**Appendix A – Review of Local Graduate LIS programs**

**Information Literacy/User Education/Instructional Design courses in Local Library Schools.**

|  |  |
| --- | --- |
| **SCI, Rutgers University** | *519 - Information Literacy, Learning and Teaching* IL is a specialization course under Human Information Interaction <http://comminfo.rutgers.edu/master-of-library-and-information-science/curriculum-overview.html>syllabus <http://comminfo.rutgers.edu/images/syllabus_519.pdf> |
| **SILS, Pratt** | *LIS-680*: Instructional Technology. Covers the selection and uses of technology, software, and other media - including instructional and assistive technologies - as they are used to acquire information, to communicate, and to teach and learn. The role of information professionals as leaders in innovative uses of technologies is emphasized.*LIS-673* Library Use Instruction. (not being offered 2012-2013, but listed) Examines the processes involved in the planning and implementation of a library use instruction program. The course also analyzes problems involved in introducing, financing, promoting and maintaining programs of instruction. Specific methodologies used in providing instruction in all types of libraries together with evaluation procedures are investigated. <http://www.pratt.edu/academics/information_and_library_sciences/> |
| **Drexel****iSchool** | *INFO 688* Instr Role Info Specialist - 3.00 credits Examines the instructional role of the information professional. Emphasizes the planning, implementation, and evaluation of instruction for the purpose of information education. <http://www.ischool.drexel.edu/> |
| **Queens College****GSLIS** | [*http://www.qc.cuny.edu/Academics/Degrees/DSS/gslis/Pages/default.aspx?*](http://www.qc.cuny.edu/Academics/Degrees/DSS/gslis/Pages/default.aspx) |
| **Palmer****SLIS** | No evidence of user education/information literacy/bibliographic instruction in their M.S. In Library And Information Science With Specialization in Academic and Special Librarianship<http://liu.edu/CWPost/Academics/Schools/CEIS/PSLIS/Graduate-Programs/MS-LIS-ASL.aspx> |
| **Simmons Graduate School of Library and Information Science** | [*LIS 408: User Instruction*](http://www.simmons.edu/gslis/for/current/courses/descriptions/all.php#LIS408)This course offers an overview of user instruction, including needs assessment, planning, educational strategies, and evaluation of programs in all types of libraries. Students will critically evaluate concepts of information literacy, learning theories, and the goals of user instruction and apply best practices principles in development of user instruction program modules for either oral presentation or online tutorials. Readings, discussion, guest lectures, oral presentations, and a term project may be included. Prerequisite: 12 semester hours. New title and course description approved at April 2004 Faculty Meeting; formerly: LIS 408 - Bibliographic Instruction and Methods (4 semester hours) Identification, description, and critical evaluation of policies and practices for bibliographic instruction and methods currently in use in all types of libraries. Development of a comprehensive program of bibliographic instruction for a posited library, including an analysis of user needs and examples of support materials. Readings, discussion, guest lectures, oral presentations, and a term project. <http://www.simmons.edu/gslis/for/current/courses/descriptions/all.php#LIS408> |
| **Albany****MSIS** | Though one of the program outcomes (#11) includes information literacy, there is no evidence of a course focused on information literacy/user education/bibliographic instruction. <http://www.albany.edu/informationstudies/ist_msis.php> |
| **St. John’s University – Division of Library and Information Science** | [**http://www.stjohns.edu/academics/graduate/liberalarts/departments/lis/110601\_academics/courses.stj**](http://www.stjohns.edu/academics/graduate/liberalarts/departments/lis/110601_academics/courses.stj)*221: Planning and Delivering Information Literacy Programs.* Description: Theory and practice of user education with emphasis on developing information literacy programs. Standards, guidelines, instructional models, effective pedagogical techniques, collaboration and assessment. Planning, delivering and evaluation of instructional programs designed to develop lifelong information literacy skills.*304: Librarian as Teacher Description:* The role of the librarian as teacher; knowledge and skills necessary for instruction and training in library and information settings. Issues and strategies for effective instruction. |
| **Buffalo**  | Graduate School of Education <http://gse.buffalo.edu/lis/course-lis> LIS 523 - User Education LIS 538 - Pedagogy for School Librarians |
| **Syracuse School of Information Studies** | [*IST 605*](http://coursecatalog.syr.edu/2013/courses/IST_605)*Reference and Information Literacy Services* : The discovery and use of print and electronic resources and delivery of services in libraries to meet information needs of varied patron communities in a broad range of contexts.*IST 662 Instructional Strategies and Techniques for Information Professionals*3 Credits - Offered upon sufficient student interestIntroduction to information literacy models for application to instruction in information organizations. Focus on strategies and techniques for designing, presenting, and evaluating information technology training and training materials for real clients. |
| **Southern CT**  | **Information & Library Science Department***ILS 504 - Reference and Information Resources and Services* |
| **Pitt iSchool** | * Under Reference Track: *LIS 2850 Library’s Role in Teaching & Learning*<http://www.ischool.pitt.edu/>
 |
| **Clarion University** | * LS 529:  Instructional Strategies for the Library and Information Professions
* LS 570:  Internship (capstone)  <http://www.clarion.edu/49026/>
 |
| **University of Rhode Island** GSLIS | Graduate School of Library and Information Studies* A post‐baccalaureate Certificate in Information Literacy Instruction
* *LSC 527 Information Literacy Instruction*

