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Librarians as Design Partners: How We Helped Faculty Spotlight IL

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Overview

- New General Education Program @ URI
- The Librarians' Roles in the Process
- Our Review Process
- Examples and Strategies
- Your Turn!

New
General Education
@ URI

URI General Education Program

➢ 12 Student Learning Outcomes (SLO), 2/course

➢ 40 credits over all grade levels

➢ Passed Faculty Senate 2014 / Implemented Fall 2016

➢ SLO Rubric Development 2014-2016

➢ Each SLO had rubric designers, panel approvers, and instructor assessors

On the Student Side

➢ Four year program - opportunity for different levels and intensities of each SLO

➢ Information Literacy is one SLO

➢ IL SLO connects to and complements other disciplines and outcomes

➢ Benefits: Broad exposure to 12 SLOs across four years of college.

➢ Specific Benefit: Each URI student completes one IL course!

On the Faculty Side

➢ Resubmit or create courses for the new General Education Program

➢ Each course must include two of twelve student learning outcomes

➢ Often requiring redesign or new syllabus and assignments

➢ Challenges: What is IL?

➢ How do I teach it? How much do I teach? Who can help?

➢ How do I measure student learning of IL?

Where We Came In

Advocating for IL

➢ Considered the campus IL experts

➢ Original IL rubric developed in 2008

➢ How else could we evangelize?

➢ Spotlighting IL in each discipline & course

  ○ What <u>IS</u> IL in each discipline?

  ○ Ensure opportunities for IL practice in each discipline

The Review Process

➢ Gen Ed Implementation Steering Team appointed review panels
➢ Proposers submitted syllabi, submission templates, and assignment details
➢ Panels reviewed the courses for each specific outcome
➢ The submission templates asked:
   ○ How course would provide practice/scaffolding
   ○ How faculty would measure student competency for each rubric element
➢ Panels met to approve or suggest revisions

Goal: Highlight the opportunities for teaching, learning, and practice of IL

Sample Courses

II. Visual Research Notebook: A series of annotated "research pages" for each period discussed. This will culminate in a visual reference manual of the period. This will aid you in the event of examinations, as they will be your only reference during the exam. These items must be primary research and annotated as to sources. (A4-1,2,3; B4-1B,2,4,5A)

IV. Written Assignment: An in-depth discussion of the development of clothing from an early NON-European Culture (African, American, Asian, Indo/Asian, Australian, Middle Eastern, or Oceanic first peoples/indigenous cultures). Using the "whys and whats" of fashion, explore how that culture developed their clothing. What were their resources? How did they determine the cultural standards for their society? Are there "carry-overs" from that society in that culture's contemporary world? Has it continued to resonate in a contemporary western society? Each 5-page paper will require research from 3 sources (minimum), require visual support, and written attribution. (A4-1,2,3,4,6; B4-1B,3,4,5A)

THE 351 Assignment Details

One written report (10 pages) about a specific element of costuming, be it trend or developmental principle. Papers MUST BE TYPED and include an annotated bibliography and attributions of the sources used in preparing the paper.

Or

A Project construction with focus on historic costume. It can run the gamut from a headdress, to full garment, constructed in the manner of the period. Researched and accompanied by a short paper, this project is flexible in size and style.

Or

A Performance Project from one of the periods discussed in this semester. You will be required to memorize a scene, develop the appropriate "costume" from our Costume Stock, and perform the piece. Realize that you will be responsible for the research and development of your costume and will not be able to ask Alison or myself for help. We give the keys; you do the rest. You will need to write a short paper about your choices for clothing and character with pictorial research.

Or

The "PIQ" project: A research project from a pictorial item I will give you. Emphasis will be placed on research path, extent of search, and results of the search. This requires a paper supporting your search, visual research to support your case (the exploratory steps to get to your hypothesis), and annotations/attributions.

