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## Enhancing our Supply Chain: Working with Faculty to Embed IL Threshold Concepts

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Mary MacDonald

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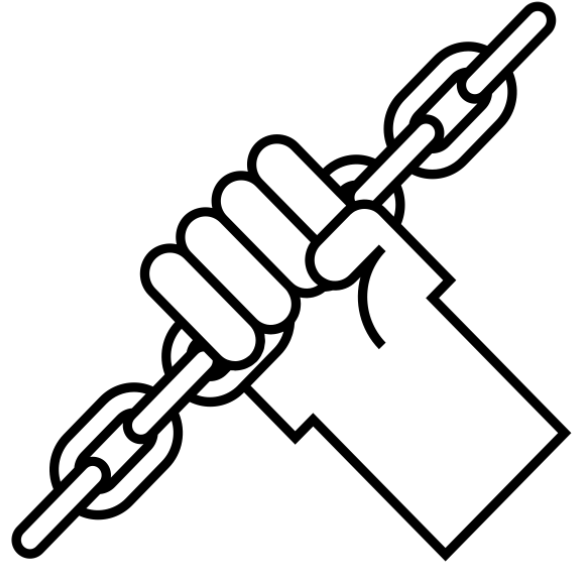


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# **Enhancing our Supply Chain: Working with Faculty to Embed IL Threshold Concepts**

Amanda K. Izenstark and Mary C. MacDonald  
University of Rhode Island  
LOEX Annual Conference, May 5, 2020





# Six Word Short Story

**Describe your own research process in six words**  
(write it down or type it on your computer)

# Faculty Responses

This is an activity we used with faculty during the session

- Don't tell me chicken is fish.
- Interconnected information is ready for exploration.
- I learned, I unlearned, I conquered.
- Wanted to teach, learned something instead.
- Curiosity killed the cat, not students.
- Research is a cyclical conversation process.
- Failure happens in research - keep trying.
- Colossal amount of work made manageable.
- Research? Crossing thresholds, passion for inquiry.

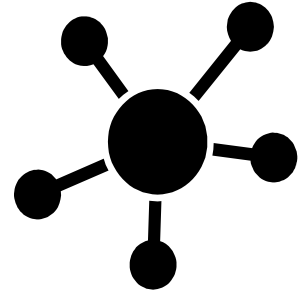
What are we talking about? More at [Six-Word Memoirs: Life Stories Distilled \(NPR\)](#)

**1.**

# **Introduction**

URI and Our Context

# Context & Institution



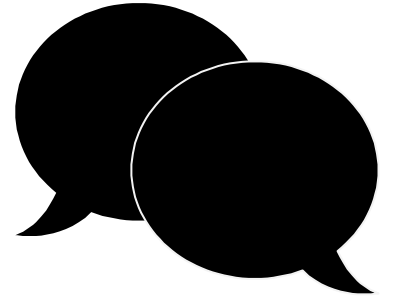
- URI is a medium sized public flagship university located in Kingston, RI
- 2016 General Education Program requires IL
- 14 librarians, only 5.5 provide instruction for 17K students
- Need to enhance supply chain to broaden reach

**2.**

# **Making & Building Connections**

The Libraries & Allies Across Campus

# Not Going it Alone



- Worked with faculty developer and assessment staff of the Office for the Advancement of Teaching and Learning (ATL)
- Previous successful collaboration developing URI General Education Information Literacy Rubric



# Personnel Changes

Version 1.0:

Mary MacDonald

Eric Kaldor (ATL)



# Personnel Changes

Version 2.0:

Mary MacDonald

Eric Kaldor

Amanda Izenstark

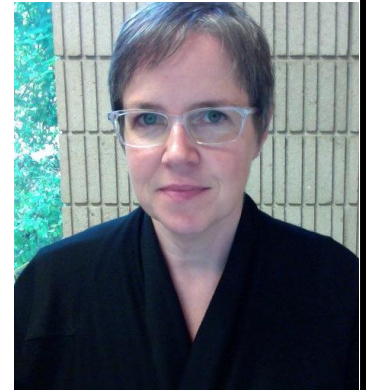


# Personnel Changes

Version 2.1:

Mary MacDonald

Amanda Izenstark



# Personnel Changes

Version 2.2:

