

Integrating Library Services in Your Teaching and Research

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Agenda

- Teaching
 - Introduction to ACRL Framework for Information Literacy
 - Examples of how the Framework can be applied in the classroom and beyond
- Research
 - Faculty Research Marathon
 - Florida Southern College Institutional Digital Repository

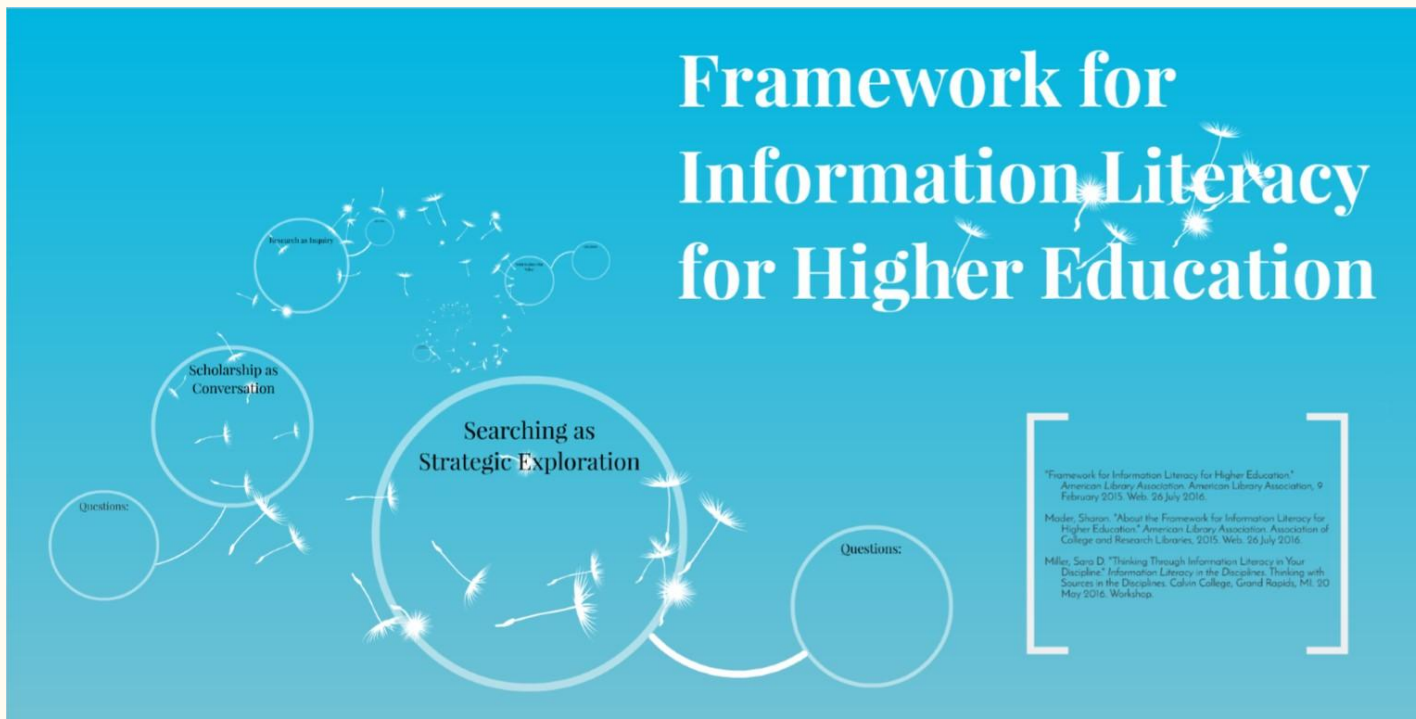
ACRL Framework for Information Literacy for Higher Education

- Introduced by the Association of College & Research Libraries (ACRL) in February 2015 and formally adopted January 11, 2016.
- Replaces the Information Literacy Competency Standards for Higher Education (2000).
- Uses the idea of Threshold Concepts.

Why would we use the Framework?

- Teaches the “why,” not just the “how”
- Teaching towards the threshold concepts in the Framework brings students to a deeper understanding of what scholarship is and how it applies to your disciplines

ACRL Framework for Information Literacy for Higher Education



Threshold Examples

- “Louder than Words: Using Infographics to Teach the Value of Information and Authority” - Looking at Information as having value and being constructed/contextual
- “Using Information as a Springboard” - Looking at Scholarship as Conversation

Example 1: “Louder than Words: Using Infographics to Teach the Value of Information and Authority”

Adapted from: Bravender, Patricia, Hazel McClure, and Gayle Schaub. *Teaching Information Literacy Threshold Concepts: Lesson Plans for Librarians*. Chicago: Association of College and Research Libraries, 2015. Print.

- Value of a Liberal Arts Degree (minimal citations)
- A Tale of Two Meals (incomplete citations)
- Why DFW? (well-documented)

Example 1: “Louder than Words: Using Infographics to Teach the Value of Information and Authority”

Questions students would apply to their infographic:

- What sources are cited?
- Who is the creator/author of the infographic?
- What is the purpose of the infographic?
- Who is the intended audience?
- What financial interests, if any, are in play?

