



Beyond Co-design! Next steps for ACRL Framework collaboration

Panel Presentation

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Stavros Hadjisolomou (AUK)



American University of Central Asia

AMICAL 2018

4-7 May • Bishkek, Kyrgyzstan

Survey data conducted in 2018

Survey Design

Feedback

Created on 12/13/2017

11

QUESTIONS

1

PAGES

Survey language: English

Theme: Jungle

No logo added



No logic added



EDIT DESIGN

PREVIEW SURVEY

Did you know?

Responses and Status

[ANALYZE RESULTS](#)

TOTAL RESPONSES

14

OVERALL SURVEY STATUS

OPEN

RESPONSE ALERTS ?

You get them, others do not.

[Manage Alerts](#)

Collectors

OPEN

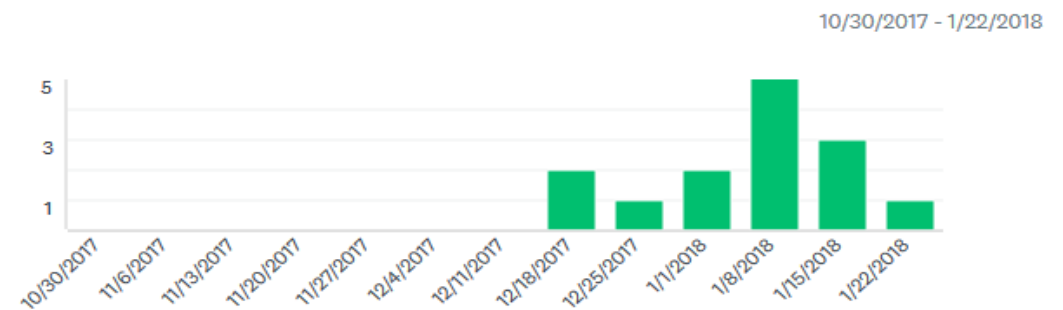
[Web Link 1](#)

Created: 12/21/2017

14

RESPONSES
COLLECTED

Responses Volume



Number of Library sessions

| 14 CoDesigned Courses - Fall 2017 (n=14) | |
|--|---|
| | |
| Number of library sessions | 10 replies with regard to 14 codesigned courses |
| 1 library session | 1 formal session |
| 2 library sessions | 2 library sessions 2 library sessions + one short feedback session + invited to mid- and final presentation 2 library sessions + one short presentation |
| 3 library sessions | 3 library sessions 3 library sessions |
| 4 library sessions | 4 library sessions (3 in library e-classroom + one in regular classroom) 4 library sessions without faculty Twice for each section |
| 9 library sessions | 9 sessions |

Used Frames

| ACRL Framework for Information Literacy for Higher Education | | | | | | | | | | | | | | |
|---|---------------------------------|---------------------------------|------------------|------------------|------------------|-------------|------------------|---------------------------------|-------------|------------------|-------------|-------------|-------------|------------------|
| | | | | | | | | | | | | | | |
| Course level | W r i t i n g | W r i t i n g | 2 x x x | 2 x x x | 2 x x x | | 3 x x x | W r i t i n g | | 3 x x x | F Y E | F Y E | | 1 x x x |
| | F a c | F a c | L i b | F a c | F a c | L i b | L i b | L i b | F a c | L i b | L i b | L i b | F a c | L i b |
| Authority Is Constructed and Contextual Information Creation as a Process Information Has Value Research as Inquiry Scholarship as Conversation Searching as Strategic Exploration | * | | | | * | * | * | * | | * | | | | |
| | * | | * | | * | * | | | | * | | | | |
| | | | | | * | * | | * | | * | | | | |
| | * | * | | | * | * | * | | * | * | | | | |
| | * | | | * | * | * | * | | | * | | * | | * |
| | * | * | | | * | * | | * | | * | * | | | * |

| | |
|---|---|
| Authority Is Constructed and Contextual | 5 |
| Information Creation as a Process | 4 |
| Information Has Value | 3 |
| Research as Inquiry | 6 |
| Scholarship as Conversation | 7 |
| Searching as Strategic Exploration | 6 |

"Touched on all frames" (Faculty)

"The LO [Information Creation as a Process] comes along naturally to the [...] course [...]" (Librarian)

"It was a perfect fit" (Faculty)

Teaching experience in 2017
Change & Limits to Change
Challenges & Success Stories



Change

- Learning Outcomes added
- Different activities - “new assignments”
- New knowledge, new understanding, attitude change, transforming thinking
- Adding of IL/research sessions
- Changing IL/research session structure and/or course timeline
 - “Scaffolding IL sessions”
 - “Smaller sessions”, “more focused”
 - “Tasks oriented”

