Jun 2nd, 3:15 PM

Sustainable, Yet Growing: Framing and (Updating) a First Year Information Literacy Program

Sojourna Cunningham
North Carolina State University

Alison Edwards
North Carolina State University

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Sustainable, Yet Growing: Framing and (Updating) a First Year Information Literacy Program

Sojourna Cunningham (she/her), Undergraduate Librarian for Teaching and Learning
Alison Edwards (she/her), Librarian for Digital Teaching and Learning
Anne Burke (she/her), Associate Head for Learning, Spaces and Services

Problem # 1: Dstribution of sessions and burnout

Fa17/Sp18

239 sessions

Fellows
12.2%

Dept Associate Head
9.7%

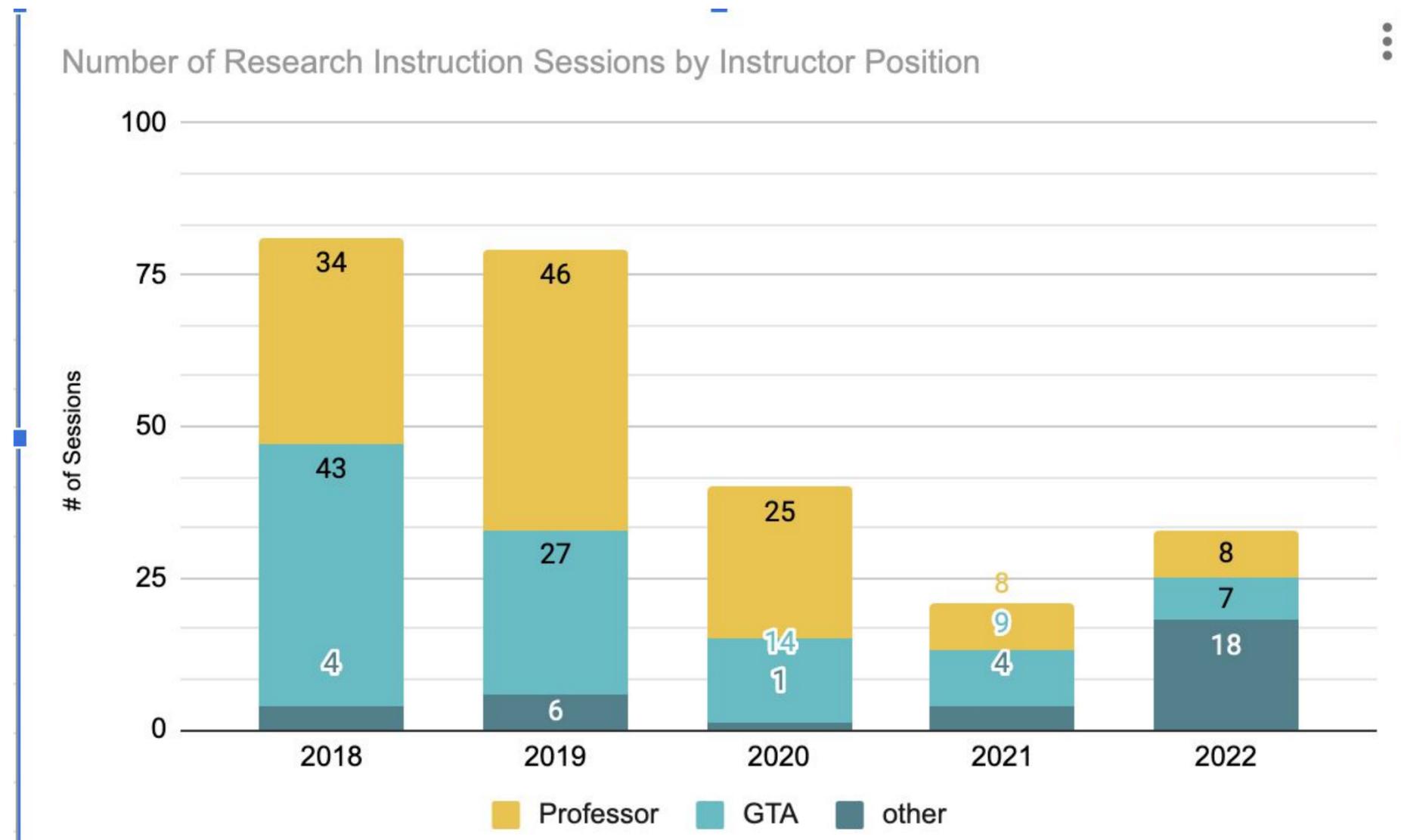Student Success Lib 1
7.6%

79 sessions

University Library Sp…
33.3%

88 sessions
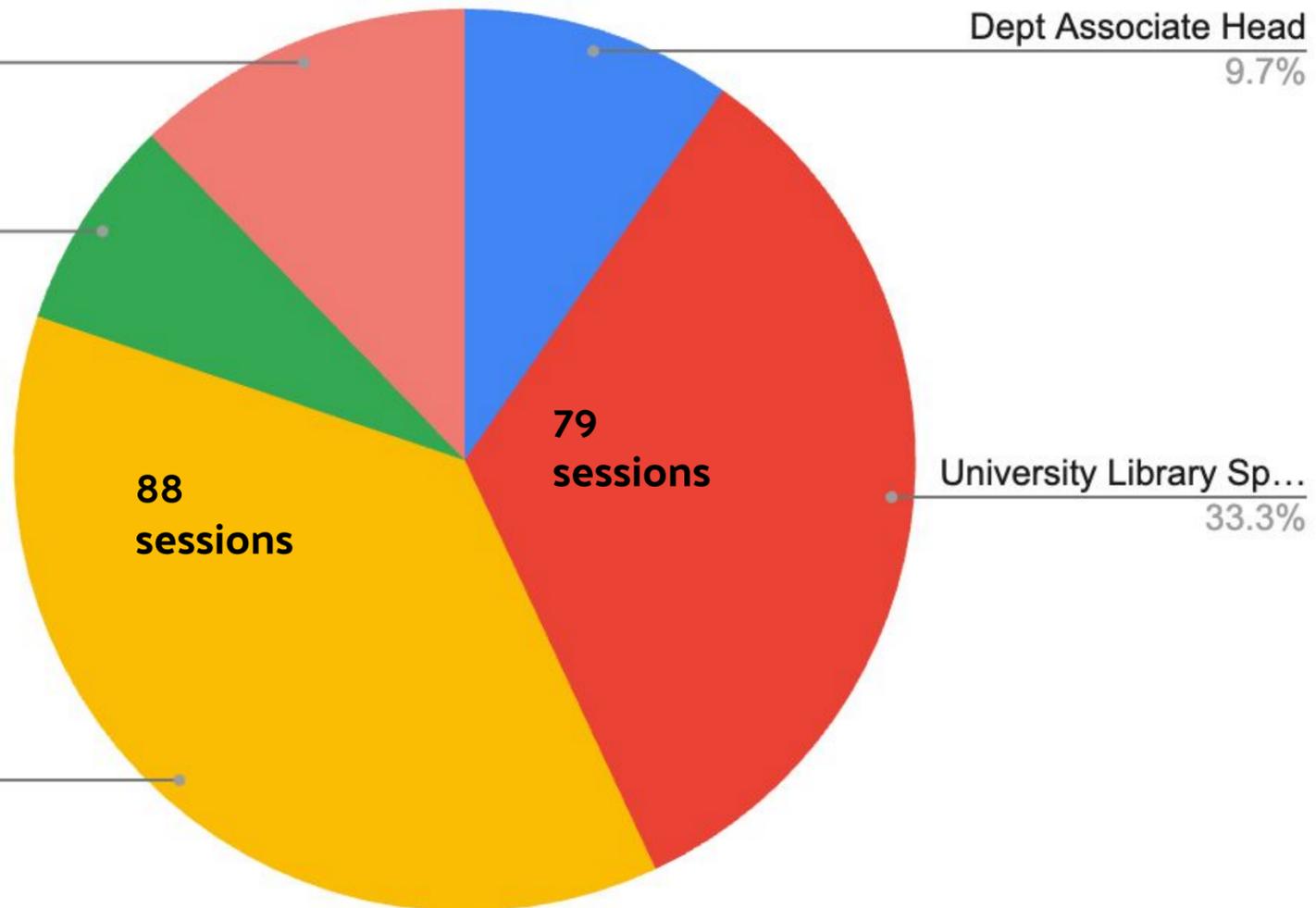
University Library Sp…
37.1%

