

Professional Blind Spots: Improving Information Literacy Instruction through Cross-Departmental Collaboration

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Who Are We?

Richard Brzustowicz, left

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Introduction

Problem: Information Literacy Instruction (ILI) at small institution with limited resources



Solution: Librarians and Instructional Designer (ID) work to develop asynchronous content, collaborate with faculty stakeholders to develop subject- and course-specific learning modules, bring in line with institutional standards for ID

Previous ILI Implementations

Ad hoc

Classroom visits only

Assessments done on paper

Curriculum developed from
librarian's perspective

Problems

Content not developed to meet students'/courses' needs, did not "meet" students where they were

Assessment did not meet University's technology standards

Ad hoc presentations prevented meaningful assessment and growth of ILI skills

Content not reusable

First Iteration



Librarian only



Evaluated previous content using ILIAC method (Oakleaf) to inform process



Met with key stakeholders across faculty and staff (e.g., College of Health and Wellness, Center for Digital Learning and Education, Center for Academic Achievement) to identify ILI incorporation



Rise 360 to develop Carlow's first asynchronous course content



Developed on case-by-case, goal of "scaffolding" into curriculum

Course Preview

Evaluating Information

15% COMPLETE

- A Closer Look
- Authority: What Is It and Who Has It?
- Not All Sources Are Created Equal
- Bias
- Signs of Bias
- Sources
- Fact Checking
- The CRAAP Test
- Thank You
- Assessment

1 You seem like an authority to me!

2 Sorry, but I think there are more qualified people than you to tell me about ways to treat an infection!

LIBRARY PRESENTS

Research Foundations

37% COMPLETE

- What Is Research?
- Why Do Research?
- Research Is Formalized Curiosity
- Broad to Narrow
- Types of Sources
- Research Is a Process
- Grace Library's Website
- Search Results
- Effective Searches

GRACE LIBRARY

CONTINUE

WHAT IS AUTHORITY? **WHO IS AN AUTHORITY?** **PEER REVIEW**

Expertise

The easiest way to think of authority is like a qualification. Authorities have extensive knowledge of their areas of expertise, and are actively engaged in larger conversations about what they specialize in.

Take a look at the video below. One of these characters is an authority on the law, while the other is not. Whose advice would you trust?

Lessons Learned

WHAT WORKED

- Reusable content
- Increased accessibility
- More efficient, effective data collection and assessment

WHAT DIDN'T

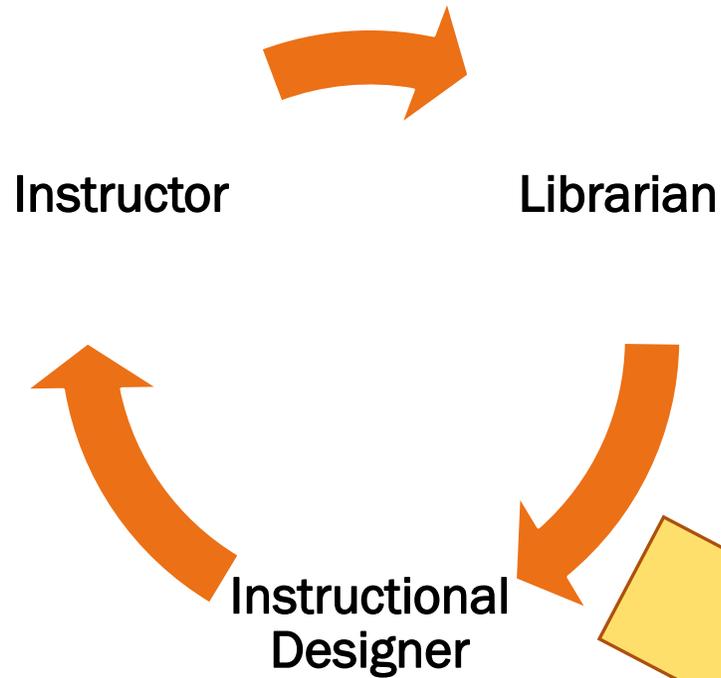
- Curriculum still not targeted
- Delivery method (Rise) cumbersome to deliver to students

Second Iteration

Improve the existing ILI offerings at Carlow. Instructional Designer and Librarian asked to review and improve ILI content, work together to develop more innovative content in line with current ID standards.

Niche Academy as new tool to develop learning content.

Assessment of UX using User Experience Questionnaire (citation, etc.)



Innovations in second iteration:

- Inclusion of ID in process
- Tighter inclusion of faculty in process

Results:

- Anecdotal Student experience of engagement in modules
- Anecdotal Instructor experience of greater student learning

Next steps:

Collect quantitative data using User Experience Questionnaire

Faculty Buy-in

Librarian met with faculty stakeholders and Instructional Designer to demonstrate content, flexibility of applications.

Faculty buy-in achieved: MSW program adopting for classroom and new student orientation,

MSW faculty members to serve as “faculty advocates” for Niche Academy and Grace Library’s ability to develop effective onboarding/instructional content for faculty/staff/students.

Platform for Second Iteration: Niche Academy

ADVANTAGES

User friendly

Low cost (\$1,200/year)

Easy to develop/modify content

Library services-focused content library

DISADVANTAGES

Limited functionality

Tech startup, company doesn't have a track record

"Messy" data collection from assessments

Anecdotal Responses

Student responses to open-ended question at end of modules

Qualitative data—what are your thoughts, opinions? What worked, didn't?

The screenshot displays a list of student feedback messages. Each message includes a date, the student's response, and a green checkmark indicating it was received. Below each message are two buttons: 'View messages' and 'Join the conversation'.

- Message 1:** - 31/03/2022: this was fun! I like the cartoon. ✓
- Message 2:** - 24/03/2022: I enjoyed this module and I felt it was very easy and helpful! I would use this in another course. ✓
- Message 3:** - 24/03/2022: I wouldn't use this for other classes unless I need help on that certain topic. ✓
- Message 4:** - 24/03/2022: I think this module was helpful. I also liked how you could retake the little quizzes ✓
- Message 5:** - 31/03/2022: Learning how relevant research questions are is important. ✓
- Message 6:** - 31/03/2022: It was very helpful in describing how to form a quality research question. ✓
- Message 7:** - 31/03/2022: Yes, this is helpful so we are able to not have a broad question when developing a research question ✓
- Message 8:** - 31/03/2022: this module was helpful. I was unable to scroll down to the bottom of the "broad to ✓
- Message 9:** - 29/03/2022: This was so helpful to me and my peers! ✓
- Message 10:** - 29/03/2022: Yes it was helpful and made sense. ✓
- Message 11:** - 23/03/2022: It was helpful and made sense to filter results. ✓

Looking Forward

Current discussions (as of 6/1) with first-year curriculum committee to determine use of content per course (SKW & SKC)

Collecting and measuring data, responses from User Experience Questionnaire

Proposal submitted to University's Institutional Review Board

Looking to answer the question "is this a user-friendly experience"?

These data will inform future developments, iterations of this project

Instrument: User Experience Questionnaire

- Why UEQ?
 - Ready-made
 - Suits our needs
 - Well validated
 - Suite contains powerful data analysis tools

Plagiarism: What It Is and How to Avoid It

Please assess the product by selecting one circle per line. (required)

annoying * * * * * enjoyable

(required)

not understandable * * * * * understandable

(required)

creative * * * * * dull

(required)

easy to learn * * * * * difficult to learn

References

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Thank You



If you have any questions, then please reach out to us! Thanks for your time.



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