

# When the Time Comes, Will You Be Ready?

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

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### 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

### Introduction

Defining Information Literacy across the Curriculum

### Warm-up (activity)

How do you define information literacy across the curriculum?

### 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*

Questions:

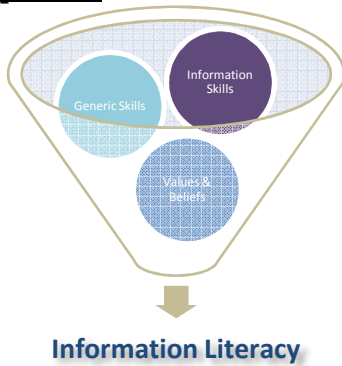
- Who was this definition written for?
- Is there anything missing from this definition?

### “Across the Curriculum”

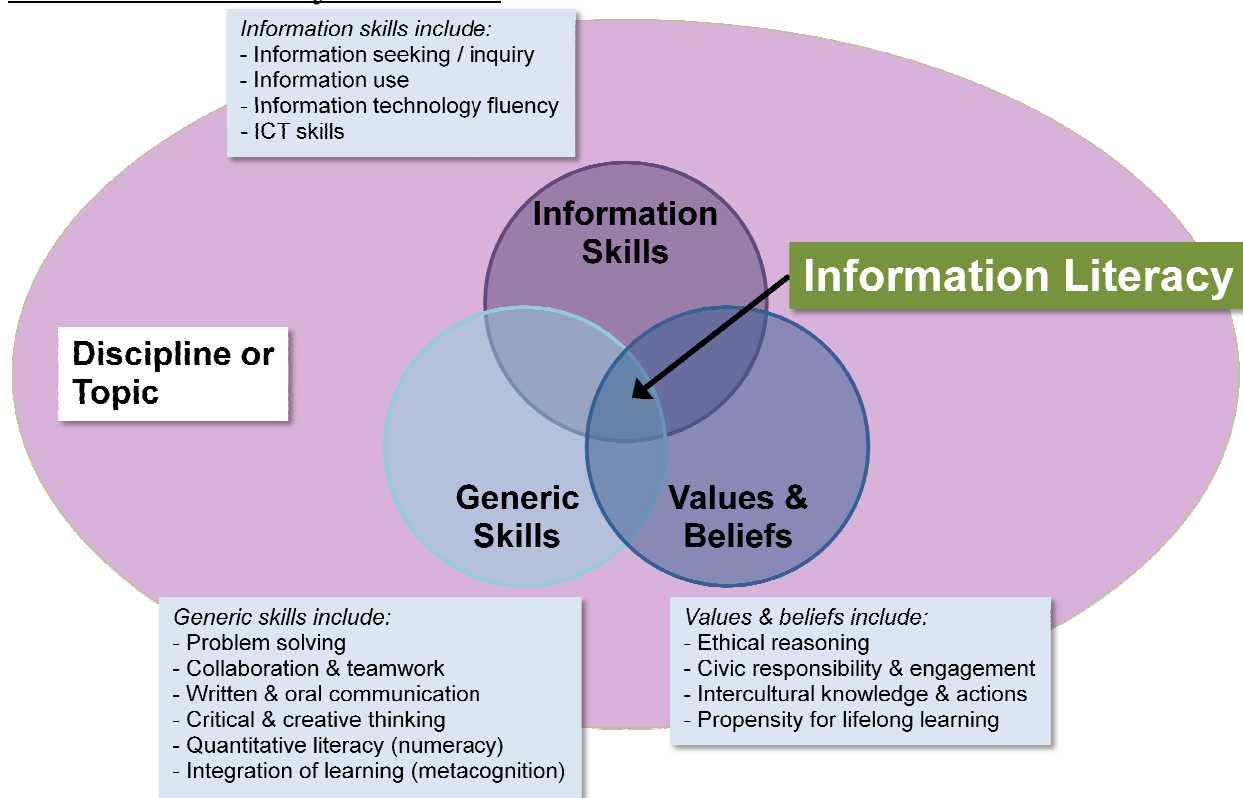
Does it reflect the institution at multiple levels?



**Metaphors?**



**Information Literacy Formation**



**Hybrid definition:**

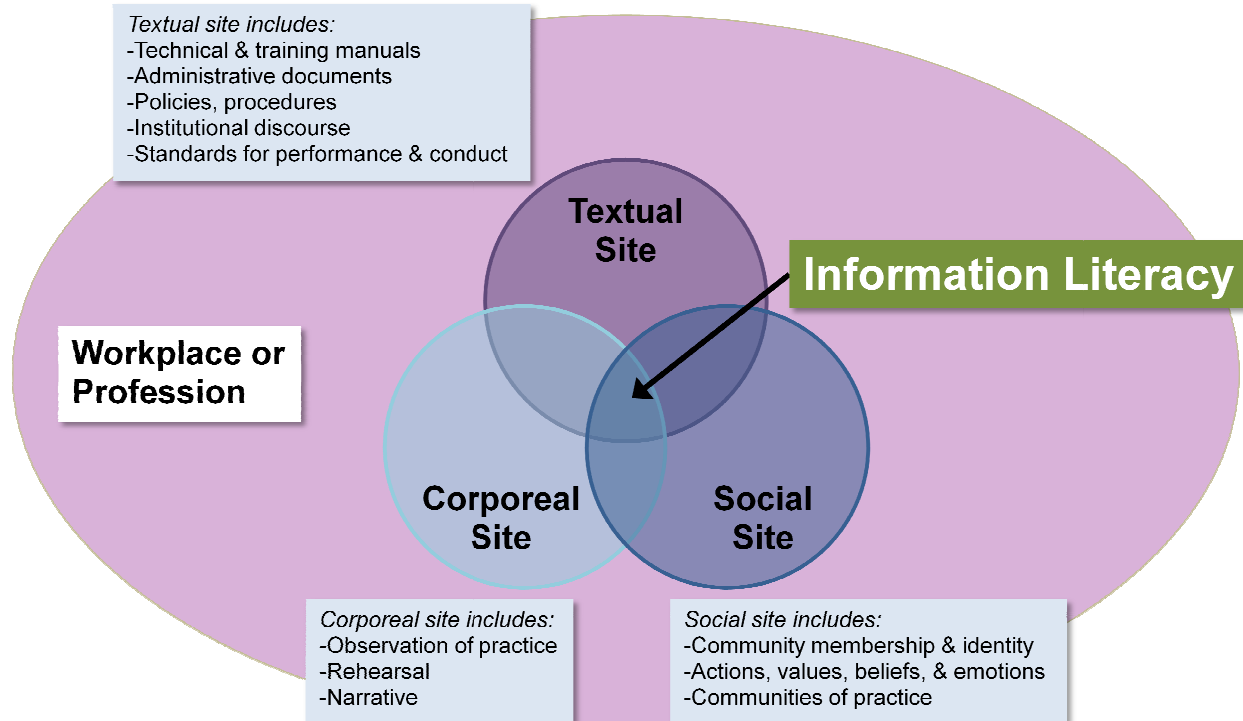
- Australian & New Zealand Institute for Information Literacy definition for information literacy
- American Association of Colleges and Universities liberal education outcomes

This definition works at my institution because:

- it reflects many of the issues around which discussions are taking place
- it helps our faculty contextualize the problems they experience with students' work
- it reflects what faculty and administrators think is important
- it mirrors what's already in our strategic documents
- it takes information literacy OUT OF THE LIBRARY!
- "nexus, intersection, convergence..."