Mary MacDonald

Anna Santucci, ATL

Amanda Izenstark



**3.**

# **Designing the Seminars**

Design, Assess, Revise



# Underlying Structure

- Workshop for faculty offered in Fall 2017, “Towards Effective Information Research: Faculty Expectations, Student Abilities, and Strategies to Close the Gap”
- ATL 2016 Davis Grant to provide stipends for faculty participants
- Textbook: Bravender, et al. *Teaching Information Literacy Threshold Concepts: Lesson Plans for Librarians*



# The 2018 Seminar

- Spring 2018: Teaching Effective Information Research begins, faculty met bi-weekly over the semester
- Adapted ATL's High Impact Teaching (HIT) activity worksheet
- Developed session content
- Each session included sharing results of HIT activity worksheets and discussion of an IL frame



# The 2018 Seminar

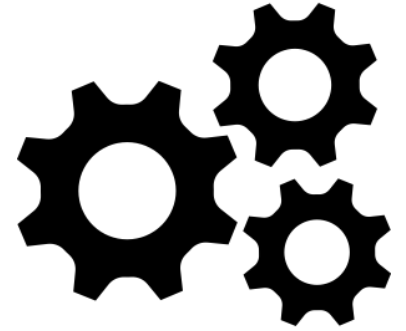
- Four out of seven faculty completed seminar, creating Action Plans to embed IL in courses
- Participants completed Action Plans and met with facilitators summer 2018
- Faculty feedback: they wanted a more in-depth experience





# The 2019 Seminar

- 3.5 days to create a retreat-type experience
- Half day for each frame
- Again, used the High Impact Teaching Activity Adaptation Worksheet to aid faculty in making changes to their courses
- Concluded with presentation of Action Plans



# Questions at this point?

Before we switch gears

4.

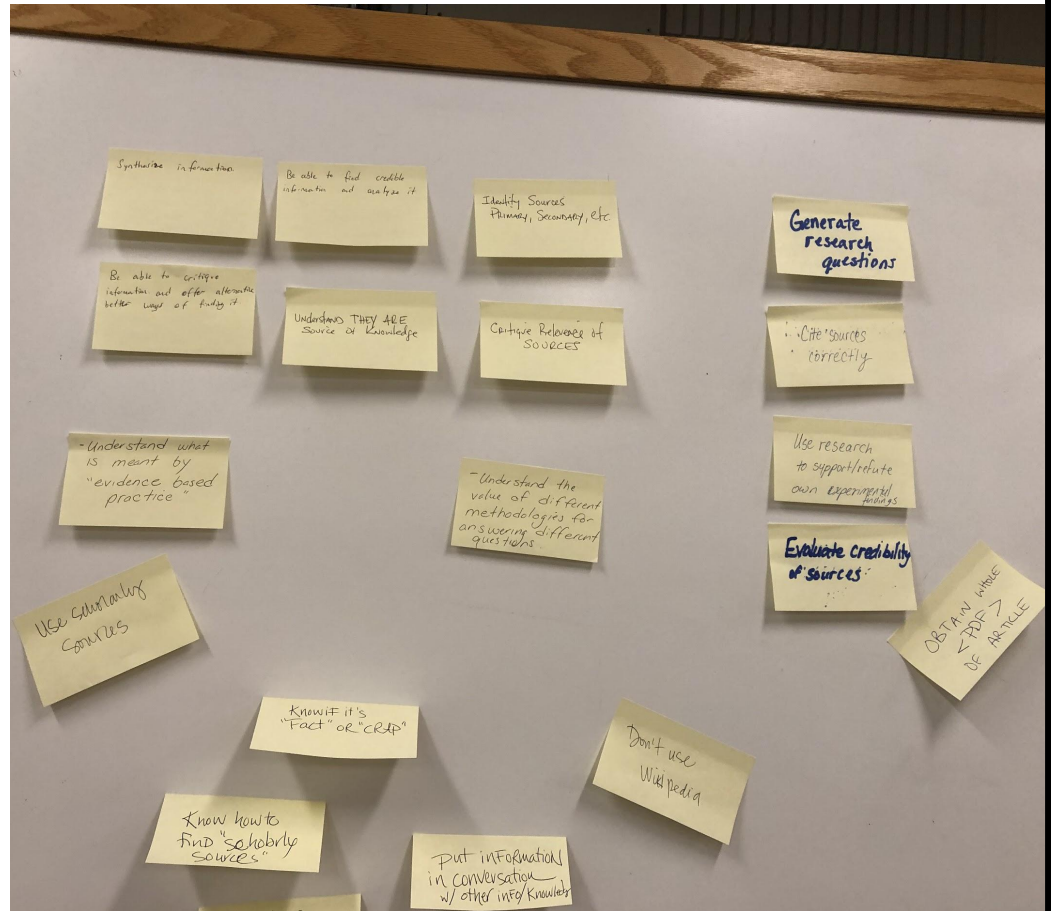
# Engaging Faculty

Modeling and Informing, Based on the  
IL Framework



# Scholarship as Conversation

Sticky-note brainstorming and discussion helped faculty articulate expectations they had for students, and whether/how students were meeting those expectations



