



# Library Instruction/Information Literacy Procedure

## Statement of Purpose

The Library is the intellectual center of any university campus. Consequently, the Athens State University Library's faculty and staff strive to serve the entirety of the University's learning community in various ways to assist as many faculty, staff, students, and community members as possible. Library Instruction (LI) at Athens State University empowers Library users to define information needs, select appropriate information sources, make effective and efficient use of resources, evaluate source material, and correctly reference sources in papers and presentations.

## Instruction Scheduling

### A. Athens State University Courses and Groups

Athens State University faculty requesting LI should contact their College's Library Liaison.

Scheduling should be done 5 working days prior to the LI session for a previously presented session in order to allow time for handouts to be printed, etc. Scheduling should be done 10 working days in advance for a new LI session in order for it to be researched, collaboratively created, and then presented. Faculty attendance at their course's LI sessions is requested and much appreciated.

### B. Community Groups

Instruction is available on request at the Library for individuals and groups other than Athens State University students. LI sessions can be scheduled for, but are not limited to:

- Home school groups
- High school classes
- Scout troops
- Special-interest groups
- Community college classes
- Area university classes

Community instruction sessions are by prior appointment only. Sessions should be scheduled a minimum of 1 week in advance. The requester should provide the number of attendees, the name of the organization, and specific information about topics to be covered. For student

groups, provide the name of the school, the grade level, the number of students who will attend, the name of the primary teacher, the total number of teachers and/or chaperones who will attend, and the classroom assignment and/or paper topics that the students have. All student groups must be accompanied by their teacher(s) or other adult chaperone(s).

Community groups should contact the Library Director to schedule a session. Sessions can be general Library orientation, or they can be designed to meet a group's specific research needs. Optimal group size is 8 to 12. Each group must be limited to no more than 20 attendees.

## **Program Design**

### **A. Identification of Content of Instruction**

LI sessions are best when carried out collaboratively with the faculty member teaching the course. Instruction is most effective when it is given prior to and in conjunction with a specific research paper, project, or assignment.

### **B. Modes of Instruction**

Course-based LI usually includes one or more of the following:

- Group instruction in traditional or electronic classrooms (on campus, at a University Center, or online)
- Web tutorial
- Electronic and/or print instruction aids
- Asynchronous modes of instruction (Athens State e-mail, Blackboard discussion boards, Tegrity sessions)
- Synchronous modes of instruction (in person, on the phone, Blackboard Collaborate live classroom session)
- Electronically Embedded Librarian within the course management software (Blackboard)

Instruction may also include:

- Individual instruction during the reference interview process
- Personal appointments for in-depth research consultation

### **C. Program Structures**

Program structures may include, but are not limited to:

- Library tours
- Basic Library orientation
- Advanced-subject orientation
- College orientation seminars
- Introductory courses within a major
- Research methods courses in disciplinary majors
- Capstone courses
- Credit courses in Research Sources & Skills

- Faculty-requested and collaborated sessions
- Alabama Virtual Library sessions
- Focused sessions on topics such as “How to search for books/e-books” or “How to search databases for scholarly peer-reviewed journal articles”
- Focused sessions on particular types of literature
- Focused sessions on proper source citation
- Courses with an Electronically Embedded Librarian as a teaching assistant

**D. Evaluation and Assessment**

The Library currently uses several different forms of assessment. Direct assessment of instructional effectiveness is conducted through:

- Student and faculty feedback
- Information Literacy pre-tests and post-tests

Further assessments occur through the Library’s formal assessment process, which include:

- Focus groups
- In-house surveys
- LibQual+ surveys

**Works Consulted**

Brumley, Rebecca. *The Academic Library Manager’s Forms, Policies, and Procedures Handbook*. New York: Neal-Schuman Publishers, Inc., 2007.

“Guidelines for Instruction Programs in Academic Libraries.” Approved by the ACRL Board, June 2003.