INTEGRATING INFORMATION LITERACY SKILLS INTO FIRST YEAR:
A SAMPLING OF POST-SECONDARY PROGRAMS
IN
BRITISH COLUMBIA

WILU 2012 at Grant McEwan University
Lightning Strike Poster Session ~ March 24, 2012

Presenters:
Jennifer Brownlow  Vancouver Island University
Jennifer Sigalet  Okanagan College
INTEGRATING INFORMATION LITERACY SKILLS INTO FIRST YEAR
A SAMPLING OF PROGRAMS IN BRITISH COLUMBIA

We would like to thank our colleagues for their enthusiastic contributions to the production of this lightning strike poster presentation.

Kwantlen Polytechnic University  Mirela Djokic  Mirela.Djokic@kwantlen.ca
                          Sigrid Kargut  Sigrid.Kargut@kwantlen.ca

Okanagan College  Jennifer Sigalet  jsigalet@okanagan.bc.ca

University of the Fraser Valley  Colleen Bell  Colleen.Bell@ufv.ca

Vancouver Island University  Jennifer Brownlow  Jennifer.Brownlow@viu.ca
INTEGRATING INFORMATION LITERACY SKILLS INTO FIRST YEAR
A SAMPLING OF PROGRAMS IN BRITISH COLUMBIA

Goals of the lightning strike poster project (A whirlwind tour!)

We wanted to:

• Gather information about our best practices for integrating information literacy competencies FORMALLY into first year curricula
• Outline how others launched their grassroots programs with a limited supply of librarians
• Learn more about creating an information literate institution on a limited budget
• Suggest future roundtables to share commons issues for developing sustainable and accountable IL programs
Integrating Information Literacy (IL) into the First Year

A Sampling of Post-Secondary Programs in British Columbia

Goals & Objectives

- Develop 21st-century skills such as critical thinking, problem-solving, and time management.
- Foster a sense of community among students.
- Increase student satisfaction and engagement.
- Promote a culture of innovation and creativity.

Timeline & Highlights

- 2012: BSL introduced by the University of British Columbia.
- 2013: BSL rolled out at all post-secondary institutions.
- 2014: BSL becomes a mandatory course for all students.
- 2015: BSL curricula are revised and updated.

Philosophical Foundation: IL across the Curriculum

- IL is a core competency required by all academic programs.
- IL is integrated into all courses and programs.
- IL is taught by all faculty members.

RUS 100: A Model of Collaboration

- Spring 2006: Developed as a result of a partnership between the University of British Columbia and the University of Victoria.
- Fall 2006: Pilot program launched.
- Fall 2007: Program expanded to all universities.

student feedback

- Successful but requires scrutiny; effective in various contexts.
- Useful for improving retention and engagement.
- Increases student satisfaction and satisfaction.

Framework for IL in the First Year

- Writing Courses
- ESL courses
- Library instruction

Goals: Course Integrated Library Research Skills

- The Library Research Skills course is a mandatory course for all students.
- The course is taught by all faculty members.
- The course is integrated into all courses and programs.

TimeLine & Highlights

- 2005/2006: Course developed at the University of British Columbia.
- 2006/2007: Course implemented at all universities.
- 2008/2009: Course extended to all faculties.

Conclusion

- IL is a critical component of 21st-century education.
- IL is essential for success in higher education.
- IL is a lifelong skill that benefits students throughout their lives.
COURSE INTEGRATED LIBRARY RESEARCH SKILLS

Okanagan College Library Mission Statement
“The Library promotes student success through the development of critical thinking and independent research skills, and advances teaching and learning by supporting instruction and professional development.”

Our mission statement is supported by librarian-led in-class research instruction and specifically, CILRI (a joint initiative of the Library Department and the English Department at Okanagan College) has assisted in formalizing this goal by officially integrating IL skills into all first year research based English curricula.
COURSE INTEGRATED LIBRARY RESEARCH SKILLS

Goals

• To meet information needs of students and research expectations of faculty

• To promote student success through the development of critical thinking and independent research skills, and advances teaching and learning by supporting instruction and professional development.

• To formally integrate IL skills and ACRL Standards into all first year research based English curricula
COURSE INTEGRATED LIBRARY RESEARCH SKILLS (CILRI)

The following CILRI wording was jointly created by the English Department and Library Department and is now embedded into all first year English course syllabi at Okanagan College:

Course Integrated Library Research Skills Instruction
"A fundamental aspect of critical writing and reading is learning how to do research. Information literacy, the ability to "recognize when information is needed and to locate, evaluate and effectively use information" (American Library Association), is crucial to excellent research. To assist you with the development of information literacy skills a librarian will provide relevant in-class library research instruction in conjunction with your research assignment(s)."
TIMELINE & HIGHLIGHTS

2007/08: Case study: Embedded librarian

2008: ACRL Immersion ‘08 Program Track: Development of an IL action plan

2009: Pilot project & development of syllabus language

2010: Review & formal acceptance of CILRI by English Department & Librarians

2011: National recognition CILRI receives CTCL Innovation Award

2012: Ongoing evaluation of program and exploration of possible expansion into other disciplines.
STUDENT FEEDBACK

Did you find the library research session useful?

