Information Literacy Within a Quality Assurance Framework: Leveraging Accountability to Enhance Learning

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Workshop Objective

To describe the process developed by the Teaching & Learning Working Group at Queen's University to address information literacy development across the curriculum within a quality assurance framework.

Workshop Learning outcomes

At the end of this workshop you will be able to:

1. Identify a range of learning outcomes that can be included for library and Information literacy instruction in order to select which ones best suit specific purposes.

2. Identify information literacy outcomes to include in a curriculum map at the course/workshop level in order to distinguish which outcomes are most important and the level at which they will be taught and assessed.
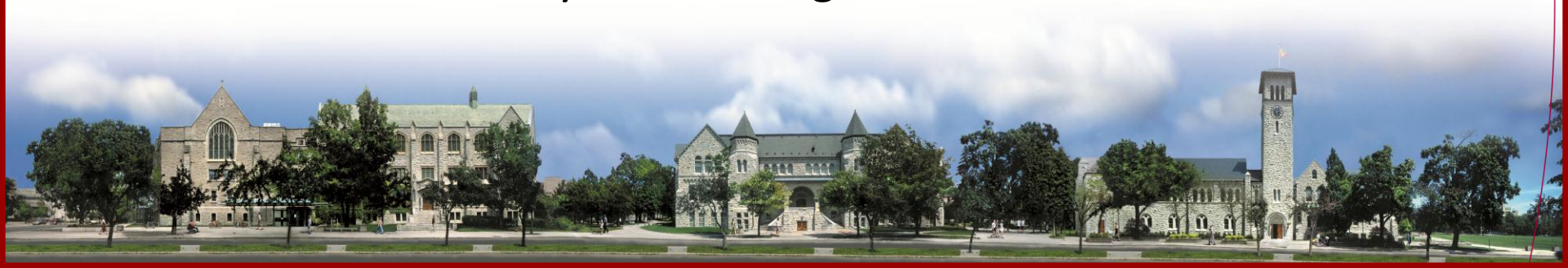
Sharing our Experiences

- How many of us are facing the challenge of measuring the impact of library and information literacy instruction on students' learning across the library system?

Sharing our Experiences

- So…. How many of us have a formal mechanism in their library for supporting liaison librarians in this process?

Quality Assurance Framework

Ontario Universities Council on Quality Assurance began in 2010 and created a *Quality Assurance Framework* to guide universities:

- Ongoing quality assurance of their academic programs (UDLEs and GDLEs);

- Review and approve proposals for new programs;

- Ensure that universities comply with quality assurance guidelines;

- Communicate final decisions to the Ministry of Training, Colleges and Universities.

Library Impact?

- Libraries need to demonstrate impact on student learning across a campus

- Need common reporting mechanism to describe library impact.

Our Focus

Teaching and Learning Working Group (started July 2011)

- To establish a learning community that creates collegial trust and peer learning and mentorship.

Teaching and Learning Enhancement Grant (April 2011)

- To gather feedback from liaison librarians to define a process that helps them develop the skills they need to be successful within the QAF.
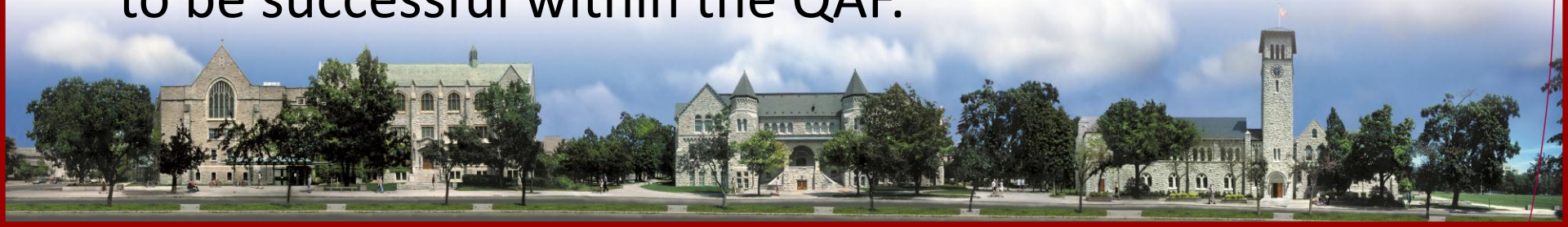
Developing a Conceptual Approach

