

*With apologies to U2

I still haven't found what I'm looking for*:
Reflections on 10+ years of providing
library orientation & instruction to a
Business English Bridging Program



May 11, 2017 ABEL Meeting Lightning Talk
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Good Morning & apologies for the corny title – I'm here to reflect on 10+ years of providing orientation & ILI to grad students in a Business English Bridging Program at Brock University.

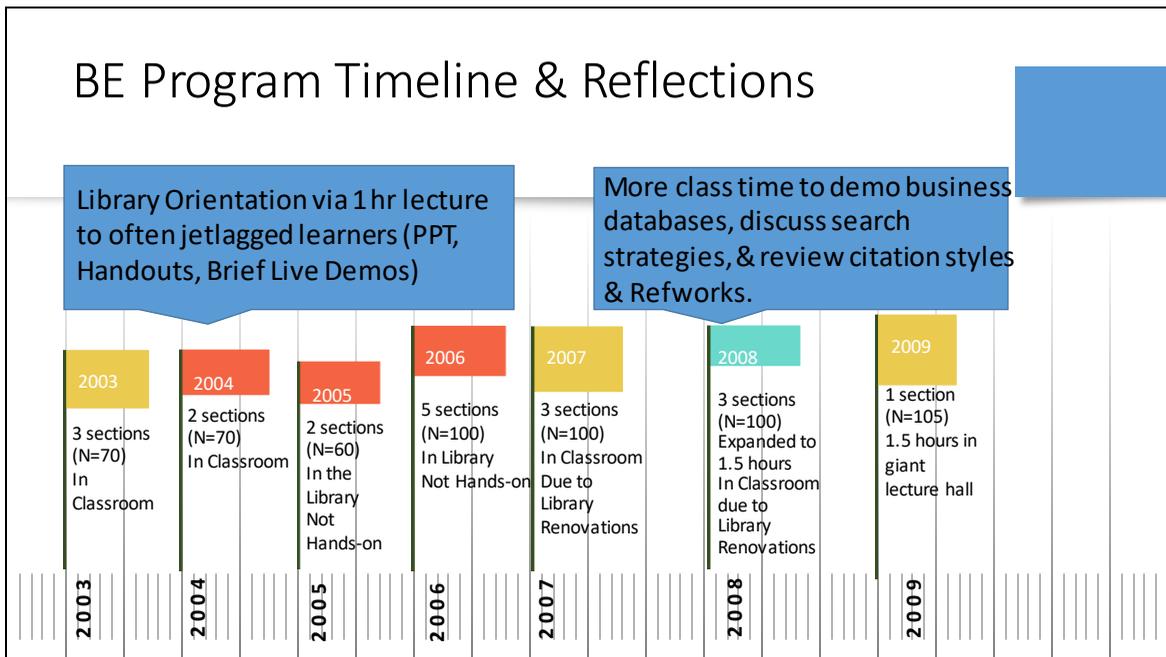
What is the Business English Bridging Program?



- First offered in 2003
- Mandatory 4 week session in August for incoming students in MBA & MACC International Student Pathway (ISP) Programs
- Orientation to Brock University facilities & services
- Business English instruction
- Social Activities