It also works for me because it translates nicely into the workplace and outside the context of postsecondary education...

### Information Literacy in Practice



An interpretation of dissertation research by Annemaree Lloyd on information literacy among firefighters (very exciting research – most research seems to focus on the postsecondary context)

Textual Site = Information Skills

- knowing how information within an organization is structured
- knowing how to find information about the organization and about the context in which you work/operate

Corporeal Site = Generic Skills

- those things we need to know how to do in order to be successful & productive
- learn through experience, observation, reflection
- “how to do your job”

Social Site = Values & Beliefs

- principles that guide our behaviour in the workplace
- who we are, where we belong
- relationships with others

### Models for ILAC

- Model 1: Stand-Alone
  - Students take a required course (or set of courses) to provide a base of knowledge & skills
  - Formal learning opportunities in other courses reinforce general skills & concepts, relate them to specific disciplines
- Model 2: Infusion\*
  - Sequential progression of learning opportunities linked to a core curriculum across academic programs or disciplines

- Reinforced through program design
- Supported by learning opportunities inside and outside the classroom

\* = recommended

doesn't preclude existence of required course, but takes a more holistic approach, and has several key characteristics...

### **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

- **Experiential:** describe the sort of learning undertaken by students who are given a chance to acquire and apply knowledge, skills and feelings in an immediate and relevant setting
- **Authentic:** allows students to explore, discover, discuss, and meaningfully construct concepts and relationships in contexts that involve real-world problems and projects that are relevant and interesting to the learner
- **Embedded** Curriculum design where students have ongoing interaction and reflection with information
- **Integrated** Classes and packages that are part of the curriculum
- **Supplemental** Extra curricular classes and/or self paced packages that complement the curriculum
- Any comments?

### **Temperature check (activity)**

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

### **Part 1**

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? (activity)**

Who are your IL champions?

Who do you need to be a champion?

**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?

Iannuzzi, P[atricia]. (2000, May). Information literacy: Laying the foundations. Workshop presented to the LACUNY Institute, New York. Retrieved April 17, 2008 from <http://lacuny.cuny.edu/institute/2000/iannuzzi.html>

- Moving from a limited dialogue to a higher level of abstraction: the library within the larger paradigm

- Who can best do what, how, and when?

Information Literacy provides higher education with critical assets:

- Provides a unique opportunity for faculty to address key teaching and learning issues, to re-evaluate old practices, and to incorporate meaningful assignments and activities into the curriculum
- Provides faculty with practical tools to address and substantially reduce student plagiarism, dishonest conduct (eg., term-paper purchase), and use of cut-and-paste internet generated materials
- Provides faculty and students with up-to-date research tools and methods by which to locate, evaluate and properly use information from databases and internet sources
- Supports the gradual integration of technology into traditionally-taught courses
- Focuses faculty's attention on the need to integrate process into the teaching/learning environment, thus increasing the probability that students will produce the highest quality products of learning

Getting involved in the “hot” initiatives

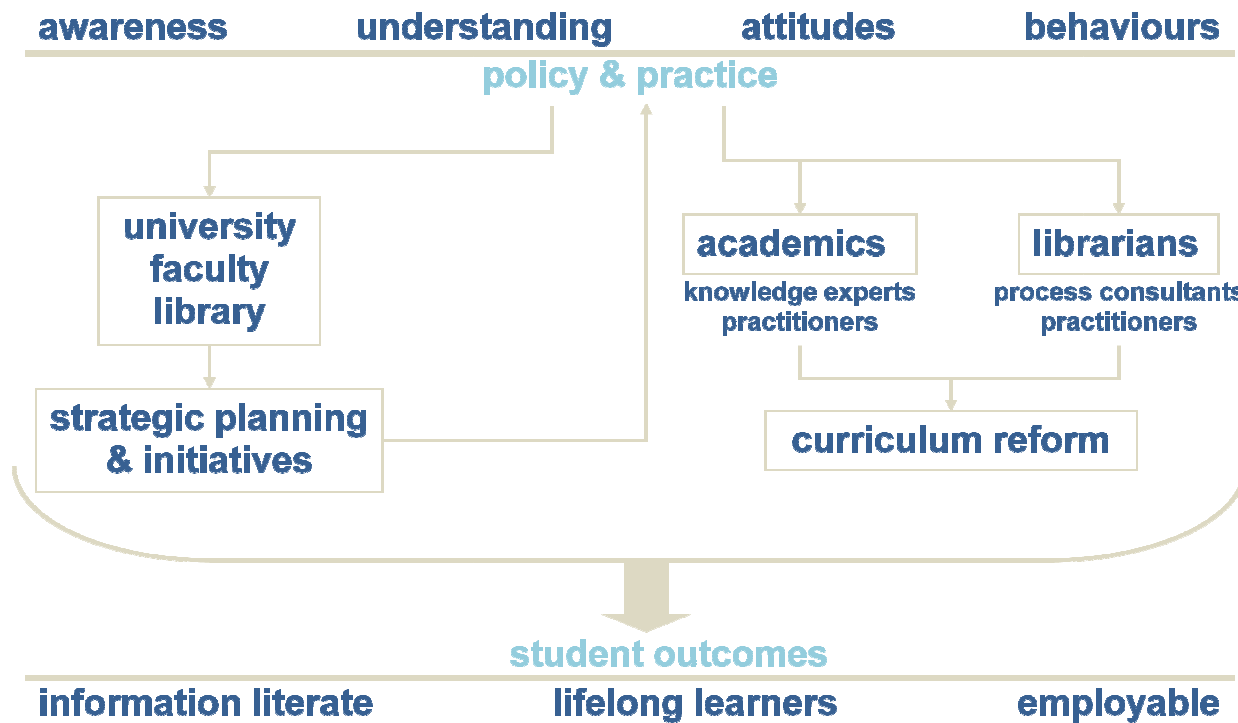
- Keep informed
  - Committee charges, meeting minutes, projects
  - Reports, literature
  - Web sites
- Meet the key people
  - Identify the people you need to know
  - Introduce yourself: telephone call, lunch date
  - Demonstrate your interest
  - Listen and learn, then offer to help
- Get involved
  - Stronger position to identify intersection between IL and initiative
  - Volunteer for a project, serve on a committee, attend meetings (most are open – we have a master list at our institution that indicates meeting schedules & locations)
  - Watch for the right time to step in and say, “I can help you meet this objective; IL is part of the answer”

### **What are your “Hot” Initiatives? (activity)**

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

#### **“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?



J. Peacock, 2002

Organizational structure & Institutional culture:

Need to understand, then tie into institutional processes:

- how is curriculum developed? (multiple levels)
- who's involved in curriculum development?
- who sets policy?
- who develops and carries out strategic initiatives?

