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LILAC Innovative Program for Instruction Librarians

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LILAC
Library Instruction Leadership Academy

An innovative program for Instruction Librarians

NYLA 2010 Conference, 11/5/10

LILAC Library Instruction Leadership Academy

Introduction to LILAC – Michelle Costello (SUNY Geneseo)
Implementing Technology – Logan Rath (College @ Brockport)
Workshops – Kim Davies-Hoffman (SUNY Geneseo)
Classroom Observations – Barbara Alvarez (U Michigan)
A Participant's Perspective – Elizabeth Kettell (U Rochester)
Assessment – Jennifer Little (College @ Brockport)
The Future of LILAC
Q & A

What is LILAC?

- A semester-long learning experience
- January 2010 - May 2010
- 5 workshops
- 3+ field experiences

- Assigned readings
- Personal reflection
- Final project

The inspiration behind LILAC

- **Librarians' personal experiences**

- **Surveys** and **evaluations** from current MLS students and participants of other instruction workshops

- SUNYLA/WGIL sponsored one-day program, *Library Instruction, Teaching Tips from the Trenches*

- SUNYLA 2009 pre-conference workshop, *Passing the Torch: Instruction Librarians Keeping the Flames of Active Learning Alive*

Those involved in LILAC

LILAC was a collaborative project representing:

- **8 comprehensive colleges**
- **4 community colleges**
- **10 schools within K-12 systems**
- **1 regional library council (RRLC)**

Applicants:

- **11 librarians representing:**
  - Elementary school library
  - Public library homeschooling initiative
  - High school media center
  - Distance learning program
  - Community college libraries
  - Specialized libraries (university setting)

Applying to LILAC

2. Essay:

   Your essay should be no more than one page, single-spaced, 12 point font, one-inch margins. Please write an essay that addresses:

   A. How your participation in the academy relates to your current employment and professional goals.
   B. How you will actively participate in the academy's endeavors.
   C. How you will share what you have learned with other librarians and educators.

3. Reference Letter from Library Director:

   Please include a letter from your library director (or have it sent directly to the address below). Your director should address:

   A. Support for your participation and attendance in the academy, especially for the scheduled workshop dates and times.
   B. How your participation in the academy will benefit your library.

How LILAC was implemented

Funding

- Harold Hacker Advancement of Libraries Grant - $3,500

In-kind support

- Volunteers ~ $29,000
- RRLC training lab and online presenter fee ~ $1185
- Milne Library (server space for Moodle) ~ $85

Directors' support ~ Priceless

Adding technology to the mix

- Vital to keeping participants together between sessions
- "Learning management system" needed
- Problems:
  - Enterprise systems (Blackboard, ANGEL) cost money
  - Usually tied to one-specific university
  - User enrollment problematic

A solution!

Moodle (moodle.org) -
free web application that educators can use to create effective online learning sites

Yes, Moodle is free. Much like a puppy.

Moodle features

- A place to put content
- Discussion boards
- Personal blogs
- Ability to send a message to all participants

"I wish that I knew what I know now . . . when I was younger."

- Moodle is *not* an out of the box solution.
- Learning Moodle takes time.
- If you're going to install Moodle, you need to be familiar with:
  - PHP
  - MySQL databases, tables and commands
  - phpMyAdmin
  - reading online documentation
  - The differences in Australian English and US English
  - Patience

Hosting Moodle

- Because Moodle is an open-source project, you need space on a webserver to host the code.

