Collaborating with Faculty

Donna Witek & Tara Wink
PA Forward Information Literacy Summit
Penn State University, July 24, 2013
Session Outline

- Donna: “You Have Standards?”: Disciplinary Frameworks as a Bridge to Collaboration
- Tara: Collaborative Teaching with Primary Sources
- Activity/Break-out session
- Group Share/Discussion/Q&A
“You Have Standards?”

Disciplinary Frameworks as a Bridge to Collaboration

Donna Witek, The University of Scranton
PA Forward Information Literacy Summit
Penn State University, July 24, 2013
donna.witek@scranton.edu
ACRL Information Literacy Standards

= learning framework for IL

“The competencies presented here outline the process by which faculty, librarians and others pinpoint specific indicators that identify a student as information literate. Students also will find the competencies useful, because they provide students with a framework for gaining control over how they interact with information in their environment.”

--Information Literacy Competency Standards for Higher Education
Some considerations...

- WHO am I collaborating with?
- WHAT is their learning framework?
- WHERE can I find it?
- WHEN should I do this?
- WHY does this matter?
- HOW do I do it?
WHO am I collaborating with?

- department
- subject area
- major
- interdisciplinary?
WHAT is their learning framework?

- tied to discipline…
- …or tied to subject area/major
- learning framework = goals for students studying this subject
- what is the scope?

“This statement describes the common knowledge, skills, and attitudes sought by first-year composition programs in American postsecondary education.”

-- WPA Outcomes Statement for First-Year Composition
WHERE can I find it?

- scholarly/professional association for discipline
- accrediting body
- locally on your campus
- subject-specific information literacy standards documents
- look for outcomes re: research skills

Council of Writing Program Administrators
WHEN should I do this?

- prep for IL instruction you’ve done already
- prep for reaching out to faculty/department you’ve not taught IL to yet
- to disclose or not to disclose?

Faculty are trained in their disciplines at different times and may approach learning goals accordingly...

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<th>Rhetoric &amp; Composition Paradigm Shifts</th>
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Chart by Dr. Teresa Grettano, The University of Scranton
WHY does this matter?

- shared goals = better collaboration
- common vocabulary
- collegiality
- IL as discipline
- a place to begin

Information Literacy Program + First-Year Writing Program @

[Logo]

[Logo]
## HOW do I do it?

- start with the ACRL IL Standards
- read learning framework for discipline you’re collaborating with
- identify connections
- begin a conversation!
Disciplinary Frameworks

- Information Literacy: “Information Literacy Competency Standards for Higher Education” (Association of College and Research Libraries)
- First-Year Writing: “WPA Outcomes Statement for First-Year Composition” (Council of Writing Program Administrators)
- Sociology: “Sample Goals for Undergraduate Research Training”, p. 82 in Liberal Learning and the Sociology Major Updated (American Sociological Association)
- Journalism: “The Core Principles of Media Literacy Education” (National Association for Media Literacy Education)
- Education: “Standard 1: Candidate Knowledge, Skills, and Professional Dispositions” in Unit Standards in Effect 2008 (National Council for Accreditation of Teacher Education)
- Psychology: APA Guidelines for the Undergraduate Psychology Major (American Psychological Association)
Disciplinary Frameworks, cont.

- Nursing: *The Essentials of Baccalaureate Education for Professional Nursing Practice and Took Kit* (American Association of Colleges of Nursing)
- Engineering/Applied Sciences: “General Criterion 3: Student Outcomes”, accessible from Table of Contents of *Criteria for Accrediting Applied Science Programs* (Accreditation Board for Engineering and Technology)
- Political Science and Literature have subject-specific IL documents approved by ACRL
- Other subject-specific IL documents can be found at [IL Standards Committee](https://www.ala.org/acrl/standards) website
Collaborative Teaching with Primary Sources

Tara Wink, West Chester University of Pennsylvania
PA Forward Information Literacy Summit
Penn State University, July 24, 2013
Outline

- Why Primary Sources?
- Project Examples
  - Links & Descriptions
  - Collaborative Beginnings
- Pros, Cons, & Lessons Learned
- “How can I do this?”
Why Primary Sources?

