Milligan College: "Incorporating Library Resources Into Courses"

ACA Project on Integration of Library Materials and Information Literacy
February 22, 2008

Gary Daught, Director of Library Services
Mary Jackson, Reference and Instruction Librarian
Heather Hoover, Director of Writing

Observed in the Library

Student types the following search query into Google:

"What affect did the crusades haveon the current war between Palestine and Isreal."

Student gets no results.

Observed in the Library

Students are having trouble finding a journal from which a professor has assigned readings on the course syllabus.

The title of the journal changed--fourteen years ago.

Observed in the Library

Student comes to the library looking for a book to use in a research assignment.

In order to best direct the student to a useful resource, the librarian asks how he is developing his research topic.

Student replies, "Oh, I've already finished writing my paper. I just need to cite a book. That's what the assignment said."

Observed in the Library

Professor forbids students from using "Internet sources"
in their research, but leaves the impression that an
"Internet source" is any resource accessed using a web browser.

Consequently, students think they are not allowed to use
the Library's online journal literature databases.

Observed in the Library

Student is caught plagiarizing on a Library Orientation assignment.

When asked to explain his actions, the student replies,
"I would have never plagiarized on an important assignment."

Developing an Information Literacy Plan at Milligan College

Gary F. Daught, Director of Library Services

Milligan College

- Christian, liberal arts, undergraduate, largely traditional residential

- Professional graduate (MBA, MEd, MS Occupational Therapy)

- Adult Degree Completion Program (non-traditional)

- Enrollment +1,000

- Dedicated writing program as part of the Humanities core curriculum

Spring 2005: From Bibliographic Instruction to Information Literacy

- Increasing electronic access of information resources challenges the view of the Library as *place*—a passive "warehouse" where information resources are stored

- *Content* disassociated from *format* disassociated from *place* provokes us to think about the *nature* of information itself

- Information literacy instruction includes how to think about and use information in *whatever* format, *wherever* it is found

Spring 2005: Faculty-Library Collaboration

Began "seeding" thoughts with faculty about bridging the distance between the Library and Classroom

- Classroom is faculty "domain" for teaching…

- But Library needs to be more than the "domain" of information storage

- Information literacy aims for the Library to be more *integrated* with the Classroom in the learning process

- a more active role for librarians partnering with faculty

Summer-Fall 2005, Spring 2006: Library Website Redesign 1

- Switched from per search to unlimited access in WorldCat

- Promoted Library electronic resources at Faculty Retreat: "Wow! I didn't know we had so much stuff!"

- Began organizing online resources on website (e.g., pulled WorldCat out of obscurity), and promoted the use of specific resources in instruction sessions (e.g., Infotrac, JSTOR)

- Switched to proxy authentication for remote access

Spring 2006: Scott Bennett Consult on Library Space Needs

- Milligan College President, Don Jeanes requests evaluation of future space needs in the Library with the view to renovation

- Academic Dean, Mark Matson, engages consultant Scott Bennett of *Library Space Planning*
    - Bennett's report focused on re-conceptualizing library space as a place for learning (not information storage)

    - Report also encouraged the development of "an institutionally-based program of information literacy."

Fall 2006: Resources and Access

• Began an earnest reduction in number of print journal subscriptions commensurate with increasing shift to full-text e-journal access through aggregated databases

• Joined the ACA Shared Catalog

Spring 2007: Developing an Information Literacy Plan

•"The Transformation of the College Library Workshop" (CIC)
- Team: Librarian, Faculty Member, Chief Academic Officer

