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

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

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).
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.
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

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>
</tr>
</thead>
<tbody>
<tr>
<td>ACRL frameworks</td>
</tr>
<tr>
<td>(standards no more)</td>
</tr>
<tr>
<td>higher order thinking</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Our Campus (Students)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>They think they ARE info. literate (over confident)</td>
</tr>
<tr>
<td>Efficiency... &amp; just in time w/ lib. Sessions (not repetitive)</td>
</tr>
<tr>
<td>Translating Skills to real world needs/use</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Our Campus (Administration/Staff)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employability</td>
</tr>
<tr>
<td>Knowledge sets (from IL Skills)</td>
</tr>
<tr>
<td>Recruitment, Retention, Success, L marketing</td>
</tr>
<tr>
<td>AACU</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Our Campus (Faculty)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lifelong learning &amp; life skills, through IL Skills → specific to their Subjects</td>
</tr>
<tr>
<td>How to scaffold IL Skills through course/program</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ourselves?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scaffolding IL at higher/deeper levels of understanding</td>
</tr>
<tr>
<td>what we’re sometimes asked to teach doesn’t add up to our plan for objectives (ex. FYP) → can lead to 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

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

But, You Decide Together!

Image from: Photo by Danil Silantev on Unsplash
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

Photo by Bonnie Kittle on Unsplash
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
## Benchmark: Gather

**Strategically searching & retrieving information**

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

を持っている

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?

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

Everybody has a hill they need to climb.

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