Or

?????????- You may have some other idea for a project. Talk to me and we can come up with something that works with your major and goals (i.e., fashion line based on historical clothes, textile designs based on historical sources, design of a play.....). The options are limitless. But as with all of the previous options, this will require appropriate supporting research, attribution, and a short paper.

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Outcome:		My Class:THE351		
Information Literacy Competency (link to full rubric)	Rubric Element	Specific Course Outcome	Student work used to assess achievement of the outcome (Assessment)	How will this course provide content to address student outcomes? (Student practice)
Full coverage: Address Elements 1 (A and/or B), 2, 3, 4, and 5 (A and/or B) Partial coverage: address any 4 of the 7 Elements	1.B. Determines the relevant key concepts	Determine proper terms and relevant examples of historic costume, in relation to era and culture	"Visual Notebook" research, research paper development, essay questions.	Powerpoint presentations of primary visual sources. Readings and suggestions for further exploration.
	2. Accesses the Needed Information	Create a process of searching for primary sources of visual support for projects	Visual Notebook" research, research paper support, Final Project support and development.	Class work that examines and explains primary source use. Library session that informs and encourages varied research processes.
	3. Critically Evaluates Information and its Sources *Criteria: Currency, Relevance, Authority, Accuracy, Purpose	Explore and examine multiple sources for support of ideas and terms. Determine and evaluate primary source material	Using credible primary sources for projects.	Class work that examines and explains primary source use. Library session that informs and encourages varied research processes.
	4. Uses Information Effectively to Accomplish a Specific Purpose	Develop and present visual sources for the principal terms and styles discussed in class.	Visual Notebook" research, research paper support, Final Project support and development. (Attribution)	Class lectures and interaction.
		Cites reference materials in the correct manner, differentiating "common knowledge".	Attribution of all works in "Visual Notebook", research paper, and Final Project.	Use of attribution and citation on writing assignments, visual notebook, and/or project.

THE 351 Template

Outcome:		My Class:THE351		
Information Literacy Competency (link to full rubric)	Rubric Element	Specific Course Outcome	Student work used to assess achievement of	How will this course provide content to address student outcomes? (Student practice)
Full coverage: Address Elements 1 (A and/or B), 2, 3, 4, and 5 (A and/or B)	1.B. D releva			verpoint presentations of nary visual sources. Readings suggestions for further loration.
Partial coverage: address any 4 of the 7 Elements	2. Acc Neede			ss work that examines and lains primary source use. ary session that informs and ourages varied research cesses.
	3. Crit Inform Sourc *Criter Releva Accur			ss work that examines and lains primary source use. ary session that informs and ourages varied research cesses.
	4. Use Effect Accor Purpc			ss lectures and interaction.
	5.A. U Ethic Attribution		differentiating "common knowledge".	paper, and Final Project.
				of attribution and citation on ing assignments, visual notebook, and/or project.

Class work that examines and explains primary source use. Library session that informs and encourages varied research processes.

Class work that examines and explains primary source use. Library session that informs and encourages varied research processes.

Why THE 351 Was Approved

➢ Proposer originally overlooked including learning and practice

➢ Consultation encouraged articulation of library session experience with evaluating sources

➢ New submission template aligned IL rubric elements with class activities

➢ Articulating the elements leads to assessment of student work

Explore The Impact Of Computing Innovations

Overview

Computing innovations impact our lives in ways that require considerable study and reflection to fully understand them. In this project you will be assigned one of the following Computing Innovations topics. You will use the skills that you've learned during the course to create a video presentation and website with a narrative that examine the computing innovation with a critical eye to demonstrate a deep understanding of the innovation, its development, its functionality, its impact or potential for impact on people and society, and its relationship to data and the other big ideas studied in this course.

Successful narratives will exhibit evidence of keen critical thinking supported by sound research. The narrative should not be just description, nor should it present a discussion based only upon conjecture or supposition.

