

Levels of Library Faculty – Departmental Faculty Course Collaboration

Collaboration	<i>None</i>	<i>Minimal</i>	<i>Healthy</i>	<i>Optimal</i>
Design of Support Materials (LibGuides, Resources in LMS, etc.)	No such support materials exist.	LibGuide content has generic content related to the general subject area.	LibGuide has useful content specifically related to course projects.	LibGuide content is dynamic, tailored, and integral to coursework.
Instructional Design	Faculty member does not inform librarian about assignments.	Faculty member shares syllabus and copy of assignments.	Faculty member and librarian discuss instruction and assignments.	Faculty member involves librarian in instructional design, and librarian is proactive in generating and revising ideas.
Classroom Involvement	Faculty member embeds librarian in LMS and includes contact information in syllabus.	Librarian visits class for introduction and greeting.	Librarian provides instruction for a full class period.	Librarian has continuous contact with students in class.
Teaching Time	Faculty member advises students to meet with librarians for research and resources.	Librarian visits class for greeting and introduction of relevant resources.	Librarian has an entire class period with students. Faculty member is present and engaged during session.	Librarian has sustained involvement over time, not necessarily full class periods.
Content Levels	No teaching.	Librarian teaches about basic library resources and services.	Librarian teaches about resources for course projects and assignments.	Librarian teaches disciplinary resources and methods as well as transferable information literacy practices.
Contact Outside of Classroom	Students are unaware of librarians as resources.	Students contact librarians when struggling.	Students make appointments with librarians or attend relevant workshops.	Many students have consultations with librarians during their research processes.
Visibility in Virtual Spaces	Librarian has no access to course LMS page, blog, etc.	Librarian is embedded to view content in LMS, discussions, etc.	Librarian is able to post and respond to content in course LMS portal, discussions, etc.	Librarian is actively involved in activities and content in course LMS portal.
Timing of Support	Librarian provides no teaching or research support.	Librarian speaks with students during the first weeks of class.	Librarian teaches a session in close proximity to when students require research or resources.	Librarian contact is sustained through course projects and assignments and student research activities.
Assessment of Student Learning	Librarian is not involved in assessing learning.	Faculty member informally communicates about student work.	Faculty member formally shares outcomes of students work.	Librarian is included in design and review of students' research projects.

Material adapted from:

Belzowski, N., & Robison, M. (2019). Kill the One-Shot: Using a Collaborative Rubric to Liberate the Librarian–Instructor Partnership. *Journal of Library Administration*, 59(3), 282–297. <https://doi.org/10.1080/01930826.2019.1583018>.

- Nathan Filbert, Wichita State University Libraries, 2019.

Examples of Basic Information Literacy Competencies Addressed at Different Levels

This table is by no means comprehensive with respect to teaching information literacy and library research. These competencies are informed by the Association of College and Research Libraries (ACRL) *Framework for Information Literacy for Higher Education*, the core concepts of which are the following:

- Authority is constructed and contextual
- Information creation as a process
- Information has value
- Research as Inquiry
- Scholarship as conversation
- Searching as strategic exploration.

For more information about the ACRL *Framework*, see <http://www.ala.org/acrl/standards/ilframework>,

Competency	Beginning	Intermediate	Advanced
Navigation of library resources and services	Becoming familiar with the University Libraries' facilities and website as a way to learn about and use library resources and services	Using library tools to find information on subjects/topics in library resources like books/ebooks, databases, and journals/ejournals	Using Interlibrary loan (ILL) to obtain items the library does not have.
Understanding the research process	Identifying an information need and developing a research question	Reviewing search results and synthesizing those most relevant to the research question	Sharing the results of your research via posters, presentations, publications, etc.
Identification of types of sources	Being able to distinguish among different types of sources like books, journals, articles as well as websites, primary and secondary sources, patents, etc.	Being aware that different types of sources are useful for different types of research needs and recognizing how their importance and use can vary by discipline	Applying different types of sources to various research needs appropriately.
Construction of search strategies	Constructing search strategies by identifying concepts and keywords, then connecting them with Boolean operators, and refining strategies based on search results	Employing advanced search techniques like using subject headings (controlled vocabulary) and field codes	Performing cited reference searching to further research
Evaluation of Sources	Being aware of different types of authority such as subject expertise and societal position	Using critical thinking to determine the quality of sources based on criteria such as currency, authority, accuracy, relevance, and purpose	Developing and applying appropriate evaluation criteria to sources for your research
Avoidance of Plagiarism	Identifying and avoiding different types of plagiarism	Citing sources in accordance with style guides	Using citation management techniques to organize research and generate citations and bibliographies

--	--	--	--

-