Leading Through Collaboration: Designing Successful IL Curriculum Development Programs

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Leading Through Collaboration: Designing Successful IL Curriculum Development Programs

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Overview

- Background on IL grants
- Administrative Structures of 4 Programs
- Assessment Data
- Curricular Changes
- Lessons Learned for Developing, Coordinating & Sustaining Programs
- Resources
Background - IL Grant Programs

Incentivize subject-discipline faculty to collaborate with librarians to redesign curriculum:

- General goal - fully integrate information literacy into a course, a major, or across an institution’s curriculum
  - Undergraduate or graduate
  - Primary source literacy skills for example in Archives
  - Digital scholarship in the Humanities
- May include partners such as Faculty Excellence Centers or be run solely by the Library
- Started in the last 15-20 years
Administrative Structures of Programs
## Administrative Structures

<table>
<thead>
<tr>
<th>Denver</th>
<th>IU</th>
<th>UAA</th>
<th>UNCG</th>
</tr>
</thead>
<tbody>
<tr>
<td>Began in Fall 2015, donor funded</td>
<td>Began in 2014; run autonomously</td>
<td>Began in 2013, Partnership w/ Library and Center for Faculty Excellence</td>
<td>Began in 2015; run autonomously</td>
</tr>
<tr>
<td>Call for grants in Spring or Summer for following AY</td>
<td>Call for grants is each fall and spring</td>
<td>3 cohorts before budget cuts occurred</td>
<td>First three rounds in spring, switched to fall for 2018-19</td>
</tr>
<tr>
<td>$2,500 for instructors; more complex funding structure started in Fall 2018</td>
<td>$2000 for instructors; $1500 for librarians</td>
<td>Mini iPads for faculty and librarians</td>
<td>$1000 for instructors</td>
</tr>
<tr>
<td>Priority given to undergraduate major courses, multi-section courses, and connected courses within a major</td>
<td>Prioritize proposals exhibiting collaboration (no one-shots) and non-disposable assignments</td>
<td>Priority given to General Education or required courses for a major, multi-section courses capstone courses, or gateway courses</td>
<td>Priority given to General Education or required classes in major</td>
</tr>
<tr>
<td>26 grants awarded in 3 years, $65,000 + fringe</td>
<td>$21,000 budgeted for awards each fiscal year (two awards in the fall and four awards in the spring)</td>
<td>14 grants, 3 Cohorts, across 4 campuses, $4500</td>
<td>$3000-$5000/year (based on number of stipends)</td>
</tr>
<tr>
<td>DU</td>
<td>IU</td>
<td>UAA</td>
<td>UNCG</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>---------------------------</td>
<td>----------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Art History</td>
<td>Business</td>
<td>Biology (Residential College)</td>
</tr>
<tr>
<td>Gender and Women's Studies</td>
<td>Education</td>
<td>Communication</td>
<td>Classical Studies</td>
</tr>
<tr>
<td>Geography</td>
<td>Media School</td>
<td>Criminology/Justice/Law</td>
<td>Chemistry</td>
</tr>
<tr>
<td>History</td>
<td>Near Eastern Languages and Cultures</td>
<td>Education</td>
<td>English Composition</td>
</tr>
<tr>
<td>Religious Studies</td>
<td>Political Science</td>
<td>English/Writing (multiple campuses)</td>
<td>Education</td>
</tr>
<tr>
<td>Sociology/Criminology</td>
<td>Psychological &amp; Brain Sciences</td>
<td>Nursing</td>
<td>Nursing</td>
</tr>
</tbody>
</table>
Indiana University students in a 300-level education course, which involved the librarian at the Wylie House, a campus museum.
Assessment Data - Impact on Student Learning (IU)

Students’ perspectives

• Increased confidence in understanding information sources

• Recognition of how their experiences shape their understanding

Faculty perspectives

• More nuanced approaches to research

• Shift in thought on how IL can shape an entire curriculum
Student Responses (IU)

“[I liked working with a librarian because she would give the answer but also elaborated on why the answer was that. I also got the input of my classmates...I liked being able to discuss questions and answers with my peers and the librarian.”

“I am more comfortable with the search process and less intimidated. [The information literacy sessions] helped me to break down the content within certain articles as well as to not assume that information is accurate in all articles. [Now] I often examine where the information came from in the article I am looking at. I need proof.”
“The students’ work that we observed throughout the semester was predominantly excellent. It was refreshing to see students treating their research as a process, rather than a superficial activity of “looking things up.” The students produced proposals that featured a research question, which for many, evolved over the course of the semester.”

-Saul Kutnicki, Instructor, Media School
Faculty Responses (IU)

“I think it’s important to say that the grants have helped to shape our entire Ed.D program...My fellowship was for the first course launched in our new online Ed.D. program, L600 Issues in Language Education [Fall 2016], and it really shaped the direction of the course and the resources available for supporting new doctoral students.”

-Mary Beth Hines, Chair, Department of Literacy, Culture and Language Education, School of Education
Assessment Data: Faculty Survey (UNCG)

Qualitative survey completed at the end of each semester.

