Reframing the Narrative:

Developing Information Literacy
Learning Outcomes using Backward Design
and Consensus Decision Making

UNC GREENSBORO
University Libraries

Welcome!

We are **Jenny*** and **Maggie**.*

We are going to seat you in groups for today's workshop!

*she/her/hers

Once you are seated:

Go to:
http://www.menti.com

Enter code:
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Part 1: Context

About our Information Literacy Program

A brief timeline: 2009-2016

- **2009**: Info Lit Coordinator position created
- **2010**: Jenny hired as First-Year Instruction Coordinator
  2015: ACRL Framework filed
→ **Early 2016**: Info Lit Coordinator becomes Assistant Dept. Head, begins supervising First-Year Instruction Coordinator
- **Mid 2016**: Assistant Dept. Head becomes Dept. Head; First-Year Instruction/Social Sciences Librarian hired

A brief timeline: 2017-2018

- **Early 2017**: Jenny takes on revamped Info Lit Coordinator positions and begins supervising First-Year Instruction/Social Sciences Librarian
- **Mid 2017**: Maggie hired as First-Year Instruction/ Humanities Librarian; new Dean of the Libraries hired; First-Year Instruction/Social Sciences Librarian resigns
- **Early 2018**: New First-Year Instruction/Social Sciences Librarian hired

2018: A new hope

- Full Information Literacy Team in place
- New Dean of the Libraries forms **CANDLE** (Critical Analysis and Digital Literacy Engagement) task force to "examine current literacy practices at the University Libraries and provide recommendations on how we can move forward to develop and implement a cohesive and all-inclusive information literacies program at the University of North Carolina at Greensboro."

New learning goals for a new program

- We wanted to shift from [ACRL Standards-aligned outcomes](#) (last updated in July 2012) to a set of goals and outcomes more aligned with the ACRL Framework
- We wanted outcomes that could reflect the "cohesive and all-inclusive information literacies program" that CANDLE's charge called for

What we needed

- Learning outcomes that were
  - Flexible and inclusive (used by Info Lit team, liaisons, archivists, and Digital Media Commons staff)
  - Scaffolded
  - Applicable to a range of assessment types (from Google forms to final products)
- **Consensus**

Does your library or department have learning goals or outcomes?