[*http://www.uri.edu/artsci/lsc/*](http://www.uri.edu/artsci/lsc/) |
| **Catholic University****Dept of LIS** | *LSC 644: Information Literacy and Instructional Design* This course combines theory and practice to give students the foundation they need to design, manage and teach information literacy programs that will give citizens lifelong learning skills to find, evaluate and use information effectively to solve problems and make decisions. The course provides the theoretical and practical aspects of creating instructional material (including web tutorials), as well as designing electronic classrooms that incorporate assistive technologies, delivering "virtual" instruction via the web and in-person to diverse audiences (e.g. multiethnic, multicultural, multilingual), and managing an instruction program within a larger organizational setting. Prerequisite: 553. <http://lis.cua.edu/> |
| **University of Maryland College of IS**  | *No evidence of a course.* [*http://ischool.umd.edu/content/mlscurriculum*](http://ischool.umd.edu/content/mlscurriculum) |

**Appendix B Literature Review**

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| --- |
| Mbabu, L.G. (2009). "LIS Curricula Introducing Information Literacy Courses Alongside Instructional Classes." *Journal of Education for Library & Information Science* 50(3): 203-210.  LIS programs have used BI, IL, and User Ed interchangeable for courses on instruction. Courses have traditionally offered training on learning theory, instructional design, teaching techniques, program management and other topics.Reviewed the curricula for ALA accredited MLIS programs to find out if any courses in information literacy were being offered alongside one or more user education courses, thus recognizing it as a distinct subject area. 86% or 49 of 57 programs offered at least one course dedicated to instruction. 15 programs included the term information literacy in the name of the course.  |
| Shank, J.D. & Dewald, N.H. (n.d.) The Evolving Instructional Proficiencies of the Academic Librarian: An Attitudinal Study of Academic Library Administrators’ Perceptions of Necessary Instructional Skills   <http://lrsv.umd.edu/abstracts/Shank_Dewald.pdf>Asked library administrators to indicate which skills and related proficiencies academic library administrators perceive as most important for fulfilling the instructional role of the library. Administrators valued traditional skills (teaching & presentation) over nontraditional skills (educational technologies and instructional design).  |
| Sproles, C., Johnson, A., & Farison, L. (2008). What the Teachers Are Teaching: How MLIS Programs Are Preparing Academic Librarians for Instructional Roles. *Journal of Education for Library & Information Science*, 49(3), 195-209.Reviewed 54 MLIS programs. Out of those that have required courses 72% (39/45) require a course in reference. Out of those, 66% (26/39) included user instruction in the course. 85% (46/54) have a course focused on instruction where the emphasis is instruction design. In these courses leadership, administration, and assessment skills are understated. Programs could use IL course to help students develop instruction skills.  |
| Westbrock, T. & Fabian S. (2010). Proficiencies for Instruction Librarians: Is there still a disconnect between professional education and professional responsibilities? *College & Research Libraries* 71(6) 569-590. <http://crl.acrl.org/content/71/6/569.short>Surveyed professionals asking for each proficiency, librarians indicated the most significant source from which they acquired it and where they believe they should acquire it. They found library school is not where librarians are acquiring proficiencies that they later find very useful. 90% (37/41) librarians learned it on the job. 95% (39/41) preferred method for acquiring skills is library school).  |

