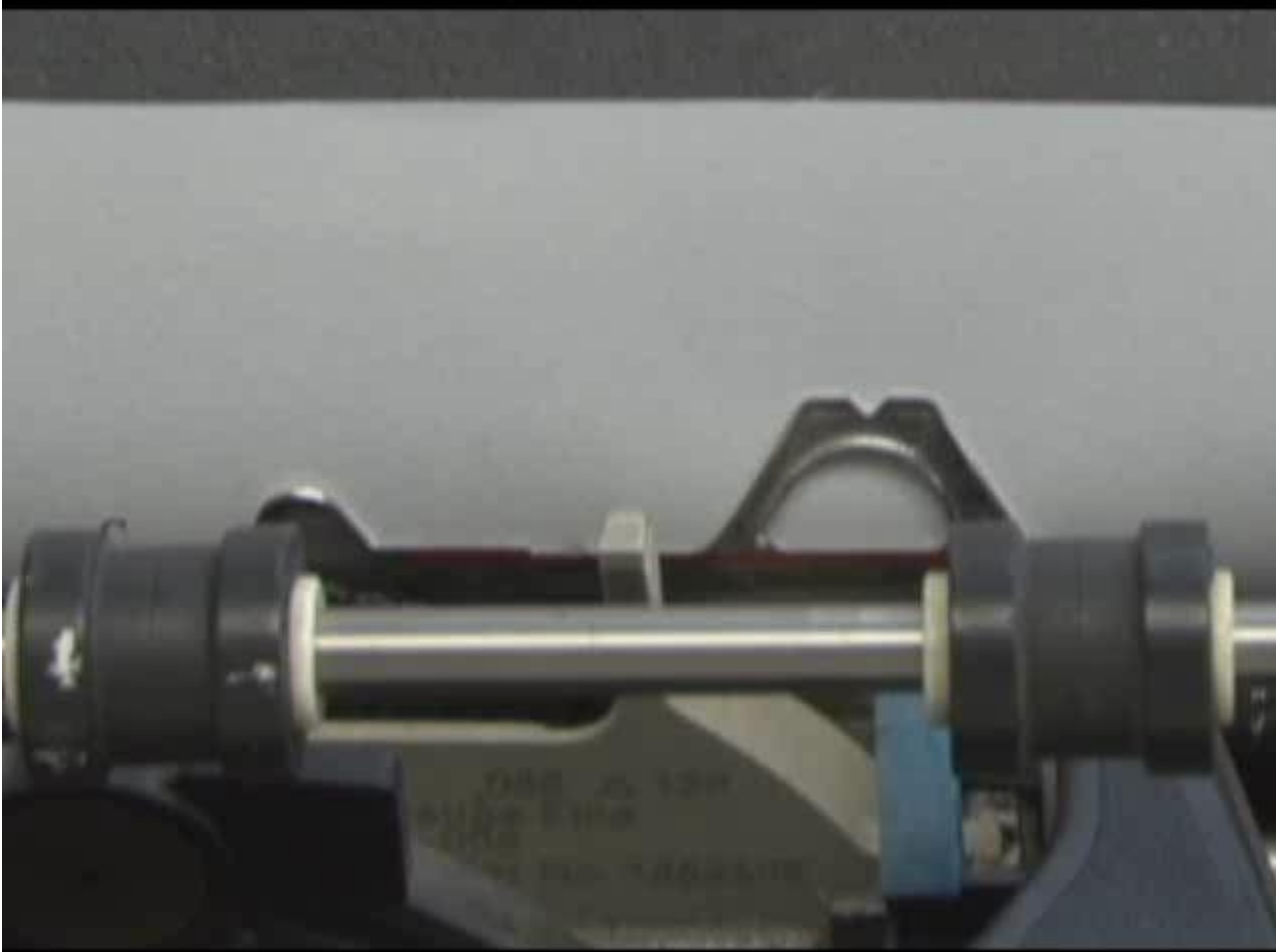# Information R/evolution

Michael Wesch, October 2007

WHEN THE TIME COMES, WILL YOU BE READY?

Strategies and Tools to Build a Framework for Information Literacy across the Curriculum

AGENDA

- Introduction: Definitions
- Part 1: Paving the Way: Getting Buy-In and Building Partnerships
- Part 2: Designing an ILAC Program from the Ground Up and Top Down: The University of the Fraser Valley Story
- Part 3: Developing an Effective IL Assessment Toolkit to Gauge Success and Inform a Practice of Continual Enhancement and Renewal
- Wrap-up

WORKSHOP OUTCOMES

By the end of this workshop, you will be able to:

- articulate a definition for information literacy across the curriculum

- identify strategic opportunities and partners for implementing information literacy across the curriculum at your institution

- identify key documents – internal, external, and potential – to employ as tools for ILAC planning and persuasion

- identify potential assessment strategies and tools for your institution

WHO ARE WE, AND WHY ARE WE HERE?

- **Colleen Bell**
  Information Literacy & Outreach Services Librarian
  University of the Fraser Valley

- **Sophie Bury**
  Business Librarian
  York University

- **Thumeka Mgwigwi**
  Reference Librarian
  York University

INTRODUCTION

Defining Information Literacy across the Curriculum

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WARM-UP

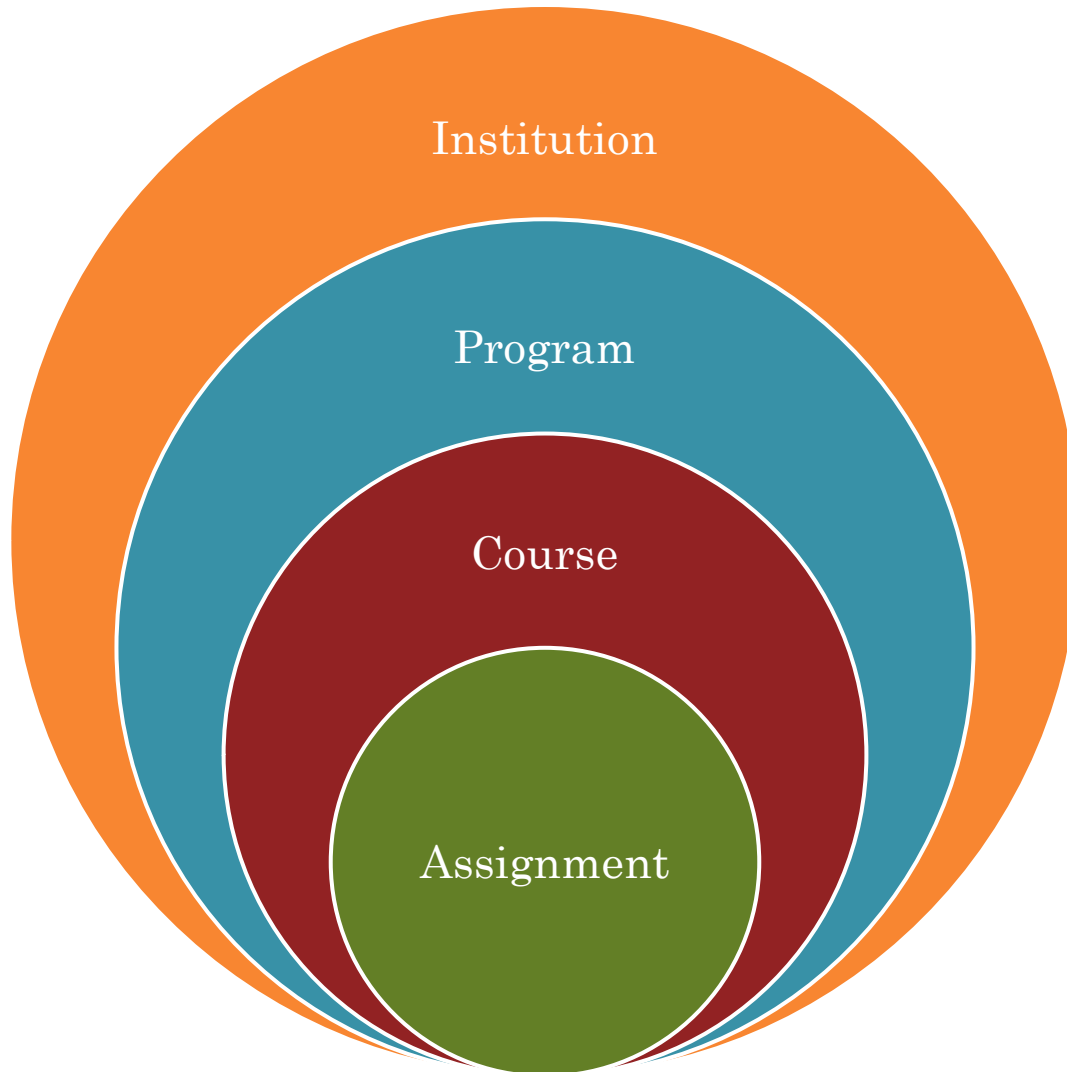How do you define information literacy across the curriculum?

(1 minute)