1. Did receiving the stipend incentivize you to change the course? How?
2. Which aspect of the program did you find most valuable?
3. What changes, if any, would you recommend to the application process?
4. What changes, if any, do you plan to make to other courses based on your work with the librarian/librarians?
5. What improvements in student learning occurred in your redesigned course?
6. How has your participation in the program changed your teaching?
7. Would you recommend this program to a colleague? Why or why not?
8. What advice would you offer to a future recipient of the stipend?
9. Would a preliminary session/workshop with the librarians have helped better define the class objectives? If so, what should this session include?
10. What additional suggestions or comments do you have for us?
6. How has your participation in the program changed your teaching?

“Participation in this program will have a greater influence on my teaching here than any mentoring or workshop that I’ve participated in previously.” (2016)

“The positive consequences for repeated referencing of findings from the first paper and the layering opportunities in the second paper added so much substance to the course that it has encouraged me to continue to push students to research, read and write. It empowers them if we keep working at those skills.” (2017)
<table>
<thead>
<tr>
<th>IL SLO</th>
<th>Specific outcomes</th>
<th>Proficient (3)</th>
<th>Developing (2)</th>
<th>Emerging (1)</th>
<th>Not acceptable (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.7</td>
<td>Student uses an appropriate mix of popular and scholarly sources.</td>
<td>Popular and scholarly sources are well balanced in relation to the topic.</td>
<td>Relies slightly more heavily on popular sources and would benefit from inclusion of an additional scholarly source.</td>
<td>Relies heavily on popular sources and would benefit from inclusion of multiple additional scholarly sources.</td>
<td>Relies exclusively on popular sources.</td>
</tr>
<tr>
<td>1.8</td>
<td>Sources are current in relation to the persuasive essay topic.</td>
<td>All sources are appropriately current.</td>
<td>Most sources are appropriately current.</td>
<td>Some sources are appropriately current.</td>
<td>Few or no sources are appropriately current.</td>
</tr>
<tr>
<td></td>
<td>Sources are relevant to the persuasive essay topic.</td>
<td>All sources are relevant.</td>
<td>Most sources are relevant.</td>
<td>Some sources are relevant.</td>
<td>Few or no sources are relevant.</td>
</tr>
<tr>
<td></td>
<td>Sources demonstrate authority and accuracy in relation to the persuasive essay topic.</td>
<td>All sources are authoritative and accurate.</td>
<td>Most sources are authoritative and accurate.</td>
<td>Some sources are authoritative and accurate.</td>
<td>Few or no sources are authoritative and accurate.</td>
</tr>
</tbody>
</table>
Curricular Changes and Impacts
Curricular Changes (UAA)

The Information Literacy (IL) grant program at UAA resulted in:

- Ongoing partnerships between librarians and faculty
  - Cyclical changes to curriculum
    - Writing, Communications, Justice, Legal Studies, Nursing, Dance
- Usage of a greater variety of teaching techniques such as
  - Flipped classroom
  - Graded pre- and post-homework assignments
  - Team-Based Learning
- Had broad impacts across Writing 111 and Comm 111
- Provided opportunity to test individual vs team based student projects in Justice Research Methods course
Curricular Changes Continued... (UAA)

The Information Literacy (IL) grant program at UAA raised the profile of IL across the University and resulted in:

- More focus on IL in program learning outcomes
- Was an established Gen Ed learning outcome
  - Led to increased interest and understanding and more assessment
- Led to faculty development opportunities
  - Community of Practice
  - IL Immersion Day for faculty
Curricular Changes (DU)

DU Moreland Grants have resulted in the following curricular changes:

- Revision of 3 connected courses within Religious Studies major that scaffold IL skills
- IL integration into research methods courses in Psychology and Sociology/Criminology; qualitative and quantitative classes
- Gateway course overhaul; required for all Business majors
- Significant revision of research assignments for courses in Marketing, Management, Geography, Political Science, and Gender and Women’s Studies
DU Moreland Grants have resulted in the following curricular changes:

- Integration of primary sources into non-humanities courses
- More multi-session workshops, lower number of one-shots!
- Increased number of co-teaching partnerships
- Greater usage of support services in the Libraries
Developing, Coordinating, & Sustaining Programs

Example of University of Denver student infographic project from analytical chemistry class. The students’ projects were featured in several University-wide publications.
Lessons Learned (Developing and Coordinating)

- Don’t reinvent the wheel. Use existing models.
- Communication is key to success
- Collaborate! Find internal and external partners
- Learn campus technology policies and procedures
Lessons Learned (Sustaining)

- It’s all about the money!
- Need to build a culture of assessment
- Find champions of the program
- Become a storyteller/ PR guru
Resources/Literature

Links to our IL programs

- University of Alaska Anchorage Library
- University of Denver Libraries
- University of Greensboro, North Carolina
- Indiana University Libraries, Bloomington

Literature about IL programs

- Information Literacy Stipends: Innovation Through Collaboration, by Amy Harris Houk and Stephanie L. Hudson
- Partnering for success: Using mini grants to foster faculty/librarian collaborations, by Larissa Gordon
Thank you for your time.

Questions for us?

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