

# Instructor Development Survey Responses

This version of appendix B includes the complete list of responses I received to three short-answer survey items in an anonymous research project conducted in association with this book. Close to four hundred self-identified instruction librarians from a diverse range of institutions, experience levels, and disciplinary affiliations provided an amazing range of collective wisdom that became instrumental to supporting my planning and writing process. The Google Form survey was distributed via several library education email discussion lists such as *ili-l* in the late summer of 2009, and featured the following three open-ended questions:

- A. Required: In terms of your own instructor development, in what way would you most like to improve?
- B. Optional: If you could offer one piece of advice to new instruction librarians, what would it be?
- C. Optional: What is your greatest challenge related to teaching and/or training? Have you tried to confront this challenge, and if so, how?

The comments below represent the range of experiences, perceptions, challenges, and attitudes of what can be understood as representative community of library educators, and I continue to find it instructive and thought provoking to read and reflect on their insights.

## **A. In terms of your own instructor development, in what way would you most like to improve?**

1. I'd like to better know how to reach the students, and how to collaborate more with the faculty so that research and the library are integrated.

2. Increased understanding of pedagogy.
3. Just a basic understanding of pedagogy as it relates to higher education. I would really like to have had more formal instruction on assessment and course planning.
4. I would like to have a better foundation in curriculum development and pedagogy. Since most librarians are not trained as teachers, we tend to lack the pedagogical knowledge base, which I think would probably be incredibly helpful.
5. I would like to see some type of course ware for Blackboard that we could adapt to our university's library program.
6. Become more creative in what I teach.
7. Confidence, presentation skills.
8. How to assess workshops.
9. The ability to design an engaging online course.
10. Public speaking aspect of the gig, making it interesting/fun/engaging while maintaining relevancy.
11. Length of session.
12. I want to know more about learning theory. I would also like to know how we might have more impact on our curriculum, because let's face it, if we are "allowed" only one or two quick sessions with students in other people's courses, we can be the best teachers in the world and it isn't going to make enough of an impact.
13. Coordination with teaching faculty.
14. Engaging the students more.
15. Presentation skills.
16. Organization & focus AND getting more comfortable with technology I don't use regularly or have no training on.
17. Ability to communicate within organization the impact of instructional activities.
18. Working more student participation into my instruction. Teaching to the appropriate cognitive developmental level.
19. Getting the students actively involved with the presentations.
20. Incorporating more assessment into my workshops. I do formative assessment, but rarely do summative.
21. Better design of coursework, better assessment.
22. I would like to integrate principles of learning theory into my teaching, would like to include more interactive components, and create online tutorials.
23. More involvement with classes and instructors other than English.
24. I'd like to work on continued development of solid instruction sessions and determining some type of feedback to know if any aspects were more successful than others.
25. Framing library research instruction and tools within the larger conversations taking place in higher education.
26. I'd like to feel more confident in creating lesson plans with goals and objectives.
27. I would really like to develop more hands-on activities for "one-shot" classes. The standard lecture with three resources gets a little stale for me.
28. Easier way to include assessment as it is related to course learning outcomes.
29. Curriculum planning.
30. I would like to add assessment tools to my instruction. I would like to learn more theory of instructional design.
31. I'd like to be able to see my colleagues doing orientations.
32. I would like to keep my lessons evolving and not stagnate at what worked the first time.
33. Integration of information literacy theory into instruction sessions, tutorials, etc.
34. I would like to learn more about learning theory and how it can be applied in one-shot workshops. I would also like to find ways to include more activities in my instruction sessions.
35. Pacing.

36. Creating better rapport with students and inspiring them to care about Information Lit.
37. Engaging students, making material interesting, making useful assignments that can be graded and challenge the students enough.
38. I've made up my own information literacy instruction program completely on my own because I had no education (and I don't think my MLIS institution even offered courses), mentorship or on-the-job training in this area. I keep working on it and think I do OK, but could use more resources and advice.
39. More interactive, perhaps problem-based learning scenarios, with students teaching students.
40. I would like to be able to move from lecture to hands on mode easily.
41. I'd like to be better at designing effective active learning exercises, as well as ways to integrate assessment into my classes without detracting from precious class time.
42. I'd like to find more ways to engage students in a 50 minute one-shot session where the professor really wants the tools taught, rather than having me teach skills.
43. More inclusion of emerging technologies, better time management during instruction sessions, consistent implementation of measurable assessment.
44. Keeping it fresh.
45. Integrating assessment into instruction. Thinking of new and exciting ways to present materials that will engage students. Finding ways to get faculty buy-in so they want and understand the value of library instruction. And practice . . . I've only been doing instruction for about nine months and just today had my first "non-intro" class.
46. Getting attention and creating student motivation.
47. I'd like to get over being nervous (it has gotten better with time) and I'd like to be better at engaging the students/getting them involved instead of just lecturing/showing.
48. LOL—reduce anxiety.
49. Get to a point where there is a rhythm to it.
50. At my full-time job—I would like to consistently teach one class to further develop my teaching skills rather than pick up a class here and there from "real librarians" who have scheduling conflicts. At school—I would like to even have the opportunity to teach. The only classes they have designed for teaching instruction are for PhD students, and are not recommended (but not discouraged) to be taken by graduate-level students.
51. Include more interactivity.
52. Probably just to get more student involvement through active learning activities and a clear and simple way to explain them. I lecture too much.
53. I am interested in figuring out how to get my message across to the students in the most dynamic and memorable way. I want to learn my material inside and out so I am very comfortable and can adapt to different audiences and surprise questions on the fly. I love my instruction style, but I am always seeking to improve it.
54. I'm not even sure. I would like more exposure to instructional methods through discussions and observation of others.
55. Better, more effective, engaging design, more effective (existent) assessment.
56. I need to improve my assessment skills. I would like to get better at creating lesson plans and maintaining control over classrooms.
57. Develop strategies to make presentation more interesting to students. this could include a quick assignment, more effective website design, anything to keep them alert and attentive. Maybe I'm asking too much.
58. Learning more about how to interact with faculty and get them excited/involved about instruction.

59. I would like to improve my use of active learning. At this point, the active learning takes place as students search for information and ask questions of me during a session, but I'd like to add more active learning at the point when I am demonstrating resources.
60. Course development & assessment.
61. I'd like to improve interaction and engagement with my students. I teach a lot of one shots and the response is uneven depending on a lot of factors, if I can make my teaching more interesting, I think it would help. With my for credit class, I'd like some training about course and curriculum design.
62. Every way. I want to be the best instructor I can be. I want to know about all the trends, incorporate them, and get students as excited about databases/catalogs/information evaluation/critical thinking . . . etc. . . . as I am. I want them to see all the valuable skills we offer them. I want them to understand what I am teaching. I want hands on activities that aren't too boring/too easy/too childish.
63. Public speaking practice.
64. Know more about learning theory and/or practical methods (sample activities, assignments, etc.).
65. I would like to know more about learning theory, instructional design, and assessment. Library school might make us good presenters, but it does very little to help us become effective teachers. Beyond my own instructional needs, I also convene a committee of all our librarians with instructional responsibilities, and I'm investigating opportunities for professional development for all of us on these topics. Last week I actually began a certificate program in instructional design, which I think will help.
66. Instructional design.
67. I would like to have a clearer understanding of the relationship between design and outcomes and how to plan to assess outcomes better for future planning.
68. We are an outcomes-based institution, and I would like to continue learning the intricacies of outcomes-based education. I would also like to continue learning how to foster an active, engaged/engaging experience for students.
69. Improving on teaching methods.
70. Assessment.
71. I really want to bridge the ID/learning theory bits with the "dang, she's funky and interesting in class" bits. Funky, interesting learning that's theoretically on-point. And I'm completely not even doing assessment! That's a real shame.
72. Finding ways to initiate collaboration with teachers. And learning more about deliver an engaging lesson.
73. Be more activity-based than lecture-based. Find ways to stimulate discussion.
74. Would like to take more courses geared toward librarians in the Web2.0 area.
75. Integrating technology into instruction.
76. Getting over my shyness. I need to slow down. Be less nervous. If I could do those 3 things, then everything else would pretty much fall into place. I have it all in my head but because of nervousness it doesn't always come out and I remember the 3 things I forgot to cover 45 minutes after the presentation is over.
77. I have an M Ed and certificate in instructional technology, and taught for more than 20 years before I became a librarian. However, I'm constantly re-evaluating how I teach, so it's more a matter of keeping up to date with new technologies and assessing whether/how they can be used effectively in the type of teaching I do.
78. Improve my understanding of activity design, instructional design, and learning theories. Also, being comfortable in front of others, having confidence, dealing with anxiety.
79. Learning how to develop relationships with faculty in order to introduce information

- literacy into classes that might not have had it before.
80. More practice/training in technological instructional tools like Camtasia, Podcasting, Elluminate, etc.
  81. I would like the opportunity to develop more active learning activities and curriculum integrated instruction.
  82. I would like to understand instructional design better than I do.
  83. Points to teach about database searching, how to make students understand call numbers, basic parts of citations, accessing full text.
  84. More idea of online instructional design.
  85. I'd like not to be anxious—I'd like to pare down the content and still get across what's needed.
  86. Self confidence, being more relaxed so that the instructional talk is more relaxed and less rushed. I would like training is some of the Web 2.0 methodologies available to assist instructional efforts.
  87. I am always nervous and start to talk too fast. I would like to improve the pace of my talking and learn to pause more. I would also like to learn more ways to engage a class during short sessions.
  88. Ability to engage learners.
  89. I would like to get tips on good practices.
  90. I'd like to get more involved with the teaching that is done through the online course management system.
  91. Practice, practice, practice—and a professional feedback.
  92. . . . my ability to keep undergrads fully engaged and focused.
  93. Less nervous in front of big (over 100) audiences.
  94. I'd like to work on the way I explain things, to make sure they actually make sense to students. I want to devise simpler ways to explain concepts like Boolean operators or peer-review. Right now I feel like sometimes I just keep talking and talking in the hopes that something will make sense, but more talking isn't always better.
  95. I would like to learn to relax when I am teaching!
  96. Time management.
  97. I taught in the classroom before I became a full-time librarian, so I have a good teaching background.
  98. I started as a college composition and literature instructor, then finished my MLS and became an instructional/reference librarian. I have a lot of teaching experience, but I'm always trying to learn new things. For me, the most difficult aspect of information literacy instruction (compared with what I was doing previously) is designing learner-centered activities (grounded in critical thinking about information and information resources) that work well within the time constraints of one-shot instruction.
  99. Confidence in doing presentations. Feeling up to date (despite CONSTANT reading, RSS, listservs etc).
  100. I would like to involve the class with more work, rather than have them sit there and listen to me.
  101. Would like to do more assessment . . . would like to be better at describing specific search techniques/methods . . . would like to do more online tutorials and web-based learning . . . would love to put together an online class.
  102. Would like to learn how to incorporate current instructional technology—specifically how to develop tutorials—and/or how to teach our online students.
  103. I would like to find new ways to get students more engaged in a 50 minute or less time period.
  104. Public speaking.
  105. Delivery, pacing.
  106. Assessment of learning outcomes.
  107. I would like to be able to get staff members to see instant value in how to incorporate instructional technology. For example, I offered a voluntary after-school session to

show many great tools to anyone on staff (a slow Monday afternoon, even with refreshments) and only two came, both friends of mine. I need to find ways to help others see that incorporating professional development within their day makes their life much better in the long run, professionally and personally.

108. I would like to improve the assignments I create for my 1 credit lab course in Information Literacy & Critical Thinking. Although I keep current by reading journal articles related to information literacy I find it is all theory with very little in terms of practice. I'm always worried that the assignments I give out in class are not a true assessment of the skills I'm trying to teach my students.
109. More comfortable in front of groups. I teach a lot but am often nervous.
110. Learn more about how to teach.
111. Learning to use new technologies to improve student engagement.
112. To be more concise and to engage the audience every time.
113. I would like more experience in design and delivery of content paired with coaching by an experienced instructor.
114. I would like to have the opportunity to develop a credit-bearing course in Library Instruction; I would also like to Team-Teach a class with our Liberal Arts faculty of which the focus is on Research/Information Skills development.
115. Collaboration with library colleagues (not course instructors).
116. Better integration of teaching and technology, new technologies, becoming a faster grading (or making grading easier).
117. I'm always looking to improve my delivery. Speaking to traditional students these days can be difficult, and I really try not to bore them too much.
118. Since I am brand new at this, I have several goals for improvement, but mostly in the area of more spontaneous and relevant deliv-

ery. If one teaching strategy isn't working, to be able to think and act quickly enough to shift gears and try a different approach. To be able to spontaneously recall meaningful anecdotal information to help clarify a difficult IL concept.

119. I would like to have more theoretical groundwork.
120. More assessment of teaching practice. greater use of online applications.
121. More public speaking skills. More knowledge of how to best teach adult learners.
122. Learning how to engage students more, either through the use of technology or creation of interesting assignments. learning how to assess student learning.
123. I'm not an instructional designer and have no background in instructional design. However I have been a library "teacher" from the beginning of my career in 1967, Everything I've learned about curriculum design and delivery has been on my own or by participating in workshops with other faculty or by asking questions of faculty. Now, with online delivery, instructional design is more important than ever. I'm a good face-to-face teacher, but I feel I definitely need some instructional design background as we move to Web based teaching and course management systems (like Blackboard).
124. Confidence and articulation.
125. I greatly benefit from pedagogical and other teacher training received before I entered librarianship. I would like to be able to develop my skills in pedagogy and instructional design areas more relevant to librarianship. Practical information is helpful, but I could use a bit more theory at times.
126. Timing of activities in the classroom (keep things moving, keep students engaged).
127. Assessment, assessment, assessment.
128. Better screencast skills.
129. Planning and preparation.
130. Keeping the instruction fresh for me and for them.

