

11-2010

## 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](http://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

## Library Instruction Leadership Academy








You are not logged in. ([Login](#))

Where teaching and learning collide ▶ [Login to the site](#)

English (en) ▼

### Returning to this web site?

Login here using your username and password

| Discussion   |  | Started by                        | Replies | Last post   |
|--|--|-----------------------------------|---------|---|
| <a href="#">"What should this library smell like?"</a> |   | <a href="#">Stephan Macaluso</a>  | 8       | <a href="#">Dana Longley</a><br>Sat, 20 Feb 2010, 10:02 AM    |
| <a href="#">Alison Bersani Introduction</a>            |   | <a href="#">Alison Bersani</a>    | 3       | <a href="#">Alison Bersani</a><br>Thu, 14 Jan 2010, 09:04 AM  |
| <a href="#">Tom's Intro</a>                            |   | <a href="#">Tom Ottaviano</a>     | 2       | <a href="#">Tom Ottaviano</a><br>Tue, 12 Jan 2010, 08:22 AM   |
| <a href="#">val hallinan's intro</a>                   |   | <a href="#">Valorie Hallinan</a>  | 3       | <a href="#">Anne Rehor</a><br>Mon, 11 Jan 2010, 12:09 PM      |
| <a href="#">Michelle's Introduction</a>                |   | <a href="#">Michelle Costello</a> | 4       | <a href="#">Kimberley Harris</a><br>Fri, 8 Jan 2010, 06:02 PM |
| <a href="#">Julie DeWaters' Intro</a>                  |   | <a href="#">Julia DeWaters</a>    | 2       | <a href="#">Kimberley Harris</a><br>Fri, 8 Jan 2010, 05:34 PM |
| <a href="#">Virginia (Ginny) Payne's Introduction</a>  |  | <a href="#">Virginia Payne</a>    | 2       | <a href="#">Kimberley Harris</a><br>Fri, 8 Jan 2010, 05:34 PM |

Teacher: [Lora Zumchak](#)  
Teacher: [Dan Delahanty](#)

You are not logged in. ([Login](#))



# 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

- 1 Moodle Training & Kick-off  
Logan Rath  
January 6, 2010, 6:00 - 9:00 pm
  - Agenda
  - Introductions
  - Practice Dropbox
  - Questions about Moodle

- 2 Librarian as Educator: From Theory to Practice  
Jeff Liles & Kim Hoffman  
January 11, 2010, 9:00 am - 4:00 pm

- Reading for Monday, January 11
- Willingham's 9 Principles Translated into Activities/Implications

## LILAC 2010

Where teaching and learning collide > LILAC2010 > Assignments > Reading for Monday, January 11

No attempts have been made

Google docs Willingham's 9 Principles Translated ... Anyone with the link Updated

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### Willingham's 9 Principles Translated into Activities/Implications

**PSYC 251 - Int** I left Monday's workshop feeling very positive about the entire experience. Jeff's presentation was both stimulating and informative. Hearing what he had to say and seeing how the theory could be applied (demo-lessons) gave me many ideas for building my own sessions. In fact, I was so inspired, I came to work Monday evening and spent 2 hours brainstorming with my colleague on how we could apply what I learned to our own teaching. The result was an entirely new lesson that encompassed as many of the principles Jeff introduced as possible.

#### **BIOL 235: Dis** Three Things that I Learned:

- 1.) Learning methods should be modeled on what is known about the learners - learn/think about your students and adapt as needed.
- 2.) Don't teach from a place that is not your own. My current lessons are mostly based on the lessons of the previous librarian. Monday's session has made me realize that I need to re-evaluate the lessons and build my own.
- 3.) The concept of teacher as designer. It's not enough to be able to put together and implement a lesson. An instructor needs to be able to adjust and adapt as they teach to better meet the needs of his/her students.

#### **SPAN 363 - 19** Two Things that Confused Me:

- 1.) Applying some of Willingham's Nine Principles to library instruction was difficult - hopefully after I read the book more closely this piece will make more sense.
- 2.) Implementation. I'm not confused, more worried. I left Monday's workshop with new ideas and points to consider. It's made me rethink how I'm going to run some of my future sessions. My concern is that I will implement the changes ineffectively, causing my student "guinea pigs" to lose out on important information.

#### **Beyond the o** One Thing I Will Do Differently:

- 1.) Relate to the familiar. Drawing on previous experience is so important, and something I often forget. By comparing what I teach to things students already know/understand I believe that I will be more effective in my delivery.

After Monday, I am really looking forward to the next workshop. I am thrilled to be a part of this program 😊

# Using Moodle as Workshop Central

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



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

Beth

**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](#)

own on their needs. There are no real specifics. Yes, they want (high school teachers are definitely overbooked) or they are unable to

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### Re: Faculty questions

by [Anne Renner](#) - Wednesday, 3 March 2010, 06:37 AM

I have tried to make myself as present as possible, but it is tough. I have been working with the English teachers to get their kids to the library. Then last week, success!! They all decided that they wanted to come in. But (at the 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 projects, 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.

