Abstract

As the science librarian at DePauw University (a private liberal arts university in Greencastle, IN, with 2,200 undergraduates), I meet with a wide range of science courses to talk about library resources and services. This poster will review library instruction strategies for two distinct groups of science students at DePauw: the DePauw Global Health courses and the science First Year Seminars. Through application of the ACRL Framework for Information Literacy and practices learned at Camp RIO, I will discuss how I navigate the waters when teaching information literacy concepts in these specific programs at DePauw.

PALNI and Camp RIO:

PALNI (the Private Academic Library Network of Indiana) is a biennial retreat for PALNI reference and instruction librarians, sponsored by PALNI (Private Academic Library Network of Indiana.) Intentional Teaching was the theme for Camp RIO for 2018.

Camp RIO 2018 attendees:

We were challenged to incorporate more active learning:

- Plan to evaluate: perform a post-class evaluation (with the faculty member if possible)
- Evaluation vs. Assessment
- Be a reflective teacher
- Don’t be afraid of being intentional

Global Health Courses:

DePauw approved Global Health as a Major/Minor in Spring 2016. Here are ways I’ve connected with the global health curriculum:

- Participated in conversations about creating a Global Health Major/Minor in 2016
- Attended Global Health Faculty Workshop, May 2017
- Met with Intro to Epidemiology class twice in Fall 2017
- Attending multiple class sessions, Global Health Senior Seminar, Fall 2018 (shared Google Doc with thesis topics, able to give research feedback)

First Year Seminars:

The First-Year Seminar is a small, discussion-based class that introduces concepts such as writing and critical thinking skills. Here are ways I’ve connected with the science FYS:

- Talk with science faculty about the importance of multiple instruction sessions:
  - Session one: Walking tour of campus libraries, Writing Center, Univ. Archives
  - Session two: in-class meeting to introduce library web site
  - Session three: assignment-specific search strategies
- For some FYS assignments, I’ve met one-on-one with individual students (or groups) to discuss specific library resources with good results; faculty report better quality papers or projects with the targeted approach to reviewing library resources.

First Year Seminar: Chemistry of Art:

In-class time to search for assigned color pigments

First Year Seminar: Portable Power

For writing assignment.

Tour + selfie with the science librarian!

Fall 2018: My reflections on application (so far!)

- Hands-on research time is best; let them work, let them talk.
- As librarians, TAKE TIME for planning, thinking, evaluation. Reflection is an important part of intentional teaching, give yourself permission to plan and to reflect.
- It’s still true: students don’t know what they don’t know. Encourage students to READ and reflect.
- Build on success – be proactive with faculty, talk about opportunities to work with other courses.
- Try new in-class activities: keep the good ideas, ditch the duds, keep trying new things.

ACRL Framework for Information Literacy

In 2015, ACRL revised information literacy standards into the new Framework for Information Literacy for Higher Education to reflect the changing nature of information and higher education; students are now more involved with creating knowledge and understanding the complexities of information.

The six frames:

- Authority is Constructed and Contextual
- Information Creation as a Process
- Information Has Value
- Research as Inquiry
- Scholarship as Conversation
- Searching as Strategic Exploration

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- Searching as Strategic Exploration
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ACRL Framework for Information Literacy

http://libguides.depauw.edu/hsli2018

Caroline Gilson

Navigating the Waters: Information Literacy at DePauw University - Science First Year Seminars & Global Health Courses

Credits

- actor (the ultimate Google)
- Bill Tobin
- FITS

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