

Information Literacy Integration

Systems and timeline view

Rock Creek Librarians' Experience

Faculty requests

RD 90- Dalla: Magazine articles on ideas from Joan Didion

RD 90-Love:
Web Searching

Librarian response

One 50-min demo

One 50-min demo

Library inputs

PCC administration inputs

Guy Sievert, Aca.Serv. Dean,
requests Pam present to EAC for
separate Information Literacy Core
Outcome

Early College High School Initiative
begun (ECHSI)

Core outcomes kept at four,
with some I.L. "indicators"

External inputs: State, National, Professional Associations

[Information Literacy
Competency Standards for
Higher Ed.](#) ALA

>>> Spring 2001

Faculty requests

- RD 90- Dalla: Reviews unsatisfactory student performance; revises to Masterfile search on designated topics

Librarian response

50-min demo first;
second session as in-library lab, reserving library computers

Library inputs

PCC administration inputs

External inputs: State, National, Professional Associations

[Objective for Information Literacy Instruction, A Model Statement for Academic Librarians](#)

Fall 2001

Spring 2002

Faculty requests

➤ RD 90- Love takes over Dalla's classes. Tries out Dalla's model: magazine article search, with web searching

Librarian response

Two sessions, one Ebsco, one web

Librarians try out parts of TILT during RD 90

Library inputs

Pam joins Curriculum Committee

PCC administration inputs

External inputs: State, National, Professional Associations

Faculty requests

➤ RD 90- Love: expresses concern for student 'active learning' as well as integrating outside sources to inform their reading

RD 90- Love: uses TILT as framework for introduction to Library

Librarian response

Pam, Len devise "walk & talk" opening to 1st RD 90 library session; use 2nd session for "in-library workday" i.e. *guided practice* in library classroom. Several instructors request this model.

Library inputs

20 laptops for RC library classroom

PCC administration inputs

[Title-III Part A: Strengthening Institutions Program Grant](#), five years, to begin My.PCC portal

Fall 2003	Winter 2004	Spring 2004
Faculty requests RD 90/WR 90 instructors use TILT		
Librarian response (Discussions begin about breaking out separate modules of TILT)		
Library inputs Pam initiates peer coaching for librarians' instructional excellence		
PCC administration inputs Web-based email for all students First Term Experience Orientation Program: College Survival and Success, CG 100C, 1 credit, tuition free; New Student Orientation		
External inputs: State, National, Professional Associations "Gateway to College" (formerly ECHSI) funded by Bill & Melenda Gates Foundation		

Faculty requests

❖ WR 90- Love: SIRS, summarize an article; 50-min. with half for lab time

Librarian response

Pam, Len with Holm, Love, devise “spiral curriculum” to scaffold I.L. to RD 80, 90, 115

Pam, Len discuss with Sieracki: how to differentiate library instruction to WR 115, 121, 122

Library inputs

New library, RC, with computers in library classroom

Pam serves on 4-credit conversion taskforce (to June 2006)

PCC administration inputs

EAC discusses General Education Pre-requisites

Sieracki (WR) to RC, from deanship at CA

External inputs: State, National, Professional Associations

[Self-study report](#) on library for accreditation, by Steve Ward and Kathy Casto

Gateway to College follow-up grant, 5 years

[NWCCU accreditation:](#)

No formal recommendations for library

Fall 2005	Winter 2006	Spring 2006>>>>
<p>Faculty requests</p> <p>WR 115-Sieracki: extended definition demo'd in class</p>	<p>DE SAC tentatively agrees to move RD 115 to 4 credits</p>	
<p>Librarian response</p> <p>Pam sets up web page, linking to online dictionaries and databases, plus in-print sources during library session for WR 115</p>	<p>Love, Pam and Robin discuss possibilities for I.L., logistics of booking library classroom multiple times</p>	
<p>Library inputs</p>	<p>New Reader collection added</p>	
<p>PCC administration inputs</p>	<p>WR 115, 121, 122 move to 4 credits</p>	

