

A decorative graphic featuring various colored circles (teal, blue, green, yellow, orange, pink) and dashed lines of different colors (teal, green, yellow) arranged in a circular pattern around the central text.

Sharing the Responsibility

Librarians and Faculty
Developing an Information
Literacy Community

Hello!



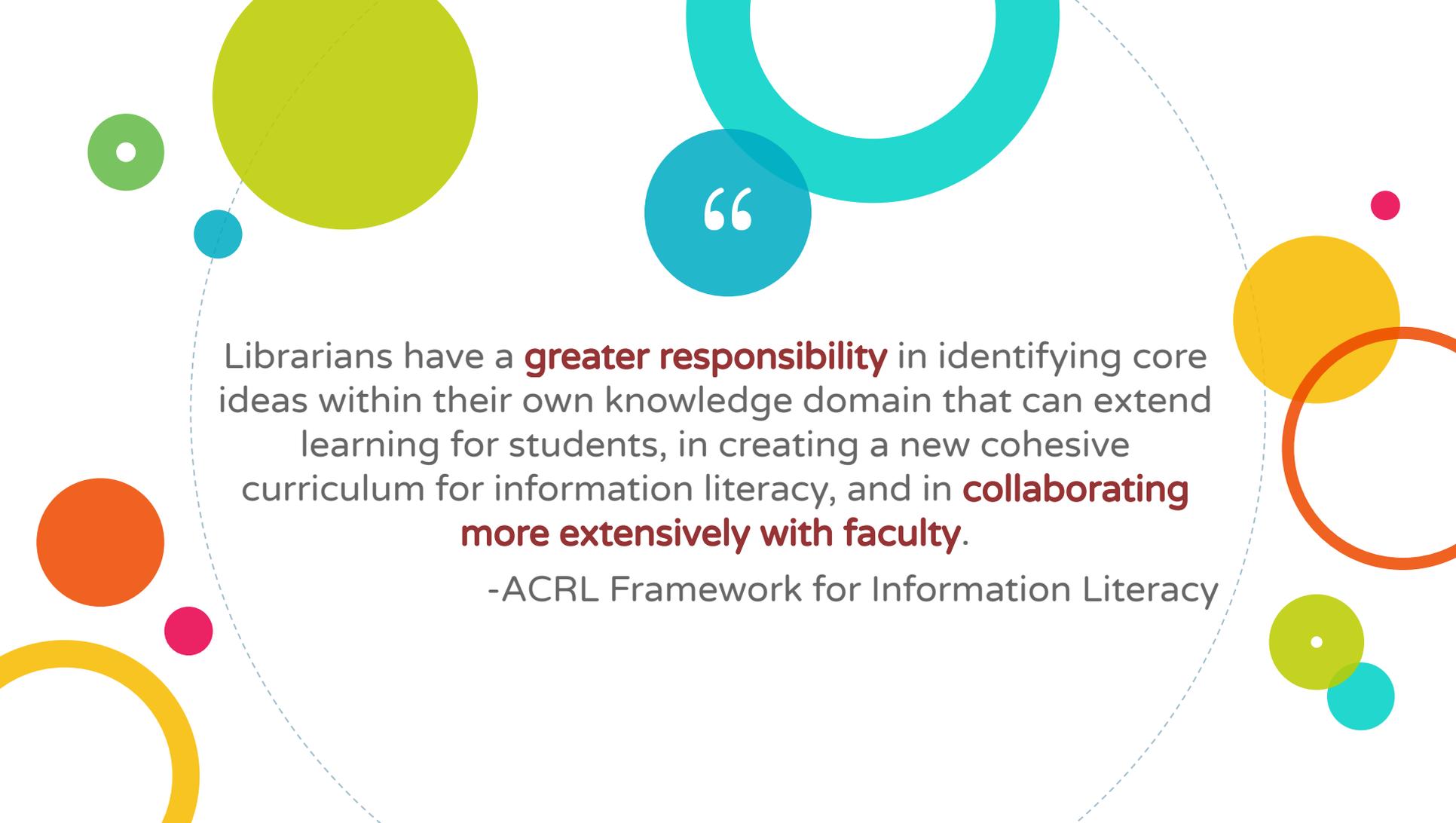
Stephanie Crowe

University of North Carolina Wilmington



Meghan Wanucha Smith

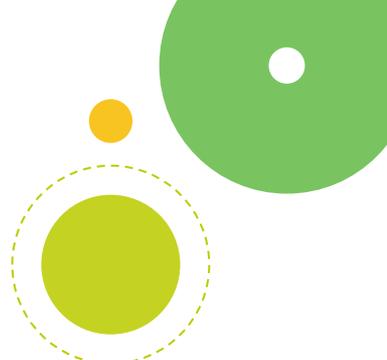
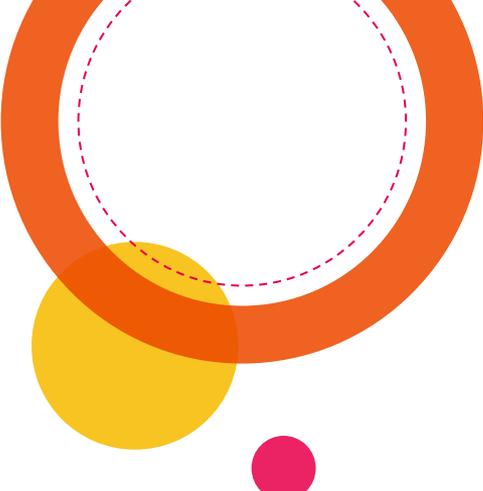
East Carolina University

A decorative graphic featuring a large, light blue dashed circle that frames the central text. Scattered around this circle are various solid-colored circles and rings in shades of green, yellow, orange, red, and teal. Some circles are solid, while others are hollow rings. The overall design is modern and vibrant.

