

User Education Services University of Maryland Libraries, Public Services Division FY 2001 Instruction Statistics Summary

During this year, staff engaged as usual in a wide range of instruction and outreach activities that fulfilled the Libraries' mission in information literacy. About 66 library staff were involved in instruction, which included 51 librarians, 7 support staff, and 8 graduate assistants.

Highlights of Instructional Activities and Programs

- *Library Safari* was a new class designed to meet the needs of incoming freshmen enrolled in UNIV 100 (formerly EDCP 108O) and UNIV 101. The class was offered to nearly 1000 students and received enthusiastic reviews from both students and faculty. The development group received a Leadership Initiative Award.
- *Beyond the Basics* classes were held for ENGL 391, 392, 393, 394, and 395. Faculty continued to praise the content and format, but library instructors have concerns that these classes may not be meeting the needs of all the students.
- GIS workshops taught by Government Documents staff and graduate students (*Introduction to GIS*, *Spatial Analysis*, and *Textural to Spatial Analysis*) remained popular with faculty and students.
- “Classes taught for University courses” continued to be the largest category of library instruction. Virtually all subject specialists and other librarians in Special Collections taught these classes in response to requests from faculty.
- *Library Day* for ENGL 101 has blossomed under the oversight of Peggy Antonisse, with assistance of two other special lecturers. The number of classes taught has increased and the content and format have been improved to better match the curricular needs of the ENGL 101 students. The Freshmen Writing Program administrators and teachers have commended Peggy and the special lecturers for their high quality teaching and responsiveness to students’ needs.
- Trudi and Maggie co-taught a section of UNIV 101 to 14 students.
- Maggie and the Science & Technology Team developed the script and exercises for *EPSL Expedition* for ENES 100. The format was modeled after *Library Safari*, with exercises appropriate for freshmen engineering students. It was offered to 398 students in 10 classes in the spring and taught by members of the Science & Technology Team.
- About 20 library staff participated in an International Coffee Hour on February 28. Nearly 100 students dropped by to chat.
- Maggie adapted *Library Safari* exercises to create a *Self-Guided Tour to McKeldin Library for International Students*. This handout was distributed at the International Coffee Hour and at the reference desks.
- The graduate assistant, Gina Calia, maintained the database of guides and assumed responsibility for upholding quality of print and Web materials. The total number of guides currently is 235, 35 of which are in print only, and 200 of which are on the

Web and are printed as needed. The total number of guides has shrunk, as librarians have carefully reassessed the target audience and need for these guides.

- The number of tutorial Web pages prepared for individual classes increased to well over 100 (the number fluctuates a bit each semester).
- Trudi, Sue Baughman, Doug McElrath, Judy Markowitz, Gina Calia, and Rebecca Wilson (graphic designer) developed the text and graphics of a "big glossy," a 32-page color brochure describing and illustrating the Libraries' collections and services.

The statistics for all instruction activities are summarized in a chart below, and the details of the 19 faculty/graduate student electronic resources seminars, 106 UM tours and orientations, and 27 sessions for outside groups are listed.

Highlights of Organizational and Internal Developments

- The Committee on Library Education concluded its work in May and the new Information Literacy Team was formed in June. Out of 12 applicants, 11 were selected (including 4 User Education Services staff).
- Scot Reese, Assistant Professor in the Theatre Arts Department, conducted another highly successful drama workshop for 15 staff members.
- Detailed descriptions and data on librarians' subject-specific classes were collected and analyzed.
- A survey of expectations/requirements of instructors about student research papers was conducted in the spring. A large number of responses were received from the ENGL 101 teaching assistants, the Professional Writing faculty, and the ENES 100 instructors. In general, the findings were that expectations/requirements vary enormously. Peggy and Maggie used these findings in planning a training session for ENGL 101 TA's in the fall of 2001. Details of the survey are available from User Education Services.
- Diane Harvey began work on new a new instructional initiative for honors students that will be modeled after *Library Safari*. To be called *Library Quest*, it will be offered to 45 sections of HONR 100 in the fall of 2001.
- TILT (The Information Literacy Tutorial) was obtained from the University of Texas via open source licensing. A working group (Trudi, Maggie, Peggy, Barbara Nail-Chiwetalu, Gina Calia, Paula Greenwell, Paula Hayes, Pat Herron, Gary Phillips, and Jason Snyder (field study student from CLIS) began work on modifying TILT for use by University of Maryland freshmen in the summer and fall of 2001.
- McKeldin 2109 was expanded from 12 to 16 student workstations, in order to accommodate larger classes.
- Trudi, Pat Herron, Zaida Diaz, Gerri Foudy, Lily Griner, Heleni Pedersoli, and Dave Wilt were nominated for the Outstanding Service to the Schools award, for their work with the Hispanic students from Northwestern High School.

