Anne R. Diekema, Caitlin Gerrity, and Phil Roché
Gerald R. Sherratt Library, Southern Utah University
- Who we are
- Extending the arc
- A literature review
- The IL disciplinary model
- The “Grand Scheme”
- IL at Southern Utah University
- Some theory and practice for teaching IL
- Assessment of IL
- Break-out session
- Q & A
Southern Utah University (SUU)
- Small, rural, public, liberal arts university
- Degree-granting programs include those at the associate’s, bachelor’s, and master’s level
- Total student headcount (2015) = 8,881
- IL at SUU:
  - IL is a campus essential learning outcome (ELO)
  - One-credit general education IL course required
ACRL’s Framework for IL for Higher Education

- IL has ability to extend the arc of learning throughout students’ academic careers and beyond
- For this to happen faculty and librarians need to collaborate on cohesive curricula where students learn discipline-specific information practices
- [http://www.ala.org/acrl/standards/ilframework](http://www.ala.org/acrl/standards/ilframework)

Accreditation Bodies

- E.g. Middle States Commission on Higher Education, Western Association of Schools and Colleges, Southern Association of Colleges and schools, Association of American Colleges & Universities
- Need for IL integration
- Learning objectives / learning outcomes
- Haphazard (inconsistent) IL instruction
- Models for teaching information literacy across the curriculum (Curzon, 2004)
- Levels of librarian/faculty interactions (Raspa & Ward, 2000)
...librarians must view their ultimate objective as the full incorporation of IL as a central cog in the pedagogical wheel of their institutions.

(McGuinness, 2007)
Micro models / macro models of information literacy (Thompson & Lathey, 2013)

- Systematic instruction throughout educational career
- Long-term process
- Reinforce and accumulate skills
- From basic skills to high-level competencies
- Link between domain learning and information literacy (Thompson & Lathey, 2013)
- Match information literacy instruction with developmental stages of student learning
- Model of Domain Learning (Alexander, 2003)
  - How does expertise develop in academic domains?
  - Strategic processing, knowledge acquisition, motivation, and expertise
- Three stages of expertise development
  - Acclimation, competence, proficiency / expertise
<table>
<thead>
<tr>
<th>Novice Learners</th>
<th>IL Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Acclimating to academic inquiry and scholarship</td>
<td>• Generic IL skills</td>
</tr>
<tr>
<td>• Transitioning from high school to college level research</td>
<td>• Formulate and state research questions, problems and issues</td>
</tr>
<tr>
<td>• Focus on survival and determining academic interest</td>
<td>• Determine key concepts, keywords, and key phrases</td>
</tr>
<tr>
<td>• Little knowledge of any discipline / low interest in topics</td>
<td>• Create effective search strategies, use Boolean operators</td>
</tr>
<tr>
<td>• Lack of experience</td>
<td>• Locate and retrieve relevant information</td>
</tr>
<tr>
<td>• Difficulty evaluating sources</td>
<td>• Evaluate information, identify scholarly, peer reviewed articles</td>
</tr>
</tbody>
</table>

(Thompson & Lathey, 2013, p. 6 [Chart 1] and p. 10 [Chart 2])

• Cite and use information ethically
<table>
<thead>
<tr>
<th>Competent Learners</th>
<th>IL Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Declared a major, taking required core courses</td>
<td>• Discipline specific research process</td>
</tr>
<tr>
<td>• Developing domain and topical interests</td>
<td>• Introduction to major disciplinary databases, reference sources, and journals</td>
</tr>
<tr>
<td>• Introduced to major concepts and discourse</td>
<td>• Expand on effective research strategies (thesaurus, subject headings), advanced Boolean</td>
</tr>
<tr>
<td>• Integrating domain knowledge in personal knowledge</td>
<td>• Information organization and synthesis</td>
</tr>
<tr>
<td>• Developing learning strategies to expand knowledge</td>
<td>• Reflection on the role of information in learning</td>
</tr>
<tr>
<td></td>
<td>• Information creation</td>
</tr>
</tbody>
</table>

(Thompson & Lathey, 2013, p. 6 [Chart 1] and p. 10 [Chart 2])
<table>
<thead>
<tr>
<th>Proficient Learners</th>
<th>IL Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Enduring interest in the field, strong interest in special topics</td>
<td>• Discipline specific research process, research as inquiry, field specific information practices</td>
</tr>
<tr>
<td>• Advanced topical knowledge, proficient with discourse</td>
<td>• Scholarly communication (research venues, journals, professional organizations, conferences, social media, databases, datasets)</td>
</tr>
<tr>
<td>• High level of strategic learning skills, conceptual and critical thinking skills</td>
<td>• Ethical use of information, proprietary data, privacy, copyright</td>
</tr>
<tr>
<td>• Future orientation toward discipline and career preparation</td>
<td>• Information synthesis, building coherent arguments</td>
</tr>
<tr>
<td></td>
<td>• Collaborative research projects</td>
</tr>
</tbody>
</table>

(Thompson & Lathey, 2013, p. 6 [Chart 1] and p. 10 [Chart 2]) • Role of information in learning, professional development, contributing to the profession
Information Literacy is one of our campus essential learning outcomes (ELOs)

