



Integration and Collaboration: Leveraging IT/Library Cooperation by Combining Traditional Research Instruction with Technology Training

Amy W. Shannon and Ann Medaille, University of Nevada, Reno

Environment

In 2008 the University of Nevada, Reno opened a new high-tech library facility called the Mathewson-IGT Knowledge Center. Located in the heart of the campus, the Knowledge Center is the home of a merged libraries/IT organization that includes classroom support services, instructional design, and media production. The Knowledge Center serves a student population of 13,568 undergraduate students, 3,294 graduate students, 2,853 faculty, (combined full-time and part-time) and 1,899 staff.

A high-tech, multimedia facility called @One occupies the first floor of Knowledge Center. In addition to computer workstations, @One contains recording and editing booths, a poster production area, a post-production video editing and animation lab, a high-end data analysis and visualization lab, and a multimedia center (which houses videos and a variety of lendable technology, such as laptops, camcorders, lighting kits, and audio and video equipment).

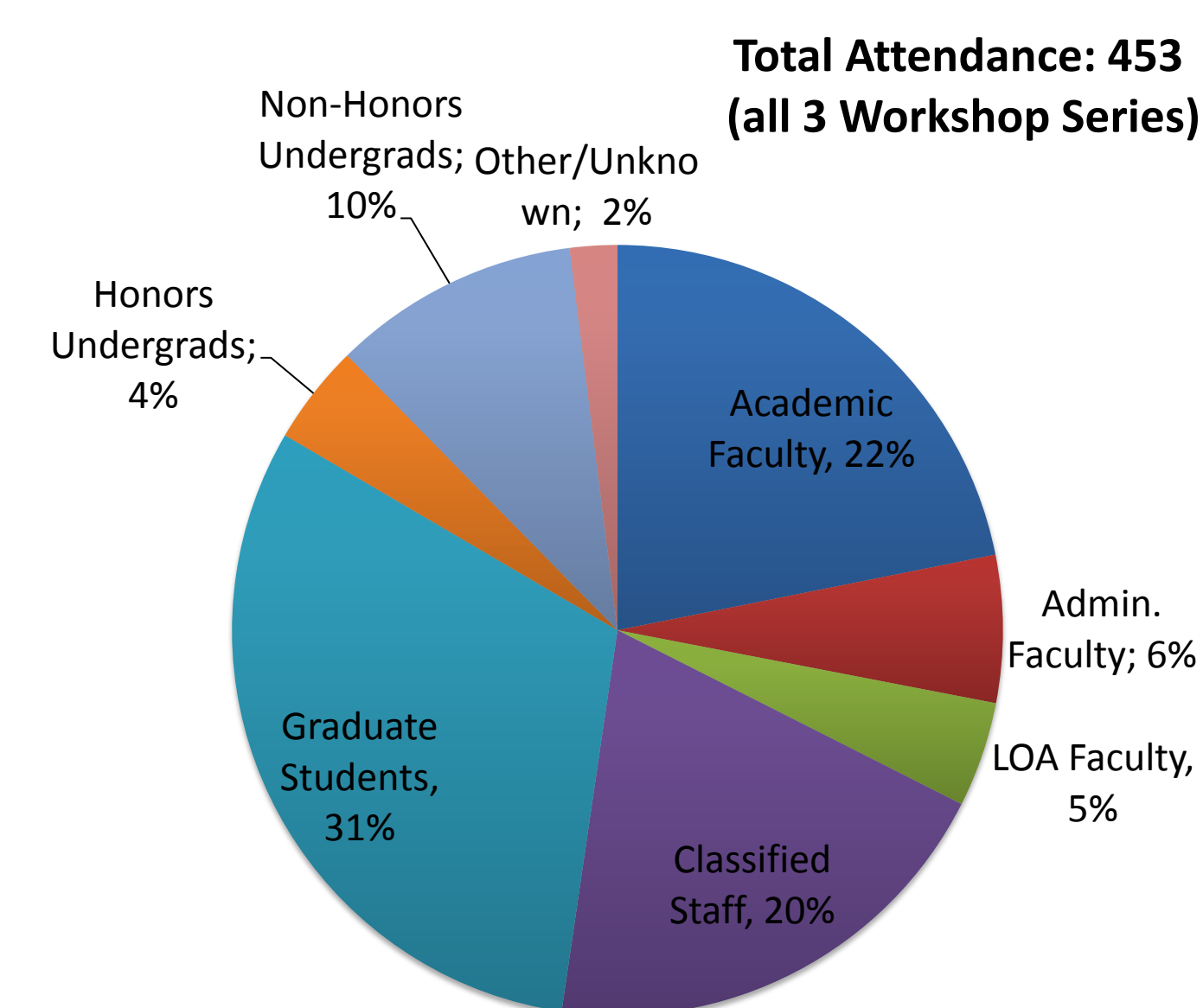


Summary

Knowledge Center à la Carte, consists of a series of hands-on workshops that integrate traditional research training with instruction in software, media, instructional technology, and production skills. These workshops were designed to meet the research and technology needs of faculty, staff, graduate students, and honors students, and they feature many of the specialty software, tools, and expert assistance that are available in the Knowledge Center. Workshops are scheduled over the course of one week in the fall and spring semesters.

Workshops are taught or co-taught by faculty and staff members from Libraries, Instructional Design, Media Production, and Information Technology. In addition, instructors are recruited from a variety of library departments, including Technical Services, Research Services, and Applications and Web Development.

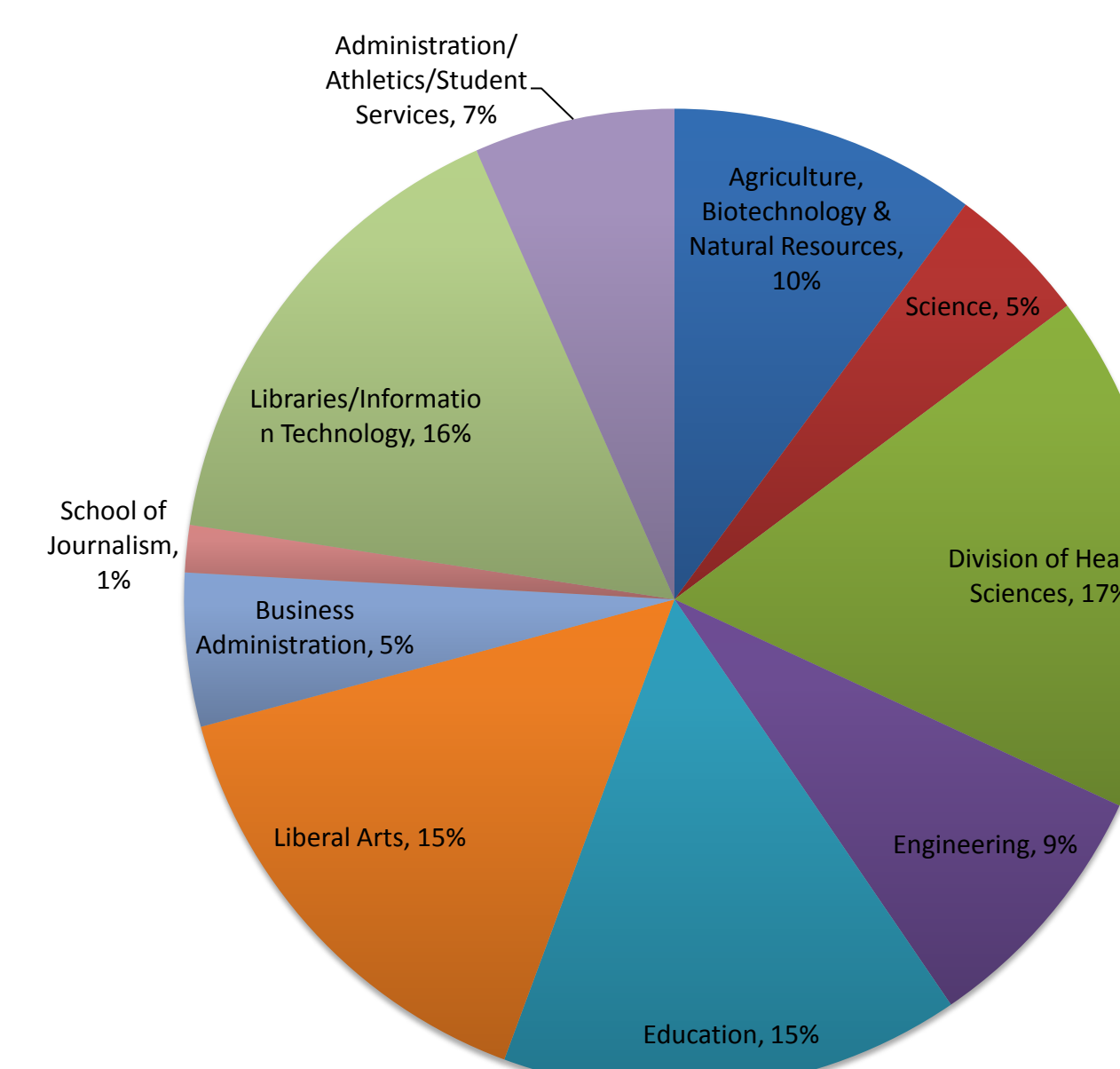
Knowledge Center à la Carte Workshop Series



