

BUILDING AN INSTRUCTION ARSENAL

Using Standardized
Elements to
Streamline Class
Planning and Ease
Student Learning
Assessment Across
the Curriculum

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WHAT DO WE TEACH?

Information Literacy

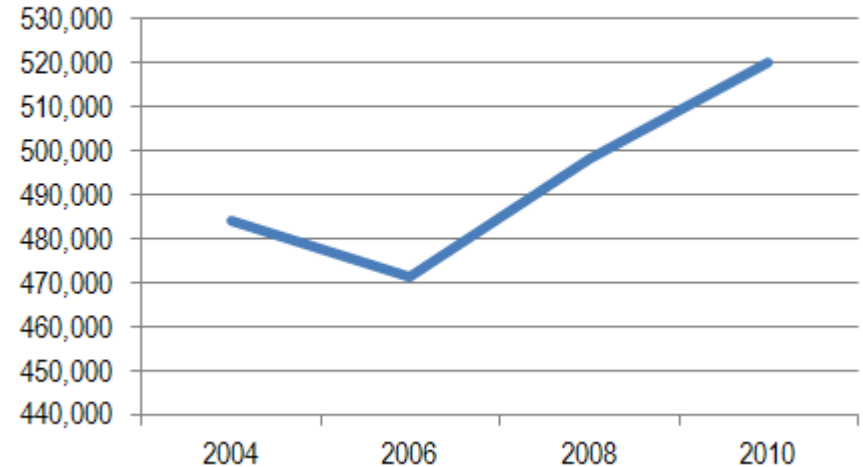
"To be information literate, a person must be able to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information."

ALA Presidential Committee
on Information Literacy

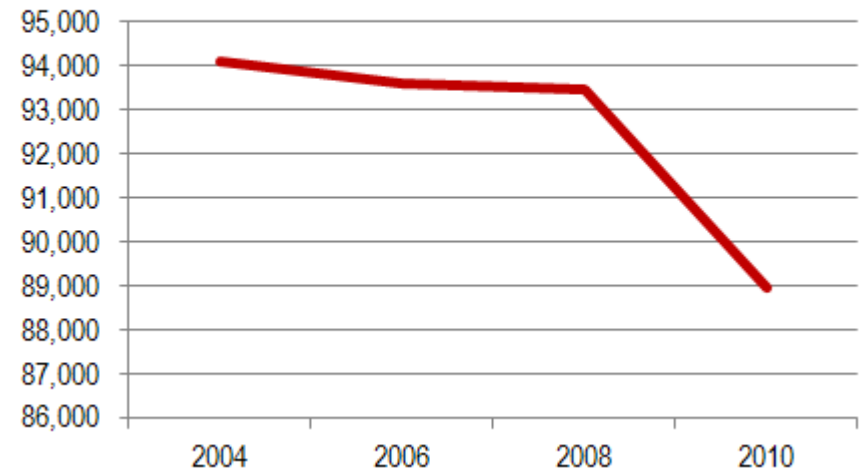
THERE ARE A
COUPLE OF BIG
THINGS GOING ON
IN IL INSTRUCTION
RIGHT NOW

WE ARE
DOING
MORE
WITH
LESS

Total Number of Presentations



Total FTE Staff



Statistics are for all U.S. Academic Libraries, and come from the National Center for Education Statistics.

THE VALUE OF ACADEMIC LIBRARIES

A Comprehensive Research Review and Report



Prepared by Dr. Megan Oakleaf, Syracuse University
for the Association of College and Research Libraries

WE NEED
TO
PROVE
OUR
VALUE

ACRL's Value of Academic Libraries
Report, prepared by Megan Oakleaf.

THERE ARE SOME COMMON PROBLEMS

Limited Time

Busy Faculty

Competing Priorities

Differing IL Skills of
Students

Lack of
Standardization
across Classes

Difficulty with
Assessments

HOW CAN WE
DELIVER UNIQUE
CLASSES WHEN
WE DON'T HAVE
TIME TO PLAN?

IF CLASSES ARE
UNIQUE, HOW CAN
WE ASSESS AN
ENTIRE
PROGRAM?

WE'VE BEEN
TRYING SOME
STUFF.

INSTITUTION PROFILES



Diverse,
Minority-Focused,
Regional
Comprehensive
Universities

UWG

11,000 students

CSU-Pueblo

5,000 students

IL INSTRUCTION AT WEST GEORGIA

LIBR 1101,
First Year
Experience,
Upper Division
Instruction



IL INSTRUCTION AT CSU-PUEBLO



English
Composition
and
Upper Division
One Shots

WE BROKE
OUR CLASS
PLANNING
INTO THREE
PARTS

1 Student Learning
Outcomes (SLOs)

2 Active Learning
Exercises

3 Tailored
Assessments

STUDENT LEARNING OUTCOMES

Guiding principles

What do students
need to know?

"In order to" statements

Think strategically

**SLO'S BECOME
THE COMMON
DENOMINATOR
ACROSS ALL
LIBRARY
INSTRUCTION.**

ACTIVE LEARNING EXERCISES

Aligned with specific
learning outcomes

Relevant to students'
coursework

**INSTRUCTORS
NEED TO MOVE
BEYOND
LECTURING.**

TAILORED ASSESSMENTS

Build assessments around
each SLO

Measure the effectiveness
of the instruction

Use them to inform the
reevaluation of exercises

**ASSESSMENT
IS A
CONTINUOUS
PROCESS.**

CREATING THESE
COMPONENTS
TAKES TIME AT
FIRST, BUT IT
PAYS OFF.

WE CAN BUILD
UNIQUE
SESSIONS OUT
OF LOTS OF
SMALL PIECES.

HOW IT WORKS IN KEVIN'S LIBRARY

SHARED PREZIS

Each aligned with one of five SLO's

ASSESSMENT MENU

Dozens of questions and rubrics

ONLINE ACTIVITIES

Elements are all combined on course LibGuides

WE CAN ASSESS
THE SAME ILL
SKILLS IN A
VARIETY
OF SETTINGS.

HOW IT WORKS IN JESSICA'S LIBRARY

SLO MAPPING

Multi-class first year
program

ACTIVE LEARNING EXERCISES

Customizable to
assignment

ASSESSMENT

Authentic, formative
assessment,
Pre/Post Testing

MAXIMIZE
LIBRARIAN TIME,
SCAFFOLD
LEARNING
OUTCOMES.

SO WHAT'S THE
POINT OF ALL
OF THIS?

EFFECTIVE
AND
EFFICIENT

This is an
adaptable
model that
allows
librarians to
give catered
instruction
**without much
planning.**

Sessions can be created quickly to meet the needs of **individual classes**, while at the same time **assessed across the program.**

UNIQUE,
BUT
UNIFORM

IL INSTRUCTION
IS MORE
RELEVANT NOW
THAN EVER.

WE NEED TO
DO IT WELL.

WORKS CITED

American Library Association. "Presidential Committee on Information Literacy: Final Report," 1989.

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National Center for Education Statistics. "Library Statistics Program." <http://nces.ed.gov/surveys/libraries/academic.asp>

ANY QUESTIONS FOR US?

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