Library Instruction Program

Center for Library User Education
Howard-Tilton Memorial Library
Tulane University

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Executive Summary

Fluency with information is an essential component of work and life in the 21st century. Students need to be savvy at searching for, locating, evaluating and using information. Instruction in these skills is crucial to their academic careers and beyond. Recent actions, such as the Tulane Renewal Plan’s focus on undergraduate education, the Southern Association of Colleges and Schools (SACS) reaccreditation process, the upcoming creation of the Center for Engaged Learning and Teaching (CELT), have necessitated a re-envisioning of the library instruction program to address the needs of today’s students.

The Center for Library User Education (CLUE) has expanded to include four Research and Instruction Librarians who focus on classroom, individual, and online instruction. CLUE leads the library instruction program and collaborates with several librarians outside the department to provide information fluency education to undergraduate and graduate students. Outreach to faculty encourages integration of information fluency skills into courses and curricula.

In responding to University actions and expanding CLUE, this document outlines a robust library instruction program focusing on teaching skills to students at crucial times during their academic careers and providing just-in-time instruction. Hands-on classroom instruction is supplemented by online tutorials and individual research consultations with librarians. Assessing student learning outcomes is an important feature of the program. Feedback from students and faculty will assist in the evolution of the services and programs provided through CLUE.
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I. Introduction
The Center for Library User Education (CLUE) teaches students the skills and concepts needed to use and evaluate research resources in the 21st Century by focusing on two areas: library instruction taught by instruction librarians in classroom settings and research assistance provided to walk-in users in the library's Learning Commons through outreach modes outside the library building.

II. Mission
In support of Tulane University’s mission¹, librarians assist students in learning a set of skills and abilities that enable them to find, access, evaluate and use information sources for their academic studies and to generate new knowledge.

III. Vision
To assist all Tulane students in becoming fluent with information by collaborating with faculty to embed a series of sequenced information fluency instruction sessions into critical points in the curriculum, ensuring students’ academic and life-long learning success.

IV. Definition of Information Fluency²
An information fluent student is able to:
- determine the extent of information needed
- access the needed information effectively and efficiently
- evaluate information and its sources critically
- incorporate selected information into one’s knowledge base
- use information effectively to accomplish a specific purpose
- understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally

Using the Information Literacy Competency Standards for Higher Education³, librarians help students become information fluent by:
- collaborating with faculty to integrate information fluency skills into the curriculum
- creating online tutorials, research guides, research help handouts
- teaching course-related workshops and research workshops
- providing in-depth research consultations
- in-person and virtual research interactions

¹ http://tulane.edu/about/mission.cfm
V. CLUE Resources
   A. Human Resources
      Under the direction of the Director of Access, Research and Instruction Services, CLUE staff includes the following:

      • The Instruction Coordinator in collaboration with instruction librarians plans the library’s instruction and information fluency initiatives and leads the Library Instruction Group (LIGer). Additional responsibilities include coordinating scheduling of instruction (see Appendix A), promoting library user education and instruction to the Tulane community, conducting instruction classes and workshops, leading the library’s participation in orientation for new students each semester, creating statistical reports and assessing the results of the library’s instructional efforts. The Instruction Coordinator also provides training and assistance to other instruction librarians.

      • Instruction Librarians (currently 3) collaborate with the Instruction Coordinator to plan the library’s instruction and information fluency initiatives. Additional responsibilities include conducting instruction classes and workshops, creating online instruction tutorials, promoting instruction and information fluency initiatives to the Tulane community and provide statistics and assessments to the Instruction Coordinator. All Research and Instruction Librarians and the Head of Music and Media are responsible for teaching Freshman Writing, Gateway, Capstone, and Graduate level library workshops.

      • Library Liaisons\(^4\) are librarian bibliographers are assigned to academic departments and are responsible for the selection of library materials that support the curriculum offered by the department and its associated programs. The liaison librarian works with a faculty book chair, who serves as the department’s primary library contact. Liaison librarians are expected to also provide their departments with news and information on library services and library instruction for students and faculty.

      • The Library Technician provides clerical and promotional support for the instruction program.

      • The Library Instruction Group (LIGer). The library instruction program draws on the expertise of personnel outside CLUE including the Latin American Library, the Music & Media Center, Special Collections, Web Services, the Voorhof Library and Newcomb Archives, the Rudolph Matas Library for the Health Sciences, and library liaisons. Each of these librarians has subject expertise in a discipline or subject area such as the arts and humanities, social sciences, sciences and engineering, Latin American Studies, Louisiana history, and women’s studies. This specialized knowledge of subject areas and information tools makes them uniquely qualified to

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\(^4\) See [http://library.tulane.edu/collections/contacts](http://library.tulane.edu/collections/contacts).
teach information fluency skills in those disciplines. LIGer meets monthly to discuss instruction-related issues.

B. Instructional Facilities
Library instruction sessions are taught primarily in the CLUE classrooms on the third floor of Howard-Tilton Memorial Library (H-TML) (see Appendix A). The library shares office and classroom space with the Innovative Learning Center (ILC). The facility, funded by a grant from the RosaMary Foundation, includes two instructional classrooms both equipped with SMART Boards, high-powered projection systems, and lecterns each featuring an array of equipment including a PC and a variety of video and sound systems. Room 308 seats 30 people and has 30 laptops for use. Room 309 is equipped with 20 stationary PCs on tables configured in pods around the room. Both rooms are wireless enabled.

In addition to the CLUE Classrooms, librarians may go to the class’s regular classroom, or to the Latin American Library Seminar Room for library instruction.

Technology Services’ Instructional Media and Learning Spaces group provides technology support, for projectors and computers, in the CLUE classrooms. The ILC supports the equipment needs of the CLUE classrooms including projectors, teacher podium, computers, Smart Boards and other equipment.

C. Financial Support
H-TML provides staffing, equipment, software and supplies to support the library instruction program.

VI. Program Structure
The library instruction program is structured to provide sequenced classroom information fluency instruction to all students at critical points in their academic careers as follows:

Levels of Instruction
- Freshman Writing (ENGL 1010) is a required course for first-year students. Library instruction for the ENGL 1010 course addresses basic research skills and concepts and provides a base upon which to build subsequent information fluency skills.
- Gateway courses are those courses required for declared majors in an area of study. Library instruction in these courses introduces discipline specific resources and specialized research tools.
- Capstone courses for seniors require advanced information fluency skills, focusing on discipline-specific resources and advanced research strategies.
- Course-related instruction is available for any course with a research assignment requiring the use of primary sources, secondary sources or a literature review,
- Graduate Student instruction focuses on discipline-specific research strategies, information management skills, and other skills that assist in the thesis and dissertation writing process.
Supplementing these instruction sessions include:
- research workshops
- online tutorials
- research guides
- course guides
- research help desk
- research consultations

Modes of Instruction:
- classroom instruction for course-related instruction
- online course guides
- online research guides
- online tutorials
- research workshops
- individual research consultations
- Research Help desk assistance in-person, email, and chat-based
- handouts

VII. Pedagogy
Using the Standards for Proficiencies for Instruction Librarians and Coordinators\(^5\) as a guide, librarians focus instruction on student learning by:

- collaborating with faculty to design student learning outcomes for instruction
- remaining aware of varying developmental stages, learning styles, age groups and language abilities
- creating active and collaborative learning activities to reinforce skills and concepts
- offering opportunities for learning before and after classroom instruction sessions

VIII. Types of Instruction
Instruction librarians use different types of instruction to reach users at varying points of need.

A. Classroom Instruction: Course-Related Instruction

Classroom instruction is a formal setting designed for multiple students with a common goal. Course-related instruction is a collaboration between the faculty and the instruction librarian to teach students specific information fluency concepts essential in meeting course requirements and achieving academic success. The library instruction is scheduled during one or more regular course meetings. Current course-related instruction includes:

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1. Freshman Writing

Freshman Writing (ENL 1010) is a required course for every first year student (except for those with AP English credit). Incorporating instruction into this course enables the library to reach most students during the first year of their college experience. It gives students an opportunity to meet a librarian, to get an introduction to library services, and to begin building research skills appropriate for college-level work. Writing a research essay is one of the core objectives of Freshman Writing\(^6\) courses. During this course-related session, students will learn to:

- identify the purpose and audience of potential sources of information in order to select sources appropriate for the information need
- obtain access to a variety of types and formats of potential sources of information in order to begin the search process
- construct and implement effectively designed search strategies in order to find relevant sources
- analyze primary set of search results and refine the initial search in order to increase relevancy of information retrieved
- be aware of multiple methods of citation management and information storage in order to correctly cite information for required assignment (See Appendix B for detailed learning outcomes, lesson plans and assessment.)

2. Gateway Courses

Courses that are required for majors in a particular department, or gateway courses, enable the learning of discipline-specific information fluency skills. If the curriculum lacks a gateway course, any course required for majors that has a writing component is also appropriate for intermediate level information fluency skills. Building on what students learned in ENL 1010, students will learn about core, subject specific resources and research strategies in their major. During this course-related session, students will learn to:

- identify subject-specific resources in order to efficiently retrieve information relevant to their discipline
- construct and implement search strategies in order to effectively retrieve information relevant to their research question
- develop critical evaluation skills of scholarly versus popular resources in order to evaluate the credibility of information sources
- use subject-specific core resources in order to efficiently and effectively find credible information relevant to their research questions
- develop the ability to interpret citations in order to properly cite resources and locate new resources (See Appendix B for detailed learning outcomes, lesson plans and assessment.)