Stage 1: Investigation and Information Gathering

Stage 2: Develop Information Literacy Outcomes and Curriculum

Stage 3: Curriculum Mapping

Stage 4: Teaching Strategies

Stage 5: Assessment of Information Literacy Outcomes

Information Gathering

- **Identify within liaison departments**: UDLEs/ GDLEs rep – Curriculum committees – Required program courses – Research-intensive courses - Specialized training for TAs

- **For courses where information literacy (IL) is already provided**: copies of syllabus and assignment descriptions - Usage of online tutorials - Integration into LMS - Course guides

- **Identify online course components** (syllabus, chat, listserv, online submission of assignments, etc.).; if possible request password to "join" course

- **Library collections/resources**: how are they integrated into courses

- **Exit poll data**, data from departmental appraisals
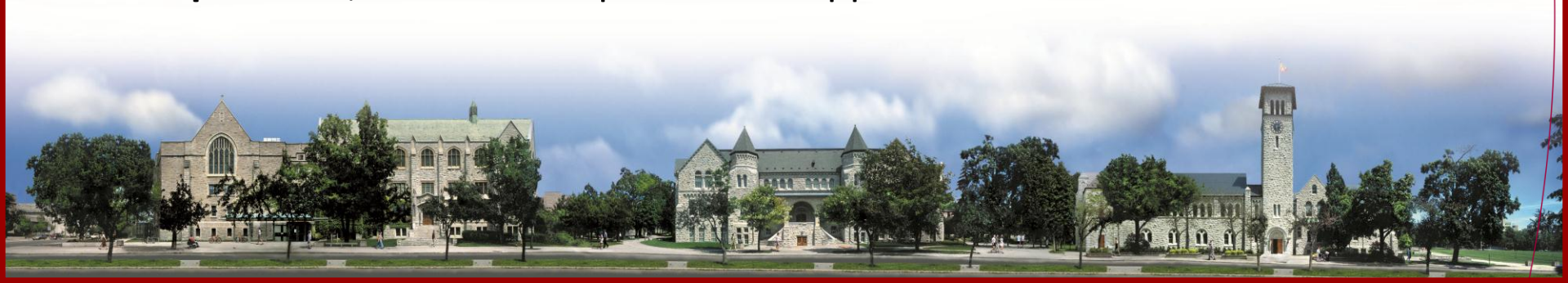
Learning Outcomes