Problem #2: High turnover among library AND classroom instructors

Number of Research Instruction Sessions by Instructor Position

Problem # 3: Undervaluation of teaching expertise and training

Table 1. ALA-accredited Master's programs offering courses in instruction.

Course categories	No. of programs	Percentage
Adult instruction only	3	5
Adult & K-12 instruction	3	5
General & K-12 instruction	7	11.67
K-12 instruction only	2	3.33
General instruction only	42	70
No instruction courses	3	5

Dodson, M. (2020). On target or missing the mark? Instruction courses in LIS graduate programs. *Public Services Quarterly*, *16*(2), 83–94. https://doi-org.prox.lib.ncsu.edu/10.1080/15228959.2020.1745131
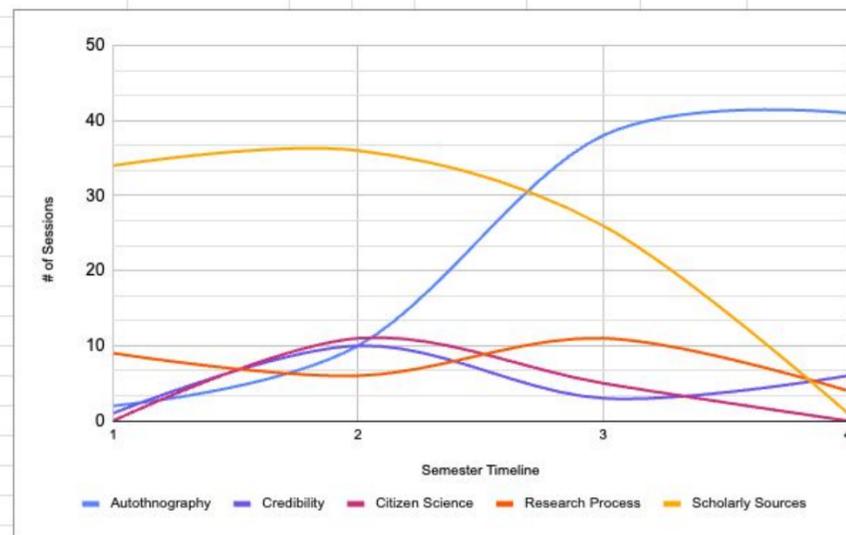
Problem # 3: Undervaluation of teaching expertise and training

"Dex realized with a stomach-souring thud that they were standing on the wrong side of the vast gulf between having read about doing a thing and doing the thing"

