STS Hot Topics Discussion Notes, ALA MidWinter, 9 January 2016

From “Unusual Outreach & Instruction: Examples, Tips, & Strategies,” facilitated by Rachel Hamelers, Head of Public Outreach and Information Literacy Services / Reference Services Librarian, Muhlenberg College and Amanda Izenstark, Associate Professor, Reference & Instructional Design Librarian, University of Rhode Island. Coordinated by Peter Larsen, Associate Professor, Head of Reference, and Physical Sciences and Engineering Reference/Bibliographer.

Activity 1: What do you have to share with potential audiences and stakeholder groups? What Would you like them to know? What do they want to know? Participants shared their ideas and responses on sticky notes placed in areas corresponding to specific stakeholders.
Activity 2: Describe what innovative programs you’re running, those beyond the one-time session. What innovative techniques are you using to market, engage, etc?

Table 1
- “Open Houses” for departments in College of Engineering
  - mainly reach students who do see the activity
  - email teaching faculty
  - pull new books for the subject area
• display the LibGuide for the area during the session
• have cake to help catch attention

• Rolling out a one session a month (half day to full day session) talk with post-docs and grad students on topics of interest, such as GitHub. Includes outside instructors.
• Orientation! Finally got an orientation session, also offer a rotating schedule of instructional “drop in” opportunities.

Table 2
• Workshop for undergraduates on gathering and organizing community data; collaboration with local organizations. Supports students producing professional presentations.
• Grad student workshops based on interviews with grad program organizers and students
  ○ Many registered, fewer attended
  ○ advertisement strategies
    ■ created a Blackboard organization that includes all students
    ■ Used targeted emails based on the Blackboard registrations
    ■ send link to corresponding LibGuide after sessions
• Grad student orientation - required tour of library

Table 3
• Research management
• Drop-in Sessions
  ○ Learning labs have digital displays outside of the rooms, and they show what sessions are happening or coming up
• Weekend data visualization session with local organizations

Activity 3: Select one of the programs in Activity 2 (yours or someone else’s) and develop marketing techniques for the program.

Table 1
[Table did not provide notes for this activity]

Table 2
• Grad students prefer email
• collaborate with faculty to develop something assignment specific
• Take advantage of Blackboard access (some institutions grant librarians complete access, some have read-only access)

Table 3
• Liaison activities
• Market via many different platforms consistently.
- Use a systematic method - checklist of venues and formats for marketing.
- Offer an “Open House,” and have cake (a nod to the other table’s strategy)
  - Expect attendees to have questions that are beyond the subject of the open house.

**Activity 4: How will you assess the session(s) that you've developed?**

**Table 1**
- What did you learn?
  - (What did you learn about the library?)
- Was this helpful?
- Did you learn what you were hoping to learn?
- What brought you here?
  - (How did you find out about the session?)
- Use attendance numbers (door count, web count, etc.) to see if attendance has increased. Have consultations increased as a result?

**Table 2**
- Post-session surveys (“muddiest point,” etc.)
- If possible, view student assignments/projects. (Access is difficult.)
- Reflective feedback: How can you use what you learned today going forward?
- Develop rubric with faculty member

**Table 3**
[table did not provide notes for this activity]