



# “Framing” Library Instruction:

## designing assignments for an undergraduate course-embedded Information Literacy course through the lens of the ACRL Framework

### Introduction & Theoretical Framework

The Framework for Information Literacy for Higher Education was officially adopted in February 2015 to replace the Information Literacy Standards for Higher Education, switching the focus from a static system of sources to a conversational scholarship across different formats of information. Some librarians have started to incorporate the new Framework in their information literacy courses as a new and exciting challenge, however, many find that it can be quite hard to do so in single class instruction.

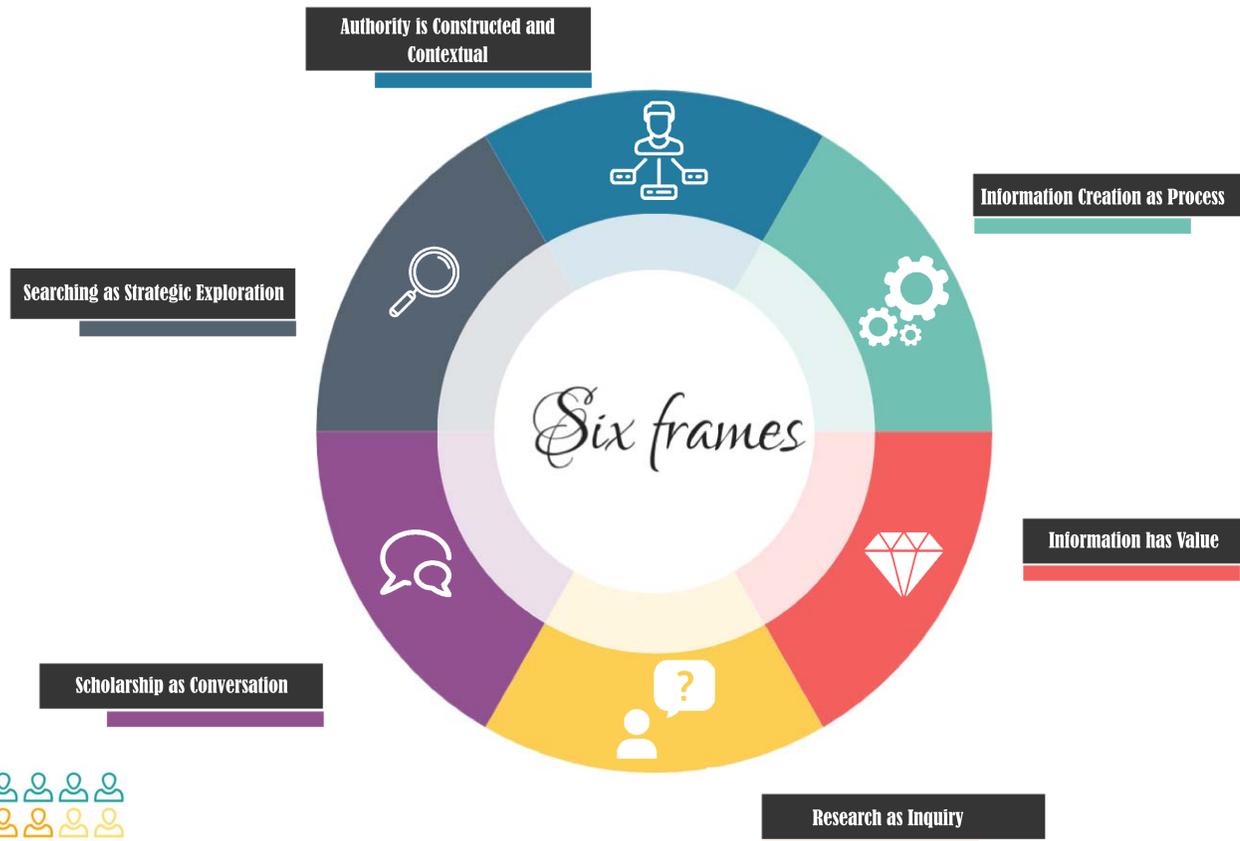
At Saint Paul University, we have started to implement the new Framework in the course-embedded library modules of the HTP courses. These courses which combine elements from the Faculties of Theology, Philosophy and Human Sciences are taught by three professors, one from each faculty. Four different topical HTP courses are taught in the Fall and Winter semesters (two in English and two in French). In order to increase the information literacy level of undergraduate students, the library partnered with the Faculty of Human Sciences and proposed to integrate a library component into the HTP curriculum. The ACRL's *Framework for Information Literacy for Higher Education* was used to create the components of the library-led instruction.