Balance between policy & practice

- Notice that faculty and librarians are key players on both sides

### **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?

Iannuzzi, P[atricia]. (1998). Faculty development and information literacy: Establishing campus partnerships. *Reference Services Review*, 26, 97-102, 116.

KEY article... if you have not yet read it, get it (in the references list)

Not a library issue

- Patricia: "not just a library issue", needs to extend beyond the library

- I disagree ... needs to extend into the library from outside
- Librarians as process consultants (Judith's policy & practice diagram)
- Librarians supporting IL in their interactions with instructors and students (in the classroom, in curriculum planning, assignment & syllabus review, via reference services)
- Once heard a librarian complain at an ALA event that her provost had been to a meeting with other provosts where IL was discussed, and was now co-opting the IL agenda on her campus; I responded (in a nice way, of course)...”and this is a bad thing?”

### **Organizational culture develops slowly**

- Need to be patient
  - Gary Poole, director of TAG @ UBC – in educational development:
  - Success measured one person at a time (“patience of a tree”)
  - Constructive urgency: find the issues with a sense of urgency around them that bring people together
- IL as cultural change

Organizational culture begins at the top:

“Edgar Schein’s work on organizational culture and maturation points shows that strong organizational culture is determined by the top leaders of the organization, regardless of the type of organization. Schein’s research also demonstrates that if the senior leaders of the organization do not incorporate a specific issue into their vision, then subcultures relating to this issue may develop across the organization. A major shift in the culture of an organization, one that involves the entire organization, requires support from senior administrators and support must permeate throughout the organization. **Such a culture shift requires time, an appropriate strategy, successful networking, and patience.**” (patience of a tree?)

Invert your thinking...

### **A Change in Perspective...**

<http://librariesinteract.info/2007/05/12/kathryns-library-vision/>

Australian blog: Libraries Interact (asked librarians to envision what their library might look like in 2010)

YOU (faculty member) at the centre: when you want it, how you want it, in your language => strategically directed

“we learn from you”

“we use your language”

“talk with us”

“we run on your time”

“we mash it up” (value-added)

“we connect”

### **Inverting Your Thinking (activity)**

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)?

### **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)

University of Rochester message to parents:

“Every class has a librarian”

- 4Ps of marketing – product, price, place and promotion: Old Hat, perhaps not the right process...are we marketing a product, or are we encouraging personal and intellectual development?
- New Hat (esp. for nonprofits, incl. education): strategic message
- Captures audience attention in short time (matter of seconds), drives the conversation with the audience, and results in fairly immediate action that satisfies both yours and the audience’s desires (mutually satisfying to both the individual and the organization)
- One purpose: to persuade your audience to take action consistent with the organization’s goals
- Core statement for all audiences, plus subset statements for each target audience

Three reasons why you would use a strategic message:

- prompt an action
- create an institutional identity
- describe a complex idea or program

What it is not:

- brand
- frame
- slogan
- elevator speech

(but shares characteristics)

### **Creating Your Strategic Message**

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

ID desired action: Action drives message

- Know why you speak
- Begin with the end in mind – often overlooked, but a key to developing a strategic message (expect resistance)
- what is it you want to achieve?

ID target audiences: Self-interest drives action

- people act because they want something
- to move people, speak to their self-interest, not yours
- self-interest may be tangible or intangible (a feeling, a material benefit, an anticipated benefit, an inaction)

ID audience desires: Desire trumps need

- people have needs, but people seek wants
- focus more on what the audience wants than on what it needs
- avoid the “I know what you need” trap (in other words, don’t ram information literacy down people’s throats; let them come to their own realization, e.g., helping faculty understand assignment anxiety in their students)

Find the mutuality: No common desire means no message

- without overlap between your organization’s desire and your audience’s desire, an effective strategic message is impossible
- Mutual satisfaction is the key to successful messaging
- either recognizable or obviously absent. If no overlap between desires can be created, then no effective message can be designed. A sound bite may be created—but it will not capture the audience’s attention and hold it so that more information can be conveyed, which is what an effective message does.

Less is more

- fewer words, fewer audiences, fewer points equals more success

The most successful strategic messages (core and subset) contain no more than three major points. The speaker usually cannot remember more than three, and the listener cannot successfully process more than three.

When speaking, you may have fifteen to twenty seconds to catch someone’s ear, which is why a good core message is rarely longer than twenty-five to thirty words. If you’re initially successful, you may have upwards of a minute to capture a listener’s attention. (“Are you happy with the quality of your students’ research efforts?”)

Think of messaging like fishing. A message is bait: If the bait is too big, the fish may nibble but swim away. If the bait is the right size, the fish takes it in and you have greatly increased your chance of hooking the fish. Once hooked, you have time to speak at some length about your concern.

### **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

Stories are powerful – they allow audiences to connect, to reflect, to understand, to identify

- Start with a common assumption.  
"Every story has to have a beginning," Ward explained, "and the best place to begin is with what the audience already understands."
- Introduce a point of conflict.  
Stories become interesting when the players are thrust into a crisis, typically a scenario where one side wants something and another side stands in the way.
- Cast your story with clearly identifiable heroes and villains.  
People relate to people, not abstract concepts, so you generate more interest by personifying both sides of your conflict.
- Include at least one memorable fact.  
Just as a string holds together the beads of a necklace, writes Annette Simmons in *The Story Factor*, a story line is the thread that holds facts together so the audience can remember them. Even if you have a strong story, though, Ward recommends featuring "one good fact, because that's all people will remember."
- Point the way to a happy ending.  
With your story cast and your characters in conflict, you have two remaining tasks: (1) identify the heroes' objective, and (2) explain how they will attain it.

**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?

**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

### **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 (activity)**

- 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?

