

A faculty-librarian collaboration to integrate information literacy into a taught disciplinary humanities course at Al Akhawayn University

Librarian : Aziz El Hassani

Faculty : Dr. Paul M. Love, Jr.,

Date : May 6, 2018

Venue : The American University of Central Asia



American University of Central Asia

AMICAL 2018

جامعة الأخوين
AL AKHAWAYN
UNIVERSITY

The beginning

- ❑ The AUI Co-Design IL integration experience was initially started in the Fall Semester, 2017.
- ❑ It was started as an **integrated' information literacy** course-embedded initiative into the General Education course of History of the Arab World

Participants

- ❑ Faculty
- ❑ Librarian
- ❑ 42 undergraduate students

42 undergraduate students attending “History of the Arab World” course are offered a unique information literacy Co-Design educational integrating model grounded on the principle of the Framework for Information Literacy for Higher Education.



Institutional Context

Al Akhawayn University in Ifrane



A NEASC accredited higher education institution, is an independent, public, not-for-profit, coeducational university committed to educating future citizen-leaders of Morocco and the world through a globally oriented, English-language, liberal-arts curriculum based on the American style.

- Mohammed VI Library
- School of Humanities & Social Sciences (SHSS)



Objectives

The Co-Design Information Literacy integration experience at Al Akhawayn University was designed with aim to :

- ❑ Enhance the information Literacy skills of a class of undergraduate students at AUI.
- ❑ Integrate one or several Frames of the ACRL Framework for Information Literacy in Higher Education as learning outcome(s) into the syllabus of an approved course in Fall 2017.
- ❑ Identify assignments and assessments for course outcomes

About the course

History of the Arab World

HIS1301-002

Al Akhawayn University

Fall 2017

MWF: 12:00-12:50 PM

Location: Building 10, Room 107

Instructor: Dr. Paul Love

Office: Building 6, Room 009

Office Hours: MW 9-11AM & 230-5PM



Image Source: <http://www.osoo.com/2012/09/12/55557183a.jpg>

Course Description:

This course surveys the history of the Arabic-speaking lands from the rise of Islam to the present by taking into consideration the perspectives of history and related fields of inquiry. It takes a social and cultural approach to understanding the different histories of Arab-speaking societies. The course attempts to balance political history and main events with long-term social and cultural transformations that are relevant to the ordinary peoples of what is known as the 'Arab world.'

Framing the course will be the following question: Who are the Arabs and what does it mean to talk about 'Arabs' and the 'Arab World' in the 21st century?

Planning

Date	Type of IL Instructive session	Librarian	Faculty	Course
September 11, 2017	Introduction to Information Literacy (in collaboration with the AUI Library)	Aziz El Hassani	Dr. Paul Love	History of the Arab World
October 10, 2017	Information Literacy Project : Comparative Book Review : "Choosing an Academic Book for Review" (Workshop @AUI Library)	Aziz El Hassani	Dr. Paul Love	History of the Arab World
October 4, 2017	"Why did I choose the book that I did?" (Workshop @ AUI library)	Aziz El Hassani	Dr. Paul Love	History of the Arab World
October 6, 2017	"Finding Academic Book Reviews" (Workshop @ AUI Library)	Aziz El Hassani	Dr. Paul Love	History of the Arab World
November 27, 2017	Understanding the ACRL Framework for Information Literacy: Applying the six frames standards for designing a class session.	Aziz El Hassani	Dr. Paul Love	History of the Arab World
November 29, 2017	Final Project: Revising the Syllabus	Aziz El Hassani	Dr. Paul Love	History of the Arab World

Co-design IL integration at AUJ : Stage I

Phase one:

Our first library Information Instructive workshop was held at the beginning of the fall semester (2017). The aim of this IL training session was to introduce "History of the Arab World" students to the concepts of Information Literacy (IL); and what "It means to be information literate in 21st-century society.



Co-design IL integration at AUI : Stage II

Phase two

Roughly about three weeks into the academic semester, the librarian offered the students an Information Literacy instruction session on how to find scholarly books, using AUI library catalog and EBooks collections. Topics covered in this workshop included: How to prepare a search strategy, select appropriate academic books, use search operators and other EBooks platform features, and locate scholarly books that will be used for a Book Review exercise. At the end of this library workshop, students were able to distinguish between a scholarly book and a non-scholarly book

Co-design IL integration at AUI : Stage III

Phase three: “Choosing an Academic Book”

The third embedded Information Literacy Instruction activity focused on an Assignment in which students were required to write a short, comparative review of an academic book published in the last twenty years (around 2000-present) related to a topic that interests them and is tied in some way with the course topic of Arabs, Arab identity, or Arab history. This involved finding three book reviews of the same academic book to offer a comparative/contrastive review.

Co-design IL integration at AUI : Stage IV

Phase four: “Why did I choose the book that I did?”

The next stage of the assignment required "History of the Arab World" students to reflect together on why they have chosen the book that they chose. The purpose was to determine whether the basic ideas of information literacy discussed in the previous library session were processed and put into action.

Co-design IL integration at AUI : Stage V

Phase Five: (Final Activity: Revising the Syllabus)

In place of a final exam, students were asked to choose a class session from the syllabus and revise it. The goal of the assignment was to have student reflect on the course content, using the concept of information literacy and to give them the opportunity to design the class session that they as [students] would find interesting. The purpose of this activity was meant to show the participating students the ways in which classes are meant to achieve specific goals in terms of acquiring and processing information in the future.

Learning outcomes

Table 1: Information literacy focus areas and desired outcomes

AUI Library IL Learning Outcomes →	Standard	ACRL Framework	Assignments
<p>Outcome 1</p> <ul style="list-style-type: none"> ✓ Recognize that a given scholarly work may not represent the only, or even the majority, perspective on the issue at hand. ✓ Understand that students are entering the middle of the scholarly conversation, not the end. ✓ Critically evaluate contributions made by others and see self as a producer as well as consumer, of information 	<p>Standard Three:</p> <p>The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.</p>	<p>Scholarship as Conversation</p>	<ul style="list-style-type: none"> ✓ Survey ✓ Final project assessed ✓ Final grades ✓ Comparative Book Review
<p>Outcome 2</p> <ul style="list-style-type: none"> ✓ Select an appropriate search tool (Library Catalog, e-Database...Etc.), based on discipline and task at hand. ✓ Construct a search based on keywords and use basic search strategies. ✓ Condense or expand as necessary using search string and facets. ✓ Design and refine needs and search strategies, based on search results 	<p>Standard two :</p> <p>The information literate student accesses needed information effectively and efficiently</p>	<p>Searching as Strategic Exploration</p>	<ul style="list-style-type: none"> ✓ Survey ✓ Final project assessed ✓ Final grades

Final Projects: Samples of Students' Submissions

Student	Project	Class Topic:
Fatima-Zahra Debbaghi	https://bit.ly/2rfDGqy	Al-Andalus and the Conversation about the Tolerance between its Religions
Kenza Soufiane HIS- Final Project	https://bit.ly/2Kx7iYL	Stereotypes: Who are NOT the Arabs?

Discussion

Thank you