

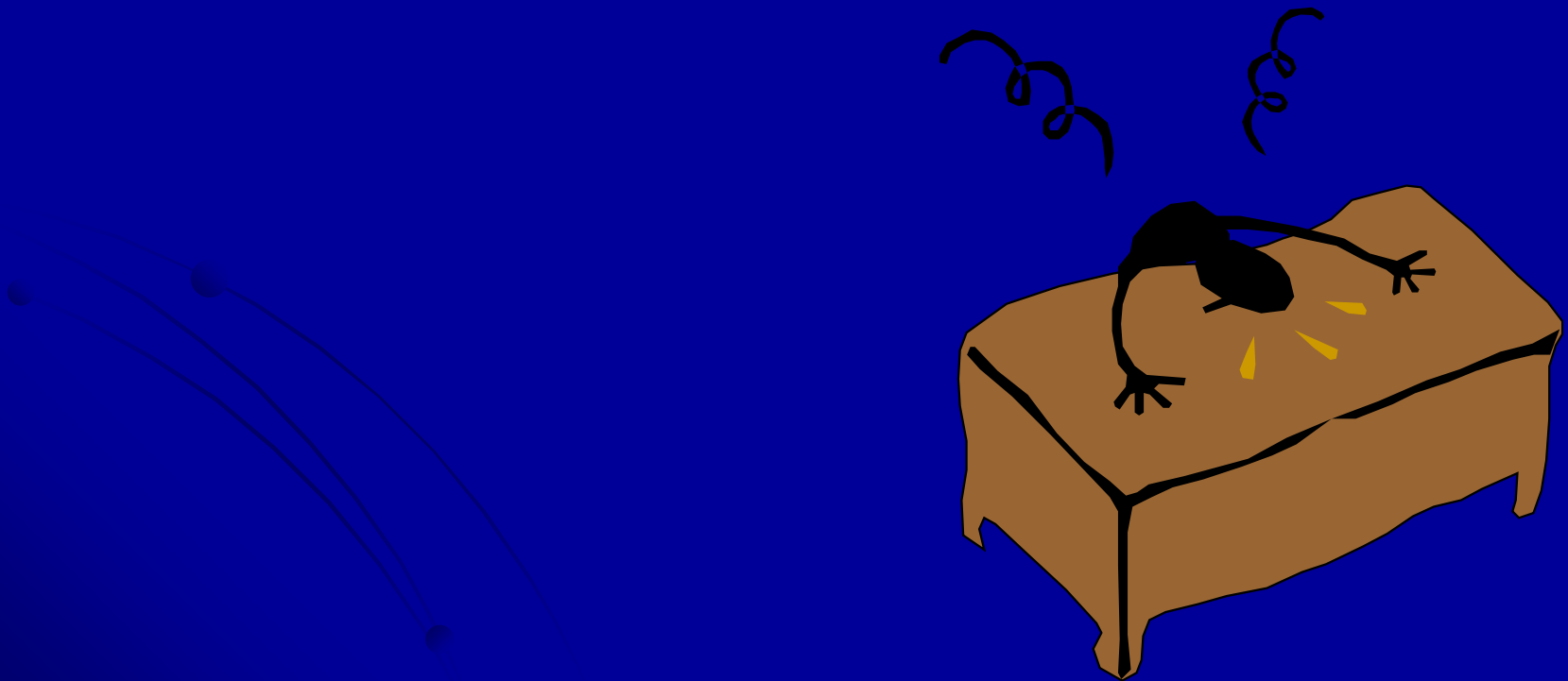
Making Time for the Library: Adventures in Integrating Information Literacy in the Curriculum

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Have you heard the one about...

- “I’ve taken research and bib *three* times, and it still hasn’t sunk into my gray matter!”