Think, Pair, Share!
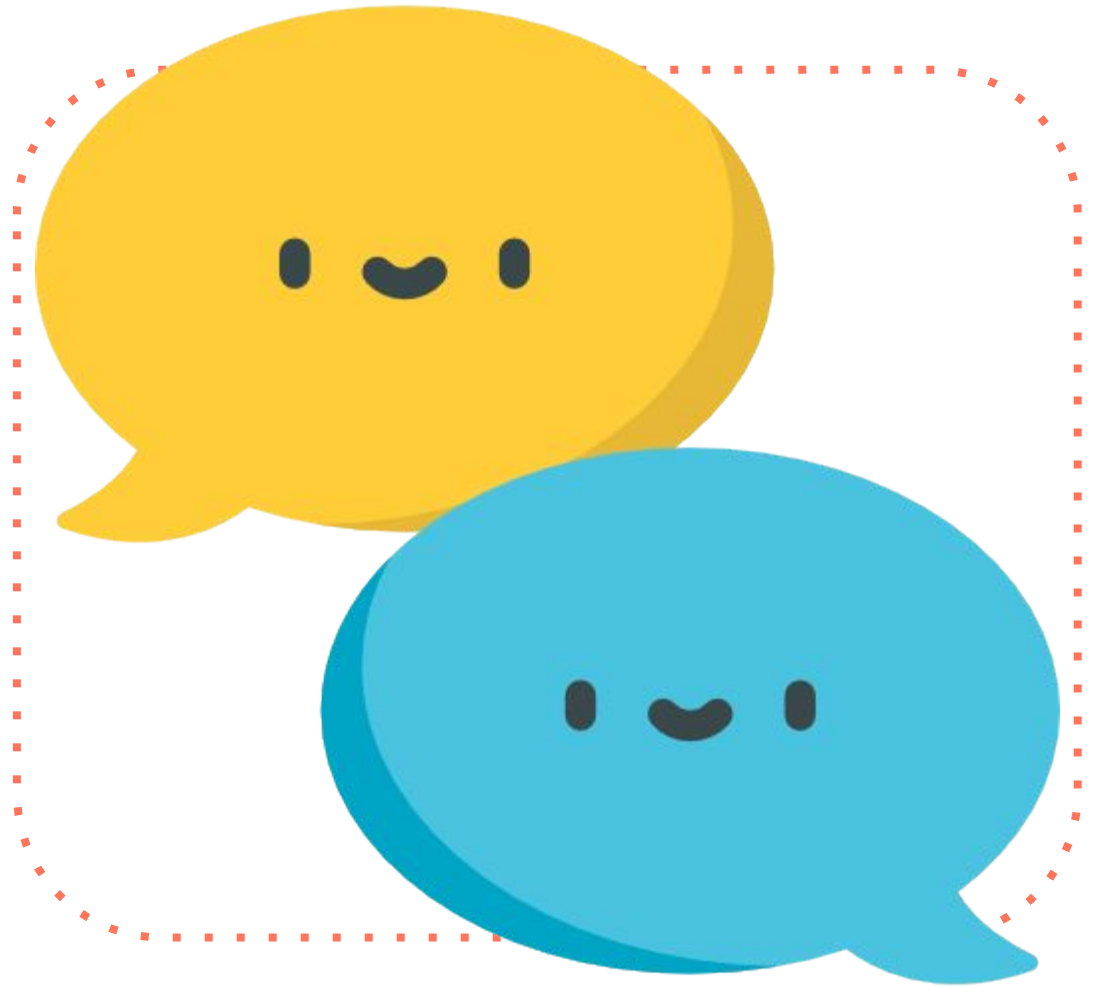
Part 2: Conceptual Foundations

These are the ideas behind our process

Foundations of our process

- Understanding by Design (UbD)
- ACRL Framework
- Consensus Decision Making

Understanding by Design

A backward design model

UbD: The basics

- Developed by Grant Wiggins and Jay McTighe
- Backward design model
- Meant to combat "The twin sins of traditional design"
  - Activity-oriented design
  - Coverage-oriented design

(Wiggins & McTighe, 2005, p. 15)

UbD: The steps

1. **Identify desired results**
   What do you want your learners to know/understand?
2. **Determine acceptable evidence**
   How will you know they know/understand what you want them to?
3. **Plan learning experiences and instruction**
   What will you do to facilitate that learning?

(Wiggins & McTighe, 2005, pp. 17–19)

UbD: Enduring understandings

"Enduring understandings use discrete facts or skills to focus on larger concepts, principles, or processes. They derive from and enable transfer: They are applicable to new situations within or beyond the subject."

(Wiggins & McTighe, 2005, p. 128)

UbD: Essential questions

- "...cannot be answered with finality in a single sentence"
- Purpose is "to stimulate thought, to provoke inquiry, and to spark more questions..."
- "serve as doorways through which learners explore the key concepts, themes, theories, issues, and problems that reside within the content, perhaps as yet unseen..."

(Wiggins & McTighe, 2005, p. 106)

The ACRL Framework for Information Literacy for Higher Education

The Framework

- "...grows out of a belief that information literacy as an educational reform movement will realize its potential only through a richer, more complex set of core ideas."
- "...is based on a cluster of interconnected core concepts, with flexible options for implementation, rather than on a set of standards or learning outcomes, or any prescriptive enumeration of skills."

(ACRL, 2015)

The Frames

- Authority is constructed and contextual
- Information creation as a process
- Information has value
- Research as inquiry
- Scholarship as conversation
- Searching as strategic exploration

(ACRL, 2015)

What's in a frame?

