

5-13-2017

Our Difference is Our Strength: Collaboration and Creativity in Co-Creating System Wide Information Literacy Learning Outcomes

Tom Adam

University of Western Ontario, tadam@uwo.ca

Colleen A. Burgess

Huron University College, Western University, caburges@uwo.ca

Kim McPhee

University of Western Ontario, kmcphee5@uwo.ca

Christy Sich

The University of Western Ontario, csich@uwo.ca

Follow this and additional works at: <http://ir.lib.uwo.ca/wlpres>



Part of the [Information Literacy Commons](#), and the [Scholarly Communication Commons](#)

Citation of this paper:

Adam, Tom; Burgess, Colleen A.; McPhee, Kim; and Sich, Christy, "Our Difference is Our Strength: Collaboration and Creativity in Co-Creating System Wide Information Literacy Learning Outcomes" (2017). *Western Libraries Presentations*. 57.
<http://ir.lib.uwo.ca/wlpres/57>



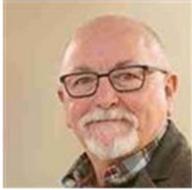
OUR DIFFERENCE IS OUR STRENGTH

COLLABORATION AND CREATIVITY IN CO-CREATING SYSTEM WIDE INFORMATION LITERACY LEARNING OUTCOMES

Tom Adam	Copyright Librarian, Western University
Colleen Burgess	Associate Librarian, Huron University College
Kim McPhee	Teaching and Learning Librarian, Western University
Christy Sich	Research & Instructional Services Librarian, Western University



WHO WE ARE...



Tom Adam



Tom Belton



Colleen Burgess



Kim McPhee



Leanne Olson



Christy Sich

OUR DIFFERENCE IS OUR STRENGTH: LOEX 2017



A diverse group of six librarians and archivists who answered Kim's call for participation on a short term working group with the goal to develop information learning outcomes for Western Libraries and our parent institution Western University.

Tom Adam: Copyright Librarian for Western only since 2013, after ten years as Western's first Teaching and Learning Librarian. The notion of librarians as educators is a foundational and planting the seeds to grow in our role as intentional teachers was a big part of my job in those formative years.

Tom Belton, Archivist at Western Archives. Important to have meaningful dialogue in the Archives about advancing teaching and learning beyond their typical and traditional tour of old and valuable stuff into more meaningful and engaging learning experiences about the Archives and its collections.

Colleen, Associate Librarian at Huron University College. Huron is a small liberal arts college affiliated with Western. My background and interest in this project stems from my former career as a secondary school teacher of English. In making the transition to academic librarianship, my professional practice, research, and service has been focused on information literacy pedagogy, design, and delivery. I'm currently building an IL program at Huron University College.

Kim McPhee, current Teaching & Learning Librarian at Western. I have a keen interest in Teaching & Learning – I was a former subject librarian for 7 years and before that I was an elementary school teacher.

Leanne Olson, Metadata Management Librarian in our Library Information Resources Management Unit. Pedagogy has always held keen interest for Leanne. She also is currently a Western student so seeing it all from both sides from an instructor as well as learner was a motivator for her.

Christy Sich: Research & Instructional Services Librarian at The D. B. Weldon Library. Teaching is central to what I do and the project offered an opportunity to connect instruction librarians and bring everyone onto the same page.

WHAT WE'RE DOING...



OUR DIFFERENCE IS OUR STRENGTH: LOEX 2017



Goals today are quite simple:

Provide insight into our project which was the creation of institution-specific Information Literacy Learning Outcomes (ILLOs) give you the outcome of our work – our ILLOs

Rather than focus particularly on content, we'll detail our process and along the way share best practices that facilitated it as well set it all within our environmental context, the documents and guidelines within which we worked and some of the resources that helped.

We want to allow some time for to think about applying our work in your institution. This will primarily be reflective for your work, we won't expect feed in however we will welcome questions. If all goes as planned there will be some time at the end, but please feel free to ask as your questions arise.

INFORMATION LITERACY LEARNING OUTCOMES (ILLOs)

Discovery and Critical
Evaluation of Information

Responsible Creation and
Use of Information

Enduring Research Skills

Communication

Civic Engagement

OUR DIFFERENCE IS OUR STRENGTH: LOEX 2017



In the end, we established 5 key Information Learning Outcomes.