### **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>

Conducted Mar./April 2007

Online Survey (Zoomerang)

Target audience: all full time faculty at York

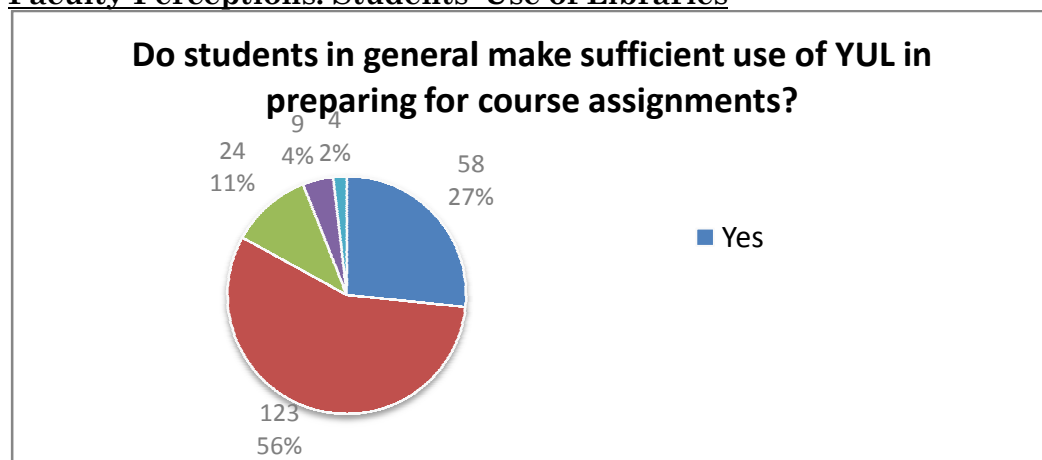
221 valid completed responses

### Faculty Perceptions: Students' IL Competencies

Key Finding:

We are not alone in our belief that students' IL competencies need attention and improvement

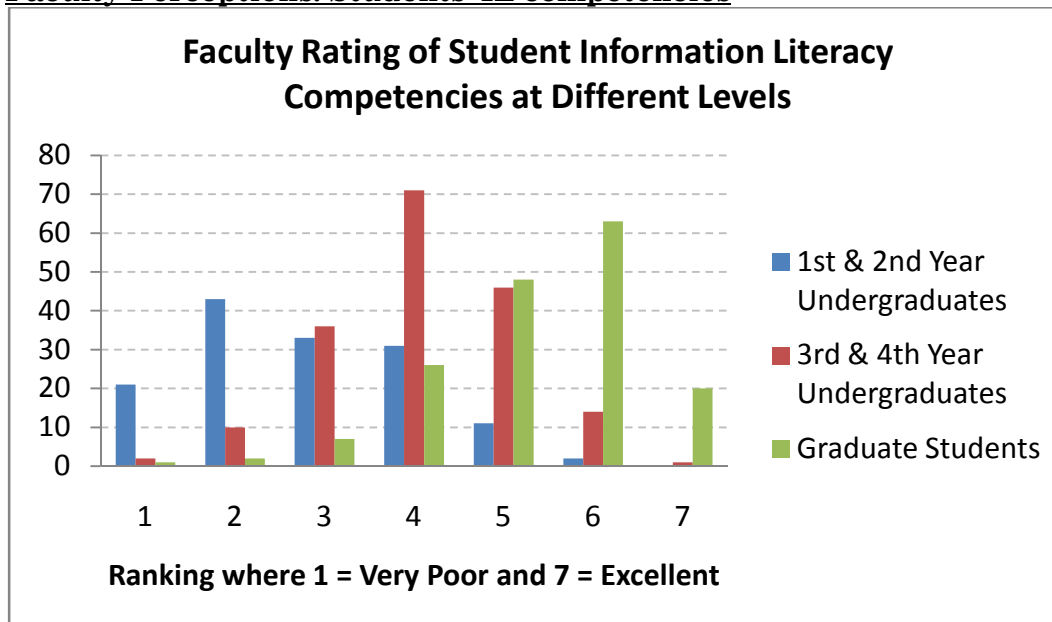
### Faculty Perceptions: Students' Use of Libraries



Comments were especially interesting. I'm going to highlight some key patterns here:

- Keeping up with assigned readings alone is a challenge for some students
- Students are overly reliant on Google, and the web generally, for research, and, in contrast, use and appreciate library resources far less
- Strong preference for online resources over print
- Use of websites of questionable reliability not uncommon
- Often don't understand the differences between the free web and what the library offers
- Tendency for students to overestimate their own ability to use online services and the library for research
- Some distinct skills where students need more help include:
  - Development of search techniques for effective use of library e-resources
  - Evaluative skills, e.g. distinguishing between peer-reviewed publications and popular or non-academic sources, determining the credibility of a freely available website, etc.
  - Proper referencing/citing of sources
- Library research skills lacking among many students, though some comment:
  - this improves where instruction is given
  - this is more prevalent in lower level undergraduates
  - this varies by student

**Faculty Perceptions: Students' IL competencies**



**Faculty Perceptions: Value of IL Competencies**

Key Finding:

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

York faculty strongly believe IL should be a collaborative venture - 80% say IL should be taught jointly by librarians and faculty

82% indicate IL instruction should be a required element of university education

**Faculty Perceptions: Value of IL Competencies**

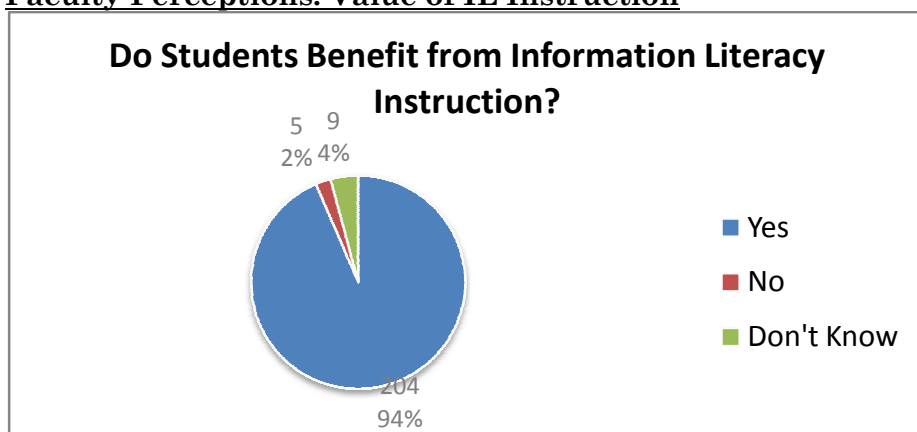
When asked to rank on a scale of 1-7 the importance of York students graduating with core IL competencies, consistent mean and median rankings of above 6!