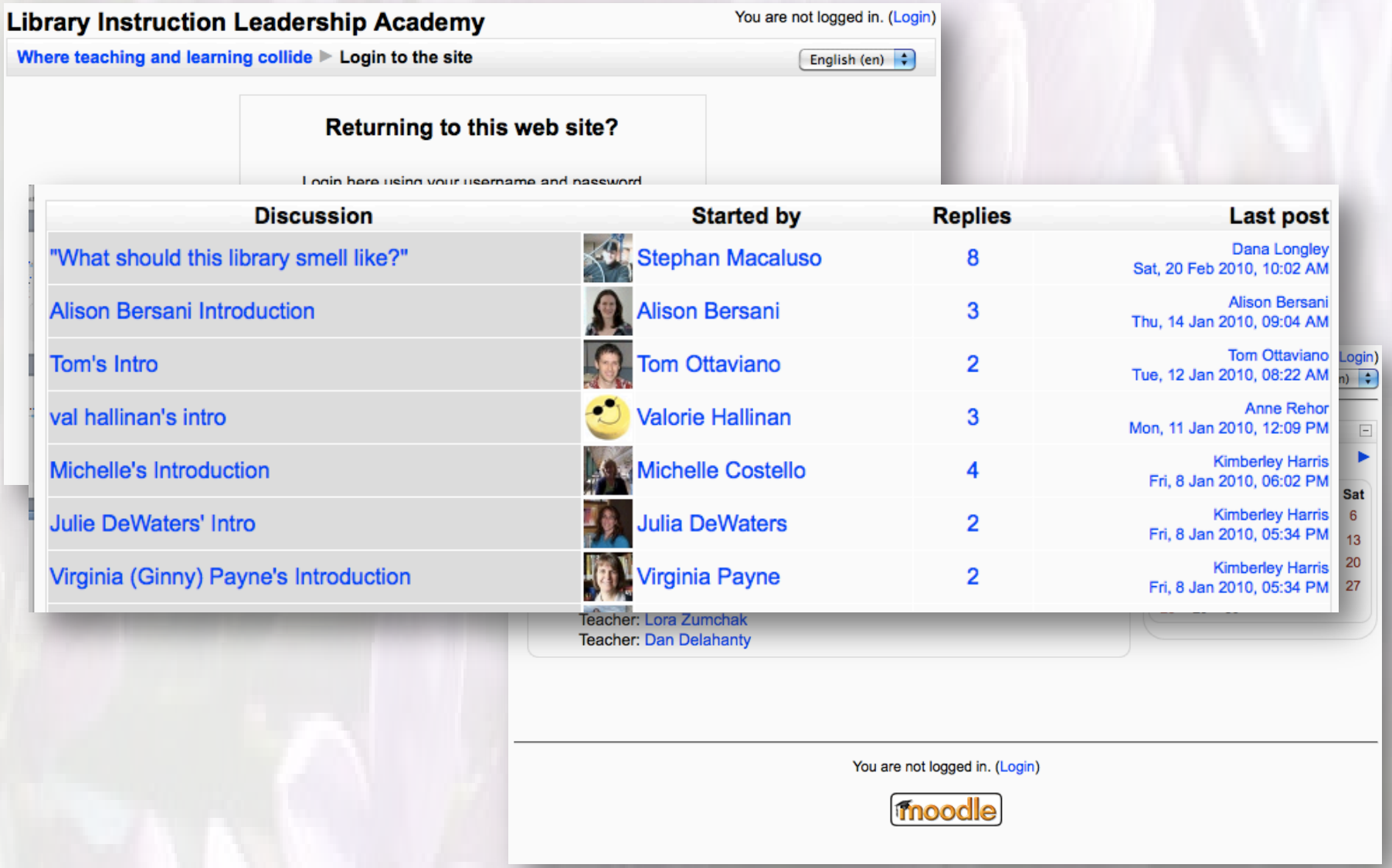
- We scouted web servers and went with Webhostingpad.

- We also needed a domain name for easy access to Moodle.

libraryinstruction.org *was born*

academy.libraryinstruction.org -- about LILAC
moodle.libraryinstruction.org -- Moodle install

A look into Moodle



LILAC workshops

January

Librarian as Educator: From Theory to Practice

February

Learners & Partners - Students (a.m.)
Learners & Partners - Faculty (p.m.)

March

Instructional Strategies (a.m.)
Teacher as Performer (p.m.)

