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Avoiding Curricular Combat Fatigue: Embedding Librarians in E-Learning to Teach the Teacher

Kathleen A. Langan

As information literacy (IL) becomes more accepted as a core mission for a comprehensive post-secondary education, efforts on many campuses to universally integrate it into the curriculum are thwarted by logistical and pedagogical obstacles. Using the embedded librarian model in the e-learning environment can remove many of the hurdles that present themselves in the academic library. Librarians can use e-learning to “teach the teacher” on how to provide IL education. This frees up time, manpower, and classroom space. The following chapter looks at many aspects of an embedded teach-the-teacher program, including theoretical advantages to an e-learning environment for training particularly when many faculty are actually part-time instructors. This chapter will also provide examples of teaching content and assessments for teacher training.

In 1999, anthropologist Bonnie Nardi introduced the concept of information ecologies, an analogy that describes the inter-relational networkings of a given learning community. Nardi defines information ecologies as “system(s) of people, practices, values, and technologies in a particular environment” (1999, p. 49). With many variations of information ecologies, Nardi emphasizes that a successful information ecology is one that is diverse and dynamic, has clearly defined purposes, and is willing to adapt as elements evolve. For example, one such information

ecology is that of the time-honored concept of the brick-and-mortar classroom with its established tradition of purpose and relationships among its members. All ecologies have an identified keystone species, a member who is essential to the survival of all others. Nardi identifies librarians as the keystone species to any information ecology whether a traditional brick-and-mortar classroom or a virtual one. In Nardi’s schema, the librarian (a seemingly auxiliary constituent in many other schemas) shifts to a more central role, essential to the identified teaching and learning goals in higher education.

Currently, as course offerings and classes are partially or fully migrating into the e-learning environment, the established, traditional roles of all members in the learning ecology are changing, including librarians. This chapter presents why librarians need to redefine their role in the learning ecology and shift their role towards an embedded librarian model at the programmatic level. In doing so, the embedded model will help the ecology thrive by supporting library instruction services. Librarians will be able to avoid curricular combat fatigue, being overextended and overcommitted to teaching one-shot IL sessions for large-scale programmatic research and writing-intensive courses. Given the constraints of time, space, and manpower, embedding librarians virtually at the programmatic level and recruiting the instructor to teach IL concepts addresses

these constraints that often hinder the success of an IL program.

The Problem

The digital shift from brick-and-mortar classrooms into the virtual domain provides a new arena for IL initiatives in post-secondary education. Rather than targeting individual classes or course sections and embedding oneself into a single course for the duration of a semester, librarians need to concentrate their efforts at the programmatic level, using e-learning as a platform to “teach the teacher” about IL. The potential impact is great with a chance of reaching more students. “A ‘teach the teacher’ approach provides a realistic way of graduating more students who can find, evaluate, and use information to solve problems, make decisions, and continue to learn” (Smith & Mundt, 1997, “Conclusion,” para. 3). Librarians can opt to “teach the teacher” about IL. The most effective approach is for librarians to target those courses whose curricula match well with introductory IL standards and also have high student enrollment. In doing so, librarians circumvent many of the common constraints such as time, space, and manpower that hinder a successful IL program. Rather than teaching individual sections of a class in one-shot IL sessions, librarians

should focus on teaching faculty how to integrate IL learning outcomes into their classes.

In 2012, librarians at Western Michigan University (WMU) surveyed faculty on their perceptions of IL. Faculty were asked to rate their students’ ability to find and evaluate information through WMU Libraries search interfaces. They were also asked to rank their expectations according to student class standing. There were 118 valid responses. Faculty overwhelmingly rated both underclassmen and upperclassmen as “marginal” when using WMU libraries to find and evaluate information. Faculty were asked to rate students on certain IL learning outcomes such as develop a workable research question, select appropriate search tools, evaluate information sources, correctly cite sources, and avoid plagiarism (Perez-Stable, Sachs, & Vander Meer, 2013).

Faculty overwhelmingly rated both underclassmen and upperclassmen as “marginal” when using WMU libraries to find and evaluate information.

Faculty overwhelmingly communicated that it was “very important” for undergraduate and graduate students to possess IL skills. It seems faculty witness an improvement in IL skills that develops over time, with freshmen and sophomores perceived to be performing with the lowest ability (Perez-Stable et al., 2013).

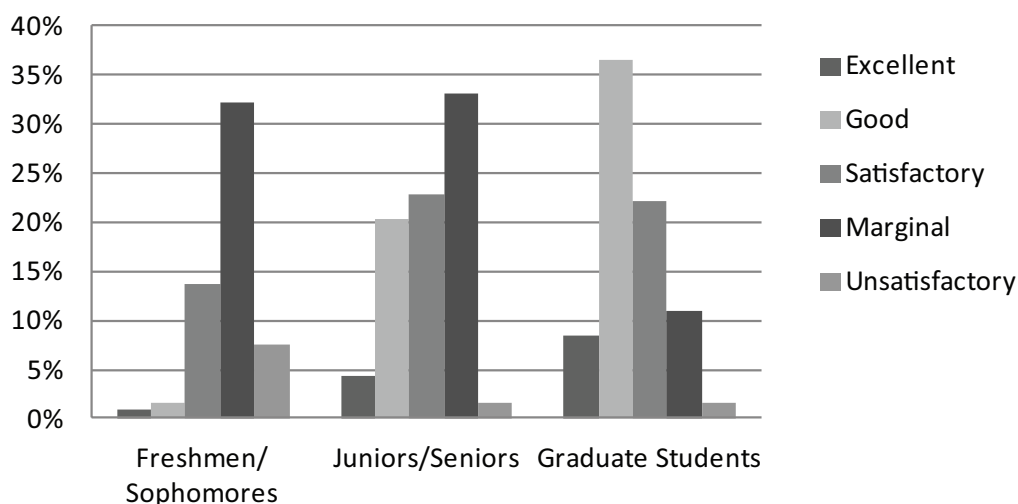


Figure 7.1. Faculty rating students’ ability to find and evaluate information.