Limits to change

- “Structural and administrative constraints” (i.e. LO adding)
- Staffing constraints (i.e. “teaching overload”)
- “Lag between workshop and actual teaching”

Challenges

- New approach and how to incorporate into teaching
- “Ungraded assignments”- less attention from students
- “How to institutionalize this approach” - other courses/over time?
- “How to assess student’s learning (threshold concepts)”?
- “Students were unfortunately not able to integrate the Frames in their work”
- Co-teaching and collaboration (ie. “understanding each others expertise”, scheduling)
- Matters of time (“teaching overload”)

Success stories

- Students' works improved
- New research skills acquired and they can transfer them to other courses
- "Teaching experience went well"
- "Better cooperation between faculty-librarian"
- New course syllabus was produced
- New created tools (i.e. assignments, rubric development, lesson plans)
- "Library integration in course"
- "Growing library integration into the curriculum"
- "Better library image as a space for continuous support for their research"
- Better communication between students and librarian

Two guiding questions

- What are strategies for sustaining and institutionalizing librarians and faculty collaboration and integration of IL LO and activities into syllabus?
- How can the lessons learned from co-design translate into changes in information literacy program design, general education frameworks, and other institution-level frameworks?

Librarians' perspective

“The best strategy for sustaining and institutionalizing our ideas and practices would be **buy-in from the administration**, whether that’s at the departmental, school, or university level? It was difficult for us to make all of the changes we wanted to make because we weren’t able to get the kind of buy-in needed. This issue was the result of departmental politics, rather than the scope of our project. I guess one work around to this is **finding a department that is open and willing to experiment**”.

“**Start an IL mandatory program** which ends with a certificate for students at the graduate and undergraduate level. This should be coordinated with the school of Arts and Sciences and the Graduate coordinators and each department.”

Librarians' perspective

“Luckily my faculty member and I have decided to continue our collaboration beyond the project. Even though we weren’t able to make the changes we had hoped to make--because of departmental politics—we were able to make subtle changes to our approach. It also provided an opportunity for the faculty member to learn more about information literacy in general, and the Framework in particular. Because she is the coordinator of this general education class, she is able to educate other faculty about IL and the Framework”

“Co-design shouldn’t be limited to information literacy instruction and should cover other areas of teaching and learning such as developing skills in searching specialized databases, understanding primary sources, searching beyond the library, introduce a digital literacy component, partner with the class in projects and exhibitions ...”

Thank you



Faculty's perspective on Co-designed courses

Assignment development (final activity : revising the syllabus in place of the exams)

Paul Love (Al Akhawayn University in Ifrane)



Introducing IL to gen-ed history course: “History of the Arabs”

Collaborative workshops on IL with librarian Aziz El Hassani

Integration of IL into gen-ed (in a sneaky way)

Assignment Development: “Revise the Syllabus”

History of the Arab World

HIS1301-002

Al Akhawayn University

Spring 2018

MWF: 12:00-12:50 PM

Location: Building 008, Room 003

Instructor: Dr. Paul Love

Office: Building 6, Room 009

Office Hours: MWF 2-5PM



Image Source: <http://www.20220.com/2012/09/13/12/555571682.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

Assignment: Revising the Syllabus

Choose a course session

Develop a title, goals, materials, & activities

Explain why they revised

Explain how the session achieves ACRL info lit goal(s)

Stereotypes of Arabs over Time

Comics & cartoons from 1940s (videos & comics)

Cartoons from now (videos & discussion)

Cartoons for different audiences (images & discussion)

Goal: information creation is a process & authority is constructed

Stereotypes of Arabs over Time



https://vignette.wikia.nocookie.net/looneytunes/images/0/04/Ali-Baba_Bound.png/revision/latest?cb=20170926045143



<https://i.ytimg.com/vi/6GcLp7Mhyo/hqdefault.jpg>

Stereotypes of Arabs over Time



https://i.ytimg.com/vi/esfH_1nhrs/hqdefault.jpg



https://s3.amazonaws.com/intanibase/iad_screenshots/1940/1426/12.jpg

Stereotypes of Arabs over Time



Stereotypes of Arabs over Time



<https://vignette.wikia.nocookie.net/simpsons/images/7/7a/Marrakech.jpg/revision/latest?cb=201307091941>

16



<https://i.ytimg.com/vi/slmvm5zJtLY/maxresdefault.jpg>

Stereotypes of Arabs over Time



<https://i.ebayimg.com/images/i/152057674259-0-1/s-11000.jpg>



https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcRhTi41K9XyQucJgrkg-fpPKtnUtXF8hljitVp_mbgEX-X2atiw7Q

Revising the Syllbus: Outcomes

IL Integration into curriculum

Critical reflection on the course

Creativity & Impact

Reflections on how to change student's research habits over time

Antonio Lopez (John Cabot University)



