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

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

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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).
Perry’s Stages to Development

**Dualism**
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.

**Multiplicity**
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.

**Relativism**
Knowledge occurs in context; students start to analyze ideas and truths of others and their own.

**(Commitments to Relativism)**
Ability to consider choices of legitimate alternative knowledge; students allow for personal growth through new knowledge.
The Final Product (AKA The Placemat)

### Culmination
- **What is it?**
  - Identify all audience types, including stakeholders, potential partners, and critics.
  - Anticipate how traditional and non-traditional information, organization, and dissemination affect the relationship with the audience.
- **Where will it be?**
  - Pinpoint the role and timeline of information in the research process.
  - Analyze the implications of the targeted audience.
- **How will you do it?**
  - Evaluate information utility by examining the underlying processes of its creation.
  - Incorporate information within educational and curricular frameworks.
- **How will you share it?**
  - Decide whether to disseminate information through traditional or emerging channels within a specific audience.

### Milestone
- **What is it?**
  - Identify due diligence by organizing and curating competing ideas.
  - Contribute to the conversation as a stakeholder or critic, recognizing that audience input is essential to the design of the final product.
- **Where will it be?**
  - Understand the ethical nature of the information ecosystem, where authority and responsibility are shared.
  - Identify potential risks and liabilities of using information.
- **How will you do it?**
  - Demonstrate ethical and legal best practices in gathering, using, and disseminating information.
  - Incorporate research ideas into organizing and curating competing ideas.
- **How will you share it?**
  - Contribute to the conversation as a stakeholder or critic, recognizing that audience input is essential to the design of the final product.

### Benchmark
- **What is it?**
  - Use research questions to organize and curate competing ideas.
  - Draw conclusions based on the research and recognize the ability to produce something with varying perspectives.
- **Where will it be?**
  - Recognize information against the backdrop of a range of sources, with varying nature and purpose.

### INQUIRE
- **What is it?**
  - Identify the importance of a specific information gap in existing research.
- **Where will it be?**
  - Pinpoint the role and timeline of information in the research process.
- **How will you do it?**
  - Evaluate information utility by examining the underlying processes of its creation.
- **How will you share it?**
  - Decide whether to disseminate information through traditional or emerging channels within a specific audience.

### GATHER
- **What is it?**
  - Identify all audience types, including stakeholders, potential partners, and critics.
- **Where will it be?**
  - Pinpoint the role and timeline of information in the research process.
- **How will you do it?**
  - Evaluate information utility by examining the underlying processes of its creation.
- **How will you share it?**
  - Decide whether to disseminate information through traditional or emerging channels within a specific audience.

### EVALUATE
- **What is it?**
  - Identify due diligence by organizing and curating competing ideas.
- **Where will it be?**
  - Understand the ethical nature of the information ecosystem, where authority and responsibility are shared.
- **How will you do it?**
  - Demonstrate ethical and legal best practices in gathering, using, and disseminating information.
- **How will you share it?**
  - Contribute to the conversation as a stakeholder or critic, recognizing that audience input is essential to the design of the final product.

### INTEGRATE
- **What is it?**
  - Identify all audience types, including stakeholders, potential partners, and critics.
- **Where will it be?**
  - Pinpoint the role and timeline of information in the research process.
- **How will you do it?**
  - Evaluate information utility by examining the underlying processes of its creation.
- **How will you share it?**
  - Decide whether to disseminate information through traditional or emerging channels within a specific audience.

### CREATE
- **What is it?**
  - Identify all audience types, including stakeholders, potential partners, and critics.
- **Where will it be?**
  - Pinpoint the role and timeline of information in the research process.
- **How will you do it?**
  - Evaluate information utility by examining the underlying processes of its creation.
- **How will you share it?**
  - Decide whether to disseminate information through traditional or emerging channels within a specific audience.
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

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

Then we Vote!

Photo by adore chang on Unsplash
Setting Up: Guideposts to Our Success

Creating shared Ground Rules

 cartaThink about ALL meetings you have ever attended … What rules would have made things more collaborative and collegial?
cartaGroup acceptance and adoption of rules.
cartaHAVE 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

Photo by Bryan Minear on Unsplash
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
An environmental scan allows you to gather and track information that impacts you and your parent institution.

**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
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?
Lavery’s Mini Environmental Scan

<table>
<thead>
<tr>
<th>Library Profession/Regional Partners?</th>
<th>Our Campus (Students)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACRL frameworks</td>
<td>They think they ARE</td>
</tr>
<tr>
<td>- standards no more</td>
<td>info. literate (over confident)</td>
</tr>
<tr>
<td>- higher order thinking</td>
<td>Efficiency... + just in time</td>
</tr>
<tr>
<td></td>
<td>W/ lib. Sessions (not repetitive)</td>
</tr>
<tr>
<td></td>
<td>Translating Skills to real world</td>
</tr>
<tr>
<td></td>
<td>needs/use</td>
</tr>
<tr>
<td></td>
<td>&quot;It's all taught in the FYP!&quot;</td>
</tr>
</tbody>
</table>

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

| Ourselves?                           | Scaffolding IL at higher/deeper levels of understanding |
|                                      | what we’re sometimes asked to teach |
|                                      | doesn’t add up to our plan for objectives (ex. FYP) ➔ can lead to non-uniformity |
Wayfinding: Our Path to the Summit

Looking to others for inspiration and pathways

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

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

Use Guiding Documents

- 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 --

を持っている 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

Photo by Priscilla Du Preez on Unsplash
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
<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

点头 Negotiating the scree, moving from 45 to 14 Outcomes
- Best fit, essential to the Heading and Tagline
- Does it work better under another Heading?
- Does it answer the Guiding Question?

点头 Reading & writing the map, wordsmithing Outcomes
- Perry’s Stages to guide leveling
- Break into teams, assigned 1-2 Headings
- 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