

*Motivating Students with
Discipline-Based Information Literacy Instruction*

Getting Your Faculty on Board

New England Library Instruction Group

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True, false, or just part of the story?

“Only when confronting a question that is personally important – a health problem, a major purchase – are most people motivated to dig deeper.”

Geoffrey Nunberg, 2005

Agenda

1. How does discipline-based IL instruction motivate students?
2. What's the case to discipline-based faculty for integrating IL instruction into their courses?
3. Where do we go from here?

Motivating students with discipline-based IL instruction

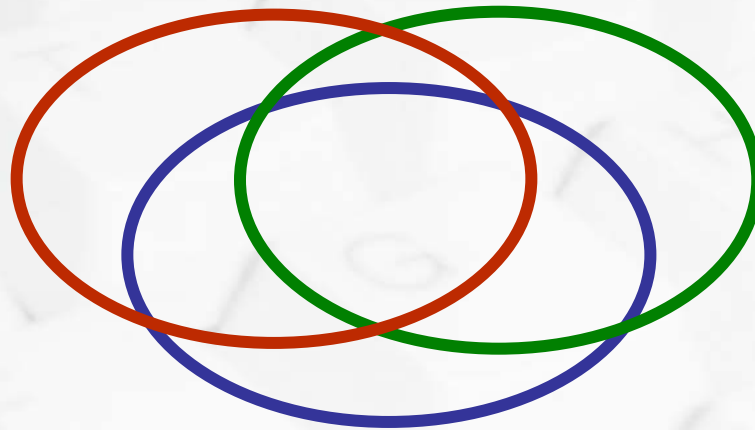
Motivation is never a problem when
“something causes us to want to know.”¹⁰

Context

“as needed” problem-solving

Content

constantly changing



Research

efficient & effective

Information literacy & health care curriculum
Meaningful outcomes motivate

Patient care outcomes motivate health care professionals to:

- Convert the need for information into answerable questions.
 - About prevention, diagnosis, prognosis, therapy, causation...
- Track down with maximum efficiency best evidence with which to answer the questions.
- Critically appraise the evidence for its validity, impact, and applicability.
 - Closeness to truth
 - Size of effect
 - Usefulness in clinical practice
- Apply the results of this appraisal in his or her practice.
- Evaluate performance – seeking ways to improve.

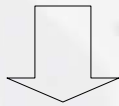
The “pitch”

Some of what we say to get faculty on board

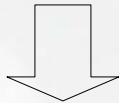
- Teaches students how to do research
- Develops students' critical thinking capabilities
- Creates student awareness of information resources available at the institution
- Increases student comfort-level in asking librarians for assistance
- Minimizes questions from students directed to faculty that can be best answered by librarians
- Demonstrates one example of how tuition \$\$\$ are being used

But what's *really in it* for faculty?

Features



Benefits



Impact



***Your
Value
Story***

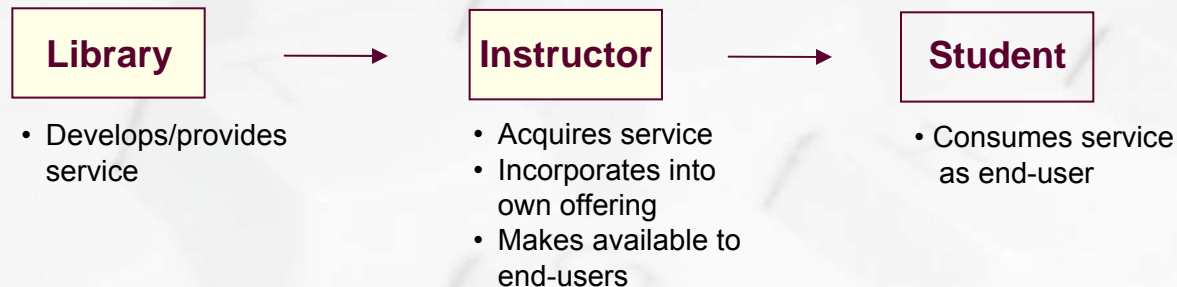


***Your
"Business
Case"***

Background

Factors influencing our research:

- Examination of information literacy skill development in context
- Business-to-business orientation



- Application of value assessment techniques

Research questions

- #1 What are the net benefits of librarian-provided IL instruction to faculty who incorporate such services into their curricula?
- #2 What is the worth to institution of librarian-provided IL instruction integrated into discipline-based courses?

