



# Curriculum Mapping with the ACRL Framework:

A qualitative study of  
faculty perceptions on an  
integrated IL program

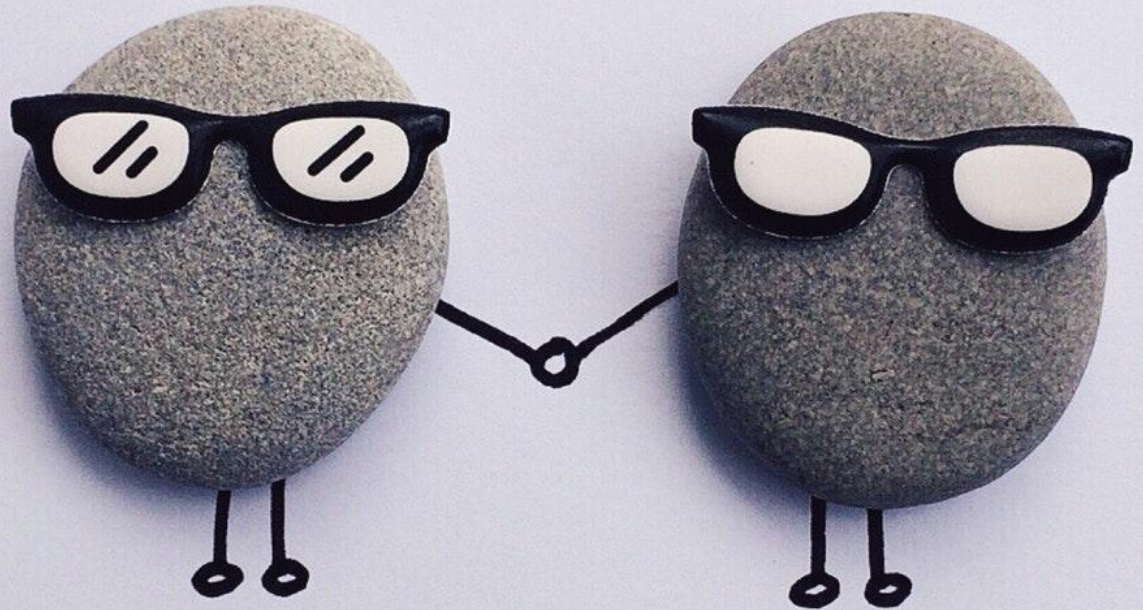
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**Us :**

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Learning & Curriculum Support  
Librarian





## Our project:

- Curriculum map the ACRL Framework to two programs at each of our institutions
- Present each program a plan for information literacy integration
- Conduct interviews with faculty members to see how they perceive this process

# Why the ACRL Framework?

- Wanted to engage with it...somehow
- How can we apply this framework to our practice
- It seemed like a great way to keep working together once we were no longer at the same institution
- CARL gave us a grant, so we had to actually do it on a timeline. For real.



# Why curriculum mapping?

- Reality and frustration of the one-shot
- **Evidence:** Cobus-Kuo & Lis, 2015;  
Harris, 2013; Vanscoy & Oakleaf, 2008;  
Bullard & Holden, 2006; Brasley, 2008;  
Buchanan, Webb, Houk, Tingelstad, 2015;  
Cole, 2014; Jacobs, 2004; Salisbury &  
Sheridan, 2011





**So the research...**



# The reality of developing a methodology:

- Intentional program choices
- But very different programs
- Basically the same methodology in both programs
- Grounded theory approach

# Step one: curriculum map

- Get all the syllabi
- Read all the syllabi
- Read Framework
- Map framework concepts to syllabi and assignments
- Look at progression through degree path





# Reading between the lines

- Sometimes the connections are explicit, sometimes not so much
- Rare to get full assignment details
  - Often the full assignment details already come from faculty who are more engaged in the library to begin with



## Step two:

- Look at the curriculum map
- Identify courses that have assignments/objectives that could be supported by library instruction (in all its forms)
- Identify themes we wanted to explore from a faculty perspective to create our interview guide





## Step three:

- Develop a presentation for faculty members describing our proposed plans
- Our plans were tailored to our programs -
  - Sajni's was very structured
  - Susie's was more buffet-like
- Interviewed interested faculty members in our programs - excellent participation rate!
- Interview covered the current use of library support, perception of the new proposed plan and the process used to develop it

Talking to faculty...



The background of the slide is a close-up photograph of green, rounded leaves, possibly from a succulent, with numerous small, clear water droplets resting on their surfaces. The lighting is soft, highlighting the texture of the leaves and the glistening of the water.

# What is information literacy and who cares?

"Information literacy is the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning."

(Association of College and Research Libraries, 2016)



Translating our plan -  
how can we talk to faculty?

The ACRL Framework and definition of Information Literacy is  
great for us as librarians - but how many of the teaching  
faculty we deal with have also read and engaged with these  
documents?



