

LibGuides for Instruction

Examples:

- [Merced College](#)
- [JSTOR](#)
- [A.T. Still University](#)

Common Features:

- Clear learning outcomes
- Engaging multimedia content
- Opportunities to practice outcomes
- Learning assessment

Technology:

The above guides use LibWizard. Many others use [Articulate 360](#), and others now embed LibGuides directly into Canvas, using a combination of SpringShare and Canvas Tools to design the students' learning experience.

Suggestions:

These LibGuides require a lot in terms of design, maintenance, and ongoing assessment. Not all guides should follow the format.

When does it make sense to make a LibGuide for instruction?

- As a course guide for a professor who has
 - Requested library instruction, usually for a course with a strong, established place in a curriculum;
 - Developed a sustained and collaborative relationship with the librarian, usually having used library instruction for the course multiple times before;
 - Created assignment(s) which are clearly aligned with the library lesson plan(s);
 - Shown active interest in learning assessment as a way to improve student success and learning.
 - NOTE: The LibGuide could be used (1) as an outline for in-person instruction which students can turn to for re-learning opportunities, or (2) for asynchronous delivery.
- As an optional learning experience for any student OR as an embedded learning exercise for any professor to add to their course. It would make sense to make such a LibGuide as a tutorial when

- Librarians have received regular requests from faculty, students, and / or staff for guidance with this particular learning; and
- The learning is clearly relevant and similarly applicable across various courses and contexts.