WiLS 2017 Regional Meetings: Fox Valley Technical College, Appleton
Wednesday, November 15th at 1:00 pm

Attendee Sharing About Information Literacy Programs
St. Norbert College

- Working with a dedicated position on information literacy for around 12 years.
- Making a transition to where any of the librarians would be comfortable in the classroom.
- A metric is not the number of sessions for them. The metric is the difference that they are making on student success toward graduation.
- Faculty all around campus are delivering things embedded in the courses, and that's fine. It takes the whole campus to successfully deliver info lit.
- Really wanted to bring to campus instructional design skill sets as well as librarian skill sets. It was lacking on campus, so what they could do to further that would benefit the information literacy piece. There are things they are able to do with that skill set that allows them to do it in a different way.
- Rather than focusing on getting invited to classes or one-shot sessions, the library has been focusing on building relationships and partnering with different offices across campus to encourage incorporation of information literacy into classes. So it's not the "sprinkles on the cupcake" but "baked in" to all of their classes.
- For an instructional design perspective, there are workshops on course design and significant learning and partnering with Writing Across the Curriculum. They are taking it in a similar direction as they are with information literacy, so they have been generous with sharing and working together. They have done workshops and writing and information literacy.
- Course development fellowship: faculty apply with course in mind. No one was rejected, but the application lets them know what they are working on. It's been a great vehicle to allow for conversations about what info lit is and how it supports what faculty is doing in the classroom.
- For people who don't work in information literacy every day, they haven't seen the evolution over years, so the library is helping them see the evolution and what it means on campus and life beyond.
- Ultimately, students have skills that will serve them beyond their time on campus so they have the abilities and habits of mind when they don't have easy access to library resources. Conversations with faculty have focused on that and most of the faculty feel similarly.
- With Writing Across the Curriculum there is an assessment of the writing intensive courses. To be considered "writing intensive," there has to be a documented research assignment with a library research component. The library is interested in looking at those courses to see what's happening with those assignments and how people are interpreting that requirement and what the assignments look like. This could potentially serve as a sampling of moving forward with broader assessment.
- On campus, there is a groundswell to articulate goals for graduation of students and how to gather information on that. The library has tried a number of things in the past: pre-test and post-test and found that wasn't great data. There have been some other sampling of assignments from one-shot sessions, but the library also felt like that was lacking.

It was noted that instead of teaching with the regular language, others would use different terminology than the normal – "find it, prop it, prove it, right it." A lot of the assessment came from senior capstone projects. In their poster sessions, they have to outline this research process and their sources.

Ripon College

- In 2015, the new Dean wanted to do a whole new curriculum. The library director pitched him the ACRL Framework and the Dean was enthusiastic. The faculty was involved in building this curriculum. After discussions, they decided to translate the Frames in the context of what a liberal arts college does.
- Five classes were created and they are all intended to build skills. Certain ideas from the ACRL Framework are added to each class.
- Catalyst Curriculum Infographic
- Six threshold concepts instead of "this is how you use a …"
- CTL 301: 4-6 students working on a team, all from different disciplines. Supposed to look at major world issues and come up with solutions or descriptions of major world issues with a major group project. Library is hoping for a digital project.
- 3 librarians and there are 7 classes.
    - First year:
        - Library 101: Boolean searching, catalog, etc.
        - Scholarship as a conversation. Work with the professors so they have a project. Have to create an annotated bibliography and talk about linking citations.
        - Information has value: Play a "Price is right" game so they understand the monetary value of information. Plagarism analysis.
        - Authority {didn't catch}: Discuss who you trust
        - Lifecycle of information, statistical information
        - Want them to think about it and people fill out what it means to them at the end of each of these courses.
        - Get to know the librarians very well.
    - Sophomore year:
        - Research as inquiry and comparing research to exploration
    - Junior year:
        - Want them to do digital profiles, probably through Domain of One's Own
- Ideas taken from "Teaching Information Literacy" (Patricia Bravender, Hazel Anne McClure, Gayle Schaub)
- Now they know what the students know when they come in.
- Having them once in their college career isn't enough.
- There has been some trouble with buy-in from some of the professors, but most realize the importance of it. Once they see what they are doing, and understand what students don't know, it's helpful.
- Not sure what sold it to the Dean, but Kate will ask and share!
- Not sure about assessment yet, but believe they will do something with their portfolios.
    - Discussed rubrics and if they are used in post-secondary. They are often used with an assignment (criteria of assignment and how it will be evaluated).

