



# Seizing the Opportunities Presented by Change

## Developing & Implementing Collaborative Information Literacy Programs with Team-based Teaching

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# Outline

- Background
- Change & Opportunity
- Best Practices & Outcomes
  1. Get Administrative & Institutional Support
  2. Embed IL in Partners Curriculum
  3. Communicate Well Between & Within Teams
  4. Learn to Design Instruction & Teach More Effectively (all formats)
  5. Use Assessment Cycle

# Background - HKUST



香港科技大學

THE HONG KONG UNIVERSITY OF SCIENCE AND TECHNOLOGY

- Opened in October 1991
- English Medium of Instruction
- PhD granting
- UGC (Government) Supported

## Students:

2011: 10,219 (6,439 UG + 3,780 PG)

**2012: 12,596 (8,699 UG + 3,897 PG) = 23% increase in UGs**

2013: 13,079 (8,849 UG + 4,230 PG)



# Background – HKUST Library

<http://library.ust.hk>

The screenshot shows the HKUST Library website homepage. At the top, there is a banner with the library's name in Chinese (香港科技大學圖書館) and English (The Hong Kong University of Science and Technology Library), along with social media icons for Facebook, Weibo, YouTube, and RSS. Below the banner is a navigation bar with links for Hours, Forms, Ask A Librarian, My Account, HKALL, Interlibrary Loan, Reserve Rooms/PCs, Learning Commons, and Contact Us. The main content area is divided into several sections: Mobile Version, Featured Resources (including 晚清期刊全文数据库, ProQuest Historical Newspapers, and JOVE Science Education Database), Instruction (Workshops & Seminars, Library Workshops, Class Registration System), Opinions (Trial E-Resources: Factiva), Events (Library Holiday Hours, Collection Highlights, 3D Printing Service, Guided Tour of Exhibition), and Projects (JULAC Library Card, Readers ALERT, China in European Maps: Catalog). There is also a WhatsApp contact number (5918-5097) and a Sitemap/Feedback/Statistics link. The search bar is prominently displayed, with options for PowerSearch, Databases, E-Journals, Reserves, and Guides. The search bar includes a search input field, a search button, and checkboxes for Library Catalog and Primo Central. Below the search bar, there are sections for Collections & Resources (Library Collections, Research Guides, Finding: Books, Articles & Journals, Theses, Audio & Videos; More: E-Books, E-Learning Videos & Games, E-Theses, HKUST Digital Images, Institutional Repositories, Internet Resources, News Clippings, Publications and Newsletters, Rare & Special e-Zone, Scholarly Publications, Special Collections, Streaming Videos, University Archives) and Services & Information (Services for: Faculty & Staff, Postgraduates, Undergraduates, Alumni, Visitors & Others; Services A-Z, About Us, News Blog, HKUST Publications). There is also a Frequently Asked Questions dropdown and a Search library.ust.hk button. At the bottom, there is a footer with the library's name in Chinese and English, the address (Lee Shau Kee Library, The Hong Kong University of Science and Technology, Clear Water Bay, Kowloon, Hong Kong), and the email address (library@ust.hk). The footer also includes the text "last modified 29 September 2014" and "© HKUST Library".

93 full time staff

IL Instructors

- 7 Ref librarians
- supplemented by:
- 6 T.S. librarians
  - 3 other librarians



HKUST Library Statistics

<http://library.ust.hk/info/statistics/services.html>

# Background – HKUST Information Literacy Program

## Menu of Outcome-based Library instruction

- Orientation programs
- Course-related classes
- Database workshops
- Web-based tutorials
- Credit-bearing information literacy course (2005-2010)



<http://library.ust.hk/serv/obe/obe.html>

## Promote Information Literacy Teaching & Learning

### Partnership to Faculty & Instruction to Students

- Various methods
- Fairly Successful

Email!

Web pages  
& forms

Faculty  
orientation  
& outreach

Newsletters

RSS feeds,  
Facebook...

