

Library 2010-11

Develop curriculum and tools to meet AAOT outcomes for information literacy

Summary:

Develop curriculum that embeds information literacy skills into Writing 121 and 122 courses. These are the courses that have been identified by the Joint Boards Articulation Commission as the starting point for information literacy instruction, and the library must support faculty teaching these courses.

Description

Senate Bill 342 , entitled Improving Student Transitions Among Education Sectors, directs Oregon's community colleges and OUS institutions to provide more effective statewide articulation and transfer to meet student postsecondary education needs without unnecessary duplication of courses. System leaders responded to the bill by reexamining the purpose and structure of the Associate of Arts/Oregon Transfer (AA/OT) degree offered by Oregon community colleges, with the goal of maximizing its effectiveness for students.

JBAC has specified that information literacy (i.e., the ability to identify an information need and locate, evaluate, and ethically and legally use relevant information) instruction is to be embedded in Writing 121 and Writing 122 rather than provided in independent courses. While the library would like to begin working with every discipline on campus, limited resources necessitate our focusing on courses directly impacted by the JBAC mandates.

The Portland Consortium of Librarians and Information Literacy Summit identified 8 information literacy skills that students who are ready to begin upper-division coursework are able to practice. In May, 2009, this list was shortened to 6 by the Council of Instructional Administrators. The library is using this list of six proficiencies as our framework for developing information literacy teaching tools.

Questions and Answers

How is the initiative linked to the Unit Plans most recently submitted?

- 1. How does it continue the achievement of those goals?**
- 2. If this is a continuation of an initiative started last year, make sure that relationship is clear.**

How is this initiative linked to the efficiencies and productivities plans you had last year?

- 1. How does it continue the achievement of these plans?**

2. If this is a continuation of an efficiency or productivity plan started last year, make sure that relationship is clear.

This initiative is in direct response to the Library goal: Work with College and teaching faculty to embed principles of information literacy, per JBAC recommendations for AAOT outcomes. It continues the achievement of those goals by beginning the work of developing specific curriculum that imparts these skills.

Initiative 2 for 2008-09 described a variety of activities to further the goal of Expanding Opportunities for Information Literacy. The initiative described here focuses on a specific objective for furthering that larger goal.

One of last year's goals, linked to efficiency, productivity and revenues, was to develop an information literacy plan that would address the dilemma of 3.6 faculty librarians responsible for imparting information literacy skills to every Lane student. One of the results of that work was an online toolkit of downloadable handouts and assignments for instructors to adopt at their discretion.

The toolkit represents a rudimentary beginning of a project that has considerable scope. This year librarians are actively working to map activities, outcomes, and assessment tools to specific information literacy proficiencies. Gaps in available teaching materials are being identified, and new learning objects need to be created to fill those gaps. It is beyond the scope of the hours currently available to faculty to create new teaching tools.

Describe the resources needed:

100 hours of curriculum development funding, or the equivalent in part-time backfill so that this work can be absorbed by contracted librarians within their regular workload.

What specific measurable program outcomes do you expect to achieve with this initiative? The outcomes should be specific enough to be measurable. Also, outline the method that will be used to determine the results.

Outcomes are (1) description of how information literacy outcomes will be met in the writing curriculum, (2) assignments, tutorials, screencasts, handouts, and other teaching activities that develop information literacy competencies, and (3) assessment measures to demonstrate success.

Department Priority:

2

Unit Resources:

Faculty librarians will contribute a portion of their regular workload to the development and implementation of these outcomes.

Funding Request: Carl Perkins

Funding Request: Curriculum Development

1. List the following information

- **Course Numbers (titles if not currently offered)**
- **Instructor Name(s) who will work on the curriculum development**
- **Whether each of the courses is in, or has been through, the curriculum approval process**

Because of the recommendations of the JBAC, information literacy will be embedded in courses already being taught. Jen Ferro, David Doctor and Don Macnaughtan, faculty librarians, will work on the curriculum development in collaboration with faculty teaching those courses identified by the College as those in which IL skills will be embedded.

2. List each course number (or title) and the materials to be created for each class

- **Instructional goals, objectives, syllabi and outlines**
- **Lab instruction packets**
- **Practice, quiz, presentation &/or demonstration materials**
- **Other (specify)**

Depending on the results of this collaborative discussion and mapping, teaching materials may include online or paper tutorials, workbook, handouts, library instruction in the library classroom, practice, quizzes, etc.

The purpose of this work is to develop a body of instructional materials that, in aggregate, prepare our AAOT students with the information literacy skills they will need to be successful in transferring as juniors to any college in the OUS system. They do not currently correspond to specific courses other than WR121 and WR122. the Joint Boards has set Fall 2010 as the deadline for having these activities in place.

3. List each course number (or title) and give your timeline for beginning and completing each course curriculum development.

4. What are up to 3 departmental instructional goals that are met through the development of curriculum in each class?

1. To develop in students the ability to identify an information need, and locate, evaluate, and use ethically and legally the information retrieved.
2. To develop lifelong learners.
3. To enhance instruction and learning in a manner consistent with the philosophy and curriculum of Lane Community College

5. List each course number (or title) and give the value of the development of curriculum in each course to other faculty members.

6. List each course number (or title) and say how many students will be served by the development of curriculum in each class.

7. List each course number (or title) and give the specific benefits to students that you expect from the development of curriculum in each class.

8. List each course number (or title) and give the specific benefits for diversity that you expect from the development of curriculum in each class.

9. List each course number (or title) and give the specific benefits to sustainability that you expect from the development of curriculum in each class.

10. List each course number (or title) and give the specific effects on distributed learning that you expect from the development of curriculum in each class.

Hours requested for Curriculum Development funding:

Please enter the amount of one of the following:

- **100 hours maximum for new development.**
- **70 hours maximum for course revision**
- **50 hours for 3-4 credit conversion**
- **other (use if multiple courses addressed in one initiative)**

Do not enter any characters other than numbers and a decimal.

How many hours are you requesting? If there are multiple courses addressed in the initiative, please list each course number (or title) and give the number of hours requested for each course.

100 or the equivalent in part-time backfill

Can this initiative be partially funded?

Yes

Partially funded curriculum development HOURS requested:

50

Explanation of effect of partial funding:

Some core responsibilities of library faculty working on this project will have to be delayed or reduced in order to develop curriculum in time to meet the January 2010 deadline for fall 2010 implementation.

Funding Request: Technology Fee