2014 Library Instruction Road Map

Leaders: Anne Grant and Diana Finkle

As we prepare to enter into 2014, the instruction team is continuing to incorporate the following elements into all existing and upcoming projects:

- Modularity – items can ideally be used as building blocks to create customized instruction
- Relevance – content is applicable to current needs and contains current pathways, branding, etc.
- Consistency – appearance and branding are similar throughout all instruction projects
- User Experience – interactions are solution-oriented, pleasant, and as hassle-free as possible

Projects (in approximate order of priority)
*IOT denotes the item will be addressed in cooperation with the Instruction & Outreach Team*

1. Develop, schedule, and provide training for traditional and emerging library topics
   a. Offer in-person and online workshops on library and information literacy topics
      i. Pursue 1-day, conference-style graduate student boot camp
      ii. Include cross promotional introduction for all group instruction sessions
   b. Implement LibCal external calendar for workshop and library event registration
      i. Assist as needed in exploration of and training for LibCal for room booking
   c. Create Edgar Brown DRL demo presentation and resources instruction
   d. Work with CCIT to create and execute Edgar Brown DRL technology training
   e. Support emerging media lab initiatives

2. Shift outreach focus from students to teaching faculty
   a. Pursue new opportunities for faculty outreach
      i. Setting up marketing outreach stations in departments (IOT)
      ii. Creating presentations for meetings/brown bag lunches in departments
      iii. Implementing Researcher of the Week program
      iv. Interlibrary Loan interactions
   b. Increase awareness of faculty research activity
   c. Develop relationship with Clemson Online program
   d. Spearhead “Next Generation Learning” faculty group and serve on Academic Technology Council (Anne)
   e. Create library information boilerplate and/ or modules for easy inclusion in courses
   f. Highlight library resources
      i. Reserves & eReserves
      ii. Copyright & plagiarism instruction
      iii. Institutional Repository
      iv. Available technology (including Edgar Brown DRL and media lab)
      v. Research apps and related productivity tools
vi. LibGuides for courses

3. Develop communication strategy for library instruction programs
   a. Maintain schedule of events/ tasks for marketing student workers and enforce accountability (IOT)
   b. Develop social media plan for library instruction
   c. Develop targeted newsletter program (department, interest, etc.)

4. Conduct user assessment for faculty and student populations
   a. Assess teaching faculty, student researchers, and general students (in order)
      i. Perform annual survey on CU1000 materials and adjust as appropriate
      ii. Survey faculty about library opportunities (Appendix A)
      iii. Investigate Creative Inquiry possibility for fall 2014

5. Create modular tutorials
   a. Determine user needs based on assessment(s), workshop attendance, and librarian input
   b. Create short videos for inclusion on YouTube channel, in courses, and website

6. Transition LibGuides content to LibGuides 2.0 system

7. Work with web manager on integration of learning objects in staff and public web

8. Continue to establish and foster connections with ASC, Writing Center, CCIT, and graduate school

9. Establish internal training program (IOT)

Projected Timelines

1. Develop, schedule, and provide training for traditional and emerging library topics
   a. January: Maintain student workshop schedule on public LibCal calendar
      Create outlines, activities, and PPT template for 30-minute workshops
      Present rough cut of hologram wall video to Kay/ LMT for review
      Begin CCIT collaboration on Brown DRL instruction manual (Melissa)
      Begin outlines and activities for middle- and end-semester workshops
   b. Spring: Conduct in-person and online workshops for students
      Support media lab initiatives in conjunction with project timeline
      Develop content, schedule, and marketing for grad student boot camp
      Launch 1-room beta for study room scheduling in LibCal
   c. May: Conduct 1-day, conference-style grad student boot camp
   d. Fall: Conduct in-person and online workshops for students
      Launch full-scale LibCal scheduling of study rooms (with Kim & Fredda)

2. Shift outreach focus from students to teaching faculty
   a. January: Begin Faculty of the Week program weekly recognition
      Reinitiate “Next Generation Learning” faculty group (Anne)
   b. Spring: Serve on Academic Technology Council (Anne)
      Stay abreast of faculty research activity
      Investigate/ pilot on-site marketing outreach stations
      Develop Embedded Online Librarian relationship with Clemson Online
      Create boilerplate and/ or modules for easy inclusion in courses
      Foster departmental contacts to identify target meetings/ brown bags
c. Summer: Create and distribute library information boilerplate for course syllabi
   Evaluate and adjust Faculty of the Week program
   Develop new initiatives based on user assessment data from spring

d. Fall: Continue Faculty of the Week program (if indicated)
   Launch on-site marketing outreach stations (if indicated)
   Implement new initiatives based on user assessment data from spring