# 2012 -Change in Education System - 3-3-4

## Old System

6 years primary

5 years junior secondary (Form 5)

Big Exam (HKCEE) - weeds out students

2 years senior secondary (Form 6 & 7)

Big Exam (HK A-levels) – weeds out more students

3 Years University

- Students apply via JUPAS
- Admitted to majors

## **New System - 334**

6 years primary

3 years junior secondary

3 years senior secondary

Big Exam (HKDSE)

## **4 Years University**

Students apply via JUPAS

Admitted to schools (not majors)

# Change Brings Opportunity

## 3-3-4 meant...

### 2,000 increase in UGs at HKUST in 2012


- Everyone knew no more business-as-usual

### More money for facilities & staff

- New E-Learning classrooms in Library & Improved IT
- 1 new Instruction Librarian

### New curriculum & pedagogies

- All academic units must re-develop programs & classes
- Incorporate more critical thinking & research opportunities
- Change in programs & new “Common Core” classes
- Re-designed English language curriculum for 4Y degree  
changed content, coordination, & teaching



Will need  
economies of  
scale

# Seizing an Opportunity (our case)

## 334 = New Opportunities for Facilities, Curriculum, Pedagogy ...plus

### New University Administrator end of 2010 (Provost)

- Library carefully prepared tour & introductory meeting
- Library had many proposals, among them for IL:
  - **Required IL course or sub-course for 1<sup>st</sup> years**
  - **Or, a new Common Core course**

### Provost counter-suggestion:

- **“Deep collaboration”** with Center for Language Education (CLE) English’s restructured curriculum
- Began to plan pilot in Spring 2011 & rolled out 1<sup>st</sup> pilot fall 2011

### Collaborative Program Panned & Implemented

- Rolled out Fall 2012
- Continues today
- Discussions for future, further team collaboration



# Best Practice 1:

## Get Administrative & Institutional Support

### **Advocate for the Library & Make Good Impression**

- Plan short effective tours & meetings for administrators
- Present good accomplishments
- Present ideas & plans for new things to be done with different support levels

### **Be Open to their Suggestions & Ideas**

- Follow Through

### **Follow up Regularly**

- Plans
- Progress reports & short descriptions of accomplishments (“constant advocacy”)

### **Think & Plan & Advocate Holistically:**

- More staff, Better facilities & E-platforms -> better IL Programs

# Our Partner: Center for Language Education (CLE)

## CLE's English Curriculum

- Integrated with all School & Department
- Allows integrated , developmental IL program
- Students have authentic, graded tasks needing IL skills

## InfoLit Skills incorporated into

- LANG 1002 (all schools)
- 2000 levels courses – School based (2<sup>nd</sup> or 3<sup>rd</sup> Year)
- 3000-4000 level – departmental based (some, at this time)

### 4Y English Provision for School of Engineering



CLE Team teaches  
Library Team teaches

**2 Teams, team-up!**

# Best Practice 2 – Embed IL in Partner’s Curriculum for Co-Teaching

## Work Closely with Partners to Embed IL

### Are they re-designing curriculum?

- Meet with them
- Discuss how the IL skills can fit into their assignments

### They already have curriculum plan & schedule?

- Get copies of syllabus, work-books, assignments

### Do student assignments & projects have IL learning potential?

- Use & also suggest how to change the assignments to accomplish mutual student learning goals (gently!)

### Ask partners to make IL sessions or e-learning “required homework”

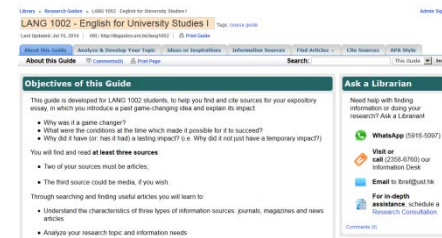
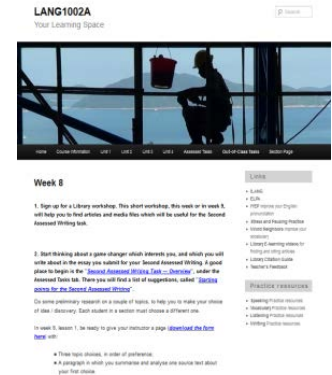
- Lib takes attendance & shares with partner
- Find the “sweet spot” to schedule instruction (btwn given assignment & hand-in)

### Link to Each others E-Resources

- We link to each others pages & guides

### Train and Help Partners on IL skills

- Ours needed help & advice on APA citation style



## Best Practice - 3

# Communicate Well Within & Between Teams

### Communicate & Coordinate with Departmental Partner

Flat Organization - Team Leader to Team Leader (if possible)

Example:

- LANG 1002: IL Manager leads coordination with CLE Team Leader
- LANG 2000 level & above
  - Subject Librarian for area + IL Manager both coordinate w CLE Team leader

