

Library Activities Beyond the Traditional Library Mission: New Learning Support Services

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JANUL Workshop

Touchstones for Inventing the Future



Engagement



Innovation



Value



Engagement

taking part;
devoting effort and attention;
being in gear

10TH ANNIVERSARY EDITION

Commentary by Jake MeKe, JP Rangaswami, and Dan Gillmor

With a new
introduction and
chapters by the
authors

THE CLUETRAIN MANIFESTO

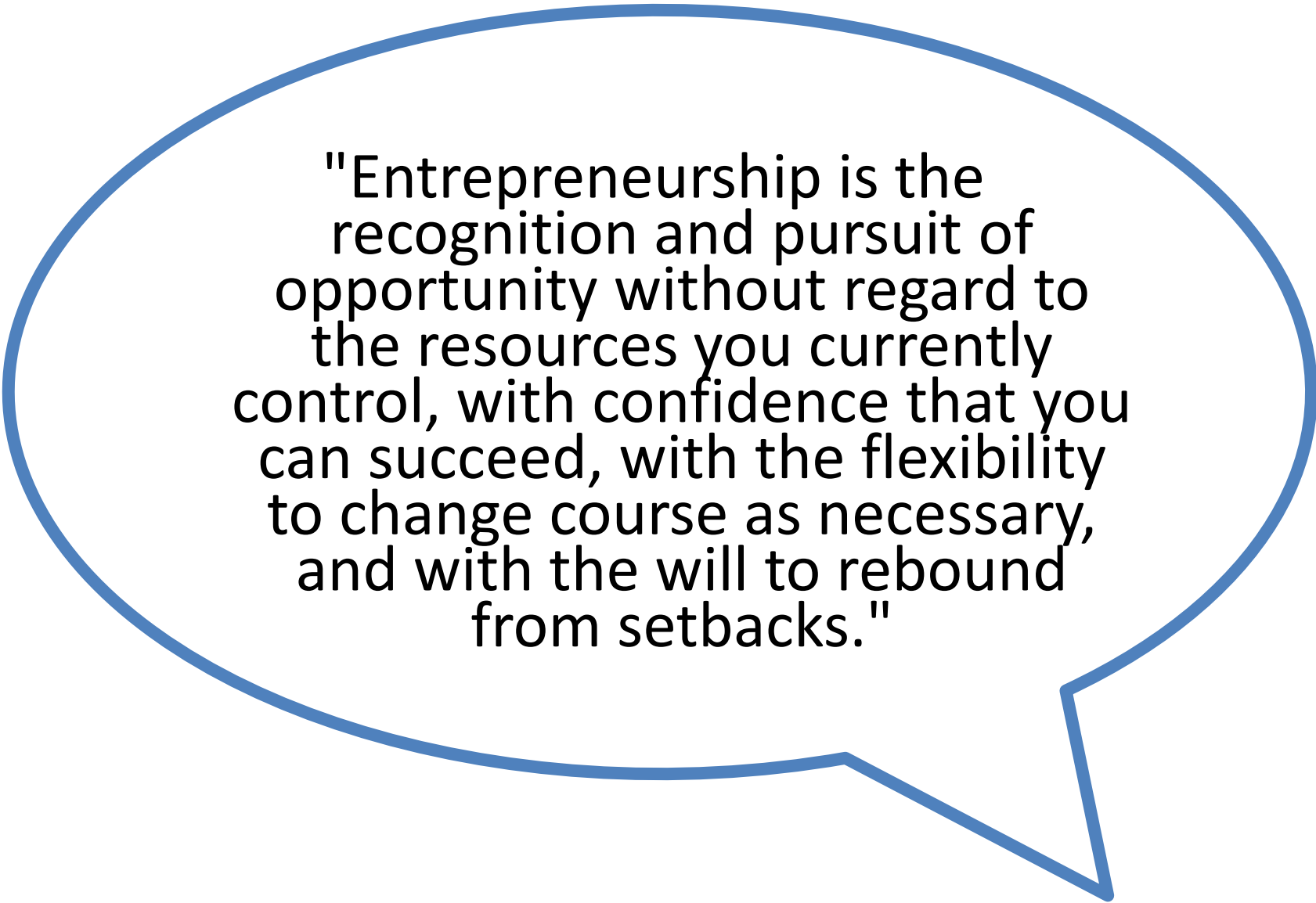
RICK LEVINE, CHRISTOPHER LOCKE,
DOC SEARLS AND DAVID WEINBERGER





Innovation

creation of something new;
re-creation of something existing



"Entrepreneurship is the recognition and pursuit of opportunity without regard to the resources you currently control, with confidence that you can succeed, with the flexibility to change course as necessary, and with the will to rebound from setbacks."