3. Develop communication strategy for library instruction programs
   a. Early January: Provide students with spring schedule for events and promotions (IOT)
   b. Spring: Work with Robbi Fitzwater and Micki to define story arc
      Explore targeted newsletter program (department, interest, etc)
      Keep shared calendar with student hours and projects (IOT)

4. Conduct user assessment for faculty and student populations
   a. January: Develop pools for faculty, staff, grad student, undergrad participants
   b. February: Hold focus group with Faculty of the Week honorees, faculty senators
      Hold focus group with staff members identified via staff senate
      Hold focus group with grad students identified via GSG
      Hold focus group with undergrads identified via marketing students
      Request fall 2013 CU1000 participant email list; submit listserv info
   c. March 3: Distribute survey to CU1000 alumni
      Begin focus group data analysis, related planning, and tutorial drafting
   d. March 14: CU1000 survey due; begin feedback analysis
   e. April: Analyze possible survey of faculty about libraries (Appendix A)

5. Create modular tutorials
   a. April: Create modular tutorial first drafts based on focus group and other data
   b. July: Finalize first set of modular tutorials and integrate on website/ LG
      Adjust and update CU1000 materials as appropriate

6. Transition LibGuides content to LibGuides 2.0 system
   a. Spring: Work with guide owners to archive/ delete/ reassign guides
   b. May 2: Final archives & deletion
   c. May 5: Have Springshare copy LibGuides into LibGuides 2
      Begin formatting and content adjustments for new system
   d. July 7: Authors begin LibGuides 2 content review
   e. July: LibGuides 2 introduction sessions
   f. August 1: Guides created since May 5 copied into system
   g. August 4: LibGuides 2 go-live

7. Work with web manager on integration of learning objects in staff and public web
   a. Ongoing: Timeline based on progress and timelines of staff, public websites

8. Continue to establish and foster connections with ASC, Writing Center, CCIT, and graduate school
   a. Before May: Meet with representative from each department about collaboration
Solidify plans for guest presentations during grad student boot camp

9. Establish internal training program (IOT)
   a. Timeline for discussion by team

Projected 2014 Calendar Outline

Ongoing &/ or Unassigned
   a. Stay abreast of faculty research activity
   b. Work with web manager on integration of learning objects in staff and public web
   c. Support media lab initiatives in conjunction with project timeline
   d. Establish internal training program (IOT)
   e. Develop Embedded Online Librarian relationship with Clemson Online

Spring
   f. Investigate/ pilot on-site marketing outreach stations
   g. Foster departmental contacts to identify target meetings/ brown bags
   h. Explore targeted newsletter program (department, interest, etc)

January
   a. Provide students with spring schedule for events and promotions (IOT)
   b. 6th – Work with Robbi Fitzwater and Micki to define story arc
   c. Maintain student workshop schedule on public LibCal calendar
   d. Create outlines, activities, and PPT template for 30-minute workshops
   e. Present rough cut of hologram wall video to Kay/ LMT for review
   f. Begin CCIT collaboration on Brown DRL instruction manual (Melissa)
   g. Begin outlines and activities for middle- and end-semester workshops
   h. Begin Faculty of the Week program weekly recognition
   i. Reinitiate “Next Generation Learning” faculty group (Anne)
   j. Begin service on Academic Technology Council (Anne)
   k. Develop pools for faculty, staff, grad student, undergrad [feedback] participants
   l. Conduct in-person and online workshops for students
   m. Launch 1-room beta for study room scheduling in LibCal
   n. Work with LibGuide owners to archive/ delete/ reassign guides (Diana)

