

TEACHING THE FACULTY TO TEACH INFORMATION LITERACY: EXAMPLES AND CONSIDERATIONS

ALAO Conference
October 2020



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PRESENTER



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PRESENTATION OUTCOMES

- Explore how faculty development can be used to support the increased integration of information literacy into the curriculum
- Review multiple examples of library-led faculty development programming
- Consider how you can support faculty development efforts at your institution



Research Background




The Journal of Academic Librarianship

Volume 46, Issue 5, September 2020, 102196



Teaching the teachers to teach information literacy: A literature review

Jane Hammons 

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<https://doi.org/10.1016/j.acalib.2020.102196>

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Hammons, J. (2020).
Teaching the teachers to teach information literacy: A literature review. *The Journal of Academic Librarianship*, 46(5).



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WHY FACULTY DEVELOPMENT?

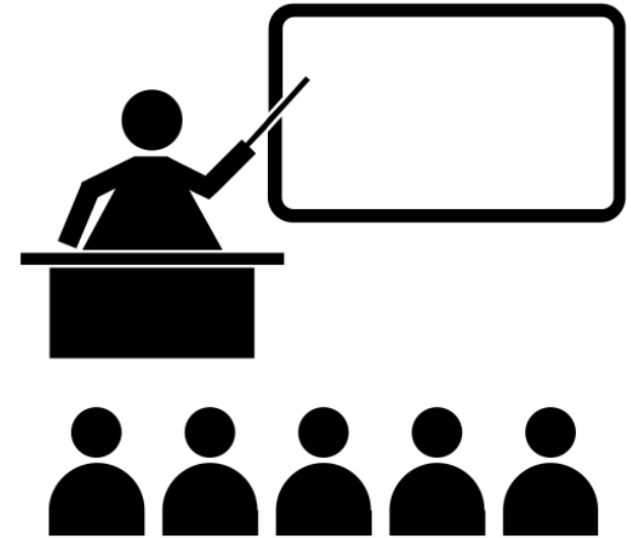
| Arguments

“The time has come to shift our focus from the students to the faculty---to teach the faculty to teach information literacy.”

Risë L. Smith, 1997, [Philosophical Shift: Teach the Faculty to Teach Information Literacy](#)

Arguments

- Scalability
 - Limited staffing & time ([Smith, 1997](#))
 - Inconsistent reach to students ([Cowan & Eva, 2016](#))
- Integration of IL into course
 - May be seen as separate from other course content when taught by librarian ([Miller & Bell, 2005](#))



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Arguments

- Faculty Role in Classroom
 - Time with students ([Fister, 2009](#))
 - Control over grades ([Cowan & Eva, 2016](#))
- Information Literacy in the Disciplinary Context
 - IL as essential part of discipline ([Smith, 1997](#))
 - IL too big for librarians alone to teach ([Cowan & Eva, 2016](#))
- Librarians would continue to support IL in a meaningful capacity ([Miller & Bell, 2005](#))



| Arguments

This “teach the teachers” model, which puts the instruction of information literacy (IL) in the hands of those who actually teach classes, may seem like a radical idea; it certainly runs counter to what most librarians have internalized from our graduate studies and professional lives.

Cowan, S., & Eva, N. C. (2016). [Changing our aim: infiltrating faculty with information literacy](#). *Communications in Information Literacy*, 10(2), 163-177.

Arguments

- Librarians have played primary role in developing the concept of information literacy
 - IL as “...perhaps the most profound evidence of success in the modern academic library” ([Cowan, 2014, p. 27](#))
 - Concerns over loss of professional legitimacy and relevance
- Do faculty want the responsibility?
 - ...most faculty “seem unwilling to value information literacy sufficiently to take viable ownership of it” ([Badke, 2014, p. 69](#)).



FACULTY DEVELOPMENT INITIATIVES

Research Findings—Formats

- Workshops (standalone, series, multi-day)
- Online workshops, courses, curriculum guides
- Training sessions (instructors, graduate teaching assistants)
- Learning communities, faculty fellows programs, course redesign programs/grants