### Create, Communicate, & Coordinate with your Teaching Team

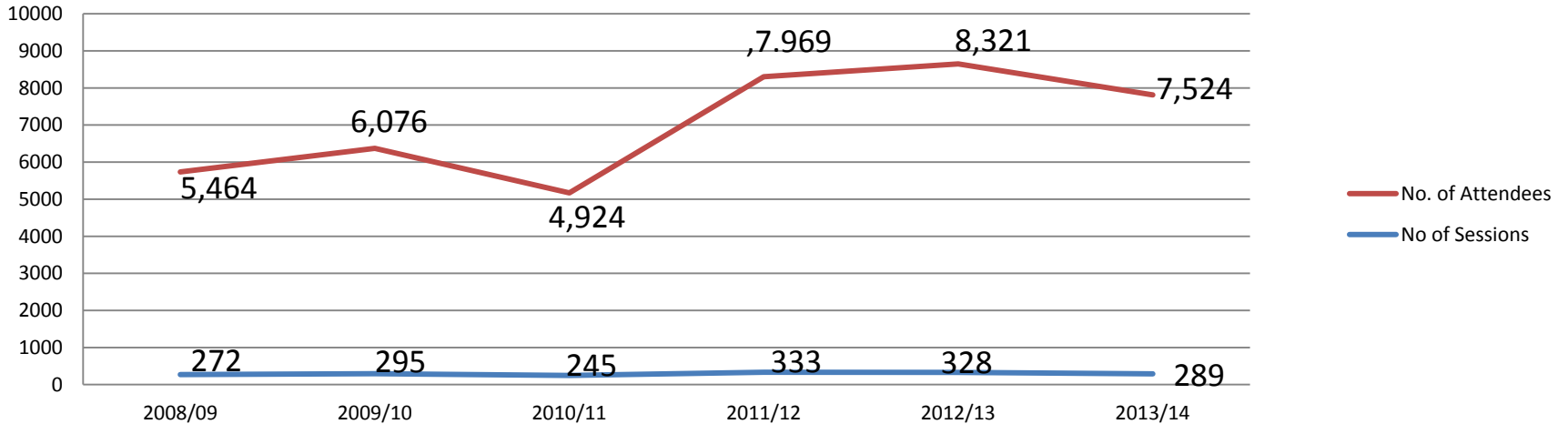
- Someone (IL Manager in our case) coordinates Lib Teaching Team
- Someone (Subject Librarian + IL Manager in our case) creates & organizes teaching materials (LibGuides, ppts, hand-outs, tools)
- Prepare & Give Briefing sessions for Teaching Team
- New class? Give sample class to Lib Team Teachers for observation, suggestion, & and Q&A

Good & regular communication fosters spirit of collaboration!

# Outcome - Working with Partner & Team

## IL Classes & Sessions Increase & Stabilize

Classes & sessions for past 6 years



### 2011-12 - Piloted CLE UG Collaboration

137 sessions by 7 ref librarian to 3,474 students

### 2012-13 - Launched CLE UG Collaboration & e-learning – double-cohort!

Y1 Classes - 84 sessions to 2,870 students (48 by 5 ref librarian & 36 by 9 others)

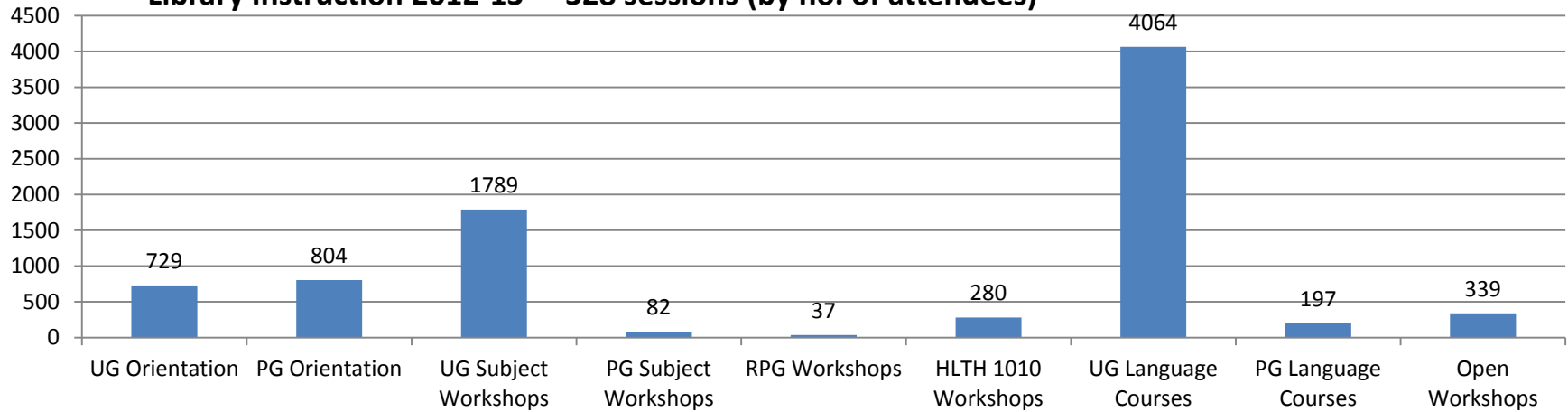
Y2 & above - 43 sessions by 6 ref librarians to 1,194 students

