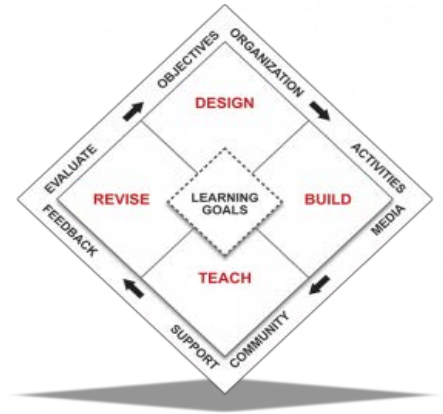


Plan for Developing Library Instruction Guidelines

Library instruction can be designed and developed using the **Quality Course Framework (QCF)**, a model being used across campus for online and F2F instruction (see the model to the right). Embedded in the four-phased approach of DESIGN, BUILD, TEACH, and REVISE are six essential elements:

- (1) course and lesson outcomes are stated as measurable **objectives**;
- (2) an **organizational structure** facilitates usability and learning;
- (3) **learning activities** engage students in a complete learning process;
- (4) course content is provided in appropriate **media formats**;
- (5) a sense of **learning community** is facilitated through specifically planned communication and **student support**; and
- (6) **assessment, feedback and/or evaluation strategies** measure student learning outcomes, as well as overall course/instruction quality.



See <http://tlt.utah.edu/qcf/index.php> for more information and pedagogical grounding of the QCF. Workshops and online resources will be provided to help in the use of this framework for instructional design.

In addition, Four Core Student Library Learning Outcomes have already been defined through GUS to help standardize instruction. Additional disciplinary or specialty outcomes should be added as needed. See more information about other disciplinary program outcomes you could include in your instruction at:

<http://learningoutcomes.utah.edu> or <http://ugs.utah.edu/gen-ed-reqs/outcomes.php> :

1. **Engage in the research process and construct knowledge by:**
 - Defining a research topic/questions
 - Articulating information needs and research purpose
 - Implementing effective search strategies
 - Developing an awareness of disciplinary signature pedagogies and research
2. **Demonstrate effective information seeking skills for locating, selecting, retrieving and evaluating information by:**
 - Utilizing a variety of sources and tools both print and electronic
 - Discerning between scholarly and non-scholarly sources; as well as primary and secondary resources
 - Compiling, categorizing and managing citations during the information seeking process
 - Employing ethical and legal standards when using sources and information resources
 - Critically evaluating information sources and
3. **Synthesize and communicate information and sources in a variety of formats both written and oral by:**
 - Compiling and organizing information for presentation planning
 - Using a variety of textual, visual, and media formats for presentation
 - Presenting information/research in an effective manner
4. **Exhibit dispositions of a researcher and confidence to apply research knowledge to new problems and situations by:**
 - Developing transferable skills for comfortably use technology to find and use information
 - Demonstrating confidence and patience when doing research (problem solving attitude)
 - Valuing the concepts of student directed learning and lifelong learning

This framework, core outcomes, and following Teaching Guidelines Matrix can be used for planning and teaching a variety of delivery formats. This teaching and learning framework and core outcomes have also been aligned to instructional values identified by GUS to be critical for effective instruction such as: faculty partnerships and collaborations, effective instructional practices, supportive and shared learning environments, and professional responsibility (see the matrix on pages 3-4 of this document). See how the 4 core student learning outcomes can also be aligned to the new ACRL frames.

How the Marriott Library Student Learning Core Outcomes Align to the new ACRL Frames:

ACRL Frames	Library Program Outcomes
Authority Is Constructed and Contextual Information Has Value Searching as Strategic Exploration	Demonstrate effective information seeking skills for locating, selecting, retrieving and evaluating information by: <ul style="list-style-type: none"> Utilizing a variety of sources & tools (print & electronic) Discerning between scholarly and non-scholarly sources; as well as primary and secondary resources Compiling, categorizing and managing citations during the information seeking process Employing ethical and legal standards when using sources and information Critically evaluating information sources and resources -
Scholarship as conversation Searching as Strategic Exploration	Engage in the research process and construct knowledge by: <ul style="list-style-type: none"> Defining a research topic/questions Articulating information needs and research purpose Implementing effective search strategies Developing an awareness of disciplinary signature pedagogies and research traditions
Research as Inquiry Information Creation as a Process	Synthesize and communicate information and sources in a variety of formats both written and oral by: <ul style="list-style-type: none"> Compiling and organizing information for presentation planning Using a variety of textual, visual and media for presentation Presenting information/research in an effective manner
Dispositions are embedded in all of the six frames	Exhibit dispositions of a researcher and confidence to apply research knowledge to new problems and situations by: <ul style="list-style-type: none"> Developing transferable skills for comfortably use technology to find and use information Demonstrating confidence and patience when doing research (problem solving attitude) Valuing the concepts of student directed learning and life long learning

What comes next:

- The next step is to vet the library instruction matrix and framework through the Library Services Committee, so please provide feedback on this document to your Library Services representatives.
 - A link to an electronic version of this document will be shared in Flash for your review.
- Development of recommendations for how to align the core outcomes and teaching guidelines to the different disciplinary and teaching cases, as well as to one-shots, embedded librarian work, and for-credit library courses to help guide instruction design and implementation.
- An online canvas course will be created with teaching and learning literature resources (for library instructors) and tools for designing and developing library instruction
- A library instruction needs assessment of our faculty partners will be conducted to better understand the faculty and student information literacy needs
- Preparing-to-teach checklists and templates will be provided to help you streamline the teaching process if needed
- A rubric and process for the peer review of library teaching will be designed
- An assessment plan for evaluating library teaching, will be developed by anyone interested in this process, that includes a logic model and curriculum mapping and this will be created and shared with library teaching partners