Bob Reiss, Author of *Low-Risk, High-Reward: Starting and Growing Your Small Business With Minimal Risk*

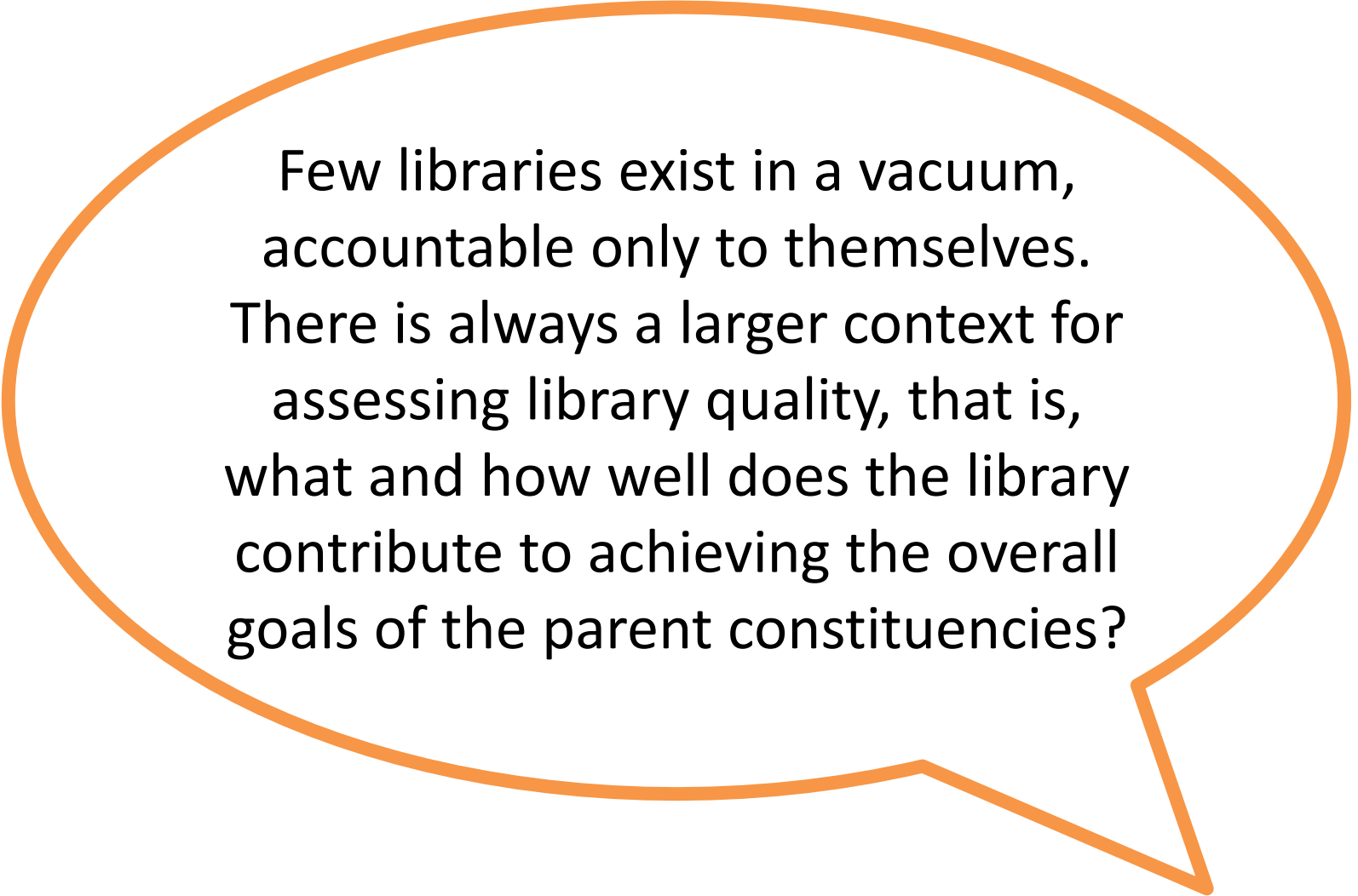


Value

degree of importance;
relationship between cost and expectation

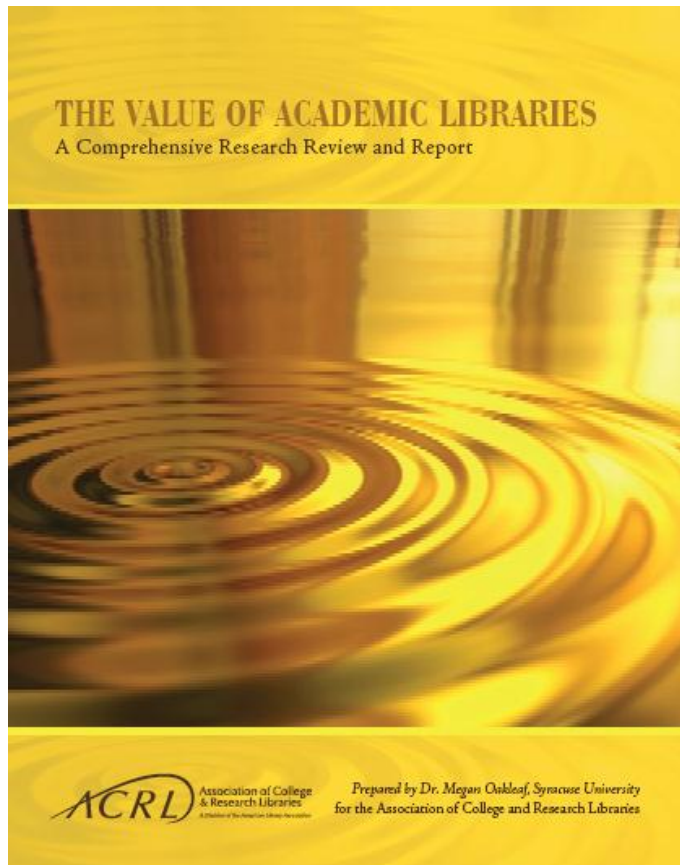
**ECONOMIC
SOCIAL
UTILITY
JUSTICE
IMPACT
OUTCOME**