# Research as Inquiry

Using a recent news story, faculty considered how it overlapped with their own disciplines in order to see how students might approach an unfamiliar topic.

## This Notre Dame redesign would turn the cathedral roof into a solar-powered urban farm

BY SOPHIE LEWIS

MAY 17, 2019 / 3:13 PM / CBS NEWS



Following the fire that devastated Paris' Notre Dame Cathedral last month, the race is on for architects to redesign the iconic structure. While art history buffs want to see the structure restored to its original beauty, architecture firms all over the world are proposing innovative designs, many of which are environmentally-friendly.

Shortly after the fire, French President Emmanuel Macron announced an international competition to rebuild the 850-year-old roof and spire, calling on architects to submit proposals. Paris-based firm Vincent Callebaut Architectures submitted an eco-friendly design that features a glass solar roof with an urban farm.

The project is called "Palingenesis," a Greek word meaning rebirth or regeneration. It features a glass, oak



# **Current events & your discipline**

**How does COVID-19 overlap with information in a discipline you have studied or are knowledgeable about?**

Create a research question or describe its influence in the chat

# Authority is Constructed and Contextual

We sorted ourselves and faculty into groups to facilitate discussion of how we gain expertise, evaluate it, and utilize the expertise academics and non-academics have to offer.

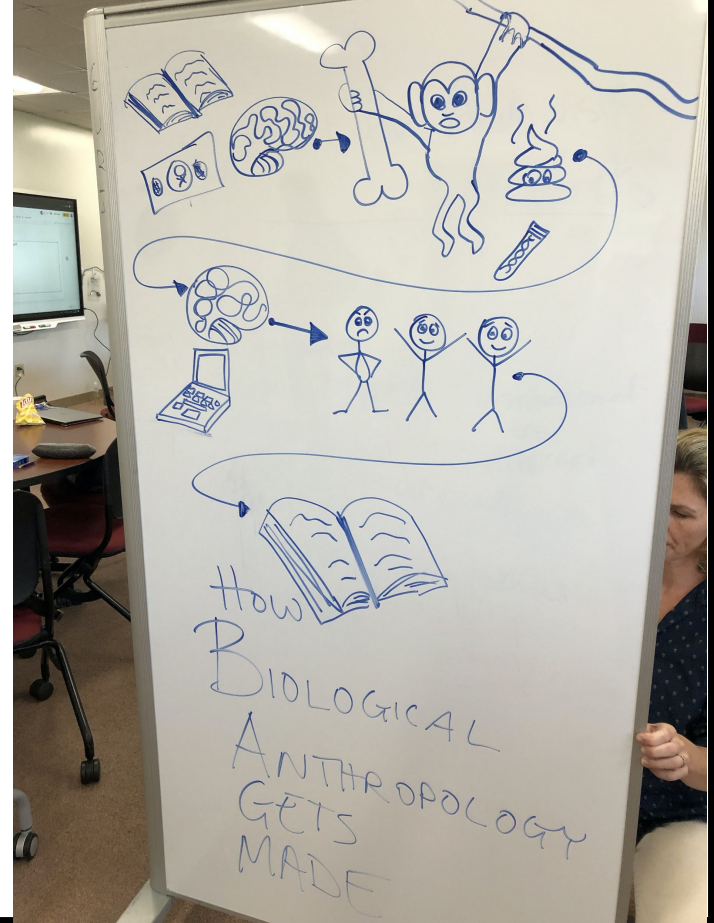
**Is there an area that you have a lot of knowledge in that is not in your academic discipline?**

- Pizza chef! / Mosaic tiling
- Fishing
- Floral arrangement / wedding planning
- Technology / fiddling with computers
- Cross stitch
- Singing
- Children's movies
- Cooking
- Writing (fiction)
- Cooking
- Dancing



# Information Creation as Process

Instructors illustrated their discipline's research process, and we guided them in a gallery walk in which they explained their process to their peers.



