

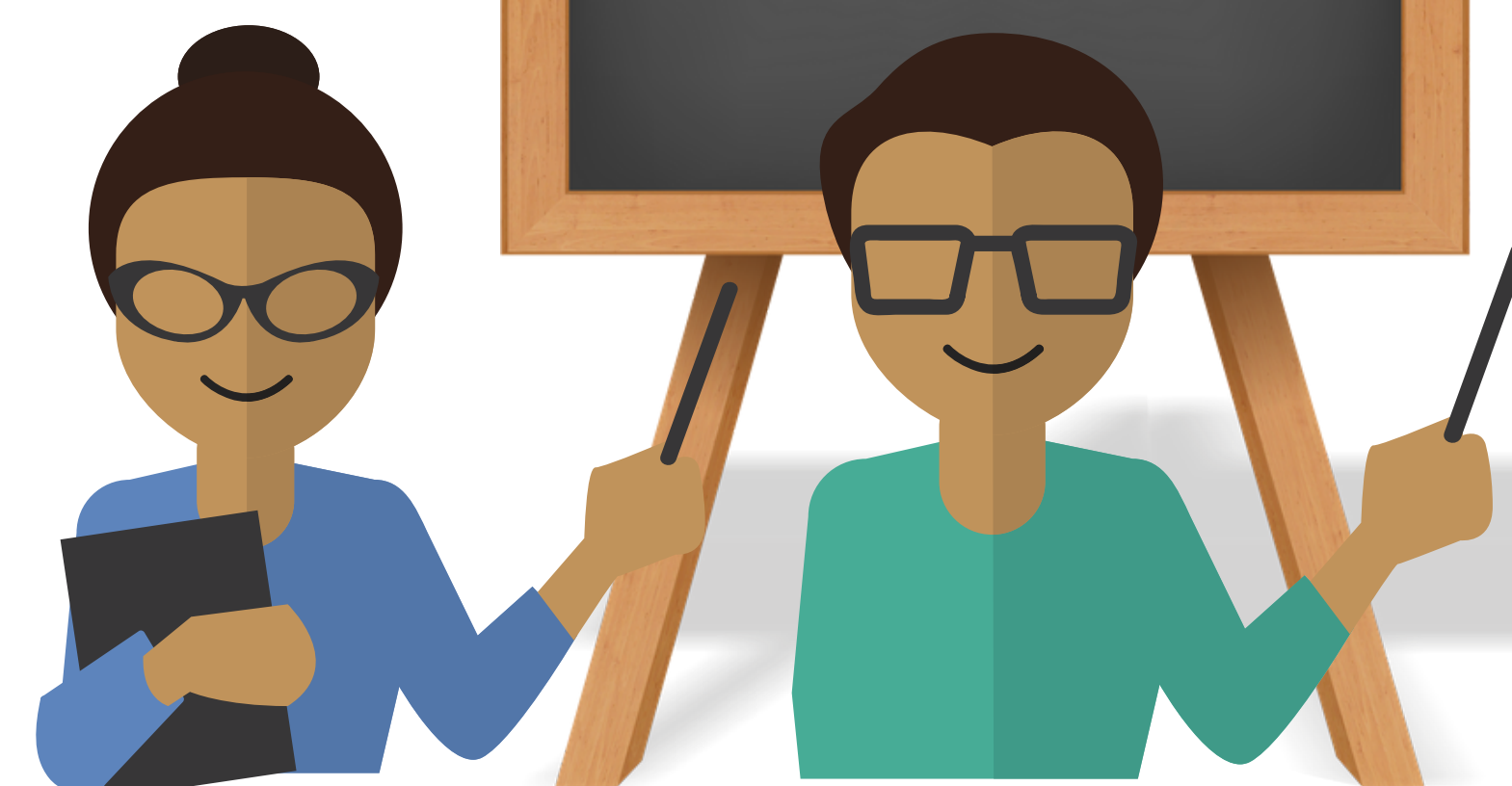
FROM ONE-SHOT TO CO-TEACHING: STORY OF A COLLABORATION

HISTORY

Would you come to my class? My students need help with their research

Spring 2017

Visiting professor teaching COM 221 Writing Across the Media requested library instruction session
Assignment: Students needed to do research to prepare the script for a PSA



PLANNING

OPPORTUNITY FOR FACULTY/LIBRARIAN WORKSHOP

- 1 The librarian reached out the COM Department Chair
- 2 COM 221 would be perfect:
"many areas that involve research and would require some information literacy component"
- 3 Co-Design Workshop in Paris



IMPLEMENTATION

OLD SYLLABUS

The course syllabus was revised following what we learned at the Paris workshop

Two sections of COM 221 were taught in Fall 17

- 2 different professors
- 1 syllabus
- 1 librarian

NEW SYLLABUS

INFO LIT COMPONENT - 3 INTEGRATED SESSIONS

- Evaluating controversial news for blog curation
- PSA research
- Researching a scholar

FRAMES INCLUDED:
INFORMATION HAS VALUE
AUTHORITY IS CONSTRUCTED AND CONTEXTUAL
SEARCHING AS STRATEGIC EXPLORATION
RESEARCH AS INQUIRY
SCHOLARSHIP AS CONVERSATION

COLLABORATION

Spring 18

Course guide → Course guide + Moodle course

Restructured activities with more active learning



DRAWBACK - SNOW IN ROME!

