
PRECONFERENCE WORKSHOPS

Game of Pros

Forging Alliances for Effective Information Literacy

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ABSTRACT This pre-conference workshop examined how we, as librarians, collaborate with campus stakeholders to incorporate effective information literacy outreach into programs and courses, especially of the distance-learning kind. All three presenters explored how to cultivate relationships with faculty, market library instruction effectively, schedule for both student and instructor availability, and ensure that students are prepared for our courseloads before the classes are held.

In this pre-conference workshop, three presenters discussed different aspects of the question: how do we, as librarians, collaborate with campus constituencies to incorporate effective information literacy outreach into programs and courses? Each of the three presenters spoke from personal experience, but filtered their experiences through one of the themes below:

- 1. The Distance Between Us: Teaching Non-Traditional Students Information Literacy**

Discerning the effect that information literacy classes have on students is hard enough when we're standing in front of them. But when we're teaching non-traditional students, particularly ones who aren't present on campus often or at all, we must integrate our efforts at information literacy with the practice of distance librarianship. In this light, we discuss embedding librarians, leveraging technology to assist students' learning and research, and partnering with faculty and administrators to serve students more effectively.

2. Information Literacy as a Collaborative Effort: Working with Administrators, Faculty, and IT

How do we work with our colleagues on the faculty or in IT to develop the instructional tools our students interact with? This is especially important when we are developing curriculum for long-distance learning. Along with cultivating faculty relationships, librarians must effectively market themselves to attract students and make the technical demands of distance learning as simple for the students as possible.

3. It's a Matter of Space and Time: Where, and How, and When Information Literacy Happens

Instructor charisma, involving coursework, and faculty promotion aside, a bibliographic instruction session will only be a success to the extent that its time, place, and/or delivery are agreeable to the students. The scheduling and location of an in-person session can affect student participation; so can how much they already know or are made aware of the subject beforehand. In this portion of the workshop, we considered such topics as: figuring out the best time of the day/week to maximize attendance, ensuring that students are prepared for our workload before the class starts, and crafting digital content delivery methods to meet the needs of both traditional students and distance learners.

After each presentation, the arranger of the workshop opened up a discussion with the attendees, asking them for concrete proposals that they might implement in their own libraries based on the experiences shared by the presenters.