The broad learning outcomes categories included

Discovery and Critical Evaluation of Information,
Responsible Creation and Use of Information,
Enduring Research Skills,
Communication, and
Civic Engagement.

Under each category, we define the outcome further.

Why are these outcomes important? Well, for one, they offer a consistent student learning experience. Secondly, they have practical application- librarians can use these outcomes as a way to start conversations with Faculty and perhaps try new approaches.

At Western we do a lot of one shot teaching across several different libraries, though we are moving more into embedded instruction, and having library wide information literacy learning outcomes will help us have a more systematic, whole approach to how and what we teach.

OUTCOME: CIVIC ENGAGEMENT

Western graduates will be active and aware citizens who examine and critique their own information privilege. They will engage in discussions about how and why some people may be marginalized within systems that produce and disseminate information. They will seek out the perspectives of others who challenge their own views and will address information needs through collaboration and cross-cultural connections.

OUR DIFFERENCE IS OUR STRENGTH: LOEX 2017

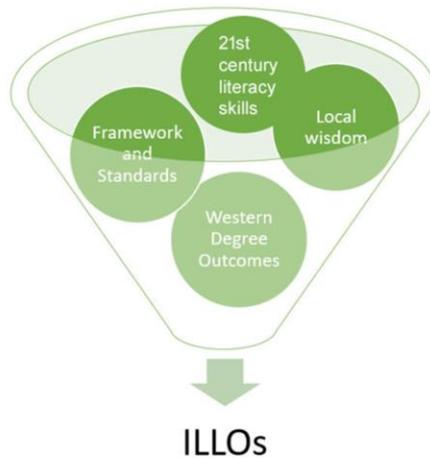


This is a detailed example of 1 of the 5 outcomes.

Note: the focus of this presentation isn't about the content of the outcomes, but rather the process that we went through to create them.

Throughout our process it became clear that certain themes were important to ourselves and our colleagues.

INFORMATION LITERACY LEARNING OUTCOMES



OUR DIFFERENCE IS OUR STRENGTH: LOEX 2017



The major goal of our project was to develop information literacy learning outcomes or ILLOs that aligned with four main things:

- The ACLR Standards and the Framework,
- 21st century literacy skills as defined in the library's Strategic Plan
- The newly formed Western Degree Outcomes
- And the local wisdom of our colleagues.

ONTARIO CANADA CONTEXT



OUR DIFFERENCE IS OUR STRENGTH: LOEX 2017



We'd like to situate the work we'll be discussing today within our local context in Ontario, Canada as well as within our local institution.

So let me begin by telling you a bit more about where we were coming from:

National Associations: Dissolution of CLA and the beginning formation of the CFLA (Canadian Federation of Library Associations). CAPAL, The Canadian Association of Professional Academic Librarians has a Librarian not a library focus.

Accreditation: MLIS degrees offered at Canadian universities are accredited by ALA

Mandatory IL Courses in Canada: There are no Mandatory 1st Year IL/Research Skills Courses taught across the country

ACRL Framework: Disparate take up of the ACRL's Framework for *Information Literacy for Higher Education by Ontario* universities and sharing our progress is a challenge/sporadic.

Varied Adoption of and blending of the Standards and the Framework Documents

Undergraduate Degree Level Expectations: UDLEs are a greater focus than the Standards and the Framework at some institutions

Faculty Status: Librarians do not have faculty status at the majority of our institutions, which requires that we negotiate with faculty for time/content/pedagogical approach/assessment of student learning within faculty-led courses.

WESTERN & AFFILIATE CONTEXT



OUR DIFFERENCE IS OUR STRENGTH: LOEX 2017



- 3 affiliated university colleges & 1 seminary
- Size: 28,864 across undergraduate, masters, and PhD programs + Affiliates
- History of Teaching and Learning: genesis of Workshop on Instruction in Library Use (WILU)
- Partnership with the Teaching Support Centre

Western and the Three Affiliated Colleges make up our large academic institution including 8 libraries, 3 affiliated university colleges & libraries, 1 seminary & many smaller divisional, departmental resource centres and reading rooms.

In terms of our size: Western has 28,864 student (FTE) across undergraduate, masters, and PhD programs of study + Affiliates.

