

Classroom Faculty and Librarians:

Communication + Collaboration = Essential 2 Student Learning

Peggy L. Nuhn, Librarian, University of Central Florida *and* Carissa Baker, Professor of English, Seminole State College

Classroom Faculty and Librarians: Our Shared Goals

Student learning is our top priority

Student information literacy (we don't have to call it that...just get it in the soup!)

Develop independent learners

Reduce student stress. No one can learn effectively when stressed

Help students learn how to locate and use sources appropriate to topic

Build student confidence in the research process

Present ourselves (and each other) as resources with valuable experience

We're a team!



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What librarians would like classroom faculty to be aware of...

- We need to know your assignment ahead of time, as well as your requirements (i.e. if you want them to have at least one peer-reviewed article for their paper or don't want them to use *Masterplots*). We customize our library instruction to your specific requirements.
- Library instruction classes work best when they can be tied to an actual research assignment.
- Like other teaching faculty, librarians all have our own teaching styles.
- Consider research topics you'll allow when determining your requirements. If you want the students to include a peer-reviewed article, make sure their topic lends itself to scholarly research.
- Tell us in advance if you're planning a class assignment on one particular topic. Make sure we have enough material on hand to support the topic, particularly if you are requiring at least one print source. With some advance notice, we may be able to obtain additional materials.
- Treat us as learning partners. Collaborate with us. We know you're the subject expert, but we are the library research experts.
- Students often don't understand the difference between a website and a database. So, if the assignment says 'no online sources' they misunderstand and think that means no database sources. Clarification on this would be very helpful.
- Students tend to find research assignments stressful and are unsure about how a librarian may help them. Add our contact information to your syllabi and encourage them to reach out to us.

What classroom faculty would like librarians to be aware of...

- We are dealing with multiple requirements and a very tight timeline. Gordon Rule classes require multiple writing assignments. We also have departmental requirements to fulfill, several of which take an entire class period.
- Typically we will see a student 2.5 hours per week for 15 weeks and need to cover a lot of ground—so it CAN be tough to dedicate one entire class period to a library instruction session.
- Be creative in working with our schedules and time limitations. A pre-class survey which we could distribute to our students and collect for you prior to the library instruction class would let you know what the students know and what they don't ahead of time, thereby saving time.
- Some faculty will work closely with you and some won't. It's okay. Try out new ideas—talk with us first—with those faculty members who have established relationships with you.
- Students know they are not subject experts and therefore find the research paper assignment inauthentic. This is why they are content to meet minimum requirements (i.e. five sources). We accept this reality.
- Share information on any new relevant library resources with us. We may not have time to respond immediately, but we appreciate it.
- Let us know your expertise with information literacy, library skills, and subject content. Some faculty may be unaware of the unique strengths of librarians or the value of library instruction.