

Immersion Action Plan

My vision for the information literacy program at CityU is that of a fully integrated, university-wide program that addresses core information literacy competencies and that provides students with the lifelong skills they need. In order to be successful, this program requires the following initial steps:

- Strong leadership on the part of senior CityU administrators who will promote a long-term, university-wide commitment to information literacy education;
- The support of program directors, senior faculty, and teaching faculty;
- Proactive librarians who promote information literacy at the University and facilitate the adoption of an integrated model;
- Cooperation among administrators, librarians, classroom faculty, and technology services.

The following will be used as indicators of a successful information literacy instruction program (but are these really the program's goals?):

- The definition of information literacy that is adopted will become recognized as integral to the educational mission of CityU;
- All programs in all Schools incorporate information literacy competencies, and the specific competencies that are addressed will be clearly indicated
- A process for incorporating the information literacy competencies into the programs will be clearly defined;
- The information literacy competencies that are taught at CityU will be based on the competencies identified by ACRL;
- Syllabi will clearly indicate who will teach which competencies and at what point during the course the instruction will occur;
- Instruction will be student-centered and utilize a variety of pedagogies that emphasize active student learning;
- Student assignments will focus on critical thinking and be designed to achieve the learning outcomes defined for the program;
- Effective methods of evaluation and review (of what?) will be developed.

This document details my action plan for the steps I will take in order to facilitate the implementation of an integrated information literacy instruction program at CityU. I have used ACRL's Institute for Information Literacy *Characteristics of Programs of Information Literacy that Illustrate Best Practices: A Guideline* to determine which areas I will address.

Category 1: Mission

- ACTION: Meet with librarians to write a mission statement for the instruction program.

Category 2: Goals and Objectives

- ACTION: Meet with librarians to write a draft version of the goals and objectives for the program.
- ACTION: Share the draft version with the Information Literacy Task Force (who will then share with all the senior faculty?)
- ACTION: Create a final version based on input from all constituencies.

Category 3: Planning (Documentation)

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- ACTION: Create an information literacy initiative page in the portal that contains links to all relevant documents and sources of information for CityU's initiative.
- ACTION: Monitor the development of CityU's teaching/learning model for changes that will affect the information literacy initiative.

Category 4: Administrative and Institutional Support

- ACTION: Meet with Library Director to discuss where the development of our info lit program, and these action items, falls on the list of priorities for the library.
- ACTION: Meet with Library Director, and the librarians, to assign responsibilities for the instruction program (i.e, what and how much individuals will develop and what and how much will be done as a group).
- ACTION: Determine what technology resources are necessary to support the program (e.g., Qarbon Viewlet Builder), and work with Technology Services to acquire the necessary resources.

Category 5: Articulation with the Curriculum

- ACTION: Discuss with the Deans how best to incorporate the information literacy competencies throughout the courses/curriculum (first brainstorm with faculty at the academic staff meeting then bring those suggestions to the Deans?).
- ACTION: Brainstorm ways to get librarians involved in the course design process so they can add information literacy outcomes to syllabi.
- ACTION: Meet with Liz and Marie to share Pierce College's Course Outline document. Discuss the possibility of creating a similar document for use as part of the curriculum development process at CityU.

Category 6: Collaboration

- ACTION: Create an online community that contains an area in which librarians can collaborate and share best practices.
- ACTION: Work with CELT to include a session on information literacy (exact content?) in the New Instructor Seminar (must first create online library orientation for faculty and staff).

Category 7: Pedagogy

- ACTION: Create tutorials and learning objects (may need to wait until the new Electronic Resources Librarian is hired).
- ACTION: Incorporate tutorials and learning objects into Blackboard courses.

Category 8: Staffing

- ACTION: Assess individually and as a group our current model of instruction.
- ACTION: Work with librarians to create our ideal model of instruction.
- ACTION: Work with librarians to create a plan for moving us (library senior and teaching faculty) to our ideal model.
- ACTION: Have senior library faculty observe library instruction at Pierce College.
- ACTION: Conduct a mini-workshop with each librarian on assessment design as it relates to teaching (using Deb Gilchrist's *Five Questions for Assessment Design* as a model).
- ACTION: Discuss with staff the possibility of peer review of library instruction.

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- ACTION: Decide as a staff whether or not to prioritize attendance at Immersion.

Category 9: Outreach

- ACTION: Create an instruction page in the portal that links to tutorials, learning objects, and course related resources.
- ACTION: Plan a half-day meeting for faculty that focuses on information literacy.

Category 10: Assessment/Evaluation

- ACTION: Work with librarians to design assessments for the information literacy program (using Deb's *Five Questions for Assessment Design* as a model).
- ACTION: Work with librarians to determine how progress toward meeting the goals and objectives of the program will be measured.