Embedded 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)

**What is Information Literacy?** (ALA, 1998)
The ability to:
- Access information effectively and efficiently
- Evaluate information critically and comprehensively
- Use information accurately and creatively

**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 (Grazeau, 2002). Dean Penne 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

**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.

**Library Research Pre-test**
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

**Transferability**
94% will use skills in other Classics courses
78% will use skills in courses outside Classical Studies

**Post-class Instructor Survey**
Summative assessment of effectiveness and scope of library instruction

**MLA**
66% now use

**83% said library resources helped prepare for final essay**

**References:**

**Bibliography:**
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Harrison, Justin, and Lorna Bordonaro. "Scaffolding and Reflection in Course Design on a Larger Scale Might Yield Even Better Results." "The sessions supported the course content well...more intensively collaborative course design on a larger scale might yield even better results."