Tracing Boundaries, Effacing Boundaries: Information Literacy as Seen by Multiple Disciplines

Grace Veach  
Southeastern University, FL

Amy Harris  
Southeastern University, FL

Follow this and additional works at: https://digitalcommons.georgiasouthern.edu/gaintlit

Part of the Curriculum and Instruction Commons, and the Information Literacy Commons

Recommended Citation

Veach, Grace and Harris, Amy, "Tracing Boundaries, Effacing Boundaries: Information Literacy as Seen by Multiple Disciplines" (2012). Georgia International Conference on Information Literacy. 21.
https://digitalcommons.georgiasouthern.edu/gaintlit/2012/2012/21

This presentation (open access) is brought to you for free and open access by the Conferences & Events at Digital Commons@Georgia Southern. It has been accepted for inclusion in Georgia International Conference on Information Literacy by an authorized administrator of Digital Commons@Georgia Southern. For more information, please contact digitalcommons@georgiasouthern.edu.
Tracing Boundaries, Effacing Boundaries

Survey of Librarians and Writing Professors on Teaching Information Literacy
What’s going on here?

- Research project on disciplinary aspects of information literacy, with special attention to the relationship of librarians and writing instructors.
- Who should do what?
- Who is doing what?
- How are we working together?
- How can we improve?
- Tried to look at whole subject by referring frequently to the five standards.
Background Info

- Surveys done as dissertation research
- IRB approval from USF & SEU
- Surveys conducted March, 2012
- Two surveys, one for librarians and one for teachers of first year composition
- Librarian surveys sent to ACL, Collib, CCCU (217 responses)
- Professor surveys sent to WPA, Christlit, Techrhet (80 responses)
How To Vote via Texting

How do you like my presentation so far?

Text a **CODE** to **37607**

- **Amazing**: 458456
- **Incredibly Amazing**: 458471
- **It's Alright**: 458472

1. Standard texting rates only (worst case US $0.20)
2. We have no access to your phone number
3. Capitalization doesn’t matter, but spaces and spelling do
How To Vote via PollEv.com

How do you like my presentation so far?

Text a **CODE** to **37607**

Submit a **CODE** to [http://PollEv.com](http://PollEv.com)

- **Amazing**: 458456
- **Incredibly Amazing**: 458471
- **It's Alright**: 458472

**Web Response**: 458456

**TIP**: Capitalization doesn’t matter, but spaces and spelling do
How To Vote via Twitter

1. Capitalization doesn’t matter, but spaces and spelling do
2. Since @poll is the first word, your followers will not receive this tweet
Poll: How do you primarily classify yourself?
Poll: Who should teach information literacy?
Results: I should!

- Librarians thought that they should be teaching all of the standards except for Standard 4 more than writing faculty.
- Likewise, writing faculty believed that they should be teaching all of the standards more than librarians.
Poll: At your school, if a librarian visits a ...
Results

- 82% had one hour or less!
Poll: Which standard is most frequently taught...
Poll: Which standard is most frequently taught...
Who Teaches What?

- Standards Two and Three are most frequently taught by librarians.
- Standard Four is most frequently taught by Composition instructors.
- Standards One and Five are least frequently taught.
Assessment

- I meant assessment at the programmatic level
- Most professors seemed to see this as meaning grading.
Mostly not

- Ranged from 14% (For Standard Four) to 34% (for Standard Two) - only about one-third.
Poll: Do you know how the other discipline...
Collaboration in assessment

- 67% of writing instructors have no idea what kind of assessment the library is doing on information literacy instruction.
- 25% of librarians do not know how writing instructors are assessing information literacy.
Poll: Is information literacy a part of your i...
Gen Ed Requirement?

- 42% of librarians
- 72% of writing instructors
Don't forget:

- You can copy-paste this slide into other presentations, and move or resize the poll.

Poll: Information literacy is mapped to my sch...
37% say yes.
Does your school offer semester-long classes on information literacy?

- 24% of schools do
- Unfortunately, these courses are required in only about 10% of the schools that do offer them.
Poll: How would you characterize institutional...
Institutional Support

- Yes--QEP: 13%
- Yes--other accreditation: 23%
- Yes--faculty/admin. support: 24%
- Yes--core/gen. ed.: 6%
- Partially supported: 8%
- Not currently, but in future: 2%
- Yes, but I don't know why: 4%
- No: 20%
Don't forget:
You can copy-paste this slide into other presentations, and move or resize the poll.

Poll: The current state of information literac...
Is information literacy teaching adequate at your school?

- 31% of faculty agree
- 18% of librarians agree
Inadequate programs

- Lack of assessment (or unhelpful assessment)
- Lack of communication between librarians & faculty
- Lack of time (with class/to prepare/to visit)
- Lack of consistency (among Comp. instructors, with adjunct instructors, among librarians)
- Other departments (outside Comp./library) do not value information literacy
- Personal attitudes
- Institutional or budgetary constraints (especially librarian shortages)
- Lack of curricular mandate
Writing instructors wish librarians:

- Would have a stronger grasp of pedagogy
- Would share best practices
- Would be discipline-sensitive
- Would offer “off the shelf” sessions
- Would offer training to professors in how to teach information literacy
Librarians wish professors:

- Would invite them to class
- Would stay in the class and interact with them during the session
- Would let the students know that information literacy is important
- Would design assignments with the resources of the library in mind
- Would have—and share—specific goals for information literacy sessions
Librarians wish Professors

- Would be open to a variety of teaching methods
- Would recognize that librarians have a valuable contribution to make
- Would not expect miracles from the one-shot
- Would schedule the librarian’s visit at an appropriate point in the semester
- Would refer students to the librarians if they have difficulties with research
Top ways to improve local information literacy programs

- Make information literacy a core requirement
- Teach a separate (semester long) information literacy course
- Tie assessment in to general education assessment
- Map information literacy to the entire curriculum
- Better financial support (hire more librarians; improve student access to technology)
- More support from other faculty and administration
Ways to Improve, pt. 2

- Change attitude about librarians (lack of respect; seen as obstructive)
- Spend more time teaching information literacy (if not separate class, then more time in comp)
- Librarians and writing instructors spend time discussing information literacy teaching
- Approach information literacy teaching and assessment consistently
The best information literacy programs have these characteristics:

- Strong programs of instruction
- Good working relationship between librarians and faculty
- Regular and systematized assessment
- Strong institutional support with information literacy mapped through all curricular levels and disciplines