Information literacy instruction is an essential component of many library positions yet few librarians have formal schooling in pedagogy and few library science programs require such coursework. The problem is well documented by the literature that surveys library science curricula, job postings and professional development initiatives related to information literacy instruction. Responding to the glaring lack of formal teacher education, coupled with special limitations encountered by librarians in the classroom, ability to establish meaningful rapport with students in a short time-frame, seen as a “guest lecturer” rather than a teaching partner tied to specialized coursework), Rochester-area librarians sought to rectify the challenges faced especially by newly-minted instruction librarians. Following up on past success of SUNYLA WGIL* workshops (January 2009’s Library Instruction: Teaching Tips from the Trenches and June 2009’s Passing the Torch: Instruction Librarians Keeping the Flames of Active Learning Alive), the event instigators, Michelle Costello and Kimberly Davies-Hoffman of SUNY Geneseo, hatched a new plan when a call for the Harold Hacker Advancement of Libraries and Education (LILAC) classroom instruction

In Jefferson’s Garden.

Pedagogy for Librarians: LILAC as a temporary measure to satisfy library instructors’ needs
by Kim Davies-Hoffman and Michelle Costello, SUNY Geneseo

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* SUNYLA WGIL = SUNY Librarians Association Working Group for Information Literacy

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Regional initiatives like LILAC serving small groups of librarians can somewhat mitigate the problem of inadequate pedagogical preparation, but they do not constitute a sustainable solution to this deficient situation. Since completing the first LILAC program, academy representatives met with New York State’s library school deans at NYLA’s 2010 conference to address their concerns and highlight the success of a grassroots initiative that served eleven librarians. Despite the Deans’ initial hesitation to accept our claims, the conversation soon turned in a more positive manner where possible grant opportunities were suggested and invitations to visit Introduction to Library and Information Science courses were extended. Only time will tell if our beloved MLS programs are hearing our cries for better preparedness of future library instructors.

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