WRITING ACROSS THE MEDIA, COM 221

Professor Antonio Lopez

[CLASS INFO](#)[ASSIGNMENTS ▾](#)[MULTIMEDIA ▾](#)[BLOG LINKS](#)[E-PORTFOLIO](#)

CLASS INFO

Class syllabus: [COM221-syllabus-FL17.pdf](#)

Class schedule (readings, assignments, weekly activities): <https://tinyurl.com/kbk4t29>

Please read: [Class Etiquette](#)

Final Exam review: [Final-review-FL17-COM220.pdf](#)

Due Dates for Assignments:

- News curation blog: Completed by Sept. 27
- PSA script: Oct. 18
- Podcast script: Nov. 20
- Press kit: Nov. 29
- e-portfolio: Dec. 7



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Summary

- Writing Across the Media: Core course for communications major
- Fall 2017 (and follow-up Spring 2018)
- Two sections, approximately 20 students each (one section taught by me and the other by Ellie Gutierrez)
- Freshmen and sophomore
- Mix of degree seekers and visiting students
- Four library workshops (with Livia—hi Livia!)

| Assign ment | A | B | C | D | E | F | G | H |
|----------------------|---|---|---|---|---|---|---|---|
| News curatio n | X | X | X | X | X | | | |
| PSA Script | | | X | | X | X | X | |
| Podcas t script | | X | | | | | | X |
| Press kit | X | X | X | X | X | X | X | |

Six information literacy frames

- 1: Authority Is Constructed and Contextual
- 2: Information Creation as a Process
- 3: Information Has Value
- 4: Research as Inquiry
- 5: Scholarship as Conversation
- 6: Searching as Strategic Exploration

Information literacy activities

- A: Examine coverage of controversial event
- B: Book/film review
- C: compare and contrast sources
- D: research a organization (media)
- E: Find suitable information
- F: Research facts, statistics, data
- G: Audience research
- H: Trace scholar's career (interview)

ASSIGNMENT #1: NEWS CURATION BLOG

Curate a media topic that is current in the news. A “curator” is a blogger that specializes in a specific topic or theme. A curator examines and evaluates a particular issue by assembling different materials and links to tell the story of the topic.

Blog topics to choose from

- The business of media (media consolidation, ownership issues, etc.)
- Public media
- Surveillance and privacy
- War and propaganda
- Fake news
- Representation (race, gender, LGBTQ, migrants, religion, ethnic groups)
- Net neutrality, digital divide
- Media policy
- Media and the environment
- New technology
- Sharing economy
- Social movements and media
- Cover a media industry (film, TV, radio, etc.)
- Censorship
- Choose your own media related topic (must be pre-approved)

Weekly blog requirements: Set up a blog using WordPress (or a preferred blogging platform) and make five weekly posts.

After choosing a curation topic, write five posts based on theme that include:

- Three about a current event (ideally controversial)
- Book/film/media review
- Organizational profile

Research and information literacy outcomes

Examine coverage of controversial event; book/film review; find suitable info; compare and contrast sources; research an organization.

ASSIGNMENT #2: PUBLIC SERVICE ANNOUNCEMENT AV SCRIPT

Write a 30-second public service announcement script and storyboard to promote a cause related to news curation topic. The PSA should be for an existing organization. The PSA assignment needs to have a unique title, log line (a one-sentence summary of story), paragraph summary (treatment), script, storyboard and two-page paper.

Research and information outcomes

Find suitable information; compare and contrast sources; research facts, statistics, data; audience research

ASSIGNMENT 3#: PODCAST SCRIPT

Podcast script guidelines

Script a podcast based on blog topic in which student is host. Like a “radio magazine,” it should have different sections and features with varied content. It should have at least three different sections that include an interview, review and editorial (a polemical statement about something that concerns you).

- Treatment (no more than four sentences) with log line
- Five-to-seven pages with appropriate technical language and format for audio scripts.
- Two-page paper describing your process. Explain your approach to the project and what your goals were. Discuss which aspects were easier and which were more difficult.

Research and information literacy outcomes

Book/film review; trace scholar’s career (interview)

ASSIGNMENT #4: PRESS KIT

Research and information literacy objectives

Culminates all skills

Press Kit

Create a mock press kit for an imaginary event tied to blog topic. The event could be a film, book signing, concert, fundraiser, or something of your own invention that features a celebrity.

Final project includes

- A cover letter targeted to an editor/media outlet and appropriate section with a clearly stated goal to get some kind of press coverage. It should be formatted as a proper business letter (not an email). (2-3 paragraphs)
- Press release (2-3 paragraphs)
- Bio/background information sheet highlighting relevant information for your targeted pitch letter (3-5 paragraphs, use footnotes to document your information sources)
- Other info (reviews, press clippings)
- A two-page paper explaining your strategy and goals.