- Outcomes-based design

- Concept of backward design
  - Prioritizing what to teach
  - Writing learning outcomes
  - Linking to assessment
  - Criteria for assessment
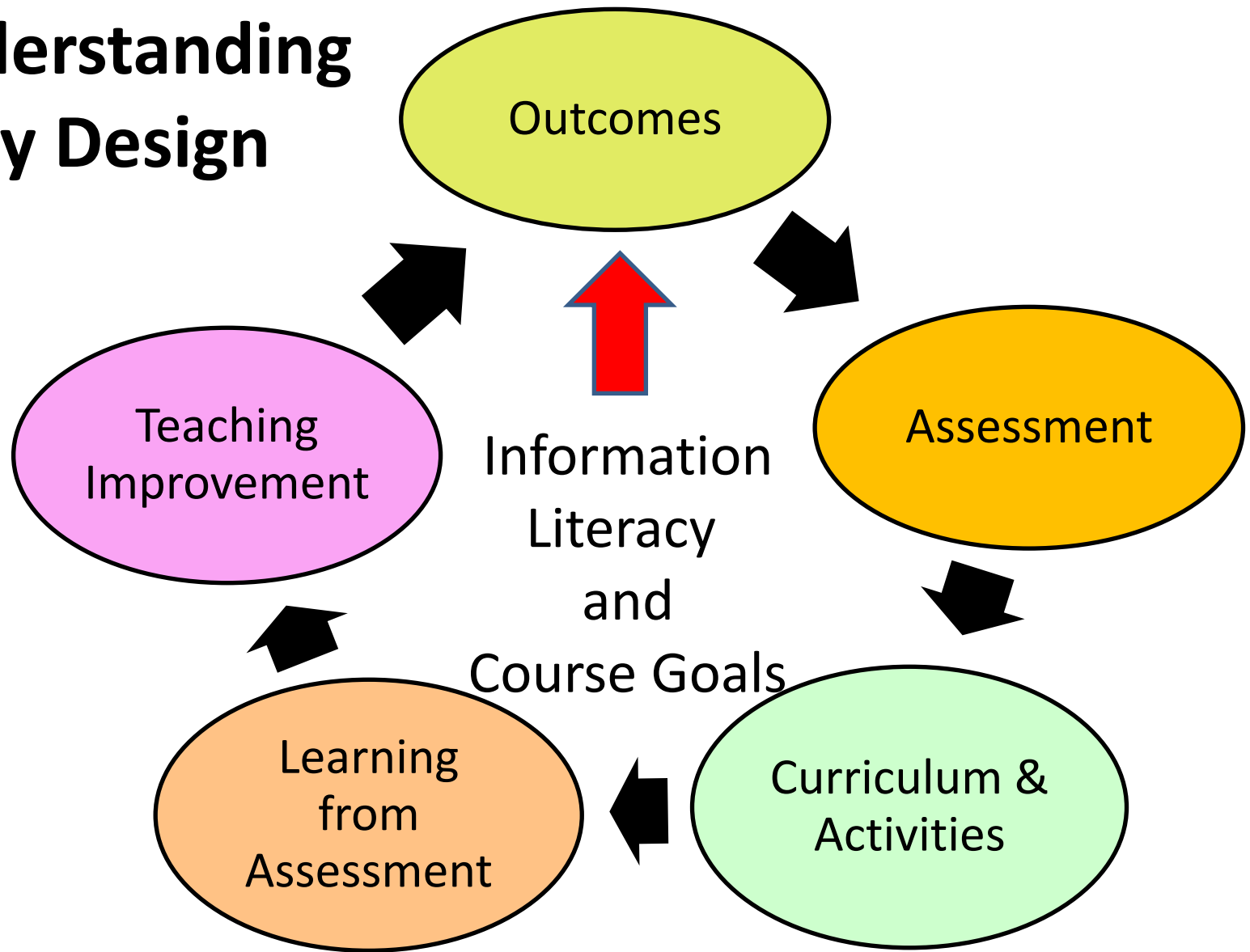
Outcomes-Based Curriculum

Content-Focused	Outcomes-Focused
Describes what the teacher will do: This course teaches the ….	Describes what the student will learn: This course will enable you to …

Understanding by Design

Outcomes

Assessment

Curriculum & Activities

Learning from Assessment

Teaching Improvement

Information Literacy and Course Goals

Source: Wiggins, G. P., & MacTighe, J. (2005). *Understanding by design*. Upper Saddle River, N.J: Prentice Hall.

Why Learning Outcomes?

- A starting point to clarify what we want the student to be able to do
- Students will know what we expect them to learn
- Helps us clarify what we want student to learn
- A statement that clarifies what we will assess
- A way to determine learning activities
- Student assessments can be used to improve teaching
- A way to measure impact within the quality assurance framework

What Makes a Good Learning Outcome?

Activity 1:

How many consistently write learning outcomes for their instruction?

ACRL Formula for Writing Outcomes

Observable behaviour & Verb Phrase	In order to	Reason Why
Develop topic relevant vocabulary	In order to	Search databases with maximum flexibility
Select verb that is at right cognitive level (consult Bloom's Taxonomy) Select verbs that are observable	Bridge between ability and rationale	Answers WHY Describes how the student will apply the ability Creates relevance for student

Cory's Workshop: Literature Review

- This is a two-hour introduction to research tools for M.Ed. and Ph.D. students in the Faculty of Education.

- The class is usually small from 10-15 participants.

- A range of research tools are introduced to address the first assignment in the course which is to find and summarize the educational significance of a current literature review article in their field of interest.

Cory's Workshop: Literature Review

- List the characteristics of a literature review in order to select a comprehensive review article from diverse result sets.

- Identify resource types in a bibliography in order to locate the full text of each citation (e.g. ERIC document, chapter, etc.)

- Identify principles of effective searching within education databases in order to refine search techniques.