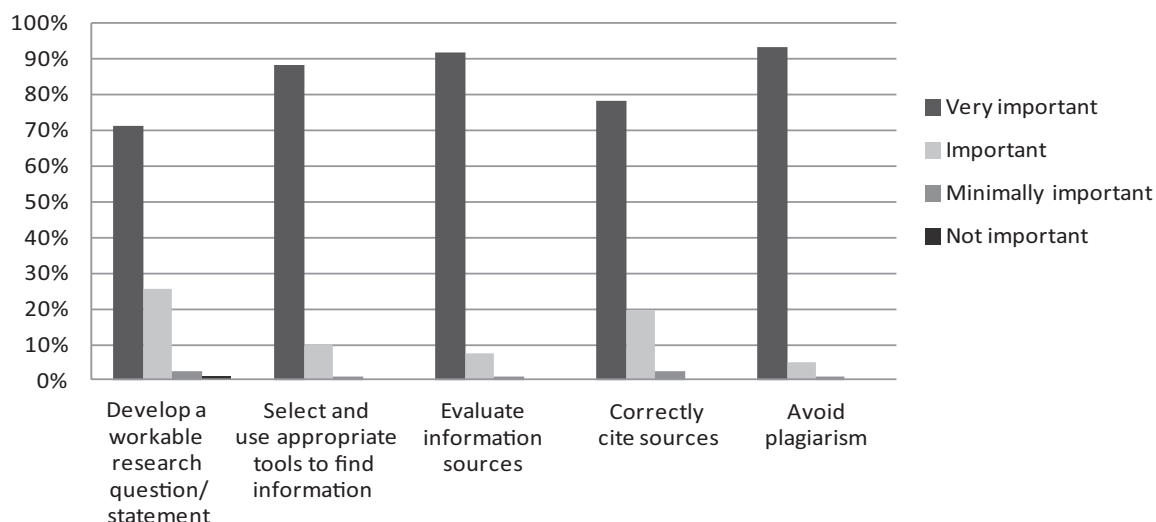


Figure 7.2. Faculty rating the importance of IL skills.

Faculty overwhelmingly communicated that it was “very important” for undergraduate and graduate students to possess IL skills.

Why does such an extreme disconnect exist between faculty perceptions and the number of IL sessions being taught? With this obvious discrepancy in expectations and deficits, why are faculty not reaching out to the university libraries to help students attain these skills? When asked these questions, 52% were not aware of the service despite WMU libraries’ best efforts to promote the IL program. The second most common reason (33%) why they did not come in to the library for IL instruction is that they did not want to give up class time.

Many faculty members were not aware of WMU’s libraries’ services, and those who were aware of the services did not use them because they did not want to give up class time.

If faculty are not aware of IL programs through the university library for traditional face-to-face instruction, then how can librarians realistically promote embedded IL services to be successful? It is also important to keep in mind that faculty prefer online resources and minimal time commitment, “30 minutes or less” (Perez-Stable et al., 2013, p. 338). It might be helpful to identify why faculty deem IL to be an important component in the undergraduate experience. Perhaps if librarians can identify the pedagogical hook,

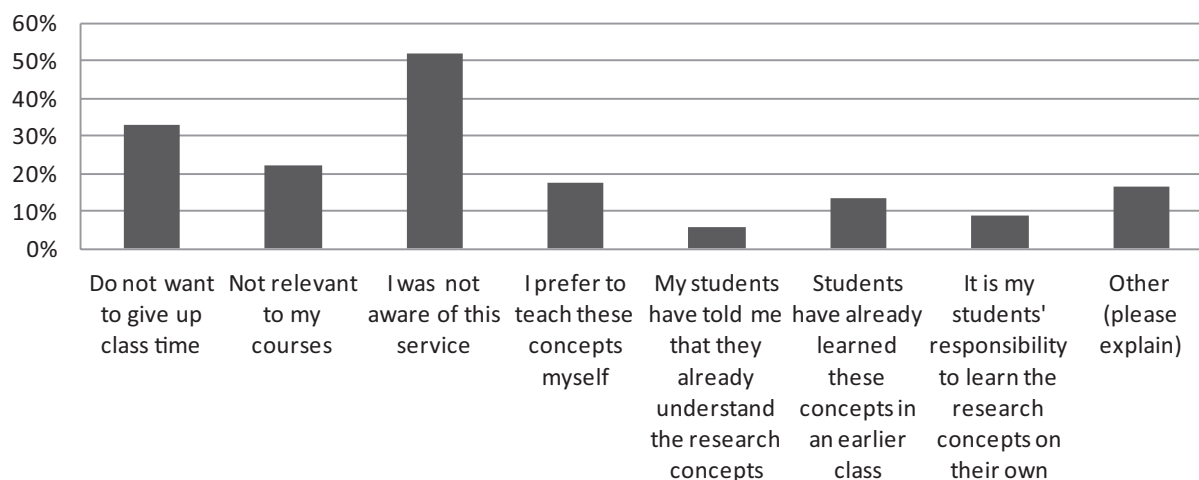


Figure 7.3. Why faculty have not used librarian-led IL instruction.

better recruitment for library instruction will develop.

The Reconciliation

Recognizing the identified disparity between desired performance and actual ability with IL skills, the challenge is to develop an IL program that addresses these very real issues addressed by the faculty. As the survey reflects, faculty are also disappointed in the performance of upper-level undergraduate students. Yet, they themselves do not take the initiative to bring those classes in for IL instruction nor do they scaffold IL into their syllabus. While faculty recognize the importance of teaching IL, many do not take responsibility for it. Many assume that the lower-division classes such as college-level writing courses are where students should get this sort of instruction. Information literacy instruction must start at the beginning of students' academic career so that they can become more and more capable in IL as they progress through their studies. This means that teaching librarians need to target not only the students in the lower-level classes but also the instructors. "Ultimately, information literacy programs succeed when they are no longer the sole responsibility of the library but reach across departmental boundaries through faculty-librarian collaboration" (Miller et. al., 2010, p. 831).

Who the Librarian Should Really Be Teaching

Librarians and faculty are equally invested in the IL conversation as it shapes collections and services and structures librarian availability and physical space. The importance of faculty-librarian collaboration has been well established in the field of library and information sciences, with a long history spanning decades (Mounce, 2009). Faculty are the target audience for the majority of the liaison programs. More specifically, when libraries think about liaison programs, they think about outreach that supports teaching, learning,

and research. In promoting instructional services, it is typical to think of promoting teaching librarians. However, "information literacy will be integrated throughout the curriculum only if faculty recognize its importance, make it a goal as they develop their syllabi, and know how to teach information literacy themselves" (Smith & Mundt, 1997, "A Problem—A Solution," para. 5).

