Measuring the effectiveness of library information literacy instruction
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Project Overview
• Seeks to strengthen the connection between English Composition courses and Library instruction sessions to achieve information literacy learning goals and positively impact student success
• Compares and assesses two versions of library instruction in teaching information literacy in ENGLS “Argument & Research” sections

Research Questions
How effective are our traditional library sessions in helping students meet their ENGLS Information Evaluation and Research Practices (IERP) learning objectives?
• Does our “treatment” in experimental library sessions have any effect building student Critical Thinking (CT) skills?

What We Learned from Literature
Students who are taught argument schema using the Toulmin model construct better arguments with more alternative viewpoints and rebuttals.
Students who are also taught to generate critical thinking questions based on argument schema create better arguments.

IERP and CT as defined in ENGL S

IERP 1
• Develop search strategies and use library catalogs and databases to find relevant materials for research

IERP 2
• Practice evaluating sources critically

CT 2a
• Seek and identify confirming and opposing evidence relevant to own hypothesis

IERP 3
• Evaluate and synthesize evidence for the purpose of drawing valid conclusions

IERP 4
• Demonstrate academic honesty and safeguard the intellectual property of others by properly integrating and citing sources

Project Design (Spring 2014)

Facility survey (all ENGL 5)
3 faculty volunteers in 6 ENGL 5 sections
Project SAILS cohort test

Qualitative & Quantitative assessments
Traditional & Experimental library sessions

Data report & discussion

Traditional vs. Experimental Sessions

Focus on IERP
Focus on IERP + CT

CT

• Developing a topic
• Formulating search strategies
• Using databases
• Evaluating sources: credibility, reliability, accuracy, & bias
• Ethical use of information; citing in MLA

LITE pre-session work
More pre-session work

More session work

Developing a topic
• Considering alt. viewpoints
• Evaluating scholarly articles: claim, evidence, reasoning/ assumptions, alt. viewpoints, rebuttal, credibility, & reliability
• Citing in MLA

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Results (coming soon)

• Data reported from faculty survey
• Data reported from faculty interviews
• Data reported from Project SAILS tests
• Data reported from traditional and experimental library sessions (Pre-session worksheets, exercises, extended research papers, and post-session reflections)

Challenges
• Lack of faculty volunteers
• Lack of student incentives
• # of library sessions vary
• Too little time/too much materials
• Some materials maybe overly complex

Future Directions for Research
• Explore collaborative opportunities available for librarians to work with faculty in other departments on assessment
• Design library instruction aligned with the threshold concepts in the new ACRL framework

Questions and Comments?

References
• Song, Y. & Ferretti, R. (2012). Teaching critical questions about argumentation through the revising process: effects of strategy instruction on college students’ argumentative essays. Reading and Writing Quarterly, 26, 67-90.

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Notes
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