

## 2. Information literacy instruction, instructional guides and tutorials .<sup>4</sup>

Our students face many challenges. Some have a full work-study-family schedule; some see library research as unrelated to their learning, and some struggle with using research sources. I keep this in mind whenever I look for solutions to improve student learning. I try to understand why our students choose certain resources and how they try to incorporate these resources.

I am guided by Brigg's theory of constructive alignment<sup>5</sup> which stresses aligning outcomes with teaching methods, assessment tasks, and formative and summative feedback:

- A. I work collaboratively with course instructors to align information literacy activities and outcomes with their course learning outcomes.
- B. I provide online instructional guides, examples, and modeling so that students can maximize their learning and self-improve to meet learning outcomes. I facilitate "learning-by-doing"<sup>6</sup> classroom activities so that students construct meaning and learning for themselves.
- C. I offer assistance and feedback to students during and after class.
- D. I assess students' learning and feedback, and set targets for future improvements

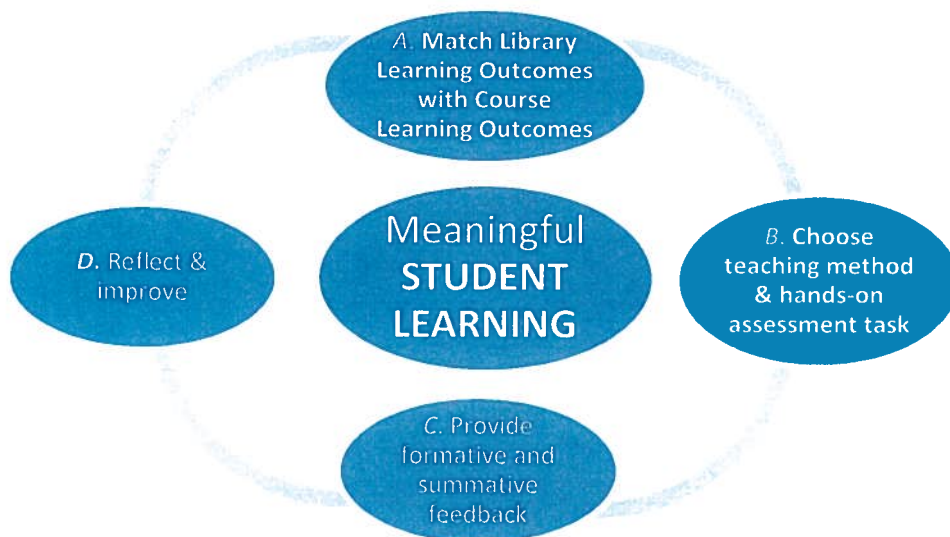


Figure 2. Applying Brigg's constructive alignment to my library workshops.

<sup>4</sup>Information literacy is the "skills needed to find, retrieve, analyze, and use information" Retrieved from <http://www.ala.org/acrl/issues/infolit/overview/glossary> Instructional guides are guides to library resources.

<sup>5</sup> Brigg, J. (2003). *Aligning teaching and assessment to curriculum objectives*. Retrieved from <http://bit.ly/1MnCUNz>

<sup>6</sup> Dewey, J. (1916). *Democracy and education*. New York, NY: MacMillan.

**2A: Aligning Library Learning Outcomes.** I developed a library instruction planning and mapping document<sup>7</sup> to provide an overview of our information literacy program across the range of classes that participate in our information literacy sessions so as to:

- Align information literacy activities and library learning outcomes with the different course learning outcomes in discussion with instructors.
- Build and add related learning outcomes.<sup>8</sup>

For instance, Psychology 100 students are introduced to threshold concepts such as popular versus scholarly information, the different purposes and uses of different types of information, as well as identifying the core framework of an academic article to understand its research purpose, methods, and findings, which align with the PSY 100 Course Outcomes #5 and #6.<sup>9</sup> On the other hand, FAMR 230 students are expected to find and evaluate specific types of journal articles, read and cite critically, and extend their understanding of scholarly research to using and reading original research versus research review sources.<sup>10,11</sup>

I conducted 157 information literacy sessions<sup>12</sup> during this period and collaborated with 38 instructors from 15 disciplines to provide curriculum-integrated information literacy instruction. My colleagues and I designed lesson plans based on our discussions of building library learning

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<sup>7</sup> Appendix A-1: **Library Instruction and Student Learning Outcome Mapping.**

<sup>8</sup> Appendix A-2: **PSY, FAMR, & Health Sciences SLO Mapping.**

<sup>9</sup> **PSY 100 Course Outcome #6:** Use critical thinking and reasoning effectively, identifying and evaluating the source, context, and credibility of information, evaluating popular media reports regarding psychological research. **PSY 100 Course Outcome #5:** Describe the basic methodology of the science of psychology, explaining different research methods used by psychologists (p. 32). Retrieved from <http://bit.ly/1MnDvia>

<sup>10</sup> Appendix A-3: **PSY 100 and FAMR 230 Worksheets.**

Appendix A-4: **PSY 100 and FAMR 230 Assessment Rubric.**

<sup>11</sup> See also the differentiation between Appendix A-5: **NURS 101 PICO Worksheet** and Appendix A-6: **NURS 211 Evidence-Based Practice Pyramid worksheet.**

<sup>12</sup> Appendix A-7 **Library Instruction Statistics.**

outcomes that align with specific course outcomes and national standards of information literacy.

