

Lightning ⚡ Talks



California Conference
on Library Instruction

2018

Featuring

Andrea Anderson
CSU Bakersfield

Sarah Cooper
Samford University

April Cunningham
Palomar College

Robin Gluck
Jewish Community High School of the Bay

Jonathan Grunert
Colorado State University-Pueblo

Moderator

Daniel Ransom
California College of the Arts

Image: Arthur Garfield Dove, *Thunder Shower*, 1940,
oil and wax emulsion on canvas, 51.4 x 81.3 cm, Amon
Carter Museum of American Art, Fort Worth, Texas.

The Groundrules

- ⚡ Five speakers
- ⚡ Eight minutes each
- ⚡ Group Q&A at end

Image: Arthur Garfield Dove, *Thunder Shower*, 1940,
oil and wax emulsion on canvas, 51.4 x 81.3 cm, Amon
Carter Museum of American Art, Fort Worth, Texas.

COLLABORATION WITH FACULTY TO RE-ENVISION LIBRARY INSTRUCTION

Andrea Anderson
Library Instruction Coordinator
California State University,
Bakersfield



LIBRARY INSTRUCTION AT CSUB

- + Freshman English composition courses – 60+ sections a year
- + FYE courses – 2 seminars, 85+ sections a year
- + 5 semester long courses offered by librarians
- + Liaisons to the departments/majors some librarians have up to 11 subject areas

RISING INSTRUCTION

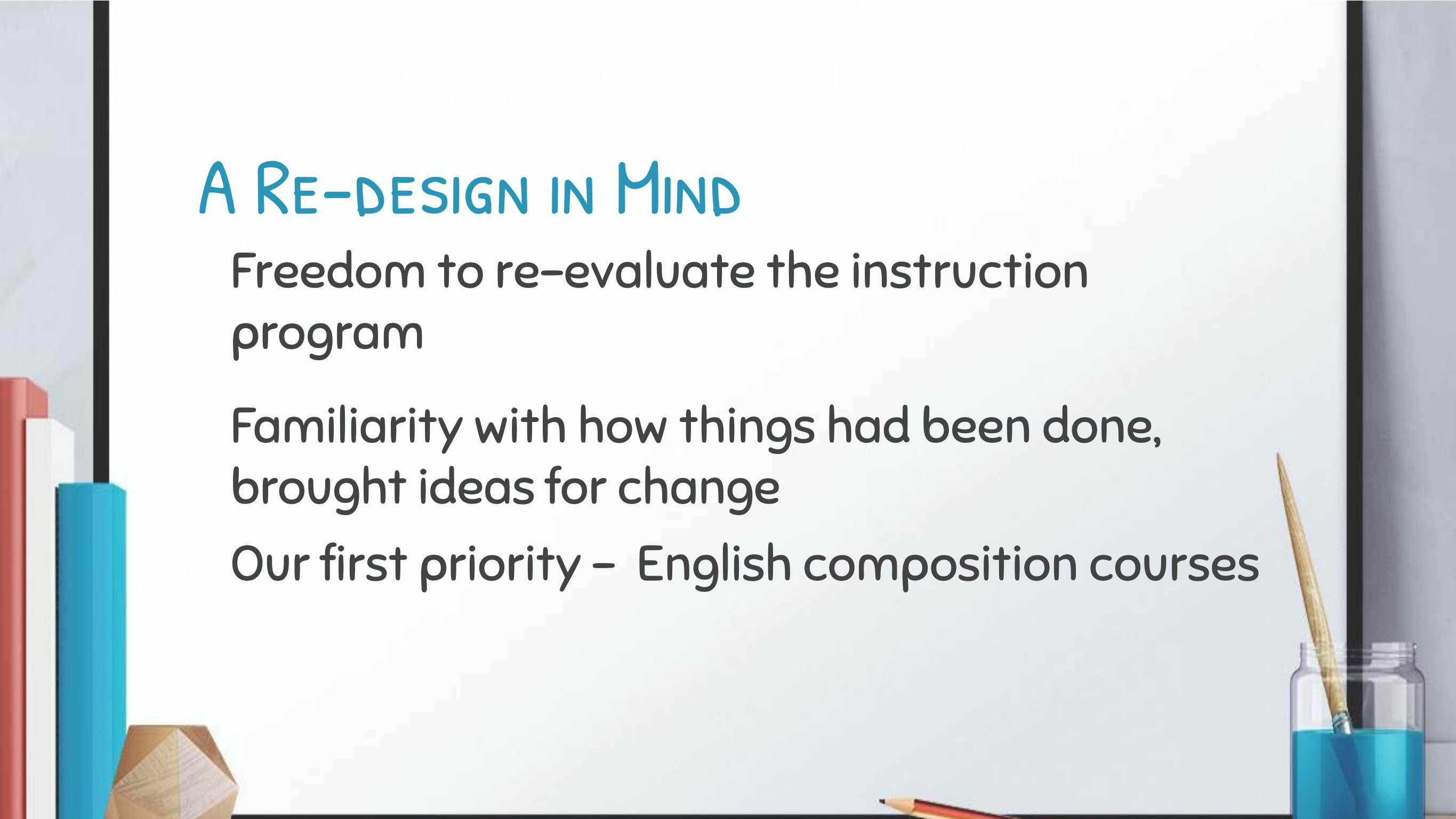
7-8 Librarians	2014/2015	2015/2016	2016/2017
Presentations by Librarians	224	277	287
Attendance at presentations	6,780	7,207	7,708

A RE-DESIGN IN MIND

Freedom to re-evaluate the instruction program

Familiarity with how things had been done, brought ideas for change

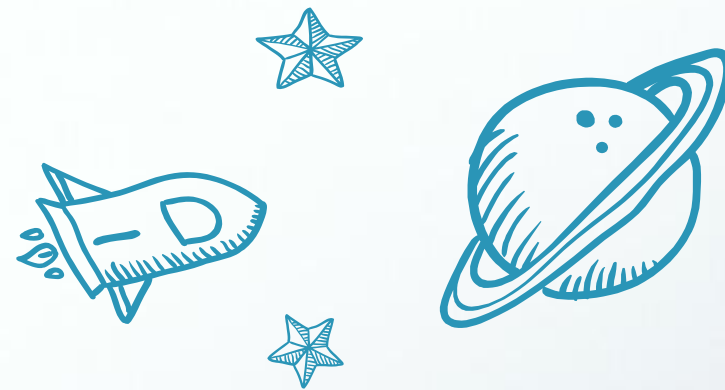
Our first priority – English composition courses



