

Teaching & Learning Report | 2016

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“Students had an opportunity to do hands-on work with library research, and to see how the ideas they are working with can be put to use. I believe that this session helped them all feel more confident in their researching abilities, and has helped them find useful sources for their research projects.” Siegmann, English 102 instructor

Vision and 2016-18 Goals

We design, collaborate and build online tools that meet students’ 24/7 learning needs.

1. Establish stronger connections with schools and colleges to address information literacy learning goals for **underprepared** and **at-risk students**.
2. Collaborate with undergraduate program coordinators to **scaffold** information literacy throughout the major.
3. Explore opportunities to **partner** with the [Office of Institutional Research](#), [Student Success Collaborative](#), faculty, and college assessment coordinators to measure impact on retention and graduation.
4. Use **authentic assessment** and growth mindset to collect evidence of student learning and support students with varied skills and knowledge at all levels of the curriculum.

Progress towards Goals

In 2016 we positioned ourselves to collect evidence of learning to demonstrate that our teaching incorporates and is informed by **authentic assessment**. Much of this work was facilitated by our instructional design librarian who resigned in December 2016. Summer Instruction Camp focused on assessment as learning activities. The team reviewed instruments and survey tools before selecting Qualtrics as the software platform. We then **partnered** with newly designed Educational Psychology courses to model and then refine our uses for Fall. Pilots accomplished goals of giving the library more artifacts of student learning and gave students a self-paced, goal-oriented tool for developing and revising their searches.

Educational Psychology 104 is a new course being offered to support **underprepared** first-year undergraduates as they transition to college. This course replaced Educational Psychology 100. We established ourselves as relevant to the course learning goals and worked with one of the four faculty members designing the course to develop a flipped instruction sequence requiring students to complete an **authentic assessment** (search builder) before each library instruction session. The search builder assessment records student search strategies, evaluation of sources, practice writing a citation, and plans for next steps (allowing students to reflect on their learning and incorporating growth mindset).

Collective analysis of student submissions will take place in spring 2017 in order to inform our instructional strategies for the fall 2017 offerings.

Another successful application of **authentic assessment** is the nursing professional writing component on avoiding plagiarism. Our instructional design librarian collaborated with College of Nursing faculty to design a learning path and revise the assessment rubric to emphasize higher order learning outcomes for plagiarism, attribution and citation concepts in the Flex Option. The value of the citation, attribution and plagiarism assessment-- specifically the way it aligned with professional writing outcomes for the degree program-- inspired faculty to adapt it for all online and face to face BSN programs, reaching over 300 students in the first semester of implementation.

We hired a Student Success Librarian who started working in August 2016. This position will be critical to our **scaffolding** and **partnering** goals. Already she is participating on the campus retention committee, volunteered for the FY learning community task force, and positioned the library to be included in the **Student Success Collaborative**. She is well positioned to map out integration of information literacy instruction in the majors in order to prepare for outreach to undergraduate program coordinators about **scaffolding** in 2018. Based on work she has done thus far, we've learned that library instruction is solidly represented in the first year required courses and many capstone courses as well (see Appendix A).

Challenges and New Directions

Collaborating with undergraduate program coordinators to scaffold information literacy throughout the major will be a challenge for us as we have lost more staff than anticipated this year. Our work with the UWM Health schools and colleges detailed below represents our approach to this challenge.

College of Nursing and College of Health Sciences have shown commitment to integrating information literacy in their curriculum. Both colleges have strong enrollment. Right now we are reactive to their needs due to our staff shortages. Wherever possible we have used tutorials, e.g. Writing without Plagiarism and Evidence Based Practice, to support Nursing and Health Sciences instead of face to face classroom time. We critically redesigned our curriculum for the new graduate nursing student orientation to incorporate the Information Literacy Framework and refocused the curriculum on high demand research consultation topics using authentic learning activities to maximize the value of this classroom time and reduce the amount of staff time needed to support these students in their coursework. Reduction in staff and insecure funding for our instructional design librarian jeopardizes the longevity and impact of this strategy.

Likewise, another accomplishment in our work toward scaffolding information literacy in the majors, was the development of the Library Advanced Research Concepts (LARC) tutorial. This tutorial was designed and developed over a two year period to strengthen information literacy at the capstone level of the majors, with a focus on undergraduate research as a high impact practice. Our instructional design librarian collaborated with library stakeholders as well as new partners such as the Undergraduate Research Opportunity Program (UROP) to develop LARC. This allowed her to customize the student experience and model the concepts around the ACRL Framework for Information Literacy in Higher Education. Integrating and assessing the tutorial will be priorities for our team in 2017, however sustainability and future growth of our online information literacy integration will depend on our ability to dedicate staff time and expertise to instructional design.

In 2016, we also experienced significant growth in Open Textbook and Open Educational Resource consultations with faculty. Through this effort to remove the textbook cost barrier for students, the library has had a positive and immediate impact on student success. Open Textbooks is funded through Educational Technology fees and provides 20% staff funding. This funding must be requested annually and therefore limits the long-term vision for this project. Open textbooks and OER have been added to the Scholarly Communication Team charge to assist with strategic planning and visioning for this open access initiative.

