STARTING FROM SCRATCH:
A NEW RECIPE FOR INTEGRATING OUTCOMES-BASED
INFORMATION LITERACY INTO COLLEGE GEN-EDS

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University of Missouri—Kansas City
WHO ARE WE?

WHY ARE WE HERE?

WHAT DO YOU WANT FROM US?!?!
WHAT'S IN OUR RECIPE:

• Boring Exciting! Background stuff
• Planning (details, so many details)
• Ninja Tools
• Making the thing
• Ta-da! Look what we did!
• Math stuff
• Tasty take-aways (or, a good reason to not leave this presentation early)
BACKGROUND & CONTEXT: THE NEW GEN EDS

Reasoning and values
- ANCHOR I (3 hours)
- DISCOURSE I (3 hours)
  - 100 level

Culture and diversity
- ANCHOR II (3 hours)
- DISCOURSE II (3 hours)
  - 200 level

Civic/community engagement
- ANCHOR III (3 hours)
- DISCOURSE III (3 hours)
  - 300 level

Arts and humanities
Scientific reasoning and quantitative analysis
Human values and ethical reasoning
Elective

FOCUS A (3 hours)
FOCUS B (3 hours)
FOCUS C (3 hours)
FOCUS D (3 hours)
"Discourse refers to the language, images, styles, genres, behaviors and other forms of communication used by specific social and professional groups. The techniques of discourse analysis and language awareness taught in this course will enable you to position yourself socially and professionally, helping you understand the discourse conventions, reasoning, and "commonsense" assumptions that create and define academic, political, professional, and other discourse formations and communities."

Translated: Communicate.
This task force is charged with and given full authority to develop a plan and tools, approved by the Dean, for teaching and assessing information literacy in the new General Education Discourse classes, specifically Discourse II and Discourse III. The guiding framework for the information literacy plan will be based on the principles from the ACRL Assessment Immersion program and guidance from the UMKC Assistant Vice Provost for Assessment. When the task force completes its work, all plans and materials will be ready for teaching and assessing information literacy in the Discourse courses.
INFORMATION LITERACY IS BIGGER THAN THE LIBRARY.
Requirements of the *Technology and Information Literacy* General Education Student Learning Outcome

**PLAN IT: THE SLO**

- Incorporate information obtained into academic & creative endeavors
- Demonstrates effective use of research resources
- Formats and documents source material in properly constructed papers, presentations and a variety of visual formats
- Demonstrates ability to locate, evaluate, organize, and use research material from a broad range of sources
# Plan It: Assessment Design Cycle

1. **Outcome**: What do you want the student to be able to do?
2. **Curriculum**: What does the student need to know to do this well?
3. **Pedagogy**: What's the learning activity?
4. **Evidence**: How will the student demonstrate the learning?
5. **Criteria**: How will you know the student has done this well?

(Based on chart by Debra Gilchrist 2006 as found in documents from Assessment Immersion 2012)
### Plan It:

**From SLO to Teaching Method**

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Discourse II Outcomes</th>
<th>Discourse II Curriculum: What students need to know</th>
<th>Teaching methods</th>
</tr>
</thead>
</table>
| 1. Students demonstrate knowledge of how, when and of whom to seek assistance with their library research. | Articulate examples of situations in which to ask a librarian for help. Identify points in the research process that a librarian can assist with. Navigate the library's website to find needed information. | Ask a Librarian for Help:  
- Online chat  
- Email  
- Text  
- Phone  
- Library service desk  
- By appointment  
Librarians can help with:  
- Finding a starting point for your research  
- Developing topic/research question  
- Selecting particularly relevant resources  
- Searching efficiently and effectively to save time  
- Evaluating sources to select high quality information  
Use the Library's website for:  
- Finding books, audio, video and more - Library catalog  
- Using RooSearch - most of the library’s resources in all subjects and formats  
- Finding articles - Databases  
- Finding and using Research Guides on your topic  
- Finding information about library services  
- Finding resources at other libraries | Miller Nichols Library Virtual Tour  
Mobile Website and Text-A-Librarian????????  
Ask A Librarian cards  
1 minute in-class intro to Ask a Librarian  
Librarians can help with:  
Brief cute video/active tutorial, cheesy sales strategies  
How to make your B paper and A+... (2 min.)  
Intro video: (2 min)  
Research problems students have, answered by teaching librarians; popup text with each librarian states one way to contact them/the library  
E.g. “61% of students say that an overwhelming amount of info makes them feel unprepared when writing a paper.”  
Library Website Overview - revise do in class overview  
What is a Library Database? – difference between database & Google & RooSearch – take a look at Google’s tutorials  
Need a “look” for all tutorials |
| 2. Students identify the differences in a variety of publication types. | Select the appropriate publication type for needed information. Distinguish scholarly/peer-reviewed articles from popular magazine articles. | Identifying types of content:  
Books-fiction and non-fiction, print and online  
Journals-popular and scholarly (including peer-reviewed) What is peer-reviewed and why is that important?  
Non-textual - audio, video, image  
Discerning types of publishers/publications and their audiences: university presses, popular publishers, vanity presses/self-publishing, scholarly journals, news, U.S. Government, unpublished research, etc.  
Understanding the publication cycle and its importance to researching a topic | Books and Periodicals - Difference Between Resource Types - revise  
Books and Periodicals - The Publishing Cycle – revise (Arab Spring)  
Google vs. Library Databases - handbook info with f2f reinforcement replace tutorial  
Peer Review In Five Minutes (from LIONTV) - use as basis for new tutorial  
Scholarly and Non-Scholarly Publications - handbook, online interactive exercises  
IN CLASS group exercise - we have bibliography of different types sources with premade links to find and id source type – give 3-5 citations from different databases so they have to use different methods to id source type - include list of publication
PLAN IT: OUR APPROACH

