Teaching a New Paradigm: Towards Rewarding Instruction for Librarian and Students

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Issue	Solutions	Outcomes
Too much work/ Too little time	Stop actively soliciting new opportunities.	Slows growth of instruction workload
	Say 'no' to inappropriate or last minute requests.	Stop 'wasting' time on poor instruction. Faculty learn to give notice, and adjust expectations.
	Create re-useable tools to use in classes.	Have 'toolbox' with items to use in a pinch, saves preparation time creating handouts and other teaching objects.
	Use multi-media tools where appropriate.	Saves time creating print materials. Online tools easily updated and maintained. Making these available to all as an ongoing resource saves time in reference, too.
	Use multimedia tools in lieu of classes.	Can reach more students in less time.

Issue	Solutions	Outcomes
Lack of student engagement	Use multimedia tools – created or found online.	More interesting to students than hearing me talk. Breaks up lecture time with other activities.
	Change focus to hands-on labs and in-class assignments rather than lectures and demonstrations.	Students actively learning, rather than just listening/observing.
	Develop broad programme of instruction which covers a variety of topics, sources and needs.	Provide students with something other than 'how to find journal articles'. Can switch gears quickly if students are bored or complian of too much repetition.
	Utilize peer learning in classes, where appropriate.	Directs advanced researchers energies, while allowing less advanced learners to take part. Exploits student's tendency to turn to peers for help.
	Negotiate content with Instructor.	Ensures that content meets students needs, not just instructor's expectation.

Issue	Solutions	Outcomes
Students don't recognize relevancy of instruction content.	Insist that instruction be tied (and timed) to an actual, upcoming assignment.	Students get immediate benefit, walking out with their actual assignment begun. Can speak to, and demonstrate, the usefulness of course content.
	Tell students why they need to know these things. Speak directly to 'what's in it for them.'	Students learn immediately why they ought to pay attention. Students learn the relationship between scholarly research, standards, and final product.
	Speak to related topics, not just direct research.	Highlighting relationship between research and plagiarism, copyright, creation of new knowledge, scholarly publishing, etc. Provides students with bigger picture. Reinforces idea that students are involved in scholarly process, in scholarly environment.
	Identify learning outcomes for each session with instructors.	Causes instructors to reflect more thoughtfully about Instruction. Leads to more relevant experience for students.

Issue	Solutions	Outcomes
Faculty lack of awareness	Negotiate content, timing, and form of every instruction session with instructor.	Faculty realize that instruction must be tailored in each instance, get a better sense of the wide scope and variety of what we can provide, and learn that we have expertise to share.
	Bring together instructors teaching the same or similar classes.	Opportunity to reduce duplication and provide more comprehensive content.
	Create guidelines for all instructors.	Instructors will know your expectations up front, as well as know what you can offer, and how.
	Discuss instruction with all instructors, at departmental meeting or similar venue.	Reinforce the idea that instruction should be integrated into entire course of study.
	Promote ourselves as 'Instruction librarians'.	Helps professionalize what we do. Advertises our expertise. Promotes our offerings. Better reflects what we actually do.