“One does not collect facts he does not need, hang on to them, and then stumble across the propitious moment to use them.” – S. Samuel Shermis
Project Examples

- HIS 152 – History of the United States
  - http://digital.klnpa.org/cdm/search/collection/chester

- HIS 480 – Computer Applications in Historical Research
  - https://quadproject.omeka.net/
  - http://wcrail.omeka.net/

- WRT 120 – Effective Writing I
  - http://dearphotograph.com/

- WRT 220 – Critical Writing and Research
Pros, Cons, & Lessons Learned

Pros

- “Doing history”
- Marketing
- Hidden/Unique Collections
- Interesting papers/projects for faculty

Cons

- Time
- Student frustration/lack of interest
- Hidden/Unique Collections
Pros, Cons, & Lessons Learned, cont.

Lessons Learned

- Have a well-organized project & be clear
- Provide multiple instruction sessions – or in depth instruction
- Can work out better for higher-level courses
- Be tough
- Have an assessment component
How can I do this?

- Look for unique collections in your library
  - Exist beyond Special Collections and Archives
  - Book Collections, DVD Collections, etc.

- Look for primary sources online – 1000’s of options
  - Universities, Colleges, Public Libraries & Historical Societies all creating digital content

- Ask “How can I connect primary sources to what is taught at my institution?”

- Talk & market to anyone who will listen!
Activity

Goal: Connecting “‘You Have Standards?’: Disciplinary Frameworks as a Bridge to Collaboration” & “Collaborative Teaching with Primary Sources” to your library and IL program.
Activity: Map connections between the following sample of discipline-specific learning goals and the IL learning goals on next page, and/or brainstorm a classroom activity built around the goal(s); finally, speculate how you might use these connections and ideas to reach out to faculty in that discipline.

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Learning Goals for Information Literacy*:

The information literate student determines the nature and extent of the information needed.
- The information literate student defines and articulates the need for information.
- The information literate student identifies a variety of types and formats of potential sources for information.
- The information literate student considers the costs and benefits of acquiring the needed information.
- The information literate student re-evaluates the nature and extent of the information need.

The information literate student accesses needed information effectively and efficiently.
- The information literate student selects the most appropriate investigative methods or information retrieval systems for accessing the needed information.
- The information literate student constructs and implements effectively-designed search strategies.
- The information literate student retrieves information online or in person using a variety of methods.
- The information literate student refines the search strategy if necessary.
- The information literate student extracts, records, and manages the information and its sources.

The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.
- The information literate student summarizes the main ideas to be extracted from the information gathered.
- The information literate student articulates and applies initial criteria for evaluating both the information and its sources.
- The information literate student synthesizes main ideas to construct new concepts.
- The information literate student compares new knowledge with prior knowledge to determine the value added, contradictions, or other unique characteristics of the information.
- The information literate student determines whether the new knowledge has an impact on the individual’s value system and takes steps to reconcile differences.
- The information literate student validates understanding and interpretation of the information through discourse with other individuals, subject-area experts, and/or practitioners.
- The information literate student determines whether the initial query should be revised.

The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.
- The information literate student applies new and prior information to the planning and creation of a particular product or performance.
- The information literate student revises the development process for the product or performance.
- The information literate student communicates the product or performance effectively to others.

The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.
- The information literate student understands many of the ethical, legal and socio-economic issues surrounding information and information technology.
- The information literate student follows laws, regulations, institutional policies, and etiquette related to the access and use of information resources.
- The information literate student acknowledges the use of information sources in communicating the product or performance.

*From the Information Literacy Competency Standards for Higher Education (ACRL, 2000).
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Disciplinary Frameworks as a Bridge to Collaboration & Collaborative Teaching with Primary Sources

Presenters: Donna Witek (donna.witek@scranton.edu) and Tara Wink (twink@wcupa.edu)

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