- LM 1010 (Information Literacy) – a one-credit, required general education course
- All students graduating with a bachelor’s degree are required to successfully complete (with a grade of C- or better) Library Media 1010 - Information Literacy
- LM 1010 is designed for students to achieve competence in IL
- The library faculty annually conducts over 100 library instruction sessions
- Pre- and post-test administered to measure baseline skills and growth
- One-shot library instruction sessions for other campus courses
- All students currently receive baseline skills
- LM 1010 currently required

- Gateway courses
  - Introduction to the major courses
  - Sophomore-junior level
  - Scaffolding IL skills

- Capstone courses
  - Senior level
  - Discipline-specific information practices
- Collaboration between librarians and teaching faculty
- Apply ADDIE Model to design / redesign IL
- Strategies: concise content, “chunking,” logical sequencing, limit redundancy, focus on critical learning
- Interview: instructor interview, analyze syllabus, student profiles
- Design: purposeful curriculum planning
- Embed: integration of IL content / using v. searching
- Assess & reassess: analyze outcomes for learning & effectiveness

(Mullins, 2016)
Theme-based case-study approach coupled with IL instruction
- Psychology class: students presented with the scenario of their employer asking them to address theft within their company
- Better equips students to apply skills to their professional lives
- Methodology easily adapts to other subjects
- Stimulating for students to explore
- Evidence-based educational intervention
- New, complex IL / “Themes of Expanding Awareness”
- Skills needed for professional work environment
- Apply “Variation Theory”
- Introduce concepts more than once
- Pair various learning concepts together

(Forster, 2016)
- Scenario-based, active learning—Instructor is “guide on the side”
- Problems need to be complex—no “one” answer
- Designed with discipline-specific information literacy needs in mind
- Students synthesize information from various sources to meet an information need
- Uses real world examples that students may encounter in their professional lives
- Engages critical thinking
- Prepares students for information-seeking in the workplace
Learning is a “constant search for meaning”

Pillars move learners from novice to proficient (expert)
- Identify: Identify lack of knowledge / articulate information found / take personal responsibility
- Scope: Recognize data gaps / identify available tools / determine what’s available, accessible
- Plan: Define a strategy / select appropriate tools / implement best techniques
- Gather: Construct complex searches / access full text / locate expert help
- Evaluate: Read critically / assess resources found / know when to stop
- Manage: Create bibliographies / cite sources properly
- Present: Summarize information gleaned / communicate new knowledge effectively

The process in not linear

Lenses developed to address various communities / areas of study

(Society of College, National and University Libraries, 2011)
- Students participate as individuals with group interaction (“free rider problem”)
- Solve real-world situations and foster collaborative skills: transferrable to the workplace
- Use technology to communicate
- Collaborative, situated IL instruction
- Tests / quizzes (including pre and post tests): Novice learners
- Muddiest point paper: Novice learners
- Minute paper: Novice, competent learners
- Practical application: Novice, competent learners
- Homework: Novice, competent learners
- Annotation: Competent, proficient learners
- Peer teaching: Competent, proficient learners
- Presentation: Competent, proficient learners
- Research project / portfolio: Proficient learners
At your table, please take five minutes to discuss:

- What does IL instruction throughout the curriculum look like at your institution?
  - What works?
  - What doesn’t work?
  - What would you like it to look like?

- Prepare to share out your ideas
How can we best familiarize students with the information ecosystems and knowledge practices specific to their future professions?
- Domain model of IL

What are ways in which we can teach students to effectively use information for learning in their fields of interest and for individual growth?
- Theory and practice

Do you have any questions for us?

Any other points for discussion?
Anne Diekema: annediekema@suu.edu
Cait Gerrity: caitlingerrity@suu.edu
Phil Roché: roche@suu.edu
- “Collaboration” by Opensourced.com is licensed under (CC BY-SA 3.0)
- “Cogs” by Ian T Edwards is licensed under (CC BY-NC-SA 2.0)
- ”Debates” by OpenClipartVectors is licensed under (CC0 Public Domain)
- “Discussion” by Muhammed Rafizeldi is licensed under (CC-SA 3.0)
- “Delicate Arch” by Thomas Schoch is licensed under (CC BY-SA 3.0)
- “Experience” by NY is licensed under (CC BY-SA 3.0)
- “Infographic” by Novamontchannel is licensed under (CC BY)
- “L'Arc de Triomphe à Paris” by Vassil is licensed under (CC0 Public Domain)
- “Light Bulb” by ClkerFreeVectorImages is licensed under (CC0 Public Domain)
- “models >>” by poppet with a camera is licensed under (CC BY-NC 2.0)
- “Handshake 52/365” by Julia Taylor is licensed under (CC BY-NC-ND 2.0)
- "The Long Road Home" by gerry is licensed under (CC BY 2.0)
- "Solving Jigsaw Puzzle" by ePublicist is licensed under (CC BY-ND 2.0)


Barrows, H. S. (2002). Is it truly possible to have such a thing as dPBL? *Distance Education, 23*(1), 119–122.


- Imler, B. (2010). Using collaborative learning in a credit IL course. In C.V. Hollister (Ed.), *Best practices for credit-bearing information literacy courses* (pp. 216-226). Chicago, IL: ACRL.


Walsh, T.R. (2010). Assessing student learning in a credit IL course In C.V. Hollister (Ed.), *Best practices for credit-bearing information literacy courses* (pp. 257-266). Chicago, IL: ACRL.