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Activity	No. of Classes	Attendance
<i>EPSL Expedition for ENES 100</i> Spring 2001	10	398
<i>Beyond the Basics for ENGL Professional Writing Program</i> Summer 2000 Fall 2000 Spring 2001 Total	9 36 40 85	162 680 736 1,578
<i>GIS Workshops</i> Summer 2000 Fall 2000 Spring 2001 Total	4 10 11 14	52 58 103 190
<i>Library Safari for UNIV 100 / UNIV 101</i> Summer 2000 Fall 2000 Spring 2001 Total	1 58 7 66	12 901 76 989
Classes taught for University courses (on request from faculty)	464	10,258
UM Orientations, Tours	106	1,556
Faculty/Graduate Student Seminars	19	139
<i>Library Day for ENGL 101</i> Summer 2000 Fall 2000 Spring 2000 Total	4 99 75 178	76 1974 1254 3,304
Outside Groups	27	424
(7/1/2000-6/30/2001) Grand Total:	968	18,836

19 Faculty / Graduate Student Electronic Information Resources Seminars

BIOSIS Previews, Cambridge Scientific, PubMed
 Electronic Collections Online (ECO)
 EndNote: Software to Manage Your Bibliographies
 Japanese Databases
 Locating Materials in Japanese – Using OCLC CJK
 ProCite: Software to Manage Your Bibliographies
 Web of Science: Science Citation Index

106 UM Tours and Orientations

Academic Achievement Program
BSOS Summer Research Initiative
CAPS (College Park Scholars Program)
College Bound
CRBS Summer Institute II (CAST)
Graduate Students Orientations (various Colleges e.g. Chemistry, History, Psychology)
Hinton Scholars
HUD Fellows Orientation
Humphrey Fellows
International Graduate/Undergraduate Students
Learning Disabilities Doctoral Students
McNair Scholars Program
MEI (Maryland English Institute)
New Biology Department TAs
New Faculty Orientation (various colleges e.g. Education, EDCP 1080/UNIV 101)
New Staff Orientations (monthly)
Orientation for Life Sciences Brazilian Students
Senior University
UM Health Center
University Relations Staff
Undergraduate Student Orientations
Upward Bound
Veterinary Medicine Department
Women in Engineering
Writing Center staff

27 Outside Groups (Non-UM Affiliates)

1st and 2nd graders from local elementary schools
Attending to Early Modern Women (International Conference)
Center Alliance for School Teachers
Charles E. Smith Jewish Day School Faculty
Common Threads Art Institute (MD Art Teachers)
Digital Directions High School Visit
Eastern Middle School
ESTEEM Program for High Schools Students (Sciences)
Federal Librarians
Joint History Colloquium (Visiting Brazilian Scholars)
Julius West Middle School
Minorities at Risk Program
Northwestern High School Latino Students
SURF Program (Pre-College Students in the Sciences)
Visiting Executives from China
Visiting Librarians from Russia
Visiting Scholars from Kazakhstan

Highlights of Individual Librarian's Professional Contributions

Trudi Bellardo Hahn

- Taught a section of UNIV 101 (with Maggie)
- Taught LBSC 601 (Information Use)
- Presented at the ACRL President's Discussion Forum on *Building Communities @ Your Library*; highlighted UM Libraries' involvement with the America Reads program, middle school students, Northwestern Hispanics Students Day, partnering on an IMLS grant with the Maryland State Dept. of Education and Prince Georges County Public Schools, and other outreach activities.
- Served as Chair of the ASIST 2001 conference program.
- Made an hour-long presentation at LOEX: "Library Safari: a Team-Based Approach to Serving Incoming Students."

Maggie Cunningham

- Taught a section of UNIV 101 (with Trudi)
- With support from Trudi and members of the Science & Technology Team, authored a chapter ("Library Research Skills") in *Introduction to Engineering Design*, the basic textbook used at this university and elsewhere for beginning engineering students.

Diane Harvey (30% time -- Undergraduate Studies Librarian)

- Worked with undergraduates on special projects such as Undergraduate Research Day.
- Was selected as Lilly-CTE Fellow for the 2001-2002 academic year.

Concerns and Impediments

Among the issues of concerns and impediments to achieving the Libraries' instructional goals were these:

- As the number of classes and participants continues to balloon (the number of participants this year represented a 48% increase from two years ago) and other groups -- staff development, peer training, LIMS3, outside groups, etc. -- make increasing demands on our labs, there is increasing competition for the space and equipment. We have reached a crisis stage, where we have to turn away or defer some legitimate requests.
- Better communication with the administration and faculty of the Professional Writing Program is needed. The learning goals of the *Beyond the Basics* classes need to be better articulated, and the content and format perhaps redesigned.
- The librarians and staff involved in instruction need more opportunities to build and polish their teaching skills.
- Members of CLUE (Committee on Library Education) felt dispirited and lame duck throughout the year, as the announcement of new teams was made in September, and the Information Literacy Team was not formed until June. Most members hung in there, but were not highly motivated to analyze existing problems or generate new initiatives. We hope that ILT will move forward from here with fresh energy and commitment to supporting the Libraries' instructional mission.