Minutes of Oklahoma ACRL COIL group, May 27th, 2005, Oklahoma University of Sciences and Arts: 1 p.m.

The minutes were approved as written.

Kate reported on the workshop. The date will probably be August 16, we have speakers lined up, and the program will start with a lecture on student learning styles, followed by a lecture on assessing your teaching style and learning how to design a class which reached students with different styles of teaching. Barbara will follow these guidelines and give a sample govdocs class. David will give a session on commonalities in databases to help us cut to the essential in instruction. Then the group will break into smaller groups, each with a class assignment, and will design a class. Then we will get together and report. This gets everyone involved. The workshop will be at OSU Tulsa, and we will probably charge $10 or $12. (lunch included).

Kate Corbett brought forth a discussion of the questions to be asked in the survey.

Tom Thorisch discussed asking questions about online tutorials. He mentioned that there were problems with Alan McKiel's CLIP program, because the flash software is not ADA compliant. The colors are bad for many viewers and there needs to be a separate text version. Deborah Thompson said that they have Camtasia software and will put up modules for searching Academic Search Premiere. Dr. McKiel had worked on the technical details of the tutorials, and not on content, and there are problems with continually changing content, and new interfaces to databases, etc.

Feedback was discussed – an idea was to number all parts of the tutorial, and then ask the students, where did you get lost? Number J-5? Or, they could hand in cards with places where they did not understand, then that part of the tutorial could be changed. Kate mentioned that in the immersion classes they were instructed to begin with outcome – what should the students learn?

Other questions to be added to the survey?

Does your library (or university) mandate instruction for any group of students?

Do you have a coordinator of instruction? How high up in library hierarchy is this position?

How supportive are your faculty? (Deborah T. says its mixed at her university).

How do you market your instruction? Tom T. went in some cases from group instruction to one on one time for students. He tells the professor that, if a student group wants a lecture, he will meet with them outside of class time. He gets about 5-6 such requests per semester. The group complained that students are not computer smart; they do not have window's skills.

Kate will work with the questions to reformat them into a questionnaire with "survey monkey". She hopes to end up with about 15 questions.

Another question was suggested, on which (or how many) students are getting repeating sessions in the classroom. Deborah asked for a question on assessment. Can you identify repeat BI students? Asking have you had library sessions elsewhere (different school)?

Deborah says she will have an electronic handout that can be printed off for students. She said that software companies will probably produce modules to teach these classes.

Deborah Nelson asked for a question about the student class size. A third have more than 25 students.

Tom thought that Beth Freeman might put up money for the survey.

Kate will incorporate all questions into a new questionnaire, and we will comment.

Deborah Thompson is promoting BI's as workshops, which will hopefully give impetus to attend, they sound like you will learn more. They work better than scavenger hunts. They also have added a library assignment machine for faculty on their web page, where faculty can custom select the types of material they want students to find, and assign those questions which have been screened by librarians to be helpful to students. Go to lib.ucok.edu for "faculty services".

The meeting adjourned at 3:30 p.m.