LIB-VALUE: TEACHING & LEARNING

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What?

• Value of academic library resources & services in support of teaching

How?

• Instructors:
  • Survey, to be followed by “real time” conversation
Survey:

- All UTK Constituents with instructional responsibilities:
  - Tenured/tenure-track faculty
  - “Clinical” faculty
  - Part-time faculty
  - GTA’s
  - Administrators (e.g., Dean of Students’ Office)

- Materials used for teaching support, whether or not provided by UTK Libraries
  - Readings, etc., for students, print, electronic, other formats
  - Reading to support own pedagogical development
Perceived Benefits of Support provided by UTK Libraries:

• Savings...
  ➢ of own time
  ➢ of own money
  ➢ of other resources

• Improvements...
  ➢ teaching
  ➢ course-related materials
  ➢ student performance
Determining the Focus of Inquiry:

- Institutional priorities
  - VolVision 2015
...And Federal

Higher Education Opportunity Act Regulations
Has your approach to identifying readings for your classes changed in the past 3-5 years?

• They are more likely to
  🔹 search or browse subscription databases for readings.
    - True/ Somewhat True : 59%
  🔹 browse electronic journals to identify readings for my students.
    - True/ Somewhat True : 66%

• ...and less likely to
  🔹 browse print journals to identify course readings.
    - True/ Somewhat True: 50%
    - (Only 7% more likely to browse print journals)
Has your approach to collecting and distributing readings for your classes changed in the past 3-5 years?

- I require my students to purchase fewer printed textbooks.
  - True or Somewhat True: 34%
- I require my students to purchase more printed textbooks.
  - Untrue: 60.0%
- I require my students to purchase fewer course packets of printed materials.
  - True or Somewhat True: 31%
  - N/A: 44.4%
As a result of using the Libraries' services, collections, or facilities, do you feel that your teaching has improved in any of these ways?

• The readings I assign are more up-to-date and/or varied
  ➢ True or Somewhat True: 70%

• I read more/more widely to prepare for teaching
  ➢ True/Somewhat True: 63%

• My assignments are more creative
  ➢ True/Somewhat True: 48%
Do you feel that your students' performance has improved as a result of your using the Libraries' services, collections, or facilities to support your teaching?

My students are...
True or Somewhat True:

• citing sources that are more appropriate for academic work.
  ➢ 52%

• writing citations that are more complete and/or correct.
  ➢ 40%

• accessing information from a wider variety of sources.
  ➢ 66%
In a typical semester, I save time by using the library to support my teaching.

I do not save time.
In a typical semester, using the library saves me money that I might have spent on materials (such as books, journals, or photocopying) to support my teaching or my students' learning.
I save...

- paper and ink
- paper because I do not make as many copies as I used to.
- Money and paper formerly expended on printing/photocopying.
- Time!
- Time: I can access services from home so do not need to travel to campus. Can work by my own schedule
- time in terms of accessing readings on timely topics
- time!!!!
Successes...

• “Over the years, the library has been a great support in diverse ways: library orientation is mandatory in our first year; researching precedents is expected of all architecture students from first year on; DMS, Reserve, Studio, Map Library, and Archives, have all assisted me in a great way.”

• “My students are also composing information in a wider variety of sources.”

• “[My students are] more able to distinguish between valid sources and ‘junk.’”
...and “opportunities”:

• “We need clear help with proper citations, especially for images. I am confused about faculty access to image data bases too.”

• “Just never thought about [using the library services to support teaching] - especially with distance education students.”

• “The level of difficulty of the materials at the library is much more advanced than the subjects I teach.”

• “I teach primarily doctoral students. If they need advice about the library they won't make it through the program.”
Caveats

• Having the survey vetted by librarians was essential.
• Be prepared for “backseat driving” about the instrument itself.
• Identify a comprehensive distribution strategy

Next Steps

• Targeted email invitations
• Conversations with faculty
• Student learning and experience:
  ➢ Multi-phase instructional program for at-risk students
  ➢ Studies of Commons use (and non-use)
    ❖ In-library survey
    ❖ In-class survey
THANK YOU!
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