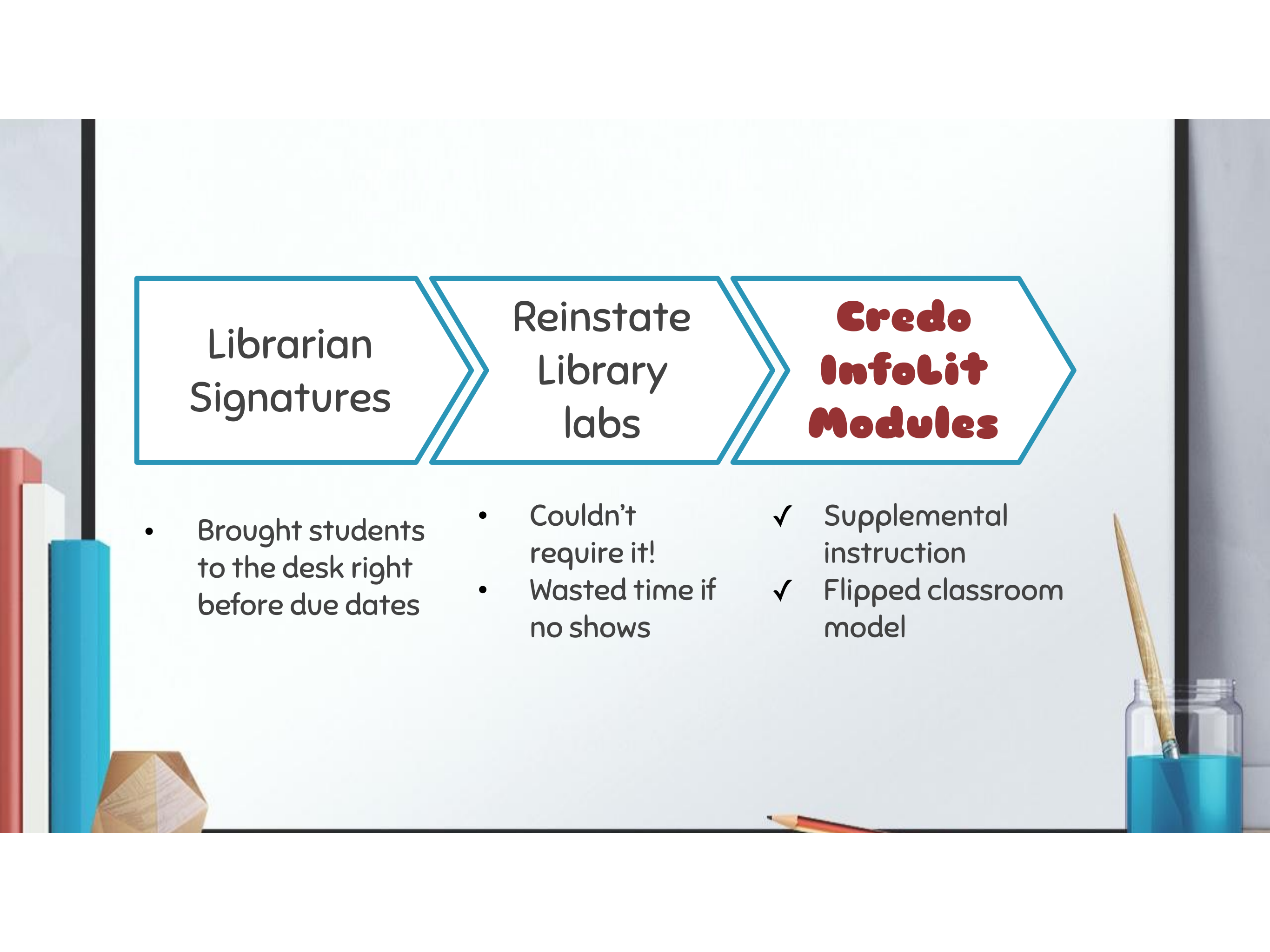
THE ISSUE: LIBRARY INSTRUCTION TO ENGLISH COMPOSITION COURSES

- + More sections of comp courses
- + Down two librarians
- + New search system (OneSearch)
- + Anticipating more comp sections
- + Composition faculty wanting more

GATHERING INSPIRATION



- + Meeting with composition director and all librarians
- + Brainstorm of ideas
- + Separation into task force of librarians and comp. instructors



Librarian
Signatures

Reinstate
Library
labs

**Credo
Infolit
Modules**

- Brought students to the desk right before due dates

- Couldn't require it!
- Wasted time if no shows

- ✓ Supplemental instruction
- ✓ Flipped classroom model

CREATING A PILOT TOGETHER

- + Meeting with comp instructors to discuss InfoLit pilot
- + Opportunity to offer faculty best time for library workshops
- + Together determined best tutorials to provide
- + Flipped Classroom

Intended outcome?

WHAT WE WANTED/WHAT WE GOT

- + Wanted data/Challenges in providing it
- + Feedback from students/instructors/librarians
- + More collaboration/ better understanding of comp program
- + Standardization of instruction

WHAT'S NEXT?

- + Plans to do it again with all librarians and re-evaluate
- + English comp – just one area, many other pieces to put together
- + Changes and flexibility required
- + Faculty collaboration key



THANKS!

Any questions?

