EKU Faculty and Staff Scholarship

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The Librarians' Guide to the Information Literacy Galaxy: Leading Campus Conversations

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Leading Campus Conversations

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...it is still relatively rare for librarians to be fully integrated into specific courses and curricula. To achieve the rigorous collaboration championed by the Framework, faculty need to be fully onboard in ways they are often not -- yet.

"

Shaping the "contact zone" of information literacy classroom...

Hopes and Dreams

 >> To strengthen connections w/faculty and w/other librarians

 >> Increase familiarity w/Framework → positive effect on instruction

 >> Good marketing opportunity; overlaps with current QEP

Exploration

Inspiration: York University presentation

One-hour workshop

11-week Professional Learning Community (PLC)

What **ESTABLISHED** partnerships or **EXISTING** professional development venues for faculty exist on your campus?

SEE RESULTS at Menti

Launching

Teaching & Learning Center: Professional Learning Community

ACRL Framework

Disciplinary Faculty-Library Faculty: USER Method (Booth, 2011)

Teaching & Learning Center: Professional Learning Community

Crossing Thresholds to Facilitate Deep Learning: Partnerships in Information Literacy

Professional Learning Community, Fall 2017

What is the purpose of this Professional Learning Community (PLC)?
The purpose of *Crossing Thresholds to Facilitate Deep Learning* is to transform the conversation around information literacy to create a community of collaboration, more innovative course designs, and a more inclusive consideration of learning within and beyond the classroom. Using the ACRL Framework for Information Literacy, librarian-faculty collaboration in this course can offer great potential for curricular enrichment and transformation.

How can you get the most out of this PLC?
You and a librarian design learning experiences and/or assignments that will encourage students to assess their own attitudes, strengths/weaknesses, and knowledge gaps related to information literacy within your discipline.

ACRL Framework

Week 1 **August 31**	Expectations and Structure of PLC Introduction to ACRL Framework	
Week 2 **September 7**	ACRL Framework Discussion • Authority is Constructed and Contextual • Scholarship is a Conversation	● Read ACRL Framework ○ Authority ○ Scholarship
Week 3 **September 14**	ACRL Framework Discussion • Information Creation as a Process • Information has Value	● Read ACRL Framework ○ Process ○ Value
Week 4 **September 21**	ACRL Framework Discussion • Research as Inquiry • Searching as Strategic Exploration	● Read ACRL Framework ○ Inquiry ○ Exploration

USER Method & Disciplinary Faculty-Library Faculty

Week 5 **September 28**	Gallery Walk and USER Kick-off	● Read Booth, Chapter 8, "USER and Library Instructional Design"
Week 6 **October 5**	Meet your Librarian	● Read Booth, Chapter 9, "Understand" ● Complete U – Understand
Week 7 **October 12**	Work with your Librarian, S – Structure (of USER)	● Read Booth, Chapter 10, "Structure"
Week 8 **October 19**	Work with your Librarian, S – Structure (of USER)	● Complete S - Structure (with Librarian)
Week 9 **October 26**	Work with your Librarian, E – Engage	● Read Booth, Chapter 11, "Engage"
Week 10 **November 2**	Work with your Librarian, E – Engage	● Complete E - Engage (with Librarian)
Week 11 **November 9**	Work with your Librarian, R – Reflect	● Read Booth, Chapter 12, "Reflect" ● Complete R - Reflect (with Librarian)
Week 12 **November 16**	Presentation, R – Reflect	● Presentation on USER

Occupational Therapy

Heidi Intervention Assignment: evidenced-based feeding, play, dressing assessment and intervention for a client with Down Syndrome

Demonstration of **questioning authority** and discovery of evidence from interdisciplinary sources.

Engage in **scholarship as conversation** as a tool with application of evidence even if not what was expected.

Exercise & Sports Science

Literature Review: Develop students ability to write a brief review and form a coherent narrative showing both sides of the spectrum when it comes to information that agrees and disagrees with their general conclusions.