Challenges

- **Research organization:** Pretty straight forward, but many felt uncomfortable writing organizational profile without seeing a model first; lacked skill to summarize or afraid to try something new
- **Review film/book:** Tended to be superficial and descriptive, not analytical
- **Research facts and data:** Needed a precise definition of data (i.e. types of evidence—quotes, stats, etc.) and better understanding of quality publications
- **Trace scholar's career:** Scholars often didn't respond. Solution: curate interviews

Challenges cont.

- Understanding news value and news hooks (press kit)
- Developing habit of always checking the source, transitioning from a one-time skill to life-long learning
- Choosing a topic
- Library sessions take time away from other instruction and workshop opportunities
- Difficult to assess threshold without long term follow-up

Successes

- Learned to identify bias
- Developed PSA ideas from researching facts
- Students produced interesting and compelling projects

Success strategies

- Limit choice of topics (commit in first class through roundtable discussion), help students find what they are passionate about
- Give more detailed guidelines
- Repeat and practice over and over again
- Choosing one topic across all the assignments (enables to go deeper)
- Triangulated with 3 sources per post (established news outlets)

Fringe benefits

- Medium literacy (affordances and constraints of multimedia, audio/visual, radio and print)
- Learning WordPress
- Developing journalism skills
- Learning about copyright and creative commons
- Media literacy skills (PSA): Rhetoric, aesthetics, Aristotelian logic
- Research skills inform good writing



Incorporating IL Components Into Existing Assignments in a Public Speaking Course (delivered to freshmen as part of a General Education curriculum)

Dr. Linda Ziberi (AU Kosovo)

Co-Design– Faculty/Librarian Collaboration

- Co-design Workshop in Paris:

Integrating information literacy into your disciplinary course

- Co-designing a course with the main AUK Librarian

Ivana Stevanovic



Information Literacy Syllabus Integration

- 2 **Public Speaking** sections taught in fall semester 2017/18
- IL applied to only one section of **20** students
- Student group: **freshmen** non-native speakers
- Public Speaking offered in their first semester



Information Literacy Syllabus Integration

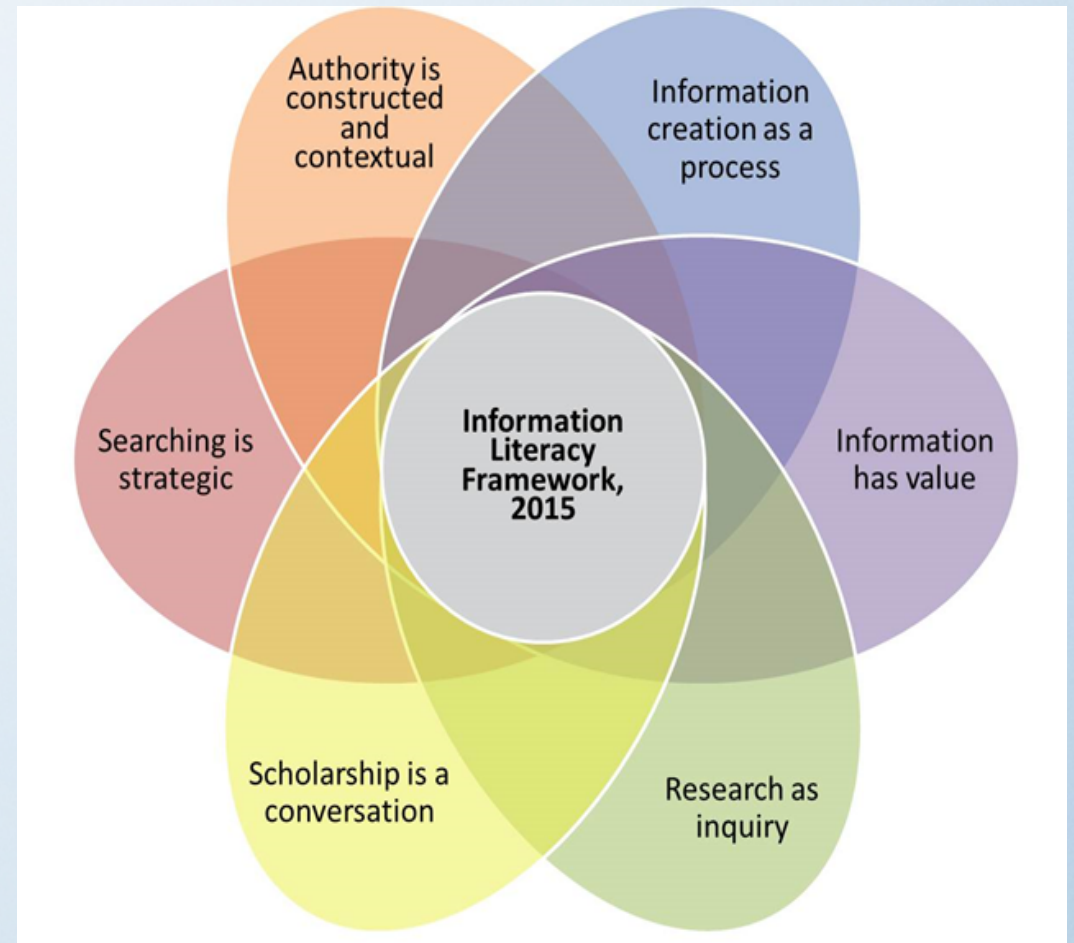
ACRL Frameworks applied:

- Information Creation as a Process

Information in any format is produced to convey a message and is shared via a selected delivery method. The iterative processes of researching, creating, revising, and disseminating information vary, and the resulting product reflects these differences.

- Authority is Constructed and Contextual

Information resources reflect their creators' expertise and credibility, and are evaluated based on the information need and the context in which the information will be used. Authority is constructed in that various communities may recognize different types of authority. It is contextual in that the information need may help to determine the level of authority required.



Information Literacy Syllabus Integration

Specific Learning Outcomes:

Students will:

1. Analyze and adapt informative and persuasive messages to specific audiences.
2. Develop the process and elements of effective speaking.
3. Construct and deliver presentations that incorporate the appropriate use of content, organization, language, vocalics, kinesics, eye contact, appearance, visual aids, and time constraints.

General Learning Outcomes:

Students will:

1. Demonstrate critical thinking skills to include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information.
2. **Demonstrate research skills to include the ability to conduct research, synthesize information in an ethical manner and use oral footnoting effectively in order to avoid plagiarizing material.**
3. Demonstrate personal responsibility to include the ability to connect choices, actions, and consequences to ethical decision-making.
4. Demonstrate teamwork skills to include different points of views and to work effectively with others to support a shared purpose or goal.

Information Literacy Syllabus Integration

Assignments and Percent of Grade

- 3 Quizzes - 30%
- Attendance and Participation - 10%

(class, online & library sessions)

- Brown Bag Speech - 5%
- Movie Speeches - 10 %
- **Informative Group Speech** - 15 %

(Outline and Delivery 10%; Research 5%)

- **Persuasive Speech** - 20 %

(Outline & Delivery 15%; Research 5 %)

- Reflection Essay with Journal - 10%

Information Literacy Syllabus Integration

- 1 General Library session conducted by Ivana
- **4 Information Veracity Sessions from the RIT Library** with quizzes delivered at home (**flipped classroom**)
- Students reflected on their **journal** about the online library sessions and quizzes
- Presentation on plagiarism, copyright and citing sources both orally and in writing.

1 Identifying Sources

Contents

- Introduction
- What is Information Veracity?
- Different expectations
- Information sources
- Selecting sources
- Meet your Librarian
- LIV-Meter
- Making Choices
- Start @ the Library
- The Library: quality over quantity
- Start on the web
- The Web
- ThinkFast game
- Quiz

2 Choosing Topics

LIV@RIT

Contents

- Introduction
- What is your purpose?
- What is your assignment?
- Once you understand the assignment...
- Get curious!
- Narrow your topic
- Narrow your topic 2
- Connectors
- Brainstorm some keyword terms
- Pick keyword terms - Now it's your turn!
- Pick keyword terms - Now it's your turn! 2
- Brainstorm keywords -- Practice
- Quiz

Learning Information Veracity @ RIT

[View Achievements](#) [Instructor Login](#) [Help](#) [About](#)

4 Finding Articles

Contents

- Introduction
- Popular magazines or scholarly journals
- Popular magazines
- Scholarly journals
- Magazines or journals
- Where do I find periodical articles?
- What will a database give me?
- Which database should I use? Part 1
- Which database should I use? Part 2
- Which database should I use? Part 3
- Online tutorial information
- Database searching tutorial
- Show me how (Video Tutorial from EBSCO)
- No full text online?
- Access from anywhere
- Quiz

Learning Information Veracity @ RIT

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5 Using the Web

Contents

- Introduction
- The Internet
- Who puts all this information on the web?
- What's in a URL?
- Domain names
- Unrestricted vs. restricted domain names
- Doing research on the web
- Types of web resources
- How search engines work
- Google advanced search
- Tips for better web results
- More tips for better web results
- Web search tips in practice
- Non-library databases
- Google Scholar tips
- Quiz

Student feedback from weekly journal assignment

Dafina

Learning how to identify sources was very helpful for me. Now I am able to know which source will fit better for my assignments. This week I had to gather knowledge on LIV 2, 4, and 5. LIV 2 helped me to learn how to choose a topic and to find the key words in a sentence. I also learned about the connectors AND, OR and NOT. LIV 4 was beneficial for my research paper on Writing Seminar. I didn't have information how to find articles, but now I do. Databases are rather helpful. Moving to LIV 5, I discovered that everyone can post in the Web. Thus, we have to be very cautious when using sources from the Web. Now I also have knowledge on Domain names, and I know how to compare Unrestricted Domains with Restricted Domains. Unrestricted Domains are opened to anyone such as .com, .org, .net etc. While Restricted Domains are only for particular users such as .gov, .edu, etc.