- Mandated to develop an Information Literacy Plan for our specific context

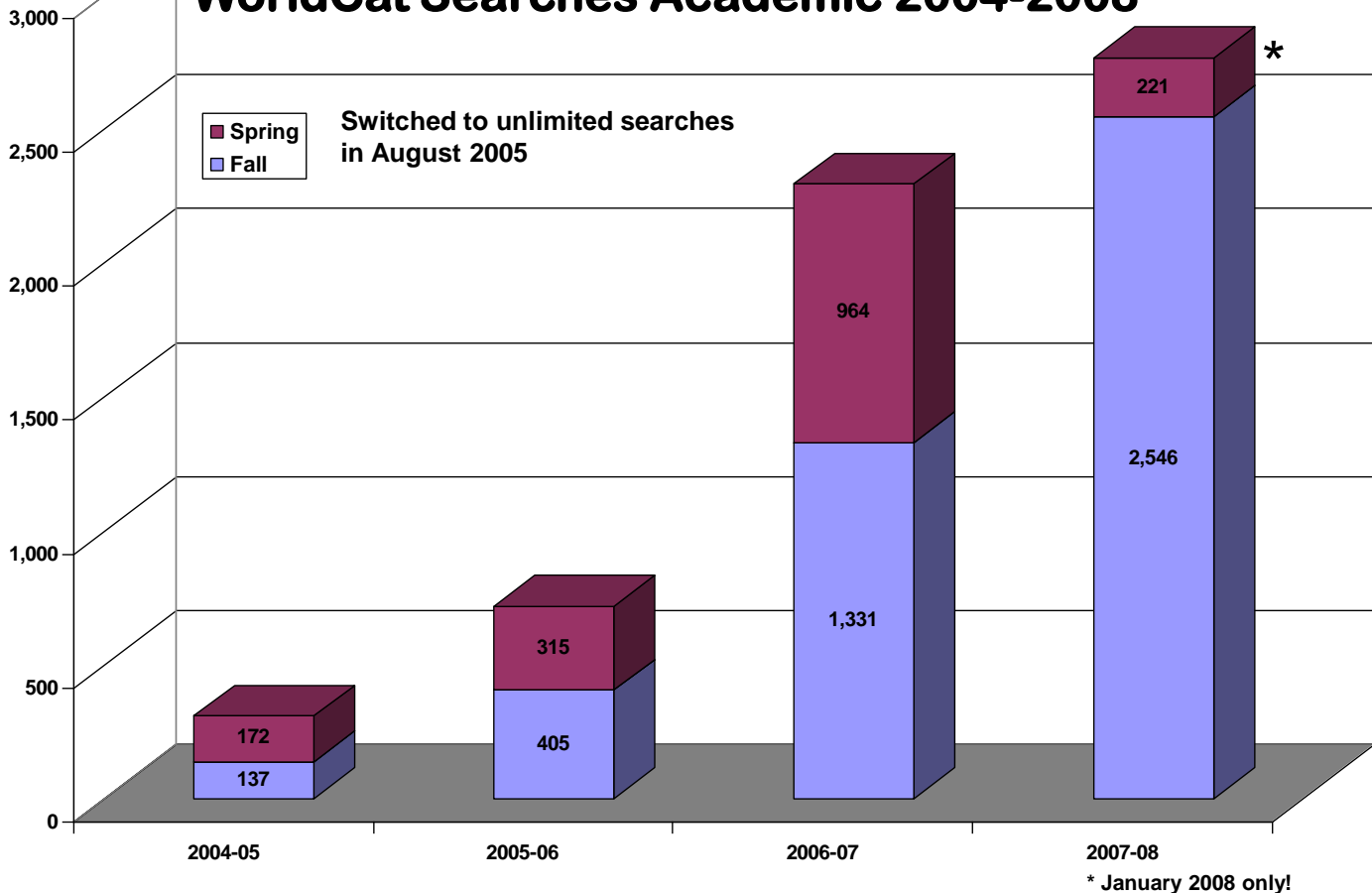# Spring 2007: Developing an Information Literacy Plan

- The Plan (see document on web page)
    - Improve web-based reference/research presence

    - Start by focusing on First Year required courses (PSYC 100, HUMN 101W)

