

MILEX Meeting – January 10, 2014

10:00 a.m. to Noon

Loyola Graduate Center, Columbia, MD

Present: Natalie Burclaff, Gina Calia-Lotz, Barbara Cheadle, Sarah Crest, Chris Drolsum, Stephen Ford, Sarah Gilchrist, Jeremy Green, Rosie Hanneke, Jenny Hattleberg, Mike Kiel, Wanda Meck, Kimberly Miller, Julie Nanavati, Sarah Sheehan, Simmona Simmons, Lisa Sweeney, Christina Teasley, Brandy Whitlock

Presentation: Mike Kiel and Natalie Burclaff, Langsdale Library, University of Baltimore -- "Discipline-Specific Information Literacy Instruction"

Re-tooling one class at UB

History 295: intro to historical methods. Genealogy/research on a relative, put in historical context. Also do a community research project.

First use of Chicago style -- big focus of class. Fills Gen Ed requirement.

Mostly history students, but not all

Past efforts: multiple back-to-back sessions, a long "librarysearch " assignment (librarians grade - worth 10% of grade) emphasis on searching, finding resources. Assignment was not done well, was done at end of semester and no chance for librarian to follow up.

Students already can find stuff (sophomore/junior level) -- relevance is the problem

New assignment: more practical, students write a description for a museum piece

5 sessions spaced through the semester -- every other week.

1. Showed dbs they could use, had them look for book in catalog, working in teams
2. Library worksheet, history in context
3. evaluating sources -- used historical ads
4. Archives and special collections -- gave a tour of college archives
5. Chicago workshop

Trying to get students to think about context. Broadening topics, connecting specific topic to broader subjects. Ink sheet -- work with students on it.

Increased focus on intellectual skills -- evaluation and context. Funeral program example -- what can we learn about this person from the program?

Chicago workshop -- demonstrated the citations in DBs and errors

Book, *Evidence Explained* -- how to cite primary resources in Chicago style

Creator, source, collection source was in, etc.

New assignment: gave links to 12 different primary sources to choose from, and students had to write a museum text for it. Students were much more invested, had "fun." Librarians used same language used by faculty in their assignments

America History and Life db -- can find a recently written article about an historical concepts.
Pros and Cons

What works: collaboration with faculty, meaningful assignments, multiple touch points (very important -- follow-up), spread out through semester

What doesn't: flexible deadlines -- some students didn't have their artifacts for purple sheet, explaining difficult content to varied learners

Other efforts: Entrepreneurship 300, Marketing 301, meets with individual students to suggest specific DBS for different topics. Various health systems management courses -- not as willing to make changes to improve things.

Comment: students sometimes disappointed that they didn't have IL earlier, others feel like they've had it five times already.

Sarah Gilchrist -- had students who've already had IL help other students who hadn't. Worked really well.

Question about how you build a culture of library instruction "embeddedness"

Sarah Crest -- essential not to make tutorials longer than two minutes so that students can pop in and look at their point of need. Unless it's a searchable video, which will take forever to create. Also consider that students want to be in contact with instructors in person.

Discussion about librarians' woes in terms of selling importance of info lit to faculty.

"Secret librarianship"-- having other people advocate on your behalf

Brandy mentions do not necessarily have to touch faculty to touch students -- supporting instructional process.

Adjunct PD day.

Serving on committees

Get your name on the syllabus.

Sarah Crest -- you forget how intimidating a liaison librarian can be, have to be extremely collegial, ask faculty the questions about their discipline. "Could you tell me about your research area..."

Looking for Board members of the Friends of the Library for Blind and Handicapped

Business Meeting

Spring conference, March 21st

Need MILEX member to stand at our poster at MLA to pass out MILEX business cards

Financing

Trying to become independent entity from UMD

\$6,000, 40 members

Filed articles of incorporation -- just waiting to become official, then we can get bank account, become 501C non-profit.

Movement to adjourn at 12:10

Seconded