

EIU Faculty Development, Faculty Partnership Grant Application

- a. Applicant Name [REDACTED]
- b. Department [REDACTED]
- c. EIU Affiliation [REDACTED]
- d. Address [REDACTED]
- e. Phone [REDACTED]
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Questions:

1. Provide a title and concise description of the project. Please include how the proposed project would contribute to the development of interdisciplinary teaching and research projects and partnerships.

Title

Captivated with Interdisciplinary Information Literacy Tutorials

Description

This grant will enable librarians to create interactive video tutorials (allowing or requiring feedback from the viewer) to teach principles of information literacy¹ in a subject-specific context. Two licenses for the *Adobe Captivate* electronic learning software will be purchased, and the software will be used by subject liaison librarians (the applicants, [REDACTED])² in partnership with [REDACTED] (Biological Sciences) to create interactive videos that support course objectives. For example, a video might provide (a) instructional assistance in conducting research for a specific assignment, (b) techniques for navigating and using the library's print and online resources, (c) research strategies for efficient information retrieval and/or the management of citations, articles and data after retrieval, or (d) an introduction to principles of information literacy that teach critical thinking about information (academic, popular or journalistic literature), the form in which it is presented, and the context in which it was created. Depending on the specificity of the subject addressed, the video tutorials, or sections of them, can be reused and repurposed across courses and disciplines. For example, assessments may be embedded into a video and updated for future classes without having to recreate the entire tutorial.

¹ Information literacy is loosely defined as the aggregate knowledge and skills required to successfully and effectively navigate information in its myriad forms within a particular life context, be that as a college student, a working professional, or a responsible and engaged citizen. For an official definition see:

<http://www.ala.org/acrl/standards/informationliteracycompetency#ldef>

² [REDACTED]
[REDACTED]
[REDACTED]

Librarians will collaborate with teaching faculty to brainstorm and conceptualize the project. The collaborators will formulate learning objectives and identify key resources and concepts that will be covered in the tutorial. Course professors have a strong grasp of the content covered in class and, while able to successfully conduct their own research, may be unaware of the hurdles faced by student researchers and the skills students require to complete acceptably rigorous projects. Librarians work with these students on a daily basis. We provide tools and techniques to help students become effective, efficient searchers who are able to critically evaluate what they find and select the most appropriate information for assignments.

The collaboration of professor and librarian benefits both parties. Librarians learn the expectations of the professor and gain broader knowledge of the assignments given in the subject curriculum. Professors become more familiar with the current resources available to their students. They also learn how to sidestep or pre-empt issues of access or ability that may affect student success. In teaming with a librarian, professors may learn ways to design engaging and effective research assignments (e.g., alternatives to the research paper), thereby keeping their pedagogical methods fresh. While both teaching partners benefit, the positive impact of the collaboration ultimately affects the student. The student learns a skill, and as a result is able to focus on the content required of her and hopefully produce better work. A consequent benefit of the collaboration between librarian and professor is the opportunity to acquire additional resources and literature for assignments that recur over multiple semesters.

The possibilities for research as a result of this partnership are readily evident from a Library Science perspective. User behavior studies can be conducted, in which librarians observe and measure the effectiveness of the information literacy tutorial, or segments within. In partnership with a course professor, the impact of the information literacy instruction can be measured as it affects the immediate assignment, course grade or long term GPA (assuming the appropriate approvals and security).

2. Provide a clear statement of the objectives of the project. Please include how the proposed project will accomplish the goals of the Faculty Partnership Grants.

Objectives

The objectives of this project are to (a) develop information literacy among EIU students with content and assignments targeting Critical Thinking and Critical Reading learning goals, (b) expand librarian outreach services for students, (c) provide an additional space for collaboration between faculty and librarians that extend beyond the traditional face-to-face single session library instruction, (d) produce high quality instructional tutorials that can be shared, reused and repurposed for the benefit of the undergraduate teaching mission of EIU, and (e) extend the reach of the partnership by training subject liaison librarians (in addition to the grant applicants) to produce tutorials.

Accomplish Goals

This project will address a number of the Faculty Partnership Grant goals. By introducing video tutorials into Booth Library instructional services, we provide an **innovative pedagogy** that has the potential to reach a broad audience of students across disciplines. As we all likely have encountered, the opportunity to watch a demonstration video at the time of need, and play it back in full or with breaks as desired, enhances the learning experience, as opposed to only reading instructions or attending an instruction session at a time when the student's need to perform research is not critical. The context-based tutorial provided at the time of need complements a lecture or readings and explicates a potentially difficult and necessarily open-ended assignment, that of online research.

As noted in the response to question 1, the faculty-librarian partnership draws on the disciplinary expertise of both parties. Teaching faculty know what content and skills their students need to master. Librarians are familiar with the extent and form of library research collections. Librarians are familiar with the ever-changing interfaces and frequently enhanced functionality of subscription electronic resources. Librarians are also knowledgeable of assignment designs that are optimal for achieving information literacy learning goals in a disciplinary context. Working together, this **integrative model of teaching**, combining the domain expertise of both teaching faculty and librarians, will enhance student scholarship by creating meaningful learning environments.

