

TRAINING THE CONDUCTOR: PROVIDING PROFESSIONAL DEVELOPMENT FOR DUKE UNIVERSITY INSTRUCTION LIBRARIANS

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INTRODUCTION

Duke University Libraries' Instruction & Outreach Department has created a programmatic module to provide instruction librarians continuous opportunities to strengthen and enhance their teaching and information literacy skills. What initially began as monthly meetings that were attended by few; has blossomed into a year-long series of engaging programs that consists of informative sessions and seminars, an annual instruction retreat, and kick-off and wrap-up celebrations that are attended by anyone within the library system interested in instruction. Teaching strategies, pedagogy, active learning, faculty collaboration and assessment are the overall themes of this module and have contributed to the quality of instruction provided at Duke.

HISTORY OF DUKE UNIVERSITY LIBRARIES' INSTRUCTION & OUTREACH DEPARTMENT

Duke University Libraries' Instruction & Outreach Department has changed dramatically from the two-person department consisting of the Head of Instruction and Coordinator of First-Year Instruction, which was created in 2001-2002. From the time the department was created, funding was made available to hire two instruction interns currently pursuing MLS degrees, as well as a two-year fellowship funded by the University Dean to hire a recent MLS graduate to focus on undergraduate research. In 2007, the department obtained two additional members within the department: the current Diversity Library Fellow specializing in instruction & outreach

during the second year of the fellowship and a visiting unpaid intern seeking practical experience working in an academic research library. With the department more than tripling in size, enhancing and strengthening the professional development skills for current instruction librarians, as well as temporary members within the department became an absolute priority within Instruction & Outreach.

RE-MAPPING OUR TRAIL - HOW WE DID IT

Prior to 2006, Duke's Instruction & Outreach Department provided monthly meetings as the opportunity for instruction librarians to discuss teaching strategies and methodologies in response to the research needs of its users. Although substantive content was provided, it was not well attended by instruction librarians, and required the department to re-evaluate its approach to professional development. A programmatic module was created to address key issues and trends within library instruction, in particular: teaching strategies, pedagogy, active learning, faculty collaboration, and assessment. Programs and activities were specifically designed to be interactive, creative, and accommodating of the schedules of most of its instruction librarians. Information and activities related to the topics were presented in a variety of ways to increase attendance and encourage participation. A standard day and time was established for most of the events and communicated in advance. It was the goal of the department to provide a balance of formal and informal activities, as well as create opportunities to collaborate with various library departments and colleagues at local peer-institutions. Each member of the department was to lead or facilitate a program, and share information received at professional conferences and workshops attended. Food and/or small tokens of appreciation were also provided as incentives at most of the events.

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SCENIC ROUTE - PROGRAMS AND ACTIVITIES

Teaching Seminars are summer seminars developed to enhance teaching training for library interns, fellows and instruction coordinators. Each member of the department selects and presents on a specific topic within instruction and outreach, with the goal of becoming knowledgeable of their own teaching and learning style.

Table 1: Summer 2007 Teaching Seminar Schedule

Date	Day	Time and place	Seminar Leader	Topic
July 10 th	Tuesday	12:00pm-1:30pm Breedlove Room	Sherri Brown	Teaching Methods – What’s in your toolkit? What’s on the cutting edge? What really works?
July 16 th	Monday	11:30am-1:00pm Breedlove Room	Greta Boers	The librarian in the academy: trainer or educator? Teaching or programming?
July 23 rd	Monday	11:30am-1:30pm Breedlove Room	Courtney Mack	Disconnect between librarians and students
July 31 st	Tuesday	11:30am-1:30pm Breedlove Room	Emily Daly	Communicating with faculty
August 7 th	Tuesday	11:30am -1:00pm Breedlove Room	Hannah Noll	FY students, UG researchers, G students, faculty- what do they need, what do we need to give them?
August 14 th	Tuesday	12:00pm-1:30pm Tower Room	Lisa Reynolds	Learning Styles: cognition, neurobiology of learning, developmental issues

After evaluating the previous 2007 Teaching Seminars and taking into consideration the restricted schedules of the 2008-2009 library instruction interns (Kyla Sweet-Chavez and Sarah Stanley), revisions were made to the 2008 Teaching Seminar to include assignments for the library interns to complete before attending each seminar.