Study description

Research methods & interview data

- Value-in-use assessment
- In-depth interviews
- 12 interviews conducted so far

	Interviews Total	Undergraduate Courses		Graduate Courses
		Full-Time Faculty	Part-Time Faculty	Full-Time Faculty
Expository writing	2	1	1	
Finance	2	1		1
History	1	1		
Marketing	2	2		
Psychology	1	1	1	
Cross-disciplinary business	4	3		

Preliminary model

Summary of value elements

Benefits

- Assists instructors deliver higher quality courses
- Enhances instructors' research knowledge & productivity
- Saves instructors' time
- Special circumstances

Costs

- Class time turned over to IL instruction
- Interaction about IL instruction with librarian
- Special circumstances

Preliminary model

Benefits to instructors

1) Assists instructors deliver higher quality courses

- Enables higher caliber of discipline-based instruction +++++
- Provides higher quality research instruction +++
- Contributes to higher caliber student deliverable +++
- Provides assistance with development of assignments +++
- Provides research foundation for higher level course ++
- Validates own research guidance provided to students +

2) Enhances instructors' research knowledge & productivity

- Updates knowledge of relevant resources +++
- Provides instruction in research techniques ++
- Enables communication relevant to research interests +

Preliminary model

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2) Enhances instructors' research knowledge & productivity

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- Enables communication relevant to research interests +

3) Saves instructors' time

- In preparing research class **3.0 – 19.0** per course
- In student interactions about resource identification & use **3.0 – 7.5** per section
- In evaluating & grading research-related assignments **0.3 – 2.0** per paper
- In preparation of regular class session **0.75 – 2.0** per course

Estimates in hours

Preliminary model

Benefits to instructors

- 1) Assists instructors deliver higher quality courses
 - Enables higher caliber of discipline-based instruction +++++
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- 2) Enhances instructors' research knowledge & productivity
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 - Enables communication relevant to research interests +
- 3) Saves instructors' time *Estimates in hours*
 - In preparing research class 3.0 – 19.0 per course
 - In student interactions about resource identification & use 3.0 – 7.5 per section
 - In evaluating & grading research-related assignments 0.3 – 2.0 per paper
 - In preparation of regular class session 0.75 – 2.0 per course
- 4) Special circumstances**
 - Coordinating IL instruction across sections **2.0** per 25 sections
 - Instructor's preparation for primary research for class **2.0** per project
 - Photocopying handouts +
 - Provides a change in learning environment +
 - Provides student access to computers +

Preliminary model
Costs to instructors

Estimates in hours

- | | | |
|---|------------------|-------------|
| 1) Class time turned over to IL instruction | 0.3 – 1.3 | per course |
| 2) Interaction about IL instruction with librarian | 0.5 – 1.5 | per course |
| 3) Special circumstances | | |
| ▪ Coordinating IL instruction across sections | 3.0 | per course |
| ▪ Class time spent assessing students' research capabilities | 0.5 | per section |
| ▪ Time motivating students about research subsequent to instruction | 0.2 | per section |
| ▪ Provision of favor in return for class presentation | + | |
| ▪ Token of appreciation | + | |

Observations

Value-in-use depends on context.

- Discipline
- Course research objectives
- Design of the course research component(s)
- Design of student research deliverable(s)
- Instructor's role & teaching status

Take-aways (so far) for getting faculty on board
The value story & “business case”

Integrating IL instruction in discipline-based curricula

♥ **Enables delivery of higher caliber instruction**

- Problem-solving in context facilitates *teachable moments*
- Improves student performance on research assignments
- Contributes to the development of life-long learning skills

♥ **Enhances instructors' own research productivity**

- Information resources & research techniques
- Communication about research interests

⌚ **Saves instructors' time**

- Multi-dimensional
- Time is better spent on other professional activities

Where do we go from here?

- Communicate both value story & '*business case*' to faculty
- Embed IL instruction in discipline-based courses by customizing resources using CMS systems.
- Design faculty development programs led collaboratively by faculty & librarian development experts.
- Add instruction designers & technologists to library staffs.

Why?

“Students acquire and apply information retrieval skills, at the point-of-need, to work they are required to do for credit-bearing classes. The integration of information literacy education into any content, using the PBL approach, produces learning outcomes that can be seen in stronger problem-solving skills and improved critical thinking.”

Alexis Smith Macklin (2001:313)

“This linkage between information literacy instruction and coursework is the basis of any meaningful instruction by librarians.”

Diane Zabel (2004:19)

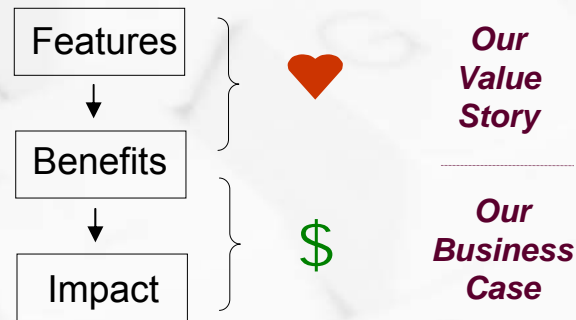
Next steps for our study

Continue developing the model for instructors:

- Conduct more interviews
- Identify the different value contexts in which service is provided
- Summarize value elements by context
- Estimate net time savings to instructor

Begin developing the model for institutions:

- Estimate instructors' time savings x instructors' cost to institutions
- Estimate librarians' time expenditures x librarians' cost to institutions



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