

In service to Rutgers University Libraries' Instruction Program: LIS students gain instruction experience through a mutually beneficial collaboration.

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CHAPTER FOUR

In Service to Rutgers University Libraries' Instruction Program: LIS Students Gain Instruction Experience through a Mutually Beneficial Collaboration

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THE ACTIVITY

Description: Rutgers University Libraries (RUL) have developed a strong partnership with the Rutgers Writing Program in the School of Arts and Sciences on its New Brunswick (NB) campus. Each semester, there are more than 50 sections of an undergraduate writing course, Research in the Disciplines, with over 90 percent of them requiring information literacy (IL) instruction. A large pool of skilled IL instructors is needed. To address that need, trained LIS students have traditionally been paid to teach in the program. One mutually beneficial option was to give LIS students enrolled in the School of Communication and Information's graduate course, LIS 519: Information Literacy: Learning and Teaching, 10 percent credit to teach a one-shot (IL) session in the NB Rutgers Writing Program. Thus, these students were provided with a service learning experience within their graduate course.

Learning styles, lesson planning, and classroom management skills were integrated into the course. ACRL Standards for Proficiencies for Instruction Librarians and Coordinators provided guidance as students performed self-assessments of their teaching.¹ They shadowed librarians and were observed by peers or library mentors using an official feedback form that was distributed before their teaching sessions.

Using feedback from these students, an online course using the Sakai learning management system (LMS) has been created and is being used to train future LIS students who teach for RUL as instruction assistants (IAs). All segments of this course can be accessed asynchronously. Topics range from common concerns about teaching one-shot information literacy sessions to active learning strategies. Interactive tutorials supplement the segments and relevant scholarly materials are available as optional reading material. Students can also share concerns, experiences and/or triumphs in a discussion forum as they form a community of learners. They can also reflect on their progress using the blog feature of the LMS. Thus, LIS students have structured opportunities to practice, reflect upon their experience and learning, and help their fellow students before they enter the profession.

Getting Started: As the new instructional design librarian I was seeking to collaborate with librarians, teaching faculty, and relevant campus partners to identify opportunities in existing curricula to integrate IL competencies and to define and execute appropriate methods of assessment of student learning. I had recently (summer 2014) implemented a new professional development approach to facilitate sharing of teaching strategies among library faculty. This TeachMeet series was created to leverage the culture of sharing of expertise in the New Brunswick libraries. In our organization, a TeachMeet is a vehicle to provide input in steering the instruction and assessment techniques in our IL program and fosters teamwork among library faculty. It had been well-received by faculty and, by the fall of 2014, some faculty members were already trying out new strategies that they had discovered over the summer. I decided to seek out collaboration with faculty and administrators in the Library and Information Science Department in the School of Communication and Information (SC&I) at Rutgers University to adapt a TeachMeet for the LIS 519 course. The topics would include active learning and classroom management techniques.

Motivations: There were two main motivating factors that influenced this decision. First, as a longstanding member of the Virtual Academic Library Environment (VALE) Shared Information Literacy (SIL) Committee, I had been participating in frequent conversations revolving around how we, as a professional organization, could work with LIS students in New Jersey (NJ) to sensitize them on the trends in the library profession—chiefly, the increasing focus on instruction. We subsequently established periodical visits to SC&I's graduate student organization, the Student College, Academic, and Research Libraries Association

(SCARLA), to convey this message. To further spread the message statewide, I presented a poster with three colleagues from the VALE SIL committee.²

Second, there was a need for more trained instructors in the Rutgers University Libraries (RUL) instruction program in NB. Through this proposed collaboration, the libraries would have more trained instructors and the students enrolled in this course would have the opportunity to provide a service to the institution and its students, deepen their learning by putting theory into practice, and make them competitive candidates as they sought employment. Thus, in fall 2014, I sought an audience with the administrators of SC&I and the instructor of the LIS 519: Information Literacy, Learning and Teaching course in preparation to launch the service-learning experience in spring 2015.

