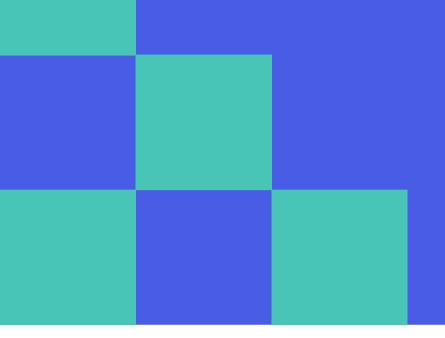
Building a Librarian/Faculty Partnership to Develop Information Literacy and Assess Short Student Research Presentations (MICA)

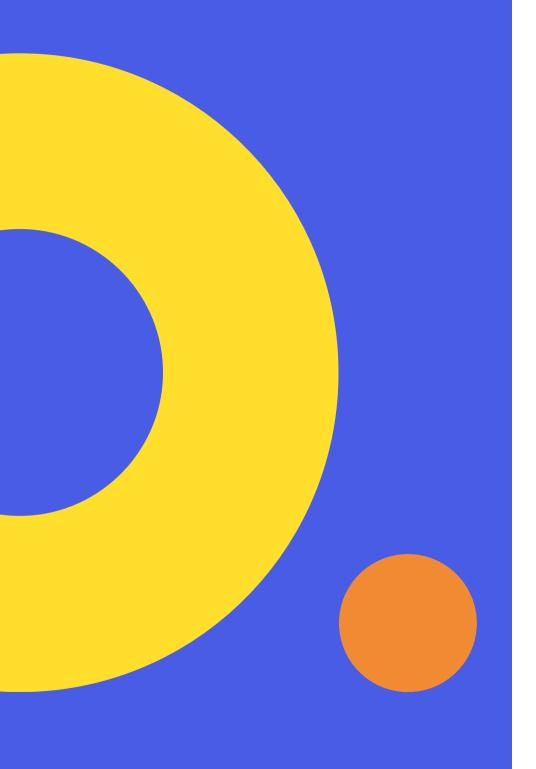
Christian Drolsum (he/him) Research Services Librarian

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#### **How It Started**

Interest in embedded library instruction came from conversations with Art History faculty. Modernisms was chosen for the pilot and over the course of the next two years, the workshop was integrated into all sections of the course.



#### Faculty Buy-in and Collaboration

Informal conversations between instruction librarian and faculty chair was key to future collaboration. Additionally:

- Understanding course focus and long-term goals
- Consistent communication with faculty teaching the course
- Accepting ongoing feedback and working iteratively

# Using UbD to Design Measurable Learning

#### What is UbD?

Understanding by Design is an educational theory developed by Grant Wiggins, which established the concept of backwards design.

Phases include:

- 1. Identify desired results.
- 2. Determine acceptable evidence.
- 3. Plan learning experiences and instruction.

#### Why was UbD used?

Outcomes focused approaches making assessment more likely to actually measure learning.

As a required course with many sections, designing a lesson that could be both consistent and easy for anyone to teach was important.



#### Students will:

quickly evaluate

 information sources

work efficiently in a
 group dynamic
clearly present their
 research findings to
 their colleagues

- Outcomes were drafted in alignment with 4 of our program learning outcomes and the following ACRL Frames for Information Literacy:
  - Information Creation as a Process
  - Research as Inquiry
  - Searching as Strategic Exploration

### The Workshop: Learning Outcomes

Each Modernisms section has two sessions in the library.

- Session 1 60 mins
- Session 2 90 mins



Students are grouped together to quickly research an art historical movement or artist collective.

After their research they develop a presentation to share findings with the class.

### The Workshop: Nuts and Bolts

### Week 1

#### Background Research and Reading Assignment



Step One

**Guiding Questions** 

**Prescribed Sources** 

Master Worksheet



Step Two

Selection of Reading

10-20 Pages

## See the workshop slides here:



SCAN ME

### See the workshop slides here:



## SCAN ME

### Week 2

#### **Google Slides Presentation**



#### Guidelines

4-6 Slides (including bibliography)

**Required Elements** 

**Examples Shared** 

#### Assessment

Presentations are scored using the rubric attached to each group worksheet. Faculty may score presentations as well, though it is not required.

They are graded on the following criteria:

- Research & Comprehension
- Presentation (text and visual)
- Teamwork

Since 2021 students have consistently scored between "Accomplished" and "Developing"

## **Some Observations**

Librarian observations:

- the workshop reveals gaps in student's ability to discern types of sources
- students need help following directions
- library as a space for research
- librarians need to be encouraging and minimize anxiety

Faculty feedback:

- more engaged in class discussion and content post workshop
- gained confidence in research
- lesson and learning outcomes could be more rigorous
- students need guidance on slides





Speed of the workshop

Student absences

Diversity of faculty engagement



Lack of subject expertise

Lack of accountability

#### **Some Misgivings**

# Thank you!

## **Contact Us**

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