Workshop Success

During the Fall 2017 semester, Teaching and Learning, in conjunction with numerous liaisons, launched a workshop series aimed at providing both students and faculty with opportunities to further connect with the Library. Workshop topics ranged in scope from beginning research to more advanced topics such as formulating a literature review and wrangling accumulated content with citation management tools such as Zotero and RefWorks.

As a pilot effort for this group, we are pleased to report that we had a total of 72 attendees with a significant number of those registering as graduate students. Feedback from participants was overwhelmingly positive and a number of attendees noted an increase in confidence in their research processes and that at the session content filled an information need.

Beginning in early February, the Spring semester series will offer many of the sessions from the Fall with the addition of some new ones including: specific literature review sessions for the humanities, social sciences, and science/engineering; advanced use of Zotero; PolicyMap use; and a variety of peer-to-peer sessions offered by students in the Robertson Media Center. To view the workshops offered, access the Library Calendar. For questions, to express interest in presenting a workshop, or for a comprehensive listing of the offerings for distribution, please contact Bethany Mickel.
Beyond One Shot Instruction:  
Information Literacy Course Enrichment Grants

In the later half of the Spring 2017 semester, a group of liaisons and members of Teaching and Learning were tasked with developing a grant that would focus on providing faculty members the opportunity to work collaboratively with a librarian to align their current course content with the ACRL Framework goals for information literacy instruction. Under the direction of Dean Unsworth, the committee, comprised of Meridith Wolnick, Lucie Stylianopoulos, Jeremy Garritano, Abby Flanigan, Paula Archey, and Bethany Mickel, worked to develop and review applications from faculty across the University.

Developed with the knowledge that students possess varying levels of confidence and fluency in finding and using information, the grant aimed to tease apart the nuanced ways in which information is structured, created, valued, and how it is used to create and encourage discussions and argument within disciplinary fields. In order to achieve this goal, grant recipients were partnered with both a subject liaison within their content area and a Teaching & Learning librarian. The liaison worked closely with the course instructor to review existing assignments and class sessions in order to determine areas in which information literacy initiatives might be infused. The Teaching & Learning librarian served as a pedagogical resource as well as an instructional collaborator.

Both full and part-time faculty across all disciplines were encouraged to apply with each grant recipient receiving a stipend of $2,500. The committee received a total of 32 applications and awarded 6 grants for the 2017/2018 academic year. The result was overwhelmingly positive with participating liaisons noting strengthened relationships with faculty members. Even in cases where faculty did not receive the grant, some liaisons commented that they received requests from these individuals to conduct more information literacy-based class sessions. Collaboration between liaisons and Teaching and Learning librarians as well as Special Collections was an inter-library benefit that helped to create, maintain, and foster on-going teaching partnerships.

If you would like to learn more, please access this link or contact Meridith Wolnick. Enjoy reading about some of the fabulous ways in which your colleagues have contributed to increased outreach and instructional efforts within the University.

Instructor: Katelyn Hale Wood  
Department & Course: Department of Drama (DRAM 3050-History of Theatre on Stage)  
Library: Abby Flanigan (liaison) and Paula Archey (T&L)

Working with Dr. Wood, Abby and Paula created a new assignment structure to incrementally prepare students for a well-researched final presentation or paper. In addition, they explored ‘archival silences’ in a session in Special Collections as well as taking time to delve deep into the ACRL Frame of ‘searching as strategic exploration.’ Using office hours and workshop time, Abby and Paula allowed students an opportunity to ask questions and seek assistance with their research.

Both librarians cite a strengthened relationship with a new faculty member as one of the primary benefits of the experience. Additionally, the creation of an assignment that reflects sound informational literacy practice is a take-away that the faculty member can use in other offerings of the course. Dr. Wood has also reached out to Abby and Paula to assist her with the infusion of information literacy in the drama curriculum as she has recently been tasked with a redesign.
The Applied Public Policy (APP) Preparation course was developed as a means to better prepare Batten School's Masters of Leadership and Public Policy students for the rigorous research necessary for their APP project. Jenn and Bethany met with Dr. Braithwaite in order to determine the common stumbling blocks students experience as they delve into their client research. The result was an imbedded approach that involved the creation of videos related to annotating sources and creating literature reviews. In addition, Jenn created a LibGuide and worksheet assignments with scaffolded instructions. In order to encourage connections with liaison services, Jenn met with the class to cover effective research strategies for mining resources related to students’ APP projects.

As a result of the grant, students chose stronger topics with more substantive research. A connection with the Library was an additional benefit for both students and the faculty member. Jenn’s involvement with the Fall semester course has enabled her to better identify the needs of the Spring semester component and she looks forward to continuing to be involved with the course in the future.

Prior to the start of the information literacy component of the course, students were issued a pre-test aimed at gauging their experience and interest in research. Using Wordpress, Chris and Meridith worked with Dr. Griffin to develop a series of reflection assignments. In addition, they designed a worksheet that students used during a Special Collections class so that there was scaffolded guidance for exploring and understanding an original artifact. The worksheet is a resource that will be reused for other Special Collections-centered classes. Special Collections played a vital role as students spent two class session becoming familiarized with the Sadlier-Black Collection of Gothic Fiction and archival research.

As a result of the grant, Chris and Meridith formed a strong relationship with a new faculty member with the added bonus of Chris being approached by other faculty members to build more information literacy into their classes. Dr. Griffin noted that her students achieved, “a solid understanding of the challenges and responsibilities of producing information in a digital age” and that “it was one of the most enjoyable and meaningful classes [she] ever taught.”