“

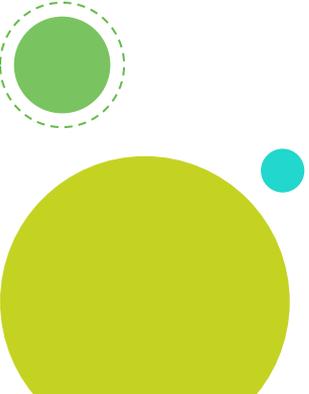
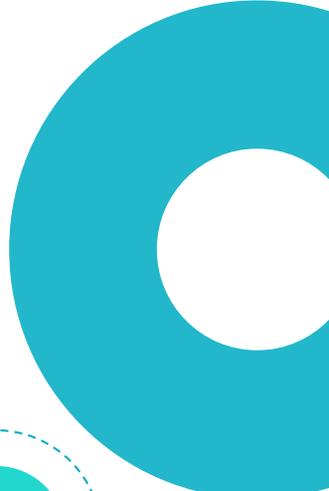
Librarians have a **greater responsibility** in identifying core ideas within their own knowledge domain that can extend learning for students, in creating a new cohesive curriculum for information literacy, and in **collaborating more extensively with faculty**.

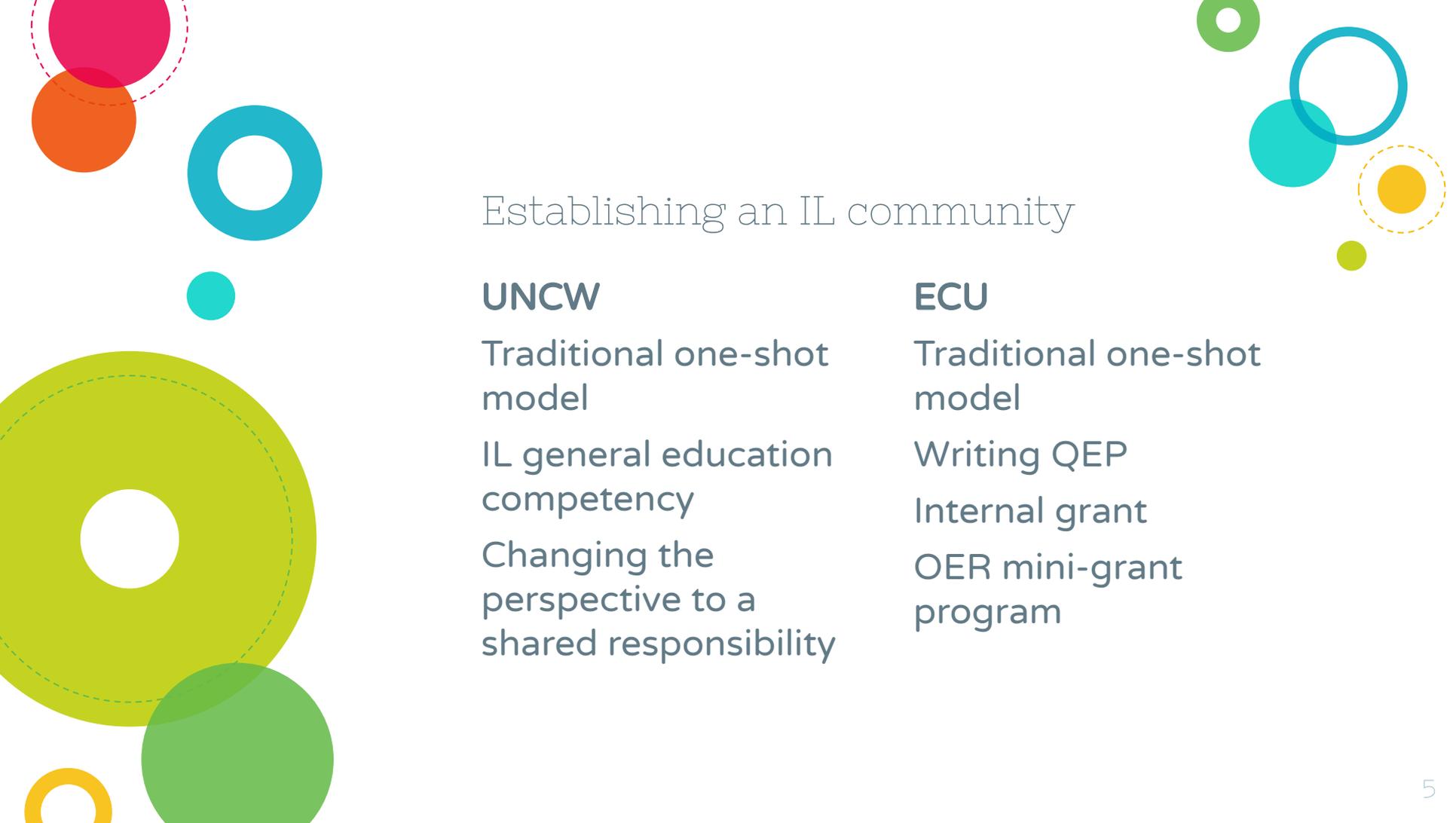
-ACRL Framework for Information Literacy



1

Getting started
Um, can we do that?