~A Psalm for the Wild Built, Becky Chambers

Solution # 1: Data Collection

Number of Research Instruction Sessions by Instructor Position

Number Instructors who Requested Research Instruction Sessions by Position

Number of Research Instruction Sessions vs. Scavenger Hunts
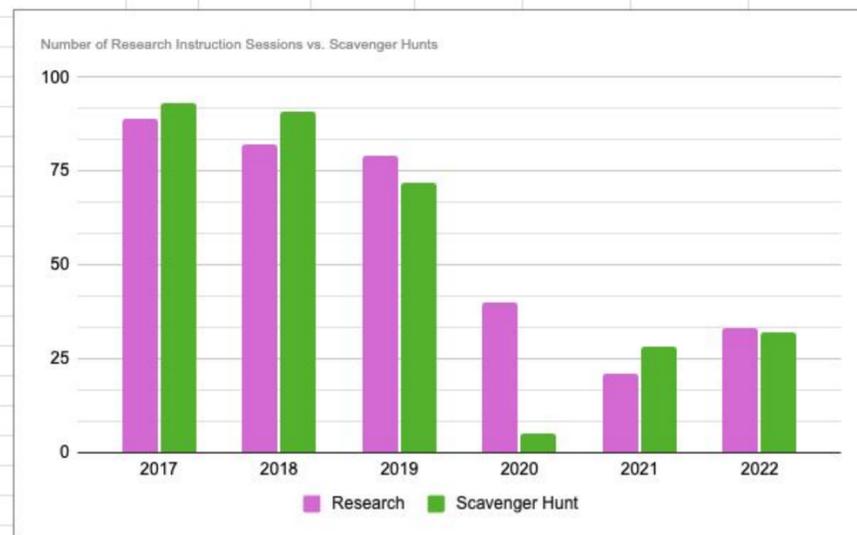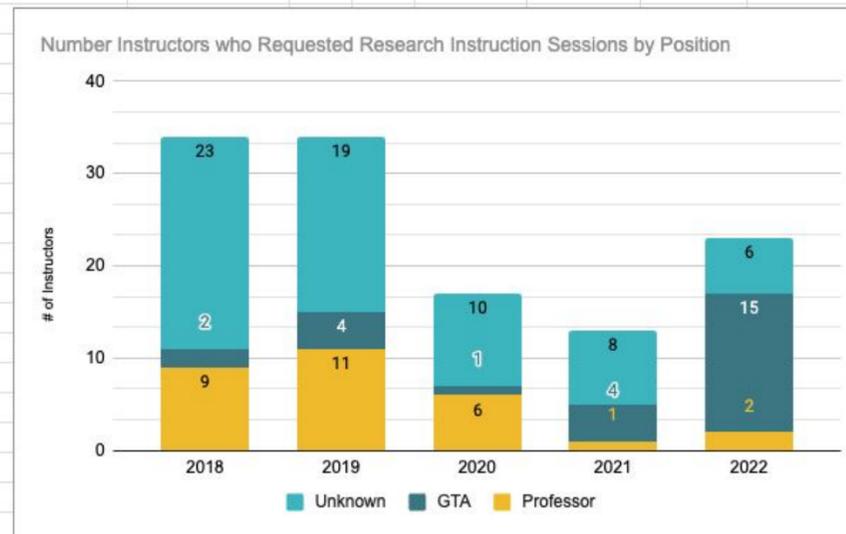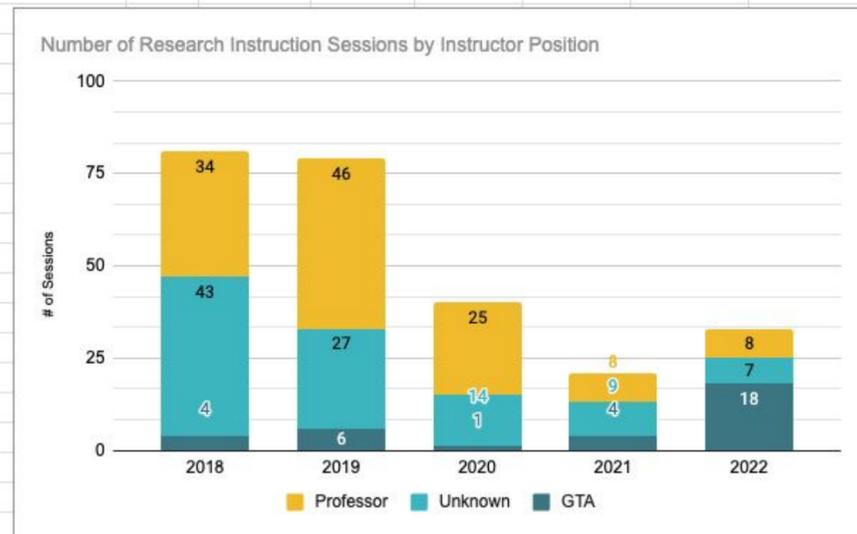
Solution #2: Allocation of Instruction

Sojourna	17	40%	40%
Alex	4	10%	10%
Aasta	0	0%	10%
Total SH	27	Current %	Goal #
Anne	4	15%	15%
Alison	4	15%	10%
Sojourna	2	7%	10%
Alex	5	19%	20%

Library Instruction Email Tem...