Several assignments throughout the semester will contribute computational artifacts for your project, including drawing a logo that describes your topic, using Pixlr to create and alter graphics, creating a video with YouTube's video editor, and making a website.

There are three parts required for the project:

1. Proposal
2. Website
3. Video Presentation
4. Information Literacy Description

Part 1 - Proposal

In the beginning of the course, you will be asked to submit a proposal that rates your choices from the Computing Innovations chapter. Your instructor will use that to assign you a computing innovation topic that you work with for the duration of the course.

Part 2 - Website

During the course you were asked to create a project website and were given specific requirements as to what
~~must be included on the page. If your web page were missing some requirements or not rendering correctly these~~
web page).

○ Cover Page

answers. Look for the following points as you begin developing your exploration of the impact of your innovation:

- ○ Remain in sight of the origin of the innovation
- ○ Look for clear developments over time
- ○ Search out theories to support your points about the impact of the innovation
- ○ Stay aware of the problem(s) that motivated the innovation and its impact.
- Things to consider as you search for your topic:
  - ○ Slant or bias of research information. Often authors of sources bring their own bias to the topic. One way to question or address bias is to look for enough pertinent examples to discover a norm from an individual voice.
  - ○ Try not to examine your topic from a singular point of view but look for many factors that may have contributed to the impact of the innovation.
- Gather as much evidence or information as possible to support your research before starting to write a meaningful narrative. After gathering your evidence and all of your information, do the following:
  - ○ Organize your evidence or information into an outline by topic (prompts A-H)
  - ○ Analyze your informatin to see if if addresses your topic and your points about impact
  - ○ Ask if it is enough. If not, look for more to complete all views
  - ○ Write your findings and conclusion in a meaningful narrative No single response to a prompt is allowed to be over 200 words.

- Add CSS finishing touches to perfect your website. For example, this may include centering content, adding padding/margins/borders, changing colors, etc. The previous assignments specified *minimum* requirements - now is your opportunity to enhance your website.

- Use the W3C free spell checker to spell check all website text.

Part 3 – Video Presentation

You must make a video that presents your assigned innovations topic by taking the audience on a tour of your website. Do not simply read the website. Have notes that you use while speaking to make the main points from each of the questions A-H. Your presentation will also describe some of the technology that you used to create your website.

Video Presentation Requirements:

- The presentation must be 8-15 minutes (at least 8 minutes, no longer than 15).
- Explain the steps taken to arrive at the solution of presenting your points about the innovation. Briefly describe how you programmed the page in HTML and CSS and how you put it on the web with your web server.
- Briefly describe how you made your logo, banner, and animation. Include the names of the tools you used and techniques in the tools (e.g. use of layers).
- Go through each question A-H, by going to each page of your website. For each question, state the question and summarize the points in your answer.
- Add a title slide to your video (see the video assignment for how to do this) that includes your name, the topic name, and your logo. Make the title slide last for at least 5 seconds and have music playing just for

CSC 101 Assignment

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Part 4 - Information Literacy Description

Create a Google Doc called *lastname_final*. In it include these labeled sections and your answers:

A. Describe the process you used to find the information that you used in your project. This should include an explanation of the research tools and search terms used.
B. Provide your outline of how you organized your information by topic (promptd A-G) and bullet points under each topic.
C. Provide your bibliography from the References section with each source annotated by 1-3 sentences that address Currency, relevance, authority, accuracy, and purpose of that source.

Download your Google Doc a lastname_final.pdf and submit it along with the URL's to the narrative web site and video presentation.