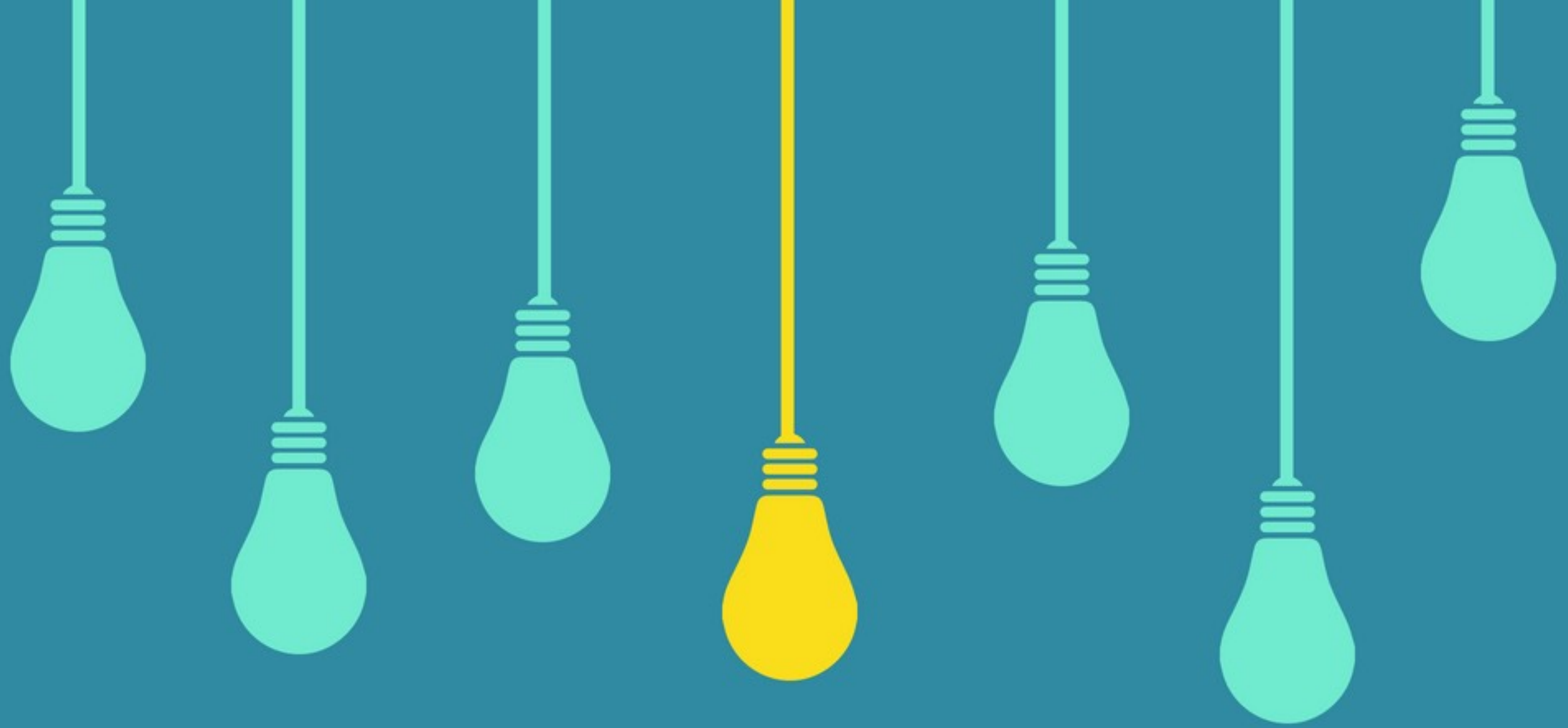
You can find me at:

+ aanderson17@csusb.edu

Presentation template by [SlidesCarnival](#)

Photographs by [Unsplash](#)





Transformative Learning through Powerful Assignments

BY SARAH COOPER
SAMFORD UNIVERSITY LIBRARY

Powerful Assignments

Elements:

- Transparency
- Information Literacy
- Critical Thinking



The Plan



Faculty and Librarian Collaboration



Enhancement of Assignment



Collaborative Assessment

Results

- Unique instructional opportunities
- Collaborations
- Increased engagement with students



Challenges

- Freshman Audience
- Choosing Assignments
- Assessment



By the Numbers

1**2****2** additional reference interactions

1**2** faculty/librarian collaborations

1**2** Frames-based instructional sessions

Next Steps

- Frames-based instructional options
- More predictive courses on campus



Dancing with the Framework



<https://tinyurl.com/CCLITATIL>

Background

Me: April Cunningham

Instruction & Information
Literacy Librarian at Palomar
College

Carrick Enterprises:

Threshold Achievement Test
for Information Literacy

Rick
Wiggins

Carolyn
Radcliff



Where to find the TATIL Outcomes/Indicators



Information Literacy Assessment Blog

“From Framework to Outcomes to Performance Indicators, Plus Dispositions!” Sept. 19, 2017

<https://tinyurl.com/TATILoutcomes>



Team Specs

The Expert Team:

12 librarians from public and private universities and from community colleges

And:

- 1 chemistry professor
- 1 English composition professor
- 1 k-12 educator
- 1 political science professor
- 1 education professor

Development Timeline

- 2014: Nov-Dec -- Identifying levels of performance for practices and dispositions
- 2015: Jan -- Analyzing core/peripheral knowledge practices
Feb-Mar -- Refining outcomes
Apr -- Writing performance indicators
May-June -- Refining indicators
July-Dec -- Writing Test Items
- 2016-2018: Finishing test development: item writing, cognitive interviews, field testing, item analysis and revision, standard setting, results reports creation.

Instructions for the Team: Identifying Levels of IL

Consider students who are entering, persisting in, and completing college. Read the Framework asking yourself these questions:

What would students at each of stages have a) mastered, b) started to understand, or c) not yet encountered in a way that changed their understanding?

What would students at each stage be able to demonstrate easily?

What are the misunderstandings about IL practices that are common among students at each stage of development?