The undergrad music history survey plan

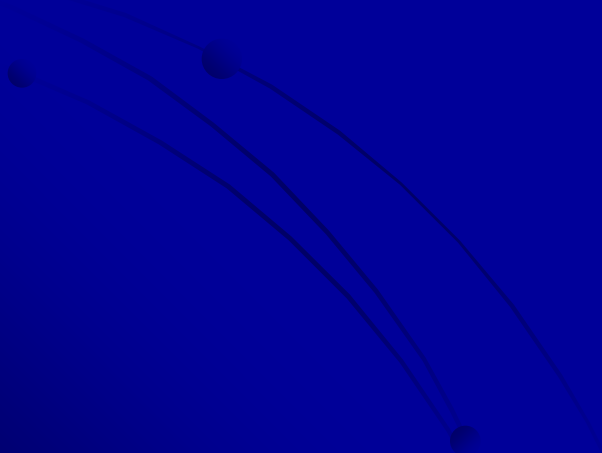
- Class serves three populations
 - Undergrads fulfilling a writing-intensive requirement in addition to the music history requirement
 - Undergrads just fulfilling the music history requirement
 - Grad students taking it as a review

The undergrad music history survey plan


- Types of assignments
 - All students must complete an annotated bibliography
 - All students have short library assignments (fact-finding missions)
 - All students have content-based exams
 - Writing-intensive students have additional projects (e.g. 2 more annotated bibs, listening journals, and creative writing assignments)

The undergrad music history survey plan

- The challenge
 - Making time to include relevant library and information literacy instruction while attempting to cover centuries of music history in 15 all-too-brief weeks!



The undergrad music history survey plan

- The players
 - One enthusiastic music librarian
 - One musicologist dedicated to holistic learning
 - Students who want to find relevant information effectively (we hope!)
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The undergrad music history survey plan

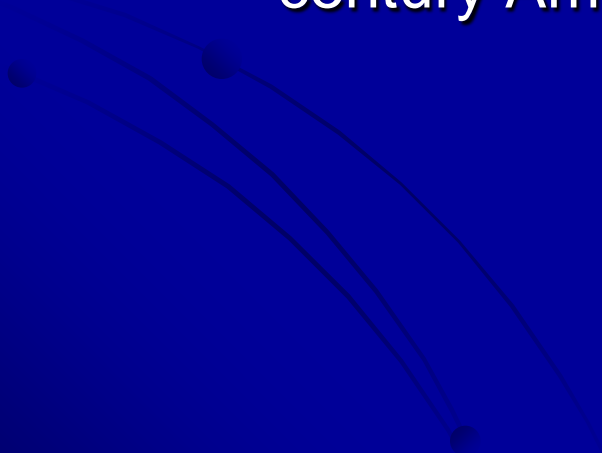
- The strategy

- Music librarian visits class every other week for a 15-minute intensive session
- Musicologist alerts the librarian of current topics, questions, assignments in the class
- Music librarian selects resources and approaches relevant to topic *du jour*
- Librarian asks a student to “drive” the computer and find the answer!

The undergrad music history survey plan

- Examples

- How can I find recordings pertinent to my class assignments?
 - Opportunity to discover recordings available through Naxos Music Library, DRAM (for 20th century American), and library holdings.



The undergrad music history survey plan

- Examples

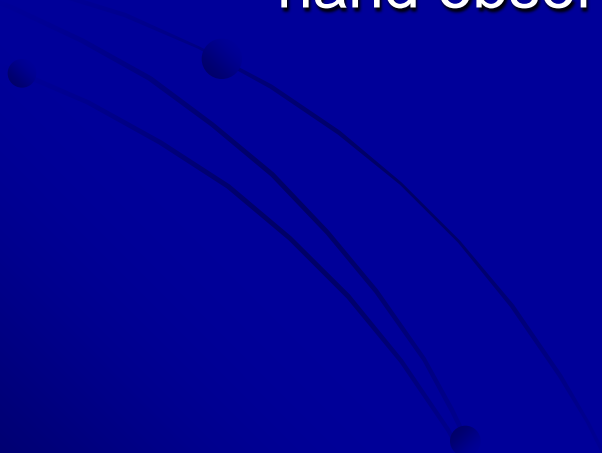
- How has Haydn been viewed as a Romantic composer?
 - Opportunity to examine *Grove Music* citing ETA Hoffman, search for translation of Hoffman's work in *Source Readings in Music History* through Google Books (GASP!), and then locate the actual book in the library for complete article.
- Solution in this case emphasizes the differences between primary and secondary sources.