\(^6\) See: [http://tulane.edu/liberal-arts/english/freshman-writing-program.cfm](http://tulane.edu/liberal-arts/english/freshman-writing-program.cfm)
3. Capstone Courses

Learning outcomes for capstone courses build on what students learned in the library instruction session in the gateway course. The focus is on research strategies specific to the discipline and on resources for students’ individual projects. Research consultations will supplement the library instruction session. During this course-related session, students will learn to:

- differentiate between primary and secondary sources, recognizing how their use and importance vary with each discipline
- select efficient and effective discipline-based approaches for accessing the information needed using core research resources in the discipline
- select controlled vocabulary specific to the discipline or information retrieval source
- use specialized online or in-person services available to retrieve information needed (e.g., interlibrary loan, institutional research offices, community resources, experts and practitioners)
- use various technologies, such as citation management software, to manage the information selected and organized

(See Appendix B for detailed learning outcomes, lesson plans and assessment.)

4. Other course-related instruction

Course-related instruction can be embedded in any course with a research assignment. Student learning outcomes for the library instruction session are determined in consultation with faculty. In order to create a library session that will engage students who may have attended previous sessions, instruction librarians will be aware of the learning outcomes for the targeted courses and create activities and learning outcomes to accommodate all students.

5. Graduate Students

As master’s and doctoral students develop advanced subject expertise, their need to find, manage, and use information increases. The comprehensive literature review, intensive writing requirements for theses and dissertations, and long period of study can all be made easier with the support of the library’s instruction services.

a. Course Work – Instruction librarians support faculty and students with course-related instruction for core research methods courses, seminars, and research-intensive courses and provide research consultations to individuals or small groups. Subject specialists help students to:

- identify key print and electronic information sources in a given discipline
- learn advanced search techniques
• become aware of the various campus libraries, scope of collections, and breadth of services
• learn about issues in scholarly communication

b. *Thesis & Dissertation* – Many incoming graduate students have never composed a scholarly document as rigorous and thorough as a thesis or dissertation. Librarians can help in several ways. In addition to the services noted above, librarians can help students learn to:
• track down citations and hard to find materials
• keep current with the literature
• organize and cite information using bibliographic management software such as RefWorks or EndNote

c. *Teaching Assistant Support* – Librarians attend TA orientation, presenting information about library services and workshops available to their classes. TAs can request any of the classes described above, or they can work with a librarian to create a class that is custom-tailored to specific course and assignment outcomes.

B. Classroom Instruction: Workshops

Research workshops provide problem-driven instruction demonstrating how to use library resources and are scheduled throughout the semester. No pre-registration is required and attendance is self-initiated and on a walk-in basis. Library users may also request a research workshop for one or more people. Current workshops offered include:

1. Library in a Nutshell

*Description:* This workshop provides an introduction to the library website, catalog, and services available at the Howard-Tilton Memorial Library. Students learn to:
• navigate the library website
• perform searches in the library catalog (including locating reserve materials)
• renew library items online
• identify library services like Research Help and borrowing materials from other libraries
(See Appendix C for lesson plans and assessment.)

2. Finding Articles

*Description:* Finding Articles helps students understand the process of searching for and locating articles relevant to a research topic. Students learn to:
• recognize the difference between free online sources and library subscription sources (databases and journals)
• locate databases on the library website
• implement database search strategies
obtain full-text if not available in the database searched
(See Appendix C for lesson plans and assessment.)

3. Managing your Research Materials

Description: After finding research materials students need to learn to organize and use the information gathered. During the workshop students learn to:
- narrow a research topic
- take notes critically
- track meaningful relationships between information sources
- manage quotes and citations for placement into a research paper or presentation
(See Appendix C for lesson plans and assessment.)

4. The Comprehensive Literature Review

Description: The comprehensive literature review is an essential component of graduate study. In this workshop, students learn to:
- identify the most appropriate tools for searching the scholarly literature in their discipline
- implement advanced search techniques for locating obscure materials
- describe the scope of library collections
- identify services for obtaining materials not owned by Tulane
- consult with their subject liaison librarian for continuing research support
(See Appendix C for lesson plans and assessment.)

5. Keeping Current with the Literature

Description: During graduate studies, considerable advances are likely to occur in a discipline, so students must keep up with new developments and the high volume of scholarship that is continually produced. In this workshop, students learn to:
- automate the delivery of pertinent information using e-mail alerting features available from most databases
- locate recent scholarship that cites key older works
- use e-mail management tools to mitigate information overload
(See Appendix C for lesson plans and assessment.)

6. RefWorks

Description: RefWorks is web-based citation management tool available to Tulane students, faculty, staff, and alumni. It permits users to save and manage citations and increases the accuracy of citations. In this workshop, students learn to:
- create a RefWorks account and become familiar with RefWorks
- add new citations to their RefWorks account
• insert references in a research paper, using Microsoft Word
• generate a works cited list for their research paper, in an appropriate style
(See Appendix C for lesson plans and assessment.)

C. Web-based Instruction

CLUE offers a variety of web-based instructional offerings which may be used in place of or as a supplement to classroom instruction services. The Research Help7 page is the gateway to web-based help on the library website. It includes links to research guides, static and multimedia tutorials, customized course guides, research workshop information, contact information, Research Help desk hours, chat services and chat hours. This page provides point of need services for students in a variety of modes.

1. Research Guides

Librarians create and update research guides8 (see Appendix D) on the library’s website. These guides assist students in finding information in a given discipline. Guides may contain discipline-specific research tips and have a built-in chat widget to contact the Research Help desk.

2. Course guides

Specialized guides to accompany course-related instruction are created in collaboration with faculty to enhance and extend the classroom experience. Course guides9 (see Appendix D) typically include information and links for use during class, research tips and contact information.

3. Online Tutorials

The library website includes short instructional videos demonstrating research concepts or instructions on completing a task. Ideally, videos include image, text, and audio and are under three minutes long. They are accessible under the Help tab on the library’s web site and may also be embedded in research guides and course guides. (See Appendix E for learning outcomes and assessment.)

• Using Basic Search in the Library Catalog
• Using Advanced Search in the Library Catalog
• Searching for CDs in the Library Catalog
• Introduction to the Newly Redesigned Web Site
• Finding a Book on the Library Shelf
• Distinguishing between popular, trade and scholarly publications

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7 See http://library.tulane.edu/research/res_help.
8 See http://libguides.tulane.edu/index.php.
D. Individualized Instruction

One-on-one instruction at the point of a student’s need is available at the Research Help desk.

E. Research Consultations

Individually scheduled, in-depth research consultations with a subject librarian are available to discuss a student’s research project. The librarian will present research strategies geared toward the student’s academic level, discipline, and learning style.

IX. Program Assessment

Program assessment is an ongoing process that looks at data collected regarding the needs of the Tulane community, the reach of the program, teaching effectiveness and student learning outcomes. The data are used to improve the program and therefore to improve students’ information fluency skills.

Data on needs assessment are gathered from a survey of faculty who bring classes to the library for instruction (see Appendix F) and from informal faculty feedback. Program reach is assessed by analyzing statistics for course-related and course-integrated instruction. Instruction librarians periodically review course offerings to determine gaps in instruction and identify opportunities for enhancing the program.

Teaching effectiveness may be assessed through peer observations and through feedback from students and faculty. Learning outcomes are assessed during a workshop in real time, based on the interaction between students and the librarian, including both formative and summative assessment methods. Students are surveyed (see Appendix F) at the end of library sessions. Survey feedback from and informal discussions with faculty about student learning and quality of student papers, presentations, and projects are also used to assess student learning.
Librarians report the following statistics to the Instruction Coordinator:

For course-related instruction:
Course Number
Course Name
Date and time of session
Professor/Instructor Name
Number of Attendees
Course Level (undergrad/grad/combo)

For workshops:
Workshop title
Date and time of workshop
Number of attendees

The Instruction Coordinator aggregates the semester reports annually and gives to the Director of Access, Research and Instruction Services for inclusion in the ARL statistical report for H-TML. This data, along with student learning survey data and faculty survey data are compiled annually by the Instruction Coordinator and are used to assess the program.

X. Promoting Instructional Services

A. To faculty. Responsibility for promoting the library instruction program is library-wide, with primary planning duties led by CLUE. Information about instructional services is disseminated to faculty through all librarians and on the library website. CLUE’s instructional services brochures are distributed to faculty at new faculty orientations and through the library’s department liaisons. Emails are sent to departments by liaisons inviting faculty to incorporate a library workshop into a course, especially during the summer months when faculty members are preparing courses.

1. Library Liaisons for humanities contact subject area departments offering the library instruction program document in order to plan for a discussion to take place at a department meeting. Liaisons attend meetings to give updates about the subject collection, answer questions about the instruction program, and promote the use library user education in academic programs.