CSC 101 Assignment

Outcome:		My Class: CSC101		
Information Literacy Competency (link to full rubric)	**Rubric Element**	**Specific Course Outcome**	**Student work used to assess achievement of the outcome (Assessment)**	**How will this course provide content to address student outcomes? (Student practice)**
Full coverage: Address Elements 1 (A and/or B), 2, 3, 4, and 5 (A and/or B)	1.A. Determines the scope of the information needed			
Partial coverage: address any 4 of the 7 Elements	1.B. Determines the relevant key concepts	Syllabus Student Outcome Bullet 45 (yellow highlight)	Course project (attached) particularly Part 4. Also see Explanation 1B on the second page of this template form.	InfoRhode tutorials provided in Sakai lessons. Project description (attached) gives guidance – see explanation 1B on the second page of this template form.
	2. Accesses the Needed Information	Syllabus Student Outcome Bullet 45 (yellow highlight)	Course project (attached) particularly Part 4. Also see Explanation 2 on the second page of this template form.	InfoRhode tutorials provided in Sakai lessons. Project description (attached) gives guidance – see explanation 2 on the second page of this template form.
	3. Critically Evaluates Information and its Sources *Criteria: Currency, Relevance, Authority, Accuracy, Purpose	Syllabus Student Outcome Bullet 45 (yellow highlight)	Course project (attached) particularly Part 4. Also see Explanation 3 on the second page of this template form.	InfoRhode tutorials provided in Sakai lessons. Project description (attached) gives guidance – see explanation 3 on the second page of this template form.
	4. Uses Information Effectively to Accomplish a Specific Purpose	Syllabus Student Outcome Bullet 45 (yellow highlight)	Course project (attached) particularly Part 4. Also see Explanation 4 on the second page of this template form.	InfoRhode tutorials provided in Sakai lessons. Project description (attached) gives guidance – see explanation 4 on the second page of this template form.
	5.A. Uses Information Ethically and Legally – Attribution	Syllabus Student Outcome Bullet 45 (yellow highlight)	Course project (attached) particularly Part 4. Also see Explanation 5A on the second page of this template form.	InfoRhode tutorials provided in Sakai lessons. Project description (attached) gives guidance – see explanation 5A on the second page of

CSC 101 Template

Why CSC 101 Sailed Through

➢ Proposer used IL rubric as guide to course development

➢ Final project parts are clearly aligned with the rubric elements

➢ Included practice of all elements

➢ Included reflection on the research process throughout

Outcome:		My Class:	OCG 110	
Information Literacy Competency ([link to full rubric](#))	**Rubric Element**	**Specific Course Outcome**	**Student work used to assess achievement of the outcome (Assessment)**	**How will this course provide content to address student outcomes? (Student practice)**
Full coverage: Address Elements 1 (A and/or B), 2, 3, 4, and 5 (A and/or B)	**1.A. Determines the scope of the information needed**	Students will consistently define the scope of information needed to accomplish specific in-class and homework based learning activities designed to teach Earth/Planetary System Science/Process.	In-class group projects, homework projects and exam synthesis essays.	Mini, in-class group lessons developed to enhance information literacy on a wide range of Earth, ocean, atmospheric processes, and planetary and star formation processes.
Partial coverage: address any 4 of the 7 Elements	**1.B. Determines the relevant key concepts**	Students will determine most relevant concepts for workings of stars, our sun, the solar system, Earth's interior, oceans and atmosphere	Demonstration/running of in-class group work, written/oral reporting of in-class group work, homework assignments, quizzes on key information in assigned on-line videos, quizzes on relevant key concepts in lecture material.	Lectures and in-class group activities/games
	2. Accesses the Needed Information	Students will access and retrieve reliable information from the internet related to Earth and solar system processes.	Description of the search process and attribution of sources on homework assignments.	Catalog of online resources kept on the class website, description of search procedures in lecture.
	3. Critically Evaluates Information and its Sources *Criteria: Currency, Relevance, Authority, Accuracy, Purpose	Students will gain experience in evaluating how scientific information is obtained, and how to discern good from bad science.	Quizzes, in-class metrics, exams (specifically essay questions) will be used to assess how students evaluate information.	Lecture-based discussion of proper scientific method (good science) and the use of well-developed pseudo-science tactics.
	4. Uses Information	Students will develop	In-class running of group	Group activities focused on ...ng information/instructions ...ed for the assigned tasks, ...ed with information ...ed in the lecture(s) on ...: processes that are to be explored in the various activities.
			reporting of the group activity. Students are also asked to write their own notes about	