131. I am trying to build more active learning activities into my sessions. I try to get the students away from the computers at times during the sessions.
132. I would like to learn to better engage students during class whether it be through assignments, active learning exercises, or group discussions.
133. Presentation skills. Although they improve with experience, need to learn how to better handle discipline problems, keep attention of easily distracted learners.
134. I would like to be able to make the material covered more interesting to students.
135. I would like to learn more social networking & web 2.0 applications to offer to the public.
136. Always looking for new and better ways to engage students and use active learning. I am boring myself by now!!!
137. Public speaking and Instructional design.
138. I was a school teacher before becoming a librarian so I had that experience to help me. However, I loose my organization during a presentation - I allow myself to get side-tracked at times and that is usually not productive. I would like to be better at "cutting to the chase," zeroing in on what students need from me.
139. I am working on instructional design and learning theory issues.
140. I don't experience anxiety when I teach, but I often experience anxiety/stress in pre-LI mode. Although I don't have a professional teaching background, I do love to teach & engage students & although I work hard to make sure LIs are fun & not zzzz, there's also a lot of relevant ground we cover in a short amount of time . . . and . . . considering our very small staff of teaching librarians and the volume of LIs we do—the prep causes a lot of anxiety/stress for all of us. However . . . see next box . .
141. Find ways to engage students in the limited "one-shot" library sessions I teach. It's difficult to cover all the material and also allow hands-on involvement.
142. Since I am an MLIS student, graduating Dec. 2009, I don't have much experience. I currently am doing a practicum with an Ohio State University librarian who creates and teaches the OSU information literacy courses. Other than knowing the material, I believe that the most important aspect of teaching is being able to engage the audience. I am looking forward to improving my ability to project enthusiasm, to be somewhat of an entertainer, and to keeping the audience attentive and responsive.
143. Get students more active and engaged.
144. I am an archivist whose "other duties as assigned" include bibliographic instruction in a theological library setting—I'd like to learn more about academic library BI and more about the specialized theological resources.
145. I enjoy learning about new research in learning theories / educational psychology. I also am always looking for best practices in student-centered learning.
146. I would like to be able to present distance instruction better. I'm a very hands-on teacher. Unless I'm doing practical instruction, face-to-face, I have a hard time teaching anything but the most basic theory (web page evals, what databases are, etc.), but don't think I communicate well without demonstrating.
147. Getting more participation is always key.
148. I would like to be more effective in getting ideas across.
149. Continue to polish my presentation skills.
150. Instructional design; Assessment.
151. Time management.
152. Development of sessions, gain confidence that I'm teaching the right stuff.
153. More confidence, more variety in the sorts of activities used.
154. I am always looking for new ways to engage students. I read as much as I can in journals, listservs, ALA publications, etc.

155. I'd like to have more time for active learning projects instead of lecture/demo.
156. Improve use of interactive learning activities. Improve understanding of how cognitive development and learning theories can be used in designing and delivering instruction.
157. I would like to become more confident in my instruction. I would instruction sessions to feel more like a dialogue between myself and students (or other librarians). I am not really sure how to go about achieving that interaction, however.
158. Improved speaking ability. More creativity in instruction.
159. I having been reading up on learning theories and learning styles since I started teaching in an academic library, but the practical aspects of teaching including classroom management, developing assignments and lesson plans I'm learning as I go. I need to improve my pedagogy in all areas because I have no background in education. I would love to take some formal classes in education if I could afford it.
160. Construction of assignments and educational theory.
161. I'd like to improve my ability to design instructional experiences. I'm never sure if my assignments/activities have the desired impact.
162. I want to improve on engaging students to see the bigger picture of information literacy.
163. Become more interactive.
164. I would love to learn more about instructional design and learning theory.
165. The public speaking portion would be the most needed improvement for me personally.
166. Public speaking. Being more engaging. Being more on my toes.
167. Not panicking before making presentations. I avoid these like the plague.
168. Expand instruction tools, I do active learning assignments and they constantly need updating. Assessment.
169. In making sure that what I talk about actually sinks in.
170. Nice to learn new information.
171. I would like to find more active learning techniques to use in my university's current low-tech library situation. My university currently doesn't have a computer lab in the library, so I am very interested in active learning activities that are useful in a classroom with one PC and video projection.
172. Improving my assessment techniques; measuring my students' learning and what they're coming away with after an LI session.
173. I have been working to lecture less and have more interactive learning activities.
174. Teaching is fine. Anxiety when I need to write journal articles or present.
175. To stay on track and not get distracted by questions, etc. . . .
176. I would like more background information about learning theory in education so that I can be sure I'm allowing for different learning styles in the students. I had very little to no training when I took this job, and most of what I've learned has been self taught and through trial and error in my workshops as I present them.
177. Creating meaningful activities.
178. Saturation. I want to know that students are really learning. This could a matter of assessment. But it is definitely related to delivery.
179. Better communication with faculty members before a session; better understanding of how to connect with students during a session.
180. I would like to incorporate more interactivity into the presentations using clickers.
181. Reduced anxiety and more instructional design training.
182. Student engagement, and being able to integrate hands-on experience despite limited time.
183. I feel that I probably spend too much time talking, but when I try to incorporate activities into my classes, it seems to elicit a lot of



- eye rolling. I'd like to know how to develop activities that students will actually find useful.
184. I would like to find some group activities that seem truly engaging to all the students in the class, and learn how to facilitate those activities to improve retention and interest.
  185. Public speaking skills.
  186. Right now I am focusing on Team-Based Learning.
  187. Use more of the technologies available, or become more comfortable with them.
  188. Working on creating online tutorials of the basic uses of the catalog, so I can reserve more time for helping students with actual research.
  189. I was a high school teacher before I became a librarian (the reason why I didn't take an instruction course in library school), so I have a tendency to rest on my laurels when I should be pushing myself to innovate. So I would most like to improve my own self-motivation for trying new things and changing my teaching style.
  190. Would like to teach more extemporaneously—less planned demos and preplanned searches. More hands-on active learning, less blah blah. Would also like to have the opportunity to see what other librarians at similar institutions are doing with teaching—especially in my liaison areas. For example, how do my Econ thesis classes compare to other librarians' Econ thesis classes? How can I learn from what they are doing? Peer observation is key to the professional development of instructors, and yet it is rarely done. Why is that?
  191. I'd like to learn more about some of the subjects we teach to be able to help better.
  192. Greater precision in what I actually say as I'm teaching. I can sometimes hear myself saying things and think, "That's not really content, it's more filler."
  193. More ease with public speaking in general.
  194. To grasp more technology-related instruction and to learn instructional design.
  195. I'm working on incorporating active learning and I'd like to be sure that my in-class assignments are sound. Also, I'll be teaching an online credit course in research skills and don't know much about online pedagogy.
  196. Like to move more content to online formats for point-of-need use by users.
  197. Voice modulation. Presentation style.
  198. Providing more hands on instruction.
  199. First, with regards to my answers about my areas of interest, I said "Not at all useful" as my answer to a number of topics. This wasn't because I don't find those topics contribute to my pedagogical and teaching skill set; it was because I've already investigated to my heart's content at this point.
  200. Second, in terms of my development, there are two things I want to improve: a. When the situation arises, I am working on learning to let the silence grow until one of the students finally answers a question; b. Assessment, assessment, assessment.
  201. More meaningfully incorporation of learning theory into instruction sessions.
  202. Would like to have more time to develop better activities and scaffolding for my classes. I am often overwhelmed by my workload (I am the department head in addition to teaching a lot) and do not have time to work on class preparation. Adequate time for prep allows me to develop better teaching strategies and think through examples and techniques.
  203. I'm always looking for new ideas to get my classes involved. I want to keep their attention and do my best to NOT overwhelm them with the information I'm presenting. I want to solicit more feedback from them as well. . . . And I desperately want to overcome my fear of speaking in front of them. . . . I do very well once I get up there, but the anxiety beforehand stresses me out :/ Practice will help alleviate that, I know.
  204. Create engaging, meaningful instruction sessions that facilitate inquiry.

205. Learn more about formal curriculum development, university planning, and assessment.
206. Not sure.
207. I would really like to have evidence that my instruction has long-term positive impact on students' abilities to intelligently gather resources which support their learning and writing, so I would most like to improve my expertise with assessment of student learning.
208. Too many to list.
209. Mixing of delivery—or avoiding the lecture. And, keeping engaged with the students.
210. Since most of our students are distance education students, I would like to improve in the area of learning theory and distance education.
211. Making more dynamic presentations that include learning activities/educational technologies.
212. I have trouble with anxiety, feeling comfortable interacting with the students while teaching and with understanding what faculty expect from one shot sessions.
213. I would like to teach more and demo less. I feel like a vendor rep for certain databases rather than a teacher.
214. I have zero background in instructional design, learning theory, anything at all related to how to build a lesson that will engage students while still getting the point across. I have no idea how to make sure I am presenting the information in a way that works for people who learn in different ways than I do.
215. My flow of the training, and being able to quickly develop materials; also, knowing how to handle 4 people who need hand-holding at once in a training session, especially when there are only 4 people in the class and there are 4 different questions coming at me at once!
216. I'd like to improve my ability to effectively design assignments that both help the students learn and provide for some built-in assessment.
217. Engaging students . . . incorporating active learning . . . coming up with useful and interesting activities.
218. Have a better area to teach in.
219. Less rushed and more interaction to work more closely with student need.
220. Design of better assessments to drive a data-driven library.
221. Pedagogy.
222. I am always looking for new and creative ways to engage participants in a synchronous online learning environment.
223. Being better prepared on topics for class instructions.
224. I'd like to increase my comfort level and experience with managing active learning activities.
225. I'd like to improve my exercises that I make them do, and my courage could always be improved!
226. I would like to be more of a listener to the needs from the ones I instruct.
227. More experience teaching.
228. Teaching comes fairly naturally to me, so I have a hard time telling members of my team how to improve. I wish I could be a better mentor.
229. Probably learning more about design/visuals.
230. Applying more current learning/info lit theory in instruction (something beside boolean search, etc.).
231. Implement strategies for incorporating more active learning/constructivist theory in my teaching.
232. Creative assignment design. I am often frustrated by having lots of classes one week, then none the next. I sometimes wish I had a regular class so I could improve over a given semester.

233. I'm always looking for new ideas and find collegial discussions (online or in person) most helpful. Probably at this point in my career, simply remaining fresh is my biggest challenge. It is very easy to do what I've done in the past rather than looking for a new way to present material. I like looking for a challenge.
234. I would like to be more comfortable speaking in public; being more confident in this area would make me feel more credible to my audience.
235. Instructional design.
236. Better grounding in educational theory.
237. I would like to be more creative and engaging in my teaching style, and be more assertive when working with faculty members to stress the goals and capabilities of the library as well as their goals.
238. I would like to be more creative in writing engaging lesson plans. I do have the students actively involved by completing in-class exercises, discussion, etc., but I want to be more creative and engaging.
239. Use of technology.
240. I would like to know more about instructional design and assessment.
241. Interactivity.
242. I'd like to be sure that my instruction methods and course content are useful to students. My effectiveness is a bit fuzzy at this early stage of my career.
243. Developing more interactive and engaging activities for one-shot library sessions.
244. Making library instruction exciting.
245. Become more comfortable using icebreakers & asking meaningful questions in an effective manner.
246. Would like to do a better job engaging the students, and to feel more comfortable working on-the-fly with a student-provided search topic for a demo (as opposed to my own canned examples).
247. Confidence.
248. 1. Have more opportunities to teach as instructor of record for a credit-bearing course. Best way to improve instruction is to do it, from developing & delivering curriculum to assessing students' performance with it. 2. Tangentially, learn more about blended and/or distance instruction and have opportunity to apply it in a teaching assignment with credit-bearing course.
249. I often feel as if I am learning things alongside my students, I wish I had more time to explore the tools that my library has to become more proficient at them.
250. Would like to get better at engaging students.
251. Learn more learning theory . . . apply to library instruction do research . . . try out new methods assess.
252. I would like to inspire the students to be more engaged.
253. I would like to develop my knowledge of learning/instruction/education theory outside the context of ILI, to enrich my approach as an IL instructor.
254. I would like to learn how to better integrate hands-on activities into instruction sessions.
255. I'd like to do better at eliciting feedback. I do get feedback, but only from those who spontaneously offer. Luckily, I've been able to present often on compelling topics, and I am naturally confident as a public speaker, so I do tend to get positive feedback.
256. Continue to develop ways to engage students, whether it's online or in person.
257. I'd like to develop individual instruction for specific classes instead of bulk courses for entry college students.
258. I would like to improve my course and activity designing skills.
259. I would like to improve my assessment skills as well as integrating active learning activities into my library instruction sessions.
260. I think I am a very effective instructor—I had quite a bit of teaching experience (high school, elementary, and college levels) before starting my MLIS. Also, I am a

