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Three's Company: Collaborative Instructional Design on a Librarian-Instructor Team

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**Three's Company:
Collaborative Instructional
Design on a
Librarian–Instructor Team**

Deirdre Larsen, Allen LeBlanc &
Brittany O'Neill

Louisiana State University

Course: Introduction to Communication Disorders

- Students:

- Primarily sophomore but includes Freshman/Junior
 - Majority COMD majors but includes non-majors
- Likely have some experience with basic research in LIT/ENG class
 - Research likely not relevant to their major

- Limitations:

- Classroom instruction- We talk about evidence-based practice
 - Students don't know how to find, identify, or evaluate sources
- Library One-Shots- We talk about source searches, identification, and evaluation
 - Students go for the quick find
 - Students don't know how to apply it



Collaboration: The Beginning

- Instructor recognized need for information literacy component.
 - Previous info. lit. instruction was inadequate.
 - Desire to incorporate research component in curriculum.
- Instructor approached librarians during informal meeting (coffee break)
- Librarians conducted typical one shot.
 - Focus:
 - Generalized search strategies & resources.
 - “Anatomy of a Scholarly Article”
- First pain points are identified:
 - Students can’t synthesize discipline-specific scholarship.
 - Unable to identify sections of journal articles & their use.
- Librarians & Instructor commit to jointly developing assignment & lesson plan.
- Instruction needs:
 - One shot that incorporated background research and discipline-specific resources.
 - Assignment directly tied to desired learning outcomes.

The Classroom Assignment

Activity:

1. Describe a special population with a communication disorder
2. Apply course content to the population
 - a. Identify areas of communication impacted
3. Describe social impact of the disorder
4. Identify myths or stereotypes of the disorder
5. Respond to questions from the class

Incorporating early research skills by *building towards a final project*

- Primary objectives:
 - a. **Cite** using correct formatting
 - b. **Distinguish** a peer-reviewed article from a popular source
 - c. **Identify** main points of an article
 - d. **Summarize** the main findings and take away from an article
- Secondary objective:
 - a. **Relate** information to course content

The In-Class Activity

- One-shot session tied to same outcomes as homework assignment
 - Focused on identifying, finding, understanding, and synthesizing information from scholarly articles
- Identifying components of a scholarly article (using [tutorial from NCSU Libraries](#))
- Developing background knowledge from [ASHA Practice Portal](#)
- Developing a search strategy through a keyword bank
- Using Academic Search Complete to find scholarly articles
- Understanding what information can be found in sections of an article
- Applying that knowledge to group activity

The In-Class Activity

- Using [the worksheet](#), evaluate what information they actually provided in their previous homework assignment
 - Not much! But now have a better understanding of what to look for
- In their groups:
 - Find a scholarly article on their topic in Academic Search Complete (e.g. stereotypes about people with cleft palate)
 - Using the worksheet, identify the key points of information from the article, with guidance on where you might find that information (e.g. What are the findings? (Analysis/Results))
- For credit!
- Can be adapted online (pivoted to a tutorial embedded in LMS in 2020)



Relationship Building

Informal meetings

Trust each other's expertise

Iterative Process

Start Early



Instructor Value

Reduced time dedicated

Meaningful assignments

Valuable outcomes

Positive student feedback

Librarian Value

Instructor's subject expertise

Understanding students' pain
points

More meaningful curricular
integration

More feedback



Thank you!

Questions?