- Each frame is supported by:
  - An introduction that describes the concept and provides some information about how novice and expert learners might engage with it
 - Knowledge practices
  - Dispositions

Examples from "Research as inquiry"

- "Experts see inquiry as a process that focuses on problems or questions in a discipline or between disciplines that are open or unresolved…"
- Novices "…acquire strategic perspectives on inquiry and a greater repertoire of investigative methods."
- Knowledge practice: "determine an appropriate scope of investigation"
- Disposition: "maintain an open mind and a critical stance"

Consensus Decision-Making

What has your experience been with group decision-making?

Think, Pair, Share!
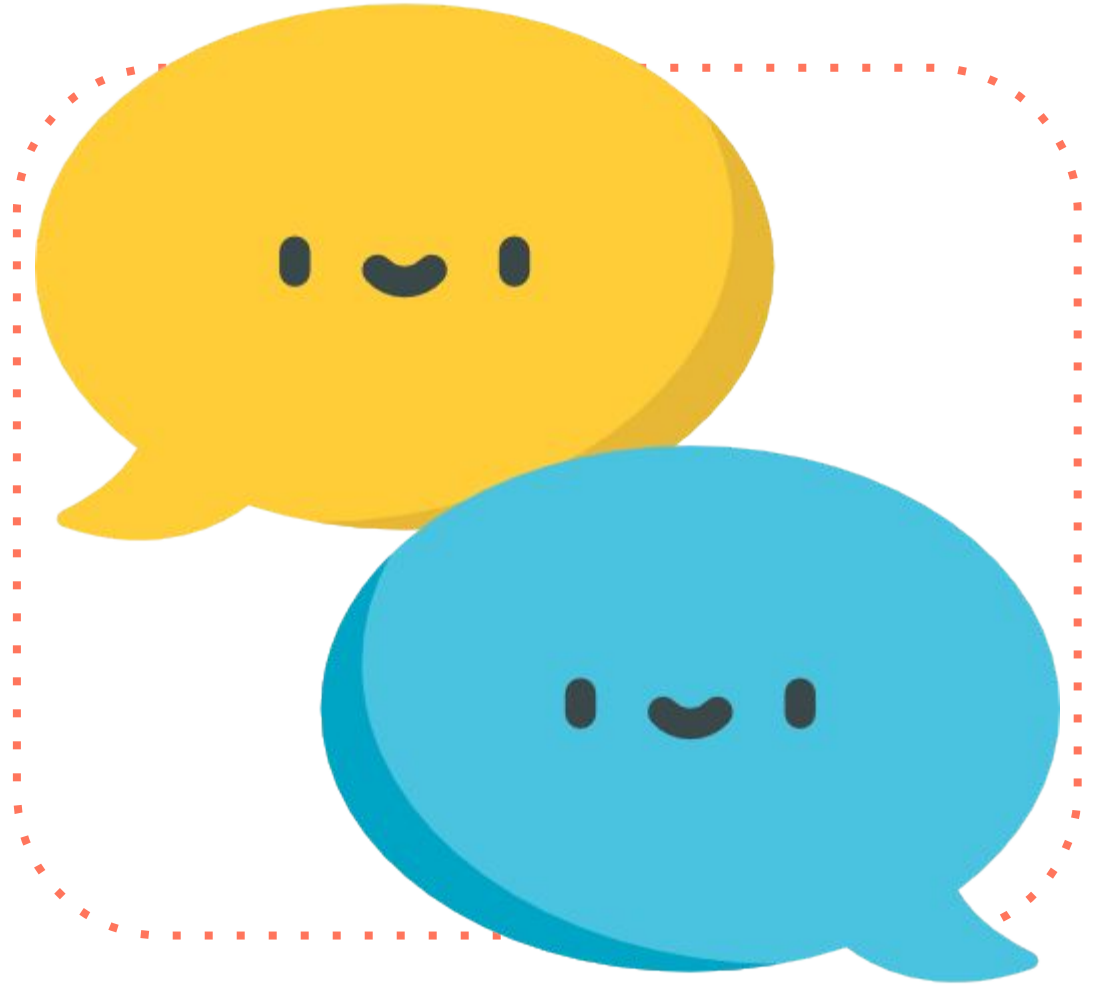
Finding common ground

