Draft Instruction Plan, 2017-2019

Mission: The mission of the instruction program at UW Libraries is to support the teaching, research, and extension mission of the University by teaching information literacy skills in order to promote academic success, personal and professional decision-making, civic participation, and lifelong learning.

Goals and objectives: Due to limitations in staff, UW librarians are moving away from the one-shot instruction model. We are focusing our efforts on collaborations with teaching faculty and departments to incorporate information literacy into curriculum and assignments. By building information literacy into the general education curriculum in a programmatic way across the disciplines, we hope that students will avoid duplication of material while learning transferable information and digital literacy skills.

Librarians bring expertise in developing information literacy activities, lesson plans, and assessable assignments. Our work with departments and programs across campus allows us to gain a global understanding of how and where promoting information literacy [and other literacies?] concepts is most appropriate and we take a scaffolded approach that also connects/aligns with some of the student learning outcomes in University Studies Program classes as well as others, such as research methods or capstone courses.

The library instruction program at UW Libraries supports student information literacy through the following:

- We offer support for upper-division and graduate classes, through relationships built by liaison librarians.
- We work with faculty and instructors to develop research assignments, syllabi, and curricula that model best practices in information literacy and critical thinking.
- We provide online tutorials, videos, guides and other instructional materials that can be embedded in Canvas.
- We offer a series of library workshops for faculty, graduate students, and other interested researchers.
- We meet one-on-one with students, faculty, and researchers in individual research consultations.
- We support the learning outcomes articulated in the University Studies Program courses through a combination of in-person and online instruction.

Instruction Philosophy and Values:

- Information literacy concepts are integral to student success, retention, and completion. The habits of mind gained by being information literate ensure an informed citizenry capable of critical thinking and evaluation.
We value emphasizing the research process over product in our instruction and activities.

We believe that the learner should be at the center of all instruction, and that the best way to engage students in their learning process is through active learning activities/techniques. Therefore, we strive to incorporate interactive activities, discussions, and assessments into our lesson plans.

Teaching within the affective domain (emotions, values, and attitudes) has importance alongside skills, knowledge, and abilities within information literacy.

We aim to use authentic assessment in our instruction, both on an individual assignment level as well as programmatically. The learning process is not easily measured by more traditional assessment approaches.

We gather data in order to make data-driven decisions about our instructional priorities and to most effectively use our limited personnel in teaching and learning.

We honor inclusivity and diversity in our instruction, remaining aware of privileges and differences that affect all teachers and learners.

Assessment of Student Learning

“Librarians play an active role in the instructional mission of the University of Wyoming, and assessing student learning in information literacy is a way of measuring our impact on the instructional mission. In library instruction, we strive to meet specific learning outcomes [current ones below this section], and we will regularly check student understanding to measure how we are meeting those learning outcomes.”

Current library instruction outcomes, last updated summer 2015:

- Students will identify and articulate a research question.
- Students will identify keywords that represent a research topic and use keywords to find useful information sources.
- Students will identify databases/resources relevant to their major field of study.
- Students will find known items via title or author on the web or in a database.
- Students will observe scholarly communication conventions in a discipline.
- Students will find information from appropriate resources.
- Students will evaluate information sources for relevance, authority, perspective, currency.
- Students will analyze a resource’s arguments and research methods.
- Students will cite/document sources appropriately for their discipline.
- Students will use information ethically.
- Students will articulate a research plan including a range of methods and strategies.

Information literacy-related USP SLOs:
**IL-related FYS SLOs:**
1. Access diverse information through focused research, active discussion, and collaboration with peers.
2. Separate facts from inferences and relevant from irrelevant information, and explain the limitations of information.
3. Evaluate the credibility, accuracy, and reliability of conclusions drawn from information.

**IL-related COM1 SLOs:**
2. Find, evaluate, analyze, synthesize, and appropriately document information from a variety of sources in order to support a persuasive argument.
3. Recognize the importance of purpose, audience, and style as components of effective communication.

**IL-related COM2 SLO:**
2. Find, analyze, evaluate, and document information appropriately using a variety of sources.

**IL-related COM3 SLOs:**
2. Find, analyze, evaluate, and document information appropriately as applicable to the discipline, interdisciplinary field, or professional setting as demonstrated by completing a substantial communication project that requires appropriate research skills.

**IL-related Critical & Creative Thinking (H, PN, and V) SLOs:**
1. Access diverse information through focused research, active discussion, and collaboration with peers.
2. Separate facts from inferences and relevant from irrelevant information, and explain the limitations of information.
3. Evaluate the credibility, accuracy, and reliability of conclusions drawn from information.
4. Recognize and synthesize multiple perspectives to develop innovative viewpoints.
5. Analyse one's own and others' assumptions, and evaluate the relevance of contexts when presenting a position.
6. Communicate ideas in writing using appropriate documentation.