OCG 110 Original Template

Sample revision request to faculty member

*The specific outcomes listed in the submission template are not included in the syllabus (they should be listed as the General Education Information Literacy outcomes). The assessment column on the template lists group projects and homework assignments but **we are unsure whether students are asked to identify key concepts in order to effectively find information then evaluate it for quality, use it in a project and cite the sources they use**.*

If you are asking students to do all of this, please let us how they will accomplish it and how will they practice the skills (the 4th column on the template).

We have some Info Lit resources that may help identifying IL concepts for your course...

OCG 110 Template

| Outcome:		My Class:	OCG 110	
Information Literacy Competency (link to full rubric)	Rubric Element	Specific Course Outcome	Student work used to assess achievement of the outcome (Assessment)	How will this course provide content to address student outcomes? (Student practice)
Full coverage: Address Elements 1 (A and/or B), 2, 3, 4, and 5 (A and/or B)	1.A. Determines the scope of the information needed	Students will consistently define the scope of information needed to accomplish specific in-class and homework based learning activities designed to teach Earth/Planetary System Science/Process.	In-class group projects, homework projects and exam synthesis essays.	Mini, in-class group lessons developed to enhance information literacy on a wide range of Earth, ocean, atmospheric processes, and planetary and star formation processes. In-class/homework activities often designed such that questions of instructors and fellow group participants are needed to identify other information that is needed to complete simple process-oriented tasks/games.
Partial coverage: address any 4 of the 7 Elements	1.B. Determines the relevant key concepts	Students will determine most relevant concepts for workings of stars, our sun, the solar system, Earth's interior, oceans and atmosphere	Demonstration/running of in-class group work, written/oral reporting of in-class group work, homework assignments, quizzes on key information in assigned on-line videos, quizzes on relevant key concepts in lecture material.	Lectures and in-class group activities/games. In-class group projects used to allow students to restate concepts learned/practiced in his/her own words and report on appropriate (simple) data generated in the project.
	2. Accesses the Needed Information	Students will access and retrieve reliable information from the internet related to Earth and solar system processes.	Description of the search process and attribution of sources on homework assignments.	Catalog of online resources kept on the class website, description of search procedures in lecture.
	3. Critically Evaluates Information and its Sources *Criteria: Currency, Relevance, Authority,	Students will gain experience in evaluating how scientific information is obtained, and how to discern good from bad science. Students will assess the quality of references listed in science vs. pseudoscience documents.	Quizzes, in-class metrics, exams (specifically essay questions) will be used to assess how students evaluate information. Homework assignments will allow students to track through a sequence of legitimate references in science paper versus often fake, missing, misquoted or irrelevant references used in pseudoscience.	Lecture-based discussion of proper scientific method (good science) and the use of well-developed pseudo-science tactics. Video and written resources compare science versus pseudo-science tactics. Students are encouraged on quizzes and in-class projects (e.g. science vs. pseudoscience of climate change) to investigate and discuss differing viewpoints encountered in literature.

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OCG 110: In-class project on science versus pseudo-science.

Goals:
1) Explore deeper, the science of climate change. What is knows vs. unknowns.
2) Introduction to the topic of pseudoscience
3) Explore the methodologies of pseudoscience as applied to climate debate in US.