>>>>Summer 2006

Faculty requests

Librarian response

Robin and Theresa Love, IIP Grant: “Integrating Information Literacy into Pre-College Reading Instruction”

Library inputs

[White paper on the future of PCC Libraries,](#)
2020

PCC administration inputs

External inputs: State, National, Professional Associations

Fall 2006	Winter 2007	Spring 2007
<p>Faculty requests</p> <p>WR 115-Sieracki: teacher, librarian, “model” determining cause/effect</p>		
<p>Librarian response</p> <p>WR 115 class page, linking to online dictionaries and databases, plus in-print sources during library session</p>		
<p>Library inputs</p> <p>Robin teaches two sections of DE 99 (attached to RD 80)</p> <p>Robin attends first Oregon I.L. Summit (Nov)</p> <p>Robin, Love, Bogart, draft I.L. COGS for RD 80, 90, 115, DE 21</p>		
<p>PCC administration inputs</p> <p>“Panther Tracks” online orientation to college services and resources. Heidi Edwards and Rebecca Mathern</p> <p>Waitlists launched</p>		
<p>External inputs: State, National, Professional Associations</p> <p><u>Information Literacy Standards for Science Engineering/Technology</u></p> <p>Gen.Ed. Forum, <u>JBAC</u>, at SY– Berniece, Pam, Robin attend with PCC faculty</p> <p>Gateway to College grant for planning start-ups in three more colleges</p>		

Fall 2007	Winter 2008	Spring 2008
Faculty requests	Feb. '08. WR 121: DeSpain, modes of argument.	
Librarian response	One 50-min session, with class page for web links	
Library inputs	Pam, sabbatical Robin, LIB 199	
PCC administration inputs Sieracki, appointed RC English Dept. Chair Heidi Edwards appointed Retention Coordinator	Curriculum recommends DE 21, 1- credit, for concurrent enrollment with RD 80 Planning for Degree Audit software My Academic Plan (MAP) partnered with Oregon Career Information System	SAC Admin for DE blocks implementation of RD 115 to 4-credits “Course Progress Notification” early warning system
External inputs: State, National, Professional Associations Oregon Information Literacy Summit , second	I.L. Articulation Group of Greater Portland (PSU): “I.L. proficiencies for students ready to move into upper- division coursework” Poster	

Fall 2008 >>>>

Faculty requests

WR 115-Sieracki: back to extended definition, 'modeling sources' & 'brainstorming topics'

WR 122-DeSpain: how to sequence I.L., differentiate 121 from 122? Focus on "ideological frames"

Librarian response

Revise WR 115 Sieracki class page with more focus on topic development

Documents:

- [Concept map](#), ideological lenses;
- Perspectives from [journal result list](#);
- [Academic research](#) ;
- [Considering Wikipedia](#)

Library inputs

PCC administration inputs

Standard Pre-reqs for Gen.Ed., RD 115, WR 115, MTH 20.

Curriculum recommends LIB 101

Curriculum recommends RD 115, with I.L. outcomes, move to 4-credit. Implementation Winter 2010

Degree audit system purchased: scheduled launch Fall 2010

External inputs: State, National, Professional Associations

Oregon Information Literacy Summit, Third.

Faculty requests	Lucy Holm creates Camtasia about library catalog, magazine search, for Online RD 115
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Librarian response	
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Library inputs Robin teaches LIB 101 online Pam teaches LIB 101 F2F	Pam teaches LIB 101 F2F
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PCC administration inputs Curriculum recommends 4-credit RD 80, 90, with I.L. outcomes	Deans of Instruction do not implement 4-credit RD 80, RD 90
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External inputs: State, National, Professional Associations Information Literacy Advisory Group of Oregon (ILAGO) recommends to Council of Instructional Administrators (CIA), Scott Huff, PCC representative: I.L. competencies/proficiencies should be taught in a variety of courses, not just WR 121, 122	
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Fall 2009 >>>>

Faculty requests

BI 211 schedules seven library sessions, RC

(BI 211-Powell: librarian to discuss “scientific paper” and help devise assignment for Winter)

Librarian response

Class page for BI 211 to gather web links, relevant databases...

