From Mapping to Menus to Modules

The Results of a Comprehensive Instructional Services Assessment leads to changes in library instruction and the University curriculum

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PhD granting, higher research activity

~6,000 FTE, 3,200 Undergraduate, 2,800 Graduate

Timeline

Inception at IL Summit Spring 2017

Oct 2017 - review of library instruction learning outcomes, initial gathering of information, bulletins, spreadsheet creation

Nov/Dec 2017 - outreach from liaisons

Jan 2018 - initial data entry

Feb-May 2018 - collections conversations with academic departments spurred further engagement and submissions

Aug-Sept. 2018 - final call and collection,

Fall 2018 initial analysis (and IPRO Pilot)

Spring 2019 conversations regarding information literacy with new Provost.

August 2019 Instruction Menu

November 2019 Initial discussions with Humanities Dept. regarding HUM 200 model

December 2019 implementation planning

January 2020 module pilot

Fall 2020 expansion of pilot

Spring 2021 - module mandated for HUM 200 classes for Fall 2021
Established Goals

Update librarians’ understanding of undergraduate courses, syllabi, and assignments. Identify gaps of the library intersections with academic programs.

Which courses have an information literacy/research component?

Which courses already have receive library sessions?

Integrate library sessions into more undergraduate courses in a structured and efficient manner.
Locating courses: 100-500 Level courses required for each major

<table>
<thead>
<tr>
<th>MAJOR</th>
<th>BS/BAC</th>
<th>MAS</th>
<th>M.ENG.</th>
<th>M.S.</th>
<th>JD</th>
<th>JSD</th>
<th>PHD</th>
<th>CER</th>
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Mapping Process

For each course, we asked the following questions:

- Prerequisites?
- Which degree programs require this course?
- Course learning outcomes?
- Research assignments or research components?
- Required information literacy skills?
- When was a library session offered last time?
- Library session learning outcomes? Related ACRL Frameworks for IL?
Collected Data

- Course information and program requirements
  - Academic Catalog 2017-2018 of the Undergraduate Bulletin

- Course syllabus
  - Reached out to academic program chairs and college office assistants
  - Reached out to the Registrar
  - Individual College and Departmental websites
  - Reached out to the Office of Digital Learning to pull Syllabi from Blackboard CMS
  - Gathered 207 syllabi from 16 disciplines

- Gathered instructional services statistics from Libinsight
### Findings recorded on shared google spreadsheets

<table>
<thead>
<tr>
<th>Courses 2017</th>
<th>PREREQUISITE(S)</th>
<th>Which degrees require this course?</th>
<th>Course Learning Outcomes</th>
<th>Assignments</th>
<th>Tasks OR IL skills</th>
<th>Last library session date</th>
<th>Library Instruction Session Learning Outcomes (Library Skills)</th>
<th>Which ACRL Fran</th>
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<tr>
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<td>PSYC 221 or PSYC 203</td>
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<td>PSYC 203</td>
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**Assignments:**
- Extra Credit: read an approved research paper.
- Locate a journal article.
- Literature review. Prepare and participate in a literature panel.
- Literature review and analysis.
- Research participation, complete a research paper.
- Locate a journal article.
- No clear IL assignment, but students need to summarize what they learned.
- Students need to summarize their research strategy and plan.
- One 3-5 page writing assignment.
- Extra credit opportunity: write a research paper.
- Locate a journal article.
- No IL-related assignments specified.

**Tasks OR IL skills:**
- Searching as Strategy Authority is Conceptual.
Findings

Reviewing Undergraduate Curriculum

Reviewing Syllabi

Library instruction statistics
Undergraduate Curriculum

● Some programs/courses were no longer offered
● Core Curriculum (CC) Courses
  ○ A. Writing and Communication: COM 101
  ○ B. Humanities 200-Level Courses
  ○ C. Human Sciences Module: HUM 300-Level, Social or Behavioral Sciences 300- Level
  ○ D. STEM module
  ○ E. Interdisciplinary and/or Professional Experience: Introduction to the Profession (ITP), Interprofessional Projects (IPRO)
● Core Curriculum (CC) Courses are not necessarily required during the first semester or academic year
● Students in CC courses: mixed year, experience and skills
Home for IL Program?

- Most ITP courses don’t have research components
- IPRO courses
- HUM 200 courses
Review syllabi

- Syllabus doesn’t tell us everything
- Humanities, Social or Behavioral Science Courses were the ones to most often include research assignments
- Only 400-level courses have research assignments in most STEM majors
- Discovered courses with research assignments for future outreach
- Additionally, we reviewed the syllabi for resource mentions, and only 34 out of 207 mentioned resources supplied by the library (16%).
<table>
<thead>
<tr>
<th>Undergraduate Courses 2017</th>
<th>Library Instruction</th>
<th>Which Level Courses</th>
<th>Liaisation</th>
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<tbody>
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<td>Armour College of Engineering</td>
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<td>Biomedical Engineering (BME)</td>
<td>Y</td>
<td>100, 400-Research appt</td>
<td>Charles</td>
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<td>Chemical Engineering (CHE)</td>
<td>Y</td>
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<td>Civil and Architectural Engr (CAE)</td>
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<td>Humanities (HUM)</td>
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</table>
Library instruction statistics