Establishing an IL community

UNCW

Traditional one-shot model

IL general education competency

Changing the perspective to a shared responsibility

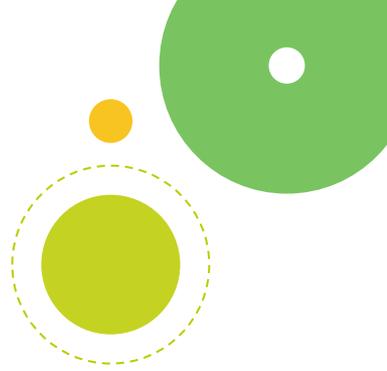
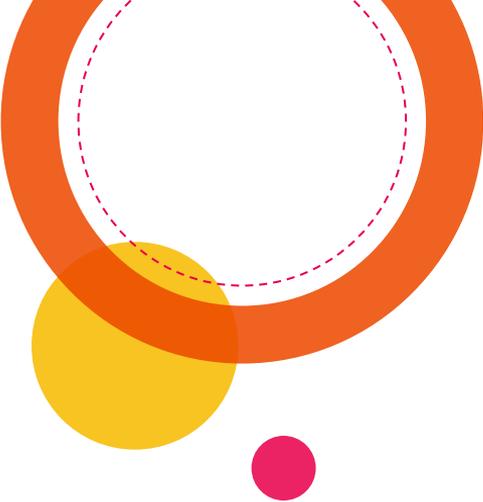
ECU

Traditional one-shot model

Writing QEP

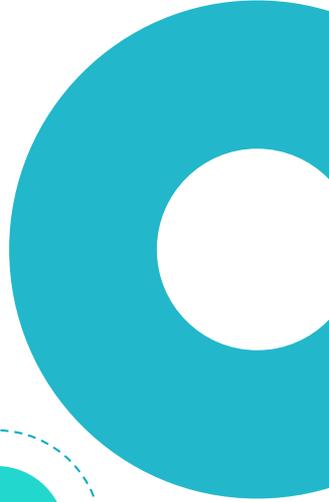
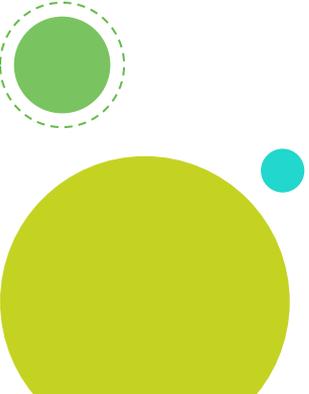
Internal grant

OER mini-grant program



2

Our programs
Two problems, one solution



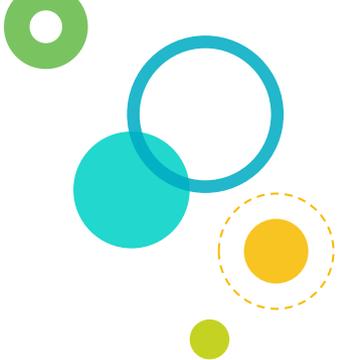


Program structure: UNCW

Spring 2018

6 sessions, each on 1 frame

Required reflections and IL project incorporating 1 or more frames



Spring 2019

4 large-group sessions (3 covering 2 frames each; one wrap-up)