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

# Using Moodle as Workshop Central

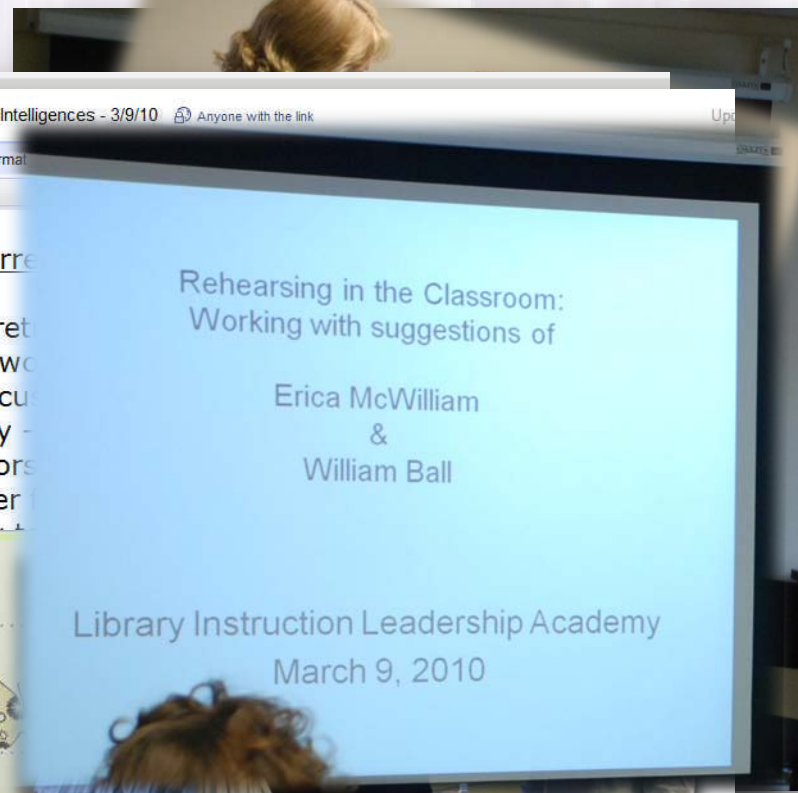
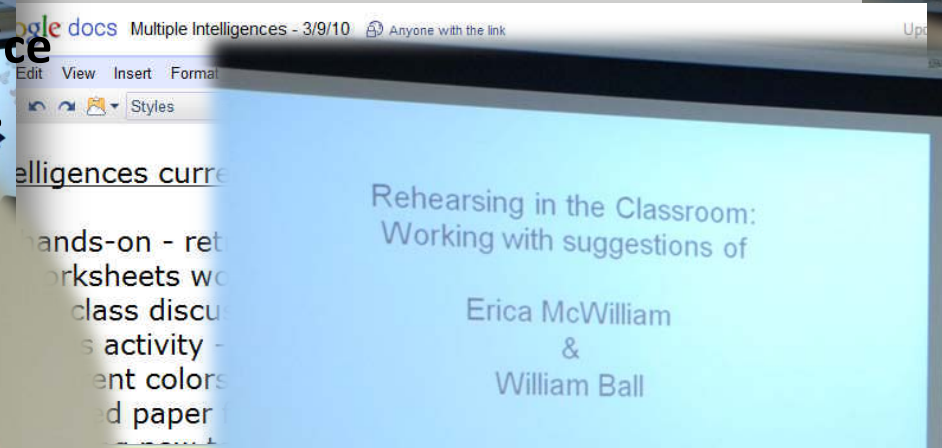
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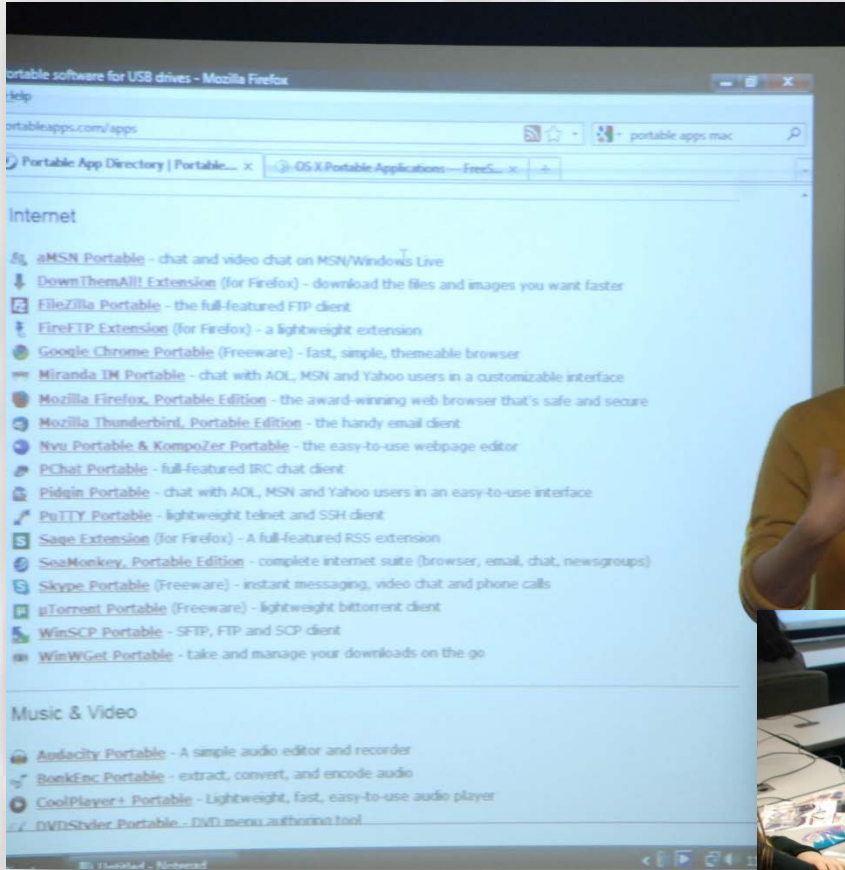
The lips,  
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- Audience engagement
- Physical arrangement/architecture
- Focus: Audience/students