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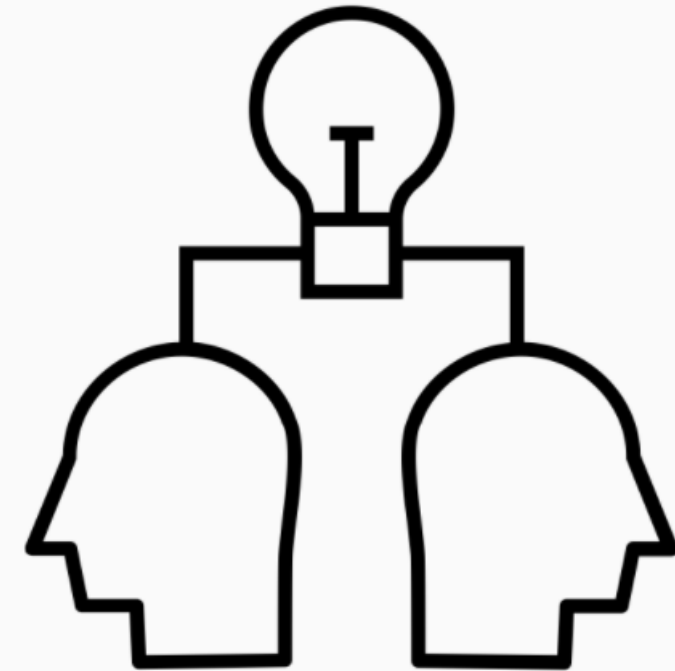


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Research Findings—Goals

- Increase faculty knowledge of IL
- Assignment or course revision to integrate IL
- Change responsibility for teaching IL in specific courses



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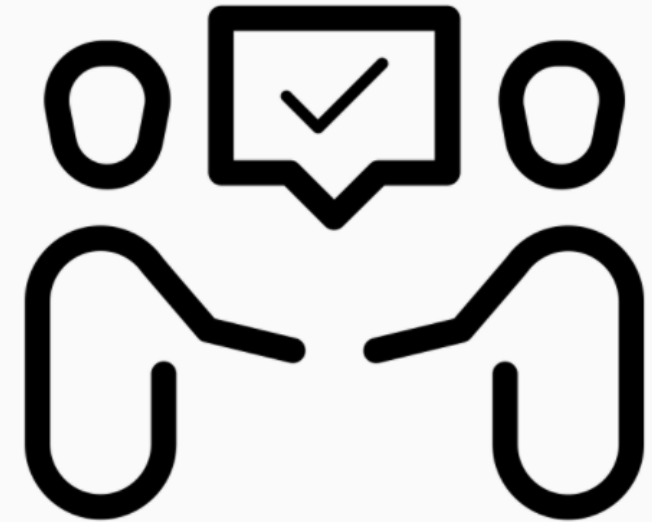


Examples

- Information Literacy Quality Enhancement Plan, Trinity University (TX), ([Millet, M. S., Donald, J., & Wilson, D. W., 2009](#))
 - Workshops, Course Redesign Grant Program
- Information Literacy Learning Community, Westminster College ([VanderPol, D. & Swanson, E., 2013](#))
 - Monthly meetings focused on ACRL Standards
 - Goal: Each participant add IL to an assignment or course
- Graduate Teaching Assistant Training, University of Kentucky ([Hartman, P. J., Newhouse, R., & Perry, V. E., 2014](#))
 - Goal: Teach graduate students to teach IL in intro BIO courses
- Online Information Literacy Course, Southeastern University ([Veatch, 2009](#))
 - Required of all faculty as part of technology training

Research Findings

- Connection to campus developments
 - Accreditation, Strategic Plan, Course Grant Programs
- Collaboration with other campus units
 - Teaching & learning centers, writing programs
- Incentives for participants
 - Stipends, credit



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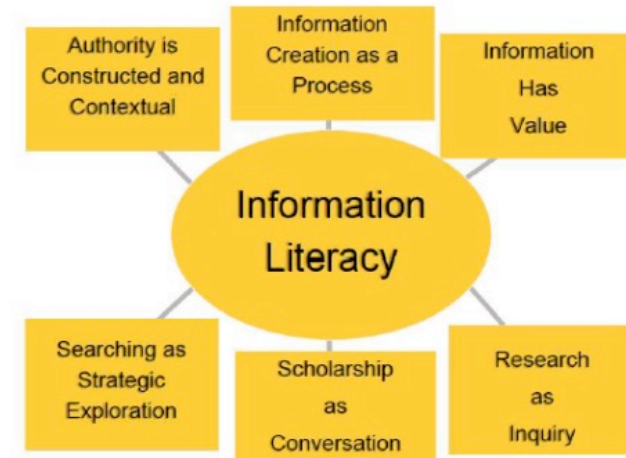


FACULTY DEVELOPMENT INITIATIVES

Faculty Summer Institute on Information Literacy

- Information Literacy Faculty Ambassador Program
- Northern Kentucky University
- GEARUP with Information Literacy Quality Enhancement Plan

Faculty Summer Institute on
Information Literacy: Curriculum Guide



June 2018

Northern Kentucky University

Teaching Information Literacy Course

- Self-paced, online course in Canvas
- Offered as a Teaching Endorsement through Drake Institute for Teaching and Learning at Ohio State

Teaching Information Literacy

Edit



Welcome!

