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
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
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

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?
<table>
<thead>
<tr>
<th>Date</th>
<th>Type of IL Instructive session</th>
<th>Librarian</th>
<th>Faculty</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 11, 2017</td>
<td><strong>Introduction to Information Literacy</strong> (in collaboration with the AUI Library)</td>
<td>Aziz El Hassani</td>
<td>Dr. Paul Love</td>
<td>History of the Arab World</td>
</tr>
<tr>
<td>October 10, 2017</td>
<td>Information Literacy Project: Comparative Book Review: “Choosing an Academic Book for Review” (Workshop @AUI Library)</td>
<td>Aziz El Hassani</td>
<td>Dr. Paul Love</td>
<td>History of the Arab World</td>
</tr>
<tr>
<td>October 4, 2017</td>
<td>“Why did I choose the book that I did?” (Workshop @ AUI library)</td>
<td>Aziz El Hassani</td>
<td>Dr. Paul Love</td>
<td>History of the Arab World</td>
</tr>
<tr>
<td>October 6, 2017</td>
<td>“Finding Academic Book Reviews” (Workshop @ AUI Library)</td>
<td>Aziz El Hassani</td>
<td>Dr. Paul Love</td>
<td>History of the Arab World</td>
</tr>
<tr>
<td>November 27, 2017</td>
<td><strong>Understanding the ACRL Framework for Information Literacy:</strong> Applying the six frames standards for designing a class session.</td>
<td>Aziz El Hassani</td>
<td>Dr. Paul Love</td>
<td>History of the Arab World</td>
</tr>
<tr>
<td>November 29, 2017</td>
<td><strong>Final Project: Revising the Syllabus</strong></td>
<td>Aziz El Hassani</td>
<td>Dr. Paul Love</td>
<td>History of the Arab World</td>
</tr>
</tbody>
</table>
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.
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
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.
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.
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.
Table 1: **Information literacy focus areas and desired outcomes**

<table>
<thead>
<tr>
<th>AUI Library IL Learning Outcomes</th>
<th>Standard</th>
<th>ACRL Framework</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome 1</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| ✓ Recognize that a given scholarly work may not represent the only, or even the majority, perspective on the issue at hand. | Standard Three: | Scholarship as Conversation | ✓ Survey  
✓ Final project assessed  
✓ Final grades  
✓ Comparative Book Review |
| ✓ Understand that students are entering the middle of the scholarly conversation, not the end. | The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system. | Scholarship as Conversation | |
| ✓ Critically evaluate contributions made by others and see self as a producer as well as consumer of information | | | |
| **Outcome 2**                    |          |                |             |
| ✓ Select an appropriate search tool (Library Catalog, e-Database...Etc.), based on discipline and task at hand. | Standard two: | Searching as Strategic Exploration | ✓ Survey  
✓ Final project assessed  
✓ Final grades |
| ✓ Construct a search based on keywords and use basic search strategies. | The information literate student accesses needed information effectively and efficiently | | |
| ✓ Condense or expand as necessary using search string and facets. | | | |
| ✓ Design and refine needs and search strategies, based on search results | | | |
## Final Projects: Samples of Students’ Submissions

<table>
<thead>
<tr>
<th>Student</th>
<th>Project</th>
<th>Class Topic:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kenza Soufiane HIS- Final Project</td>
<td><a href="https://bit.ly/2Kx7iYL">https://bit.ly/2Kx7iYL</a></td>
<td>Stereotypes: Who are NOT the Arabs?</td>
</tr>
</tbody>
</table>
Thank you