CHOOSE YOUR OWN TEACHING ADVENTURE

A Resourceful Way to Balance Content Consistency with Teaching Styles in a Library Orientation Program

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McGill
McGill by the Numbers

- 38,000 students
- 1,603 faculty members
- 11 Faculties & Schools
- 13 branches
- 70 librarians
- 184 subjects
The McGill Student Population

- Undergraduate: 69%
- Graduate: 23%
- Post Docs, Other: 8%
What we’ll cover today:

**Part A:**
- 2011 Library Orientation Campaign and Series Overview
- *Finding the Right Stuff* workshop
  - Past problems and potential solutions
- Designing a “choose your own adventure” workshop

**Part B:**
- Results from our librarian survey
- Staff training and buy-in
- Lessons learned and future directions
Part A: A Look at the Workshop
One of these things just doesn’t belong...

How do I check out a book?
Take a Tour and find out!
McGill Library. Everything you need.

How do I find stuff at the Library?
Take a Getting Started workshop and save time later on!
McGill Library. Everything you need.

How do I start my paper?
Take a Finding the Right Stuff workshop and save time later on!
McGill Library. Everything you need.
“A set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information”
Goals:

“A set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information”
Goals:

1) Incorporate more “active learning”
2) Update content and look
3) Keep 1-hour limit
4) Save time
5) Empower librarians with workshop personalization
Finding the right stuff

Discover Your Library

Goals:
1. Distinguish between popular and scholarly articles
2. Select a database for your topic
3. Create effective search strategies

Sample Research Question:
What is the most effective method for assessing reading problems in the early grades?
Let's Brainstorm together:

- Reading Problems
- Early Grades

[[ALTERNATIVE ACTIVITY STEP 3]]

[Divide the class into two teams, and allow students to use one of the subject guide's dictionaries/encyclopedias to learn more about each team. This might allow for more flexibility in workshop by explaining value of other disciplines?]

Comment bubbles

Alternative Activities
Finding the Right Stuff

WHAT YOU’LL LEARN TODAY:
- How to start your research
- How to develop your research question
- How to find journal articles
  - Online
  - In the library
- How and when to use databases
- Understanding citations
- Getting hard-to-find books & journal articles from outside of McGill
  - Etc... [List can be modified by librarian as needed]
- Differences between library catalogues and research databases

WHERE DO I LOOK FOR...?
- Books/eBooks
- Journals
- Newspapers/Magazines
- McGill Theses/Dissertations
- DVDs/CDs
- Websites
- Journal articles
  - [WorldCat only]

Finding Journal Articles

Getting the Full-Text of a Journal Article
- When in a database, click
- Find it @ McGill

Not finding the right articles?
Try a subject database!

HOW TO CITE IT RIGHT!

Should I cite?

Is it a quote?

Yes

Is it a paraphrase?

Yes

Cite it

Is it a paraphrase?

No

Is it another’s idea/thesis?

Yes

Cite it

There is no need to cite if it is common knowledge or your own thoughts

CITATION STYLE GUIDES:
- e.g. APA, CSE, MLA, etc.
- bit.ly/mcgillcitationguides

Organize citations and make bibliographies easily - DOWNLOAD ENDNOTE FOR FREE!
- bit.ly/mcgillcitationsoftware

STILL HAVE SOME BURNING QUESTIONS?
WANT TO LEARN MORE ABOUT:
- Advanced searching in the Classic Catalogue & WorldCat
- Borrowing course reserves
- Finding past exams
- Finding primary sources (e.g., images etc.)
- Finding out which journals are peer-reviewed
- Locating and using theses/dissertations
- Using the EndNote program to gather and organize your research as you find it.
- Etc... [List can be modified by librarian as needed]

ASK A LIBRARIAN!
- CHAT, EMAIL, PHONE!
- ATTEND A WORKSHOP!

ASK.

bit.ly/askmccilllibrary

Twitter @McGillLib

www.mcgill.ca/library

Facebook/ mcgilllibrary

librarian@mccill.ca

Tel: 514-XXX-XXXX

Visit us at:
fraser library
3145 mcgill college avenue
montreal, quebec h3a 2a7

The Student Perspective:

Finding the Right Stuff attendees - by level

- UO (Freshman): 28%
- U1-U3: 46%
- Masters: 17%
- PhD: 5%
- Other: 4%
The Student Perspective:

Overall, I found this workshop to be:

- Very Helpful: 66%
- Somewhat helpful to me: 33%
- No Answer: 1%

McGill Library. Everything You Need.
Part B: Survey Says...
The survey: What we examined

• Teaching experience and preferences
  • Who is teaching our workshops?
  • How much experience do they have?
  • What elements are typically incorporated into their workshops?
  • What are the most important elements of an orientation workshop?

• Satisfaction with the new workshop
  • Perceived relevancy
  • Activity choice
  • Overall satisfaction
  • Comparison between old and new workshop
Who is teaching our orientation workshops?