By necessarily involving both librarians and teaching faculty to create course-specific and subject-specific video tutorials, this project will **strengthen inter-departmental collaborations in teaching and learning**. Currently, the model of collaboration between teaching faculty and librarians is minimal. A professor *may* contact their liaison librarian for a variety of instructional services to assist students with their research assignment, but there is no current EIU course that requires any librarian-led information literacy component. Generally, this collaboration is limited to the exchange of the assignment, accompanied by a list of potential student research topics, and confirmation that the librarian's instructional plan is in line with the professor's objectives. This proposed video tutorial project will be successful only if collaboration between librarian and professor occurs at a higher level. The benefit of this style of partnership is in providing multiple opportunities for mutual feedback and enhancement. The sophistication and flexibility of the *Adobe Captivate* software enables the potential for repeated collaborations beyond the first iteration of a successfully launched tutorial. Learning assessments can be further developed and replace earlier versions without the need for completely re-producing the video. Additional content pieces can be inserted and alternative audio voiceover can replace original audio tracks.

The success of this project allows for the immediate possibility of **collaboration between faculty members across disciplines**

As
and with responsibilities for instructional outreach across the

colleges, he can and has worked with several departments. As additional librarians are trained in the software, we are confident that an impact in every college and most departments is an attainable outcome.

Additionally, this project will **connect to larger institutional initiatives**, namely in targeting the Critical Thinking and Critical Reading university learning goals. The Information Literacy Competency Standards for Higher Education,³ developed by the Association of College and Research Libraries and endorsed by the American Association for Higher Education and the Council of Independent Colleges, align with EIU's Critical Thinking and Critical Reading learning goals. Both the Information Literacy Competencies and EIU learning goals aim for students to be able to define their research question, seek out credible sources written from diverse perspectives, evaluate the information presented within these sources, and consider ethical issues surrounding the creation and use of this information. Student interaction with libraries and librarians **improves student learning outcomes** and increases student retention.⁴

While face-to-face instruction tends to be the most effective since the student is getting direct assistance with their individual project, for online classes, video tutorials are more practical than in-person library instruction. While these tutorials are intended to serve as a point-of-need resource whether the course is traditional, hybrid or fully online, our increasing number of online students will especially benefit from having access to library instruction.

By fostering direct communication channels between teaching faculty and librarians, the library materials and instructional resources available to students are enriched. In this way, this project has **scholarly merit** that extends beyond the classroom and university to the daily lives of students, in becoming information literate citizens and consumers. **Scholarly merit** is also created via the assessment potential of the tutorials since student performance data can be collected for analysis.

3. If the grant involves more than one applicant, provide a brief description of the role of each applicant in the proposed project.

The grant will provide licensed access to *Adobe Captivate* on two computers. We plan to install this software on the office computers of [REDACTED] and [REDACTED] and [REDACTED] will train themselves, utilizing the rich online resources at the *Adobe Captivate* support site and taking advantage of the EIU Lynda.com license to *Captivate* training tutorials. [REDACTED] has already collaborated with [REDACTED] and [REDACTED] in creating a video

³ Available at <http://www.ala.org/acrl/standards/informationliteracycompetency>

⁴ See, for example, Emmons, M., & Wilkinson, F. C. (2011). The academic library impact on student persistence. *College & Research Libraries*, 72(2), 128-149. [<http://crli.acrl.org/content/72/2/128.abstract>] also: Haddow, G. (2013). Academic library use and student retention: A quantitative analysis. *Library & Information Science Research*, 35(2), 127-136. [<http://bit.ly/1OwzdXk>]

for her BIO 3003G Introduction to Evolution class (which is available for review at <https://youtu.be/vkb1SJGdUMw>). It is important to note that, while this simple screen capture was created using the Apple "built-in" *QuickTime* software, sophisticated videos with much higher levels of student engagement can be created using *Adobe Captivate*. Freeware (free software) such as *QuickTime* and *Jing* are very limited in features. For example, neither tool allows for any kind of video editing. In addition to BIO 3003G, Dr.

teaches other face-to-face courses in which writing assignments are required, and she is interested in collaborating with us in creating additional informational literacy video tutorials. It is our hope that, in connecting a face to a name, both distance and on-campus students will be encouraged to contact a librarian for research assistance. has been a willing and supportive partner in working with us on this video tutorial project, and we are excited about reaching out to faculty across campus to develop additional resources.

4. Provide an itemized cost estimate for the proposed activity and include any other monies you may be expecting towards this project.

Two *Adobe Captivate* licenses, education pricing @ \$349 each = \$698.

5. Provide a working schedule for completion.

<u>Task</u>	<u>Date for completion</u>
• Purchase software	Nov. 2015, or when funds become available
• Identify and reach out to potential faculty partners	Nov. 2015 - Jan. 2016 (and ongoing)
• Brainstorm with faculty to identify desired outcomes of video project	Jan. - Feb. 2016
• Librarian creates video	Feb. - Apr. 2016
• Librarian shares video with faculty, constructive criticism sought	Apr. - May 2016
• Librarian revises video, if necessary	May - Jun. 2016
• Completed video is uploaded to YouTube or similar platform and link is shared with faculty	May - Jun. 2016
• Closed captioning services may be requested from CATS, as needed	May - Jun. 2016
• Video available for student use	May - Jun. 2016

This process will continue on an ongoing basis. Librarians will reach out to faculty (or the reverse may occur), collaborate in brainstorming and creating videos, and gradually increase the collection of video tutorials available to the EIU community. The first videos created will necessarily take longer than subsequent requests, as librarians learn how to use *Captivate*. Video projects begun in November will take much of the Spring Semester to complete and therefore will be ready in time for Summer and Fall 2016 classes.