    - Move out across the curriculum, identify and integrate discipline-specific and developmentally appropriate information literacy outcomes
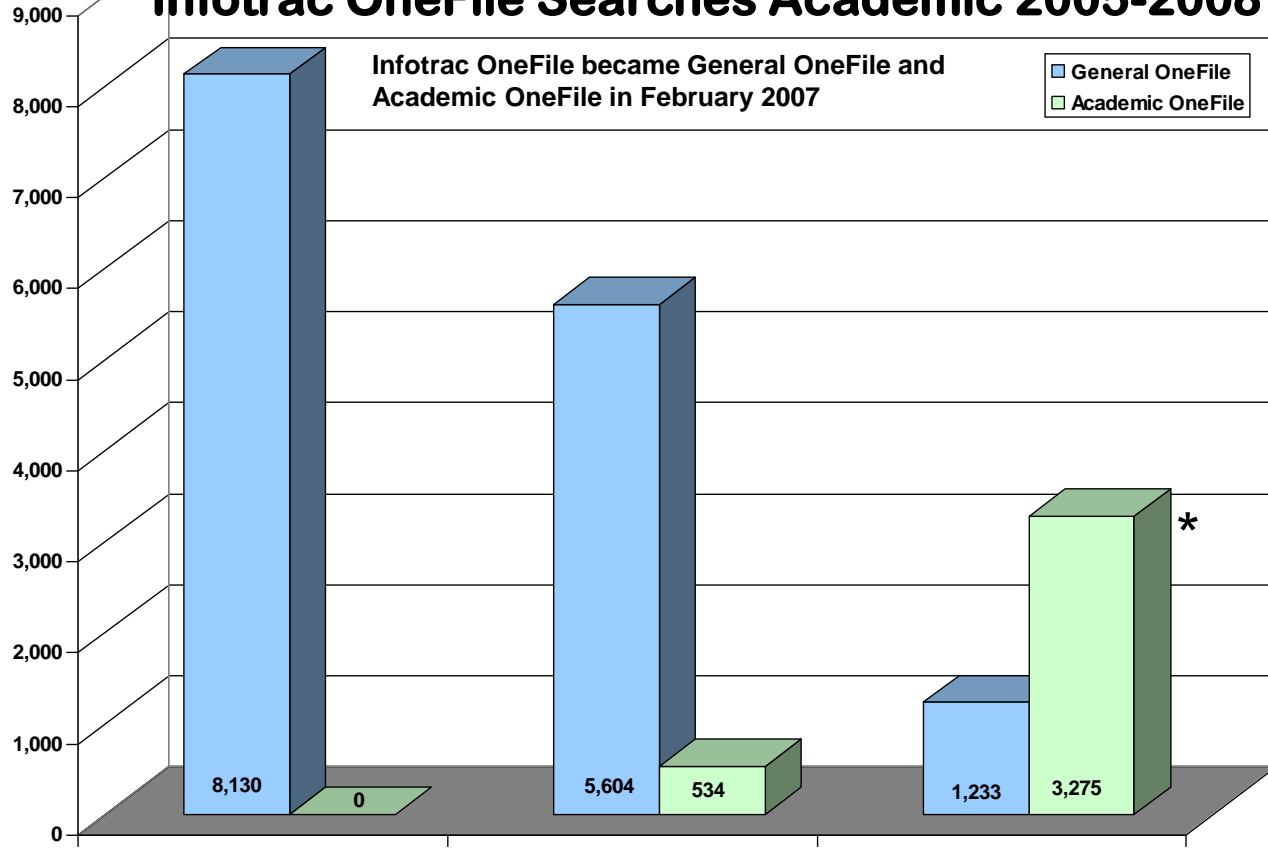
Summer 2007

- Conversations with Bert Allen (PSYC 100 prof) and Heather Hoover, new Director of Writing, our primary IL faculty collaborators

- Library Website Redesign 2
    - Added virtual research assistance (IM, email webform)

    - Improved access to tools (reduce text and mouse clicks)

- Appointed Director of Library Services (August)

- Hired Mary Jackson as Reference and Instruction Librarian (August)!