Unfortunately, the proposal to target lower-level classes presents a new problem as these courses are often not taught by full-time faculty but instead by part-time instructors (PTIs) and graduate students. The author uses the word "unfortunately" only because there are many more institutional obstacles that hinder or do not promote a positive working environment for PTIs than for full-time board-appointed faculty. Whether you call them PTIs, adjunct faculty, or contingent instructional staff, this group of classroom instructors, dubbed the "invisible faculty" by Gappa and Leslie (1993), are often well qualified with years of teaching experience shouldering heavy teaching loads of lower-level service classes and thereby reaching thousands of students. "By 2001, the number of part-timers... was closing relentlessly on the total count of full-timers" (Schuster & Finkelstein, 2006, p. 40). In 2003, there were 630,000 full-time faculty and 543,000 part-time faculty (Schuster & Finkelstein, 2006). According to the National Center for Education Statistics (NCES) 2004 National Study of Post-Secondary Faculty, 56.3% of all faculty and instructional staff were not tenured or not on the tenure track. This number does not include the 8.8% of respondents who were not tenured or on the tenure track due to their institution not having a tenure system. Even so, PTIs frequently have minimal institutional support for such things as professional development or inclusion in departmental activities. Though essential to the core mission of higher education, they are disenfranchised, teaching without job security or a chance for substantial advancement. Often they struggle with logistics such as obtaining a functioning workspace or office. Many are only on campus

for teaching related activities (NCES, 2005) and are isolated from professional networking opportunities or producing scholarly output (NCES, 2004). There is also a chance for high turnover rate and short notice on class assignments along with some PTIs juggling work for multiple institutions. If one thinks tenured and tenure-track faculty are struggling for time and resources, one can assume that PTIs are struggling that much more.

There is no shortage of current scholarship addressing the role of PTIs in higher education, but in the library literature, there seems to be a genuine lack of attention. Libraries are just as guilty at neglecting PTIs in most areas, and PTIs are minimally treated in the library and information sciences literature (Sult & Mills, 2006). The relationship between academic librarians and PTIs is proving to be pivotal in moving the IL initiative forward on campus as they are the gatekeepers to the majority of lower division courses. Like faculty, the other hurdle for librarians is effectively promoting the importance of integrating IL into the curriculum. Inspiring PTIs to collaborate with librarians proves difficult as there is little motivation or leverage for PTIs to take on additional work. Librarians do not often think of liaison services or outreach services with PTIs in mind. Librarians need to reconsider outreach efforts for this population if librarians are going to ask instructors to shoulder some of the IL responsibility. Librarians can do so by providing teaching resources. Creating an “information literacy toolkit” that maps out how to integrate IL into the curriculum is one way that academic libraries can support the professional integration of PTIs into the larger university-wide initiative while also alleviating the stress for both parties. Librarians can help PTIs overcome the barriers of the academic gestalt and can augment their agency in the machine of higher education. Outreach and liaison librarians can be campus leaders by developing strong partnerships, accommodating both the university strategic plan for improving IL and the constraints that face PTIs.

What Should the Content Be?

WMU is a mid-sized, midwestern, doctoral-granting public university with an FTE of approximately 21,000 undergraduates. As of 2010, there are nearly 900 full-time, board-appointed faculty and just under 550 part-time instructors. In light of WMU’s Academic Affairs Strategic Plan 2010, which included IL as a skill students needed to be highly successful in their lives and career, the author targeted the introductory writing courses as the most beneficial for promoting IL (“Goals and Strategies,” para. 2). All students are required to take a college-level writing course. Industrial Management Engineering (IME) 1020: Technical Communication and English (ENGL) 1050: Thought and Writing fulfill the college-level writing requirement. This chapter specifically looks at ENGL 1050 as the pilot for the future study.

There are approximately 113 sections of ENGL 1050 offered each academic year with a capacity of 22 students per section. Approximately 2,300 freshmen enrolled in ENGL 1050 during the 2012–2013 academic year. This represents nearly 55% of the entire freshmen class (4,200 freshmen enrolled in Fall 2012). The potential to integrate IL into the curriculum and effectively reach many students is evident. Of this total number of sections, there were 43–44 PTIs teaching one or more sections, 27 graduate students teaching one or more sections, and three faculty, each teaching only one section. The English department hires PTIs on a semester-by-semester basis. Some appointments are not renewed for the spring semester, but a person’s teaching contract could be reinstated for the following fall semester, skipping the spring appointment.

In the past, WMU libraries extensively marketed one-shot IL sessions to this course. Even so, not all sections of ENGL 1050 come into the library for instruction. During the heaviest semester, the fall semester, 35 sections on average come into the library for instruction. Librarians often joke that they would be victims of their own success if all sections of ENGL 1050 requested

instruction. With 18 full-time public services librarians, seven are typically in rotation to teach the approximate 113 sections of ENGL 1050, of which approximately 35–40 request a librarian to teach IL. The libraries struggle to accommodate the requests with limited access to classroom space while also balancing additional IL teaching loads and other professional duties such as reference desk rotation and committee work. The problems that hamper a large IL program when limited to one-shot sessions such as scheduling, classroom space, and manpower can be resolved in part via a by-proxy librarian approach. For example, numerous sections are taught on a M/W or T/Th schedule, and many of these sections are taught simultaneously at 8 a.m., making it physically impossible to staff or offer a classroom for all sections or find enough librarians to teach.

Librarians also need to take into consideration the prior student research experience. During AY 2012–2013, the author polled 179 students in 11 different ENGL 1050 sections to find out if these students have ever engaged in academic research prior to their experience at the university. Approximately 18–20% of students had never written a research paper in high school nor had they used the high school library-media center for academic purposes. Nevertheless, most of these students are digital natives. Therefore, it may be more meaningful for these younger scholars to focus more on the conceptual aspects of research since these digitally literate natives can likely figure out how to navigate the resources once they are identified. Most likely, their weaknesses lie in that they do not know how to match the research process with the written work. Conceptually, do they understand that they as researchers are conversing and opening up a dialog? And do they know how to identify what the topic of the dialog is or know what information needs to be found to support it? Further, do their instructors know this? Is it possible that these PTIs have no real idea of how to identify, teach, or assess IL? If not, then librarians need to teach them.