Many authors have paid special attention to the new Framework, trying to understand its implications for the practical work of librarians in the classrooms (Bravender, 2015). The Framework invites librarians to reexamine their current IL practices and pedagogical methods and adopt a “student-focused” approach through knowledge practices and dispositions, outlined in the Framework (Burgess, 2015). In our assessment, we strived to focus on collaborative strategies (such as guided discussions) (Anderson, 2016) as well as on fostering creativity and transformational change in the students.

### HTP Pilot Project 2015-16



### Six IL Frames and Their Integration



### Lessons Learned & Future Developments

During the implementation of phase 1 of the pilot project, we noticed a small number of participation and an even smaller number of assignment submission. However, these numbers almost doubled the following semester. The optional nature of the library seminar and the scheduling of the labs could be responsible for the small number of participants.

The HTP courses will be re-evaluated and reformulated in the year 2017-2018. Our hope is to continue our working relationship with the Faculty members and to take part in the transformation of the curriculum. We aim to further integrate information literacy in the undergraduate curriculum by being responsible for a higher percentage of the grade and for a more class time.

### Post-assessment Results: Phase 1



MODULES	OBJECTIVES	ASSIGNMENTS
<b>BUILDING SUCCESSFUL SEARCH STRATEGIES AND MINDMAPS FOR RESEARCH</b>	Students will be introduced to a variety of print and electronic resources and will develop confidence in the search process and ability to evaluate information sources critically. They will integrate newly learned information searching skills into practical scenarios and will demonstrate the value of authentic and problem based research process.	<ul style="list-style-type: none"> <li>Record their search strategy</li> <li>Quiz: Boolean operators</li> <li>Create a mindmap of their research <i>In-class assignment</i></li> <li>Comparing the effectiveness of searches <i>Guided discussion</i></li> </ul>
<b>CREATING AN ANNOTATED BIBLIOGRAPHY FROM PRIMARY AND SECONDARY SOURCES</b>	Students will learn to differentiate between primary and secondary sources and the appropriate use of them. They will be introduced to the process of creation of an annotated bibliography and will reflect on the scholarly conversations within the field by applying critical thinking and evaluating the authority of the resources and their usefulness.	<ul style="list-style-type: none"> <li>Create an annotated bibliography</li> <li>Quiz: primary vs. secondary sources</li> <li>Order sources (from primary to tertiary) <i>In-class assignment</i></li> <li>Comparing primary sources by discipline <i>Guided discussion</i></li> </ul>
<b>ACADEMIC INTEGRITY AND CITATION STYLES: STRATEGIES TO AVOID PLAGIARISM</b>	Students will recognize the importance of citing sources and will be asked to create a bibliography following a standard citation style. They will be introduced to a bibliographic management tool. Students will learn to define plagiarism and its different types and will learn successful strategies to avoid it.	<ul style="list-style-type: none"> <li>Reflective essay on plagiarism</li> <li>Quiz: is this plagiarism?</li> <li>Creating a bibliography manually <i>In-class assignment</i></li> <li>Importance of citing sources <i>Guided discussion</i></li> </ul>
<b>LITERATURE REVIEW AND CRITICAL EVALUATION OF SOURCES</b>	Students will learn the importance of evaluating information critically. They will learn to define the peer-review process and its significance for academia and to identify peer-reviewed materials. They will also learn to recognize the importance of the reliability of sources, as well as describe, evaluate and critique information sources in a literature review.	<ul style="list-style-type: none"> <li>Literature review including evaluation and critique of the information</li> <li>Quiz: is this peer-reviewed?</li> <li>Evaluating the authority of sources <i>In-class assignment</i></li> <li>Why does authority matter? <i>Guided discussion</i></li> </ul>

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