

Becoming Leaders, Creating Leaders: Developing an Information Literacy Ambassador Program



GEARUP

WITH INFORMATION LITERACY

gather • evaluate • apply • respect



Presenters

Andrea Brooks
IL Coordinator
NKU



Jane Hammons
Teaching & Learning
Engagement Librarian
OSU



Lynn Warner
Instruction Librarian
NKU



Session Goals

- Reflect on leadership traits developed as an instruction librarian
- Describe the Information Literacy Ambassador Model at NKU
- Model content used during the three-day workshop
- Provide key takeaways and recommendations

Leadership Perceptions

Poll Questions:

1. On a scale of 1 (Strongly Disagree) to 5 (Strongly Agree) how do you view yourself as a leader *within your library*?
2. How do you view yourself as a leader *on your campus (or broader organization)*?

Key Leadership Traits

“Management controls change and leadership creates change.” (Mader, 1996)

1. Visionary
2. Risk taker
3. Inspirational
4. Good communication
5. Team builder
6. Innovator

Instructional Leadership

“[Teacher leaders] exhibit the qualities and skills which allow them to inspire colleagues and administrators and to motivate change to improve teaching practice.”

(Saunders, 2011)

- Seek self-improvement/reflective
- Innovative
- Collaborative
- Organizational awareness

QEP: Our Opportunity

- Quality Enhancement Plan (QEP)
 - Topic: Information Literacy
 - *Campus* initiative, multiple partnerships
 - Budget
 - Approval/acceptance process

Summer
2017



May
2020



GEARup with Information Literacy

The goal of GEARup is to improve student learning by strategically integrating information literacy into the NKU curriculum.

Gather [Searching as Strategic Exploration, Research as Inquiry; Scholarship as Conversation]

Evaluate [Authority is Constructed & Contextual; Information Creation as a Process]

Apply [Research as Inquiry; Scholarship as Conversation]

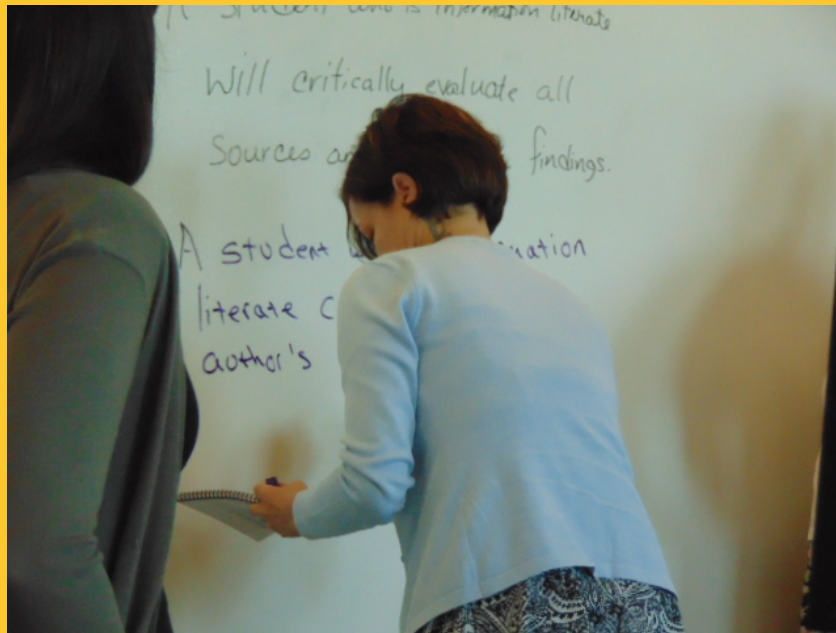
Respect [Information has Value; Scholarship as Conversation]

Creating Leaders: IL Ambassador Program

- Revise at least one course to include IL learning outcome
- Lead the charge in their departments to incorporate IL
- Lead faculty workshops and participate in GEARUP events

Faculty Summer Institute for Information Literacy

Question Break



Pilot Faculty Summer Institute

June 26th-28th 2018

- 10 Faculty Ambassadors, 4 IL Faculty Librarians
- IL Concepts
- Course Revision & Integration
- Advocacy

Designing and Leading the Institute

- Use of instructional design methods
- Developed a complete curriculum incorporating:
 - Multiple types of activities
 - Individual and group work
 - Reflection
- Incorporated a focus on pedagogy, not just information literacy
 - Backward design

Designing and Leading the Institute

Reviewing Learning Outcomes

Peer Activity

Purpose of Activity: To review the enduring understandings and learning outcomes identified for the course.

Time: 11:45-12:00

Description of Activity: Each participant will work with a peer to review the enduring understandings and learning outcomes they have identified. Peers will be encouraged to provide helpful feedback (p. 54 LG).

Select a partner.

Each partner should briefly describe the learning outcomes developed for their course. The other partner(s) should provide feedback on the outcomes. If needed, use the following prompts to guide the discussion:

- Are the outcomes specific?
- Are the outcomes measureable?
- Are the outcomes "double-barreled"?
- Are the outcomes active?
- Are the outcomes relevant? Do they measure what will be taught?
- Are the outcome achievable?

Summer Institute

Defining Information Literacy Activity

1. A student who is information literate will understand how to cite a source
2. A student who is information literate will understand the role of attribution as part of the scholarly conversation
3. A student who is information literate will be able to explain the “digital divide”
4. A student who is information literate will think that the purpose of academic research is to find the single, definitive answer to a question
5. A student who is information literate will be able to meet all their information needs without assistance
6. A student who is information literate will question or even challenge copyright law

Question Break



IL Ambassadors



Becoming Leaders

Roles and Strengths of Teaching Librarians (ACRL, 2017)

1. Advocate
2. Coordinator
3. Instructional Designer
4. Leader
5. Lifelong Learner
6. Teacher
7. Teaching Partner



Becoming Leaders

Advocate

- *Advocates for the library's role in student learning and development across the curriculum*
- *Promotes and advances information literacy to library leaders and campus administrators*
- *Partners with faculty to encourage information literacy within courses and within the curriculum*

Leader

- *Creates an environment of positive learning, trust, and reflection, addressing pedagogical or instruction related conflicts and encouraging the development of confidence in teaching*
- *Navigates, communicates, and operationalizes information literacy within and among campus entities and structures*
- *Builds organizational authority with regard to informational literacy regardless of place within the organizational hierarchy*

Becoming Leaders

- Communication
- Self-Confidence
- Risk Taking
- Team Building



Recommendations

- Pilot year important
- Clear information literacy outcomes
- Campus support
- Be on the lookout for opportunities



Key Takeaways

- Librarians do have the ability to be leaders
- Librarians do have the ability to create or contribute to change on a campus wide level
- Librarians can provide pedagogical support for disciplinary faculty
- Don't be afraid to take a risk

Final Questions?

Andrea Brooks, brooksa2@nku.edu

Jane Hammons, Hammons.73@osu.edu

Lynn Warner, warnerL3@nku.edu



References

ACRL. (2017, May 15). Roles and Strengths of Teaching Librarians. <http://www.ala.org/acrl/standards/teachinglibrarians>

Mader, S. (1996). Instruction Librarians: Leadership in the New Organization. *RQ*, 36: 192–97.

Saunders, L. (2011, March 30-April 2). Librarians as Teacher Leaders: Definitions, Challenges, and Opportunities. *ACRL*, Philadelphia, PA.
http://www.ala.org/acrl/sites/ala.org.acrl/files/content/conferences/co_nfsandpreconfs/national/2011/papers/librarians_as_teache.pdf

Faculty Summer Institute Curriculum Guide:
<https://go.osu.edu/infolitnku>