- Compare the strengths and weaknesses of four research tools in order to maximize the location of relevant resources.

- Describe the steps in their search process before and after the session in order to identify alternate search patterns.

Learning Outcomes for a 1ˢᵗ year course?

Activity 2:

Write one learning outcomes based on ACRL model

Scenario here:

What is Curriculum Mapping

- The term 'curriculum mapping' has no singular definition. It refers to several types of mapping processes for the curriculum.

- Curriculum mapping can be simply seen as an approach to collecting, organizing and displaying curriculum data in meaningful ways to inform curriculum development processes.

Why curriculum mapping

- to document and share curriculum across programs and examine for **gaps, overlaps, and redundancies.**

- it is a way of finding out <u>where and how skills</u> are developed

- it is a way to see how <u>these skills are aligned to identified graduate attributes</u>

- it is way that can facilitate program development

Curriculum Mapping in Libraries

- **Curriculum mapping is a process to create curriculum maps!**

- **Curriculum map:** a *spatial representation* (**i.e. map**) of the learning experiences, instructional and assessment methods, and intended learning for each aspect of a *given program* **(i.e. curriculum)** so that the relationships and connections among all the elements are easily seen.

  - What is curriculum for us?
  - Mapping what to … what….?

Curriculum Map for Information Literacy

- A curriculum map can provides a holistic view on the integration of information literacy into academic programs.

- A major benefit of developing an IL curriculum map is what it provides on the sequencing and overlapping of information literacy among different programs and also to define the needed resources.

Curriculum Mapping of Information Literacy

- Curriculum Mapping is a process that needs to be established and developed to enable each liaison librarian to record the content and skills taught in a workshop/course and how they are aligned to the ACRL IL Learning objectives.

- Curriculum mapping should be seen as a dynamic process that will provides a forum for discussion and planning of IL and it will be affected by level of collaboration between libraries and faculties.
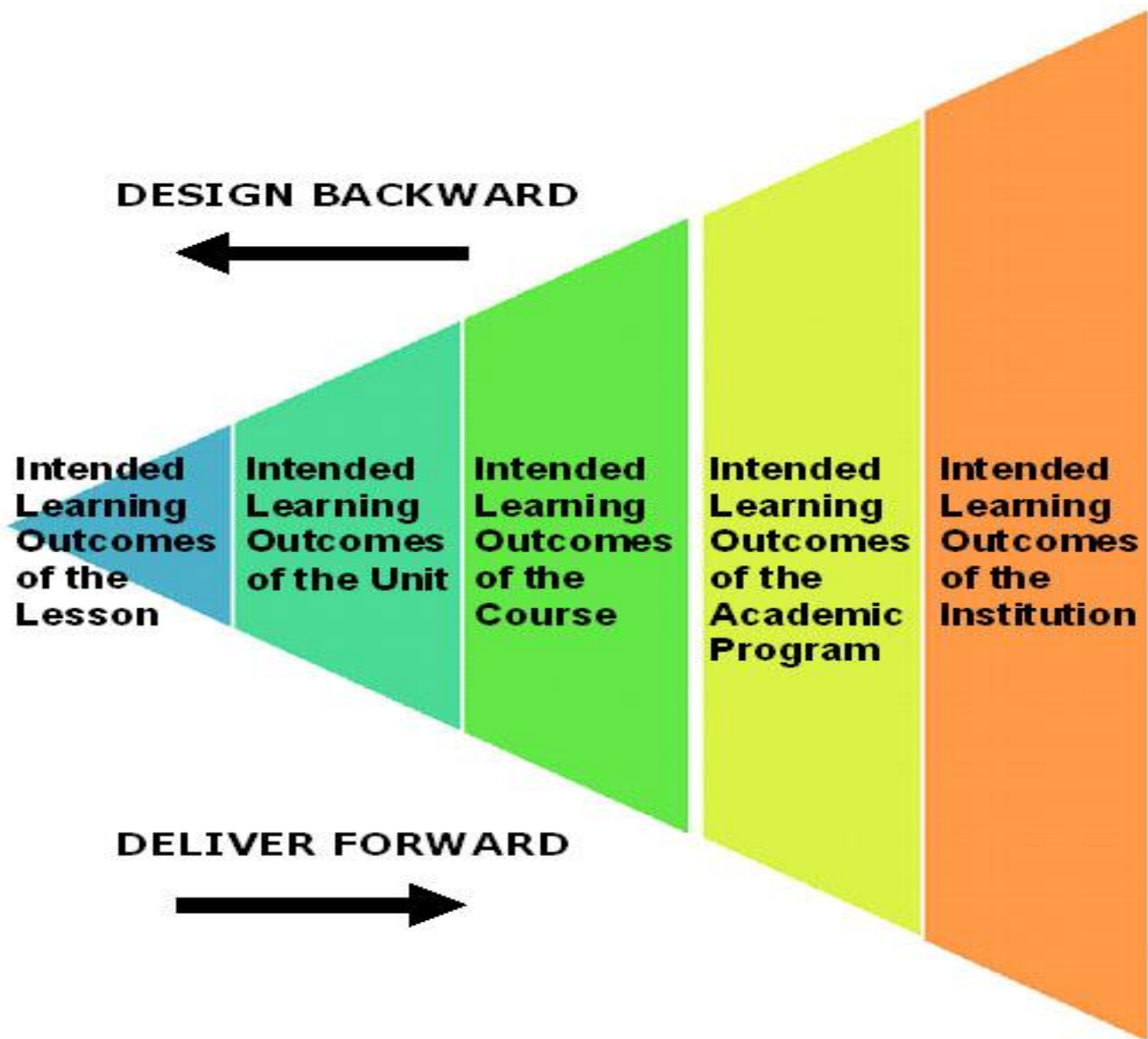
Huba, M. E., & Freed, J. E. (2000). *Learner-centered assessment on college campuses: Shifting the focus from teaching to learning*. Boston: Allyn and Bacon.