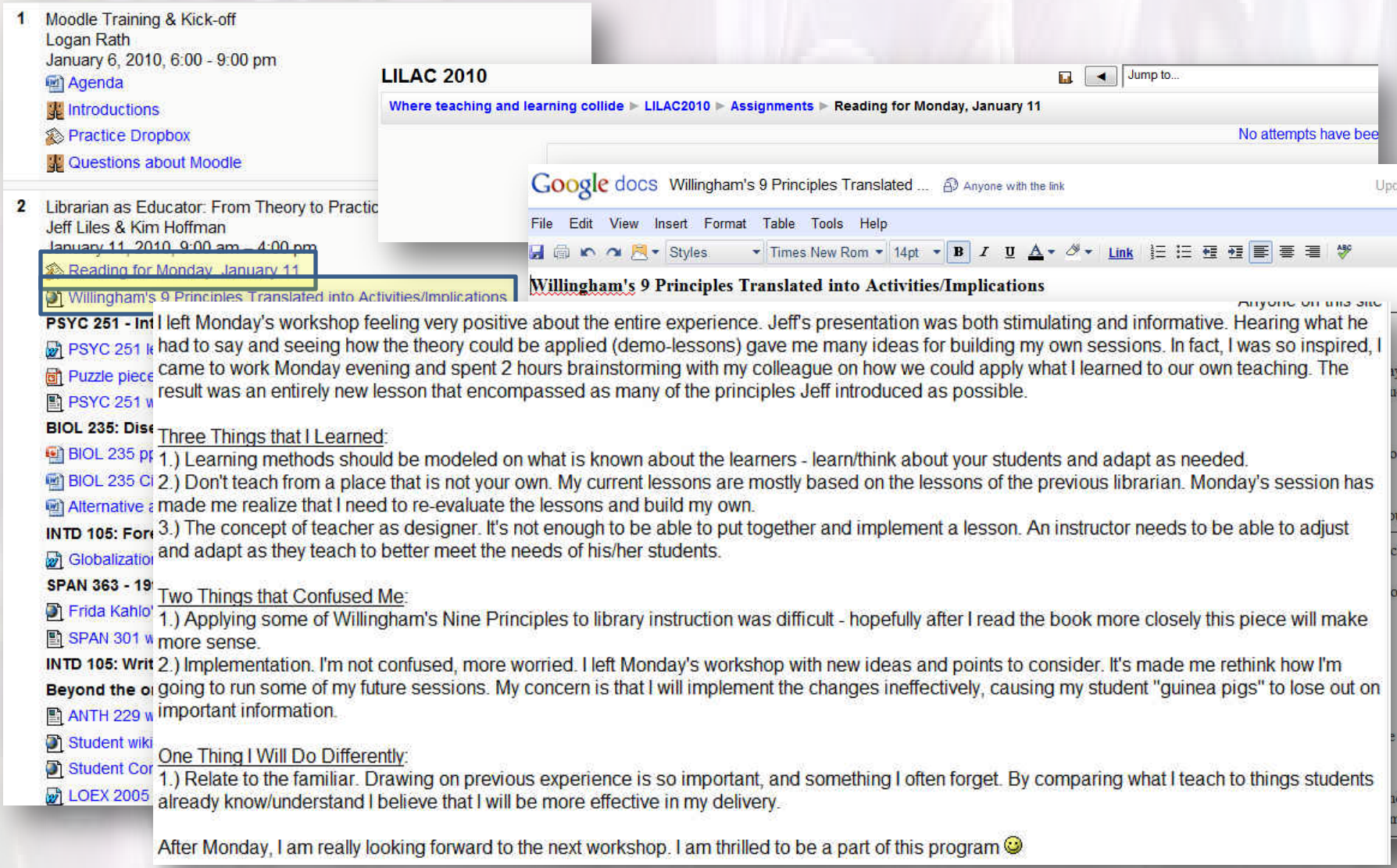
April

Teaching with Technology

May

Classroom Management (a.m.)
Assessment (p.m.)

Using Moodle as Workshop Central



Using Moodle as Workshop Central

3 Learners & Partners (Students):
Barbara Alvarez
February 8, 2010, 9:00 am – 12:00 pm

4 Learners & Partners (Faculty):
Nicki Lerczak & Julie Jackson-Coe, Kimberly Rouleau & Lora Zumchak
February 8, 2010: 1:00 pm– 4:00 pm

Readings for Nicki Lerczak & Julie Jackson-Coe

- What I Want in a Librarian
- What I Want in a Faculty Member
- Learner's & Partners pm session

hanging in the elevator is a reminder of our presence and eventually that comes back to you in the form of

Beth

Re: Faculty questions
by [redacted]

I have tried to make myself as present as possible, but it is tough. I have been working with the Englis
their kids to the library. Then last week, success!! They all decided that they wanted to come in. But (a
same time. The same three day period to be exact.

Anyway, after all that coaxing, I had to tell some of them no. We rescheduled a few project, but one had to go on without my involvement. They understood, of course, but it still feels like I failed. Well, not failed, but all that hard work did not achieve my desired result.

y so well in his computer science classes. Weird, huh?