The Context for Value



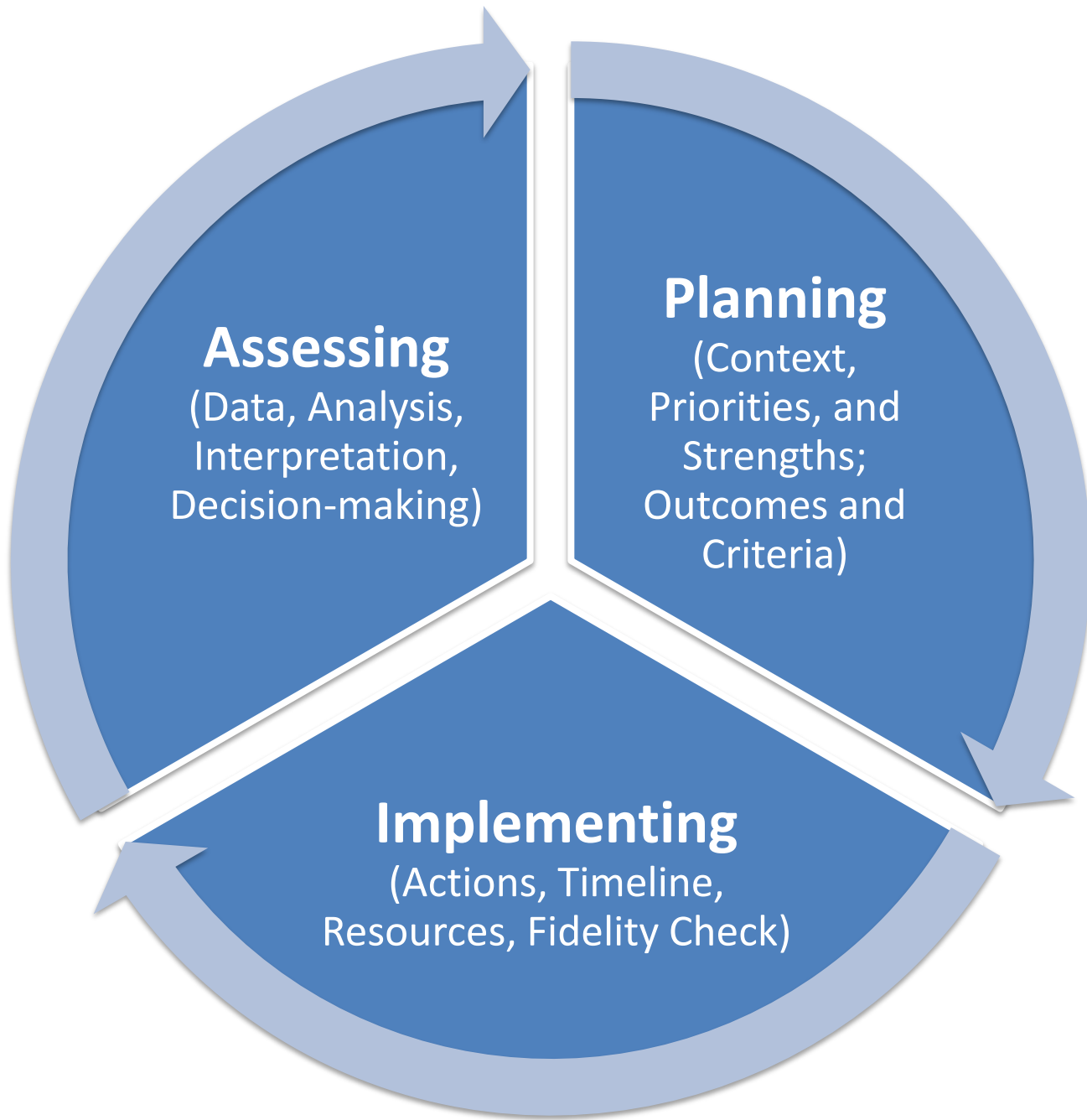
Few libraries exist in a vacuum, accountable only to themselves. There is always a larger context for assessing library quality, that is, what and how well does the library contribute to achieving the overall goals of the parent constituencies?

