SHARING THE RESPONSIBILITY
Librarians and Faculty Developing a Community around Information Literacy

Meghan Wanucha Smith and David Hisle
Teaching faculty have a greater responsibility in designing curricula and assignments that foster enhanced engagement with the core ideas about information and scholarship within their disciplines.

Librarians have a greater responsibility in identifying core ideas within their own knowledge domain that can extend learning for students, in creating a new cohesive curriculum for information literacy, and in collaborating more extensively with faculty.

10 COMMUNITY OF LEARNING PARTICIPANTS

- Social Work
- English Composition
- Foreign Languages
- Criminal Justice
- Psychology
- Nutrition Science
- Hospitality Management
- Communications

558 students enrolled
17 class sections
PROGRAM COMPONENTS

Fall 2018
• Professional development
• Intervention planning
• Blackboard community

Spring 2019
• Implement intervention
• Blackboard community
• Program evaluation
• Train-the-trainer
THINKING CRITICALLY ABOUT INFORMATION

WHAT IS INFORMATION LITERACY?

Do you find your students relying on questionable sources for their research papers? Are you frustrated by the level of critical thinking demonstrated in students’ use of information? Join us for this session where we’ll address these concerns through the concept of “information literacy.” We’ll examine key theories of teaching and learning situated within the Association of College & Research Libraries’ Framework for Information Literacy and what information literacy means for student success.

WORKSHOP SERIES: SESSION 1
Friday, October 19
12:00–1:00 pm
Joyner Library, Room 1008

FACILITATORS
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David Hisle

To register, visit the Office for Faculty Excellence:
www.ecu.edu/ofe
Initial search strategy

- Google Sea
- Identifying experts

What counts as evidence?

Expert

1. Format of info (pre, talk, blog)
2. # of experts
3. ID experts in non-peer-reviewed format

- Anecdote
- Case study
- Exp design
THINK
PAIR
SHARE
How have you introduced faculty to the Framework?
INTERVENTIONS

How would you characterize the changes you plan to make in your spring 2019 class(es)?

- Assignment: 100%
- Teaching plan: 70%
- Course design: 50%
- Syllabus: 40%
- Workshop: 30%
- Library instruction or resources: 30%
- Rubric: 20%
- Other, Please describe:
• Links to databases w/ SocINDEX tutorial
• Tab/page level libguide links
• Library ebook with unlimited seats
• Peer review sources discussion
• Highlights the recommended readings from the syllabus

• Encourages exploration of library resources

• Provides assignment support
UNDERSTANDING YOUR ASSUMPTIONS (BRACKETING)

COURSE LEARNING OBJECTIVE: Recognize that you are developing your own authoritative voice as a nutrition professional and recognize the responsibility this entails.

As a future health professional, you will likely be asked your opinion on various feeding issues, whether you work with children or not. The goal of this assignment is to help you recognize that your personal and professional background will influence your perception of child nutrition/feeding and the type of "advice" you provide to future patients/clients.

OPINION EDITORIAL CRITICAL ANALYSIS

COURSE LEARNING OBJECTIVES:
SO4 - Discuss, critically analyze, communicate content related to SO1-3 in lay terminology to the general public through professional writing (e.g. Opinion Editorial).
SO5 - Recognize that they are developing their own authoritative voice as a nutrition professional and recognize the responsibility this entails, including seeking accurate and reliable information, respecting intellectual property, and participating in communities of practice.

Newspaper editorials play an important role in democratic societies. The editorial and opinion page in major newspapers provides a public forum in which ideas, political issues and policies, and other topics can be discussed and debated. Editorials are used to argue for a position from a particular point of view. For editorial and opinion pages to perform their function well in promoting debate and discussion, the reader needs to develop the ability to critically read and assess the claims put forth in the editorial. Editorials have the potential for spreading untruths and misinformation if they are read and assimilated. For these reasons, you will write a 1-page (single space, 12point Arial font) critical analysis of an opinion editorial (see link below) related to a hot topic in child nutrition/feeding.
Group Presentations

The information provided in the “Crime in the News” and “Criminal Profiles” boxes just scrape the surface of the whole situation. The group’s task is to find out more. Research the topic. Think of this as investigating to find more details about the situation. What questions do you have after reading about the topic? Go find those answers! Research is inquiry.

Much of learning and scholarship happens simply by having conversations. During and after the presentation the presenting group is should engage their classmates in conversation/discussion about the theory of focus.

Credibility is contextual

- Where did the information come from?
- Who was the information made for?
- How will you use the information?
What ideas do you have for future collaborations with faculty related to the Framework?
EVALUATION AND ASSESSMENT

• Students: Self-reported IL skills increased
• Faculty: Taught IL skills more frequently, rated student IL skills higher
• Librarian reflections
SURPRISES AND OBSTACLES

- Practical conversations
- Engaged faculty
- Focus on student learning

- Personnel changes
- Survey response rates
- Capacity and scaling up
NEXT STEPS

• Information literacy consultations using existing consultation service infrastructure
• Spring workshop series via OFE
• Monthly lunch discussions
THANK YOU!

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