Course-Embedded Information Literacy in a small theological library:
joint perspective, best practices & lessons learned

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Today’s story

- Who are we?
- Why embedded model of Information Literacy?
- PILOT 1: Timeline, instructional design, assessment methods
- PILOT 2: Timeline, instructional design, assessment methods
- Perspectives from Faculty and Administration
- Lessons learned and future developments
WHEN THE SOIL IS RIPE
1. WHO ARE WE

University’s strategic plan & demographics
Who are we?

SAINT PAUL UNIVERSITY, OTTAWA, ON
Canadian, bilingual, Catholic University, entrusted to the Missionary Oblates, endowed with civil (1866) and pontifical (1889) charters. Federated with University of Ottawa since 1965.

MISSION
CONTRIBUTING CREATIVELY TO THE HUMANIZATION OF SOCIETY

VISION
GUIDING TRANSFORMATION. TOGETHER

VALUES
SPIRITUAL. HUMAN. OPEN. ENGAGED.
Our Faculties & Schools

FOUR FACULTIES:
- THEOLOGY
- CANON LAW
- PHILOSOPHY
- HUMAN SCIENCES

SCHOOLS:
- SOCIAL COMMUNICATIONS
- CONFLICT STUDIES
- TRANSFORMATIONAL LEADERSHIP
- COUNSELLING AND PSYCHOTHERAPY
1,013 FTE
Equal between undergraduate and graduate levels

125 professors
including sessionals

3 librarians
We have lots of work!
International student population

17% international students from 47 countries
Student population by age
Library challenges

In-library sessions attendance was decreasing drastically

We don’t know if we are making impact with our one-shot IL sessions

We needed to target younger student generation: millennials and address their IL needs

We needed to redefine a role of the library as a teaching partner in the University
PLANTING THE SEED
University strategic planning meeting

June 2015

Opportunity for the Library to offer in-class Information Literacy with emphasis on academic integrity & academic success
2. WHY EMBEDDED INFORMATION LITERACY?

Literature review and professional practice
The term “embedded” came to IL from the field of military journalism (Dewey, 2004).

Embedded in the areas of teaching, learning, and research (Dewey, 2004).

Different degree of embeddedness.
“Embedded librarianship takes a librarian out of the context of the traditional library and places him or her in an “on-site” setting or situation that enables close coordination and collaboration with researchers or teaching faculty”

(Carlson and Kneale, 2011, p. 167)
Some consideration

Many studies indicate the collaborative IL instruction within a targeted class without necessarily using the term “embedded librarianship” (Mazella, Heidel, & Ke, 2011; Sanabria, 2013; Victor, Otto, & Mutschler, 2013).

Some studies describe this IL arrangement as a “learning community” with special focus on linking IL component to the course content (Barone & Weathers, 2004; Burgoyne & Chuppa-Cornell, 2015).

In some cases IL credit-bearing course becomes intertwined with the other credit-bearing course (Arp, Woodard, Lindstrom, & Shonrock, 2006; Lebbin, 2006). This model was found to be the most effective due to direct application of IL learning skills to the class assignments (Burgoyne & Chuppa-Cornell, 2015).
3. FINDING THE BEST FIT

HTP Course description
Finding the right program

We wanted to target:
- Undergraduate student population
- Mandatory courses
- Students from all four faculties when possible
Human Sciences
One professor from each Faculty [33.33% of the grade]

Theology
Interdisciplinary topics

Philosophy
Mandatory survey courses for all undergraduate students
HTP opportunity

Courses offered:

- HTP 1101 - Trends in Western Thought
- HTP 1102 - Artistic and Literary Imagination: Expressions of the Human Experience
- HTP 1103 - People, Politics and the Planet
- HTP 1104 - Faith, Justice and the Common Good

4 different courses each semester: 2 in English + 2 in French
Making the offer attractive

- Voluntary participation
- 10% bonus marks
- Small assignment
- 3 hour session
Watering the plants

Approvals:
- Dean
- Vice-Rector Academic
- Approached the coordinator of the courses
- Departmental approval for pilot project
4. PILOT 1: 2015-2016

Timeline, Instructional Design & Assessment Methods, Findings
GARDENING
BUILDING
CONTENT WITH
OUR
LIBRARIANS
Timeline

- PILOT 1 [2015]
- PILOT 2 [2016]
- IMPLEMENTATION [2017]
Learning objectives and outcomes:

- Basic search strategies
- Access, evaluate and use information ethically and effectively,
- Learn how to cite and create a bibliography using bibliographic management software
- Distinguishing primary and secondary sources and their respective uses.
Assessment method

- Students participation: 10%
- Researcher’s journal: Search strategy: 40%
- Analysis and use of primary and secondary sources + reflection: 50%
Number of participants

HTP Pilot Projects Results
Students’ feedback

- 100% of students found that the material presented was new to them.
- 87.1% of students found that what they learned will be useful to complete their assignments.
- 89.6% of students were confident in their research skills after the seminar.
- 93.5% of students were satisfied with the HTP library seminar.
- 86.1% increased their confidence level in retrieving information in electronic format.
Students’ feedback

Students have provided valuable feedback on what they have learned during this course.
4. PILOT 2: 2016-2017

New Opportunity
Timeline and design

- Mandatory library labs [outside of class time]
- 4 different components for 4 different HTP topic courses
- 25% of the grade attributed by the library
Authority is Constructed and Contextual
Searching as Strategic Exploration
Information Creation as Process
Information has Value
Scholarship as Conversation
Research as Inquiry
## Curriculum Mapping

<table>
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<tr>
<th>Workshop</th>
<th>Creating an annotated bibliography from primary and secondary sources</th>
<th>Academic integrity and citation styles: strategies to avoid plagiarism</th>
<th>Literature review and critical evaluation of sources</th>
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Lab 1: Building successful search strategies

**LEARNING OBJECTIVE:**
Develop students’ confidence in the search process with variety of different tools

**ASSESSMENT:**
- Search strategy
- Quiz: Boolean operators [In-class assignment]
- Create a concept maps of their research
- Comparing the effectiveness of searches [Guided discussion]

**DISPOSITIONS**
- Creativity
- Persistence in their searches
- Asking for help
Lab 2: Creating an annotated bibliography

LEARNING OBJECTIVE:
Teach students to differentiate between primary and secondary sources and appropriate use of them in the context of their assignments;

ASSESSMENT:
- Create an annotated bibliography
- Quiz: primary vs. secondary sources
- Order sources (from primary to tertiary) [In-class assignment]
- Comparing primary sources by discipline [Guided discussion]

DISPOSITIONS
- Finding their voice in the ongoing scholarly conversation
- Contributor to scholarship, not only being a consumer of it
- Responsibility
Lab 3: Academic integrity and citation styles

LEARNING OBJECTIVE: Teach students to apply a variety of strategies to avoid plagiarism and create a bibliography following a standard citation style;

ASSESSMENT: ● Reflective essay on plagiarism ● Quiz: is this plagiarism? ● Creating a bibliography manually [In-class assignment] ● Importance of citing sources [Guided discussion]

DISPOSITIONS ● Respect for the original ideas of others; ● Develop ethical attitude to the information creation process; ● Value the skills, time, and effort needed to produce knowledge;
Lab 4: Critical evaluation of sources

LEARNING OBJECTIVE:
Learn to describe, evaluate, critique information sources effectively, recognizing the importance of bias

ASSESSMENT:
- Literature review including evaluation and critique of the information
- Quiz: is this peer-reviewed?
- Evaluating the authority of sources [In-class assignment]
- Why does authority matter? [Guided discussion]

DISPOSITIONS
- Develop an open-minded and skeptical perspective on sources evaluation, recognizing their biases;
- Question traditional notions of granting authority and recognize the value of diverse ideas and worldviews;
5. LESSONS LEARNED

Future developments and next steps
Benefits of the Embedded IL

Embedded IL provides opportunity to:

- Redefining the roles of librarians
- Students can engage in a more meaningful and authentic learning by applying their research interest in the library course
- Increasing the opportunities to collaborate with Faculty
Lessons learned

STRATEGIC PARTNERSHIP across the organization are very important

FOSTERING RELATIONSHIPS ALWAYS BRINGS FRUITS: Collaboration with the Faculty, who teach the course is vital

ASSESSING YOUR RISK AND OPPORTUNITIES: Careful overview of curriculum, class assignments, continuous overview of the learning objectives and assessment methods

HAVING AN ENTREPRENEURIAL MINDSET IS IMPORTANT: Taking a proactive role

BE PATIENT: increase in the percentage of a grade and class time is a gradual process
Next steps

- Full implementation into the curriculum
- Assessing impact on students’ performance and faculty satisfaction
- Longitudinal study measuring overall impact
- Seeking collaboration & partnerships with other institutions
Thanks!

Any questions?

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