

GATHERING IDEAS 2009
09-GI-012

Project Name: Library as Instructional Leader: Transforming Pedagogy and Curriculum with Information Literacy

Library, group, or person submitting proposal Library/Media Directors Council of Washington

Library Name, if different _____

1. Briefly describe your idea for the use of LSTA funding (limit your response to approximately ½ page):

The Washington Community and Technical colleges have benefitted from an LSTA grant that has brought our library faculty and library directors to a level of expertise and understanding with information literacy. The grant allowed us to focus on what we needed to: develop excellent information literacy programs on our campuses, design curriculum, further our teaching strategies, and develop key assessment measures to demonstrate our impact on student learning and student success. We would like to capitalize on the momentum and our learning from that grant and progress that understanding/learning to include the discipline faculty on our campuses, emerging pedagogies, and assisting special populations of students.

Year 1: Hold multi-day intensive workshops for discipline faculty where they can learn the specific pedagogies for teaching information literacy, develop assignments that include authentic assessments of information literacy, and develop strong partnerships with library faculty.

Year 2: Library faculty would be educated regarding emerging and creative pedagogies and develop models and best practices for how information literacy could serve as the focus for those new models of teaching and learning.

Workshops for library faculty, library directors, and basic skills instructors would focus on the integration of information literacy into basic skills courses and how the library can directly contribute to the learning and success of students enrolled in adult basic education, ESL, and pre-college courses.

Year 3: Multi-day intensive workshops for discipline faculty where they can adapt current curriculum to the new pedagogies and use resource-based learning as the focus of their teaching.

Develop research and assessment models to measure the effectiveness of the library's integration into basic skills curriculum.

Year 4: Further collaboration with library faculty and discipline faculty to assess the effectiveness of information literacy and the new pedagogies on learning.

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2. Briefly describe why funding of this idea is important to the Washington library community (limit your response to approximately ½ page):

The basis for this project is the changing role of higher education: we are moving to new models of instruction where the faculty member facilitates learning rather than manages learning. The library faculty must be prepared to move the library to the center of the conversation and be the focus for the new instructional models. In addition, increased measures and assessments are being required for everything we do. We want to demonstrate the library's centrality to 21st century learning. In addition, our CTC system is uniformly focused on increasing the success of our most at-risk population: those students enrolled in basic skills programs of ESL, adult basic education, and pre-college courses. Consequently, the library faculty and directors need to understand their role in moving forward this important initiative.

3. Briefly describe the outcome that is expected should the idea be funded. In other words, how will we know if the project has been successful and has achieved its goals? (limit your response to approximately ½ page):

Faculty members from a variety of disciplines will imbed authentic information literacy assessment into courses.

Faculty members from a variety of disciplines demonstrate their understanding of information literacy and value it as a learning tool.

Library faculty are knowledgeable regarding emerging pedagogies of significance, particularly process-based pedagogies, and are prepared to provide campus leadership on the transformation of teaching and learning.

Basic skills faculty will partner with library faculty to develop specific course assignments that imbed information literacy and improve the success of at-risk students enrolled in pre-college courses.

Library faculty will develop assessment measures to determine the impact of their work with at-risk basic skills students and new pedagogies.

General Information

Which library types are intended as the primary beneficiaries of this project? (check all that apply)

- Academic (private and public two-year and four-year academic institutions)
 Public (libraries organized under RCW 27.12)
 School (private and public K-12 schools)
 Special (business and industry, law, medical, other government, tribal, other)
If other, specify: _____

The intended beneficiaries of the project? (check the primary beneficiary)

- Library staff
 Library users or potential library users
 A specific group of staff or users, or a potential user group. Name the target beneficiaries(s): at-risk students and discipline faculty _____

(e.g., children, adults, disadvantaged, remote access library users, unserved community members, reference staff, IT staff, students)

The activities needed to implement this project are envisioned to include (check all that apply):

- User training
 Staff training
 Grants
 Development of best practices
 Demonstration of emerging technology or practices
 Other, please explain: _____

Considering the outcome desired, how long should the project continue? 4 years
(Note that most projects are from one year to four years in length.)

Which Library Council priorities support the idea you are submitting (check all that apply)

- Increase information access for the people of Washington
 Advance literacy in the state of Washington
 Demonstrate how libraries educate, empower and elevate people, communities, and democratic society by providing free and equitable access to all types of information.
 Serve underserved, unserved, and culturally diverse communities and populations
 Enhance the skills and knowledge of library staff
 Preserve library collections