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# New Directions: Faculty Use of Technology and Attitudes Toward Library Research Instruction

Dianna E. Sachs

*Western Michigan University*, [dianna.sachs@wmich.edu](mailto:dianna.sachs@wmich.edu)

Maria A. Perez-Stable

*Western Michigan University*, [maria.perez-stable@wmich.edu](mailto:maria.perez-stable@wmich.edu)

Patricia Fravel Vander Meer

*Western Michigan University*, [pat.vandermeer@wmich.edu](mailto:pat.vandermeer@wmich.edu)

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# New Directions: Faculty Use of Technology and Attitudes Toward Library Research Instruction

## Primary Research Questions

- How are faculty using technology in instruction?
- How do faculty perceive library research instruction?
- How can librarians incorporate technology into library instruction?

## Information Literacy

“A set of abilities requiring individuals to ‘recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.’”<sup>1</sup>

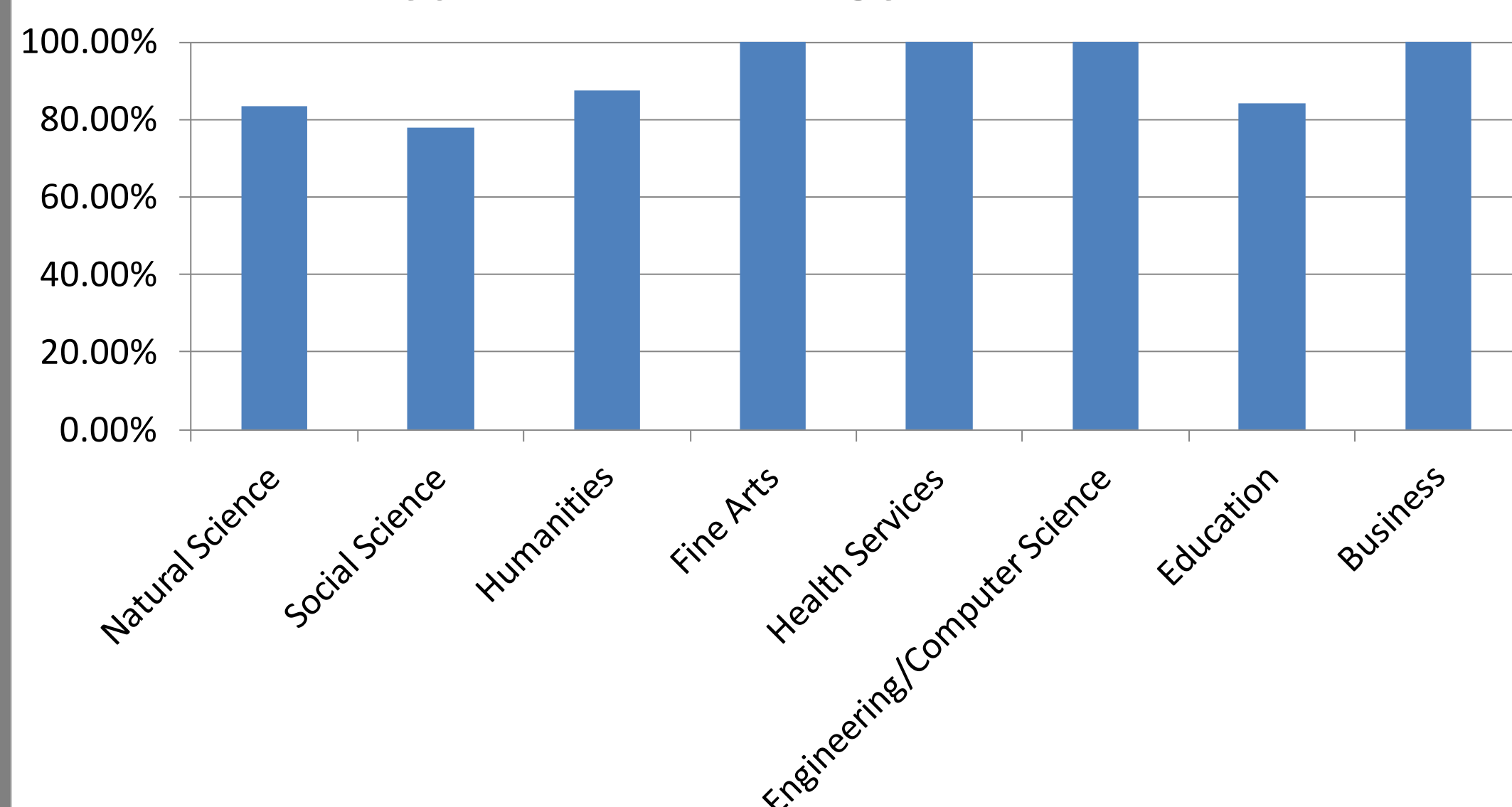
Librarians at WMU focus on teaching students these skills to improve their research abilities in college and beyond.

