Reg Erhardt Library
Instruction Plan 2018-2021

Purpose
The Reg Erhardt Library Instruction Plan has been created in order to define current services and plan for future growth in the instructional program. This plan was developed in order to provide an intentional frame for the integration of library instruction into the life cycle of the student – from first contact with the library to their final course at SAIT. Finally, this plan was developed in response to the inclusion of a statement on information literacy in the SAIT Education Plan 2017-2020.

The goal of this plan is to define current services, outline future instructional opportunities, and develop strategic goals that define how library instruction will be further integrated into programs and courses at SAIT.

Library Instruction at SAIT
The goal of library instruction is to develop critical information consumers and creators in an applied education context.

Information Literacy at SAIT
The SAIT Education Plan 2017-2020 lists the following anchoring goal: “Challenge students to be critical information consumers and creators”. Information literacy is an important and essential skill in any work context, whether it be in a business degree, the medical field, a trade, etc. The Library will work towards achieving that goal by developing a scaffolded approach to information literacy using the Association of College and Research Libraries’ (ACRL) Framework for Information Literacy.

Current Instructional Program
The current SAIT Library Instructional Program is divided into several main areas: Orientations/Tours, Introduction to Research Skills, Custom Research Skills, and Citation Support.

Orientation/Tours
An orientation/tour seeks to provide base level information about services and resources for students.

Introduction to Research Skills
The 2 hour Introduction to Research Skills session is required for some in-person Communications courses and strongly recommended for programs where students have not yet had library instruction. The standardized session is designed to equip students with a baseline understanding of research skills through a set of shared learning outcomes. The outcomes are as follows:

- Discuss elements of an effective search strategy
- Locate a broad variety of information sources
- Discuss the importance of evaluating sources
- Understand ethical issues related to information use
Custom Research Skills

Custom Research Skills sessions are not course integrated (see below) but rather are requested as one-shot instructional sessions for specific needs identified by faculty. Some topics covered in Custom Research Skills classes may include:

- Advanced searching in subject specific databases
- Finding and using specialized industry information
- Searching on the web (Google, Google Scholar)
- Finding data and statistics
- Advanced information evaluation
- Using citation management software (Mendeley, Zotero).

Citation Support at SAIT Library

The mechanics of citations are taught in Communications courses for the majority of diploma and degree programs at SAIT. Upon request, the Library can teach citations to all other courses as a component of a library instruction session if students require a refresher or if students do not take a Communications course.

The Library also offers walk up citation support at the desk and bookable one-on-one consultations with librarians for citation questions.

Future Instructional Opportunities

Course Integrated Research Skills

Course Integrated Research Skills are sessions where the Library has been built into the curriculum. These sessions are designated as such in order to distinguish them as a required component of a course that builds upon previous library instruction, such as Introduction to Research Skills sessions. Each of these sessions will be unique as they will be tailored to individual course, program, and subject specific skills and needs. Course integrated sessions will come into consideration using the following criteria:

- Instructor requested “Custom Research Skills” session for the past 3 years
- Research skills listed in existing learning outcomes
- Subject specific research skills required
- Appropriately scaffolded in relation to existing library instruction in the curriculum

The Library will not be actively involved in modifying existing outcomes unless specifically requested to collaborate with an instructor in the redevelopment of a course. Course integrated research skills sessions will be integrated based upon existing learning outcomes that require students to research information.

eLearning

eLearning activities within the Library are those that primarily support online and distance learners. eLearning activities were centralized with the creation of a new position in 2017 and changes in the LMS (learning management system) in 2018. Providing information literacy training within an eLearning context involves a fundamental shift in pedagogy from in-person, synchronous sessions to asynchronous, web-based sessions. Therefore, current instructional methods and concepts will need to be transformed with appropriate technology and platforms to meet the needs of online learners.
Embedded Librarianship

At SAIT, Embedded Librarian activities emphasize integrated instruction with students (small group interactive sessions, full-class lectures) over a full or partial semester. Embedded librarianship is recommended for classes where students will be completing larger research projects, as there has been a demonstrated benefit to student’s confidence and research skills through this approach to instruction.

Goals

The following goals take into account the need for increased information literacy instruction on campus and for strategically scaffolding information literacy skills across the various programs and courses at SAIT.