Fox Valley Technical College

- While the college doesn't have an official information literacy program, the library works with the communications folks to encourage the students to come see them and faculty linking from Blackboard to the library is also helpful.
- Brought into classes for one-shot instruction.
- The library shares what they can do with the library website: how to get to the library website and the LibGuides that are there.
- Teach students about the EBSCO Quick Search and the other things available on the website: homework helpers, including walking them through the assignment.
- The most used resources are a darker link to make them more obvious.
- The library developed a research process tutorial: Once they are in any part, they can move through to find the next steps.
- Have information literacy guides linked from their home page.
- Evaluating sources: where they can find the "meat".
- Students don't often go beyond the first click because they don't have the time to explore. For accreditation, it's nice to have it there so accreditors can see it's available to them.
- Broken it down into simple questions to help them understand why it matters to them.
- Trying to balance the comprehensiveness with the information the students want and need the most.
- There is a component of critical thinking tips. Most people don't necessarily think about these things unless they are directed to do so.
- The library encourages students to come to them if they can't find anything.
- Have LibGuides by subject to narrow resources

It was mentioned that Northeast Wisconsin Technical College has an early alert system to refer students to the library when there are concerns about student skills.

Information Literacy Discussion

Question / Theme: There seems to be a tension between one-off classes vs. integrated approach. How do you approach that in your programs?

- Appleton Area School District: Face to face is important and knowing what teachers are going to teach, even if it's a spreadsheet to just let you know what is being taught in order to be prepared, link resources, etc. when students come in. For example, a science teacher is teaching the eclipse in the 3rd quarter, and knowing that allows her to reassure them the resources will be ready for them. The library sees this as integrated in with the unit but has a hard time for teachers to visualize it that way. It's natural. It needs to be learned together when they are working on something, such as plagiarism. It isn't helpful to play the blame game: "They didn't teach this in the K12/elementary/etc." level. They may be teaching it, but it's age appropriate and builds on the skills, but they can't do that if it isn't invited. The librarian will stroll around and ask. Some teachers are intimidated because they may not know how to do these things (searching, citing, etc.) themselves. The library gives teachers hour-long classes which they get a professional development credit for it and encourages team-teaching. It's making that contact and trying not to be scary and intimidating. Learn with the kids: we're all

in this together and can learn from one another. Ask teachers how they do they do things and incorporate that into the library's approach.

Is there any K12 requirement for research?

- [ISTE standards](). [Wisconsin State standards]() are the ISTE standards and there is a rubric.
  - They are meant to be integrated within content areas.
- Future Ready framework

In the K12 world, if we want to make a difference systematically, the real important people are curriculum directors, principles, and technology people, depending on how educated they are on the standards.

They know school librarians from their own experience, and do not know how it's changed.

The school librarians need to figure out who will be their help and advocate with each of their buildings

Some schools have flexible scheduling (if you need the library, you go use it).

Teachers talk and standards will help the conversation. When they see great teaching, they talk about it.

[Learning.com](): digital literacy skills, but digital citizenship and information literacy is also included.

In Appleton, they have aligned curriculum to the ELA reading and writing standards. They have literacy and technology coaches, so there is this triad and most people go to the other two instead of the librarian. Those used to be "librarian" territories. The administration does the same thing.

Menasha has all-staff professional development and they have been begging to have a time slot on this. The digital literacy and digital citizenship will only work if the teachers follow through. The teachers don't understand that they can't just send students to Google to do a search and come up with correct information.

Trying to get teachers engaged in the structural piece of it: Not just re-experience it over and over and over. It's fair for students to be frustrated with getting the same thing over again and it's not fulfilling to us as professionals.

Dropping the jargon and putting the class into the context of a story has made a huge difference. Look for classes that sound interesting and ask for the syllabus and encourage professors to refer students to the library for a certain assignment, at which point the professor may ask the librarian to come to the class instead. If it went well, word is spread. The relationships are important.

There are teachers who come in to get their masters and realize that they didn't know how to do this stuff. One of the things to do might be to go over the information in a way that they could use to teach students how to do it.

It's good to have topics that you can't find to be able to say, "This will happen."

You can give the technical names: "You've been doing all this. You'll hear people referring to this as ….."

In a public library, it's much more informal. It's more often adult continuing education because they want to learn. Much of the interaction is feeling out what they want to know and understanding what's enough.

In some ways, public libraries do similar work when they are developing partner relationships: adult literacy programs, for example, would talk about specific items in their collection, or some of the online courses or downloadable materials.

In the public library, have to develop the relationships and not focus on what we want to share, but on finding what patrons are doing, exciting them in a way that helps them connect to the resources, instructing them how to go about searching and utilizing the materials, and understanding that they are not just using the library.