Improving student learning at the Research Help Desk remains a priority, but due to staff changes and losses we are no longer able to devote resources to it. We will look to the leaders of shared services and the assessment committee for vision and assessment.

Appendix A

Course Integrated Instruction Report

Instructor Survey Results

Completed Surveys: **102** (254 sent)

Response Rate: **40%**

Similar to previous years, **99%** of respondents agreed or strongly agreed that the **instruction was helpful** for completing the research component of the class. **100%** of respondents said “yes” they would **recommend** library instruction to other faculty. The following word cloud illustrates the impact research instruction has on student learning as reported by their instructors.

Please tell us what was most helpful in your library instruction.



As an example of our continual improvement efforts, our formative and summative assessment indicated that English 102 students continue to struggle to engage their sources in their writing. Teaching librarians collaborated to redesign the learning activity on using sources. The new activity incorporates the high-impact practice of collaborative learning, requiring students to work together in small groups to decide how they would use a sample source in a paper. Using this new activity, librarians immediately saw increased engagement and attention compared to previous instructor-led and whole-class activities on using sources. More importantly, the new activity gets students asking important questions about writing with sources, whereas previous activities ended with a call for questions that

was met with silence. Additionally, the activity helps librarians and instructors assess for student understanding and identify gaps; if a group cannot justify how it decided to use its source, the librarian and instructor provide feedback and ask additional questions to bridge the gap.

Course Integrated Instruction Statistics

Total Sessions: 416*

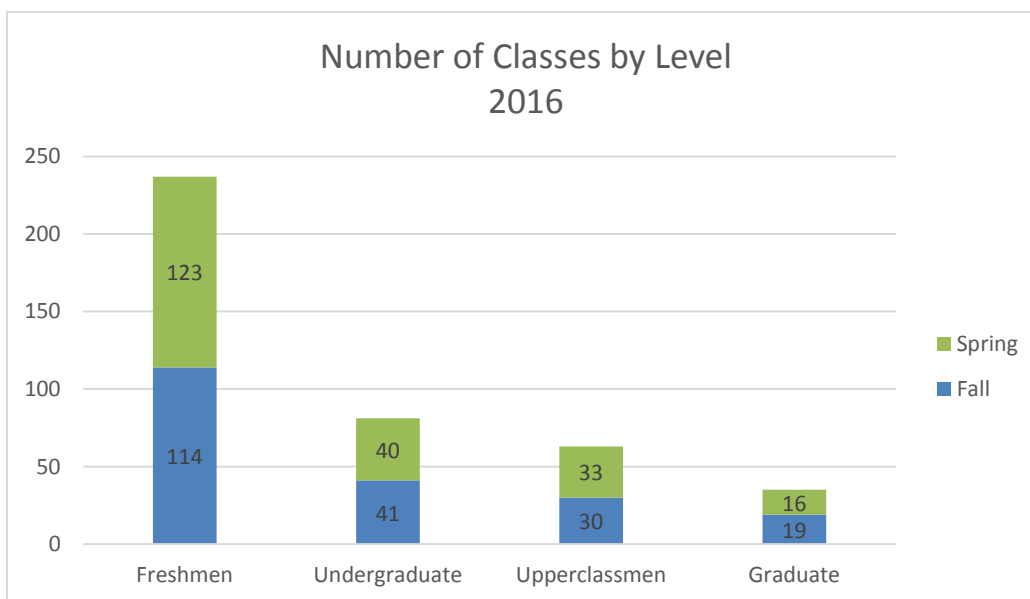
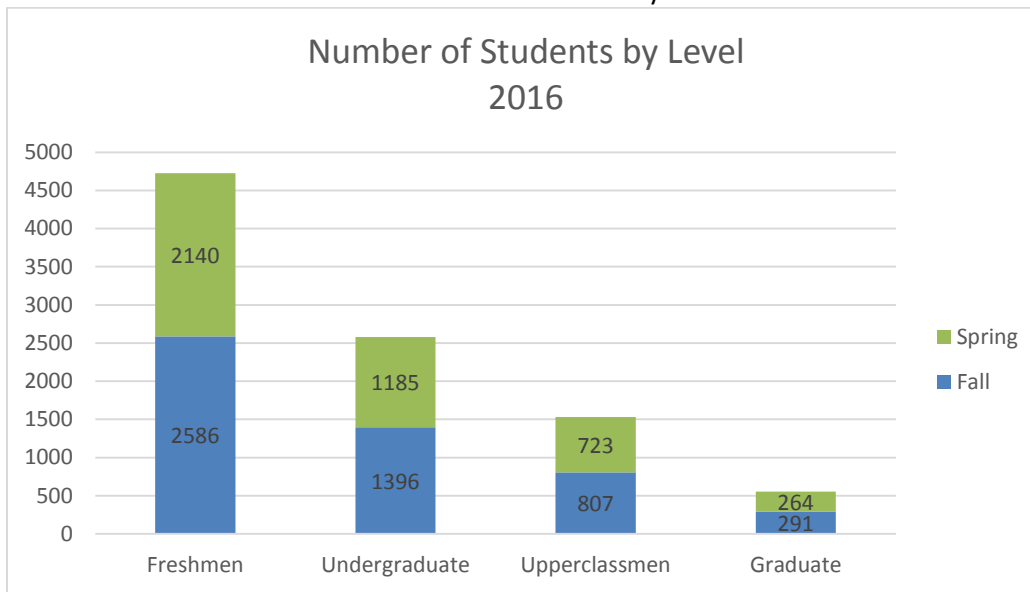
Total Student Attendance: 9,392**

New Faculty: 31

Busiest Weeks: 4 & 3 41 sessions were taught week 4 of the fall semester.

