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Steely Library’s Research and Instructional Services faculty provide library instruction incorporating the principles of information literacy. We strive to engage the students in active, meaningful learning. Our focus is on the concepts of research, encouraging critical thinking and fulfilling the learning outcomes of the library curriculum.

Information Literacy Definition from ACRL (Association of College & Research Libraries)
Information literacy is a set of abilities requiring individuals to "recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information." Information Literacy Competency Standards for Higher Education. American Library Association. 2006.

Steely Library Sequential Curriculum
Steely Library’s Research and Instructional Services faculty teach information literacy competencies in a series of core courses taken by many NKU students during their first two years of study: University 101, English 101, Speech 101, and English 291. We recommend a sequential library curriculum that ensures that all students receive instruction in all areas of library research, from the most fundamental familiarity with university library organization to more advanced strategies for locating, evaluating, and using sources in projects, papers, and speeches. This curriculum takes a building blocks approach, so students gradually become more sophisticated information users as they progress through their courses. This approach also ensures that instruction and assignments in one course are not duplicated in another.

Steely Library’s sequential curriculum can be found at the following web location: http://library.nku.edu/infolit/plan.html
Information Literacy Competencies for all core classes

There are four core classes for NKU Library Instruction. They are University 101 (UNV 101, Basic Orientation to College), English 101 (ENG 101, Basic composition), English 291 (ENG 291, Advanced College Writing), and Speech 101 (SPE 101, Principles of Speech Communication).

Steely Library has a set curriculum for all of these core courses. They can be found at the following web addresses:

UNV 101 Information Literacy Competencies
http://library.nku.edu/infolit/u101infolit.html

ENG 101 Information Literacy Competencies
http://library.nku.edu/infolit/101comp.html

ENG 291 Information Literacy Competencies
http://library.nku.edu/infolit/291comp.html

SPE 101 Information Literacy Competencies
http://library.nku.edu/infolit/101speech.html

Upper Division Classes/Graduate Classes

While there is currently no specific written curriculum in place for upper division and graduate classes, library instruction does not stop at the end of a student’s freshman year. In fact, we strongly encourage faculty to schedule library instruction for their upper division classes, because we are able to teach these students more complex research strategies and concepts and resources that are more discipline specific. Creating a formal curriculum for classes beyond the core classes is included in the long range goals of the instruction team.

Other Instruction Constituencies

While the majority of classes taught by Steely faculty are for NKU undergraduate and graduate classes, there are times that we receive requests to teach a high school class, a class for Gateway College, or even a class for a summer group such as Upward Bound. We honor all such requests for library instruction whenever our schedule allows.
Basic Procedures for Library Instruction

Instruction Team
4 people from within the Research & Instruction Services division comprise the Instruction Team:

Mary Chesnut, Coordinator of Information Literacy
Mary coordinates the instruction program and supervises the other members of the instruction team.

Leslie Hammann, Instructional Services Librarian
Leslie’s primary focus is instruction and she carries a heavy load of instruction slots.

Stephanie Henderson, Instructional Services Librarian
Stephanie is an instructional services librarian and is also a member of POD (Professional and Organizational Development), for library programming.

Debbie Reichler, Instructional Services Assistant
Debbie schedules class sessions and maintains the operations of the Instruction Classroom. Debbie also works at the Information Desk for half of her position.

The instruction team meets once a week (Wednesdays at 1 pm) to discuss instruction issues and work on instruction projects.
The following librarians from RIS currently provide library instruction:

Mary Chesnut

Allen Ellis

Leslie Hammann

Stephanie Henderson

Rebecca Kelm

Michael Providenti

Jennifer Smith

Threasa Wesley

Rob Zai
Instruction Statistics

The statistics from the 2005/06 fiscal year demonstrate the number of library instruction classes and the disciplines that brought their classes to Steely Library for instruction.