- performer and so I am very comfortable on the classroom 'stage'. I especially need to work on classroom management/discipline. Elementary students are especially adept at doing anything they can to avoid work! At the college level, I found that being interested in my student's work, being enthusiastic about my subject, being personable helped with increasing interest in my course. Unfortunately, I don't think many MLIS programs spend much time on teaching technique.
261. Providing better in-class activities that would help engage students and help them learn more.
  262. Designing meaningful activities that allow for interaction between me and learners, or between learners.
  263. Chunking online screencasts into more manageable pieces, but still covering all the material.
  264. I'd like to be more proficient in leading discussions. I'd also like to find ways to inspire students to think more about the "big picture" of information, not just how to search a database or catalog but to engage with the world of information and their role in it.
  265. Classroom presence. Also learn more about learning styles and more about the younger generation of students.
  266. I'd like to learn more about assessment of instructional effectiveness, in terms of particular instructional techniques, and our program as a whole. I'd like to learn more about how to train our other librarians to be more effective instructors, particularly those for whom instruction does not come naturally. I'd like to learn more about educational theories that would apply to information literacy instruction.
  267. Basically, I've been doing information literacy instruction for a few years. I'd like to develop the skills to plan, coordinate, assess, and develop an information literacy program."
  268. I no longer fear speaking in the classroom, but I do still have anxiety when giving conference presentations. I'd also like to learn more about curriculum design, assessment strategies, etc. (I'm about to teach my first semester-length class). But I also realize that much of my growth as an instructor will come with experience.
  269. I wish I could incorporate more active learning into my one-shot sessions, too, but feel pressed by time.
  270. I would like to improve my ability to design a credit course—setting up a syllabus, finding/developing practice and exploration exercises, etc.
  271. I'd like to learn how to deliver an engaging, memorable lesson in the short time allotted for library instruction.
  272. Teaching online, using learning 2.0/emerging technologies.
  273. More time.
  274. Better organization.
  275. I would like to gain that "awesome speaker" type of charisma that makes students want to come to my sessions.
  276. I would like to make the students more engaged, probably through hands-on activities. Unfortunately, most instructions sessions are not in computer labs.
  277. Be able to take more varied approaches. Be more dynamic and flexible.
  278. I believe good instruction is a result of one thing: subject matter expertise of the instructor. So I guess I'd like to become more knowledgeable about the library resources I'm teaching about.
  279. Curriculum mapping.
  280. Support from administration.
  281. Techniques in Assessment of student learning.
  282. Better in-class exercises.
  283. I always find it most helpful to observe other teaching librarians. Unfortunately there are not many opportunities to do this. Also teaching techniques would help. I know the information I must convey, but I need lots of

- help in discovering the best ways to convey it and to engage the students.
284. I feel I generally connect well with the students but don't often assess what I do and am not confident that I am as effective as I would like. I feel like a stronger grounding in learning theory (as well as better assessment practices though I'm not sure I'm lacking in knowledge here so much as practice) would be helpful though I'm not sure.
  285. Although I loved getting my MLIS, the content seems to have been entirely separate from the world of education. I know very little about educational theory, curriculum design, instructional design, etc. I would love the opportunity to attend classes, but not 3-credit college level classes, because I don't have time for that, just good, serious intensive workshops on how to best do this. There's really no model and I feel like I'm winging everything. I often feel like librarians spend so much time trying to market the library or make it seem hip so students want to learn about it instead of actually learning how to teach students what they need to know.
  286. More integration into standard curriculum.
  287. Public speaking and designing interesting activities.
  288. Improved planning and assessment.
  289. I'd like to learn much more about learning theories and instructional design.
  290. I need more practice with instructional design and teaching for all types of learners.
  291. My timing. Sometimes I map out what I can cover and still pack too much in. Also, creating in class exercises. I used to just let the students use time to work on their assignments, but I realized that they need a bit more focus in practicing what I teach them.
  292. I would like to further develop my skills in instructional design. The biggest barrier I have to developing my skills is lack of time, both in terms of reading professional literature and in planning for the IL program.
  293. Learn ways to create interesting online instructional content.
  294. Activities and more active learning opportunities that keep student's attention.
  295. Need more practice. Want to get more interactive rather than just talking at them.
  296. Learning theory and instructional design.
  297. I'd like to improve my ability to orchestrate class sessions. First, to engage audiences followed by sequence periods of lecture, hands-on experimentation with library sources, and discussion.
  298. Developing in-class activities for one-shot instruction sessions.
  299. I would like to better design my "one-shot" sessions to incorporate IL standards/outcomes. This is very challenging with so little time. We have no room in our curriculum for for-credit IL courses.
  300. Confidence & classroom management.
  301. Student engagement.
  302. I use a lot of active learning techniques in my teaching but I think I would like to learn more. Also it would be helpful to have more disciplinary knowledge to help me in advanced level courses in my subject areas.
  303. Designing and using effective means of assessment; identifying more effective ways to initiate collaboration with faculty; and effectively using web 2.0 in my classes.
  304. Integrating assessment successfully into my sessions.
  305. Working more with faculty in a discipline to influence curricular changes—that is where the library can have the most influence with the least amount of manpower.
  306. I always feel weak on assessment.
  307. I also want to train the trainer more.
  308. My faculty do not know how to search the library and they have more impact on the students than I can in my 3 hours per course.
  309. I need to see examples of what others are doing using technology.

310. Would like to find more ways to engage first year students, get them interested in research.
311. I would like to have time to read and/or study techniques related to learning styles, practice with new technology, and/or work with a team to develop and produce web-based materials in print or a/v forms.
312. More sure of myself.
313. I'm very shy in groups, but good one on one. I realized that if I want to excel I must step out of my shell; yet, I get nervous. I heard that never goes away.
314. Be able to attend instructional design classes.
315. I would like to develop a well-thought-out lesson plan. I think my lesson plans are fairly effective, but the transitions from topic to topic need improvement.
316. Creating online tutorials and videos.
317. Creativity, relevancy to audience.
318. Making my lessons (usually 60 min. shots) more relevant/exciting to my clients (art students!).
319. I would like to develop a more diverse set of approaches to presenting different concepts. My toolbox of approaches grows the more I teach and the more peer observation I do, so I expect this to happen naturally over time.
320. My belief in what I am training. I am too scared when I need to present. One on one skills are great, it is when I have to face more than eight people.
321. Better at design and assessment.
322. Convey concepts in a way that grabs students attention, so they actually remember it—prevent them from tuning out, because they believe they already know it all.
323. Better understanding of and confidence in assessment practices. More time to devote to reading about learning theory. More time and expertise to create online tutorials.
324. I would like to be more comfortable while teaching and have students learn more from me. I need to focus more on student learning outcomes when designing curriculum and conducting assessment to see if they learned what I intended. I'm working on being an authentic teacher that knows my material and can connect with the students in a way that works for me.
325. I'd like to learn to better incorporate active learning strategies.
326. Instructional design; I find that I find an approach that is so flexible that I rarely try other things.
327. Use of 2.0.
328. Pedagogy.
329. Create more ways of delivering IL instruction in terms of learning modes, incorporate more collaboration in the classroom and find multiple ways of assessing student learning and progress.
330. I need to learn more about course management systems and instructional design to move forward into new delivery systems.
331. Learn more about instructional design, assessment techniques, offer credit based information literacy course , etc.
332. There are always ways to improve professionally. Personally, I have done a lot of research into reflective teaching and peer conversations to further self-actualization and awareness in the classroom. I find sharing conversations about teaching with colleagues to be very important to my personal improvement.
333. What I would also like to see is more constructivist conference learning opportunities which make use of everyone's knowledge in a think tank environment with a facilitator as opposed to the endless "sage on the stage" and "look at the cool thing we did" presentations we usually see at conferences.
334. More about learning theory. More fluent with technology.
335. I would like to be more organized in my lesson plans so that I could incorporate more assessment into my teaching practice.
336. I need to adapt my teaching to the culture of my new institution. I was told that the first

- year you are really teaching to the faculty so that they invite you back.
337. I need to develop my course development skills. I need to learn how to better integrate learning technologies into my instruction.
  338. I'd like to work on prompting more student engagement in a way that's natural.
  339. Would like more knowledge about curriculum design to incorporate in the classroom.
  340. I would like to learn how to spend less time spent on the nitty gritty details of the presentation and focus on the learning experience of students. I'd like to reduce my anxiety!
  341. I feel like I need a course in education theory and instructional design so that I can better articulate why my training works.
  342. Would like to learn to shake things up a bit. Tired of doing the same thing over and over.
  343. Assessment, integrating real active learning into the classroom.
  344. Student engagement.
  345. Assessment.
  346. I'd like to improve the content and delivery of the material I present.
  347. Making my sessions more interactive and interesting.
  348. I'd like to be able to not get so flustered when the students start showing disinterest—that lessens my confidence and I lose my speaking charisma.
  349. Better grasp of educational/pedagogical theory in general; specifically, training related to literacy (beyond info lit) would help. I'd like to develop competencies in teaching around visual literacies. I've been trying to integrate critical pedagogical approaches into my teaching, and continue to seek ways to make my classes a blend of active learning & presentation-style instruction (as a way to reach learners with different learning styles).
  350. I would like to have the time to learn more about instructional technologies and develop more materials using the latest technologies. Given everything else that needs doing in the run of a day, it is difficult to find the time to keep up with everything.
  351. Would like to learn techniques that get students to be involved with the instruction session.
  352. Consistency.
  353. I would like to work on assessment of student learning outcomes; fortunately, this is something that my institution is pushing this semester, so I hope to gain knowledge and skills necessary to incorporate assessment into my teaching in a more systematic way.
  354. Although I generally feel very comfortable teaching instruction sessions, some theory background or basic instructions techniques class (either through my MLIS program or current employer) would have been greatly helpful. I do feel, to some extent, that I'm "winging it."
  355. Assessment; I'm an immersion alum, yet my concept of assessment doesn't satisfy my director who believes SACS will want quantitative information regarding our one-shot sessions.
  356. I would like to improve student involvement in classrooms where there are no computers but the teaching station. Many of our classes are conducted in this setting and it is a challenge to give students real hands on experience.
  357. I would like to be more intentional with my teaching—making sure that there are solid theories and purposes behind my classroom activities and discussions.
  358. I would like to become much more comfortable with assessment; not the basics—I know those—but with advanced, hands on qualitative assessment.
  359. Nothing.
  360. More creative with hands-on activities and figuring out ways to reach/engage our students.
  361. Teaching in ways students understand—not getting to set in library terminology or exercises that make sense only to librarians or faculty.

362. Find the time to work with faculty liaisons to develop partnerships for library instruction to support curriculum.
363. Student engagement.
364. Would like to develop skills to engage students more.
365. I'd like to engage the students more, but it's hard to incorporate engaging activities in-class when I'm such a short amount of time.
366. Online methods.
367. Getting over anxiety.
368. Ability to "let go," let the class unfold. Less talking and directing, more allowing time for students to come up with questions . . .
369. I would like to develop better hands-on activities and learn how to make the boring lecture part more interesting (I use humor as much as I can).
370. Library 2.0 and related teaching options.
371. I would like to find more ways to collaborate with classroom faculty to provide relevant IL instruction connecting content and information practices.
372. Instructional Design of my online credit courses.
373. I need to mix it up . . . I'm getting stale.
374. I would like to improve upon instructional design, technology, curriculum design and planning.
375. I'd like to better be able to help other librarians be good teachers.

**B. Optional: If you could offer one piece of advice to new instruction librarians, what would it be?**

1. Tie the library lesson to a for-credit assignment.
2. Learn as much as you can about education and take ownership of your educational agenda for your students.
3. Don't be afraid to leave your classes somewhat unstructured—talking heads are kind of boring. Allow for give and take and inter-

action with each class, since every class is unique.

4. Teaching and training are two different things.
5. Observe a kick-ass instructor.
6. Observe a wide-range of professors to learn different classroom management styles.
7. Take a course in the education program at the college you are getting your MLIS from on instructional design.
8. Don't assume all classes are eager beavers and to be prepared with contingency plans that can be implemented right away during classes that don't go the way the instructor anticipated.
9. Adapt and expect change.
10. Learn to do a course outline. Create one. After it is done, go through and CUT three quarters of your content. That is probably what you will be able to get through in one course-period. You can't do EVERYTHING, so focus on smaller "chunks" of information and get the learning right (i.e., show them, tell them, make them demonstrate it).
11. Accept that students will not remember most of what you tell them; focus on making a good impression and 3–4 crucial points.
12. Don't get defensive, and try not to feel ownership about your teaching methods or style. Everyone has at least some room for improvement, and people rarely improve by walling themselves off and avoiding criticism.
13. You're not going to be able to fit everything you want into an instruction session (especially a one shot session), so make sure that you keep the information at a manageable level for you and the students.
14. Know your own learning style and use it to learn about teaching and learning. I'm a visual learner and learn through experience, so it helps me to observe others teach and to be observed teaching. Others will learn better by reading about teaching and learning. If that works for them, then that's where they should put their energy. However, at some



- point, one needs to recognize that presenting to a class is a necessity and that class will be full of people who don't necessarily share your learning style. Be prepared to plan activities that will include other learning styles, even if they're not your own.
15. Make it engaging for the students! Instruction is our opportunity to show that we can be great teachers, that information literacy skills are important, and that the library is the most relevant source of information. We must engage the students—and the faculty, too!
  16. Be honest about who you are. In other words, don't try to be someone that you're not. We all have our own gifts and students get that. They can tell a fraud a mile away. Be truthful to yourself and students will respect that about you.
  17. Enroll in teacher training courses. Explore online learning systems outside of libraries. Learn from outside the profession.
  18. Instruction is a work in progress. You're always trying something new or a different way to get your point across. You're never "done" with instruction.
  19. Teach as if you were the student—what you would want out of this particular class, if you were taking it.
  20. Take courses related to pedagogical development and learn web 2.0 and classroom software application.
  21. Practice teaching as much as possible in as many different situations as possible to get comfortable with the process.
  22. Know your material, don't try to wing it. Know your audience; don't tell them what you want them to hear. Give them what they want to know.
  23. The only way to learn how to teach is to do it.
  24. Become involved with your local and regional library association, which probably has an instruction section or group.
  25. Plan on being flexible. Sometimes the equipment doesn't work or maybe you discover that the lesson you created is way too simple or complex for the students. Be ready to improvise!
  26. Make sure you get internship training in teaching if you intend on becoming an academic librarian.
  27. Observe others teaching and get as much practical teaching experience as possible.
  28. "If you're doing outreach or scheduling your own instruction, get instructors to pin dates down because they will run out of time/blow you off if you don't. Do active learning or some kind of activity. Assess stuff every time you can.
  29. If your academic program offers classes in how to teach take them!
  30. I believe that observing good instructors is very useful.
  31. "Get experience in the classroom outside of a library. Work as a part time college-level instructor for a few years before moving to library instruction, either as a graduate assistant or as a lecturer. After teaching semester-long courses for a while, library instruction becomes much easier to do effectively.
  32. If you are a newly hired instruction librarian without previous teaching experience, take a public speaking class. Learn to present with energy and confidence.
  33. Take chances. If you have what you think is a good idea for engaging students, run with it. The worst that can happen is that you'll learn from it and make it better.
  34. Read as much theory as possible, watch some professionals in action, then take all you've learned and shape it to fit your own individual personality and develop your own style. In other words, Be yourself. Employ methods to engage many types of learners but recognize that you will naturally connect with some better than others. That's just the way it is.
  35. Observe. Observe. Observe. Watch as many different people teach as you can. You'll learn just as much from the people that are not great at it as from one the one's that are.