The undergrad music history survey plan

- Examples

- How was Hugo Wolf received during his lifetime?

- Opportunity to discover *RIPM*, *JStor*, and again discuss relevance of primary resources and first-hand observations.



Benefits to the undergrad classes

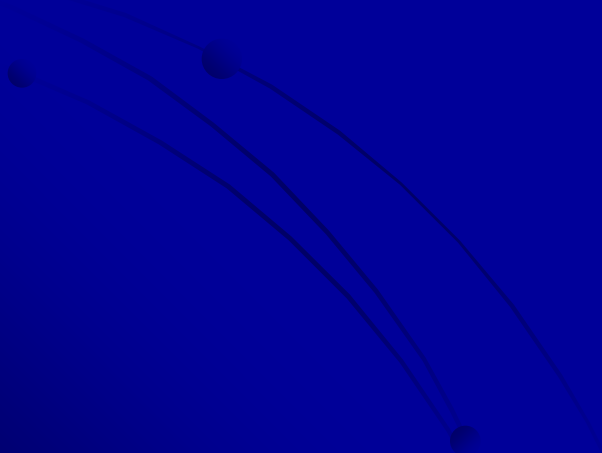
- Focused gems of information
- Avoid information overload
- Students (we hope) retain information and skills gained, then are able to apply those skills.
- GREAT review and update for grad students who have taken the research and bib class (usually only once)

Benefits to the undergrad classes

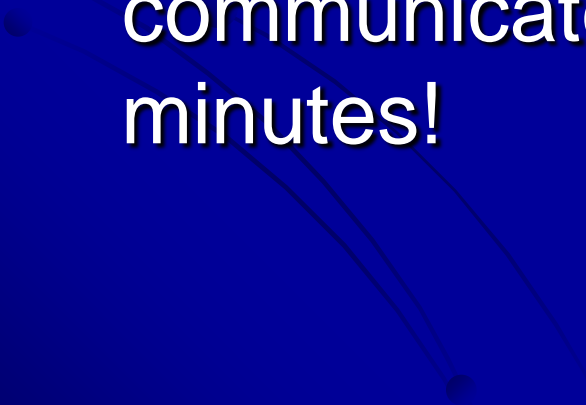
- Just-in-time approach to teaching resources rather than the just-in-case and let me teach you everything you need to know in 50 minutes early in the semester
- Students see relevance of resources immediately and can apply knowledge to current assignments.

Benefits to the undergrad classes

- Alternate weeks, the musicologist spends 10-15 minutes discussing how to write about music (integrating resources the librarian discussed)

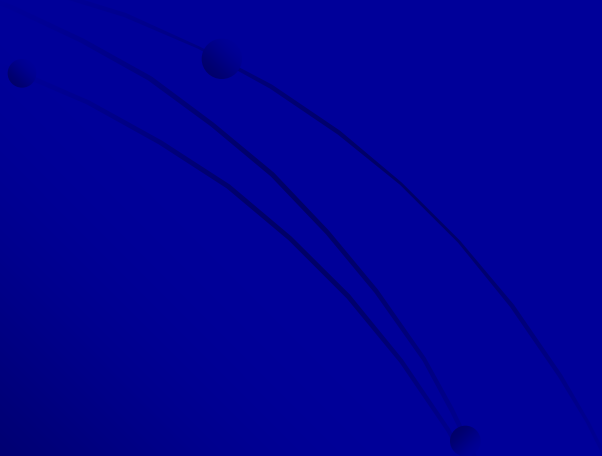


What it takes

- Flexible musicologist willing to give up the precious 15 minutes of class time every other week (nearly two hours of class time total)
 - Focused music librarian able to communicate complex concepts in only 15 minutes!
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What it takes

- Physical environment that supports internet access, overhead projection, speakers to play musical examples, etc.
- Gregarious students!