• Assessment (haha, assessment)
• Flip, flip it good
• Metaliteracy – making students better humans
• Easy for instructors, attractive for students
• Cool = credible
PLAN IT: EVERYTHING EQUALS...

Information University

The innovative new collection of educational tools developed by the UMKC Librarians to give your students the skills they need to be information savvy for success in both academics and the real world.
Plan It: Le Menu

• Delivered with Blackboard
  • Discourse Packet
    (printable PDF of infographics, etc.)
  • Self-paced & interactive online tutorials
  • Videos
• In class instruction & activities
• Ask-a-Librarian services

• Delivered with Info U Toolbox LibGuide
  • Info U Instructor Guide
  • Assessment!
• No lesson planning on library instruction days
• Self-booking for library instruction
• Consultation support

For Students

For Instructors
PLAN IT:
GETTING INSTRUCTOR BUY IN

Why should you use Information University to teach information literacy to your students?

» We’ve done our homework.
» Bye-bye lesson planning.
» No more about.com annotated bib entries.
» We’ll take care of assessment.
» We deliver.
» We’re nerds, we’ve got degrees, and we like it!
MAKE IT: TRELLO
# Face-to-Face Session Plans

<table>
<thead>
<tr>
<th>Pre-session 1</th>
<th>Introductory video (What librarians can help with?)</th>
<th>2 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Tutorial 1: (here's what's up with this tutorial series)</td>
<td>2 minutes</td>
</tr>
<tr>
<td>Tutorial 2: Scholarly &amp; Popular sources</td>
<td>Refer students to Discourse I Tutorial (Publication Cycle) for a refresh, or if they didn't have it before</td>
<td>8-10 minutes? Or 2x3 minutes</td>
</tr>
<tr>
<td>Tutorial or video: What is peer-review?</td>
<td></td>
<td>1-2 minutes</td>
</tr>
</tbody>
</table>

## Session 1

<table>
<thead>
<tr>
<th>Activity</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion of Tutorials</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Prepped leading questions</td>
<td></td>
</tr>
<tr>
<td>Website Overview/Q&amp;A</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Bibliography activity</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Discussion of Bib activity</td>
<td>5 minutes</td>
</tr>
</tbody>
</table>

## Pre-session 2

<table>
<thead>
<tr>
<th>Activity</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutorial 3: Topic Selection? (optional tutorial that is suggested within the Search Strategy tutorial)</td>
<td>3-5 minutes</td>
</tr>
<tr>
<td>Tutorial 4: Search Strategy</td>
<td>5-8 minutes</td>
</tr>
<tr>
<td>Homework: Complete Search Strategy worksheet</td>
<td></td>
</tr>
<tr>
<td>Use an assigned topic related to the class?</td>
<td></td>
</tr>
<tr>
<td>Or use their own topic for the Research Paper (or a topic they're considering)</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Tutorial 5: Database Searching</td>
<td></td>
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<tr>
<td>OR, assign vendor tutorials, e.g. EBSCO</td>
<td></td>
</tr>
<tr>
<td>Tutorial 6: Catalog Searching</td>
<td></td>
</tr>
<tr>
<td>Series of short tutorials</td>
<td></td>
</tr>
<tr>
<td>First one required, other supplemental?</td>
<td></td>
</tr>
</tbody>
</table>

