



## BERYL IVEY LIBRARY

April, 2011

### Library Instruction Policy

#### **Purpose:**

The Beryl Ivey Library Instruction Policy is designed to assist Brescia University staff and faculty with the design and implementation of the Library Instruction Long-term Plan, and to support the goals of the Library Education Plan.

#### **Program Details**

The following program details have been established for the Beryl Ivey Library Instruction Program:

##### **1. Basic and advanced skills**

In entry level and core courses, library staff will teach basic library and research skills, as determined by the library staff, the department faculty, and the course instructors; in upper level and graduate courses, library staff will focus on more advanced research skills.

##### **2. Active learning**

Problem-based and active learning strategies will be used in library sessions, in consideration of multiple intelligence and learning theories.

##### **3. Program-based**

Each library session will be developed in consideration of the discipline, the program, and the course: overlap between the content taught in core and mandatory courses and optional courses will be carefully considered.

##### **4. Accessibility**

Library sessions will be accessible for every student, regardless of ability. Wherever possible, content will be presented in a variety of formats (i.e. in oral and written forms); any supplementary materials will be provided to the students, via the professor, ahead of the session.

## 5. Assessment

Library staff will implement evaluation methods after every session, to assess whether students have learned the objectives of the session. A year end assessment will take place each April, to determine whether learning objectives for the program were achieved, whether this policy was adhered to, and whether any future changes are needed to the library instruction program. Faculty collaboration in assessing library instruction is always welcome.

## Types of Library Instruction

Library instruction can take a variety of forms. The Beryl Ivey Library staff members are happy to accommodate the needs of course instructors and their students when developing library instruction. Some of the more typical types can be found below, but new ideas are always welcome.

### 1. In-class instruction

Library staff members are invited into the classroom, during regular class hours. Usually these sessions are to prepare students for a specific assignment, and focus on a specific resource (i.e. online databases) or research strategy (i.e. narrowing a topic).

### 2. Collaborative teaching

Sessions can also be co-taught by multiple library staff, or by a librarian and the course instructor.

### 3. Course-related instruction (outside of class time)

These sessions are developed outside of class time, but usually still relating to a specific skill or resource needed for successful assignment completion.

### 4. Tours

Library tours can be arranged for students unfamiliar with the purpose and functioning of an academic library.

### 5. Fundamentals of Academic Success Series

Students can also be encouraged to take the University Student Toolkit, where a foundation of research and writing skills can be obtained. More information on the Toolkit can be found on their website: [http://www.brescia.uwo.ca/academics/CertificatePrograms/student\\_tool\\_kit/index.html](http://www.brescia.uwo.ca/academics/CertificatePrograms/student_tool_kit/index.html).

## Guidelines for Faculty

### 1. Attendance

The policy of Brescia's Academic Dean is that the course instructor must be present for in-class library instruction. Should a faculty member request a library session for a time of their absence, a suitable replacement must be found by that course instructor (preferably within

their own department). Any questions or concerns about this policy should be addressed to Brescia's Academic Dean.

The course instructor does not need to be in attendance for sessions scheduled outside of class time.

## **2. Instruction Length**

Session lengths are flexible, depending on the need of the instructor and the students, but time must be allowed for an active learning component: a good guideline is to schedule fifty minutes for each research strategy the session should cover (i.e. evaluating resources). Library sessions may be anywhere between fifty minutes and three hours.

## **3. Scheduling**

Library instruction should be booked through Heather Campbell ([hcampbe8@uwo.ca](mailto:hcampbe8@uwo.ca)). Sessions must be booked at least two weeks in advance to ensure the availability of the preferred time slot and to allow the library staff to develop the content. To ensure that the library instruction meets the needs of the class, the course instructor should provide relevant course material to the library staff member, such as the course assignment instructions and example student topics. The professor should also communicate their student goals and objectives at the time of booking.

While the needs of instructors and classes will vary, library instruction is best scheduled at appropriate times in the term. Students who are aware of and understand their research assignment prior to the time of library instruction are much more likely to be successful. Sessions should be scheduled approximately three weeks prior to the assignment due date, therefore, to maximize student engagement and retention of content covered (where applicable).

## **4. Location**

Due to the active learning component of library sessions, the computer lab is often used for instructional purposes, which accommodates a maximum of 23 students. Larger classes can be split up to allow for computer lab use (i.e. over multiple weeks). Other options include:

- Merici meeting rooms (for classes up to 12 students)
- Regular course classroom

The library staff member and the course instructor will collaborate on the location to ensure that the appropriate instruction space and equipment are present.