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You Got Your Scholarly Communications in My Information Literacy! Teaching New Concepts and Mindsets in Library Instruction Programs

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You Got Your Scholarly Communications in My Information Literacy! Teaching New Concepts and Mindsets in Library Instruction Programs

Presenter 1 Title

Professor/Coordinator for Information Literacy Services and Instruction

Session Type

Workshop

Abstract

This workshop will explore the evolving world of scholarly publishing and identify strategies for integrating scholarly communications concepts in library instruction programs and information literacy courses. Participants will share current practices as well as collaboratively develop pedagogical approaches in order to incorporate concepts such as preprints, open access, retractions, persistent identifiers, and the like into their teaching and learning initiatives.

Comments

Lisa Janicke Hinchliffe is Professor/Coordinator for Information Literacy Services and Instruction in the University Library at the University of Illinois at Urbana-Champaign as well as affiliate faculty in the School of Information Sciences and Center for Global Studies. A past-president of the Association of College and Research Libraries, she is currently serving on the Board of Directors of ORCID and the Society for Scholarly Publishing. See: <https://lisahinchliffe.com>



You Got Your Scholarly Communications in My Information Literacy!

Lisa Janicke Hinchliffe

April 25, 2022

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Create a Visual

the relationship:
information literacy
and scholarly
communications

Today's Workshop

This workshop will explore the evolving world of scholarly publishing and identify strategies for integrating scholarly communications concepts in library instruction programs and information literacy courses.

Participants will share current practices as well as collaboratively develop pedagogical approaches in order to incorporate concepts such as preprints, open access, retractions, persistent identifiers, and the like into their teaching and learning initiatives.



Academic Bibliographic Instruction

- The user understands how information is defined by experts and recognizes how that knowledge can help determine the direction of his/her search for specific information.
- The user understands the importance of the organizational content, bibliographic structure, function, and use of information sources.
- The user can identify useful information from information sources or information systems.
- The user understands the way collections of information sources are physically organized and accessed.

Information Literate

“To be information literate, a person must be able to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.” (1989)

Information Literacy

“Information literacy is the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning.” (2015)

Scholarly Communications

“Scholarly communication is the system through which research and other scholarly writings are created, evaluated for quality, disseminated to the scholarly community, and preserved for future use.” (2003)

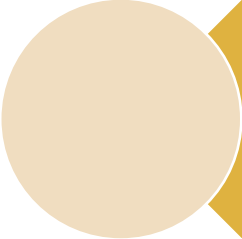
Reflective Writing

How do you currently (or imagine you might) integrate scholarly communications concepts in your information literacy instruction?

How People Come to Know..