IL: The "Standard" Definition

…a set of abilities requiring individuals to "recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information."
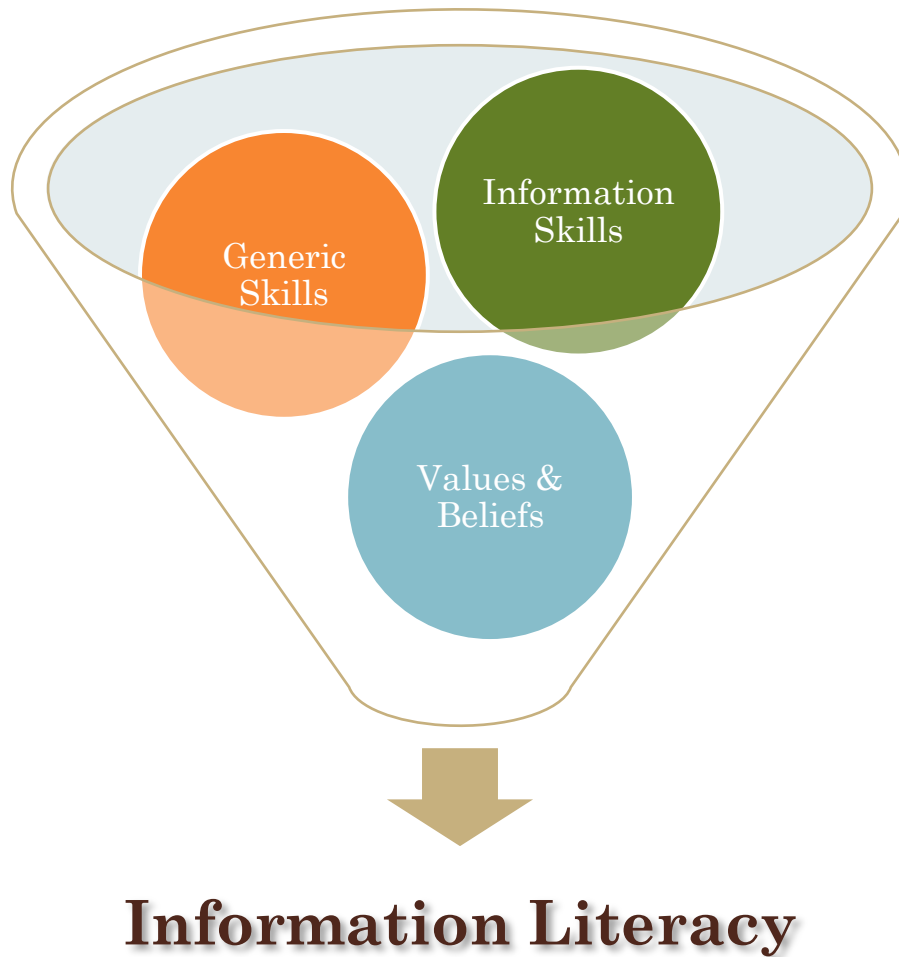
Information Literacy Competency Standards for Higher Education
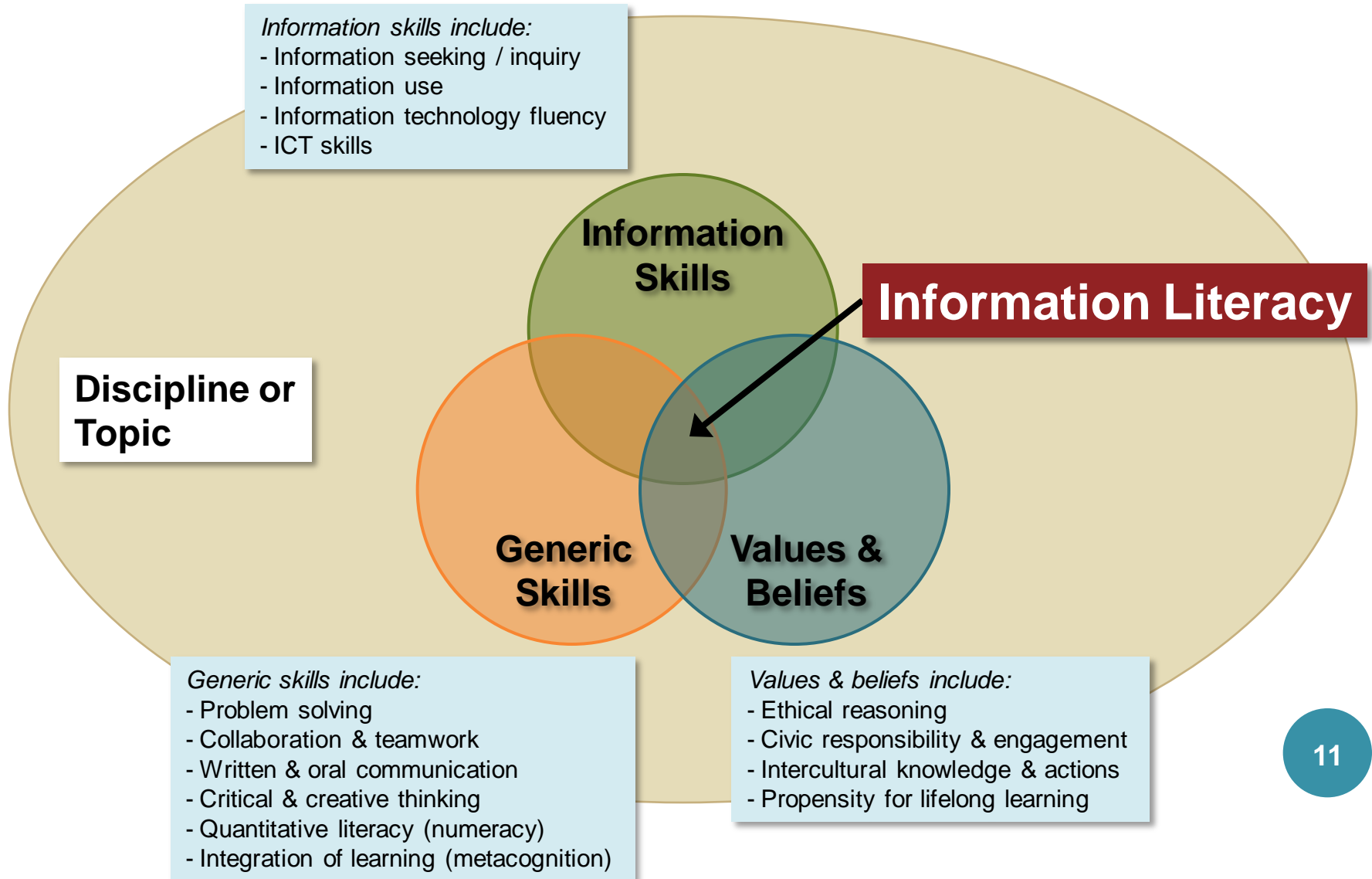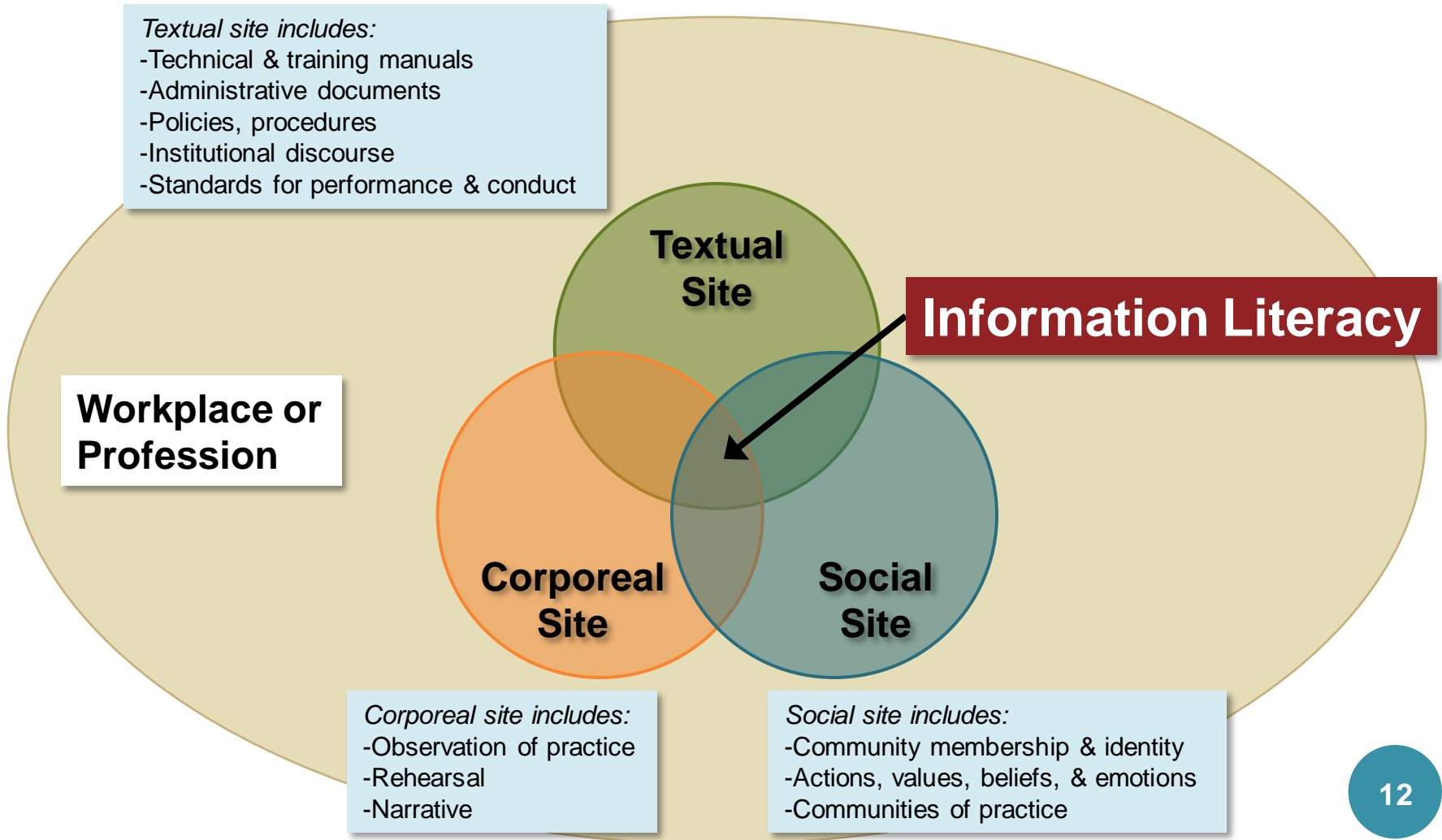American Library Association, 2006

"ACROSS THE CURRICULUM"

Institution

Program

Course

Assignment

METAPHORS?

Information Literacy

INFORMATION LITERACY FORMATION

Information Literacy in Practice

Textual site includes:
-Technical & training manuals
-Administrative documents
-Policies, procedures
-Institutional discourse
-Standards for performance & conduct

Textual Site

Information Literacy

Workplace or Profession

Corporeal Site

Social Site

Corporeal site includes:
-Observation of practice
-Rehearsal
-Narrative

Social site includes:
-Community membership & identity
-Actions, values, beliefs, & emotions
-Communities of practice

MODELS FOR ILAC

Model 1: Stand-Alone	Model 2: Infusion*
o Students take a required course (or set of courses) to provide a base of knowledge & skills	o Sequential progression of learning opportunities linked to a core curriculum across academic programs or disciplines
o Formal learning opportunities in other courses reinforce general skills & concepts, relate them to specific disciplines	o Reinforced through program design
	o Supported by learning opportunities inside and outside the classroom

Infusion Model: Key Characteristics

- Provides opportunities for **experiential**, **interactive**, **authentic** learning
  - Games
  - Simulations
  - Online resources to support tasks & assignments
  - Group learning
  - Contextualized skill development
- Progressive, laddered, scaffolded
- Recursive; multiple opportunities
- Explicit

embed
+ integrate
+ supplement
contextualized
recursive
learning

J. Peacock
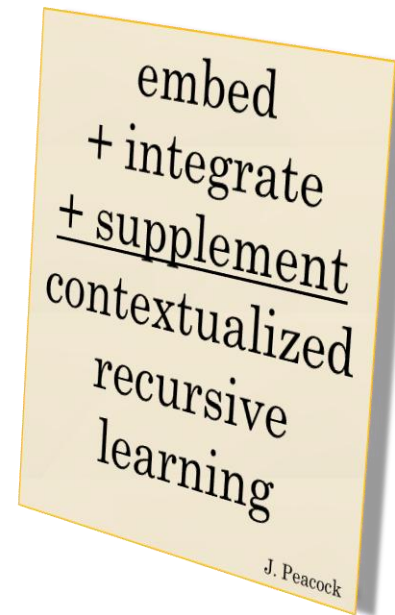
TEMPERATURE CHECK

How would you describe the current state of information literacy across the curriculum at your institution? (2-3 words or phrases)

(1 minute)

PART 1

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Paving the Way: Getting Buy-In and Building Partnerships

Overview

- Identifying and aligning with key strategic partners on campus
- Situating ILAC as a key initiative
- Developing your strategic message(s)
- Assessing IL Needs

WHAT MAKES A SUCCESSFUL PARTNERSHIP?

"A relationship between individuals or groups that is characterized by mutual cooperation and responsibility, as for the achievement of a specified goal."

The American Heritage® Dictionary
http://dictionary.reference.com/browse/partnership

WHAT MAKES A SUCCESSFUL PARTNERSHIP?

- Voluntary
- Built on a common interest or shared goals
- Mutual dependency (share risks, responsibilities, resources, competencies and benefits)
- Synergy (the total is greater than the sum of its individual parts)
- Explicit commitment or agreement
- Working together at all levels and stages
- Shared, complementary competencies and resources
- Good communication
- Respect and trust

IDENTIFYING KEY PARTNERS

- Who are your IL champions?
  - Faculty
  - Administrators
  - Librarians
  - Library staff
  - Student employees (library, learning commons, others?)
  - Teaching assistants
  - Students
  - Alumni
  - Academic departments
  - Academic support units
  - Committees

- Who do you *need* to be an IL champion?
  - Who holds "sway" on your campus? Who do others listen to?
  - Who represents barriers to the ILAC agenda? Who are your detractors?

WHO ARE *YOUR* CHAMPIONS?

Who are your IL champions?

Who do you need to be a champion?

(2 minutes)

Identifying Strategic Opportunities

- Identify the "hot" initiatives or burning issues at your institution
  - What are faculty and administrators talking about?
  - What committees are being formed?
- Identify external mandates that can lend support to your efforts (e.g., accreditation, government mandates)
- Be an excellent listener
  - Ask questions
  - Be alert to opportunities to insert yourself
- Where are you already involved? Where do you need to be involved?

WHAT ARE YOUR "HOT" INITIATIVES?

