

## **Illuminating New Instruction Research: Applying Research to Practice**

**ACRL Instruction Section Program, ALA Annual Conference, July 12,  
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### **Questions and Comments (#ala09\_is)**

Yes K-12 experience is critical. But what partnering can we do? We (as a community college) have held meetings with h.s. librarians, but neither side is sure about how to define substantial change. Can you?

Have you considered doing IL testing of all students as they begin college? Those who failed may have to take a remedial course.

I appreciate Heidi's comments.

But when I see an article like this one I'm looking for hints about how it informs university & CC Y's program.

Randy, Michelle, what does the article suggest to improve their program?

Heidi: Does the article offer a model for local research? What?

Lib. Use does not equal info lit so are there suggestions for how to survey students about IL when they don't know the term and they don't already think about how they're using information?

Is there a good example of research that has done that?

Is there any research on literacy that might inform us, because you can't be information literate without being literate.

After providing IL instruction, we are examining student citation pages of papers to see how scholarly the sources are, how diverse they are, etc. To do this we ask faculty to volunteer, but this self-selection may have a pro-library bias. How can we get greater trustworthiness to our study? We do have a control & experimental group, but again, these are self-selected. We also get IRB approval first.

What is phenomenography?

It is important to examine student IL learning during a single course, during an academic year, during the 4 years of undergraduate education career and how much they retain after graduation.

If one of the issues you're trying to address is a difference between students with and without English as a first language, would you get different results asking students about their experience in info-literacy in their first language?

Your comments about inquiry and reflection remind me of the Big 6 model commonly used in K-12. Can you discuss the value of that model at the higher ed level?

How do you define "information literacy?"

Do you find anything problematic in the use of this phrase?

How do you plan or handle any sort of information literacy in the broad sense (not one-shots or tours) at a community college without cohorts, groups or "freshmen?"

Please recap the findings of the Lupton study. Do the results suggest that IL instruction works better in the context of assignments for classes in the discipline, i.e. not in an IL course?

Can university X and Community College Y coordinate information literacy programs in a way that would not isolate community college Y students who do not intend to transfer?

HJ – Lupton “hadn’t been replicated in lit” yet this is a non-library journal. What are about 3 good non-library journals to search/scan?

Further to question on what to read outside of library literature ... suggest keeping an eye on the emerging scholarship of teaching and learning.

With the emphasis on faculty and librarian partnerships/collaboration – is there a movement towards faculty and librarian jointly developing curriculum in the disciplines?

Aren’t librarians involved in assisting learning activities in reference, and if so, how do we follow through with post first-year course objectives?

If your methodology and interpretation are sound, what added value does a theoretical framework (like phenomenography) provide? It seems like it might just be trying to fit your research into a category to seem more academic.

The Lupton article uses a procedure which depends on a high level of capacity to analyze the interview transcript. This is also very time consuming. So this seems to set up a tension between doing good research and realistic time available – comment on how to relieve this tension.

Many methods courses include librarians in team teaching – chemistry, literary analysis, sociology/anthropology, science

(from a small college perspective) People look for large shifts (i.e. a programmed approach to collaborative course development) But one-to-one collaborative opportunities are often very rich and worthwhile learning experiences for the particular faculty, librarians and students involved. In other words, don't let 'perfection' (reaching all students) get in the way of "good" practice (deep value for some individual students and faculty & librarians)

I feel like I am learning a lot from my practice when I am teaching. I have a lot of intuition about what is working or not in my teaching. How do I justify taking the time to research all of my instruction questions to improve my practice?

If we want to strengthen our evidence-based practice, should we just read more research or do we need to pursue more formal education in research methodology so that we can be better readers of research, or better researchers ourselves?

Can you have effective practice that hasn't been tested by research?

Studies focused on in the program – use phenomenological methods – what about action research or studies using wider variety of methods?  
Can you recommend any such studies?