What we see

- Students actually using resources presented in class in their work and not totally relying on the internet.
- Too early in experiment to see if information literacy concepts are really taking root.

Graduate class

- Working with a special topics class on Music of East Asia
- Unlike the undergrad class, all students have taken introduction to research & bibliography and a knowledge baseline is assumed.
- Ten students in class as opposed to 20+ in undergrad class.


Graduate course

- Types of assignments
 - Preparation sheets for each class meeting, requiring reading and researching into discussion topic
 - A full class period group presentation on a student-selected topic
 - A final paper and presentation on personal research topic

The grad special topics plan

- The challenge
 - Reinforcing baseline knowledge
 - Encouraging students to look outside of their primary discipline
 - Encouraging students to discover the appropriate resources and apply an interdisciplinary approach to research


The grad special topics plan

- The players
 - One enthusiastic music librarian
 - One musicologist dedicated to holistic learning
 - Students who want to find relevant information effectively (we hope!)
- 

The grad special topics plan

- The strategy
 - Music librarian visits class once every four weeks for a 15 to 25 minute intensive session
 - Musicologist alerts the librarian of students' specific topics
 - Music librarian selects resources and approaches relevant to topics; personalized handout for each student

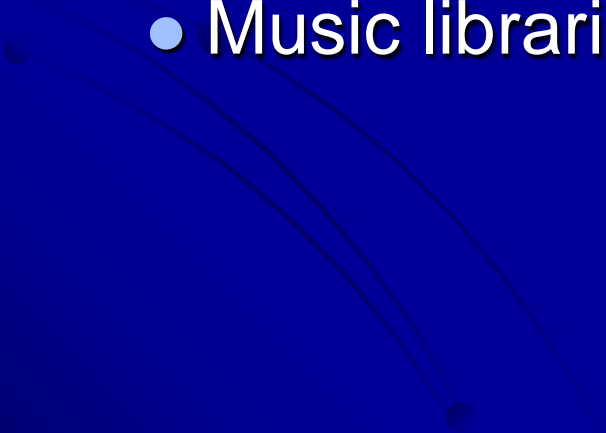
The grad special topics plan

- Musicologist integrates recommended resources into class assignments
 - Students evaluate resources; discuss results; compile questions for music librarian regarding resources and approaches
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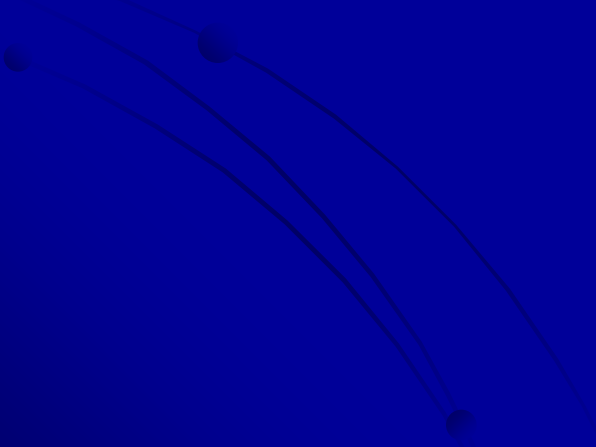
What has happened

- Assumptions about baseline knowledge have had to be revised
 - Q: Where do you start to look for resources on music in East Asia?
 - A: The internet? Google?
 - Q: What about the databases the library spends money on? Remember those from research & bib?
 - A: Oh.