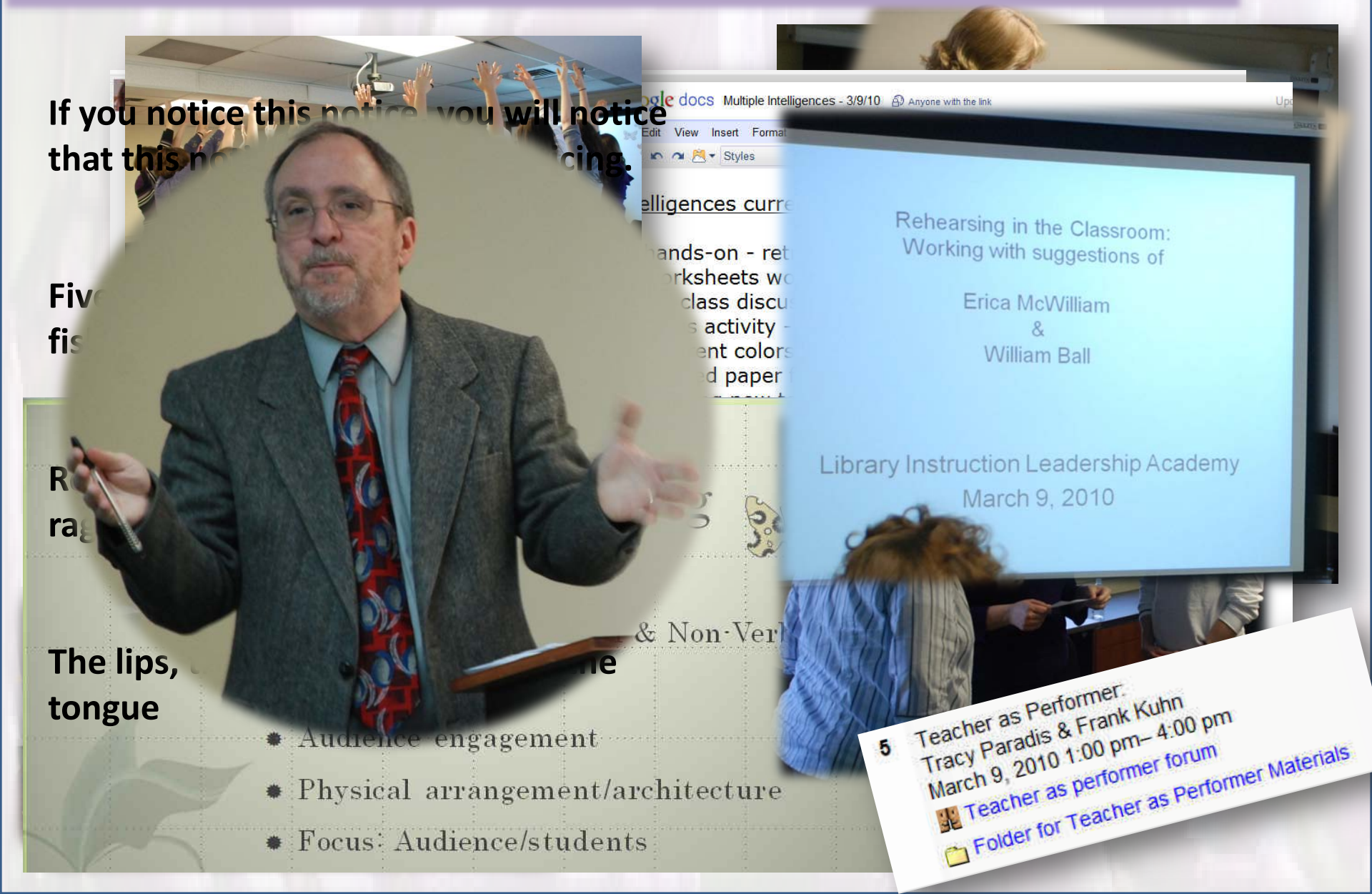
Using Moodle as Workshop Central

If you notice this notice, you will notice that this no… cing.