# Searching as Strategic Exploration

Participants were directed to find a piece of information and engaged in a discussion of both the obstacles and experiences they had while they performed this task.

**How did your process go? Were you successful?**

**What challenges did you face?**

- Needed additional instructions, e.g. know who is my audience
- “Cheated”? I already knew what to use and where to find it
- Realized I didn’t have one I had in mind, found it on Google Scholar
- Tried typing in as a student - still refined my language fast
- Was aware of the current relevance / or not of old pieces
- Used my tagged collection
- Relied on semantic collections that we know from experience
- Digital trails in personal archives like emails
- First results were outdated or not easily accessible
- Methods papers as a genre - do some fields have advantages?

# Information has Value

How does not understanding other threshold concepts lead to instances of plagiarism? Participants shared supports for to help students understand that information has value.

## Students' plagiarism

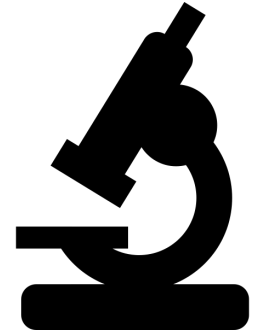
- Massive paraphrasing of ideas that are not their own - they want to enter the conversation, but they feel like they don't speak the language, struggle with finding their voice
- Ethics, but also lack of support
- "Journalism" exercise: translate expert work for wider audience
- Guided reading (e.g. renaming chapters, rephrasing paragraphs, ...)
- Scalable solutions requiring verbal communication (instead of discussing paper face to face): e.g. Flipgrid
- Importance of having clear institutional standards
- Modeling, critical reflections
- Not appropriate searching and reading habits

**5.**

**Increased  
Production**

Results of the Seminars

# Biology



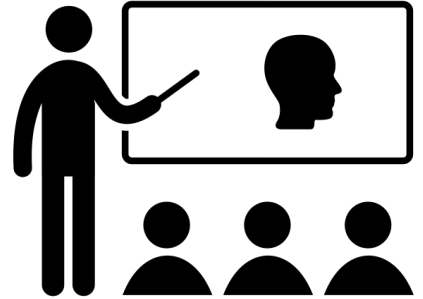
- **Intro Course:** Added exercise to help students evaluate and create infographics.
- **Intermediate Course:** Built an exercise using Searching as Strategic Exploration as a support for students as they begin to structure a systematic review, among other activities.

# Africana Studies & History



- Developed and added exercises that helped students envision their role in the scholarly conversation

# Anthropology



- Used pop culture sources about sex and reproduction (the topic of the course) to scaffold evaluation skills.
- Incorporated an inside look at the peer-review process for getting one of her papers published.

# Human Dev. & Family Studies



- Designed assignments that would require students to find the types of credible non-academic sources they would use when educating the public



# Criminal Justice



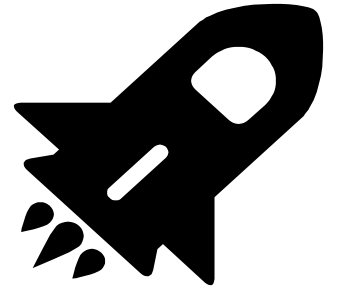
- Designed a group activity based on mapping the scholarly conversation to give students an opportunity to create a visual representation of scholarly sources for a policy position paper.

6.

# Supply Chain Planning

Ensuring Supply for Future Needs

# Plans for Future Iterations



- Continue the 3.5 day format, to provide the sense of a retreat.
- Slightly longer days, with more time for lunch, breaks, and consultation.
- Given current conditions, we are planning an online version for 2020.

7.

# **Logistics for Other Environments**

Adapting the Strategy for Sustainability



# Adaptation options

- Limited staff time? Try a weekly or biweekly model.
- Limited or no budget? Provide copy of text (if in the budget), access to other seminar materials to participants via a file sharing platform or your institution's LMS.
- Nothing at all? Consider developing an IL Toolkit via LibGuides or other platform to share active learning activities you have developed and tested in other classes.
- Look for funding: Institutional, regional, or national grants.

# Thank you!



**Any questions?**

Contact us!

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- Mary MacDonald - [marymac@uri.edu](mailto:marymac@uri.edu)

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