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Tidying Up: Information Literacy Program Sparks Joy!

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Tidying Up: Information Literacy Program Sparks Joy!

Abstract

Making a simple adjustment to how we set up our information literacy one shot sessions sparked new joy among the faculty and the librarians. Using Springshare's suite of applications we were able to tidy up the process for requesting, scheduling, and presenting our information literacy one shot sessions. This conference proceeding will provide an overview of what tools we used and how we were able to spark joy in our information literacy program.

Keywords

Information Literacy Program, Springshare Platform, Organization, CU @ the Conference

The information shared in this conference proceeding was presented as a lightning talk at SCLA College and University Section's C U @ the Conference virtual program on June 5, 2020. See appendix for a link to the Google Site used to present the information.

To simplify our information literacy program's request process, we began to build a simple workflow using the Springshare's platform of applications including LibWizard, LibCal, and LibGuides. Making this simple adjustment to how we set up our information literacy one shot sessions sparked new joy among the faculty and the librarians. Using Springshare's suite of applications we were able to tidy up the process for requesting, scheduling, and presenting our information literacy one shot sessions, online modules, and course guides. The first steps involved determining the tools and workflow plan that we would use. With our knowledge of Springshare's platform of applications for other tasks at the library, including webpages, room reservations, and tutorials, it was logical for us to use these same tools for our latest project.

First, we needed to decide how we would get the information to our faculty. Utilizing the functionality of LibGuides, we built an information literacy focused page on our website which can be found at <https://libguides.lander.edu/infolit>. This page includes information about what information literacy is, how to request and schedule one of our instructional opportunities, what types of instructional opportunities we provide, what we provide with our program, and what are instructional spaces look like. Creating this page allowed us to house our request forms and calendar with the other information about our program all in one place.

Next, we had to determine what information we would need to collect from faculty and how we were going to collect the information. Leaning on Springshare's Libwizard tool we created forms to collect the needed information. We set up a form for each of the three main instructional experiences we provide, information literacy sessions, module/tutorial creation, and course guides. Setting it up

through Libwizard allowed us to not only have the needed information for the specific request, but also a place to go for statistics.

We also built an information literacy session menu to allow faculty to choose topics to be covered within the instructional experience. The menu is based on the Association of College and Research Libraries Framework for Information Literacy for Higher Education. On the backend, the menu allowed us to create an organization system for the variety of activities and presentations used to cover the different elements on the menu.

As part of the request form, we asked the faculty member to review the Library Activities Calendar to confirm that our instruction spaces were available at the time they were wanting to schedule this session. This cut down on a lot of the back and forth emails to find an appropriate day and time. We used LibCal to create the calendar and publicly placed it on our Information Literacy page. This not only allowed the faculty to easily see when the space was in use but gave our student workers a place to easily check to see which class might be in the space. Our student workers field a lot of questions from students about if their class is meeting in the library today or not. Using the LibCal is another way that we are now able to track statistical trends with our spaces and our instruction sessions.

Faculty would submit the appropriate request form to the Teaching and Learning Librarian (TLL) for scheduling. The TLL would then coordinate with the liaison librarian for the given request to schedule the session or make plans to build the instructional experience through modules or a course guide. Once the session was scheduled the TLL and the liaison librarian would collaborate to build the instructional experiences using LibGuides and Libwizard as needed. For in person sessions, the librarian used LibGuides as the landing page for the class providing an easy to follow lesson plan and a place for students to return for information later when they began their research. If the faculty member only wanted a landing page for the students to use for locating curated library materials and tips, the

librarian would build a course guide using LibGuides. Some faculty did want to devote an entire class to an information literacy session. In those instances, they could request a module to be created for the students to do outside of class. Modules were built using LibGuides to house the module and LibWizard to provide assessments of the students' understanding of the material covered. The results of these assessments are easily sent to the faculty to show participation and completion of the module.

This tidying up of our workflow for information literacy instructional experiences has proven to streamline our process, assuring we are getting the needed information from the faculty, and eliminating the back and forth emails to schedule the session. In March of this year with the shift to remote learning due to the COVID-19 pandemic, we continued to offer the course guides and modules to faculty. Some of our scheduled in person sessions were shifted to modules for students to complete since they were not synchronously meeting. Over the summer we have revised the form for in person sessions to virtual sessions and continue to offer the course guides and modules. At the start of the fall semester we felt ready to continue to provide information literacy instructional experiences for our students.

Appendix

Google Site: <https://sites.google.com/view/tidyingup/home>