Teach the Teachers: Instilling Instructional Design Principles in Faculty
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Meet the panel

Zach Claybaugh
OER & Digital Learning Librarian at Sacred Heart University

Ula Lechtenberg
Instructional Design Librarian at Sacred Heart University

Henrietta Verma
Customer Success Manager at Credo
Today’s Topics

• Best Practices for planning a workshop/institute for faculty

• Approaches to engaging faculty with information literacy

• Reflections after two years
Why an institute?

Reason 1
Accreditor expressed a need for more information literacy instruction

Reason 2
A request from the Provost

Reason 3
A directive from the university librarian to explore the idea
Steering Committee

Libby Knapik

Zach Claybaugh

Ula Lechtenberg

Kim Macomber
Background Research

The big idea
"Teach the teachers" (Cowen & Eva, 2016, p. 164).

Look for examples
University of Nevada Las Vegas Libraries Faculty Institutes

Make it approachable
"Information Literacy Frames & Big Questions," University of Arizona
Best Practices

**EXPERTISE**
Leverage expertise in assignment design

**FEEDBACK**
Get feedback from faculty during design process

**AVOID JARGON**
Consider alternative ways to talk about the Framework

**EXPERIENCE TO PRACTICE**
Reproducibility
Instructional Design Principles

Faculty involved throughout planning  
Feedback as part of the instructional design process

Assignment Design & Scaffolding  
Librarian expertise in seeing students do research

Significant Learning & Backward Design  
Looking at the bigger picture of course design
Approaches

Engaging faculty with the ACRL framework

Round Robin | World Cafe
Round Robin

Dynamic Engagement

Created 4 local Learning Goals based on the Framework

Then created dynamic modules to represent those goals.
Learning Goal

Students will be able to identify a focused, academically-appropriate topic or research problem, based on the scope of the assignment and the information needs.
Learning Goal

Students will develop creative search strategies to navigate different systems and locate materials relevant to their research assignments.
Learning Goal

Students will be able to recognize the holistic importance of proper citing as it relates to broader information issues, including plagiarism, intellectual property, and their role in scholarly conversations.
Learning Goal

Students will be able to distinguish various methods of recognizing authority and interpret them within formal and informal contexts.
World Cafe

- Creates a relaxed setting that involves three or more cafe tables, a table host, and a guiding question(s) that encourages group dialogue.

- Participants are divided into groups and travel from table to table in structured rounds until every group has visited each cafe table.

- At each table, participants are encouraged to write down ideas on the tablecloths, so each successive round reflects and builds on the ideas of the previous group.
Research Evolves

• How could the understanding of a topic be improved through uncertainty in the process of research?

• Why is it important for students to consider research as an open-ended exploration and engagement with information?
Table 2  Authority is Contextual

- How or why do we decide who has authority on a topic?

- How might instructors help students navigate issues of bias that privilege some sources of information and silence others?
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<th>Table #3</th>
<th>Information is Power</th>
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- How do students view the impact of the information ecosystem on their lives?

- How could something like open access change creation, publishing, and learning?
Table #4 Scholarship as Conversation

- What barriers exist when entering into the conversation of scholarship (or research)?

- How can we enable students to participate in the scholarly conversation at the various levels of consumer, critic, and creator?
Reflections

Differences in audience

• Varying levels of experience with pedagogical ideas
• Personality types

Burnout

• High effort, low impact?

Redesign, reconfigure

• Jockeying for attention
• Other avenues--online, shorter workshops, departmental meetings
The Credo IL Strategy Handbook

credo.link/ilhandbook
Credo’s Learning Tools

Credo's Learning Tools, Instruct and View, can help you progress through your library instruction goals. Let us help you decide which Learning Tool is right for your institution!
Questions?

Zach Claybaugh  
claybaughz@sacredheart.edu

Ula Lechtenberg  
lechtenbergu@sacredheart.edu

Henrietta Verma  
henrietta.verma@credoreference.com
Join us for our next webinar hosted through our InfoLit Learning Community

Teaching with Digital Badges: Best Practices for Libraries
Thursday, August 22, at 2:00 PM EDT.

credo.link/ilcommunitywebinar