# Description: C:\Users\alanno\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.Outlook\FSYQX1YH\McGill sig_red_cmyk_LIBRARY_horiz_bil_out2.tifActivity & Planning Report *January 1, 2017– December 31, 2017*

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| Instructions:* Be as brief as possible; use bullet points where practical. The recommended length of the total report is 5 pages or less, 11 point font, single spaced.
* Complete, sign, scan, and send your report with a current CV, in two separated PDF files, to your respective Associate Dean by **February 28, 2018**.
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**Name:** April Colosimo
**Position Title:** Liaison Librarian
**Branch library/section:** Schulich Library of Physical Sciences, Life Sciences, and Engineering
**Name of Supervisor (s):** Natalie Waters

**Section 1: Position Responsibilities**

1. Brief position description

Assist in the provision of a range of library and information services and collections to support teaching, learning, research, and outreach activities at McGill University, particularly for undergraduate engineering and for the departments of Chemistry, Physics, Mathematics and Statistics.

1. Changes to the position during the reference period

I was on sabbatical leave from March through August.

1. Achievements & accomplishments over the past year

During my 6 months at Schulich Library, I taught or co-facilitated 24 information literacy sessions (13 unique). In addition, I presented at departmental orientations for new students, I promoted the Library at the general graduate student open house, and gave tours of Schulich Library. I continued to offer reference, chat, and research services at Schulich Library, along with specialized support for commercialization with patent searches, for concept mapping, and for the use of Arduino technology.

I managed collection funds in my assigned disciplines and reviewed mathematics journals and other titles remaining in Schulich on-site and off-site storage. After a successful innovation fund application, I installed and assessed a treadmill desk at Schulich Library.

I posted in the Schulich Library blog, The Turret, but I also became a blogger this fall for GradLife McGill (gradlifemcgillblog.com) and I was invited to make a contribution to the TLS Course Design monthly update with a post on concept mapping. While revising my subject LibGuides, I added links to open education resources, such as opportunities for learning online. While on sabbatical I created a concept mapping guide with gamified tutorials (described below).

Lastly, I contributed to committees throughout the year and I helped to organize activities for community building and the professional development of library staff. For example, I organized a candy bag giveaway for Library Kindness Week, and I co-organized a skills swap for librarians with D. McKinnon to support an MAUT PIC initiative.

Information literacy instruction

* **Undergraduate engineering** students: I taught five Communications in Engineering (CCOM 206) course sections, both an introduction to finding papers and using EndNote and a follow-up overview on reading scientific papers. I also taught one section on the subject of copyright and Creative Commons licensing.
* **Undergraduate science** students:
	+ I gave a workshop to students at an event organized by the Science Undergraduate Society: "Writing the Right Way."
	+ I taught four laboratory sections for Introductory Physical Chemistry (CHEM 253) on finding chemical information and using ChemOffice for structure drawing.
	+ New this year, I gave an IL session for NMR Spectroscopy (CHEM 555).
	+ In addition, I continued to support the large undergraduate general chemistry course (CHEM 120) with one-on-one and group reference service to supplement a video tutorial on finding experiments.
* **Graduate physical sciences and engineering** students:
	+ I co-taught MyResearch Module 1 in the Winter and Modules 2 and 4 in the Fall.
	+ **Graduate physics** students: I taught a class in Nanoscience and Nanotechnology (PHYS 534) to introduce issues in scholarly communication and discuss publishing.
* **Graduate students –** **cross-disciplinary**: In response to student needs, Tara Mawhinney and I partnered with a faculty member in engineering to offer two workshops as a series on using **LaTeX**software. We explored a new browser-based LaTeX software, Overleaf. My contribution was to teach the creation of BibTeX files and to facilitate student LaTeX programming.
* **Graduate students in library and information studies:** Guest lecture in Reference & Information Services (GLIS 515) on information literacy instruction at an academic library.

Treadmill desk workstation for Schulich Library

I received funding from the innovation fund to install a treadmill desk on the fifth floor of Schulich Library in January of 2017. To assess usage of the treadmill desk I left a statistics sheet on the treadmill during the month of March. Also, in order to determine whether or not the treadmill desk helps to reduce stress, meet health goals, and be more creative, I surveyed treadmill users. Results supported the installation of additional treadmills, summarized in an assessment report.

Guide to concept mapping

While on sabbatical leave, I created a concept mapping LibGuide that includes gamified video tutorials and PDF alternatives to the videos: <http://libraryguides.mcgill.ca/conceptmapping>. I applied both narration and choice to the videos, allowing students to select a character to follow that they can relate to as they learn the steps to building a concept map. I also created a quiz to assess for understanding of concept mapping. The tutorials and quiz were first tested on a graduate student for feedback, and then sent to graduate students that registered for MyResearch (Science & Engineering) in the fall. They were later distributed more widely to graduate students before going live, with data collected at each stage.

Committees

* **MyResearch Group** (co-chair with G. Badia): My co-chair and I met several times over the year with a graduate program officer and held Group meetings towards enhancing the program. We collected data from members and entered it into the MyInvolvement system to support students' co-curricular records and certificate achievement.
* **Science Literacy Week (SLW) Task Force** (co-leader with R. Nicholson): My co-leader and I held task force meetings, maintained the SLW LibGuide, marketed and advertised the events. Together we organized five Science Cinema nights at the Humanities and Social Sciences Library. I met with individuals involved in science literacy on campus and beyond, including representatives from Science pour Tous!, Pint of Science, and Helios Makerspace. I contacted the founder of the Montreal Raspberry Pi Club and arranged for two workshops at Schulich Library. I also met with a Concordia University librarian in order to link our Raspberry Pi offerings for students from both universities.
* **Centraide Library Committee:** I volunteered to help Centraide University representatives plan and organize activities. We set up button-making stations in the branch libraries and held a Sweet Retreat bake sale for library staff that included a concert and a baking competition.
1. Priorities/goals for this coming year
2. Record MyResearch audio and video and offer the online curriculum in the fall to a pilot group.
3. Under the guidance of collection services, begin a weeding project of Schulich Library storage, with particular focus on Springer books and mathematics and statistics titles.