Method:
1) Homework literature review: Science vs. pseudoscience. Assign different readings to different groups. Each topic group has science & pseudoscience readers.
2) Jigsaw in-class discussions. Teams of 6 discuss one of three science/pseudoscience topics.
3) Jigsaw 2: Switch within groups of similar topic (topic 1, 2 or 3) groups. Discuss science vs. pseudo-science methods.
4) Jigsaw 3: Switch to multi-topic groups. Hear from topical "experts" in each group to summarize climate science sub-topic and what prior consensus what science vs. pseudo-science readings brought to the perception of the process.
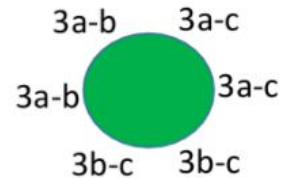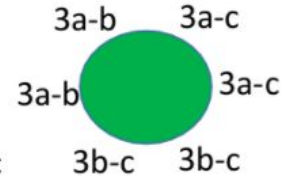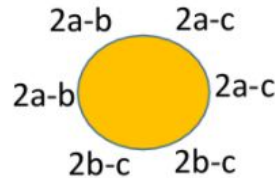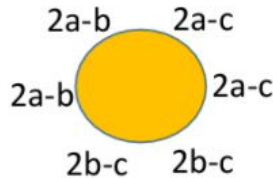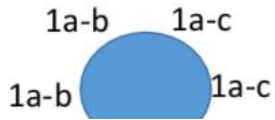
OCG 110 In-Class Exercise

OCG 110

➢ IL elements distributed throughout the course requirements: assignments, exams, and group activities

➢ Template required a significant amount of revision, however

➢ Subject faculty member initially based the course on the *Information Literacy Standards for Science and Engineering/Technology*

➢ Helped merge the two sets of standards to develop a final alignment

How Would You Redesign This?

Directions: Select one of the topics listed below on animal rights or animal welfare and write a two page (one sheet of paper), typed paper on the following: for 30 points discuss the pros <u>and</u> cons of the topic. For 15 points discuss your position on the issue. Do you agree or disagree and why you have taken that position on the issue. To get the full 50 points you <u>must</u> <u>support</u> <u>your</u> <u>position</u> <u>with</u> <u>facts</u> <u>from</u> <u>references</u>. This means some research will be required on your part. The paper is due at your first exam. <u>Late papers will be penalized 5 points</u>. You may resubmit your paper for additional points at the second exam.

<u>*Pick one of the following topics*</u>:

Should animals be used for research and/or product testing?
Vegetarianism vs. animal based diet.
Milk, healthy or not?
Veal production, cruel or not?
Xenotransplantation (organ transplants from animals to humans)
Stem Cell Research
Animals for entertainment - Pick one: Zoo, Rodeo, Circus, Bull/Dog/Cock fights, Sea World

General guidelines for writing assignment. <u>Late papers will be penalized 5 points</u>. All papers must be typed using one-inch margins, any font or spacing, and referenced using a bibliography format of your choice. Write your name and student ID# at the top of the page. The paper is limited to <u>one sheet of paper, including the bibliography</u> (use both sides of the page if you need to). In addition, one reference other than a world wide web (www.) address or the course textbook or the encyclopedia (any form) is required. If you use a website you must list the original source of the information not just the web address.

Grade: Discuss issue (Pro).........................15 points.
        Discuss issue (Con)........................15 points
        Discuss your position.....................15 points
        Format ....<u>5 points</u>

            Total...................50 points

What Tips
Can You Offer?

In summary...

➢ We reminded subject faculty that they *already* had IL in their courses

➢ We helped them articulate and develop assessments for IL elements

➢ Diplomatic requests helped smooth the path!

Additional Resources

URI General Education Tracker
http://web.uri.edu/facsen/course-tracking/

Information Literacy Toolkit
http://uri.libguides.com/iltoolkit

General Education Course Submissions
https://web.uri.edu/facsen/curricular-matters/general-education-course/

General Education SLO Rubrics
http://web.uri.edu/generaleducationimplementation/rubrics/

General Education SLO Templates
http://web.uri.edu/generaleducationimplementation/course-development-workshops/

Credits

Spotlight image

http://nursegail.com/wp-content/uploads/2014/10/spotlight.jpg