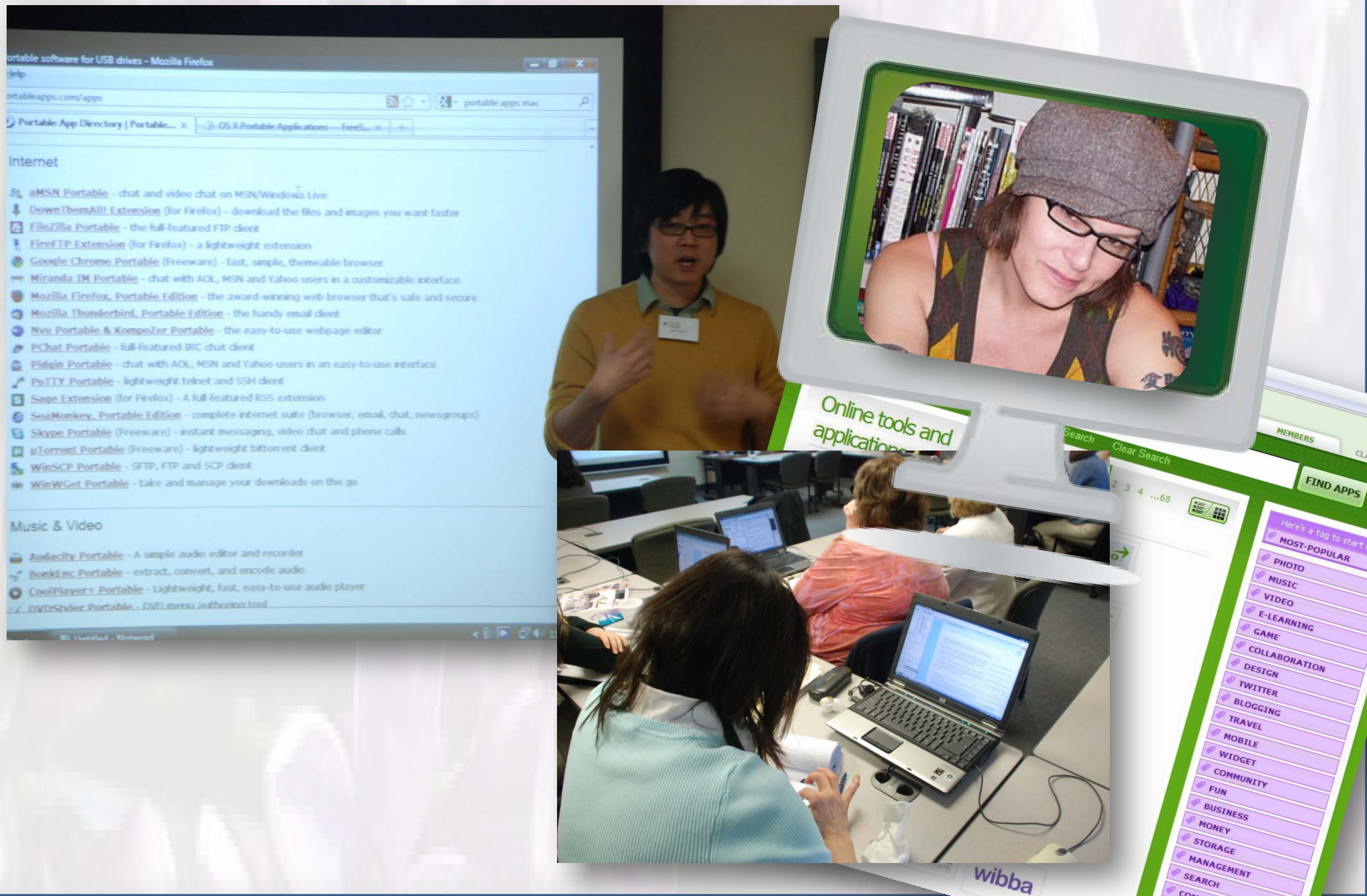
Five… fis…

R… rag…

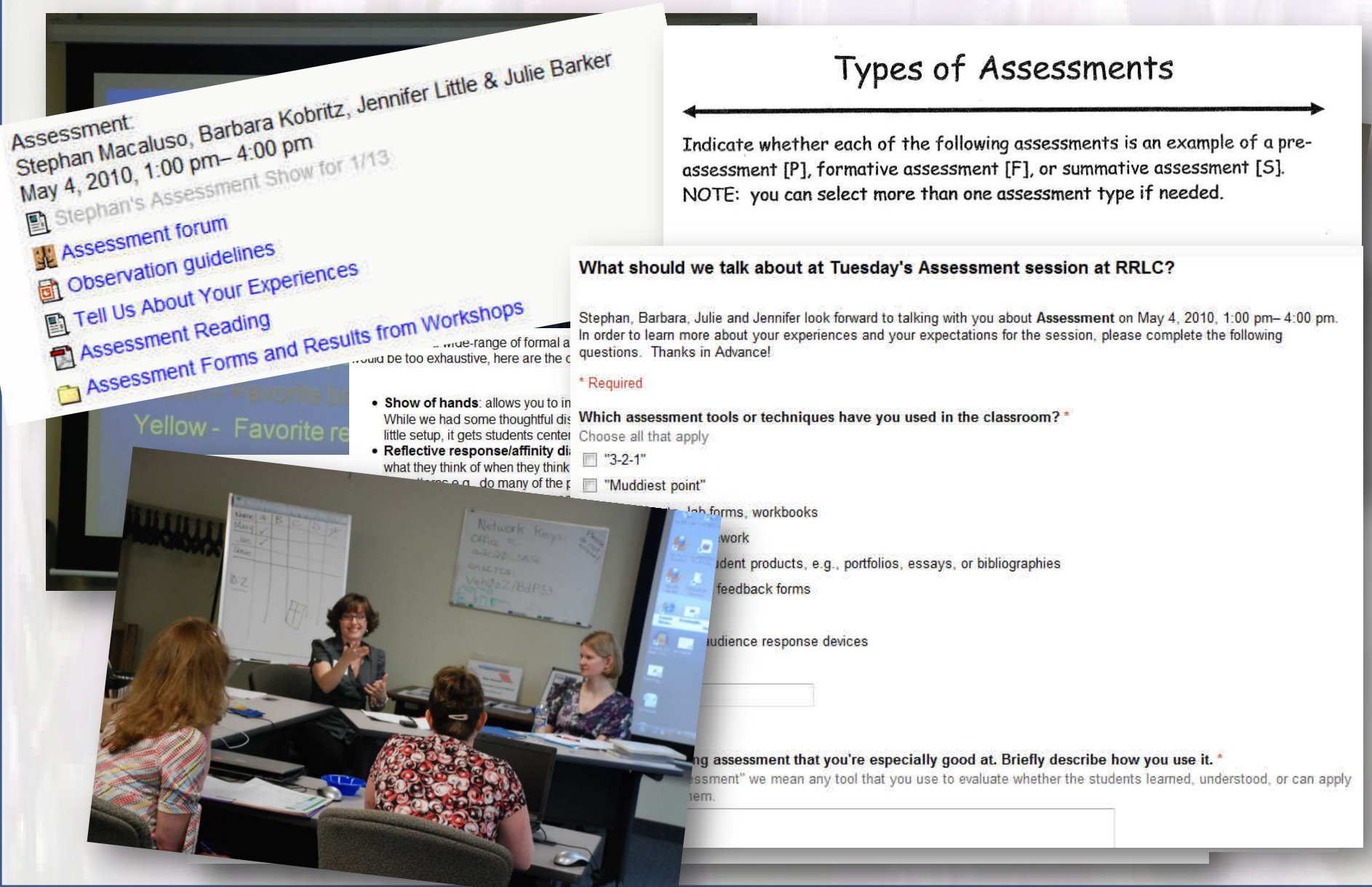
The lips, … tongue



Using Moodle as Workshop Central



Using Moodle as Workshop Central



Classroom observations

A leg on the road from theory to practice

Classroom observations

Opportunities for participants:

- visit a variety of educational institutions
- see different instruction settings
- meet and exchange ideas with other instruction librarians in the area
- reflect upon teaching practices
- build network of support and collaboration

Classroom observations

Carefully integrated into the workshop content

Workshop 2: Learners & Partners

• observation focused on the environment, student behavior and interaction instructor-student

Workshop 3: Instructional Strategies

• observation focused on teaching strategies employed by instructors and their effect on students