What are the "hot" initiatives at your institution?
(identify at least 3)

(1 minute)

"HOT" INITIATIVES: EXAMPLES

- Student recruitment and retention
- Plagiarism / Academic integrity
- Civility in the classroom
- "Green" campuses / Sustainability
- Undergraduate Degree Level Expectations (Ontario)
- Service learning
- Prior learning assessment
- Undergraduate research
- Generational differences
- Others?

awareness   understanding   attitudes   behaviours

policy & practice

university
faculty
library

academics
knowledge experts
practitioners

librarians
process consultants
practitioners

strategic planning
& initiatives

curriculum reform

student outcomes

information literate   lifelong learners   employable

J. Peacock, 2002

Making Change Happen

- Recognize that…
  - Information literacy **is not a library issue**
  - Organizational culture develops slowly
  - Organizational culture begins at the top

- Invert your thinking
  - How can the information literacy agenda help this initiative succeed?
  - How can the information literacy agenda help faculty or administrators successfully address this important campus initiative?

A CHANGE IN PERSPECTIVE…

Inverting Your Thinking

Select one "hot" initiative from your list. How can the ILAC agenda help it succeed?

OR

Select one potential IL champion from your list. How can ILAC help this person/group succeed (or turn from a detractor into a champion)?

(3 minutes)

Strategic Messages

A strategic message is "a set of statements that prompts targeted audiences to take a desired action."

"If you want me to listen, talk to me about something I care about. What I care about, not what you want me to care about."

Message Matters: Succeeding at the Crossroads of Mission and Market
Rebecca K. Leet (Fieldstone Alliance, 2007)

CREATING YOUR STRATEGIC MESSAGE

1. Identify desired action
   - Action drives message
2. Identify up to 3 target audiences
   - Self-interest drives action
3. Identify audience desires
   - Desire trumps need, motivates action
4. Find the mutuality
   - No common desire means no message
5. Express your message briefly and simply
   - Less is more

WHAT'S YOUR MOMENT?

"What is your moment? Put aside all the fancy language about mission and goals and theories of change, and pretend that you can freeze the action at a particular moment – a moment that is unique to your work. *What happens in that moment?*"

Andy Goodman
Free-range Thinking, May 2008

How to Tell a Good Story

- Stories are about people
- The people in your story have to want something
- Stories need to be fixed in time and space
- Let your characters speak for themselves
- Audiences bore easily

- Stories speak the audience's language
- Stories stir up emotions
- Stories don't tell; they show
- Stories have at least one "moment of truth"
- Stories have clear meaning

Andy Goodman
Free-range Thinking, June 2007

WHAT WILL YOU SAY?

What's your desired action? Who are your target audiences (no more than 3)? How will you identify their desires?

OR

What moment would you freeze in time to explain what it is you are doing or hope to do?

OR

What story could you tell to help your audience identify with your goals?

(2 minutes)

The Role of User Needs Assessment

To ensure buy-in and informed planning & design an effective IL program should draw on data re key stakeholders'

- current knowledge
- experiences
- expectations

of information literacy at your campus

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The Role of User Needs Assessment

- User needs assessment should:
  - Target relevant audiences:
    - Undergraduates
    - Graduate students
    - Faculty and other key players
  - Be characterized by effective methodologies to support goals of the assessment:
    - Survey
    - Focus Groups
    - Interviews
    - Other Methods

FRAMING RELEVANT QUESTIONS

What do you already know about your students' research and IL habits? Where are the gaps in this knowledge base and how can you fill them?

What do you already know about faculty's IL perceptions, expectations and experiences? Where are the gaps in this knowledge base and how can you fill them?

(3 minutes)

Questions We Are Exploring at York

- How do students approach research tasks?
- What are students' own perceptions of their IL competencies?
- What challenges do students encounter with research?
- Role/extent of faculty input/guidance in research process
- Do students think IL instruction can play a role in helping them build skills?
- To what extent have students experienced IL instruction and how do they describe its impact or benefit?

IL Needs Assessment
Graduate Students

- Assessment Toolkit contains:
  - Materials used for Graduate Students' Needs Assessment at York University Libraries (Fall 2007)
    - Involved survey & focus groups
  - Selected recommended articles/resources outlining studies and recommendations at various universities
  - Especially recommended are:
    - ARL Forum "Enhancing Graduate Education: A Fresh Look at Library Engagement" (Oct. 2007)
    - Washington-Hoagland, & Clougherty, L. (2002)

IL NEEDS ASSESSMENT
UNDERGRADUATE STUDENTS

- Assessment Toolkit contains:
  - Selected recommended articles/resources outlining studies and recommendations at various universities
  - Especially recommended are studies conducted by:
    - University of Rochester (2007)
    - Proquest (2007)
    - OCLC (2006)

Focus on a Case Study
Faculty Survey at York University

- Goals of learning more about:
  - Faculty perceptions of York students' research habits, needs, and IL competency levels
  - Faculty perceptions' of the importance of IL competencies & IL instruction
  - Faculty experiences with and expectations of IL instruction at York University
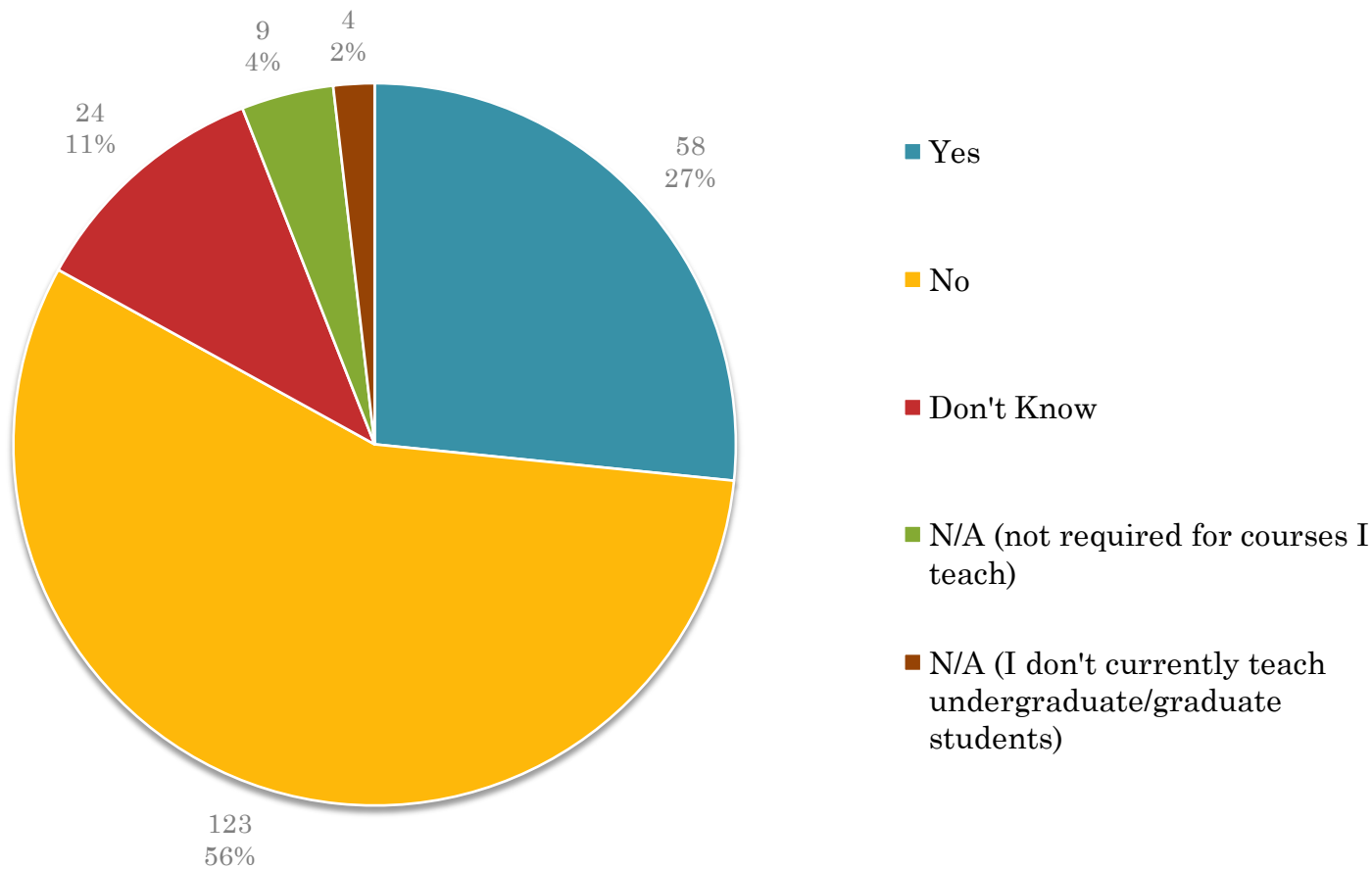 - Note: full summary of results is available from http://www.yorku.ca/sbury/ilfacsurvey.pps

FACULTY PERCEPTIONS
STUDENTS' IL COMPETENCIES

Key Finding

We are not alone in our belief that students' IL competencies need attention and improvement
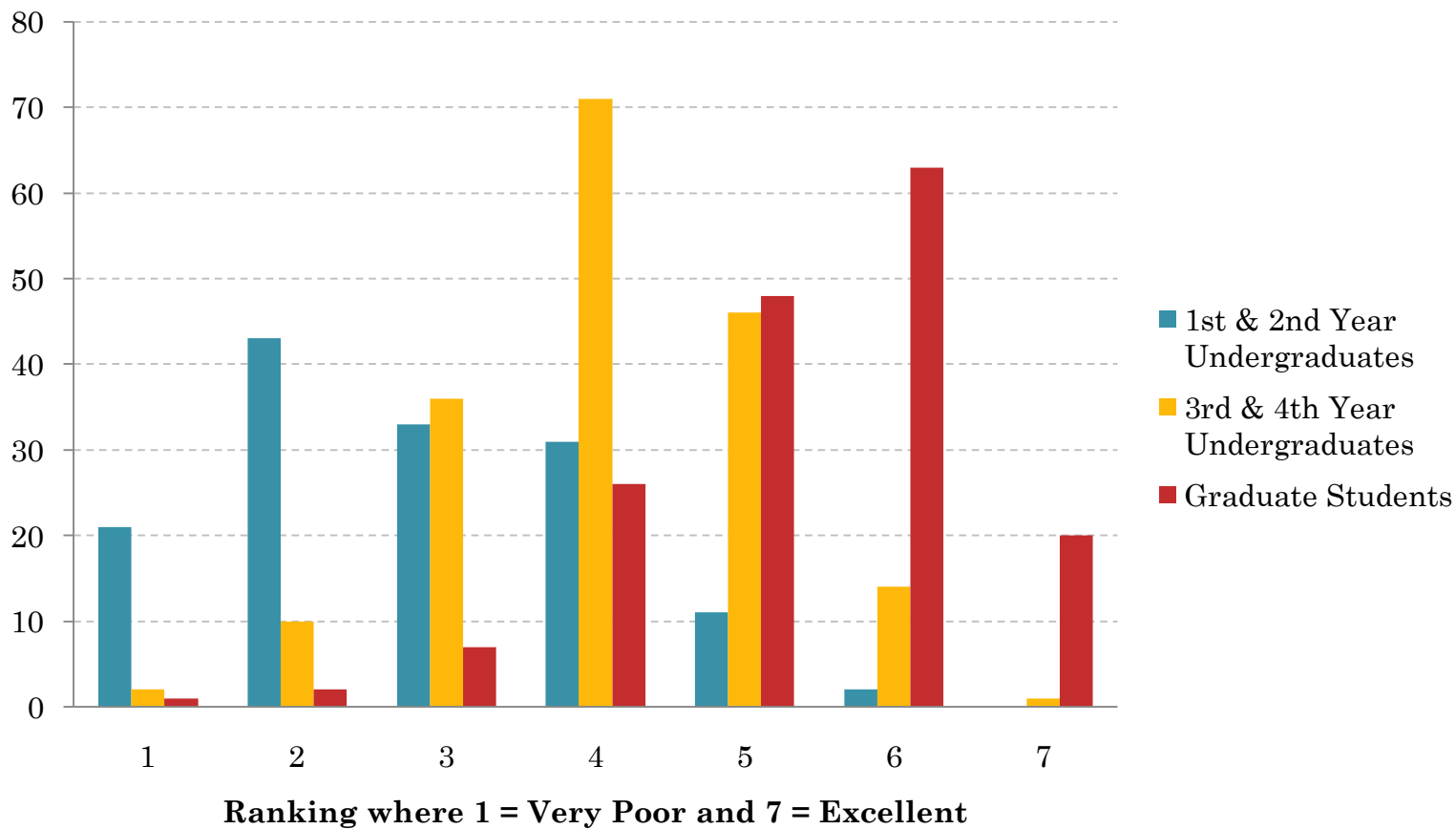
Faculty Perceptions
Students' Use of Libraries

Do students in general make sufficient use of YUL in preparing for course assignments?

