From the Trailhead to the Summit and Back: A Journey to Information Literacy Program Renewal

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Abstract
Information literacy one-shot sessions are a library mainstay, but do these sessions move students from novice to expert researcher? Are we continually following the same worn trail instead of pushing students to forage past the brush and bramble into the clearing of information-literate adulthood?

By creating a 4-year, scaffolded plan for information literacy, librarians can promote transformational student growth. So stop teaching and re-teaching the same basic skills. Collaborate with your institution's library instruction team to blaze new trails and create a discipline-agnostic set of IL outcomes for all undergraduate students, from first year to capstone level.

Disciplines
Library and Information Science

Comments
Presented at the LOEX Conference in Minneapolis, Minnesota, on May 11, 2019.
From the Trailhead to the Summit and Back: A Journey to Information Literacy Program Renewal

Christina Hillman & Nancy Greco
St. John Fisher College
New Core (General Education)

Old Core
- FYP
- Distributive Model
- After FYP, Courses taken anytime

New Core
- FYP
- Developmental Model
- Scaffolded
Essential Learning Outcomes

Principles of Excellence

High-Impact Educational Practices

Authentic Assessments

Students’ Signature Work
Developmental Outcomes: What & Why?

- Align with institutional learning goals
- Scaffolding of skills
- No more teaching the same library session
Finding a Developmental Model

Perry’s Scheme of Intellectual and Ethical Development

“Begins with simplistic forms . . . individuals interpret the world in dichotomous, unqualified ‘terms of right-wrong, good-bad’ (p. 3), and concludes with complex forms [where the] individual seeks to affirm personal commitments ‘in a world of contingent knowledge and relative values’ (p. 3).” (Patton, Renn, Guido, & Quaye, p. 276).
<table>
<thead>
<tr>
<th>Dualism</th>
<th>Multiplicity</th>
<th>Relativism</th>
<th>(Commitments to Relativism)</th>
</tr>
</thead>
<tbody>
<tr>
<td>There are right and wrong answers; students are seeking the truth, and while they understand there are multiple perspectives, they are unable to reconcile these.</td>
<td>Allows for different opinions temporarily, still looking for truth; students realize there is no absolute authority, and uncertainty is widespread while they consider all options.</td>
<td>Knowledge occurs in context; students start to analyze ideas and truths of others and their own.</td>
<td>Ability to consider choices of legitimate alternative knowledge; students allow for personal growth through new knowledge.</td>
</tr>
</tbody>
</table>
# The Final Product (AKA The Placemat)

<table>
<thead>
<tr>
<th>Culmination</th>
<th>Milestone</th>
<th>Benchmark</th>
<th>Table 1: Placemat Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Culmination: Identify all resource types, including information presented formally and informally. Anticipate how traditional and emerging parameters of invention and dissemination affect the information resources to be utilized.</td>
<td>Milestone: Invest gas the evolution of the topic over time. Ensure non-student resources are used to provide context for the scope of investigations.</td>
<td>Benchmark: Identify the key points of information sources: resources to the topic.</td>
<td>Table 1: Placemat Example: Explore the search engines and online resources on the topic.</td>
</tr>
</tbody>
</table>
Timeline: It Didn’t Happen Overnight!

November 2017

Attended Southeastern Library Assessment Conference and began hatching a plan.

December 2017 - April 2018

Met regularly to plan for spring Librarian Retreat & Summer Assessment.

April & May 2018

Finalized Retreat plan; proposed plan to Library Director; announced plan to Librarians.

June-August 2018

Led Librarians through writing new, developmental, information literacy outcomes.

September 2018

The Library implemented drafted outcomes.
Base Camp: Starting Together

Librarians Retreat

- 5 Whys (with breakfast)
- Creating Meeting Protocols
- Developmental Model
- Break for Lunch
- Environmental Scan
- Review of Sample Plans

Then we Vote!

Photo by adore chang on Unsplash
Creating shared Ground Rules

- Think about ALL meetings you have ever attended ... What rules would have made things more collaborative and collegial?
- Group acceptance and adoption of rules.
- HAVE FOOD!!!!
Team Up! Build Rules Together

Pair & Share

Existing meeting rules (e.g., Roberts Rules) for ideas.

What’s most important to your group?

Things to consider
- Preparation
- Participation
- Quorum
- Voting
Team Lavery Builds a Map

- Quorum = Simple Majority
- Commit to providing agendas, minutes, and homework ASAP
- Everyone commits to being prepared, attending, and participating
- Respectful collaboration
  - Take turns/hands up
  - Give others time to think (think aloud vs. think quietly)
  - No side conversations
  - Keep an open mind
- Frank and honest discussion
- Voting = Thumbs up - Thumbs down - Thumbs sideways
Environmental Scan: Getting the Lay of the Land

Professional Standards:
- ACRL Frameworks for Information Literacy (2015)
- Information Literacy Competency Standards for Higher Education (2000)
- AAC&U VALUE Rubric

Institutional Goals:
- Current Library Information Literacy Goals
- All-College Outcomes

