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Reining in Information Literacy Instruction: Using Faculty Survey Data to Guide the Process

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Overview

- Methodology of joint WSU/WMU research project
- Faculty survey of both institutions
- Quantitative and qualitative results
- Discover ideas of how to rein in disparate instructional efforts at your own institutions
- Questions and discussion
- Parting thoughts

Rationale for Study

- ACRL *Framework* has prompted new mandate for IL programs.

- Librarians must work in tandem with faculty to achieve IL goals.

- Ithaka S+R US Faculty Survey 2015* results reveal increasing faculty concerns about students' IL skills.

- Little research has been done on teaching faculty's response to the *Framework*.

Contents

Framework for Information Literacy for Higher Education ToC

Objectives of the Survey

To discover from the teaching faculty:

- Perception of importance of IL to student academic success
- Value faculty place on each of the six Frames
- Disciplinary language faculty suggest to describe the Frames
- How faculty collaborate with librarians
- Reasons why faculty do not work with librarians

Methodology

2 large Midwestern
public state institutions

Used Qualtrics to administer
anonymous, 10-question survey

Total number of responses: 243

27,222 Enrollment
1,677 FT Faculty

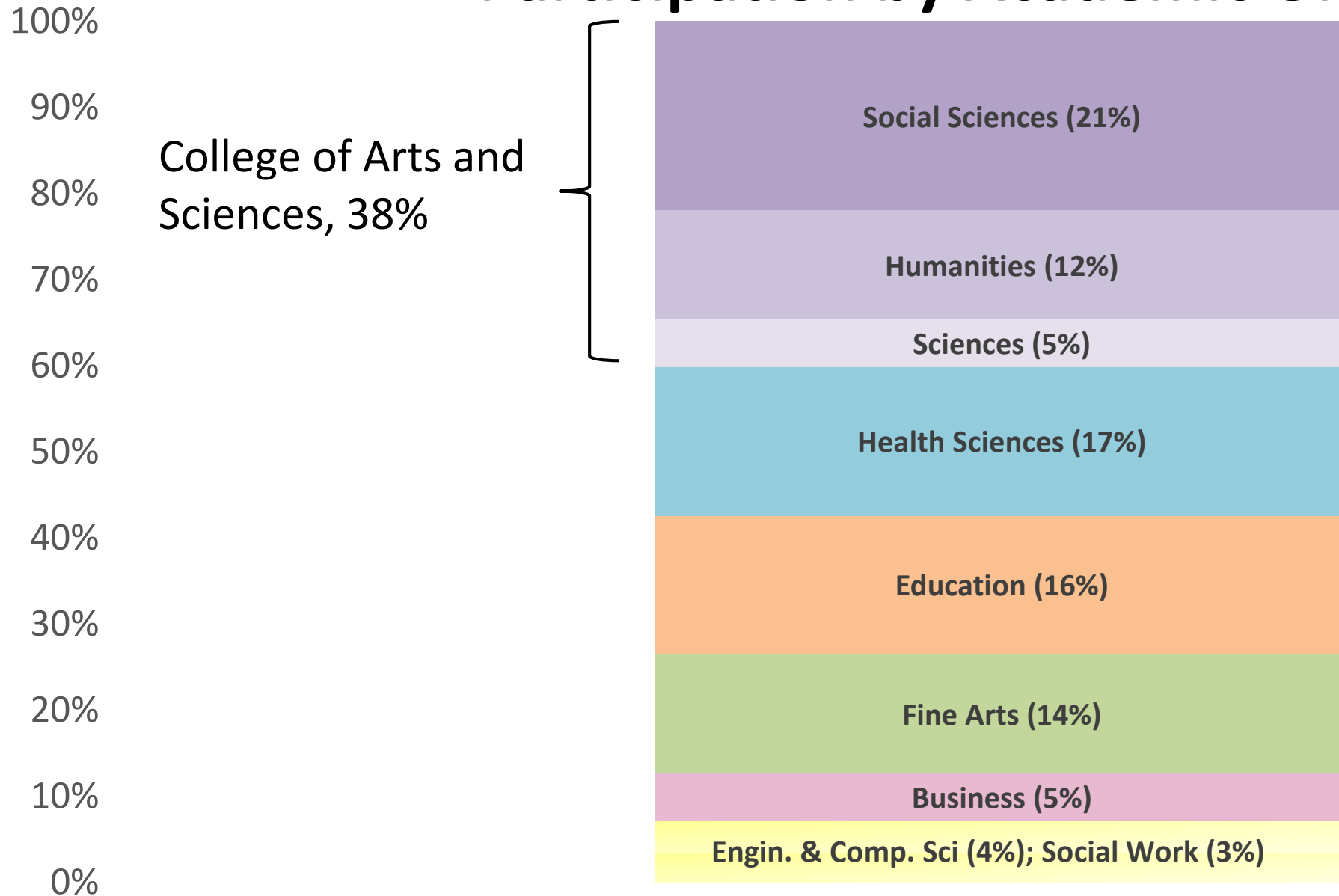Response Rate 9.8%
164 usable surveys

23,556 Enrollment
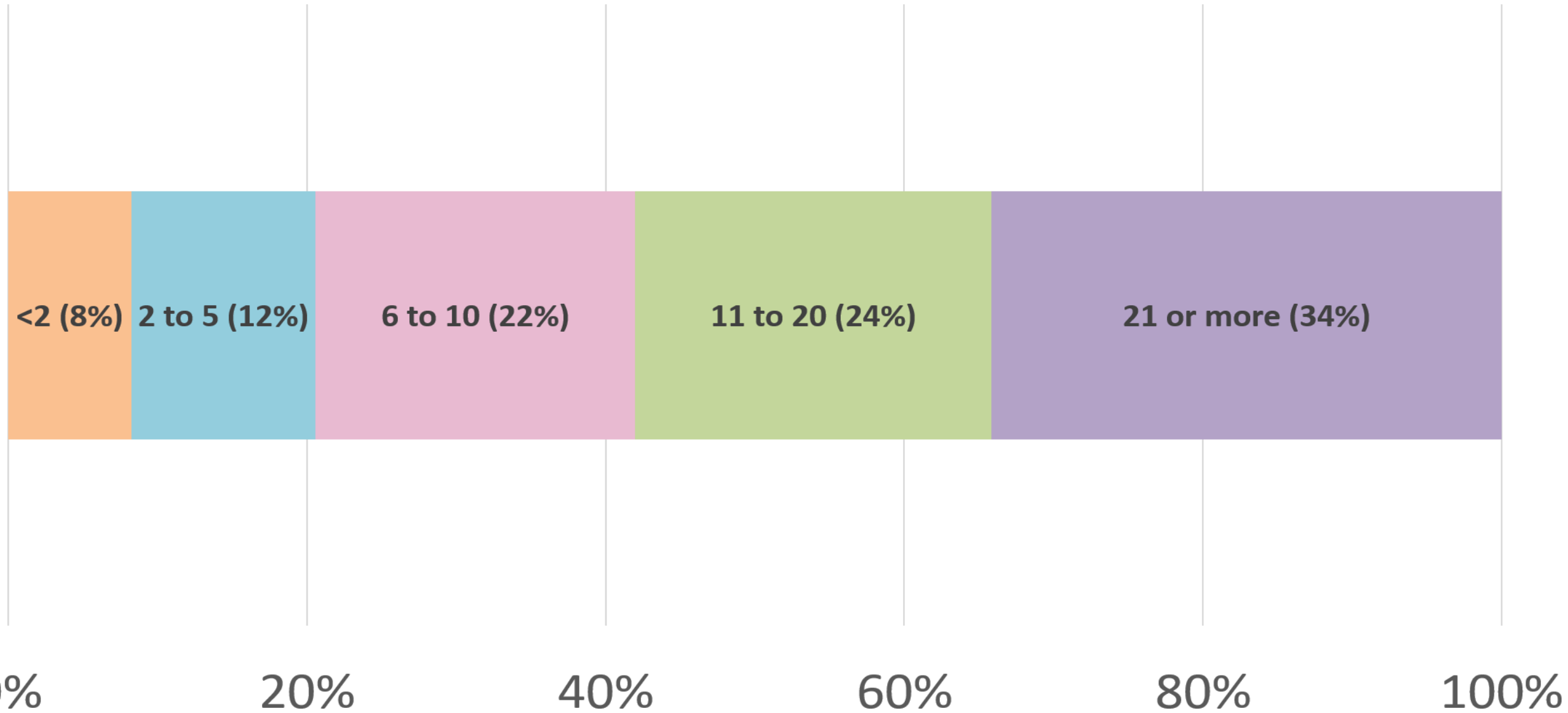890 FT Faculty

Response Rate 8.9%
79 usable surveys

Participation by Academic Unit

Participation by Years Teaching

<2 (8%) 2 to 5 (12%) 6 to 10 (22%) 11 to 20 (24%) 21 or more (34%)

Authority Is Constructed and Contextual

Information resources reflect their creators' expertise and credibility, and are evaluated based on the information need and the context in which the information will be used. Authority is constructed in that various communities may recognize different types of authority. It is contextual in that the information need may help to determine the level of authority required.

Experts understand that authority is a type of influence recognized or exerted within a community. Experts view authority with an attitude of informed skepticism and an openness to new perspectives, additional voices, and changes in schools of thought. Experts understand the need to determine the validity of the information created by different authorities and to