2. Library Liaisons for the social sciences will attend the first faculty meetings of the semester for the following social sciences departments:
   - Jewish Studies – Brian Horowitz
   - Sociology – Carl Bankston
   - History – George Bernstein
   - Political Science – Anthony Pererra
Requests are made to faculty in these departments for syllabi in order to develop course guides for students writing papers or doing research projects. Guides are presented to the faculty with an offer to conduct a library research session focusing on the specific information need of the course. The Library Liaison attends the first new semester faculty meetings for both the School of Social Work and Anthropology for introductions and offers assistance to order books and DVDs, and conduct library instruction for classroom assignments. E-mails are also sent to the book chairs and forwarded to faculty of the School of Social Work and the Department of Anthropology welcoming back faculty and offering assistance to order books and DVD request, and conducting library instruction for classroom assignments.

3. The Library Liaisons for science and engineering collaborate in promoting library services and collections to students and faculty in the nine departments and multiple programs of the School of Science and Engineering. Before fall classes begin, each librarian communicates with his contacts in the various departments in order to identify orientation events, and requests that both librarians be invited to give a brief talk (typically 5-30 minutes, depending on the agenda). A one-page handout is distributed, outlining library services and collections, as well as contact information for subject liaison librarians. Students are strongly encouraged to take advantage of the instructional and research support services that are available to help them succeed with their studies. As of this writing, the following orientations are scheduled: School of Science & Engineering graduate students, Chemical & Biomedical Engineering graduate students, Chemistry graduate students, Psychology graduate students, Cell & Molecular Biology Master’s students, and Neuroscience graduate students.

4. The Instruction Coordinator works with the English Program’s Director of Freshman Writing to promote the library’s instructional services to the Post-Doctoral Fellows responsible for teaching ENGL 1010.

B. To students. Library workshops are promoted to students in a number of ways. Information about collections and services, including workshop descriptions, dates and times, are distributed at summer, fall and spring orientations. Workshops are promoted using social networking sites (currently Facebook and Twitter), the library website (the blog and the research workshop page\(^\text{10}\)), the kiosk in the first floor lobby of the library, the Research Help web pages, and the campus calendar. Some liaisons send information regarding workshops to faculty who also recommend them to students. Summer and Fall Orientation events are attended by many students. Librarians participate in these events in order to make students aware of library services and collections.

C. Academic Advising Center (AAC) are collaborating in several initiatives for library user education:

\(^{10}\) See [http://library.tulane.edu/research/workshops](http://library.tulane.edu/research/workshops).
1. **AAC Explore Program** collaborates with an instruction librarian to further student expertise in searching and finding desired information about careers. This career information is then used by AAC to orient and guide students along a specified educational track or major. Resources consulted during library instruction include the Occupational Outlook Handbook, federal and state government websites, and a variety of free web sites for career selection and development. Follow-up is conducted via email and consultations are encouraged.

2. **MAP** or Maximizing Academic Potential collaborates with an instruction librarian to provide information about library services, especially Research Workshops, and how-to handouts and online tutorials.

D. **CREATE** seeks to connect undergraduate students with research opportunities. In promoting the library as a vital resource and center for conducting research, CLUE librarians work with the director of CREATE to fill a supporting role to students through awareness of library resources, research-oriented workshops, and one-on-one research consultations with students in need of library user education to locate materials, formulate research strategies, and manage resources. Similarly, the library seeks appropriate opportunities to be a co-presenter/participator in workshops or courses about the practice of research offered by the director of CREATE.

E. **Center for Engaged Learning and Teaching (CELT)**. CELT is the vision of Tulane’s Quality Enhancement Program (QEP) for reaccreditation. Four focus areas make up CELT: Classroom Engagement, Student Research, Internships / Externship (experiential learning) and Social Entrepreneurship. Although there are four core areas, the library participates in the following two:

1. **Student Research.** This focus area seeks to provide opportunities to all undergraduate students to engage in research, scholarship, or unique creative expressions appropriate to their field of interest. The library representative seeks to make the core aware of the library’s ongoing activities in support of student research and demonstrates how the library enhances the mentored research experience by integrating library services already existing and still under development with the mentored research program.

2. **Classroom Engagement.** This focus area recognizes that learning occurs through effective communication and is catalyzed through an excitement about the subject that makes it both relevant and fascinating. Engaged learning occurs when there is active learning on the part of the student as s/he interacts with the instructor and other students. This focus area will assist instructors to develop teaching methods and techniques that create an engaged learning environment through lectures, symposia, workshops on a wide range of new theories and best practices in teaching and learning. The library will participate
in the Classroom Engagement focus by leading workshops and discussions on creating information fluency assignments for engaged learning.

F. To Administrators and Staff. The Dean of Libraries, Associate Dean, Director of Access, Research and Instruction Services, and other librarians form and maintain relationships with administrators and academic support organizations across campus in order to promote library instruction. Tulane administrators include the Provost, Associate Provost for Graduate Studies and Research, and the Deans of Newcomb-Tulane College and the schools H-TML serves. Among others, the library collaborates with organizations such as:

1. Honors Program through providing workshops to students enrolled in the Honors Thesis Boot Camp.
2. Center for Global Education through providing information to international students about library services and collections.
3. Office of Orientation and Student Transitions through participation in Summer Orientation, Fall Welcome Week, and spring Transfer Student Orientation programs.

XI. Continuing Education, Training, and Development

Instruction librarians meet weekly to discuss information fluency, instruction methods and to share ideas. H-TML supports instruction librarians in regular professional development opportunities such as conferences, online courses and Webinars. Periodically, in-house workshops or retreats focusing on instruction are organized and presented. The instruction coordinator is available to consult with librarians about instruction issues.

Instruction librarians follow national trends, current research and best practices in library instruction and information fluency within their discipline. Librarians are encouraged to attend instruction focused conferences such as LOEX\textsuperscript{11} and LOEX of the West and to become members of library organizations that focus on instruction.

XII. Standards, Guidelines and Proficiencies

Information Literacy Standards and Objectives

Information Literacy Competency Standards for Higher Education\textsuperscript{12} (Jan. 2000)

Objectives for Information Literacy Instruction: A Model Statement for Academic Librarians\textsuperscript{13} (Jan. 2001)

Program Guidelines and Instructional Proficiencies

\textsuperscript{11} See http://www.emich.edu/public/loex/loex.html.
\textsuperscript{12} See http://www.ala.org/ala/mgrps/divs/acrl/standards/informationliteracycompetency.cfm.
\textsuperscript{13} See http://www.ala.org/ala/mgrps/divs/acrl/standards/objectivesinformation.cfm.
Characteristics of Programs of Information Literacy that Illustrate Best Practices: A Guideline \(^{14}\) (June 2003)

Standards for Proficiencies for Instruction Librarians and Coordinators \(^{15}\) (June 2007)

Discipline-specific Information Literacy Standards:

Information Competencies for Chemistry Undergraduates \(^{16}\) (January 2007)

Information Literacy Standards for Anthropology and Sociology Students \(^{17}\) (January 2008)

Research Competency Guidelines for Literatures in English \(^{18}\) (June 2007)

Political Science Research Competency Guidelines \(^{19}\) (PDF) (July 2008)

Information Literacy Standards for Science and Technology \(^{20}\) (June 2006)

Wiki – Information Literacy in the Disciplines \(^{21}\)

XIII. Opportunities and Challenges

The Quality Enhancement Program (QEP), which is required for the Southern Association of Schools and Colleges (SACS) reaccreditation process, focuses on creating a Center for Engaged Learning and Teaching. The Center will include four core areas: Classroom Engagement, Student Research, Experiential Learning (internships and externships), and Social Entrepreneurship. Opportunities for collaboration in all four core areas could be explored.

In general, staffing is the biggest challenge to sustaining the online materials and the classroom instruction sessions we provide. Classroom space is insufficient. Room 309 is one of two hands-on computer labs on campus. In addition to CLUE and ILC using these rooms, faculty can reserve the room for two class sessions per semester. The addition of 30 laptops for use in room 308 will help, but will be insufficient given the goals of the library instruction program.

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\(^{14}\) See [http://www.ala.org/ala/mgrps/divs/acrl/standards/characteristics.cfm](http://www.ala.org/ala/mgrps/divs/acrl/standards/characteristics.cfm).


\(^{16}\) See [http://www.ala.org/ala/mgrps/divs/acrl/standards/characteristics.cfm](http://www.ala.org/ala/mgrps/divs/acrl/standards/characteristics.cfm).


Appendix A: Procedures

Scheduling Procedures

Faculty members contact the Instruction Coordinator or an instruction librarian to schedule a session, which is held during one of the regular course meetings. Faculty members are encouraged to provide three possible dates for the session to offer greater flexibility in scheduling the limited CLUE classrooms.

Preparation for course-related sessions can sometimes be extensive and often involves collaboration with the faculty member in order to fully determine the content of the session. The course syllabus and the assignment where students will use information sources are typically requested from faculty. Librarians encourage faculty to place the library session at a time in the semester when students will realistically be working on the assignment. The Instruction Coordinator is available to work with other librarians in preparing the session content and can also provide assistance in using the technology-equipped CLUE classrooms.
Facilities Procedures

The primary use of CLUE classrooms is to make Tulane students better users of information. Every year, over 2000 students make their way through CLUE as participants in the library’s instruction program. The CLUE facility is also used for professional development for librarians and staff, providing space for in-house training, workshops, and mini-conferences. Instructional Technologists use the ILC for course-related technology instruction for classes and Blackboard instruction for faculty. The rooms are also used for hands-on technology training for staff across campus, including training in CommonSpot, accounting systems and Microsoft Office products.