36. Don't let anyone make you think teaching is easy—it is difficult and requires training, preparation, and support!
37. I think to watch your peers and attend as many as possible. That's what I'd like to do.
38. Watch other instruction librarians. The best way—without experience—you will learn is by example. Find a mentor that will let you sit in their classes.
39. Volunteer to teach some classes on anything anywhere—even knitting at the local public library.
40. While it is nice to observe other librarians, I would encourage new librarians to design and lead their first instruction session without having observed any of their colleagues. I think it's very important that each librarian be able to find his or her own “voice” or “style” when it comes to library instruction.
41. Jump in. Experiment. If something doesn't work (or work well), learn from it, tweak it, and move onward.
42. I like to think of instruction as a conversation. It keeps me relaxed and also keeps me from getting overly concerned with following my lesson plan word for word.
43. Keep it simple.
44. My library school experience was useless for instruction; everything I learned about being an instruction librarian, I learned by working in my universities library as a grad assistant in the reference & instruction department. I was able to learn how to teach classes, watch librarians teach classes, participate in the department community to share instruction techniques, and actually plan and teach classes myself. This was INVALUABLE experience that I'm quite sure is the only reason I got a job as instruction librarian. So my advice to new librarians (I guess I should say, grad students in library school) is to get real-life experience in the classroom while you're in grad school. It's priceless.
45. Take any Instruction courses offered before you graduate or as many workshops as possible.
46. Observe other librarians, even librarians who you wouldn't necessarily consider good teachers. Learning what not to do is as important as learning what to do.
47. Do it. The more you do, the more you learn. Take one class at a time . . . have one bad class, don't dwell on it.
48. Do an internship. Get some experience and coaching before you have to go it alone.
49. Even if it's not part of your job description, ask to do it. And volunteer whenever you can.
50. Keep learning. Library school is only the beginning . . .
51. Create a few objectives for each session. Do not try to cram everything about the library into one instructional session.
52. Work closely with instructors—you can learn a lot of do's and don'ts that way . . .
53. Take a class in learner-centered teaching!
54. Don't be discouraged. All courses are organic and forever changing. If the first time out doesn't work try again and let the class take on the form that best suits what you're teaching.
55. Prepare like mad and then throw away your 95% of your prep 5 minutes before class and go with the flow. Literally.
56. Don't be afraid to try “out there” things early on. Once you're in a routine, it's much more daunting to change the way you teach. Sometimes your fans (i.e. faculty who frequently praise you) can be a detriment, as you worry about doing something different that will make them like you less.
57. Be flexible! Time is often a problem, and lessons must be redesigned.
58. Don't be afraid to make mistakes, we all make them.
59. If you're not a natural instructor, don't become one.
60. Ask other librarians and teachers what they do. Observe others while they're teaching. Be reflective about what you do in the classroom and make notes after each class about

what worked and what didn't. Communicate with instructors whose classes you're teaching and ask them what they feel their students need to know.

61. Be a sponge, observe and take in every teaching style you can, learn some styles are better for certain situations, don't be afraid to mix and match styles and experiment.
62. Take every opportunity available to learn. Watch as many librarians as possible during library instruction classes to get a feel for different teaching styles and different presentation styles and how they affect learning. Also ask librarians and subject faculty members for feedback on your instruction.
63. Relax. The students don't always realize that what you have to show them is important, but always remember that you are helping them. They don't know what you do.
64. Get as much practice as you can.
65. Students can always learn something new from the librarians, faculty too.
66. It always takes more time than you expect to develop new content or try new techniques. But it's worth it.
67. Don't try to do it all in one large presentation, but smaller, shorter efforts, some of which might be self-paced online tutorials for students to utilize.
68. Apply for Immersion!
69. Take advantage of any and all opportunities to learn about teaching.
70. At least go and observe your peers, especially those who are well evaluated by their audience.
71. Tape yourself teaching.
72. Observe your colleagues. Share ideas and the details of your teaching experiences with them—it's the best way to learn and proactively deal with some of the challenges you are bound to encounter.
73. Read the book: *Educating Esme*.
74. You can't fit every important piece of library information into a 55-minute library class, so don't worry too much about cramming the maximum amount of content into one-shot sessions. Students won't remember most of it anyway. For one-shot sessions, try to look at them as an opportunity to let students know that the librarian is a friendly, helpful person and that the library has lots of great resources that they can come back and learn to use when they need to. Try to avoid explaining the intricacies of complex processes like ILL—look for a way to sum it up in a few words and emphasize that students can always get help later.
75. If you have a chance, teach one or more traditional credit classes. I can't think of any substitute for being in the classroom on a regular basis and carrying out all the activities associated with teaching a semester-long course. What we do as instruction librarians is different in many respects from what traditional teaching faculty do, but there's a lot we can learn about pedagogy, practical classroom management, and our individual teaching styles through traditional classroom teaching. This isn't always possible, of course. If that's the case, I think observation of fellow librarians as well as other teachers is crucial.
76. Advertise your sessions effectively. They won't help anyone if no-one knows about them!
77. See if your college or university has some type of educators' development office (or something similar!) and if so, ask them for help. If not, always write a lesson plan to gather your thoughts and at some point, be brave enough to film one of your seminars—it's painful but eye-opening.
78. Watch as many people teach as possible, and not just other librarians.
79. Develop your own style, don't worry about saying exactly the same thing as other librarians.
80. You have to plan things far in advance. It's one thing to run your own classroom, but when you are in a media center and many people are involved, you need to work on projects much earlier. Also, don't wait for teachers to come to you; find out what the

- curriculum is and find ways to help them make connections with your assistance.
81. Be overly prepared with lesson plans and assignments and be flexible. Often lesson plans and or assignments/activities have to be tweaked or thrown out all together when they fail to reach your students.
  82. Don't wing it, at least in the beginning.
  83. To not be afraid to not be perfect. We get so wrapped into getting everything in that we sometimes forget about the students.
  84. Practice practice practice and don't be afraid.
  85. Go into the classroom remembering your experiences of an Excellent Professor/ Instructor and bring that energy into your Instruction sessions as an Instructor. Mimic those attributes you admire in a rewarding learning experience and bring that with you as well.
  86. Practice makes perfect.
  87. They should teach real classes, even if as an adjunct. They should take classes in pedagogical techniques, even if they're HS level.
  88. Observe everyone teach at your library at least once and try to withhold judgment.
  89. Be genuine and approachable. In an academic library, students are sometimes anxious about revealing what they don't understand. Put yourself in their shoes and be willing to share personal anecdotes to put them at ease and embrace this new information-seeking environment.
  90. I think it is vital to get as much experience as possible. My MLIS program did not offer courses on instruction so I gained all of my knowledge from being part of the Libraries' information literacy program.
  91. Take classes on instruction if you can while doing your MLIS. Observe as many different librarians as possible. And don't be nervous—you know more than they do!
  92. Be fearless. Experiment. Be passionate; it is contagious! Be approachable. Be open to the needs of students. Listen to them. Open classes by asking students what barriers to research they are currently experiencing. Their responses can inform your teaching.
  93. Be prepared but not to the point where presentation seems scripted.
  94. Watch lots of librarians teach! Ask to sit in the back of their classrooms. Ask everyone—the long-term instructors, the new folks, etc. The more you observe, the better. Don't be shy to ask.
  95. Engage with faculty. They are the gateway to the students. Do everything you can to help faculty understand that the “computer savvy” students are not as info literate as they could be and will not find the scholarly resources on their own.
  96. Take practical courses in the education department during library school because if you go into higher education, you will be expected to plan, teach, and assess student learning.
  97. They need to be comfortable in front of people and take a public speaking course.
  98. Practice! Take any opportunity you can to practice teaching/presenting, even if it's helping a co-worker during an instruction session or presenting to your colleagues about using wikis for instruction or a new project you're working on.
  99. Don't be too hard on yourselves. It took about 3 years from me to feel really comfortable in the classroom and develop a “style” that kept most students engaged. Have someone whose opinion you trust observe your session and give you constructive criticism. Keep the humor rolling, be human, respect the students.
  100. You know your stuff, so relax!
  101. Get as much experience in front of a classroom as possible. Use the feedback you get from students to make changes and improve.
  102. It's not brain surgery . . . relax!
  103. I'm a new instruction librarian and would like to know that advice myself.
  104. You can't over-prepare for a class; you have 50 min. to make your points and that's it, so you have to have your ducks in a row

- before you go in. It takes time to develop as a teacher so be prepared to fail sometimes, and to learn from those times.
105. Observe your colleagues; try to learn from others, and relax!
  106. Don't be "stuck-in-the-mud" re: pre-conceived LI plans! Come on, we know this stuff cold! What's the worst that can happen?! Increasingly my teammates and I are doing - brief intro/quick icebreaker activity; right to computers w/ an active learning exercise based on their research assignment; reporting out & wrap-up. A one-shot LIs is just the beginning of the info lit conversation. Forgive me for offering a 2nd piece of advise . . . If you don't love to teach, you've chosen the wrong profession! btw—I work in a large, public, university.
  107. Take courses on learning styles and pedagogy.
  108. Use your voice and body language to show your students that you really want to be there and are happy to be sharing information with them.
  109. Work with classroom faculty as much as possible, hang out with them, get to know them asap.
  110. Learn how to design a good PowerPoint, and what to avoid.
  111. Take a few educational psychology courses.
  112. View profs as your peers and work hard to make sure they do the same. You will have to earn their respect by being flexible, dependable, punctual, inquisitive, prepared, active in campus activities, friendly, and approachable. Never ever babysit a class for a prof. How much respect can you have for a babysitter, plus those sessions are rarely tied to an assignment. Having library instruction that isn't tied to a pending research assignment benefits no one.
  113. Mutual respect is so valuable, it's worth the effort.
  114. Talk to your audience like you would your friends, make it a conversation. This allows for people to feel more comfortable with you and less afraid to participate and ask questions.
  115. Don't put too much into a session.
  116. You know more than the students do—keep that in mind.
  117. Take every opportunity to observe your colleagues—it's the best way to learn and get ideas.
  118. Stop talking. I have yet to meet a student who is at all interested in an hour-long lecture about library services/resources. Identify 2–3 learning outcomes, talk briefly, let the students experiment and ask questions.
  119. Don't worry so much!
  120. Go to ACRL and LOEX conferences.
  121. Draw on your colleagues as much as possible. Folks who have been around teaching for years have a lot of knowledge that they can share. Also, I found peer observations to be very helpful in the beginning.
  122. Relax and be creative.
  123. Take any teaching classes in grad school while you can. The one I took was immeasurably helpful, but I'm essentially teaching the equivalent of 2 3-credit courses over the year with just one course in IL. Also don't be afraid to let the students fail at searching in class. Give them a safe place to fail and try again.
  124. Don't try to cover too much material.
  125. Observe your peers to get a sense of what works and what doesn't.
  126. I am so new myself, I do not know other than model yourself on instructors you admire.
  127. Take a class. Talk to the faculty.
  128. Get a peer-group started to talk about what you are doing in classes.
  129. Keep training interactive.
  130. Learn about instructional design. My instructional services course in grad school had an instructional design element to it and I take from this every day when I design

classes for instructors. ID helps you develop focused lessons and prevent shoveling lots of nice-to-know, but not essential information at the students. Also, I would suggest finding ways to employ active learning in BI sessions. It really can make a difference in student comprehension.