acknowledge biases that privilege some sources of authority over others, especially in terms of others' worldviews, gender, sexual orientation, and cultural orientations. An understanding of this concept enables novice learners to critically examine all evidence—be it a short blog post or a peer-reviewed conference proceeding—and to ask relevant questions about origins, context, and suitability for the current information need. Thus, novice learners come to respect the expertise that authority represents while remaining skeptical of the systems that have elevated that authority and the information created by it. Experts know how to seek authoritative voices but also recognize that unlikely voices can be authoritative, depending on need. Novice learners may need to rely on basic indicators of authority, such as type of publication or author credentials, where experts recognize schools of thought or discipline-specific paradigms.

Knowledge Practices

Learners who are developing their information literate abilities

Which ONE of the six frames do you think teaching faculty ranked the highest?

To vote online, visit menti.com and enter code 587839

After voting stay in menti.com.
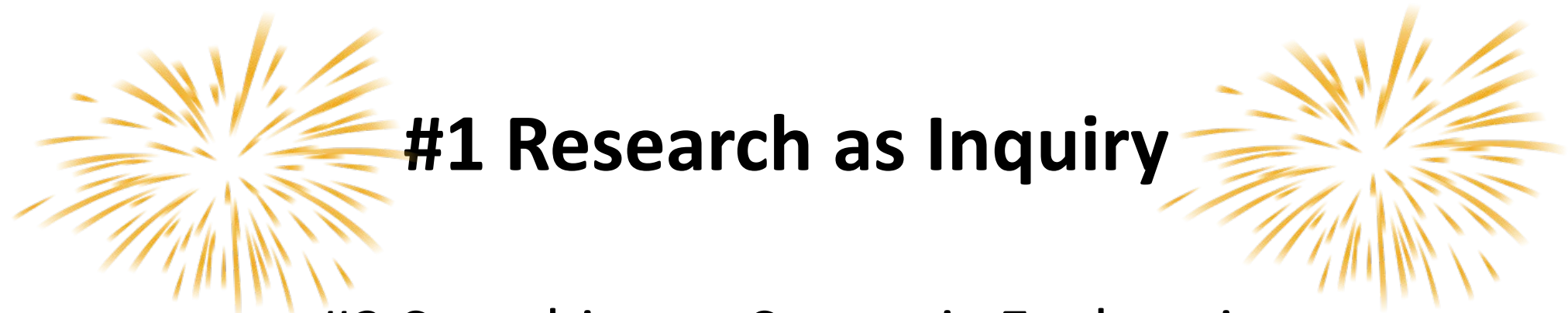
#1 Research as Inquiry