**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



Moreover:

- York faculty strongly believe IL should be a collaborative venture - 80% say IL should be taught jointly by librarians and faculty
- 82% indicate IL instruction should be a required element of university education

### 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”
- “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”

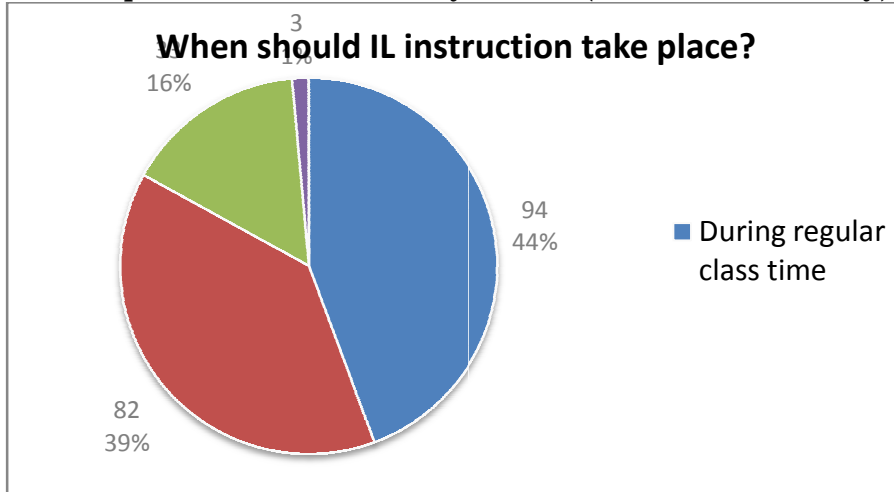
**Faculty Experience & Practice with IL**

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

- York faculty strongly believe IL should be a collaborative venture - 80% say IL should be taught jointly by librarians and faculty
- 82% indicate IL instruction should be a required element of university education

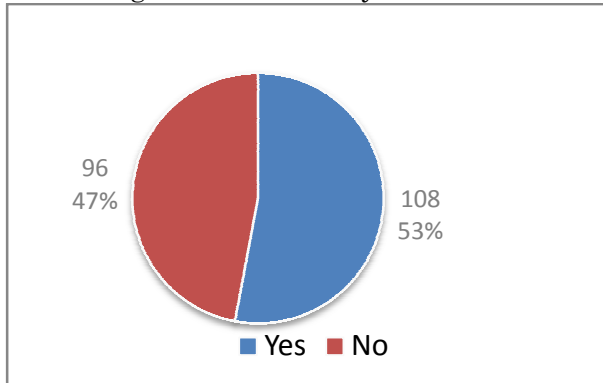
**IL Is Important But Not on My Turf... (over 50% of faculty)**



53% of respondents are incorporating attention to IL in class.

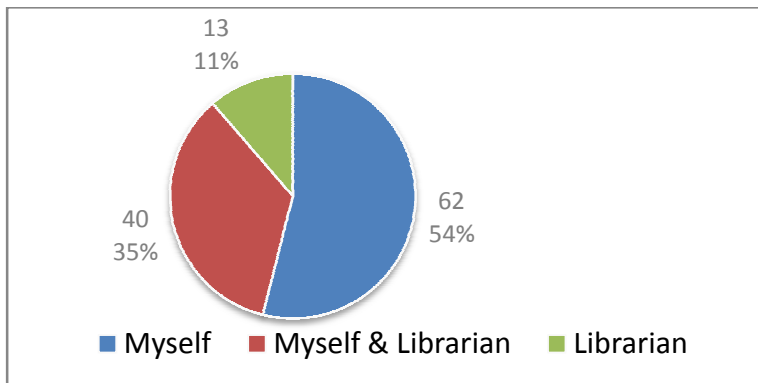
**Faculty Experience & Practice**

Is IL Taught as Part of Any of Your Courses?



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





Of 47%, who do not incorporate IL, almost 40% say this is due to lack of time (25%), a perception that students already have these skills (5%), or a belief that students can teach themselves these skills (9%)

### **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

- York faculty strongly believe IL should be a collaborative venture - 80% say IL should be taught jointly by librarians and faculty
- 82% indicate IL instruction should be a required element of university education

### **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

- Higher quality research papers/assignments
- Better referencing of sources, and better range of materials included in bibliographies
- Better understanding of differences between scholarly and popular/internet resources
- Better able to find information resources of relevance
- Awareness of databases improves
- Search strategies improve
- Better skills in assessing information sources
- Better synthesis of ideas in papers
- Verbal feedback from students re benefits of library session to them
- Students much more inclined to consult the library or librarians after a session
  - Less library anxiety as they know where to go for research help and have seen a “friendly” face in class
- Students more inclined to discuss research questions with faculty
- The librarians who have taught my classes have been great

- Benefit of these sessions is higher for motivated students, while students with weaker skills or motivation benefit less

### **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

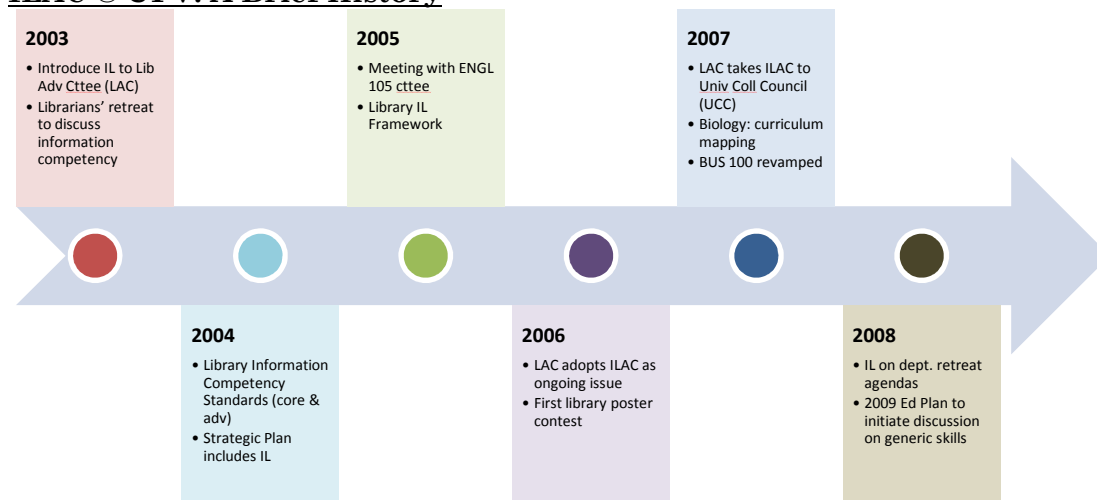
### **Part 2**

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**



**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*

- Like most institutions, the conversation started from within the library, but thankfully, it didn't stay there
  - Quickly moved to the Library Advisory Committee (LAC), a committee of the university college council (sort of like a senate), comprised of faculty from each of the divisions
  - Then into the strategic plan...
- Identifies core (1<sup>st</sup> year) and advanced (2<sup>nd</sup> year) information competencies that can be achieved/measured through the library
  - Based on ACRL standards, as well as those developed by Pierce College in Washington State

**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”
  - Improving student success
- 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:
  - Workforce readiness: <http://www.conferenceboard.ca/education/learning-tools/employability-skills.htm>

**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
- LAC has been key to getting info lit in strat plan, ed plan
  - 2006: LAC formally endorsed IL as educational goal, committed to working to that end
  - 2007: LAC Motion to UCC defeated: That UCC directs all departments to identify ways in which information literacy learning outcomes can be incorporated within their course programming, and that the integration of those outcomes be evaluated as part of the program review process. (K. Isaac/M. MacDonald)
    - Motion defeated, BUT:
    - There was discussion, raising awareness; seen as one of a core set of transferable skills, common to all programs (which is where we want it).

