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Library Support of Teaching and Learning

Rhonda K. Huisman
Marian University - Indianapolis, rhuisman@marian.edu

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Marian University

LIBRARY SUPPORT
OVERVIEW

- Roles and Responsibilities
- Information Literacy Framework
- Course Preparation Checklist
- Canvas
- Professional Development and Research
Roles and Responsibilities

• Build relationships w/faculty, staff, and program coordinators
• Identify curricular, research, and resource needs
  Provide convenient access to equipment, services, and instructional materials
• Reach beyond first year or general education courses through progressive information literacy outcomes
Course Prep Checklist

✓ MEET YOUR LIBRARIAN
Call, email, or stop by.

✓ RESOURCES
Determine print or digital materials for you and your students.

✓ CANVAS
Add your FYS librarian to your course, and discuss uploading materials or links to LibGuides, resources, etc.

✓ REQUESTS, RESERVE, AND SPACE
- Course Reserves
- Requesting Materials
- Reserving Space

Send your requests early--we can assist with purchasing or subscribing to resources, as well as instructional space.
Scheduling Instruction

Librarians can assist with creating an assignment or assessment, as well as scheduling a computer lab or space. Please contact your subject librarian, or librarystaff@marian.edu to schedule.

Objectives

- Integrated, authentic tasks with outcomes and assessment
- Discipline or course-specific skills
- Move beyond one-time instruction
- Information literacy, critical inquiry, and time management
Information literacy is the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning.

Interconnected core concepts, with flexible options for implementation and emphasis on metaliteracy, knowledge practices, and dispositions.

http://www.ala.org/acrl/standards/ilframework
Searching for information is often non-linear and iterative, requiring evaluation of a range of information sources and mental flexibility to pursue alternative avenues as new understandings develop.

Learners identify and discover relevant sources, strategic searching methods through cognitive, affective, and social dimensions.

Research is iterative and depends upon asking increasingly complex or new questions.

Learners acquire strategic perspectives through simple questions, refining research, investigative methods, debates, dialogues, and diverse disciplinary perspectives.
Authority is Constructed and Contextual

Information resources reflect their creators’ expertise and credibility, and are evaluated based on need and context in which the information will be used.

Learners define different types of authority, such as subject expertise, societal position, or special experiences.

Scholarship as Conversation

Communities of scholars, researchers, or professionals engage in sustained discourse with new insights and discoveries occurring over time as a result of varied perspectives and interpretations.

Learners develop familiarity with sources of evidence, methods, and modes of discourse and contribute to the scholarly conversation at the appropriate level.
Information has Value

Information resources reflect their creators’ expertise and credibility, and are evaluated based on need and context in which the information will be used.

Learners define different types of authority, such as subject expertise, societal position, or special experiences.

Information Creation as a Process

Information in any format is produced to convey a message and share through a variety of methods. The iterative processes of researching, creating, revising and disseminating information vary, and the resulting product reflects these differences.

Learners articulate capabilities and constraints of information development, and assess this creative process and fit with the need.
## Information Literacy Framework

Using the definitions and framework examples, select one of your classes and one of the frames to determine how you would incorporate information literacy strategies, resources, research, or outcomes.

<table>
<thead>
<tr>
<th>Research as Inquiry</th>
<th>Searching as Strategic</th>
<th>Authority is Constructed and Contextual</th>
<th>Scholarship as Conversation</th>
<th>Information has Value</th>
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| Determine which of your course(s) fit with each frame (repeats/more than one frame is okay) | FYS | | | | |
| Name one essential skill students should be able to do, know, or apply (LEARNING OUTCOME) | Develop a research question | | | | |
| Give an example of an assignment or activity that you would consult or collaborate with a librarian | Evaluate and select sample research questions in a small group | | | | |
| What are your questions? What resources do you need? What is your next step? | Find or create sample questions for class activity | | | | |
PROFESSIONAL DEVELOPMENT AND RESEARCH

- Academic Integrity and Avoiding Plagiarism
- Citation Management
- Critical Inquiry and Research
- Evaluating Resources
- Primary and Secondary Sources

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What's MUShare?

MUShare is our new institutional repository. A repository is a digital collection that captures and preserves the intellectual output of a university.

MUShare offers services including the management, creation, and dissemination of digital materials created by the Marian University community.

We are committed to the stewardship of digital materials, including long-term preservation, organization, access, and distribution.
Browse Research and Scholarship

- Research unit, center, or department

The repository is a service of Hackelmeier Memorial Library at Marian University Indianapolis. Research and scholarly output included here has been selected and deposited by the individual university departments and centers on campus in collaboration with library staff.

At a Glance

Top 10 Downloads
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20 most recent additions
Activity by year

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The Fioretti (1992)
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