To give you context about our size as compared to other Canadian institutions:

Western ranks 5th largest in Canada in terms of undergraduate FTE in 2016 @ 29, 700

- 1st - UofT 64,700
- 2nd - York 40,400
- 3rd - Ottawa 31,100
- 4th - Waterloo 31,00
- 5th - Western 29, 700

*Source: Association of Atlantic Universities
Council of Ontario Universities
Individual institutions
Bureau de cooperation interuniversitaire*

<http://www.univcan.ca/universities/facts-and-stats/enrolment-by-university/>

History of Teaching and Learning: genesis of WILU (Workshop on Instruction in Library Use) -- has anyone attended WILU? This is the Canadian LOEX. & reciprocal partnership with our teaching and learning centre embedded within one of our large libraries - the TSC (Teaching Support Centre). Including an embedded T&L librarian within this space.

Library Leadership: In 2014 Western welcomed a new UL & Provost, this change in leadership led to organizational change. Western's Liaison model is now shifting to a team-based model in their organization, & with these changes come varied comfort levels with the change process among colleagues

Teaching & Learning Librarian Role: gradual shift in focus from instructor to student, from imparter of knowledge to facilitator of knowledge, moving from tools and skills to an experiences-focus

WDOs: In the Spring of 2016, the Western Degree Outcomes were approved by senate and released to the community which was the catalyst for the forming of our group and the development of IL outcomes that would align to these degree outcomes.

Team Composition: our diverse team included an archivist, a teaching and learning librarian, a metadata librarian, a copyright librarian, and two research and instructional services librarians.

FROM HERE TO THERE

Past



Current



Future



Past State

Western Libraries 'past state' included a sense of instability as we were recruiting for our key leadership position and there was a lack of visioning for our future. This is now changing. We are currently in the midst of a system-wide organizational renewal process, moving WL from a location-based system to a function-based system, with one of the highlighted functions being teaching and learning.

There was no coordinated IL program. We had over twenty library instructors who were assigned subject responsibility and who were largely working in siloes on their instruction. I applied to attend the ACRL Immersion Program Track for the summer of 2015. In preparation for Immersion, I spoke with many colleagues about their instruction work and their sense of our overall IL offerings. What I heard was consensus that we did not have an actual program. This comment struck a chord with me and when I was at Immersion, many ideas fell into place. My big 'aha' moment was realizing that developing institution-specific information literacy learning outcomes could be the foundation for the development of a true, coordinated program.

Current State

So, where are we now? We have written our ILLOs. We have two projects in process that are building toward implementation of the ILLO, a curriculum mapping project and the development of an internal guide to the ILLOs. Also, our teaching and learning committee is focused on developing a teaching and learning community of practice during the coming academic year.

Future State

We will see Information Literacy Learning Outcomes thoughtfully mapped and integrated in all Western University curriculum: a true program.

WHAT ABOUT YOU?

Co-Creating System Wide Information Literacy Learning Outcomes: Content Comparison Chart		
Category	Ontario, Canadian Context	Your State or Country Context
Associations	Dissolution of CLA, CAPAL has a librarian focus not a library focus, MLIS accredited by ALA	
Required Courses	No mandatory 1st year IL/research skills courses	
Framework adoption	Disparate adoption of new ACRL Framework by universities	
Western / Affiliate Context		Your Institution's Context
Type of institution	Large academic institution with three affiliated university colleges and one seminary	
Size of institution	Size: 28,864 across undergraduate, master and PhD programs of study	
T&L on campus	History of Teaching and Learning: genesis of WILU & partnership with TSC	

