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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

Denver	IU	UAA	UNCG
Began in Fall 2015, donor funded	Began in 2014; run autonomously	Began in 2013, Partnership w/ Library and Center for Faculty Excellence	Began in 2015; run autonomously
Call for grants in Spring or Summer for following AY	Call for grants is each fall and spring	3 cohorts before budget cuts occurred	First three rounds in spring, switched to fall for 2018-19
\$2,500 for instructors; more complex funding structure started in Fall 2018	\$2000 for instructors; \$1500 for librarians	Mini iPads for faculty and librarians	\$1000 for instructors
Priority given to undergraduate major courses, multi-section courses, and connected courses within a major	Prioritize proposals exhibiting collaboration (no one-shots) and non-disposable assignments	Priority given to General Education or required courses for a major, multi-section courses capstone courses, or gateway courses	Priority given to General Education or required classes in major
26 grants awarded in 3 years, \$65,000 + fringe	\$21,000 budgeted for awards each fiscal year (two awards in the fall and four awards in the spring)	14 grants, 3 Cohorts, across 4 campuses, \$4500	\$3000-\$5000/year (based on number of stipends)

Departments Receiving Grants (Selected)

DU	IU	UAA	UNCG
Chemistry	Art History	Business	Biology (Residential College)
Gender and Women's Studies	Education	Communication	Classical Studies
Geography	Media School	Criminology/Justice/Law	Chemistry
History	Near Eastern Languages and Cultures	Education	English Composition
Religious Studies	Political Science	English/Writing (multiple campuses)	Education
Sociology/Criminology	Psychological & Brain Sciences	Nursing	Nursing

Assessment, Assessment, Assessment!



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.”

Faculty Responses (IU)

“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?

Survey Results (UNCG)

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)

Student Learning

IL SLO	Specific outcomes	Proficient (3)	Developing (2)	Emerging (1)	Not acceptable (0)
1.7	Student uses an appropriate mix of popular and scholarly sources.	Popular and scholarly sources are well balanced in relation to the topic.	Relies slightly more heavily on popular sources and would benefit from inclusion of an additional scholarly source.	Relies heavily on popular sources and would benefit from inclusion of multiple additional scholarly sources.	Relies exclusively on popular sources.
1.8	Sources are current in relation to the persuasive essay topic.	All sources are appropriately current.	Most sources are appropriately current.	Some sources are appropriately current.	Few or no sources are appropriately current.
	Sources are relevant to the persuasive essay topic.	All sources are relevant.	Most sources are relevant.	Some sources are relevant.	Few or no sources are relevant.
	Sources demonstrate authority and accuracy in relation to the persuasive essay topic.	All sources are authoritative and accurate.	Most sources are authoritative and accurate.	Some sources are authoritative and accurate.	Few or no sources are authoritative and accurate.

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:

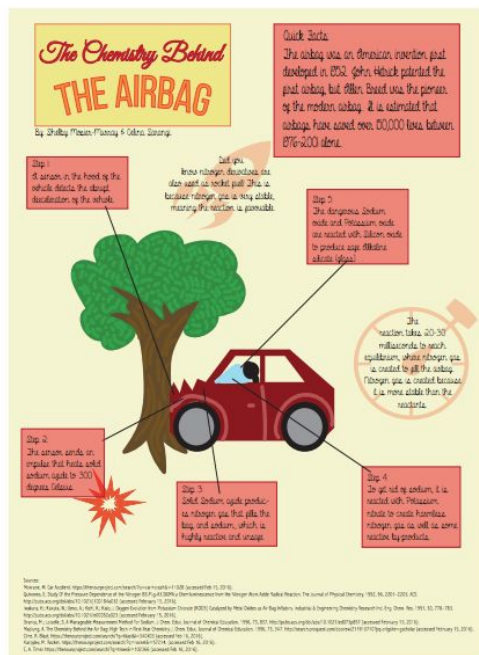
- Revision of 3 connected courses within Religious Studies major that scaffold IL skills
- IL integration into research methods courses in Psychology and Sociology/Criminology; qualitative and quantitative classes
- Gateway course overhaul; required for all Business majors
- Significant revision of research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

Curricular Changes Continued... (DU)

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



Joe Moreland '71 worked with the University Libraries and University Advancement to fund a pilot program that promotes information literacy by encouraging professors to collaborate with reference librarians. Together the teaching faculty and librarians create assignments that help students use library resources, multimedia software, datasets, and archival records. The first classes in the pilot occurred in 2016, and the program continues in 2016-2017. An initial review suggests that students are gaining critical abilities to navigate our information-rich world. Students learn life-long skills including how to find the right information for an assignment, evaluate sources, understand the difference between primary and secondary sources, and effectively use information.

An infographic made by students Shelby Mosier-Murray and Celina Sarangi explains the chemistry behind the airbag. Professor Debbie Mitchell's analytical chemistry class required library workshops on information literacy and source evaluation (taught by the science librarian), and on Adobe Illustrator (taught by staff in the library's Digital Media Center).

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



"IT TAKES ONE TO HERD ONE."

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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