## Session 2

<table>
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<tbody>
<tr>
<td>Discussion of Tutorials</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Prepped leading questions</td>
<td></td>
</tr>
<tr>
<td>Search Strategy Exercise</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Group work</td>
<td></td>
</tr>
<tr>
<td>Develop strategy, try it on databases</td>
<td></td>
</tr>
<tr>
<td>Search Strategy Discussion</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Boolean, etc.</td>
<td></td>
</tr>
<tr>
<td>Individual work time</td>
<td></td>
</tr>
<tr>
<td>Using completed Search Strategy Worksheet</td>
<td>25 minutes</td>
</tr>
</tbody>
</table>

## Post-session 2

<table>
<thead>
<tr>
<th>Activity</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutorial 7: Post-Assessment</td>
<td></td>
</tr>
<tr>
<td>Built-in quizzes to assess source selection</td>
<td></td>
</tr>
<tr>
<td>Submit thesis statement</td>
<td></td>
</tr>
<tr>
<td>Submit annotated bibliography</td>
<td></td>
</tr>
</tbody>
</table>
MAKE IT: WORKFLOWY

Information Literacy Task Force

- Notes on Tutorial Design
- Notes on Software
- Tutorial "Look"
- Tutorial Planning
  - Discourse I
    - What is a scholarly source?
      - May need a short video or tutorial (1-2 minutes) focusing solely on this topic
      - OR, could re-vamp the "scholarly vs. popular" and "anatomy of an article" handbook pages into colorful infographics to accompany the DL tutorial
        - add more detail or explanation?
        - one long page PDF for each, or combined
  - The Information Cycle
    - Notes on content & organization
      - http://prezi.com/mk8j0gwtospy/publishing-cycle/?auth_key=fe-a733b7b9acc8649f73de3ada70db4c99ef53
      - To include:
        - Publication types
        - Publication timeline
        - Authors
        - Audiences
    - Steps in the Publication Cycle:
      - social media observations (Twitter)
      - web & TV news
      - newspapers
      - magazines
      - popular books
      - scholarly articles
      - scholarly books
The Information Cycle

- Notes on content & organization
- Ideas for topics, activities, evidence, examples
- Storyboard

- Title page
  - "The Information Cycle"
  - overlays circular arrows?
  - or a topical badge - with a cyclical-type icon?

- Intro
  - With the technology in the palm of your hand, it's easy to find information about, well... anything.
  - But there's so much out there. How do you know what's up with different information sources, what to trust, and what you should use for class?
  - Some facts about the cycle of publication can help you understand the differences.
  - Let's start by looking at one event.

- Event: The Arab Spring
  - Date of occurrence (December 2010) overlays photograph
  - The Arab Spring isn't really a season - it's a phrase used to describe the wave of protests, anti-government demonstrations, riots, and civil wars that washed over the Arab world beginning on December 18, 2010.
    - (popup box or bubble) Want to know a little more about the Arab Spring? Skim the Wikipedia page (linked). Reputability aside, Wikipedia is a great place to go learn the basics of a topic like this.
  - The protests were a reaction to economic troubles, oppressive ruling, and government censorship and corruption; the Arab Spring as a whole resulted in significant social changes in the region.

- Social Media
  - The Arab Spring was different from other periods of civil protest because of the important role that social media played in its organization. Many young people were involved in the demonstrations, which were sometimes organized over social media networks. For instance, Facebook event pages were used to organize rallies. 90,000 people responded that they planned to attend one of those events. It was unsafe to broadcast information supporting the protest movement using other channels of communication, so Twitter and social networks became the primary way for protesters to spread information, and for those outside the Arab world to find out what was happening on the ground.
MAKE IT: CAPTIVATE

THE INFORMATION CYCLE
MAKE IT: CAPTIVATE

Arrange the types of information in order of their appearance after an event.
TASTE IT
MEASURE IT

Future Chart of Awesome Data

Student Awesomeness

Time

Spring 2013  Fall 2013  Spring 2013  Infinity
TASTY TAKE-AWAYS

• Our biggest mistake
• Getting free help
• How not to be Super Librarian
• Dream big
So... what do you want from us?

Images via Kristen Magee
www.domestifluff.com