

Librarian Workshop:
Incorporating Information Literacy into Class Assignments Using Specific Instructional
Design Models
5/26/05

Tina Inzerilla, a student from Library & Information Science master's program at San Jose University had been working with selected LPC faculty on a research project that used assignment models to revamp and restructure classroom assignments. Her work was well received by the faculty she was collaborating with and the LPC librarians wanted a workshop to increase their awareness and understanding of the process.

Tina Inzerilla began the workshop with a PowerPoint presentation discussing the fifteen assignment models created by Dr. David Loertscher, San Jose State University professor who teaches Instructional Design. He created and designed assignment models that incorporate information literacy and student learning outcomes into classroom assignments. These models include new options or alternatives to traditional classroom assignments more suitable for today's students raised in a technology and information overload environment.

She updated the librarians on her work as his research assistant with a selected group of Las Positas faculty. Explained the process of librarians brainstorming and working with faculty on an individual basis on the assignment level. Pluses included taking better advantage of the library resources, incorporating information literacy on an assignment level and being able to design the library instruction for classes that are more specific to the assignment, therefore relate more to the student experience. The process also allows librarians to have an idea of library resources that are needed for purchase. She also discussed the interesting idea that collaboration on assignment level between librarian and faculty member did not necessarily have to mean use of the library. Since librarians have experience with information literacy standards and the various formats that information comes in, they make a good collaboration member to brainstorm assignment ideas with.

The librarians were then divided into groups and experienced two of the models, Read, View, Listen and Jigsaw. Each group reviewed several models and were divided again into new groups to explain the models each group had learned with the members of the other groups. The next part of the workshop was focused on understanding the process of looking at old assignments and creating new assignments using the new models. All of the models were used by taking assignments from Las Positas instructors that the librarians had given orientations to recently. The last part of the workshop had the full-time librarians partnered with part-time librarians to practice creating their own assignments using the models.

Time did not permit fully discussing marketing of this concept to faculty. The concept of cooperating and brainstorming class assignments between faculty and librarian is a new one. This idea needs to be fully explored with faculty. Librarians discussed doing flex day activities that features the models, designating one librarian that faculty could make appointments with to work on models and assignments, and featuring a section on the models and how to use them in creating assignments on the Library Web page designated for faculty.

Outcomes:

- Librarians created a binder of Models with examples of class assignments and learning outcomes at Reference Desk
- Librarians demonstrated an understanding of learning outcomes through creating binder examples and participation in workshop activities
- Librarians demonstrated understanding of models and application to class assignments through creating binder examples and participation in workshop activities.
- Librarians demonstrated understanding of information literacy concepts and how to incorporate IL into class assignments through creation of class assignments with the models and