Future Trends in Information Literacy Instruction: Lessons Learned from 13 Libraries

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Future Trends in Information Literacy Instruction: Lessons Learned from 13 Libraries

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• The Context: Clemson Libraries

• The Study: Interview process

• The Results: Trends identified

• The Response: Effects on Clemson’s program
Clemson University Libraries

- Public land-grant university
  - ~22,000 students
- Member of local ASERL consortium
- Library employees:
  - 28 faculty
  - 62 staff
  - 70 student workers
- Updated strategic plan: ClemsonForward → LibrariesForward
- Carnegie Classification: “highest research activity” (R1)
<table>
<thead>
<tr>
<th>ACRL Framework</th>
<th>WPA Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research as Inquiry</td>
<td>By the end of first year composition, students should:</td>
</tr>
<tr>
<td>Scholarship as Conversation</td>
<td>• Use writing and reading for inquiry, learning, thinking, and communicating</td>
</tr>
<tr>
<td>Authority as Constructed and Contextual</td>
<td>• Integrate their own ideas with those of others</td>
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<td></td>
<td>• Understand the relationships among language, knowledge, and power</td>
</tr>
</tbody>
</table>
Threshold Concepts

Transfer

Interdisciplinarity

Image Credit: My Wave Pictures

Image Credit: Leslie De Blasio

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Why are our instruction statistics lower than our peers’?
How do we contribute to “student success”? 
The Study

- Feb.-April 2016
- 30-minute phone interviews
- Nine questions
- 13 instruction librarians
  - 8 “peer” institutions (ASERL - Association of Southeastern Research Libraries)
  - 5 “model” institutions
Interviewees

ASERL Peers:
• University of Central Florida
• University of Louisville
• University of Florida
• University of South Carolina
• University of Virginia
• Duke University
• University of North Carolina at Chapel Hill
• University of Georgia

Model Institutions:
• University of Nevada – Las Vegas
• Purdue University
• University of Rhode Island
• Utah State University
• Loyola Marymount University
The Questions

**Overview/Demographics**
1. How many reference/instruction librarians do you have?
   a. Do they all teach?

   b. Do other faculty/staff provide library instruction?

**Statistics/Assessment**
2. What do you count in your reported instruction statistics? (Orientations, tours, events, online?)

3. How/where do you record online tutorial statistics?

4. Who is responsible for recording instruction statistics? (e.g., self-reported by librarians, collected by staff?)
   a. How reliable do you find your system?

5. What is your overall assessment strategy?

6. How do you consolidate assessment results from different sources/in different forms in order to make meaningful use of the data?
The Questions

*Programmatic*

7. Where/how do you reach the majority of students?
   a. Do you target undergrads, grads, or other groups?

8. Are you (officially or unofficially) involved in the general education program? If so, how?

9. What have been your most/least successful instruction initiatives? (e.g., most popular classes/workshops/events?)
The Results
#1

Bibliographic Instruction & One-Shot Sessions

Information Literacy & Assignment Integration

Interdisciplinary Research Process & Curricular Integration
#2 Leverage Partnerships & Pick Your Battles

- First-year experience focus: 9 out of 13 interviewees

- General Education involvement: 3 out of 4 “model” institutions
#3

## Hire Dedicated & Specialized Faculty

<table>
<thead>
<tr>
<th>Institution</th>
<th>Clemson</th>
<th>UNLV</th>
<th>Utah State</th>
<th>Purdue</th>
</tr>
</thead>
<tbody>
<tr>
<td># Dedicated Instruction Librarians</td>
<td>~1</td>
<td>8</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td># Total Reference/Instruction Librarians</td>
<td>12</td>
<td>18</td>
<td>22</td>
<td>23</td>
</tr>
<tr>
<td>Percentage Dedicated to Instruction</td>
<td>8%</td>
<td>44%</td>
<td>36%</td>
<td>13%</td>
</tr>
</tbody>
</table>
#4 Find (and Train) Your Champions

• Faculty training (“train-the-trainer”)
• Internal professional development (esp. assessment)
• Collegial networks
Effects at Clemson

• Targeted SLOs & assessments (in alignment with the Framework)
• Close communication – and eventual collaboration – with instructors
• General Education committee involvement
• Instruction team restructure
  • New position(s)?
  • Grad vs. undergrad; general vs. disciplinary
• Teacher Forums & Peer Observations
ENGL 1030 Information Literacy Instruction

What is information literacy (IL)?
A set of strategies used to determine research needs, find and critically evaluate relevant sources, and synthesize information to create knowledge and/or solve problems.

How do we teach it?
Our learning outcomes are informed by the ACRL Framework for Information Literacy and the WPA Outcomes Statement for First-Year Composition. Our in-class sessions are interactive and hands-on, so students will actively conduct research.

Why bother?
A pilot study indicated that ENGL 1030 students who receive library instruction are 2.5 times more likely to cite scholarly sources such as journal articles in their final papers.

What's the best time for a session?
In order to be meaningful and memorable, library instruction should be tied to a graded course assignment. Schedule library sessions around Research Proposal or Annotated Bibliography assignments to see the greatest improvements in your students' work.

What do I have to do?
Contact me to schedule a session or two, add library sessions to your syllabus, and we'll take care of the rest. Sessions may be held in your classroom or in the 204 or 309 classrooms in Cooper. Even if you don't have time for an in-class session, add clemson.libguides.com/engl1030 to your course site and encourage students to ask a librarian for research help!

What are my options?
Above all, these sessions should work for you, your students, and your pedagogical investments. I will customize learning outcomes, assignments, and activities to fit your needs. Check out the back of this page for examples!

Information Literacy Instruction Options

Session 1: Academic Research (50 minutes)
Learning Outcomes:
1. Students will be able to describe the general process of "scholarly conversations" in order to participate in them responsibly.
2. Students will be able to match information needs to library resources in order to efficiently find relevant and reliable sources.

"75-minute classes include 15-minute search session to ensure students leave with at least one source for their projects.

Session 2: Evaluating Sources (50 minutes)
Learning Outcomes:
1. Students will be able to construct questions about the information they have located in order to evaluate its relevance and credibility.
2. Students will be able to describe the context of a source in order to more efficiently read and critique it.

Session 3: Avoiding Plagiarism (50 minutes)
Learning Outcomes:
1. Students will be able to understand university expectations for academic honesty.
2. Students will be able to identify resources to help them accurately cite their sources in order to avoid plagiarism.

Schedule a Session!
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Bonus Rounds
Finding Open Source Multimedia for Your Project (20 minutes)
Adobe Studio Tour in Cooper with Wesley Smith, Studio Manager (15 minutes)
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