Academic Librarians' Educational Role Revisited: Three Defining Studies

Beth Tumbleson,
John Burke, &
Jessica Long

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Overview & Discussion

- Three reports:
  - Project Information Literacy, 2013
  - Ithaka S+R US Library Survey 2013
  - Framework for Information Literacy for Higher Education, 2014-15
- Information Literacy Challenges
- Sustainable Solutions

1 Minute Poll: Who are we?

- How many are providing information literacy instruction?
- How many fill the position: instruction librarian?
- How many are FYE librarians?
- How many are library directors?

Who your presenters are...

- Miami University of Ohio, University Regional Campus
- Director, Assistant Dir., & Public Services
- OhioLINK Director, INFOhio's College & Career Readiness P20 TF, Distance
- Instruction: 1 shots, credit course, LMS embedded librarianship, research consultation

Project Information Literacy

How Freshmen Conduct Course Research Once They Enter College

By Alison J. Head, Ph.D.

December 5, 2013

http://youtu.be/BWNGZUa952A

http://projectinfolit.org/images/pdfs/pil_2013_freshmenstudy_fullreport.pdf

First-Years & Information Literacy

College Readiness

First Year College Research Assignments

Project Information Literacy Report

Implications for Instruction Librarians

Freshmen - Major Findings

- College libraries larger, more complex
- ¾ found online searching difficult: selecting keywords, writing queries
- ½ plagued when navigating complex digital & print landscape
- Most realized their research competencies were inadequate

Freshmen - Major Findings

- Many moving away from Google to Databases
- Learning to read abstracts & journal articles
- 29% say librarians & composition instructors offer most help
- By year's end, using same information resources as sophomores-seniors!

Typical College-Level Research Assignment

Select topic

Define issue

Take position

Support with evidence from secondary sources

College Research Differs from High School

- Using larger library collection with more digital resources
- Applying strategy of combining new & different sources
- Selecting & evaluating credible sources
- Conducting independent, intellectual exploration

First Years Are Learning to...

Focus, refocus topic

Dig deep

Use primary sources

Sort & organize online information

Document sources

Going beyond Google

HS & College Libraries Compared

In college libraries, first-years have access to

- 19x as many library databases
- 9x as many books and journals
- "a ton of stuff", previously unknown

Research? First-Years Feel...

Overwhelmed

Excited

Confused by organization of materials & staff

Disadvantaged, limited research skills

Inexperienced, rigors of college research

*Students Use 5 Research Sources

Google Search

Library Databases

Course Readings

Government Sites

Instructors

*HS & College Students

Remember, First-Years...

Benefit from metaliteracy instruction

Are not oriented to using vast college library

Really need to meet you, the librarian

Need practice in searching & academic skills

Are learning about academic integrity

Our Challenge: Dispel 5 Student Myths

- Myth of independence: don't ask for help
- Everything is online so library is optional
- Reference librarians only help stuck students
- Just search the 1 database librarian recommends specifically
- Books are outdated; no relevant info

How can librarians respond?

- Promote library resources, services, staff
- Teach advanced, efficient, online searching
- Equip DIY: academic tools & learning objects
- Collaborate
  - Staff centers for career, tutoring, writing, orientation, internationals, eLearning, computer
  - Faculty
  - Administrators

Ithaka S+R US Library Survey 2013

Matthew P. Long & Roger Schonfeld

Released March 11, 2014

http://sr.ithaka.org/research-publications/ithaka-sr-us-library-survey-2013

Respondent demographics

- 499 responses / 1516 total libraries

- Not-for-profit institutions

- Baccalaureate, master's, doctoral

- Comparisons to 2010 and 2012 surveys

Importance of library service roles

- Undergraduate information literacy
- Faculty teaching support
- Building collections
- Archiving resources
- Starting point for faculty research
- Faculty research support

Implication for instruction #1

Library directors support information literacy instruction.

- 97% ranked it as an important library function.

- Higher rating than any other library service area.

Implication for instruction #1 (more)

52% of directors would fund new positions or would redefine positions

● Top choice of priorities for new funding

Instruction was top service area for adding staff

● Nearly 50% expect increase in 5 years

Implication for instruction #2

Faculty are not so sure.

- 22% of faculty (2012) think information literacy is the role of the library. 44% believe it is their role.

- 72% of directors believe it is the library's role.

Implication for instruction #2 (more)

Do librarians contribute to student learning?

- Directors - 80-90% agree

- Faculty - 45-55% agree

Implication for instruction #3

Declining librarian support for faculty research?

Directors who rated this support "very important"

- 2010 - 85%
- 2013 - 68%

Reflects declining need for services?

Implication for instruction #4

Can librarians support students online?

- <50% of baccalaureate college libraries are "fully prepared to support students" in online courses.

- Slightly higher % for master's and doctoral institutions

Ithaka S+R implications summary

1. Directors support library instruction
2. Faculty are not sold on library instruction
3. Faculty who do not use our research services for themselves might not involve their classes
4. Online student support (including instruction) needs to be improved

How can librarians respond?

- Connect accreditation with information literacy

- Targeted, focused outreach to faculty

- Increase instruction services in the LMS

- Create better assessment data to share

ACRL Framework for Information Literacy

Framework for Information Literacy for Higher Education, 2014-15

http://acrl.ala.org/ilstandards/

Draft 1, part 1 - February 2014

Draft 1, part 2 - April 2014

Draft 2 - June 2014

Draft 3 - November 2014

Final - January 2015

Changes Full Steam Ahead

Standards vs.