The **Teaching Guidelines Matrix** aligns Core Teaching Values and Standards for Designing and Teaching Library Instruction at the J. Willard Marriott Library. In addition to aligning instruction to the MLIB Student Learning Outcomes, as a library instructor you will:

As Instruction Librarians We Value:	<i>Faculty Partnerships and Collaboration</i>	<i>Effective Instructional Practices</i>	<i>Supportive and Shared Learning Environments</i>	<i>Professional Responsibility</i>
Phase 1: DESIGN Instruction	<ul style="list-style-type: none"> • Contact the professor before the scheduled class (in person, email or on the phone) to identify class needs, goals, and outcomes for the session(s) • Plan the session length and content based on professor and student needs 	<ul style="list-style-type: none"> • Design a coherent lesson plan that includes: outcomes, assessments, and teaching and learning activities in written or online format • Align lesson plan to the course syllabus. Ask for a syllabus in order to see what is included in the readings and what the projects will be. This will help shape and integrate your library instruction presentation. • Align lesson plan to the ACRL framework and/or AACU LEAP outcomes (review the Framework for Information Literacy prior to developing an instructional plan) • Align lesson plan outcomes to the GUS Information Literacy Outcomes 	<ul style="list-style-type: none"> • Compile a variety resources (tutorials, handouts, examples) to incorporate into lesson planning to support student learning • Use relevant or real world examples if possible to help engage students in the session 	<ul style="list-style-type: none"> • Use professional experience and teaching expertise to select appropriate content for library sessions
Phase 2: BUILD Learning Activities	<ul style="list-style-type: none"> • Collaborate with faculty on the development of the session to include teaching and learning activities and assessments, as well as relevant materials, databases, handouts, and activities 	<ul style="list-style-type: none"> • Develop strategies to integrate students' prior experience/knowledge or questions into lesson • Gather relevant library resources and examples needed for the lesson plan • Create handouts or take-aways to help students navigate the lesson and use after the session • Develop tutorials or other materials if needed for inclusion in the instruction or materials • Design formative feedback opportunities to gather student feedback about the value of the library instruction session 	<ul style="list-style-type: none"> • Create library guides or Canvas pages to supplement lesson that are easily to navigate • Build into the lesson opportunities for support into the Canvas course, library guide, and session (like tutorials or step-by-steps) to encourage learning beyond the session • Incorporate the best type of media for presenting materials related to the lesson plan • 	<ul style="list-style-type: none"> • Provide a plan for implementing the lesson • Create professional looking materials • Provide contact information for post-instruction follow-up and consultations

As Instruction Librarians We Value:	<i>Faculty Partnerships and Collaboration</i>	<i>Effective Instructional Practices</i>	<i>Supportive and Shared Learning Environments</i>	<i>Professional Responsibility</i>
Phase 3: TEACH F2F or Online	<ul style="list-style-type: none"> Engage the course instructor in the information literacy session(s) if possible by asking questions, etc. Request to be embedded into the Canvas course to provide better connection and access to students 	<ul style="list-style-type: none"> Outline what the session will cover (on board or in canvas)—learning targets/outcomes and content Prepare and show command of the material Use engaged teaching strategies to engage students in the session Use questioning and discussion techniques (one example is think/share/pair) to break up lecture components Use appropriate pacing (including waiting more than 3 seconds for students to respond to questions) Finish the session by reviewing what was covered 	<ul style="list-style-type: none"> Establish a rapport with students Create a respectful, supportive and shared learning environment Check to see if students are lost or off task Is aware of student questions or raised hands Encourage student-student discussion and sharing 	<ul style="list-style-type: none"> Be on time for the instructional session to get set up and greet students “Optional” recommendation to keep a teaching journal and track what we do with assessment and making changes to our teaching Appear interested in and excited about the material Adhere to standards of ethical conduct in the classroom Grade the assessment if asked to do that by the instructor Create a safe and comfortable learning environment in each session that is respectful and inclusive for all students

As Instruction Librarians We Value:	<i>Faculty Partnerships and Collaboration</i>	<i>Effective Instructional Practices</i>	<i>Supportive and Shared Learning Environments</i>	<i>Professional Responsibility</i>
Phase 4: REVISE Instruction: Close the Assessment and Evaluation Loop	<ul style="list-style-type: none"> • After the session, share reflections, observations, and ideas about the session(s) with the instructor as well as your plans for improvement 	<ul style="list-style-type: none"> • Reflect on how the teaching session went. What to improve? What to omit? • Review formative feedback if collected from students for improving instruction • Ask for feedback from the instructor once an assignment is completed by the students 	<ul style="list-style-type: none"> • Gather data about the student research experience and attitudes about doing research • Track follow-up incidences, subject guide stats or canvas analytics to measure how students utilize resources 	<ul style="list-style-type: none"> • Plan for professional growth and development in the area of teaching • Design and implement assessment strategies to monitor the teaching and learning experience • Maintain accurate records of teaching, improvement strategies and assessment data • Record instructional sessions in Desk Stats • Request feedback from peers about teaching