By Instinct



Based on Experience



Through Education/Training

Educational Role

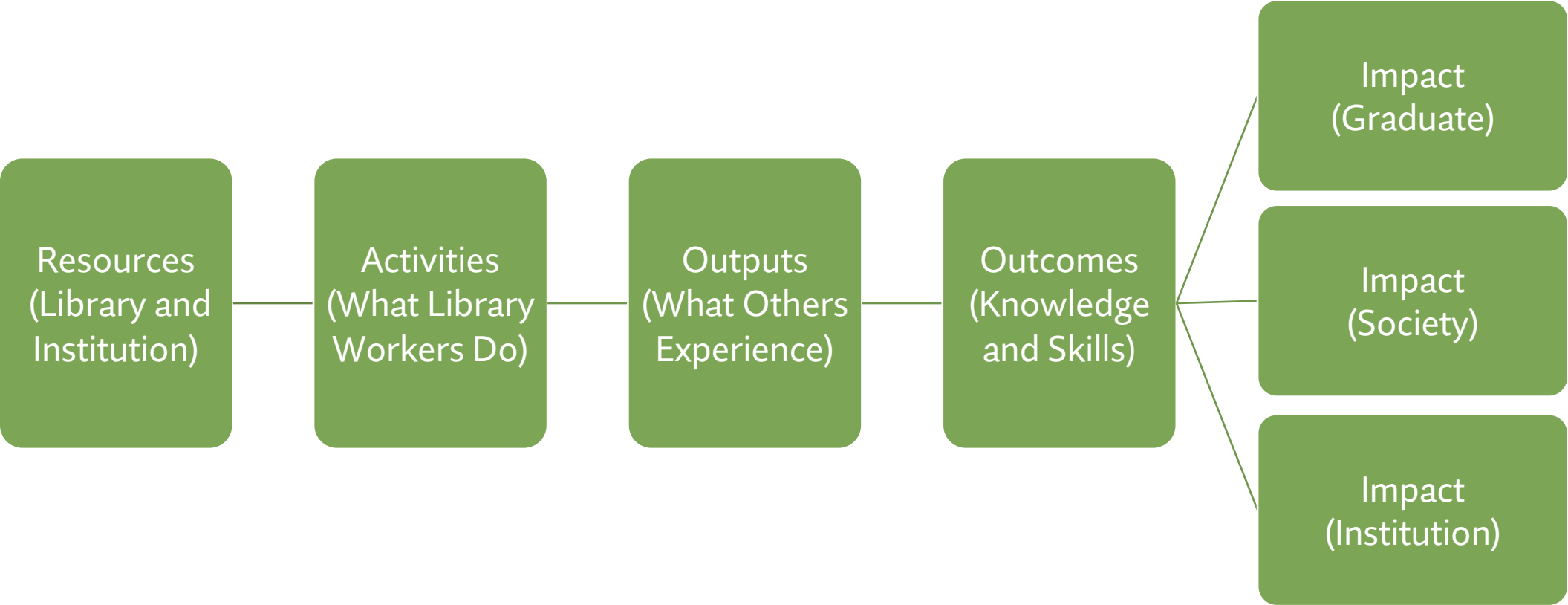
“Educational Role: Libraries partner in the educational mission of the institution to develop and support information-literate learners who can discover, access, and use information effectively for academic success, research, and lifelong learning.” (2018)

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students
and
scholars

Information Literacy Program Logic Model



Your Planned Work

Your Intended Results



Entering the Instruction Studio

Studio as Metaphor

- Working Place
- Site of Practice
- Community of Practice
- Honing Your Craft
- Semi-Permeable Boundaries

Studio Teams

1. copyright/creative commons licenses [yellow] – Johnson, Coronado
2. editorial and peer review [green] – Verbit, Shykoluk
3. open access [blue] – Mann, Dozier
4. persistent identifies (e.g., DOI, ORCID, ROR) [purple] - Girard
5. preprints/version of record [pink] – Helman, Drexler
6. research misconduct/retractions [grey] - Gibney

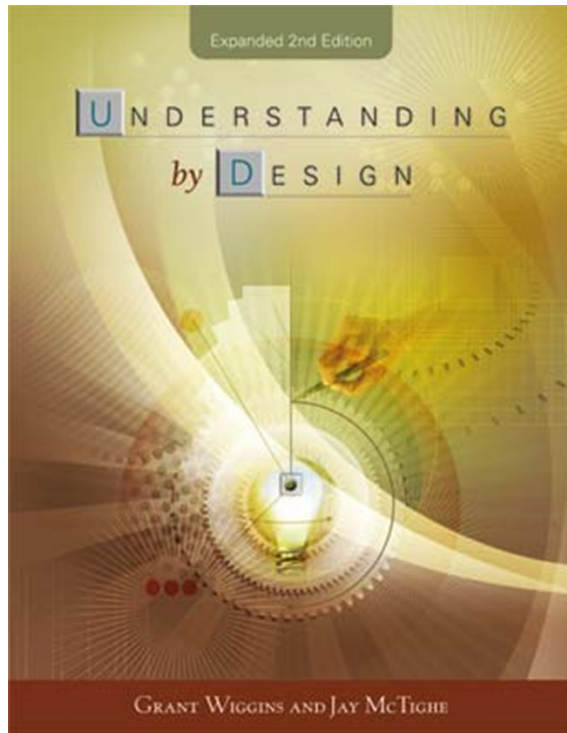
Content

- What is ... ?
- How does ... work?
- When is ... important?
- What are the contested ideas about ... ?
- Who care about ... ?
- Why does ... matter?