- Most instruction sessions are one-shot in-person sessions
- Similar learning outcomes for all level courses
- Some are information literacy instruction, some are orientation type of instruction for courses with similar research assignments
- Not all librarians are engaging with ACRL Framework for Information Literacy for Higher Education
Instruction Team Weekly Workshop Series

Information Has Value
Information possess several dimensions of value, including as a commodity, as a means of education, as a means to influence, and as a means of negotiating

Key Tenets

Knowledge Practices
- give credit to the original ideas of others through proper attribution and citation
- use the correct citation style for the assignment

- understand that intellectual property is a legal and social construct that varies by culture
- avoid plagiarism by keeping track of sources
- avoid copying and pasting

- articulate the purpose and distinguishing characteristics

Dispositions
- respect the original ideas of others
- abide by the Illinois Tech Code of Academic Honesty

- value the skills, time, and effort needed to produce knowledge
- cite sources using appropriate citation style

- see themselves as contributors to the information marketplace rather than only consumers of it

Possible learning outcomes

- Students will be able to properly cite their sources using the appropriate citation style.
- Students will be able to identify the differences between scholarly and popular sources.
- Students will be able to engage in the peer review process as well as find peer reviewed articles.
Instruction Menu

https://library.iit.edu/faculty/instruction/schedule

- Starter Package
  - Basic introduction to the library 5 mins
  - Create a search strategy 15 mins
  - Introduction to database searching 15 mins
  - Evaluate sources for credibility and relevance 20 mins
  - more

- Upper Class Package
  - Develop a research question 15 mins
  - Track the literature 15 mins
  - Advance searches to find specific results 20 mins
  - more

- Other topics
  - Locate primary sources 15 mins
  - Where do I publish? 20 mins
  - Zotero 30 mins
  - more
New Outreach Effort

Contacting courses with research assignments/components
Working with CC course: HUM 200, ITP, IPRO
Received more responses and got invited to more classes
Reaching out to faculty one or two week before semester starts
HUM 200 Pilot

- Worked with five HUM 200 classes in Spring 2020
- Two library sessions for each class
- Annotated bibliography assignment
- Assessment
  - Pre and post tests
  - Annotated bibliography
  - In class survey
Instruction Menu

- Instruction Menu

Reaching out to faculty for instruction

- Email your faculty for instruction during the week before school starts. This is the week a lot of them will be updating their syllabus.
- Which professor should I email?
  - Use the Class Schedule to search for which classes are offered in the new semester and reach out to courses you or the previous liaison has worked with in the past. Check the:
  - Starter package: Undergraduate ITP courses, Core Curriculum Courses (mostly HUM 20)
  - Upper level package: 300, 400 level Courses have a research assignment (use the Syllabus description)

Scheduling a library session (sample message)

Dear ___

My name is ___ and I am the your liaison area. I wanted to send you a brief note about scheduling your ___ class this semester. You can use the descriptions below to gain an idea of which instruction might be helpful for your class.
Develop a Research Question

Step 1: Choose a topic that interests you.

Step 2: Background research: use google, encyclopedia, news sources, google scholar or Academic Search Ultimate, to write down some facts, keywords, and concepts relevant to your topic.

Step 3: Use 5Ws or mind mapping to explore your topic. See the worksheet for 5Ws

Step 4: Pull the elements together to create your focused research question or statement.

- Slides
  You can use the slides or make a copy and edit it.

- Worksheet
  Page 1 is the developing a question worksheet.
Track the Literature

- Locating earlier sources that have cited the original article.
  - Explain what does "Cited by..." mean from the search results.
- Interpreting citations (book, article, etc.) in an original article's reference list.
  - Discuss using in-text citation to find the full citation of the source
- Locating the full text from a citation in the reference list.
  - Copy the citation from the reference list, and paste in Google scholar to locate the full text article.
  - Set up Google scholar library links.

Classroom Activity

- Work in pairs to find the full citations of the highlighted parts of the article.
- Then find the full text.

Synthesize sources for a literature review

- Incorporating Sources into Research Writing

Created by Academic Center for Excellence at Germanna Community College
Practical Implications

1) Lack of writing, research components in undergraduate curriculum narrowed options

2) Significant lack of library resources evident in syllabi, let alone reference to library assistance and/or services

3) This initiative created significant opportunities for recasting the narrative around library instruction - no longer just “how to library” let alone “the library tour”

4) The creation of the Instruction Menu allowed us to give campus faculty and administrators substantive examples of the different kinds of learning outcomes we were offering.

5) Incredibly helpful to have library administration informed by data, particularly in conversations with other decision-makers at the university level.
Conclusion

Slow but steady process

Unexpected immediate and actionable insights - unintentional “action research”

Necessary to continually adjusting implementation and outreach mechanisms

Seemingly unrelated cross-campus conversations enriched by initial analysis

Long-term initiatives possible with persistence
Sources

https://scholarship.claremont.edu/cgi/viewcontent.cgi?article=1016&amp;context=library_staff


Starkey, Rebecca and Julie Piacentine "Charting a New Course: Lessons Learned from a Curriculum Mapping Project" Presentation at 2017 Information Literacy Summit, Palos Hills, IL,
https://uchicago.app.box.com/v/Starkey2017a