- Yes — 58, 27%
- No — 123, 56%
- Don't Know — 24, 11%
- N/A (not required for courses I teach) — 9, 4%
- N/A (I don't currently teach undergraduate/graduate students) — 4, 2%

FACULTY PERCEPTIONS
STUDENTS' IL COMPETENCIES

Faculty Rating of Student Information Literacy Competencies at Different Levels

Ranking where 1 = Very Poor and 7 = Excellent

- 1st & 2nd Year Undergraduates
- 3rd & 4th Year Undergraduates
- Graduate Students

FACULTY PERCEPTIONS
VALUE OF IL COMPETENCIES

Key Finding

York Faculty believe that IL competencies and IL instruction are very important

FACULTY PERCEPTIONS
## VALUE OF IL COMPETENCIES

When asked to rank on a scale of 1-7 the importance of York students graduating with core IL competencies, consistent mean and median rankings of above 6!

FACULTY PERCEPTIONS
VALUE OF IL COMPETENCIES

IL Competency	Mean	Median
Capable of defining a research topic effectively	6.35	7
Able to identify information appropriate to a given research question	6.00	6
Understand how information is communicated in the primary discipline which they are studying	6.37	7
Understand the differences between scholarly and popular sources	6.58	7
Able to distinguish between primary and secondary sources of information	6.45	7
Able to identify appropriate search tools (e.g. databases, online research tools) to find needed information	6.21	6
Capable of formulating effective search strategies when looking for needed information within online research tools	6.21	6
Understand how to critically evaluate library information sources found	6.51	7
Understand how to critically evaluate information found on the free web	6.64	7
Able to effectively synthesize information gathered from different sources	6.49	7
Understand issues relating to academic integrity	6.60	7
Capable of citing information sources correctly	6.27	7

Faculty Perceptions
Value of IL Instruction

Do Students Benefit from Information Literacy Instruction?

5
2%

9
4%

- Yes
- No
- Don't Know

204
94%
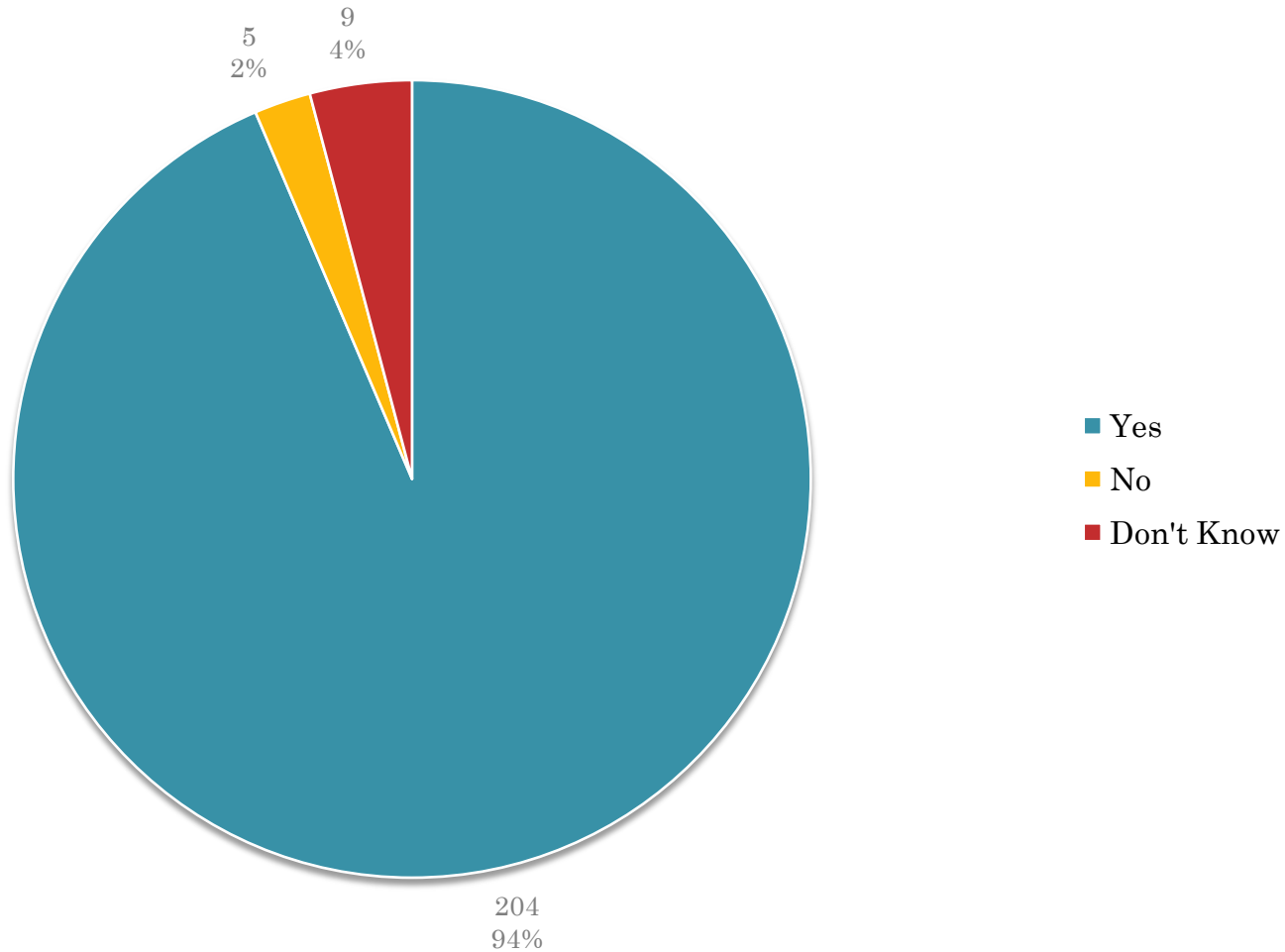
Should IL Be Mandatory or Optional?
Selected Comments

"Mandatory, mandatory, a thousand times mandatory. If they learn nothing else in university… please let it be info. literacy…"

"Mandatory in the sense that students should be receiving it somewhere in their program of studies"

"If information literacy initiatives are not made mandatory, I suspect that the majority of students (particularly those in years 1 and 2) will not follow through. Those would follow through on such training on an optional basis are the exception and not the rule"

Should IL Be Mandatory or Optional?
Selected Comments

"It should be mandatory as I am very worried at how much the younger generation are relying on shoddy information on the internet without realizing there is far better material sitting in the library"

"Specific instruction on this topic has never been required or considered. It is an INTEGRAL part of the courses I teach, not a separate topic"

"The competency itself should be mandatory. Whether the instruction should be depends on what competency the students have already achieved"
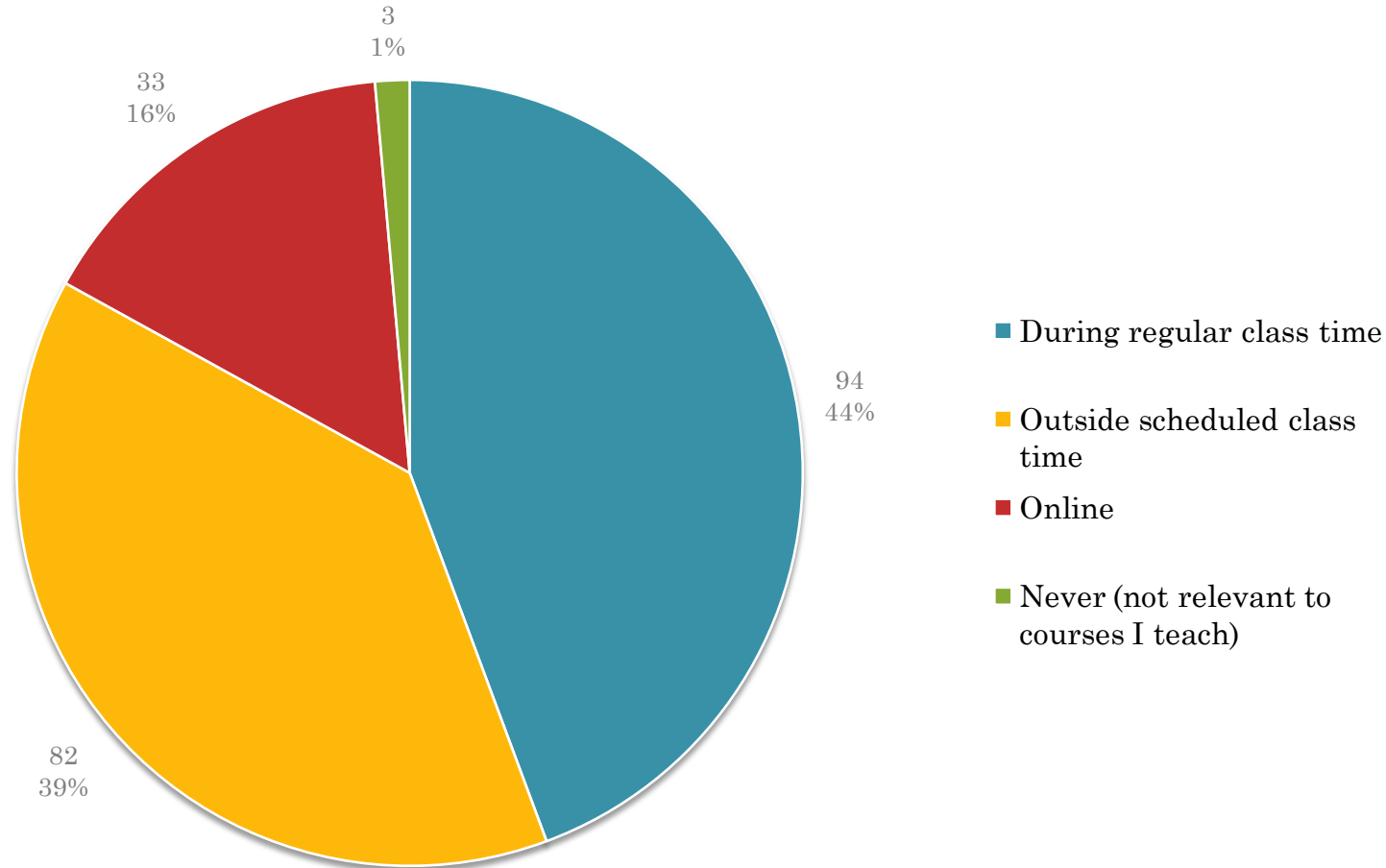
Faculty Experience & Practice with IL

