Re-imagining information literacy curricular integration

A faculty Information Literacy fellows program

By Evelyn Ugwu-George
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- Instruction Invite: Reflect on the questions
- The one-shot: struggle for librarian
- Approaches to collaboration
- The Curry College Faculty IL Fellows program
- Source evaluation: One-shot vs examples from the fellows program
- Final reflection and conclusion
Question 1

- Imagine what you would like to know about this class beforehand.
- Would collaborating with the professor impact your plan for the class?
- Would having more information about the students and the assignment improve student engagement during the one-shot session?
Question 2

- What are our options for preparing and teaching a class when we get the invitation?

- How well does this option work?
One-shot just won’t cut it!

- Even when we have come to accept that one-shots are better than nothing, “just because it could be worse, does not mean we should not hope for better” (Pagowsky, 2021. p. 301).

- One-shots fail to teach students the type of depths of concepts required to do well on their research assignments particularly because students struggle to transfer what they have learned into their real assignments/research papers (Carlozzi, 2018, cited in Pagowsky, 2021).
One-Shot just won't cut it!

- “While librarians strive to avoid a canned library spiel by customizing the class session to teach specifically to information needs of the assignments, the opportunity for deep learning is often missed” (Becker et al., 2022. P.168).

- “Students do not achieve IL by attending more library sessions (Ward, 2016 cited in Pagowsky, 2021.p.300)

Becker: Deep learning is missed!  
Ward insists!
ACRL advocacy on student learning

- Recommends that librarians collaborate with both internal and external “partners to expand understanding of the impact of IL on student learning” (ACRL advocacy and issues, 2023).
Stipend for Course redesign
Teach the Teachers
Internal Administrative grant for course enhancement
Experimenting with collaboration
Use of external grant
Programmatic integration
The Curry College Faculty IL Fellows Program

Rational

- Opportunity presented after Covid
- Change in administration
- Reduced staffing
- The need to promote our new IL outcomes

Funding & Partnership

- Partner with the Instructional Designer
- Problems with Access to resources during the Covid online classes
- Funded by the Faculty Center
Program Requirements and Application
Selection: Each semester, three faculty, multi-disciplines, selected from a pool of applicants.

Year Long Program

Revamp one of their courses during the fellowship program.

Faculty must have taught at the college for one year.

Course must be offered, in the implementation semester.

Applicants receive $1000 at the end of the program.
- Workshop: Commit to six meetings first semester
- Work with the IL librarian and the instructional designer
- Share changes to their work at the end of the first semester
- Submit a reflection/report at the end of the year
- Engage with the Levin Library IL outcomes
- Learn about, and share helpful resources with colleagues
- Incorporate relevant outcomes into their syllabi, lessons and assignments
Cohort since Fall 2022

Fall 2022
- Science and Math
- The School of Nursing
- Business and Management

Spring 2023
- Fine and Applied Arts
- Psychology
- The Program for the Advancement of Learning (PAL)

Fall 2023
- Biology
- Public Health
- Education
Navigating the power dynamic between faculty, librarians, and staff in our planning and structuring stages

Acknowledging and understanding that faculty have purview over the curriculum


Cautions against developing a library-centric program

Avoid laying claims on IL as solely belonging to them because “this exclusivity might jeopardize a program” (p. 74)

Set IL discourse within a framework that is relevant and valuable to classroom faculty and align it with the educational goals and mission of the institution
Workshop meeting structure