Currently, when an instructor for ENGL1050 schedules a session with a librarian, the librarian asks for a list of learning outcomes. It is possible that these instructors do not know how to identify information-literacy specific learning outcomes. They may be very much ensconced in the expectation of the traditionally passive “dog and pony show” mindset rather than focused on teaching threshold concepts that will promote more success in students during their undergraduate experience and beyond. Librarians do not need to emphasize the technical skill set of information seeking. Librarians need to emphasize the foundational concepts of IL such as the commodity of information and the process of creating information and identifying authority (Townsend, Brunetti, & Hofer, 2011).

The IL Venn Diagram: Embedded Librarianship, Teaching the Teacher, and E-learning

Having identified the lack of fluency (faculty perception), the target audience (ENGL 1050), the campus partnership (PTIs), logistical constraints (time and manpower), and the learning preferences (social, à la carte, online), it is possible to address all of these issues simultaneously. The e-learning platform provides a flexible environment where the librarian can facilitate the *en masse* integration of IL into the ENGL 1050 curriculum by providing PTIs instruction on IL and instructional materials to use in the classroom.

By using e-learning platforms to embed IL outreach services into the program, librarians are promoting a professional network for learning where ideas and experiences can be shared. This e-learning environment also adds a social dimension that can potentially break down any professional isolation that might occur. Lev Vygotsky, a cognitive development theorist, says that learning occurs best when people can learn from each other. In social constructivist learning theory, the instructor, in this case the librarian, is the guide,

promoting ideas and concepts, ultimately allowing the student (the PTI) to arrive at his or her own conclusion on how to best implement the teaching strategies in his or her own classroom, i.e. pedagogical agency. Vygotsky calls this the *zone of proximal development*—the potential to problem-solve with the guidance of a teacher or collaboration of peers; “human learning presupposes a specific social nature and a process by which children grow into the intellectual life of those around them” (1978, p. 8). E-learning offers many tools for communicating online that promote a socially engaged environment where ideas can be shared.

If a PTI is isolated from his or her colleagues, then institutions of higher education are denying them the opportunity to construct a personal learning network. Using an online platform where one can share knowledge among peers who can on their own develop an otherwise non-existent personal learning network is a chance for the instructors to connect to each other once they are separated after their initial contact at pre-semester training.

The development of an accessible training program that provides instructional support materials for IL is the first step in developing a collaborative work environment. By creating a digital repository of IL concepts or an IL toolkit of timelines, assignments, assessments, and resources in e-learning, librarians can reasonably pass the responsibility of teaching onto PTIs. The theory of connectivism embraces the role of technology in the learning process, emphasizing the importance of creating contacts with others in the network and the diversity of those “nodes.” These nodes can be the content, the teaching skills, the library faculty, etc.—something outside of the PTIs original network, offering a more diverse way of thinking about research that they can then pass on to their students (Siemens, 2005).

Creating an electronic repository of information gives PTIs techniques and tools to best scaffold IL at their own pace, disseminating it into the curriculum throughout the semester at

key moments. Many emphasize a community of learning among faculty, and the same can be said for PTIs (Arp, Woodard, Lindstrom, & Shonrock, 2006; Miller & Bell, 2005). “Instead of treating faculty as invisible agents or catalysts who have no real role in information literacy training, we should be facilitating faculty efforts... which make it easy for faculty to integrate such instruction into their teaching.” (Arp et al., 2005, p. 1) Librarian’s “assistance,” as Smith and Mundt (1997) said, should be framed more globally, thinking beyond the individual student and looking at the programmatic impact: “Teaching the students ourselves is usually *not* appropriate assistance if our goal is the integration of information literacy” (“Librarian Commitment to Faculty Development and Collaboration,” para. 3). Creating an online repository is also an efficient use of the teaching librarian’s “assistance.” Rather than scattering librarian “assistance” throughout the semesters into one-shot IL sessions, it needs to shift to the beginning of the semester and focus on training teachers how to teach IL content. This approach is very much a professional development opportunity. The training can include orientation to IL, actual lesson plans, and materials in e-learning.

The Pilot Program

Current Training for Part-Time Instructors

Currently, a week before the semester starts, only new ENGL 1050 PTIs have a week-long training session developed by the course coordinator, introducing topics such as the sequence of assignments, overall learning outcomes, where the course fits in the larger scope of the university-wide curriculum, and university support services. The liaison librarian is invited to present for 20–30 minutes on the IL program and services. At that point, many instructors sign their classes up for instruction. Unfortunately, this is not the best time as instructors are not familiar with the

syllabus or the intricacies of the four standardized assignments and not all of the assignments match up well with library instruction. As the numbers previously discussed reflect, many PTIs do not take advantage of this opportunity, or if they do, it may not be at the right point in the scope of a specific research project. Further complicating the matter, professional development is only offered once, at the beginning of a teaching contract, to new instructors. There is no on-going professional development thereafter, and it is difficult to reconnect with the PTIs after the initial contact. Therefore, librarians do not have the luxury of meeting with returning ENGL 1050 instructors each fall to remind them of IL instructional services. One also wonders how effective e-mailing is at this time of year; considering the onslaught of e-mails typical of the beginning of a semester, one risks getting lost in the void.

In looking at the past five years of data for ENGL 1050 IL sessions at the library, it appears that if instructors come once with their classes, they are more likely to come again during subsequent semesters. In the past five years, there were 293 unique instruction sessions with 97 different instructors, only six were full-time board-appointed faculty. Sixty-one instructors came in two or more times, averaging 2.5 library instruction sessions per instructor. Unfortunately, 37 individuals decided not to come back to the library. Of this number, four were faculty, 16 were grad students, and 17 were PTIs. It is unknown how many of the PTIs had more than one semester-long contract as the English department does not keep track of past instructors. In looking at the statistics kept on IL sessions per instructor, there are some PTIs who have had their contract renewed though have decided not to come into the library for a repeat IL session. There are many reasons why instructors decided not to return to the library for instruction. Some said that they found the IL instruction to be material that they already covered in class or could cover in class or that the session was irrelevant to the writing

assignment. These two comments reveal that PTIs see themselves as competent to teach IL concepts and that PTIs are in need of more effective training as to what a successful writing assignment would be for specific IL concepts.