3 small-group meetings

Required reflections and IL project incorporating frames



Program structure: ECU

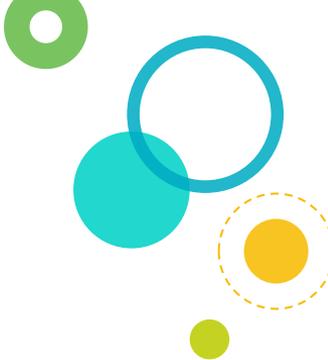
Fall 2018

Welcome session

Three-part workshop series

Blackboard discussions

Consultations



Spring 2019

Implement changes

Student surveys

Faculty surveys

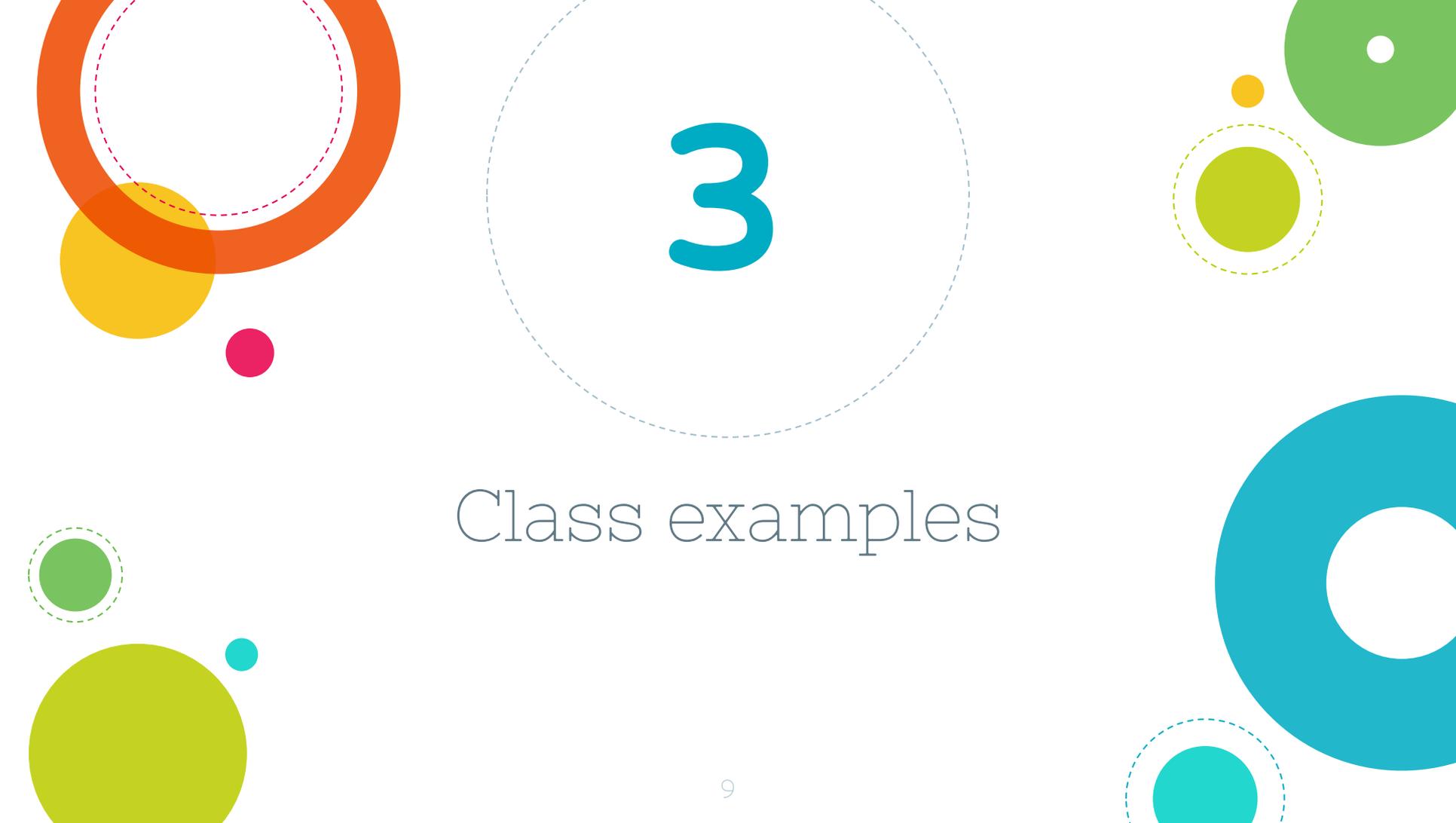
Wrap-up

Reporting



This program was supported by grant funds from the Institute of Museum and Library Services under the provisions of the Library Services and Technology Act (LSTA) as administered by the State Library of North Carolina, a division of the NC Department of Natural and Cultural Resources (IMLS grant number LS-00-18-0034-18).





3

Class examples

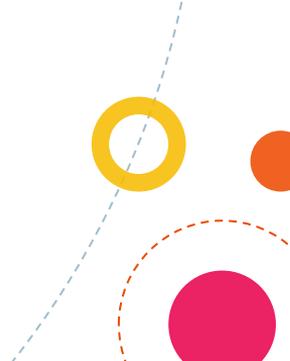
SOCW 6711-Spring 2019: Cultural Context of Research Reflection Paper

Please write a 1-3-page paper that addresses each of the three following questions below about the topic that you have selected for a literature review. Please use APA format, per the example provided in Blackboard, and use citations as appropriate.

- 1) How has cultural context informed and shaped the way this topic has been explored in social work research?
- 2) How have values or beliefs about human behaviors or interactions been assumed and/or foundational to previous research on this topic?
- 3) What are some useful ways that researchers can be aware of their own cultural context, including biases, that may impact the way they conduct research?



SOCW 6711 Critical Thinking in Social Work Research

1. Assignment
 2. Syllabus
 3. Teaching plan
 4. Library instruction
- 

The Neighborhoods They Live in: The Effects of Neighborhood Residence on Child and Adolescent Outcomes (Article)

Leventhal, T.  Brooks-Gunn, J. 

Center for Children and Families, Teachers College, Columbia University, 525 West 120th Street, New York, NY 10027, United States

View all 179 references

1 Aaronson, D.
Sibling estimates of neighborhood effects (1997) *Neighborhood Poverty: Vol. 2. Public times*.
J. Brooks-Gunn, G. J. Duncan, & J. L. Aber

2 Aber, J.L., Gephart, M., Brooks-Gunn, J., C
Neighborhood, family, and individual proc (1997) *Neighborhood Poverty: Vol. 1. Cont*
J. Brooks-Gunn, G. J. Duncan, & J. L. Aber

3 Anderson, E.
Neighborhood effects on teenage pregnan (1991) *The Urban Underclass*, pp. 375-398.
C. Jencks & P. Peterson (Eds.), Washington

Cited by 1770 documents

The association between perceived injunctive norms toward corporal punishment, parenting support, and risk for child physical abuse

Fleckman, J.M. , Taylor, C.A. , Theall, K.P. (2019) *Child Abuse and Neglect*

Early psychosocial deprivation and adolescent risk-taking: The role of motivation and executive control

Kopetz, C. , [Woerner, J.I.](#) , MacPherson, L. (2019) *Journal of Experimental Psychology: General*

Evaluating school and peer protective factors in the effects of interparental conflict on adolescent threat appraisals and self-efficacy

McCauley, D.M. , Weymouth, B.B. , Feinberg, M.E. (2019) *Journal of Adolescence*

View all 1770 citing documents

Inform me when this document is cited in Scopus:

SOCW 6711 Critical Thinking in Social Work Research

1. Assignment
2. Syllabus
3. Teaching plan
4. Library instruction



NUTR 6500

Pediatric Nutrition

1. Assignment
2. Syllabus
3. Teaching plan
4. LibGuide

Pre-Planning: Establish Priorities and Rationale

Big Understanding

Is there a Frame, or multiple Frames, that could serve as a guiding force or influence the essential understandings that you want to develop? Why this Frame?

Scholarship as Conversation: I selected this design to help students understand how ideas are formulated, debated and weighed over time and how this process informs nutrition practice. Even standard recommendations change over time with the development of new ideas and research findings. How does this process evolve and who are the key players? How do our personal experiences and bias affect our perceptions of these ideas?

Context

Reflecting on your instructional program, in what context is this session being taught? The course will be taught online with synchronous and asynchronous activities. |

Where are students in their program of study? Students will be seeking a master's degree in Nutrition Science. Most of the students will be enrolled in a combined program which also features a Dietetic Internship (requirement for becoming a Registered Dietitian).

What knowledge/skills might students already have before your session that you can build from? The majority of students will have an undergraduate degree in Nutrition Science with little to no practice experience. The only exposure to pediatric nutrition students will likely have had stems from an undergraduate sophomore-level course in Lifecycle Nutrition.

Big Ideas

On what, if any, knowledge practices (skills) and dispositions (values) from the Frame(s) will the teaching focus?