Librarians and staff may also use the classrooms for meeting space, though such use is secondary to its primary use as a library instruction facility for students. At a minimum, requesting a classroom for a meeting should involve some use of the classroom technology, such as the projector or document camera.

1. Scheduling
   There are Microsoft Outlook calendars for rooms 308 and 309. Instruction librarians can request to have their names added to the roster of people who may schedule an appointment with those calendars. The Instruction Coordinator can set this up.
   Alternatively, contact the Instruction Coordinator or the ILC receptionist to schedule one of the rooms.
   a) Workshops
      The Instruction Coordinator schedules research workshops during the month prior to the beginning of the semester. Advance scheduling is done to reduce conflicts that may arise with the ILC during the course of the semester.
   b) Course-related sessions and other sessions
      Scheduling of the rooms may take place through the Outlook calendaring system, the Instruction Coordinator, or the ILC receptionist. Faculty members are encouraged to submit requests for course-related sessions as early as possible, but a minimum of one week advanced notice is preferred. Every effort will be made to schedule the room of choice on the optimal date of such sessions.

2. Room Procedures
   a) Room 308
      Tables in room 308 are easily moveable. There is space for 24 people to sit at the tables, plus extra chairs.

      Room 308 has 30 laptops available for use in the room only. The lectern PC is equipped with a remote touch screen control system for operating the projector, the ELMO document camera, VCR/DVD players, and for adjusting the volume level of the speakers. This system also allows for switching output from a laptop via the laptop connection on the lectern.
The SMART Board must be oriented before each use. Do not write on the SMART Board with dry erase markers as they damage the surface. Instead, use the stylis in the tray at the bottom of the SMART Board.

To use the lectern PC, use your Tulane username and password to login. Be sure to log out when you’re done.

After-hour and weekend access to classrooms
CLUE classrooms are open for use between 8 am and 5 pm, Monday through Friday. After-hour and weekend access to classrooms is arranged through the ILC secretary or the Instruction Coordinator and requires that the instructor obtain a key and alarm passcode, which should be picked up no later than 5 pm on the same day of the after-hour class or by the same time on a Friday prior to a weekend class. The key should be returned the next business day.

When leaving Room 308:
Turn the projector OFF.
Log off the computer.
Erase the whiteboards.
Return tables to their former configuration.

If after hours or weekend:
Turn off lights.
Lock classroom door.
Set alarm.
Lock outer door.

b) Room 309
The hands-on classroom is equipped with 20 stationary PCs on table configured in pods around the room. The lectern PC is equipped with a touch screen control system for operating the projector, the ELMO document camera, VCR/DVD players, and for adjusting the volume level of the speakers. This system also allows for switching output from a laptop via the laptop connection on the lectern.

The SMART Board must be oriented before each use. Do not write on the SMART Board with dry erase markers as they damage the surface. Instead, use the stylus in the tray at the bottom of the SMART Board.

To use the lectern PC, use your Tulane username and password to login. Be sure to log out when you’re done.

Students use their own Tulane username and password to logon the PCs in classroom.

c) After-hour and weekend access to classrooms
CLUE classrooms are open for use between 8 am and 5 pm, Monday through Friday. After-hour and weekend access to classrooms is arranged through the ILC secretary or the Instruction Coordinator and requires that the instructor obtain a key and alarm passcode, which should be picked up no later than 5 pm on the same day of the after-hour class or by the same time on a Friday prior to a weekend class. The key should be returned the next business day.

When leaving Room 309:
Turn projector OFF.
Log off all computers.
Erase whiteboards.

If after hours or weekend:
Turn off lights.
Lock classroom door.
Set alarm.
Lock outer door.

3. Portable Equipment
   a) Laptop
      The Reference Services Department has a laptop for use inside and outside the library by Research and Instruction Librarians.
   b) Projector
      CLUE has a portable projector for use in or outside the library. It is stored in the office on the first floor.
Appendix B: Course-Related Instruction Learning Outcomes and Lesson Plans

Freshman Writing

Learning Outcomes

1. Students will identify the purpose and audience of potential sources of information in order to select sources appropriate for the information need. (ACRL Standards 1.2.c, 1.2.d)
2. Students will learn where to obtain access to a variety of types and formats of potential sources of information in order to being the search process. (ACRL Standard 2.3.a)
3. Students will construct and implement effectively designed search strategies in order to find relevant sources. (ACRL Standards 1.1.e, 2.2.b, 2.2.e)
4. Students will analyze primary set of search results and refine the initial search in order to increase relevancy of information retrieved. (ACRL Standards 2.4.a, 2.4.b, 2.4.c)
5. Be aware of multiple methods of citation management and information storage in order to correctly cite information for required assignment. (ACRL Standard 5.3.a)

Lesson Plan

This is a general lesson plan for Freshman Writing and may need to be adjusted depending on the specific course and faculty.

1. Scholarly and popular information sources. Activity and discussion about criteria one can use to identify a scholarly piece of information and one that is not scholarly. Ask students if they are required or encouraged to use scholarly information to complete their assignment. Explain why this is typically the case for college-level assignments.
2. Present the difference between Google and subscription databases. Introduce databases that would be helpful for the assignment students are working on. One of the general databases, like Academic Search Complete, may be appropriate. Present library catalog and explain what one can find searching it (electronic items and “pointers” to the physical collection in the library).
3. Searching for information in databases/catalogs. Keyword selection and terminology found in the database to retrieve relevant results. Manipulating results using features in the database (sorting, subject headings, etc.). Activity: students begin searching for information on the topic they’ve chosen to write about. Encourage students to ask questions during this time.
4. Provide information about citing sources.

Assessment

Students will complete an online survey (see Appendix F).
Gateway Courses

Learning Outcomes

1. Students will learn how to identify subject-specific resources in order to efficiently retrieve information relevant to their discipline (ACRL Standard 1.2.b)
2. Students will learn how to construct and implement search strategies in order to effectively retrieve information relevant to their research question (ACRL Standard 2.2.d)
3. Students will continue to develop critical evaluation skills of scholarly versus popular resources in order to evaluate the credibility of information sources (ACRL Standard 3.2.a)
4. Students will learn when, why, and how to use subject-specific core resources in order to efficiently and effectively find credible information relevant to their research questions (ACRL Standards 1.1.c, 1.2.a, 1.2.e)
5. Students will continue to develop the ability to interpret citations in order to properly cite resources and locate new resources (ACRL Standard 2.5.c)

Lesson Plan

This lesson plan is intended as a general guideline providing a series of suggested general resources to cover during an instruction session. Given the diverse nature of Gateway Courses, their outcome needs, and core discipline specific resources, instructors should select and modify elements from this lesson plan to best fit their subject and course needs.

1. Demonstrate advanced search skills in the OPAC. For example:
   a. How do subject headings and uniform authors/titles function in OPAC;
   b. How to shelf read electronically using call number links.

2. Identify subject specific resources
   a. Review Subject Research Guide
      1. How the guide is organized and what they will find
      2. Review uses of selected core resources identified on the guide
   b. Review selected print subject resources as necessary
      1. Review the uses/purposes of selected print resources
      2. Review their organization and how to use them as necessary

3. Select 2-3 core subject-appropriate databases described on Subject Research Guide
   1. Databases selected should represent:
      1. scholarly databases (e.g. JSTOR, in which all articles are peer-reviewed),
      2. general databases (e.g. EBSCO Research Databases, which includes scholarly, popular, general, and trade publications; demonstrate how to limit searches to certain publication types)
      3. News databases (e.g. Lexis or Factiva for newspaper articles)
   2. In each demonstrate as needed:
      1. Searching strategies (Boolean, truncation, date limits, limiting to specific journal titles, etc.)
2. Scholarly v. general v. popular v. trade; Show how students can use databases and manipulate their searches within databases to help them distinguish between these different publication types.
3. Review differences between full-text, abstract, citation.
4. How to retrieve articles via TU Link
5. How to retrieve articles via ILL – can use this opportunity to have them set up ILL accounts
6. Show citation functions of different databases; Emphasize importance of being cognizant of correct citation formats for different material types (i.e. monograph, article, video recording, etc) in order to know where to begin a new search for that item (if they see other materials cited within a source they would like to reference)
7. Point out help menus within databases

Assessment

Students will complete an online survey (see Appendix F).
Capstone Courses

Learning outcomes may vary depending on the discipline. Librarians should consult discipline-specific standards (see Section XII) when teaching capstone courses.

Learning Outcomes

1. Students will differentiate between primary and secondary sources, recognizing how their use and importance vary with each discipline. (ACRL Standard 1.2.e)
2. Students will select efficient and effective discipline-based approaches for accessing the information needed using core research resources in the discipline. (ACRL Standard 2.1.d)
3. Students will select controlled vocabulary specific to the discipline or information retrieval source. (ACRL Standard 2.2.c)
4. Students will use specialized online or in-person services available to retrieve information needed (e.g., interlibrary loan, institutional research offices, community resources, experts and practitioners). (ACRL Standard 2.3.c)
5. Students will use various technologies, such as citation management software, to manage the information selected and organized. (ACRL Standard 2.5.e)

Lesson Plans

1. Discussion on identifying primary and secondary sources in the discipline, how to use, and what tools to use to locate them.
2. Using Research Guide for discipline or for the student’s selected research topic, students will identify the databases, catalogs, indexes that are most relevant for their information need.
3. Present information about subject headings, controlled vocabulary, using a database’s thesaurus to increase relevancy of search results. Activity: using the database, catalog index identified in number 2, students search the database using controlled vocabulary. Encourage students to ask questions during the activity.
4. Activity to retrieve articles in full-text online, articles in paper format in the library, books in paper format, and an item not available in our library. Give links to citations in a database where TU Link will appear. Use the activity to present information about when to use interlibrary loan.
5. Provide link to RefWorks tutorial. Encourage students to use RefWorks or to manage their citations using a system that works for them.