Yes!! 98%
“very useful”
“much better than Google”
“good information”
“I had no idea”
STUDENT FEEDBACK

What was the most useful tip you learned today?

How to... research
  develop a research strategy
  use keywords
  limit and expand a search
  think critically about our search results
  automate citations
  find a variety of sources like articles, journals, media
STUDENT FEEDBACK

Did the hands on exercises help you reinforce what was covered in the session?

Yes - 100%
INSTRUCTOR AND LIBRARIAN FEEDBACK

“We appreciate the collaborative nature of this work and the fine efforts of our colleagues in the library thus far.”

“Students are using and citing a richer complement of resources.”

“Student feedback and improvement in overall quality of student understanding and work supports this integrated and active learning approach to developing research skills in our learners”
ONGOING GOALS

• Identify student IL learning outcomes and strategies and strive to meet them
• Continue to reach out and collaborate with faculty for IL buy-in
• Develop a plan for the continuing improvement of IL instruction and the promotion of ACRL IL Standards
• Integrate CILRI wording into other first year research-based courses and blend in IL instruction
• Develop/adopt standard method of assessment of learning
• Explore interactive learning opportunities using Moodle
PHILOSOPHY: IL ACROSS THE CURRICULUM

- Faculty have the primary role in developing students’ information competency
- IL competencies develop over time (one shot just doesn’t do it)
- Librarians and faculty must work together
- IL cannot be divorced from related literacies
- IL incorporates the full spectrum of intellectual skills
FRAMEWORK FOR THE FIRST YEAR

Writing Courses

- ENGL 105, Academic Writing
- CMNS 125, Introduction to Workplace Communication
- CMNS 155, Introduction to Workplace and Academic Communication

Gateway Courses

- BIO 111, Introduction to Biology I
- BUS 100, Introduction to Business
BUS 100: A MODEL OF COLLABORATION

2007: Collaborative course redesign

2008: New course pilot

2009: New course implemented; all-instructor meetings begin

2010: BUS 100 as prereq for all business courses

2012: Student work confirms effectiveness
WHAT’S NEXT?

• Expand to more gateway courses
• Address instruction for online sections of courses
• Explore alternatives to direct librarian instruction
  Learning objects and online modules
  “Train the trainer”
GOALS & OBJECTIVES

Integrate IL modules into the BA Policy Studies program in order to:

• Enhance IL and research skills required for academic success

• Prepare students for lifelong learning by teaching them to locate, evaluate and use information efficiently, ethically and legally

• Students develop crucial critical evaluation skills needed to analyze and interpret information
TIMELINE & HIGHLIGHTS

2009/10: Proposal & development

2011: Development of library modules

2011/12: Delivery of modules in two courses

2012: Review & expansion
OTHER INITIATIVES

2011/12

• Librarians offer IL pilot project for two sections of ENGL 1100, *Writing, Reading and Thinking: An Introduction* in 2011

• Project is currently under review and expansion to more courses is under discussion
TIMELINE & HIGHLIGHTS

2005: Pilot project

2006: Pilot expanded to include more faculty

2007: 100% adoption

2008/09/10: Faculty surveys & introduction of pre-instruction assignment

2011/12: Revisions & ongoing discussions
GOALS

• Students produce quality assignments using appropriate resources in their first year
• Faculty receive quality research products
• English and Liberal Studies departments become partners in promoting IL
• Reference librarians reach most first-year students in degree programs across all campuses, teaching them skills to select and evaluate materials
INTEGRATING INFORMATION LITERACY SKILLS INTO FIRST YEAR
A SAMPLING OF PROGRAMS IN BRITISH COLUMBIA

Any questions??? Share your IL program development story...

Kwantlen Polytechnic University
Mirela Djokic
Mirela.Djokic@kwantlen.ca
Sigrid Kargut
Sigrid.Kargut@kwantlen.ca

Okanagan College
Jennifer Sigalet
jsigalet@okanagan.bc.ca

University of the Fraser Valley
Colleen Bell
Colleen.Bell@ufv.ca

Vancouver Island University
Jennifer Brownlow
Jennifer.Brownlow@viu.ca