- "Crafting Learning Outcomes and Identifying Common Ground: Building Faculty Consensus"
  - Workshop at AAC&U General Education and Assessment Conference in February presented by Cynthia Bair Van Dam, Jessica Waters, and Brad Knight from American University ([handout](#) | [slides](#))
  - Described and modeled a process of consensus-building that led to unanimous faculty approval of the AU Core

The process

- Step one: Define a challenge
  - Ex: "What skills, habits, and ways of knowing are essential no matter who is teaching a course in Cultural Inquiry?"
- Step two: Generate ideas (through brainstorming)
- Step three: Refine ideas
- Step four: Facilitate feedback (using multiple means of communication)
- Step five: Iterate and repeat

(Van Dam, Waters, & Knight, 2018)

Our implementation: Define a challenge

Email subject: Help requested! (sent 12/6/2017)

Good afternoon, everyone!

I am in the process of drafting a new set of student learning outcomes for our information literacy program, and I would love to get some input from you! I'm using the Understanding by Design framework (http://www.ascd.org/ASCD/pdf/siteASCD/publications/UbD_WhitePaper0312.pdf) as a backward design model. Basically, I'm soliciting major understandings our students should have when they graduate (at any level), and what essential questions they should be able to answer. If you could take a few minutes to share some of your ideas with me via this Google form survey, I would appreciate it! https://goo.gl/forms/LoDPOQR8f8Ugnyom1

I'll be using these ideas to help guide me through the process. I want to be inclusive but I also don't want to come up with a list of 100 specific student learning outcomes, so these major understandings/big questions will help me take a broader view.

Our implementation: Generate ideas

- Collected survey responses about:
  - Conceptual understandings
    - First-Year
    - Sophomore/Junior/Senior (major-level)
    - Graduate
  - Essential questions
    - First-Year
    - Sophomore/Junior/Senior (major-level)
    - Graduate

Our implementation: Refine ideas

- We coded qualitative responses
- We identified five major categories
- Jenny developed draft learning goals and outcomes

# Our implementation: Facilitate feedback

- We agreed on the draft we would share with colleagues
- Took drafts to:
  - Instruction team meeting
  - CANDLE task force meeting
  - Liaison librarians workshop
- Shared draft via Google Docs and opened for comments

Our implementation: Iterate (a lot!)

- After each meeting, suggestions and feedback were integrated into a new draft
- After the open commenting period on Google Docs, developed a final draft
- Final draft approved by liaisons at annual liaison retreat in July 2018

It worked!

But why?
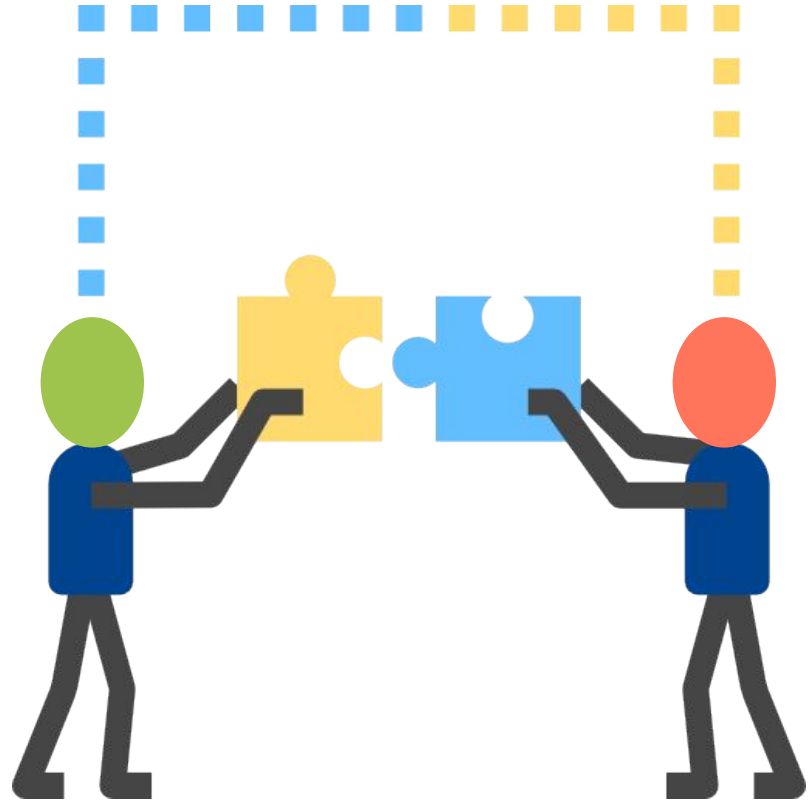
Consensus-oriented decision-making (CODM)