THE PEOPLE

Library: Rutgers University Libraries (RUL) in New Brunswick, NJ has a long-standing instruction program that is supported by faculty, adjuncts, and LIS students in SC&I. The majority of the instruction is for IL in the Rutgers Writing Program for undergraduate students. The RUL (NB) instruction program has a tradition of employing LIS students as instruction assistants (IA). These students are given opportunities to observe instruction and to work with a mentor in preparation to teach in the instruction program.

More recently, led by the instructional design librarian (me), the libraries established a structured program for communicating about IL instruction. These TeachMeets revolve around instruction strategies and assessment. They have become the main channel for sharing of expertise through demonstrations and conversations.

Instructor and Librarian: The instructor of the LIS 519 course had been teaching it for several semesters before our collaboration. I had recently come to RUL (NB) in summer 2013 and had a goal of increasing awareness of IL instruction within the libraries and to ensure that the library instruction for the Research in the Disciplines undergraduate course was explicitly aligned with the 2 IL learning outcomes in the syllabus.

Course: The LIS 519: Information Literacy, Learning and Teaching graduate course description from the SC&I website is as follows:

Development of effective instruction in the use of information resources and technologies in all types of library settings. Special attention is paid to adult learning theory and to the integration of information seeking behavior with instructional design. Students practice instruction in cooperation with librarians and library users in various settings.³

Students: The students enrolled in this course were LIS graduate students in the Library and Information Science Department in the School of Communication and Information (SC&I) at Rutgers University in New Brunswick. Although the course focused on IL, not all the students were on the academic librarian track.

Community Partners: The NB Rutgers Writing Program collaborates closely with the RUL (NB) to provide IL instruction for the undergraduate students enrolled in the Research in the Disciplines course. IL learning outcomes in the course syllabus are: (1) evaluate and critically assess sources and use the conventions of attribution and citation correctly, and (2) analyze and synthesize information and ideas from multiple sources to generate new insights.⁴

The Library and Information Science Department in the School of Communication and Information (SC&I) located in NB runs the newly named Master of Information (formerly MLIS) program that is currently "...ranked 7th nationally by U.S. News and World Report; #1 School Library Media (tied with Florida State University)."⁵

Finding and Working with Partners: I first met with my immediate supervisor, the associate university librarian, Research and Instructional Services to share my idea and, since I was so new to the institution, to get direction on the best ways to approach administrators who would be best positioned to work with me. I also reached out to the library liaison for SC&I, who was very enthusiastic about the possibility of strengthening the libraries' relationship with her department. It was decided that I would reach out to the chair, Department of Library and Information Science.

In my email communication to the chair, I highlighted the ready-made opportunity for LIS students to gain classroom experience. I also explained the use of the TeachMeet model, where pedagogy, IL learning outcomes, and assessment strategies were demonstrated and shared in an experiential way. In addition, I pointed to the contents of the LIS 519 syllabus, where major topics included user instruction, instructional design, assessment, and evaluation. I made the linkages to the contents of the TeachMeet sessions. My email further stated:

Would SC&I be interested in a partnership where our TeachMeet is expanded to include LIS students and provide a rich experience in IL instruction so as to prepare them for a career in academic librarianship? We would use the ACRL Standards and Proficiencies for Instruction Librarians and Coordinators as standards to which our learning outcomes and assessment strategies are aligned.⁶ We could further, provide feedback through classroom observation and include mentoring opportunities using a pool of library faculty and SC&I faculty if feasible.... This would be an opportunity to strengthen the relationship between SC&I and Rutgers University Libraries.⁷

Of note, the chair of the department took the lead with identifying and inviting administrators and instructors who should come to the table to discuss. The following positions in the Department of Library and Information Science were invited to a meeting: director, MLIS Program; associate professor; emeritus faculty; assistant teaching professor; and instructor. I realized that I had met with one of those invited before in my capacity as the chair of the VALE SIL committee. We had spoken about ways to sensitize LIS students on the need for more instruction experience. This was how we had been able to approach the student group, SCARLA, to establish periodical visits to have a dialogue on the profession and its ever-changing nature.