Key Finding

We still have work to do in building faculty buy-in for information literacy as a core part of the curriculum and in building collaborative instructional liaisons to achieve this goal
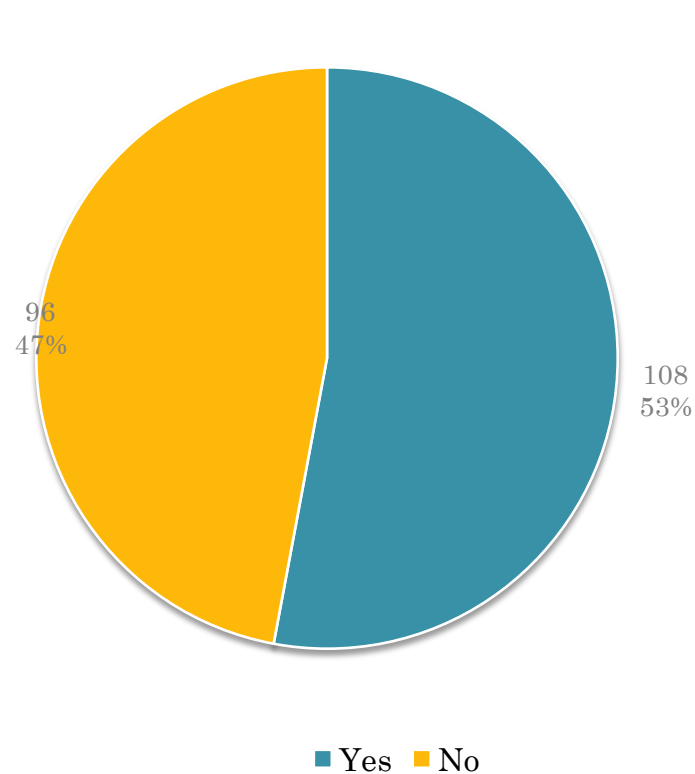
IL Is Important But Not on My Turf...
(over 50% of faculty)
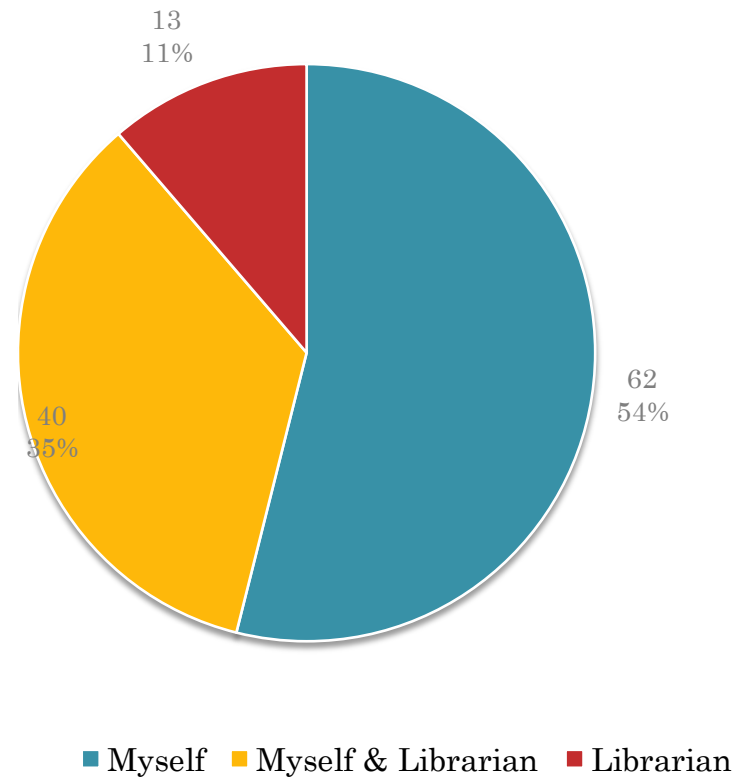
When should IL instruction take place?

- During regular class time
- Outside scheduled class time
- Online
- Never (not relevant to courses I teach)

Faculty Experience & Practice

Is IL Taught as Part of Any of Your Courses?

Where IL Is Taught in Your Courses, Who Does the Teaching?

96
47%

108
53%

■ Yes ■ No

13
11%

62
54%

40
35%

■ Myself ■ Myself & Librarian ■ Librarian

Faculty Experience & Practice
Assignments To Enhance Research Skills

87% of respondents give assignments where library research is an expectation

Yet just 34% have worked with a librarian to design an assignment with a research component, and 66% have not

FACULTY EXPERIENCE & PRACTICE WITH IL

Key Finding

Where faculty have had librarians teach for them the experience has been predominantly very positive

Faculty Experience & Practice With IL

42% of respondents, who have had a librarian teach for them, say that there is a "substantial" beneficial impact, and 33.3% more say it has "some" impact

To Wrap up …

- User needs assessment can:
  - Inform IL planning initiatives through invaluable insights moving forward
    - e.g. to what extent is IL being incorporated by faculty already(indicates where gaps exist), where student IL competencies need most attention, perceptions on whose role is it to teach IL, perceived effective approaches to delivery of instruction and the list goes on…
  - Act as leverage for support as we aim to win buy-in and support for curriculum integrated IL
    - e.g. provides evidence of faculty support for IL, and of faculty concern about students' IL competencies

BREAK

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15 minutes

PART 2

Designing an ILAC Program from the Ground Up and Top Down: The University of the Fraser Valley Story

About UFV

- 14,000 students
- 3 campuses, 2 centres
- Teaching-intensive university *(as of April 21, 2008)*
  - 14 bachelor's degrees
  - 1 applied master's degree
  - 80+ certificate and diploma programs in applied and academic areas, including trades
- 2007 Globe and Mail's *University Report Card*:
  - most satisfied students
  - highest quality of education
  - best library
  - smallest class sizes
  - easiest course registration process

ILAC @ UFV: A Brief History

2003
- Introduce IL to Lib Adv Cttee (LAC)
- Librarians' retreat to discuss information competency

2004
- Library Information Competency Standards (core & adv)
- Strategic Plan includes IL

2005
- Meeting with ENGL 105 cttee
- Library IL Framework

2006
- LAC adopts ILAC as ongoing issue
- First library poster contest

2007
- LAC takes ILAC to Univ Coll Council (UCC)
- Biology: curriculum mapping
- BUS 100 revamped

2008
- IL on dept. retreat agendas
- 2009 Ed Plan to initiate discussion on generic skills

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Starting Point

"The UCFV Library will ensure that students are able to identify and meet their information needs now and throughout life."

Information Competency Mission Statement
UFV Library, 2004

Strategic Plan (2004)

- **1.1.3** Develop the Library and Learning Centre as a primary location for student life activities, both individual study and group, which centre on learning, study and research (a "learning commons")
  - More emphasis on "information literacy"
- **1.2.1** Increase awareness and emphasis on transferable skills (critical thinking, literacy, information literacy, numeracy)
  - A baseline report on each program that identifies the emphasis and an annual publication highlighting student employment successes (initial and career progression)
  - Identification of transferable skills included in course outlines and curriculum development

Key Strategic Partner

- Library Advisory Committee (LAC)
  - University College Council (UCC) committee
  - Faculty representing each of the divisions
  - 2006: adopted ILAC as an ongoing project/issue
  - 2007: motion to UCC directing departments to identify ways to integrate IL within programs & outcomes be evaluated during program reviews

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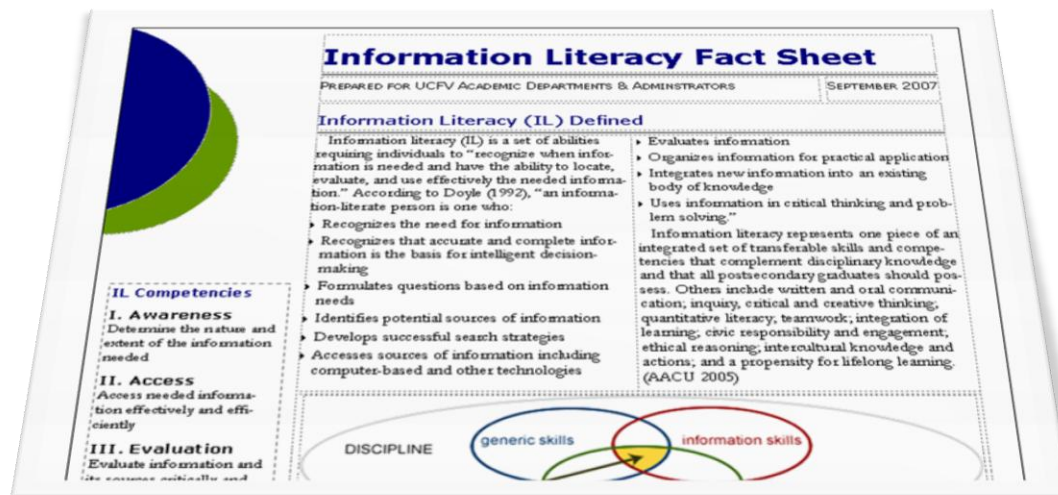
Building Relationships ...

- Writing Centre
  - Partnered on local implementation of <u>assignment calculator</u>
  - No common programs, but both deeply concerned with IL
  - Provide support to many of the same courses
- Student Life
  - Developing online student orientation
- Library Employees
  - Library technicians provide reference service (in-person, telephone)
  - Shared commitment to information literacy through adoption of a <u>framework</u> for instruction
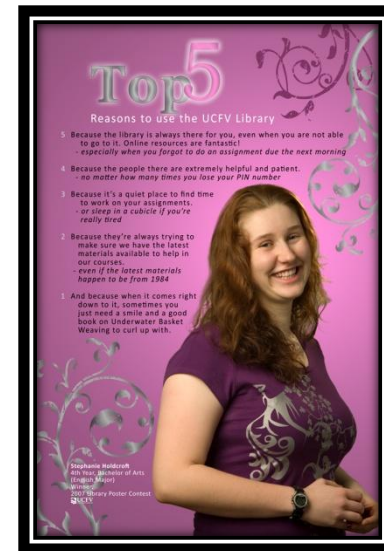
BUILDING RELATIONSHIPS … CONTINUED

- Faculty
  - New Faculty Orientation: "Making Friends with the Librarians"
  - Liaison relationships
  - Teaching & Learning interest group/advisory committee
    - Teaching & Learning Centre workshops
    - Instructional Skills Workshop (ISW)
    - Educational Technology
  - Assessment Services Advisory Committee
- Students

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CONNECTING TO "HOT" INITIATIVES

- Student recruitment & retention
- Teaching-intensive university
- Undergraduate research
- Educational technology
- Generational differences
- Plagiarism
- Internationalization
- Sustainability

MEMORANDUM

DATE: April 7, 2008
TO: Dianne Common, VP Academic & Provost
         Donna Alary, Director, Enrolment Management
FROM: Colleen Bell
RE: Academic Libraries and Student Retention

I'm following up on a March 31 library staff meeting, where Dianne Common responded to a question about the dearth of research on academic libraries and student retention. Because I am familiar with arguments that both information literacy and first-year experience programs contribute to student

Digital Natives, Digital Immigrants, *Part II*:

Do They Really *Think* Differently?

By Marc Prensky

From *On the Horizon* (NCB University Press, Vol. 9 No. 6, December 2001)
© 2001 Marc Prensky

Different kinds of experiences lead to different brain structures.
-Dr. Bruce D. Perry, Baylor College of Medicine

From the Outside In

- ENGL 105, Reading & Writing of Prose
  - 1200+ students in 60 sections
  - Customized instruction for each section of first-year research writing
- BUS 100, Introduction to Business
  - "Gateway" course
  - 600+ students in 17 sections
  - Common term project; required library, writing, and teamwork seminars
- Biology
  - Primary source assignment in first-year lab course
  - Curriculum mapping, teaching support

Changing the Vocabulary…

Orientations

…AND CHANGING THE CONVERSATION

"We can no longer afford to be the enablers in this co-dependent relationship we have with faculty."

"Tell me about your goals for this assignment; what do you want your students to be able to do or to get from this assignment?"

Colleen Bell, on building relationships with faculty

Assignment Anxiety Exercise

"Write a paper discussing one of the following aspects of Italian Renaissance art: a specific work of art, a particular artist, a style, or a patron of the arts. Be sure to place your topic within its social and historical context, and discuss any relevant theories, if appropriate."