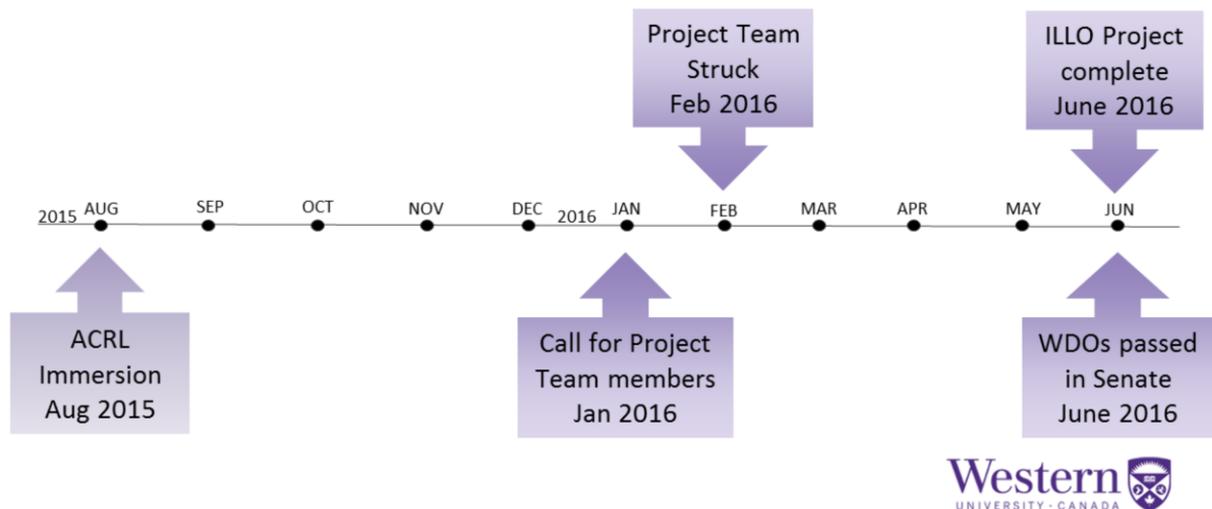
OUR DIFFERENCE IS OUR STRENGTH: LOEX 2017



We have shared our context with you and now we'd like you to take some time to reflect on your own context and how that might shape the development of ILLOs at your institution. Among your hand-outs, you will find a sheet that looks like the image on the screen.

Please take 5 minutes to work on your own, filling in the details of your context in the right-hand column. This information is for you only; you will not be asked to share this information.

PROCESS TIMELINE



Kim: I attended ACRL Immersion, Program Track in August 2015. Given the academic library climate around the new Framework and our local context of organizational change and the development of the Western Degree Outcomes, I concluded, at ACRL Immersion, that we needed to develop local information literacy learning outcomes for Western. They would reflect the structure and spirit of the Western Degree Outcomes; the spirit and content of the Framework; some of the content of the Standards (because pieces of that work need to continue); and, importantly, reflect the spirit of our local community at Western, including our strategic plan's definition of 21st century literacies.

I wrote a Terms of Reference and placed a call for project team members. My colleagues here as well as Tom Belton and Leanne Olson stepped forward. To be honest, it wasn't the group of volunteers that I had been expecting. I was hesitant to take everyone who volunteered as I had hoped for a smaller group.

However the diversity of experience among those who volunteered was extremely appealing. And, in the long run, I believe that having a group that represented so much of our library system contributed greatly to our project's success. Welcome diversity among your team. Diversity can mean different things depending on your local situation.

For us, it meant including voices from many different departments across our library rather than including only subject librarians.

We struck the project team in February 2016. We knew that June 2016 was the expected date for the Western Degree Outcomes to go to our University's Senate for approval. With that date in mind, we set our project end date to match the Senate meeting. In fact, when I set the meeting dates for our team in February, I also booked a reservation at our campus restaurant for a celebration lunch in June. I wanted to ensure that we met our timeline and this was a fun motivator! I find realistic timelines and celebrations very motivating.

Another best practice is to carefully consider the time needed for your project and set a realistic timeline. I recommend planning a celebration for the project close date. Being able to refer to that lunch date throughout the project was a great reminder that this was a finite project with a delicious reward waiting at the end.

ILLO PROJECT PLAN

Project Plan: Information Literacy Learning Outcomes Project Team (updated April 22,

Task	Responsible	March	April	May	June
Communications					
Share composition of team with WL	Kim (done)	■			
Share project plan with WL or who?	done		■		
Decide who our stakeholders are	done		■		
Send updates re: progress and invitations to get involved	ongoing		■	■	■
Literature Review					
set up project site on OWL	Christy; Tom A. (support) (done)	■			
load existing docs on OWL site	Tom B. (done)		■		
informally search the lit; sub-topics: history of IL, outcomes generally, follow up on questions that arise,	All (done)		■		
import documents into OWL (ongoing)	All (done)		■		
read and share findings	All - as needed		■		
Current IL practices across WL					
Talk with/survey/focus group all who provide instruction at WL	in progress - focussed discussions April 27 decision: not			■	■

OUR DIFFERENCE IS OUR STRENGTH: LOEX 2017



This is a snapshot of our project plan. In order to stay organized and on track, we developed this Project Plan that outlines projects tasks, responsibility for the tasks, and timeline by week. Once our project team was established, we had four months to complete the work of developing the ILLOs.