131. Attend ACRL's Immersion program—it's a transformative experience and one of the best sources of training and education for instruction librarians.
132. Or . . . Don't think you can teach a student to become an expert researcher in one hour.
133. Learn how to be effective at student centered learning—read *How People Learn* by Bransford, et al.
134. Know your audience. Try to take some basic education courses somewhere along the way.
135. Invest in IL immersion experience that is at least several week long and include teaching faculty. . . . It's a great way to network with them and get them recognize librarians as teachers and professors too.
136. Take every advantage to teach or speak if you do not have a background in speaking to groups.
137. Take as many technology class that you can.
138. College students may be computer- and internet-savvy, but they are not information-savvy. Teaching them critical evaluation of information (especially that found on the Web) is one of the most important and useful things we do.
139. Watching other people teach has been a great way for me to learn how to teach myself.
140. Don't try to pack too much information into a 50 minute session, because very few students will remember, and you're ultimately doing them a disservice.
141. Be patient with yourself. Your first class will never be the BEST class in the world—but it will be good.
142. Observe different teaching styles to see what works.
143. Get mentors. Plural.
144. You need faculty buy-in. Always emphasize the importance of faculty attending instruction sessions. Worry less about the content of the classes as far as cramming information in. Concern yourself more with how you are connecting with students (and the faculty member) in the class setting. More hands-on, less demo.
145. Don't be afraid.
146. Never forget that you really do know more than your audience, even if it's only one or two things, and that by sharing what you know with them, you are giving them something valuable.
147. It will get easier! Just persevere.
148. You're the authority figure in the room. Don't forget it.
149. Take teacher education courses. My undergraduate major was elementary education and I taught 4th grade for two years. I have an MS in education and taught in a teacher ed. program between stints as a librarian. This is what has prepared me to do library instruction.
150. Take some education classes. What I got in my MLIS program did not prepare me.
151. Have some background or take some classes in education. I have a master's of arts in teaching and the course work on classroom management, lesson planning, pedagogy, educational psychology, and assessment have been extremely beneficial in my classroom teaching and presence.
152. Study up on classroom techniques and learn to create good lesson plans. Do not be afraid to just get in there and DO it. Its the only way you will become comfortable.
153. Let go! Instruction is not about finding answers or about knowing. It's about offering students opportunities to learn about finding answers and learn about how to know. It's ok to try new things.
154. Observe as much as you can, talk all faculty and teachers, not just info lit librarians.

155. The more you do it the more effective you will be. It takes time, effort and practice to be a compelling instructor. Finally, please put yourself in the shoes of the student. Do not overwhelm them with detail, jargon or make things look unnecessarily complicated.
156. I strongly encourage new instruction librarians to not only read library instruction or information literacy literature published by library organizations, but to also read outside of the LIS discipline. Specifically I recommend that new instruction libraries read higher education, education and psychology journals that focus on learning styles and multiple intelligences. Talk to professors and learn what their students are struggling with and then design strategies to reduce those struggles. If you can demonstrate to professors that you have impact on their students' successes you will be offered more classroom time.
157. Listen, observe, get all the training you can.
158. Relax; they're not judging you all the time. And #2 Shut up! You're probably talking too much.
159. Practice, practice, practice. And don't wear shirts that show how much you're sweating.
160. I learned about instruction from assisting other librarians as a student. I also learned a lot from attending the ACRL Immersion.
161. Even if you have a set agenda, be prepared to go off on tangents. Don't get frustrated. If it benefits your users' and they get something out of it, let them lead the learning. Let them put their own meaning into the learning. You might be surprised the insight new users'/trainees' might have into new topics—insights you never thought of before!
162. Never underestimate the value of a good relationship with your faculty!
163. Be genuine. Even if you're the best and slickest instructor ever, students will only take in 10% of what you say. But they will totally remember if you were real, approachable, interested in them, etc.
164. It gets easier with practice. Plus always have a plan B for when technology fails.
165. Integrate the information literacy standards based upon your type of school library including the state standards, AASL & ACRL.
166. Find inner confidence.
167. Practice, practice, practice. If you know your material, practice presenting it ahead of time and have a timeline for instruction, you'll be fine! Also, don't be afraid of questions you don't know the answer to. An honest response (e.g. "I don't know, but let me find out and get back to you.") with timely follow-up will be appreciated.
168. Be real. Don't fake enthusiasm, show enthusiasm for what your teaching.
169. Don't assume the faculty have no interest in library instruction and information literacy, and especially don't go into interactions or conversations with those faculty wearing that assumption on your sleeve.
170. You know more than they do—hence no need to be afraid of questions—however, you cannot tell them all you know—you need to be selective in what you teach and adapt it to the situation/crowd you are teaching.
171. Pay attention to your audience. If they're not engaged, you need to change something!
172. Practice, Practice, Practice. If you want to improve, teach as often as you can.
173. Don't be afraid to try new tools, ideas, despite what anyone else says about that tool/idea. Ask questions in an instruction class to encourage participation. Stop talking and listen to what other people have to say.
174. Watch your peers.
175. Try to find your own teaching style, one that fits your personality. I haven't found this yet, but I hope to someday.
176. Flexibility is key. Things rarely go exactly as planned, and that is not necessarily bad. Get lots of feedback, both from the students and the faculty you work with. Listen to what they say. Be open to new ideas and be willing to experiment. Not every class will be perfect and that's okay.

177. Get as much experience as you can in instruction. Keep practicing and seeking opportunities to teach.
178. Connecting with students is much more rewarding than knowing a lot.
179. Observe and practice as much as possible.
180. Sit in on a variety of instruction sessions taught by your colleagues. No one teaches the same way and it's interesting to see the different styles and use these sessions as ways of developing your own style.
181. Do not be the type of teacher you HATED as a student!! Engage students—even in a one-shot class, call for questions often, and encourage students to return to reference desk for help.
182. Get a mentor!
183. Connect with students on a human level; they feel more confident when treated as interesting people (which they most assuredly are).
184. Read the literature and communicate with others to see what they are doing.
185. No single piece of advice is going to solve most/all of a new librarian's needs. One needs to get classroom experience, observe seasoned instructional librarians, get to know his/her faculty & curriculum & learn about teaching techniques and learning theory. These are components of reflective practice. A librarian's skills will accumulate as she/he concentrates on all of these areas.
186. Find out who among your new colleagues has a reputation for being good at instruction, and observe several of their sessions.
187. Just do it. Read what you can, plan what you can and aggressively pursue the opportunity to instruct. It's horribly frightening, but truly enjoyable. And, while it may seem like I'm lying, it is appreciated.
188. Consider yourselves teachers first, librarians second. As such, find training opportunities outside of libraries. Take classes within Education Departments, collaborate with peer educators in high schools and colleges, sit-in on classes to observe a veteran teacher in action. Libraries (to my observation) have historically been passive in offering instruction to students only when approached to do so. But in this new era of "Everything 2.0," instructors and librarians need to be proactive in engaging our pupils. We need to think outside the traditional library box, and searching to borrow techniques and strategies from parallel fields—including education—can help us do that.
189. This coming from someone who acquired a Master's degree in education before acquiring my MLIS. The answer to the question "How did I learn to teach?" is "By earning a secondary degree in teaching and applying it in high school classrooms as an English teacher." There's really no substitute for real-time, experiential teaching.
190. Watch others teach and present. Look at what works and what doesn't—What wakes people up and puts them to sleep.
191. Less lecture/talk, more hands-on.
192. Take courses in learning theory . . . instruction design . . . instructional technology even if not required. (Most of my own teaching knowledge comes from my MA in English Comp which required many learning theory and hands on teaching courses.. ) Very little came from the MLIS I got in 1990's.
193. Practice!
194. If you've never taught before, you will be scared, but it will get better the more you do it!
195. Take the time to observe other librarians teach and participate in team-teaching, at least the first couple of times so you become more comfortable with and understanding of your role as an instructor, and the goals/protocol of your institution.
196. Practice, out loud, before you present. No need to practice in front of an audience, though peers can be very helpful with feedback.
197. The goal of practice should not be to memorize a speech, or develop a completely scripted presentation - even if you think you would be more comfortable sticking to



- a perfectly planned script when it's time to present.
198. The goal of practice should be to get yourself completely familiar with your plans for a presentation. Then you don't have to devote as much conscious effort to the content or plans on the day of, and you can be more relaxed (which in itself makes you a better presenter). Also, by developing familiarity with your plans, but not memorizing a script, you become more flexible, and can respond to questions, tangents, and unforeseen circumstances with less stress when they do come up.
  199. Don't be afraid to try new things; it's the only way you'll learn whether a technique works well with your students or not. Techniques that work well for one school, might not do as well at your school. Techniques that work well for one class may flop in another. Don't give up. Keep trying new ways to get the information across!
  200. Observe your colleagues teaching, and ask them to observe you. Don't be scared of feedback.
  201. Work in a GOOD public library! You will learn to communicate effectively (and quickly) with all types of people. You will learn to SERVE. Being accessible, helpful to all, and non-judgmental will change many people's attitudes about libraries and librarians. Unfortunately, I still see (and have experienced) too many librarians who act as if you are bothering them when you ask a question. This is especially important in a college setting, where many students are intimidated and afraid to let anyone know that they have no idea of where to begin their research.
  202. Observe other people teach.
  203. Try to help the students see why they're learning a particular resource, not just how to use it. I talk more and more about the research process (identifying a need/accessing/evaluating, etc) and how what we do in class fits into that process.
  204. Be yourself (your best self); be prepared. And don't "talk down" to your students. Try to think of what you're doing in terms of what they really need to accomplish their academic tasks—and less about what you want to tell them.
  205. DEFINE YOUR TERMS. I think librarians can be especially bad about using jargon that we don't realize is jargon, and that students are unfamiliar with. So much of our terminology will make no sense to students unless you not only define your terms, but explain their relevance to your particular audience. Don't just say "this is where you find the databases." Explain what a database is, and what a person would want to use it for, how using it benefits them. THEN show them where the databases are. Now the students will be more likely to remember and be able to use that information because they can put it into a context that has meaning for them.
  206. It gets easier with practice! And don't be afraid—you may not know everything about a subject, but you are the expert on search strategies. I used to use canned searches and now I embrace the chaos of searching on the fly in the classroom, which provides a much more authentic experience for the students.
  207. Don't try to do everything at once. Try to view the library from the students' perspective.
  208. Try new things be proactive.
  209. Take an instruction class if you can before graduating from library school! Make sure you work closely with any other librarians who teach instruction sessions (whether or not they're "instruction" librarians) to maintain an exchange of ideas and to stay more or less on the same page.
  210. Get experience teaching! Practice researching. Be yourself.
  211. Get out of librarianship before you think it is a viable career in the 21st century. Libraries are a dead end.
  212. Work with experienced librarians, but just get in there and teach.
  213. Take library instruction/information literacy teaching classes if available.

214. Relax and don't try to cram everything in, just cover a few things well and make sure they know you're available and willing to help with the rest.
215. Don't be afraid of the teaching faculty—it's ok to probe them and ask exactly what it is they expect from their students, so you don't end up looking like an idiot during the instruction session because the professor never told you what the assignment is.
216. Focus on learning objectives, not just demoing databases.
217. Just jump in and get your feet wet, as soon as possible. Sit in on other librarians' classes, if possible, to observe what works and doesn't work.
218. Take an instructional technology/methods class. Learn about teaching styles and methods, as well a learning styles and methods. This will greatly impact your understanding of teaching and instruction.
219. Talk to others about your teaching. Make a close friend who will observe you frequently and give you honest, constructive feedback. Take that constructive criticism and learn from it—don't talk your way out of your problem areas. And, don't take a bad class too much to heart. It happens and you learn from it. You haven't scarred the students irrevocably (plus you could always follow up with them through the instructor or in their CMS).
220. Take classes or pursue a 2nd masters in education or educational technology so you can learn about learning theory, instructional design to both improve your teaching and help you communicate more effectively with faculty/instructors.
221. Experiment to see what works best for you—everyone's style is different and each class is different.
222. Enthusiasm & energy—if you are excited to be there, that's half the battle.
223. Observe your colleagues for ideas and sit in on any lecturers on campus whom students rave about and/or who are honored with teaching awards (assumes academic library setting).
224. Keep it simple; don't get bogged down in the minutiae of an interface or tool. Always tie a demonstration to a principle, a key concept they can take away with them.
225. Find a way to be realistic in your expectations while still being optimistic enough to try new approaches.
226. Get practical experience while you're in your MLS program!
227. Keep it simple (i.e. minimalist). Have a set of "talking points" ready of items that you think students really need to get out of your session and stay focused on these points.
228. It'll take a while to figure it out.
229. You'll improve the course each time—you'll see what works and doesn't work.
230. Best thing to do is build a relationship with the teaching faculty.
231. Use your school's professional development center to take classes about teaching.
232. Don't use a script or canned searches, spend the session interacting with the students, getting them to do the work, and promote yourself as a resource.
233. Observe, experiment, welcome feedback, and keep trying out new ideas.
234. If you never wanted to be a teacher, don't become a reference and instruction librarian. But the reward is priceless.
235. Relax! Teaching is just like the reference interview—except you're in front of 25 students. Everything you learned and practiced at the desk will translate into teaching.
236. Go to immersion if you get the chance to do so.
237. Plan ahead as much as possible.
238. Be flexible, have a good sense of humor, and have another option/plan up your sleeve. Esp. for when the technology doesn't work.
239. Find a mentor and build a solid relationship with him or her, whether it's a colleague

