Team teaching between librarian and lecturer: a case at the University of the Western Cape

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Introduction

• Loertscher & Woolls (2012) argues that the librarian see themselves in the nucleus of the learning process, for too long were they in the periphery or “the elephant in the room”.

• “We may be led to more active partnerships for embedding of information literacy concepts within academic programmes” (Fullard, 2016).

• Change of teaching approach of academic librarians, close relationship with academics is part of the change (ACRL, 2016)

• Librarians need to become partners in the curriculum design and teaching process (Schulte, Tiffen, Edwards, Abbot, Luca, 2018)

• New teaching approaches and pedagogies – impact service delivery of academic librarianship.
Problem statement

Teaching and collaboration in information literacy is a niche area. Hence, Mullins (2016) noted that there is no existing systematic approach to working collaboratively with faculty to integrate information literacy in academic courses. Furthermore, Molaison, Taylor, Erickson (2009) argued that there is not enough literature about concept mapping and dietetics students.

This case study intend to fill that gap. The purpose of this paper is to ascertain to what extent team teaching and concept mapping result into student success.
Research questions

- How do team teaching in concept mapping assist the undergraduate students in finding relevant information?
- How would students benefit from using concept maps?
Literature Review

• Substantial documents exist about the librarian taking on a teaching role (Kolstad, 2015)

• **Team teaching in information literacy**

• Schulte et al. (2018) the role of the librarian is evolving to meet the requirements of pedagogical changes.

• Gilman et al. (2017) and Shannon & Shannon (2016) state that skills learned could be used throughout their university career and beyond.

**Finding of relevant information by using concept maps**

• The concept map, a graphic tool for organizing and representing knowledge, was developed by Novak and Gowin (Novak & Gowin, 1984)

• Used in other domains: Science Education (Kilic, 2001), Medical Education(Daley,2013), Nursing (Chabeli, 2010)

• Malaison et al. (2009) argued that concept maps increase the student’s ability to be self-directed learners.

• Time is one of the challenges in using concept maps (Daley, 2002; Hwang, Wu & Kuo, 2013).
Theoretical frames

• Framework for Information Literacy for Higher Education
  • The framework consists out of six frames: authority is constructed and contextual, information creation as a process, information has value, research as inquiry, scholarship as conversation, searching as strategic exploration (ACRL, 2016)

• Constructivism teaching approach
  • Constructivism requires that we structure teaching and learning experience to challenge students’ thinking so that they will be able to construct new knowledge (Schunk, 2012).
  • Wang (2007) noted that in the 21st century cognitive constructivism learning theories have been applied to information literacy teaching
Methods & Data Collection

• Pilot study
• Qualitative
• Descriptive Survey
• Purposive sampling
• 42 English for Educational Development (EED) Dietetics undergraduate students purposively selected.
• The data collection instrument – questionnaire (close and open-ended questions)
• Data analysis- Microsoft excel - close ended questions
• Thematic analysis - open ended questions.
• Data were triangulated
Concept mapping (Information creation as process)

- Concept mapping will help organise and structure thoughts: 98 Agree, 2 Disagree
- Know how to brainstorm and design a concept map: 98 Agree, 2 Disagree
- Ways to unpack and analyse my topic: 83 Agree, 17 Disagree
- Facilitators were helpful: 90 Agree, 10 Disagree
Open ended questions

• In your opinion was that a good idea to integrate information literacy into the course? (Team teaching)

• P6 “Because it is for educational development the skills we received in the library will contribute to our success and learning area development” Gilman, Sagàs, Camper, & Norton, (2017); Shannon & Shannon (2016) affirmed the statement made by the student that the skills learned could be used throughout their university career and beyond.

• P16 “If it was not integrated I would have struggled” the response conclude what Overn (2014) found that the students were surprised by the amount of help they could get.
Open ended questions

• In your opinion was that a good idea to integrate information literacy into the course? (Team teaching) cont.

P38 “never taught in high school” Mojapelo (2018) agreed with the statement by reporting that after 1994 the South African government is till not able to link student success with well-equipped functional school libraries. This statement is supported by Du Toit and Stilwell (2012) that stated that school libraries have been largely ignored in education reform strategies. Therefore, Paton-Ash & Wilmot (2013) agreed in saying that there is not enough functioning libraries to make an impact.
Open ended questions (con.)

• **Did you find the practical exercise helpful? (Analyse research topic)**
  
P5 “I enjoyed the concept map exercises because they help me know how to brainstorm and lay out my ideas in a logical way.” The statement is supported by Malaison, Taylor, Erickson & Connell (2009) that concept maps increase the student’s ability to be self-directed learners.

• **P12 “learnt more from other people’s opinions on the given topic Hager, Kolar & Janke (2016) supported the statement made by P12 they reported that students found peer sharing helpful.**

• **P23 “it allows me to see what I didn’t know and ask questions” The study conducted by Schulte et al. (2018) supported the statement by P23 the study demonstrated positive outcomes from co-teaching partnership between content faculty and academic librarians.**
Open ended questions (con.)

• Which part did you enjoy the most? (Student perception)

• P42 “working in a team”, P34 “when we doing the task”, P40 “enjoying working in groups” Maitaouthong, et al. (2012) reveal that university libraries have a role to play in supporting and promoting the teaching of information literacy by different methods

• P11 “we discussed in groups in that way my mistakes were corrected” this statement relates to what Campbell, Matthews, & Lempinen-Leedy (2015) found that through working with faculty students will learn information literacy skills and at the same time increase their knowledge of their discipline.
Open ended questions (con.)

• Which part did you least enjoy? (Student perception)

• P37 “presenting” is in line with the finding by Wu et al. (2012) that reported that student would prefer other means of presenting their concept maps.

• The P33 statement about “not enough time confirms” the finding of previous studies about concept mapping (Daley, 2002; Hwang, Wu & Kuo, 2013).
Conclusion and recommendations

• The finding clearly demonstrate that concept mapping can benefit EED Dietetics students

• By using the constructivist approach for team teaching and the information literacy frame: searching as strategic exploration in constructing concept maps the librarians contributed to student success

• The findings are from a small sample size, therefore the findings may not be substantial enough to generalize.

• **Recommendations**

  • Further study is necessary to determine if these results are consistent throughout the University of the Western Cape.

  • Study is recommended for the use of digital concept maps seeing that time and presenting a problem is for some of the students.
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