- Faculty Retreat presentation raising IL awareness and promoting the Information Literacy Plan

WorldCat Searches Academic 2004-2008

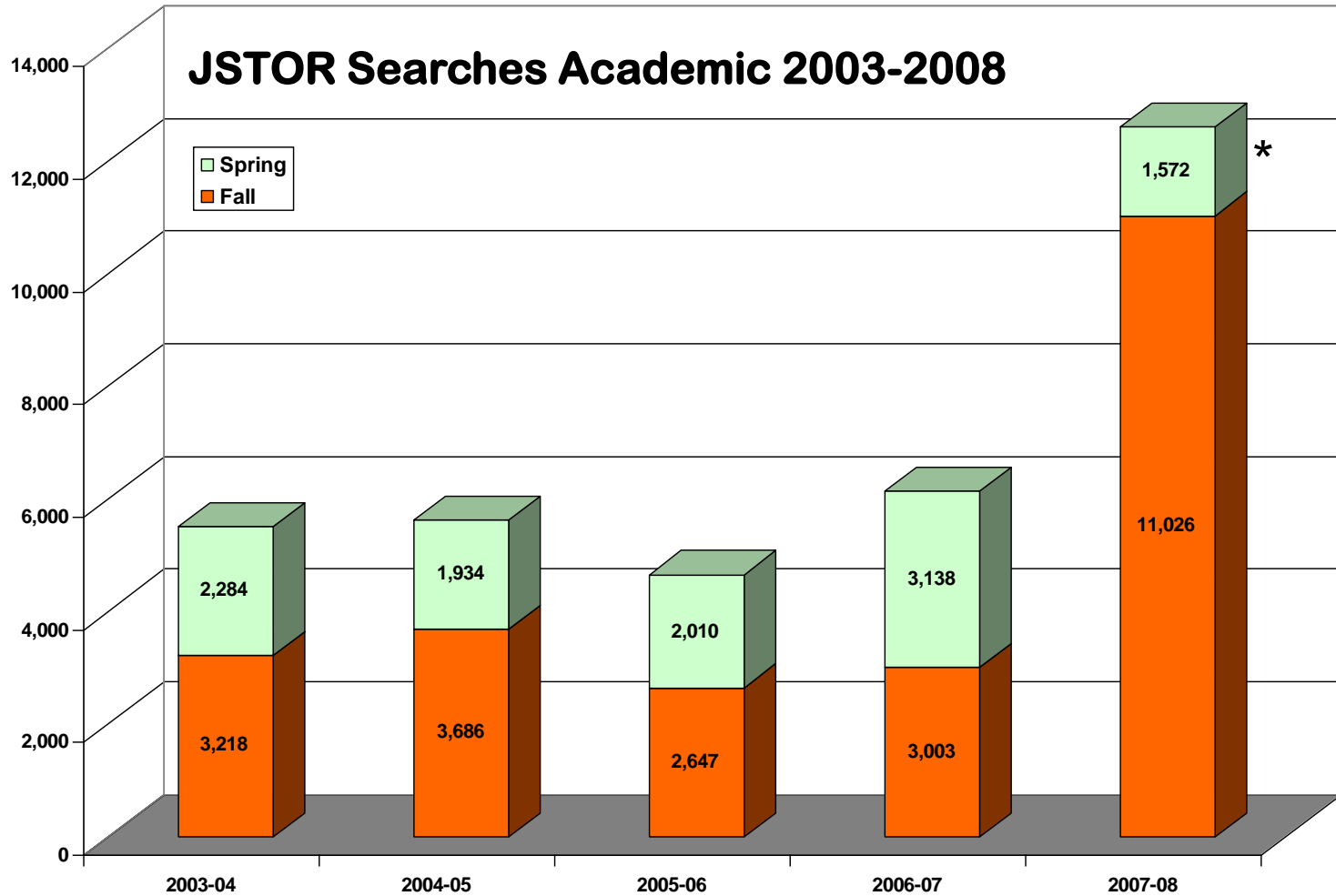Spring
Fall

Switched to unlimited searches
in August 2005

*

Year	Spring	Fall
2004-05	172	137
2005-06	315	405
2006-07	964	1,331
2007-08	221	2,546

* January 2008 only!