<sup>1</sup><http://www.ala.org/acrl/standards/informationliteracycompetency>

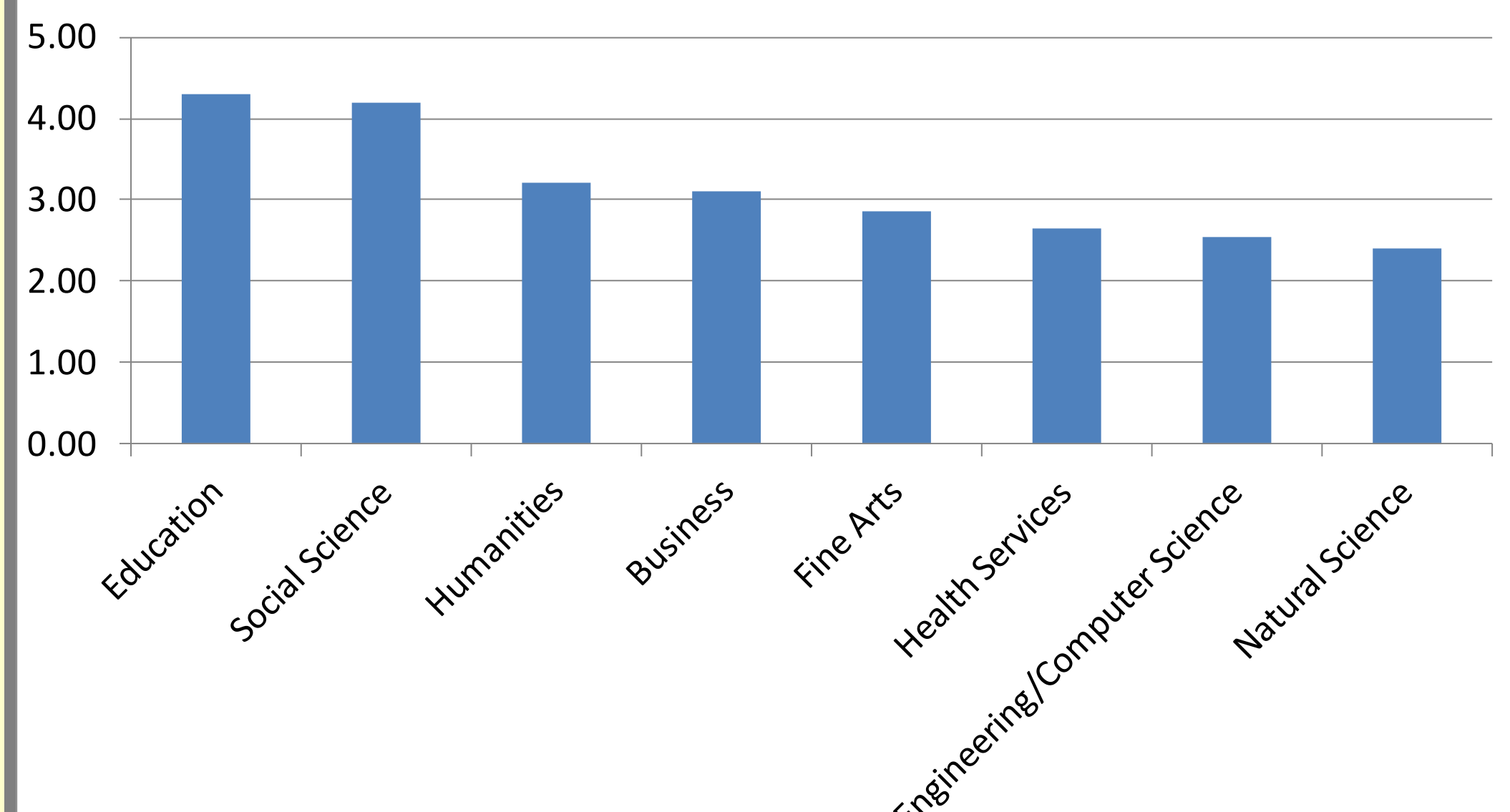
## Methodology

- 19-question survey sent to faculty
- 14.2% response rate (118 respondents)
- We asked:
  - ♦ What kinds of technologies have you used in instruction?
  - ♦ Perception of students’ research abilities
  - ♦ What kind of library research instruction have you done?
  - ♦ What kind of library instruction would you like in the future?

