

# Dynamics of Working with Faculty in Implementing a Webinar Session

Presentation by:

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# Outline

- Explanation of project
- How I chose the faculty member
- Preparation for project
- Process of working together
- Issues
- Discussion

# Explanation of Project

- Information Literacy Online
  - Presentation of an online webinar to two College Writing I classes

# Why I chose Kat Flinner

- Easy to work with
- Already an avid library user/supporter
- Strong opinions - willing to share them in a productive manner
- Open to new ideas
- Naturally creative, innovative and energetic
- Clear understanding of how/why the library is important to her students (information literacy)
- All about assessment



# 4 parts to project

- Preparation
- Discussion
- Investigation
- Adapting and creating

# Process of working together

## Part 1 - Preparation

- Investigate and choose software to use (Rosanna's discussion)
- Create list of Information Literacy topics
- Attend Common Text seminar
- Read the class texts "Declaration of Independence" and "Into the Wild"
- Research topics for class texts
- Practice, Practice, Practice

# Process of working together

## Part 2 - Discussion

- Initial explanation of project
  - how, why, when, where
- Discussion of how this webinar would fit into her class curriculum
- Discussion of how best to present the research topic – which parts online, which in person, which in handouts

# Process of working together

## Part 3 - Investigation

- Investigate and learn the limitations and advantages of the software being used
- Anticipate problems and solutions to problems that students may have participating
- Create list of important concepts to go over before webinar for students to be comfortable with the environment
- Adaption of the “Library Instruction Cookbook”
- Create assessment tool

# Process of working together

## Part 4 – Adapting & Creating

- Create list of important concepts to go over before webinar for students to be comfortable with the environment
  - Written tutorial
  - Video tutorial
  - Live walk-thru session
- Adaption of the “Library Instruction Cookbook”
  - Live practice sessions
  - Online practice sessions
- Create assessment tool
  - Student presentations
  - Annotated Bibliography

# Basic concepts covered in information literacy sessions

- The library system – what each of the 3 libraries collect
- The physical spaces at O’Leary, Lydon and Center for Lowell History - ie where the books are, circulation, reference, media, copy machines, wireless, study areas
- What is offered in the computer lab, word etc, don’t save on computer, other options – printing & print cards
- Libraries home page – from here on instruction is hands on!
- Off campus log-in – how to do it, how to get help
- Other library services – information & services, borrowing and renewals, reserves, music CD’s, & museum passes, media services & Ask-A-Librarian, a-z list at bottom of page.
- Interlibrary loan, WorldCat Local and virtual catalog - resources from other institutions
- Sources for getting ideas on a topic and background information (encyclopedias, etc.)
  - Choosing a topic and devising search strategies- selecting terms, truncation, field searching, Boolean concepts, quotes, thesaurus use, narrowing and broadening searches
- Sources for books- library catalog & LCC call #'s, ebrary etc. (searching & setting up a personal bookshelf)
- General versus specialized databases
- Sources for articles;
  - Using cited references and using citing references
  - 360 – our databases link for federated searching
- Selection and evaluation of information sources
  - The open web versus resources found on the libraries homepage (e.g. the perils of Wikipedia and Google) Google Scholar & Google Books.
  - Use of guides, e.g UML Research Guides
  - Authority-scholarly, peer reviewed publications; judging objectivity; timeliness
- Parts of a citation – bibliography tools, citation styles and at faculty request, Refworks
- Alerts or current awareness services.
- Plagiarism

put "extras" in your handout / menu

Even though our styles differ, we all cover the same basic concepts in the freshman information literacy sessions. These include:

- extra → The library system – what each of the 3 libraries collect
- extra → The physical spaces at O’Leary and Lydon - ie where the books are, circulation, reference, media, copy machines, wireless, study areas
  - What is offered in the library computer labs, word, powerpoint, excel etc, don’t save on computer, other options such as jump drives, burn cd, email, printing & print cards
  - Libraries home page – from here on instruction is on the computer!
- extra → Off campus log-in – how to do it, how to get help
- extra → Other library services – information & services, borrowing and renewals, reserves, music CD’s, & museum passes, media services, ask-a-librarian, a-z list at bottom of page.
  - Interlibrary loan and virtual catalog – availability of resources at other institutions
  - Sources for getting ideas on a topic and background information (encyclopedias, etc.)
    - o Choosing a topic and devising search strategies- selecting terms, truncation, field searching, Boolean concepts, quotes, thesaurus use, indexes, subject guides and control vocabulary, narrowing and broadening searches,
  - Sources for books- library catalog & LCC call #'s, ebrary etc. (searching & setting up a personal bookshelf) (author as subject – 2cnd semester)
  - General versus specialized databases → define?
  - Sources for articles;
    - o Using cited references and using citing references → define
    - o 360 – our databases link for federated searching → define
    - o eJournal list – a-z how to find a journal or an article if you have a citation
  - Selection and evaluation of information sources
    - o Open web versus resources found on the libraries homepage – the deep web (e.g. the perils of Wikipedia and Google) Google Scholar & Google Books. → define?
- Extra? → Use of guides, e.g UML Research Guides
  - o Authority-scholarly, peer reviewed publications; judging objectivity; timeliness
- Parts of a citation – bibliography tools, abstracts, citation styles and at faculty request, Refworks
- Alerts or current awareness services. – We don’t cover this for College Writing at south
- Research guides, plagiarism, contact information

General Orientation

Basic Search Skills

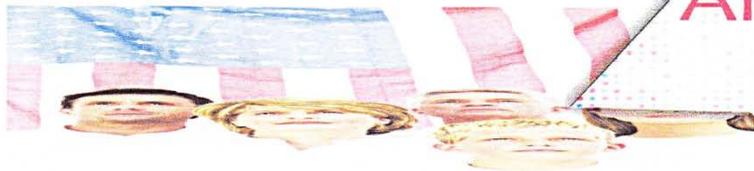
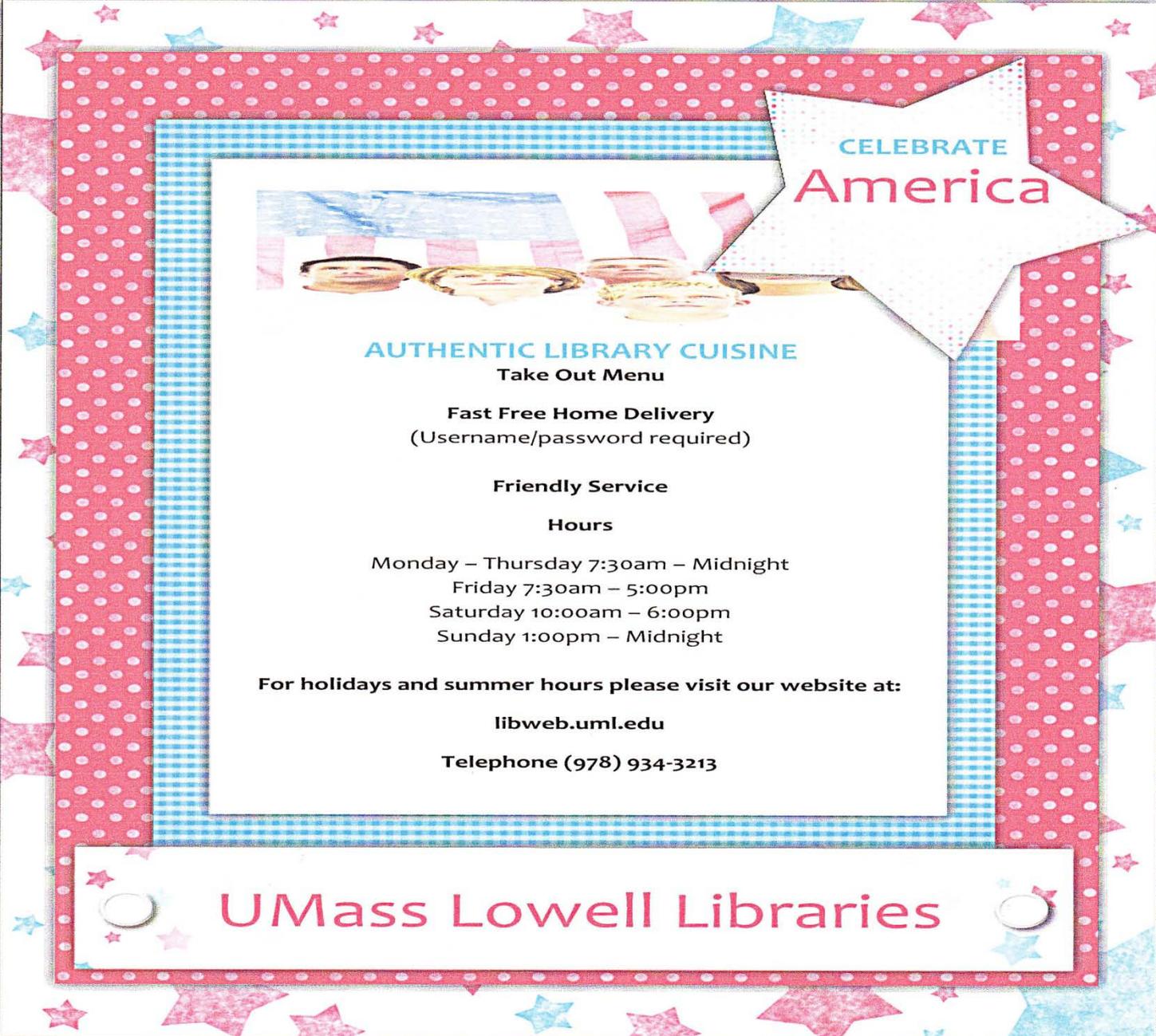
Evaluating