Logistics

The e-learning environment for teach-the-teacher instruction is set up as a series of modules that are hosted on Desire2Learn, WMU's e-learning platform branded as "Elearning." The architecture of this course has two pillars of content. The first pillar is a series of modules that function as the pedagogical instruction for the PTIs. These modules contain introductory content and links to other resources on IL, instructing the faculty on what IL is, why it is important, student learning outcomes (SLOs), and a bibliography of selected readings on IL. The programmatic approach standardizes specific SLOs that have been mapped to the particular writing assignments for the course.

There are also other logistical modules that are used to introduce the instructors to the teaching librarians and library resources available to them. Whether the PTI uses the library instructional services or teaches IL concepts on his or her own, this series of modules prepares all instructors as to why certain concepts are important and what the best practices are for teaching them. It also provides them with a vocabulary that can be adapted as they personalize a syllabus or identify a pre-defined set of SLOs so that the PTI may confidently converse with librarians when scheduling instruction.

Since many of these instructors may not be that familiar with the culture at the university, it is important to connect them to others on campus. The section on introducing the librarians provides an opportunity for librarians to present their teaching philosophies as well as put a face to a name. By including photographs and biographies, librarians are more approachable, and this may reduce the phenomenon of library anxiety,

Student Learning Outcomes

After integrating information literacy into your class, your students should be able to reach some, if not all of the following:

Students will:

- develop a refined research topic that is neither too broad nor too narrow in scope.
- read and discuss the differences between articles from scholarly and popular resources.
- be able to describe/summarize (or compare and contrast) the differences between scholarly peer-reviewed articles, popular, and web sources based on salient characteristics of the articles themselves
- through a search of background information sources, be able to identify and appropriately focus a topic to research for their paper.
- find 2–3 relevant background sources of information on their topic (encyclopedias, books from collections, quality websites, general articles from popular magazines).
- find or identify 5–10 relevant search terms or keywords (including relevant synonyms) on their topics.
- identify and justify the selection of 3 possible subject databases for their writing assignment
- conduct searches in online databases (including the online library catalog), using Boolean operators, subject headings and date limiters to effectively and efficiently find relevant articles.
- evaluate articles obtained in their online searching, making appropriate changes to their search terms, topics, database limiters, or database selection etc, to obtain more relevant articles.
- find and choose 3 relevant scholarly journal articles on their topic.
- be able to effectively access full text articles either online or in print copies from the library's collection.

Figure 7.4. Suggested SLOs for information literacy for instructors.

which, it is presumed, could affect instructors, not just students. Library anxiety “manifests itself in negative emotions [toward the library], including tension, fear, feelings of uncertainty and helplessness, negative self-defeating thoughts, and mental disorganization, all of which have the propensity to debilitate information literacy” (Jiao & Onwuegbuzie, 2002, p. 71).

The second pillar of content in the WMU Elearning course is a series of modules that include classroom instructional materials. These modules are directly linked to the four required writing assignments for the ENGL 1050 course, which all instructors must teach. For each writing assignment, the module includes a set of identified student SLOs, a timeline of when to introduce certain IL concepts, lesson plans for teaching different SLOs, assessments for those lessons, and links to other resources such as videos and class research guides to enhance instruction. With the wealth of web-based tutorials and instructional materials available, this section provides a variety of links to both WMU-created content and content created elsewhere. Since all classrooms are fitted with

digital projectors and access to WiFi, it is useful to include support materials that the instructors can show in class to stem discussion or launch a teaching point followed by a hands-on assignment.

Structuring the e-learning content in direct relation to the standardized writing tasks for ENGL 1050 actually alleviates several critical problems for librarians. First, the instructional services team and teaching librarians might not become over extended in teaching too many IL sessions if the instructor knows that there is a specific set of SLOs and accompanying plans and assessments tailored to each writing assignment. Secondly, the librarians might see a reprieve in the number of requests for instruction for assignments that are not best suited to library instruction. There exists one assignment that trips librarians up every year; nevertheless, librarians diplomatically take on the teaching challenge. The assignment is an “unknown genre” exercise where the students need to imitate and write about a specific genre, which could range anywhere from a how-to manual to writing a hip-hop song. The assignment does not match well with an introduc-

tory IL session in the library. Additionally, as part of this assignment, instructors frequently request librarians to teach students how to identify scholarly articles, even though this assignment does require them. Most of the teaching librarians are of the mindset to not refuse any IL request, citing dedication to service as the prime motivation. Embedding IL into e-learning and making accompanying teaching materials accessible to the instructors is a solution to this puzzle. Rather than systematically refusing to teach an IL session due to the inappropriate match of the assignment, librarians can steer instructors to teaching materials that match their learning outcomes. Empowering the instructor with adequate pedagogical support and structure allows the instructor to teach specific IL concepts related to this or any assignment.

Embedding teaching materials for PTIs also helps them realize that there are effective and ineffective uses of library instruction. Many, by no fault of their own, do not realize that a specific writing assignment might not be well matched with library instruction. It is assumed that many feel it is important to come into the library for instruction, but they are unaware that librarians have their own pedagogical agenda to fulfill. It is hoped that the use of e-learning to embed the librarian at the programmatic level and focusing on teaching the teacher will help alleviate any misunderstandings.

Putting It into Practice

An example of materials for the research writing assignment follows. It is important to note that the entire semester is mapped out for the instructor. Therefore, in reading the details below, keep in mind that it fits into a suite of SLOs for the entire semester and that the concepts are scaffolded not just into the one particular assignment but throughout the semester and in relationship to the other assignments. The SLOs are not isolated but build on each other. (The overview of all SLOs mapped to the semester long sequence for all four assignments is found in Appendix 7.A.)

For each writing assignment, there is a week-by-week entry on the timeline. Also, the majority of sections are offered only in the traditional classroom. On average, there are only five sections that are offered via online instruction. Even though the instructor is trained to teach online, the content and materials are developed with the face-to-face instruction in mind, though most of the material can be adapted to be used in e-learning.

