Globetrotting Students and Faculty
Adapting Library Instruction to Global Sites

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NYU’s Global Landscape

- 2 Global Portal Campuses
- 11 Global Academic Centers
  - ~1600 Undergrads & Grads (~250 Freshmen)
  - ~80 Research Fellows per Semester
  - ~400 Faculty
Global Services Integration

- Expanding on what it means to study abroad
  - Continued focus on language & cultural immersion
  - Increased focus on academic parity & programmatic progress. Not just an elective year

- Increased expectations = Increased needs
  - Global Services Librarian position introduced
  - Greater emphasis on Online Library Instruction is a natural product of this initiative

NYU Berlin Reading Room by Roland Pietsch
Considerations

- Business, Marketing, and Economics programs at most of the global sites
- Intro classes attended by Freshmen were a logical place to start
- Common research needs reflected across syllabi from site to site
- Videoconferencing tools make it possible to reach students studying abroad
- Input from faculty and administrators
Business Resources @NYU
Association of College and Research Libraries (ACRL) Framework

**Information Has Value**, “Information possesses several dimensions of value, including as a commodity, as a means of education, as a means to influence, and as a means of negotiating and understanding the world. Legal and socioeconomic interests influence information production and dissemination” (ACRL, 2015)

**Searching as Strategic Exploration**, “Searching for information is often nonlinear and iterative, requiring the evaluation of a range of information sources and the mental flexibility to pursue alternate avenues as new understanding develops” (ACRL, 2015)
Syllabi Assessment

- Reviewed Fall 2014 and Fall 2015 syllabi of all Business and Economics undergraduate courses offered in global sites

- Examined sections of syllabi:
  - Assessment components
  - Required texts and supplement texts
  - Internet research guidelines
Publication Types included in Business & Economic Course Syllabi at NYU Global Sites

- Journals and Articles: 36%
- Websites: marketwatch.com, europa.edu, sec.gov: 14%
- International Organization Data: UN, IMF, WTO, World Bank, OECD: 14%
- Newspapers: 14%
- e-Books: 9%
- Case Studies: 4%
- Magazines: 4%
- Blogs: 5%
Newspaper Titles included in Business & Economic Course Syllabi at NYU Global Sites

- The Economist: 28%
- Financial Times: 20%
- Wall Street Journal: 17%
- Harvard Business Review: 6%
- Business Week: 5%
- New York Times: 6%
- Daily Telegraph: 3%
- Vox: 6%
- The Times: 3%
- The Independent: 3%
- Reuters: 3%
Lesson Plan

Purpose: The synchronous sessions are intended to provide an overview of online library business resources available to students in New York University global sites in order to assist in research projects and assignments while studying abroad.

Goals: At the end of the online session students will be able to:
- Recognize New York University’s resources through NYU’s library homepage and Virtual Business Library
- Identify key business resources related to course requirements
- Explore online learning objects, such as research guides and online tutorials.
- Learn how to seek help from a Librarian

Part 1: Pre-Class Assignment
Part 2: Overview of the business resource (Company & Financial Information, Industry Information, Economic & Statistical Information.)
Part 3: How to seek help from a Librarian
Lesson Plan Logisitics

- Videoconference tool: GoToTraining
- Dedicated microphone helps with sound quality
- Quiet space needed to avoid “audio distractions”

The flipped classroom uses new multimedia technology, such as videos, tutorials and podcasts to deliver course content online and permits students to control the pace of their own learning.
Question from Pre-Assignment Survey

Let's start exploring NYU's Virtual Business Library (VBL) by watching this video:

NYU's Virtual Business Library Overview

After watching the video, in which section of the VBL would you find databases that have market research reports?

<table>
<thead>
<tr>
<th>Company &amp; Financial Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Industry Information</td>
</tr>
<tr>
<td>Marketing Information</td>
</tr>
<tr>
<td>Country Information</td>
</tr>
</tbody>
</table>
Assessment Survey

Q1 I am a:
○ Freshman/Sophomore
○ Junior/Senior
○ Graduate/PhD Student
○ Faculty Member
○ Other: ______________________

Q2 My school is:
○ College of Arts & Science
○ Courant
○ Gallatin
○ Institute of Fine Arts
○ Liberal Studies Program

Q3 What course was today's class for?

Q4 Was this your first session in the library?

Q5 Will this library instruction session help you with the research assignment for this course?

Q6 What did you learn today from the library instruction that you did not already know?

Q7 What would you have liked to learn that was not covered in this session, or what is still unclear to you after the session?

Q8 Please feel free to add any other comments
Outreach to Faculty and Program Administrators

How can we get faculty and program administrators involved in the development and promotion of the pilot?

Step 1: Promote online instruction pilot and sample lesson plan to global academic programs administrators.

Step 2: Virtual meetings with administrators and faculty to discuss the purpose and content of sessions.

Step 3: Conduct sample webinar for faculty in Florence reviewing library business resources and lesson plan for students.
Outcomes

- 4 webinars for global sites in Sydney, Madrid, and Florence for students
- Student webinar attendance was low
- 9 students completed the pre-assignment
- Attendee feedback from assessment survey:
  
  “Great session, really appreciated the one-on-one attention and was very useful for my class.”

  “It was a great session. Very informative!”
Challenges and Opportunities

Challenges
- 8 time zones and 6 continents
- Lesson plan meeting the needs of all students
- Faculty and Administrator buy-in

Opportunities
- Lessons learned through pilot will inform future efforts in other subject areas
- Strengthen connections with global faculty, administrators and students
- Help faculty to learn more about NYU resources so they are better advocates of library resources
What’s Ahead?

Collaborate
Enlist the aid of other librarians abroad at NYU Abu Dhabi and Shanghai campuses to reduce time zone constraints and allow greater flexibility to offer more online instruction sessions.

Stream
Record and stream webinars for students who could not attend, or want to review the material at a later date.

Promote
Explore new outlets to connect global faculty and students to library resources, such as social media.
References


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