Example of Performance Level Template

Level _

Students have mastered:

Students have started to understand:

Students have not yet encountered:

Students usually misunderstand:

Overall, students can demonstrate:

Example of Compiled Performance Level Table

Mid Level		Ideas Not Yet Encountered & Misconceptions
<u>Application of Knowledge Practices:</u>	<u>Consistent Dispositions:</u>	
- Students can integrate a limited number of sources into a short research paper in order to respond to an assignment prompt. - Students apply their knowledge of the difference between types of texts (scholarly/popular/print vs web media) in order to select appropriate sources for their information need. - Students recognize markers for information products that indicate the underlying creation process and use these markers to make selections among available sources (but for fewer types of sources and processes than more experienced students will seek). (ln. 241)	N/A	
<u>Awareness of Knowledge Practices:</u>	<u>Emerging Dispositions:</u>	
- Students have encountered cutting edge, original scholarly work that reflects research as innovative inquiry. - Students know the difference between popular and	Students recognize the value of matching an information need to an appropriate product. (ln. 243)	

Instructions to the Team: Handling Messy Practices

For practices/dispositions that do not clearly fit into a single Frame, indicate which Frame seems most appropriate or you can break the knowledge practice or disposition down into component parts that do fit into one of the IL Frames.

Examples:

- Students are aware that relevant and credible information is needed for research assignments.
- Students apply their knowledge to correctly identify the value that different sources have as part of the research process.
- Students are familiar with the concept of thorough and exhaustive literature review.

Example of Survey about Messy Practices/Dispos.

Practice/Disposition: Students know they can benefit from academic sources.

Which frame is the best fit for this knowledge practice/disposition? Please select Other if it does not fit into just one frame or if it is outside the framework.

- Authority is constructed and contextual
- Information creation as process
- Information has value
- Research as inquiry
- Scholarship is a conversation
- Searching is strategic
- Other

If you selected Other for the following knowledge practice/disposition, please try breaking it down into component parts that could fit into distinct frames.

Instruction to the Team: Analysis of Core/Periphery

As a group, meet to discuss what you consider to be the core elements of undergraduate, academic IL for your two assigned Frames that distinguish them from any of the other Frames.

Cluster these core elements inside the circle.

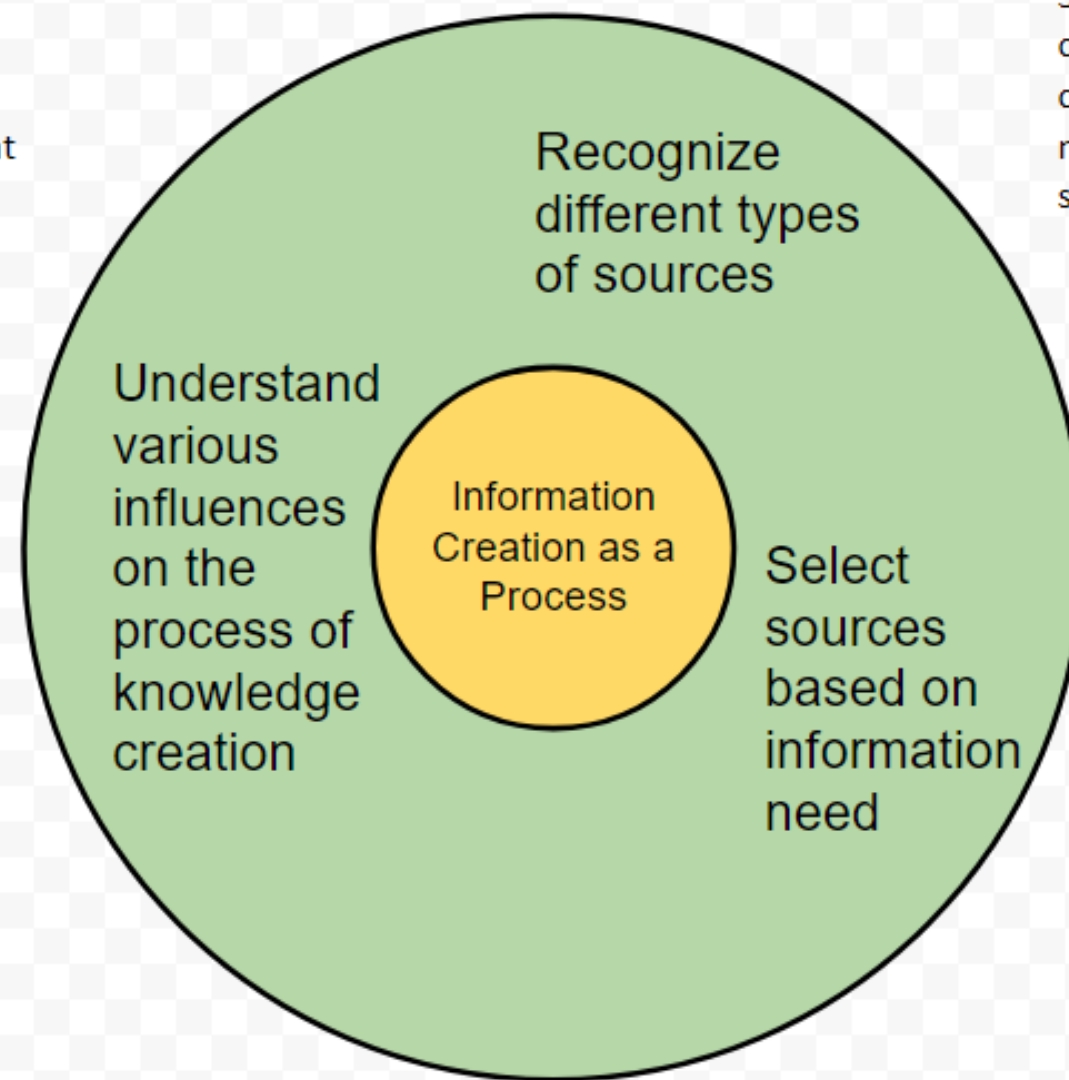
Outside the circle, list the practices/dispositions that are relevant but peripheral to the Frame.

Example of Analysis of Core/Periphery

Evaluate
information
based on format

Consider intended use of
source, in addition to source
type, when selecting sources
for a paper or project

Students know that not
all information sources
are equal or serve the
same function.



Students know that
different disciplines require
different research
methodologies and
specialized vocabularies.