#2 Searching as Strategic Exploration

#3 Information has Value

#4 Scholarship as Conversation

#5 Information Creation as a Process

#6 Authority is Constructed and Contextual

Information Literacy Rankings

- Information Literacy Importance (4.81)
- Research as Inquiry (4.49)
- Searching as Strategic Exploration (4.47)
- Information has Value (4.40)
- Scholarship as Conversation (4.33)
- Information Creation as a Process (4.19)
- Authority is Constructed and Contextual (4.08)

Unit	Information Literacy	Research as Inquiry	Searching as Exploration	Information Value	Scholarship as Conversation	Information Creation	Authority	Unit
Business	4.54	4.08	4.15	4.69	4.15	4.23	4.15	Business
Education	4.84	4.50	4.58	4.61	4.26	4.29	4.26	Education
Engineering & Computer Science	4.11	4.22	3.89	4.22	3.78	3.78	4.22	Engineering & Computer Science
Fine Arts	4.82	4.48	4.36	4.39	4.12	4.18	4.00	Fine Arts
Health Sciences	4.95	4.44	4.68	4.17	4.37	4.27	3.76	Health Sciences
Humanities	4.93	4.70	4.27	4.37	4.50	4.20	4.40	Humanities
Sciences	4.92	4.77	4.69	4.31	4.31	4.15	4.08	Sciences
Social Sciences	4.75	4.50	4.58	4.42	4.50	4.10	4.06	Social Sciences
Social Work	4.88	4.63	4.00	4.50	4.38	4.38	3.75	Social Work
Total	**4.81**	**4.49**	**4.47**	**4.40**	**4.33**	**4.19**	**4.08**	**Total**

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Q. Regarding the information literacy concepts above, what alternate terminology might you suggest for relevance and understanding for students in your discipline?

N=66

Themes (≥12)

Lacks Clarity or Uses Jargon (21)

Students will not understand (13)

Types of Authority (19)

Types of Sources (12)

research vs. RESEARCH (12)
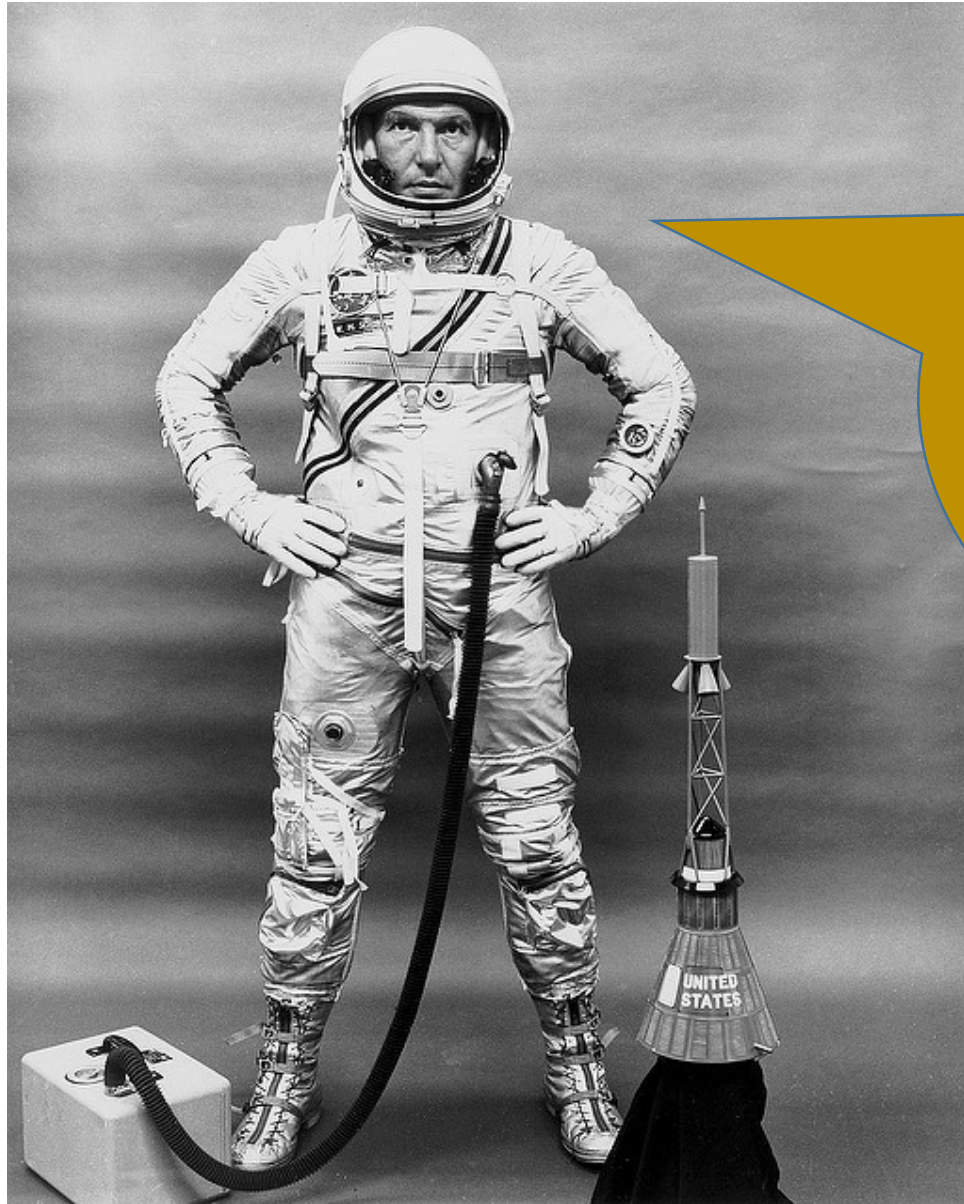
These are in no way succinct...