Workshop 5: Assessment

• observation as a form of peer assessment

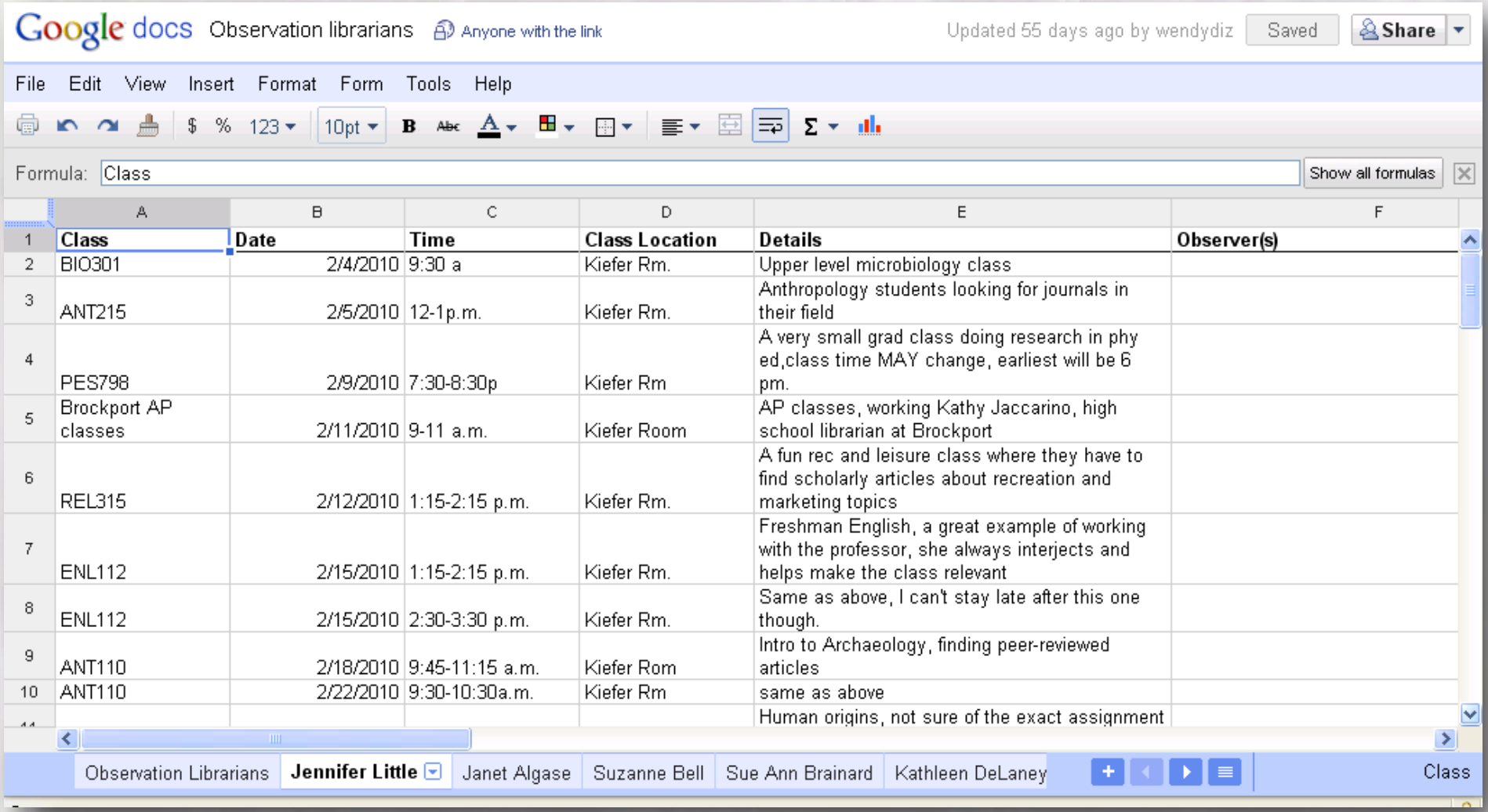
Classroom observations

Pedagogic use of classroom observations:

- starting points for class discussion and group activities
- training in observation techniques
- important component of the reflective journal
- contributed to creation of the learning community

Classroom observations

Instruction community in action



Google docs Observation librarians Anyone with the link Updated 55 days ago by wendydiz Saved Share

File Edit View Insert Format Form Tools Help

Formula: Class Show all formulas

	A	B	C	D	E	F
1	**Class**	**Date**	**Time**	**Class Location**	**Details**	**Observer(s)**
2	BIO301	2/4/2010	9:30 a	Kiefer Rm.	Upper level microbiology class	
3	ANT215	2/5/2010	12-1p.m.	Kiefer Rm.	Anthropology students looking for journals in their field	
4	PES798	2/9/2010	7:30-8:30p	Kiefer Rm	A very small grad class doing research in phy ed,class time MAY change, earliest will be 6 pm.	
5	Brockport AP classes	2/11/2010	9-11 a.m.	Kiefer Room	AP classes, working Kathy Jaccarino, high school librarian at Brockport	
6	REL315	2/12/2010	1:15-2:15 p.m.	Kiefer Rm.	A fun rec and leisure class where they have to find scholarly articles about recreation and marketing topics	
7	ENL112	2/15/2010	1:15-2:15 p.m.	Kiefer Rm.	Freshman English, a great example of working with the professor, she always interjects and helps make the class relevant	
8	ENL112	2/15/2010	2:30-3:30 p.m.	Kiefer Rm.	Same as above, I can't stay late after this one though.	
9	ANT110	2/18/2010	9:45-11:15 a.m.	Kiefer Rom	Intro to Archaeology, finding peer-reviewed articles	
10	ANT110	2/22/2010	9:30-10:30a.m.	Kiefer Rm	same as above	
					Human origins, not sure of the exact assignment	

Observation Librarians | **Jennifer Little** | Janet Algase | Suzanne Bell | Sue Ann Brainard | Kathleen DeLaney | Class

Evaluation of classroom observations

"... watching Logan teach was an education in itself."

