



# Peer Teaching to Expand Information Literacy Instruction

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Background

# Information Literacy (IL)

The set of competencies needed to find, use, and evaluate information effectively and ethically.



# Academic Libraries & IL

- Growth in positions related to instruction, instructional design, information literacy, and specialized faculty research support.
- Most important priority for libraries is supporting student success.
- Value of Academic Libraries initiative.

# What do teaching librarians do?

- Scaffold IL through curriculum.
- Collaborate with faculty in assignment design.
- Library instruction sessions to support course assignments.
- 1-1 student research consultations.



# Why should we care?

- IL competencies increase student success while in school.
  - Students are overwhelmed when starting research assignments.
- Employers seek new hires with these skills.
  - Few feel students are well prepared in this area.
  - Recent college hires have a tendency to look for quick answers and lack the ability to dig deeply into research and critically analyze information.

# Why undergraduates?

- Students are more receptive to peers.
  - Library Anxiety.
  - Common experiences.
  - More approachable, available, and less intimidating.
  - Potential for more intimate interactions.
- Undergraduate peer teachers benefit as well.
  - Learning skills that are applicable and marketable to disciplines and careers (Leadership, Communication, Teamwork, etc.)



# A High-Impact Practice

“The librarians who guide these programs are able to directly impact the educational experiences of the peer leaders by creating time-intensive meaningful work opportunities, by allowing peer leaders to engage in substantive mentoring and group learning, by increasing peer leaders’ exposure to diversity, by providing peer leaders with timely formative feedback, and by helping peer leaders to apply what they have learned in new contexts....”



# Reflection

Where might this (IL or other) fit into one of your classes/curriculum?

# Creating the Program

# Gathering Ideas

- Literature Review
  - Institutions with peer-teaching programs
  - Integrated into courses as well as peripheral to them
  - Few in libraries
- Interviews with institutions with peer teaching programs
- Student Focus Groups
  - Group & individual sessions



# Lessons Learned from Others

- Establishing programs is difficult.
- Keeping them going even more so.
- Peer teachers don't necessarily save instructor time.
- Students:
  - see a lot of value in being on both sides of the peer teaching process.
  - want experiences that will serve them as students and in their careers.
  - want a paid internship, not a credit bearing course.
  - admit that classroom teaching is not for everyone.

# Implementation



## Logistics

- Library not credit-bearing unit.
- Stand-alone course might not make enrollment.
- Students prefer an internship-type experience.
- Mentoring added to teaching librarian workload.



## Partnerships

- Teaching Librarians & Circulation/Access Services.
- Teaching Librarians & Teaching Librarians.



## Funding

- Through existing library budget.
- Funding 1 position for 1 year is ~\$4,000.
- ~\$4,000 funds ~10 student hours/week.

# The Curriculum

# Curriculum design: building a house

Scaffold & frame

**Model strong pedagogy & teach IL**

- Full curriculum available at:  
<http://hdl.handle.net/1805/18361>

Erect the roof

**Program Assessment  
& Reflection**

Entrances for understanding  
**Assignments & Evaluation**

Pour a solid foundation

**Boot Camp**

an introduction to information  
literacy (IL) and pedagogy.

Stairways to the next level

**Inserting pedagogy**

Classroom shadowing, readings, peer  
assignment development, mock instruction  
sessions

Plot on solid ground

**Reference Desk Training**

# Boot camp: Pouring a solid foundation

<b>Week</b>	<b>Topics</b>	<b>Learning Objectives</b>
1	Program overview One-shot instruction Designing the one-shot	Formulate a research question of an appropriate scope Evaluate the authority of information from various sources Cite sources correctly in a consistent style
2	Classroom assessment Developing a lesson plan Active learning	Adapt or create a formative assessment Modify the bridge lesson for a one-shot session Apply active learning techniques in instruction

