

Minutes, April 18, 2007

Instruction in Library Use Committee University of Toronto Libraries

Minutes: Jeff Newman

Minutes Approved: September 2007 meeting

In Attendance: Sheril Hook (Chair), Chad Crichton, Elaine Tamura, Elena Prigoda, Jeff Newman, Jenny Mendelsohn, Nalini Singh, Suzanne Meyers Sawa, Carla Hagstrom, Christina Sewerin, Amy Beaith, Jack Hang-Tat Leong and Richard Carter.

Next Meeting: June 20, Gerstein Science Information Centre.

Announcements

We'll keep meeting on the 3rd Wednesday of every month.

Who'll replace Sheril as committee chair? Instead of answering this question right away, we agreed to send e-mail nominations to Sheril for the July meeting, making sure we'd asked our nominees ahead of time if they'd be interested.

Elena announced she was creating a pilot nursing course in Blackboard. Although the course isn't for credit and she still needs to build its content, Elena said she was harnessing instructional technology to help teach students skills they should know by the end of the nursing degree. Jenny asked if the course would be online. Elena replied course was intended to be in-person instruction.

Richard said he'd be presenting a talk on online tutorials at the upcoming Staff Conference, adding he'd be grateful for any key information anyone had on tutorials (e.g. websites, articles, etc.). Jeff then said he subscribed to a great listserve for online tutorials, and that he would send Richard the details.

Amy said she'd now be the pharmacy library representative at ILU meetings. She said she was helping that library make a transition from print to electronic resources.

UTL Staff Pages (Elaine)

Elaine said she'd soon be sending the new ILU homepage to Richard Hydal, which meant it'd be online presently.

Elena, whose name was listed already on our membership list under Appointed, asked to have her name taken off the Any Other Campus Libraries Wishing to Participate heading. Suzanne wondered why the names on the list weren't alphabetical. Elaine then admitted the ordering was entirely random, but said she'd be happy to make the names alphabetical.

Reporting there was a new category on the ILU page called Collaboration Activities, Elaine asked for suggestions on what could go under that heading. Ideas included:

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- ▶ A Blackboard link.
- ▶ A link to CORIL.
- ▶ A link to Joan Leishman's March 2007 Curriculum Review report.
- ▶ A link to an ILU self-help page.

Another new category for the ILU page was teaching materials, based on Jeff's learning objects page. Elaine said she would send the ILU list a link to the staff page. In fact, here it is:

<http://content.library.utoronto.ca/general-information/about-libraries/ilu/>

She also reminded us we'd have to get our photo taken in a group picture. Elena quickly remarked she didn't have her digital camera with her, which made us all feel better. But we can't avoid the inevitable. We're to get the photo taken at the June meeting.

Instruction Page (Jeff)

There's going to be a centralized list of ILU classes on the self-help page, a site that'll be moved from the Robarts directory to the general library website. This move will enable Robarts to concentrate on their own instruction pages. Meanwhile, the ILU committee will look after the general library ILU pages.

Jeff said Marc Lalonde had been going to bring the issue of the self-help page's location to the next WAG meeting. Chad, who had gone to that meeting, decided to speak on behalf of WAG. The WAG committee had felt hesitant, Chad said, to finger the ILU page as that was our business. In any case, Marc told WAG he was ready to move the page. Jenny, hearing this, commented that she wasn't ready for the old page to move yet as Robarts hadn't got their new one quite ready.

Chad suggested the self-help page should become a U of T library instruction portal, containing links to ILU classes and instruction pages across campus. But if this is our plan, he said, WAG would need URLs for all these links. One concern WAG members brought up is how well we'll cope managing the page if it isn't the responsibility of one person. A final remark at that meeting related to our worry about some tutorials being Robarts-specific. Just having Robarts examples, WAG members said, didn't take away from the general value of the self-help page as it exists right now.

Jeff thought it'd be worth us all cloistering in an e-classroom so he could show us how to alter the general ILU pages in more detail.

Sheril suspected there might be a lot of duplication going on across campus, what with librarians creating their own online tutorials on such topics as how to find books in the catalogue. Why not get an inventory of campus tutorials? Chad thought this was a good idea and suggested librarians e-mail the refinfo list with online tutorial URLs.

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Suzanne said it was a good idea for online tutorial examples to include multiple locations (i.e. libraries other than just Robarts). Chad agreed, but said he felt this inclusion wasn't a priority. Sheril then suggested the topic go to a subcommittee.

We all agreed; the subcommittee meeting date was set for 9 May 2007.

Jenny commented that we need to take into account how much time each of us can realistically put into updating this self-help page.