"One of the most intriguing aspects of this experience were the similarities between this 6th grade class and the college level courses I work with."

"I found this a valuable experience as I also teach a session for a required freshman writing course so it was beneficial to see examples of how another approaches the lesson."

"I made a little sketch of the room, asked the students their names, noted their names, and referred to them by name whenever I could."

A participant's point of view

Pre LILAC

- No preparation via the MLS degree
- No teaching/public speaking experience
- *Pro* customer service, *anti* bibliographic instruction attitude
- Current position as dentistry librarian continually requiring more teaching

I Needed Help! Solution? LILAC

- Application essay
- Support from my library director
- Acceptance into program

Post LILAC: Take home

- Confidence as a presenter/teacher
- Skill in developing a curriculum that meets a variety of learning styles
- Classroom management skills
- Relationships with fellow teaching librarians for networking and collaboration
- Appreciation for bibliographic instruction as a means to empower library users
- Increase in courses offered to dental faculty, staff and students

Final Projects

LILAC participants.....

- Collaborated with librarians from Monroe Community College to teach a 4-session course in *Information Mastery* to dental hygiene students
- Created a library skills course for home-schooled children
- Presented the LILAC story at SUNYLA and NYLA conferences
- Developed high school-to-college collaboration in information literacy skills. Outreach at Bishop Kearney High School.
- Created a portal for one University's librarians to share lessons, literature, and experiences
- Built a web site open to all instruction librarians for collaboration

Assessment

Formal and Informal Assessment

Informal:

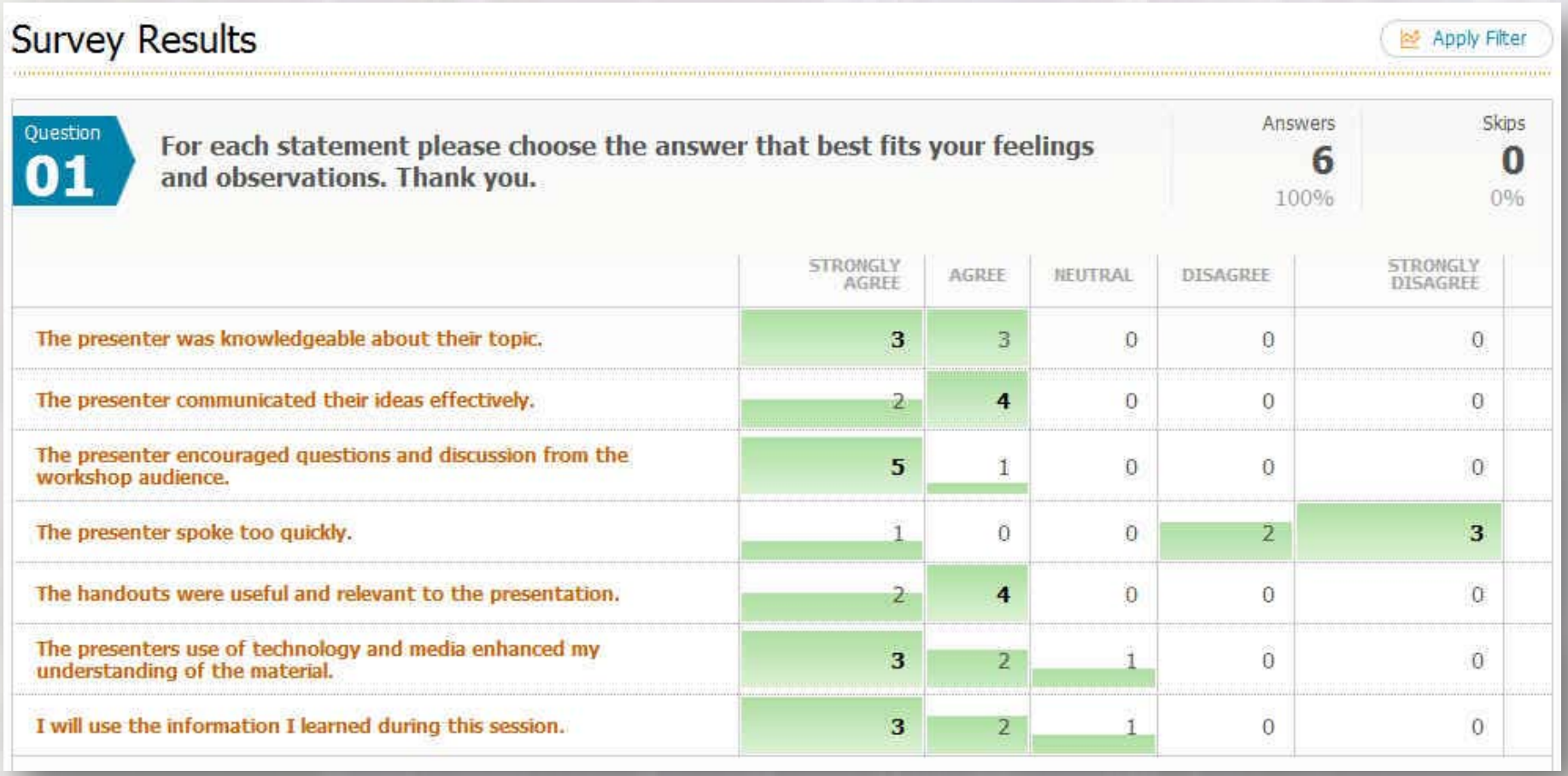
- Questions LILAC participants asked on Moodle
- Discussion forums
- Final project, etc.

