

Evidence-based IL program proposals: Engaging in curriculum mapping to re-envision instructional practice

Liz Mantz, Kim McPhee, Christy Sich

WILU, June 2018



Western
Libraries

Session Outcomes

By the end of the session, attendees will...

Be able to articulate key aspects of the curriculum mapping process

Feel inspired to enact a curriculum mapping process that integrates information literacy programming into departmental curricula

Quick Room Poll

Are you:

- A) beginning a curriculum mapping process
- B) in the midst of a curriculum mapping process
- C) finished a curriculum mapping process
- D) curious about curriculum mapping

Western Libraries



Curriculum Mapping Pilot Project



The D.B. Weldon Library



Arts & Humanities



Social Sciences



Information & Media Studies

Curriculum Challenge



Key Components

- IL Learning Outcomes (ILLOs)
- Project Planning and Visioning
- Curriculum Mapping Template
- Departmental Proposal

IL Learning Outcomes

Discovery and
Critical Evaluation of
Information

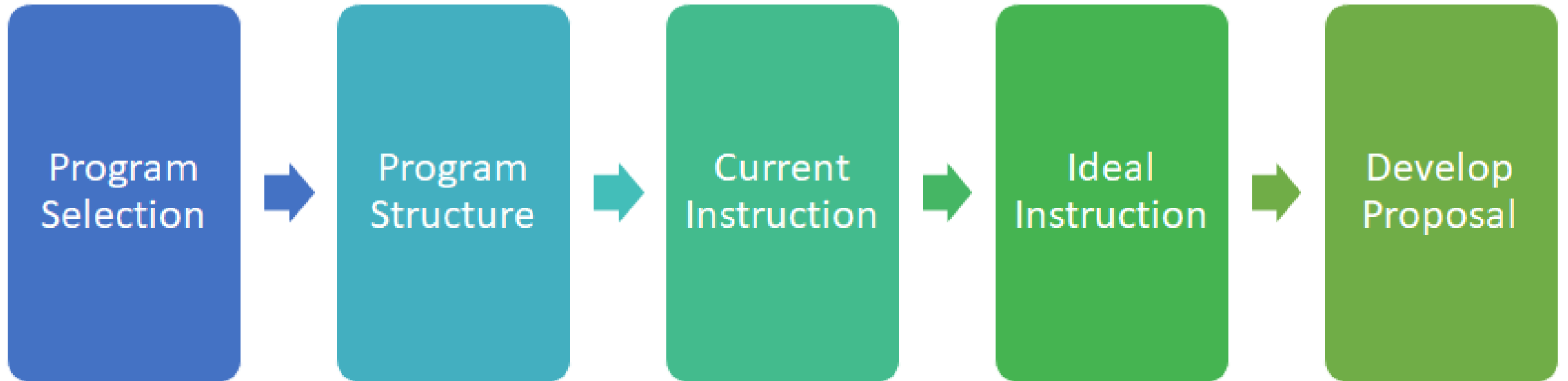
Responsible Use and
Creation of
Information