# Scaffolding the house: Teaching IL

Week	IL Frame*	Learning Objectives
3 – 4	Research as inquiry	<ul style="list-style-type: none"><li>• <b>Formulate a research question</b> from a topic, narrowing and broadening the scope as necessary in order to define the scope of an information need.</li><li>• <b>Analyze complex questions</b> in order to breakdown the question into simpler, searchable queries.</li><li>• Articulate <b>how to evaluate information</b> in order to identify gaps and weaknesses, synthesize multiple sources, and draw conclusions pertaining to the research question.</li></ul>
5 – 6	Searching as strategic exploration	<ul style="list-style-type: none"><li>• Identify <b>information need</b> and <b>potential sources</b> of information (e.g., scholars, organizations, governments, industries).</li><li>• <b>Design searches strategically</b>, considering and selecting systems to search and evaluate results.</li><li>• <b>Refine information need</b> and <b>search strategies</b> based on results.</li><li>• Apply different <b>searching language types</b> (e.g., controlled vocabulary, keywords).</li><li>• Identify <b>how information systems are organized</b> in order to access relevant information.</li></ul>

\*ACRL Framework for Information Literacy for Higher Education (2015)

# Scaffolding the house: Teaching IL

Week	IL Frame*	Learning Objectives
7 – 8	Information has value	<ul style="list-style-type: none"><li>• <b>Make informed choices</b> regarding their <b>online actions</b> in full awareness of issues related to privacy and the commodification of personal information AND/OR copyright, intellectual property.</li><li>• <b>Cite sources</b> through proper attribution.</li><li>• Identify <b>publication practices</b> and their related implications for how information is <b>accessed and valued</b> (e.g., open movement, digital divide).</li><li>• Articulate how and why some individuals or groups of individuals may be <b>underrepresented or systematically marginalized</b> within the systems that produce and disseminate information.</li></ul>
9 – 10	Authority is constructed and contextual	<ul style="list-style-type: none"><li>• Acknowledge their <b>own authority</b> in certain contexts</li><li>• <b>Identify</b> authoritative information sources in any form</li><li>• <b>Evaluate the authority</b> of information from various sources (e.g., peer-reviewed journals, magazines, newspapers, website, etc.).</li><li>• Recognize that authority or credibility is <b>contextual in relation to time, discipline, methodology, and other factors</b></li></ul>

\*ACRL Framework for Information Literacy for Higher Education (2015)

# Scaffolding the house: Teaching IL

Week	IL Frame*	Learning Objectives
11 – 12	Information creation is a process	<ul style="list-style-type: none"><li>• Articulate the <b>capabilities and constraints</b> of various processes of <b>information creation</b>.</li><li>• <b>Select sources</b> that best meet an information need based on the <b>audience, context, and purpose of various formats</b>.</li><li>• Distinguish between <b>format</b> and <b>method of access</b>.</li><li>• Critique the <b>presentation of information</b> within disciplines.</li><li>• Articulate <b>traditional</b> and <b>emerging research processes</b>. (e.g., literature review, statistical analysis, etc.).</li></ul>
13 – 14	Scholarship as conversation	<ul style="list-style-type: none"><li>• <b>Summarize the changes in scholarly perspective</b> over time on a particular topic within a specific discipline.</li><li>• <b>Identify the contribution that information sources make</b> within a discipline or conversation. (Developing familiarity with the sources of evidence, methods, and modes of discourse in their major.)</li><li>• <b>Contribute</b> to the ongoing scholarly conversation at an appropriate level.</li></ul>

\*ACRL Framework for Information Literacy for Higher Education (2015)

# Inserting pedagogy: The stairway to next level

- Concept worksheets – Assignments for peer teachers to practice IL skills. Also prove to be a testing ground for larger distribution in classes as well as improve program.
- Instruction shadowing – Teaching through example.
- Pedagogical exercises – How would they teach a skill or concept?
- Mock instruction sessions – Bugs, nerves, and constructive feedback
- Reflection – A teaching best practice for peer teachers and program leaders

# Building materials: resources

## Open Education Resource (OER) Textbook

Hosier, A., Bullis, D., Bernard, D. Bobish, G., Holden, I., Hecker, J., Loney, T., & Jacobson, T. (2014). The Information Literacy User's Guide: An Open, Online Textbook. Albany, NY: Open SUNY Textbooks. Chapter 5: "Evaluate: Assessing Your Research Process and Findings," p63-77. <https://textbooks.opensuny.org/the-informationliteracy-users-guide-an-open-online-textbook/>

## Books

Alewine, M.C. & Canada, M. (2017). *Information literacy for students: an introduction*. West Sussex: Wiley Blackwell.