Although before the meeting the attendees had expressed great interest and excitement (via email) at the prospect of giving students enrolled in this course instruction experience, I presented the idea as a potential pilot activity. In this way, I would neutralize any possible misgivings that might have been lingering. In my experience, the term “pilot” puts potential partners at ease because if the project succeeds, they could be viewed as pioneers. If it is not very successful, then the stakes would not have been considered very high. During the meeting, it was noted that not all students enrolled in LIS 519 were considering academic librarianship. However, it was acknowledged that instruction is increasingly being done at non-academic libraries, so this experience would be relevant and beneficial to all students enrolled. The need for mentoring and shadowing opportunities was discussed as well as the inherent time commitment on the part of library faculty.

The meeting ended with these action items:

- The librarian would bring this pilot project to the Instruction Group in RUL New Brunswick to seek out mentoring and shadowing volunteers.
- The instructor and librarian would collaborate on the library instruction portion of the syllabus.
 - The students would attend a TeachMeet tailored for them and instruction in the NB Rutgers Writing Program would be an avenue of instruction experience. The slides of the summer TeachMeet would be modified to blend with the LIS 519 course content: the teaching portion would be more focused on preparation to teach in the Research in the Disciplines courses.
 - The instructor would insert this new activity in the assignment portion of the syllabus.
 - Supporting instructional tools would be developed.
 - The librarian would attend the first class session in the spring 2015 semester to provide an orientation to the procedures in the pilot project.

Next, I brought this project to the Instruction Group and my fellow library faculty members readily volunteered to serve as mentors and to observe students in their instruction sessions as well as to give feedback. Fortunately, there were

fewer than ten LIS students, so there were enough volunteers. Further, in the RUL instruction program, the practice of observing before teaching was already well established. I would need to create an Instruction Feedback Form (See Appendix Materials) and to serve as the coordinator of the LIS 519 students, the library faculty, and IAs (LIS students who were already being paid to teach in our program) who could function as peer mentors. The instructor of the LIS 519 course and I communicated regularly via email as we planned for the spring 2015 semester. We also met in person at intervals during the running of the course to provide formative feedback to each other.

Benefits

Instructor Benefits: The instructor for this course would have a ready-made instruction program in which his students could gain practical teaching experience in fulfillment of his course objectives. He would also have a subject specialist (instructional design librarian) who would be able to provide specific guidance and instruction on active learning and classroom management techniques in the real-life environment of the NB libraries. His students would be able to teach actual undergraduate students.

Student Benefits: The students enrolled in this course would gain practical teaching experience that would support their class goals and their professional goals. They would gain invaluable experience in working closely with library faculty as they prepared their lesson plans and worked on their teaching and presentation skills per the ACRL Standards for Proficiencies for Instruction Librarians and Coordinators.⁸

Partner Benefits: The course syllabus stated, “Students practice instruction in cooperation with librarians and library users in various settings.”⁹ However, there was no established collaboration with the RUL (NB) as a means to accommodate this, neither for the entire class nor on a regular basis. Few students enrolled in this course that focused on instruction were IAs in the libraries. A more established partnership between the RUL NB and the administrators of this course would provide ready and convenient opportunities for all enrolled to gain practical instruction experience.

Institutional Benefits: The NB Writing Program and, by extension, the undergraduate students enrolled in the Research in the Disciplines course, would benefit from IAs who gained more training than traditionally. The LIS students (IAs) would be applying theory and practice in a concentrated manner over the course of an entire semester through the LIS 519 course and the TeachMeet components that would be integrated and catered specifically for their needs.

THE PROCESS

Expected Learning Outcomes

The learning outcomes for the LIS 519 course were:

- Identify their personal learning and teaching styles and be able to articulate their instructional philosophy.
- Demonstrate their ability to apply instructional design to meet the learning needs of specific audiences.
- Produce some basic learning aids.¹⁰

Revising the syllabus for this specific course entailed the creation of an introductory statement about the pilot project. I crafted the following statement: “In cooperation with librarians, students will be provided the opportunity to practice in-classroom instruction by participating in NB Rutgers Writing Program, an arm of the English Department.” I also used the online course description to align the TeachMeet activities to the learning outcomes. The instructor assigned 10 percent of the course grade for “Library instruction with Alexander Library.”¹¹ The learning outcomes in the syllabus that were aligned with this assignment were:

- Plan and design effective library instructional sessions based on the identification of users' needs.¹²
- Receive practice and feedback by applying theoretical ideas into a real-world setting.¹³

Curriculum Materials

It became clear that it would be best to divide the LIS student preparation into three segments delivered on three occasions and that the sessions should be done in the classroom rather than the library. My first visit would take the form of an orientation to the pilot project and to give an overview of the NB Rutgers Writing Program. The three visits would address:

1. Information Literacy in Context
 - a. Learning Outcomes
 - b. Expectations in an academic library presented by the library liaison to SC&I
 - c. Student Learning Preferences & Styles
2. Active Learning Strategies/Characteristics
 - a. Based on Sweeney, 2006¹⁴
 - b. Based on ACRL Standards for Proficiencies for Instruction Librarians and Coordinators¹⁵
3. Classroom Management Techniques
 - a. Based on ACRL Standards for Proficiencies for Instruction Librarians and Coordinators using the following classroom scenarios

- i. the sleeping student
- ii. the disengaged student
- iii. students who speak incessantly with the potential of disturbing the class
- iv. the student who wants to answer every question
- v. the disengaged teacher or the absent teacher

Steps Involved

INFORMATION LITERACY IN CONTEXT

During the first classroom session, I provided an overview of the library partnership with the NB Rutgers Writing Program. The Research in the Disciplines course description is as follows:

Students in Research in the Disciplines select their own research topic, and work to advance the conversation about it from a critical and analytical point of view. They learn the process of searching for books, journal articles, and Internet sources; develop strategies for managing notes and citations; extend their synthetic and analytical skills; respond to instructor and peer feedback; and become able to differentiate between and assess scholarly, credible, and non-credible sources.¹⁶

The IL learning outcomes of the Research in the Disciplines writing course were shared so that students could see the alignment to their instruction strategies and how this was integrated into their LIS 519 course syllabus.

The list of courses was provided so LIS students could have an idea of the breadth of potential research topics of the undergraduate students enrolled in Research in the Disciplines. Some of these were: natural disasters; science, medicine, and society; animal ecology; ethics of food; epidemics; the environment; nutrition and exercise science; and culture of healthcare. They were very engaged, and a few of them selected a course section of interest during this orientation session. Others selected their classes later but, in most instances, they chose one that related to their own undergraduate majors.

I made constant reference to the LIS 519 syllabus so students could see how this activity aligned with their course requirements. There was open discussion about the instructional spaces in RUL New Brunswick and scheduling their instruction sessions in the NB Rutgers Writing Program.

I covered learner-centered instruction, its characteristics, and student learning preferences. I also addressed instruction strategies and assessments that would be effective with millennial students, which represents the majority of un-

dergraduates enrolled in Research in the Disciplines courses on our New Brunswick campus. For example, they prefer games and like to do things rather than being passive participants in a classroom. According to Sweeney, “colleges and universities have to find more ways to create and or use academic games in student learning environments.”¹⁷ Therefore, interactive activities are useful. This set the stage for the second session that would focus on Active Learning Strategies and Characteristics.

The mentoring aspect and its related shadowing opportunities that would be provided as well as the logistics were discussed. They would shadow their mentors and other librarians or experienced LIS students who were hired as IAs in our instruction program, as their schedule would allow. The ACRL Standards for Proficiencies for Instruction Librarians and Coordinators were examined and students agreed to focus on two proficiencies and specific performance indicators that would be relevant for their assignment. They would work toward achieving these competencies that also aligned with their entire course. These were Proficiency 9: Presentation Skills and Proficiency 12: Teaching Skills.¹⁸ See Appendix Materials: Instruction Feedback Form.

ACTIVE LEARNING STRATEGIES/CHARACTERISTICS

Using learning preferences of millennials that Sweeney (2006) outlined, I presented potential approaches to engage undergraduates in Research in the Disciplines during my second visit to the classroom.