By mapping the IL standards to the specific writing assignments, there are 12 instances of IL teaching opportunities with mini-lectures, class activities, and assessments. There are a total of 130 minutes of teaching and student activity/assessment time that range from one to 15 minutes for each activity. Normally, the librarian would cover these topics in the 100 minutes if they were to come the library for a one-shot session. The one-shot would have less assessment built in. However, this can be remedied by developing assignments that require students to consult with someone in the reference department. For example, the first IL assignment, developing a research question, is a great opportunity to ask the student to come into the library. In teaching the concept-mapping exercise and then writing a preliminary research question, the student is required to go to the central reference desk and consult with a librarian (5–10 minutes max) to talk about ways to broaden or narrow down the topic. The student then gets the librarian's signature and returns the assignment to the instructor. Students can also opt to use the e-mail or chat reference service and print out the electronic communication for proof of consultation. This requirement helps to break down barriers and get the student thinking about research and engaging with academic support on campus.

As an example, below are the expanded details for the first week of the fourth writing assignment, which falls during the 11th week of the semester (see Appendix 7.B for the assignment sheet). In addition to the actual lesson plan, which includes projected time, there are links to videos and other sources to be used in the mini-

lecture such as handouts and assessments. There is also additional material taken from the library literature intended for the instructors to give them underpinnings to the pedagogical validity of the IL concept being taught.

The fourth project is the course's culminating research and writing project. Students address a community issue by researching the issue and producing an essay and multimodal presentation that raises awareness. Students need to write a minimum of six to eight pages with at least five scholarly sources, cited correctly. Identified SLOs proposed by librarians for this assignment are taken from the Association of College and Research Libraries' (ACRL) Information Literacy Competency Standards for Higher Education, particularly Standard 3, which focuses on higher order concepts such as synthesizing information (2000). The lesson that follows introduces students to the difference between scholarly and popular sources as well as provides an activity that walks them through how to interpret citation information as well as evaluate a source. This meta-analysis of information asks students to review the other types of materials that have already been presented in the semester such as websites (Sult & Mills 2006).

Week 11:

First week for the fourth assignment, the research assignment. The following mini-lecture and assessments can be done in one class or divided up into two class sessions, taking no longer than 30 minutes to complete.

Scholarly vs. Popular Articles Lesson Plan and Activities

25–30 minutes

- Introduce writing assignment.

Link research to writing. Emphasize that clarifying a thesis prior to doing research will save them a lot of time. You may or may not want to do another concept mapping exercise with the students so they can identify a research question. This could be given as a homework assignment to be turned in the next class session.

- Mini-Lecture 1: Define the concept of a research assignment.

Introduce why a research project requires more specific types of resources, particularly credible and authoritative sources. Have them compare and contrast information needs to the other writing assignments.

- Mini-Lecture 2: Define the scholarly articles and the peer-review process.

Ask the class if they know how to define a scholarly article. Ask if they know what the review or peer process is. If they are stumped, ask them to think about what they look for when identifying a credible website. 5 minutes

Show video from Vanderbilt that talks about how to distinguish scholarly from popular magazines. 5 minutes

Review idea of editorial process. Point to mention: Reviews from specialists in the field confirm that information is accurate, unbiased, and thorough (not the same as copy-editing, checking grammar, etc.).

Show video on how to search the library website using PowerSearch and how to narrow down to scholarly resources. 5 minutes

- Exercise:

In groups of three or four, have students use smartphones, tablets, or laptops to do an on-the-fly search in PowerSearch [WMU's discovery service] on the topic of your choice. Have each group identify one article and present to the class why it is scholarly. 7–10 minutes

Use the handout "Scholarly vs. Popular Article Checklist" for students to fill in while scanning the results. This sheet can be turned in as a group assignment and also as notes for their mini-presentation. This handout also helps the students identify the necessary information for a

complete citation. [See Appendix 7.C.]

- Suggested reading on evaluating information sources:

Whitmire, E. (2002). Epistemological beliefs and the information-seeking behavior of undergraduates. *Library and Information Science Research*, 25(2): 127–142.

- Additional resources (videos, links to class/research guide). You can either use these as follow-up discussion points or as homework assignments:

Vanderbilt tutorial on popular and scholarly periodical <http://www.library.vanderbilt.edu/peabody/tutorials/scholarlyfree/>

WMU guide to different types of periodicals <http://libguides.wmich.edu/content.php?pid=312307&sid=2556131>

Setting up Google Scholar from off campus <http://www.screencast.com/t/Z1DVKb-gOtNz>

Since most instructors will be following roughly the same timeline, they could take advantage of the e-learning social tools to discuss with others best practices, tips, or tricks for the IL lessons. Librarians could also make use of them by mentoring conversations about teaching IL concepts.

Logistics of Running an E-Learning Class

The librarian functions as the instructor in the e-learning teach-the-teacher class. The librarian gets a roster of PTIs from the department prior to the start of the semester and manually enrolls them as the students. During the orientation session for the new instructors, the librarian can spend time presenting how to use the toolkit and walk them through how to integrate IL concepts into the syllabus. Depending on the e-learning platform, there is a suite of tools that can be used by the librarian, ranging from class e-mail to a blog to survey tools. During the course of the semester, the librarian can

use the system tools to maintain communication with the PTIs and ask questions, introduce new teaching tools and/or resources, and use surveys to elicit end-of-the-year feedback. An e-learning class can be adapted from semester to semester and altered as writing assignments evolve.

There should be an index or guide to the materials that serve as a map to the content. Assignments, learning outcomes, and teaching materials should be hyperlinked and cross-referenced when possible. For example, when introducing the different learning outcomes for the individual writing assignments, refer back to the earlier learning points as well as link back to the ACRL webpage of IL standards and learning outcomes. Including the two main sections of the e-learning class, there should also be a section dedicated to listing and organizing the different library materials and resources that will be helpful to the instructor for teaching and to the student for researching. This can include links to online tutorials, library class and research guides, or specific databases.

Why Not a Research Guide or Help Page for PTIs?

The idea is to build a web presence for the exchange of pedagogical tools has previously been explored (Sult & Mills, 2006). Websites or library research guides may lack the social dynamic that builds a thriving learning ecology. In e-learning platforms, however, there are many built-in networking features that create a more desirable platform to house the IL toolkit. For example, there are communication functions like e-mail, discussion boards, blogs, and surveys that can help the librarian stay in contact with PTIs. It is also a secure site requiring a login and password so private and copyrighted materials can be protected.

