One Step Further: Emphasizing the Impact of Information Literacy Instruction through Student Performance in English Composition Courses

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INFORMATION LITERACY PROGRAM

The Information Literacy Program at Russell Library has four major Program Goals:

1. To promote information literacy skills to the entire Georgia College Community
2. To develop engaged learning strategies to strengthen student scholarship
3. To continue to assess the information literacy program keeping the Information Literacy Competency Standards for Higher Education as our focal point
4. Collaborate with various partners across campus to integrate information literacy into the Georgia College curriculum via tutorials, assignments, and course instruction

- Since 2012, the Instruction & Research Services department has witnessed a major increase in the number of instruction sessions being taught each academic year.

- What does this mean?
  - Faculty and students see value in instruction
  - Instruction Program helps build relationships with students
  - Student success remains a priority at institutional level

- While we know much about the performance of students on our existing library tutorial, we know very little about the impact of experience on the institution’s core outcomes related to information literacy, which states that students will be able to use appropriate tools to:
  - Implement effective search strategies
  - Evaluate sources for relevance, authority, and format (primary vs. secondary sources, scholarly vs. popular, print vs. online)

PROCESS

PRE AND POST-TEST DATA

CONCLUSIONS & RECOMMENDATIONS

- Conduct better assessment student learning in Instruction Sessions for ENGL 1101 and expand assessment into other disciplines
- Move to a flipped-classroom model in Fall 2015. This will allow for a more student-centered, flexible and accommodating model of learning.
- Data sources:
  - Use a standardized information-literacy assessment (i.e. SAILS, etc.), if possible.
  - Plan for the unexpected by including multiple data sources. Sometimes a data source may not be available, so having multiple sources will compensate and help to confirm findings.
- Inquiry and research questions:
  - Don’t limit yourself to “either/or” questions.
  - Consider “both/and” questions.
  - Librarians, assessment coordinators and instructors should be partners, not competitors.

HOW DID THEY DO?

WHAT WE LEARNED: THE NEGATIVE AND THE POSITIVE

- Our results were inconclusive.
  - Assignments from only two sections of the course were made available and only one of the four sections showed an improvement in the mean score on the post-test. Although this section received librarian-led information literacy instruction, it is not possible to attribute the increase in performance directly to the library intervention.

- The Negative
  - Getting buy-in from instructors is a challenge. We anticipated that more instructors would show interest in participating than those who actually did.
  - Pre and Post-Test questions could have been better developed. In an attempt to keep assessment short, we missed out on receiving the confirmation that multiple questions assessing the same outcome would have prepared.
  - Data analysis was challenging. We used four separate quizzes, which worked well in the classroom but made comparing data sets very difficult.

- The Positive
  - The project provided an opportunity for dialogue to take place among individuals who may not have otherwise connected.
  - The internal library assessment coordinator was able to engage directly with competitors.

QUESTION

- This project explored the impact of information literacy instruction on student performance in First Year Composition Courses. Specifically, it examined students’ knowledge and ability in evaluating sources to support their ideas in writing. This project attempted to compare librarian-led information instruction to instructor-led information literacy in an attempt to answer the primary inquiry question:

  - What is the effect of librarian-led information literacy instruction on student performance in English 1101 (First Year Composition)?

- In order to answer this question, we also needed to ask:
  - What is the takeaway from the instruction session? (Use credible and/or relevant sources)
  - How will the student demonstrate an understanding? (Integrating sources into ENGL 1101 essay)
  - How will we evaluate? (Applied rubric to ENGL assignment; Pre and Post-Tests)

AIA Team Members:

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