Seizing the Opportunities Presented by Change
Developing & Implementing Collaborative Information Literacy Programs with Team-based Teaching

Victoria F. Caplan & Eunice S.P. Wong
Hong Kong University of Science & Technology
lbcaplan@ust.hk & lbeunice@ust.hk
Outline

• Background
• Change & Opportunity
• Best Practices & Outcomes
  1. Get Administrative & Institutional Support
  2. Embed IL in Partners Curriculum
  3. Communicate Well Between & Within Teams
  4. Learn to Design Instruction & Teach More Effectively (all formats)
  5. Use Assessment Cycle
Background - HKUST

- Opened in October 1991
- English Medium of Instruction
- PhD granting
- UGC (Government) Supported

Students:
2011: 10,219 (6,439 UG + 3,780 PG)
2012: 12,596 (8,699 UG + 3,897 PG) = 23% increase in UGs
2013: 13,079 (8,849 UG + 4,230 PG)
Background – HKUST Library

http://library.ust.hk

93 full time staff

IL Instructors
• 7 Ref librarians supplemented by:
• 6 T.S. librarians
• 3 other librarians
Background – HKUST Information Literacy Program

Menu of Outcome-based Library instruction

– Orientation programs
– Course-related classes
– Database workshops
– Web-based tutorials
– Credit-bearing information literacy course (2005-2010)

Promote Information Literacy Teaching & Learning
Partnership to Faculty & Instruction to Students

• Various methods
• Fairly Successful

Email! Web pages & forms Faculty orientation & outreach Newsletters RSS feeds, Facebook...
2012 - Change in Education System - 3-3-4

Old System
6 years primary
5 years junior secondary (Form 5)
Big Exam (HKCEE) - weeds out students
2 years senior secondary (Form 6 & 7)
Big Exam (HK A-levels) – weeds out more students
3 Years University
  • Students apply via JUPAS
  • Admitted to majors

New System - 334
6 years primary
3 years junior secondary
3 years senior secondary
Big Exam (HKDSE)
4 Years University
Students apply via JUPAS
Admitted to schools (not majors)
3-3-4 meant...

2,000 increase in UGs at HKUST in 2012
- Everyone knew no more business-as-usual

More money for facilities & staff
- New E-Learning classrooms in Library & Improved IT
- 1 new Instruction Librarian

New curriculum & pedagogies
- All academic units must re-develop programs & classes
- Incorporate more critical thinking & research opportunities
- Change in programs & new “Common Core” classes
- Re-designed English language curriculum for 4Y degree changed content, coordination, & teaching

Will need economies of scale
Seizing an Opportunity (our case)

334 = New Opportunities for Facilities, Curriculum, Pedagogy ...plus

New University Administrator end of 2010 (Provost)
  – Library carefully prepared tour & introductory meeting
  – Library had many proposals, among them for IL:
    • Required IL course or sub-course for 1st years
    • Or, a new Common Core course

Provost counter-suggestion:
  – “Deep collaboration” with Center for Language Education (CLE)
    English’s restructured curriculum
  – Began to plan pilot in Spring 2011 & rolled out 1st pilot fall 2011

Collaborative Program Panned & Implemented
  – Rolled out Fall 2012
  – Continues today
  – Discussions for future, further team collaboration
Best Practice 1:
Get Administrative & Institutional Support

Advocate for the Library & Make Good Impression
   – Plan short effective tours & meetings for administrators
   – Present good accomplishments
   – Present ideas & plans for new things to be done with different support levels

Be Open to their Suggestions & Ideas
   – Follow Through

Follow up Regularly
   – Plans
   – Progress reports & short descriptions of accomplishments (“constant advocacy”)

Think & Plan & Advocate Holistically:
   – More staff, Better facilities & E-platforms -> better IL Programs
Our Partner: Center for Language Education (CLE)

CLE’s English Curriculum
- Integrated with all School & Department
- Allows integrated, developmental IL program
- Students have authentic, graded tasks needing IL skills

InfoLit Skills incorporated into
- LANG 1002 (all schools)
- 2000 levels courses – School based (2nd or 3rd Year)
- 3000-4000 level – departmental based (some, at this time)

CLE Team teaches
Library Team teaches
2 Teams, team-up!
Best Practice 2 – Embed IL in Partner’s Curriculum for Co-Teaching

Work Closely with Partners to Embed IL

Are they re-designing curriculum?
• Meet with them
• Discuss how the IL skills can fit into their assignments

They already have curriculum plan & schedule?
• Get copies of syllabus, work-books, assignments

Do student assignments & projects have IL learning potential?
• Use & also suggest how to change the assignments to accomplish mutual student learning goals (gently!)