Knowledge Practices

- Understand that many disciplines have acknowledged authorities in the sense of well-known scholars and publications that are widely considered "standard"
- Recognize that authoritative content may be packaged formally or informally and may include sources of all media types
- Acknowledge they are developing their own authoritative voices in a particular area and recognize the responsibilities this entails, including seeking accuracy and reliability, respecting intellectual property, and participating in communities of practice
- Understand the increasingly social nature of the information ecosystem where authorities actively connect with one another and sources develop over time

Dispositions

- Motivate themselves to find authoritative sources, recognizing that authority may be conferred or manifested in unexpected ways
- Develop awareness of the importance of assessing content with a skeptical stance and with a self-awareness of their own biases and worldview



NUTR 6500

Pediatric Nutrition

1. Assignment
2. Syllabus
3. Teaching plan
4. LibGuide

UNDERSTANDING YOUR ASSUMPTIONS (BRACKETING)

COURSE LEARNING OBJECTIVE: Recognize that you are developing your own authoritative voice as a nutrition professional and recognize the responsibility this entails.

As a future health professional, you will likely be asked your opinion on various feeding issues, whether you work with children or not. The goal of this assignment is to help you recognize that your personal and professional background will influence your perception of child nutrition/feeding and the type of "advice" you provide to future patients/clients.

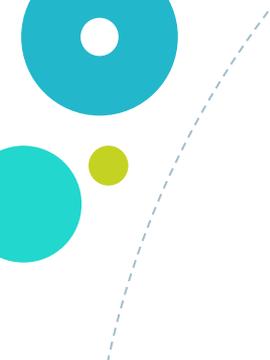
OPINION EDITORIAL CRITICAL ANALYSIS

COURSE LEARNING OBJECTIVES:

SO4 - Discuss, critically analyze, communicate content related to SO1-3 in lay terminology to the general public through professional writing (e.g. Opinion Editorial).

SO5 - Recognize that they are developing their own authoritative voice as a nutrition professional and recognize the responsibility this entails, including seeking accurate and reliable information, respecting intellectual property, and participating in communities of practice.

Newspaper editorials play an important role in democratic societies. The editorial and opinion page in major newspapers provides a public forum in which ideas, political issues and policies, and other topics can be discussed and debated. Editorials are used to argue for a position from a particular point of view. For editorial and opinion pages to perform their function well in promoting debate and discussion, the reader needs to develop the ability to critically read and assess the claims put forth in the editorial. Editorials have the potential for spreading untruths and misinformation if they are read and assimilated. For these reasons, you will write a 1-page (single space, 12point Arial font) critical analysis of an opinion editorial (see link below) related to a hot topic in child nutrition/feeding.



MUS 351
Music History

New Assignment

Information Creation as a Process *and* Authority Is Constructed and Contextual Assignment

Part I. Assessing Types of Sources

Learners who are developing their information literate abilities:

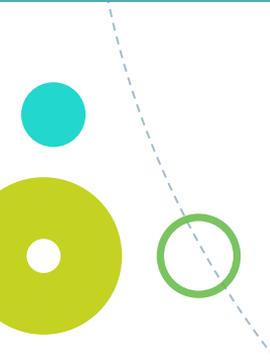
- *assess the fit between an information product's creation process and a particular information need*
- *are inclined to seek out characteristics of information products that indicate the underlying creation process*
- *value the process of matching an information need with an appropriate product*

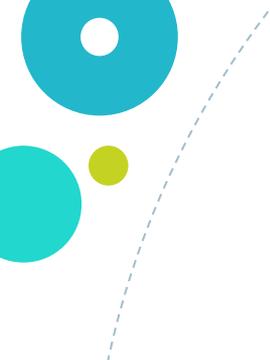
Looking back at your revised bibliography, identify the **format** or genre of each source (e.g., single-authored book, journal article, chapter in an edited volume, book review, interview, audio recording, CD liner notes, etc.). Is it a **primary**, **secondary**, or **tertiary** source? Is it intended for a **specialized** or a **general** audience? Is it a **peer-reviewed** or **non-peer-reviewed** source? (How can you tell?) List the different types of sources included in your revised bibliography.

Types of Sources:

In a short reflection, assess the variety (or lack thereof) in source formats currently included on your bibliography. What are the benefits of having a variety of different types of sources? Which additional formats might be helpful to include in your bibliography? How does the creation process of a source (including the format of the final product, as well as the intended audience) impact the type and value of information it provides?

Reflection:





MUS 351
Music History

New Assignment

Information Creation as a Process *and* Authority Is Constructed and Contextual Assignment

Part II. Assessing Credibility of Sources

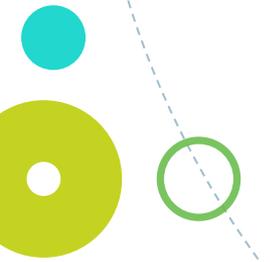
Learners who are developing their information literate abilities:

- *Define different types of authority, such as subject expertise (e.g., scholarship), societal position (e.g., public office or title), or special experience (e.g., participating in a historic event)*
- *Use research tools and indicators of authority to determine the credibility of sources, understanding the elements that might temper this credibility*
- *Understand that many disciplines have acknowledged authorities in the sense of well-known scholars and publications that are widely considered “standard,” and yet, even in those situations, some scholars would challenge the authority of those sources*

What are some factors you might look for when assessing the credibility of a source and author? **Choose one single-authored book** from your revised bibliography. Using the UNCW library search tool or JSTOR, **locate and read at least two reviews** of that book published in peer-reviewed journals.

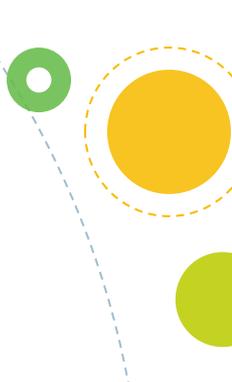
- Who are the authors of these book reviews (what are their credentials or positions)?
- Where (i.e., in which journals) were these book reviews published?
- According to each of these two reviewers, what are the major strengths and/or weaknesses of the book in question?