- **New Librarians**
  - 88% have been teaching IL workshops for 4 years or less
- **Librarians with a range of experience**
  - 54% teach between 1 and 20 workshops/year
  - 46% teach over 20 workshops/year
Teaching Experience: Elements Used

Elements Typically Incorporated in Workshops

- Powerpoint: 95.83%
- Live Demonstration: 91.67%
- Class Discussion: 75%
- Group Activities: 70.83%
- Independent Lab Activities: 66.67%
- Videos: 45.83%
- Student Response Systems: 29.17%
- Other: 4.17%
### What are the most important features of an orientation workshop?

<table>
<thead>
<tr>
<th>Rank</th>
<th>Feature</th>
<th>Mean Score</th>
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<tbody>
<tr>
<td>1</td>
<td>Customization for subject content</td>
<td>2.71</td>
</tr>
<tr>
<td>2</td>
<td>Content that is appropriate for students of different subject backgrounds</td>
<td>3.57</td>
</tr>
<tr>
<td>3</td>
<td>Flexibility for Teaching Style</td>
<td>3.64</td>
</tr>
<tr>
<td>4</td>
<td>Content that is appropriate for students of different levels</td>
<td>3.78</td>
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<tr>
<td>5*</td>
<td>Activities that Accommodate different group sizes</td>
<td>4.21</td>
</tr>
<tr>
<td>5*</td>
<td>Professional Looking PowerPoint template</td>
<td>4.21</td>
</tr>
<tr>
<td>6</td>
<td>Supplementary materials</td>
<td>5.86</td>
</tr>
</tbody>
</table>

* indicates a tie
Satisfaction: Workshop Elements

Which of the following elements were addressed to your satisfaction?

- Professional looking powerpoint template: 87.50%
- Flexibility for teaching styles: 62.50%
- Customization for subject content: 62.50%
- Activities for different group sizes: 62.50%
- Content for different subject backgrounds: 50.00%
- Content for different levels of study: 50.00%
- Supplementary materials (handouts, etc): 50.00%
Which of the following elements were addressed to your satisfaction?

1. Professional looking powerpoint template (87.50%)
2. Flexibility for teaching styles (62.50%)
3. Customization for subject content (62.50%)
4. Activities for different group sizes (62.50%)
5. Content for different subject backgrounds (50.00%)
6. Content for different levels of study (50.00%)
7. Supplementary materials (handouts, etc) (50.00%)
How relevant was the content of the Fall 2011 workshop for new students?

- Relevant: 45%
- Very Relevant: 33%
- Somewhat Relevant: 11%
- Not Relevant: 11%
How helpful was it to have a range of activity choices available in planning the Fall 2011 workshop?

- Very Helpful: 50%
- Somewhat Helpful: 38%
- Helpful: 13%
Satisfaction: Overall Usefulness

**2011 FTRS**
- Useful: 78%
- Not Useful: 11%
- Somewhat Useful: 11%

**Previous FTRS**
- Useful: 60%
- Not Useful: 20%
- Somewhat Useful: 20%

78% found it useful

60% found it useful
What they liked

best:

- Good basic introduction to searching in databases; good foundational IL content
- Explanations in the notes fields made it easy to understand the intended flow
- Options for activities
- Ready-made and customizable
- The updated slides

What they liked least:

- Content in a couple of slides was difficult to edit...took some time to reformat these
- The handout was too busy
- Lack of content specific to the Humanities and Social Sciences Library
What changes did you make to the workshop?

- Cut content: 78%
- Added content: 56%
- Rearranged order of slides: 56%
- Changed style features: 33%
- Used different activities: 22%
- Other: 22%
- Didn't change anything: 11%
Orientation Kit and Training
Response to Training

Did you feel better prepared for teaching *Finding the Right Stuff* after attending this staff training session?

- Extremely prepared: 0%
- Not prepared: 0%
- Very prepared: 33.33%
- Somewhat prepared: 33.33%
- Prepared: 33.33%
Response to Training

“...a great initiative and should definitely continue! Teaching is so much more than having a PowerPoint template to click through, so it’s great to discuss the session outline and activities in person.”

“Perhaps future sessions could include discussion about what worked well and what didn’t from the previous year’s presentations so that we can share and build on our experience.”
Lessons Learned and Future Directions

**The Good**
- Higher satisfaction from students and staff
- Positive buy-in about revised workshop
- Staff training – positive reception
- Improved awareness about campaign
- Insight into instruction experience of librarians
- Insight into commonly used elements

**Room to Improve**
- Content for different subject backgrounds
- Editing capability
- Supplementary materials

**Going Forward**
- Incorporate findings into future workshops
- Increase/improve supplementary materials
- Staff training every year
- Assessment is still fairly new
Questions?
Contact Information

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Sources:


