This nomination is for the following award: **Exemplary Instructional Programs or Service Award**

First Name **Cindy**
Last Name **Craig**
Library Affiliation (if applicable) **George A. Smathers Libraries (UF)**
Title (if applicable)
Street Address **P. O. Box 117000**
City, State, ZIP **Gainesville, FL 32611-7000**
Telephone Number **(352) 273-2649**
E-mail Address clcraig@ufl.edu
Are you nominating an individual or a group/organization for this award? **Individual**
First Name **Mary**
Last Name **Edwards**
Library Affiliation (if applicable) **George A. Smathers Libraries (UF)**
Title (if applicable) **Reference and Liaison Librarian**
Telephone Number **352-273-8421**
E-mail Address meedwards@ufl.edu

Did the program or project demonstrate furthering the mission of the library where created/implemented? **Yes**

Library mission statement **The Smathers Libraries partner with UF faculty, students and staff, as well as the University's collaborators and constituents, to facilitate knowledge creation that contributes to UF's standing as a preeminent public research university. The Libraries encourage creativity and inquiry necessary to support the University's global ambitions and play an important role in attracting and retaining top students, faculty and staff.**

Will you be submitting any supporting documentation? **Yes**

If you would like us to review web pages in consideration of this application (including videos or other supporting materials that are stored online), please enter the Uniform Resource Locators (URLs) below.

Essay **Mary E. Edwards, MLIS, EdD is a Reference and Liaison Librarian at the University of Florida's Health Science Center Libraries (HSCL). She serves as the libraries' expert in pedagogy and instructional practices, sharing her knowledge with colleagues, serving as a leader in the scholarship of teaching and learning, and using her pedagogical expertise in her professional responsibilities at the HSCL. Dr. Edwards is actively involved in the professional development of colleagues at UF and in the medical library profession as evidenced by her co-creation and delivery of workshops on instructional design in libraries. First taught at UF, the 6 session, 9-hr workshop series allowed her to share with her colleagues her extensive formal knowledge of instructional design, helping to empower and equip them with the knowledge and skills to provide focused, deliberate instruction.**

This series was reworked into a 6-hour professional development course (Library Instructional Design) approved for official Medical Library Association (MLA) continuing education credit. Through a competitive process, the course was for presentation at the 2016 joint meeting of MLA and two medical library associations, providing a valuable learning opportunity for colleagues on an international level. This course provides the basis for Dr. Edwards' nomination for the FLA award; please see the attachment "2016 Library Instruction Design (LID) Continuing Education Course" for the information required for the nomination. At the professional level, Dr. Edwards shares her knowledge through service, having been Chair of MLA's Educational Media & Technology Section (EMTS) in 2016-17. Dr. Edwards is the consummate librarian/scholar, and contributes to instructional librarianship through research, publications, and presentation (see supporting document). Her research interests are diverse, but tie directly to her professional responsibilities and are informed by her background in education; this fuels her interest in the scholarship of teaching and learning . She has collaborated with biology colleagues to assess changes to an existing genetics course based on instructional design principles. In two articles published in the peer-reviewed and preeminent Journal of the Medical Library Association, the team described the transition of a final course project from a single-authored student paper to a group-based poster presentation and the process of switching to a course management system for assessing student learning. Dr. Edwards collaborated with College of Medicine (COM) faculty to co-author a chapter on assessing medical students' learning needs that was published in the Oxford Textbook of Medical Education. She was then invited to work with COM faculty on a project to investigate the self-directed learning and self-assessment practices of medical students. This project is crucial to understanding how medical students learn and will help the library and the COM better support student needs. She worked with library colleagues to publish an invited chapter on information and scientific literacy in the book The New Information Literacy Instruction: Best Practices. In that chapter the team discussed several instructional sessions and how they aligned to the Association of College and Research Libraries Information Literacy Standards and the newly implemented Framework for Information Literacy for Higher Education. Most recently (and impressively), she designed, developed, and edited a book (Interprofessional Education and Medical Libraries: Partnering for Success) on interprofessional education (IPE) in the health sciences, which includes chapters on the theoretical underpinnings, pedagogical approaches, and assessment of IPE. This book is an exemplary contribution to the medical education literature, as it is the first of its kind combining the insights of medical faculty and librarians. Dr. Edwards co-authored the preface, which introduces the topics in the book, and initiates a discussion of the ways in which traditional IPE can be expanded to include not only libraries, but topics such as medical humanities and narrative medicine. Dr. Edwards uses her pedagogical expertise on a daily basis. She collaborates with COM faculty to provide information-related instruction integrated into the first year course Introduction to Clinical Medicine and Health Outcomes and Policy. She is integrated into the clerkship, resident, and fellowship training for the departments of Anesthesiology, Pediatrics, Psychiatry, and Surgery, introducing future clinicians to information resources in support of evidence-based medicine. She teaches in credit-bearing courses, including the Health Science Center wide interprofessional education course Interdisciplinary Family Health. She was part of the library team that created the credit-bearing course Finding Biomedical Research Information and Communicating Science, the first graduate-level course created by the HSCL to receive formal UF course approval. Dr. Edwards was the pedagogical leader on this project. Likewise, she was the instructional design expert on the team that created a series of videos on evidence-based medicine literature searching for medical students. The