- Faculty are introduced to the Levin Library outcomes
- They engage and assess how the outcome fits into their courses, assignments/research papers
- They return at the next meeting to share and discuss the value of the outcome and how it relates to their vision for their courses
<table>
<thead>
<tr>
<th>Meeting</th>
<th>Date</th>
<th>Topic/subject of conversation</th>
<th>Homework</th>
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</thead>
<tbody>
<tr>
<td>Meeting 1</td>
<td>09/25/23 @ 10am</td>
<td>- Fellows Introductions&lt;br&gt;- Introduction to IL outcomes&lt;br&gt;- Introduction to IL outcomes 1 and 2&lt;br&gt;- Fellows share class assignments/syllabus/course.</td>
<td>Reflect on Outcomes 1 and 2 and share how you can relate these outcomes to your course/lessons/assignments</td>
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<tr>
<td>Meeting 2</td>
<td>10/2/2023 @ 10am</td>
<td>- Fellows share their take on outcomes 1 and 2.&lt;br&gt;- Questions/comments&lt;br&gt;- Present outcome 3&lt;br&gt;- Open conversation</td>
<td>Reflect on outcome 3 and share how to relate this to your course/lesson/assignment</td>
</tr>
<tr>
<td>Meeting 3</td>
<td>10/16/2023 @ 10am</td>
<td>- Fellows share their take on Outcome 3&lt;br&gt;- Questions and comments</td>
<td>Reflect on outcome 4</td>
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</tbody>
</table>
| Meeting 4 | 11/2/2023 @ 4pm | - Present outcome 4  
- Introduce the Credo Courseware  
- Open conversation | - Review the Credo courseware  
- Reflect on outcome 5  
- How would you use the Credo courseware and the badges? |
|-----------|-----------------|-------------------------------------------------|--------------------------------------------------|
| Meeting 5 | 11/13/2023 @ 10am | - Fellows share their take on Outcome 4  
- Comments, questions  
- Badges  
- Present outcome 5  
- Open conversation | - Prepare for the final presentation.  
- Making sense of everything. |
| Meeting 6 | 12/4/2023 @ 10am | - Fellows final presentation  
- Next steps: building out the course and supporting your class during the integration in the spring. | - feedback/survey |
## The Levin Library Information Literacy Outcomes Adapted from the 2015 ACRL Framework

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Definitions/ critical examples of how outcomes can be addressed and assessed</th>
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</thead>
<tbody>
<tr>
<td><strong>Define the Inquiry and Explore Search Strategy</strong></td>
<td>• Define the scope of inquiry and refine search strategies based on search results</td>
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<tr>
<td>Students will gain information seeking skills to guide them from subject of inquiry to determining appropriate tools for search and discovery.</td>
<td>• Match information needs with search strategies</td>
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<td></td>
<td>• Use different types of controlled vocabulary and natural language</td>
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<td></td>
<td>• Organize information in a meaningful way</td>
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<tr>
<td><strong>Develop, Organize, and Manage the Exploration Process</strong></td>
<td>• Recognize that authoritative content may be packed formally or informally and may include sources of all forms of media</td>
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<tr>
<td>Students will demonstrate ability to develop, organize and manage inquiry and search process effectively.</td>
<td>• Recognize the purpose, value and distinguishing characteristics of different types of resources: open access, public domain, peer review, blogs, podcasts, etc., based on context and need.</td>
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<tr>
<td>Screen information and assess its value</td>
<td>Students will demonstrate ability to appraise information for value and relevance</td>
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<td>----------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
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<tr>
<td>• Keep track of information sources so as to manage and give credit to original ideas of others through proper attribution and citation</td>
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<tr>
<td>• Develop, organize and manage search process effectively</td>
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<td>• Seek multiple perspectives during information assessment, recognize a range of divergent viewpoints on a subject, and use a diverse and representative sample.</td>
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<td>• Recognize that scholarly works may not represent the sole authority, consider research as an open ended exploration and an ongoing conversation</td>
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<td>• Synthesize ideas retrieved from multiple sources, and summarize changes in scholarly perspective over time with respect to a specific topic within a discipline</td>
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<td>• Develop awareness of importance of assessing content with skepticism and with self-awareness of their own biases and worldview</td>
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<td>• Critically evaluate contributions made by others in participating information environments.</td>
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<tr>
<td>Create Knowledge and Communicate Findings</td>
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<tr>
<td>------------------------------------------</td>
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<tr>
<td>Students will demonstrate ability to create knowledge and communicate in a manner appropriate to the information need.</td>
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<tr>
<td>• Appreciate the skills, time, and effort needed to produce knowledge by giving credit to original ideas through proper attribution and citation.</td>
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<tr>
<td>• Articulate the capabilities and constraints of information developed through various creation processes</td>
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<tr>
<td>• Recognize that information may be perceived differently depending on the format (static or dynamic) when contributing to scholarly conversation at appropriate levels</td>
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<tr>
<td>• Contribute to scholarly conversation at an appropriate level: such as a local, online community guided discussion; undergraduate research journal; conference presentation; poster session.</td>
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<table>
<thead>
<tr>
<th>Communicate the iterative nature of information processes</th>
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<tbody>
<tr>
<td>• Assess the search process, identify gaps or weaknesses, persist and adapt in the face of challenges, and seek help as needed</td>
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</tbody>
</table>
| Students will reflect on the first four information literacy outcomes in any given inquiry and how they apply in all contexts. | • Consider how information organization impacts the creation of knowledge and communicating findings  
• Recognize the importance of continuous self-evaluation, and the cyclical and accumulated processes of research when collecting data and communicating information  
• Recognize what it means to be a knowledge creator in a global context with consideration to the audience and situation |

