

NEECLIG Meeting Minutes (16 May 2019)

In attendance:

- Corinne Ebbs, Shana Chartier, Anne Jung Mathews, Cecilia Sirigos, Sam Westall, Christine Brown, Sheri Sochrin, Katie Beth Ryan, Tiffeni Fontno, Jason Soohoo

Set up:

- 3 white boards, 1 ACRL Framework component per board
- Large tablets

Discussion point:

- "What am I doing with this framework (on the whiteboard)? How am I using it with my students?"
- For those on ZOOM: collaborative chat on Framework and come back to share

Massachusetts Digital Frameworks (K-12)

- Schools and their adaptations
 - Framingham is embedded with K-12 and as a result has adopted the Massachusetts Curriculum Framework for Digital Literacy and Computer Science (<http://www.doe.mass.edu/frameworks/dlcs.pdf>).
 - Since most of us were not familiar with this framework, questions of how it fits with the ACRL framework and / or AASL Standards were deferred.

Research as Inquiry:

Using questions (depth of knowledge):

<http://facstaff.wcer.wisc.edu/normw/All%20content%20areas%20%20DOK%20levels%2032802.pdf> see also critique of DOK Circle: <http://inservice.ascd.org/what-exactly-is-depth-of-knowledge-hint-its-not-a-wheel/> and Question stems (example: <https://www.teachthought.com/critical-thinking/28-critical-thinking-question-stems-content-area/>) to gauge if students are getting / understanding the point.

Lesson plan > Objectives > Depth of Knowledge questions embedded into class so that students can recall or make connections

Takes a minute to get students used to participating, so don't be afraid of silence and wait them out.

Authority is Constructed and Contextual

Westfield: Sample: Where do students go to find good film reviews? Draw parallels to college level research.

Depth of Knowledge as teaching strategy and also a model because K-12 teachers-to-be will be using this

Universal Design for Learning

Backwards Design

Sam mentioned emailing PDFs of these concepts

Tip: Use what students (teachers-to-be) will be doing in their own classrooms. "Jedi mind-tricking them"

Discuss Framework and how to apply them in classes:

- Transference of skills – students can / cannot transfer skills from one database to another
- More students "get" the Frameworks
 - Education Folk: What to do in classroom
 - Imagine that all schools (teachers) are using these resources...this is not innovation.

One-Search vs. Databases

- Students learn how discovery services can sometimes be unhelpful (information overload)

NOTE: Future NEECLIG session idea: Designing and applying for approval for credit-bearing IL courses. None of the current attendees teach credit-bearing IL courses. Keene has IL as a minor.

Embed in courses so that IL is tied to assignments and lives outside of schools.

Assessment, Outreach & First Year Student Success:

FYE pilot: Intensive subject (legalization of pot).

Librarian already embedded for 5-6 of these classes

Redo of GenEd – IL and/or Frameworks need to be part of GenEd. With the redo, it is more explicitly stated. ([Who's institution was this?](#))

Embed and work with faculty to scaffold research skills.

Rubrics (Springfield College) AACU Value Rubric

Approached faculty and how using the rubric would work with their programs

Education Students and Standards does not leave a lot of room for scaffolding.

Any examples?

TruthQuest (link in chat) – Libguide that walked students through skills needed for ENGL 112.

Poster = deliverable

Scaffold for Education

Deliverable = packet of resources for lesson plan

Self-directed learning = very successful

Faculty buy-in for flipped / extended presence. Have to get buy-in from Dean or someone higher up who can say "this is what we're doing"

Clear communication

"Our students will learn when they need to learn"

What has worked:

- "Office Hours" in the your liaison department
- Going for a walk to visit faculty in the department
- "Magic Coffee Card"
 - Start of relationship (treating to coffee)
 - Regular coffee hours in departments
 - Committee work

Challenge of getting into the curriculum:

- Make friends with the Dean
- Explain how you and the library can save time or get better results
- Online librarian being in discussion with Instructional Designer
 - Outside role, especially for librarians ("embedded librarian")
 - Added to every shell so the librarians are available to interact with students and send announcements.
 - Going through syllabi and coming up with announcements and "blasts" for students when research may be needed

Coffee Hours: How do they work?

- Started by Faculty Center (Westfield State). Directed by a faculty member who gets APR.
 - Workshops, mini-lecture series, coffee-hours (centrally located, 1-per-week with volunteer department to sponsor) every Wednesday from 9:00 – 11:00
 - Same time on Thursdays—provide coffee hours in other buildings / departments
 - Goal: bring everyone together across departments
 - Sponsoring department brings in food (this is the one concession Food Services will make as far as not providing the food)
 - Admin pays for coffee, but department brings in the food
 - Creating community and mixing it up

Overall, listen to what the faculty would like; collaboration is key.

Habits of mind and how the ACRL Framework fits in:

How do we fit in?

- Time to move forward – GenEd curriculum revision / working paper
- Buy-in (upper admin) – structurally working with university
- Faculty status vs. staff
 - Part of GenEd reviews
 - Faculty taught IL is not the same as IL taught by librarians
- Team-teaching
 - Meetings on what to teach and how to teach it
 - Updating pedagogical approaches
- One thing new each session
 - Reflect on what works or what does not

So much time spent justifying relevance:

- When we're not being used (instruction, reference, etc.) how do we show that what we do can be helpful and essential?
- Cross-departmental collaboration
- Placing self in faculty's shoes
 - "What does a person in _____ need?"
- Building relationships with faculty
- OER and textbook free options (shared UMB NU 601)

AASL, Digital Framework, Teaching Tolerance:

Use with Education classes

Article: "Testing Future Teachers" ACRL 2018 (*Samantha Godbey*)

<https://crl.acrl.org/index.php/crl/article/view/16764>

2014: AASL and ACRL – IFLA.org

Transferring skills and knowledge from one project to another.

Citations / Reading List sent out

What K-12 are getting and what we are getting in higher-ed?

- How AASL learning standards inform ACRL Framework
- Discipline-based applications of information Literacy Threshold Concepts
- Resources List on NEECLIG (Coming soon—List of related articles)
 - Add citations and bibliography to NEECLIG page
 - Super low-stakes book club

Topics for Future Discussion:

- K-12 Library Connections to Higher Ed Curriculum / Education Collections
 - Invite K-12 Speaker to next meeting?
 - Zoom option for next meeting
 - Where?
- Promotional:
 - CRC Collections
 - Speakers (Carl Museum, K-12 connection—see above)
 - Boston Science Museum does free stuff
 - Education liaison (Courtney) at Carl Museum does speaking engagements for about \$350
- Next meetings:
 - Early January (Monday, the 10th / and 13th for snow date)
 - May ??