**Section 2: Professional and Scholarly Activities**

1. Contributions

Peer reviewed publication

**Colosimo, A. L.**, Desmeules, R. E., & McKinnon, D. (2017). Whole-person mentoring for every stage of careers in librarianship. Library Leadership & Management, 32(1). [journals.tdl.org/llm/index.php/llm/article/view/7234](https://journals.tdl.org/llm/index.php/llm/article/view/7234)

*Contribution*: My role in the paper was to write the "participation in the mentoring program" section, including a concept map visualization, as well as to contribute to the discussion and overall editing.

Conference presentation

**Colosimo, A. L.** (2017). Open Education Resources for University Based Retirement Communities. Electronic Resources & Libraries Conference, Austin, TX.

*Impact***:** As a result of the presentation, I was interviewed by a writer for *Library Journal* magazine working on a feature print piece on the topic of innovative library services for seniors. The article can be found here: <http://lj.libraryjournal.com/2017/06/library-services/senior-partners-innovation/>

Conference poster

Rigby, R., Chan M., & **Colosimo, A. L.** (2017). Envisioning a McGill University Lifelong Learning and Living (L4) Community. Poster presented at the Second International Congress on Whole Person Care, Montreal, QC.

*Contribution*: I wrote the "models" section and built a concept map visualizing an L4 community at McGill. I created and edited the poster: <https://www.mcgill.ca/library/files/library/poster_oct2017.pdf>

*Impact*: The poster was also displayed by request at the symposium - The Challenge of Transformation: Lifelong Learning and Living in the 21st Century. November 3, 2017, McGill University.

Virtual presentation

**Colosimo, A. L.** (2017). E-learning strategies and technologies for librarians. Demi-journée d'échange virtuelle sur l'utilisation des outils technopédagogiques, virtual conference organized by BCI.

*Impact* – The presentation allowed me to communicate e-learning activities to colleagues from French speaking universities, and I also received valuable feedback for the improvement of the online guide.

Peer reviewed learning object

While on sabbatical leave, I grew my e-learning toolkit by adding strategies and technologies for games and gamification, as well as a map of game elements (<http://libraryguides.mcgill.ca/eLkit>).

The toolkit was peer reviewed in November by at least two reviewers and published in MERLOT (Multimedia Educational Resources for Learning and Online Teaching). It was identified as having high potential as a web-based teaching and learning resource. The peer review report can be found at the following site: <https://www.merlot.org/merlot/viewCompositeReview.htm?id=1347947>.

1. Progress made towards future contributions (if any)

I wrote a paper on e-learning strategies and technologies that will be submitted for peer review in the new year to Issues in Science and Technology Librarianship.

1. Goal(s) for this coming year

Assess student motivation in the participation of the MyResearch online pilot project, with attention to the needs for competence, autonomy, and relatedness, as dictated by the self-determination theory.

1. Contributions

**Section 3: Other Contributions to the University and Scholarly Communities**

University committees:

* **McGill Outreach Group** (MOG): An affiliation of about 30 people at McGill who prepare, program and deliver a variety of science/engineering/medical outreach. It is led by Redpath Museum Science Outreach Administrator, Ingrid Birker. We are working towards a more cohesive approach to outreach at McGill and have begun sharing best practices and discussing issues and future directions (two meetings in 2017). MOG also met with Dean of Science, Bruce Lennox, in December. We reported on 2017 activities and discussed issues and needs associated with outreach. Dean Lennox may recommend outreach as a joint Board-Senate meeting topic.
* **Writing Recognition Committee** (CCOM 206, a required undergraduate course): The committee is made up of **‘**Communication in Engineering’ course instructors (McGill Writing Centre), an engineering faculty member, and myself. We offer an award to the best paper each term to promote excellence in writing, by reading and scoring nominated papers. The winning papers are deposited in eScholarship and I announce them on The Turret blog. This year we granted two best paper awards. The students each received $500 from the Faculty of Engineering.

Teaching: **Learning to Teach Day**, McGill University (Nov 2017).

The program aims to equip graduate students with the tools and knowledge to help them maximize their teaching potential. I was invited to offer a 1.5 hr. session on the use of concept mapping in teaching and learning: “Concept mapping with CmapTools.”

International Committee: **ACRL/STS Professional Development Committee**, ALA

As a member of the committee, I supported the release of the newly launched SciTech Library Mentors program. I also transitioned SciTech website development to another member.

Peer-Reviewer: ***International Information and Library Review***

I reviewed three papers for the journal in 2017.

1. Professional development

My professional development efforts this year were focused on gaming and gamification. For example, I completed the Gamification MOOC on Coursera (University of Pennsylvania).

1. Plans/goals/activities

In 2018, I plan to learn Python in order to be an active member of the Library Nerd Club.

Learn? Coding (R and Python) for the Library Nerd Club

1. Supervisor (s) comments:

**Section 4: Comments & Signatures**

1. Staff member comments (optional):

Employee Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Supervisor Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Reviewer Signature (optional):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_