Missed one of the planned IL sessions

Lesson plan shared with the professor

**REAL COLLABORATION
REAL CO-TEACHING**

REFLECTION

Analysis of how the semester went:

- sessions assessment
- feedback from students (course evaluations)

OUTCOME

Need to restructure the library sessions and clarify the assignments

INFO LIT COMPONENT - 5 INTEGRATED SESSIONS

2 long sessions

- Evaluating controversial news for blog curation, fake news
- PSA research

3 short sessions

- Movie reviews
- Media organizations research
- Researching a scholar

REACTION

All IL sessions were assessed using Kirkpatrick's Levels of Evaluation as a framework

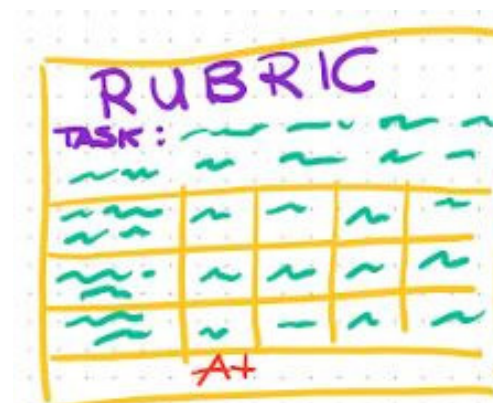


1 One-minute papers collected at the end of the first long session

2 In-class activities

Indicator	Level 3: Success	Level 2: Partial Success	Level 1: Little Success
Students complied the worksheet in all its parts	More than 75% of attendees	50%-75% of attendees	Less than 50% of attendees
Students list their evaluation criteria (Step 3)	More than 75% of worksheets	50-75% of worksheets	Less than 50% of worksheets
Students verified the source	More than 75% of worksheets	50-75% of worksheets	Less than 50% of worksheets

3 All assignments are available on moodle for review

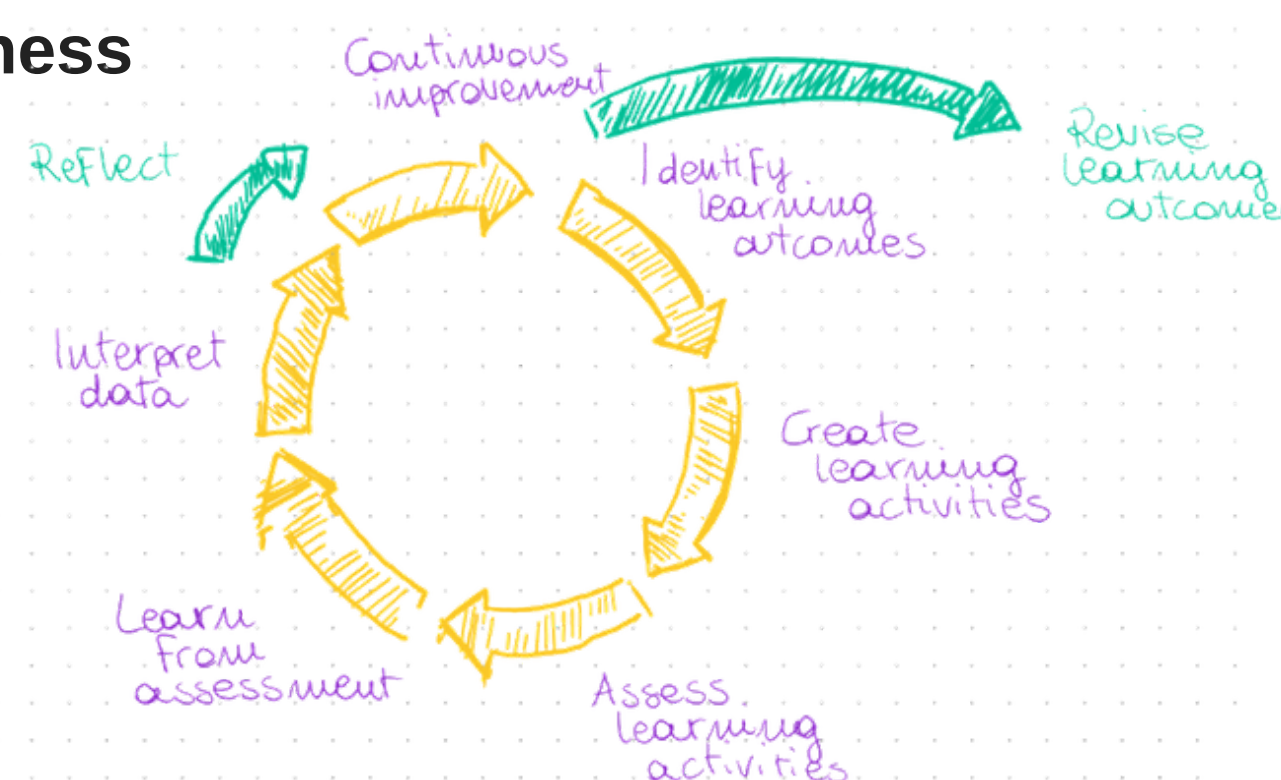


4 Not assessed - ROI
Level 4 measures something that cannot be assessed in a single course

FUTURE DEVELOPMENTS

Continue reflection to gather evidence of effectiveness

Restructure mini-sessions to include more active learning activities



Expand assessment

CATs

REFERENCES

- Framework for information literacy for higher education. (2015). American Library Association. Retrieved from <http://www.ala.org/acrl/standards/ilframework>.
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