Workshop map for a 1st year course?

Activity 3:

Based on the learning outcome you created, identify a an assessment method and a teaching strategy.

ACRL Standards	Proficiency	Learning Outcome	Teaching Strategy	Assessment
Determine the extend and nature of information needed	Basic	Can distinguish between primary and secondary sources in order to select the relevant sources for the inquiry	A library presentation on examples of primary and secondary sources with examples	A written assignment Students are able to locate a primary source in library catalogue

A part of IL map @ Queen's Engineering (Example)

First year	Second Year	Third Year	Fourth Year
Identifies the needed information resulting from an assigned project using a recommended structure	Defines and articulates the needed information resulting from an assigned project using a recommended structure	Defines needed information using key concepts and terms that describe the information need.	Defines and articulates the needed information resulting from an assigned project using self-determined structures and processes
Identifies appropriate information sources to meet the information need using a prescribed methodology from prescribed sources (e.g. Library Catalogue and a multidisciplinary database).	Differentiates types of publications from scholarly, popular, to professional periodicals through their content and audience, demonstrating skills in how to access them.	Uses appropriate search methods to access a variety of information sources applicable to the discipline (standards, codes, regulations, patents, manuals, academic literature, technical reports, etc.)	Identifies and accesses a variety of information sources applicable to the discipline using self-selected sources with self-structured guidelines
Evaluates information using simple prescribed criteria such as authority, currency, and objectivity.	Evaluates information using advanced criteria related to the aims of the inquiry.	Selects information by articulating and applying criteria for evaluating both the information and its sources	Critically evaluates relevant information regardless of format using self-determined criteria based on experience, inquiry, and the identified literature
Organises and manages information using a simple prescribed structure and format.	Organises and manages information using a recommended structure and tool (e.g. RefWorks as a citation manager)	Uses and manages different types of information sources by selecting appropriate tools and disciplinary styles.	Organises and manages different types of disciplinary information using self-determined structures, processes, and tools.

Starting a process at your library

From Pre-awareness Stage to Awareness Stage

From Awareness Stage to Initiative Stage

From Initiative Stage to Mobilization Stage

We are here now

From Mobilization stage to Action Plan Stage

From Action Plan Stage to Practice Stage

Derived from: Hubball, H., Gold, N., Mighty, J., & Britnell, J. (December 21, 2007). Supporting the implementation of externally generated learning outcomes and learning-centered curriculum development: An integrated framework. *New Directions for Teaching and Learning, 2007,* 112, 93-105.

Questions ?