Summer 2019 project

Last update: 8/19/2020
Workshop: Structure

- The outcome was the basis of the conversations
- Faculty had the freedom to own and interpret them as they see fit
- Considerations and engagement with the outcomes were based on their experiences teaching the courses, their vision, their students' needs, and their engagement with the curriculum
- Environment: where it is okay to re-think and re-examine positions and ideas
- Most valuable to the group: Mutual respect and commitment to the goal
It's all about the research question

- Helping students understand the question
- Making the research question a part of the teaching
- Introducing teaching approaches such as concept mapping to aid the process of selecting a research question
- Encouraging reflection
- Focusing on the process of engaging with the question as well as the resources
- Providing multiple chances for feedback
We all have something to share

**IL Librarian**
- Credo courseware: contains supplemental tutorials to encourage students to engage with IL.
- Faculty encouraged to scaffold this lessons as they see fit

**Instructional Designer**
- Introduced Badges: Faculty can elect to use them for motivating students
- Support faculty with LTI integration of resources

**Faculty: Examples**
- Opportunity to share and brainstorm on ideas and resources
- Examples:
  - Risk of Deception Assessment tool (Toronto, 2022)
  - LitMaps (Beggs, 2024)
Source Evaluation: One shot

- Source evaluation involves the ability to decide what information is most relevant or applicable to a research question.
- It involves thinking critically about the question, the resources, the context, authority, and bias.
Question 3

How do you teach source evaluation in a one-shot IL session?
Challenging to teach in one-shot

- No assignment or connection to course
- The use of Acronyms such as CRAAP, RADAR, SIFT
- Information Cycle and Information Timeline

The Acronyms

Concepts like the **SIFT method**, **CRAAP Test**, **RADAR** and other acronyms that we introduce to help students identify, group and evaluate resources with little contextual connections.

Information Timeline and cycle

- Help students understand the concept of time where resources are concerned.
- Provides a superficial understanding of source evaluation.
Again, One-shot just won't cut it

We fail to help students engage with the complexities and fluidity of sources especially in the digital age where everything is open to debate and new interpretations depending on the context.
The IL Fellows program examples

- Dr. Murphy
- 3rd cohort
- Public Health and Advocacy syllabus and Semester long research

- Dr. LeMay
- 1st cohort
- Statistics II
- Research paper
<table>
<thead>
<tr>
<th>Week 2</th>
<th>Policies and Policy Making</th>
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<tbody>
<tr>
<td>Class discussion:</td>
<td>Examine 4 channels of policymaking with specific example of each. Linking policy briefs to policies about health.</td>
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<tr>
<td></td>
<td>Examine references of policy briefs and discuss resource types. (Outcome #2)</td>
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<tr>
<td></td>
<td>Strategies for organizing information – Zotero, Mendeley, others? (Outcome #1)</td>
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<tr>
<td>Credo:</td>
<td>Search Techniques 1, 2 and quiz (Outcome #1)</td>
</tr>
<tr>
<td></td>
<td>How to Read Scholarly Materials (Outcome #2)</td>
</tr>
<tr>
<td></td>
<td>Annotated Bibliography (Tutorial) (Outcome #2)</td>
</tr>
<tr>
<td></td>
<td>Annotated reference list (minimum 3)</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Week 3</th>
<th>The Legal system and Advocacy</th>
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<tbody>
<tr>
<td>Class discussion:</td>
<td>Specific advocacy movement from history (labor/union, civil rights, women’s suffrage)</td>
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<td></td>
<td>Information they used to support their cause (original research, analysis from other countries or states) – how did they know to assemble these ideas and/or use this information? (Outcome #1) (Outcome #2) (Outcome #3)</td>
</tr>
<tr>
<td></td>
<td>Advocacy strategies</td>
</tr>
<tr>
<td></td>
<td>Changes sought by different advocates &amp; changes over time since first wave of advocacy compared to present day (introducing iterative nature of change) (Outcome #3) (Outcome #4)</td>
</tr>
<tr>
<td>Credo:</td>
<td>Video: Creating a Research Plan (Outcome #1)</td>
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<tr>
<td></td>
<td>Source Types Tutorial and Quiz (Outcome #2)</td>
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<tr>
<td></td>
<td>Intro to Civic Engagement, Civic Action (Videos &amp; Quiz) (Outcome #2) (Outcome #3)</td>
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WEEK 4
Optimizing Health with Policies