Jack Hang-Tat Leong's Report

Jack said his job at the Cheng Yu Tung East Asian Library was to teach students and faculty how to do library research. But although he enjoys traditional teaching, he said he'd like to create online instruction too.

Integrating Library Research into Language Teaching

Recently, at the Association for Asian Studies conference, Jack found myriad resources and research on how to integrate library research into language teaching. One presentation he attended, on delivering ILU in Chinese, impressed him so much that he wants to try it here. Librarians and language instructors, he said, could work together to help and motivate students.

How IL can Help ESL Students

Since writing a research paper demands practice, independent learning and critical thinking, it might be useful to have more library orientation sessions for ESL students. One thing these students often have trouble with, for example, is LC classification. Carla said she'd been teaching in Spanish how to use Medline for years. Jeff then said Blackboard allowed you to create different language pages for your handouts. Recalling a presentation at the OLA conference earlier this year, Elaine said students' experiences of libraries in their home countries would affect their use of libraries here. Some Chinese students, for example, aren't used to having much contact with librarians, whereas Canadian students expect it. It'd be worthwhile keeping views from visiting students in mind when orienting them to our library system. Jeff wondered if we should publish our library brochures in other languages. This remark spurred Suzanne to ask whether visiting students didn't have to pass an English proficiency test. Elaine thought they did; but she nevertheless thought translations into other languages would still be helpful for students whose first language wasn't English. At this point, Jack joined the fray. He said he mainly teaches students who are learning Chinese as a second language (not English)! Both Jeff and Elena said they would talk informally for 15 minutes at our June meeting about their libraries' instruction programmes. Richard and Amy said they'd talk in July.

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PD Event in December

One problem? Money. The library system simply hasn't got a high budget for PD events. Jenny asked if anyone knew how much the event had cost last year, and when no one knew, she advised us to speak to Judy Snow. Sheril said she'd talk to Judy. She also said the Mississauga library would be willing to put up some cash for the event.

Sheril said we could get Debra Gilchrist, an ILU expert from Washington state, to speak at the event. Ms. Gilchrist could probably make it anytime in early December.

Another possible speaker is Patricia Iannuzzi, an IL guru from Las Vegas. Iannuzzi, however, has a tight schedule and might not be available if we don't contact her early.

Suzanne wondered whether we could have a PD session simply on basic presentation skills such as using your voice better. Sheril thought we might get other ideas about what we'd like for the event by attending WILU. Commenting that ILU experts aren't always great teachers, Jenny said a hands-on session, like Suzanne was suggesting, might help us and other librarians engage students better in the classroom. Jack agreed. Suzanne said she'd look around for other alternatives, and added that we could maybe get someone local (e.g. from Humber College).

We should, in any case, clarify how this event might affect staff development, as we wouldn't want to muscle in on the Staff Development Committee's turf. Jenny suggested we contact that committee, while Sheril thought we could work with Rita Vine on figuring out our role. Amy agreed that clarifying our role in staff development was important, since otherwise we might end up duplicating events planned by the other committee.

Arts and Science Curriculum Review

Joan Leishman has said she would like us to work out a policy of embedding library instruction in A+S courses by working with faculty. Sheril said she'd talked to Joan about this policy. One of Joan's ideas was for Sheril to lead a small group workshop for librarians on embedding IL. Both Christina and Elena said they'd be interested in joining the group. Welcoming this enthusiasm, Sheril said she was expecting to get requests soon from faculty who wanted to collaborate with librarians.

The group now consists of Sheril, Jenny, Elena and Christina.

She then asked whether the rest of us were offering supplemental, integrated or embedded instruction. Richard asked what Sheril meant by these categories. She promptly explained: supplemental was instruction in addition to but not part of a course; integrated was assignment-based and tailored to a specific course; and embedded was instruction built into the very fabric of a course through an agreement between professor and librarian that ensured IL appeared in the course's learning outcomes.

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Amy asked Sheril if she'd mind sharing materials from her course with the committee; Sheril said not at all, explaining she'd send us the Refworks details to look at her course materials.

Jeff reckoned we should go to Library Council to get a temporary mandate now that we had a new responsibility to create an IL policy for A+S courses. Jenny suggested we ask Joan Leishman to clarify what precisely she meant by us creating an IL policy. After all, since someone is being hired to co-ordinate the library's role in the new curriculum, we don't want to tie that person's hands by making policy decisions before that person's started! On the other hand, as Amy pointed out, waiting too long just to appease a new hire might not make sense if we need to work out a clear policy quickly.

Sheril said she'd contact Joan and the Library Council to follow up these concerns.