Information Literacy Syllabus Integration

Informative Speech Assignment

- Delivered as a group of 2-3 students
- **10 to 15 minutes** long
- Should include minimum 3 orally cited sources.
- Counts as **15%** of final grade,
- 10% of which will come from your outline, content of the speech and delivery.
- 5% from your research skills which include library sessions both online and face-to-face, submission of **pro-form 1**.
- A typed outline is due at the time of speech, and a visual aid is required.

Search Strategy

Research topic

1. Write down the topic that you will be researching (you can state this as a question or as a phrase)

Keywords

2. Split your phrase or question (from 1. above) into the key concepts. For example if you were searching for *fear of crime amongst elderly people* the key concepts (or keywords) are *fear*, *crime* and *elderly*

In the top row of the table below write each of your keywords. Then below each keyword make a list of alternative keywords or phrases (meaning when more than one word creates the meaningful word cluster) that describe that concept. Think also about plurals, alternative spelling (e.g. color and colour), etc.

Example:

| Concept 1 | Concept 2 | Concept 3 |
|-----------|-----------|-----------|
| fear | crime | elderly |
| anxiety | victim | aged |
| phobia | mugging | pensioner |
| | robbery | oap |

3. Write down the details of 3 searches you intend to use. Include one example of a broad search; the other examples should be narrower searches. You will also need to provide details of the Boolean operators that you will use to connect your keyword.

See the example below:

| | | |
|----------|------------------------------|----------------|
| Search 1 | fear AND crime | ➤ Broad search |
| Search 2 | fear AND mugging AND elderly | |
| Search 3 | fear AND crime AND elderly | |

Your search:

| | | |
|----------|--|----------------|
| Search 1 | | ➤ Broad search |
| Search 2 | | |
| Search 3 | | |

Limits to the search

4. Do you want to limit your search in any way? Examples of limits would be date, language, location, specific person(s) relevant to the topic, event(s) relevant to the topic, etc.

Example: For my research for *fear of crime amongst elderly people* I would ideally like information about the UK from the last 10 years.

Other useful notes

5. Do you already know the names of authors or organizations that might have published information on your topic? If you do, note these down below:

Journal Record – Included

Search which retrieved this item (name of database searched, and number of search):

Details of journal article:

Citation (APA):

Permalink:

Write a one-paragraph description of the journal article. How useful was it for providing information on your topic? What will be particularly relevant?

Journal Record – Rejected

Search which retrieved this item (name of database searched, and number of search):

Details of journal article:

Citation (APA):

Permalink:

Write a one-paragraph description of the journal article. Explain why you chose to reject it for your bibliography?

Information Literacy Syllabus Integration

Persuasive Speech Assignment

- Delivered individually
- **5 to 8 minutes** long
- Should include minimum 5 orally cited sources.
- Counts as **20%** of final grade,
- 15% of which will come from your outline, content of the speech and delivery.
- 5% from your research skills which include library sessions both online and face-to-face, submission of **3 pro-forms**
- A typed outline is due at the time of speech, and a visual aid is required.

Information Literacy Syllabus Integration

- **Weekly journals** reflecting on the general course learning outcomes as well as the IL experiences in the two major assignments.
- **Reflective essay** at the end of the semester, reflecting on the whole course.
- The reflective essay together with the journal entries counted toward 10% of their grade.

Faculty-Librarian Collaboration

- Conducted research on other public speaking courses incorporating IL
- Ivana
 - delivered the general library session in my class
 - added the Information Veracity links from the RIT Library on MyCourses & checked if students have done the quizzes.
 - developed the pro-forms for both assignments
 - checked and gave feedback on the pro-forms for both assignments
- Graded all assignments myself, while taking into consideration Ivana's feedback on the pro-forms.

Student feedback from final reflective essay assignment

Almedina

During the second speech, the LIV quizzes were exceptionally useful. There were a total of six quizzes that I took. First I read through the material provided and then I answered questions based on what I read. These LIV quizzes focused on the online RIT Library and how to properly use it. The two quizzes that I recommend for everyone to take, whether they are a part of this course or not, is LIV Quiz #4 and #8. Quiz #4 is titled “Finding Articles,” which was a guide on how to search what you’re looking for. I believe that this one is useful to know because with all the information provided in RIT Libraries, it can be overwhelming to search about a topic and find an article that is appropriate and correlates with the topic you chose. LIV Quiz #8 was all about citing sources. Out of all the quizzes, I found myself most interested in this one because citing sources was my weakness. After reading the steps, I found myself much more confident on my ability to cite sources.