Students value the
process of matching an
information need with
an appropriate
product. (In. 243)

Students can recognize that
information may be
perceived differently based
on the format in which it is
created.

Final Touches

Core elements were restated as outcomes.

Outcomes were grouped into 4 test modules.

Outcomes were assigned to the Team members to write performance indicators.

Performance indicators were edited by Carolyn Radcliff and me.

We started writing test items in July 2015.

To Consider

When you are writing
outcomes and performance
indicators with your colleagues



What Indicators
are For

—
Lighten the
Load



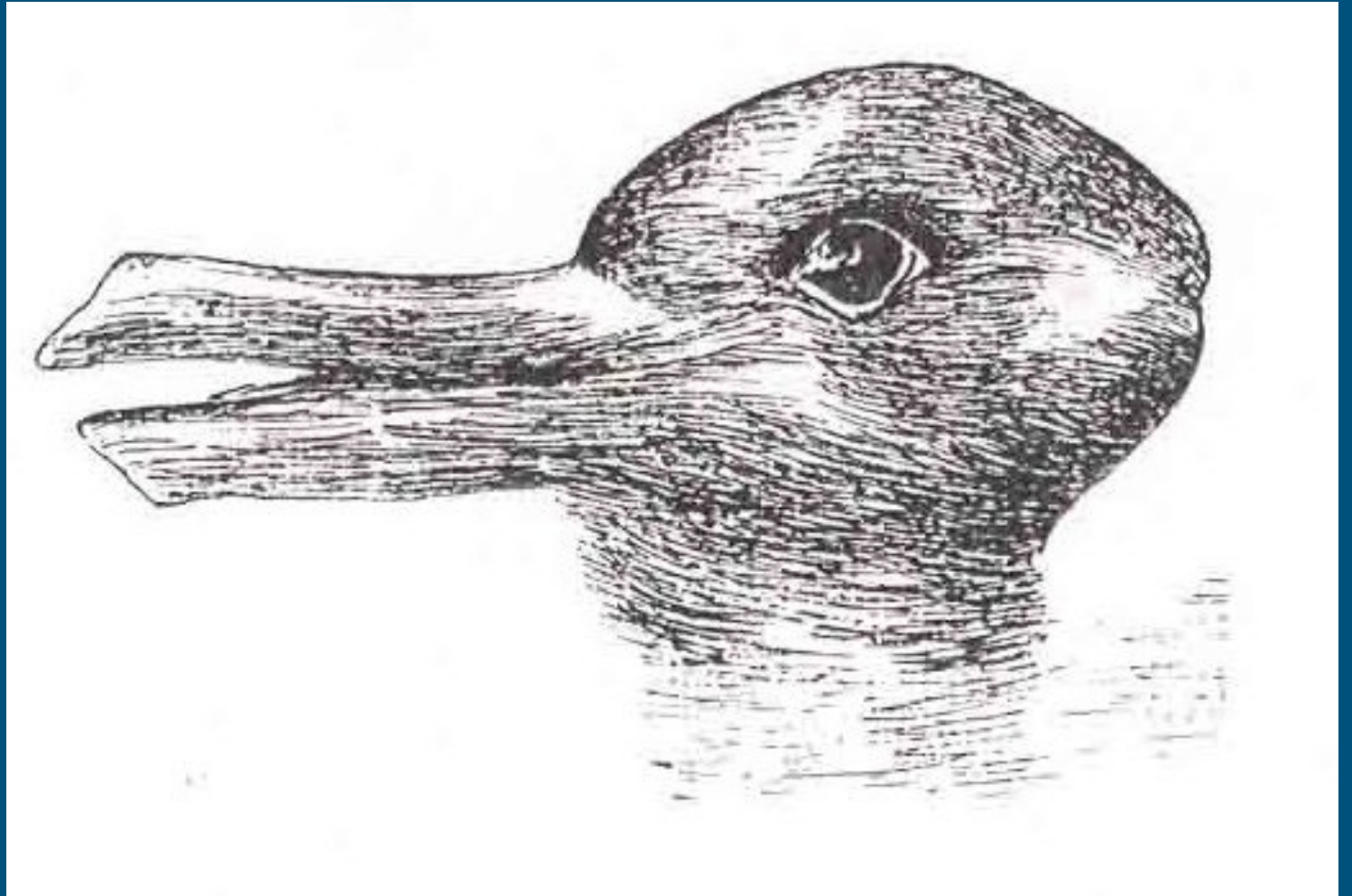
What Indicators are For

—
Fine
Tuning the
Connection



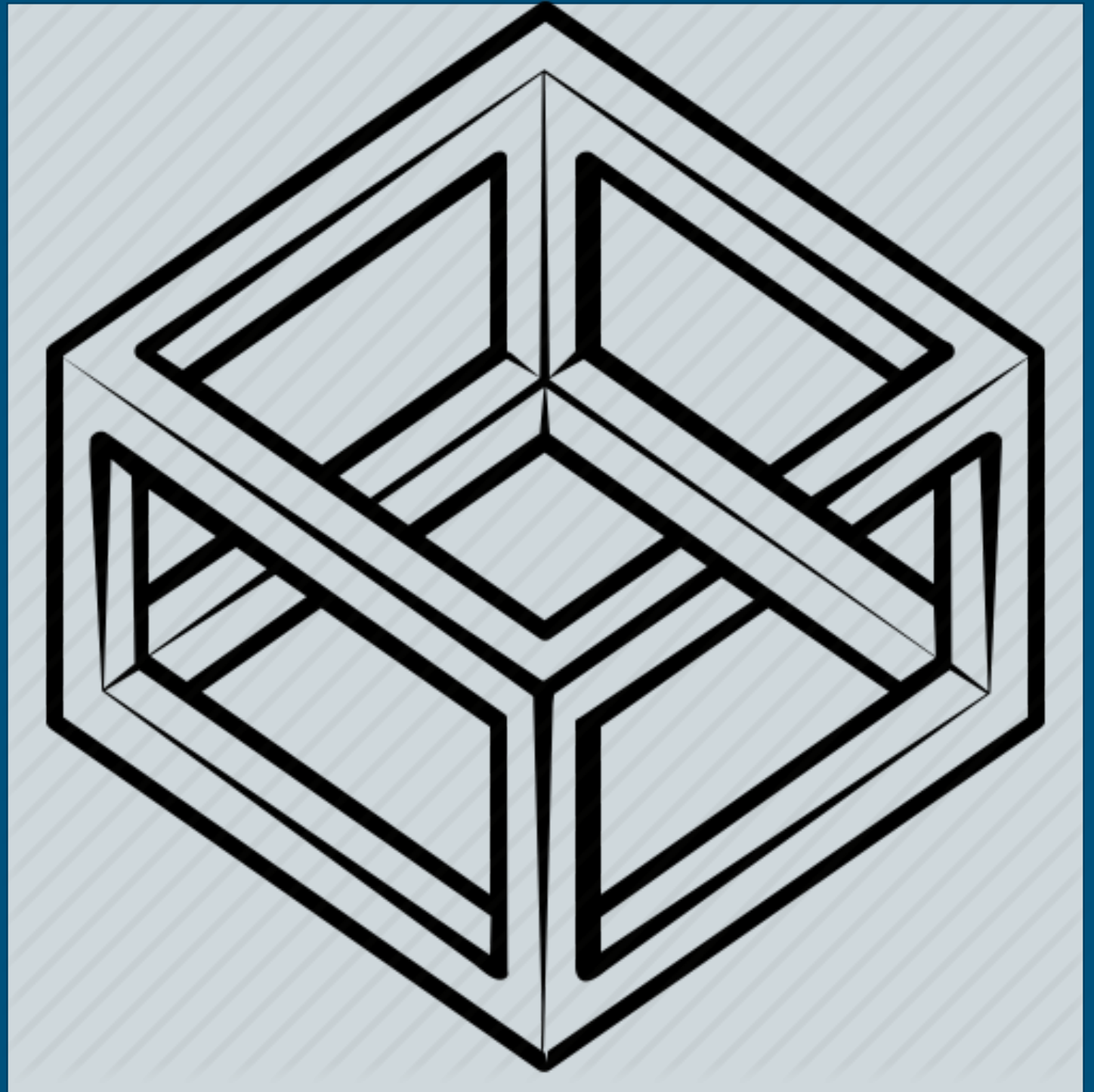
How Indicators
Can Go Wrong

—
Ambiguous



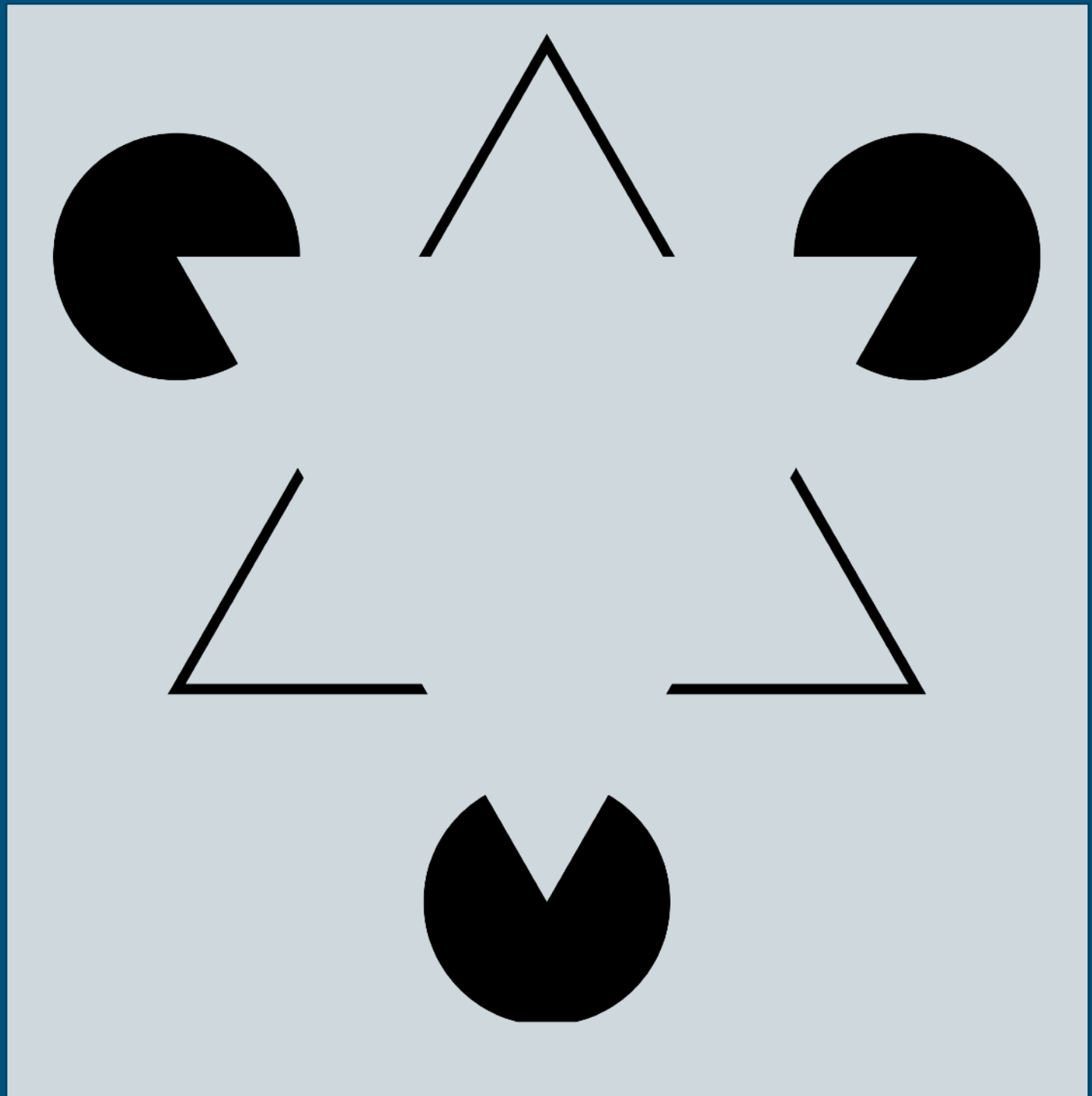
How Indicators
Can Go Wrong

—
Compound



How Indicators Can Go Wrong

Not
Observable
With Likely