Library inputs

Pam teaches LIB 101 F2F,
Prepares to teach LIB 101 online

Robin joins I.L. training for Reading instructors (Nov. 11)

Pam meets with Heidi Edwards, Craig Kolins, at [NCSD conference](#)

PCC administration inputs

[College Core Outcomes](#)

published, Office of Academic and Student Affairs. “Critical Thinking” includes “evaluate information and its sources”. There are 6 Core Outcomes.

College Core Outcomes Assessment focus, 2009-2010, “Critical Thinking & Problem Solving.” [Guidance for SACS](#): *at least one learning assessment activity*

[University Transfer](#)

>>>> Fall 2009

Faculty requests

WR 115-Sieracki: role-play concept mapping

DE 21-Love: two team-teaching sessions

Love, Boyd, Bogart w/ Robin, Pam begin discussion of articulating I.L. activities for RD 80, 90, but mostly [RD 115](#)–

Librarian response

Pam and Robin revise class page for WR 115-Sieracki to reflect instructor's terminology and in-class assignment for library session

[I.L. definition, with schema, for DE 21](#)

Assignment bank for RD instructors?

Library inputs

Pam posts bibliography on learning assessment sources to Subject Guides

Pam teaches LIB 101 F2F,
Prepares to teach LIB 101 online

PCC administration inputs

Sylvia Gray, [Learning Assessment Council](#), requests bibliography of library sources on “learning assessment”

Curriculum rec. further SAC review of proposed Honors WR 121, WR 122 outcomes (Nov.)

External inputs: State, National, Professional Associations

OWEAC recommends I.L. into WR 121 and WR 122 for Statewide Gen.Ed. Outcome

Beaverton School District proposal, “I.L. Targets” for K-12: Robin contacted Jenny Takeda

>>>> Winter 2010

Faculty requests

Biology 211 revision of library assignment, RC

Librarian response

BI 211 standardized assignment: locate and evaluate particular scholarly article

Library inputs

Pam selects materials for learning assessment collection at SY

Pam incorporates grading forms for online LIB 101

PCC administration inputs

Curriculum rec. Honors 101:
Introduction to Honors: Scholarly Inquiry

External inputs: State, National, Professional Associations

Information Literacy Summit, set for April

Summary

We **all** have built interest in information literacy on many levels, inside and out

As we address faculty concerns and interests, we learn from them and they from us

We observe pedagogy in action in the classroom, and we use the experience to inform our discussions with faculty

A lot is still in process

- PCC librarians are supremely democratic, non-elitist, serving many constituencies simultaneously
- We are by definition innovative, and as such, we naturally initiate the costs inherent to change, disruption, and advocacy
- The current emphasis on non-mediated library tools illuminates the conflict in our priorities

Creative disruption to status quo

- Like counselors and DE, we have advocated for unprepared and dismotivated students
- Identified gaps in services and resources
- Recognized the lag between identifying pedagogical needs and administrative response
- This is a fertile ground for growing a vibrant I.L. program, but it is rife with expense

Request for Librarian to Teach Library Session: Decision Tree

Required **research** assignment?

yes



Students prepared to locate appropriate, peer reviewed material?

yes



Students successfully navigate library website to required sources?