The Value of Academic Libraries: An ACRL Initiative

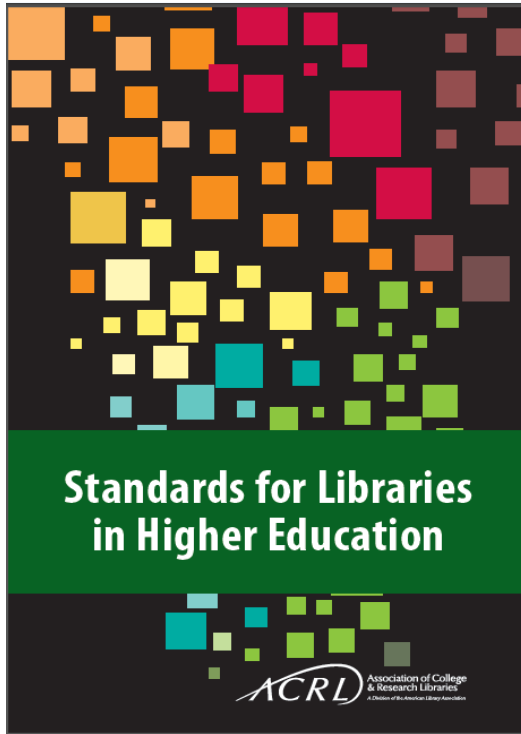


- Align libraries with institutional outcomes.
- Empower libraries to carry out work locally.
- Create shared knowledge and understanding.
- Contribute to higher education assessment.

<http://www.acrl.ala.org/value/>




The Standards



1. Institutional Effectiveness
2. Professional Values
3. Educational Role
4. Discovery
5. Collections
6. Space
7. Management/Administration
8. Personnel
9. External Relations

3. Educational Role: Libraries partner in the educational mission of the institution to develop and support information-literate learners who can discover, access, and use information effectively for academic success, research, and lifelong learning.



3.1 Library personnel collaborate with faculty and others regarding ways to incorporate library collections and services into effective education experiences for students.

3.2 Library personnel collaborate with faculty to embed information literacy learning outcomes into curricula, courses, and assignments.

3.3 Library personnel model best pedagogical practices for classroom teaching, online tutorial design, and other educational practices.

3.4 Library personnel provide regular instruction in a variety of contexts and employ multiple learning platforms and pedagogies.

3.5 Library personnel collaborate with campus partners to provide opportunities for faculty professional development.

3.6 The library has the IT infrastructure to keep current with advances in teaching and learning technologies.

Learning Support Embedded Throughout

1.5 The library articulates how it contributes to student learning, collects evidence, documents successes, shares results, and makes improvements.

4.3 The library develops resource guides to provide guidance and multiple points of entry to information.

4.6 The library provides one-on-one assistance through multiple platforms to help users find information.

5.1 The library provides access to collections aligned with areas of research, curricular foci, or institutional strengths.

6.4 The library uses physical and virtual spaces as intellectual commons, providing access to programs, exhibits, lectures, and more.

6.5 The library designs pedagogical spaces to facilitate collaboration and learning, and the creation of new knowledge.

“To be information literate...

... a person must be able to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.”

*Final Report of the American Library Association Presidential
Commission on Information Literacy. 1989.*

<http://www.ala.org/ala/acrl/acrlpubs/whitepapers/presidential.htm>

The information literate student:



Information Literacy Competency
Standards for Higher Education



- 1.determines the nature and extent of the information needed.
- 2.accesses needed information effectively and efficiently.
- 3.evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.
- 4.individually or as a member of a group, uses information effectively to accomplish a specific purpose.
- 5.understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

Higher Education Engagement

“turn the prevailing undergraduate culture of receivers into a culture of inquirers, a culture in which faculty, graduate students, and undergraduates share an adventure of discovery”

The Boyer Commission Report, Reinventing Undergraduate Education,
<http://naples.cc.sunysb.edu/Pres/boyer.nsf/>

The Essential Learning Outcomes



Knowledge of Human Cultures and the Physical and Natural World

Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts

Intellectual and Practical Skills, including

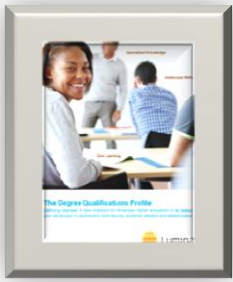
Inquiry and analysis
Critical and creative thinking
Written and oral communication
Quantitative literacy
Information literacy
Teamwork and problem solving

Personal and Social Responsibility, including

Civic knowledge and engagement—local and global
Intercultural knowledge and competence
Ethical reasoning and action
Foundations and skills for lifelong learning

Integrative Learning, including

Synthesis and advanced accomplishment across general and specialized studies



Degree Qualifications Profile: Use of Information Resources

At the associate level, the student:

- Identifies, categorizes, evaluates and cites multiple information resources necessary to engage in projects, papers or performance in his or her program.

At the bachelor's level, the student:

- Incorporates multiple information resources presented in different media and/or different languages, in projects, papers or performances, with citations in forms appropriate to those resources, and evaluates the reliability and comparative worth of competing information resources.
- Explicates the ideal characteristics of current information resources for the execution of projects, papers or performances; accesses those resources with appropriate delimiting terms and syntax; and describes the strategies by which he/she identified and searched for those resources.

At the master's level (and in addition to the competencies indicated for the bachelor's level), the student:

- Provides adequate evidence (through papers, projects, notebooks, computer files or catalogues) of contributing to, expanding, assessing and/or refining either a broadly recognized information resource or an information base within his or her field of study.

