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Teaching Public Administration in an Age of Austerity: Librarians and Hybrid Instruction

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Teaching Public Administration in an Age of Austerity: Librarians and Hybrid Instruction

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Acknowledgements

• GVSU faculty
  – Sal Alaimo, Heather Carpenter, Erica Curry VanEe, Rita Kohrman, and Diane Kimoto Bonetti

• GVSU students

• TPA/JUC conveners
About Grand Valley State

- Nearly 25,000 students from all Michigan counties, dozens of other states, and many foreign countries
- 81 undergraduate and 32 graduate degree programs
- Campuses in Allendale, Grand Rapids, and Holland, and regional centers in Muskegon and Traverse City
Fiscally Conservative Culture

• Started because of private-public partnerships
• Focus on preparing students for jobs and the real world
• Supported heavily by local philanthropy
• Receives the lowest state appropriations per student among all other Michigan public universities
Steelcase Library: Traditional
“Cutting libraries in a recession is like cutting hospitals in a plague.”

Eleanor Crumblehulme
Mary Idema Pew Library Learning & Information Commons: Moving Forward
School of Public, Nonprofit and Health Administration (SPNHA)

• Winter 2013, MPA profile
  – Part-time: 66%
  – Full-time: 33%
  – Michigan resident: 92%

• Winter 2014
  – MPA: 111 students
  – MHA: 69 students

• Move towards hybrid and some online classes
  – Hybrid allows 3 or more classes to use the same room
  – Preference for hybrid among students
How can librarians work with faculty to reach students taking hybrid and online courses?
SPNHA Librarian

• Teach
  – How to search the library catalog, academic databases, use citation software, find policies, statistics, data, and international reports

• Provide instruction tailored to specific courses

• Provide reference consultations

• Connect with faculty at meetings and via newsletters

• Introduce new ideas
  – eBooks, online journal articles for course readings
New Framework

- Holdings ➔ Access¹
- Quantity ➔ Quality
  - Searches on the Web and Google Scholar vs. library
- Web is students’ 1st choice
  - 45 times more likely than library websites²
GVSU Case Study

- 1 F2F and 1 online course
  - PA 661 Nonprofit Management: Practices
- 1 hybrid course
  - PA 643 Strategic Management and Planning
- Pre- and post-tests
- In-person instruction vs. online handout with video tutorials
Information Seeking Questionnaire

Name a database or website or search engine to which you go to look for data/statistics.

Name two library databases that you might want to use for this class.

Briefly explain how you can freely get a book or journal article that the GVSU Libraries do not own.

After finding a great article on your topic, how do you find additional related articles?
# Case Study Pre-Test

<table>
<thead>
<tr>
<th>Class</th>
<th>Where to find stats/data?</th>
<th>Name 2 library databases?</th>
<th>Average familiarity with GVSU Library resources, from 1 – 10</th>
</tr>
</thead>
</table>
| PA 661 01  (n=18) | Database: 9  
Google: 5  
Google Scholar: 2  
None: 2 | Correct: 10  
None/Incorrect: 8 | 6.8 |
| PA 661 02  (n=5)   | Database: 3  
Google: 1  
Google Scholar: 1 | Correct: 3  
None/Incorrect: 2 | 6.8 |
Instruction Formats

• In-person instruction
  – Better tailored to students because of pre-test
  – Professor later emailed post-test to students

• Online handout
  – One page with links to resources, video tutorials, SPNHA Library Subject Guide, and the post-test
# Case Study Post-Test

<table>
<thead>
<tr>
<th>Class Respondents (pre-test)</th>
<th>Where to find stats/data? (change)</th>
<th>Name 2 library databases? (change)</th>
<th>Familiarity with GVSU Library resources, 1 – 10 (change)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PA 661 01 (n=11) (n=18)</td>
<td>Database: 8 (-1) Google: 1 (-4) Google Scholar: 1 (-1) None: 1 (-1)</td>
<td>Correct: 9 (-1) None/Incorrect: 2 (-6)</td>
<td>7.3 (+0.5)</td>
</tr>
<tr>
<td>PA 661 02 (n=6) (n=5)</td>
<td>Database: 5 (+2) Google: 1 (0)</td>
<td>Correct: 5 (+2) None: 1 (-1)</td>
<td>8.2 (+1.4)</td>
</tr>
</tbody>
</table>
Case Study Feedback

“very informative and quite helpful - even for someone like me who believed they knew most everything about how the library system online works.”

“very useful”

“very helpful”

“Even though this was the first time Ashley visited a class I've taken, most of my professors have included her contact information in the syllabus and encouraged our classes to utilize the services. I have had a previous meeting with Ashley which was very helpful in becoming familiar with navigating the library system and searching for sources.”
Lessons Learned

• Suggests library instruction increases familiarity with library resources

• Hybrid vs. online
  – Hybrid library instruction can be in class
  – Online needs incentives/tracking

• Online tutorials need interactivity

• Collaboration is key
Looking Forward

• Connect hybrid/online courses with library resources
• Increase hands-on learning for online courses
• Use database-created tutorials
• Investigate new technologies
• Don’t re-invent the wheel
  – Cooperative Library Instruction Project (CLIP)
  – http://www.lib.uci.edu/uc-research-tutorial/begin.html
• Reach out to librarians
“Libraries will get you through times of no money better than money will get you through times of no libraries.”

Anne Herbert
Sources


Thank You

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