# Susie's "beautiful" curriculum map

Course Details										ACRL Framework for Information Literacy										Assessed Library Support
Institution & Program	Course Number	Name of Course	P r e s e n t e d b y	Y e a r	R e s o u r c e s	Collection Person	Existing Library Support	Existing Library Support Description	Date of Last Library Support (if applicable)	Authority is Constructed and Contextual	Information has Value	Information Creation as Process	Research as Inquiry	Scholarship as Conversation	Searching as Strategic Exploration	Suggested Library Support	Additional Notes			
			P r e s e n t e d b y F a l l S p r i n g S u m m e r	Y e a r 2 0 1 8	R e s o u r c e s C o l l e c t i o n s	Collection Person	Existing Library Support	Existing Library Support Description	Date of Last Library Support (if applicable)	recognize that authoritative content may be packaged formally or informally and may include sources of all media types.	recognize that information may be perceived differently based on the format in which it is packaged, assesses if it contains an information product's creation process and a particular information need.	give credit to the original ideas of others through proper attribution and citation.	formulate questions for research based on information gaps or on examination of existing, possibly conflicting, information.	cite the contributing work of others in their own information production.	determine the critical scope of the task required to meet their information needs.	enhance digital skills with guided search exercises (for students who have not yet had a formal library literacy class) and a rubric.	This course often has a wide range of students (regions and non-regions, every year of study).			
UNBC XXXXX	XXXXX	XXXXXXX XXXXXXX XXXXXXX	P r e s e n t e d b y	Y e a r 2 0 1 8	R e s o u r c e s C o l l e c t i o n s	Person	Yes	Legale, this session integrated in the class.	Winter 2018	recognize that authoritative content may be packaged formally or informally and may include sources of all media types.	recognize that information may be perceived differently based on the format in which it is packaged, assesses if it contains an information product's creation process and a particular information need.	give credit to the original ideas of others through proper attribution and citation.	formulate questions for research based on information gaps or on examination of existing, possibly conflicting, information.	cite the contributing work of others in their own information production.	determine the critical scope of the task required to meet their information needs.	enhance digital skills with guided search exercises (for students who have not yet had a formal library literacy class) and a rubric.	This course often has a wide range of students (regions and non-regions, every year of study).			
										define different types of authority, such as subject expertise (e.g., scholarship), social position (e.g., public office or title), or special experience (e.g., participating in a historic event).	develop, in their own creation processes, an understanding that their choices impact the purposes for which the information product will be used and the message it conveys.	understand how and why some individuals or groups of individuals may be underrepresented or systematically misrepresented within the systems that produce and disseminate information; recognize biases of access or lack of access to information sources.	determine an appropriate scope of investigation.	contribute to scholarly conversation at an appropriate level, such as local online community, guided discussion, undergraduate research journal, conference presentation/poster session.	identify interested parties, such as scholars, organizations, governments, and industries, who might produce information about a topic and then determine how to access that information.	library sessions on: citation as an important part of scholarly conversation, assessment of online resources, understanding how subject headings and authority control affect searching.				
										use research tools and rubrics of authority to determine the credibility of sources, understanding the elements that might temper the credibility.	understand that intellectual property is a legal and social construct that varies by culture.	deal with complex research by breaking complex questions into simple ones, testing the scope of investigation.	identify barriers to entering scholarly conversation via various means.	utilize divergent (e.g., brainstorming) and convergent (e.g., selecting the best source) thinking when searching.	librarian presence during "time-on-task" is clear, generally require groups to have questions for librarian on specific day.					

We can't show that to faculty!







# Stage four: transcribe and code

Themes we are/were looking for:

- Are faculty currently using library supports? Why or why not?
- What is important from a faculty perspective - student outcomes? Feelings of partnership/collaboration?
- Are faculty, in general, receptive to shifting their library instruction to a more structured format?



## So what have we found?

- People love us
- Even the faculty members who aren't currently using library supports in their classes see value in our proposed plan
- However...



Even when faculty have a positive perception of our work, the way they frame it varies greatly.



## Even more findings

Faculty see that students related differently to a librarian than to them, and how this difference can benefit students...

"This support **demystifies** the process for students and I suspect **students ask questions** to the librarian that **they are reluctant to ask in class.**"

"I have seen firsthand **how appreciative my students are of the support** they receive on assignments (when **soliciting help outside of class** at their own initiative independent of my structured connections to the library)."



# The data (ish)

## Formal Analysis

- We are currently formally coding our transcripts
- Hope to see broader trends emerge across the interviews
- Despite different programs and degree levels there are some strong similarities



# Limitations

- Smaller institutions, with a very collegial atmosphere
- Already had a good working relationship with a number of teaching faculty, and where library instruction was already implemented
- Very small sample size
- A little bit confirmation bias



## Quotes

"Faculty members who aren't yet making use of...linkages with the library are missing out on opportunities to **enrich their teaching** and their students' learning. **It's a no brainer but you have to have a good rapport with your librarian - that's key in all of this.**"

"... minutes later this thing came back with the thing we needed attached. And ever since then **I've known in my heart that librarians are like magic people with secret tools.**"



"...we have librarians who have content areas that they know and are responsible for connecting with students and faculty... so for us it makes sense. And **I think if it was done totally in isolation from us it might not work as well** ... if you're doing it but we can comment on it and see how best to implement it."

"**I loved working with [former librarian]** but I think for that course I found it was **too much information** for the students and too many ways to find information rather than guiding a path through for this particular assignment. And so I found that end product for the student wasn't as strong as I had hoped. **They started using the information she shared and then got frustrated, I think.** And so they weren't using the skills and the pathways that she was presenting to them. **And so I started just doing it on my own** so that we would have those kind of sessions since it's a requirement."

Thank you!  
Questions/Comments?





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