no



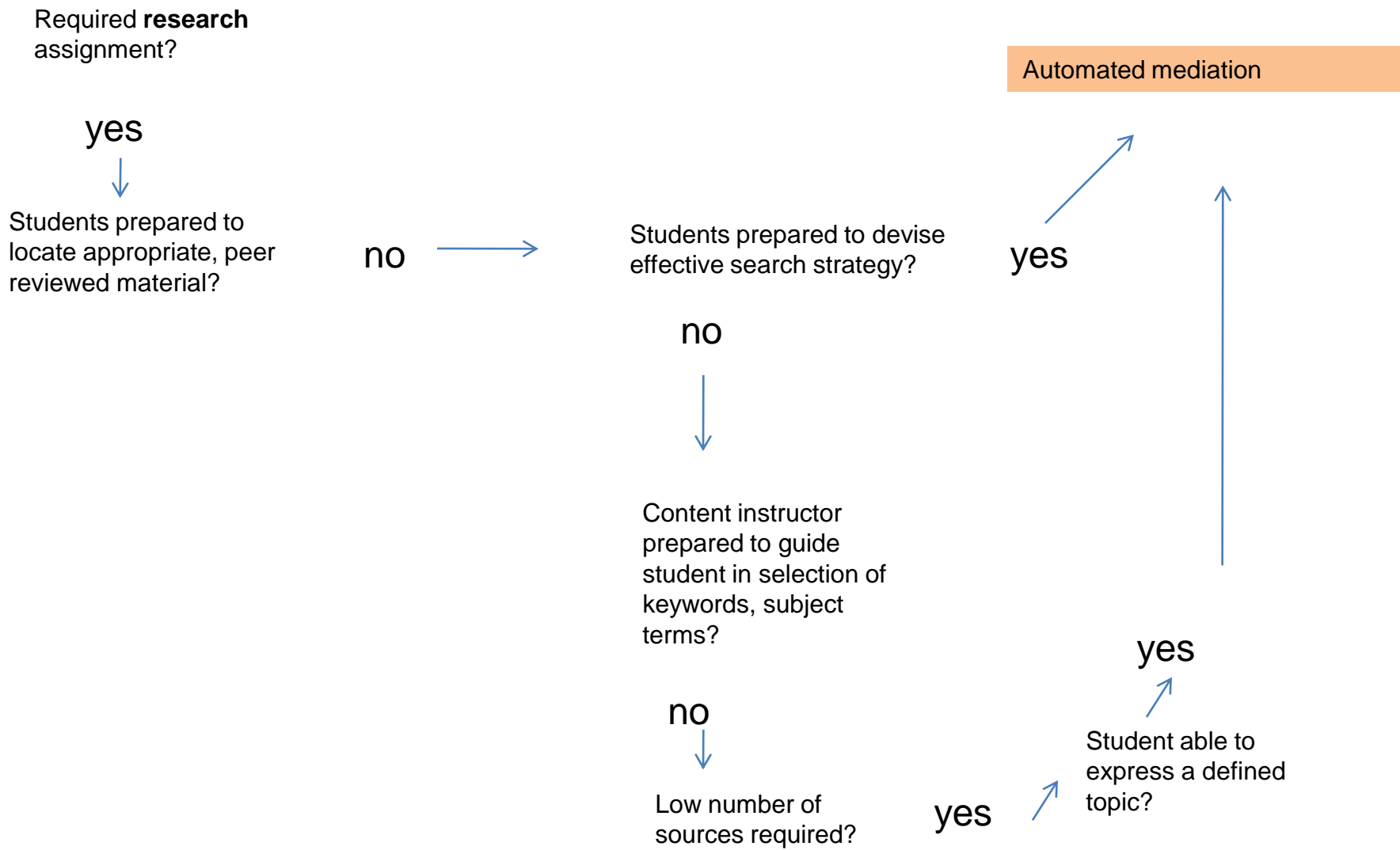
Automated mediation

yes

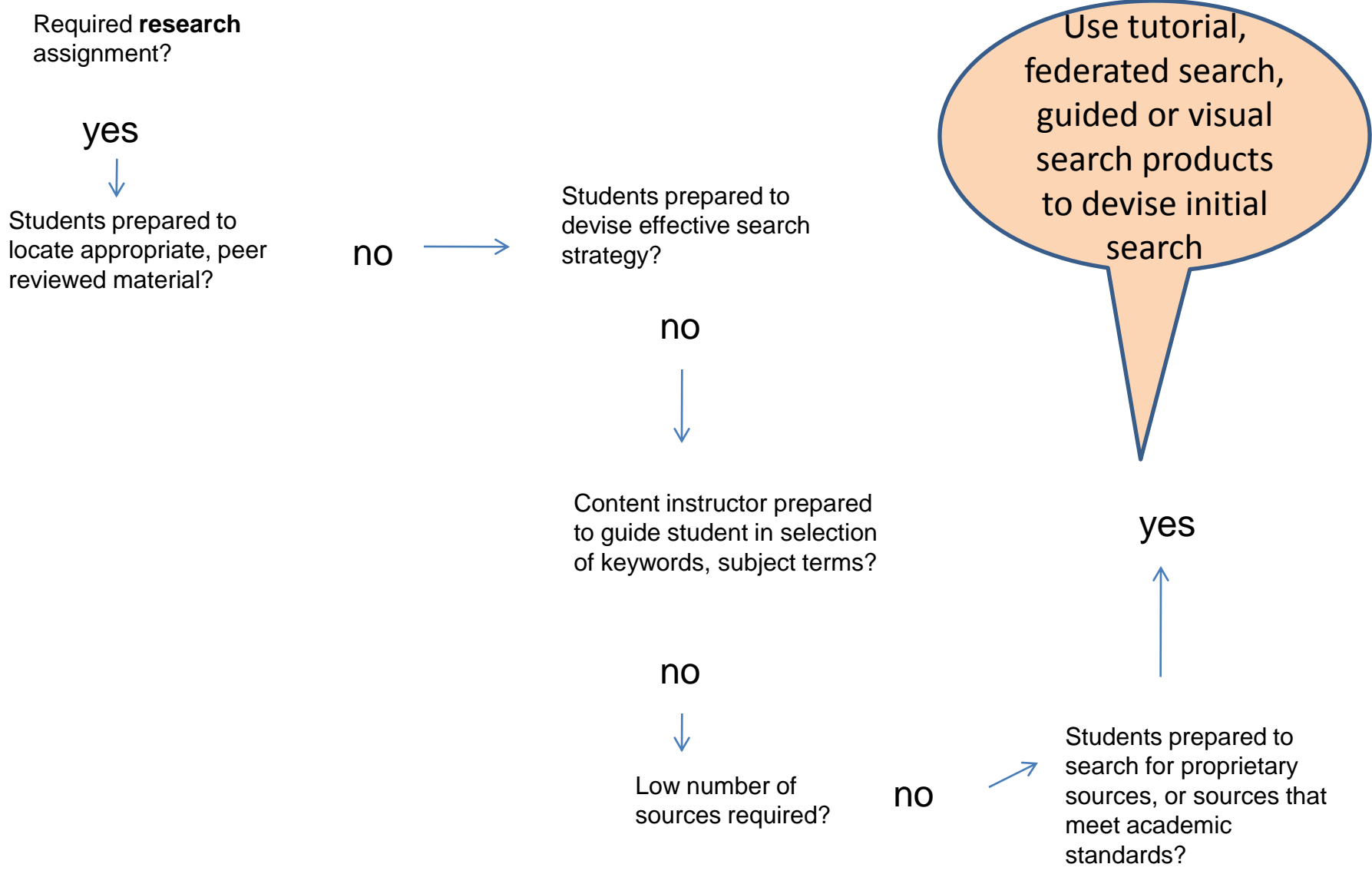


