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Kwantlen Polytechnic University: The University has four campuses located in the Metro 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. Stressed 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 2h30min.

After reviewing best practices in library instruction and considering the issues unique to ENGL, namely session uniformity, inclusion of active learning experiences, and effective use of available librarian teaching faculty–we developed teaching material that effectively incorporated the ACRL Information Literacy Competency Standards for Higher Education, as well as assessment tools, namely Research Skills Exercises, pre and post-tests, and student survey feedback.

Gilchrist’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.

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 information needed, the ability to effectively assess information; the ability to critically evaluate the information; the ability to incorporate information into one’s own 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 few 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 or 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.
4. 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.”

To make it a little more interactive somehow

How she helped me with my topic and helped me narrow it down

It needs to be more engaging because it becomes hard to take in all the information

Maybe better time allocation, so we can finish the assignment in class

To make it a little more interactive somehow

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It needs to be more engaging because it becomes hard to take in all the information in such a short period

More examples on how to use the different databases.

All the information is repeated in every class

Give examples of proper citation format in MLA

To make it a little more interactive somehow

Add more videos.

This focus on active, collaborative learning is a key development in recent US higher education pedagogy.

Figure 5: Feedback survey results—enrolled (3 post) ENGL 1100 courses, Spring 2014

Figure 6: Feedback survey results—enrolled (3 post) ENGL 1100 courses, Fall 2013

Figure 7: Feedback survey results—enrolled (3 post) ENGL 1100 courses, Spring 2016 (impressive future courses)

Figure 8: Feedback survey results—enrolled (2 post) ENGL 1100 classes, Spring 2014 (repetitive future courses)

Figure 9: Pre- and post-test results – select ENGL 1100 courses, Spring 2014

Figure 10: Pre- and post-test results – select ENGL 1100 courses, Fall 2013

Figure 11: Pre- and post-test results – select ENGL 1100 courses, Fall 2014

Figure 12: Pre- and post-test results – select ENGL 1100 courses, Spring 2016

Figure 13: Pre- and post-test results – select ENGL 1100 courses, Fall 2015

Figure 14: Pre- and post-test results – select ENGL 1100 courses, Spring 2015

Figure 15: Pre- and post-test results – select ENGL 1100 courses, Fall 2012

Figure 16: Pre- and post-test results – select ENGL 1100 courses, Spring 2012

Figure 17: Pre- and post-test results – select ENGL 1100 courses, Spring 2013

Figure 18: Pre- and post-test results – select ENGL 1100 courses, Fall 2016

What did you like best in these sessions?

Very helpful for identifying the differences between scholarly [periodical and text]

What are the external conditions that are helpful to achieving the objective?

What are the external conditions that are harmful to achieving the objective?

The open atmosphere of the classroom

Which attributes of the program are helpful to achieving the objective?

Which attributes of the program are harmful to achieving the objective?

Faculty focus on course content and hope that students do not attend unless requested by

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