An environmental scan allows you to gather and track information that impacts you and your parent institution.
Getting the Lay of YOUR Land

Pair & Share

Consider the following

- What values and goals are front and center on your campus?
- What documents are important...
  - To your library?
  - To your parent institution?
<table>
<thead>
<tr>
<th></th>
<th>Library Profession/Regional Partners?</th>
<th>Our Campus (Students)?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ACRL frameworks</td>
<td>They think they ARE</td>
</tr>
<tr>
<td></td>
<td>(standards no more)</td>
<td>info. literate (over</td>
</tr>
<tr>
<td></td>
<td></td>
<td>confident)</td>
</tr>
<tr>
<td></td>
<td>higher order thinking</td>
<td>Efficiency... &amp; just in</td>
</tr>
<tr>
<td></td>
<td></td>
<td>time w/ lib. sessions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(not repetitive)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Translating skills to</td>
</tr>
<tr>
<td></td>
<td></td>
<td>real world needs/use</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Our Campus (Administration/Staff)</th>
<th>Our Campus (Faculty)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Employability</td>
<td>Lifelong learning &amp; life</td>
</tr>
<tr>
<td></td>
<td>Knowledge sets (from IL Skills)</td>
<td>skills, through IL</td>
</tr>
<tr>
<td></td>
<td>Recruitment, Retention, Success.</td>
<td>Skills specific to</td>
</tr>
<tr>
<td></td>
<td>AACU</td>
<td>their subjects</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Ourselves?</th>
<th>Scaffolding IL at higher/deeper levels of understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>what we're sometimes asked to teach doesn't add up to</td>
</tr>
<tr>
<td></td>
<td></td>
<td>our plan for objectives (ex. FYP) can lead to</td>
</tr>
<tr>
<td></td>
<td></td>
<td>non-uniformity</td>
</tr>
</tbody>
</table>
Wayfinding: Our Path to the Summit

Looking to others for inspiration and pathways

✦ Peer & Aspirant College/University Libraries
✦ Developmental vs. Distributive Models
✦ Frameworks vs. Standards (or Combination)

Image from: Photo by Bit Cloud on Unsplash
Fording the River with Stepping Stones

Use Guiding Documents

isContained


Changing Institutional Goals

Modeled after three of the plans we liked best - Cabrini, Otterbein, and Colorado Mesa

But, You Decide Together!
Wayfinding to Headings
Wayfinding to Headings

Gather:
Strategically Searching and Retrieving Information
Together We Build a Picnic

One Heading at a time --

Each librarian takes responsibility for one outcome area from the Guiding Documents

The Librarian is an advocate, looking to ensure their outcome area is represented in the final product

= lots of outcomes for each Heading -- requires culling and leveling
Small Group Activity: Build Your Picnic

1. Small groups, 4-6 people
2. Read the drafted outcomes
3. Begin to cull outcomes that don’t match the Heading & Tagline
   a. Use the thumbs-up, -down, & -sideways voting method to reach agreement
Reaching the Summit - Building Bridges

Everyone adds their own outcomes to span the valley

- Leads to lots of outcomes and drafted language

Crossing the bridge

- Mind the Headings, Taglines, & Guiding Questions

Photo by Tim Bogdanov on Unsplash
## Benchmark: Gather

### Strategically searching & retrieving information

<table>
<thead>
<tr>
<th>Guiding Questions</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>How will I develop a search strategy?</td>
<td>Create and revise an effective search statement using a variety of strategies</td>
</tr>
<tr>
<td>Where will I search?</td>
<td>Distinguish differences between various search platforms</td>
</tr>
<tr>
<td></td>
<td>Locate full text</td>
</tr>
<tr>
<td>How will I modify and track my search?</td>
<td>Document search and revision process</td>
</tr>
</tbody>
</table>
Reaching the Summit - Navigating Back Down

ือน Negotiating the scree, moving from 45 to 14 Outcomes

ณ Best fit, essential to the Heading and Tagline
ณ Does it work better under another Heading?
ณ Does it answer the Guiding Question?

 зло Reading & writing the map, wordsmithing Outcomes

ณ Perry’s Stages to guide leveling
ณ Break into teams, assigned 1-2 Headings
ณ Update and “finalize” wording of Outcomes
Reaching the Summit - Stumbling Blocks

>Create a timeline, but allow for flexibility (sightseeing)
  Don’t miss the overlook

-No clear roadmap to success
  Follow the paths, but allow for changing course or alternate routes
to the summit and trailhead

-Remember each week is a mini-summit
  Recognize your achievements

-Maintain a trusting and respectful environment
  Be mindful of different working styles
Back at the Trailhead

Hike Safely

- Ensure that everyone has made a commitment
- Guideposts -- create a shared set of guidelines before setting off
- Timeline -- set expectations, but allow for sightseeing
- Environmental Scan -- get to know the lay of the land
- Building Outcomes -- build your picnic together
References

5. Fordham University. (n.d.). Conducting an Environmental Scan. Retrieved from https://www.fordham.edu/info/26625/conducting_an_environmental_scan
References