- at your institution or someone in the same field.
240. Get used to be proactive for what you are doing. You will be your own best cheerleader. In my rational moments, I know that people appreciate what I do. (I have the thank yous for that.) At other times though, I have a hard time remembering that what we do is that special. In the district I work in, there is only one trained librarian, while this has its benefits, it can also be lonely. I have worked hard to build professional relationships with other librarians, so that I don't have to feel quite so alone.
  241. Go do it, no substitute for practice.
  242. Learn from other librarians. Read a lot.
  243. Recognize that teaching is hard and that struggling is normal and may continue throughout your career.
  244. Use an RSS feed aggregator to help you keep up in new developments—but follow only the most useful blogs and ditch the rest.
  245. Apply to ACRL's Information Literacy Immersion Program. It was the most influential experience in regards to teaching I've ever had and I wish I could attend year after year.
  246. Take education courses and observe experienced librarians who participate in library instruction and Information Literacy.
  247. You'll make mistakes. Learn from them and try not to let it keep you out of the classroom.
  248. Read widely—do not stick to traditional LIS materials, articles, etc. Read education journals, business journals, watch webinars, and be open to learning from multiple sources and in multiple ways. Limiting yourself to what is talked about and written about in the LIS literature is too limiting and will not allow you to stretch yourself as you develop as an instructor and learner and will not allow you to connect with others outside the LIS field.
  249. Find a good faculty mentor.
  250. Make sure that you volunteer to teach some library sessions while you are still working on your MLS. It would be huge advantage for you.
  251. Engage in conversations about teaching before you teach to articulate your intentions and after you teach to reflect upon what happened in the classroom. Observe others and have others observe you, not to critique each other, but to talk about what happened in the classroom.
  252. Also, I would say to videotape your teaching for yourself. Improving teaching works best when it comes from within rather than without. Your classroom is your textbook if you choose to open it up that way.
  253. Take a teaching methods course—force your advisor to accept it as part of your curriculum.
  254. You'll never have enough time to do the best job that you want to do, so be happy with your small successes. Then, the big accomplishments will come with experience.
  255. Determine which of the faculty in whose courses you teach are highly rated for their teaching skills. Ask them for feedback or to sit in on their courses. It not only helps you but builds relationships with faculty.
  256. Instruction begins and ends at the reference desk. This is where you get the pulse of your client group and discover the holes in the existing instruction.
  257. I had the opportunity to go through ACRL's Information Literacy Immersion program, which was a wonderful experience that greatly improved my teaching. I'd recommend it highly for new instruction librarians.
  258. Get in the classroom and get experience.
  259. Design your instruction so that your students have many opportunities to meaningfully connect with the content.
  260. Go see others teach—ask to mentor with someone whose style you like. Do collaborative (co-teaching) teaching whenever possible.

261. Practice, practice, practice.
262. Incorporate active learning into your lessons! Don't just talk the whole time, get the kids involved!
263. Find mentors and colleagues to observe & consult with; create and seek out teaching opportunities (e.g., community workshops, presentations) that differ from the "usual" classroom setting; don't be afraid of "failing"—I've learned from my failures & have appreciated when taking moderate risks (like doing searches on-the-fly, or having students teach each other how to use databases) have led to more engaging classes. [Oops, I guess that's more than one piece—the first (find mentors) is probably the most helpful of the three]
264. Don't try to do everything in 45 minutes. Focus on one or two essential learning experiences.
265. Learn as much as possible from as many as possible.
266. Take an education course or two (or attend an education-related conference), it at all possible. I have a degree in secondary education, and I have found it extremely helpful in my work as an instruction librarian.
267. Don't try to fit all of info lit in one session. Decide what they most need to know and give them that clearly.
268. Gear your session to existing assignment; make it relevant.
269. Be bold. Don't pre-script your sample searches. Let students suggest topics from their own research. This shows them that the search is a process and increases THEIR comfort level when they hit walls.
270. Always remember you know more than the students.
271. Go to Immersion!!!!
272. If you have an opportunity, take a course in user instruction and utilize any practicum experiences you can locate.
273. Building working partnerships with faculty paves the way for developing more effective instruction sessions. You can't take on

all faculty but I'm finding that as I develop collaborative relationships with interested faculty my skills expand to develop innovative instructional sessions and supporting resources. With these faculty members, I feel more like an educational partner rather than just another student service.

274. Encourage active learning—avoid lecturing like the plague.

**C. Optional: What is your greatest challenge related to teaching and/or training? Have you tried to confront this challenge, and if so, how?**

1. Despite "traditional" teacher training and training specifically for library instruction and experience, I still get anxious before every instruction session and tend to talk too fast. Speaking with my mentor, an excellent instructor, leads me to believe this may never go away, but I know it can cause problems for the students. I've taken speech classes, video-taped my teaching, been observed, and am still struggling.
2. Greatest challenge is getting into the teaching/lecturing mindset, which to me is quite different than being at the reference desk working one-on-one with students or providing online library services. I confront it with practice, reflection, and reading about best teaching practices.
3. Just understanding the basics and having the confidence to lead a course. To remedy my anxiety and I am pursuing another masters degree in education.
4. I tend to try, often at the behest of a professor, to cram way too much information into an hour-long session. I think this is a very common problem and I try to be honest about how long it will take to cover various topics. But I still end up trying to fit it all in.
5. We don't have rooms for instructional labs in the library. I wrote a grant for the equipment we needed but we had to place it out in the middle of the room.
6. Lack of classroom space.

7. Endlessly. We simply do not have the time in our curriculum. We've managed our first year student program rather well, but in doing so I'm SWAMPED. We need to do more to integrate along our majors, but I can't take any more classes and most of the other librarians are at their capacities too. Very difficult.
8. Profession's obsession with big, overblown, poorly designed information literacy tutorials, and the negative mental image they have left behind with the senior administrators who need to get behind current, better work. IL librarian dogma.
9. Organizing a session and making sure that students see something new each time I teach. If a student thinks that they've already been through this before, then they won't pay attention and not learn anything. Mostly I've tried to confront this challenge through trial and error during the sessions, and trying to tie each session to a specific project.
10. Librarians who are resistant to teaching is my biggest challenge. Some people go to library school because they "want to be near the books" or they "enjoy reading." But they end up working in higher ed where they are expected to participate in the teaching/learning community and they don't really want to. Or, they don't like undergrads/students. Why are they working at a college or university library? This baffles, frustrates, and saddens me. I have tried confronting this in many ways, but I don't have much to show for my efforts.
11. My greatest challenge is trying to keep the students engaged and integrating active components into the lesson. I use humor (sometimes successfully, other times not so much), and group activity to combat boredom. I think we can always do more to keep them interested. I'd probably give you the same answer in 20 years because it is my mission to keep working on this.
12. I'm a new instruction librarian, so I haven't had a lot of experience yet in this setting. I did teach History as an adjunct for a few years and that experience has helped me tremendously. I think the greatest challenge in this environment will be devising ways of keeping the "one-shot" sessions fresh—especially when some of our classes overlap and we see the same students. When you don't get a semester to develop relationships with your class, it's tougher to introduce material and get students engaged. Plus, with mostly one-shot sessions, as a teacher you never know if the students "got it."
13. Assessment issues. I have administered pre- and post- tests in selective classes, but feel that meaningful assessment can only happen over a period of years and we have no way of doing this easily nor is there a campus framework for conducting this kind of assessment. Hi, Char! Guess who?
14. Students tuning the class session out because "they've had this stuff a million times." I start every class with how unique each session is with varying degrees of success. Also, faculty seem to think that students know how to research because they IM/text/use Google/use Facebook etc.
15. Being capable of teaching research to a wide array of disciplines in a meaningful, insightful manner. The amount of prep work I do is amazing, especially when it is about providing library support to new online graduate programs, or science-intensive undergraduate programs.
16. I always attempt to immerse myself in the course content and also work with the curriculum creators to supplement and provide unique and valuable instruction content.
17. I strive to keep the material fresh and interesting to me so I can convey my enthusiasm to the students.
18. We are all assigned to do orientations based on the time of our ref desk assignment, not based on our background or interest. I have been unsuccessful in changing this, because our administrator would have to leave.
19. Dealing with the fall semester flood of instruction sessions. Most of the time I feel like I'm treading water. You just have to accept that things are going to be crazy busy and ride it out. Realize you're not going to get much else done and focus on staying on

- top of planning and conducting instruction sessions.
20. Other librarians unwilling to make the jump to teaching-based librarianship. I've held plenty of professional development workshops. The intrinsically motivated ones show, the ones who need the most help, don't. Library schools aren't doing their job in translating the needs of today's academic librarians to curriculum.
  21. Creating better report with students and inspiring them to care about Information Lit.
  22. Outreach to faculty. Surveys, talking to them, trying to get a good sales pitch without seeming like I'm harassing them. Getting a real campus buy-in to information literacy.
  23. Lack of knowing what to do! I observe others and read books (there are a lot of books out there on information literacy instruction), and assess how our library tutorials go so as to try and improve my performance.
  24. Lack of public speaking experience (and fear of it)! I found that just by doing these classes over and over again I got more and more comfortable with the public speaking part!
  25. My greatest challenge is holding the students' attention. My best instruction is when there is a clear assignment so that I can show them immediately how to find resources that apply directly to the assignment. Once I have captured their interest, things proceed a lot better.
  26. Not burning out. Teaching can occupy so much time that nothing else can get done during high volume times. Self-care can be a problem when teaching requires 12 hour days.
  27. I learned that I have to say no when providing instruction will mean more than 10 hours on campus. I have had middling success.
  28. Forcing myself to teach skills rather than tools. I have to confront it on a semester by semester basis. It's far too easy to take a day off and just cruise on through teaching interfaces rather than getting students to think about the information they're accessing (and why they're accessing it).
  29. Convincing the faculty that it's necessary.
  30. I work in a situation where we are severely understaffed (10,000 students on 2 campuses 6.5 reference positions of which one is para-professional) so finding time to prepare for classes is difficult.
  31. We simply don't have the technological resources we really need. We only have one computer/instruction lab and it only seats 15. Plus, as far as I can tell there is no desire to offer a for-credit library course. This is something that many students have expressed interest in to me during reference transactions or instruction sessions.
  32. I think every librarian should be required to take some version of a Secondary Methods class. I use what I learned in that class every day.
  33. Time to develop my skills is in short supply. I stay up on what people are discussing concerning info lit and I watch webinars, but it is few and far between. I feel that my organization does not make training a priority. I have to carve out my own time for individual training for the most part. I have suggested that I train other staff members in a more formal setting. The idea was well-received but then nothing happened.
  34. I enjoy public speaking, so sometimes I can be too calm about teaching/training and fail to adequately prepare. I try to confront this by scheduling prep time specifically into my calendar.
  35. Maintaining control of the scheduling of the Library Computer Classroom. I have agreed to allow administration to schedule classes other than library instruction in the room because of pressure from the president. Related to this is convincing some faculty and administrators of the worth of instruction.
  36. Finding time and money to stay up on trends in the field and improve my instruction by participating in professional development activities.

37. Expanding the one-shot class. Am working with an instructor to create a more integrated lesson plan with in her course.
38. I always feel like I'm winging it, so I read everything I can about improving information literacy problems and I try to get involved with opportunities to learn more about best practices.
39. I talk really fast when I get nervous. I'm still working on it. I've started asking the class, do y'all get this? Should we stay? Should we move on? Which has helped.
40. Lack of support for development. I've been on my own in learning how to teach.
41. Teaching/training enough. We as librarians don't tend to get enough "face time" with the students.
42. No formal education in teaching/training. See above. In addition to the knowledge and skills I want to learn, I hope this program will also help boost my credibility with faculty, academic technology staff, etc.
43. Two: Feeling confident about the effectiveness of assessment tools and finding a more equal relationship with faculty. I've worked on both, and while they're improving, it's a challenge.
44. Finding/making time to adequately prepare. When you're fairly new in the profession, preparing to teach takes a lot of time, effort, and concentration, so I have to do things like put a do not disturb sign on my door, block out whole or half days on my calendar, etc. It's worth it, though, because I find that when I am well-prepared, the sessions tend to go smoothly and students learn a lot.
45. Making it interesting. None of it is interesting to me so it's beyond me to some degree. Boolean? Yawn. Wish there was more out there that we could just take and run with that I wanted to use.
46. Keeping things interesting and balancing instruction with a chance for students to try out what I've been demonstrating (not always possible given the time and technical constraints of some classes).
47. Trying not to be nervous. Still not sure how to deal with nerves . . .
48. Convincing faculty that it is necessary and that the students do not already have these skills. We are working to confront it by making inroads wherever we can as word of mouth is often the best marketing. We also make ourselves very visible on campus by serving on Committees and participating in workshops and training.
49. I took a new position as the education librarian, and while I get to design and create all of the instructional materials for our website, I miss the interaction and learning opportunities involved with teaching large classes. Our liaisons handle all the requested classes, and our drop in classes are attended less and less.
50. I do not have access to a teaching lab with computers. I have and continue to confront this challenge by keeping the need known. I currently address this lack by giving short presentations in class and then moving the class to the computer lab for hands-on work on assignments.
51. Speaking to groups.
52. That I usually only have 50 minutes with the students—I've tried to offer content online, helped script tutorials, and provide the information in other ways that they can use just in time.
53. Finding the time to dedicate to this project. Like many libraries, we are short of staff, funding, and resources. However, we must learn to prioritize this as it is such a valuable component of the library's mission for our students.
54. My greatest challenge is not knowing how I am really doing or if what I am doing is good and how it could be improved. Attending Immersion was the best thing I have done to help improve my teaching. It provides you with ideas to try and with feedback on how you teach so you can help yourself.
55. Putting into practice what I learn.
56. My greatest challenge is that students actively participate in our IL workshops and