Reviewing this project plan was a standing agenda item at our meetings. We edited the plan as we progressed, reflecting our decisions and progress.

There are two best practices here: develop a detailed project plan and then review the plan regularly and make adjustments as needed.

BUILDING A SHARED VISION

- Consulted the output of previous *Framework* PD sessions: two ACRL IL Staff Retreats
- Literature Reviews
- Hosted two focused discussions on our IL values, approaches, considerations across the system
- Consulted with Teaching Support Centre & our Teaching and Learning Committee for feedback



OUR DIFFERENCE IS OUR STRENGTH: LOEX 2017



The process of building a shared vision took time. I'd like to share some of the activities our group engaged in with our colleagues across Western Libraries and the Affiliated Libraries in order to flesh out how we solicited diverse views.

1st) - IL Retreats: Taking a beginner's frame of mind in our approach to the *Framework* document

Reflection Exercise:

Close Readings:

Shared

Shared Vision for Western Libraries\

Follow up survey questions:

2nd) Literature Review - exploring the literature to learn the scope of ILLO documents and how they form the global picture of IL.

3rd) Focussed Discussion Activity Across System - once our group formed, we invited our colleagues to participate in what we entitled: focussed discussions.

Reflect on the 'ideal" graduate (infographic) and first year student stats *Think of the knowledge, skills, and values that an ideal graduate should have, demonstrate or hold.*

Name the Themes

Map the themes to the Western Degree Outcomes

4th) We posed the following questions to our Teaching Support Centre to hear their feedback.

1. What do you like best?
2. What are you most excited about?
3. What will challenge you?
4. What's missing?
5. Any suggestions for roll-out?

BUILDING A SHARED VISION

- Consulted with Library colleagues on drafts of the document
- “Workshopped” the document as a collective
- Individual editing and wordsmithing
- Shared final draft with Library Managers



OUR DIFFERENCE IS OUR STRENGTH: LOEX 2017



5th) Consulted with Library colleagues on drafts of the document

6th) we “Workshopped” the document as a collective

7th) We contributed our own Individual editing and wordsmithing efforts to the writing of the document

8th) We presented final draft to Library Administration

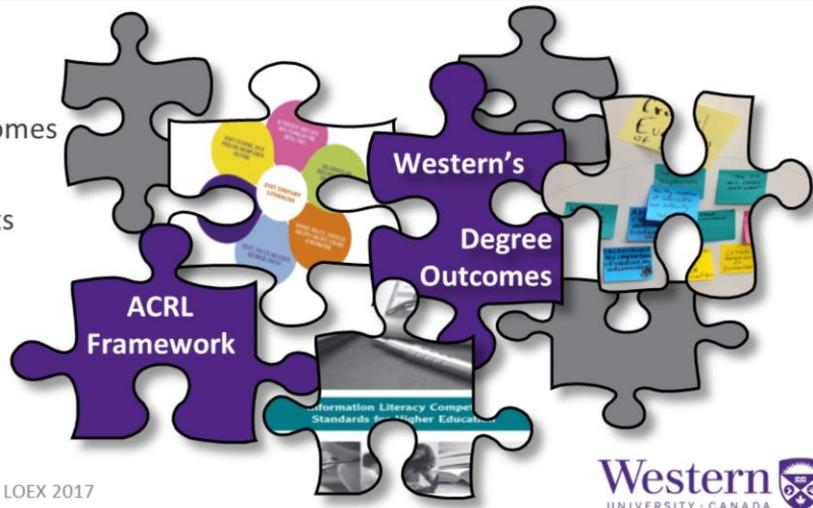
9th) Posted final draft for our colleagues to see and use

Describe image of mapping exercise on slide: what is happening in the picture = these folks don’t usually work together, this is a moment of disagreement or tension, and the difference of opinion resulted in the strength of our final product.

Some colleagues didn’t participate in these activities, and that’s ok. We felt that as long as we had a majority of participation, that we would create a document that reflected our collective values. While we wanted to see 100 % participation in the process, we saw ‘the usual suspects’ in terms of colleagues who are interested in teaching and learning engaging in our outreach efforts.