Assessment
Methods



Where to find the TATIL Outcomes/Indicators



Information Literacy Assessment Blog

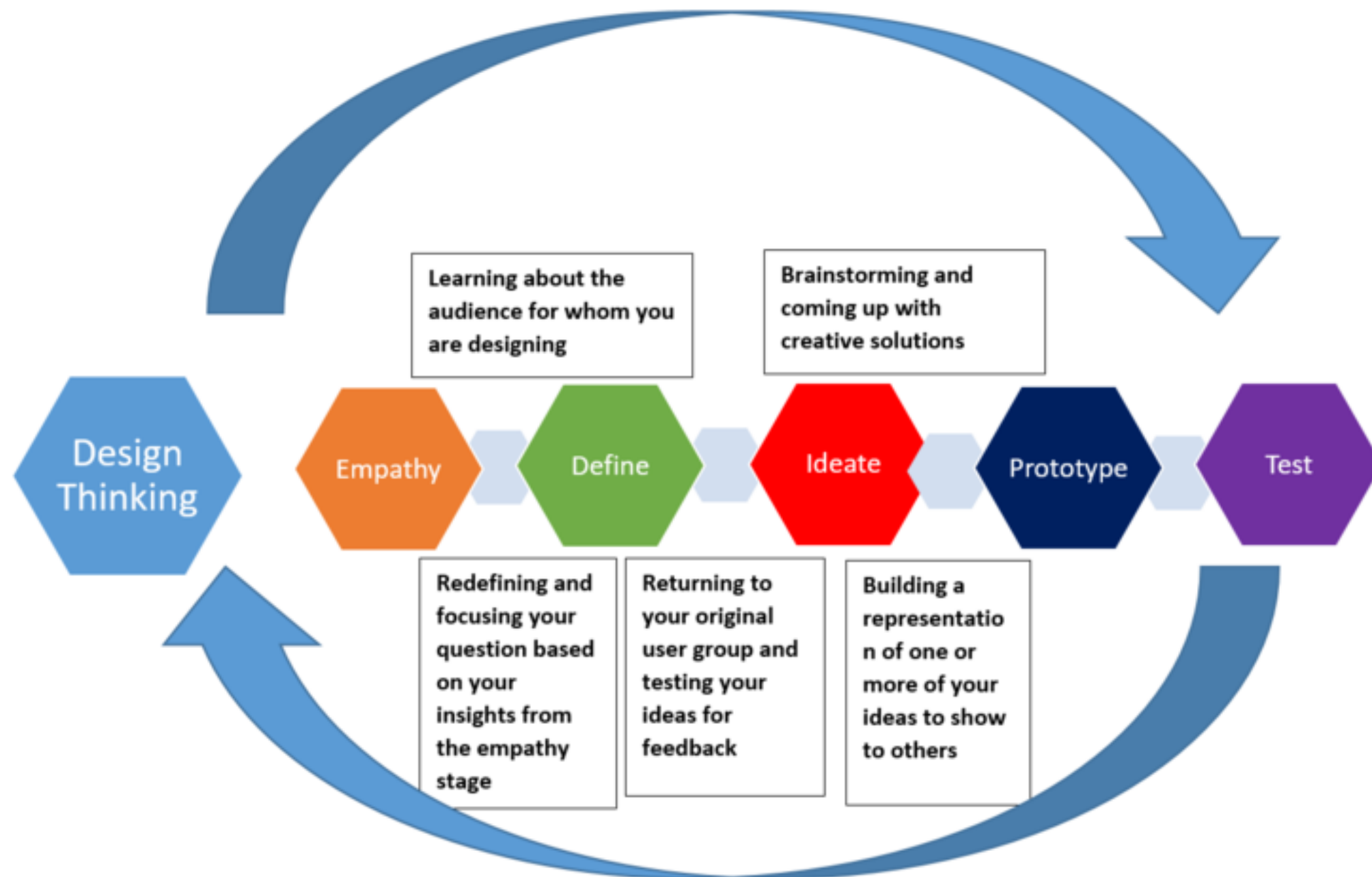
“From Framework to Outcomes to Performance Indicators, Plus Dispositions!” Sept. 19, 2017

<https://tinyurl.com/TATILoutcomes>



Applying Design Thinking Mindsets

to research paper writing instruction



The Writing Process



https://commons.wikimedia.org/wiki/File:Writing_Process_Flow_Chart.gif



[WOLFWEAR](#) [CALENDAR](#) [LOGIN](#)



[ABOUT US](#)

[ADMISSIONS](#)

[ACADEMICS](#)

[COMMUNITY](#)

[ARTS](#)

[ATHLETICS](#)

[ALUMNI](#)

[SUPPORT US](#)



JCHS
Inspires



Let's stop talking about **THE** design process



But, before we think about design, let's talk about cooking

When you first learn to cook something, you might follow a recipe. You are told what ingredients to use in what quantities and instructed on how to combine them. As you get

Carter, Clarissa. "Let's stop talking about THE design process." *Medium*, medium.com/stanford-d-school/lets-stop-talking-about-the-design-process-7446e52c13e8.

Show Don't Tell

Communicate your vision in an impactful and meaningful way by creating experiences, using illustrative visuals, and telling good stories.



Focus on Human Values

Empathy for the people you are designing for and feedback from these users is fundamental to good design.



Craft Clarity

Produce a coherent vision out of messy problems. Frame it in a way to inspire others and to fuel ideation.



Embrace Experimentation

Prototyping is not simply a way to validate your idea; it is an integral part of your innovation process. We build to think and learn.



Be Mindful Of Process

Know where you are in the design process, what methods to use in that stage, and what your goals are.



Bias Toward Action

Design thinking is a misnomer; it is more about doing that thinking. Bias toward doing and making over thinking and meeting.