- **Total Classes (7/1/05-6/30/06) :** 231
  - Other breakdowns:
    - Total Core Classes 133
      (UNV 101, ENG 101, ENG 291, SPE 101)
    - Graduate Classes 16
    - Evening Classes 26
    - Upper Division Classes 37

- **Library Instruction by Discipline (7/1/05-6/30/06)**
  - Anthropology......................1
  - Athletic Training........... 1
  - Biology .................................6
  - Education ..........................12
  - English 101 ..........................30
  - English 291 ...................... 20
  - English Other than 101/291 ..... 15
  - Entrepreneurship.........1
  - History..............................16
  - Journalism...................... 4
  - Justice.............................. 2
  - Management.....................1
  - Master of Science in Info Systems 2
  - NKU Academy.................. 4
  - Nursing..............................4
  - PACE Program...................1
  - Physics.............................. 1
  - Phys Ed..............................2
  - Political Science.............. 5
  - Psychology..................... 3
  - Radiology............................1
  - Social Work....................1
  - Sociology..........................5
  - Speech 101.................... 31
  - UNV 101............................ 52
  - Upward Bound...............2

*The 2006/07 fiscal year has had even higher numbers for instruction than previous years.*
Observation of Instruction

The first step is to observe instruction (observe a variety of librarians, and a variety of disciplines being taught). During these observations, note things such as classroom management techniques, the librarian’s style of teaching, concepts addressed, active learning techniques, etc. After a number of observations, schedule a meeting with the Coordinator of Information Literacy to discuss your findings/observations. You’ll find that every librarian brings their own unique style to the classroom, and you’ll want to find what works best for you.

Next, you’ll want to shadow someone as they prep for a class, just to get an idea of what they do. You’ll want to notice things such as the types of references pulled for that level of class, the variety of subjects covered, and how it relates to the class assignment and the library curriculum. You’ll notice that the quantity of print references will differ greatly, depending on the librarian conducting the class. Some Steely librarians who do instruction offer a great deal of print coverage, while others choose not to cover print. There’s no real right or wrong answer for the amount or types of sources to cover—just determine what helps you to best cover the concepts found in the curriculum and go from there.

The next step in the progression is team-teaching, where you’ll take a portion of a class and teach it with another librarian. The intention is to allow you to begin your experience by taking on smaller segments of a class so that you can become more comfortable in front of the class and become more used to the library curriculum with the possibility of eventually teaching on your own. You will need to discuss your plans for the segment you’ll be teaching in advance with the librarian you’re working with or the Coordinator of Information Literacy, just to make sure that it is adequately covering the curriculum for that part of the class. As you begin team-teaching, the librarian(s) that you are working with will offer constructive feedback regarding your teaching. Also, the Coordinator of Information Literacy will be observing some of your classes and will offer feedback as well.

Since peer observation is not limited to LGAs and new librarians, best practices for instruction will be shared with all of RIS in future meetings. This will allow us all to share tips and techniques that improve our library instruction.
Classroom Information

The main classroom for the library’s instruction program is Steely 300. This room is configured with 30 wireless laptops, a projector, smart board and computer. Steely 300 is on the Smart classroom list for NKU.

Diagram of room

Room 300 Table Arrangement
Instructions for laptops (opening cabinet, logins, and how to report problems)
The 30 laptops dedicated for library instruction are housed in the metal cabinet located near to the projection screen. The keys for this cabinet are located in a laminated envelope within the console of the instructor’s station. To open the laptop cabinet, both keys must be inserted, and both dials need to be turned to the “nine o’clock” position.
The laptops are set up to login automatically when they boot up. If they don’t login automatically, note laptop number and login with ”Steely”, password ”library”. There are forms located on top of the cabinet that can be used to report a problem with a laptop. Fill out the form and place it in the Instructional Services Assistant’s mailbox.

Instructions for projector (trouble-shooting, etc), adjusting temperature of the room
Controls for the projector are located on the keypad next to the PC at the instructor’s station. To turn on the projector, press the ”on” button in addition to the ”PC” button, and make sure the computer is on.
The room temperature can be adjusted somewhat warmer/colder using the thermostat on the wall next to the door. If the room temperature is extremely cold or hot, Physical Plant will need to be notified.