Context

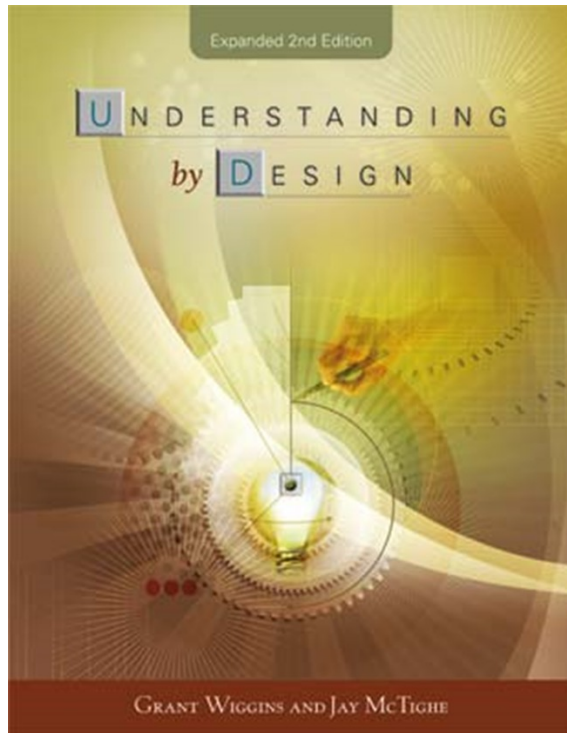
- Who are the learners?
- What are their existing knowledge and skill levels?
- What is the setting (e.g., open sign-up workshop, course-integrated session, guest expert for lab meeting)?
- Amount of time (synchronous instruction)?
- Pre-work or follow-up assignment possible?

When we truly understand we ...



- Can explain
- Can interpret
- Can apply
- Have perspective
- Can empathize
- Have self-knowledge

When we truly understand we ...



- Can explain
- Can interpret
- Can apply
- Have perspective
- Can empathize
- Have self-knowledge

As experts, we understand ... but we must not fall into thinking we can transfer our understanding directly to others.

Backwards Design Process

Stage 1:
Identify desired
results.



Stage 2:
Determine acceptable
evidence.



Stage 3:
Plan learning
experiences and
instruction.

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Note though that the process is iterative and messy. This is the final design structure and not necessarily a linear process.

Identify Desired Results



Understandings

- Factual
 - Knowledge of terminology
 - Knowledge of specific details and elements
- Conceptual
 - Knowledge of classifications and categories
 - Knowledge of principles and generalizations
 - Knowledge of theories, models, and structures
- Procedural
 - Knowledge of subject-specific skills and algorithms
 - Knowledge of subject-specific techniques and methods
 - Knowledge of criteria for determining when to use appropriate procedures
- Metacognitive
 - Strategic Knowledge
 - Knowledge about cognitive tasks, including appropriate contextual and conditional knowledge
 - Self-knowledge

Learning Goals/Teaching Roles

ACQUIRE	MAKE MEANING	TRANSFER
This goal seeks to help learners <i>acquire</i> factual information and basic skills.	This goal seeks to help students <i>construct meaning</i> (i.e., <i>come to an understanding</i>) of important ideas and processes.	This goal seeks to support the learner's ability to <i>transfer</i> their learning autonomously and effectively in new situations.

