Goals & Objectives
- Develop Information Literacy Modules into the BA Policy Studies program in order to:
  - Enhance IL and research skills required for academic success
  - Prepare students for lifelong learning by teaching them to locate, evaluate, and use information efficiently, critically and legally
  - Students develop crucial critical evaluation skills needed to analyze and interpret information

Timeline & Highlights
2009-2010: Proposal & Development
- Jointly submitted by Library and Humanities Department
- Design: 4 hours taught over two parts of the 3-credit course Public Policy 1300, with the possibility of expansion to two second and fourth year courses; skills acquired in the modules will directly relate to course assignments.
- Activities: lectures, hands-on lab, group discussions, and research skills assignment worth 10% of the final course mark

2011: Adoption
- Modules for two courses (POST 1100/PHIL 1111, Sustainability: Analysis and Ethics and POST 3100/ECON 3100, Economics of Sustainability Policy) are fully developed and focus the following concepts and skills:
  - Finding information: How information is created, collected and organized within scholarly and non-scholarly information cycles
  - Communication process: dissemination of information in today’s society
  - Critical and creative thinking: critical evaluation of web sites

2011-2012: Instruction Refinement
- Library instruction staff takes a series of POST 1100 and makes adjustments in teaching pedagogy by including more in-class activities and group work to accommodate a variety of learning styles
- Library instruction staff takes a series of POST 1100 and POST 3100 and are working on slightly revising the teaching outline
- Module for POST 1100 will be taught each semester; module for POST 3100 must be taught at least once a year

2013-Other Initiatives
- Library instruction staff takes a series of POST 1100 and POST 3100 and are working on slightly revising the teaching outline
- Module for POST 1100 will be taught each semester; module for POST 3100 must be taught at least once a year
- Quality of overall student assignments improved
- Modules will now currently be reviewed and expanded to more courses is under discussion

2007/2008: Case Study: Embedded Librarian

2009: Faculty Survey & Instruction Refinement
- Same results: 86% of respondents were very satisfied with the instruction, which averages to 100% response rate up to 90% agreement that stated goals are being met, and 0% disagree that students would know where to find help in the Library

2010: Instruction Refinement
- Faculty continue to use short pre-class exercise, but students are now unprepared to discuss selected articles; librarians initiate content revisions in consultation with faculty
- Librarians remind faculty that IL instruction objectives go beyond the specific courses and cannot always meet their own specific needs/requirements

2011-2013: Ongoing Discussions & Further Refinement
- Pre-class exercise for students eliminated; faculty member and librarian selects an article to be shown in class
- Library survey (aka LibrarySearch) incorporated into sessions;
- Students develop critical evaluation skills needed to analyze and interpret information
- Content of 6 instruction session under review; librarians continue to find it a challenge to balance hands-on time with covering basic material
- Library will add the following: endnote background information

2012: Faculty Survey
- 153 students in total; 8 of 10 students (88%) report they value the IL instruction, which averages to 100% response rate up to 90% agreement that stated goals are being met, but 25% disagree that students would know where to find help in the Library

Philosophical Foundation: IL across the Curriculum
- IL can be integrated across the curriculum, with classroom teaching taking an active and conscious role in developing students’ information competence
- IL competencies are developed over time and over multiple exposures to the concepts and skills
- Students should be able to locate and use resources in the classroom, but they also be working with faculty to design curriculum & assignments.
- Assignments are a part of a set of related competencies, including: numeracy, writing, critical thinking, computer literacy, visual literacy, and media literacy; IL cannot be divorced from these other literacies
- IL goes beyond basic mechanical skills and incorporates the full spectrum of intellectual skills: basic knowledge (recall); basic conceptual understanding (summarizing, explaining); application; analysis; synthesis; evaluation; production; personal autonomy-making; creative thinking; metacognition; and productive habits of mind

