The Influence of Faculty Collaboration on Students’ Information Literacy

Research Design & Methodology

Research Design: Fixed mixed method parallel design with independent quantitative and qualitative data strands to triangulate results. Chosen because of time constraints and independent data sets.

Population: 7 GL/library faculty pairs selected, 5 faculty pairs completed. 272 students in 5 courses: engineering (1000-level); health (3000); education (3000); criminal justice, with study abroad (3000); and, biology, (4000)

Procedure:
- Created the GL/IL Framework based on the 6/17/14 DRAFT ACRL IL Framework.
- Aligned the GL/IL Framework to the AACKU IL VALUE Rubric.
- Surveyed 860 discipline & 23 library faculty with response rate of 9.5%, n=84.

Results

1. Faculty value IL.
- 100% agree “IL is an important student competency”.
- 95% teach IL.
- 86% of discipline and 75% of library faculty assess it.
- 93% discipline & library faculty agree “IL should be taught collaboratively”.

2. Faculty define IL in terms of skill- and process-based concepts.

3. Library faculty perceived student performance significantly lower than GL faculty on 16 of the 40 GL/IL Framework indicators.

Perceptions of students’ IL performance with greatest disagreement between library and discipline faculty.

4. The more time collaborating, the higher students performed on the IL Rubric.

5. The more time collaborating, the more students reflected on IL gains.

6. Focus Groups Themes (preliminary results)

Conclusions & Recommendations

This project has deepened understanding about opportunities and challenges of collaboration between discipline and library faculty. We learned:
- There is a correlation between the amount of time/effort invested in faculty collaboration and students’ information literacy gains. However, we recognize that correlation does not mean causation.
- Faculty are committed to teaching and assessing IL, but confusion in its definition interferes with collaboration.
- Discipline and library faculty perceive students’ IL performance differently.
- Generally, the GL faculty pairs who invested 10 to 50 hours in defining terms, selecting IL outcomes, creating materials, planning and delivering instruction, and providing student feedback had the greatest influence on students’ information literacy gains.

Recommendations:
- Repeat the study using a larger sample and a control group.
- Review the Faculty IL Survey incorporating the final GL/IL Framework. Pilot test and validate.
- Assess students’ IL performance in the experimental and control groups using a pre- and post-test.

Planning for 2015-16 GL/IL collaboration is underway.

#6 Focus Groups Themes (preliminary results)

- Facilitating the cultural, physical, or other context within which the information literacy performance changes significantly.
- Identifying the greatest influence on students’ IL performance differently.
- Evaluating IL learning goals to a greater extent.
- Observing how IL outcomes are linked to student success.
- Comparing the amount of time/effort invested in faculty collaboration and students’ information literacy gains.
- Communicating expectations linked to success.

#1 Research as Inquiry
Can develop a plan and timeline to acquire needed information.

#2 Authority is Contextual & Constructed
Can recognize the cultural, physical, or other context within which the information was created.

#3 Format as a Process
Understand that information is formally and informally produced, organized, and disseminated.

#4 Information has Value
Understand issues related to privacy and security in both the print and electronic environments, as well as human subjects research.

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