This course was designed to assist instructors in learning more about information literacy and how it can be incorporated into courses across the Ohio State curriculum. The course was developed by The Ohio State University Libraries and is offered through the Teaching Endorsements program of the University Institute for Teaching and Learning.



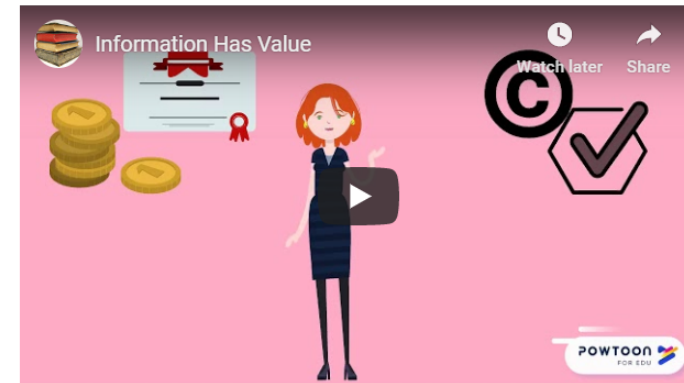
Teaching Information Literacy Course

- Course Modules
 - The Information Environment & Information Literacy
 - The Framework for Information Literacy Part I
 - The Framework for Information Literacy Part II
 - Teaching Information Literacy Part I
 - Teaching Information Literacy Part II
 - Bringing It All Together
- Deliverable: Information Literacy Action Plan

Information Has Value

In this section of the module, we will provide a detailed overview of three of the six core concepts identified in the *Framework*. Each of the core concepts brings together "concepts and ideas about information, research, and scholarship" that learners will need to grasp in order to effectively engage with information in their academic, profession, and personal lives.

The first concept we will review is **Information Has Value**. For a brief introduction to the concept, and the challenges that students might face related to it, watch the short (1:24) video below.



The script for this video is available for download: [Information Has Value script](#)

Hammons, J. (2020). [Teaching information literacy: Developing an online course for faculty](#). *College & Research Libraries News*, 81(7), 337.


Teaching Information Literacy Course

- 62 total enrolled, 16 completed
- Departments include: Sociology, Teaching & Learning, Horticulture and Crop Science, English, ESL, Theatre, Electrical and Computer Engineering

Teaching Information Literacy Course

- Instructional Redesign Cohort
 - 3 week program (Summer 2020)
 - 5 week program (Autumn 2020)
- Participants complete Teaching Info Lit course as a group
- Summer: 6 of 11 completed

Teaching Information Literacy Instructional Redesign Cohort

 October 19, 2020 (All day) to November 22, 2020 (All day)

 CarmenZoom

This professional learning experience will provide guidance for strategically and purposefully integrating information literacy into courses.

During this five week period, participants will complete Teaching Information Literacy, a 6-module online course in CarmenCanvas. Participants will be expected to complete 1 or 2 course modules per week (approximately two hours per module). In each module, participants will complete activities designed to help them build an action plan for integrating information literacy into an instruction session, course, or program. Participants will submit their action plan in the final course module.

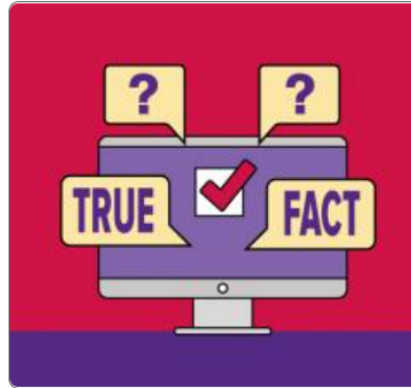
All required work will take place asynchronously, although participants will be encouraged to attend optional virtual cohort meetings on October 19th, November 2, and November 16 at 3:00 pm. Participants will also have the option to request individual consultations with the course facilitator.

IL Workshop Series

- 6 Virtual Workshops
 - Summer 2020
 - Autumn 2020
- Each workshop focusing on a different Framework concept

📅 October 7, 2020 12:00 PM - 1:00 PM

📅 [Save to Calendar](#)



When do I need to use scholarly articles? Am I ever allowed to use a blog post? What types of sources are appropriate to use in my discipline? In order effectively answer questions such as these, students need to develop an understanding of the factors that contribute to the authority of a specific information source, as well as the impact that context plays in determining the level of authority that is needed.

The next workshop in the **University Libraries' Information Literacy Workshop Series** will focus on the concept of **Authority is Constructed and Contextual**, one of the core information literacy concepts highlighted in the *Framework for Information Literacy for*

Higher Education (ACRL, 2015). In this interactive workshop, scheduled for **Wednesday, October 7, from noon-1:00 p.m.**, you will learn more about this concept, identify related student learning bottlenecks and consider activities you could use to help students select sources that are authoritative and appropriate to the context.



