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New Directions: Faculty Use of Technology and Attitudes Toward Library Research Instruction

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Primary Research Questions

- How are faculty using technology in instruction?
- How do faculty perceive library research instruction?
- How can librarians incorporate technology into library instruction?

Information Literacy

“A set of abilities requiring individuals to ‘recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.’”

Librarians at WMU focus on teaching students these skills to improve their research abilities in college and beyond.

Methodology

- 19-question survey sent to faculty
- 14.2% response rate (118 respondents)
- We asked:
  - What kinds of technologies have you used in instruction?
  - Perception of students’ research abilities
  - What kind of library research instruction have you done?
  - What kind of library instruction would you like in the future?
Library Instruction Formats by Level of Faculty Interest

1. Online class guide
2 (tied). Online tutorial
2 (tied). Librarian visits class <30 minutes
4. Students attend optional instruction session
5. Class visits library
6. Librarian visits class >30 minutes
7. Class video conferences with librarian
8. Librarian present in online course (Elearning)
Next Steps for WMU Libraries

- Take advantage of technology in electronic classrooms
- Use iClickers as available
- Develop/maintain interactive online research tutorials (e.g. ResearchPath, Jing)
- Create/expand library presence in blogs, SNSs, etc.
- Work toward library component in all Elearning courses
- Provide “mini” instruction sessions
- Offer sessions in instructors’ regular classrooms

<table>
<thead>
<tr>
<th>Faculty comments on online videos:</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Illustrative and motivating”</td>
</tr>
<tr>
<td>“Changes up the presentation”</td>
</tr>
<tr>
<td>“Convenient and economical”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty comments on blogs:</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Uniform disaster”</td>
</tr>
<tr>
<td>“Students do not take them seriously”</td>
</tr>
<tr>
<td>“Would never use them again”</td>
</tr>
</tbody>
</table>

Percent of Faculty Using Different Technologies
(ordered by total number of faculty who use each technology)

<table>
<thead>
<tr>
<th>Technology</th>
<th>Natural Sciences/ Math</th>
<th>Social Sciences</th>
<th>Humanities</th>
<th>Fine Arts</th>
<th>Health Services</th>
<th>Engineering/ Computer Science</th>
<th>Education</th>
<th>Business</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elearning</td>
<td>50%</td>
<td>63%</td>
<td>81%</td>
<td>57%</td>
<td>100%</td>
<td>69%</td>
<td>89%</td>
<td>80%</td>
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<tr>
<td>Online or embedded videos</td>
<td>42%</td>
<td>44%</td>
<td>63%</td>
<td>43%</td>
<td>43%</td>
<td>31%</td>
<td>63%</td>
<td>60%</td>
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<tr>
<td>Personal Web page or WMU &quot;homepage&quot;</td>
<td>33%</td>
<td>52%</td>
<td>50%</td>
<td>43%</td>
<td>21%</td>
<td>54%</td>
<td>47%</td>
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<tr>
<td>Discussion boards/forums</td>
<td>17%</td>
<td>44%</td>
<td>31%</td>
<td>29%</td>
<td>43%</td>
<td>15%</td>
<td>84%</td>
<td>40%</td>
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<td>Electronic reserve items</td>
<td>8%</td>
<td>48%</td>
<td>31%</td>
<td>14%</td>
<td>43%</td>
<td>8%</td>
<td>42%</td>
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<td>Podcasts</td>
<td>8%</td>
<td>15%</td>
<td>13%</td>
<td>29%</td>
<td>0%</td>
<td>31%</td>
<td>11%</td>
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<tr>
<td>Social networking sites (Facebook, Twitter, Delicious, etc.)</td>
<td>0%</td>
<td>11%</td>
<td>0%</td>
<td>43%</td>
<td>7%</td>
<td>8%</td>
<td>5%</td>
<td>30%</td>
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<tr>
<td>Video conferencing</td>
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<td>19%</td>
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Recommendations

- Gather your own data—one size does not fit all
- Take advantage of existing technology at your institution
- Avoid technology overload—don’t try everything at once
- Organize staff training
- Partner with early adopters on your campus
- Solicit administrative support—time and money
- Market the services often and through multiple avenues
- Consider disparities between faculty and student technology use