The language around them was so jargonistic it was hard to tell what the point was.

The language presupposes a high academic level.

Image Credit: http://kdl.kyvl.org/catalog/xt75736m0s6q_351_246

The situations/people to which the findings can be generalized – i.e., there is no one Truth – can differ for different subgroups of population.

"Ethos," or the perceived credibility of the author/speaker and the authority they have to speak on a particular subject .

Q. What alternate terminology might you suggest for relevance and understanding for students in your discipline?

"Pick authoritative sources...but know who the authority is and what their qualifications are. Information is inherently biased...be aware of the bias of the source and your bias towards methods of delivery. Information is valuable in many ways. Information evolves over time. Finding good information is a complex process."

Response from Faculty, Science, 11-20 years experience

Why do Faculty Collaborate?
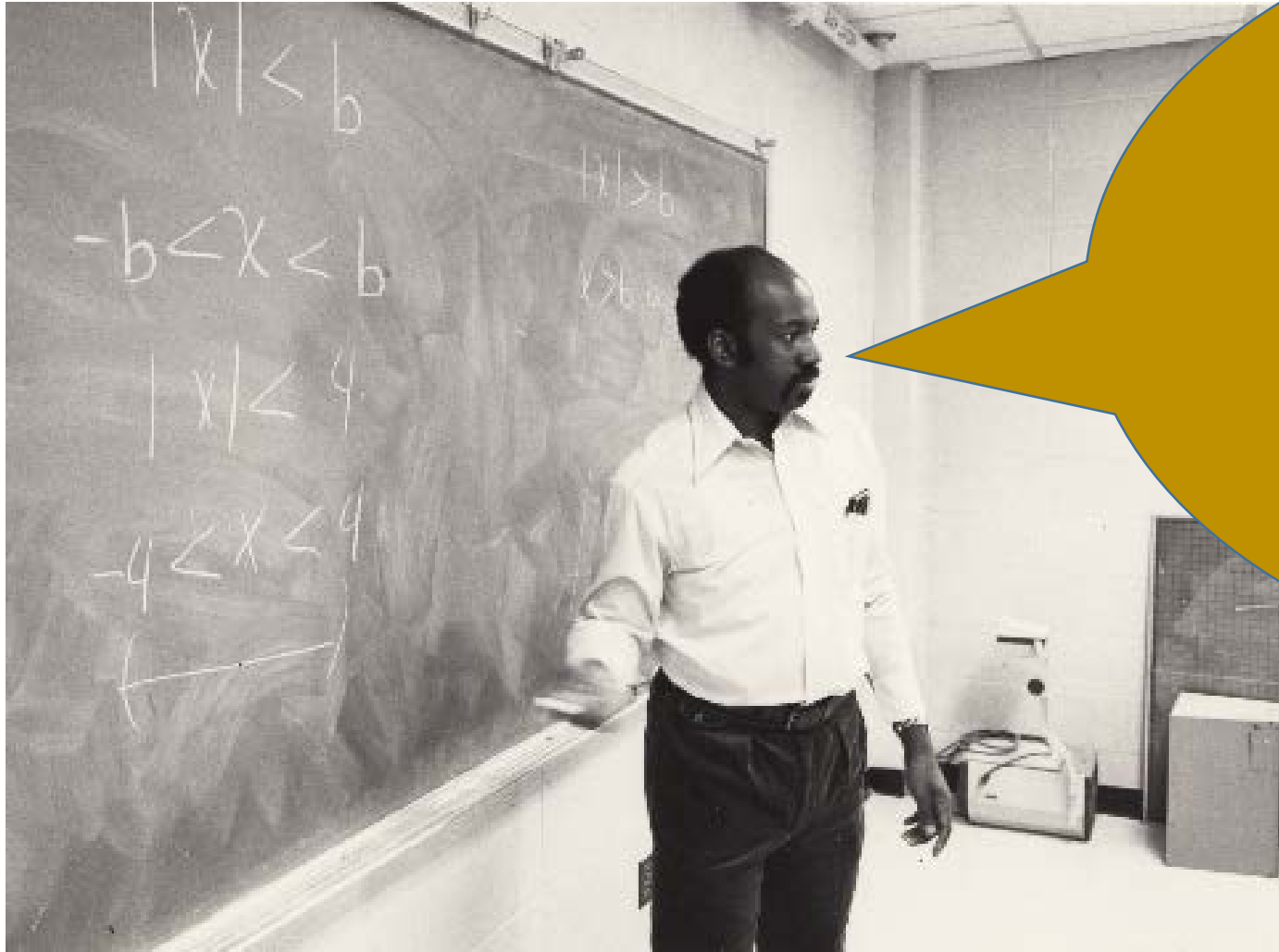
"I have collaborated with a librarian in a course because I am certainly not as skilled as a professional in that area, and I can honestly say that I learn quite a bit each and every time the librarian speaks with my students. The students also find it very beneficial."