2000

Each Standard contains 3 or more Performance Indicators with Learning Outcomes

Frames

2015

Each Frame contains:

- Threshold Concept
- Knowledge Practices
- Dispositions

Assignment suggestions for each frame were previously listed in a separate, ancillary document.

Past Standards

The information literate student ...

1. determines the nature and extent of the information needed.
2. accesses needed information effectively and efficiently.
3. evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.
4. individually or as a member of a group, uses information effectively to accomplish a specific purpose.
5. understands many of the economic, legal and social issues surrounding the use of information and accesses and uses information ethically and legally.

Information Literacy Newly Defined

	Standards	Framework
Information Literacy Concepts	- Limited, formulaic approach to understanding a complex information ecosystem - Fixed conception of how information literacy can be realized in varied curricula - Focus on textual objects, which reflects the time it was written	- Provide spaces for creative, integrative, flexible thinking about the dynamic ecosystem in which all students live, study, and work - Look at hybridized, multi-modal nature of learning and scholarship
Information Literacy Definition	A set of skills or competencies that are uniform among all learners.	The set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning.

Metaliteracy

The Metaliteracy Model
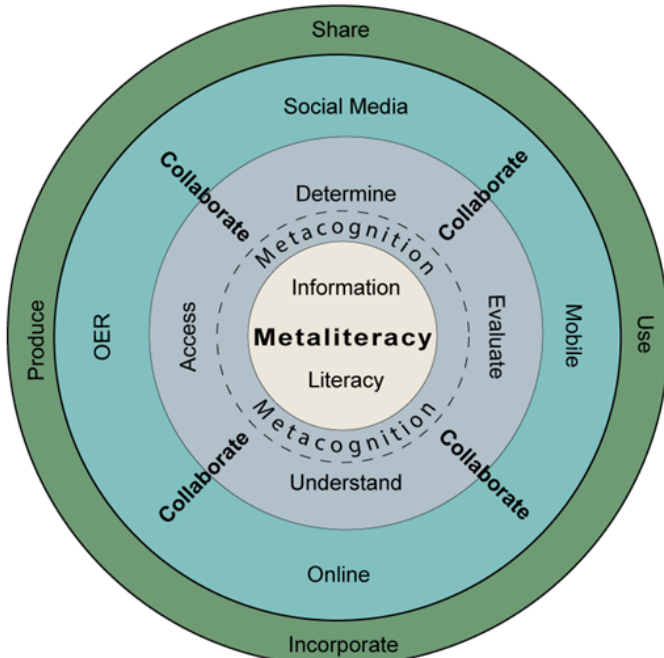
Metaliteracy Model (created by Roger Lipera in Adobe Illustrator)

"Metaliteracy demands behavioral, affective, cognitive, and metacognitive engagement with the information ecosystem. This *Framework* depends on these core ideas of metaliteracy, with special focus on metacognition, or critical self-reflection, as crucial to becoming more self-directed in that rapidly changing ecosystem."

- Framework, pg. 2

http://metaliteracy.cdlprojects.com/what.htm

Building Metaliteracy

	Standards	Framework
Student Learning	- Individual "Information Literate Student" = a construct of imagined accomplishment, at the end of a set of learning experiences. - No involvement with peers, tutors, coaches, faculty advisors, or other collaborators.	- Collaboration - Focuses on the role of collaboration and its potential for increasing student understanding of the processes of knowledge creation and scholarship - Emphasizes student creativity and participation, highlighting the importance of their contributions. - Student learning occurs in both formal academic and daily non-academic experiences
Critical Thinking Capabilities	- Cognition based - Ignores attitudes, emotions and dispositions in creating the willingness to learn difficult new concepts, and to develop self-efficacy.	- Cognitive, affective, volitional or value-based - Information Literacy as a more integrated learning agenda focused on academic courses, undergraduate research, service learning, digital projects showcasing student research, field learning experiences

Six Threshold Concepts

1. Authority Is Constructed and Contextual
2. Information Creation as a Process
3. Information Has Value
4. Research as Inquiry
5. Scholarship as Conversation
6. Searching as Strategic Exploration

Mapping Framework to Standards

From Amanda Hovious, designerlibrarian.wordpress.com

https://docs.google.com/a/miamioh.edu/document/d/1Wt5a2pYqblapfnSZoBBdo28EAgukUXbV0kdL5nSZ5UI/edit

Standards to Framework

"We've heard so many perspectives on the value or lack of value of standards, that we feel conversation around sunsetting the Standards is best deferred until we've had more opportunity to see how the Framework builds. In the interest of sustainable change, we believe that this path will allow for greatest success."

- Karen Williams, ACRL President

How can librarians respond?

- Collaborate with faculty
  - different concepts highlighted for different disciplines
  - information literacy focusing on particular assignments
- Connect information literacy with retention
- Connect information literacy to career success

You, back on campus...

- Connect information literacy with
  - accreditation
  - retention
  - real world, career success
- Collaborate
  - faculty
  - staff
  - administration
- Create
  - focused instruction
  - tools and learning objects
  - assessment

Questions?

http://goo.gl/6orHm6

burkejj@miamioh.edu

longjh@miamioh.edu

tumbleb@miamioh.edu