- One of several consensus decision-making models
- Developed by Tim Hartnett
- "CODM encourages maximum participation by all of the group members that will be affected by a decision." (Hartnett, 2011, p. 3)
- Consensus ≠ unanimity
- Key values: participatory decision-making and efficient decision-making

Participatory decision-making principles

- Inclusion
- Open-mindedness
- Empathy
- Collaboration
- Shared ownership

(Hartnett, 2011, pp. 3-7)

"Another fundamental value of the CODM process is that group decision-making must be efficient as well as participatory. Without an effective process, a group trying for greater participation is likely to suffer a serious loss of efficiency. Eventually, groups that cannot make decisions effectively are likely to frustrate members so much that participation declines or the group fails at its mission. Members begin to dread or avoid meetings or show up in body only. Groups cannot maintain high levels of participation without operating efficiently." (Hartnett, 2011, p. 7)

Efficient decision-making principles

- Effective meeting structure
- Skillful facilitation
- Clear decision rule

(Hartnett, 2011, pp. 8-9)

The CODM process

1. Framing the topic
2. Open discussion
3. Identifying underlying concerns
4. Collaborative proposal development
5. Choosing a direction
6. Synthesizing a final proposal
7. Closure

(Hartnett, 2011, pp. 37–38)

Retroactively applying the CODM process

1. Framing the topic → Initial email
2. Open discussion
3. Identifying underlying concerns
→ Survey responses
4. Collaborative proposal development
5. Choosing a direction
→ Coding
6. Synthesizing a final proposal → Drafts/feedback
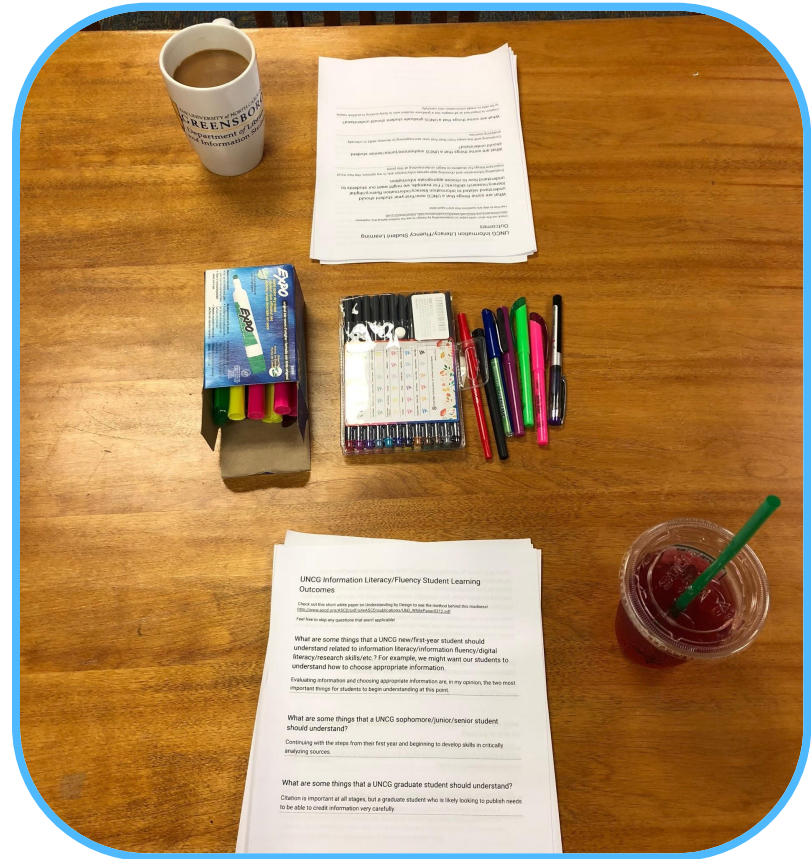7. Closure → Liaison approval