ASSIGNMENT DESIGN PROCESS

Identify Learning Outcomes

Identify Tasks

Develop Clear Directions

Develop Assessment Criteria

Plan Learning Interventions

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ONLINE LIBRARY ASSIGNMENT

- Implementation January 2008
  - http://journals.ucfv.ca/library/first_year/
  - Combines tutorial & assessment
  - Written in PHP & MySQL; future: Blackboard?
  - Covers library catalogue, Academic Search Premier, and general library information
  - 24 questions: multiple choice, multiple answer, true/false
  - 648 attempted, 471 completed (72.69%)
  - 40 / 45 sections (ENGL & CMNS)
  - Mean: 20.56
  - Median: 21.00
  - Mode: 24.00

Gazing into the Crystal Ball

- 2008/2009 Education Plan
  - Initiate a campus conversation around institutional learning outcomes ("What does a UFV graduate look like?")
- IL is on the agenda of several upcoming academic department retreats; strong interest in curriculum mapping
- Update library's framework; focus on establishing connections to gateway courses
- Continue to build relationships, partnerships
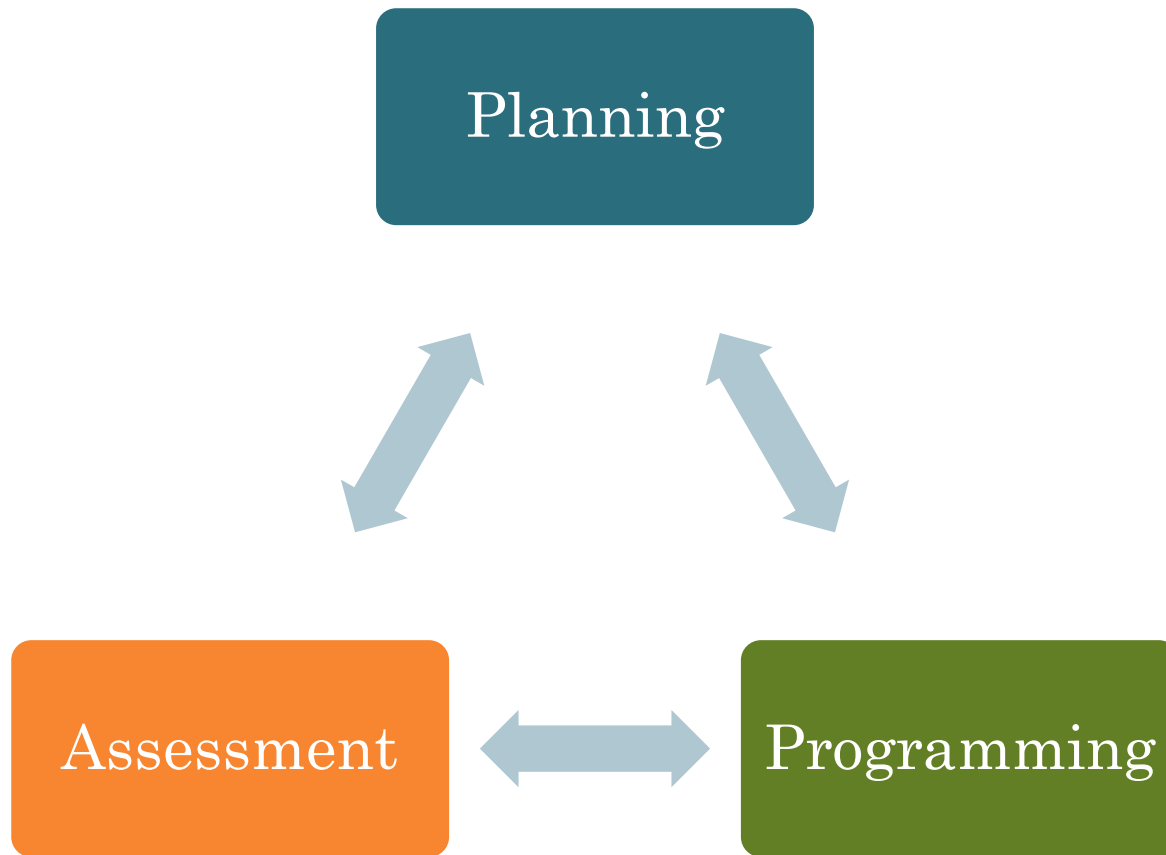- Assessment, assessment, assessment
- ???

PART 3

Developing an Effective IL Assessment Toolkit to Gauge Success and Inform a Practice of Continual Enhancement and Renewal

ASSESSMENT: CORE COMPONENT IN A CONTINUAL CYCLE OF IL PROGRAM RENEWAL AND GROWTH

Planning

Assessment

Programming

Hubball & Burt, cited in Hubball, Gold, Mighty, & Britnell, 2007

Assessment: Core Component in a Continual Cycle of IL Program Renewal and Growth

"The point of assessment is not to gather data and return results, it is a process that starts with the questions of decision-makers, that involves them in the gathering and interpreting of data, and that informs and helps guide improvement."

Austin, *et al.*, 1993

"It is virtually impossible to improve teaching without understanding its impact"

Gratch Lindauer, 2004

Types of Assessment

- Formative Assessment (assessment *for* learning)
  - Feedback about the instructor's own teaching for the support of their professional development
  - Purpose is to inform next steps in learning
- Summative Assessment (assessment *of* learning)
  - Can be used to provide administrative support for decisions about instructor's competence
  - Can be used to match teachers to classes
  - Purpose is to monitor progress

Wynne Harlem (2006) and Leslie Murtha et al. (2006)

IL Assessment in Higher Education: External Influences

- United States
  - Higher Education Accreditation Bodies/Standards
  - ALA divisions e.g. ACRL making IL and assessment a priority
  - Association of American Colleges & Universities
    - Greater Expectations http://www.greaterexpectations.org/
- Canada
  - Undergraduate Degree Level Expectations - Ontario Council of Academic Vice-Presidents (OCAV) http://degree-expectations.apps01.yorku.ca/wordpress/
    - to be integrated into undergraduate program reviews by June 2008
- United States & Canada
  - NSSE & Student Engagement http://nsse.iub.edu/

IL ASSESSMENT:
TYPICAL MOTIVATIONS FROM WITHIN

- Primary motivations for assessment in colleges and universities
  - The need to actively participate in campus wide initiatives that promote accountability in student learning outcomes
  - The need to define and measure competencies among students
  - The need to develop indicators of library performance for budgetary bodies

Knight, Laurie (2002)

YUL IL Assessment Plan

- Forms one of five core elements in the Libraries' Information Literacy Manifesto, http://www.library.yorku.ca/binaries/Home/ILManifesto.pdf

- Core goal is development of mechanisms for assessing student learning outcomes and needs

York University as a Case Study
Assessment Toolkit Components & Objectives

- Homegrown online quiz question pool mapped to ACRL IL Competency Standards for Higher Education
  - Designed to assess what students have actually learned in our instructional sessions
- Student evaluation surveys
  - To assess student attitudes or satisfaction with instruction, perceptions of own learning
- Assignments
  - Where properly designed can assess student grasp of the research process including higher level IL competencies

PRE-TEST/POST-TEST QUESTION POOL
DESIGN/STRUCTURE

- Question Pool mapped to ACRL IL Competency Standards for Higher Education (Standards 1, 2, 3, & 5)
- Drew on our own ideas, SAILS, and quizzes and tests from other libraries
- Predominantly multiple choice format
  - Easy grading and online implementation
- Challenge
  - Only certain competencies can be tested
    - Not effective for higher level skills

Pre-test/Post-test Question Pool Use for York Librarians

- Map out learning objectives for your session
- Identify questions which get at key skills you want students to learn
- Tweak questions as needed to a specific disciplinary context
- Free to add questions to the pool (facilitated by wiki)
- Choose format for administering test, e.g., paper for lecture style classes, online for library classes in electronic classrooms

Standard One Questions
Sample

Standard One: The information literate student determines the nature and extent of the information needed.

List of Questions

Focusing a Topic: Narrows a broad topic and broadens a narrow one by modifying the scope or direction of the question

You have decided to write a paper about corporate punishment in the United States and have found more than a thousand articles after an initial search. What is the best course of action?

- Change your topic to corporate punishment.
- Change your topic to corporate punishment in the United States and other countries.
- **Change your topic to focus on research regarding the debate around corporate punishment as a deterrent of crime.**
- Change your topic to focus on corporate punishment throughout United States history
- Work with the results of the initial search

Identifies and distinguishes among types of sources

Identifies the value and differences of potential resources in a variety of formats

Publications such as magazines and journals are called:

- newsgroups
- **periodicals**
- biographies
- indexes

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Standard Two Questions
Sample

Standard Two: The information literate student accesses needed information effectively and efficiently.

List of Questions

The information literate student selects the most appropriate investigative methods or information retrieval systems for accessing the needed information.

To identify books in a library collection you would search:

- Internet
- Books in Print
- **library catalogue**
- bibliography
- Amazon

You can use the York University Libraries' catalogue to find:

- all books published in Canada
- **books or videos on a topic of interest at York University Libraries**
- articles on a topic owned by York University Libraries
- books for sale

Standard Three Questions
Sample

Standard Three: The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.

List of Questions

Investigating Author Credentials

You would like to evaluate the qualifications of an author of an article you have just read. Which of the following strategies would be most effective? (Check all that apply)

- **Search a biography database e.g. Biography and Genealogy Master Index**
- **Search for reviews of the author's work in a periodical index or research database**
- Search the Web for the author's name
- Search by author for the author's name in the catalogue

Recognize the importance of timeliness as a value of a source

You need to get information on a major event that happened yesterday. Where are you most likely to find information about this event? (Check all that apply)

- **Web-based news service e.g. Yahoo News!**
- **Newswire service**
- Magazine
- **Newspaper**
- Journal article
- Dissertation
- Any periodical

MGMT 1040: First Year BBA Course
Sample Pre-Test/Post-Test Questions

3. Which information resource is best for information about a business event or development which happened a month ago?

○ book
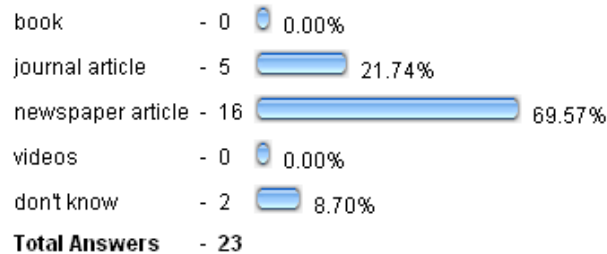○ journal article
○ newspaper article
○ videos
○ don't know

8. To find the following article you would begin searching by using?:

Mitchell, R. K., Agle, B.R. and Wood, D. J. (1997) "Towards a theory of stakeholder identification and salience: Defining the principle of who and what really counts" *Academy of Management Review*, Vol. 22, no. 4, pp. 853-886

○ journal title=Academy of Management Review
○ article title=Towards a Theory of Stakeholder Identification...
○ first author=Mitchell, R.K.
○ don't know

MGMT 1040: First Year BBA Course
Pre-Test Question Results (Winter 2008)

☐ 3. Which information resource is best for information about a business event or development which happened a month ago?

|		
book	- 0	0.00%
journal article	- 5	21.74%
newspaper article	- 16	69.57%
videos	- 0	0.00%
don't know	- 2	8.70%
Total Answers	- 23	

☐ 8. To find the following article you would begin searching by using?:

Mitchell, R. K., Agle, B.R. and Wood, D. J. (1997) "Towards a theory of stakeholder identification and salience: Defining the principle of who and what really counts" *Academy of Management Review*, Vol. 22, no. 4, pp. 853-886

journal title=Academy of Management Review	- 11	47.83%
article title=Towards a Theory of Stakeholder Identification...	- 9	39.13%
first author=Mitchell, R.K.	- 2	8.70%
don't know	- 1	4.35%
Total Answers	- 23	
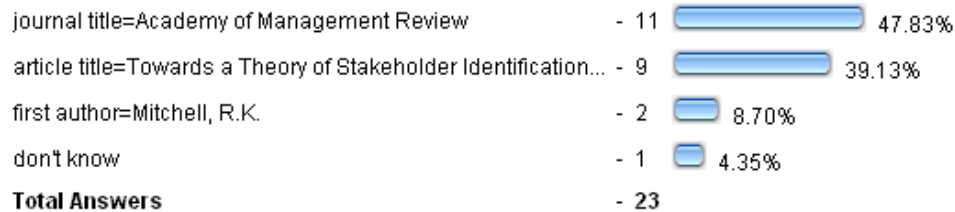
MGMT 1040 (1st Year Core BBA Course)
Pre-test/Post-test Performance Comparison