Assessment

Students will complete an online survey (see Appendix F).
Appendix C: Research Workshops

Library in a Nutshell

Description:

Library in a Nutshell (1 hour)
Get an introduction to the library website, catalog, and services available at the Howard-Tilton Memorial Library. Upon completion of the workshop, participants will be able to efficiently navigate the library website, effectively perform searches in the library catalog (including locating reserve materials), renew library items online, and will be aware of library services like reference help and borrowing from other libraries. Please note: this workshop does not include finding articles.

Learning outcomes (what do you want the student to be able to do?)

1. Students will use the navigation of the library website in order to connect to databases, help and other resources.
2. Students will compare the different types of searches (i.e. title v. keyword v. subject) in order to understand how the catalog is structured.
3. Students will find electronic reserve materials and traditional reserve materials.
4. Students will login to their library record and indicate how to renew books online.
5. Students will understand how to borrow books from other libraries.

Curriculum (What does the student need to know in order to do this well?)

1. Introduction

Workshop covers: introduction to library website, library catalog, and selected library services.

2. Library Homepage

Navigation areas:
- “useful links” on left – Highlight ILL, Call # floor guide, Other Libraries
- tabs at top – highlight Help and Guidance
- Hours and blog on right
- Links in center – Highlight Library Catalog, Research by Subject, E-journals, Databases at Tulane

3. Library Catalog

Known Searches
Title (no article in any language)
Journal Title (no articles and full titles instead of abbreviations); how to read record:
Journal of Adolescence
Author (number of works associated with the author’s name)

Exploratory searches (concept search)
Keyword
Features, tips
Explain results screen
Show brief record (results are the same for any search type)
Show detailed view
Demonstrate history

Subject
Find a subject heading from a record in keyword search
Browsing headings list - a way of focusing the search

Advanced
Drop-down menus; searching specific fields like TOC/notes, etc

Manage your checked out items
Loan period = 4 weeks for undergrads
Show various features

Reserves/ERES
Show how to access reserves/ERES

4. Library Services

- ILL and Iliad procedures
- Borrowing from other libraries (in person)
  Undergrads: Tu/Lu card
  Grads, Faculty:
    o CALL card (CALL=Council for Academic Library Liaison) borrowing at local NO academic libraries
    o LAInc card (statewide borrowing)
- Reference Services
  Help & Guidance Tab
  In-person; chat; email; by appointment

Pedagogy (What activity will facilitate the learning?)

1. Website navigation: demonstration highlighting important navigation areas.
2. Catalog searching – overview of catalog; comparing basic searches: activity to do different types of searches for same word(s); discuss results.
3. Reserves – **overview** of reserves; **activity**: students find the items on reserve for Professor X (in catalog and ERes).

4. Library record – **demonstration** of how system works; **activity**: students login to their accounts.

5. Borrowing from other libraries: **explanation** of various cards and of ILL.

**Assessment** (How will the student demonstrate the learning?)

Instruction librarians may also use survey in Appendix F.

**Quiz:**
1. List at least two ways in which you can get help from the library.
2. Explain the difference between a keyword search and a subject search.
3. How many Russian courses have readings available through electronic reserves (ERes)?
4. What two pieces of information do you need in order to manage your checked out items?
5. What is interlibrary loan?

**Criteria** (How will I know the student has done this well?)

1. Answer will include two of the 4 ways to contact the library.
2. Answer will include something about fields of the record or controlled vocabulary (but not necessarily using those words).
3. Check how many Russian courses are in ERes before giving the quiz. Today the answer is 4.
4. Barcode and last name.
5. Answer should include something about a system that allows our library to get books from other libraries.
Finding Articles Workshop

Description:
Finding Articles (1 hour)
Go beyond Google and Wikipedia to find journal, magazine, and newspaper articles for your projects. Upon completion of Finding Articles, participants will be able to recognize the differences between free online sources and online library databases; differentiate between popular and scholarly sources; select an appropriate database for the information needed; effectively search a database; and locate the full-text of articles.

Learning outcomes (what do you want the student to be able to do?)

1. Students will compare and contrast online library resources and Google resources in order to understand the nature of various information sources.
2. Students will recognize the differences between scholarly and popular information sources in order to select an appropriate source for their information need.
3. Students will select a suitable database in order to locate relevant articles for their information need.
4. Students will formulate a successful search strategy (keywords, etc.) in order to communicate with the database.
5. Students will locate the full-text of articles in order to access the information needed.

Curriculum (what does the student need to know in order to do this well?)

1. Students will compare and contrast online library resources and Google resources in order to understand the nature of various information sources.

   - Different parts of the web – private, proprietary, free, invisible, opaque.
   - Web isn’t organized.
   - Databases are organized. Periodical databases describe articles that have been published in magazines, newspapers, journals.

2. Students will recognize the differences between scholarly and popular information sources in order to select an appropriate source for their information need.

   - Characteristics of scholarly and popular information sources.
   - Why scholarly sources may be more appropriate for assignments.
   - Peer-review process.

3. Students will select a suitable article database in order to locate relevant articles for their information need.

   - Different types of databases: citation; citation & abstract; full-text; hybrid; subject-specific; general databases.
• Where to find databases on the library website: alpha list; databases by subject; general databases link. Can access these on campus and off campus.

4. Students will formulate a successful search strategy (keywords, etc.) in order to communicate with the database.
   • Start with a research question.
   • Pull keywords from your research question.
   • Compare and contrast searching in a database and searching in Google.
   • Iterative nature of searching.

5. Students will locate the full-text of articles in order to access the information needed.
   • Determine if the full-text of an article is in the database.
   • TUlink is a tool that searches disperse full-text electronic holdings and our print collection (via the library catalog) to direct you to the full-text.

Pedagogy

1. Visual aide: use Web pie or Web Layers

   Discussion and Mini-Lecture: Google vs. Library search tools; the invisible web. Ask students how Google and library search tools (catalog, article databases) are different.

2. Provide two links to students (use www.tinyurl.com to create shorter links) to articles on the same topic (use persistent urls in a database such as Academic Search Premier). One link is to a popular article, one is to a scholarly article. Ask students to look at each article and describe the differences. They usually pull out characteristics such as author credentials, different vocabulary used, sometimes they recognize the magazine by title, list of references, and length of article.

3. Students will select a suitable article database in order to locate relevant articles for their information need.
   • Demonstrate where to find databases on library website.
   • Show records from different types of databases (citation, citation & abstract, full-text, etc) to explain the information available. Compare and contrast the records.

4. Students will formulate a successful search strategy (keywords, etc.) in order to communicate with the database.
   • Start with a research question. How to formulate a research question. Provide a sample research paper assignment and demonstrate how to determine a research
question. Give students a fake research assignment and ask them to come up with ideas for a research question.

- Pull keywords from your research question. Think of similar words, related words, broader/narrower terms.
- Ask students to select the main keywords from a research question and brainstorm similar terms, broader/narrower terms, and related terms.
- Compare and contrast searching in a database and searching in Google. Show an example of natural language searching in Google and in a database. Example: what is the impact of hybrid cars on global warming? You’ll get over a million hits in Google and none in Academic Search Premier.
- Iterative nature of searching.
- Demonstrate maneuvering around database / database features.
- Demonstrate how one can use subject headings to start new searches.

5. Students will locate the full-text of articles in order to access the information needed.
   - Demonstrate accessing the full-text of articles in the database.
   - Diagram of TU Link or provide links to students try out examples.

Assessment

Instruction librarians may also use an online survey (see Appendix F).

1. Students will compare and contrast online library resources and Google resources in order to understand the nature of various information sources.
   - Give students a note card at the end of class. Ask them to answer this question on one side of the card: What are the differences between the information you’ll find using Google and the information in library databases. List at least two differences.

2. Students will recognize the differences between scholarly and popular information sources in order to select an appropriate source for their information need.
   - Students will be able to contribute to the discussion about scholarly and popular sources during the workshop, or
   - Present two articles and ask students to determine the scholarly article and the popular one, or
   - Present two citations and ask students to determine the scholarly article and the popular one, or
   - Ask students to list at least 2 criteria used to determine whether a journal is scholarly or popular.

3. Students will select a suitable database in order to locate relevant articles for their information need.
• Ask students to find a database on a particular topic: you need to find articles for an assignment in your psychology class. Ask them to name a couple of databases that might work.

4. Students will formulate a successful search strategy (keywords, etc.) in order to communicate with the database.
   • Give students a research question. Ask them to write down appropriate keywords they would use to search for article on this topic.

5. Students will locate the full-text of articles in order to access the information needed.
   • Students will successfully complete the TU Link activity during class.