Ask partners to make IL sessions or e-learning “required homework”
• Lib takes attendance & shares with partner
• Find the “sweet spot” to schedule instruction (btwn given assignment & hand-in)

Link to Each others E-Resources
• We link to each others pages & guides

Train and Help Partners on IL skills
• Ours needed help & advice on APA citation style
Best Practice - 3
Communicate Well Within & Between Teams

Communicate & Coordinate with Departmental Partner
Flat Organization - Team Leader to Team Leader (if possible)
Example:
• LANG 1002: IL Manager leads coordination with CLE Team Leader
• LANG 2000 level & above
  • Subject Librarian for area + IL Manager both coordinate w CLE Team leader

Create, Communicate, & Coordinate with your Teaching Team
• Someone (IL Manager in our case) coordinates Lib Teaching Team
• Someone (Subject Librarian + IL Manager in our case) creates & organizes teaching materials (LibGuides, ppts, hand-outs, tools)
• Prepare & Give Briefing sessions for Teaching Team
• New class? Give sample class to Lib Team Teachers for observation, suggestion, & and Q&A

Good & regular communication fosters spirit of collaboration!
Outcome - Working with Partner & Team
IL Classes & Sessions Increase & Stabilize

Classes & sessions for past 6 years

2011-12  - Piloted CLE UG Collaboration
          137 sessions by 7 ref librarian to 3,474 students

2012-13  - Launched CLE UG Collaboration & e-learning – double-cohort!
          Y1 Classes - 84 sessions to 2,870 students (48 by 5 ref librarian & 36 by 9 others)
          Y2 & above - 43 sessions by 6 ref librarians to 1,194 students

2013-14  - CLE UG Collaboration Achieving Stability
          100 sessions by 7 ref librarians to 3,111 students
Outcome ~ ½ F-to-F IL Instruction CLE- Collaboration (Team Teaching)

Library Instruction 2012-13 - 328 sessions (by no. of attendees)

Library Instruction 2013-14 - 289 sessions (by no. of attendees)
Best Practice 4 - Learn to Design & Teach More Effectively (all formats)

Instructional Design & Delivery

- Learn & use new methods & retain best of old
  - Locally (ex. CELT) & via prof orgs (ex. ACRL)
  - With & from team members

Face-to-Face Teaching Supports E-Learning

- Clear ILOs, supported by...
- Engaging & Interactive activities
- Designed backward from assessment
- Use & Introduce e-learning tools in class

E-Learning Supports Face-to-Face

- E-Learning tools enhance (deepen & extend) f-2-f teaching
- E-learning for out-of-class learning
- E-Learning tools based on ILOs

If “no time” - can use e-approach only

- LibGuides + E-Learning Objects

Assess & Evaluate

Course Level

Class level

Different types of assessment & evaluation

Multiple choice quiz, One minute papers, Course instructor’s assessment of student work

Individual, Group (e.g. LANG 1002, tutorial group 37)

Cohort Level

- all LANG 2030 students in Spring 2013

Disseminate Results

Within own team

To other teams in Library + Library Admin

To departmental partner teams

To University Administration

Revise, Repeat, Continue…
### Outcome – Effective New Pedagogies

**Face-to-face & E-Guides - Reinforce each other**

<table>
<thead>
<tr>
<th>CLE Collaboration - 2012-13</th>
<th>Sessions</th>
<th>Attendees</th>
<th>Assoc. Libguide hits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LABU 2052 Business Case Analyses II</td>
<td>22</td>
<td>628</td>
<td>5,595</td>
</tr>
<tr>
<td>LANG 1001 &amp; 1002</td>
<td>84</td>
<td>2,870</td>
<td>96,770</td>
</tr>
<tr>
<td>LANG 2010 English for Science I</td>
<td>1</td>
<td>4</td>
<td>n/a</td>
</tr>
<tr>
<td>LANG 2030 Technical Communication I</td>
<td>18</td>
<td>526</td>
<td>4,064</td>
</tr>
<tr>
<td>LANG 2070 English for Global China Studies I</td>
<td>2</td>
<td>36</td>
<td>2,049</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>127</strong></td>
<td><strong>4,064</strong></td>
<td><strong>108,478</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CLE Collaboration 2013-14</th>
<th>Sessions</th>
<th>Attendees</th>
<th>Assoc. Lib Guide hits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LABU 2052 – Business Case Studies [no f-2-f]</td>
<td>n/a</td>
<td>n/a</td>
<td>6,985</td>
</tr>
<tr>
<td>LANG 1002 English for University Studies I</td>
<td>45</td>
<td>1,508</td>
<td>29,949</td>
</tr>
<tr>
<td>LANG 2010 English for Science I</td>
<td>19</td>
<td>214</td>
<td>4,393</td>
</tr>
<tr>
<td>LANG 2030 Technical Communication I</td>
<td>40</td>
<td>1336</td>
<td>7,818</td>
</tr>
<tr>
<td>LANG 2070 English for Global China Studies I</td>
<td>3</td>
<td>53</td>
<td>2,515</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>107</strong></td>
<td><strong>3,111</strong></td>
<td><strong>51,560</strong></td>
</tr>
</tbody>
</table>
## Outcome - Effective New Pedagogies