The Reality

This electronic toolkit has existed for 18 months. It is possible to see who has accessed the Elearning class for ENGL 1050 PTIs. The metrics of Desire-

2Learn allow the instructor to see which modules were accessed by whom and how long students spent in one module. Based on this information, there is little evidence indicating that instructors are effectively using it. Aside from apparent lack of incentives and it being a selective instructional resource, one other reason may be that there is resistance to using e-learning because it is not easy to use. It presents new ways of teaching and learning for students, instructors, and librarians alike. To facilitate engagement with materials, the content must be well planned and delivered in a deliberate manner (Burd & Buchanan, 2004). Out of the 45 instructors who were enrolled in the Elearning class, only 12 visited the class site. The average length of time spent on the site was 24 minutes. The most popular content area in the class was the section for handouts to use in class. Essential to the future of this IL toolkit is assessing the efficacy of the learning tools used by those instructors who choose to use them.

Looking Forward

In 1992, the Association of English Departments adopted a Statement on the Use of Part-Time and Full-Time Adjunct Faculty (later adopted by the Modern Languages Association Executive Council in 1994) in which they state that PTIs “should be eligible for incentives that foster professional development, including merit raises and funds for research and travel” (1992, “Guidelines,” para. 2). In attempting to professionalize their experience, PTIs expect financial compensation. However, is the university willing to invest appropriate time, money, and resources? If not, the question remains whether librarians have any leverage to entice PTIs to take responsibility for IL. A follow-up survey could prove useful in asking PTIs about their perception of library services. For example, questions could include—What do you think librarians do? What do you think IL is? How would you go about teaching it? Or assessing it? One could project how PTIs would answer this by looking at what they indicate as desired SLOs for their one-

shot session, which would be for students to be able to use a reputable website, identify a scholarly article, and be able to properly cite sources.

Going forward, this project will be looking at a larger scope of university programs. A wide-scale data collection will take place in the upcoming academic year (2013–2014), adding to the earlier survey by Perez-Stable et al. in 2011, which measured faculty attitudes and perceptions of IL. In the fall of 2013, the next phase will also look at PTIs’ attitudes and perceptions of IL. In the spring of 2014, a final survey will elicit responses from WMU administration as to what they identify as appropriate support for PTIs and the role of IL. Finally, an assessment will take place a year later to look at how other institutions are supporting PTIs.

There may be other allies on campus that can help foster participation. Currently at WMU, the library instructional support team is collaborating with the Office of Faculty Development. The benefit of this is that the library has gained the attention of the associate vice provost who is now helping the library gain access to the dean’s council to promote IL services. Since IL is now mentioned in the undergraduate affairs strategic plan, this term is starting to be noticed on campus. By hitting higher on the administrative food chain, librarians may be able to implement a more systematic campaign across campus, effectively and efficiently reaching many more teaching faculty. This is a top-down approach. Nevertheless, it is still helpful to work from the bottom up and maintain outreach and liaison services for teaching faculty and staff. For example, the WMU Office of Faculty Development has offered to let librarians meet with the new faculty during their yearlong new-faculty seminar. The office has also offered to host librarian-led workshops and seminars for faculty and instructors. These are typically three to four hour seminar/work sessions offered the week before the semester starts; however, there is still the problem of not accommodating the time constraints of PTIs. There is already an attempt by the Office of Faculty Development to support

newly hired PTIs. The office has created a face-to-face orientation as well as electronic resources for PTIs, which presents information on resources and services available on campus. This is a self-selective course in Elearning but does not address IL or offer pedagogical tools specifically tailored to learning outcomes. In the spirit of collaboration, this would be an effective place to market the toolkit.

Another potential use for the e-learning environment is to create a MOOC-like environment where the faculty or instructor can self-register for a course on how to teach IL. This could be a self-paced à la carte program. Potential weaknesses in this model include having to develop an IL program that is both meaningful and generic enough to be adaptable to several different disciplines. This could be avoided by having several subject librarians collaborate to create subject-specific teaching content and recommendations.

Recommendations

Keeping in mind the main objectives of disseminating IL concepts in larger college-level writing courses, alleviating teaching loads for librarians, and facilitating the training and professional development of PTIS, the following recommendations should be considered.

Training: Contact the liaison department to determine how many PTIs there are and what sort of orientation program exists for them. Try to piggyback off of existing programming. If not, try to get contact information and host your own orientation

program either in person or virtually and introduce PTIs to the toolkit.

Teaching Materials: Scaffold the IL concepts to the actual writing assignments if there is a programmatic curriculum available. If not, recommend writing assignments and/or research assignments for the PTIs with IL concepts mapped to librarian-developed assessments.

It is also important to work with the different departments and their undergraduate curriculum committees. It is necessary for librarians to be a part of that conversation: Faculty may be pleasantly surprised by what librarians have to offer and that there are shared IL goals when developing strategic plans or mapping curricula.

A teach-the-teacher approach is not to be seen as method that minimizes the importance of research instruction gained when taught by expert librarians. A teach-the-teacher approach is a thoughtful approach to managing time, space, and people in the ever-changing learning ecology of higher education. By carefully training PTIs on manageable, introductory IL concepts and how to implement them meaningfully into courses with high-student enrollment, librarians will successfully alleviate those time and space logistics that hinder a successful IL program. Thought absent from the classroom, teaching librarians will have virtually, pedagogically, and programmatically embedded themselves into the IL learning process.

Appendix 7.A. English 1050 Semester Schedule. Writing SLOs developed by Staci Perryman-Clark
Information Literacy SLOs identified by Author