### 2013-14 - CLE UG Collaboration Achieving Stability

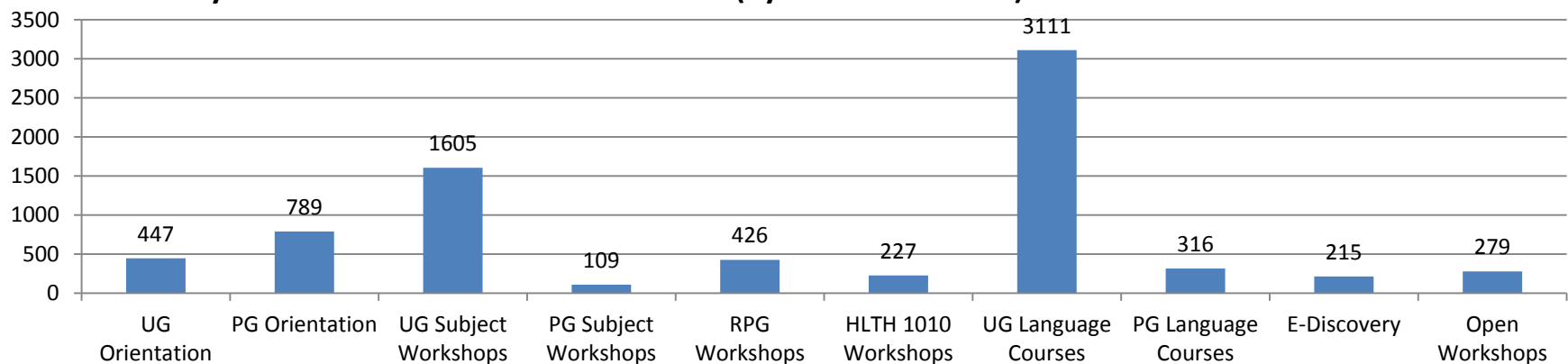
100 sessions by 7 ref librarians to 3,111 students

# Outcome ~ ½ F-to-F IL Instruction CLE- Collaboration (Team Teaching)

**Library Instruction 2012-13 - 328 sessions (by no. of attendees)**



**Library Instruction 2013-14 - 289 sessions (by no. of attendees)**



# Best Practice 4 - Learn to Design & Teach More Effectively (all formats)

## Instructional Design & Delivery

- Learn & use new methods & retain best of old
  - Locally (ex. CELT) & via prof orgs (ex. ACRL)
  - With & from team members