**Percent of faculty who have used at least one type of technology in instruction**

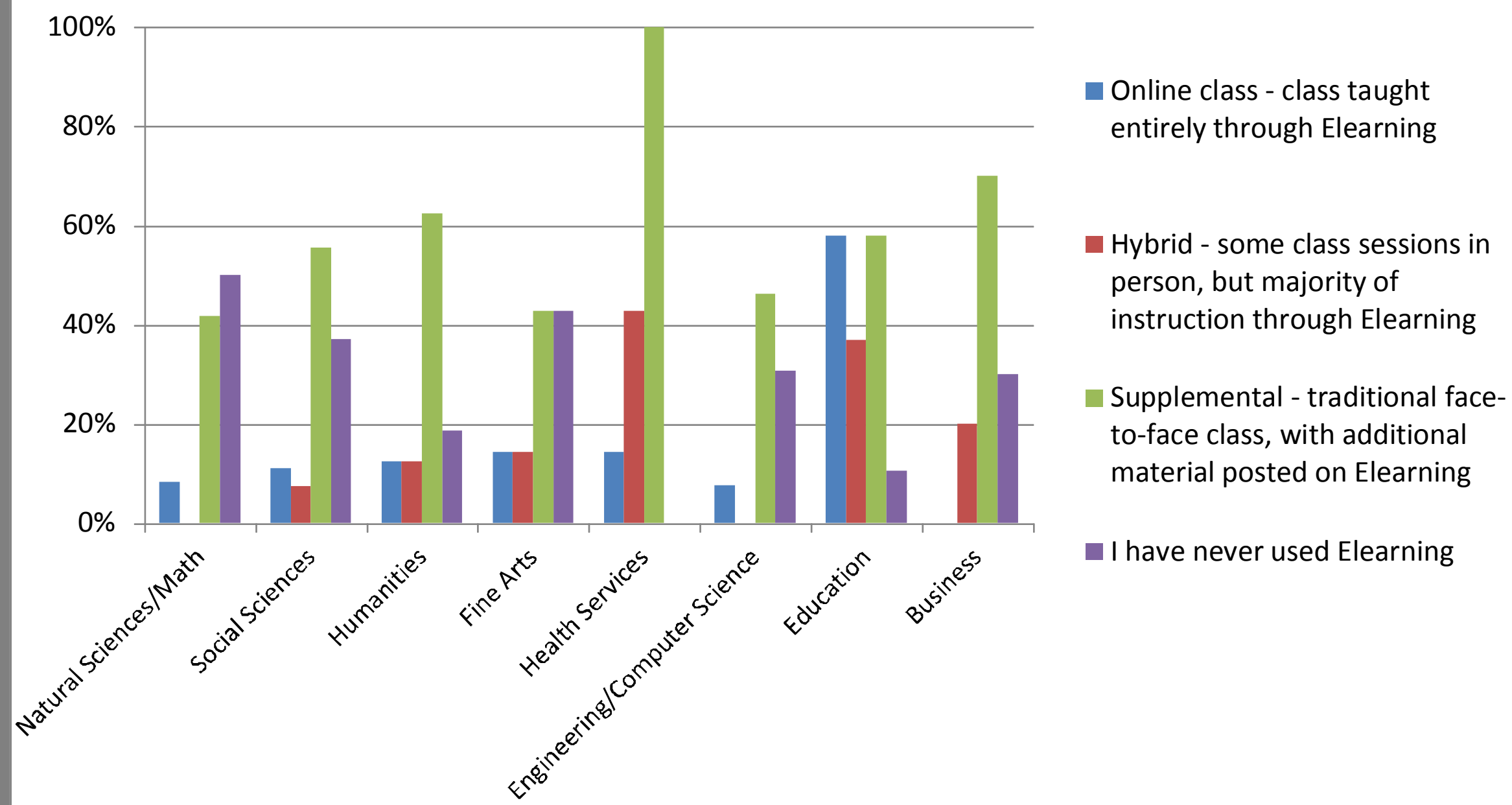


**Average number of technologies used by faculty (of those who use technology)**

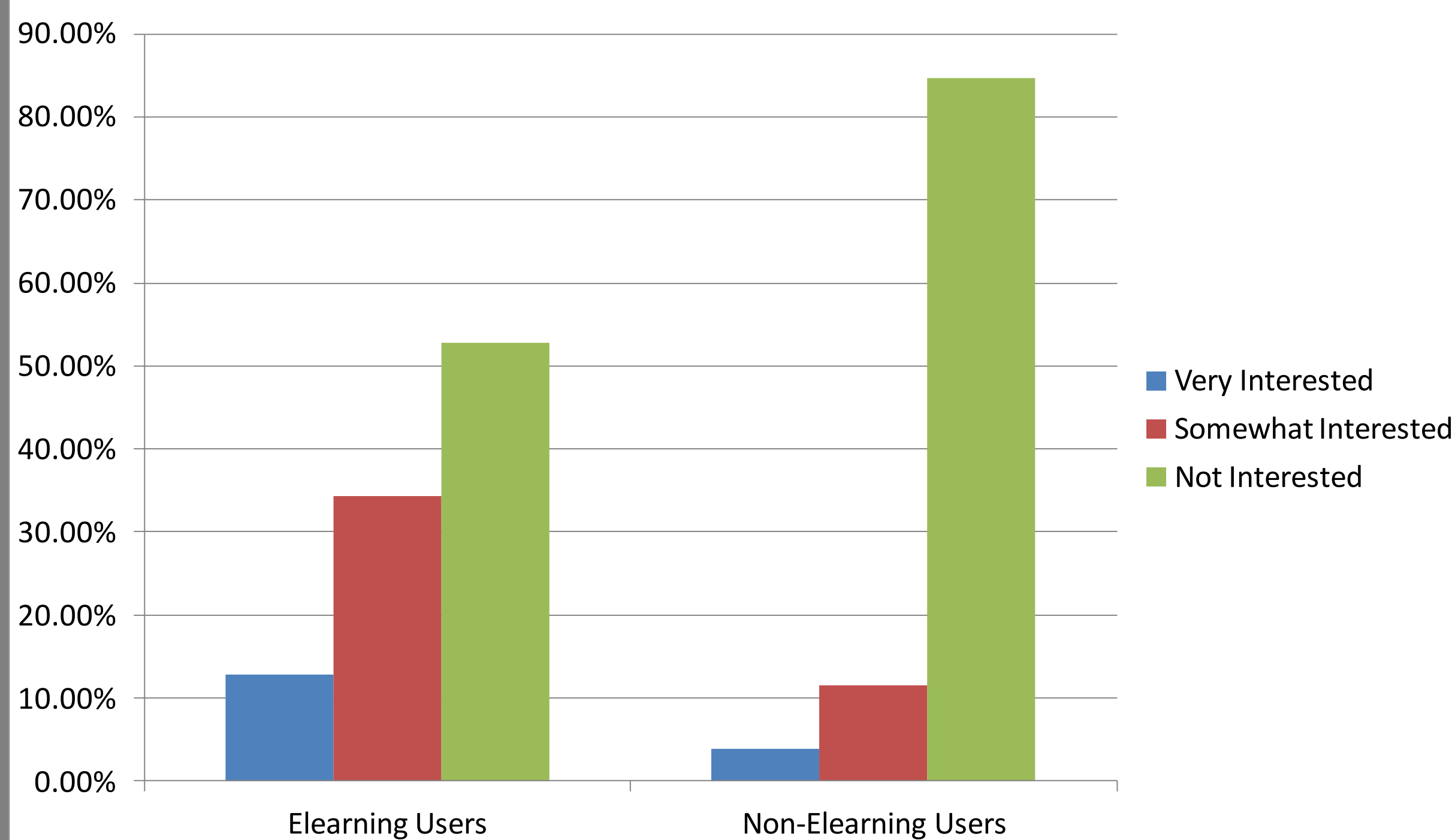




## Faculty Use of Elearning (LMS)



## Librarian Embedded in Elearning Course Percent of Faculty Interest



## Librarian Embedded in Elearning Course (Sample)

WESTERN MICHIGAN UNIVERSITY  
Elearning HIST-3000-950 - Arts/Ideas Anc/Medvl - Steven Cartwright - 16062

Edit Course | Course Home | Content | Links | Dropbox | Chat | Discussions | Groups | Quizzes

HIST 3000

News

News Item

Questions About your Research Paper?