Framework for IL in the First Year

Writing Courses
- ENGL 105, Academic Writing: CMDS 125, Introduction to Workplace Communication: CMDS 155, Introduction to Workplace and Academic Communication
- Three components: library tour optional; Online Library Assignment (the library must be used for research 5 times or the assignment will be reduced by 20%)
- Research workshop introduces research skills in the context of a research assignment (i.e., argumentative essay, oral presentation, report)
- Challenges: providing IL to instruction in students in various course; diversity of course outcomes and research assignments; addressing repetition for students who take more than one of these courses

Gateway Courses*
- BIO 111, Introduction to Biology I: BUS 100, Introduction to Business
- Focus on current discipline-specific research and writing
- Research workshop (80 minutes) follows a common curriculum; tailored to research for gateway courses; supported by project-specific LibGuide

2008: BUS 100: A Model of Collaboration
- Spring 2008: Business section with two faculty members wants to standardize curriculum for BUS 100 and introduce a research project that is complex and challenging; requests meeting with Library, Writing Centre and Counselling Services
- BUS 2008: pilot project involving sections with two Business instructors
- BUS 2009: 90% attendance, 100% participation in redesigned course
- BUS 2009: Summer; Library and Writing Centre workshops become formalized and required, but Counselling workshop is dropped (time constraints)
- Fall 2009: 90% attendance, 100% participation in redesigned course, regular instructor meetings continue established communication
- Instructor feedback: students not only use and document more sources in their projects; they use a much greater variety of sources - we’re doing something right!

Institutional Learning Outcomes (ILOs)
- Year-long, inclusive process to develop learning outcomes across the curriculum
- May 2012: nine institution-wide learning outcomes; Information Competency is first on the list
- April 2013: six demonstration projects to align program learning outcomes with ILOs, all academic & service departments to follow
- 2014: curriculum mapping: aligning course outcomes to ILOs

Goals Course Integrated Library Resource Skills
- The Library promotes student success through the development of critical thinking and independent research skills, and advances teaching by improving instruction and professional development.
- This mission statement is supported by librarian led-in-class research instruction and specifically, Canadian Joint Committee of the Library and Instructional Department at Okanagan College (CILRI) has assisted in formalizing this goal by officially integrating IL into all first year research based English courses

Timeline & Highlights
2007/2008: Case Study: Embedded Librarian
- In 2007, the Library established an “embedded librarian” case study initiated on the Vernon campus in collaboration with English Department (library instruction and research); and 2008: embedded instruction librarian in one first-year English course for 90 minutes
- CTCLIL 2007: approach well received by English instructor, students, and librarians

2009: Pilot Project
- Library and English Department begin exploring potential for integrated IL skills in all first-year research-based English course curricula; Course Integrated Library Instruction Research (CILRI) Pilot Project launched in fall 2009
- IL instruction is to be provided to up to 90 minutes relevant research per semester in all first-year research based English courses

2010: CILRI Review & Formal Acceptance
- CILRI study shows that embedded IL instruction is more effective than non-embedded IL instruction
- The Library and English Department in collaboration with the Common syllabus language officially adopted
- Successful outcome of collaborative pilot project could provide model for formal integration of IL skills warding into other research-based courses and programs at Okanagan College

Feedback
- English Department Chair: “We appreciate the collaborative nature of this work and the fine efforts of our colleagues in the Library thus far.” (Spring, 2010)

National Recognition
- 2009 CTCLIL (Community and Technical College Libraries - Canadian Library Association) Innovation Achievement Award Winner: “Workshop on information literacy in small group format: The Library promotes student success through the development of critical thinking and independent research skills, and advances teaching by improving instruction and professional development.”

Ongoing Goals
- Develop a plan for improving the integration of IL in the learning outcomes of English curriculum in collaboration with English Department
- Develop/adopt standard method of assessment of learning and teaching (i.e., SurveyMonkey, WASSAIL, SALIS)
- Continue to develop relevant integrated curriculum and assignments to enhance IL learning and teaching
- Identify student IL learning outcomes applicable in other courses and programs and identify strategies to achieve them
- Explore interactive learning opportunities using Moodle course tools

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