Class Discussion:
Identify and differentiate social and structural determinants of health (Concept map)
- How do we know policies underly social determinants? (Outcome #1)
- When policymakers make decisions what information is cited/presented to compare/contrast social and structural determinants in different settings (states/countries)? (Outcome #3)
- For any one health outcome, which can be the same as Policy Brief topic, use research to link any associated social and structural determinants (Outcome #4)

Credo:
Video - Framing a Problem (Outcome #4)
Refining Search Results (Outcome #3)

WEEK 5
Advocating to Optimize Health

Class discussion:
What strategies have been more/less successful in advocacy movements surrounding your structural determinant?
- Assign groups structural determinants (e.g., laws surrounding housing, schools, etc)
- What types of information were more/less impactful in getting public attention for this movement? (Outcome #2)

Credo:
Synthesizing Information – Video, Tutorial, Quiz (Outcome #3)

WEEK 6
Historical Movements Health and Human Rights

Readings:
UN Declaration of Human Rights

Class discussion:
Global advocacy movements in favor of health related to political events (e.g., World War II)
- How was this movement covered by the media? (Outcome #3)
What are they?
Policy briefs are used to summarize evidence about specific topics to inform people who may be voting to implement a law that would change that topic. Often, voters—whether they are elected officials or community members—do not have time to research all issues on a ballot, so policy briefs help give them a concise picture of what they should know.

Who are they for?
Policy briefs generally have one specific target audience. Often, it is policymakers who work locally or at the state or federal level. The policy brief authors want to sway the policymaker to vote one way or the other (i.e., either for or against) during an upcoming session. However, policy briefs may also be used to share perspectives with community members before an upcoming vote so they are more informed about how their choice will impact others or change the community.

What components are needed for our policy briefs?

Week 2: Topic Proposals (10 points)
- Identifies a public health problem
- Begins to outline details of the policy brief including purpose, intended audience, supporting content, and structure.
- Include 3 Annotated References
  - Annotations should describe how that reference supports your idea that a certain policy will improve the specific issue you are investigating
  - You will be adding to this list each time you submit a new section draft as well as at other points during the semester

Week 3: Annotated References (10 points)
- This week, add 3 different types of references after our class discussion and activity

Week 4: Introduction (30 points)
- 1 page maximum
- Answers the questions:
  - What issue are we talking about?
  - How is it related to health?
  - Who is impacted?
  - Why does this matter?
  - How can policy impact the health outcome/issue? Why is policy action needed?
- Should include:
  - Updated annotated reference list:
    - At least 7 references and 3 different types of resources (e.g., government reports/databases, peer-reviewed journal articles, etc)
Public Health & Advocacy

- Scaffolding outcomes 2 and 3 from week 2 of the semester.
- IL outcomes are aligned with weekly topics, and mini exercises such as the annotated bibliography, at different points in the semester to help students develop an understanding of how to engage with, and evaluate resources
- Credo courseware videos and tutorials were also assigned.
- Students were prepared for the IL visit in week 3 and the integration lasted throughout the course.
Final Project

So many disciplines utilize descriptive and inferential statistics (which is why you are enrolled in this course!) that it is important that you investigate how statistics is used in your specific major/area of interest.

This final project comes in two independent pieces. For one part, you will search for data that is related to your major. With an associated question in mind which the data can answer, you will conduct a statistical analysis and present your findings. For the second part, you will research an article that uses statistical techniques which we cover in class, and describe in further detail key aspects of the techniques applied and conclusions made.

The following items are required for this project, with the associated deadlines (11:59 pm):

<table>
<thead>
<tr>
<th>Article Analysis</th>
<th>Deadline</th>
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<tbody>
<tr>
<td>Article selected</td>
<td>4/2</td>
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<tr>
<td>Article write-up</td>
<td>4/9</td>
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<tr>
<td>Data Research</td>
<td>Deadline</td>
</tr>
<tr>
<td>Data set selected and statistical analysis preparation</td>
<td>4/30</td>
</tr>
<tr>
<td>Statistical Analysis</td>
<td>5/7</td>
</tr>
</tbody>
</table>

I definitely encourage you to email me and/or see me during office hours as you prepare each part of this project. It is not meant to be quick to do! You should be genuinely investigating how statistics is used in your major/area of interest.

