Taking back the one-shot: Designing a menu of instruction to connect information literacy with university outcomes.
HELLO!

We are a team of librarians from New England, passionate about information literacy within the context of the one-shot.

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Activity

- Team 1: What do faculty ask you to teach?
- Team 2: Based on the types of questions students ask you, what IL topics do you think librarians should focus on in the classroom?
University Context

- Private New England university
- 7300 students in Providence
- Emphasis on experiential learning
- Historically focused on culinary and other career preparation majors
Library Context

- 2 libraries
- 7 teaching librarians
- ≈300 classes per academic year
Project Overview

- Faculty Survey
- University Outcomes - ACRL Framework
- Menu
- Lesson planning
- Technology
Project Rationale

- ACRL Framework
- Demo burnout
- Need to communicate full breadth of IL
- Lesson bank/participative learning
I am realizing now that I am unclear as to what the librarians *could* be teaching my students. I assume it's my job to teach lessons in research, but I think these lessons need to be reinforced throughout students' academic careers, or, when they get to upper-level classes, it's like starting over again.

In response to the survey question “what should the library teach?”
**The Good**

- 46% response rate
- 93% of participants use librarians
- Opportunity to collaborate on integration of IL into courses

**The Bad**

- Faculty viewed librarians as partners/presenters in teaching IL skills
- Unaware of IL beyond database demo

**The Outright Confounding**

- Lack of consensus on how students should access librarians, gain IL
Students lack critical thinking skills, therefore, the library is not in their area of research.”

In response to the survey question “Are there services not currently offered by JWU libraries that could facilitate your teaching”
Bridging the Gap: Curriculum Mapping

Authority is Constructed
Information Creation is a Process
Searching as Strategic Exploration
Scholarship as Conversation
Information Has Value
Research as Inquiry

Outcome 1
Effectively apply oral and written communication strategies appropriate for a particular situation and/or audience

Outcome 2
Apply appropriate disciplinary criteria to examine complex issues, make decisions, analyze arguments, conduct credible research, solve problems, and create original ideas and/or approaches

Outcomes 3
Apply ethical standards and reasoning to complex issues in personal, academic, and professional decisions

Outcomes 4
Synthesize and apply knowledge from multiple perspectives to complex issues and real world problems
From Skills to Concepts

- Lesson Bank
- Backwards design: university outcomes/framework as learning objectives
- Student-centered
Finding a Shared Language: The Instruction Menu
<table>
<thead>
<tr>
<th>Workshop Title</th>
<th>Topics Addressed</th>
<th>Prerequisites</th>
<th>Time Required</th>
<th>Location</th>
<th>Sign up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annotated bibliography</td>
<td>Find information from a variety of sources and discuss the differences among them. Skills for evaluating resources</td>
<td>Annotated bibliography assignment</td>
<td>First or second year</td>
<td>Library or lab</td>
<td>SCAN LIP</td>
</tr>
<tr>
<td>Data and Statistics</td>
<td>Find and use data set. Interpret and evaluate statistics.</td>
<td>Students should have an assignment requiring use of data and/or statistics</td>
<td>First or second year</td>
<td>Library or lab</td>
<td>SCAN LIP</td>
</tr>
<tr>
<td>Ethical use of information</td>
<td>Intellectual property and copyright. Use of citations. Intentional and unintentional plagiarism.</td>
<td>Can be paired with MLA or APA workshop</td>
<td>First or second year</td>
<td>Library or lab</td>
<td>SCAN LIP</td>
</tr>
<tr>
<td>Finding scholarly sources</td>
<td>Define scholarly source. Use library databases and Google Scholar to locate scholarly articles.</td>
<td>Assignment requiring use of scholarly sources</td>
<td>First or second year</td>
<td>Library or lab</td>
<td>SCAN LIP</td>
</tr>
<tr>
<td>Online research strategies and evaluation</td>
<td>Discuss factors that contribute to a source's credibility. Determine the credibility of pre-determined sources. Use Wikipedia for background information and source list. Practice Google Advanced searching.</td>
<td>Students should be familiar with source types</td>
<td>First or second year</td>
<td>Library or lab</td>
<td>SCAN LIP</td>
</tr>
</tbody>
</table>

- Connected to the lesson bank
- Farewell, emails
- Reduced workload
They need to be shocked about their own ignorance of the world around them. They need to realize the dangers of being uninformed. And they need to see that being a college student actually means developing the ability to talk about what others have written/said as part of their own ideas and arguments.

In response to the survey question “what should the library teach?”
Technology Matters

- Vision before tools
- LibGuides
- DataTables
- Pre-filled Google Forms
What Happened?

- Usage
- Adaptability
- Future revisions and implications
Questions & Discussion
THANKS!

Any questions?
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