The team introduced Dr. Hong to rubric use and helped to create one for the final course assignment that included information literacy competencies. Prior to the start of the assignment, a pre-survey was created and distributed as a means to gauge students' awareness of the research process and the tools at their disposal. In addition to the creation of a LibGuide, an in-person class session focused on an overview of research concepts related to materials was given. Emphasis was placed on tips for professional communication and etiquette when contacting materials manufacturers, vendors and landscape firms. The assignment that Rebecca, Jeremy, and Maggie developed to walk students through the process of requesting materials that will be added to the Library’s Materials Collection has a lasting impact as does the creation of a student-built repository of resources within Zotero that Dr. Hong plans to continue to use in future classes.

With students helping to source materials for the Fine Arts Library’s Materials Collection and an upswing in the number of research consultations sought, it is evident that the grant had a positive impact. Dr. Hong is also working with Rebecca to write a proposal for additional funding to enhance the Materials Collection for the Library.
**Instructor:** Deborah McGrady  
**Department & Course:** French (FREN 4585- Advanced Topics in Cultural Studies: Joan of Arc from Medieval to Modern Times)  
**Library:** Miguel Valladares-Llata & Lucie Stylianopoulos (liaisons) and Todd Burks (T&L)

Miguel, Lucie, and Todd have been working throughout the Fall semester to assist with the design of the FREN 4548 course syllabus for the Spring semester. As one of two grants offered this semester, their work is on-going. Partnering with Dr. McGrady, the team will participate in four class sessions including: an introduction to mining LibGuides; distribution of a survey to gauge students’ existing research skills; a research strategies class centered on building an argument and following the bibliography; and a session where students will swap their annotated bibliographies in order to elicit peer feedback. Office hours will also be held throughout the semester as a means to personalize the instruction and provide added support.

**Instructor:** George Gilliam  
**Department & Course:** History (HIUS 3282- History of Virginia, 1900-2017)  
**Library:** Keith Weimer (liaison); Krystal Appiah (Special Collections) and Bethany Mickel (T&L)

As another Spring semester course, Dr. Gilliam’s History of Virginia class includes the on-going work of Keith, Krystal, and Bethany. Keith and Krystal will be conducting in-class sessions within Special Collections. Topics will include discussion of databases, primary sources, and online sources. Krystal and Bethany are collaborating on segmented video guides that will help students become familiar with Special Collections prior to their scheduled visit and provide context for the materials that they will be encountering.

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**UVa Innovations in Pedagogy Summit**

The Center for Teaching Excellent (CTE), describes their 6th Annual UVa Innovations in Pedagogy Summit as follows:

The Sixth Annual Innovations in Pedagogy Summit will bring together faculty, staff, and students from across UVA and beyond to explore the theme Creating Inclusive Classrooms: Shifting from Thinking to Doing. Inclusive teaching is crucially important in higher education as we seek to be equally welcoming and responsive to the needs of all students. It is also a complex and intellectually rigorous endeavor, one in which the majority of university faculty and graduate student instructors have not been specifically trained. It is therefore essential that we ensure instructors have opportunities to design, plan, and practice inclusive pedagogy.

Library staff involved with instruction are encouraged to attend!

When: May 2, 2018  
9am-2pm  
Where: Newcomb Hall

Interested in attending?  
Register Here

Interested in participating?  
Submit Proposal Here*  
*Deadline for proposals is February 23.
We continue to examine the ACRL Framework in order to tease out various ways that the Frames might be addressed. Weaving these concepts into instruction is a matter of examining the class content and envisioning ways in which the ideas presented in the Framework align with objectives of the instruction. This time, we'll be taking a closer look at...

**What are some possible learning outcomes that might be developed around this frame?**

- Students will be able to locate a resource in Virgo or a database for a given topic.
- Students will be able to identify key concepts and related terms in order to locate relevant sources.
- Students will be able to formulate research questions based on curiosity and gaps of information or pre-existing data.
- Students will be able to value an author’s use of sources.

**Research as Inquiry**

Research is iterative and depends on asking increasingly complex or new questions whose answers in turn develop additional questions or lines of inquiry in any field.

**Evaluating Claims-Pseudoscience & Conspiracy Theories**

Created by ACRL Information Literacy Sandbox contributor Christy Moran, this activity can be adapted to numerous disciplines. Students begin by constructing search phrases and proceed to evaluate their findings while questioning whether the sources are relevant to their research question.

Access here.

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**On Our Reading List**

*The Language of Information Literacy: Do Students Understand?*

*College & Research Libraries* - March 2017

Schaub, Cadena, Bravender, & Kierkus

Offering insight into undergraduates’ understanding of information literacy terminology, this article examines fourteen commonly used terms such as ‘peer review,’ ‘database,’ and ‘bibliography.’ As the study findings reveal, some of the last understood terms are the ones that are most frequently found on instructors’ syllabi and those used within library instruction courses. Not surprisingly, terms that are more task-oriented or point-of-need based are the ones students grasp much quicker than those of a more abstract nature.

In the end, the authors assert that assumption of understanding can be dangerous—especially when librarian interactions with classes may be limited to one or two sessions. Discussion of concepts to be covered in advance with faculty members is helpful as well and periodic ‘checks for understanding’ throughout the instruction session.

An interesting read, the terms uses in the user survey can be found on page 287 with details of the finding breakdowns on pages 287-291.