Information Literacy: An Arts & Humanities Model

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With the installation of a new Arts & Humanities Dean and recognizing the need to address the information literacy skills of undergraduates, the faculty and library teamed-up to integrate course design. We piloted an embedded information literacy program for a 3rd year course in the Department of Classical Studies. The implementation was successful due to collaboration with the faculty, department and course instructor as well as the continual assessment, adaptation and evaluation of the course content. Due to the organic nature of this model, it may be adapted to other programs in Arts & Humanities.

“Competence in the use of the library is … a complex of knowledge, skills, and attitudes not too be acquired in any one course but functionally related to the content of many.” (Knapp, 1956)

The ability to:

- Access information effectively and efficiently
- Evaluate information critically and appropriately
- Use information accurately and creatively
- Evaluate and compare results

If results warrant, offer faculty appropriate:

- Team approach
- Resources
- Library Research Pre-test: to inform instruction, provide a snapshot of library experience and understand class demographics
- Library Research Post-test: Summative assessment to inform future instruction, assess learning outcomes and question skill transfer
- One-minute Papers: Formative assessment distributed after each session to provide anonymous student feedback, questions and clarification
- Post-class instructor survey: Summative assessment of effectiveness and scope of library instruction
- Reading a citation: 50% correct discriminating between book, journal article, encyclopedia entry
- Assignment: The preparation of an annotated bibliography, will assist you with your final research paper.
- Team approach

Integrating the Library into Course Design

The best education involves one in which critical thinking and lifelong learning are core to university experience. To achieve this goal a partnership with librarians and faculty is essential. Librarians bring unique expertise to course development and delivery (Grahan, 2002). Dean Pennee understands the value of integrating library instruction in appropriately-designed courses (Harrison, 2006).

The Proposal:

- 3rd year course - The Ancient Novel
- 25-30 students
- 4 scheduled class timeslots (50 min each)
- Annotated Bibliography assignment worth 10% of final mark

“Nothing learned in class is retained unless it is functionally related to the content of many.” (Knapp, 1956)

Team approach

Due to a tight timeline, the team approach allowed us to quickly develop appropriate content and meet the deadline for delivery. Each instructor / librarian has different teaching styles and expertise. The team-teaching approach offered variety for the students (e.g. active learning skills vs. expert search and retrieval skills). Also, knowing that this was a potential “model” for other departments to adopt, having involvement from a variety of subject librarians meant immediate exposure to the concepts and content used.

Bibliography


References


