



Developing a Collaborative First Year Information Literacy Program @ Fresno State

Ray Pun & Amanda Dinscore



Introductions



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Challenges/Context

- ~24,000 FTE -- 21,000 undergraduates
- First Year Writing Program alone enrolls 1,400+/year
- More than two-thirds are the first in their families to attend college
- Only 43% of entering first-generation freshmen graduate within 6 years



History of Collaboration with the First Year Writing Program

- 2008 - no library workshops for first-year classes, general tutorials only
- Frustration, dissatisfaction - needed to develop a better working relationship
- Worked together to develop a customized tutorial



History of Collaboration with the First Year Writing Program - cont'd

- Customized tutorial
- F2F instruction
- Instructor training & consultation
- LibGuides
- Course redesign grant



FIRST YEAR WRITING - LIBRARY RESEARCH SKILLS

A blog for students in the First Year Writing Program @ Fresno State.

POST #1:
INTRODUCTION &
RHETORICAL/TEXTUAL
ANALYSIS PAPER

POST #2: MORE ABOUT
KEY WORDS / INTRO
TO PEER
REVIEWED ARTICLES

POST #3: ANATOMY OF
A SCHOLARLY
ARTICLE/HOW TO
READ A CITATION

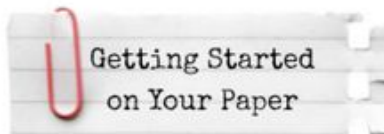
POST #4: THE
CRAAP TEST

POST #5: HONING
YOUR
RESEARCH SKILLS

POST #6: CITING
& PLAGIARISM

post #1: introduction & rhetorical/textual analysis paper

Hello! And welcome to the first of six posts for learning how to incorporate research into your writing. My name is **Amanda Dinscore** and I am the librarian liaison to the First Year Writing Program which includes English 5A, 5B and 10. Here's a video telling you a little more about me and what we'll be learning in these blog posts:



- Blog - collaborative content development
- Writing & discussion assignments
- Pilot showed demonstrated increase in IL skills

What worked...

- Collaboration
- Instructor choice
- Easily updated
- Blackboard integration
- More F2F interactions
(students & instructors)
& increased approachability



What we could do better...

- Assessment
- Consistency
- Relevance to other disciplines in addition to writing



First Year Information Literacy Project in 3 Phases:

FYIL
Advisory
Group

Tutorial
Development

Pilot and
Assessment

IN PROGRESS

First Year Information Literacy Advisory Group (FYILAG)

Building Consensus Across Campus

- First Year Writing Program
- University 1
- First Year Communications Classes
- Writing Center

Learning Outcomes

- Developing effective outcomes that can be easily assessed & are relevant & engaging
- Challenges: Audience Members - do you know your audience members - for faculty, students or for ourselves?
- Introducing & mapping out ACRL's new Framework with our learning outcomes

Forming a First Year Student Group

- Assess current learning outcomes - what do they mean to them?
- Any questions or specific concepts they do not understand?
- Build better relationships with students



	First Draft	Second Draft	Third Draft
LO #1	Develop research questions that promote academic discussion.	Develop a research question that is meaningful to you and to the larger community you belong to, can be supported by evidence, and can be seen from different points of view.	Develop research questions that <ul style="list-style-type: none"> ● matter to you and to the larger community you belong to ● can be supported by evidence ● can be seen from different points of view
LO #2	Identify contextually appropriate tools and resources to answer research questions.	Figure out what information you need to answer questions that come up in your research and where to go to find that information.	Identify what information you need to answer research questions and determine where you can go to find that information.
LO #3	Develop effective and efficient search strategies to find a range of appropriate information sources.	Learn how to search for the different types of information you need using a wide variety of research tools.	Learn how to search for the different types of information you need using a wide variety of research tools.
LO #4	Critically evaluate information using specified criteria that are appropriate for the research topic.	Determine whether or not the sources you find are current, relevant, authoritative, accurate and good to use for your research.	Determine the sources you find are current, relevant, authoritative, accurate and good to use for your research.
LO #5	Use information ethically while avoiding plagiarism and respecting the intellectual property of others.	Give credit to the sources you use for your research according to academic standards.	Use information ethically by: <ul style="list-style-type: none"> ● Giving credit to the original ideas of others ● Avoiding plagiarism ● Giving balanced views?



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INFORMATION LITERACY MODULES

MODULE 1 : Developing Your Research Question

Develop a research question that is meaningful to you and to the larger community you belong to, can be supported by evidence, and can be seen from different points of view.

MODULE 2: What You Need to Know & Where to Find It

Figure out what information you need to answer questions that come up in your research and know where to go to find that information.



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MODULE 3: Learning to Search

Learn how to search for the different types of information you need using a wide variety of research tools.

MODULE 4: Evaluating Your Sources

Determine whether or not the sources you find are current, relevant, authoritative, accurate and good to use for your research.

MODULE 5: Giving Credit

Give credit to the sources you use for your research according to academic standards.

Collaboration with the Writing Center

Spring 2016 Write-In

Procrastinating
on starting your paper?
Don't know where to begin your
research or what to write about?
Having trouble finding & using
good sources?

Get to the next
step in your
writing process!

Librarians & Writing Center Tutors
will be available to answer your questions and work with you.

Monday, March 14, 5-7 p.m.

Library 2nd floor, north
(outside the Ellipse Gallery)

Coffee, tea, & cookies will be provided

Co-hosted by the Library & the Fresno State Writing Center

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Tutorial Development - What We Wanted

- Options for formative assessment
- Flexibility - flipped classroom, group work, etc...
- Adaptability - especially for integration into a variety of course types
- Ease of use
- Scalable and sustainable
- Ability to embed videos, audio, images, etc...



Next Steps...

- Piloting and revising the modules with selected classes: First Year Writing, Communications and University 1
- Roll out in Spring 2017

Questions?

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Discussion Question 1

Identify some of the stakeholders at your institution that you could partner with to develop information literacy learning outcomes, projects, or programs.



Discussion Question 2

What challenges do you foresee in forming such partnerships?



Discussion Question 3

How have you shared the IL Framework with your campus partners?