LIBRARIES SERVE LEARNERS

TEACHING

“any activity that has the conscious intention of, and potential for, facilitating learning in another ... can range from completely ineffective to outstanding ... good teaching is a matter of doing the right things under the appropriate circumstances ... doing the right things is something that can be learned”

TEACHING
=
CREATING
LEARNING
ENVIRONMENTS

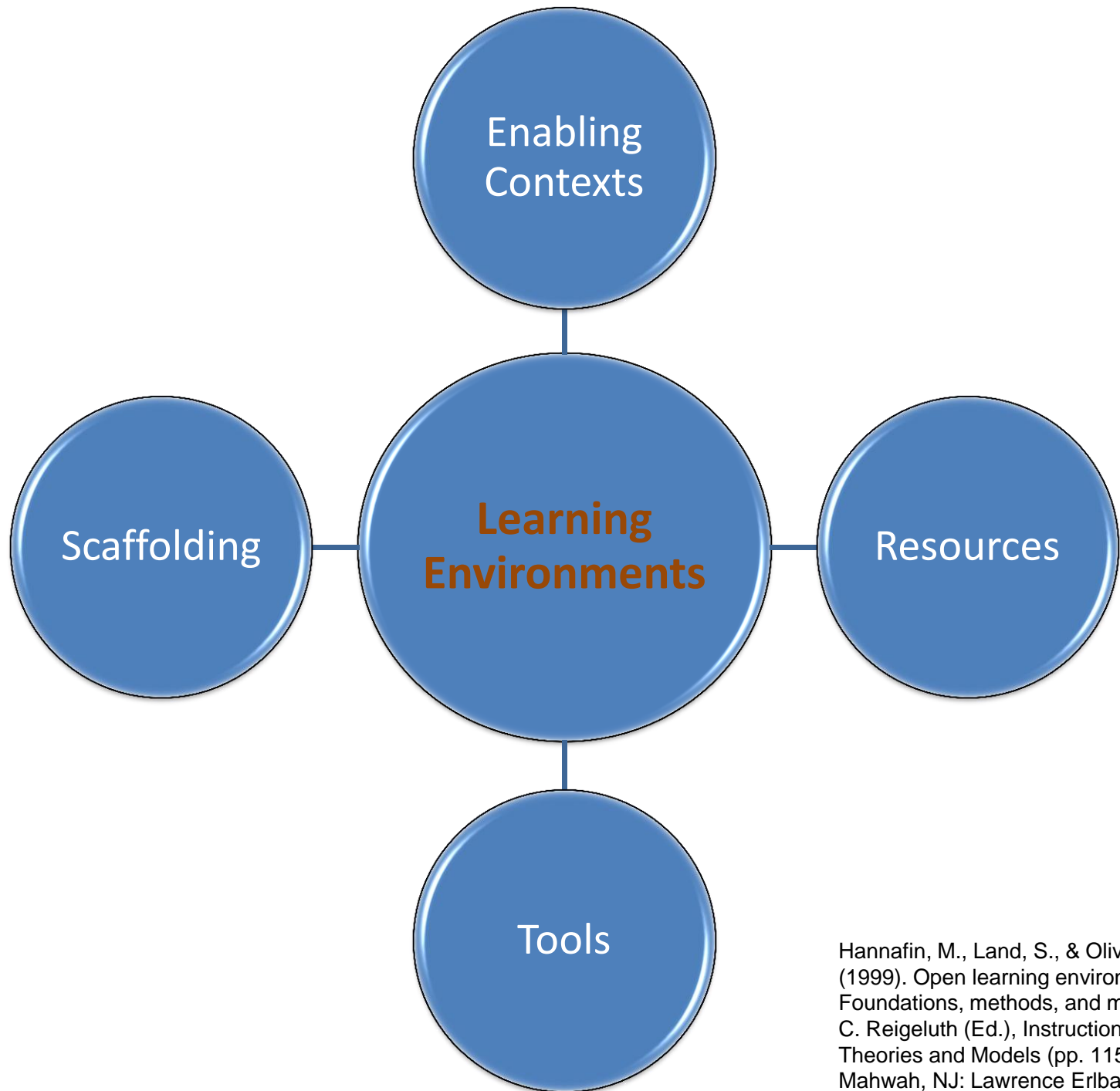
Learning Environments

Directed

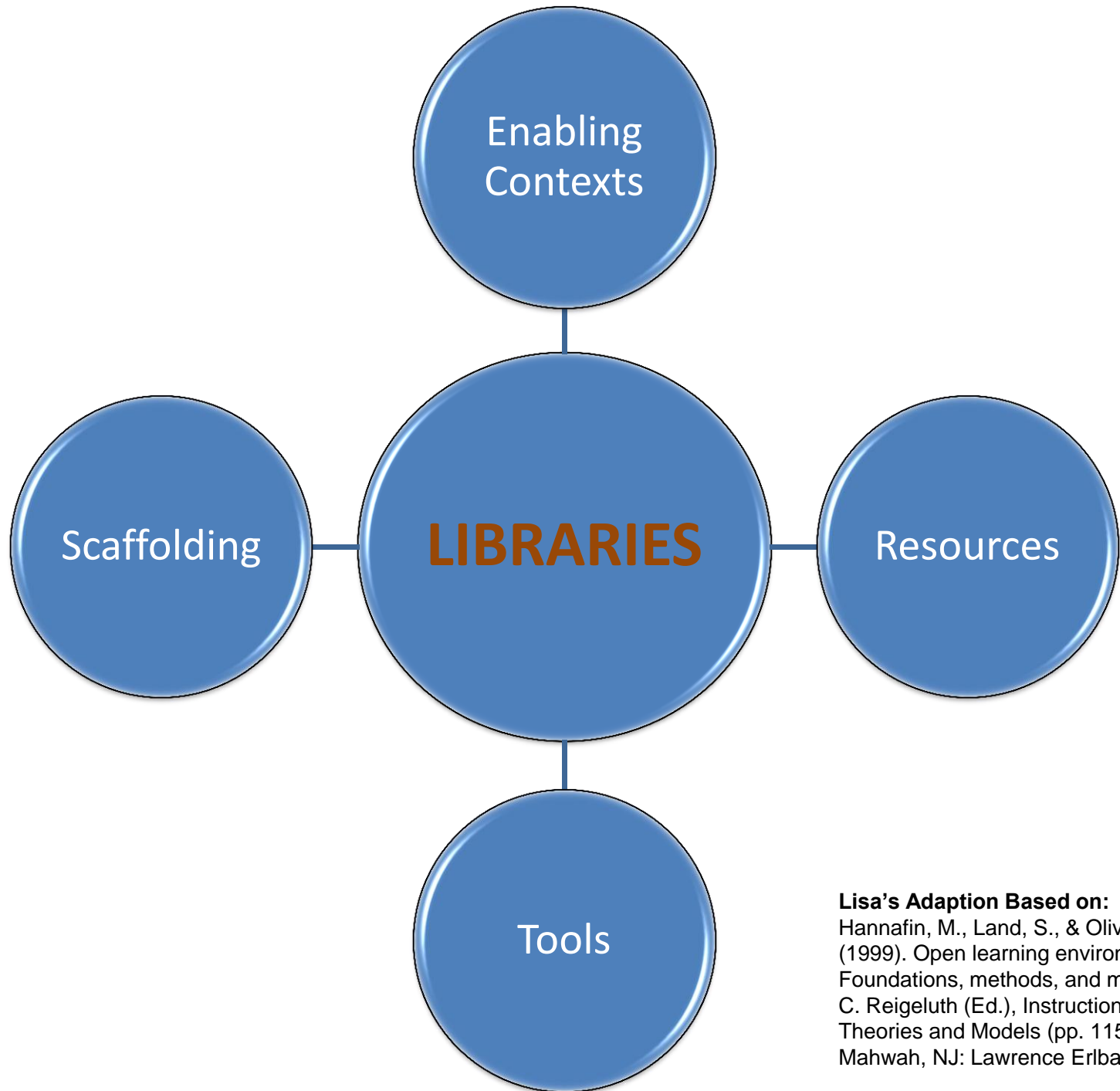
- Curriculum
- Simulation
- Performance Evaluation
- Students