Scavenger Hunt:

50 Minutes

100 Minutes

Beginning the Research Pro...

50 Minutes

50 Minutes - Classroom
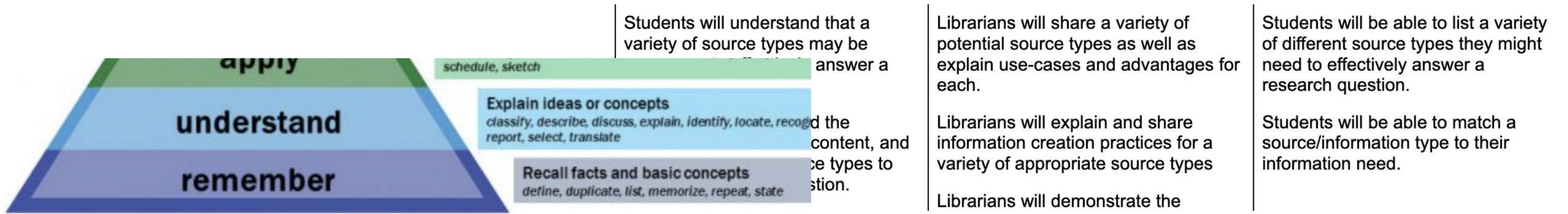
100 Minutes

Recognizing and Finding Sc...

50 Minutes

50 Minutes - Classroom

100 Minutes

Solution # 3: Reducing the Mental Load (s)

| Topic Selection and Scoping | Students will be able to select a research topic of interest.

Students will be able to scope a research topic to a given assignment. | Librarians will review the parameters of the research assignment, introduce tools and strategies for topic identification, with respect to the length and complexity of the assignment.

Librarians will introduce tools and strategies to discover and explore | Students will identify tools and strategies for discovering topics of interest.

Students will identify a topic of interest for a research assignment.

Students will practice pre-research to assess scope of their chosen |

| | Students will understand that a variety of source types may be ... answer a

... the ... content, and ... ce types to ... stion. | Librarians will share a variety of potential source types as well as explain use-cases and advantages for each.

Librarians will explain and share information creation practices for a variety of appropriate source types

Librarians will demonstrate the | Students will be able to list a variety of different source types they might need to effectively answer a research question.

Students will be able to match a source/information type to their information need. |

apply

Explain ideas or concepts
classify, describe, discuss, explain, identify, locate, recognize, report, select, translate

understand

schedule, sketch

Recall facts and basic concepts
define, duplicate, list, memorize, repeat, state

remember

Solution # 3: Reducing the Mental Load (s) pt. 2

Beginning the Research Process

Recognizing and Finding Scholarly Sources

Evaluating Sources for Credibility

Selecting a Topic for your Autoethnography

Finding Scholarly Sources for Your Citizen Science Project

Finding the Right Sources for Your Speech

Selecting a Topic for your Autoethnography −

Finding scholarly articles for the autoethnography project is a challenge for many students. Underlying that difficulty is the tendency to select to a topic *before* reviewing the academic literature. In this session, we'll help students consider their in-groups through a scholarly lens early in the research process, to ensure they select a topic that is both personal and researchable.

In this session, students will:

- explore potential in-groups
- consider which of those are researchable
- have time for guided research in Summon
- refine their topics in response to search results

Advantages/Disadvantages

- ○ **ADVANTAGES**
  - ■ Fewer, targeted choices are better than unlimited offerings.
    - ● Teaches faculty what we can do
    - ● Reduces decision anxiety.
    - ● Sets a baseline understanding of what's achievable in 50 minutes.
    - ● Changing pool of instructors have consistency across semesters
  - ■ Prepared materials are available anytime for instructors to preview, use independently, or share with students for review.