When the Time Comes, Will You Be Ready?
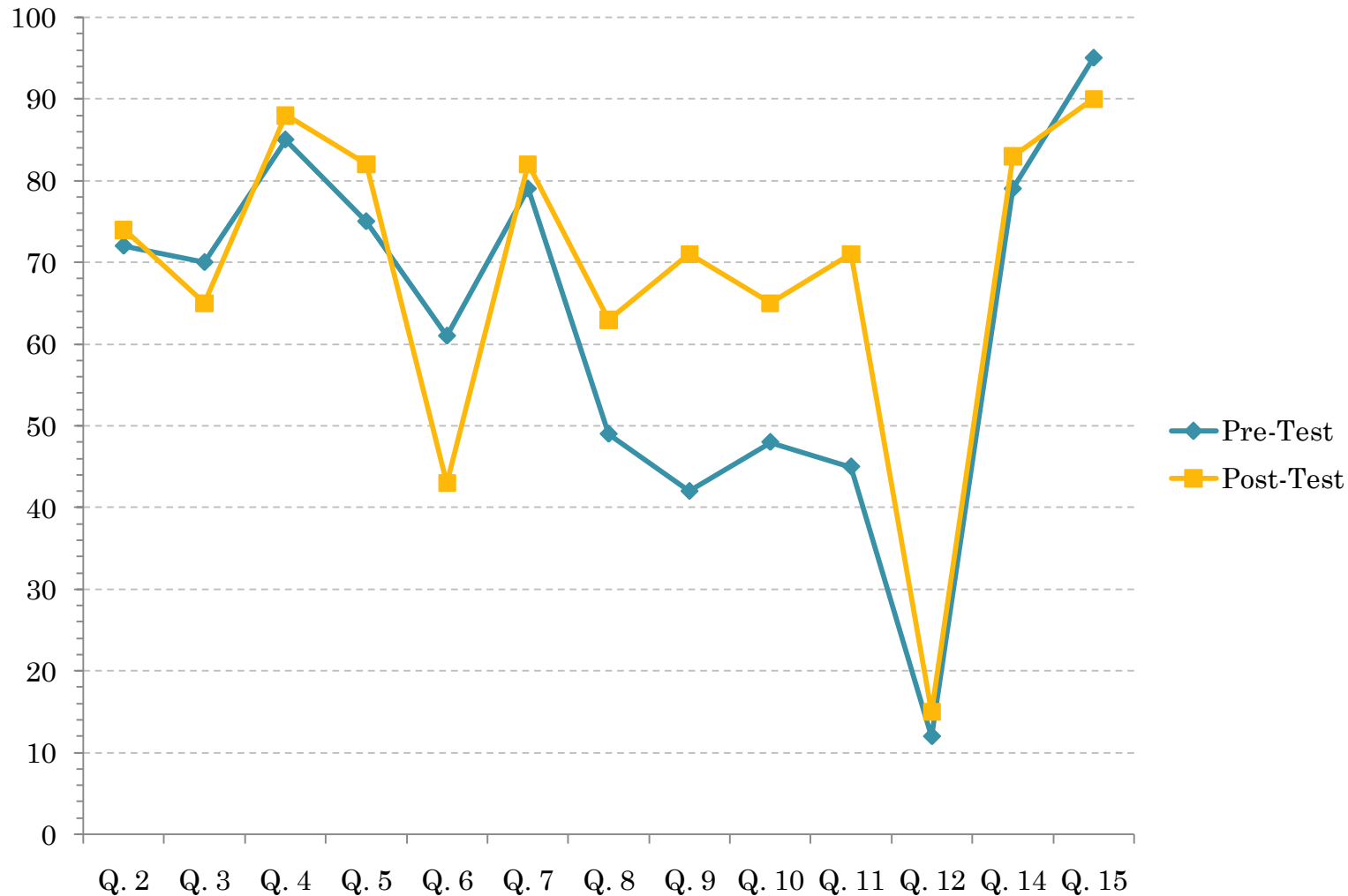
BIOLOGY 3100 (3RD YEAR CORE COURSE)
PRE-TEST/POST-TEST PERFORMANCE COMPARISON
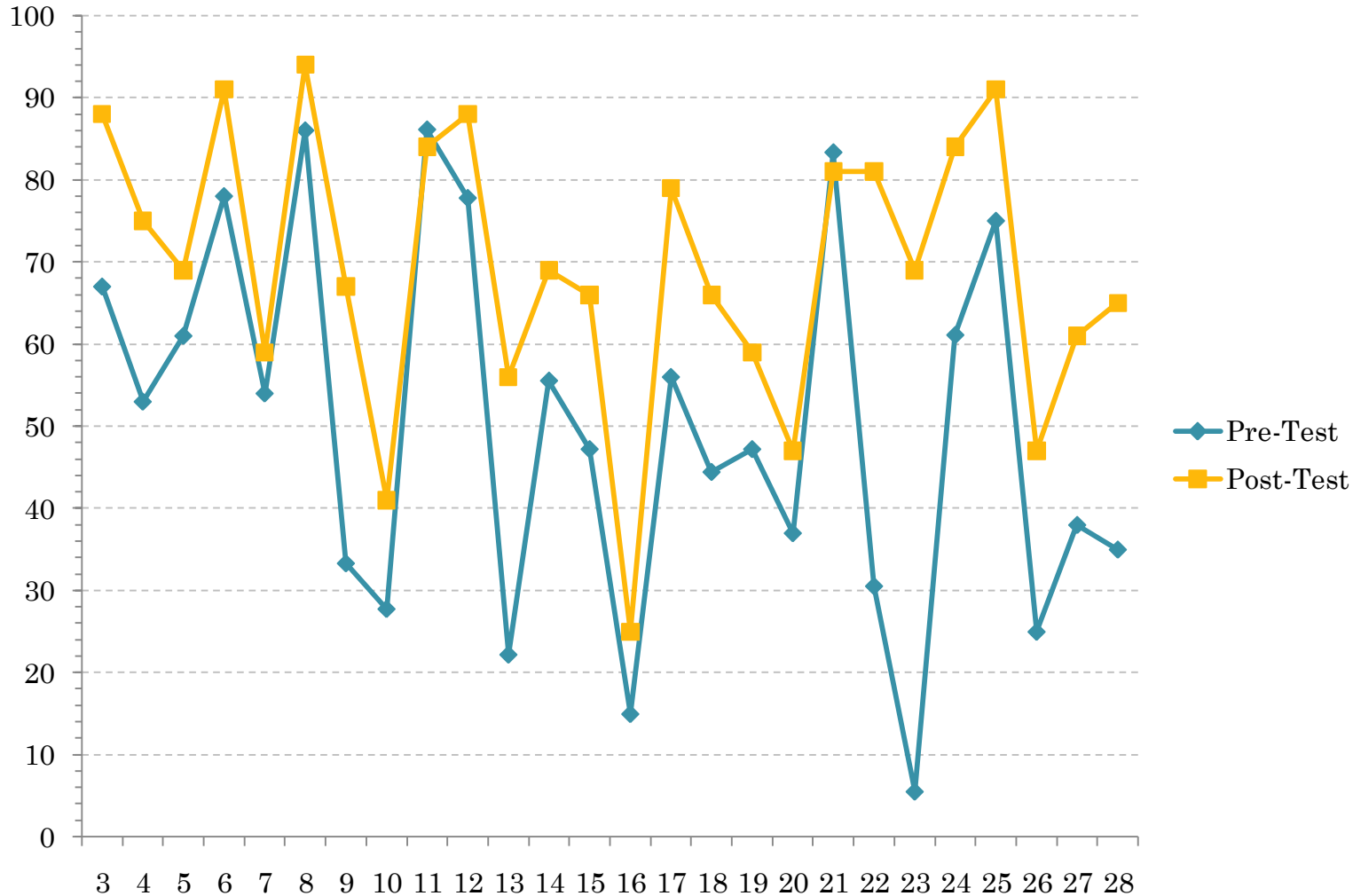
Student Evaluation Surveys
Background

- Librarians teach but are not necessarily involved in evaluation
- Questions were developed with feedback from the Information Literacy Committee
- Not a survey about the instructor
- Completely anonymous
- Questions can be tailored by librarians to fit their needs

STUDENT EVALUATION SURVEYS
RATIONALE

- Tools to learn how we might improve our own teaching

- Summaries of evaluations often requested when applying for University Wide Teaching Awards

- More widespread adoption of assessment by librarians will build credibility for our teaching at York

- Can play a role in gaining faculty support for instructional efforts

- Strengthen York University Library's Information Literacy plan to:

  > "Develop a plan for assessment and program evaluation. Develop a toolkit of assessment instruments to be used by librarians and archivists"

York University Libraries' Manifesto, 2005

Survey Tools Available at York
Features

- Online Faculty Support Centre Survey System
  - Open source software from Faculty Support Centre
  - Good especially for use in our library classrooms or teaching labs
  - Note: Hardcopy format usually best for lectures
  - Typically takes 5-10 minutes of class time
  - Results are generated immediately
- Two versions
  - Core Questions Survey
  - Extended Version of Survey
    - Includes optional additional questions

Library Instruction Survey
(Core Questions)

York University Libraries

Please help us assess the effectiveness of our library instruction program by taking a few minutes to answer the following questions. Your responses will be used to improve our instruction program. You do not need to write your name so your responses will be kept confidential. Thank you.

1. Please select from the list of options provided below the one which applies to you.

- ○ 1st year undergraduate
- ○ 2nd year undergraduate
- ○ 3rd year undergraduate
- ○ 4th year undergraduate
- ○ Graduate student (Master's Program)
- ○ Graduate student (PhD)

2. Have you ever attended a library instruction session at York University before?

- ○ No
- ○ Yes

3. * Please enter your course code in the box provided below e.g. ADMS2600, PSYC2030 etc.

4. How much of the material taught in this library session was new to you?

○ Nothing new
○ A little bit new
○ Somewhat new
○ Mostly new
○ Everything new

5. As a result of this session I now understand the information gathering and research process.

○ Strongly Disagree ○ Disagree ○ Neither agree nor disagree ○ Agree ○ Strongly Agree

6. The examples and handouts were appropriate for my information needs for this course

○ Strongly Disagree ○ Disagree ○ Neither agree nor disagree ○ Agree ○ Strongly Agree

7. The session presented sufficient information about available resources for me to begin research for my course assignment

○ Strongly Disagree ○ Disagree ○ Neither agree nor disagree ○ Agree ○ Strongly Agree

8. As a result of this session I feel I am better prepared for work in other classes

○ Strongly Disagree ○ Disagree ○ Neither agree nor disagree ○ Agree ○ Strongly Agree

9. The overall quality of the library session given to my class was:

○ Poor ○ Fair ○ Good ○ Very Good ○ Excellent

10. What I found most useful about this session was:

11. I would have liked to learn more about:

12. What could be done to ensure a better session next time?
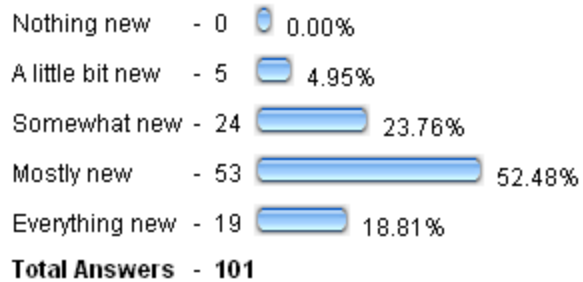
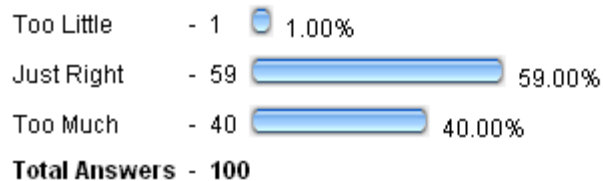## 13. Any other comments?

