

APLA 2003 - Saturday, May 24, 2003 - #310
Updated with one or two extras since the session!

Program integrated instruction: putting the pieces together

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Group**

What we had was pretty good

Strong program of course-integrated instruction (*450 classes/yr and counting!*)

Great working relationships with individual teaching faculty (civilians)
(*traditional high profile of instruction librarians on committees, as sources of tech expertise etc.*)

Campus support for information retrieval and evaluation as an outcome
(*= brownie points for civilians who use it.*) ([Curriculum Renewal/Outcomes page](#))

But we wanted more we wanted it all!

We knew there were gaps and repetitions (*reference sources missing, everyone had to go through databases every class.*)

Programs were becoming slightly better integrated in quest for outcomes (*mandate from institution to develop program-based curriculum plans and articulate outcomes, including ours in course outline.s*)

We had more complex tools to introduce to advanced students - and needed to make coming back to the library worth the trip (*Students often say they've had a session before - we can promise each time will be different.*)

Be careful what you wish for...

Meeting to integrate content still a new concept for civilians (*Teaching is largely an autonomous and oddly solitary pursuit - integrating library skills meant being more aware of what was going in on other classes*)

Victims, perhaps of our own success (*We went from 3 to 7 courses in chemistry, most of them multi-section, then biology got to hear of it and they want more too - also for large, multi section cohorts.*)

Maintenance required to keep civilians from straying from the program (*They get their own, odd little ideas and want to change things regardless of how it affects the totla program.*)

What made it interesting...

Developing new workshops in Chemistry

- [Chemistry 0115](#) - very basic high school makeup course - keeping it light
- [Chemistry 2203](#) (Word)- The dead chemist - PBL-ish introduction to CRC and other books

Developing a new program for Journalism

- Local [information sources](#) for Newsroom II
- PBL for [Journalism and the Law](#)

Developing new ways of teaching

- Problem-based learning - learning to let go was basically the problem
- Working online, within a Blackboard course

What we still have to do...

Well - there's the obvious absence of assessment... but we're working on that

- Research Project
- <http://www2.mtroyal.ca/~mmacmillan/research.htm> - please try it out if you like and let me know how it goes - I'll be updating the resumé form and sample over the summer.
- FAST software for feedback - <http://www.getfast.ca>

Sustainability - can we keep up with demand? (*Too few librarians, too many of whom are on 'soft money'.*)

Maintenance - students find new ways to do the assignments, and there's always a new resource/course/teaching technique/civilian/etc.

For more information

- Visit the library site and check out worksheets - <http://library.mtroyal.ca>
- Visit my site - <http://www2.mtroyal.ca/~mmacmillan>
- Email me - mmacmillan@mtroyal.ca

Resources

Please feel free to steal/borrow/adapt any of these - let me know how it goes!

Chemistry

- [CHEM 0115](#) - Basic Chemistry I - using the reserves and other library resources to help with the course
- [CHEM 0130](#) - Basic Chemistry II - Presentations on chemicals - using Google well, using databases, books
- [CHEM 2201](#) - General Chemistry I - Poster sessions - Nobel-winning chemistry - Using Google, databases with more advanced concepts
- [CHEM 2203](#) - General Chemistry II - The Dead Chemist (Word) - using CRC Handbook, other print sources - chemical information lingo - CAS, LD50 etc
- [CHEM 3350](#) - Organic Chemistry I - Pharmaceutical Industry Chemical Processes
- [CHEM 3351](#) - Organic Chemistry II - Environmental Impact of Chemicals
- [CHEM 3357](#) - Industrial Organic Chemistry - capstone course - Major assignment is siting a chemical plant in Alberta (*We couldn't fit 3357 in this past year, but used the materials in 3351*)

Journalism

The scheduling of library sessions has changed in the two years we've done the program and will change again next year - these are all the sessions we've done for journalism students that I'll be reworking for next year.

- ACOM 2211 - Newswriting and Reporting I - (2001/2002 academic year)
 - [Part 1](#) - Journalists on Journalism - difference between academic writing and news writing - too much too soon
 - [Part 2](#) - The Local Issue - reference collection, news databases, catalogue for information on Calgary issues - also maybe too much too soon
 - [Part 3](#) - Sources for Sources - a.k.a. hunting humans - this one worked the best and will be part of next year's offerings in 2221
- [ACOM 2221](#) - Newswriting and Reporting II - Business news - (2001/2002 academic year)
- ACOM 2227 - Journalism and the Law - this has been a capstone course but is now a second year course.
 - [2001/2](#) - Recap of information cycles, where to find what, deep web and other searching, legal information
 - [2001/2](#) - Recap of news database searching and web news search engines
 - [2002/3](#) - Problem Based Learning - what do journalists need to know about the law?
- [ACOM 3331](#) - Newsroom 1 - This course produces a weekly local newspaper - Researching local sites and recap of finding people
- [ACOM 4417](#) - New media (2001/2) - Internet evaluation - This was a final course but is now a first year course
- [ACOM 4481](#) - Magazine Production- Internet evaluation
- ACOM 4415 - History of Journalism - no actual worksheet, but a good seminar on 21st century journalism