CHALLENGES: MANY PIECES

- Feedback
- Framework
- Western Degree Outcomes
- Standards
- Feedback from Retreats
- Local Context
- Mountain of Data



OUR DIFFERENCE IS OUR STRENGTH: LOEX 2017



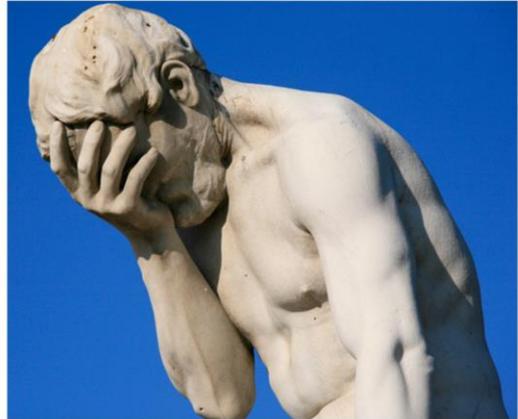
We began the project with quite a few pieces of data right out of the gate, and then we also collected more feedback from our colleagues- so it was a bit like trying to build a puzzle with pieces from other puzzles mixed in that looked similar but didn't always fit together.

The documents that we analyzed had different contexts and were written for different reasons, so we needed to pull out the important pieces that meshed with our goal to produce meaningful learning outcomes.

The first few weeks of the project were overwhelming- and when you're tackling this type of project, the best approach is to be ready for the mountain of data and simply embrace the mess. Working through it all patiently will get you to where you need to go and if you are able to incorporate all of the pieces, the result will be a richer end product.

CHALLENGES: VISIONING FATIGUE

- Ours
- Our Colleagues
- Inward Looking / Organizational Change
- This is important to us, but perhaps less so for others



OUR DIFFERENCE IS OUR STRENGTH: LOEX 2017

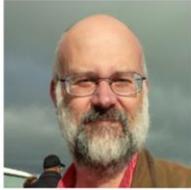


Another challenge that we were faced with was combatting “visioning fatigue”. Our project was underway at the same time as our library system was embarking on a massive organization renewal initiative and so we had to be sensitive to the fact that our colleagues were being asked to provide a lot of feedback about all aspects of our work.

So, our strategy was to think about how we could sustain interest in the project for ourselves, and for our colleagues, in order to get the feedback that we needed. At our events, to obtain feedback, we tried to appeal to all instructors by:

- ‘sweetening the deal’: if they came - we fed them. Food always entices people to come to an event, but it’s also a nice way to show our gratitude for providing the feedback.
- We also offered allowed our colleagues to provide feedback in the style that worked best for them- so we hosted focused group discussions but also met one on one for coffee to get comments.

CHALLENGES: GROUP WRITING



"It was challenging to fit archival, primary source, or recordkeeping literacies into the overall framework of the information literacy learning outcomes."



"I learned a lot from my experienced instruction librarian colleagues, and I hope I wasn't too annoying with my attempts to understand every little (or large...some were very large) word we used in the document."

OUR DIFFERENCE IS OUR STRENGTH: LOEX 2017



Challenges of collaborating on group writing and editing

Tom A: Time, for me while it should not have been surprising, collaborative writing and editing takes time and often seems like you are looping back and beginning all over again. However the richness of the resulting document more than compensates for what seems like moving at a snail's pace.

Colleen – Words matter. With two degrees in English, and a background as an English teacher, I was concerned in the writing of the ILLOs that we get the language right: language that would resonate with what our colleagues had expressed to us as essential to what we as librarians contribute to the educational mission of our institution.

Kim: We want people to use the ILLOs, so the document needed to balance richness with practicality and ease of implementation. This work takes time, perspective taking, and patience.

Christy: Thinking beyond my own work, while still making sure that the outcomes would be applicable in my own teaching.

OPPORTUNITIES: WHAT ABOUT YOU?

- Tool to leverage more meaningful librarian/faculty teaching collaborations.



OUR DIFFERENCE IS OUR STRENGTH: LOEX 2017



Represents a foundational tool that we as librarian instructors have at our disposal to engage in dialogue with faculty instructors, perhaps at a more meaningful level to facilitate truly collaborative and reciprocal partnerships in the classroom

OPPORTUNITIES FOR US...