Criteria

1. Students will compare and contrast online library resources and Google resources in order to understand the nature of various information sources.
   • Ask students: What are the differences between the information you’ll find using Google and the information in library databases. List at least two differences.
     CRITERIA: They will list at least 2 correct differences.

2. Students will recognize the differences between scholarly and popular information sources in order to select an appropriate source for their information need.
   • Students will be able to contribute to the discussion about scholarly and popular sources during the workshop, or
     CRITERIA: many students will contribute to the discussion; instructor will use her/his judgment on whether students are getting the concept.
   • Present two articles and ask students to determine the scholarly article and the popular one, or
     CRITERIA: students will correctly identify the articles.
   • Present two citations and ask students to determine the scholarly article and the popular one, or
     CRITERIA: students will correctly identify the articles.
   • Ask students to list at least 2 criteria used to determine whether a journal is scholarly or popular.
     CRITERIA: students will list at least two correct criteria.

3. Students will select a suitable database in order to locate relevant articles for their information need.
• Ask students to find a database on a particular topic: you need to find articles for an assignment in your psychology class. Ask them to name a couple of databases that might work.  
  **CRITERIA**: Students will identify two appropriate databases.

4. Students will formulate a successful search strategy (keywords, etc.) in order to communicate with the database.

• Give students a research question. Ask them to write down appropriate keywords they would use to search for an article on this topic.  
  **CRITERIA**: Students will identify at least 3 alternative words.

5. Students will locate the full-text of articles in order to access the information needed.

• Students will successfully complete the TU Link activity during class.  
  **CRITERIA**: Students will follow the links provided by TU Link to get to the full-text. Instructor’s discretion.
Managing your Research Materials

Description:
Finding information is one thing, but once you have your stack of books and pile of articles keeping it all organized and maximizing the value of the sources is an entirely different matter. Students who attend the workshop will leave with tips for narrowing their topics, critical note-taking, keeping track of meaningful relationships between different information sources, and managing their quotes and citations.

Learning Outcomes:
1. Students will be able to better select and narrow research/paper topics
2. Students will be able to engage in critical note-taking to aid their research and writing
3. Students will have a method for tracking meaningful relationships across information sources which will improve research skills and writing
4. Students will be able to manage their citations and quotes (i.e., ensure they are accurately quoting authors and identifying quotes with the correct resource and page number)

Instructional Approach
While the outline is highly structured and may be accompanied by a series of PowerPoint slides, the entire session is presented in dialogue with attendees. This dialogue guides the pacing of the session and the order in which the four different parts are discussed. Students are asked at the beginning of the session what they are hoping to get out of the workshop, where their difficulties lie, and what research project they are currently working on (if any). Real examples are used in each part of the workshop to demonstrate how the ideas work in practice.

Outline:
Part 1 – Narrowing Your Topic
- If attendee is struggling to narrow a topic, ask them for what the broad topic is and put up on board – find out what their interest (sometimes just general questioning will do, others more guided questioning might be needed), create subgroup of interests under broad topic, if this is not narrow enough continue with same line of questioning until sub-groupings provide a manageable research topic.

Example Dialogue:
Q1 – What is the topic of the class? ~ or ~ What topic have you already chosen that you know you need to narrow down?
A1 – Class is intro to gender studies
Q2a – Ok, has anything been discussed in class or in the readings that caught your attention and that you might like to explore more?
A2a – No.
Q2b – Let’s for the moment forget about the class, forget about the paper – instead tell me about what you like to do when you’re not in class, or what your major is.
A2b – gaming, movies, sports, reading; public school teacher
Q3 – So that’s a lot. There are plenty of ways you can relate these things to gender studies... such as:
- How are women graphically portrayed in videogames? Or more specifically, are there discontinuities in the graphical and character portrayal of women in one or two specific games?
- Are there similarities or differences in the portrayal of female and male homosexual relationships in sitcom media? If so what are they and what might the significances be?
- Gendering in school. Student-teacher relationships, assignments, gym classes, etc.

Advise that these are examples of possible topics. Recommend that once they have selected a possible topic they run it past their professor. The important point in this exercise is that by looking at relationships between the broad topic and personal interests is an efficient method for narrowing your topic down and presumable will lead to a paper that you’ll actually be interested in writing.

On Board –
Gender Studies
  - Gaming – Movies – Sports – Reading – Public School Teacher
    ▪ Portrayal of women in videogames
    ▪ Portrayal of male v. female homosexual relationships in sitcom
    ▪ Gendering in school

- If that doesn’t do it, then review class notes and assigned readings for topics and key terms and concepts. Scan footnotes for interesting related topics and citations for more directed readings.

Part 2 – Critical Note Taking
- Quickly show why massive highlighting is not good and why no annotation is equally not helpful.
- Define critical note taking and the benefits of taking the time
  ▪ You won’t have to re-read
  ▪ You will have already identified key concepts and potential quotes
  ▪ You will have already sketched out thoughts related to the reading that you can re-use or expand upon in your paper-writing, one of them might even become the topic of your paper.
  ▪ You will already have provided yourself with references to associated readings that you can use to write your paper, so your bibliography or list of sources is half-way done already
- Critical note taking methods:
  ▪ System of signs for annotations to briefly identify key elements of the text and to aid you in the future as you scan the text to find information relevant to your research.

    ▪ Suggest a system, also note they should adopt signs they know and be consistent over time.
Underlining – key sentences or ideas that are the core arguments; this may also be material that you could potentially use as a quote in your paper.

[ ] – to mark out information explaining key concepts.
< > - to mark out information you personally find interesting but may not be useful to the paper at hand.
| - The ultimate mark of importance.

- Using different colored pencils or inks for annotating printouts or for taking notes in notebook.
  - In printed article, use one color to indicate annotations directly referring to or summarizing the text and a different color to mark own thoughts written in margins near relevant printed text.
    - For example: If the text provides definition for a key word: [bracket] the one or two relevant sentences, underline the word being defined, and in the margin write Def.

- If taking notes about a book (especially a library book) in a notebook, then pay special attention when transcribing quotes –
  - Be sure “marks” are consistently used.
  - Check spellings (especially of words with US-UK spelling variants)
  - Check punctuation
  - For showing author’s emphasis, use same ink, can also use <i> to indicate where author used italics</i> and <ul> to indicate where author used underlining</ul>; for putting own emphasis on elements of text, underline the transcribed text with different colored pencil/ink

Part 3 – Tracking Meaningful Relationships Across Resources
- Discuss how it will help in paper-writing process
- How to do this:
  - Be mindful of what and how you are reading – are you reading just to get through it or are you really seeing the words?
  - Make notations in the margins when you see an idea you remember from class or from other readings. If from another reading, try to remember the author and write that in the margin with a little note, such as “sound like so-&-so” or “this topic also discussed in booktitle” or “contradicts what other author says.”

Part 4 – Managing Citations & Quotes
RefWorks for creating your bibliography and footnotes/endnotes; but this can’t tell you what page number a quote is on. Or if you’ve taken notes in a notebook or printed an article out that doesn’t have the complete citation information, it won’t help you identify which resource you pulled a quote from.
- If working from a photocopied/printed article,
  - First thing to do is ensure full citation information is recorded in permanent ink on the first page, included page range.
  - Makes sure page numbers are visible
- If taking notes in a notebook:
First thing to do: at the top of the first page of notes include full citation information for the reading you are taking notes on. Subsequent pages author’s last name will do, if using more than one articles by the same author then notate author (date of publication).

Re-iterate importance of marking citations out by always use “marks” around cited text in your notes

Always include page numbers for quotes as well as general ideas you choose to summarize rather than quote (this will help you find it again easily if you need to refer back to the original source)
  - Page numbers can be noted at beginning of a citation or summary, or end, or I prefer to put page numbers in the ruled margin aligned with the first line of notes taken from that page.

Assessment Methods:
Immediate assessment may be made subjectively by gauging attendees’ engagement throughout the workshop, questioning throughout whether they feel the techniques described will help them with their problem, gauging from questions from the attendees throughout the session how well they understand the content. However, given the nature of the topic assessment is informal and over a longer period of time. At this point informal conversation with attendees a few weeks later or near the end of the semester if instructor happens to see them in the library provides the only real feedback measuring the success of the workshop. In the future, it may be worth developing a survey that can be sent to attendees near the end of the semester or, if students were sent to the workshop by their professor, engaging in dialogue with that faculty member to see of he/she saw a demonstrable improvement in the student’s research and writing. Instruction librarians may also use an online survey (see Appendix F.3)
The Comprehensive Literature Review

Learning Outcomes

1. Students will locate the most important indexes to the literature and reference tools for their discipline, in print or electronic format, in order to discover appropriate full text information sources.
2. Students will learn advanced search techniques, in order to discover the key subject descriptors, authors, publications, and organizations that are most relevant to their research topic.
3. Students will confidently locate hard to find materials, including works not held at Tulane, in order to ensure that their literature review is comprehensive.
4. Students will know who their liaison librarian is and what their role is, in order to reduce future anxiety about information.
5. Students will be introduced to tools for managing and citing information (RefWorks) – optional?

Lesson Plan

Because of large disciplinary differences in the way information is organized and used, different instances of this workshop are offered for Science & Engineering, Social Sciences, and Humanities.