MILLENNIAL LEARNING PREFERENCES	SUGGESTED APPROACHES
Less Reading (Sweeney, 2006, 6) ¹⁹	Use images and graphics in place of text to convey concepts as much as possible
Collaboration (Sweeney, 2006, 5) ²⁰	Peer assessment activities, group work
Impatience/Need Quick Feedback (Sweeney, 2006, 3) ²¹	Utilize audience response systems like Kahoot, I-Clickers, Poll Everywhere
Experiential and Exploratory Learners (Sweeney, 2006, 3) ²²	Jigsaw Classroom, Hands on/lab work

I modeled an instruction session for a mock Research in the Disciplines class. The LIS students took on the role of the undergraduate students. This included a lecture that included searching demonstrations and hands-on learning. The main points that had to be covered in each Research in the Disciplines course were stressed. Parameters of flexibility were discussed. I also demonstrated a jig-

saw classroom scenario (See Appendix Materials) active learning technique that allows

- students to work together in teams;
- students to come up with solutions to a problem;
- class interaction on a macro (collective) and micro (group) level;
- gives all students a voice but also allows ones with social challenges to feel safe in a team rather than singled out and allows the more boisterous ones to be tempered by the framework of a team atmosphere under instructor supervision;
- instructor to act as facilitator to the learning process;
- integration of constructivism as students start to build knowledge;
- ready assessment strategies; and
- ice breaking.

Thus, students had options on how to plan and execute their instruction sessions.

CLASSROOM MANAGEMENT TECHNIQUES

I began the third visit with an overview of the range of students in our classrooms. These ranged from millennials to returning adult students to young parents to veterans to international students to those with special needs. We then discussed various classroom scenarios. These conversations were very engaging and enlightening. It was evident that they were learning about scenarios that most of them had not yet considered. It was important for students to understand the possible implications of an academic librarian taking on a class without the presence of the instructor. They gained a clear understanding of the value of undergraduates seeing a team effort between librarian and instructor. Also, they realized that they are ultimately responsible for a classroom of students when they teach without the actual instructor present.

POST-PROJECT ASSESSMENT

METHODS OF REFLECTION

Reflection was integrated into the overall course structure and students were able to plan their instruction while working with a faculty librarian mentor or an experienced LIS student who was already working in the NB Rutgers Writing Program. I had two students shadow me and they were able to ask questions after the sessions.

To allow constructive feedback and to help students to reflect on their own progress, the Instruction Feedback Form was created and distributed (See Appendix Materials). The aforementioned ACRL Standards for Proficiencies for Instruction Librarians and Coordinators, namely, presentation and teaching skills that students had agreed upon were represented on this form. Observers of in-

struction (mentors) completed this form during the LIS student instruction session. They returned the form to the student and were encouraged to talk about the feedback when possible. This form was submitted to the LIS 519 instructor and these students had it as a reflection tool.

POST-PROJECT FEEDBACK

It became apparent that, in addition to the LIS 519 instructional segments that were devoted to the class, a supplemental set of resources that covered the three areas that I taught would have been helpful. All the information could be incorporated into an online module that would provide asynchronous access. Students would therefore have the ability to go back and review materials (lesson plans, active learning tutorials, etc.) as needed and at their convenience. The ability to reflect using electronic tools and to share these reflections with peers was also needed. This set of resources should be accessible for the duration of the semester.

PROJECT ASSESSMENT AND REPORTING METHODS

The repository of instructional tools and materials would also be useful in training future cohorts of instruction assistants in our program. It was subsequently created using the Sakai learning management system. It is called "Classroom and Instruction." It is available to all who are teaching in the RUL instruction program that supports the Rutgers Writing Program in New Brunswick, NJ. It is divided into the following categories:

- Before You Teach: Librarians and Instruction
- Before You Teach: Common Concerns
- Before You Teach: Nuts and Bolts of Teaching at RUL
- Planning to Teach: Active Learning Strategies
- Planning to Teach: Creating Lesson Plans
- After You Teach: Reflection

LIS students who are teaching in our program are able to form a learning community for collaborative learning and self-assessment. The blog feature of the LMS has been enabled so students can post reflections. Peers can comment and provide suggestions and encouragement.