Part 3: Coding

It's about to get hands on!

Analyzing Qualitative Data

Collecting Data

The data we collected from our questionnaires was **qualitative**: non-numerical data. Analysis of qualitative data can help explain **how** & **why**, not just **what**.

Collecting qualitative data

- Develop research questions
  - Collect as text
  - Record audio
    - Transcribe
  - Use existing textual or visual data

Types of coding

- Deductive (or a priori) coding
  - A codebook or code template is established before analysis (and, sometimes, before data collection) begins
- Inductive (or emergent) coding
  - Codes are developed and refined through analysis of data

Options for coding

- Hand coding
- Coding software
  - ATLAs.ti
  - NVivo
  - Dedoose

Steps of coding process

1. Initial coding
   a. Preliminary open coding as individuals
   b. Take notes and develop tentative codes
2. Full team analysis
   a. Compare/contrast individual codes
   b. Coordinate through mutual adjustment
   c. Develop higher level categories & themes
3. Line-by-line coding
   a. Go through data again as a team

Initial coding

These were Maggie's notes from her initial open coding, showing early categories and themes.

Compare & categorize codes/ determine themes

This shows the categories and themes we developed through mutual adjustment.
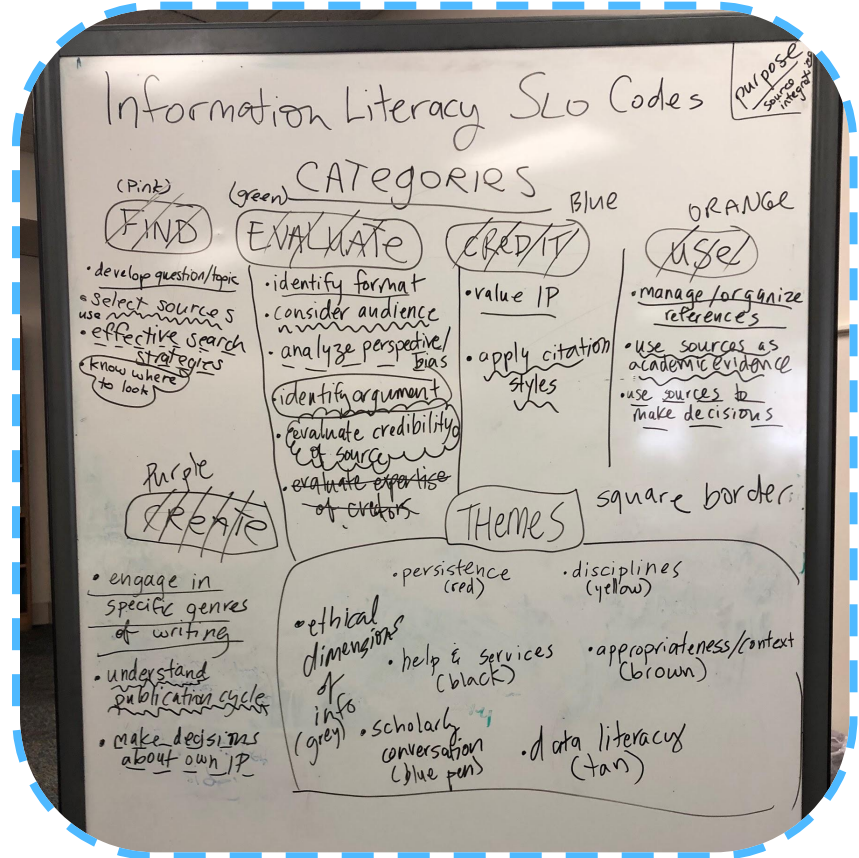
Line-by-line coding

