The Changing Role of the Library Faculty in Teaching and Learning

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THE CHANGING ROLE OF THE LIBRARY
FACULTY IN TEACHING AND LEARNING

Librarians' guidance is an essential factor when students begin to learn how to do scholarly research. This guidance is urgently needed especially now as the students chose to go to Google to conduct research rather than use the Library's databases of refereed journals. Without knowledge and understanding of the limitations of the popular search engines and the evaluation of the information gathered from these sources, students are in danger of being information illiterate. Library faculty provides instruction in the use of research materials and information literacy to strengthen classroom instruction. The emergence of digital technologies not only changed the library services and resources, but also changed the role of the library faculty in advancing teaching and learning in a digital environment. In addition, the Millennial or Net Generation students play a big part in necessitating partnership between the faculty and the librarians. These students prefer information tailored for individuals that is portable. They require content that is dynamically generated, do not understand lag time, and are very much engaged in technology. Therefore, course delivery, design of assignments and library instruction need to be geared towards the type of students we serve. The Library faculty, in addition to their current responsibilities, would like to participate in teaching and learning in the following ways:

- *Course Development*
  The Library faculty can work closely with instructors to integrate research assignments into undergraduate and graduate courses. The Library faculty can customize library resources and services to the specific needs of courses and students by
  - o identifying library's relevant electronic and print resources to specific course content and populating syllabi and online courses
  - o providing customized instruction in accessing and use of the electronic resources for effective use and lifelong learning
  - o instructing the students in writing research papers with proper citations
  - o providing Information Literacy skills that will enable them to make decisions about when and how to find relevant information and use them properly.

- *Assignment Design*
  According to Joan K. Lippincott, much of the learning in higher education institutions takes place outside the classroom and libraries can be one important venue for such learning. Outside readings and research assignments are important components of learning. However, numerous research assignments do not yield the desired learning outcomes because they are poorly designed. Furthermore, some assignments unwittingly foster plagiarism. The Library faculty can assist in designing research assignments that provide relevant and enriching information which leads to the development of new knowledge. The factors to look for in designing assignments may include

  - o the achievement of the learning outcomes for the course
  - o level of research skills addressed
  - o introduction of students to enriching materials

- o introduction of critical thinking as well as evaluating the information
- o the probability of successfully completing the assignment

- *Team Teaching*
  The Library faculty is very much interested in team teaching with the faculty. The librarians may teach the research component of an online or on ground course. This assignment could take from two course periods to a number of sessions the faculty member wants or needs.

Sample of Request for Course Development - Library Resources and Services Form

☐ Tailored research guides selected resources for **research assignments**

☐ Library research assignment - work with a librarian to create effective library assignments

☐ Request an embedded librarian - involve a librarian in your WebCT course

Faculty Contact Information:

Instructor Name: [   ]

Telephone Number: [   ]

Email Address: [   ]

Course Information:

Course Number: [   ]

Course Title: [   ]

Level of Students: [Freshman ▼]

Additional Information:

Please provide additional information about your assignment or how you would like to involve a librarian

[   ]

Course Materials:

Please submit your syllabus and assignment(s) to <u>Fletcher Moon</u>, <u>Barbara Vanhooser</u>, or <u>Lynetta Alexander</u>.