Workshop series were given in February and September 2009 and February 2010. The success of the 1st two 3-day series led us to expand the Feb. 2010 series to 18 workshops over 5 days. Each series included a combination of repeated high-demand workshops (i.e., Endnote Web, Poster Production) and new specialty topics. **Wherever possible, workshops included hands-on components and were customized to the research and teaching needs of faculty and graduate students.**

Attendees by College Affiliation

Although the workshops were designed to be of interest across disciplines, faculty and graduate students from science and engineering disciplines consistently make up almost half of the attendees. Education and liberal arts together make up another 30% of the population. In comparison, business faculty and students have not shown much interest.



Collaboration

The success of the program is directly related to the level of collaboration inherent in UNR's blended Libraries/IT division. The workshops feature many of the specialty software, tools, and expert assistance that are available in the Knowledge Center. Workshops are co-taught by faculty and staff members from a variety of departments in Libraries/IT, including Research Services, Special Collections, @One, Instructional Design, and the DeLaMare and Medical Libraries. Some notable examples include:

YouTube Videos in Student Projects - *Instructors: Alina Solovyova, TLT Instructional Designer, and Daniel Fergus, Media Production Specialist*

How to Build a Poster Presentation - *Instructors: Tod Colegrove, @One Technology Services Specialist, Madeline Mundt, Reference Librarian, and Will Kurt, Applications Development Librarian*

Copyright for Online Classes - *Instructors: Robert Newbury, Instructional Designer, Maggie Ressel, Director of Information Services*

Multimedia Resources for Presentations and Courses - *Instructors: Daniel Fergus, Media Production Specialist, Robert Newbury, TLT Instructional Designer, Ann Medaille, Reference Librarian, and Lisa Kurt, Head of Electronic Resources and Serials*

Co-teaching across traditional departmental boundaries has helped to leverage the wide variety of expertise in the blended Libraries/IT organization.

Successes

Feedback demonstrated that attendees responded positively to the mix of workshop topics and the hands-on nature of the majority of the workshops. Many of the workshops led to subsequent requests for more sessions targeted to specific classes. **The continued attendance by graduate students, administrative faculty, and staff showed that these audiences are hungry for training opportunities.** These groups are often overlooked when targeting instruction activities, yet they constitute a **significant percentage of the university community.**

Publicity

Scheduling all of the workshops in a single week allowed for concentrated publicity efforts. A variety of promotional techniques were used, including email, signage, the university events calendar, the library webpage, library and graduate school blog postings, and personal contacts. The program also enlisted promotional assistance from other entities on campus, including the Graduate School, the Graduate Student Association, the Honors Program, and the Core Writing Program.

Scheduling

Attendees were encouraged to sign up in advance through the registration system of the Instructional Design office of Teaching and Learning Technologies. Several classes filled up in advance, and wait lists were started. Drop-in attendees were also encouraged to attend whenever seats were available. While there were large numbers of pre-registrations, there were also many no-shows, although many of these seats were filled by drop-ins.

Gathering Feedback

Different methods of soliciting feedback have been used, including both paper and electronic surveys. The most successful evaluation method has consisted of emailing all participants after the workshops have concluded and providing them with a link to an online survey.

Challenges

Efforts to post workshop materials on the library webpage or in WebCampus have failed to generate interest from instructors. Future workshop plans may include ways that attendees can later access instructional materials from workshops.