Photo Credit: http://kdl.kyvl.org/catalog/xt75736m0s6q_345_1

Methods of Collaboration

- Librarian Course Session (42%)
- Teach Information Literacy Myself (33%)
- No Collaboration (26%)
- Course Guide (25%)
- Referral to Specific Librarian (19%)
- Collaborative Assignment (18%)
- Online Video Tutorials (16%)
- Librarian in CMS (13%)
- Outcomes (7%)

0%   10%   20%   30%   40%   50%

Unit	Librarian Course Session	I Teach Info Lit Myself	No Collaboration	Online Course Guide	Referral To Specific Librarian	Collaborative Assignment	Online Videos Tutorials	Presence In CMS	Collaborative Learning Outcomes	Unit
Business	38%	15%	23%	8%	8%	23%	0%	15%	15%	Business
Education	55%	32%	13%	26%	24%	29%	32%	18%	16%	Education
Engineering and Computer Science	22%	11%	33%	22%	11%	22%	22%	11%	0%	Engineering and Computer Science
Fine Arts	27%	52%	30%	21%	21%	15%	9%	9%	3%	Fine Arts
Health Sciences	24%	27%	27%	10%	20%	7%	15%	10%	2%	Health Sciences
Humanities	53%	33%	23%	47%	17%	20%	17%	10%	13%	Humanities
Sciences	38%	31%	54%	0%	0%	8%	15%	8%	8%	Sciences
Social Sciences	46%	37%	31%	27%	23%	15%	10%	12%	2%	Social Sciences
Social Work	50%	38%	13%	50%	38%	13%	13%	25%	0%	Social Work
Total	42%	33%	26%	25%	19%	18%	16%	13%	7%	Total