1. Identify web pages that list resources by discipline. The instructor may also demonstrate the use of subject specific print reference works.
   a. Research by Subject - [http://library.tulane.edu/research/research_by_subject.php](http://library.tulane.edu/research/research_by_subject.php)
   b. Databases @ Tulane - [http://library.tulane.edu/research/find_db/](http://library.tulane.edu/research/find_db/)
   c. Article & Database Finder - [http://metlib.tulane.edu/](http://metlib.tulane.edu/)
   d. Reference Sources - [http://libguides.tulane.edu/reference](http://libguides.tulane.edu/reference)
   e. Library catalog (Subject Headings such as Encyclopedias, Handbooks, Criticism & Interpretation)
   f. Journal Citation Reports (JCR) permits the identification of highly ranked journals by discipline.

2. Describe the structure of indexes (print or electronic), in order to get beyond keyword searching and default relevancy ranking:
   a. Prefatory material in print indexes, and help pages in databases, describe the scope of contents, organization, and search features of the tool.
   b. Author, Subject, Title, Journal Title, and Address fields are included in most indexes. The concept of AUTHORITY permits systematic searching.
   c. Formal subject descriptors help build professional vocabulary. Demonstrate the use of thesauri in building queries.
   d. Search Limits by: item type, date of publication, publishing organization, language, historic period, chemical structure, industry code, accession number, grant number...
e. Iterative Searching: build on previous results in order to refine queries. Use search history and/or Boolean logic.

3. Tools and tricks to locate hard to find materials:
   a. Use partial citations (eg. author & year instead of full article title), alternative spellings, wildcards...
   b. Search multiple databases and/or Article & Database Finder in order to broaden searches.
   c. To find materials not held by Tulane, use union catalogs such as WorldCat, and other library catalogs such as those of the Center for Research Libraries, Library of Congress.
   d. Ulrich’s Periodicals Directory provides information about journals: title changes, publication history, index coverage.
   e. Appropriate use of general search engines such as Google or Google Scholar: can help locate open access publications that might be mounted on institutional repositories or author web sites.
   f. Borrowing from other libraries: LALINC card, Interlibrary Loan

4. Instructor enumerates the subject specialist librarians at the various campus libraries, gives a short description of their role in providing research support, and shows the class how to locate librarian contact information on the web site.

5. After students have developed advanced skills at finding information, they may discover that they have a lot of citations and other data to manage. The instructor gives a quick introduction to the management, citing, and bibliography features of RefWorks, and encourages students to attend RefWorks workshop.

Assessment

Students will complete an online survey (see Appendix F).
Keeping Current with the Literature

Learning Outcomes
1. Students will create a suitable query alert in an indexing database, in order to automate the acquisition of new information about their research/thesis/dissertation topic.
2. Students will set up table of contents alerts to the e-journals that are most important to their research, in order to automate the acquisition of new information on their research/thesis/dissertation topic.
3. Students will perform Cited Reference Searches in Web of Science, in order to find current articles that cite older works.
4. Students will create email folders and rules in MS-Outlook, in order to manage the volume of information received in email alerts.
5. Students will be able to obtain the full text of materials identified in email alerts, even if Tulane does not have access, in order to cover their research/thesis/dissertation topic in a comprehensive manner.

Lesson Plan
1. Identify databases most relevant to topic (Research by Subject)
2. Perform query – must result in a reasonable number of hits to be useful.
3. Create personalized account in DB – generalize to ‘all’ databases. It’s a similar procedure across databases. Explain the nature of library institutional subscriptions.
4. Set up email alert. Explain how/when indexes are updated (outcome 1)
5. Find your favorite e-journal.
6. Set up email alert. Similar process for all journals. (outcome 2)
7. Demonstrate cited reference search. Create email alert (cited ref alert, citation alert, and/or query alert) (outcome 3)
8. In Outlook Web, show how to create folders and rules. (outcome 4)
9. ILL, borrowing privileges at other libraries (NOLA, LA, other locations). Explain that Tulane does not own everything. (outcome 5)

Assessment
Students will complete an online survey (see Appendix F).
RefWorks Workshop

Description: RefWorks is web-based citation management software available to Tulane students, faculty, staff, and alumni. It permits users to save and manage citations, incorporate them into research papers using word processing software, and generate lists of works cited in an appropriate style such as MLA, APA, or Turabian. It functions in a similar way to EndNote, except that no software purchase is needed, and RefWorks accounts can be accessed from any computer with Internet access.

Learning Outcomes

1. Students create a RefWorks account and become familiar with RefWorks features (TU Link, RefShare, attachments, online tutorials...), in order to incorporate RefWorks into their research and writing.
2. Students add new citations to their RefWorks account, using four different methods (manual entry, DirectExport, Save & Import, Direct Search), in order to manage research information more efficiently.
3. Using RefWorks in conjunction with MS-Word, students insert references in a research paper, in order to improve the quality and accuracy of citations.
4. Students generate a works cited list for their research paper, in an appropriate style (eg. APA, MLA, Chicago, etc.), in order to simplify and speed up the creation of bibliographies and satisfy the document formatting requirements of their writing assignments.

Lesson Plan

1. Librarian describes the purpose and functionality of RefWorks, and provides a tour of the interface. Students create a personal RefWorks account.
2. Create a new folder to manage specific projects.
3. Students enter a new reference manually, using a librarian-supplied example.
4. Importing Citations:
   a. Direct Export from a database (E.g.: Academic Search Complete)
   b. Save records and Import (E.g.: Web of Science). Demonstrate Import Filters.
   c. Direct Search Catalog/Database (E.g.: Tulane University catalog)
5. Citation Styles – APA, MLA, etc. Librarian explains the importance of proper citation formatting (connecting your thoughts to the existing body of knowledge...), and demonstrates the Output Style Manager.
6. Inserting references in a research paper:
   a) Manually (one line/cite view)
   b) Write-N-Cite (Word plug-in)
   c) Inserting footnotes/endnotes, page numbers (depending on the style used)
7. Generating the works cited list.

Assessment

Students will complete an online survey (see Appendix F).
Appendix D: Guides

Research Guides

Anthropology  libguides.tulane.edu/anthropology
Anthropology: Latin America  libguides.tulane.edu/anthropology_latin_america
Architecture  libguides.tulane.edu/architecture
Art & Architecture: Latin America  libguides.tulane.edu/art_latin_america
Art Archives  libguides.tulane.edu/ArtArchives
Art Ephemera  libguides.tulane.edu/ArtEphemera
Art Research Guide  libguides.tulane.edu/art
Asian Studies  libguides.tulane.edu/asianstudies
Basic Legal Research  libguides.tulane.edu/law
Biomedical Engineering  libguides.tulane.edu/biomedical_engineering
Bloomberg  libguides.tulane.edu/bloomberg
Business & Economics: Latin America  libguides.tulane.edu/business_latin_america
Cell & Molecular Biology  libguides.tulane.edu/molecularbiology
Chemistry & Chemical Engineering  libguides.tulane.edu/chemistry
Citation and Writing Guides  libguides.tulane.edu/citation
Classical Studies  libguides.tulane.edu/classicalstudies
Communication  libguides.tulane.edu/communication
Company information  libguides.tulane.edu/content.php?pid=7497
Comparative Literature  libguides.tulane.edu/complit
Computer Information Systems  libguides.tulane.edu/computerinfosystems
Dance Ephemera  libguides.tulane.edu/content.php?pid=27089
Dance  libguides.tulane.edu/dance
Digital Collections: Latin America & Iberia  libguides.tulane.edu/digital_latin_america
Dissertations and Theses  libguides.tulane.edu/theses
Dissertations: Latin America and Iberia  libguides.tulane.edu/dissertations_latin_america
Earth & Environmental Sciences  libguides.tulane.edu/earth
Ecology & Evolutionary Biology  libguides.tulane.edu/ecology
Economics  libguides.tulane.edu/economics
Education  libguides.tulane.edu/education
Electronic Books  libguides.tulane.edu/electronicbooks
EndNote  libguides.tulane.edu/endnote
Engineering & Computer Science  libguides.tulane.edu/engineering_compsci
English  libguides.tulane.edu/english
Environmental Studies  libguides.tulane.edu/environmentalstudies
Exercise & Sports Science  libguides.tulane.edu/exercise
Federal Legislative History Research  libguides.tulane.edu/legislative-history
Film & Cinema in Latin America & Spain  libguides.tulane.edu/film_latin_america
Filmographies  libguides.tulane.edu/filmographies
French  libguides.tulane.edu/french
Gender & Sexuality Studies  libguides.tulane.edu/ws
General Reference Sources  libguides.tulane.edu/reference
General Sources  libguides.tulane.edu/general
German  libguides.tulane.edu/german
Government Documents  libguides.tulane.edu/governmentdocuments
Theatre
Video Editing Resources
libguides.tulane.edu/theatre
libguides.tulane.edu/videoedit
Course Guides

Course Guides are created for classes and removed when no longer needed. The guides listed below may or may not be available depending on the time of semester.