Citation

good, but too much in handout? →

covered by 101 or 102 instructor in class?

Extra



CELEBRATE  
**America**

**AUTHENTIC LIBRARY CUISINE**

**Take Out Menu**

**Fast Free Home Delivery**  
(Username/password required)

**Friendly Service**

**Hours**

Monday – Thursday 7:30am – Midnight

Friday 7:30am – 5:00pm

Saturday 10:00am – 6:00pm

Sunday 1:00pm – Midnight

**For holidays and summer hours please visit our website at:**

**[libweb.uml.edu](http://libweb.uml.edu)**

**Telephone (978) 934-3213**

**UMass Lowell Libraries**

# You're the Expert

You're the expert. Pick one topic for your group and tell what's most important to know about it.

- Name your group
- 10 minutes of research
- 5 minute group presentation
  - Skits, debate, control computers, talk
- Topics include:
  - Physical spaces of the UML library system and overview of library services.
  - Books and ebooks – how to find, where to find, which do you prefer and why.
  - Articles – how to find, where to find, which databases would you use for this class?
  - Compare results – conduct the same search in google, google scholar, academic search premier, subject databases metasearch or single subject database. Contrast and compare results. Which do you prefer? Why?
  - Research Guides – How are they different than our main library web page?
  - Refworks

# Working with Faculty

## Relevant Issues

- Different Perspectives on what is or isn't important to cover in a library session
  - Tailoring what I want to cover to fit her curriculum.
  - How much can I change what I cover?
  - How much should I change what I cover?

# Lively Discussion

- What has your experience been with working with faculty?
  - Is there mutual trust?
  - Do faculty view our role as support to the classroom only? Or, are we viewed as peers?
  - Do faculty understand the concepts of information literacy?
  - Does working closely with faculty change what you do and how you do it?
  - Considering the changes I made to my instruction classes – What do the student's gain or lose?

# The End

- Buley Library's "Library Menu" can be found at:  
<http://libguides.southernct.edu/data/files//42253/chinesemenu8x11fold.pdf>
- Suggested Reading:  
Sittler, R., & Cook, D. (2009). *The library instruction cookbook*. Chicago: Association of College and Research Libraries.
- My contact information  
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  - <http://www.linkedin.com/in/donnamullin>

Thank you!