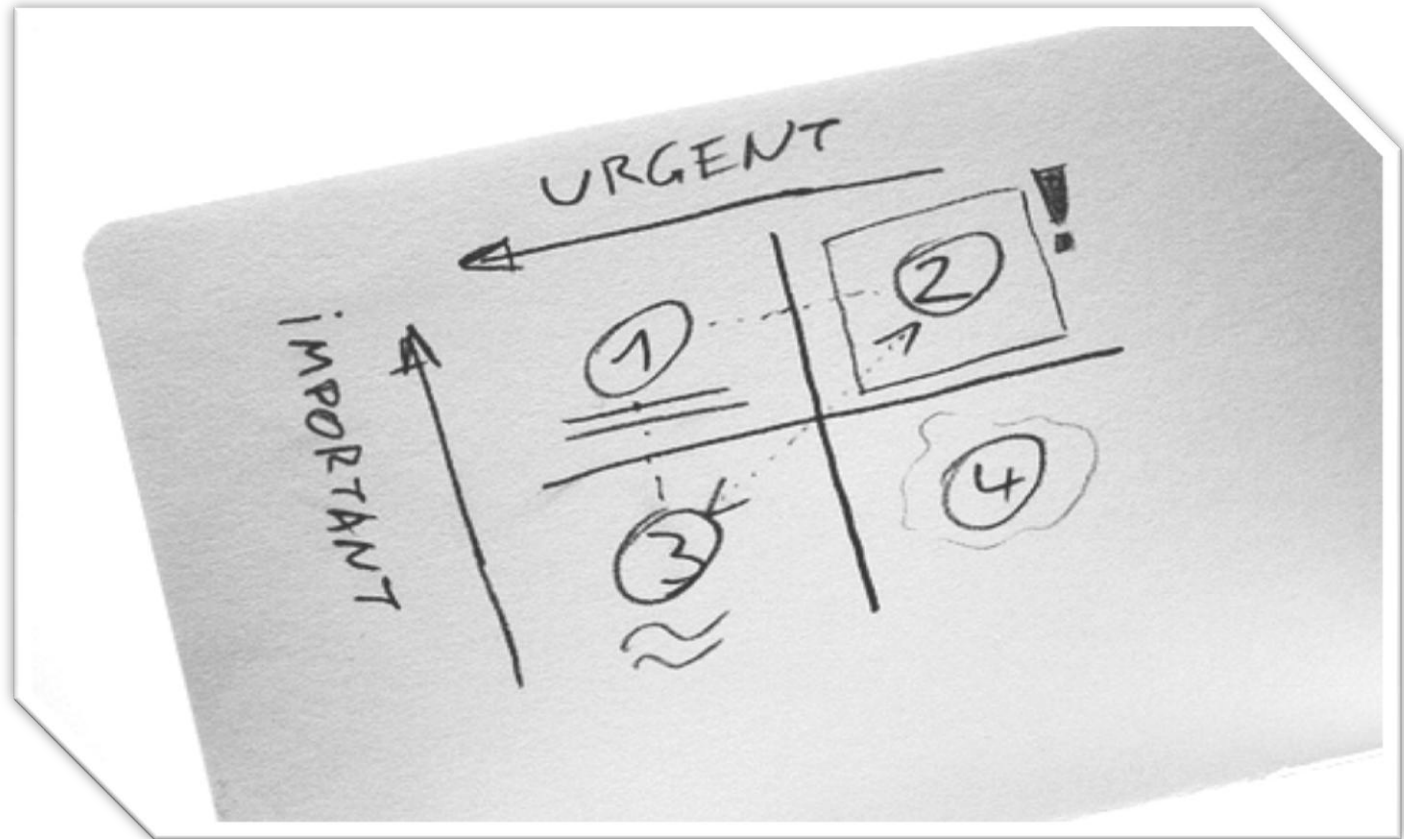
Suggestion for Collaborating with Resistant Faculty