One of the dimensions of information literacy is that information has value. There is an information marketplace and it's a clear dimension that cuts across types. For public libraries, they need to understand that information is a commodity. There are dimensions that might look different in a different library setting, but it tries to accomplish the same piece that our citizens understand and know that information is purchased.

The Price is Right game can be played with faculty who likely don't know the price of things. There is also a value to society in the information creation cycle that can be integrated, even if not everyone uses every piece of information.

The educators don't always realize that there are resources available to them that cost money. "Island syndrome": little islands and don't want anyone else to bother them, but their kids can't learn the way the teacher learned. Once the kids find the thing that ignites them, they are off and searching and creating the new thing they are enthusiastic about. Education and learning should be fun.

For FVTC, there are many adjunct teachers so they don't have time to do anything but teach the class. They don't have time to change and improve things, which is disappointing.

NWTC often gets better response from the part-time faculty and they seem to want to meet with the librarian ahead of class.

the K12 kids to get a card. Information seeking and evaluation is a life skill!

Back to the economic elements of information, there could be discussions around biometric information and where that information goes, or other consumer information, reward cards, social media, app use agreements, and privacy considerations.

Civility Speaks presentation on a partnership between UW-Extension and Wisconsin Humanities Council and the library. They had topics where people would talk for a short time and then they would share.

Tips and tricks that keep coming up: What are your little wins – successful programs or a way you connected with a faculty member; the lack of this connection seems to be a barrier.

- Face to face connections are important: Host an open house and cook a full meal for people. (K12). If you give them something, then they feel obligated (see Adam Grant, Give and Take)

- The librarians first obligation is to get to know the curriculum: it takes time, observing classrooms, etc. so teachers are not burdened at all. After observing, the library can share some ideas of what might help teach it the next time.
- Help teachers recognize that you want to teach or help!
- Make yourself human

Journals, websites, or professional resources that you rely on?

- Lisa Hinchliffe (blog and Twitter)
- Twitter is a place to find a lot of great resources!
  - Do some Google searching to find hashtags / Twitter chats
  - Storify can be used after there is a Twitter chat
  - #critlib
  - The Angriest Librarian was trending last week
- Common Sense Media Education for digital citizenship
  - Digital Compass: games to play for digital citizenship
- Wisc-Online
  - Learning objects
  - Place that you can make games

General Discussion

How do people promote their drop-in sessions for info lit? What language do you use to encourage attendance?

Have teachers force them to go. Give them 5 points extra credit, through then they just get through it. Add link on the website for reference (it didn't work). Trying to sell something they don't know that they need. Try shorter sessions with snacks. List the most egregious examples as "don't be that guy". "Don't be a victim of fake news". "Outsmart fake news." "Don't be fooled." Do a focus group about how ideas for sessions or marketing intersects with their reality. Focus more on the faculty than the students, including department meetings.

Made it a "Learn, Lead, Succeed" event and that was successful: periodic sessions over the lunch hour and they do one in each area, they get a certificate, which is required in some cases.

There has to be something in it for the student. Call it a resume builder and include the certificate. The same thing happens with teachers.

Rather than spending time brainstorming how to force people to attend, think about it differently. At the end of the sessions, people think it's really helpful, but it's getting them there. One of the other things that it goes back to is partnerships. Student success librarian is out figuring out the partnerships to know if they are doing something, there is an audience. If they know that they can have RAs, for example, then they know they will have an audience. Look for opportunities that aren't curriculum based.

Most successful is when working with a student group or a particular partner.

Continue to move away from jargon

In the public library, there is flexibility - try it over two weeks, see what happens, and then tweak it. Develop a program in incremental steps.

Many students will do a one-on-one session vs. a group session. This is actually a great use of time! It's packaging reference as an extra thing. We'll call it whatever they want if they use it!

Once you hook a faculty member, they see the value in it. Try taking a walk and you may run into people and talk with them about the library services, informally.

For the technical colleges, many of them are pushing shorter (8 week) courses, along with micro-credentials.

Q: How do you do your captioning?

- [Rev.com](): you send them the clip and usually within 24 hours and then you need to over lay. If you speak clearly, you can do [Dragon Naturally Speaking]().

Q: Know of any good streaming film services that are affordable?

- [Swank](): NWTC uses it. It's $150/year/film. It's expensive unless you have a lot of classes that would use the film.
- Films on Demand does have a [Feature Films for Education]() collection.
- [Hoopla]() at public libraries: video options, tv, and movies, and you can download to your device and take it with you.

Appleton Public Library is doing a library card drive each year with Fox Valley Technical College.

At Menasha School registration, the public library came to the school.