**Appendix C - Vale Conference Proposal**

Where are librarians learning the skills necessary to be competent and effective teachers? Recent research reveals a critical disconnect between the skills new academic librarians need and LIS curricula. Westbrock and Fabian (2010) conducted a survey to find where librarians perceived they obtained the skills listed in the Proficiencies for Instruction Librarians and Coordinators. Most felt it should be in library school however most felt they got the training on the job. Members of the Vale Shared Information Literacy Committee have noticed this disconnect in their own graduate training and experience and wish to reach out to local graduate schools in the area to make current MLIS students aware of the importance of taking a course in instruction (user education/instructional design) while in library school. The panel includes Nancy Becker (representing a SLIS professor), Marlene Doty of Berkeley College, (representing a hiring manager), Heather Dalal (representing an instruction librarian), representing recent SLIS grads: Nicholas Jackson, and Kate Wiggins. Our goal is to discuss the problem, potential solutions, and to seek feedback from the Vale Community at large.

**AppendixD – Vale Conference Handout**

***Where are Librarians Learning the Skills Necessary to be Competent and Effective Teachers?***

VALE / NJ ACRL / NJLA CUS

Fourteenth Annual Users' Conference

Friday, January 4, 2013

Nancy Becker, Caldwell College, NBecker@caldwell.edu

Marlene Doty, Berkeley College, md@berkeleycollege.edu

Heather Dalal, Rider University, hdalal@rider.edu

Nicholas Jackson, Bergen Community College, njackson@bergen.edu

Leslie Murtha, Atlantic Cape Community College, lmurtha@atlantic.edu

Lynee Richel, County College of Morris, lrichel@ccm.edu

Katherine A. Wiggins, New Jersey Institute of Technology, kwiggins@njit.edu

**Survey:**

Please take a moment to complete our short survey based on your own formal library instruction and your level of preparation for providing information literacy instruction.

The survey can be accessed via the URL below or QR Code to the right:

<https://www.surveymonkey.com/s/YGRR78J>

**Further reading:**

Mbabu, L.G. (2009). "LIS Curricula Introducing Information Literacy Courses Alongside Instructional Classes." *Journal of Education for Library & Information Science* 50(3): 203-210.

Shank, J.D. & Dewald, N.H. (n.d.) The Evolving Instructional Proficiencies of the Academic Librarian: An Attitudinal Study of Academic Library Administrators’ Perceptions of Necessary Instructional Skills   <http://lrsv.umd.edu/abstracts/Shank_Dewald.pdf>

Sproles, C., Johnson, A., & Farison, L. (2008). What the Teachers Are Teaching: How MLIS Programs Are Preparing Academic Librarians for Instructional Roles. *Journal of Education for Library & Information Science*, 49(3), 195-209.

Westbrock, T. & Fabian S. (2010). Proficiencies for Instruction Librarians: Is there still a disconnect between professional education and professional responsibilities? *College & Research Libraries* 71(6) 569-590. <http://crl.acrl.org/content/71/6/569.short>





*Source:*

 Association of College and Research Libraries Standards for Proficiencies for Instruction Librarians and Coordinators (2007) <http://www.ala.org/acrl/sites/ala.org.acrl/files/content/standards/profstandards.pdf>

**Appendix E: Recorder’s Notes of the breakout session at the 2013 VALE Users Conference**Recorder: H.Dalal

This panel included of two recent MLIS graduates, one instruction librarian, one hiring manager, and one former LIS faculty member. A brief literature review included studies of library school curricula of information literacy instruction/user education and librarians’ perceptions of where they acquired their skills.  The recent graduates and librarian on the panel discussed their expectations prior to library school, their lack of interest in an instruction course while in library school,  how they did not expect to teach in their academic careers, and how they each filled their gap in knowledge. The hiring manager discussed the different skills and experience she expected in public services librarians. She expressed that a presentation is very essential in the interview process.  The former LIS faculty member discussed how most LIS programs offer courses but the courses are often canceled due to lack of interest. The profession certainly has various structural programs to help librarians pick up these skills such as (ACRL Immersion and NJ Train the Trainer).

**Comments from the Audience**
One audience member identified himself as a current information school faculty.  He has taught in the LIS program, but is not a member of the department.  He stated there is low enrollment in the user education courses. If the course is taught by a full professor, the minimum number of student required in order to run is higher.

