

Leveraging Our Expertise: A Team-Based Approach for Including Information Literacy in Curricular Design

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Abstract

At San Diego State University (SDSU), librarians, instructional designers, and classroom faculty work in collaborative groups to strengthen student learning and effective information literacy teaching practices. A unique partnership brings together people from the Library; the People, Information and Communication Technology (pICT) program; the Center for Teaching and Learning (CTL); Instructional Technology Services (ITS); and the College of Education as partners moving toward common goals for student learning and faculty development.

This digital presentation highlights the advantages of a team-based approach to teaching and learning programming, discusses the evolving role of librarians in the collaboration taking place at San Diego State University, explores some of the challenges, and offers some guidance and tips about how to replicate a similar model on other campuses.

Description

We're seeing an evolution in higher education that includes an expansion of online learning and large seat classes, an increase in digital information, and a heavier reliance on technology for teaching and learning, all of which could lead to a depersonalization of education if not carefully planned and executed by the people behind the instruction. Just as the skill sets for faculty and students are changing, the role of librarians is rapidly evolving into one that is rooted in the scholarship of teaching and learning with a blend of expertise in traditional librarianship, instructional technologies, and evidence-based higher education pedagogy.

In order to make the most significant contribution to student learning, librarians need to rethink traditional roles, explore a variety of emerging educational technologies, and build new campus partnerships. While many libraries are already accustomed to having librarian liaisons to academic departments, liaisons to non-academic technology and teaching and learning units are less common. Appointing library liaisons to these campus units will help solidify bonds between people in the library and other teaching and learning stakeholders, highlighting librarians as experts in information literacy, evidence-based interdisciplinary pedagogy, and web 2.0 technologies.

Collectively, the stakeholders in teaching and learning endeavors at SDSU form an overarching planning committee for faculty development activities that support student learning. These teaching and learning professionals work under an umbrella organization, co-sponsored by the library, called the SDSU Course Design Institute, an intensive fellowship program that assists classroom faculty in redesigning their courses to include online instruction. It is during this course redesign process that librarians work closely with classroom faculty and instructional designers to weave information literacy instruction into their courses, affording us a rarely-seen-

before intensive opportunity to become a partner in the actual development of departmental courses.

During bi-weekly Professional Learning Communities, cross-disciplinary groups of classroom faculty, instructional designers, and librarians, work together to understand our students, develop student learning outcomes, and explore the best delivery methods for the course content. Librarians in Professional Learning Communities help classroom faculty include information literacy student learning outcomes in their courses, build class-specific library research Course Support Pages, help faculty include information literacy tutorials in their courses and highlight opportunities for the development of more tutorials, identify both library and general Internet resources that will facilitate research in classes, and teach classroom faculty how to embed information literacy resources into their courses on Blackboard. These communities not only provide us with the practical outcome of a better-designed academic course, but have created strong bonds, networks, and support groups for the participants.