They can post before they teach:

1. Select one performance indicator from the Instruction Feedback Form and reflect on:
 - a. Where are you with this skill currently?
 - b. What experience have you had to enhance or practice this skill?
 - c. How will you work on it?
 - d. What will doing well look like to you?
2. Focus on an active learning strategy that you are developing or are interested in or have observed and want to implement:

- a. How will you work on it?
- b. What will doing well look like to you?

After they teach, they can post about general observations, classroom management techniques, surprises, challenges, and success. The three segments that I presented on my three visits to the LIS 519 class were turned into interactive tutorials and are available as resource materials. There are also relevant scholarly materials that can be read as needed.

The screenshot shows a presentation slide from Rutgers University Libraries. The slide title is "Active Learning Strategies for Teaching Information Literacy in the Rutgers Writing Program". On the right side, there is a "Table Of Contents" with the following items:

Slide Title	Duration
Intro and Objectives	00:25
Definition of Active Le...	00:23
Benefits of Active Lear...	00:27
Think back...	00:25
Teaching with Questions	01:46
Audience Response S...	00:18
Clickers	01:02
Poll Everywhere	00:39
Kahoot	00:45
Additional Strategies	01:16
Rank the Strategies	00:17
Blog Assignment	00:15
Thank You	00:09

Classroom Management Tips for Librarians

Introduction

Classroom management is a common concern for instruction librarians. Those who teach "one shot" information literacy courses may be particularly anxious about managing a class, since the librarian may feel similar to a substitute teacher, and students have a reputation of taking advantage in situations like these.

Fortunately, when you teach information literacy at Rutgers, the classroom instructor will be with you, so students are less likely to be disruptive. For your first instruction session, you will also have a library "mentor" in the room for support. Remember that you are giving the students practical help with an important assignment. The more you personalize your instruction to their needs, the more interested they will be in what you have to say.

This tutorial covers some of the more common classroom management concerns. **Click the categories on the right to learn more.**

Disengagement

Over-Participation

Students Texting

Students Sleeping

Photo by www.audio-visual-stores.com licensed under CC BY 2.0

Classroom Management Tips for Librarians

Disengagement

Disengagement

The best way to keep students engaged is to break up your lecture content with active learning techniques. Try not to lecture for longer than about 20 minutes at a time. Breaking up your material this way is called "chunking." Chunking content helps students process what they've learned.

You may also need to engage the classroom instructor. During your presentation, you can encourage the instructor to jump in with information that directly relates to the class assignment. This reinforces the importance of the material.



Image courtesy of David Castillo Dominici at FreeDigitalPhotos.net

Resources
Duke University Libraries Instruction & Outreach – [Engaging Your Students with Active Learning](#)
Stanford Teaching Commons - [Promoting Active Learning](#)

Over-Participation
Students Texting
Students Sleeping





Difficulties Encountered

Scheduling shadowing sessions with their mentors before they taught a session was difficult because of student schedules. In a few instances, students had to shadow a different person because of this scheduling issue. However, each of them got constructive feedback using the Instruction Feedback Form. And each of them was also able to work with their mentor while planning the instruction session.

Student Issues: Observing more than one instruction session is ideal and it would have been beneficial if students could shadow more than one librarian/peer. The feedback form was very useful as a barometer for setting expectations so the students could work on specific proficiencies. Although students had lesson planning materials as a part of the LIS 519 course, provision of lesson planning templates from the libraries would have been beneficial.

Instructor Issues: The instructor and I met several times during the semester to ensure that we were both meeting the expectations initially outlined and to inform each other on any issues with students. He provided appropriate segues for my portion of the instruction when I was in the LIS 519 classroom. It was a good model of team teaching for the students.

Community Partner Issues: Communication is critical. This was a first for the LIS 519 students, library faculty, the LIS 519 instructor, and SC&I administrators, so it was important to check in at intervals and to clearly articulate expectations and plans. It took a great deal of effort to keep everyone informed as needed.