Infotrac OneFile Searches Academic 2005-2008

Infotrac OneFile became General OneFile and
Academic OneFile in February 2007

Legend:
- ☐ General OneFile
- ☐ Academic OneFile

Year	General OneFile	Academic OneFile
2005-06	8,130	0
2006-07	5,604	534
2007-08	1,233	3,275 *

* To February 18, 2008

JSTOR Searches Academic 2003-2008

Legend:
- Spring
- Fall

Year	Fall	Spring
2003-04	3,218	2,284
2004-05	3,686	1,934
2005-06	2,647	2,010
2006-07	3,003	3,138
2007-08	11,026	1,572 *

*Part of January-February 2008 only!

Faculty-Library Collaboration

Heather Hoover, Director of Writing

Implementing Information Literacy Plan in First Year Required Courses

Mary Jackson, Reference and Instruction Librarian

Fall 2007
"Plan A": A Work in Progress
(25 letters left to use)

Information Literacy Objectives

- Introduce students to the Milligan Library and its resources

- Learn basic search strategies for databases and the Web

- College research and the Internet

- Meet the librarians

PSYC 100 College and Calling

- Tour of the library and review of library policies

- Introduction to print resources
   - Using the Milligan Library Online Catalog

   - Request a book through Interlibrary Loan using WorldCat

HUMN 101W Humanities Writing

- Information Literacy Pre- and Post-Assessment

- 4 sessions—45 minutes in length

- Non-book resources

Logistical Issues

- Crunch Time

- 9 classes meeting at 4 different time slots

- 1 librarian

- 60+, 90+ students in some time slots

Session 1: Introduction to Databases and Search Strategies

- Developing a search strategy

- Boolean operators

- Demo database: Academic OneFile

- Homework assignment

Session 2:
Search Strategies Part 2

- Demo Database: JSTOR

- More database strategies
  - Ways to limit in JSTOR in-class activity

  - Feedback from Academic OneFile class assignment

- Homework assignment

Session 3:
The Internet and
The College Researcher

- Evaluating web sources

- Evaluation of web sites in-class activity

- Wikipedia

- Google Scholar

Session 4:
Wrap Up

- Demo database: Humanities International Complete

- Subject Searching/Database Thesauri

- EBSCO's Visual Search

- Citation Assistance: Zotero (Firefox plug-in)

Faculty Feedback

Heather Hoover

Rethinking/Tweaking Initial Implementation

Mary Jackson

Fall 2008
"Plan B": A Work (Still) in Progress
(2 down, 24 left)

Information Literacy Objectives

- Introduce students to the Milligan Library and its resources

- Learn basic search strategies for databases and the Web

- College research and the Internet

- Meet the librarians

Unexpected Consequences

- Some students didn't see the information literacy distinctions that we saw

- Too much information literacy?

PSYC 100 College and Calling Revamped

- First year Information Literacy only in Humanities Writing

- Physical tour of the Library: When? How?

- Interlibrary Loan component: Book? Article?

Improved IL Assessment

Research Readiness Self Assessment (CMU)

- Ready to use (customizable)

- Immediate student feedback

- Reasonable price

- Collaborative research partners

- Logistical issues

Workshop Model

- Flexible scheduling

- Use of conference days

- Options based on skill level

- Trial run with Humanities Writing Spring 2008

Humanities Writing: Fall 2008 Issues

- Essentials of Information Literacy for freshmen

- Better integration with Humanities assignments

- Information literacy instruction matches information need

Next Steps:
Moving Beyond First Years

Gary F. Daught

Q&A

Handouts and Contact Information:
http://www.milligan.edu/library/bcla.handouts.htm