Sep 21st, 4:15 PM - 5:30 PM

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

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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.
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

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 do you like my presentation so far?

Text a **CODE** to **37607**
Submit a **CODE** to **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.
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.
Poll: Are librarians at your institution doing...
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.
Don't forget: you can copy-paste this slide into other presentations, and move or resize the poll.

Poll: Is information literacy a part of your i...
Gen Ed Requirement?

- 42% of librarians
- 72% of writing instructors
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--core/gen. ed. 6%
- Yes--faculty/admin. support 24%
- Yes--other accreditation 23%
- Yes--QEP 13%
- Partially supported 8%
- Not currently, but in future 2%
- Yes, but I don't know why 4%
- No 20%
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