Skipping Stones: The Ripple Effect of Collaborating with a Center for Teaching and Learning

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Goals

- Identify strategies for collaborating with a campus center for teaching and learning
- Articulate benefits and challenges of providing information literacy grants to faculty
- Understand strategies for assessing faculty collaborations around information literacy
Outline

- Larger context – our campus and beyond
- Information literacy grant
- Impact on our instruction program
- Impact on faculty and lessons learned
Context

- 4-year residential college of liberal arts and sciences
- 2,600 undergraduate students
- Core group of 5 R&I librarians provide most library instruction
- In 2017-18, librarians worked with 219 classes
- In 2017-18, 66% (1,721) of students attended a library session
  (90% first-year; 63% soph.; 52% juniors; 54% senior)
Teaching Center

- Johnson Center for Creative Teaching & Learning started in 2002
- No physical location
- Director (faculty) and Advisory Board (9 members)
- Board includes faculty from all academic divisions, recent recipients of two teaching awards, and representatives from Academic Advising, IT, and the library
Collaboration

<table>
<thead>
<tr>
<th>Common Programming</th>
<th>Librarians as Participants / Partners</th>
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<tbody>
<tr>
<td>• New faculty and graduate student orientation</td>
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<td>• Individual consults</td>
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<td>• Providing teaching-related workshops</td>
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<td>• Support for course development (grants)</td>
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<td>• In-house professional development [Hoseth, 2009]</td>
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<td>• Partners in programming: librarian-initiated vs. Center-initiated [Jacobson, 2001]</td>
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**Benefits**

• Fostering communication across campus
• Increased visibility of teaching role of librarians
• Future partnerships; service on campus committees [Warner and Seamans, 2004]
Programming

- Library involvement on our campus has included:
  - New faculty orientation
  - “In the Classroom” discussions on IL and assignment design
  - Workshops: Open Education Resources, Scholarly Communications issues, technology, digital literacy, and Digital Humanities
  - Course development grants
Discussion

How are the library and teaching center collaborating on your campus?

Share on Padlet: https://padlet.com/musslib/loex19
A screenshot of the Padlet responses was taken after the LOEX presentation and added to the presentation for this archived copy.
Opportunities

Johnson Information Literacy Grant (2012)
- (Re)design course to include an emphasis on library-related student research
  - 200-300 level
  - $1,000 stipend

Johnson Teaching with Special Collections Grant (2017)
- Enhance course to include using archival/primary sources for assignments
  - 100-200 level
  - $1,000 stipend

Johnson Digital Literacy Assignment Grant (2017)
- Enhance course to include a digital literacy assignment
  - $500 stipend
  - 20 hrs. student support
IL Grant

- First awarded spring 2012
- 200-300 course level, spring semester only
- $1,000 faculty stipend
- IL skills and concepts integrated, sequenced, and assessed
- Goals:
  - Increase awareness/ support of IL beyond 100-level
  - Assess student learning to inform local practice/ improve teaching effectiveness
  - Develop faculty champions – “ripple effect”
IL Grant Experience

- Consultation and application
  - Moving beyond usual practice

- Planning and implementation
  - Librarian as partner in teaching
  - Examples:
    - Course-integrated IL instruction
    - Research consultations with librarians, peer research mentors
    - Assessment: pre/post tests, rubrics
    - Fun!
# Impact on IL Program

## IL Instruction Sessions by Course Level, 2014-2019

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<tbody>
<tr>
<td>100 level</td>
<td>105</td>
<td>101</td>
<td>110</td>
<td>120</td>
<td>119</td>
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<tr>
<td>200 level</td>
<td>56</td>
<td>49</td>
<td>62</td>
<td>48</td>
<td>60</td>
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<tr>
<td>300 level</td>
<td>53</td>
<td>38</td>
<td>33</td>
<td>34</td>
<td>47</td>
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<tr>
<td>400 level</td>
<td>11</td>
<td>11</td>
<td>9</td>
<td>12</td>
<td>16</td>
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<tr>
<td>Other</td>
<td>9</td>
<td>5</td>
<td>5</td>
<td>6</td>
<td>6</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>234</strong></td>
<td><strong>204</strong></td>
<td><strong>219</strong></td>
<td><strong>220</strong></td>
<td><strong>248</strong></td>
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Impact and Challenges

Departments of Courses Supported, 2011-12 to Present

- Africana Studies
- Anthropology
- Art & Art History
- Biology
- English
- Globalization Studies
- Health Sciences
- History
- Music
- Philosophy
- Psychology
- Public Policy
- Religious Studies

Number of IL Grant Applications Received, Fall 2011-2018

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<tbody>
<tr>
<td>2011-12</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>4</td>
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Assessment

Research Question

● What impact, if any, do faculty IL grants have on...
  ○ Faculty understanding and purposeful integration of IL into their courses and/or department curriculum
  ○ Faculty perception of librarians as collaborators in student learning
<table>
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<th>Motivation</th>
<th>Need</th>
<th>Prior IL Awareness</th>
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<td></td>
<td>increase rigor, poor use of sources, underprepared students, limited breadth of research, poor citation</td>
<td>disciplinary/national conversations, Gettysburg’s info. lit. outcomes, changing info. landscape, visual literacy with info. literacy</td>
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<table>
<thead>
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<table>
<thead>
<tr>
<th>Impact</th>
<th>Self</th>
<th>Course</th>
<th>Students</th>
<th>Department</th>
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<tr>
<td></td>
<td>librarian as partner, IL ownership, campus collaborators, IL pedagogy, assessment (rubric), presentations/articles; presentations/publishing</td>
<td>IL assessment, course SLOs, topics (source evaluation, citation, access to information), redesign, assessment</td>
<td>improved IL skills, source evaluation, information landscape, research process, participation in scholarship</td>
<td>none</td>
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</table>
I feel like participating... with the library always has spillover effects into every other course in some way because I become more aware... and I also have a shift in my perspective in terms of how do students see these issues...
I think the biggest benefit for me was that [this] was really when I really felt like the librarians were truly my partners in education. That has extended to today.
Looking back on it...I sought these kind of opportunities, maybe in part because they were opportunities to talk and learn together...and that’s so valuable! ...to learn from other people on campus and contribute to things in a more collaborative way.
Changes

Connections
- Developing a community of practice for the participants

Sustainability
- Limit the number of awarded grants to 2.

Assessment
- Formalize the assessment for grant participants and librarians, not just the courses.
Thank you!

Any questions?
You can reach us at:
caugess@gettysburg.edu or kodessha@gettysburg.edu
References


Grant Information


Credits

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