Open-Ended

- Self-Directed Inquiry
- Curiosity
- Self-Satisfaction
- Learners

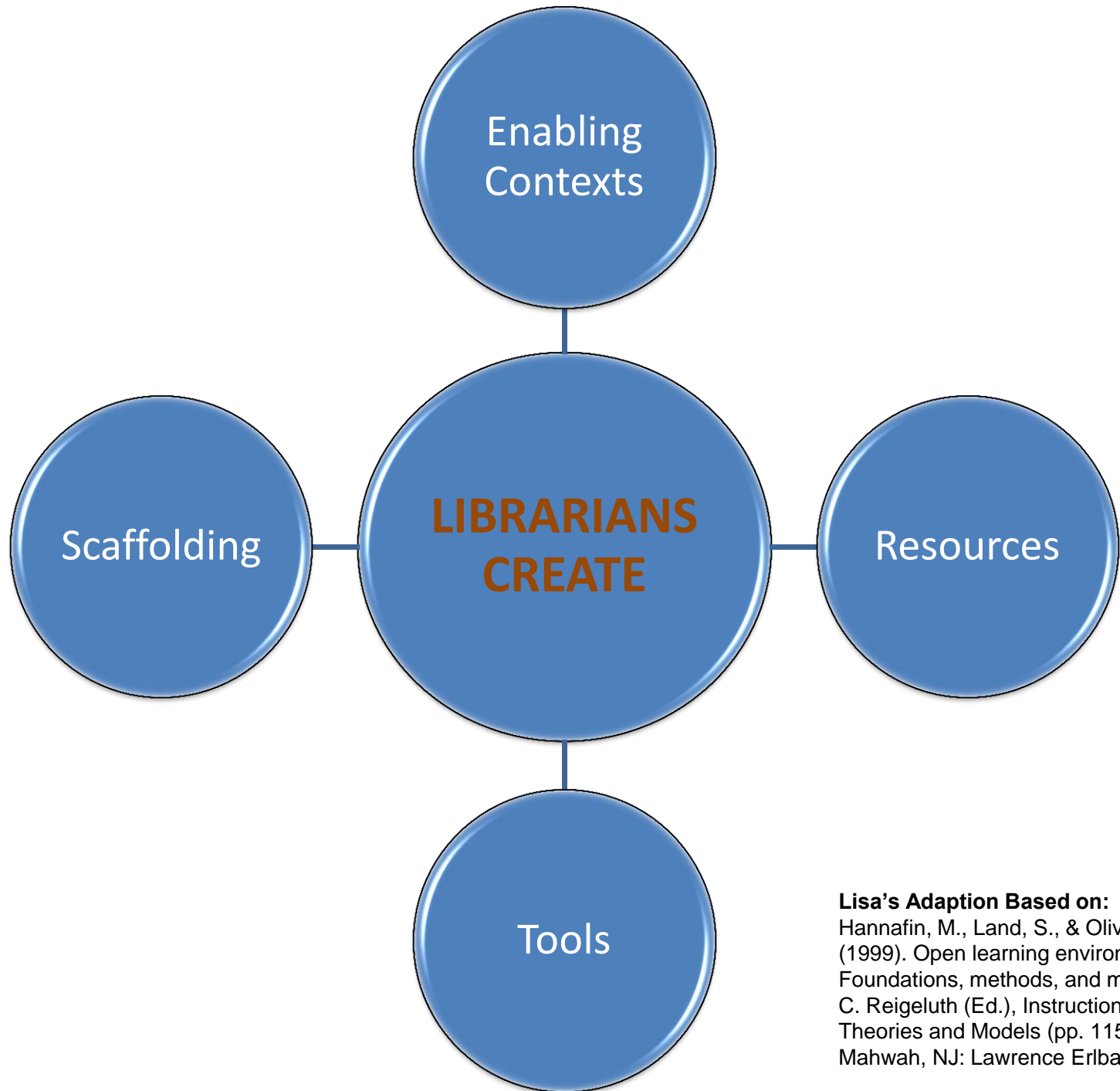


Hannafin, M., Land, S., & Oliver, K. (1999). Open learning environments: Foundations, methods, and models. In C. Reigeluth (Ed.), *Instructional Design Theories and Models* (pp. 115-140). Mahwah, NJ: Lawrence Erlbaum Associates.



Lisa's Adaption Based on:

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Librarian as Educator

Re: Learners

Instructor

Advisor

Counselor

Confidant

Designer

Enabler

Re: Instructors

Collaborator

Resource

Inspiration

Confidant

Designer

Enabler

Library as Learning Environment: Physical Place

Characteristics

- Welcoming
- Comfortable
- Varied
- Intentional

Attention to:

- Lighting
- Furnishings
- Equipment

A Student's Guide to Evaluating Libraries in Colleges and Universities

(<http://www.ala.org/ala/mgrps/divs/acrl/issues/marketing/studentguide.cfm>)

Academic Library Building Design: Resources for Planning

(http://wikis.ala.org/acrl/index.php/Academic_Library_Building_Design:_Resources_for_Planning)

Library as Learning Environment: Virtual Space

- Affordances
- Usability
- Connections
- Convenience
- “In the Flow”

The screenshot displays the University of Minnesota Libraries website. At the top, the University of Minnesota logo and the slogan "Driven to Discover" are visible. A search bar is located in the top right corner. Below the header, the word "LIBRARIES" is prominently displayed. A search bar with the text "MNCAT Discovery: find books, journal articles, media and more." is present. The main content area is divided into three columns: Resources, Featured Items, and Your Libraries. The Resources column includes sections for Course Pages, Databases, and Productivity Tools. The Featured Items column highlights "MNCAT Discovery" and "Researcher & Instructor Support". The Your Libraries column provides information on "Ask a Librarian" and "My Account".

LIBRARIES

Search: MNCAT Discovery: find books, journal articles, media and more. Go Advanced

Resources

COURSE PAGES

Department Add #

Go

DATABASES

By subject

Academic Search Premier General
Business Source Premier Business
Google Scholar General
JSTOR General
MICROMEDEX Medicine
MLA Int'l Bibliography Humanities
PsycINFO Psychology
PubMed | Ovid Medline Medicine
Web of Science General
WorldCat General

All Databases (A-Z)

PRODUCTIVITY TOOLS

Assignment Calculator
Browzine
Refworks
Citation Managers

Featured Items

News

MNCAT DISCOVERY

Introducing MNCAT Discovery and Our New Website

A lightning fast, mobile-friendly University Libraries website that delivers our new search tool, MNCAT Discovery. Prepare to be Impressed.

RESEARCHER & INSTRUCTOR SUPPORT

Copyright | Media Services
eLearning Support
Data Management
U of M Digital Conservancy
Course Reserves

Request a consultation or workshop

VIDEO

MNCAT Discovery Campus History Map

Your Libraries

ASK A LIBRARIAN

Chat Email Phone FAQ

Today's Hours Workshops

Map	Library	Building Hours
📍	Wilson	10:00am - 9:00pm
📍	Walter	10:00am - 9:00pm
📍	Bio-Medical	9:00am - 3:00am
📍	Magrath	10:00am - 6:00pm
📍	Andersen	Closed

All Hours & Locations »

MY ACCOUNT

Books · Courses · Databases · Journals

My Account »

The Commons Movement

Connect, Collaborate, Communicate

Physical Commons

Sections, floors, or departments within libraries, or in facilities apart from libraries, providing workspace, service delivery, and access points to the Virtual Commons, along with tangible tools and resources.

