College students require instruction to develop robust information seeking and management skills. Library instruction at Oregon State University has historically been tied to single-session lectures for individual courses, a model leading to multiple instruction sessions for some students and none for others. OSU teaching librarians, motivated to meet students’ instruction needs outside of the traditional model, began offering a series of course-independent, stand-alone, library information skills workshops in AY 2012. The series has reached 304 attendees in over 25 academic majors. This poster highlights evidence of student learning taken from course feedback and from a pilot learning assessment tool.

Project Outcomes:
- Meet student learning needs in non-traditional ways
- Moving away from liaison model
- Incorporate non-teaching librarians in library instruction.

**Workshop Address Information Literacy Gaps to Meet Discipline-Created Standards**

- Librarians: Provide Your Research Paper with Good Sources
  - Copyright: Do’s & Don’ts
  - Bibliographies in Depth: Using Web-Based Citation Tools
    - 130
    - 75
    - 69
    - 34

- Thats what I heard based on instruction: College of Education
  - Academic Advisors
  - Bioresources Research Program
  - International Degree Program
  - Undergrad Research Director
  - University Honors College
  - Writing Center

**Recommendations for Success**

- Develop Partnerships
  - Flexible Scheduling
- Promotional Campaign
  - Use a registration system.
  - Record or build tutorials as F2F alternative. 
  - Assess learning outcomes.

- In the Future...
  - Implement Assessment for F2F Alternatives
  - Develop workshop series into credit or open mini-course.

- Library Instruction Y/Our Way: Examining Librarian-Developed Stand-Alone Workshops for Student Learning

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