Identify Desired Results

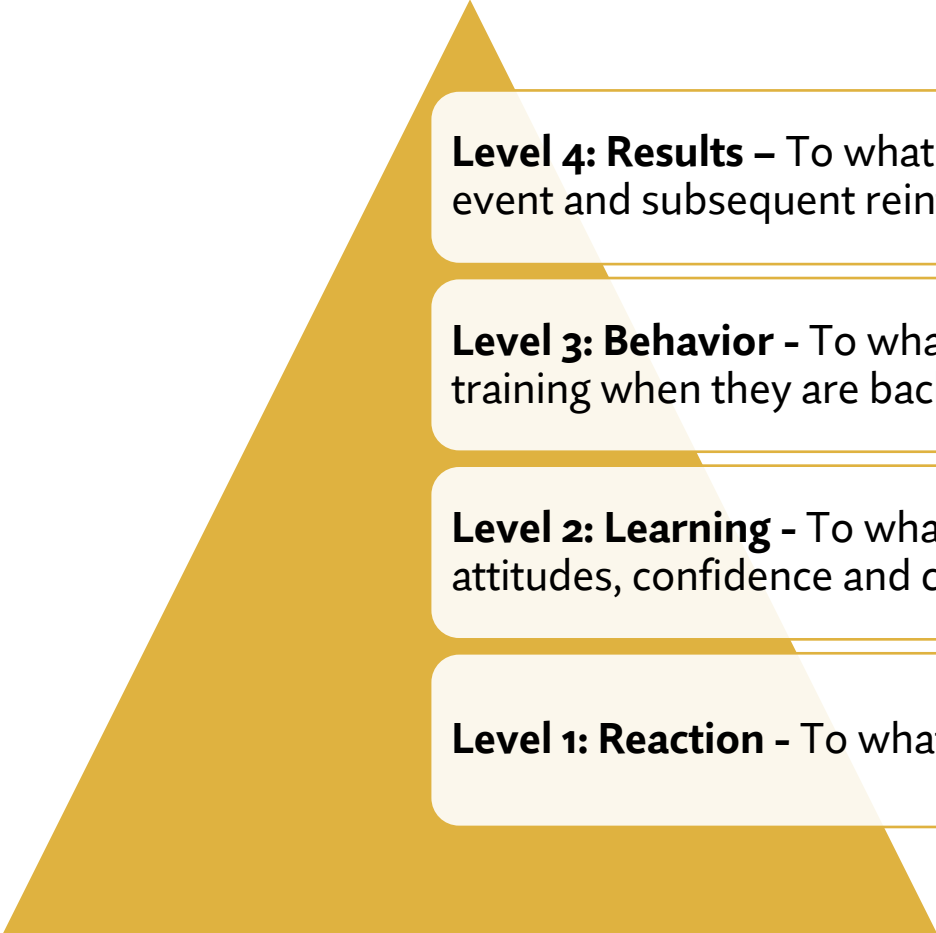
What do
learners need to
know?

What do
learners need to
be able to do?

Determine Acceptable Evidence



Kirkpatrick Evaluation Model



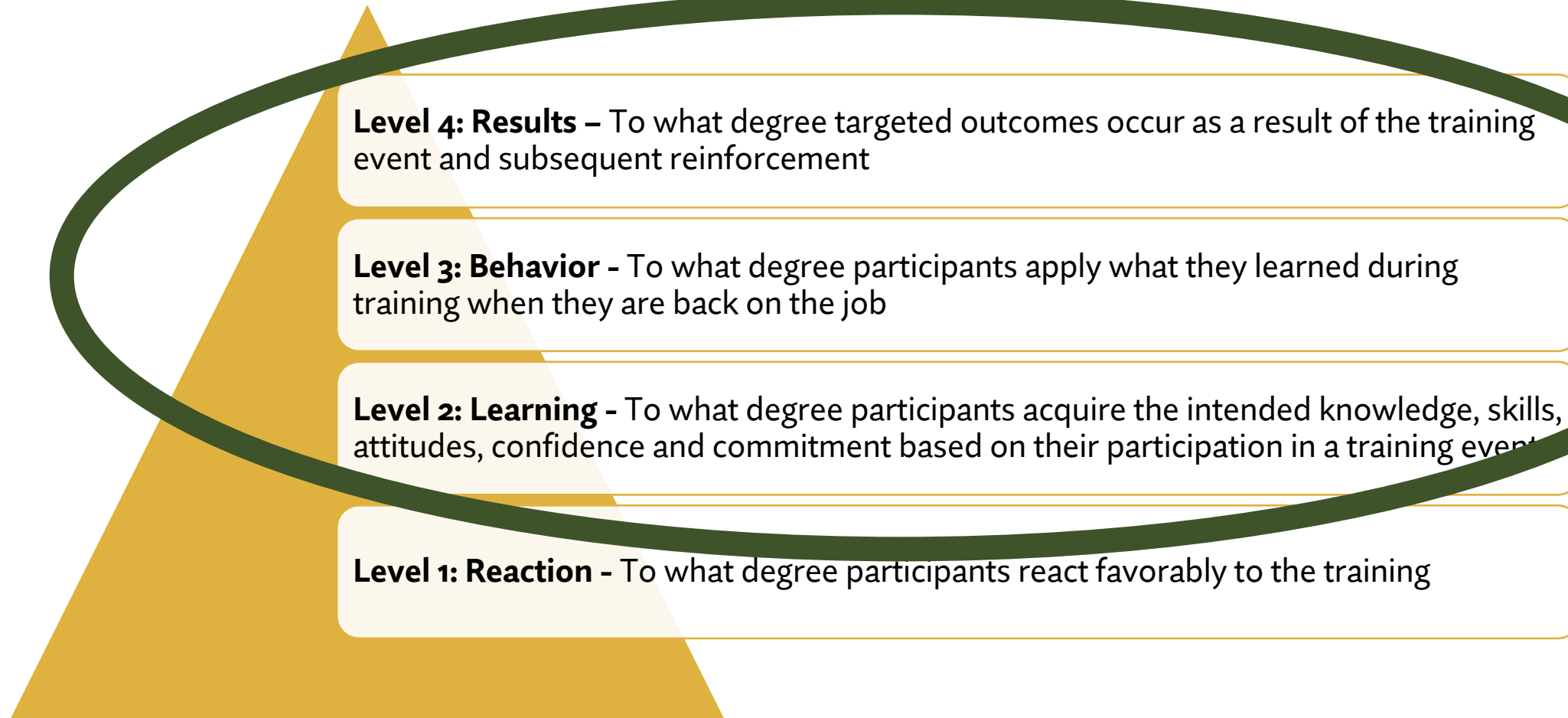
Level 4: Results – To what degree targeted outcomes occur as a result of the training event and subsequent reinforcement