Virtual Commons

An electronic continuum of knowledge media conveyed via the WWW, and associated online productivity tools to help users identify, retrieve, process, synthesize, and generate knowledge.

Cultural Commons

The social, political, legal, regulatory, and economic envelope surrounding creative expression, public speech, popular and academic publishing, and scholarly inquiry.

7 Things You Should Know About™... The Modern Learning Commons

The learning commons, sometimes called an “information commons,” has evolved from a combination library and computer lab into a **full-service learning, research, and project space** ... the learning commons provides areas for group meetings, tools to support creative efforts, and on-staff specialists to provide help as needed. And yet the successful learning commons does not depend solely upon adaptable space configuration or the latest technological gear. Its strength lies in the relationships it supports, whether these are student-to-student, student-to-faculty, student-to-staff, student-to-equipment, or student-to-information. Effective learning commons are alive with the voices of students working together, establishing the kinds of connections that promote active, engaged learning.

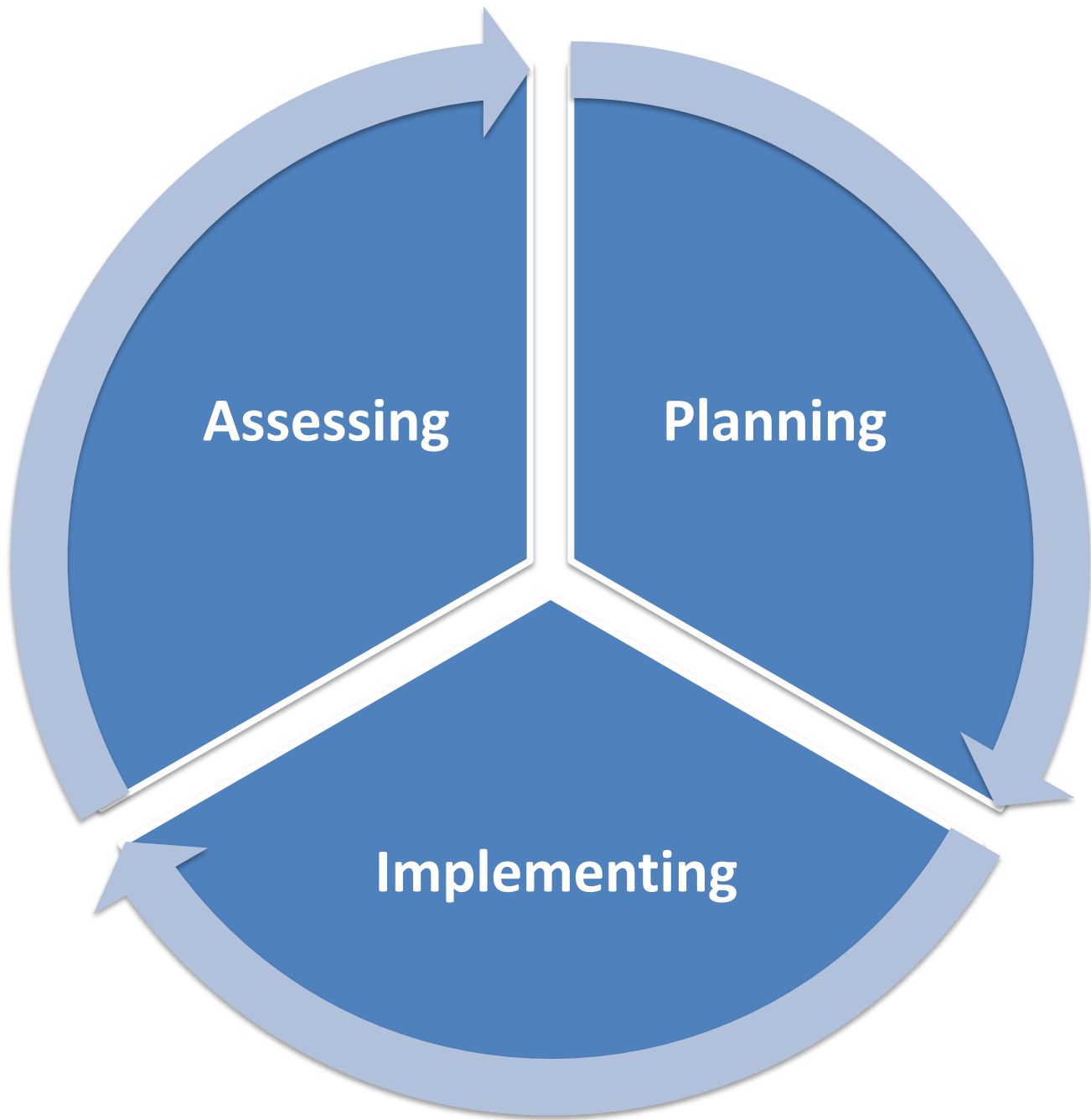
Undergraduate Library Media Commons



© UGL MediaCommons

Center for Academic Resources in Engineering/Grainger







To Lead

- Be brave.
- Be passionate.
- Be decisive.
- Be willing to change your mind.
- Attain a state of continuous evolution.
- Fund the future.
- Say yes.

Thank You!

Questions? Comments? Challenges?