Information about pulling reference sources in advance/cart, returning resources, etc
The librarian may choose to select certain reference titles to be used during instruction. Prior to class instruction, reference books may be staged on the book cart outside of room 300. A note should be attached to the cart with the date and time of the class so the books will not be re-shelved. After the titles have been used for instruction, the librarian should place them on the cart adjacent to the information desk so that student workers can re-shelve them. Note: if you’d like the same books to be pulled for future classes, you can fill out a form to have the instruction student employee enter them in the database. After they are entered, she will reshel the books.
Items available in the classroom (sample microfilm, microfiche, LC Subject heading books, laser pointer, pointer, wireless clicker, etc)
 Several items are available for librarians to use in the classroom. These include sample microfilm and microfiche films, LC Subject heading books, laser pointer, pointer, wireless clicker and assorted handouts. These tools should remain in room 300.

Procedures regarding a problem in the classroom (i.e. if the setup is not the way it’s supposed to be)
 If there is a problem with the classroom set up, bring it to the attention of the Instructional Services Assistant via e-mail. The Instructional Services Assistant will follow through by contacting the last person who used the room.

Solutions/suggestions if the Internet goes down during class
 While it is rare, there have been times when the Internet has gone down in the middle of library instruction. While there is no great substitute for actually showing the databases or other resources available via the Internet, you may not have a choice. You can draw a few examples on the whiteboard (for example, in most databases, there will be a search box, etc), give verbal descriptions, or just work with the students in any way that feels comfortable to you. If you have any screenshots of the databases you were hoping to include, you could show those as well. You can also encourage consultations for those who feel that they’ll need more detailed assistance.

Working with students with disabilities (instruction)
 There is a section of the instruction form that asks *Describe any registered disabilities/accommodations the librarian should be aware of when teaching your students.* If an instructor indicates that there is a disability of some sort, work with the professor to determine what the student(s) will need and do your best to meet their need(s). For example, if there is a deaf student who reads lips, make sure that they sit close to the front, and make sure you face them while doing the instruction. If a student has a disability that prevents them from getting the full instruction experience in the standard classroom (for example, a visual impairment), offer to conduct a personalized consultation later where you can present the information that you’ve presented to the class. If you have concerns about handling a situation of this kind, work with the Coordinator of Information Literacy to determine possible solutions.
Classroom Management
Occasionally, you will encounter a student or students who are disruptive in the library instruction session. Whenever possible, it’s advisable to let their regular instructor handle the discipline since they work with them on a regular basis. However, there will be times when an instructor will have absolutely no control of their class. In that case, it is up to the librarian to use discretion and handle the situation in a way that seems comfortable to them. For example, if students are carrying on conversations during the instruction, it might work to draw attention to them and ask “did you have a question, or should I move on?” Occasionally, there will be a “conversation hog” in the class who responds to every question that you ask. Sometimes setting a boundary such as “Well, I’ve heard from you a lot, does someone else want to share this time?” can work for this situation. There’s no “one size fits all” answer for classroom management. As you gain experience in the classroom, you’ll find a style that is comfortable for you. If you ever would like a second opinion on how to handle a classroom management situation, seek advice from one the librarians on the instruction team.

Scheduling Instruction

Instruction form/form for high schools
Information literacy instruction is available for high school groups, and can be scheduled using the online instruction form [http://library.nku.edu/ris/class.html](http://library.nku.edu/ris/class.html). Teachers are encouraged to read through the information for high school teachers page, [http://library.nku.edu/info/hs.html](http://library.nku.edu/info/hs.html) before filling out the online form.