## Face-to-Face Teaching Supports E-Learning

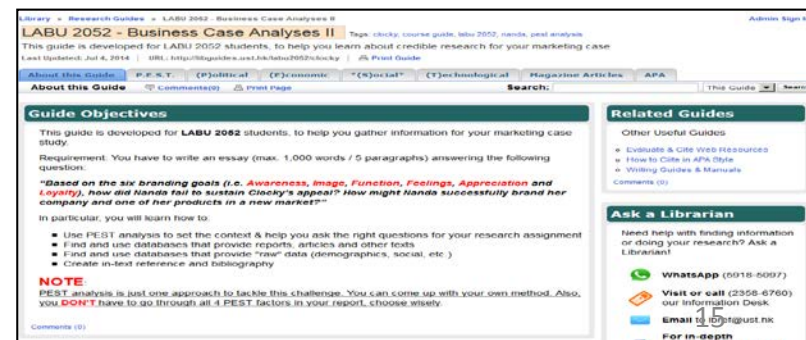
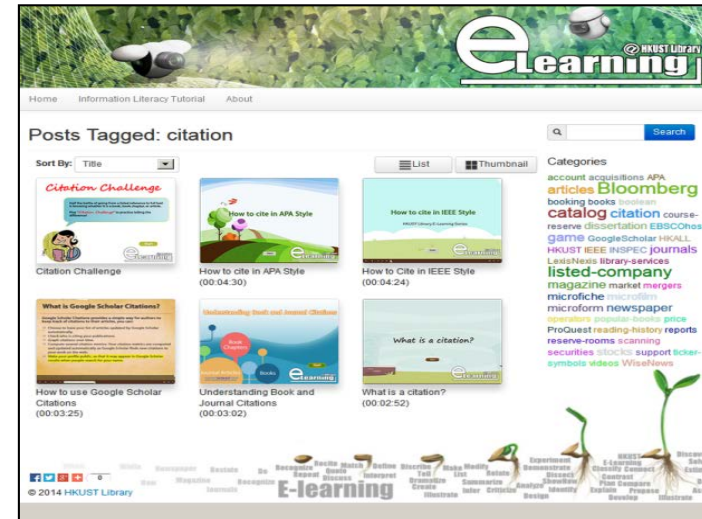
- Clear ILOs, supported by...
- Engaging & Interactive activities
- Designed backward from assessment
- Use & Introduce e-learning tools in class

## E-Learning Supports Face-to-Face

- E-Learning tools enhance (deepen & extend) f-2-f teaching
- E-learning for out-of-class learning
- E-Learning tools based on ILOs

## If “no time” - can use e-approach only

- LibGuides + E-Learning Objects



# Outcome – Effective New Pedagogies

Face-to-face & E-Guides -Reinforce each other

CLE Collaboration - 2012-13	Sessions	Attendees	Assoc. Libguide hits
LABU 2052 Business Case Analyses II	22	628	5,595
LANG 1001 & 1002	84	2,870	96,770
LANG 2010 English for Science I	1	4	n/a
LANG 2030 Technical Communication I	18	526	4,064
LANG 2070 English for Global China Studies I	2	36	2,049
<b>TOTAL</b>	<b>127</b>	<b>4,064</b>	<b>108,478</b>

CLE Collaboration 2013-14	Sessions	Attendees	Assoc. Lib Guide hits
LABU 2052 – Business Case Studies [no f-2-f]	n/a	n/a	6,985
LANG 1002 English for University Studies I	45	1,508	29,949
LANG 2010 English for Science I	19	214	4,393
LANG 2030 Technical Communication I	40	1336	7,818
LANG 2070 English for Global China Studies I	3	53	2,515
<b>TOTAL</b>	<b>107</b>	<b>3,111</b>	<b>51,560</b>



# Outcome - Effective New Pedagogies

## E-Learning Objects in Assoc. LibGuides Get Used

E-Objects	2012-13	2013-14
<b>E-Objects total</b>	28	38
Total use (hits)	17,753	22,508
No. 1	<i>How to Cite in APA Style</i> <b>5,940</b>	<i>How to Cite in APA Style</i> <b>4,707</b>
No. 2	<i>What is a Citation?</i> <b>5,589</b>	<i>What is a Citation?</i> <b>2,544</b>
No.3	<i>Find News Articles in LexisNexis</i> <b>1,276</b>	<i>Search &amp; find News w/ WiseNews</i> <b>1,438</b>
No.4	<i>Find Magazine Articles with EBSCO</i> <b>702</b>	<i>Find Magazine articles with EBSCO</i> <b>1,266</b>
No. 5	<i>How to use Google Scholar Citations? *</i> <b>520</b>	<i>How to Cite IEEE Style</i> <b>1,128</b>

\* Only one in Top 5 NOT embedded in CLE Collaboration related IL learning

# Best Practice – 5

## Use assessment Cycle- Benchmarking & Improvement

### Assess & Evaluate – Online if Possible

- Individual
- **Group** ex. LANG 1002, tutorial group 37
- **Class Level** ex. all LANG 2030 this term
- **Cohort** e.g. Madison Assessment pre-test Y1 & post-test Y3

2c. Class duration

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
Total	0	0	0	
Missing				
System	1	14.3		
Total	1	14.3		

3. Class Rating 86.67% == 26 (Total score) / 3 (response to the question) / 6 \* 100%

4. The single most important thing I learned was:

- how to evaluate a search tool.
- Different types of research tools practically I can use for my LANG 2070 research
- different date base
- which search tool would be useful for some particular information
- different search tools for finding information.