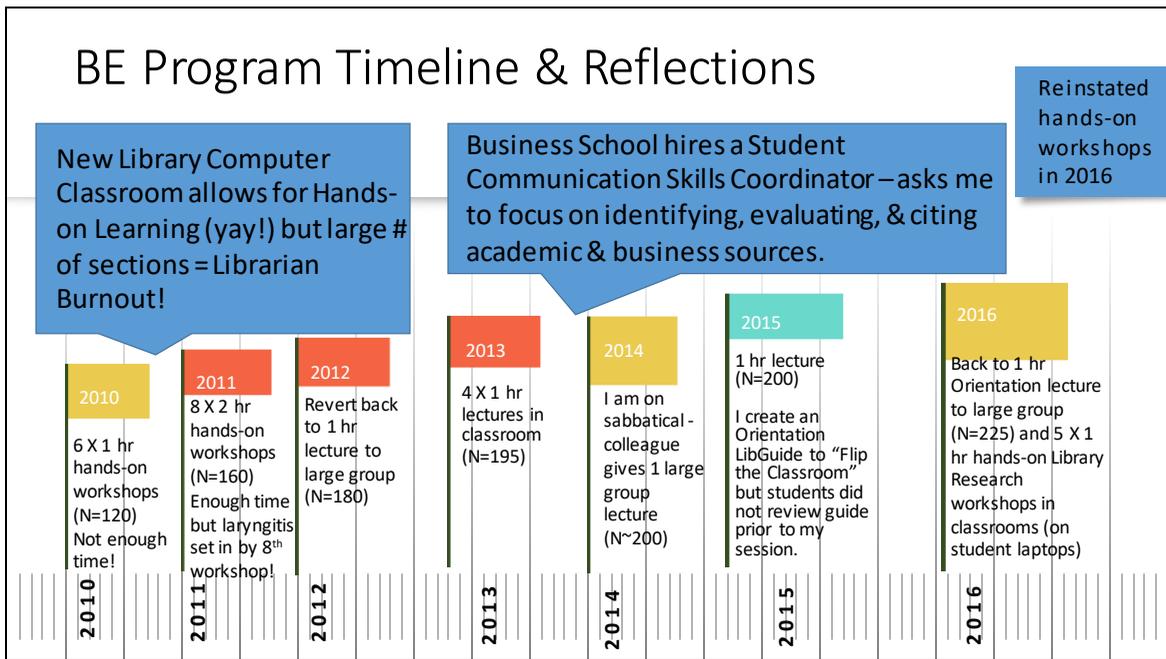
The Business English Bridging Program is a mandatory 4 week program for graduate students enrolled in Brock University's International Student Pathway degree programs for the MBA and MACC, and includes orientation activities, business English instruction, and social activities.

BE Program Timeline & Reflections



I have been involved with the BE program since the launch in 2003. Early on the emphasis was on Library Orientation – with a variety of factors making it difficult to hold sessions in the Library during this time.

BE Program Timeline & Reflections



In 2010 & 2011 I was able to plan for hands-on learning in our new Library eclassroom, but the increasing numbers of students and limited capacity of the space (N=32) was problematic, so in 2012 I reverted back to a large group lecture format. When the Business School created a new position of student communication skills coordinator, we reverted back to smaller class presentations, and I have experimented with instructional models in the last two years with limited success.

The Problem: Reliance on a Face-to-face Instructional Model



Increasing Enrollments



One Business Librarian



Limited Opportunity for Active/Hands-on Learning
Not Sustainable & Not Scalable

So the crux of the problem is a reliance on a face-to-face instructional model, which in an environment of increasing enrollments (over 200 students) and one business librarian means there is limited opportunity for active / hands-on learning, and creates a situation which is not sustainable (“the capacity to provide efficiencies and economies in subsequent deliveries & implementations” Oliver & McLoughlin, 2003) and not scalable (ability to be expanded or upgraded to accommodate increased demand” Reitz 2013).

The Solution: Online Instruction Modules

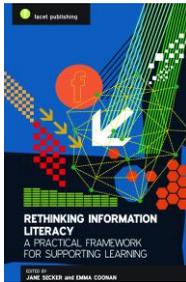


Brock University
Library Just
Subscribed to
LibWizard
(Springshare)

- Create learning objects that can be recycled in other contexts
 - Virtual Library Tour
 - Business Information Literacy Modules
- Add assessment pieces
 - Survey of prior library & research experience
 - Pre-test
 - Post-test

So the solution that I proposed to the Student Skills Coordinator was a set of online instruction modules to replace F2F lectures and workshops. I wanted to add assessment pieces and as luck would have it, we just subscribed to LibWizard, which has that capability.

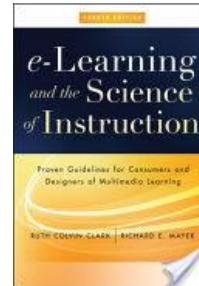
The Challenge: Rethinking ILI Models



- Making transition to UK (~CDN) higher education
- Model IL curriculum includes academic literacy



- Library & L2 Learning Perspectives: Affect, Scaffolding, Social Learning, Self-directed Learning



- Evidence-based design principles: Multimedia, Contiguity, Modality, Redundancy, Coherence, Personalization, Segmenting & Pre-training

However, the challenge will be rethinking ILI models to consider the audience (ISP pathway). I have found some inspiration in these sources: supporting learners who struggle with making the transition to Canadian higher education, library and language learning perspectives, and evidence-based e-learning design principles.



Have I found the instructional
model I'm looking for?
Ask me at ABEL 2018!

(Or email me in September:
lloewry@brocku.ca)