Instruction reservation process
To schedule an instruction session, faculty need to fill out an online request form. The request form is sent to the RIS library account and is forwarded to the Instructional Services Assistant. The instructional Services assistant schedules the class and then sends a confirmation e-mail back to the instructor and to the librarian. [http://library.nku.edu/ris/class.html](http://library.nku.edu/ris/class.html)
Sample library request
-------------------------------------------
From: Sally Professor@nku.edu[SMTP: Sally Professor@NKU.EDU]
Sent: Tuesday, October 23, 2007 9:39:32 AM
To: Steely Library
Subject: Class Request -- Online Form
Auto forwarded by a Rule

Below is the result of your feedback form. It was submitted by
(Professor@NKU.EDU) on Tuesday, October 23, 2007 at 09:39:32
-------------------------------------------

Name: Sally Professor

Phone: 9999

Course: Shakespeare I

Coursenum: Eng 308 005

Students: 15

Experience: Most of the students are junior and senior English or English Ed. majors -
though a few are gen. ed. They have some research experience, but many of them
have requested having a session in the library for review and additional help. The
general ed. students have little research experience - a mixed group overall.

Times: M and W 2-3:15

Opt1: Wed., Nov. 7

Opt2: Mon., Nov. 12

Opt3: Wed., Nov. 14

Assignment: They have two research papers - the first, due in Nov., requires at least 3
outside sources; the final paper, due exam wk., requires at least 5 outside sources. The
sources need to be current book chapters or journal articles which present
interpretations of a specific problematic moment in the play, a moment open to various
interpretations.

The focus is meant to be rather narrow (I think this is part of their concern.) in that it is on
a particular moment, character, theme, pattern, etc. - their job is to unwind that moment
and to consider various interpretations of it.

The first paper is 4-6 pages and should be based on one of the following plays: Romeo
and Juliet, Merchant of Venice, Richard III, or A Midsummer Night's Dream.
The final 7-9 pages, and should be based on one of the following plays: Hamlet, Richard II, Much Ado about Nothing, or Julius Caesar. - Students may also write about one of the earlier plays as long as they haven't written about it in the first Paper.

They may apply arguments made about a different moment or play to their own as long as it's appropriate to their subject matter.

Due: Paper 1 mid-Nov., Paper 2 Dec. Exam Week

Examples: Many students are interested in Richard III and Shylock as complex characters. One place they might start is with some basic information on the Vice character of the medieval morality plays, but overall our class discussions have dealt with attitudes towards performance, religion, class (usery vs. merchant class), the body, and also the English E.Mod. use of the word "race."

They are interested in the developing perceptions of inwardness, interiority, and identity - how "self" is defined on stage and in performance - how appearances can be deceiving.

Also, some are interested in Shakespeare's women characters as strong characters (some of whom are empowered in male dress), but are often silenced at the end of a play.

Question: Searching for journal articles

Searching for book chapters

How to find those articles or chapters that most apply to an already defined focus - most appropriate search engines, maybe Academic Search Premiere?

Those journals that focus on Early Modern Studies or Shakespeare, specifically

Disabilities: I have one student who needs larger print in order to read. She's in a wheelchair, and has a caretaker with her who can read to her, if necessary.

Submit: Submit

---------------------------------------------------------------------------------
Sample email (initial contact to faculty) from librarian
Once a faculty member has received a date and time for their library instruction, the librarian should contact them to confirm the session and gather any additional information that might be helpful in preparing for the class.

From: Leslie Hammann
To: Professor X
Subject: Library Instruction 10/4

Hello Professor X,

I am the library faculty member who will be providing library instruction for your ENG 101 class on Thursday, October 4th, at 10:50. I will meet you and your class in the loggia area of Steely Library and escort to our classroom. (Rm. 300)

Areas I will be covering include:
- Locating journal articles
- Topics/Search Terms
- Reference materials
- Using databases –CQ Researcher, Academic Search Premier, Facts on File
- Internet Resources

If there are other particular journals or resources that you would like me to highlight, please let me know the names of them.
I look forward to seeing you on the 4th.

Thank you,
Leslie Hammann

Leslie Hammann
Instructional Services Librarian
516 Steely Library
Northern Kentucky University
Highland Heights, KY 41099
859-572-6157
hammannl1@nku.edu
Information about meeting class in the Loggia and taking to classroom
Many of the librarians offer to meet the instructor and his or her class in the Library Loggia area and escort them to the classroom. This was more crucial when we were using the classrooms on the 2nd floor or 304, since there was a potential for the class to get lost in transit. Since our primary instruction room (room 300) is now so close to the front door, some librarians may now just suggest the classes come straight to the classroom. There's no right or wrong answer-just do whatever is most comfortable for you.