## Research Guide

[Bridge to Develop Your Research Question](#)  
[Bridge to Evaluating Information](#)  
[Evaluating Information CRAAP Test](#)

## Videos

[Research 101 Series](#) by University of Washington Libraries  
[Joining the \(Scholarly\) Conversation](#) by Clemson Libraries

## Articles

Listed within the [curriculum](#)

# Peer Teacher Reflection

## **What skills have you learned through being a peer teacher?**

I learned a lot about the different databases in the library's catalog, how to use them and how to help students use them. I learned how to stand in front of a medium sized classroom and I also realized the importance of the library's databases throughout a student's journey in college.

## **How confident do you feel in your ability to help other students?**

As far as me helping other students is concerned, I think I am pretty good with walking around the classroom and helping students out with whatever doubt they have. I was a part of an I-100 class and it was a pleasure to walk around and help out students as many times as they needed.

# Real Peer Teaching



# Reflection

What concepts/skills outside the curriculum do you want students to know that peer teaching might help with?

Year Two

# Next Steps

## **3-6 months**

- Finish curriculum with pilot student
- Revise curriculum based on feedback (students, access services, teaching librarians)
- Experience approved for the Experiential and Applied Learning Record
- Secure funding for year two

## **6-9 months**

- Re-hire pilot student as regular desk student
- Recruit existing desk students for the equivalent of ~10 student hours/week
- Implement curriculum in Fall 2019

## **9 months and beyond**

- Take additional students through curriculum
- Rigorous assessment of program and discussion with stakeholders to determine future viability
- Move all access services students to hybrid desk/peer teaching positions
- Teams of peer teachers

# Experiential and Applied Learning Record

IUPUI validates all achievements presented on this record. Each achievement reflected is based on established assessment rubrics to validate the learning. This record is an official Indiana University document certified by the Office of the Registrar when the University seal and Registrar signature are present. (Note: achievements reflected by semester may have occurred during only a portion of the semester.)

## Student Information

Name: **Bridget Elizabeth Barbara**  
 Student ID: **0003006365**

### SUMMARY OF IUPUI ACHIEVEMENTS



### ACHIEVEMENT TIMELINE

2014 AND BEFORE	2015	2016	2017
<b>2013</b> Multicultural Leadership Empowerment Program  <b>2014</b> International Immersion Experience • Trinidad & Tobago: Alternative Spring Break Multicultural Leadership Empowerment Program	<b>FALL</b> Duke Energy STEM Internship Program • Electrical Engineering Intern	<b>SPRING</b> Duke Energy STEM Internship Program • Electrical Engineering Intern  <b>FALL</b> Sam H. Jones Community Service Scholar • Alternative Break Co-Coordinator Undergraduate Research Opportunity Program	<b>SPRING</b> Sam H. Jones Community Service Scholar • Alternative Break Co-Coordinator Undergraduate Research Opportunity Program

### LEARNING OUTCOMES

NUMBER DENOTES THE COUNT OF EXPERIENCES WITH EACH LEARNING OUTCOME BY SEMESTER

<b>Communicator</b> .....	<b>6</b>	<b>Community Contributor</b> .....	<b>4</b>
<b>Innovator</b> .....	<b>2</b>	<b>Problem Solver</b> .....	<b>8</b>

# References

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<http://www.ala.org/acrl/standards/ilframework>

Association of College & Research Libraries (ACRL). Value of Academic Libraries. <https://www.acrl.ala.org/value/>

Hart Research Associates. "Falling short? College Learning and Career Success: Selected Findings From Online Surveys of Employers and College Students Conducted on Behalf of the Association of American Colleges and Universities." (Washington, D.C., 2015).

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# Thank you! Questions?

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