- learning objectives are met. I try to use different strategies that not always work.
57. Speaking too fast. I work on it all the time, I have taped myself, had others watch and critique.
  58. Combating stage fright is the most difficult challenge for me. As a result, I am especially prone to over-preparing for sessions to counter the anxiety I am feeling. It proves to be both time and energy-draining. With this in mind, I force myself to not go overboard and remind myself that I get a little better which each class I teach.
  59. Voice shaking in front of large audiences.
  60. My greatest challenge is being uncomfortable in front of groups. I don't think it is going to change. I love working with the students in a more hands on, individual way. I don't like presenting.
  61. I think the greatest challenge is trying to combine (and, in some cases, compromise) my pedagogical goals for information literacy with what teaching faculty bringing their classes to the library expect from instruction sessions. For example, I might have a plan that I think will better serve the students or get them more engaged, but the professor may want something very different. My way of dealing with this is to communicate with the professor as much as possible. If I come to the professor with a plan in mind (and a way of presenting it that shows that the plan will meet the professor's goals), then I'm usually able to design a session that works well for everyone involved (and hopefully benefits the students more).
  62. The requirement to be a "generalist" and be good at EVERYTHING.
  63. Very little time for professional development.
  64. I still get very nervous before teaching a class—even though in my former life, I was an elementary school teacher! However, this nervousness can be directed into (and hopefully perceived as) enthusiasm for what some people consider a boring topic.
  65. Getting in a teaching rut. I now try to incorporate at least one new teaching idea in every class.
  66. My greatest challenge has been the anxiety I feel when I step in front of a class. I have tried to deal with this by being overly prepared for class but I still tend to get red and hot in the face every single time!
  67. The repetitive aspect of teaching entry level classes quarter after quarter. I try to personalize the lesson so it is easier to stomach, but it can still get old.
  68. Getting the students engaged and active in the instruction. I have tried to get to know them on campus and use more active learning activities.
  69. It's a small piece of my current position, so it's difficult to maintain my skills due to the sporadic nature of my instructional opportunities. Unfortunately, this is not going to change as my position has other priorities that are non-negotiable.
  70. I think my greatest challenge is managing my schedule and attempting to not work more than 45 hours per week. As far as training is concerned, I have found the LOEX of the West Conference a wonderful experience in that I am meeting Librarians whose primary focus is Instruction. I haven't had a chance to attend LOEX conference sponsored by Eastern MI U to date, but I do plan to attend. I really, really appreciate the insights shared on the ILL listserv. My university has an Office for Teaching & Learning that has been instrumental in developing my teaching skills when I can't attend a Librarian conference.
  71. An overwhelming amount of instruction.
  72. Time—creating technology tools takes time, lots and lots of time.
  73. Equipment—we always seem to be fighting with some aspect of technology.
  74. Balance—teaching can overtake all my other duties. I spend lots of time developing learning activities and assignments and sometimes don't get other work done.



75. Going into a library session underprepared is one of my biggest problems. I've learned to memorize beforehand, which works for me.
76. Theoretical framework—I try to read articles, observe others.
77. When I was new, it was nerves due to public speaking. Lots of preparation helped with this so that I could be confident in what I was saying. Also getting feedback from my peers and my students about my teaching helped a lot. And lots of practice made me feel much more comfortable.
78. Having taught for over 40 years my greatest challenge is keeping everything fresh and new. Technology has changed. Formats have changed. Access has changed. Students have changed. I've had to constantly change also and keep up with it all. I am obviously passionate about student learning, because I'm still loving every minute. Information literacy IS becoming the focus in all good general education/freshman experience models. At long last!!
79. Researching and implementing learning theories. Having the time to improve my teaching skills. Improving my public speaking skills.
80. Figuring out how to assess student learning. How do we know if what we're doing is any good?
81. The greatest challenge, after establishing some regular program of information literacy, is keeping it going after empathetic faculty leave or move on to other things. The second challenge is getting instruction librarian colleagues to update their methods and do assessment.
82. Training new librarians with little or no teaching experience so that they can hit the ground running as soon as possible.
83. Keeping things new and not getting stuck in a teaching rut. I try by using new activities, and technology like student response systems (clickers). I also write up lesson plans with learning objectives and try to figure out ways to assess the objectives.
84. To not be so rigid and structured in my instruction. I have tried to loosen up my teaching style but not creating such detailed outlines/scripts of what I want to say, and have been trying to let students take the lead so we can cover what they most need/want to know.
85. Getting the word out about the class we offer. We try to do a lot of publicity, but people are still surprised when they find out we offer computer classes for the public.
86. Never enough time to revise all that you want to before you teach again.
87. Organization of the presentation is the hardest thing. I work hard to be organized, but I don't always succeed. You have to "read" your audience, too, and be prepared to adapt your remarks to them, if necessary. That can be tricky—I've done it successfully and I've also failed.
88. Library-related topics are often the last thing students or faculty want to hear about. I try to appeal to what they are interested in . . . their assignments. This is easier with upper classmen than first-yr. students., who often figure they already know everything.
89. Having enough time to do everything well.
90. Finding the time to learn new technologies and incorporate them into classes.
91. I have done class presentations and was a presenter at new student orientation this year, so I don't have a lot of experience. However, my biggest concern has been to be able to organize my material in a way that is so logical that I will naturally follow my outline.
92. Mainly a lack of confidence in my knowledge of theological resources.
93. My biggest challenge is working against the legacy of my predecessor, who did very dry and completely untailed one-shot instruction sessions. It's taken me the better part of two years to let faculty know that instruction can be so beneficial with their input and that all library instruction is not the same stuff. I still haven't been able to reach some of them, but it is certainly my plan!

94. It's very hard to train online where you can't see your students, but I have stuck to it and have come up with a few ways to deal with it - such as long pauses to allow for participating.
95. Getting invited to the classes.
96. Getting students interested. We have a huge population of first-generation college students, most of whom have never used a library. Wikipedia sufficed for high school assignments (if they even had assignments requiring research)—it will work at the university.
97. Actually teach a complex topic in a one-shot presentation.
98. My answer for the previous question on improvement speaks to this. I have tried to confront this, a bit, just by forcing myself get more experience in the classroom.
99. On my current instruction team, there is not much room for innovation. Working with mid-career librarians with different educational beliefs and practices is a challenge I am not certain how best to confront. Any ideas?
100. Not enough time in one-shot instructions to do a thorough job of teaching information literacy.
101. Repetition. I get bored.
102. More the structure of the system than anything. one session in a semester is not as much time as one would like to educate students on using the library. However, we use online learning to integrate library instruction in other ways throughout the semester.
103. Shyness and my tendency to trip up verbally.
104. My fear of public speaking. I've tried to confront this challenge by performing live planetarium shows and speaking to small groups, but to no avail.
105. Getting professors engaged. Our college has included info lit as part of the curriculum. This helps push faculty to participate in Info Lit as they now have to address it in their course outcomes.
106. TIME! Too much to cover not enough time
107. Emphasizing library instruction seems to be a fairly new to my institution. We don't really have a lot of resources or infrastructure set up at the present time, though this seems to be changing.
108. Library school didn't prepare me adequately for teaching/training and didn't offer opportunities for practice; I wish there was some sort of student teaching program for librarians. During the past five years, I've tried to learn the most I can from my colleagues, sit in on other instruction librarians' sessions, notice what the best professors at my college do, and attend prof. development opportunities related to instruction.
109. Greatest challenge . . . training librarians not to be boring.
110. Being seen as a teacher not just a service provider (course guides without student interaction). Moving past the challenge—by teaching well and being asked back.
111. My lack of education theory.
112. Anxiety. I experience horrible anxiety attacks. It took me years to get this under control.
113. Making inroads with certain departments on campus.
114. College administration and many teaching faculty do not recognize the importance of information literacy training, thus do not impart that to students. Accordingly, students have little interest or incentive to learn. We have discussed the possibility of a credit-bearing course, but it seems it just will not happen.
115. My level of nervousness was extremely high for years, and I feel it hurt my ability to present information clearly and concisely. Fear of public speaking was definitely my greatest challenge. I dealt with the issue by preparing carefully, attending several training sessions on public speaking, and just teaching a lot of classes. Eventually the repetition helped me to build confidence, and now I don't worry about it any more.
116. Working with faculty. Met faculty outside of class activities in order to build trust.

117. The greatest challenge was getting in front of a class without much teaching experience. Issues were overcome by observing my peers, reading about teaching, and always being prepared for the classes, but also by being flexible.
118. Teaching in isolation. Being afraid to take risks, wanting to rely on planned searches and organized presentations instead of letting things be looser—allowing for messy, tricky problems that come up when you do things off the cuff.
119. Getting faculty buy-in, having them view teaching librarians as partners in the educational process. I've been working with this challenge for over 25 years, and expect I'll be working on it right up to the day I retire!
120. Absolutely no instructional training in library school (only one course was offered, and I didn't think I'd need it—I wanted to be a cataloger or reference librarian—so I didn't take it). That certainly put me behind the curve when I started, and I had to navigate my way the best I could without formal training. Now the challenge is finding free resources so that I can improve my instruction abilities, as our budget has been severely cut. I now do all I can to seek out free webinars, free info, etc. on improving myself in this area.
121. Cooperative effort between faculty and librarians. I'm pounding the pavement with outreach efforts.
122. Not enough time.
123. Lack of time. I teach multiple sections of a required course, provide guest lectures, online tutorials, faculty development workshops, and am involved in committees dealing with general education and curriculum development. It's tough to take advantage of the information that's out there.
124. Biggest challenge is the tendency of colleagues administration and students to have negative perceptions associated with librarians as teachers. There's a great deal of baggage here mainly due to the fact that there is a long, prior history of bad instruction conducted by librarians. Things like senseless, overwhelming attention to unimportant details, making things look more complicated than they are and focus on minutiae as opposed to broad concepts, skills or ideas have been the norm for librarians who teach for so long that there is a high level of cynicism about their usefulness and effectiveness acting in this capacity.
125. The biggest challenge for me is in devoting time to the development of a discipline-specific information literacy agenda. I have had many successes with professors and students but at the time of need but I truly have no way of knowing if what I taught and what the students were exposed to actually alters their long-term searching behavior or understanding of information options.
126. Ongoing training in technology.
127. The lure of the lecture. If I just talk cheerfully enough, and use good examples, they'll enjoy my lecture and I can get everything taught in one session.
128. Keeping up with new technologies. I attend as many CE classes or webinars that I can.
129. Time constraints. Only solution I came to was to stay at work late!
130. The futility of the one shot session with no assignment. I have tried every way to force instructors to have a reason to bring their students but they still bring them over for general intros and the students are bored and don't understand how the session is relevant. Every semester I feel I cannot possibly make it through but somehow I do. I'm bored, the students are bored. There will be a scattering of meaningful graduate and upper level undergraduate classes but many of them are just general, intro sessions. Another challenge is working at a small library with no subject specialists. It's very stressful to prepare for classes in subject areas where I have no expertise. We keep losing positions and now I am only one of two people who teach here. I have no one to collaborate with or come up with new teaching ideas with. We are stretched too thin.
131. Reliance on technology. As per above have a plan B up your sleeve. Never assume that the

- audience know what you are talking about. It is hard to confront as you don't want to dumb things down too much, but always be open and willing to explain what it is that you are talking about. No question is too simple or silly.
132. Getting administrative approval to integrate technology into instruction without filters. Baby steps. I garner faculty buy-in and go to department chairs and highly collaborative classroom teachers.
  133. Time and money.
  134. I feel my greatest challenge is asking the right questions in advance to identify instruction needs. Planning classes on fundamental topics is usually straightforward. But creating customized, relevant instruction sessions on more advanced or specialized topics is difficult without the proper background information. I try to confront this challenge by asking more questions and making suggestions of my own when scheduling training sessions.
  135. Preparation for topic; not being bored teaching the same class over and over.
  136. The one-shot. Increasingly I'm convinced that it can't be done well. Well, that's not accurate. It can be, but I think no matter how well it's done that same teacher could be more effective in another context. The best one-shots are brilliant teachers making the best of a bad situation. The relationships that undergird real learning, teaching and librarianship are almost impossible to develop. I have tried to confront it with curriculum development and building relationships on campus that allow us to move some of our instruction out of that context, but with only limited success.
  137. When a class comes for a one-shot session, you inherit the dynamic that is already set in the classroom. If that's a poor dynamic, it's almost impossible to break it in a single workshop.
  138. Fitting my own talents and teaching philosophy into the larger program (library's) philosophy.
  139. Not enough time to investigate and develop new teaching strategies. Too many other distractions in my position.
  140. Getting over student apathy. I've been working with games in some classrooms with some success, but they take so long to develop, you can't do them for every class (at least not the ones I've done).
  141. My greatest challenge is feeling comfortable speaking in front a group of more than 10. I am joining toastmasters to work on my fear of speaking in public.
  142. Trying to engage a class whose assignment is not due for a month—and they just learned about it in the library session that day!! Our request form now asks when assignment is due and I'll write professor back and remind them to come closer to when assignment is due.
  143. Being prepared with play-by-play lesson plans is challenging. I have begun writing ordered teaching notes and saving these in my LMS course module for next term.
  144. Having only one library session in which to teach way too much information. I've tried to combat this by providing course web pages that students can refer to later.
  145. Librarians usually provide instruction on demand and have less contact with students than if they were teaching courses. This results in a number of challenges as librarians work to meet faculty's expectations (e.g., time limitations, preconceptions about sources/searching). I suppose I've met this challenge by trying to meet faculty expectations, while at the same time emphasizing what I believe is most important for students to learn. Teaching in hands-on labs is great, as is being available for followup after group sessions (individual consultations). In the long run experience tends to pay off as you develop a reputation of being knowledgeable & service-oriented.
  146. Getting the students to be more engaged in the library sessions. As far as confronting it, several colleagues and I have tried to implement some active-learning activities in our sessions, which helps a bit, but the mate-