Assessment
The library has used three tools in assessing library instruction: 3-2-1 Assessment, Survey Monkey, and vPad response systems.

321 Assessment
3-2-1 Assessment can be used following library instruction to gather feedback on what students learned during the session.

List 3 things that you learned about library research.
1. _______________________________________________________
2. _______________________________________________________
3. _______________________________________________________ 

List 2 things that you still do not understand about library research.
1. _______________________________________________________

2. _______________________________________________________

List 1 way you will do research differently as a result of this library session.
1. _______________________________________________________


**Survey Monkey**

*Survey Monkey* surveys have been used to assess how instructors view library instruction. These are typically sent out at the end of a semester.

---

**vPads**

*vPads* audience response systems offer a unique way to bring active learning to the classroom. By responding via their laptop, students can answer questions posed by the instructor. Results can then be displayed.

---

Which would *not* be the best way to select a topic?

- B. Research trends in fitness. (You love the gym!)
- C. Buy a topic from Ebay.
- D. Research if gamers make better students. (You are a pro at WarCraft.)
Weekend classes
Most library instruction requests are for weekday or weeknight slots, and these are assigned to the librarians holding these particular class slots. However, there are occasional requests for a weekend class. Since these weekend instruction requests are infrequent, they are handled a bit differently. If the room scheduler receives a request for instruction on a weekend, the following procedure will be followed: The instruction scheduler will notify the requester that we will be asking for a volunteer and will get back with them soon. The scheduler will then put out a call for volunteer request via the RIS listserv. (Note: If a librarian volunteers to provide instruction on a weekend, they can mark out another of their class session slots and take a comp day, as compensation.) The on-call librarian is not eligible to volunteer, since their shift will need to be covered. (Note: The rest of this policy can be found in Blackboard under General Division, general policies & procedures)

Classes at Remote Locations
The majority of face to face library instruction takes place in the library classroom, Steely Room 300 or in a teaching classroom on the NKU campus. Occasionally, a request for instruction will come from one of the remote NKU campuses. If the instruction scheduler receives a request for instruction at one of the remote campuses, the following procedure will be followed:

The instruction scheduler will notify the requester that we will be asking for a volunteer and will get back with them soon, citing the possibility that we may not be able to accommodate them in this way. The scheduler will then put out a call for volunteer request via the RIS listserv. (Note: If a librarian volunteers to provide instruction at a remote campus, they can mark out another of their class session slots, as compensation. The on-call librarian would not be eligible to volunteer, since their shift would need to be covered.). The volunteer might choose to discuss web based instruction options with the instructor instead of a face to face meeting. (Note: The rest of this policy can be found in Blackboard under General Division, general policies & procedures)
Online Guide Requests
Occasionally, we will receive a request to produce an online assignment guide for a specific class, in lieu of library instruction. Whenever possible, we encourage instructors to schedule library instruction, but sometimes this is impossible due to library scheduling conflicts or if the class is at a remote location and no volunteers were available. In these cases, we will provide instruction in an online format. There is a rotating list available on Blackboard, and assignments are made by the Coordinator of Information Literacy according to this rotation. The guide must be for a specific assignment, because we find it ineffective to try to do an exhaustive guide on a particular discipline or even for a whole course.

The librarian will be given a two week turnaround time to produce the assignment guide, and it will be loaded on the Steely webpage for one semester (Note: The rest of this policy and the rotating list can be found in Blackboard under Information Literacy, Requests for Research Assignments).

■ Basic Resources for Library Instruction

Sample Library Assignments/Blackboard
On Blackboard, (Under Information Literacy, Library Assignments) we have a number of assignments that teaching faculty have used for their classes for the past few years. These are arranged by discipline and can be helpful if you’re wondering what a professor assigns to their classes.