No instruction required

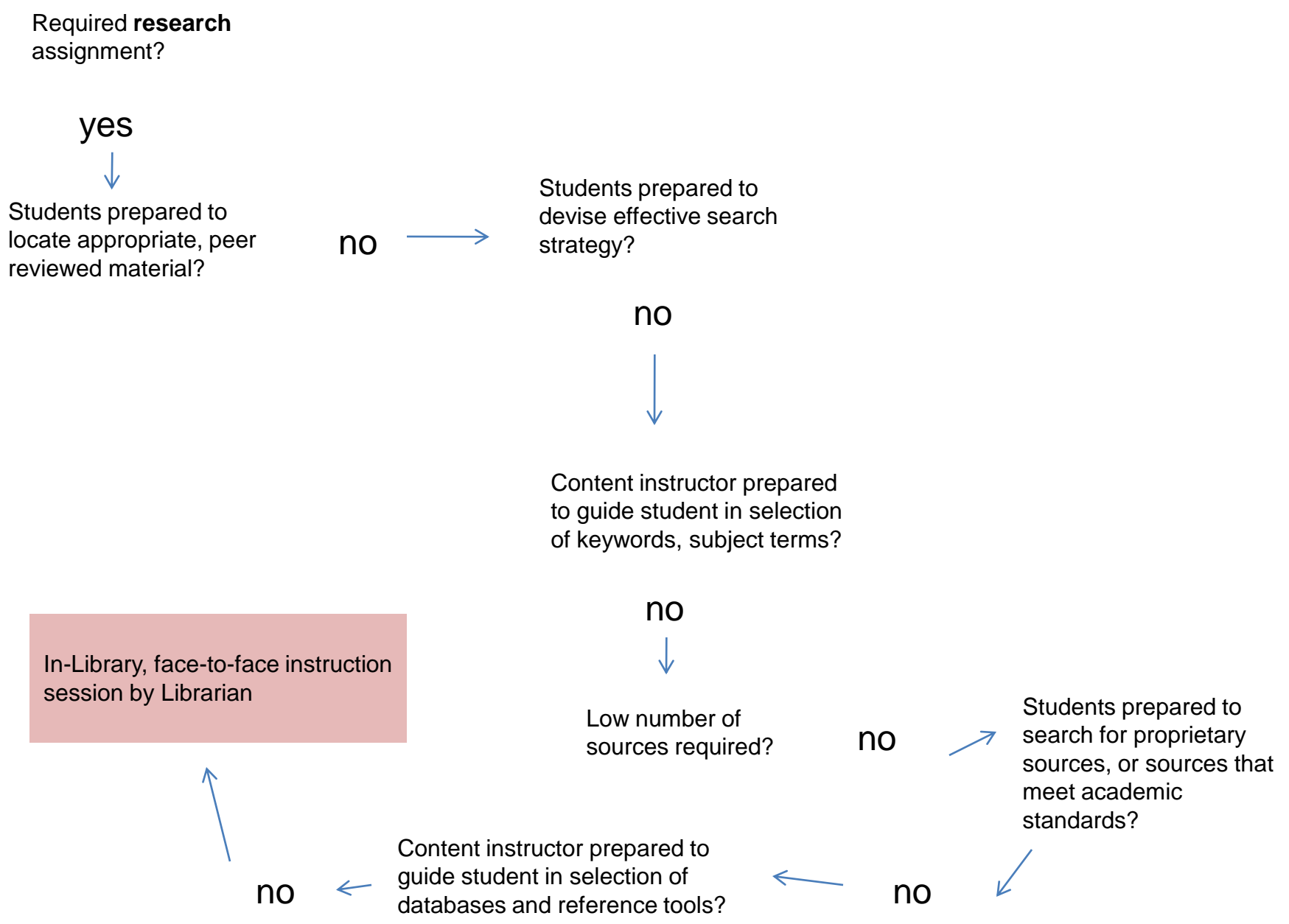
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