videos include instruction on formulating a clinical question, controlled vocabularies, search strategies, and searching PubMed. Dr. Edwards accomplishes all of this while also serving as a liaison librarian and providing clinical rounding information services, performing systematic review services, and contributing to projects and decision-making in the HSCL's Biomedical and Health Information Services unit. She is collegial; always happy to share her expertise with colleagues and cheerfully taking on new projects in the instructional and clinical realms. Dr. Edwards surpasses the requirements for the Florida Library Association's Exemplary Instructional Programs or Services Award, and is an asset to the University and state of Florida.

Summary **Mary E. Edwards, MLIS, EdD, uses instructional design and other pedagogical principles to create and provide instruction to clients at the University of Florida's Health Science Center Library. She participates in and provides expertise to library teams creating workshops for diverse audiences: medical students, undergraduate genetics students, PhD research students, faculty, and librarians at UF and beyond. Her co-developed continuing education course, Library Instructional Design, was approved for Medical Library Association credits, and was taught at the association's annual conference in 2016. Dr. Edwards is an expert in the scholarship of teaching and learning, and edited the book Interprofessional Education and Medical Libraries: Partnering for Success in 2016.**

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March 10, 2017

Members of the Florida Library Association Award Jury:

I am writing to enthusiastically support the nomination of Mary Edwards for an instruction related Florida Library Association award. I have known Dr. Edwards for more than ten years, first in my capacity as her doctoral supervisor and later as a respected colleague and medical educator. Recently my work with her relates to Interprofessional Education (IPE) and my role as Associate Director for Interprofessional Education at the University of Florida (UF). In the health sciences, IPE refers to education for the health professions that crosses college boundaries with the goal of training health professionals who have the attitudes, skills, and behaviors to work effectively in health care teams to emphasize patient centered care by improving patient experiences as well as their health outcomes. Two of the cornerstone IPE activities at UF are the first year Putting Families First (PFF) course and the second year Interprofessional Learning in HealthCare (IPLH) experience.

Putting Families First is a required service learning IPE course that includes all six of the HSC colleges and more than 200 volunteer families in our local community; there are more than 900 first-year students participating in the course yearly and more than 100 faculty facilitate small group sessions. Dr. Edwards has been teaching in the PFF course for several years now and as a faculty facilitator she co-leads discussion during each of the 6 sessions (3 per semester). These sessions include content related to teams and teamwork, cultural competencies, professional roles and responsibilities, the U. S. healthcare system, and social determinants of health, in addition to leading a case-style review of the students' volunteer families. As well as facilitating discussions, PFF faculty also provide students with feedback on their learning and participation and interface with the PFF Office. Dr. Edwards is one of the more experienced PFF faculty facilitators and I can count on her to model best practices for new facilitators and to fully engage students in meaningful discussion to ensure an impactful PFF experience.

In 2016, Dr. Edwards expanded her work with IPE by facilitating the second year Interprofessional Learning in HealthCare (IPLH) course. IPLH consists of three half-day sessions that utilize team and problem-based learning as a pedagogical method to instruct more than 800 students on issues relating to Interprofessional care and care coordination across the health professions. While she was new to this course for the 2016-2017 year, Dr. Edwards brought her years of instructional experience to each of the sessions, successfully helping students achieve the course objectives as well as their own personal learning goals. This is no small endeavor given the flexibility that is required to achieve the course goals.