### E-Learning Objects in Assoc. LibGuides Get Used

<table>
<thead>
<tr>
<th>E-Objects</th>
<th>2012-13</th>
<th>2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>E-Objects total</td>
<td>28</td>
<td>38</td>
</tr>
<tr>
<td>Total use (hits)</td>
<td>17,753</td>
<td>22,508</td>
</tr>
<tr>
<td>No. 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How to Cite in APA Style</td>
<td>5,940</td>
<td>How to Cite in APA Style</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4,707</td>
</tr>
<tr>
<td>No. 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What is a Citation?</td>
<td>5,589</td>
<td>What is a Citation?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2,544</td>
</tr>
<tr>
<td>No.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Find News Articles in LexisNexis</td>
<td>1,276</td>
<td>Search &amp; find News w/ WiseNews</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1,438</td>
</tr>
<tr>
<td>No.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Find Magazine Articles with EBSCO</td>
<td>702</td>
<td>Find Magazine articles with EBSCO</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1,266</td>
</tr>
<tr>
<td>No. 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How to use Google Scholar Citations? *</td>
<td>520</td>
<td>How to Cite IEEE Style</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1,128</td>
</tr>
</tbody>
</table>

* Only one in Top 5 NOT embedded in CLE Collaboration related IL learning
Assess & Evaluate – Online if Possible
- Individual
- Group ex. LANG 1002, tutorial group 37
- Class Level ex. all LANG 2030 this term
- Cohort e.g. Madison Assessment pre-test Y1 & post-test Y3

Use Different assessments
- Multiple choice
- One minute papers, scenarios, etc.
- Course instructor’s assessment of student work

Analyze & Disseminate Results
- Within own team
- To other teams in Library
- To Library Administration
- To departmental partner teams
- To University Administration

Cycle: Revise, Repeat, Continue...
Qualitative Outcomes - Thanks from Partners

“Dear Reference colleagues … thanks for arranging the library classes for us! I went to one of the sessions myself and the class & would just like to say a word of thanks to you and your team for preparing and delivering the was very detailed and comprehensive. It was an excellent introduction to the research and referencing skills that all the students need for their studies at university. The guide is also a great resource. I just printed out a copy for all the teachers in LANG 1001 because I know teachers and students will refer to the guide many times for the rest of the project.

- LANG 1001 Coordinator – Fall 2012

“ We have to say a big thank you to you and your team for delivering another round of library classes for the course of LANG2030. I had a look at the registration, and it seemed to me that over 600 students had registered for the class. I attended one of the classes myself, and found the class fully attended with students very much engaged. This is on top of myself being able to learn something new every time I went to the workshop.

So thanks very much to everyone in your team – Celia, Jacky, Lewis and Victoria and others! As usual, we need to follow up with the students who missed the workshop for different reasons and we are reminding teachers and students of the library guide that is so readily available on the library web site.” – LANG 2030 Spring 2014
Qualitative Outcomes
Positive & Constructive Student Feedback

In Class One-Minute Papers

“Using different types of searching engine => I only know to use google before the class” – LANG 1002, Fall 2013

“Thorough explanations on the useful tools that I will require to use to revise my innovation.” – LANG 2030 Spring 2014

Feedback on E-Learning via CLE Required E-Quiz on Citation – LANG 1002

“This course guide is really helpful, especially for my LANG 1002 assessment. Furthermore, I think this guide can help us in improving my writing for other subjects. The learning interactive is also really useful in improving my citation skill. Thanks a lot for the guide.”

“The course guide is useful in our future study as we seldom learn about citation before. The guide is also well-organized that I can easily get information from it. The interactive exercises are able to urge students to read the related information and explore about citation.”

The flash animation of citation instruction could be better if it pauses a bit at some important points and incorporate more interactive exercises.
Best Practices Summary:
Be Proactive – or even “High Performance”  
(Farka & Hinchlifee, 2013)

Get Administrative & Institutional Support
• Plan early & holistically to sustain, improve, & possibly expand (staff, facilities, etc.) & continuously report & advocate

Embed IL in Partners’ Curriculum for Co-teaching
• IL teaching & learning within authentic tasks of partner

Communicate well within and Between Team
• Meet, plan, & discuss before, during, & after

Learn to Design & Teach More Effectively (all formats)
• From teammates, partners, others in org & professional orgs

Use Assessment Cycle – Benchmarking & Improvement
• Different levels (indiv. Group, cohort, etc.) – online if possible
References


Thank you  多謝  謝謝

Q & A