

3.8.2

Library and Other Learning Resources: Instruction of library use

The institution ensures that users have access to regular and timely instruction in the use of the library and other learning/information resources.

Judgment

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative

Tennessee Technological University (TTU) ensures that users have access to regular and timely instruction in the use of library and other learning/information resources.

Angelo and Jennette Volpe Library

The library's vision statement specifically mentions providing instruction because it is an essential service of the library [1]. The goal of the library's instruction program is to help users become information literate by teaching them how to use the library resources and locate information. The library relies on the Association of College and Research Library's (ACRL's) Information Literacy Competency Standards for Higher Education [2] to develop program standards, which includes how to find information, evaluate it, and use it appropriately. Most often, librarians use the library instruction classroom for sessions and workshops. This classroom seats 36 and provides access to a mobile teaching workstation, a projector, two screens, and 40 laptops with wireless capabilities to set up a computer lab situation [3]. The Volpe Library offers four types of library instruction including course-integrated instruction, library-initiated instruction, one-on-one instruction, and self-service instruction.

The course instructors request an instruction session with the librarians for their students [4]. Common topics of instruction in these course sessions include general library introduction, EagleSearch, database usage, interlibrary loan, plagiarism/copyright, citations, RefWorks, and assignment-specific research. Librarians teach sessions, and the content is developed collaboratively with the course instructors. There are also searching activities that can be assigned to reinforce the instruction and measure retention of information literacy skills. The most common topic covered in instruction is how to use EagleSearch, the library's discover tool, to conduct research. This includes narrowing information down by additional keywords, subject headings, and other facets like date and publication type. Most requests for course-integrated instruction come from the English Department, and sessions are most frequently in the library instruction classroom [5]. However, librarians fill instruction requests from all courses and instructors and are also performed at various locations both on and off campus. Course instructors can provide feedback [6] on the instruction sessions, which helps shape programmatic changes and future instruction sessions [7].

Library-initiated instruction consists of workshops scheduled by the librarians for anyone to attend. These workshops are often held in the library instruction classroom, but are also located in other buildings and in learning villages for convenient attendance across campus. The content of these workshops is developed to satisfy information needs of students and faculty, which are determined through librarians' experiences and conversations with faculty. Workshop content has included designing posters, using specific databases, searching the library, using RefWorks, and applying fair use and copyright laws. The library also offers instruction to community groups, which can include high schools and local clubs. The library-initiated workshops and the course-integrated workshops consisted of 3280 students in 155 sessions during the 2013-2014 year.

One-on-one library instruction occurs most commonly with walk-ins from the front desk as users ask for research help. Users can also email or call to work with a librarian if they prefer, which helps

specifically serve those students who are not physically on campus. Student workers answer basic questions when applicable, and then page a librarian or trained staff member for more advanced research help. Typically, interactions last less than 10 minutes, and the questions are asked more by undergraduate students than any other type of user [8]. The goal of one-on-one library instruction is to teach users how to find information instead of just finding the information for them. This helps users learn information literacy skills that will benefit them in future classes and beyond graduation.

Users always have access to self-service instruction via the library website [9]. Through the website, users can learn how to search the library, research specific topic areas, avoid plagiarism, cite sources, search for patents, improve their presentation, design a poster, choose a research topic, apply fair use principles, use specific databases, use the library as a distance learning student, and connect Google Scholar to the library [10]. The research page of the library website, which includes links to self-service instruction, is the second most requested page on the site after the library home page [11]. Most students receive instruction in university orientation or English courses. However, since there is not a University wide mandate for library instruction, the self-service instruction helps bridge the gap for students who have not had in-person instruction. The guide on how to search the library was accessed over 4600 times during the 2013-2014 year.

Learning Resources Center (LRC)

The LRC provides orientation and tours necessary to ensure that students and faculty in the College of Education have access to regular and timely instruction in the use of the collections and technologies housed in the LRC. Tours are arranged throughout each semester and tailored to meet the needs of the faculty and the course requirements. For example, elementary education majors might need assistance in identifying and locating children's books and teacher professional trade books, while a technology class may need help with locating and using assistive technologies and other equipment. Individualized tours for students and faculty may be given at any time and are adapted to the needs of the person(s). The tours and orientation provide users with the instruction on how the LRC can serve them and how they can use the collections and technology.

Innovation Technology Institute

The Innovation Technology Institute provides faculty support through five primary means: (1) training courses available on a regular basis and by request; (2) training sessions covering available software tools, best teaching practices, and teaching techniques; (3) one-on-one instruction available from Institute staff; (4) tutorials maintained on the Institute's website [12]; and (5) help desk and telephone assistance. Additionally, special speakers are brought in to help faculty discover and explore better pedagogy with the use of technology. The online tutorials are available anytime, giving faculty full access to those Institute resources. Help desk and telephone assistance are available throughout the year including breaks and summers to ensure that faculty are able to effectively use the resources available to them and receive extensive training in their use.

Conclusion

TTU ensures that users have access to regular and timely instruction in the use of library and other learning/information resources through the services of the Angelo and Jennette Volpe Library, through the instruction and assignments given by classroom faculty across the curriculum, through the College of Education's Learning Resources Center and through the Innovation Institute. Therefore, TTU is in compliance with Comprehensive Standard 3.8.2.

Sources

 [01] Mission and Vision

 [02] Standards Performance Indicators and Outcomes

 [03] Library Room 248

-  [04] Instruction Request Form
-  [05] Library Reports and Data
-  [06] Library Instruction Feedback Form
-  [07] Instruction Feedback Reports
-  [08] Research Help Statistics
-  [09] Search the Library
-  [10] Library Featured Guides
-  [11] Library Yearly Reports
-  [12] Technology_Institute