If you need help finding or using scholarly sources for your research paper, remember that I am here to help! I have added a section to the class guide about finding primary documents. The [Online Class Guide](#) will help with your research. My contact information is available in the guide. Remember--research takes longer than you think so be sure to give yourself enough time.

Maria Perez-Stable, History Librarian

Good advice from Stephen Colbert

DO NOT WAIT UNTIL THE DAY BEFORE YOUR ASSIGNMENT IS DUE TO CONTACT YOUR LIBRARIAN

<https://elearning.wmich.edu/>

## Library Instruction Formats by Level of Faculty Interest

1. Online class guide
- 2 (tied). Online tutorial
- 2 (tied). Librarian visits class <30 minutes
4. Students attend optional instruction session
5. Class visits library
6. Librarian visits class >30 minutes
7. Class video conferences with librarian
8. Librarian present in online course (Elearning)

## Online Subject Guide

Engineering

Last updated: Feb 23, 2012 | URL: <http://libguides.wmich.edu/engineering> | [Print Guide](#) | [RSS Updates](#) | [SHARE](#) | [f](#) | [t](#) | [e](#)

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General Engineering Databases

- [Engineering Village](#) Engineering Village features access to the Compendex and PaperChem databases.
- [Applied Science & Technology Abstracts](#) Applied Science & Technology Abstracts™ contains indexing and abstracts for nearly 800 core English-language, scientific and technical publications back to 1983. Content includes coverage of a wide variety of applied science specialties—acoustics to aeronautics, neural networks to nuclear and civil engineering, computers and informatics and much more.
- [ASTM Standards and Engineering Digital Library](#) A vast collection of standards and technical information covering a broad range of engineering disciplines, including aerospace, biomedical, chemical, civil, environmental, geological, industrial, materials science, mechanical, nuclear,

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WESTERN MICHIGAN  
UNIVERSITY

Dianna E. Sachs  
Maria A. Perez-Stable  
Patricia Fravel Vander Meer

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## Next Steps for WMU Libraries

- Take advantage of technology in electronic classrooms
- Use iClickers as available
- Develop/maintain interactive online research tutorials (e.g. ResearchPath, Jing)
- Create/expand library presence in blogs, SNSs, etc.
- Work toward library component in all Elearning courses
- Provide “mini” instruction sessions
- Offer sessions in instructors’ regular classrooms

### Faculty comments on online videos:

“Illustrative and motivating”  
“Changes up the presentation”  
“Convenient and economical”

**Percent of Faculty Using Different Technologies**  
(ordered by total number of faculty who use each technology)

	Natural Sciences/ Math	Social Sciences	Humanities	Fine Arts	Health Services	Engineering/ Computer Science	Education	Business
Elearning	50%	63%	81%	57%	100%	69%	89%	80%
Online or embedded videos	42%	44%	63%	43%	43%	31%	63%	60%
Personal Web page or WMU "homepage"	33%	52%	50%	43%	21%	54%	47%	20%
Discussion boards/ forums	17%	44%	31%	29%	43%	15%	84%	40%
Electronic reserve items	8%	48%	31%	14%	43%	8%	42%	10%
Podcasts	8%	15%	13%	29%	0%	31%	11%	20%
Social networking sites (Facebook, Twit- ter, Delicious, etc.)	0%	11%	0%	43%	7%	8%	5%	30%
Video conferencing	25%	19%	13%	0%	7%	8%	21%	10%
Blogs	0%	19%	19%	14%	0%	0%	5%	30%
iClickers	17%	0%	6%	0%	0%	15%	5%	10%
Wikis	0%	11%	6%	14%	0%	15%	5%	0%
RSS feeds	0%	7%	0%	0%	0%	8%	5%	10%

### Faculty comments on blogs:

“Uniform disaster”  
“Students do not take them seriously”  
“Would never use them again”

## Recommendations

- Gather your own data—one size does not fit all
- Take advantage of existing technology at your institution
- Avoid technology overload—don’t try everything at once
- Organize staff training
- Partner with early adopters on your campus
- Solicit administrative support—time and money
- Market the services often and through multiple avenues
- Consider disparities between faculty and student technology use