Student feedback on pro-formas:

Flutra

For the last two speeches, we were required to complete a pro form. Out of all of the assignments and activities we did in this course throughout the semester, the pro forms were the part that I struggled with the most. I had never really done anything like it before, however, they are very useful. Identifying the key words of a topic and narrowing the searches was something I never did in the past. Our school librarian, Ivana, came into class and taught us how to narrow or broaden a search, how to look for specific types of sources, such as eBooks, journals, or web pages, and how to cite in APA format. Although the pro forms take a lot of time and patience, I believe they made me a better researcher and I am now more advanced in that area.

Challenges for the faculty-librarian collaboration

- Too much work!
- Too many assignments to grade and too many students!
(faculty member was teaching 5 sections that semester)
- Students were freshmen with 0 prior research experience
- Non-native speakers who struggled coming up with keywords to conduct research
- Struggled to find time during the semester to conduct assignment grading together.

Strategies for sustaining and institutionalizing ideas and practices?

- A university strategy needed to assist instructors to incorporate IL in their courses.
- Options might include:
 - Reconsideration of course loadings
 - Allocation of extra librarian time
 - Tutor training
- Lessons learned information guide on co-design needed from the AMICAL network.

Thank You!

Рахмат!

Спасибо!

Teşekkür ederim!

Reflections on ACRL Framework assessment - how to assess threshold concepts?

Stavros Hadjisolomou (AU Kuwait)



First Year Experience Program & Social and Behavioral Sciences Department

- **Field:** Psychology
 - **Experimental Psychology:** Cognitive and Behavioral Neuroscience
 - **Previous topics:** neurobiology of cephalopod camouflage (dissertation)



- **Current topics:** Learning Differences, Dyslexia, Autism, & Cyberpsychology
- **Tasks:** Help with research design of First Year Experience Program assessment

AUK Library & FYE Collaboration

American University of Kuwait (AUK)



Collaboration between the **AUK Library** (Zainab Al-Attabi & Asma Kanan) and **First-Year Experience Program** (Hala Al-Najjar & Kimberly Suffi)

Information Literacy & Assessment

A definition:

- **“Educational assessment** is the systematic process of documenting and using empirical data on the knowledge, skill, attitudes, and beliefs to refine programs and improve student learning.” (Wikipedia referencing Allen, 2004).
- **Some examples of assessment questions:**
 - Did our students learn?
 - Did they learn what they were supposed to learn?
 - Did students feel the class taught them important concepts?
 - Are they able to apply effectively any theoretical concepts they learned?

Consider the “backwards design” approach

- Backwards design: begin your course design by considering the desired “end result(s)” first:
 - Identify the desired learning outcomes and, also, the rationale behind them.
 - Ensure learning outcomes are **measurable**.
 - Note: it’s essential that our outcomes align with not only the *Mission* and *Vision* of a) the Departments involved but also b) the University’s.
 - This will help in finding much needed support down the road and with promoting adoption of IL instruction with additional Disciplines/Departments.

Consider the “backwards design” approach (cont.)

- Choose instructional methods to help achieve the learning goals:
 - Content to be covered in and outside the classroom
 - Assignments & projects
 - Reflective practices
 - Etc.
- Develop the assessment tool as your “measurement method” to know if you achieved these learning goals.

Benefits of “backwards design”

- Helps establish a “big picture” mindset from the beginning.
- Prevents unforeseen “roadblocks” such as realizing the lack of proper assessment tools *after* the class has been designed and taught.

When creating an assessment: answer these “Six Questions” first

- “This is great, but, I am only interested in the assessment tool.”
 - There are several other necessary questions that need to be answered before we consider the “how-to” of the assessment.

The “Six Questions” approach (Cuseo, 2000).

- Why?
- What?
- When?
- Who?
- Where?
- How?

Why?

- “What is the purpose of assessment?”
 - Answer this question first.
- Is the purpose *formative* or *summative*?
 - **Formative**: collect data to help improve the course for future cohorts.
 - Example: Student satisfaction/perception of the course.
 - **Summative**: collect data as evidence of the positive impact of the course.
 - Example: Students have learned effective strategies for searching information online and can apply them efficiently.
 - Can help in decision making process for course’s “adoption, retention, or expansion.”

What?

