

Session One, Keynote Address

Renewing our Role as Educators in Physical and Virtual Classrooms



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Librarians continue to search for venues to forge partnerships with faculty. As we consider new forms of engagement, it's good to re-assess the meaning of information literacy. What has changed in the inquiry process? What types of assignments, technologies, and resources enhance student learning? The more we know about how our students find and use information, the more likely it is that faculty will view us as complementary teaching partners.

University centres that support the development of teaching strategies offer us a platform for bringing new ideas about information literacy to the attention of faculty. At Queen's University in Ontario, I served as a Learning Technology Faculty Associate for four years within the Centre for Teaching and Learning, working with faculty to address learning and teaching interests across the campus. This work involved:

- Workshops on assignment design, assessment methods, resources for teaching, misconceptions about student researchers, teaching assistants as research mentors.
- Week-long faculty institutes on teaching issues including assignments that encourage critical thinking, integrating new technologies, the design of web assignments, plagiarism, and copyright.
- Creating a Cross-Faculty Teaching Forum on educational technologies.
- Serving on learning technology teams to enhance student learning in specific courses through the introduction of technologies such as PowerPoint, multimedia, websites for blended learning, and library portals within course websites. A description of this program was published: Laverty, C. Leger, A., Stockley, D., McCollam, M., Sinclair, S., Hamilton, D., & Knapper, C. (2003). Enhancing the classroom experience with learning technology teams. *EDUCAUSE Quarterly* 26/3, 19-25.

The Centre for Teaching and Learning also offers a professional development series called Focus on Foundations for faculty, staff, and students in an onsite classroom. The program consists of a ten-module series with completion leading to a certificate in the theoretical and practical foundations for teaching and learning. This past year I contributed to the re-design of the modules in an online format. My role was to integrate aspects of information literacy throughout the modules, provide interesting learning resources, especially multimedia, and ensure that the role of liaison librarians in the learning and research process was highlighted throughout. The modules are open to the public and offer ideas on the following topics: curriculum planning; discussion-based teaching; lecturing; assessment; inquiry-based learning; active learning; team/group learning; evaluating teaching; scholarship of teaching and learning; and working with teaching assistants.

This presentation will explore the evolving role of librarians as teaching partners and illustrate key sections of the modules that address teaching strategies of interest to librarians such as inquiry-based learning and active learning.

Dr. Corinne Lavery is currently Head of the Education Library at Queen's University in Kingston, Ontario. Her research and teaching interests are in the area of information literacy development, active learning techniques, and best practices for the integration of educational technologies in university classrooms both physical and virtual. She has built a range of online resources including an e-learning wiki, distance courses, library tutorials, and a certificate program for faculty on teaching in the academic classroom.