Mary Edwards embodies the gold standard of a dedicated medical librarian and medical educator, enhancing educational experiences for learners across the continuum at the University of Florida. She uses her background and expertise in education and library science, coupled with her love of learning, to reach out beyond the borders of the library to provide high-level instruction for faculty and learners across the Health Science Center.
Sincerely,

Erik W. Black, Ph.D.
Associate Professor, Pediatrics
Associate Director, Interprofessional Education

2016 Library Instruction Design (LID) Continuing Education Course

Course Description:

The Library Instructional Design (LID) CE course provides training in planning, designing, implementing, and evaluating instruction and includes opportunities to share best instructional design practices among library instructors. The course includes lectures, discussions, learning activities, demonstrations, and showcases.

Learning Objectives:

Participants will be able to:
- Explain how learning theory informs instructional design and delivery
- Describe basic instructional design models
- Discuss ADDIE and how it's reflected in instructional design models
- Evaluate the relevance of instructional design models to typical library instruction topics
- Model and apply learner-centered instructional approaches in a variety of contexts
- Identify the components of a well-written learning objective
- Discuss elements of instructional content design and development
- Explain various definitions of assessment
- Discuss how assessment is used in both the instructional design process and delivering instruction
- Describe several types of performance assessment tools that can be used in the classroom

Design and Development Process:

Content for the session was developed using a blend of instructional design models, but primarily the Morrison, Ross, and Kemp design model (Morrison, Ross, and Kemp, 2007). This model was selected because of its comprehensive attention to design, development, and evaluation details as well as its iterative, flexible approach to designing instruction. A needs assessment was conducted (in January 2013) to determine the areas librarians wished to focus on regarding instruction and instruction. The Library Instructional Design (LID) workshop series, (a series of 6 90-minute workshop sessions) was designed based on results from that needs assessment. Each LID session was pilot tested with a small audience (the HSCL librarians) and feedback from the learners was implemented when the LID sessions were rolled out to the rest of the library system.

The LID CE course taught at the Medical Library Association (MLA) conference was designed based on this series of workshops (described above) taught at the University of Florida, as well as from feedback derived from various MLA sections regarding the need for a course on instructional design. Content was developed with one of the course instructors (Edwards) acting as the instructional designer as well as the subject matter expert, because she had expertise in the content (instructional design) and the context (academic and medical librarianship). Once the content for each LID workshop was developed, it was delivered to a small audience to get formative feedback, which was then incorporated into the workshop content and delivery. Feedback from the LID series was used in the development of the CE version of the course delivered at the MLA annual conference in Toronto in May of 2016. Feedback from the MLA CE course was used to modify content for delivery at the University of Florida in October of 2016.

Relationship to Library Mission:

The Health Science Center Libraries at the University of Florida have as parts of its mission to meet the instructional needs of library clients, and to prepare its librarians to engage in transformative collaborations with it the academic faculty at the institution. Developing this continuing education course and offering it to the librarians at the HSCL (and further, to the librarians throughout the UF campus) helps prepare a cadre of librarians who understand instructional design principles, and as such, can incorporate such principles into their instruction, and collaborate with the academic faculty to integrate these principles into their instruction as well. Offering the course to medical librarians through the Medical Library Association brings visibility to the HSCL, as well as to the George A. Smathers Library, of which the HSCL is a part.

Evaluation:

The LID MLA CE course was evaluated using existing evaluation processes for the organization in which the course was delivered. MLA uses a standard post-instruction questionnaire for all of its CE courses with questions about the instructor, the course content, the delivery/activities in the course, and open ended questions about what the most and least useful aspects of the course.

When the LID course was delivered for University of Florida librarians it was evaluated using the same post instruction form used by all sessions delivered as part of the libraries' training program. The form collects information about the instructors (with questions about their knowledge level, organizational and preparedness level, effectiveness as a presenter, and responsiveness to questions) and about the instructional session content.

