



Good Practices from Mellon Library Partners, 2003-2004

Staging Library Instruction through Collaboration with Faculty

Environment:

Engineering E190R: Technical Communication Instructor & Mellon Fellow: John Welsh. A class for engineering students, mostly seniors and a few juniors. This class was described to appeal to research oriented students who plan to go to graduate school. It had 15 students and was held in spring 2004. Three classes per week in a traditional classroom with grouped tables.

Impact:

The instruction was at correct place in the syllabus

Description:

Initial planning meetings with Dr. Welsh to identify places where library instruction was appropriate and meaningful. Decided on 3 one-hour sessions throughout the semester. Clarified Dr. Welsh's goals for each of the sessions. Clarified that Dr. Welsh would work with the students on choosing a topic before the first library instruction session, as well as the immediate assignment the students would have that related to that instruction. Clarified the progression of library instruction, covering types of engineering documents, and moving from general science article databases to more scholarly engineering databases and advanced search techniques. Discussed how much time was optimal between library sessions so students would be ready for more advanced/complex instruction relating to a more advanced/complex assignments. Met informally with Dr. Welsh before and after each session to make minor adjustments. These discussions spawned ideas for bigger changes to try in future semesters.

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