- ○ **DISADVANTAGES**
  - ■ Managing "off menu" requests.
  - ■ Reduces opportunity for creativity and academic freedom on part of Libraries staff,
  - ■ Can sometimes feel impersonal.
  - ■ Difficult to make curricular changes mid-semester.
  - ■ Follow up with multiple instructors

Updating for FY 2024
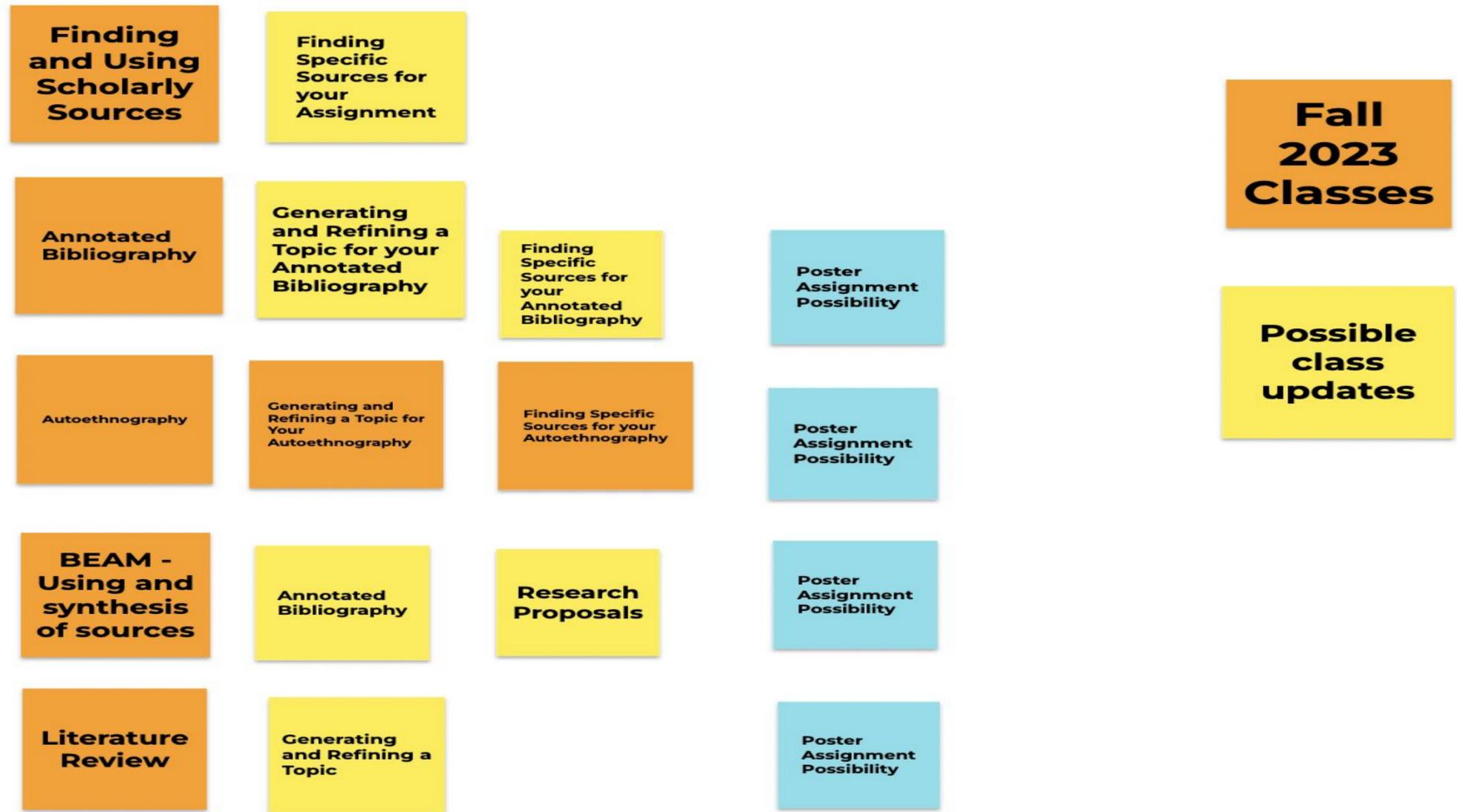
Thank you!

Questions?

Sojourna Cunningham
Librarian for Undergraduate
Teaching & Learning
Scunnin@ncsu.edu

Alison Edwards
Librarian for Digital Teaching
& Learning
aledwar5@ncsu.edu

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