Comparative Political Economy: libguides.tulane.edu/vail
Comparative Politics: libguides.tulane.edu/POLC-230
Economics of Slavery - ECON 496-01: libguides.tulane.edu/econ496
EDLA 200 - Whelan: libguides.tulane.edu/diverse
Eng 101-Hajduczek Summer 2010: libguides.tulane.edu/hajduczek
English 101 - Cardon - American Makeovers: libguides.tulane.edu/cardon
English 101 - Kaufmann (Spring 2010): libguides.tulane.edu/argument
English 101 - Leland - Reading and Rewriting: libguides.tulane.edu/rewriting
English 101 - Mirmotahari (Spring 2010): libguides.tulane.edu/comp
ENLS 263-81 - Salzer (Spring 2010): libguides.tulane.edu/salzer
German 480/680 Research Guide: libguides.tulane.edu/brancaforte
Homeless in America: libguides.tulane.edu/homeless
Honors Thesis Boot Camp: libguides.tulane.edu/bootcamp
Lusher - AP English - Spring 2010: libguides.tulane.edu/depp
Model OAS: Nicaragua: libguides.tulane.edu/MOAS
Phobias and Foreign Policy: libguides.tulane.edu/phobias
Social Welfare & Public Policy Research: libguides.tulane.edu/sw712
Sociology 1050-01 - Arnett (Spring 2010): libguides.tulane.edu/arnett
Sociology 106 - Urban Sociology - Kato: libguides.tulane.edu/urban
Sociology 201 - Foundations of Sociology - Kato: libguides.tulane.edu/soci201
Summer Transition Program: libguides.tulane.edu/summertransition
Appendix E: Online Tutorials

Learning outcomes and assessments for tutorials

1. **Using Basic Search in the Library Catalog**

   Learning outcomes:
   - Students will understand limits (location and type) available in order to search catalog
   - Students will understand search types (author, keyword, title) in order to search catalog

   Assessment:
   - Two multiple choice questions

2. **Using Advanced Search in the Library Catalog**

   Learning Outcomes:
   - Students will recognize various limits (location, publication date, type, etc) available in order to increase relevance of and narrow search results.
   - Students will identify an appropriate search type (author, keyword, etc) in order to increase relevance of and narrow search results

   Assessment:
   - One multiple choice question

3. **Searching for music CDs in catalog**

   Learning Outcomes:
   - Student has ability to evaluate and select appropriate terminology to use in search
   - Student has ability to construct successful OPAC searches
   - Student has ability to evaluate appropriateness of search results and to modify search strategies to increase the search returns

   Assessment:
   - Three multiple choice questions

4. **Introduction to the Newly Redesigned Web Site**

   Learning Outcomes:
   - Learn what myTulane, My Library Account and Off-Campus login links do to in order to use them effectively
   - Get a general idea of what is found on each of the main navigation tabs in order to select the correct tab for getting the information they need
   - Learn the purpose if the search box in order to use it appropriately
• Learn what help is available in the “Questions? Ask Us!” box in order to be aware of the help options available
• Recognize the purpose of the Resource Spotlight area to avoid confusion

5. Article & Database Finder Quick Search

Learning Outcomes:
• Students will select an appropriate Quick Set in order to search for information sources (books, articles, etc.) relevant to their discipline/research topic
• Students will evaluate search results in order to identify sources that support their research thesis/hypothesis
• Students will use TU Link options in order to locate full-text documents in print or electronic format

Assessment:
• One open ended question.

6. ILL overview and how to set up an account

Learning Outcomes:
• Student will become aware of ILL service in order to borrow items from outside Tulane
• Student will learn how to register for account in order to make use of account for future research.

Assessment:
• One multiple choice question

7. Distinguishing between popular, trade and scholarly publications

Learning Outcomes:
• Understand the different classifications and characteristics of different types of periodical publications
• Distinguish between popular, general, trade and academic periodicals, when doing research for assignments

Assessment:
• Multiple choice question

8. Finding a Book on the Library Shelf

Learning Outcomes:
• Users will know how to use various call number systems (classification schemes) in order to locate information resources within the library
Assessment:
- Three multiple choice questions

Tutorials in progress

1. Searching for DVDs in catalog

Learning Outcomes:
- Student has ability to evaluate and select appropriate terminology to use in search.
- Student has ability to construct successful OPAC searches
- Student has ability to evaluate appropriateness of search results and to modify search strategies to increase the search returns.

2. Logging into My Library Account

Learning Outcomes:
- Students will identify the My Library Account link in order to access to their library account.
- Students will understand to use Splash Card ID number (or barcode number for non-students that have no Splash Card) in order to log in to their library account.
- Students will understand process in order to renew checked out items.

3. Ordering and receiving ILL items

Learning Outcomes:
- Student will learn how to fill out ILL form for one item type in order to fill out form(s) correctly.
- Student will become aware of notification and pickup process in order to receive ILL requests.

4. Using TU link to order through ILL

Learning Outcomes:
- Students will demonstrate knowledge of using “TU-Link” citation linker to request materials via interlibrary loan.

5. Overview of Guides Tab

Learning Outcomes:
- Students will be able to locate, identify and select the appropriate subject type resources in order to effectively meet research needs and goals.
6. Finding Databases

Learning Outcomes:
- Students will use the AZ list or search box to conduct a known item search by title, in order to locate relevant databases for their research.
- Students will browse by subject category and sub-category, in order to discover the databases that are most relevant to their discipline.
- Students will select an appropriate database from the results list, in order to search for materials (books, articles, etc.) that support their research.

7. Selecting keywords for your search

Learning Outcomes:
- Students will demonstrate an understanding of the importance of keyword selection in order to maximize the relevance of search results.

8. How to read a citation

Learning Outcomes:
- Users will learn to identify the elements and syntax of a citation in order to differentiate between the types of sources cited.
- Users will learn to record all pertinent citation information in order to have for future reference.
Appendix F: Surveys

F.1: Instruction Survey for Faculty

Online survey sent at the end of each semester to instructors who have participated in library instruction.

1. Please enter your name and the name of the class you brought to the library.

2. The librarian discussed the assignment and research needs of your students before the library session.
   - Strongly agree
   - Agree
   - Neutral
   - Disagree
   - Strongly disagree

3. The librarian identified the objectives to be covered during the session.
   - Strongly agree
   - Agree
   - Neutral
   - Disagree
   - Strongly disagree

4. Students were engaged during the library session.
   - Strongly agree
   - Agree
   - Neutral
   - Disagree
   - Strongly disagree

5. The librarian was prepared for the session.
   - Strongly agree
   - Agree
   - Neutral
   - Disagree
   - Strongly disagree

6. The librarian explained and demonstrated information concepts, search strategies, and tools that were relevant to students’ research needs.
   - Strongly agree
   - Agree
   - Neutral
   - Disagree

1-17-2011
Strongly disagree

7. The librarian included time to practice the skills that were introduced.
   Strongly agree
   Agree
   Neutral
   Disagree
   Strongly disagree

8. The amount of information the librarian presented was appropriate for the length of the class session.
   Strongly agree
   Agree
   Neutral
   Disagree
   Strongly disagree

9. I was satisfied with the presentation and content of the library instruction session.
   Strongly agree
   Agree
   Neutral
   Disagree
   Strongly disagree

10. My class's participation in the library instruction session improved their course work.
    Strongly agree
    Agree
    Neutral
    Disagree
    Strongly disagree

11. Please provide additional comments or suggestions about our library instruction sessions.

12. What changes can we make to improve our library instruction sessions?
F.2: Course-Related Instruction Survey for Students

Online survey completed by students at the end of a course-related library instruction session.

1. Which librarian led today's workshop?
   Jennifer Corbin
   Lisa Hooper
   Lonya Humphrey
   Sean Knowlton
   Paul St-Pierre
   Pat Vince
   Hannah White

2. What class brought you to the library today?

3. List one thing you learned during the workshop.

4. List one thing from today's workshop that is not clear.

5. Enter additional comments here:
F.3: Research Workshop Survey for Students

Online survey completed by students at the end of a Research Workshop.

1. Which librarian led today's workshop?
   Jennifer Corbin
   Lisa Hooper
   Lonya Humphrey
   Sean Knowlton
   Paul St-Pierre
   Pat Vince
   Hannah White

2. Which workshop did you attend today?
   Library in a Nutshell
   Finding Articles
   Managing Your Research Materials
   The Comprehensive Literature Review
   Keeping Current with the Literature
   RefWorks

3. List one thing you learned during the workshop.

4. List one thing from today's workshop that is not clear.

5. Enter additional comments here:
Appendix G: December 2010 Student Learning Outcomes

List of Student Learning Outcomes for Instruction Program
Created December 13-14, 2010 at the Library Instruction Workshop facilitated by Megan Oakleaf.

1. Refine a research topic into a research question to an appropriate level of depth and specificity.
2. Identify resource types and services most appropriate to research topic.
3. Create an essential list of keywords.
4. Operationalize a research question into search-building vocabulary.
5. Use initial search results to identify subject headings or descriptors relevant to the topic.
6. Revise a search by creatively employing subject headings, descriptors, controlled vocabulary with and without key words to broaden or narrow search.
7. Analyze relevancy and prioritize results.
8. Navigate the search tools effectively.
9. Evaluate resource authority and accuracy.
10. Distinguish between primary and secondary sources.
11. Distinguish between different types of research (clinical trials, etc.).
12. Select appropriate resource for information need.
13. Retrieve appropriate sources for information need including locating full-text, finding a book in the stacks or special collections, or using ILL or reciprocal borrowing.
14. Identify a project’s information needs and potential gaps.
15. Periodically consult the literature to stay current with new developments in a professional field.
16. Identify resource types in order to cite appropriately.