Critical thinking of the context of research, **synthesis** of information in to see the strengths and weaknesses of arguments, and skepticism towards claims made to understand how **contextual** they can be.
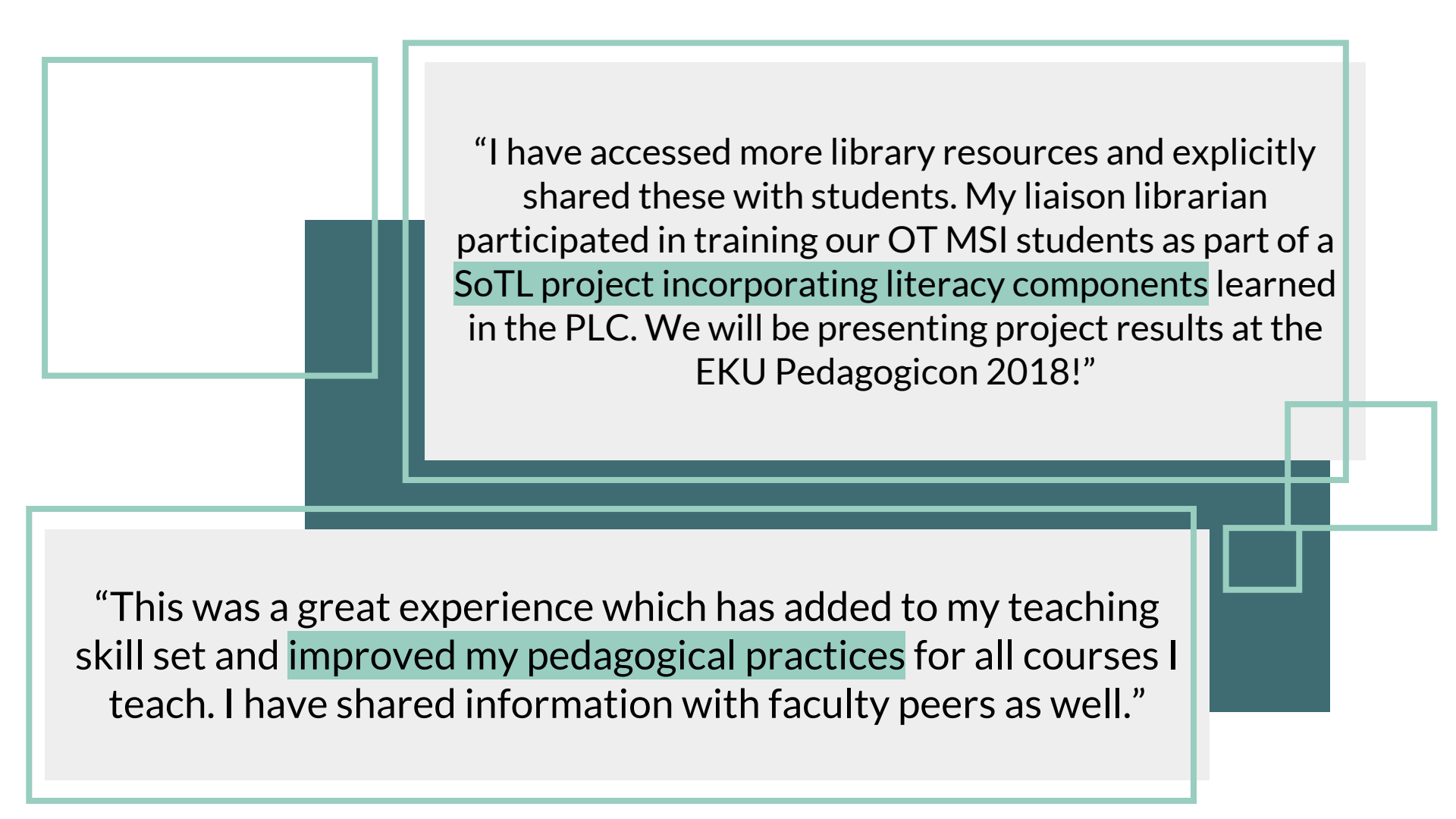
Discoveries

