Moving the Elephant: Effecting Change in a high enrollment library class

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Moving the Elephant: Effecting Change in a high enrollment library class

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ISU’s Library 160 course

- More than 100 years old
- Since the 1970s, graduation requirement for all undergraduate students
- Current enrollment of 6000 students per year
Challenges over time …

- 1990s organizational model supported little course involvement by librarians
- Bandaid curriculum & misalignment
- Over-reliance on grad student TAs and tutorials
- Outdated focus on BI rather than IL
- Student alienation & dissatisfaction
Effecting Change:
Late 2003-present

- Organizational culture & structure
  - new focus on instruction
  - creating instruction coordinator position
  - 5 librarian taskforce analyses of course
  - infusion of 8-10 librarians teaching course
  - new model expects involvement of librarians
  - training, supervision, and involvement of TAs
Effecting Change:
Reshaping the curriculum

- Then ...
  - Traditional BI (locations; tool-focus; covering all details...)
  - Misalignment of learning objectives, content, assessments
  - Librarian-centered content

- Now ...
  - Emphasis on IL (standards; focus on IL concepts & outcomes)
  - Realignment through taxonomy-driven changes
  - More student-centered content
  - Learning to let go of old content ...
## Taxonomy table

<table>
<thead>
<tr>
<th>The Knowledge Dimension</th>
<th>Cognitive Process Dimension</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Factual Knowledge</td>
<td>1. Remember</td>
</tr>
<tr>
<td></td>
<td>2. Understand</td>
</tr>
<tr>
<td></td>
<td>3. Apply</td>
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<td>4. Analyze</td>
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<td>5. Evaluate</td>
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<td></td>
<td>6. Create</td>
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<td>B. Conceptual Knowledge</td>
<td></td>
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<tr>
<td>C. Procedural Knowledge</td>
<td></td>
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<tr>
<td>D. Meta-cognitive</td>
<td></td>
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</tbody>
</table>

Effecting Change: Reshaping assessments

- Introduction of Pretest
  - What do students know on 1st day of class?
  - Feedback to librarians
    - “Are we teaching the right content?”
  - Feedback to students
    - “Do I really know it all, or is there something to learn in this class?”
- Pre-test - Post-test helps map student learning
Effecting Change: Reshaping the instruction

**Then …**
- Tutorials as instructors
- Little contact with librarians
- Students alienated from course and own progress

**Now …**
- Librarians teach & coach; tutorials as supplement
- Face-to-face & WebCT communication; email; office hours
- Student empowerment
  - Easy access to own instructor
  - Check own progress in WebCT
  - More feedback opportunities
What about the students?

- Then …
  - High dissatisfaction
  - No contact with instructor, no input
  - “I already knew all this before!”
  - “I took the course last year, but everything has changed …”

- Now …
  - Constructive feedback
  - WebCT contact & course progress
  - Pretest shows they don’t know it all
  - Conceptual learning is transferable to new tools, new situations
Questions?

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