**2B: Choosing Teaching Methods and Assessment Tasks.** The mapping document also serves as a discussion tool to summarize assessment activities and link these to specific learning outcomes. It ensures a range of pedagogical methods to engage different learning styles. The mapping document helps me:

- Plan activities to build skills from basic to more advanced levels.
- Address overlaps and repetitions; to see which learning outcomes are being introduced, reinforced, or mastered. For example, some students participate in multiple library classes in a semester. Hence we need a variety of library activities to target different learning outcomes to ensure that repeat students are learning something new and useful, and stay motivated to participate in library workshops.

Successful hands-on activities I developed to target PSY and FAMR learning outcomes are:

- Cutting up the different sections of a scholarly article for students to work in their groups to discuss the order and purpose of each section, including inventing a title for the article. Breaking the article into parts helps students feel less daunted when faced with dense reading, provides students with an understanding of how scholarly information is produced, and which sections to look for certain information.
- Using the CRITEC (Claim, Reputation, Information, Test, Evidence, Conclusion) questioning model to unpack scholarly communication by identifying the hypothesis, researchers' expertise, literature review, methodology, findings, and significance and future directions.
- Working in pairs to list differences between popular websites, professional websites, magazines, and scholarly articles and naming popular magazines that may be unsuitable for college research. By physically handling actual popular and scholarly publications, students remember how to differentiate the varied purposes, audience, authority, etc.

I created and maintained 55 online instructional guides and eight of these are often in the top 10 frequently used guides.<sup>13</sup> The health sciences guides highlight publicly available health databases so that students are familiar with these resources for their future professional development<sup>14</sup>. These guides provide students with easy access to the best resources for their assignment.

**2C: Provide Feedback for Student Self-Improvement.** Feedback is the most important support I can give our students during and outside of class.<sup>15</sup> Hence, throughout the day, students stop by my office to ask questions or to clarify details. By volunteering at the Kahikoluamea Tutoring Center, I help students who do not frequent the Library find and use quality sources. I provided written feedback to 550 emailed library worksheets<sup>16</sup>. When providing feedback, I am inspired by Diego Navarro,<sup>17</sup> when I tell our students that I have high expectations and set high standards because I believe it is within their grasp, I hope they will “kūlia i ka nu‘u”.

**2D: Reflect and Improve.** Using the results of student assessment<sup>18</sup>, student reflection comments, and faculty feedback, I sought to improve student learning for fall 2015 by implementing changes to instruction and class activities, for example:

- Previously, a class activity was to annotate and circle key concepts and sections in the article they are using. To take this exercise beyond their summarizing skills, students are now asked to pose “so what?” and “what next?” questions to develop deep reading habits and to draw out the important contribution to knowledge made by the researchers.

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<sup>13</sup> Appendix A-8: **Most popular instructional guides.**

<sup>14</sup> *UH Strategic Directions, 2015-2021 (Version A2) 4/2/14*, Hawai'i Graduation Initiative (HGI) Action Strategy 3, Understand, Anticipate and Align Curricula with Community and Workforce Needs [p.2].

<sup>15</sup> *2008-2015 KCC Strategic Plan*, Strategy B4B: Provide, maintain and make visible fully accessible student support services to improve student success rates (p. 29).

<sup>16</sup> Appendix A-9: **Email Feedback for Student Worksheets.**

<sup>17</sup> Navarro, D. (2012). Supporting the students of the future. *Change*, 44(1), 43-51.

<sup>18</sup> See section **B.3 Assessment Activities** p. 2.17-2.18 for details.

- Previously, I noticed that many students used one-liners to answer each question on the worksheet and often did not capture the main points of the source. To encourage students to explore more than one aspect for each section of their article, I provide more prompts and modeling to ensure deeper critical analysis.

### 3. Reference Services

I provide four and a half hours of reference service weekly. Due to the proximity of my office to the Reference Desk, I provide backup support during the day and from 7:30-9:00am before the Desk is opened in the morning. I answer the Library Reference email, which provides our students with an alternative way to contact us. I enjoy providing research consultations, citation tutoring, and making the Reference area and my office a welcoming space for our students; perhaps this is why students tell their friends to drop by my office for assistance.<sup>19</sup>

I coordinated the Reference Desk schedule for summer and fall 2015. I participated in the evaluation of online tools such as *Research Ready*, *Credo Information Literacy*, and *EasyBib* to determine suitability for our students and attended databases webinars to keep current with new features.<sup>20</sup>

### 4. Collection Development

The focus of our print and online collections is primarily to support curriculum and student research needs. I provided library resources and services reports in support of the Dental Assistant Program Accreditation<sup>21</sup> and the ACBSP Accreditation<sup>22</sup> (Business, Legal, Technology

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<sup>19</sup> **2008-2015 KCC Strategic Plan**, Strategy B6B: Provide active, rich and safe learning opportunities and environments that promotes engagement of students, faculty/staff and the outside community in learning and experiential activities that increase success in courses, and attainment of certificates/degrees and career goals, p. 30.

<sup>20</sup> For example, see Appendix A-10: **Proquest Ebrary - Search, Find and Use E-Books Web Seminar**.

<sup>21</sup> Appendix A-11: **Dental Assistant Accreditation Library Resources & Services reports**.