- “What are the intended *outcomes* of assessment?”
 - Institution-centered outcomes: direct benefit to institution (revenue, etc.)
 - Student-centered outcomes: student learning and development (Info Lit skills such as “*strategic searching*”)
- “What is the intended *target (unit or level)* of assessment?”
 - Individual
 - Course
 - Departmental
 - Program
 - Institution

When?

- “At what times in the college experience should assessment be conducted?”
- Decide when you want to assess your students. Some examples:
 - After course completion (for formative purposes: revising the course based on student satisfaction).
 - Beginning of semester (pre) after course completion (post) (summative purposes: is there a significant change in learning/skill when comparing levels before and after taking the course?)
 - Any other time to see retention of learning/skills, etc.

Who?

- “Who will be the *assessor[s]*?”
 - Consider having a “3rd party” conduct the assessment to avoid “*evaluator bias*.”
 - Institutional Research specialists.
 - Faculty or Graduate Students in the Sciences (Social and Behavioral Sciences, Mathematics / Statistics departments, CIS).
 - Student support services.
 - This enhances credibility.
- “*From whom* will the assessment data be collected?”
 - Students for summative purposes.
 - Others to consider: alumni, faculty, administrative staff, support specialists.

Where?

- “Where will assessment data be *found*?”
- “In what locales will data *be collected*?”
 - The location of data collection (office-use, student service-used, classroom-based data).
 - Examples:
 - Admissions office for entering students' standardized test data,
 - Library visitation incidence and frequency logs,
 - Previous student research projects, presentations and essays to assess baseline Info Lit skills and knowledge.

How?

- “How will assessment data be *analyzed and summarized?*”
- “What *research designs and methodologies* will be employed?”
 - *Quantitative or Qualitative methods?*
- *Quantitative Data*: Useful for statistical analysis.
 - Tests: Multiple-choice tests, T/F questions, any method that generates numerical data.
 - Methods: Pre-test/Post-test Design, Experimental and Quasi-Experimental Designs, Time-Series Design, Multivariate Analysis

How?

- “How will assessment data be *analyzed and summarized?*”
- “What *research designs and methodologies* will be employed?”
 - *Quantitative or Qualitative methods?*
- *Qualitative Data*: Useful for understanding the student experience and narrative.
 - Method: Analyzing students’ written comments, interview method, focus groups, etc.

How?

- “How will assessment data be *analyzed and summarized?*”
- “What *research designs and methodologies* will be employed?”
 - Consider using a Mixed methodology, employing multiple quantitative and qualitative methods.
 - Minimizes bias (no single method is perfect, each has strengths and weaknesses)
 - Cross-validation of results by identifying consistent patterns across different tests

Resources

- *The ACRL Framework for Information Literacy Toolkit* is a great place to start.



ACRL framework for information literacy **toolkit** launches

■ Share ■ information-literacy ■ framework

Jun '17 - Repost: The ACRL Framework Advisory Board (FAB) is pleased to announce the launch of the ACRL Framework for Information Literacy **Toolkit**. The ACRL Framework for Information Literacy **Toolkit** is intended as a freely available professional development resource that can be used and adapted...



🔒 ACRL Framework for Information Literacy **Toolkit**

■ Share ■ information-literacy ■ teaching ■ framework ■ info-lit ■ teaching-librarians

Jun '17 - A new **toolkit** based on the ACRL Framework for Info Lit is now available. I still haven't got the time to take a deeper look at it but it was announced last Friday...

Resources

- *The ACRL Framework for Information Literacy Toolkit* is a great place to start.

Template and examples

Writing a learning outcome and assessment for each frame of the *Framework*

Frame: Authority is Constructed and Contextual

Knowledge Practice:

Define different types of authority, such as subject expertise (e.g., scholarship), societal position (e.g., public office or title), or special experience (e.g., participating in a historic event).

Learning outcome:

The student will analyze different sources of writing in order to discriminate between different types of authority.

Lesson plan:

Share both usual and unusual types of resources and discuss, including

- A scholarly article on a pop culture topic

- A dense and accurate Wikipedia article

- A blog post by a scholar

Create a short-answer worksheet where students discuss authority of each resource.

Assessment: Worksheet analysis

Suggestions & Future directions

- Be more “meta” about our assessment practices: Reflect on past assessment experiences to help improve the quality of a future project.
 - What were some unforeseen mistakes?
 - What worked?
 - Include students in assessment planning and data interpretation. They are the ones being assessed and their perspective is always helpful.
- Go from “local” to “regional/international:”
 - Expand the Librarian-Faculty collaboration from within one university to between universities.
- “Sharing is caring:” let’s not reinvent the wheel each time.
 - Use existing platforms to create an assessment database and increase discussion of the topic (AMICAL Connect, for example).
- Expand the discussion on assessment:
 - Workshops throughout the year / during annual conference

Let's continue the discussion

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