How did reading these book reviews help you assess the credibility and value of the book? Are you aware of any potential shortcomings or problems of this book as an information source for your program notes?

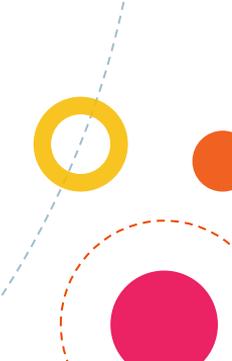


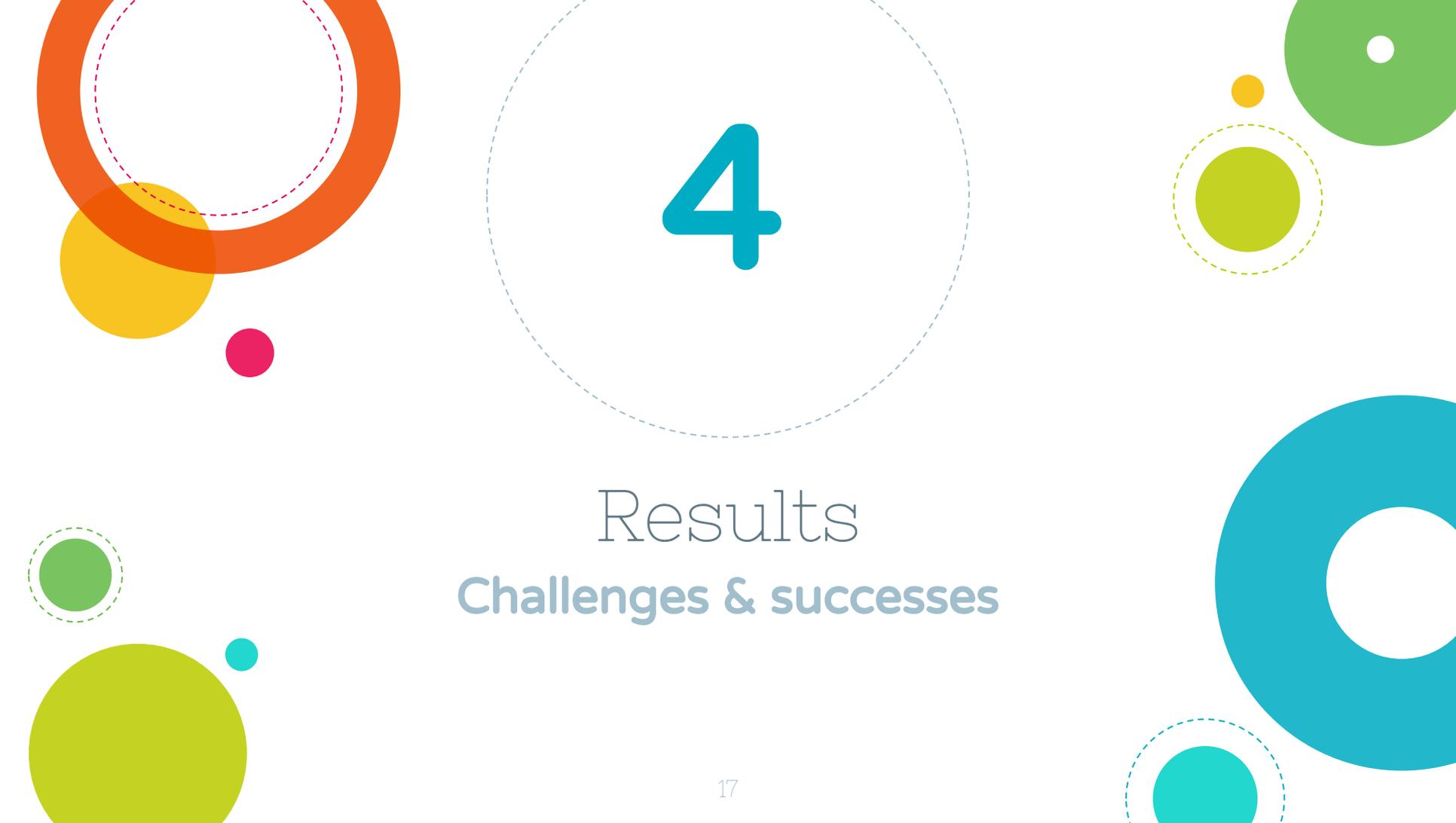
Research as Inquiry Worksheet

1. What is your research question? Write it here and underline or circle the independent and dependent variables.
2. What is the title of the article you brought to class today that addresses the above question? (A short version is fine.)
3. What is the **research question** that the author(s) of the article in question 2 are trying to answer?
4. What is the main hypothesis presented in the article (e.g., if X, then Y)?
5. What is the theory (e.g., WHY?) behind the author(s)' hypothesis?
6. What is the "unit of analysis" for the article, and what data do the author(s) analyze?
7. a) With what methods do the author(s) analyze the data? b) Briefly describe the results of the analysis.
8. After responding to questions 3-5 above, do you think your article is directly relevant to your research question? Why or why not? (You might find evidence on both sides, which is fine!)
9. Now, find a UNCW professor who works on some aspect of your research question. Note: s/he does not have to be in the political science department! Think about what other fields might have an interest in your topic. Write down the professor's name and email address here:



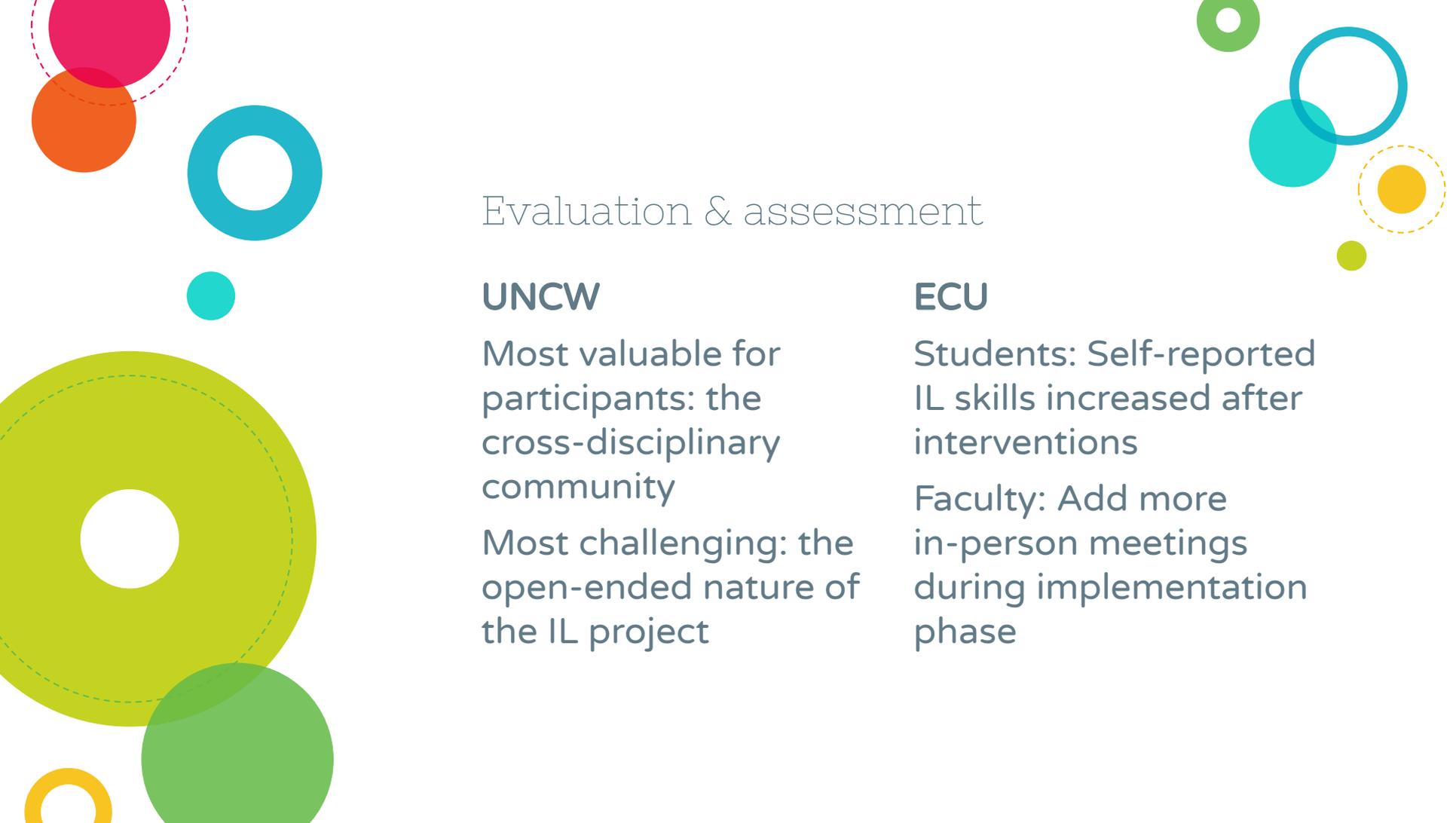
PLS 201 Political Science Research Methods

1. Out-of-class assignment
 2. In-class close reading practice
- 



4

Results
Challenges & successes



Evaluation & assessment

UNCW

Most valuable for participants: the cross-disciplinary community

Most challenging: the open-ended nature of the IL project

ECU

Students: Self-reported IL skills increased after interventions

Faculty: Add more in-person meetings during implementation phase



Librarian reflections & outcomes

UNCW

Furthering comfort
with Framework
Training the trainers
Improving
connections with
faculty

ECU

Shifting IL language
Stretching skills
Facilitating and
coaching approach
Grants!



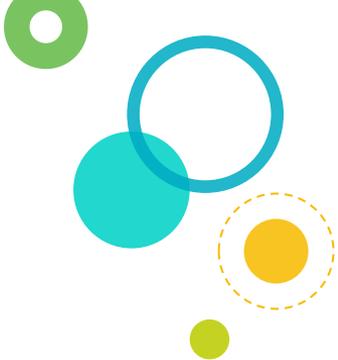
Challenges & successes

UNCW

Workshop timing

Inconsistent buy-in
(librarians and
fellows)