We went through the data again using our agreed upon framework before interpreting our findings.

What are some "essential questions" t sophomore/junior/senior students to b

Does this research question: (1) define my topic assignment and why?

Why is this a primary source or document appro

Why is this resources scholarly (or not)

Why does this resource specifically address my

Why will this database/web page/resources help

Collaborative Analysis Methods

Why collaborative analysis?

- Multiple perspectives
- Assumption hunting
- Inter-coder reliability

(Cornish, Gillespie, and Zitoun, 2013, pp. 81-85)

———

Hall et al.'s iterative analysis framework

- Start with team building, reflexivity (to surface individual assumptions, preferences, and perspectives), and formal agreements about roles and timelines before coding begins.
- Go from individual analysis, to comparing/contrasting in pairs, to full teams--then code as individuals and debate as teams. Both individuals and teams can then interpret and apply results.

(Hall et al., 2005, pp. 397-406)

Your Turn!

Here is the plan

First, practice
Get a hang of
hand-coding

Connect to the *Framework*
Write goals that reflect
thinking, doing, and feeling

Code your data
What does it say?

Come to a consensus
Draft a single set of SLOs

Practice coding with sample data

- We collected this data from our colleagues at UNC Greensboro's University Libraries
- What tentative codes would you use?
- Compare with your group
___

Group Work Time!

Next check in:

3:31 pm

Code your real data with your team

- Remember the steps!
  - Initial open-coding
  - Compare codes, draft categories, determine themes with your team
  - Line-by-line code

Group Work Time!

Next check in:

4:07 pm

Part 4: SLOs

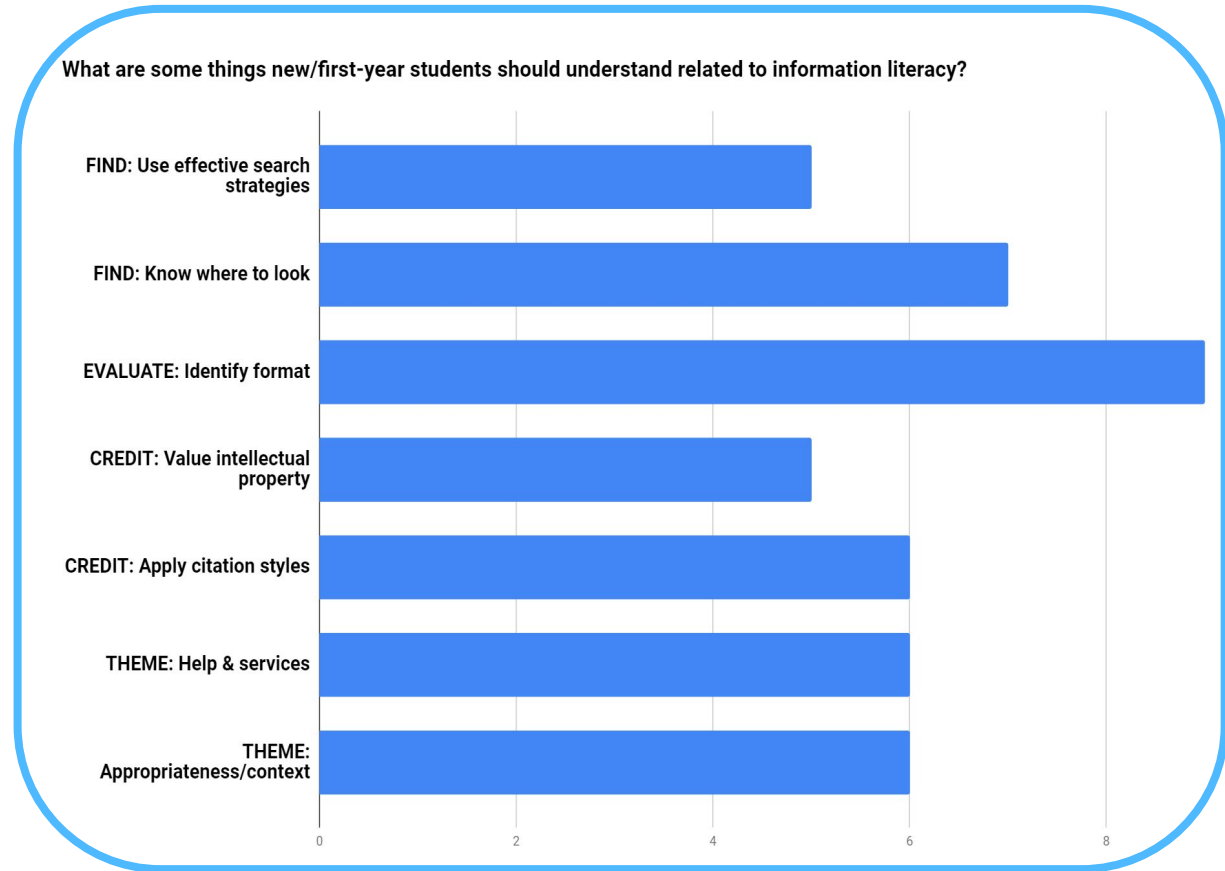*Interpret your data and draft your outcomes*