Conclusion

The pilot met the objectives of enhancing the relationship between the RUL and SC&I. All students enrolled in LIS 519: Information Literacy, Learning and Teaching were able to teach a class in the NB Rutgers Writing Program. All of them were mentored and they all received constructive feedback. Moreover, they gained a clear understanding on how to prepare to teach, potential classroom behaviors that they can manage, active learning strategies, and how to align specific teaching strategies to learner characteristics. Most importantly, they gained an understanding of skills needed for their chosen profession and they experienced the collegiality that exists among librarians. This service-learning model can be replicated by seeking out willing partners at iSchools.

APPENDIX MATERIALS

- Lesson Plan for Jigsaw Classroom
- Instruction Feedback Form

Lesson Plan for Jigsaw Classroom

LEARNING OUTCOMES

- Students will explore search tools and resources to determine capabilities of the library webpage.
- Students will demonstrate capabilities of search tools and resources to the class using the library interface.
- Students will find scholarly resources for their assignment.

METHOD/TOOL OF ASSESSMENT

- Student presentations/responses
- Scholarly resources found

OPPORTUNITIES FOR LEARNING

- Group work
- Guided worksheets
- Reporting/Demonstrating to the class
- Role Play (students become teachers)

CLASSROOM ACTIVITIES

Activity 1

Instructor explains the activity, the reasons for the activity, and expectations on class participation. There are three sets of worksheets, each addressing a particular library tool. For example, library catalog, Google Scholar, the library discovery tool called Articles+. Each worksheet has a step-by-step exercise for students to accomplish which aids in the exploration of the search tools in a guided way. Instructor distributes worksheets randomly to students by counting off 1, 2, 3, 1, 2, 3... so that students next to each other have different worksheets.

Activity 2

Students work individually on their worksheets. They can only consult the librarian for help because their colleagues to their left and right are working on a different worksheet than theirs.

After an allotted time, students with the same worksheet will form a team. They will confer to be sure that they all have a clear understanding of the search tool and that they have all come to the same answer. Students are asked to select a team leader and be prepared to demonstrate to the class how to use the tool.

Activity 3

Each team demonstrates how to use their particular search tool. They also field questions from the audience and the librarian ensures that all in the room have grasped the concepts.

Activity 4

Students use the three tools that were discovered to find appropriate resources for their assignment. The librarian and instructor work with students individually as needed to ensure each student gets an appropriate resource.

Instruction Feedback Form

<div style="text-align: center;">  <h3 style="margin: 0;">Instruction Feedback Form</h3> </div> <p>Overview</p> <p>This form is based on performance indicators from ACRL Standards for Proficiencies for Instruction Librarians and Coordinators. Use this form to provide feedback for MLIS students teaching in the Writing Program. Please indicate with a check mark if a performance is observed/achieved.</p> <p>Presentation Skills</p> <ol style="list-style-type: none"> 1. Uses voice, eye contact, and gestures to keep the class lively and students engaged. 2. Clarifies confusing terminology, avoids excessive jargon, and uses vocabulary appropriate to the level of students. 3. Makes smooth transitions between classroom technology and class communication/interaction. 4. Uses time effectively. <p>Teaching Skills</p> <ol style="list-style-type: none"> 1. Creates a learner-centered environment by employing active and collaborative learning strategies. 2. Encourages students to ask/answer questions allowing adequate time. Rephrases questions. Asks probing and/or engaging questions. 3. Encourages teaching faculty to participate in discussions to link library instruction to course content and to answer student questions. <p>Evaluation</p> <p>Please indicate the strengths of this instruction session:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>If possible, please review the form with the student. Leave form with student.</p>	<p>Instructor: _____</p> <p>Observer: _____</p> <p>Class: _____</p> <p>Class Date: _____</p> <p>Materials Used</p> <p>List any supporting teaching tools used:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Record general observations here:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Suggest possible resources (articles, workshops, etc.) that might be useful to this student:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Instruction Feedback Form</p>	<p>1</p>

Notes

1. "Standards for Proficiencies for Instruction Librarians and Coordinators," *Association of College and Research Libraries*, accessed June 29, 2017, <http://www.ala.org/acrl/standards/profstandards>.

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