

# SCIL

Southern California Instruction Librarians

A California Academic & Research Libraries (CARL) Interest Group

## **CARL-SCIL Presents SCIL Works 2010:**

***"Practice, Practice, Practice (P3): Reinvigorating ILI Pedagogy"***

**Friday, February 5, 2010, 8:30 am – 1:00 pm**

**CSU Office of the Chancellor**

**401 Golden Shore**

**Long Beach, CA 90802**

### **Presentations**

**Reinventing "Sessions" I:** "Designers – Make it Work!" – Brett Bodemer, Humanities and Social Sciences Librarian, CalPoly, San Luis Obispo

When deadlines are near and stress is high for budding fashion designers on the show *Project Runway*, the mentor/designer Tim Gunn exhorts them to effectively use the time and materials they have by demanding, "Designers – Make it Work!" Information Literacy Instruction operates under similar constraints – not enough time, unwieldy materials, and sometimes even a lack of vision – yet sometimes the constraints can produce effective solutions. This presentation will explore ways of juggling different modes of instruction in a single session, synchronizing brief instructor demonstrations, collaborative learning tasks, and reporting back. The majority of the session will consist of a collaborative, active-learning exercise in which participants will weigh difficulties and explore alternatives, and the session itself will exemplify the strategies under discussion.

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**Reinventing "Sessions" II:** "They're Never Too Old: Developing Child's Play into College Content" - Christina Sheldon, Instruction and Reference Librarian, CSU Los Angeles

Games incorporate many factors that increase student engagement and achievement: motivation, choice, control, collaboration, social interaction, and—last but not least—fun! Games enable course content to be presented in a manner that encourages schema building, critical thinking, and analysis. This presentation examines ways in which games assumed to be useful as teaching tools only for young students may be matured for a college audience. Christina will share key research, posit key questions, and demonstrate playful activities that have been used in a variety of college settings. Applications considered and actively played with may include board games, emerging technologies, and role play. Participants will collaborate in brainstorming ways that games may be successfully modulated to better impart new knowledge to young adult students.

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**Rethinking Relationships:** "Strengthening Information Literacy Instruction Through New Campus Partnerships" – Pamela Jackson, Information Literacy Librarian, SDSU

At San Diego State University (SDSU), librarians are working with several units on campus to strengthen student learning and effective information literacy teaching practices. A unique collaboration brings together the Library; the People, Information and Communication Technology (piCT) program; the Center for Teaching and Learning (CTL); Instructional Technology Services (ITS); and the College of Education as partners moving toward common goals for student learning and faculty development. This presentation will discuss the evolving role of librarians in teaching and learning, summarize the collaboration taking

place at SDSU, explore some of the challenges and "next steps," and offer guidance and tips about how to replicate a similar model on other campuses.

**Reinterpreting/Reframing Standards:** "The Best of Both: Blending Information Literacy Standards from Two Disciplines" - Carol Perruso, Senior Assistant Librarian and Barbara Kingsley, Journalism Instructor, CSU Long Beach

A librarian and an instructor describe how, over several semesters, they combined information-literacy standards and journalistic competencies into assessable learning outcomes for Journalism majors—and lived to talk about it.

Starting with a "treasure-hunt" assignment in the *Reporting and Information Gathering* course, they gradually refined their instruction and the assignment, adding critical thinking exercises, making them more relevant to budding reporters, and rewriting or eliminating problematic parts.

The assignment became a core piece of the Journalism Department's assessment plan and formal pre-and-post-test assessments were administered in fall 2008.

Presenters will discuss the assessment results and how information-gathering outcomes mapped to ACRL information-literacy standards and journalistic competencies from the Association for Education in Journalism and Mass Communication. Outcomes and the assignment will be shared.

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## Posters

**Reinventing "Sessions" I:** "Concentric Circles: Using a Holistic Approach to Refocus ILI Initiatives" - Julie Artman, Chair, Collection Management Division; Doug Dechow, Coordinator of Reference and Instruction Services; Annie Knight, Coordinator of Brandman Library Services; Stacy Russo, Chair, Public Services Division, Chapman University

Join the Instruction Team from Chapman University's Leatherby Libraries as they demonstrate how you can establish a more holistic approach to your fledgling ILI initiatives. Envision, energize, and engage with a multi-tiered approach to tackle active learning challenges and problematic ILI retention in the one-shot environment. Learn how to add essential information literacy assessment to prove the value of your program and begin the conversation among librarians, students, and faculty on how to transition to solid academic engagement.

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**Reinventing "Sessions" II:** "Using Action Research to Reinvent Your Practice" - Stephanie Rosenblatt, Education Librarian, CSU Fullerton

Instruction librarians often teach the same subject matter session after session. How do we keep from getting burned out? One way is to reflect on our practice as educators by engaging in simple action research projects that can help us assess the efficacy of our instructional methodologies in the context of personal or institutional goals.

In the action research context the teacher or practitioner is the researcher instead of being viewed as a technician or a subject to be studied (Dana & Yendol-Hoppey, 2009). While the findings of an action research study can be published to increase the theoretical knowledge in our field, the primary goal of the research is to help the practitioner resolve a dilemma or understand phenomena in his/her own classroom.

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**Rethinking Relationships:** "Writing and Citing: The Relationship of Student Portfolios to Library Instruction" – Sally Bryant, Head of Access Services; MaryAnn Naumann, Reference Assistant; Elizabeth Parang, Coordinator of Serials; Melinda Raine, Associate University Librarian for Public Services and Programs, Pepperdine University

This past year the instruction librarians at Pepperdine University identified the Writing Center as a new collaborator in evaluating our information competencies for WASC (Western Association of Schools and Colleges). Every undergraduate student at Pepperdine has to complete a portfolio of 4-5 papers for evaluation during their junior year. The instruction librarians have been given access to these junior writing portfolios and have developed a rubric to analyze the topic statements and citation use in order to assess the research strategies of the students.