The final project is worth 20% of your grade: 10% for the Data Research and 10% for the Research Article. Each section of both parts will be submitted on Canvas.

Adapted from Dr Steven LeMay's Statistics II final paper
Broke the research question into two pieces to allow for source evaluation lessons and resources to be scaffolded and assessed.

Weaved source evaluation into every step of the broken-down final research paper, through mini projects that involve using their sample data to reflect on questions surrounding data analysis and interpretations, exposing them to different data techniques and data manipulations.

Student selected their data that they would be working with throughout the first half of the semester in week 3.
Scaffolded lessons from Credo Courseware
Students were motivated to complete these mini lessons as they saw a connection with their final paper
They earned badges as they progressed.

“In order to be successful on the final project, I needed to explicitly talk about it throughout the semester when teaching” (LeMay, IL Fellows report, 2022).
Victories & Struggles

Victories

• Since fall 2022, nine professors from different disciplines have engaged with our IL Outcomes, sharing their understanding, motivations and vulnerabilities as they work collaboratively in this learning.
• Professors have maintained a bond beyond the IL workshops.

Struggles

• Inconsistencies in integration across the courses has been a challenge.
• Teaching faculty still have absolute control over their curriculum.
• Some professors in the program might elect to do very little in the implementation stage.
• This has occurred in 1 out of 3 in each of the groups.
Some control

Pre/post test
Created ten multiple choice pre/post test questions (not graded, but to check for shifts in reasoning about the questions) to gauge the benefits of the implementation.

CredoCourseware
Professors use of the Credo Courseware provides us with information about students' engagement with IL outside of the usual course/teaching.
Some Feedback

- A survey of the professors at the end of the first semester provided us with information on how to improve the program.
- At least 6 out of the 9 professors completed the final evaluation/reflection at the end of the Fellows year.
Suggestions

Structuring each meeting to spend a little time introducing and explaining the upcoming learning outcome would be helpful. It would allow for homework to focus more on integration into the course rather than interpreting the outcome, (cohort 2)

The only minor criticism I have is that the meetings could be more spaced out. The content is wonderful, but I wished I had more time to reflect more on it (cohort 1)
This program was extremely informative and collaborative! It exceeded my expectations and I have incorporated many techniques and concepts into my courses. I intend on incorporating more components into my freshmen classes this fall. Evelyn and Kirsten were wonderful to work with! This program and the Curry Authors has allowed faculty across the campus to come together and collaborate, discuss, and share ideas! Keep up the amazing work!

I LOVED how our group was members of different departments. I think we all benefitted from each other's unique perspective. THANK YOU!
Conclusion:

The 2015 Framework a call to action

For librarians, faculty, and other institutional partners to redesign instruction sessions, assignments, courses, and even curricula; to connect IL with student success initiatives; to collaborate on pedagogical research and involve students themselves in that research; and to create wider conversations about student learning, the scholarship of teaching and learning, and the assessment of learning on local campuses and beyond (ACRL, 2015, p. 8-9).
• Collaboration can be a challenge, but so far we have worked with faculty who are investing their time in working towards a better teaching and learning experience for themselves and their students.
• This program has given us a chance to experiment, find alternatives and figure out our agency/role in the academy
• We hope to answer the call one faculty cohort at a time.
• Thank you!
Final Reflection

Given the same opportunity to collaborate with faculty, what would you do differently with the invite?
References


Thanks!

To all the faculty fellows
My wonderful colleagues at the Levin Library
Kirsten Shepard: the instructional designer
To you for listening
Some Student voices

Students in Dr Coleen Toronto (Nursing Prof., Fall 2022) who scaffolded the Credo Courseware lessons, quizzes, and badges throughout her course reflected on their experience.
Student #6 “Credo was a vital learning experience as I worked through this semester. It helped us break down the material for the week using interactive methods such as mini quizzes and videos and was a motivator to improve my information literacy skills. I enjoyed how clear cut the information was and how it simplified the material to our understanding. I found the process seamless and interactive with each of our modules for the week.”
Student #8 “My experience with Credo and Badging was smooth and easy to follow. There were only several flaws related to technical difficulties, but the Credo activity was useful and comprehensible. They even had mini practice problems to help reinforce the information we just read from the previous slides which helped cement the material. For example, they provided us information on APA citations and how to cite certain sources, how to use the databases, peer-review articles, identifying articles etc. Credo definitely helped strengthen my Information Literacy Skills and I think it was due to the process being seamless as well. I quite frankly enjoyed watching the videos.”