- Moodle
- Polldaddy
- 3-2-1 paper form
- Survey monkey
- Plus/Change

Formal:

- Assessed each workshop
- Used a different form or type of assessment each time
- Needs assessment: Performed before the last workshop

Assessment tools: Polldaddy



Survey Results

Apply Filter

Question 01

For each statement please choose the answer that best fits your feelings and observations. Thank you.

Answers	Skips
6	0
100%	0%

	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
The presenter was knowledgeable about their topic.	3	3	0	0	0
The presenter communicated their ideas effectively.	2	4	0	0	0
The presenter encouraged questions and discussion from the workshop audience.	5	1	0	0	0
The presenter spoke too quickly.	1	0	0	2	3
The handouts were useful and relevant to the presentation.	2	4	0	0	0
The presenters use of technology and media enhanced my understanding of the material.	3	2	1	0	0
I will use the information I learned during this session.	3	2	1	0	0

Assessment tools: Learned Questions

- Used paper to collect these answers
- Collected the most responses in this manner

Selected Responses:

Based on this workshop I will be able to:

- Analyze better my body language
- Be more aware about my voice

The questions I still have are:

- What content should I have?
- How to get comfortable being uncomfortable?

What suggestions do you have for improving the workshop?

- Do a bit more about body language
- None – it was nice to move around some this time

Assessment tools: 3-2-1

Used for April Workshop, Survey Monkey

List:

- 3 things you learned
- 2 things you still find confusing
- 1 thing you learned that you will definitely use again

1. "I need to learn more about my role as librarian in online learning."
2. "I need to become more adept at creating online learning tools and resources."
3. "There are many software applications to help make online learning user friendly."

1. "how to really keep up with so many sources to follow."
2. "how to run a good lesson in an online environment; I would like to see a demo."

1. "I will use active learning techniques in my instructional endeavors."

Assessment tools: Needs assessment

- Asked participants what they wanted to know before they came to the last workshop
- Performed several short, yet effective assessments DURING the workshop

  - Raising our hands (a quick poll)
  - Affinity exercise
  - Plus/Change

Steve's Pre-workshop form:
http://makeassessmentmeaningful.blogspot.com/2009/05/help-steve-help-you.html

Assessment tools: Affinity exercise

"Write down what comes to your mind when you hear the word . . . assessment"

Judgment

Measure

Evaluation

Assessment tools: Plus/Change

A favorite because:

- It was quick and easy
- Done right in class, so we had full participation

Plus / Change for 5/4/2010 session

+ (Plus) : What did you like about today's workshop (a.m. and p.m.)

Informative.
I can use this immediately.
Practical, real world.
Engaging.
Various Perspectives.
Interesting.
I do so much already!
Less intimidating.

Δ Change : What would change about today's workshop?

More time for my project (several).
More sense of where we're headed and where we're going at the start of the workshop.
More library-related examples (for a.m. session).
Other peoples' assessment forms.
- Want to read compiled results.

Bring in favorite books on library assessment (make assignment for next time).
Maybe do assessment earlier in the program (it often feels like a piece tacked on at the end, when it really occurs throughout the program/workshop.
Examples of what to do with assessment results, help "closing the loop."

Assessment of the Academy overall

“There is something from each of the sessions I can apply. I am sure I'll be referring to all the materials for a long time to come.”

“I have so many great ideas from these workshops that I plan to apply. The multiple intelligences, enhanced discussion methods, and more in-depth applications and practices are only the beginning. I am still absorbing many of the ideas I have learned and look forward to working more of them into my future instructional opportunities.”

“I feel that I am a more effective teacher as a result of this academy. I can't say that I was nervous or lacked confidence about teaching in the past, but I do feel that now when I teach the students are grasping the information more fully.”

What's next for LILAC?

- **Collaborations** between Committee Members and Students
- LILAC participants (Students, Committee Members and Observation Librarians) have agreed to **meet informally once a month**

- **SUNYLA LiSUG** 2009 presentation
- **SUNYLA 2010** conference sessions
- **RRLC** presentation
- **NYLA** 2010 conference
- **ACRL** conference presentation
- ***Library Trends*** journal article