Example 1: “Louder than Words: Using Infographics to Teach the Value of Information and Authority”

Students would be asked to:

- Use the Internet to try to find where the infographic originally appeared.
- Check one of the sources cited (if provided) and determine its legitimacy.
- Choose one claim from the infographic and try to find a different source that confirms the claim.

Example 1: “Louder than Words: Using Infographics to Teach the Value of Information and Authority”

Learning outcomes:

- Students will see infographics as potentially useful sources of information (contextuality)
- Students will consider the responsibility of researchers/ creators to give credit to their sources and will see the value in giving proper attribution (value)
- Students will be able to evaluate the trustworthiness of an information source (value)

Example 2: “Using Information as a Springboard” - Looking at Scholarship as Conversation

Adapted from: Bravender, Patricia, Hazel McClure, and Gayle Schaub. *Teaching Information Literacy Threshold Concepts: Lesson Plans for Librarians*. Chicago: Association of College and Research Libraries, 2015. Print.

Students will use a “popular” article as a starting point for looking at scholarship as a dialog between researchers and as a place to begin their own research.

Example 2: “Using Information as a Springboard” - Looking at Scholarship as Conversation

Learning goals:

- Summarize changes in scholarly perspective over time on a particular topic
- Cite the contributing work of others
- Contribute to the conversation at an appropriate level

Example 2: “Using Information as a Springboard” - Looking at Scholarship as Conversation

Developed interactive [Google Doc](#) for students to collaborate on to demonstrate in real time how scholarship can be looked at as a conversation.

Library Instruction Beyond the Classroom

- Students required to meet with a librarian individually or in small groups
- Library-centric assignments designed in conjunction with a librarian
- “Embedded” librarian

Faculty Research Marathon

“The research marathon is a great opportunity to focus on and complete projects.”

“I loved having a bit of a push to get to campus in the mornings, and I loved having the chance to catch up with colleagues over meals.”

“I got more work done than I do at home or in my office.”

“I was able to look at potential journals for a paper I am working on. I also started scheduling everything for the two new classes I am teaching in the Fall.”

“I liked the focused time to work with a team to develop research proposals.”

Faculty Research Marathon





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What is an Institutional Repository?

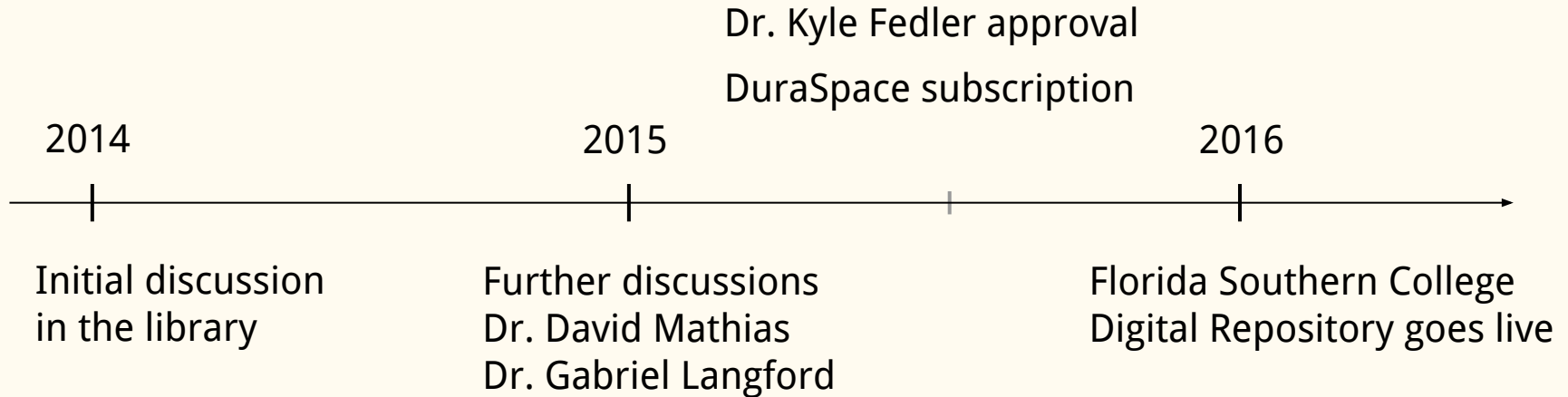
“A set of services offered to members of its community for the management and dissemination of digital materials created by the institution and its community members”.

“An effective IR represents a collaboration among librarians, information technologists, archives and records managers, faculty, and university administrators and policymakers.”

Institutional Repositories: Essential Infrastructure for Scholarship in the Digital Age

<http://www.arl.org/storage/documents/publications/arl-br-226.pdf>

Florida Southern College Digital Repository



FSC Digital Repository Benefits

- Capture the intellectual capital of our institution.
- Increase visibility and prestige.
- Increase usage and preservation.
- Serve as a central archive of a researcher's work.

What Should We Collect?

- technical reports
- major research papers
- honors program
- master's theses
- doctoral dissertations
- book chapters
- articles
- conference papers
- conference posters
- conference presentations

Submission Process

- Mediated deposit model
 - repository administrator responsible for submissions
- Copyright considerations
 - limited embargoes by request
 - metadata only records
- Quality, not quantity
- Author's Declaration for Electronic Submission of Content
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Thank You

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