5. Other comments or suggestions:

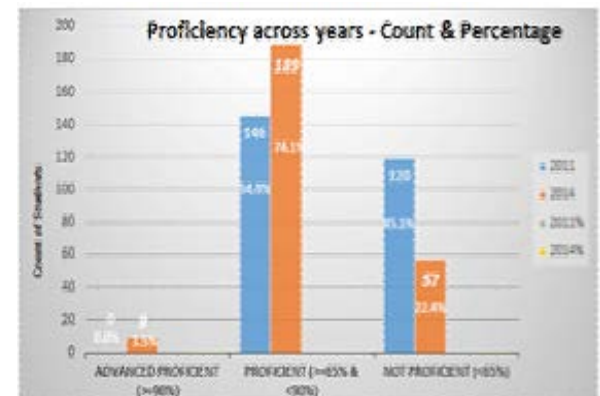
- perhaps make it as two sessions so that students may have a chance to practice how to use these research tools to actually search information
- good presence even in UST library, please stay in UST
- can talk or discuss more about the strengths and weakness of these search tools and help in selecting the best one for finding information.

### Use Different assessments

- Multiple choice
- One minute papers, scenarios, etc.
- Course instructor's assessment of student work

### Analyze & Disseminate Results

- Within own team
- To other teams in Library
- To Library Administration
- To departmental partner teams
- To University Administration



**Cycle: Revise, Repeat, Continue...**

## Qualitative Outcomes - Thanks from Partners

“Dear Reference colleagues ... thanks for arranging the library classes for us! I went to one of the sessions myself and the class & would just like to say a word of **thanks to you and your team** for preparing and delivering the was very detailed and comprehensive. It was **an excellent introduction to the research and referencing skills that all the students need for their studies at university**. The guide is also a great resource. I just printed out a copy for all the teachers in LANG 1001 because I know teachers and students will refer to the guide many times for the rest of the project.

- LANG 1001 Coordinator– Fall 2012

“ We have to say a **big thank you to you and your team** for delivering another round of library classes for the course of LANG2030. I had a look at the registration, and it seemed to me that over 600 students had registered for the class. **I attended one of the classes myself, and found the class fully attended with students very much engaged**. This is on top of **myself being able to learn something new every time I went to the workshop**.

So thanks very much to everyone in your team – Celia, Jacky, Lewis and Victoria and others! As usual, we need to follow up with the students who missed the workshop for different reasons and **we are reminding teachers and students of the library guide that is so readily available on the library web site.**” – LANG 2030 Spring 2014

# Qualitative Outcomes

## Positive & Constructive Student Feedback

### In Class One-Minute Papers

“**Using different types of searching engine => I only know to use google before the class**” – LANG 1002, Fall 2013

“**Thorough explanations** on the **useful tools that I will require** to use to revise my innovation.” – LANG 2030 Spring 2014

### Feedback on E-Learning via CLE Required E-Quiz on Citation – LANG 1002

“This course guide is **really helpful**, especially for my LANG 1002 assessment. Furthermore, I think **this guide can help us in improving my writing for other subjects**. The learning interactive is also really useful in improving my citation skill. Thanks a lot for the guide.”

“The course guide is useful in our future study as we seldom learn about citation before. **The guide is also well-organized that I can easily get information from it. The interactive exercises** are able to **urge students to read** the related information and **explore about citation.**”

The flash animation of citation instruction **could be better** if it pauses a bit at some important points and **incorporate more interactive exercises**.

## Best Practices Summary:

Be Proactive – or even “High Performance” (Farka & Hinchliffe, 2013)

### **Get Administrative & Institutional Support**

- Plan early & holistically to sustain, improve, & possibly expand (staff, facilities, etc.) & continuously report & advocate

### **Embed IL in Partners’ Curriculum for Co-teaching**

- IL teaching & learning within authentic tasks of partner

### **Communicate well within and Between Team**

- Meet, plan, & discuss before, during, & after

### **Learn to Design & Teach More Effectively (all formats)**

- From teammates, partners, others in org & professional orgs

### **Use Assessment Cycle – Benchmarking & Improvement**

- Different levels (indiv. Group, cohort, etc.) – online if possible

# References

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Thank you 多謝 謝謝

Q & A