Follow up



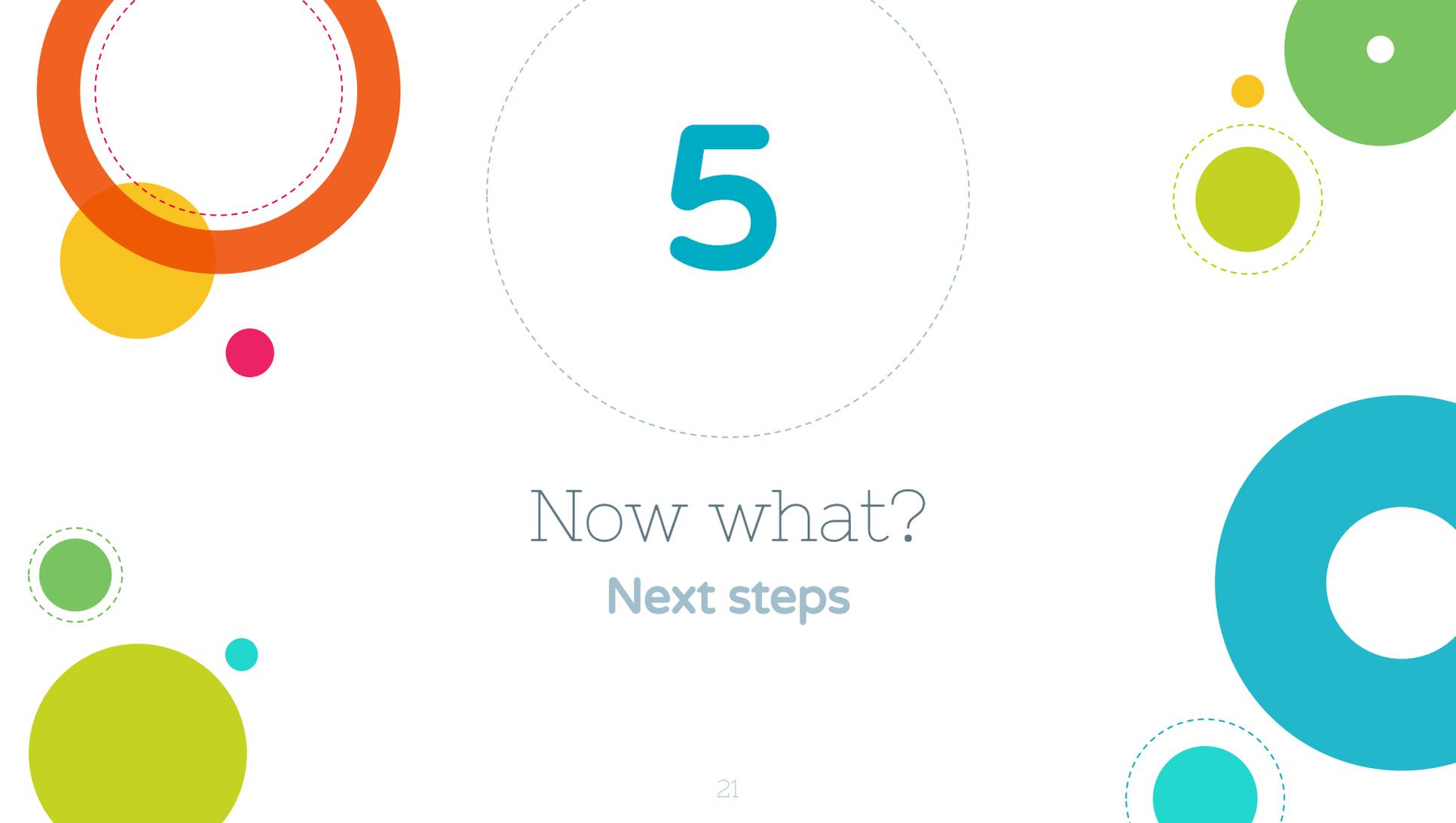
ECU

Personnel changes

Pre/post survey
response rates

Blackboard is terrible

Capacity

The background features several overlapping circles in various colors: orange, yellow, pink, green, and teal. Some circles have dashed outlines, while others are solid. A large teal circle with a white center is prominent on the right side. A large orange circle with a white center and a dashed orange outline is in the top left. A large yellow circle is in the middle left. A large green circle with a white center is in the top right. A large teal circle with a white center is in the bottom right. A large lime green circle is in the bottom left. A small pink circle is in the middle left. A small yellow circle is in the top right. A small teal circle is in the bottom right. A large dashed teal circle is in the center, containing the number 5.

5

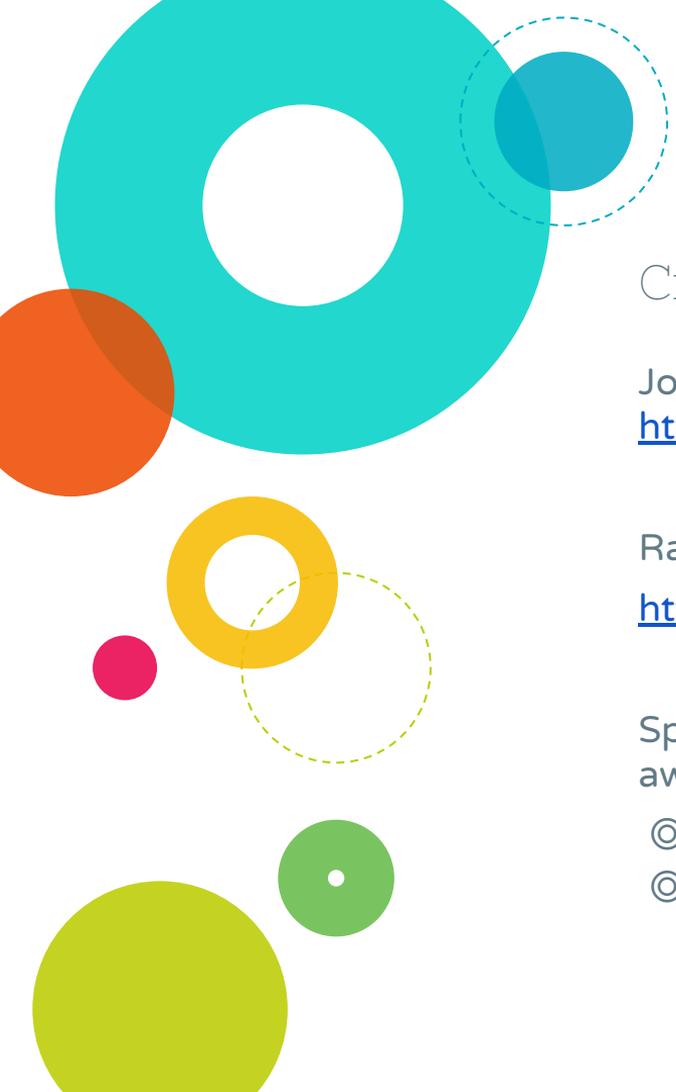
Now what?
Next steps



Thank you!

Stephanie Crowe
crowes@uncw.edu

Meghan Wanucha Smith
wanucham16@ecu.edu



Credits

Joyner Library Community of Learning:
<http://libguides.ecu.edu/joyner-COL>

Randall Library IL Faculty Fellows Projects:
https://library.uncw.edu/info_lit/il-fellows-projects

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