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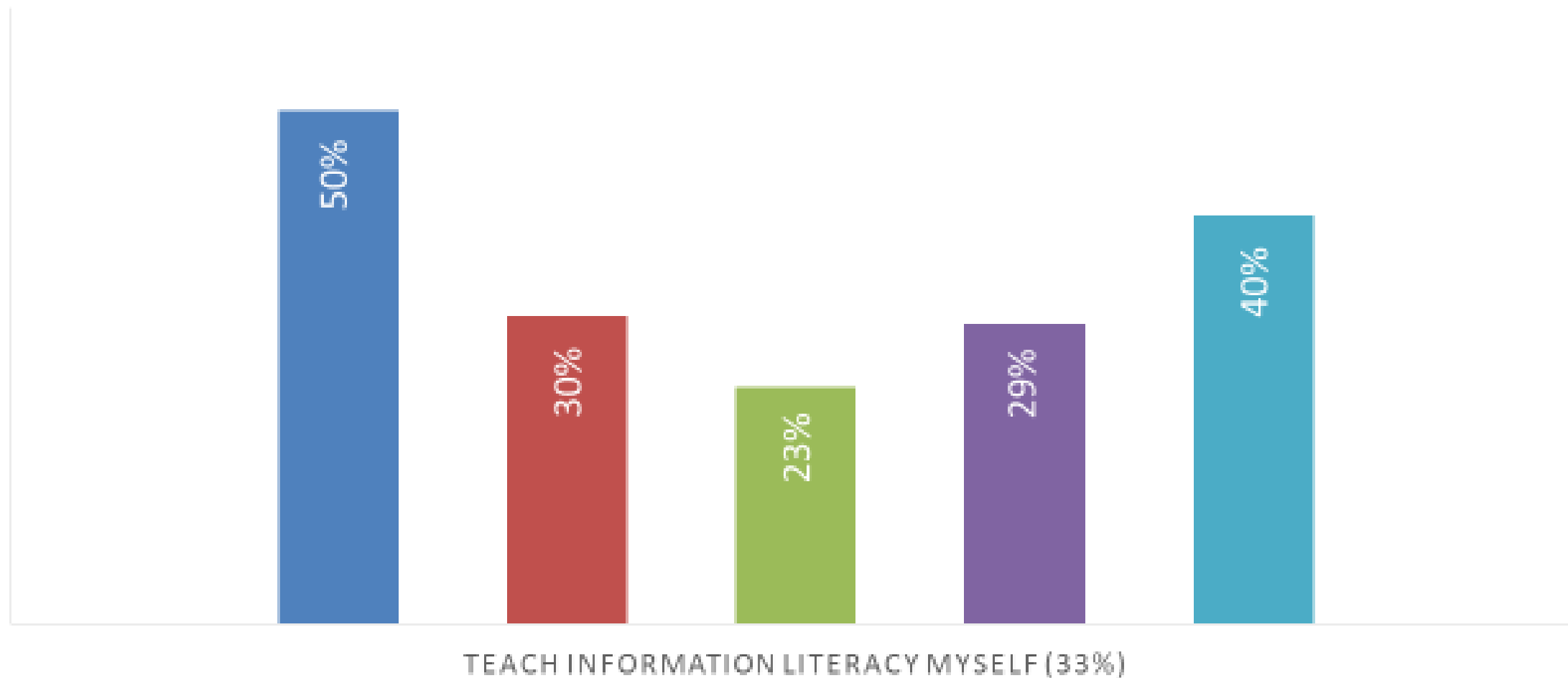| Unit	Librarian Course Session	I Teach Info Lit Myself	No Collaboration	Online Course Guide	Referral To Specific Librarian	Collaborative Assignment	Online Videos Tutorials	Presence In CMS	Collaborative Learning Outcomes	Unit
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Total	42%	33%	26%	25%	19%	18%	16%	13%	7%	Total