- UCC directed library to develop fact sheet to share with departments and administrators:  
[http://www.ucfv.ca/\\_\\_shared/assets/Information\\_Literacy\\_Fact\\_Sheet11391.pdf](http://www.ucfv.ca/__shared/assets/Information_Literacy_Fact_Sheet11391.pdf)
- 2008: LAC largely responsible for potential to have IL (as one of core set of transferable skills) in the 2008-09 Education Plan

### **Building Relationships ...**

- Writing Centre
  - Partnered on local implementation of assignment calculator
  - 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 framework for instruction
- 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
  - Library Poster Contest: [http://www.ucfv.ca/library/library\\_posters.htm](http://www.ucfv.ca/library/library_posters.htm)
- Writing Centre ... should be a no-brainer, but is proving difficult – has to do with philosophical foundation re who should provide writing assistance (institutional history)
- Emphasis on building relationships, common understanding, mutual respect
- And on listening ... looking for opportunities
- New Faculty Orientation
  - Great opportunity to talk about teaching & learning, and connection with the library
  - Share some information about students at your institution, the kinds of issues that they bring to you
  - Ask them what experiences they’ve had, invite them to continue the conversation over coffee
- Liaison relationships
  - Not just about collection development
  - Opportunity for conversations around teaching & learning, promoting resources (plagiarism, research assistance, etc.) – e.g., RefWorks, research databases
- Be where faculty are, care about what they care about
- Watch, listen, learn
- Don’t always make it about the library – recognize what you have to offer besides a knowledge of the library
- Teaching & Learning Centre workshops
  - not about libraries, but about teaching (expertise I developed through my work in the library)

- Classroom assessment techniques
- Designing effective assignments
- Creating web content for online courses

### **Connecting to “Hot” Initiatives**

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

- Strategic message: you have a problem, we have something that can help toward a solution
- Re student retention: do libraries contribute, and how much? Wrote memo to VP Academic filling in gaps in research
- Information on millennials

### **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

#### **ENGL 105**

- One of three first-year writing courses students choose from (others are CMNS 125, Business Communications & CMNS 155, Communications for Human Services)
- Old model (for most 1<sup>st</sup>/2<sup>nd</sup> year instruction): 80-minute session, read through Welcome pamphlet, some instruction, not focused on specific assignment, library assignment (prescriptive, same one, different topics)
- repetition, students got same thing in multiple classes
- Wanted new model: brief introduction (tour + assignment), followed by customized research seminar tailored to research assignment

#### **BUS 100**

- 600 students in 17 sections
- 7 full-time faculty, 5 sessionals
- Increase course relevance and student engagement
- Establish consistent core learning outcomes across all sections
- Increase the emphasis placed on the application of course concepts through more cases and a major term project
- Increase equity across sections in terms of method of evaluation and grading

- Increase students critical skills in the areas of – writing, research and teamwork
- Provide a sound basis for concurrent and future business courses
- Provide guidelines for new and sessional faculty teaching Business 100
- Build in flexibility for 11 -14 week schedule
- Deliver a highly differentiated introductory business course not offered at other universities

#### Biology

- BIO 111: 380+ students in 22 sections
- Old: “standard” worksheet
- New: assignment that links to popular to scientific literature, reinforces scientific method, looking for primary sources
- Curriculum mapping project
- By course, concentration, & instructor
- Looked at a number of characteristics, including assignments/activities, use of primary/secondary literature, information literacy, numeracy, writing skills, statistics, scientific method, use of technology

#### Changing the Vocabulary...



We had to change our own attitudes and behaviours...

#### ...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*

...before we could change the attitudes and behaviours with others

#### 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.”

Designed to help faculty experience what undergraduate students experience when faced with a research assignment (can be any subject area; I choose Art History because I don't often run into faculty with a background in this area)

Setting the scene

- Art students
- Art History 320: Italian Renaissance Art, week 3 or 4
- One survey course in art history, through the 17<sup>th</sup> century

How will you go about completing this assignment? What steps will you take? What specific resources will you use?

Now, how did that make you feel?

Generally pretty effective; had one faculty member break down in tears when she realized what we sometimes put students through

### Assignment Design Process



[Adapted from *Suskie, L. (2004). Assessing student learning: A common sense guide. Bolton, MA: Anker Publishing.*]

Identify learning goals/outcomes

- Linked to course objectives
- Demonstrate knowledge and skills

Identify tasks

- Correspond to one or more specific, important learning goals
- Adequately represent the skills (critical thinking, research, writing, etc.) you want students to develop
- Use authentic, enduring real-world tasks or problems that students will view as meaningful and relevant
- Use appropriate assignment framework (i.e., type of assignment) for defined tasks
- Include opportunities for student decision-making

Develop clear directions

- Provide overview: what you want them to do and why
- Clearly state what student is to do
- Identify the skills/knowledge you want to elicit
- Write as directions, not questions
- Provide models or examples if format is unfamiliar to students

- Encourage high performance expectations

Develop assessment criteria

- Linked to learning goals/outcomes
- State point value
- Describe &/or demonstrate how assignment will be evaluated (rubric)
- Establish deadline, optimal length
- Does spelling/grammar count?

Plan learning interventions (often neglected)

- Evaluate each assignment task for needed intervention (e.g., learner will require instruction on how to complete successfully)
- Determine who should provide intervention (you, librarian, writing centre consultant, etc.)
- Schedule intervention(s)

### **Online Library Assignment**

- Implementation January 2008
  - [http://journals.ucfv.ca/library/first\\_year/](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

First forays into collecting assessment data

### **Gazing into the Crystal Ball**

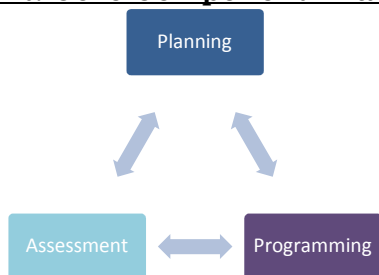
- 2008/2009 Education Plan
  - Initiate a campus conversation around institutional learning outcomes (“What does a UFV graduate look like?”)
- IL is on the agenda of several upcoming academic department retreats; strong interest in curriculum mapping
- Update library’s framework; focus on establishing 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



### 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

## 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

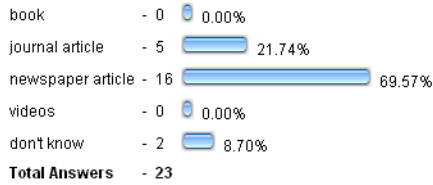
8. To find the following article you would begin searching by using?:

**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

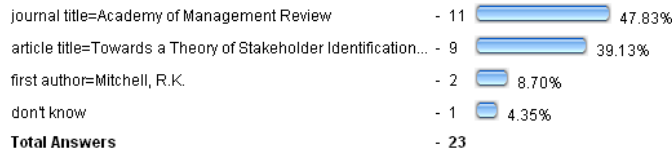
**MGMT 1040: First Year BBA Course: Pre-Test Question Results (Winter 2008)**