1. Increase curriculum integration for diploma and degree programs
   a. Integrate into the curriculum for a second time for one third of diploma programs (~15 programs)
      i. Pilot the redeveloped embedded librarian approach for PROJ courses in identified programs by 2019. Expand the EL program to encompass all appropriate PROJ and Capstone courses.
      ii. Formalize library instruction for HPS classes (Emergency Medical Technician – Paramedic, Respiratory Therapy, Medical Radiologic Technology specifically)
   b. Identify which common Custom Research Skills classes could be developed into Course Integrated Research Skills classes.

Rationale: Standardizing instruction delivery benefits librarians, instructors, and students by providing a consistent approach each semester to instructional sessions. By integrating the Library into the curriculum, information literacy can be strategically planned and managed from both pedagogical and staffing perspectives.

Strategies to Achieve:

- Develop a curriculum map for diploma and degree programs that identifies a minimum of two points of contact
- Develop a strategy and plan for liaisons to reach out to course leads in their areas to offer instruction in identified courses
- Analyze past instruction statistics and contact instructors in repeat Custom Research Skills sessions to redevelop and formalize library instruction

2. Adopt the ACRL Framework and contextualize it within SAIT Schools/Programs
   a. Develop a plan that scaffolds information literacy from Introduction classes to Course Integrated research skills.
   b. Contextualize the ACRL Framework for applicable degree, diploma, and certificate programs.

Rationale: The ACRL Framework for Information Literacy is the current guiding document for information literacy development in post-secondary institutions in the United States and Canada. Previously the Library used the ACRL Information Literacy Competency Standards for Higher Education. In order to keep up to date with current industry standards, and to effectively scaffold
information literacy skills across programs and disciplines, the Library will use the ACRL Framework to contextualize and plan information literacy at SAIT.

Strategies to Achieve:

- Investigate how other polytechnics/applied education institutions are applying the Framework
- Redevelop existing Standards language to update to the Framework
- Develop a rubric for information literacy skills on campus

3. **In coordination with student engagement, develop a consistent orientation guidelines**
   a. Commit to participation in high impact program orientations or events
   b. Develop orientation material for programs for the Library
      i. Investigate the development of an orientation video

Rationale: Students often see the Library for the first time in their library class, and are unaware of the resources and services available to them until then. Incorporating this information into a formalized process may help familiarize more students with the Library early on. Some in-person opportunities for this include the newly created SAIT First8 as well as PREP classes offered through Lamb Learner Success Centre. The Library may also consider creating a short orientation video to be played in orientations the Library cannot visit.

Strategies to Achieve:

- Investigate and develop an orientation video to be used for orientations or embedded in Brightspace
- Develop a pilot project for a Personal Librarian program in collaboration with Student Engagement
- Update existing marketing material by end of 2018

4. **Develop information literacy instruction in online and distance courses**
   a. Improve student access to digital learning objects (web tutorials, LibGuides, etc.) within the Learning Management System (LMS)
   b. Examine the quality of current digital learning objects and identify unmet training needs.

Rationale: In 2017, SAIT’s Education Plan introduced an emphasis on improving student learning experiences by leveraging blended, online and distance learning options (SAIT, 2017, p. 23) and improving LMS integration into all courses (p. 17). The Library resources and services should be included in these expanded activities in order to provide equitable experiences for all learners, regardless of the modality in which they complete courses.

Strategies to Achieve:

- Develop LibGuides best practices by June 2018 that prioritizes research process over tools
- Incorporate targeted LibGuides into Brightspace LMS.
- Incorporate tutorial modules into the master shell of introductory courses
• Develop assessment rubric for review of current and future learning object needs.

5. **Develop meaningful assessment for all library instruction activities**
   a. Standardize and document instruction activities
   b. Develop assessment toolkit for Custom Research Skills sessions
   c. Collaborate with instructors to revise assignments to align with information literacy outcomes.

Rationale: In order to improve instruction, the Coordinator of Library Instruction will work towards creating an overarching assessment method for custom research skills sessions and integrate assessment into all future course integrated research skills classes.

Strategies to Achieve:

• Develop a lesson plan repository including suggested activities for Introduction to Research Skills classes for various programs and assignments.
• Formalize assessment toolkit for custom research skills classes.

**Accountability**

In order to remain accountable to this plan, the Coordinator of Library Instruction will review this plan each semester and report on progress to the Library Manager as part of the annual performance review of the position until the end of the plan in 2021, in which it will be reviewed as whole.

**References**