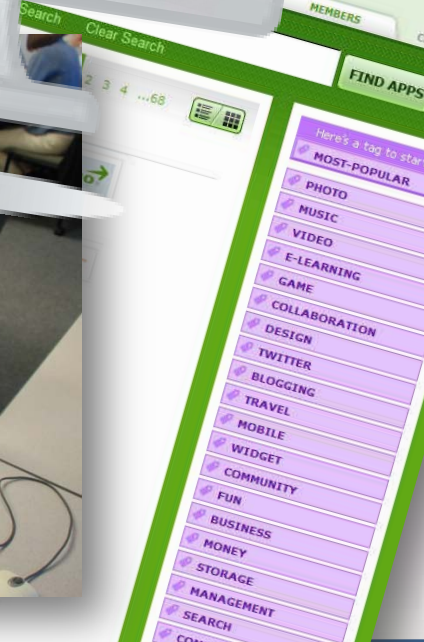


5 Teacher as Performer.  
Tracy Paradis & Frank Kuhn  
March 9, 2010 1:00 pm– 4:00 pm  
👤 Teacher as performer forum  
📁 Folder for Teacher as Performer Materials

# Using Moodle as Workshop Central



Online tools and applications



wibba

# Using Moodle as Workshop Central

## Types of Assessments

Indicate whether each of the following assessments is an example of a pre-assessment [P], formative assessment [F], or summative assessment [S].  
NOTE: you can select more than one assessment type if needed.

### What should we talk about at Tuesday's Assessment session at RRLC?

Stephan, Barbara, Julie and Jennifer look forward to talking with you about **Assessment** on May 4, 2010, 1:00 pm– 4:00 pm. In order to learn more about your experiences and your expectations for the session, please complete the following questions. Thanks in Advance!

\* Required

### Which assessment tools or techniques have you used in the classroom? \*

Choose all that apply

- "3-2-1"
- "Muddiest point"

- Lab forms, workbooks
- Work
- Student products, e.g., portfolios, essays, or bibliographies
- Feedback forms
- Audience response devices

### Which assessment that you're especially good at. Briefly describe how you use it. \*

"Assessment" we mean any tool that you use to evaluate whether the students learned, understood, or can apply them.

Assessment:  
Stephan Macaluso, Barbara Kobritz, Jennifer Little & Julie Barker  
May 4, 2010, 1:00 pm– 4:00 pm

Stephan's Assessment Show for 1/13

- Assessment forum
- Observation guidelines
- Tell Us About Your Experiences
- Assessment Reading
- Assessment Forms and Results from Workshops

...wide-range of formal a  
...could be too exhaustive, here are the c

- **Show of hands:** allows you to in  
While we had some thoughtful dis  
little setup, it gets students center
- **Reflective response/affinity di:**  
what they think of when they think  
...e.g., do many of the p



# 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

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Formula:  Show all formulas

|    | A                    | B         | C               | D              | E  | F           |
|----|----------------------|-----------|-----------------|----------------|--|-------------|
|    | Class                | Date      | Time            | Class Location | Details  | Observer(s) |
| 1  | BIO301               | 2/4/2010  | 9:30 a          | Kiefer Rm.     | Upper level microbiology class   |             |
| 2  | ANT215               | 2/5/2010  | 12-1p.m.        | Kiefer Rm.     | Anthropology students looking for journals in their field  |             |
| 3  | 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.                          |             |
| 4  | Brockport AP classes | 2/11/2010 | 9-11 a.m.       | Kiefer Room    | AP classes, working Kathy Jaccarino, high school librarian at Brockport  |             |
| 5  | 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             |             |
| 6  | 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 |             |
| 7  | ENL112               | 2/15/2010 | 2:30-3:30 p.m.  | Kiefer Rm.     | Same as above, I can't stay late after this one though.  |             |
| 8  | ANT110               | 2/18/2010 | 9:45-11:15 a.m. | Kiefer Rom     | Intro to Archaeology, finding peer-reviewed articles   |             |
| 9  | ANT110               | 2/22/2010 | 9:30-10:30a.m.  | Kiefer Rm      | same as above  |             |
| 10 |                      |           |                 |                | 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

**6**

100%

Skips

**0**

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