Kwantlen Polytechnic University has four campuses located in the Metro Vancouver region of British Columbia, Canada. Kwantlen offers bachelor’s degrees, associate degrees, diplomas, certificates and citations in more than 200 programs. More than 17,500 students annually attend Kwantlen. Sixteen Librarians provide instruction, research and reference support in four campus libraries. Librarians teach one shot or sequenced Information Literacy research sessions for the majority of course offerings, ranging in length from 50min to 120min.

After reviewing best practices in library instruction and considering the issues unique to KPU, namely session uniformity, inclusion of active learning experiences, and effective use of available library teaching faculty—we developed teaching material that informatively incorporated the ACRL Information Literacy Competency Standards for Higher Educations, as well as assessment tools, namely Research Skills Exercises, pre and post tests, and student survey feedback. Glibert’s “assessment as learning” framework requires that instruction be designed around specific measurable outcomes that then guide the development of the curriculum and pedagogy that is used. Once these elements are in place, the instructor must create an assessment tool that enables students to demonstrate what they have learned.

EXAMINING LIBRARY’S INFORMATION LITERACY INSTRUCTION in Support of Student Research Skills Competencies

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THE SWOT ANALYSIS: WORKING WITH SELECT ENGL 1100 CLASSES TO INCORPORATE INFORMATION LITERACY INTO CURRICULUM

It is arguably the best direct way for the library to show value in supporting an institution’s learning outcomes... ACRL standards frame it to include 3 core competencies, each followed by a series of demonstrable skills: the ability to determine the extent of the need, the ability to effectively assess information; the ability to critically evaluate the information; the ability to incorporate information into one’s work; the ability to use information to accomplish research or other goals; and the ability to understand legal and ethical issues surrounding the discovery and use of information. (ACRL Standards). The skills and concepts associated with IL are relevant to all disciplines and should be addressed within the majors and programs as well as part of the general education curriculum.

Each semester, the Library provides instruction to approximately 70% of the ENGL 1100 classes. The goal is to eventually expand it to 100%, thus effectively and formally integrating it into the English curriculum. There is an increased uniformity of session offerings over the past five years, reflected in the standardized teaching materials, albeit ever evolving.

The English 1100 Library sessions aim to introduce students to the world of information and provide a foundation for critical inquiry during their university years. The lessons are designed to cumulatively support and build on the following five basic learning outcomes:

1. Identify a variety of types and formats of potential sources for information
2. Select the most effective search tools for accessing the needed information by investigating the scope, content, and search features of various search systems and tools
3. Evaluate sources and information in order to decide whether or not to use it or make it part of a personal knowledge base and value system

Pre- and post-tests are especially useful in that they can demonstrate the degree to which specific instructional strategies affect student learning.” Assessment is an important element of instructional design that enables librarians to gauge what students are learning and provides information that can be used in designing more effective lessons. As well, “this methodology is helpful in identifying areas in which instruction could be improved and where positive results were being achieved.”

The open atmosphere of the classroom, the information about plagiarism as well as the sites that would give greater value system. If you have any suggestions for improving this session?

I liked how we were given a bracket to compete. This encouraged us to pay attention more because we are told its part of our participation marks. What did you like most in these sessions?

The concept of the “flipped classroom,” in which students in effect get the traditional lecture component of a course outside of class and then use class time for collaborative, active learning assignments, has documented success in improving student outcomes. This focus on active, collaborative learning is a key development in recent US higher education pedagogy.

STRENGTHS

- Whole adoption of the program is helpful to the students
- Good working relationship with the English faculty
- Assignments centered toward that course mark itself
- Concept of learning is more appealing to students.
- Library classes seem to reduce students’ library anxiety, as no time to fail the exam is involved. What did you like most in these sessions?
- Library classes seem to reduce students’ library anxiety, as no time to fail the exam is involved.

OPPORTUNITIES

- What are the external conditions that are needed to support student learning?
- Library classes seem to reduce students’ library anxiety, as no time to fail the exam is involved.

WEAKNESSES

- Lack of formal, University wide teaching assignments, has
- Time constraints of teaching faculty
- Assessments, such as Project SAILS, iSkills, etc.

THREATS

- What are the external conditions that are needed to support student learning?
- Library classes seem to reduce students’ library anxiety, as no time to fail the exam is involved.

- Students are not testing of learning design.
- Students are not attending online resources regularly.
- Faculty

Poster Design by: Joanne Caplette, Documentation Technician, Library