Library Instruction Outlines & Handouts /Blackboard
There are a number of class outlines and handouts (Under Information Literacy, Library Instruction Outlines & Handouts) by discipline that have been created by Steely librarians for various classes. You may want to refer to these as they may offer you some ideas as you teach your classes.

Popular assignments section on website (Under Research Basics)
There are some assignments that are repeated from year to year. (Example: find information about the day you were born). Research strategies/helpful tips for these assignments are available on the library webpage. These can be found at http://library.nku.edu/class/

Effective assignments document on website
Tips for creating effective library assignments can be found on the Steely Library website. These are great to point out to faculty if you are doing a curriculum planning consultation. It is also a good place to refer faculty if you are discussing possible changes to a library assignment, prior to library instruction. This information can be found at: http://library.nku.edu/infolit/assign.html

**Information For Your Classroom Webpage- information literacy options for teaching faculty**

Since it is impossible for Steely Library to provide instruction for every class at NKU, this webpage has been designed to offer faculty resources for incorporating information literacy into their individual courses. It offers possible online resources, handouts, webpages & tutorials for teaching the basic competencies of information literacy. This webpage is currently a “work in progress”. It can be found at: http://library.nku.edu/infolit/ilclass.html

**Working with instructors/meeting our curriculum/providing tours**

While the course instructor is the expert in their discipline, the librarian is the expert when it comes to the library curriculum and library instruction. There will be times that you will need to (gently and professionally) offer alternatives to what an instructor has requested. For example, if an instructor requests more than could be offered in the 50 minute instruction slot or requests research strategies that are intended for a different course or level, you may need to work with the instructor prior to the instruction session to clarify or set some boundaries. It is very important that the strategies & concepts germane to that course are covered, (per the library sequential curriculum) so that students are prepared for the next level of research and to avoid duplications in future library instruction. Of course, each situation should be handled on a case-to-case basis, and some amount of flexibility is to be expected.

From time to time, an instructor will request a physical tour of the library during their instruction session. Many librarians do not want to lose time in the classroom by giving a tour, so tours are not a common practice in library instruction. However, it is ultimately up to each individual librarian to determine what works best for them. For those who choose not to give a tour during instruction, here are a few possible alternatives:

- Tell the professor about the online tour of Steely Library which is available at: http://library.nku.edu/tour/
- Arrange in advance with the Information Desk to have an Information Assistant give a tour of an area such as the microform machines (following instruction) to any interested parties.
- Show the virtual tour that was used in University 101 classes (or a version that you alter) during the class. (Note: this tour is saved on the PC in Room 300, when you log in as “library”)

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Possible web resources for Information Literacy
There are a number of good web resources available to provide more information for librarians beginning library instruction. Below, are a few of these resources that you might want to view:

**ACRL (Association of College & Research Libraries)**
Information Literacy Webpage
http://www.ala.org/ala/acrl/acrlissues/acrlinfolit/infolitoverview/infolitforfac/infolitfaculty.cfm

**ACRL (Association of College & Research Libraries)**
Information Literacy Competency Standards for Higher Education
http://www.ala.org/ala/acrl/acrlstandards/informationliteracycompetency.cfm

**ILI-L (the Information Literacy Instruction Discussion List)**
Discussion group on information literacy instruction, including bibliographic and library instruction.
http://www.ala.org/ala/acrlbucket/is/ilil.htm

**LOEX (Library Orientation Exchange)**
Information about and connections to the world of library instruction and information literacy.
http://www.emich.edu/public/loex/loex.html

**MERLOT (Multimedia Educational Resource for Learning and Online Teaching)**
Peer reviewed online teaching and learning materials
http://www.merlot.org/merlot/index.htm

**Oregon Library Instruction Wiki, Library Instruction Resources**
A collaboratively developed resource for librarians involved with or interested in instruction
http://instructionwiki.org/Library_Instruction_Resources

**PRIMO**
Peer-Reviewed Instructional Materials Online Database
http://www.ala.org/apps/primo/public/search.cfm

**Coming soon: Blueprints for instruction (best practices suggestions for library instruction in Steely)**
This section will be added at a later date