

4-22-2016

New Frameworks, New Friends: New Literacies Alliance (NLA), Open Access Information Literacy Instruction & Collaboration

Heather Healy

University of Kansas Medical Center, hhealy@kumc.edu

Julie Hartwell

University of Kansas Medical Center, jhartwell@kumc.edu

Follow this and additional works at: <http://digitalcommons.unl.edu/neplibconf>



Part of the [Educational Methods Commons](#), and the [Information Literacy Commons](#)

Healy, Heather and Hartwell, Julie, "New Frameworks, New Friends: New Literacies Alliance (NLA), Open Access Information Literacy Instruction & Collaboration" (2016). *Nebraska Library Association Conferences*. 1.
<http://digitalcommons.unl.edu/neplibconf/1>

This Presentation is brought to you for free and open access by the Nebraska Library Association at DigitalCommons@University of Nebraska - Lincoln. It has been accepted for inclusion in Nebraska Library Association Conferences by an authorized administrator of DigitalCommons@University of Nebraska - Lincoln.

Slides from a presentation given at the Second Joint Spring Meeting of the Kansas Library Association College and University Section / Nebraska Library Association College and University Section held April 21-22, 2016 in Manhattan, Kansas. Copyright 2016, the authors. Used by permission.

New Framework, New Friends



New Literacies Alliance (NLA)

Open Access Information Literacy Instruction & Collaboration

Heather Healy, MA, MLS

Julie Hartwell, MLIS

A.R. Dykes Library

University of Kansas Medical Center

Kansas City, KS

About the Project

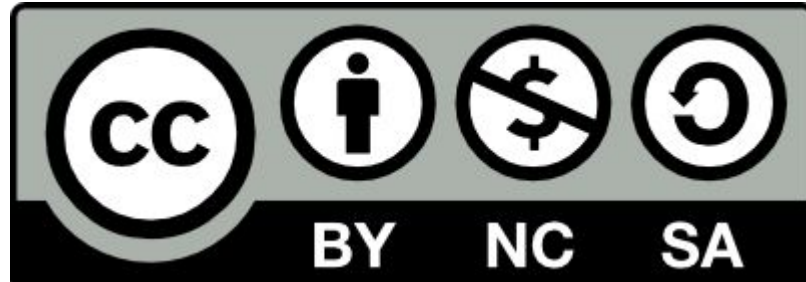
- Consortial collaboration creating online lessons
- Literacies needed for academic success & lifelong learning
- Original lessons based on program outcomes
- New lessons based on ACRL Framework for Information Literacy



Open Access

- Creative Commons licensed
- Everyone can use them
- Individual instances of the course for scoring

Contact us if you're interested in using the lessons for your instruction!



Open Borders

- Started in 2010 by Dean Lori Goetsch and prior Director Karen Cole
- Expanded outside KS border to include other universities
- Across-state lesson creation and implementation

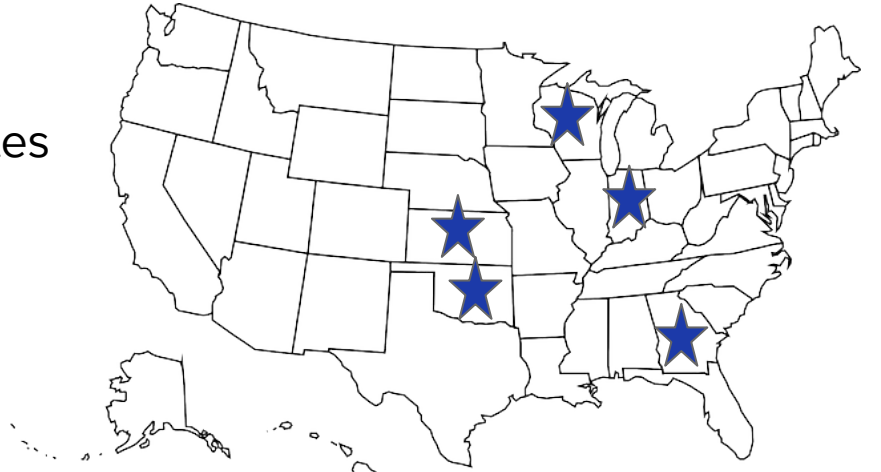
Contact us if you're interested in participating in creating lessons!



New Friends

- Librarians from 8 universities in 5 states

- University of Kansas Medical Center
- Kansas State University
- Fort Hays State University
- Marquette University
- Indiana University
- Oklahoma State University
- University of Wisconsin-Platteville
- University of West Georgia



ClickerFreeVectorImages/Pixabay [CC0](#)

- Roles: sponsors, instructional designers, graphic artists, content creators

New Framework

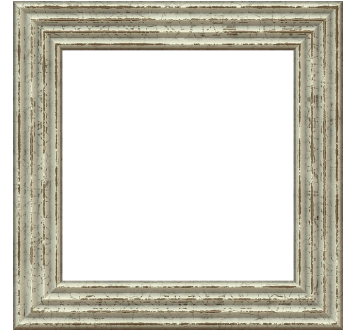
Threshold concepts

- “ways of thinking and practicing” (Meyer & Land, 2003)
- “a transformed way of understanding, or interpreting, or viewing something” (Meyer & Land, 2003)
- transformative, integrative, irreversible, troublesome, bounded (Meyer & Land, 2003; Townsend, Brunetti, & Hofer, 2011)

Technology, vendor, and institution agnostic

Meta-literacies

- Metacognitive perspective (Mackey & Jacobson, 2013)
- Think about their own thinking