Level 3: Behavior - To what degree participants apply what they learned during training when they are back on the job

Level 2: Learning - To what degree participants acquire the intended knowledge, skills, attitudes, confidence and commitment based on their participation in a training event

Level 1: Reaction - To what degree participants react favorably to the training

Kirkpatrick Evaluation Model

The diagram features a large, dark green oval that encircles four stacked, rounded rectangular boxes. These boxes are positioned on the right side of a large, golden-yellow triangle that points upwards. Each box contains text describing a level of the evaluation model. The text is written in a dark green font, matching the oval's color. The boxes are separated by thin, golden-yellow horizontal lines.

Level 4: Results – To what degree targeted outcomes occur as a result of the training event and subsequent reinforcement

Level 3: Behavior - To what degree participants apply what they learned during training when they are back on the job

Level 2: Learning - To what degree participants acquire the intended knowledge, skills, attitudes, confidence and commitment based on their participation in a training event

Level 1: Reaction - To what degree participants react favorably to the training

Evidence of Understanding?

Purpose:

- Move Beyond “I know it when I see it”
- Provide clear guidelines for students
- Make visible what is valued/judged

Accomplished by:

- Defining what the results should look like
- Clarifying interpretations of terms like “effective”
- Developing clear statements of expectations

Kinds of Learning Assessments

Informal checks for understanding

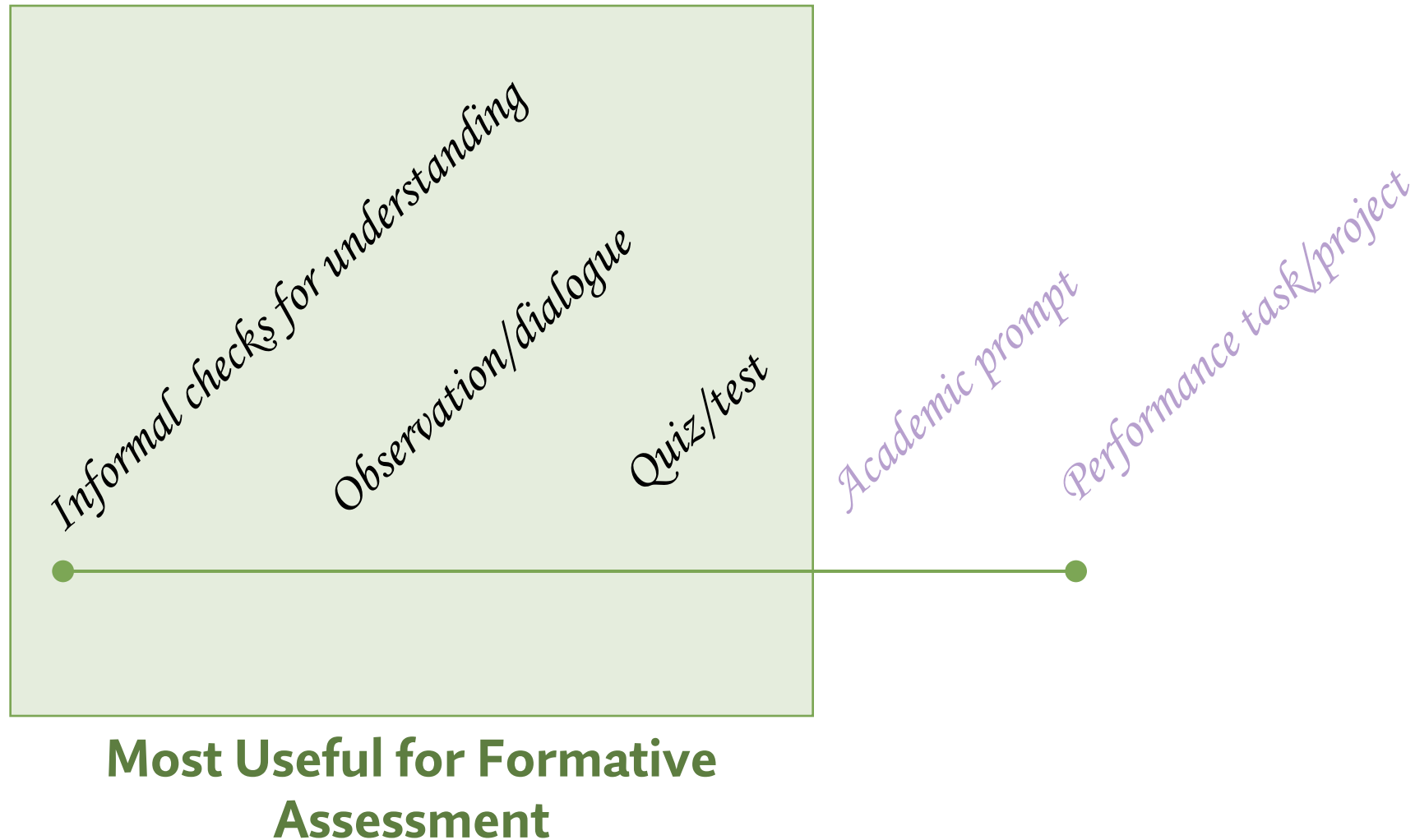
Observation/dialogue

Quiz/test

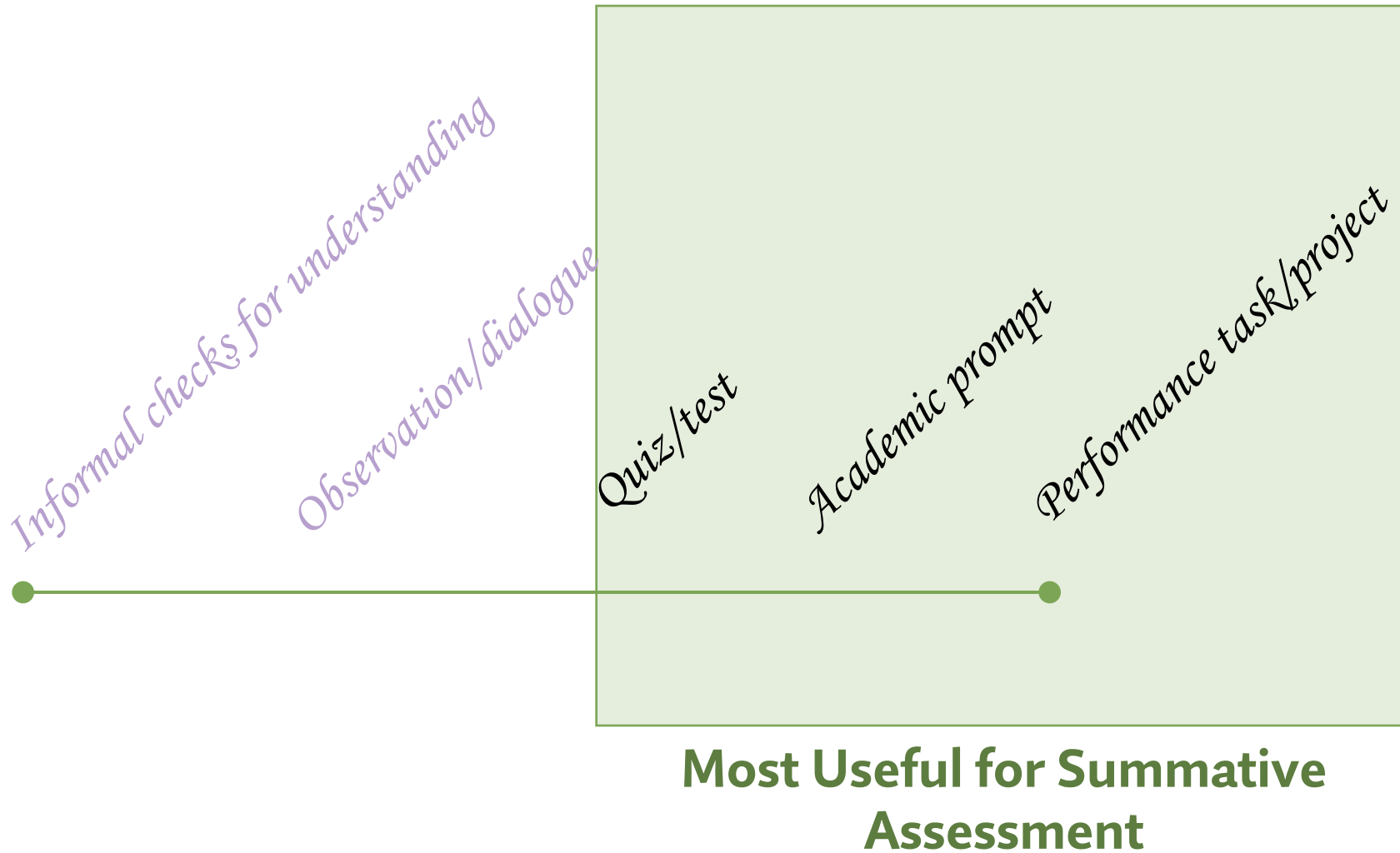
Academic prompt

Performance task/project

Kinds of Learning Assessments



Kinds of Learning Assessments



Kinds of Learning Assessments



Decide on Assessment

- What level of evaluation?
- What kind(s) of assessment(s)?
- How will you judge?

Plan Learning Experiences and Instruction



Teaching Roles for Learning Goals

ACQUIRE	MAKE MEANING	TRANSFER
<p>This goal seeks to help learners <i>acquire</i> factual information and basic skills.</p>	<p>This goal seeks to help students <i>construct meaning</i> (i.e., <i>come to an understanding</i>) of important ideas and processes.</p>	<p>This goal seeks to support the learner's ability to <i>transfer</i> their learning autonomously and effectively in new situations.</p>
<p>Direct Instruction: In this role, the teacher's primary role is to <i>inform</i> the learners through explicit instruction in targeted knowledge and skills; differentiating as needed.</p>	<p>Facilitative Teaching: Teachers in this role engage the learners in actively processing information and guide their inquiry into complex problems, texts, projects, cases, or simulations; differentiating as needed.</p>	<p>Coaching: In a coaching role, teachers establish clear performance goals, supervise on-going opportunities to perform (independent practice) in increasingly complex situations, provide models and give on- going feedback (as personalized as possible). They also provide "just in time teaching" (direct instruction) when needed.</p>

Learning Activities



Outline the Pedagogical Strategy

- Learning Goal(s): Acquire, Meaning, Apply
- Teaching Role/Instructional Outline
- Materials – Readings, Visuals, Worksheets, Presentation Slides, Demonstration Script, Question Prompts, etc.
- Learner Activities: Pre, During, Post

Reflect

- In summary:
 - “We developed an instructional plan for <learners> to learn to <know and do>, which will be delivered <context> using <teaching methods, instructional materials, and assignments>. The assessment will focus on <level> and learners will be judged on <performance>.”
- “An insight I had is that ...”
- “A challenge I had is that ...”
- “I also thought that ...”

Resources

- *Common Ground at the Nexus of Information Literacy and Scholarly Communication*. Edited by Stephanie Davis-Kahl and Merinda Kaye Hensley. Chicago: Association of College and Research Libraries, 2013.
<https://www.alastore.ala.org/content/common-ground-nexus-information-literacy-and-scholarly-communication>
- *Intersections of Scholarly Communication and Information Literacy*. ACRL Guide.
<https://acrl.libguides.com/intersections/roadshow/home>
- *The Scholarly Kitchen*. Society for Scholarly Publishing Blog.
<https://scholarlykitchen.sspnet.org/>



Concluding Thoughts

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