Radical Collaboration

Bring together innovators with varied backgrounds and viewpoints. Enable breakthrough insights and solutions to emerge from the diversity.

d.mindsets

Collaboration

Research and Writing Teams

Brainstorming and Listening Games

Individual Pitches and Team Responses

Team Searches for Individual Topics

Prototype Preliminary Bibliography

Bias Towards Action

Small deliverables for each meeting

Pitching relevant authors and articles

Notes to Outline to Draft

Observations

- Time constraints increased productivity
- Moving writing from private to public conversation increased engagement
- Students / teams were vulnerable and built trust
- Listened with empathy and gave quality feedback
- Changed paper from summative assessment to beginning

“This is
honestly a
disaster:”
How librarians
respond to a
changed ILS

Jonathan Grunert
CSU-Pueblo
CCLI 2018

09:41:17 **Betsy Dekens:** Hello, Krystal! I am happy to help you! What are you looking for?

09:41:56 **Krystal:** I'm looking for the journal of criminal justice administration

09:43:02 **Betsy Dekens:** Okay. Just one moment.

09:44:10 **Betsy Dekens:** To get to our list of journals, you can click on the red box that says "research" right above the SuperSearch box.

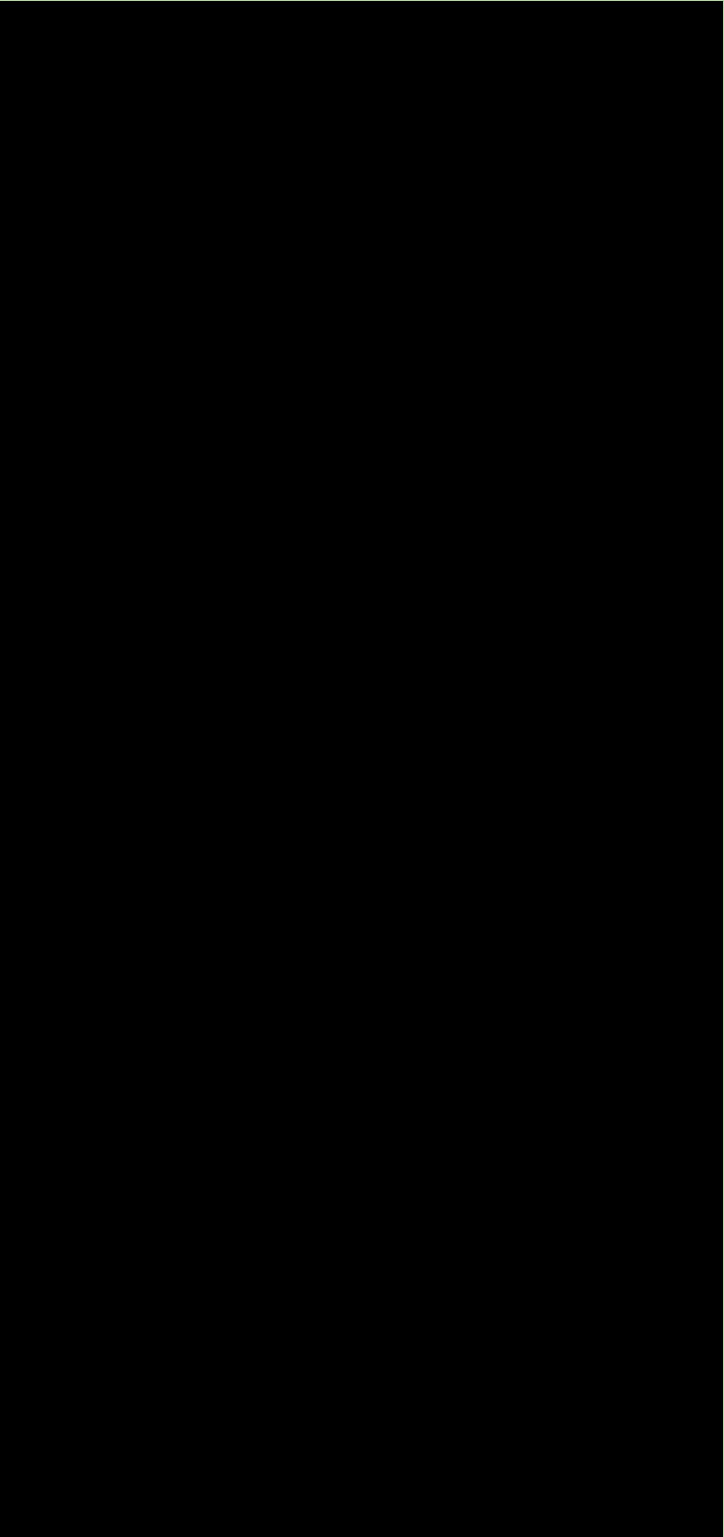
09:44:39 **Betsy Dekens:** From there, you can click on Journals and then you will be able to search for a journal by title.

09:45:03 **Betsy Dekens:** I am not seeing the Journal of Criminal Justice Administration, however.

09:45:08 **Krystal:** I tried that

09:45:30 **Krystal:** it just gives me a list of other places to look for the journal, and I just want what is on the csu library data base

09:46:30 **Krystal:** Scholarly articles are something else I am looking for. But I can't seem to even get to them from the website. This is honestly a disaster and made getting resources much harder. they should have left the website alone.



Out of the box

Scholarly Articles

Format

Show Only

What we teach

Peer Reviewed

Source Type

??

Lightning ⚡ Talks



California Conference
on Library Instruction

2018

Q & A

Featuring

Andrea Anderson
CSU Bakersfield

Sarah Cooper
Samford University

April Cunningham
Palomar College

Robin Gluck
Jewish Community High School of the Bay

Jonathan Grunert
Colorado State University-Pueblo

Moderator

Daniel Ransom
California College of the Arts

Image: Arthur Garfield Dove, *Thunder Shower*, 1940,
oil and wax emulsion on canvas, 51.4 x 81.3 cm, Amon
Carter Museum of American Art, Fort Worth, Texas.