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First steps in planning a college department curriculum to incorporate information fluency

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9:30 AM - 10:15 AM—Presentation Outline
First Steps in Planning a College Department Curriculum to Incorporate Information Fluency
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Creating an information fluency curriculum for a specific discipline requires preliminary work: assessing what students already know in their discipline; what they need to learn to be successful in their current course; and then what they will need to be functional in the field when they complete the remaining classes in their discipline, when they start working in their field, and/or when they move on to graduate school. This session addresses how one librarian approached faculty in a particular discipline, assessed the current teaching agenda, and planned to determine the information fluency demands of the courses.

Presenting problem:

Professor wants his or her students to do well but doesn't know what library and research skills the students lack when they come into the course as juniors.

Librarian sees a lot that the professor does not see: what a student knows/doesn't know about the library and research skills.

Framework:

1) PROFESSOR   LIBRARIAN   SANCTION

Propose the idea to my supervisor and get her endorsement.
-- get my library supervisor's approval

--alert or get the approval of the dean of the college where I provide support

2) STUDENTS OUTCOMES   COURSE

Talk up the idea informally. Get invited to speak at weekly faculty meetings. Soft sell the idea. Practical: FIND ONE OR SEVERAL FACULTY MEMBERS (RANKING OR PROMINENT) who will be advocates.

Undergraduate Level:

--head of the BSW (Kondrat)

--capstone course professor (Paul Stiles, Greg Teague)

--head of another new program: undergraduate major in Behavioral Healthcare (Larry Thompson)

Graduate Level:

--professors writing new courses for a soon-to-be initiated master's program in Child and Adolescent Behavioral Healthcare (Patty Sharrock, Carol McKinnon-Lewis)

One course at a time, determine the information fluency goals for the course. Formulate objectives for those goals. What information do students need to know, at what level of ability, to succeed in the course? Collaborate with the professor to formulate these ideas.

   3) SYLLABI   COMPETENCE   PROFICIENCY   EVALUATE
   Work with more faculty and their syllabi to create assignments that integrate library skills.
   Design the product so it may be evaluated to determine the students' proficiency.

   4) INFORMATION   ABILITY   GOALS   OBJECTIVES   --Framework for WHAT YOU ARE GOING TO MEASURE
    Use Bloom's Taxonomy as a guide when writing the objectives, and write each statement to reflect a skill the students will learn and how to measure it. Use the formula: Condition— Performance – Criteria. Given this, the students will be able to do that – how often? With what degree of accuracy?

   5) COLLABORATION – HOW YOU WILL KNOW WHAT THE CONTENT IS THAT YOU MUST MEASURE WITHIN

   6) ASSESSMENT   Determine what level of proficiency is acceptable *after a learning intervention*. What does information fluency look like for a graduate of a particular program?

   What standards will you use: COLLABORATE!!
           ACRL for information literacy: does a student know when he/she needs more
                   information and how to find it efficiently? Evaluate it? Use it responsibly?
           USF standards (student success, student outcomes)
           Employment standards (critical analysis; synthesis)
           Graduate school admissions standards

           My role: to determine how functional the students are in the skills I have taught. Leave the course content to the professor to grade. Ideas: embed quizzes in the modules. Write an assignment with the professor so the students will use skills. Read the bibliography and citations for a paper the students have written: how current are they? Are they corrected formatted?

Do the students understand paraphrasing? Check the doi's in the bibliography – are they correct?

7) MODULES SCAFFOLDING   PARALLEL Write individual modules with assessments embedded. Canvas. Modularity means that students may progress in a designated order, review as needed, and be assigned modules when remedial work is suggested. The scaffold imposes logic and integrity on the entire learning program. The program will be integrated into the learning content of the course but will be parallel to it, so that course content may be assessed separately from research skills content.

8) CURRICULUM FACULTY RELEVANCY FLUENCY

Review the entire program with the department chair. Consider all aspects of research education that need to be covered in the curriculum and where those skills need to be learned, if a professor has not already claimed them. Get permission to assess students as they come into a program to determine their level of library skills and whether they need remediation to succeed in the first class.

Submit an IRB to measure student proficiency at the beginning and end of each class, as needed. Ideally, one may track student progress, or at least the progress of a class.

ASSESS all along the way, watching for updated information and relevancy to the overall education program.

Software changes. The card catalog is no longer in maple boxes. Canvas is replacing Blackboard, which will enable librarians to create modules with embedded tests.

My progress/ what am I doing:

My job has two parts: 1) to equip the students with the library and research skills they need to succeed in each course, and 2) to provide means for remediation for those who are not up to speed.

1) --IRB submitted to determine students' perceptions of a series of graduate-level instructional videos that address research and writing skills

2) *Faculty buy-in*

Students whose research skills are up to the level of the course mean that the <u>teacher</u> does not have to spend time in class on non-academic material; giving the <u>librarian</u> time or access to student eyeballs (through videos or in-class teaching) means the students get just-in-time education for the skills they need to be successful in the course.

3) assessment

Assessing current students in undergraduate classes for their knowledge of library and research skills

--One class: pretest/posttest (Steve Roggenbaum)

--Two classes: teach during the semester and then assess final papers (Greg Teague and David Kondrat)

Soon working in Canvas, the new electronic faculty-student interface

Modules may be designed to teach and test before permitting a student to advance to the next module.

Tasks in the process:

<u>Undergraduate Level</u>:

--find faculty who are amenable to collaborating with the librarian to set up a curriculum

--head of the BSW (Kondrat)

--capstone course professor (Paul Stiles, Greg Teague)

--head of another new program: undergraduate major in Behavioral Healthcare (Larry Thompson)

--assess current students in undergraduate classes for their knowledge of library and research skills

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<u>Graduate Level</u>:

--professors writing new courses for a soon-to-be initiated master's program in Child and Adolescent Behavioral Healthcare (Patty Sharrock, Carol McKinnon-Lewis)

--IRB submitted to determine students' perceptions of a series of graduate-level instructional videos that address research and writing skills

Logic: if the students can use library/research skills effectively, then there will not be a need for remediation at the beginning of the next semester

--determine student needs as they are

--coming into an intro class: **heavy focus on the first classes**

--moving into the second semester of the their coursework

--Propose a curriculum of mini-courses, each with its own goals and objectives so that faculty may assign video presentations, or request a scripted live lesson.

--using Blooms' taxonomy, write goals and objectives for each semester and then for each mini-course—tied to the curriculum, tied to the assessment.

Assessment: are the skills reflected in the term paper? Examine bibliographies for current articles, relevant articles and correct citation. Leave content to the professor.

--Get support for the library skills curriculum from IT and department chairs/heads

--Research the literature