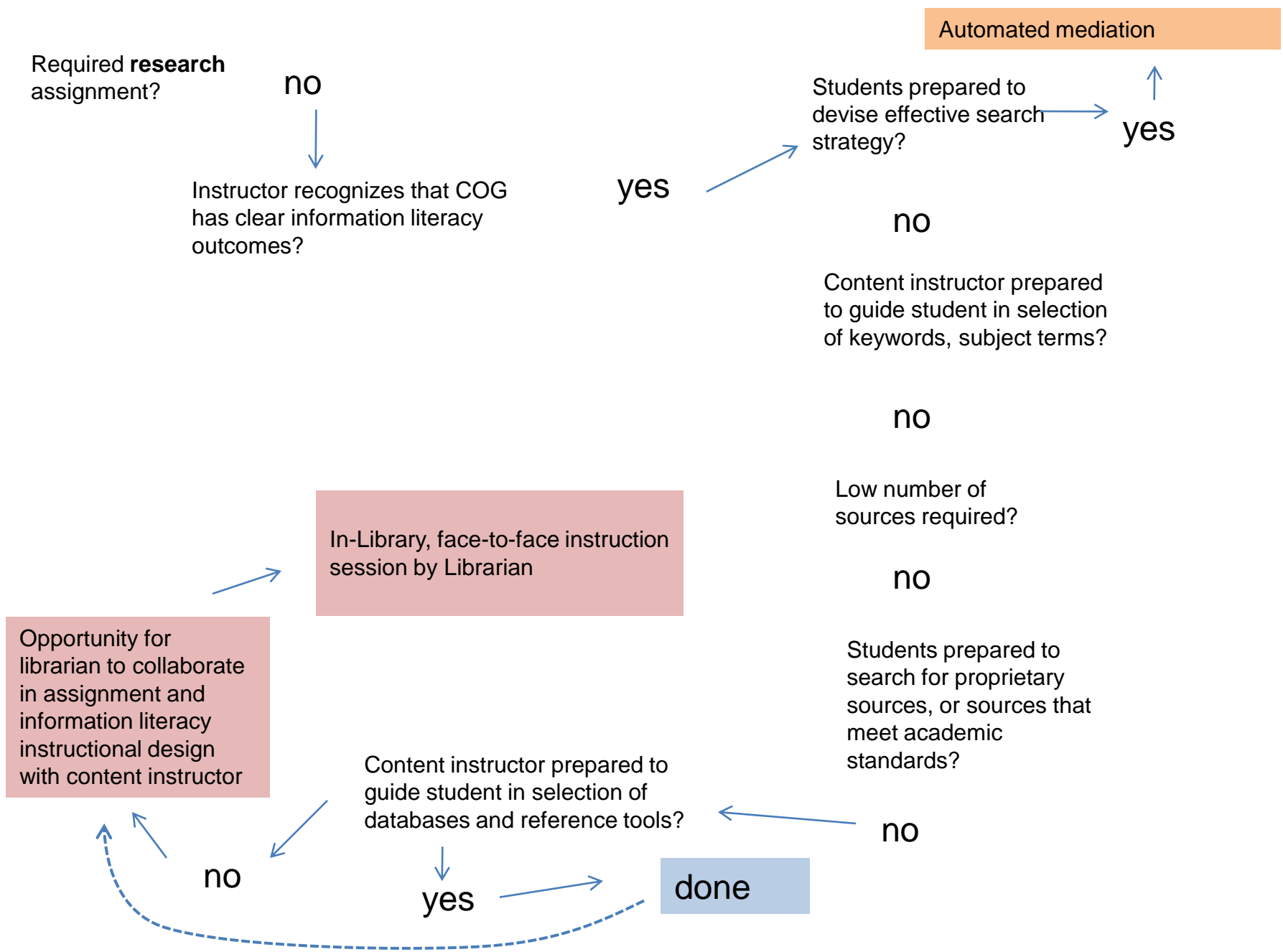
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