Additional support needed for Librarian Participants & the PLC

Parameters encourage creativity, innovation, & growth

Framework connections throughout disciplines
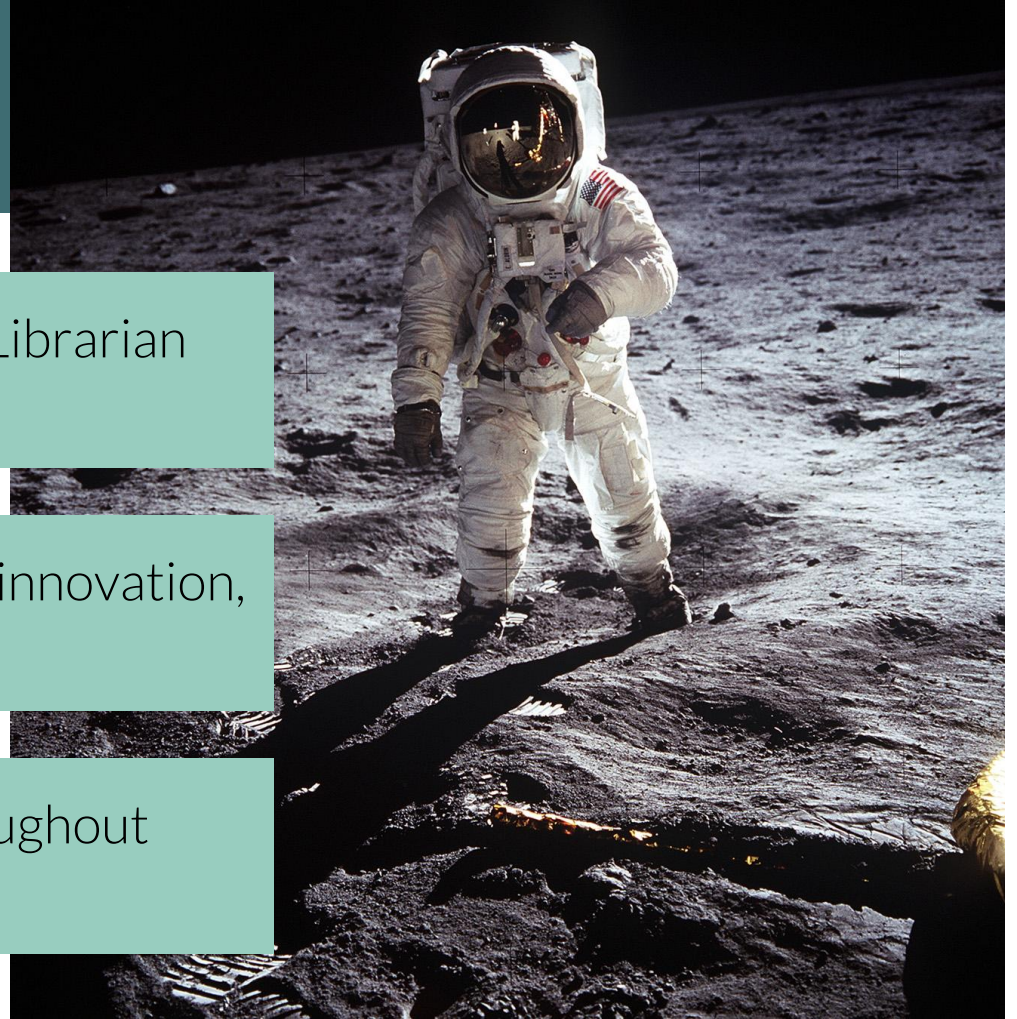
"I have accessed more library resources and explicitly shared these with students. My liaison librarian participated in training our OT MSI students as part of a SoTL project incorporating literacy components learned in the PLC. We will be presenting project results at the EKU Pedagogicon 2018!"

"This was a great experience which has added to my teaching skill set and improved my pedagogical practices for all courses I teach. I have shared information with faculty peers as well."

What **OPPORTUNITIES** and/or **OBSTACLES** might you experience in leading similar information literacy initiatives on your campus?

SEE RESULTS at Menti

maintaining
MOMENTUM

Information Literacy Toolkit: Flawed Questions

By evaluating and revising flawed research questions, stude[...]
questions for lower-division undergraduate essays.

Please fill out this short form; upon completion, you will be d[...]
Information Literacy Toolkit materials.

Full name: *

Last Name, First Name

EKU Email: *

Course prefix & number: *

e.g. ENG 102

Number of students: *

Number of sections toolkit will be used in: *

Submit

EKU LIBRARIES

Flawed Questions: Tools for Inquiry

Framework for Information Literacy for Higher Education **Frame(s):** Research as Inquiry
Eastern Kentucky University Information Literacy Core Competencies **Matrix Goal(s):** Construct a Research Problem or Question Statement

Student Learning Outcomes:

a. By evaluating and revising flawed research questions, students will learn strategies to formulate appropriate research questions for lower-division undergraduate essays.
b. Students will apply what they have learned to their own research questions.

Level: Basic, lower-division undergraduate
Estimated Time: 50-60 minutes
Materials Needed: An optional handout for students containing examples of flawed research questions (http://www.ala.org/acrl/sites/ala.org.acrl/files/content/handouts.pdf - see p. 8)

Faculty are encouraged to schedule an **Assignment Design Consultation** to meet with your librarian to develop or revise a research assignment. To get started, contact your library liaison or visit library. eku.edu/assignment-design-consultation.

" I know by working with Clay Howard, [students] have the knowledge necessary to navigate the wealth of information available at the library."

- Dr. Christian Paumi

DEEP Course Organization

Each course, based on a pedagogical topic, proceeds in levels to ensure that the structure and materials are consistent across the system.

Level	Definition	Framework Learning Outcome
1. Learner	Review key concepts on pedagogical topic to identify and transfer knowledge gained.	
2. Practitioner	Recall knowledge gained with emphasis on practicing pedagogical skills and building strengths.	
3. Advocate	Share best practices of teaching and learning with colleagues and students.	
4. Scholar	Develop and refine innovative skills that contribute to original research, scholarship, and teaching.	

Questions

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