Finish

Quit Survey - Do Not Save Answers

EXAMPLE OF MGMT 1040 FALL 07 CLASS
SELECTED SURVEY RESPONSES

Results for Survey #276: MGMT1040 Library Instruction Student Evaluation

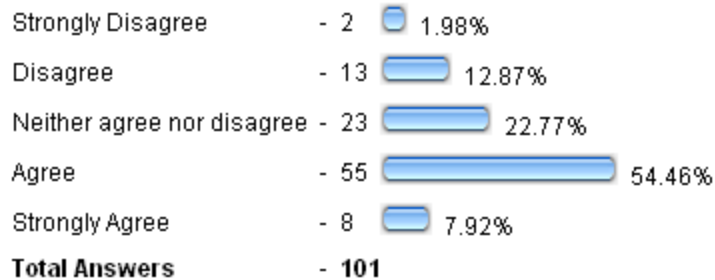☐ **3. How much of the material taught in this library session was new to you?**

Nothing new	- 0	0.00%
A little bit new	- 5	4.95%
Somewhat new	- 24	23.76%
Mostly new	- 53	52.48%
Everything new	- 19	18.81%
Total Answers	- **101**	

☐ **7. What did you think of the quantity of information provided in this session?**

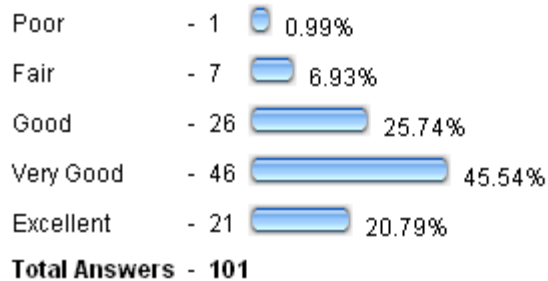|		
Too Little	- 1	1.00%
Just Right	- 59	59.00%
Too Much	- 40	40.00%
Total Answers	- **100**	

EXAMPLE OF MGMT 1040 FALL 07 CLASS
SELECTED SURVEY RESPONSES

Results for Survey #276: MGMT1040 Library Instruction Student Evaluation

☐ **8. The amount of hands-on practice provided was sufficient:**

Strongly Disagree	- 2	1.98%
Disagree	- 13	12.87%
Neither agree nor disagree	- 23	22.77%
Agree	- 55	54.46%
Strongly Agree	- 8	7.92%
Total Answers	- **101**	

☐ **9. The overall quality of the library session given to my class was:**

Poor	- 1	0.99%
Fair	- 7	6.93%
Good	- 26	25.74%
Very Good	- 46	45.54%
Excellent	- 21	20.79%
Total Answers	- **101**	

Some Survey Feedback
Sample Comments

- "I wish there was more time to do stuff on my own"
- "If the session focused more on the specific topic"
- "I didn't know there were so many resources I could use"
- "What I found useful was how to use the catalogue to look for books"
- "More time… there was so much information to absorb…"
- "I only wish I had attended one of these sessions in my first year at York. These sessions should be mandatory for all students!"

More In-Depth Surveys

- 3rd year Biology Course
  - Three IL sessions
  - Assignments designed collaboratively by librarian and faculty
- Survey asks students about
  - Satisfaction with library sessions
  - Perceived knowledge levels
  - Perceived changes in usage of databases/library web site/tools
  - Student perceptions of resource usefulness for assignments
  - Perceived difficulty/usefulness of assignments

BIOLOGY SURVEY RESULTS
EXAMPLE

Effect of Sessions on Resource Selection
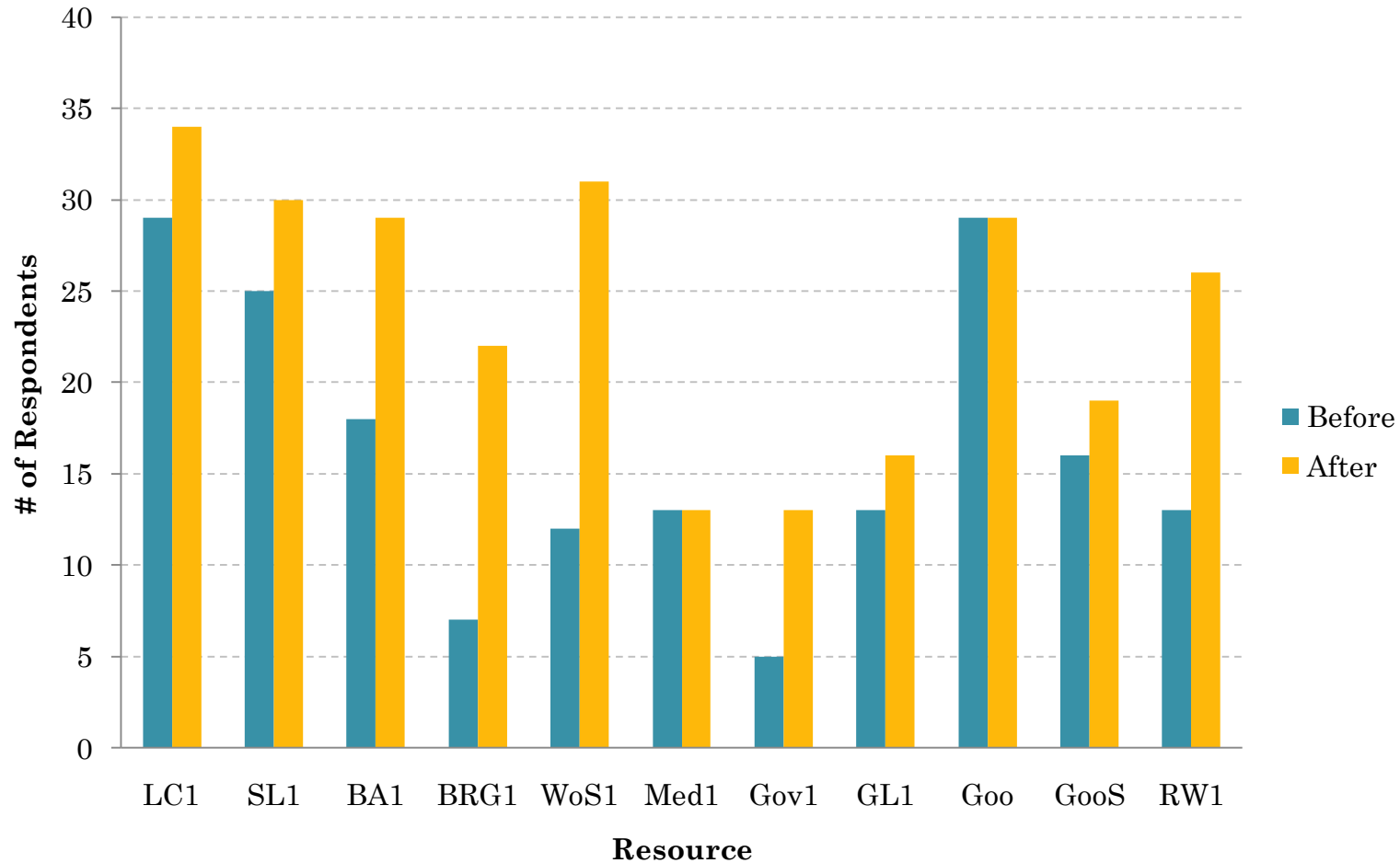
IMPLEMENTATION OPTIONS AT YOUR CAMPUS

Does your campus offer open source software quiz creation tools?

Implementation Options at York

- York uses Y-QUIZ
  - Multiple choice questions, true/false, and matching answers
  - Include links to web pages or images, or use HTML code in the question text
  - Group related questions together with a common introduction, and change the order of sections and questions within the quiz
  - Present questions in random order, or present a smaller number of questions randomly selected out of a larger set
  - Includes feedback on answers and comments based on the student's overall score
  - Tracks and records each attempt at the quiz

Web Research Quiz

Question 1: [1 mark]
The World Wide Web (WWW) is:

1. ○ another term for the Internet.
2. ○ the part of the Internet accessible by web browsers, e-mail, and FTP (file transfer protocol).
3. ○ the part of the Internet that is publicly accessible.
4. ○ the part of the Internet accessible by web browsers.
5. ○ 3 and 4 above.

Question 2: [1 mark]
If you attempt to reaccess an URL or web address but find that the web page is not located there, which of the following strategies may help you to relocate the web page:

1. ○ check that you entered the URL correctly.
2. ○ backtrack on the URL and see if (subject) links lead to the web page at a new location on the website.
3. ○ do an advanced search in Google with detailed keywords for the web page, and see if it appears at a new URL or is in a Google cache.
4. ○ search for the web page in RefWorks.
5. ○ 1, 2 and 3 above.
6. ○ 1, 2, 3 and 4 above.

Correct

Question 2: [1 mark]

If you attempt to reaccess an URL or web address but find that the web page is not located there, which of the following strategies may help you to relocate the web page:

1. ⊙ check that you entered the URL correctly.
2. ⊙ backtrack on the URL and see if (subject) links lead to the web page at a new location on the website.
3. ⊙ do an advanced search in Google with detailed keywords for the web page, and see if it appears at a new URL or is in a Google cache.
4. ⊙ search for the web page in RefWorks.
5. ⦿ 1, 2 and 3 above.
6. ⊙ 1, 2, 3 and 4 above.

Correct Answer: 5

Correct

Question 3: [1 mark]

Failure to give credit to your sources of information, or failure to provide citations to the source material is called

1. ⊙ Copyright Law
2. ⦿ Plagiarism
3. ⊙ Summarising
4. ⊙ Partial Citation

Correct Answer: 2

Comments: Correct! Failure to give credit to your sources of information is called Plagiarism

Implementation Options at Your Campus

Does your campus have a CMS with survey or quiz creation tool options?

Implementation Options at York

- York uses Moodle
  - A course management system (CMS) for creating quality online courses.
  - Allows the teacher to design and set quiz tests
    - Multiple choice, true-false, and short answer questions and more
- Survey module
  - Critical Incident Survey
  - Constructivist On-line Learning Environment Survey
  - Attitudes to Thinking and Learning Survey

Implementation Options at Your Campus

Does your campus have Classroom Response Systems technology?

IMPLEMENTATION OPTIONS AT YORK

- York uses "Clickers"
  - A set of remote control units ("clickers") that students use to respond to questions posed by the instructor
  - Questions can be spontaneous or planned ahead
  - Accuracy and speed in tabulating results
  - Immediate visual feedback to the instructor, and/or to the class
  - Data you might use to identify students who are struggling with important concepts

Designing an Assessment Toolkit
Some Overarching Considerations

- Determine data that is needed
- Decide how data will be used
- Don't reinvent the wheel!
- Adapt to local needs
- Consider available resources & costs
- Flexible design
- Low learning curve essential to obtain buy-in
- Automated and streamlined collection, storage and reporting of data is key

Designing an Assessment Toolkit
Some Overarching Considerations

- Be realistic about time needed to design & implement
- Fears about performance
- Administering time constraints due to 50 minute sessions
- Training for librarians - not just how-tos, but showcase benefits and highlight success stories

Next Steps at York: Going Deeper
Research-Based Assignments & IL Assessment

- Rationale
  - Faculty survey at York showed need for heightened faculty/librarian collaboration
  - Problem assignments at reference desk - need for heightened communication
  - Multiple choice and short answer tests not enough to assess many learning outcomes
  - OCAV UUDLEs emphasize importance of both framing and assessing learning outcomes including information competencies

# ASSIGNMENT DESIGN
COLLABORATION IS FUNDAMENTAL

- Work with educational developers to create assignment design workshop:
  - Agreement at York that Libraries can be integrated in Teaching & Learning Series in 08/09
- Writing Centres are also logical partners
  - Libraries/Writing Centres retreat at York identified assignment design as a key priority
- Need to collaborate and share strategies among librarians
  - Brownbag sessions on assignment design have played a role at York

ASSIGNMENT DESIGN GUIDELINES

- Develop brief but concrete examples of good design for faculty
  - Outline areas these assignments address, e.g. critical thinking, developing a research topic etc.
  - Provide examples of actual assignment tasks
  - York has a developed a guide - http://www.library.yorku.ca/ccm/FacultyAndGrad/LibraryAssignmentConsultation.htm
- Promote assignment consultation service among faculty

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WRAP-UP
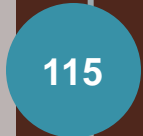
WHAT WILL YOU DO MONDAY?

- Write your "to do" list for Monday:
  - What specific action will you take to move ILAC along at your institution?
  - Who will you invite for coffee, and what will you say to them?
  - Which "hot" initiative will you investigate?
  - What question will you start with in determining user/institution needs?

(5 minutes)

QUESTIONS?

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FRASER VALLEY

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UNIVERSITY
redefine THE POSSIBLE.

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When the Time Comes, Will You Be Ready?

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