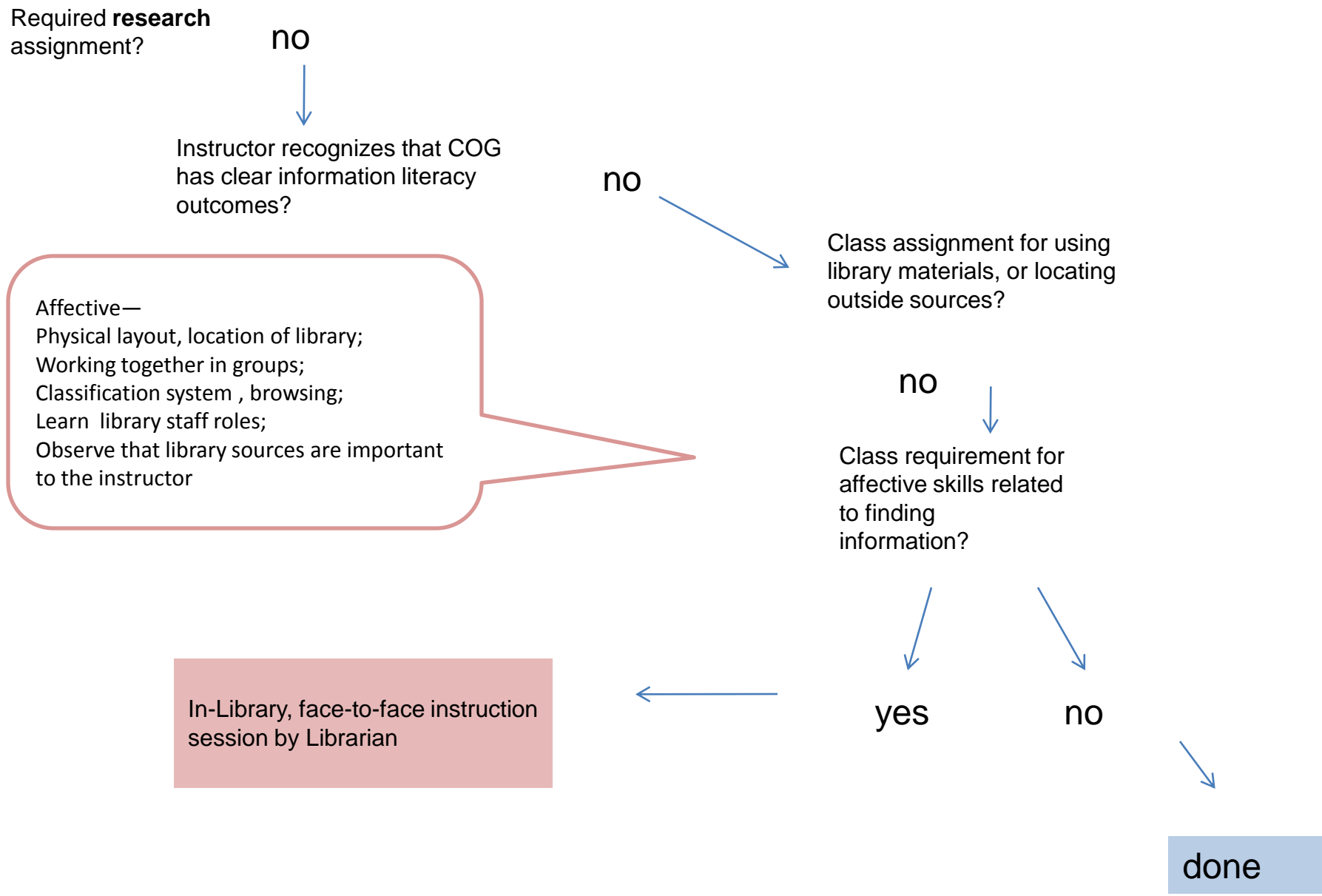
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Request for Librarian to Teach Library Session: Decision Tree



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