Table 2: Summer 2008 Teaching Seminar Schedule

Date	Day	Time and Place	Seminar Leader	Topic	Intern Pre-Assignment
July 24 th	Thurs.	10:00am-11:30am Lilly Training Rm.	Hannah Rozear & Greta Boers	Lesson Planning	Select a WR20 course of their interest
July 30 th	Wed.	10:00am-11:30am Lilly Training Rm.	Courtney Mack	Active Learning Teaching Methods	Construct a sample lesson plan for their WR20 course
Aug. 7 th	Thurs.	10:00am-11:30am Lilly Training Rm.	Emily Daly	Blackboard and LibGuides	Observe at least one library instruction session
Aug. 14 th	Thurs.	10:00am-11:30am Lilly Training Rm.	Hannah Rozear & Greta Boers	Defining Information Literacy	N/A – Social gathering with library interns in various departments

Fall Instruction Kick-Off is designed to provide updates on assessment, highlight new initiatives, teaching updates, and upcoming professional development opportunities. Held at the beginning of the academic year, a collective PowerPoint and/or interactive presentation are provided, discussion is encouraged amongst participants, and food is provided. Presentations on a Student Response System (i>clickers), Teaching Triangles, and LibGuides in Blackboard introduced initiatives that attendees later incorporated and utilized within their library instruction during the academic year.

Table 3: Summary of Fall 2008 Instruction Kick-Off

Highlights / Updates
Information Literacy Survey / Learning Outcomes
Teaching Triangles
Class Recording Software
Outreach Initiatives – Summer and Academic Year
Instructional Technology – Student Response System (iclickers)
New Instruction Spaces
First-Year Instruction Updates
RefWorks / EndNote
LibGuides in Blackboard
Professional Development opportunities

Information Chat-Sessions are monthly brown-bag events that covered an array of key topics and trends within instruction, led by members of the Instruction & Outreach department or an invited guest speaker from a different department, such as the Center for Instructional Technology. The sessions are designed for instruction librarians or any interested persons to engage in conversation and share their experiences within the classroom.

Table 4: 2007-2008 Information Chat Sessions Schedule

Date	Day	Time and place	Seminar Leader	Topic
Oct. 9 th	Tuesday	12:30pm-2:00pm Tower Room	Greta Boers	Communicating with Faculty
Nov. 6 th	Tuesday	12:30pm-2:00pm Tower Room	Courtney Mack	Wake ‘Em Up! Engaging Students in Library Instruction
Dec. 4 th	Tuesday	12:30pm-2:00pm Tower Room	Emily Daly & Greta Boers	Tips and Tricks for Effective Lesson Planning
Jan. 22 nd	Tuesday	12:30pm-2:00pm Tower Room	Hannah Noll & Emily Daly	Establishing Rapport with Students
Feb. 19 th	Tuesday	12:30pm-2:00pm Tower Room	CIT Staff	Integrating Instructional Technology into Library Instruction

Instruction Retreat is an annual 1-2 day event designed to offer attendees the opportunity to focus and participate in group exercises and activities related to a specific topic in instruction. Conducted as a conference with a keynote speaker, invitations are extended to colleagues at peer institutions in an effort to strengthen and further promote partnership and collaboration. Each attendee receives a detailed notebook that provides resources and tools related to the theme of the Instruction Retreat.

Table 5: Summary of 2008 Instruction Retreat

<p align="center"><i>Reflective Teaching: The Role of Evaluation in Library Instruction</i> March 11, 2008 R. David Thomas Center at Duke University's Fuqua School of Business</p>		
Participants	Activities	Keynote Speaker
<ul style="list-style-type: none"> ▪ 30 registered attendees 	<p align="center">Small group activities</p>	<p align="center">Yvonne Belanger, Assessment Coordinator Center for Instructional Technology</p>
<p align="center"><u>Institutions</u></p> <ul style="list-style-type: none"> ▪ Duke University ▪ NC State University ▪ University of North Carolina ▪ NC Central University 	<p align="center"><u>Questions</u></p> <ul style="list-style-type: none"> ▪ What does an effective teacher look, sound and act like? ▪ What does effective class preparation look like? ▪ How do we know if we are effective as teachers? ▪ How do we know if our teaching is effective for students? 	<p align="center"><u>Highlights</u></p> <ul style="list-style-type: none"> ▪ Discussed the importance of program evaluation. ▪ Ways in which instruction librarians might integrate assessment and evaluation techniques into their work, both individually through self-assessment activities and programmatically through evaluation of students' learning outcomes in library sessions.
<p align="center"><u>Type</u></p> <ul style="list-style-type: none"> ▪ Librarians ▪ Interns / Fellows (current & post MLS graduates) 	<p align="center"><u>Results</u></p> <ul style="list-style-type: none"> ▪ Created a list of 17 behaviors essential to effective teaching ▪ Reviewed and discussed elements of various types of class preparation. ▪ Selected behaviors they wished to improve or incorporate in their own teaching. ▪ Recommended I&O dept. to offer opportunities that address teaching competencies. 	<p align="center"><u>Outcomes</u></p> <ul style="list-style-type: none"> ▪ Attendees identified four key projects they would like I&O dept. to integrate into their work <ol style="list-style-type: none"> 1. Develop a menu of students' learning outcomes. 2. Create a short survey that librarians may administer through Blackboard 3. Install videotaping capabilities in training rooms for self-evaluation 4. Develop and maintain a centralized space where resources and information can be shared.