Week	M or T	W or TH	Information Literacy Topic	ACRL Standard
Week 1 START	Introduction to course policies and syllabus; writing sample; genre	Reading Assignment Introduce Invention, Arrangement, Revision (IAR) Introduce Project #1	What is information? How does information change based on who wrote it and why they wrote it? 15 minutes	ACRL Standard 2: The information literate student identifies a variety of types and formats of potential sources for information.
Week 2	Reading Assignment Invention Exercises Practice with Summary and Analysis	Work with IAR Work on Summarizing, Paraphrasing, and Quoting Short Writing Assignment Due	Scholarly research as dialog: Linking the writing and research process 15 minutes	
Week 3	Grammar Mini-lesson Reading Assignment Creating a Focus for Project 1 Invention exercises for Project #`	Rough Draft of Project 1 Due Peer Review Day	Information as a commodity 15 minutes	ACRL Standard 1.3: The information literate student considers the costs and benefits of acquiring the needed information. ACRL Standard 5: 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.
Week 4 EDITORIAL WRITING PROJECT	Conferences and Revision Workshop with Project #1	Project # 1 Due Introduce Project # 2 Preliminary Invention exercises with Project #2 Reviewing Sample Whitepapers or Editorials	Defining and refining a research question / Concept mapping 20 minutes	ACRL Standard 1.1: The information literate student determines the nature and extent of the information needed.
Week 5	Reading Assignment Brainstorming Topics Short Writing Assignment Due	Choosing and Proposing topics Reading Assignment Grammar Mini-lesson Project 1 notes and comments	Introduction to the library website 15 minutes	ACRL Standard 2: The information literate student accesses needed information effectively and efficiently.
Week 6	Reading Assignment Ethos, Pathos, Logos Evaluating Arguments	Evaluating Uses of Evidence Short Writing Assignment Due	Searching sample editorials in PowerSearch 10 minutes	ACRL Standard 2.2: The information literate student constructs and implements effectively-designed search strategies.
Week 7	Creating a Focus for Project 2 Project 2 writing exercises and drafting	Reading Assignment IAR Analysis	[blank]	[blank]
Week 8	Rough Draft of Project #2 Due Peer Review Day	Conferences and Revision Workshops with Project #2	[blank]	[blank]

Appendix 7.A. English 1050 Semester Schedule. Writing SLOs developed by Staci Perryman-Clark
Information Literacy SLOs identified by Author

Week	M or T	W or TH	Information Literacy Topic	ACRL Standard
Week 9 START GENRE WRITING PROJECT	Project #2 Due Introduce Project #3 Preliminary work with sample genres Invention work with genre studies		How to analyze a website, how to look for authority in other types of documents 10 minutes	ACRL Standard 3.2: The information literate student articulates and applies initial criteria for evaluating both the information and its sources.
Week 10	Reading Assignment IAR Analysis Citation Practice Exercises	Reading Assignment Annotated Bibliography Due	Catalog searching for books Keyword brainstorming exercise 15 minutes	ACRL Standard 2.2, 2.3, 2.4: The information literate student refines the search strategy if necessary.
Week 11	Reading Assignment Analysis of Genres and Conventions Group Conferences on Genres	Rough Draft of Project #3 Due Peer Review Day	Copyright/Image searching 15 minutes	[blank]
Week 12 START RESEARCH BASED PROJECT	Project #3 Due Introduce Project #4 Determine Communities/ Research Topics	Thanksgiving Recess/ No Class	If you would prefer to visit the library for instruction, do so sometime in the next few weeks For scheduling purposes, you will need to sign up for instruction no later than September 30.	[blank]
Week 13	Reading Assignment Ballenger Double- entry notes Grammar Mini- lessons	Reading Assignment IAR Analysis Citation Review	Difference between popular and scholarly materials 30 minutes	[blank]
Week 14	Reading Assignment Invention Exercises: Writing Up Research Writing Assignment Due	Ballenger Research Activities Project #4 Check-in Lab time for research and composition	Synthesis/Citations 20 minutes	ACRL Standard 5: 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.
Week 15	Rough Draft of Project #4 Due Peer Review Day	Conferences and Revision Workshops with Project 4	Ethical use of information 15 minutes	ACRL Standard 5 cont.
Week 16	Conferences and Revision Workshop with Project 1	Project #4 Due Project Presentations	[blank]	[blank]

Appendix 7.B.

Assignment Four (Staci Perryman-Clark)

Inquiry-Based Research Essay

Basic Requirements

Formatting: Double-spaced, 1-inch margins, Times New Roman 12 pt. font

Length: At least 6–8 pages double-spaced

Bibliographic Documentation: Parenthetical in-text citations and works cited pages are required. MLA, APA, or Chicago citations systems are considered appropriate.

(See below for additional requirements.)

Assigned Readings to Be Referenced with this Assignment

Malcolm Gladwell: “None of the Above: What I.Q. Doesn’t Tell You about Race”

Linda Kulman: “Food News Can Get You Dizzy, So Know What to Swallow”

Steven Pinker: “The Blank Slate”

Janet Raloff: “Researchers Probe Cell Phones Effects”

MyWritingLab Research Tutorials

Bruce Ballenger: “Writing the Research Essay” in *The Curious Researcher*

Overview

Over the course of the semester, we’ve explored a rich diversity of cultural communities. For the final unit, you will be provided with your own chosen community to explore. This inquiry-based essay requires that you engage in research, both with primary and secondary sources. As Ballenger puts it, the inquiry-based essay is “an essay that is less an opportunity to prove something than an attempt to find out.” You will focus on your community observations and work with the connections you’ve observed within it. To develop this essay, you will research your chosen subject by consulting secondary sources in the Waldo Library, engaging primary sources in consultation with field notes, and conducting a personal interview with a member of your community. In preparation for writing this essay, we will also read examples of different types of research performed by various contributors in *Reading and Writing in the Age of Cultural Diversity*.

The Task

Your task will be to explore a community on campus that you believe to address issues of diversity, a community that you’re interested in learning more about. The most important part of the inquiry-based essay is developing the question you want to answer about this community.

This essay should answer these questions:

- What is your chosen community/topic, and how does it address issues of diversity?
- Why is this community and diversity issue important to you?
- What have you learned through your research?
- How/to whom is what you’ve learned important?

You’ll also need to collect, analyze, and provide evidence using these research methods:

1. A personal interview from an expert relating to the topic I’ve identified (we’ll work on specific questions).

2. A minimum of five scholarly sources: You'll need to reference evidence from outside sources that highlight the significance of your chosen community. Appropriate bibliographic references are required.
3. Field observation notes: You'll devote 1–2 hours per week to observing this community for the next three weeks.

Processes

In addition to the reflection, rough drafts, and final drafts that you submit for each process portfolio, you'll also need to include the following:

1. Topic proposal on your gender issue and why you've chosen it (Date Due:)
2. Interview scripts from the person interviewed
3. An annotated bibliography of sources consulted

Date Assigned/Date Due:

Appendix 7.C.

Scholarly vs. Popular Article Checklist

What is the title of the journal?

What is the title of the article?

When was it published?

Who is the author of the article?

Is the author's affiliation identified? A university? A company? What is it?

Is the author's contact information provided?

Is there an abstract for the article?

Are keywords provided?

Are there a lot of unnecessary images in the article? If there are any images, what are they and do they provide essential information?

Is there a list of cited sources or a reference list at the end of the article?

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