February
   a. Hold focus group with Faculty of the Week honorees, faculty senators
   b. Hold focus group with staff members identified via staff senate
   c. Hold focus group with grad students identified via GSG
   d. Hold focus group with undergrads identified via marketing students
   e. Request fall 2013 CU1000 participant email list; submit listserv info
   f. Conduct in-person and online workshops for students
   g. Keep shared calendar with student hours and projects (IOT)
   h. Work with LibGuide owners to archive/ delete/ reassign guides (Diana)
March
a. 3rd – Distribute survey to CU1000 alumni
b. Meet with ASC, Writing Ctr., CCIT, and grad school reps about collaboration at boot camp
c. Solidify plans for guest presentations during grad student boot camp
d. 14th – Close CU1000 survey and begin feedback analysis
e. Begin focus group data analysis, related planning, and tutorial drafting
f. Conduct in-person and online workshops for students
g. Keep shared calendar with student hours and projects (IOT)
h. Work with LibGuide owners to archive/delete/reassign guides (Diana)

April
a. Develop content, schedule, and marketing for grad student boot camp
b. Analyze possible survey of faculty about libraries (Appendix A)
c. Create modular tutorial first drafts based on focus group and other data
d. Conduct in-person and online workshops for students
e. Keep shared calendar with student hours and projects (IOT)
f. Work with LibGuide owners to archive/delete/reassign guides (Diana)

May
a. Conduct 1-day, conference-style grad student boot camp
b. 2nd – Final LibGuide archives and deletion
c. 5th – Copy LibGuides into LibGuides 2 and begin content adjustments for new system
d. Create boilerplate and/or modules for easy inclusion in courses
e. Keep shared calendar with student hours and projects (IOT)

June
a. Create and distribute library information boilerplate for course syllabi
b. Evaluate and adjust Faculty of the Week program
c. Develop new initiatives based on user assessment data from spring

July
a. Finalize first set of modular tutorials and integrate on website/LG
b. Adjust and update CU1000 materials as appropriate
c. 7th – LibGuide owners to begin review of content in LibGuides 2
d. LibGuides 2 introduction sessions

August
a. 1st – Copy LibGuides created since May 5 into LibGuides 2
b. 4th – LibGuides 2 project go-live date
c. Launch full-scale LibCal scheduling of study rooms (with Kim & Fredda)
d. Continue Faculty of the Week program (if indicated)
e. Conduct in-person and online workshops for students
f. Implement new initiatives based on user assessment data from spring

September
a. Launch on-site marketing outreach stations (if indicated)
b. Implement new initiatives based on user assessment data from spring
c. Conduct in-person and online workshops for students
October
   a. Conduct in-person and online workshops for students

November

December
APPENDIX A
Survey of Library Opportunities in Current Curriculum
This optional survey will be distributed via email to faculty and graduate teaching assistants.

1. Which library service area is most relevant for your students?
   - R.M. Cooper Library
   - Emery A. Gunnin Architecture Library
   - Special Collections
   - CUICAR
   - Clemson at the Falls

2. Other than textbooks and/or lectures, please indicate which information source(s) you incorporate into your course:
   - Books/eBooks (supplemental)
   - Journal articles
   - Periodicals (e.g. newspapers)
   - LibGuides (library subject guides)
   - Podcasts/audio recordings
   - Movies/videos/animations
   - Websites

3. Please select any library resource(s) you incorporate into your lectures or coursework:
   - Self-guided library visit
   - Library tour/orientation
   - Subject liaison contact
   - Workshops
   - LibGuides (online subject guides)
   - Ask A Librarian reference service
   - Library databases
   - PASCAL delivers/Interlibrary loan
   - Equipment checkout (e.g. cameras, iPads)
   - AV/design software (on Macs in Learning Commons)

4. Please select any of the following technologies that are incorporated into your coursework:
   - Student blogs
   - Twitter
   - Facebook/LinkedIn
   - AV recording/editing
   - Other social media (e.g. Pinterest)
5. Which citation style(s) do you require your students to use?
   - MLA
   - APA
   - Chicago or Turabian
   - Other:
   - None (no assignments require citations)

6. Please indicate any of the following a student must be able to do to succeed...

   In your course(s):  As a college graduate:
   
   Find relevant scholarly sources
   Search the web (e.g. Google) successfully
   Assess the credibility of an information source
   Credit/ cite information sources used
   Manage online privacy and reputation

   Please indicate the likelihood you would consider incorporating the following into your coursework:
   0  not at all likely
   1  unlikely
   2  neither likely nor unlikely
   3  likely
   4  very likely
   5  already incorporated

   In-person library tour
   Recorded library tour
   In-person library workshop
   Virtual library workshop
   Recorded library workshop
   In-person librarian consultation
   Virtual library consultation
   Library research guides (LibGuides)
   Other learning objects (e.g. citation help sheet)