One Library, Many Music Departments

Developing an Integrated Library Instruction Program for All

Rachel Fox von Swearingen, Syracuse University

ATMLA – NYS/O-MLA Fall Meeting
October 4, 2013
The Situation

- Interdisciplinary research university
- Music courses taught in four departments in two colleges
- Music collection integrated into main library
- No library orientation... or instruction
School of Music

The Players

Drama

Art & Music Histories

Music Education

Music Industry

African American Studies
The Situation: Progressed

- Several one-shots
- Good PR
- Too many drop-ins for basic skills
- Frustration
The Idea

- Inspired by Deborah Pierce's 2005 MRSQ article, "Incorporating the Music Curriculum into Information Literacy"
- Create a foundation
- Create opportunities for specialized instruction
- Take charge myself
- Map curriculum for all programs
- Note department + cross-listings
- Identify forums, convocations, practicums

Map the Field, Set Targets
• MLA Information Literacy Instructional Objectives for Undergraduate Music Students

• What do I (and faculty) think?

• Adjust for my environment

Set Instructional Goals
Students will:

- Have familiarity with databases list, and what type of information is found in each
- Understand how to choose keywords when searching specific musical works
- Recall and use appropriate reference sources (like Grove)
- Understand peer review process & why it is important
- Understand intellectual property for music (scores, recordings)
• Get out and talk about it!
• Identify library partners too
• Discuss known assignments
• Share instructional goals
• Take any ally you can get
• Make a proposal based on current syllabus

• Accept & schedule, but still negotiate for more

• Offer skills lists, and offer lists of activities
Tier 1: Foundation

- **Music History 1**: 75 min., freshmen
- **Music History 2**: 60 min., sophomores
- **Music History 3**: 60 min., sophomores
- **Music History 4**: Musical Theater Practicum
  - 30 min, freshmen
- Easy to plan
- Had time for activities
- Class too large for group work
- Provided “quiz”
  - Turn it in, get a prize
Music History 3

- Outcome TBD
- Extended negotiation
- Process
- Sequence
- First ally in history
Musical Theater Practicum

- Partnership gained through other allies
- Negotiated my way to longer session
- Worksheet takeaway + libguide
- Invited back immediately
Tier 2: Specialization

- Foundations of Music Ed
  - 75 min., sophomores

- Musical Theater History

- Bandier Forum (BS)
  - 30 min., all B.S. students

- Instrumental Area Convos

- Voice Area Convo
  - 30 min, all voice students
• First library session established
• Small enough for group work & active learning
• Have repeated this session 3 times
- Too much information for short session length
- Not the desired target class
- LibGuide is top for number of hits
- Try again
- With business librarian
Voice Area

Convocation

- Most enthusiastic partners
- LibGuide generated regular sessions
- Worksheet for song repertoire
• Follow-up once assignments are turned in
• Discuss improvements while fresh in everyone’s mind
• Send reminder the next year, along with content of session
Future Opportunities

- Negotiate for History 2 & 4
  - Musical Theater History
- Music Industry 1
- Instrumental Area Convos
- Out-of-class workshops
  - Copyright
  - Writing recital program notes
Questions!