

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

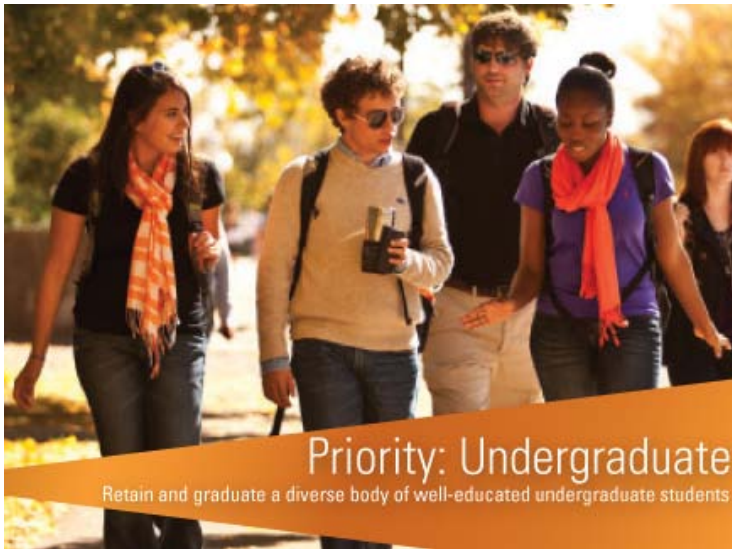
Survey:

- 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

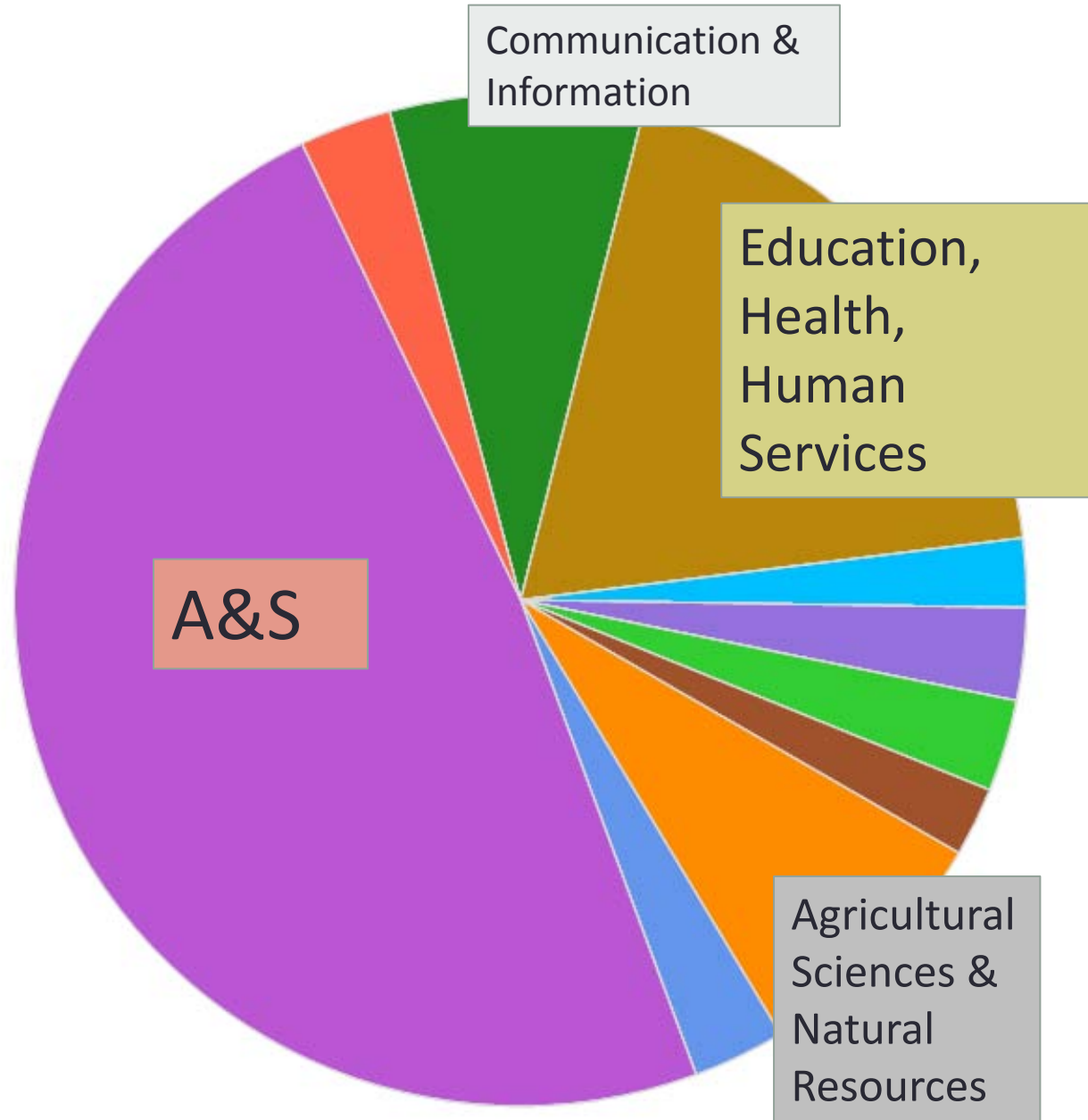
❖ VolVision 2015

...And Federal

Higher Education Opportunity Act
Regulations

Colleges:

**Agricultural Sciences
and Natural
Resources**
**Architecture and
Design**
Arts and Sciences
**Business
Administration**
**Communication and
Information**
**Education, Health,
and Human Sciences**
Engineering
Law
Nursing
Social Work
Veterinary Medicine



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%

≤5 hours



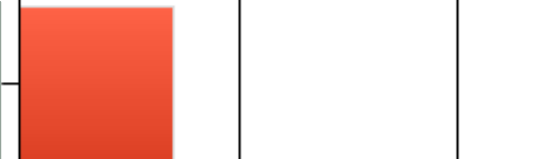
6-10 hours



11-15 hours



≥16 hours



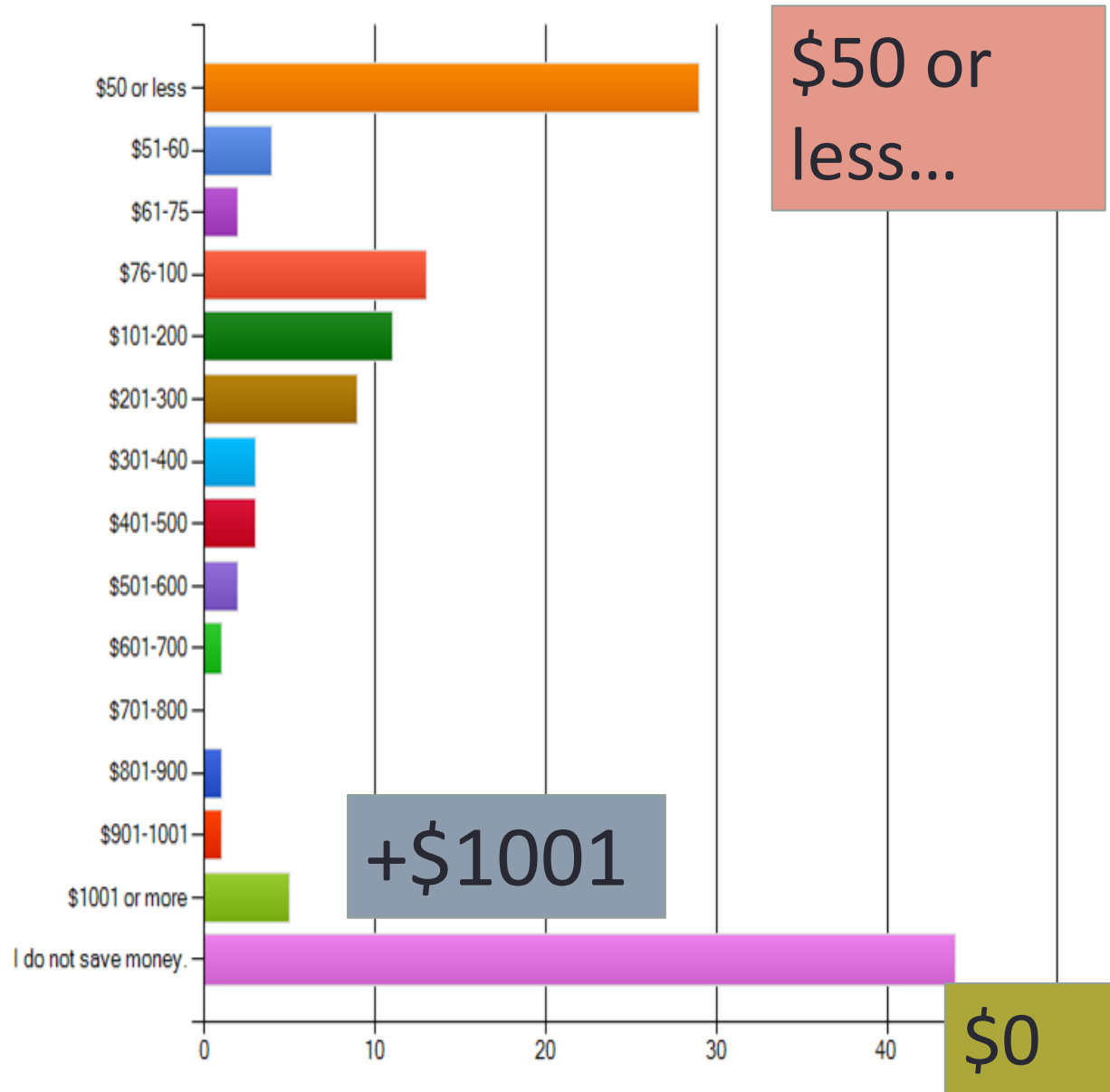
I do not save time.



In a typical semester, I save time by using the library to support my teaching.

0 10 20 30 40 50 60

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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