One audience member stated even when she hires for a technical services position, she looks for instruction skills. A technical services person might be training the public but he/she will need the ability to train colleagues.  She shared that no one told librarians they were going to have to learn to become successful teachers.

Another librarian shared her recent experiences in hiring a part time librarian. Four recent LIS graduates were interviewed. All of them used librarian jargon (boolean operators and controlled vocabulary) and only one did actual teaching. Even still, there will be a lot of on the job training to be an effective instruction librarian. Another audience member shared that one can take these courses but still be wet behind the ears and will have to learn on the job.

Another audience member suggested that LIS schools partners with Education programs. If not enough library school students enroll in the user education/information literacy course, they could still take some credits outside of the LIS program.  A course on adult education or learning theory would be best.  This could just be something that belongs in the advisement progress.

Lastly, a quick poll of the attendees was taken. Out of 23 attendees, 7 were aware of such a course while they were in library school and only 2 took it.  One stated she didn’t see the course as practical.  Another stated she was glad she took it as it was her favorite class.  The group agreed it needs to be better advertised to library school students.

**Appendix F – Survey Results**

1. *Where did you go to earn your MLIS*
* Pratt
* Rutgers
* Rutgers
1. *What year did you obtain your MLIS?*
* 1982
* 1999
* 2011
1. *How much time did you have to obtain these skills on the job before you were expected to teach?*
* I didn't have to teach immediately upon hiring. I worked for 2 years before volunteering to join my colleagues in teaching Information Literacy. The library faculty met as a whole to discuss what key points were to be covered in IL instruction. This was very helpful. I also went on to get a M.Ed. degree which was a bonus.
* Not much perhaps 4-6 weeks. However, as I am a career changer who moved into librarianship, I did a lot of training in a corporate setting in my previous career. It was not too difficult to reapply those skills to a library instruction setting.
1. *Where should librarians receive this type of training?*
* Would certainly help to have exposure in graduate school
* It needs to be both in library school as well as on the job. One really needs both some of the theory of instruction one could get in school as well as real world skills that are more easily gained on the job. I would be nice if we all had enough time/resources to allow for more on the job training though.
* In an MLIS program as well as internships and on the job training. The more, the better.
1. *After considering the discussions that occurred in this session, do you have any ideas or suggestions about how the NJ academic library community can work with library educators and library students to prepare future professionals for teaching responsibilities?*
* Get together with MLS faculty administrators to discuss imperative to have such instruction in graduate school program.
* Perhaps library schools could use a seminar course that would be given early in the program that investigates more real would librarianship. The course could bring panels of librarians (academics one week, public the next, special, after that , etc.) to discuss what each avenue of librarianship is like in the real world. This would also help those undecided students choose which avenue of librarianship they would like to pursue.  The course could also cover somethings (like instruction) that fall outside of the strictly librarianship realm.
* I think teaching/instructions skills should be better promoted by advisors, professors, etc. But I also liked the suggestion that these skills be embedded into more classes. there could be more emphasis on presentation skills in all classes.

**Appendix G: SCARLA panel announcement**

Library Use Instruction panel sponsored by NJLA-CUS

**You’re on your way to becoming a librarian, but did you know you’re probably becoming a teacher too?**

Most librarians will teach in some component, whether it’s a large class at an academic or public library, a one-on-one client training session, or with an interested patron at the reference desk.  But recent research reveals a critical disconnect between the skills new academic librarians need and LIS curricula. Westbrock and Fabian (2010) conducted a survey to find out where librarians obtained the skills listed in the Proficiencies for Instruction Librarians and Coordinators. Most felt they *should* have gotten them in library school, however most got their training on the job.

Do LIS graduates lack learning theory/teaching skills because schools don’t emphasize those skills in the curriculum?  Are students not interested or aware?  Panelists will discuss their views on teaching on the job, what their own experience was in library school, and ways that students can get some teaching theory and experience while still in school.  Audience participation in the discussion is encouraged.

**Panelists:**

* Heather Dalal, Assistant Professor-Librarian at Rider University
* Lisa DeLuca, Librarian at NJIT
* Kate Scherler, Librarian at Passaic County Community College
* Judit Ward, Director of the Center of Alcohol Studies Library at Rutgers University

March 5, 7 p.m., SC&I Faculty Lounge