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

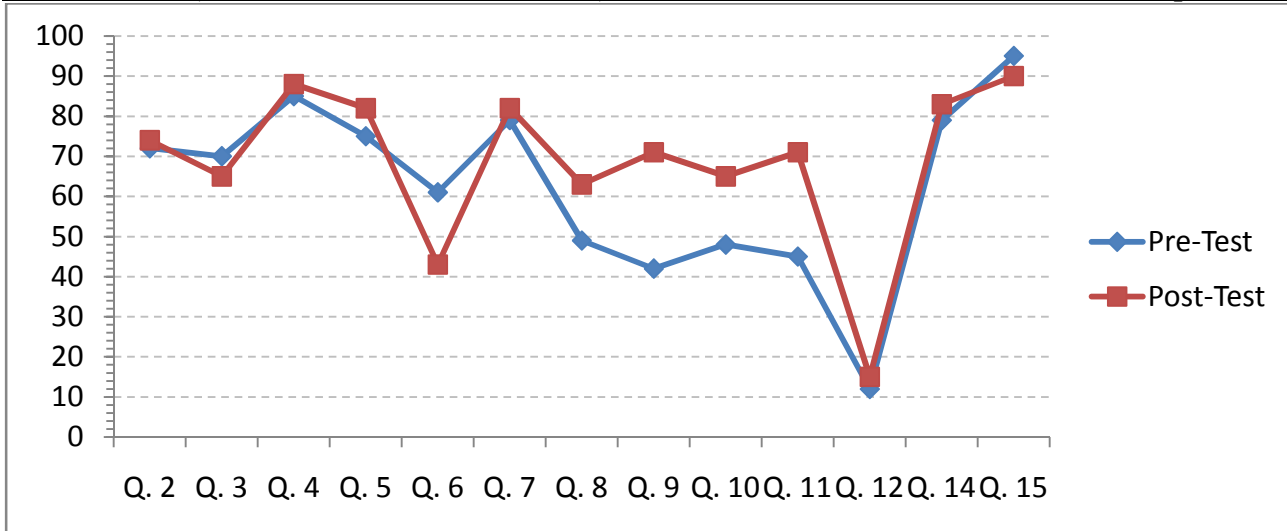


8. To find the following article you would begin searching by using?:

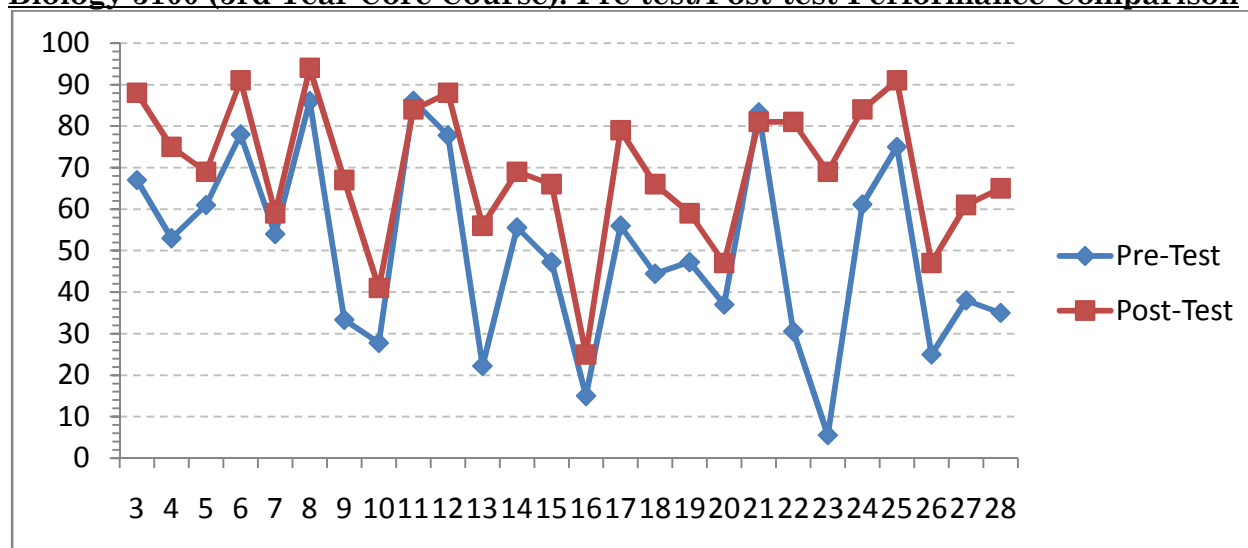
Mitchell, R. K., Agle, B.R. and Wood, D. J. (1997) "Towards a theory of stakeholder identification and salience: Defining the principle of who and what really counts" *Academy of Management Review*, Vol. 22, no. 4, pp. 853-886



**MGMT 1040 (1st Year Core BBA Course): Pre-test/Post-test Performance Comparison**



- This chart shows you the average score on each question. In some cases large improvement, in some cases small, in some cases actually go down. For a meaningful analysis can be useful to go to question level – see colour coded document in package.
- Can really inform future framing of learning outcomes and rethinking of future instructional activities

**Biology 3100 (3rd Year Core Course): Pre-test/Post-test Performance Comparison**

- Refer to questions in handout; look at what questions showed a strong level of improvement and which showed minimal change etc.
- Here the results are same or better across the board. Value of large scale integration and assignments?
- Value of results in leveraging support for curriculum integrated IL – this was shown to Physics department who are now going to implement a curriculum integrated model in coming academic year

**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

Not about the instructor e.g. do not concentrate on questions about instructor style, organization etc.

**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*

- Through information on student perceptions of our instruction and of their own performance/learning

- Importance of move to central administration of assessments
- In time we might choose to aggregate some of this data
- Leverage support for information literacy initiatives
- Generate feedback from students on how we can improve our instruction
- What materials to cover
- How much hands-on is needed
- Pace of the class
- Measure progress

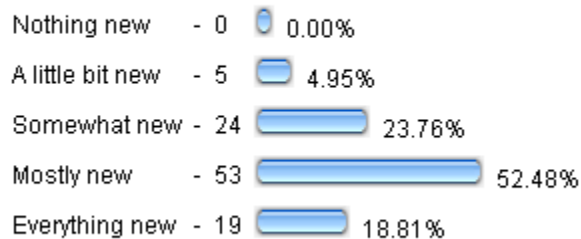
### Survey Tools Available at York: Features

- 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

Example of MGMT 1040 Fall 07 Class: Selected Survey Responses

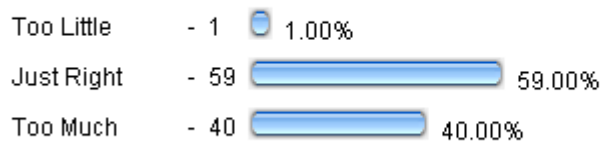
#### Results for Survey #276: MGMT1040 Library Instruction Student Evaluation

