



**Chapter Council Presents
Sharing Roundtables
MLA Annual Meeting
San Antonio, TX
Monday, May 16, 2005**

Table 8C: Curriculum Integration

Facilitator: Lisa Wallis

Recorder: Jeanne Le Ber

Additional Participants: Sarah McCord-Washington State University, Melissa De Santis-University of Texas HSC, Michelle Zafron-University of Buffalo HSL

Discussion:

Lisa posed a question to the group: **How is curriculum integration (CI) defined?**

Michelle defines CI as working with her College of Pharmacy faculty to provide information literacy classes through out the curriculum; the 50 minute sessions are somewhat limiting, but there is an opportunity to gradual build and reinforce the need for these offerings.

Melissa defines CI within the framework of providing instruction that relates to student assignments or “point of need” instruction. She is participating on the health sciences curriculum revision committee and is meeting with course directors and those who are library supporters to encourage true integration.

Lisa currently provided instruction to MSI (orientation), MSII (PubMed) and MSIII students (clinical tools). She would like to see more integration with the School of Public Health with core classes; working with students who are doing a literature review for their thesis class.

Jeanne defines CI as working with health sciences faculty to provide instruction at point of need for course specific assignments. Currently the library has successfully integrated with the School of Medicine providing instruction throughout the School of Medicine curriculum. Instruction is also provided for health, nursing, pharmacy and others.

Sarah sees CI as progress and continuous; being a partner with the College of Pharmacy. She meets with the students for 12 hours; gives student assignments, case-based exercises; the material is evidence-based and relevant to needs. There is opportunity to teach critical thinking skills using CAT (critically appraised topics), website evaluations and point of view. She works with faculty to do a syllabus review and create assignments. She has been most successful with the College of Pharmacy; provides students with life long learning information seeking skills. They do have a program with the School of Medicine, but Sarah does not feel it is as successful; 6-7 hours of content from the library; the students work with content experts, etc. The veterinary

students meet with the library folks for 1st year orientation and then during the 2nd year to do a literature review.

Michelle indicated at her institution there is a “fear of success” syndrome since there is not enough library staff to meet the needs. Works with faculty to review the syllabus and provides input. She provides one-hour sessions for each of the following:

- Evidence-based practice
- Cochrane
- PubMed and CQ
- CCTR
- EndNote

She is open to revising this agenda. She does involve the students in peer-to-peer teaching and does small and large group work.

Sarah loves to teach and has faculty status. She has been proactive and has found a way to “crash” faculty events in order to talk more about the **instruction services**. **Sarah brought up the point that the learning** styles of the students are changing and that there is a need for more **active learning**. She takes this into consideration when doing lesson plans.

Michelle mentioned a book by Stewart Brower on teaching for the millennials. (I could not verify the author/title – sorry.) Students these days are more engaged and fair with group work than we may think. They use the library space as their networking space. Our “teaching” is more **coaching**; we need to **empower** students to take the next steps.

Unfortunately for Sarah, there is no teaching space in their library and they search for and use space in other places. (There is a College of DuPage teleconference that talks about **Library as Place: Where People Want to Be** and how **Ed Rivenburgh**, Director of Libraries at SUNY Geneseo was able to transform the space in his library with relatively little money. It’s worth a look. (Eccles Library has it available for checkout.)

The group discussed some issues related to distance classes; tutorials; tutorial creation.

Melissa indicated that her faculty are putting their PowerPoint presentations on the Web. Each faculty member has their own course page; they use Docutech e-reserve and host training and technical support; this is used most by the College of Nursing. The dental program puts all their course materials on a DVD for distribution to the students.

Question: How do you get your foot in the door?

Melissa hired a liaison to do this. She found that the newsletter doesn’t generate much response; but that personal communication with faculty at point of contact works best.

Michelle does an orientation for new faculty; the library sponsors a lunch and does a special session. They do offer faculty workshops on current awareness tools and EndNote.

Sarah talked about her name badge “trick.” She does meet with College of Pharmacy faculty during the CoP curriculum retreat. She also attends CoP faculty meetings (she is an affiliate) and

asks to be put on the agenda. She makes lots of informal contacts with the faculty; lots of social networking; has some library champions who help promote the library to their peers.

Melissa is on the curriculum committee for nursing.

Michelle offers office hours and has had some success with this.

Lisa offered office hours for the School of Public Health students but it did get a lot of use. She did do a “needs assessment” with the SoPH which helped identify areas for instruction and contact.

Jeanne talked about a few outreach efforts including a monthly Library and Information Technology Forum (open to all University students, staff and faculty), a recent Tablet PC pilot group investigating the use of the TPC in teaching; and teaching 3rd year medical students palm technology; and the recent success of working with the CoN to integrate handheld devices.

Michelle said that Palms are required for students; they do a ½ hour session with individual students by appointment. Only the most basic functions are taught.

Melissa said that 3rd year students are required to have a PDA; she wants to set up PDA sessions for 2nd year students to evaluate what device should be purchased.

Other miscellaneous discussion:

Jeanne talked about the 1st year medical student orientation to library resources and how this specific session is keep “light” and fun. Students work with a partner, answer a specific information question and then demonstrate to their classmates how to find the answer. The MEDLINE portion is just to make the students aware of the resource (not to make them great searchers – that comes later).

Melissa has developed some case questions.

Jeanne asked about standards for Life Long Learning – what specific information literacy skills do the students need to leave with? Lisa mentioned a draft statement for information literacy.

Instruction must be hands on! (Goes without saying.)

Jeanne mentioned a recent faculty workshop she attended; **Building Relationships with Teaching Faculty: New Practical Approaches through Information Literacy**. This was taught by Esther Grassian and Eleanor Mitchell from UCLA. It was a half-day workshop and included some very practical advice for working with faculty.

How to learn how to teach.

Take classes, read a lot and attend workshops.

Attend conferences sponsored by LOEX and ACRL.