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Workshop Recordings: <https://library.osu.edu/covid19/virtual-experiences/recorded-sessions/information-literacy>

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IL Workshop Series





Workshop	Attendance
Scholarship as Conversation	24
Research as Inquiry	36
Information Has Value	24
Authority is Constructed and Contextual	33
Information Creation as a Process	34
Searching as Strategic Exploration	35

Summer 2020 Attendance

IL Self-Guided Workshops

- Each workshop focused on one Framework concept
- Workshop materials in Box
- Participants work at their own pace

All Files > Information Literacy Self-Guided Workshops > ☆ Authority is Constructed and Contextual

Name	Updated ▾	Size
 Workshop Materials	 Oct 1, 2020 by Erma Hammo...	39 Files
 START HERE--Authority.docx v9	 Sep 14, 2020 by Erma Hamm...	18 KB

Workshop Links:

<https://osu.box.com/s/nc2rm9brxq1oekvm4awrsgxmx8bp8vhe>

| What I've Learned

- Time and planning
- Be on the lookout for opportunities
- Willingness to try new things
- Not everything will work
- Need for patience

BENEFITS & CHALLENGES OF FACULTY DEVELOPMENT

| Research Findings—Benefits

- Positive participant feedback at multiple institutions
- Faculty may be more willing to engage with library
- Can allow for library instruction to reach more students
 - At University of Kentucky, training graduate students allowed for 78 instruction sessions over 2 semesters in BIO courses, reaching more than 2000 students, librarian teaching/attending 14 sessions ([Hartman et al., 2014](#))



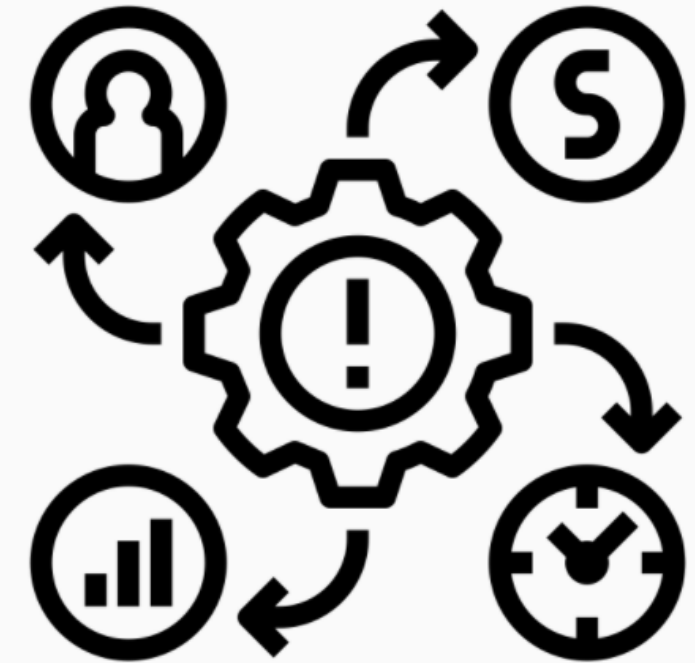
| Research Findings—Benefits

- Multiple examples of faculty revising courses to integrate IL concepts
 - At Trinity University, faculty were awarded 86 grants to revise courses, and 54 grants to develop new courses ([Jumonville, 2014](#))
- Some (limited) evidence of increase in student learning
- Increased visibility of the library as a partner in teaching and learning



Research Findings—Challenges

- Time and effort to develop initiatives
- Difficulty of assessing the impact of initiatives
- Inability to maintain funding to incentivize faculty to participate



Created by Nithinan Tatah
from Noun Project



GETTING STARTED WITH FACULTY DEVELOPMENT

Recommendations

- Consider your context
 - What are your library's goals?
 - What assets do you have? How much time do you have?
 - What will work for your faculty?
- Take advantage of campus partnerships and developments
- Start small, assess, revise



Created by Adrien Coquet
from Noun Project

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RESOURCES

Hammons, J. (2018). [Faculty Summer Institute on Information Literacy: Curriculum Guide](#)

[Teaching Information Literacy Online Course Materials](#)

[Information Literacy Virtual Workshop Series \(Recordings\)](#)

[Information Literacy Self-Guided Workshops](#)



ICON ATTRIBUTIONS

- Collaboration by visual language from the Noun Project
- Discussion by supalerk laipawat from the Noun Project
- Goal by Adrien Coquet from the Noun Project
- Grade sheet by Vectors Point from the Noun Project
- Learning by Olivia from the Noun Project
- Impact by Nithinan Tatah from the Noun Project
- Teaching by Hoeda from the Noun Project