What has happened

- Assumptions about baseline knowledge have had to be revised
 - Q: What resources do you use to locate music journal articles?
 - A: WorldCat?
 - Music librarian hits head on podium.
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What we found

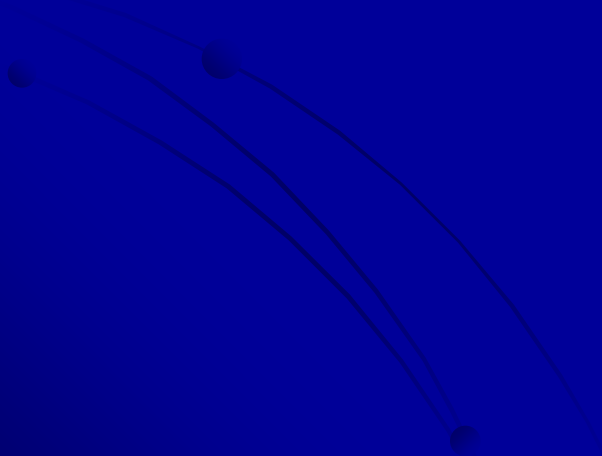
- Depth of student-selected topics not as deep as usually expected after taking research & bib
 - Students tend to stay within boundaries of music discipline
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What we found

- Students tend to start their research on the internet (e.g. Google but not Google Scholar) rather than library subscription databases
- We attribute this action partially to lack of knowledge of world music and sources related to world music

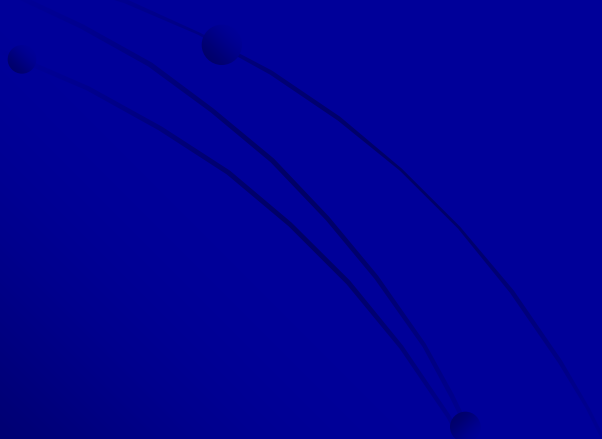
What we're discovering

After initial visit, students were thrilled to have a personalized list of resources for their topics.



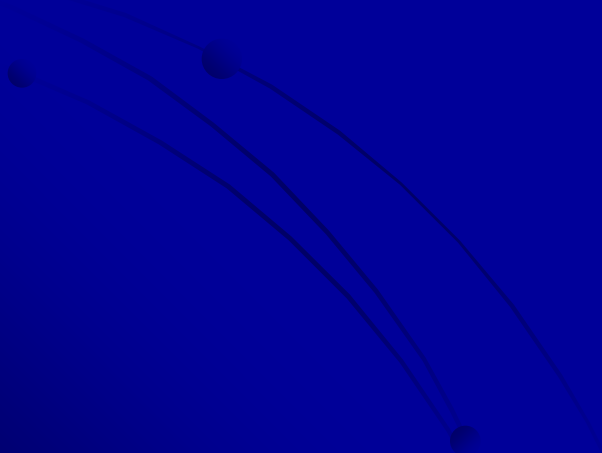
What it takes

- Flexible musicologist willing to integrate the craft of research.
- Focused music librarian willing to devote time and energy to exploring additional resources.



What it takes

- Students willing to leave personal comfort zones and assumed knowledge base.
- Students willing to share research successes and failures.



Results

- Some students will never get it (remember the student with the gray matter issue at the beginning?)
- Some students thrive with the challenge and reinforcement from the musicologist and music librarian.
- Some information literacy concepts are taking root.

Is it worth all of this work?