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



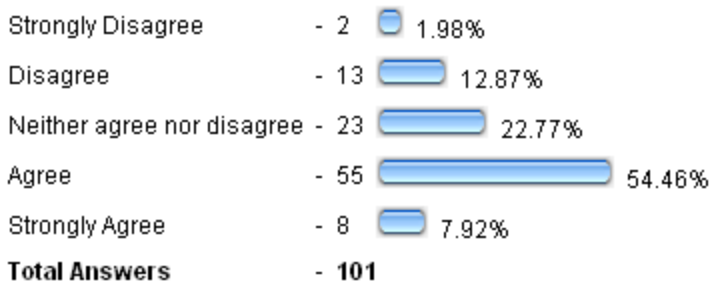
**Total Answers - 101**

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

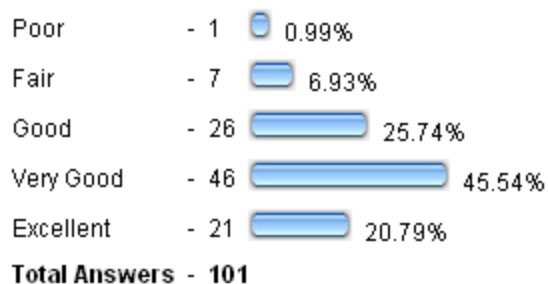


**Total Answers - 100**

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



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



- Note that 40% of students think too much covered in session. As a result of this feedback in Winter 08 we cut back on certain content.
- We also responded to Q. 8 response. A fair number seem not too content with the amount of hands-on practice so we restructured the session to involve 4 short hands-on activities, rather than one large one at the end. And the subsequent evaluations showed they liked that better.

### 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!”
- Comments generally found more useful than answers to closed-ended questions.
  - Value and usefulness of hands-on endorsed time and time again
  - Ideal is tailor it to each student’s research topic, reality is can’t do this
  - Students apparent lack of awareness of resources prior to the session common or expression that they wish they had known earlier (in upper level undergraduate courses)
  - Also not uncommon for them to see there was too much information to absorb in a short time frame
  - These kinds of comments can leverage support for curriculum integration

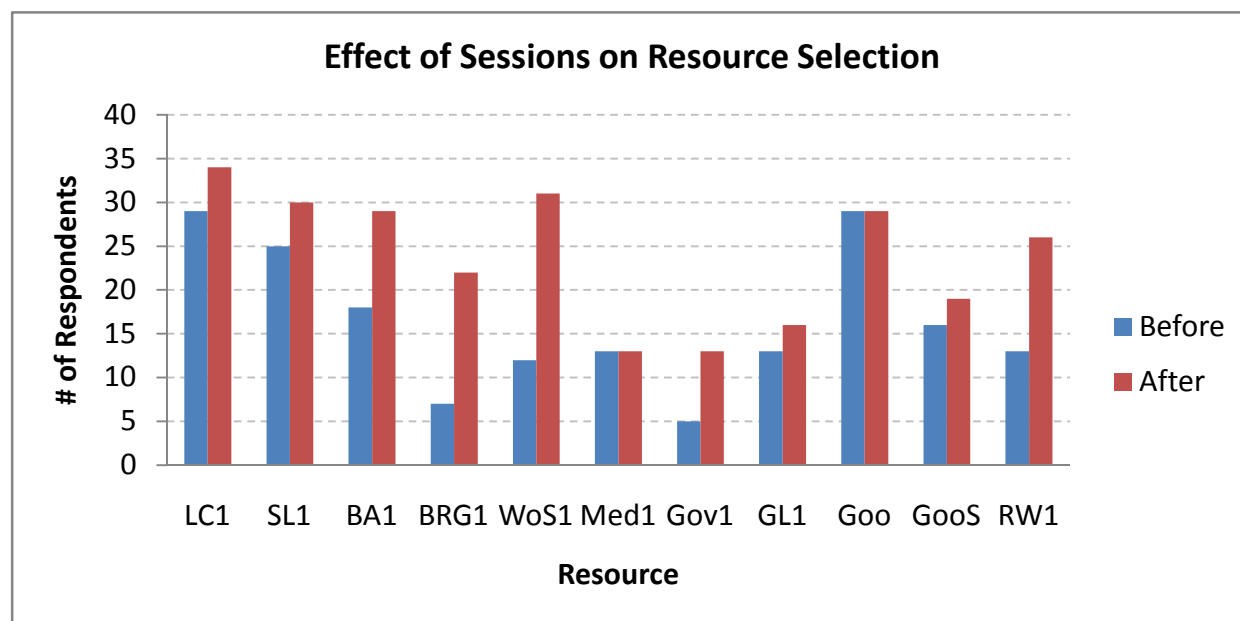


### More In-Depth Surveys

- 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

An example of what you can do where you have a truly curriculum integrated approach where students have had to apply knowledge in one or more in-depth assignments involving library research.

### Biology Survey Results: Example



### Implementation Options at Your Campus (activity)

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

Share with others the ability to edit the quiz and to get related statistics and reports



## 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.
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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 (activity)

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

- A course management system (CMS) designed to help educators easily create quality online courses.

- Allows the teacher to design and set quiz tests
  - Multiple choice, true-false, and short answer questions and more
  - Each attempt is automatically marked, and the teacher can choose whether to give feedback or to show correct answers.
- Survey module
  - Provides a number of survey instruments useful in assessing and stimulating learning in online environments.
    - Teachers can use these to gather data from their students that will help them learn about their class and reflect on their own teaching.
      - Critical Incident Survey
    - Constructivist On-line Learning Environment Survey
    - Attitudes to Thinking and Learning Survey

### **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

- Provides a number of survey instruments useful in assessing and stimulating learning in online environments.
- Instructors can use these to gather data from their students that will help them learn about their class and reflect on their own teaching.
- Each attempt is automatically marked, and the teacher can choose whether to give feedback or to show correct answers.

### **Implementation Options at Your Campus (activity)**

#### **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

Instructors are able to create questions on the fly

#### **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
- 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

Explain flexible design means: Design that fosters tailoring by librarians to different disciplinary and instructional contexts

### **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

- while 87% of faculty give assignments where library research is expected, just 34% work with librarians to design an assignment with a research component
- Where there is a need to assess higher level information literacy skills especially need to move beyond quiz questions or short answer tests

### **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

Explain how thinking on assignment design workshop evolved to date and article by Mosley re assignment design workshop for faculty at Texas A&M University.

### **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
- Faculty do not typically see us as partners here
  - Also the challenge that we don't normally grade assignments so we don't see the results of a new assignment design approach

- York would like to develop assignment toolkit as a next step

### **Wrap-up (activity)**

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?

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