

Logic Model – Library Instruction

Institutional Priority: Student Engagement & Learning Library Mandate: Services Programmatic area: Library Instruction					
INPUTS	OUTPUTS		OUTCOMES & IMPACT		
What we invest	Activities: What we do	Participation: Who we reach	Short-term results Learning	Intermediate results Action	Long-term results Conditions
Librarian and staff time and expertise Library and educational technologies Professional development on instruction and pedagogy Time spent on information literacy instruction	Development and delivery for orientation to library Development and delivery for library sessions focused on a course or specific discipline Design and implementation of LibGuides, handouts Delivery of consultations or workshops (e.g. citation, RDM, copyright, etc.) Train the trainer for grad student instructors on information literacy Teaching in a credit course	Undergraduate students Graduate students Faculty	Students are aware of library resources, and know how to access and use them Students are supported to learn information literacy skills, critical evaluation of information, how to use content ethically Students feel supported in their assignments Students feel supported in accessing resources Students comprehend the material taught Faculty understand how information literacy figures in their curricular context	Students incorporate library research methods Higher quality research in student assignments, papers Students use different kinds of sources for different kinds of information needs Faculty integrate information literacy into curricular contexts TAs support their students in information literacy	Increase in student learning Academic achievement Retention Increased capacity for life-long learning
MEASURES			INSIGHTS		
Number of librarians involved in instruction Investment in instructional technologies Teaching facilities in library	Numbers of sessions taught Number of online learning objects (e.g. LibGuides) Analysis of student bibliographies Observation/Usability (screen capture while student is looking for resources)	Numbers of participants Numbers of faculty requesting library instruction Numbers of programs with library instruction mapped to the curriculum LibGuides usage stats	Assessing pre-assessment activity to post-assessment activity to assess student learning from session Post session surveys LibQUAL survey questions on satisfaction with library support and instruction NSSE Information Literacy module	Interviews Student post-session reflective paper (1 to 3 minute paper) Feedback from faculty about student assignment quality Qualitative inquiry to assess the change in student behaviour, attitude as a result of library instructional session Student self-assessment Student journaling and self-reflection Student content mapping Decrease in incidence of plagiarism	Interviews Focus groups

Definition

Library instruction includes all programming that teaches library users how to find, use, and critically assess library and information resources ethically and increases library users' information literacy skills and their ability to critically evaluate sources.

Inclusion Criteria

- All library instruction whether for a drop-in or scheduled class related to a course
- Library instruction that covers information seeking, citation management, using software (NVivo, ARcGis, etc)
- Sessions taught by a librarian, support staff, other professional staff, LIS graduate student
- Collaborative teaching between the library and campus partners such as the writing centre, learning strategists, etc.
- Instruction involving special collections and archival collections

Exclusion Criteria

- Instruction that takes place in the library but is offered by an instructor only or a campus partner only without collaboration with the library

Assumptions

- We assume that library instruction is of value
- We assume students will attend sessions
- We assume faculty will request sessions

Questions

- Is what we teach in the context of higher education transferable to other contexts?
- Does what we teach improve quality of research?
- Does what we teach help students succeed as students?
- Does what we teach help produce graduates who are more effective life-long learners?

Published Studies Relevant to Impact

FOSNACHT, Kevin. Information literacy and NSSE: Introducing the Experiences with Information Literacy Module. *College & Research Libraries News*, [S.l.], v. 75, n. 9, p. 490-500, oct. 2014. ISSN 2150-6698. Available at: <<https://crln.acrl.org/index.php/crlnews/article/view/9192/10172>>. Date accessed: 31 mar. 2021. doi: <https://doi.org/10.5860/crln.75.9.9192>.