*This number excludes orientations, outreach, and By Request Workshops

**Number of sessions and students is lower than last year due to decrease in enrollment.



Course Integrated Instruction in the Disciplines

The following chart represents courses we worked with this calendar year. This graphical representation illustrates where library instruction is integral to the department while also identifying opportunities for curriculum engagement. In 2015 we identified Intro to the Major and Capstone courses (separate chart) that align with the campus strategic plan. We hope to further analyze additional data sources, such as enrollment, pass rates, and at-risk populations, to develop a strategic plan for engaging with new courses to improve our reach and impact on student retention and graduation.

KEY
AOC course (3)
Oral & Written Communication Competency Part A (1)
Oral & Written Communication Competency Part B (6)
Intro to Professions course (1)
First-Year Seminar (1)
Capstone (11)
† Library instruction provided online only (40)

Department	First Year (100-199)	Sophomore (200-399)	Upper (400- 599)	Graduate (600-799)	Doctoral (800-999)
Academic Opportunity Center	Summer Bridge				
Africology		222			
Architecture and Urban Planning	100+	302+			
Art & Design	108+		421, 552/553		
Art History		205, 358		700	
Biological Sciences		202+			
Biomedical Sciences		205+, 260+			
Business Administration, School of			462	764+	
Business Management				725	
Celtic Studies	133				
Communication	103, 192				800
Communication Sciences & Disorders				701	
Criminal Justice	150+			756	
Curriculum and Instruction		233		651, 705, 779	800
Education, School of					901
Educational Policy & Community Studies	112, 114	375	506	636, 750+	
Educational Psychology	100, 101, 104, 105+				
English	102, 150	205+, 206+, 207, 215	427+, 431, 435, 443+, 445	624	
English for Academic Purposes	90				
Ethnic Studies	101, 102	255			
Food & Beverage Studies	101				
French, Italian, and Comparative Literature		324	450		
Geography				600	
History		203, 204, 243, 293, 294, 371			
Honors College		200, 350, 351, 380			
Human Resources and Labor Relations				701	
Information Studies, School of	120	210		670+, 740	
International Studies		260			
Japanese		299	499, 500+		
Kinesiology				705	
Latin American, Caribbean, & US Latin@ Studies		201			
Latin@ Studies	101				
Letters & Science, College of--Social Sciences		291			
Nursing, College of	103	351+, 352+, 399+	415, 419		
Nutrition			555		
Political Science			500	763	
Psychology				654, 677	
Public Health, Zilber School of				762, 768, 776, 779	801
Religious Studies		350			
Social Work	100	206, 300+		662, 665+, 750, 793	811, 851
Sociology		246, 250, 327			
Spanish and Portuguese		225, 338, 350	472, 474+		
Therapeutic Recreation		202+	400+		
Urban Studies		250, 377			921, 980, 983
Women's and Gender Studies		211			

Appendix B

Research Help Desk Report

“Another on-campus resource I took advantage of is asking librarians for help in finding books for my research paper. The Golda Meir Library is definitely not a small place and so it is nice to be pointed in the right direction.”

Lawton Scholar e-portfolio quote

We single staff the Research Help Desk **69 hours a week** during the semesters. We contract with OCLC to provide **24/7 virtual reference** to all of our users. Every transaction handled by our staff is recorded in a Google form in order to inform our staffing decisions, training needs, and gaps in our service.

The Research Help Desk is busiest during the semesters between the hours of **10-3pm. Peak times are 11-1pm** on Mondays, Tuesdays, and Wednesdays.

In 2016 we answered **3,783** questions* which is a decline in questions seen at the Research Help Desk in recent years. However in person transactions are still steady with fall semester being our busiest time. More than half of the questions we handled were described as "research questions" (2,042 or 54%). Other questions were described as informational, referrals, and directional (1,937). The majority of questions described as "research" were further described to be 'Book or Article Search' questions.

Referrals to other library service desks are the highest during the first few weeks of fall semester. This is most likely due to the fact that new students are not yet acquainted with library service points.

Librarians provided **354 research consultations** totaling **327 hours of one to one help**. The Research Services Team piloted a survey in spring 2016 to measure the impact of research consultations on student learning. One takeaway from this study was students self-reported that consultations improved their disposition towards research. All students who received consultation services in Fall 2016 will also be surveyed and results will be shared in 2017.

*number does not include questions answered by partners in the OCLC network.

“Thank you for taking time to meet with me and share the information I needed to access French news sources. I will be able to immediately put these resources to use as I work on my assignment and will use them in the future to stay current on France.” Student in a French class