Results:

The MLA LID CE Course was delivered on May 14th to 8 learners. When asked what was most helpful several learners indicated that the content on learning theories and instructional design frameworks was helpful, especially to those new to the profession.

The course was delivered at the University of Florida on October 25th to 5 learners. When asked to describe the most valuable information learned from the course one learner responded: "As I have some background in instruction, but little to none in instructional design, it was especially useful to be able to put names to theories and practices I stumbled across through experience. With this knowledge, I am better prepared to develop classes and trainings, as well as do further research and intelligently discuss my objectives as an instructor and trainer."

References:

Morrison, G. R., Ross, S. M., Kemp, J. E., & Kalman, H. K. (2007). *Designing effective instruction*. New York, NY: Wiley.

Mary Edwards' Publications and Presentations Related to Instruction

Publications:

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MR Tennant, ME Edwards, HF Norton, & S Russell-Gonzalez. (2015) Information and Scientific Literacy Support: Aligning Instruction with Standards and Frames to Prepare Students for Research and Lifelong Learning. In *The New Information Literacy Instruction: Best Practices*. Ed. P Ragains and MS Wood. Rowman & Littlefield: Lanham, MD, 137-152.

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M Hammoud, C White, H Morgan, JA Lyon, & ME Edwards. (2012). "Is Video Review of Patient Encounters an Effective Tool for Medical Student Learning?" A Review of the Literature. *Advances in Medical Education and Practice*, 3(1), 19-30.
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Presentations and Posters:

ME Edwards [presenter and co-developer], J Roberts [co-developer]. (2016, May 14). *Library Instructional Design* Continuing Education Course, Medical Library Association, Toronto, Canada (6 hour course/6 MLA CE Units)

ME Edwards [presenter], JA Lyon, C White, EW Black, LA Cooper, & J Fantone. (2015, May 19). *Collaborating to Study Medical Students' Self-Directed Learning Strategies*. Medical Library Association Annual Conference, Austin, TX.

ME Edwards [presenter], R Jesano, HF Norton, & NC Stoyan-Rosenzweig (2015, May 18). *Breaking the Limits of Interprofessional Education: Library Faculty Integrating into IPE*. Medical Library Association Annual Conference, Austin, TX.

HF Norton [presenter], ME Edwards, N Schaefer & MR Tennant. (2014, October 30). *Sex and Gender Differences in Health: Educational and Collaborative Outreach to Genetics Researchers, Clinicians, and Students*. Florida Genetics 2014: Annual Conference of the University of Florida Genetics Institute, Gainesville, FL.

M Edwards [presenter] & EW Black. (2012, April 21). *Case Study Evaluation of an Online Embedded Librarian Implementation*. Distance Learning Services Conference, Memphis, TN.

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ME Edwards & M Ochoa [presenter]. (2009, July 13). *Overcoming Distance: Using Elluminate for Synchronous Library Instruction*. American Library Association Annual Meeting, Chicago, IL.

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March 8, 2017

Member of the Florida Library Association Award Jury:

This letter is in support of Mary Edwards. Mary and I are academic librarians within the George A. Smathers Libraries on the campus of the University of Florida. I have known her for over four years and currently serve with her as Co-Chair on the Libraries' Diversity Committee. Mary is highly respected throughout the Libraries and Health Sciences Departments for her attention to details and outstanding work on systematic reviews. In this letter, I will focus on my interactions with her as a student.

In October 2016, I attended an instructional design workshop conducted by Mary and another colleague. My purpose for attending was to gain practical skills for redesigning in person instructional sessions and I was not disappointed. I was immediately impressed by Mary's enthusiasm, knowledge and passion for the topic; especially the instructional learning theories. As an instructor, I know it can be difficult to present foundational theories in a fresh and creative style. Mary was able to accomplish this with a clever combination of interactive exercises, videos and group discussion questions. The presentation and materials were thoughtfully organized and her effective use of scaffolding strategies was evident throughout the workshop. I was able to apply many of the tips and recommendations, but in particular, I started using indirect instruction strategies (e.g. case studies and short reflective discussion exercises) during my information literacy instruction sessions. I also found her handouts and recommended reading list extremely helpful and continue to use them as references resources.

Best Regards,

Melody Royster, MLIS
Agricultural Sciences &
Instruction Coordinator Librarian