- Alignment and synergy
- Demonstration of value and worth
- Enable and facilitate collaboration
- Toolkit for change
- Break down silos
- Integration into our research and scholarly practice



OUR DIFFERENCE IS OUR STRENGTH: LOEX 2017



Strategic Priorities - Library goals, Institutional goals, Accrediting and Government body requirements such as the Undergraduate Degree Level Expectations in Western's case are aligned - clearly articulated yet flexible info lit learning outcomes align with organizational frameworks and quality assurance frameworks. Gives a foundation of a common language to facilitate conversations at all levels

Demonstrate value and worth - at the grassroots level with instructors and curriculum developers in the creation of meaningful learning environments - what the Library can add to the mix - value of library and archives professionals as partners in teaching and learning, - value to students in articulating outcomes at all levels

Enable and facilitate collaboration - administrative and instructor levels - curriculum review (7-year cycle in Ontario) as well as course development - librarians as partners in the classroom - open librarian-instructor dialogue working toward the same goal of student success

Toolkit for change - a reflection of the shift from teacher to student centred learning, enable library instructors to move beyond tool and skill based teaching to an integrated and embedded role - enable us to grow in professional practice

Breaking down silos - common goals across library instructors, enable more holistic approach to information literacy instruction

Integration into our research and scholarly practice as librarians - this conference as an example.

THE ENDING IS JUST A NEW BEGINNING...



OUR DIFFERENCE IS OUR STRENGTH: LOEX 2017



The close of this project and the creation of Western specific outcomes for information literacy is not an end but rather the beginning of bigger things. We're now building the foundation for an intentional IL program

Acknowledging that it will be messy and full of surprises... building on the earlier metaphor - the notion of planting seeds - it will take a "generation" of faculty and perhaps teaching librarians as well to fully embrace the ILLOs and the shifting role of teaching librarians to create engaging learning environments where knowledge and skills can develop and grow.

We've planted one small seed in the larger teaching and learning garden that one day will yield its fruit.

BEST PRACTICES...

Welcome diversity among your team. Diversity can mean different things depending on your local situation.

Consider the time needed and establish a realistic timeline.

Plan a concluding celebration early.

Develop a detailed project plan.

Regularly review the project plan and make necessary adjustments.

Solicit diverse views using a variety of approaches.

Listen to diversity of voices and learn how to distill them.

Diversity of responses will inform richness of the final document.

Embrace the mess.

'Sweeten the deal' – reward and thank participants who help.

Accommodate diverse learning styles and communication preferences.

OUR DIFFERENCE IS OUR STRENGTH: LOEX 2017



Summary of best practices and lessons learned during the project

IMAGES...

- S 1 - All images Western Communications and Public Affairs
- S 7 - Google Maps
 - Wikimedia <https://commons.wikimedia.org/wiki/File:LondonOntarioSkyline.jpg>
 - Wikimedia <https://commons.wikimedia.org/wiki/File:LONDONMORNING.jpg>
 - Wikimedia https://commons.wikimedia.org/wiki/File:London_metal_street_trees016.jpg
 - <https://static.pexels.com/photos/90431/pexels-photo-90431.jpeg>
- S 8 - Pixabay <https://pixabay.com/en/time-for-a-change-new-ways-letters-2015164/>
- S 9 - Google Maps
- S 10 - *Lightbulb* by Timothy Swinson at <https://flic.kr/p/aj4XeC>
 - *Trowels* by Dr. Colleen Morgan at <https://flic.kr/p/6EKJPo>
 - *Rainbow* by Andreas Krispler at <https://flic.kr/p/862GXo>
- S 14 - Workshop Photo by Christy Sich
- S 15 - Workshop Photo by Christy Sich
- S 17 - Wikimedia https://commons.wikimedia.org/wiki/File:Paris_Tuileries_Garden_Facepalm_statue.jpg
- S 19 - Pixabay <https://pixabay.com/en/girl-mud-run-slope-help-challenge-1186895/>
- S 20 - Pixabay <https://pixabay.com/en/stairway-staircase-stairs-outdoors-828883/>
- S 21 - *Start/Finish* by Andrew Hurley at <https://www.flickr.com/photos/andrewhurley/6254409229/>
 - *Sprout Survival* by Jeanne Beaufort at <http://www.publicdomainpictures.net/view-image.php?image=164926&picture=sprout-survival>

...and *thank you*
for your attention.