Interpreting Your Data

What does your data say?

- Looking at the data you analyzed, what are the most important categories and themes for your learner group?
- What do your learners need to be able to do?

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Count frequency?

When we interpreted our data, we counted the frequency of codes, categories, and themes for different learner groups.

What are some things new/first-year students should understand related to information literacy?

Category	Frequency
FIND: Use effective search strategies	5
FIND: Know where to look	7
EVALUATE: Identify format	8+
CREDIT: Value intellectual property	5
CREDIT: Apply citation styles	6
THEME: Help & services	6
THEME: Appropriateness/context	6

Draft *Framework-* aligned SLOs

- Look at the language of the framework
- Write goals for your team's learner group that reflect doing, thinking, *and* feeling
- Programmatic goals do not need to be SMART

Come to a Consensus

Move from your team into a full group

- Introduce your learner group based on your data analysis
- Share your *Framework*-aligned learning goals

Collaborate as a group on a draft of program learning outcomes for students

- Engage in consensus-building to negotiate goals for learner groups
- Revise and redraft outcomes for a single document

Gallery walk!

- What did other groups come up with, based on the same data?
- Reflect with others about the coding and drafting processes!

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Part 5: Future Plans

And also, what we learned from this

What now?

- Currently developing a "mega-rubric" with examples of rated performance criteria for each outcome
- For 2018-2019, library instructors were asked to collect and report assessment data related to outcomes in the find category ([final goals and outcomes](#))
  - Librarians in our department were also asked to engage in at least one authentic assessment project

What's next?

- Collecting and analyzing all that data!
- Publicizing the outcomes more widely to the campus and using them with recipients of the Fall 2019 Information Literacy Faculty Development Awards

If I could turn back time…

- Providing more context for and content about Understanding by Design concepts would have provided more guidance and clarity in defining the challenge and generating ideas
- Testing the outcomes against existing assessment instruments before roll-out might have helped refine them
    - But now we have a living document!

References

ACRL. (2015, February 9). Framework for information literacy for higher education [Text]. Retrieved from Association of College & Research Libraries (ACRL) website: http://www.ala.org/acrl/standards/ilframework

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Contact us!

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