- rial is still dry and doesn't really seem to be suited to generating discussion, so it's hard.
147. Nerves, lack of confidence, etc.
  148. Students think because they can use a computer and do a Google search, etc. they know all they need to know about research.
  149. Money to pursue an advanced degree (in my case PhD or EdD) Now even money (and time ) to go to conferences , workshops, take no degree related courses.
  150. I am a young (and new) librarian, so my greatest challenge is convincing some of the older librarians at the university library where I work that information literacy instruction needs to be hands-on—that certain games and activities actually help students better retain the information we present. The ways I have confronted this challenge is to provide suggestions and examples for instruction classes, but I'm not sure these have gone very far in the minds of some of the older librarians.
  151. Organization - tend to do things last minute. For the most part, this isn't a bad problem, since I do get things done last minute, and if someone else is counting on me, I can work ahead of deadlines.
  152. The biggest challenge was that I had no mentor or person I could shadow. My supervisor felt that she was a bad teacher, so she wouldn't mentor me or let me see her when she taught. Since she was the only other librarian, and that avenue was closed to me, I made connections with non-library instructors. Some mentored me; others shared what they knew about the characteristics of our student population (which helped me plan appropriate instruction); still others were supportive of me trying new things in their library sessions that were different from the way my supervisor had done things. I learned to trust my instincts as a teacher and found that I really had a knack for it. I've also met other library instructors at conferences and kept in touch with them via email & Facebook. We share ideas with each other, and it's wonderful to have that community.
  153. Classroom Management. I have never had formal training in this area, and so this summer I immersed myself in all the current literature on the subject. It has been helpful.
  154. It's hard finding the time to properly prepare for sessions. I wish I could set more time aside for lesson planning.
  155. This is a little silly to admit, but there's a part of me that feels like the session is a waste if the students don't get as jazzed as I do about libraries. I'm always slightly disappointed when (to date, at least) none of the students declares their intention to become a librarian on the spot after being in one of my classes. I'm working on this by simply letting go of that expectation.
  156. For me the greatest challenge is how to make learning about using info resources & the library interesting! It's often a boring subject! When I was teaching my own credited courses I would really try to mix it up and have as much hands on and group work as possible. Right now my challenge is trying to make short (around 3 min.) instruction videos about various library resources—and to keep those from lagging and getting boring and routine . . .
  157. I find it difficult to lead other librarians into instruction, to give them constructive criticism, while avoiding making them feel more insecure. This might be unavoidable. We have some very well intentioned librarians here who are BAD instructors. They speak too softly and quickly, whip through a demo too quickly, don't come out from behind the podium, forget to define their terms, and so on. But I don't feel comfortable telling them how to do things better, because I feel that that will only make them more timid and unwilling to do instruction.
  158. My greatest challenge with everything work-related is the same: TIME. I wish I had more time to devote to professional development for instruction. But I realize that sometimes my impatience is my own worst enemy. My instructional goals for me mirror those that I have for the IL program at my college: more course-integrated IL instruction, more semester-length courses, more collabora-

- tive work with faculty in other departments. We'll get there!
159. Taking on new subject areas and classes.
  160. Short length of instruction sessions, lack of pre-instruction consultation w/ faculty, little mentoring or training opportunity.
  161. My greatest challenge is keeping students' attention. They come because they have to and usually are not enthused when they hear "library" session. Since I'm just a year into my position, I'm trying to revamp the existing instruction format to include multimedia (YouTube clips, pop culture graphics, celebrity images, etc) and hands-on activity. Wish me luck!
  162. Engaging students. I try to be empathetic toward them (I know this isn't your favorite thing to sit through...) and to keep it as interesting as possible.
  163. Not everyone thinks learning should be fun. I use humor, games, and good times when I teach and hope for the best.
  164. Respect for libraries and library staff. Have tried to emphasize that librarians are "teachers" too, and that the contents of libraries, whether physical or virtual are necessary for the future success of our society. Administrators mostly have never used a library (therefore became administrators), and see the budget and space as a drain on the campus. Faculty seem to think that Google and the WWW is the answer to research, and hate that a "librarian" recommends tools for teaching. Very bizarre.
  165. Developing interesting classroom activities. I pay attention to my colleagues (who are better at this) and look for ideas in the literature and on the web.
  166. I wish I could stop taking it so personally when I am faced by a sea of bored/indifferent student faces. It may not be possible to get through to them at all, but I wish I had more knowledge of how to even try.
  167. The wide variations in my students' library and academic experience. I've tried a few things (like having stronger students work with the novices) but nothing that feels like it really works.
  168. Getting teaching faculty to accept that there is a serious need for research/library education—that students don't have an innate grasp of research just because they were born in the 90's.
  169. Not being integrated fully into the curriculum of the class.
  170. The lack of prerequisite courses in the main research classes in my department means that I have to cover the basics even in an upper level course. I've tried to deal with it by doing a pre test to get a sense of where the class really is. If I think the majority are down with boolean or other basic ideas, then I will have them "teach" that stuff as a review to the class—it seems to help them not be bored and at least gives the others a starting point. Getting good feedback is also hard. I come from a discipline that encourages criticism & debate (poli science) and so it is hard for me when I feel like my colleagues don't want to tell me the truth. Librarians really need to deal with the fact that criticism is good thing and learn how to support each other in our teaching.
  171. Creating online tutorials . . . still working on it.
  172. Students who have multiple classes with me and are bored. I'm using more hands-on activities and silly banter to liven things up.
  173. Standardizing approaches and content across numerous teaching librarians and the instructors with whom they work. Assessing impact of library instruction, particularly in course-related or subject-specific areas as opposed to more general freshman and sophomore English courses, where we have established methods for regular and large-scale assessment.
  174. What to cover with so little time? My mantra is "make it useful, not perfect." My situation is not ideal (a semester-long for-credit IL course), so I make the best of it. Unfortunately, there is often not enough time for students to practice, but this is a goal. I try not to just lecture but use .ppt,

- laptops, dialogue to keep them engaged. I think focusing on one or two outcomes per session would help me focus more.
175. Finding a way to be realistic in my expectations while still being optimistic enough to try new approaches. :)
  176. As the Head of the instruction unit, I often find it difficult to motivate some of my peers to try new things or change the way they've been teaching. I have tried some in-house training and workshops, but it seems like most just slip back into their old routines.
  177. Library administration failing to recognize what it takes to run a high-quality instruction program. In response, I've tried to operate an instruction program with integrity given what resources were available. In my situation that meant taking on more teaching responsibility and drafting most of our instructional documents rather than working collaboratively with subject specialty librarians to create our documents together.
  178. We didn't have a place to teach so I wrote a grant to fund a lab.
  179. Students, particularly freshman, are bored and sometimes rude during instruction sessions. I've tried many ways to engage them, and found that information literacy instruction really only works when students have a complex research topic that requires them to find valid academic sources.
  180. Lack of time to concentrate on new projects.
  181. Students are not interested in databases. I repeat myself over and over again. Never tried to confront this challenge. I seek help on my own. Can't wait for the book!
  182. Job hunting: credit bearing course instruction is still a rarity for academic librarians. Most academic librarian positions do not take in account responsibilities credit-bearing (courses running 8–15 weeks)librarians must undertake in addition to their regular duties. I've yet to see any full time academic librarian positions by which a candidate is strictly teaching several 1 and 3-credit hour information literacy courses.
  183. Having more time to learn new technologies.
  184. Keeping it fresh and relevant. I keep reading and talking with people, esp. faculty members about their students and their needs.
  185. We have a pretty heavy teaching load in the fall and spring, which makes it difficult to find time to innovate during the semester. My biggest challenge is setting aside time for thoughtful innovation in my teaching and not allowing my methods to get stale as the semester continues. An improved staffing situation, with an additional instruction team member, would help me to overcome this challenge, but realistically, I need to develop better time management skills and find a way to balance getting things done with improving.
  186. Travel to training. I live 400 miles from the largest commuter town in my state. There are no roads, so that is air miles. I am confronting this in several ways. The first is with online courses. The second is to get my pilot's license. That may be a bit extreme, but what the heck we already owned an airplane.
  187. The biggest challenge is getting some faculty to realize the importance of it to students—that they can't do much, well, if they can't parse information.
  188. My greatest challenge has been myself - projecting a different image in hopes to gain credibility. I appear to be very young and am very often mistaken for a student. I would overcompensate by acting/dressing older, being strict, and being afraid that students would call me out for not knowing my subject. I've seen in my first year teaching that this is not an effective method and through ACRL Immersion and in practice, I've been focusing on being an authentic teacher. I try to let go of worrying what students and faculty members think about my youthfulness and focus more on student learning. I feel like the students are more engaged when I'm not putting up pretenses.
  189. Lack of time, lack of equipment.
  190. Location: our library has limited instructional resources. We have 1 instruction lab

that looks like it is stuck in the 1980s: old computers, old cubby-style tables that do not facilitate group work or discussion very well. Improvements are slowly occurring but not as quickly as we are teaching.

191. Greatest challenge—being a perfect teacher in meeting all the needs of my patrons. I've accepted the fantastic evaluations that I receive with the understanding that students may be limited in the expectations. At least, I have been able to communicate with most of them.
192. Greatest challenge: getting students to believe that IL is important to school and life.
193. Confronted challenge: leading discussions about how applying what we learn in class outside the classroom, bringing in relevant examples and staying connected to and listening to my students.
194. Dealing with the increasingly rapid change in technology. I never stop learning. Really, I'm reading, studying, clicking, and experimenting every single day.
195. Not anything in particular. I had two years of experience teaching history courses. Therefore, I was quite comfortable teaching library sessions. As I mentioned above, I would love to teach credit-based information literacy course but it is difficult to get teaching faculty agree to it.
196. We are used to models of assessing our teaching that are based on summative evaluation—what is typically used for promotion and tenure. As Thomas Angelo says, the best way to improve learning is to improve teaching. If we really want to improve teaching, then we need to concentrate on formative strategies that transform every teaching opportunity into a learning opportunity about our personal teaching practice. We need to examine what we do and how we do what we do regularly rather than doing only for our promotion and tenure.
197. Difference in ways students learn today—group learning, projects, Unimportance of quality or appropriateness to students—how to explain why it is still important, when they think they can be an expert.
198. I am too busy, so sometimes professional development time is not as focused as it could be. I have forced myself into taking teacher education courses, and this has added pressure to improve my time management and alter my personal responsibilities.
199. I have been told that I put too much information into a library session for freshmen to absorb. I am trying to simplify my sessions. I remember from my instruction course that students will only take 3 things away from a session so I'd better determine what those three things need to be.
200. Inadequate time allotted for instruction preparation. Too often other duties such as reference, committees, supervision and administration crowd out instruction prep time. Ultimately this is a staffing issue. I have benefited from excellent library school students to whom I can assign some of the "grunt" prep work.
201. Speaking in front of a group was always difficult. I was a very shy child. I just forced/challenged myself to do it.
202. Information literacy cannot be taught via the traditional one shot session. One can merely hope to increase a person's information literacy.
203. Boredom.
204. Having faculty see you as an instructor and not a trainer.
205. Having other librarians understand learning theory, instructional design and the importance of recognizing these issues in library instruction (stop teaching everything but the kitchen sink!)
206. I am in an online degree program in learning technologies however, it does not teach you teach. That is what I need.
207. I didn't find a place in this survey to say that I also have an education degree. It helps!
208. Feeling prepared; starting early; working with the professor; making the session matter.



209. Balancing content and pedagogy. Since we got LibGuides, I'm using that to supplement the talks, so that I can focus a little less on "all the stuff" and more on the concepts. Previously I used worksheets, but those were not well utilized. LibGuides has really taken off at our institution.
210. I wish I had a more robust community of librarian-teachers with whom I might exchange information & share experiences about actual classroom practice. I've befriended other librarian-teachers who share my commitment to experimenting with classroom practices that move away from the lecture-and-demo model, and who also understand information literacy & library instruction as important sites for fostering critical engagement with sources & knowledge production practices. But I'd like more—I'd like to hear from others who don't necessarily share my approach or my perspectives, but are able to articulate their pedagogical approaches in ways that might persuade me to try something different. I'd like us to be able to share what we gain from other venues or spaces in which we learn about teaching—i.e., from other MA programs, from courses we take in ed theory, from our colleagues in other academic departments on campus. I learned most about teaching from my experience as a TA in a cultural studies Ph.D. program, and that's what's shaped my approach to instruction (we spent 1/2 of a class session on instruction during my intro to reference course in my MLIS program—so clearly, I didn't glean much from my formal, professional education).
211. Staying upbeat when students come to class with low motivation. I try to stay positive and not let their negativity affect my presentation.
212. In the situation of library instruction, I've found the greatest challenge to be impressing upon students the importance/usefulness of the information I'm conveying to them. I try to be dynamic and interactive rather than droning about the OPAC and databases for 50 minutes.
213. Our instruction program is really based on the one-shots. Breaking into new classrooms or becoming more integrated into class assignments is a challenge for all of us. Volunteering for other campus activities (teaching freshman orientation, etc.) gives faculty a chance to meet with you and gain confidence in your ability.
214. Not doing every class myself but trusting others to take them; investing the time in other librarian instructors and trying to balance constructive criticism with encouragement.
215. Convincing some of my colleagues that they should improve their instruction skills and techniques.
216. 1) Working with at-risk students—figuring out how to pace and present information literacy and critical thinking issues in a way that will engage this population. I do a lot of reading on cognitive development and related topics. I reach out to colleagues at other institutions who deal with a similar student population. 2) Never enough time . . . I want to develop a set of tutorials using Captivate and also embed short video, "how-to" clips in my subject guides—so far, I have not had time to do this.