Process for Lesson Creation



OpenClipartVectors/Pixabay [CC0](#)

Semester launch meetings

- In person & Zoom (video conferencing)
- Topeka & Shawnee County Public Library

Drafting

- Small group online meetings
- Google docs brainstorming & collaboration

Rapid prototyping

- Functional lesson drafts
- Several test rounds with students

Guidelines

- Copyediting; Style sheet in progress
- Style Guide for lesson development

Learning Objectives



New Literacies Alliance, 2016, used by permission

- Use specific structure for developing learning objectives
- Why statement
 - How student applies the ability (Zald & Gilchrist, 2008)
 - Depth & clarity (Zald & Gilchrist, 2008)
 - Relevance & connection (Zald & Gilchrist, 2008)

Backward Design

- Build backward to create lessons (Wiggins & McTighe, 2012)
 - Identify desired results
 - Determine evidence
 - Plan the lessons
- Begins with learning objective or outcome



Lessons in Progress

Access

- **Frame:** Information has value
- **Knowledge practice:** Understand how and why some individuals or groups of individuals may be underrepresented or systematically marginalized within the systems that produce and disseminate information
- **Knowledge practice:** Recognize issues of access or lack of access to information sources
- **Disposition:** Learners are inclined to examine their own information privilege
- **Learning objective:** The students will be able to predict consequences related to access issues in order to make informed decisions.

Lessons in Progress

Scholarly Conversations: Following the Research

- **Frame:** Scholarship as Conversation
- **Knowledge practice:** Summarize the changes in scholarly perspective over time on a particular topic within a specific discipline
- **Disposition:** Learners recognize they are often entering into an ongoing scholarly conversation and not a finished conversation.
- **Learning objective:** The learner will identify strategies to discover more recent, contemporary contributions to a scholarly conversation.

Explore NLA Lessons

<http://guides.lib.k-state.edu/nla>

- Question Authority
 - Value of Information
 - Ask the Right Questions
 - Types of Information
 - Search Strategies
 - Introduction to Information:
Choosing Information Paths
 - Digital Terrain and Ethics: Email
Etiquette
-

Lessons In Action

NURS 327

Communicating and
Managing Healthcare
Information

About the Course

- BSN program
- Flipped classroom
- Concept-based curriculum
- Information Literacy Concept
- Blackboard LMS
- Previously, static
— quizzes, paper

NURS 327

Communicating and
Managing Healthcare
Information

NLA lessons used

- Value of Information
 - Types of Information
 - Ask the Right Question
 - Search Strategies
-

Demo

About the course

- Online course in Blackboard
- Required for Health Information Management students
- Course units taught by different instructors
- 4-week information literacy unit
- Previously, more YouTube videos

Lesson: Search Strategies

HEIM 501

Information Resources for
Health Professions

Challenges faced

- Syllabus/schedule set prior to semester
 - Scoring set based on previous year's course
 - Concerns about scoring in SoftChalk
-

HEIM 501

Information Resources for
Health Professions

Demo

Lessons Learned

- Points for credit
- Usernames
- Communication
- Institutional requirements
- Embedding in Blackboard scoring

Feedback

Collins, Pitts and Kearns win ACRL IS Innovation Award

--From *ALA News*, Jan. 2016

Knight News Challenge on Libraries

- NLA steering committee applied for the grant
- Out of 621 entries, 1 of the 47 to move past first review
- Winners announced in June

Join Us!

<http://guides.lib.k-state.edu/nla>

- Browse the lessons
- Use the lessons
- Help create new lessons

References

- ACRL. (2015). *Framework for information literacy for higher education*. Retrieved from <http://www.ala.org/acrl/standards/ilframework>
- ALA. (2015, Jan). Collins, Kearns and Pitts win 2016 ACRL IS innovation award. *ALA News*. Retrieved from <http://www.ala.org/news/press-releases/2016/01/collins-kearns-and-pitts-win-2016-acrl-innovation-award>
- Jacobson, T. E., & Mackey, T. P. (2013). Proposing a metaliteracy model to redefine information literacy. *Communication in Information Literacy*, 7(2), 84–91. Retrieved from <http://www.comminfolit.org/index.php?journal=cil&page=article&op=view&path%5B%5D=v7i2p84>
- McTighe, J., & Wiggins, G. (2012). *Understanding by design framework*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Mackey, T. P., & Jacobson, T. E. (2011). Reframing information literacy as a metaliteracy. *College & Research Libraries*, 72(1), 62–78. <http://doi.org/10.5860/crl-76r1>
- Meyer, J., & Land, R. (2003, May). Threshold concepts and troublesome knowledge: Linkages to ways of thinking and practising within the disciplines, ETL project occasional report 4. (pp. 412-424). Retrieved from <http://www.etl.tla.ed.ac.uk/docs/ETLreport4.pdf>
- Townsend, L., Brunetti, K., & Hofer, A. R. (2011). Threshold concepts and information literacy. *portal: Libraries and the Academy*, 11(3), 853-869. <http://doi.org/10.1353/pla.2011.0030>
- Zald, A. E., & Gilchrist, D. (2008). Instruction and program design through assessment. In C. N. Cox & E. B. Lindsay (Eds.), *Information Literacy Instruction Handbook* (164-192). Chicago, IL: Association of College and Research Libraries. Retrieved from http://digitalscholarship.unlv.edu/lib_articles/146/

Q&A



NEW LITERACIES ALLIANCE