Unit	Librarian Course Session	I Teach Info Lit Myself	No Collaboration	Online Course Guide	Referral To Specific Librarian	Collaborative Assignment	Online Videos Tutorials	Presence In CMS	Collaborative Learning Outcomes	Unit
Business	38%	15%	23%	8%	8%	23%	0%	15%	15%	Business
Education	55%	32%	13%	26%	24%	29%	32%	18%	16%	Education
Engineering and Computer Science	22%	11%	33%	22%	11%	22%	22%	11%	0%	Engineering and Computer Science
Fine Arts	27%	52%	30%	21%	21%	15%	9%	9%	3%	Fine Arts
Health Sciences	24%	27%	27%	10%	20%	7%	15%	10%	2%	Health Sciences
Humanities	53%	33%	23%	47%	17%	20%	17%	10%	13%	Humanities
Sciences	38%	31%	54%	0%	0%	8%	15%	8%	8%	Sciences
Social Sciences	46%	37%	31%	27%	23%	15%	10%	12%	2%	Social Sciences
Social Work	50%	38%	13%	50%	38%	13%	13%	25%	0%	Social Work
Total	42%	33%	26%	25%	19%	18%	16%	13%	7%	Total

Unit	Librarian Course Session	I Teach Info Lit Myself	No Collaboration	Online Course Guide	Referral To Specific Librarian	Collaborative Assignment	Online Videos Tutorials	Presence In CMS	Collaborative Learning Outcomes	Unit
Business	38%	15%	23%	8%	8%	23%	0%	15%	15%	Business
Education	55%	32%	13%	26%	24%	29%	32%	18%	16%	Education
Engineering and Computer Science	22%	11%	33%	22%	11%	22%	22%	11%	0%	Engineering and Computer Science
Fine Arts	27%	52%	30%	21%	21%	15%	9%	9%	3%	Fine Arts
Health Sciences	24%	27%	27%	10%	20%	7%	15%	10%	2%	Health Sciences
Humanities	53%	33%	23%	47%	17%	20%	17%	10%	13%	Humanities
Sciences	38%	31%	54%	0%	0%	8%	15%	8%	8%	Sciences
Social Sciences	46%	37%	31%	27%	23%	15%	10%	12%	2%	Social Sciences
Social Work	50%	38%	13%	50%	38%	13%	13%	25%	0%	Social Work
Total	42%	33%	26%	25%	19%	18%	16%	13%	7%	Total

PERCENTAGE OF PROFESSORS BY YRS EXPERIENCE THAT USE EACH COLLABORATION METHOD

■ <2 (8%) ■ 2 to 5 (12%) ■ 6 to 10 (21%) ■ 11 to 20 (24%) ■ 21 or more (34%)

50% 30% 23% 29% 40%

TEACH INFORMATION LITERACY MYSELF (33%)

Q9. If you have not taken advantage of working with a librarian in a course, please tell us why. (n=116)

Category	Value
USES ONLINE TOOLS	4
USES LIBRARIAN REFERRAL	4
STUDENTS LEARN SKILLS ELSEWHERE	4
TEACHES RESEARCH SKILLS	9
OPEN TO COLLABORATION	13
TIME	13
UNAWARE OF SERVICE	20
NO NEED	25

Questions and Discussion

Parting Thoughts

References

Association of College & Research Libraries. (2016, January 16). *Framework for information literacy in higher education*. Appendix 1: Implementing the framework. http://www.ala.org/acrl/standards/ilframeworkapps

Wolff, C., Rod, A.B., and Schonfeld, R.C. (2016). *Ithaka S+R US faculty survey 2015*. https://doi.org/10.18665/sr.277685

Access the compiled tips from the barriers to faculty/librarian collaboration activity after the presentation:
Bit.ly/loexreining