Start first by collaborating with highly interested faculty

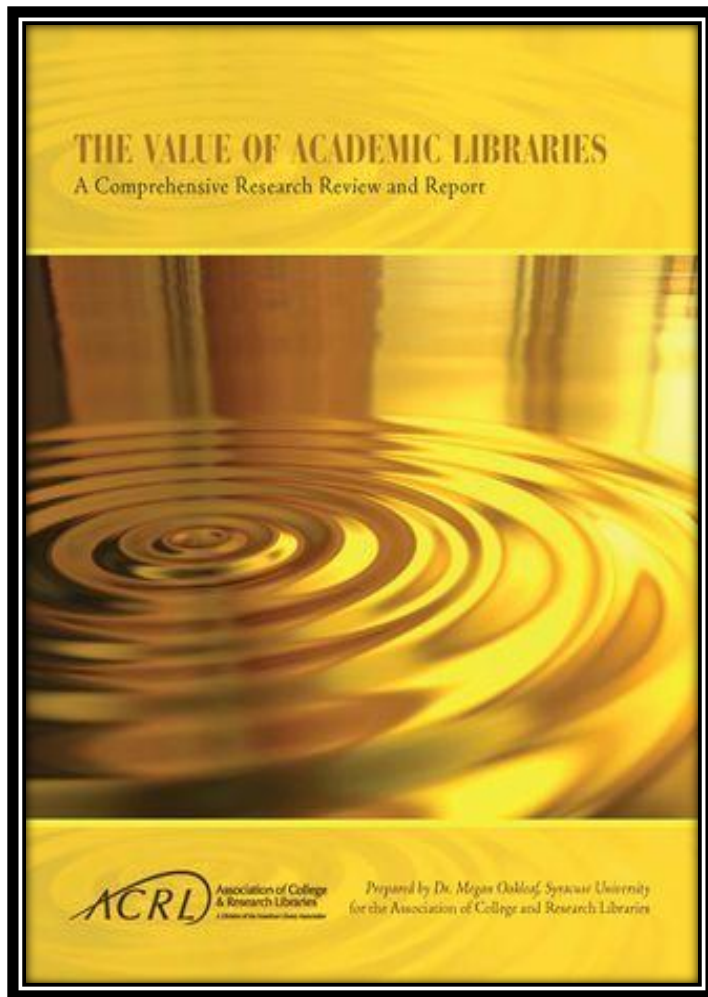# Don't Expect to Collaborate with All Faculty

Set priorities

You Asked

How do I prove my value and worth to faculty? (Question 9 on handout)

Suggestions Anyone?

Understanding Your Value & Changing Roles for Librarians

THE VALUE OF ACADEMIC LIBRARIES
A Comprehensive Research Review and Report

ACRL Association of College & Research Libraries
Prepared by Dr. Megan Oakleaf, Syracuse University for the Association of College and Research Libraries

This report stresses the importance of collaboration between librarians and faculty for teaching, research and publication. It also outlines new roles for librarians

Suggestions for Demonstrating Your Value and Worth to Faculty?

Well done is better than well said
   Benjamin Franklin

When deeds speak, words are nothing
   African Proverb
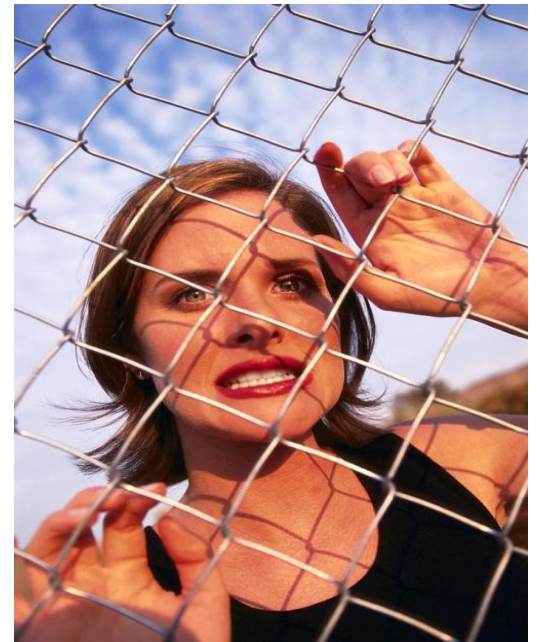
Collaboration IQ at our Institutions

How conducive is your library's organizational culture to collaboration?

http://www.nhorizons.ca/en-change-culture-change.asp

Collaboration at Your Library and Institution

- **What are some organizational barriers to librarian-faculty collaborations? (Question 10 on handout)**

    Please spend five minutes discussing this question with a partner.

Collaboration IQ at Your Institution

- **Institutional Support for Librarian-Faculty Collaboration: A Personal Reflection Exercise**

- **Information Literacy (IL) Partnership IQ (Institutional Quotient) Self Test**

Concluding Thoughts

Remember Rome Wasn't Built in a Day

All Resources Available Here

http://guides.lib.usf.edu/content.php?pid=170909