End of the Year Instruction Celebration is a festive event created to serve as a morale enhancement to acknowledge all librarians, library interns and fellows for their participation in instruction during the previous academic year. Tokens of appreciation are awarded such as cards, certificates of participation, and small gifts. The tables are decorated with a sheet and marker for attendees to share an interesting experience that happened during their library instruction. Discussion was encouraged to allow attendees to hear various responses, perspectives, and reactions of their colleagues when faced with challenging situations that may occur in the classroom.

ALL ABOARD! - COLLABORATION AND ATTENDANCE

The Instruction & Outreach Department collaborated with several members of the Center for Instructional Technology, as they served as featured speakers at our Information Chat-Sessions and Instruction Retreat by sharing their resources and expertise. In reciprocal, members of the Instruction & Outreach department began heavily supporting initiatives and programs provided by the Center. By collaborating and promoting technology tools that enhanced the teaching skills of librarians, the Instruction & Outreach department served as a bridge between instruction librarians and Center. Attendance at our programs increased, as open invitations were extended to all library staff members, interns, and fellows interested in library instruction. This allowed non-instruction librarians to become more knowledgeable about information literacy skills, assessment, and the opportunity to observe or co-teach a library session to gain insight and teaching experience. Positive formal and informal feedback was received and the data received from mini-surveys of topics of interests and suggestions provided by attendees were incorporated in the planning of future events. Due to the various tools and resources offered in our programs and activities, instruction librarians have integrated and incorporated these tools within their library instruction sessions.

ROADBLOCKS

Challenges and obstacles ensued while creating a programmatic module to provide instruction librarians continuous opportunities to strengthen and enhance their teaching and information literacy skills. They consisted of the following:

- The illness and eventual untimely death of Emily Werrell, Head of Instruction & Outreach and the future direction of the department.
- Embracing and incorporating non-traditional teaching and learning styles.
- Deciding how to creatively address tedious topics such as assessment and creating lesson plans to capture and maintain the interest of attendees.
- Getting participants to share or identify their areas of weakness or shortcomings in a constructive manner.
- Budget justification.

ON THE HORIZON – WHAT THE FUTURE HOLDS?

The current state of the economy is having a devastating impact on all libraries at every level. As budgets are frozen and reduced, most administrators are re-evaluating their current policies and procedures for supporting professional development of their staff. Under the new leadership of Diane Harvey, Head of Duke University Libraries Instruction & Outreach Department is currently re-evaluating our programmatic module to best address the library's new challenges, including both the lack of funding for several positions within the department as well as

the added responsibilities being requested of existing instruction librarians. Since the departure of Associate University Librarian of Public Services Thomas Wall, the Instruction & Outreach department reports to Lynne O'Brien, Director of Academic Technology & Instructional Services, who also manages the Center for Instructional Technology, the Digital Projects Department, and the Scholarly Communication Office. This re-organization has strengthened the collaborative relationships within these departments.

CONCLUSION

The goal of Duke University Libraries' Instruction & Outreach department to create an in-house professional development module was achieved by providing creative and interactive programs that addressed key issues and trends within library instruction. By promoting engagement and offering formal and informal programs open to anyone interested in instruction, attendees received information related to teaching strategies, pedagogy, active learning, faculty collaboration and assessment, which they were able to incorporate within their own teaching. This programmatic module allowed Duke instruction librarians the opportunity to engage in meaningful dialogue, share teaching experiences, and obtain updated resources that would strengthen and enhance their teaching skills and integrate technology within their instruction.
