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Creative Landscapes: Designing Information Literacy for All Terrains

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Creative Landscapes: Designing Information Literacy for All Terrains

“A Garden of Juicy Plants: Librarian and Teaching Faculty Plant Little Cuttings”

Presenter: Lilleth C. Newby Beckford, MLS, MA
Assistant Professor, Gill Library, The College of New Rochelle, New York
The College History & Mission

• Started in 1904 as the College of St. Angela
• First Catholic college for women in New York State
• Started by Ursuline Nuns headed by Mother Irene Gill
• To provide a tertiary education for young women
The College – Current Structure

- Current enrollment - 4,500 students
- 6 campuses in New York City metro area
- The academic programs are offered through four schools:
  - School of Arts & Sciences (for women)
  - School of New Resources (for adults)*
  - School of Nursing
  - Graduate School
The Library

The Gill Library, named for Mother Irene Gill

- Offered services in 1904
- First professional librarian - 1925

Currently offers resources and services:
- Main Campus in New Rochelle
- Five branches
  - Brooklyn Campus
  - Co-op City Campus
  - DC-37 Campus
  - Rosa Parks Campus (Harlem) and
  - John Cardinal O'Connor Campus (South Bronx)
Library Structure

• Dean
• Assistant Dean
• 10 Librarians (Faculty)
• 7 Adjunct Librarians (Part-time)
• 14 Support Staff – Library Assistants, Administrative Assistants (Full-time & part-time)
School of New Resources

- Started in 1972
- Baccalaureate liberal arts program
  - Focus - urban adult learners

- **Only School of the College with students in the 5 branch campuses**

- Students are 21 and older

- Courses - Communications, Foreign Languages, Letters (English Composition and Literature, Philosophy and Religious Studies), Psychology, Social Sciences
Background to the Collaboration

• Gill Library offers *library instruction*, more recently focused on *information literacy*

• Traditionally – non-credit bearing instruction

• One-time, one per semester, 50-minutes class and/or one Subject-specific instruction (still mainly one time only)
In the *School of New Resources*

Two types of instruction offered:

1. Mandatory Basic Library Instruction for two courses ONLY

2. Subject-specific Library Instruction
My Personal Concerns

- Students
- Faculty
Literature Review

• Literature rife with collaborations

Recent Comprehensive Reviews:
  * Mounce (2010)
  * Raspa & Ward (2000)

• Determining model at the time was
  * Persson and Washington-Hoagland (2005) [I was focusing on Psychology]

• Two sets of standards
Getting The Ground Ready

• Process initiated by librarian
• Faculty member solicited
• Proposal discussed with Dean of Libraries
• Dean of Libraries discussed with Dean of SNR
• Dean of SNR communicated with teaching faculty member
FURROWING THE ROWS

• Project approved on ‘informal’ basis
• Course description or outline should not be changed
• Librarian should **not** be involved in course teaching or paper grading or anything of that nature
• In-library and/or in-class library instruction could be done
• Faculty member could share the course outline with the librarian
The Course: PSY 428A

• Developmental Psychology

Studies human growth and development from infancy through adulthood. Students learn to identify the stages of human development, the tasks of each stage, and the nature of transitions.
Gathering The Cuttings I: Preliminary Steps

• Identifying the Teaching Faculty/Subject Specialist/Instructor

• Syllabus for Course shared with Librarian (discussed shared outcomes, assignments & related course materials)
Gathering The Cuttings II: The Preparation

- Developed tools to be used in the project
- Structuring the embedded information literacy components into coursework
- Designing instruction sessions
- Designing pre-test and post-test questionnaires
- Determining meeting points during the semester
- Deciding on communications tools & methods [mostly in person & e-mail]
Planting The Cuttings: The Execution

Class of 30 students
Four class visits throughout the semester

First Visit
Introduction to students
Overview of the ‘collaboration’ project
Administered pre-test of 28 questions
   10 demographic questions
   18 research exercises using the computer
Each set of questions numbered uniquely
   (no names used)
Planting The Cuttings II: Second Meeting

Library Instruction
Subject-specific

Class Outline developed for
Developmental Psychology

Distributed information for direct contact
for Librarian and library – telephone, e-mail, online chat
Library Instruction
Specific to citing styles & use of application, *RefWorks*
Re-enforced with students the various avenues of communication available to them [sent via Instructor]
Students encouraged to contact Project Librarian or other members of library staff
Reinforcing The Roots: Fourth Meeting

Met in computer room - each student had a workstation

Post-test distributed to be done in class

After all done

Verbal thanks to students for participation

Students’ written comments solicited

Each given a token of appreciation
Nurturing the Cuttings
Throughout the Semester

Several messages sent with links to
• Subject-specific Databases
  • *PsycArticles*
  • *PsycInfo*
  • *Mental Measurements Yearbook*
• Gill Catalog
• *E-brary* Collection
• Key Online Reference Sources
Final Piece

Tabulate data

Write project report
Challenges Encountered

- Shortcomings
- Successes
References


A More Extensive List is Available on Request
Send email to lnewby@cnr.edu
Discussion

Thank You!!