Communication

Enduring Research
Skills

Civic Engagement

Pilot Planning and Visioning

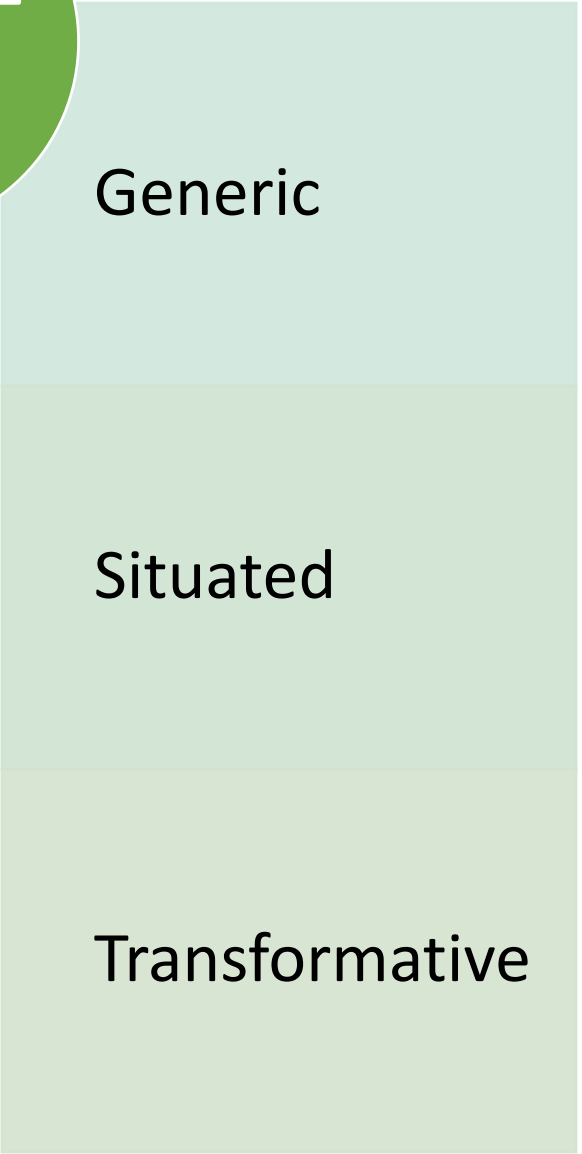


	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T		
1	Information Literacy Learning Outcomes																				
2	Program:		Discovery and Critical Evaluation of Information			Responsible Creation and Use of Information			Enduring Research Skills			Communication			Civic Engagement						
3	Course #	Course Name	IRM	GST	Methods	IRM	GST	Methods	IRM	GST	Methods	IRM	GST	Methods	IRM	GST	Methods	Who entered the data?	Done?	St	
4																					
5																					
6																					
7																					
8																					
9																					
10																					
11																					
12																					
13																					
14																					
15																					
16																					
17																					
18																					
19																					
20																					
21																					
22																					
23																					
24																					
25																					

	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	
1	Information Literacy Learning Outcomes																			
2	Program:		Discovery and Critical Evaluation of Information			Responsible Creation and Use of Information			Enduring Research Skills			Communication			Civic Engagement					
3	Course #	Course Name	IRM	GST	Methods	IRM	GST	Methods	IRM	GST	Methods	IRM	GST	Methods	IRM	GST	Methods	Who entered the data?	Done?	St No
4																				
5																				
6																				
7																				
8																				
9																				
10																				
11																				
12																				
13																				
14																				
15																				
16																				
17																				
18																				
19																				
20																				
21																				
22																				
23																				
24																				
25																				

	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	
1	Information Literacy Learning Outcomes																			
2	Program:		Discovery and Critical Evaluation of Information			Responsible Creation and Use of Information			Enduring Research Skills			Communication			Civic Engagement					
3	Course #	Course Name	IRM	GST	Methods	IRM	GST	Methods	IRM	GST	Methods	IRM	GST	Methods	IRM	GST	Methods	Who entered the data?	Done?	St
4																				
5																				
6																				
7																				
8																				
9																				
10																				
11																				
12																				
13																				
14																				
15																				
16																				
17																				
18																				
19																				
20																				
21																				
22																				
23																				
24																				
25																				

	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	
1	Information Literacy Learning Outcomes																			
2	Program:		Discovery and Critical Evaluation of Information			Responsible Creation and Use of Information			Enduring Research Skills			Communication			Civic Engagement					
3	Course #	Course Name	IRM	GST	Methods	IRM	GST	Methods	IRM	GST	Methods	IRM	GST	Methods	IRM	GST	Methods	Who entered the data?	Done?	St No
4																				
5																				
6																				
7																				
8																				
9																				
10																				
11																				
12																				
13																				
14																				
15																				
16																				
17																				
18																				
19																				
20																				
21																				
22																				
23																				
24																				
25																				



Testing the Template



STUDENT LEARNING OUTCOMES

At the end of the course the successful student should be able to

1. Memorize (M), describe (D) and apply (A) main concepts and principles of research design, methodology and statistical analysis as occurs in psychological research
2. Locate, read, and write about scholarly research that pertains to a research hypothesis
3. Formulate and test a research hypothesis by writing about it in a research project
4. Conduct research involving recruiting participants and taking measurements
5. Apply skills required to conduct research in psychology
6. Identify and conduct an appropriate methodology and statistical procedure that should be used to address a specific research question
7. Give an oral presentation of research ideas and how to scientifically evaluate research ideas
8. Identify, describe, and correct ethical issues in the conduct of research

Learning Outcomes

The Western Undergraduate Information Literacy Learning Outcomes are intended to align closely with the Western Degree Outcomes. Information Literacy Learning Outcomes articulate undergraduate expectations with respect to information access, assessment, and application.

Discovery and Critical Evaluation of Information

Western graduates will define their information needs and design their search strategies, recognizing that searching is strategic exploration. They will be proficient in the use of online resources that aid in research. They will evaluate the breadth, scope, and variety of information resources, and they will apply their information literacy skills to new questions. They will investigate information gaps and conflict of information; they will recognize creator perspective. They will articulate how different formats affect the use of information. They will investigate and question traditional norms of authority.

Responsible Creation and Use of Information

Western graduates will analyze and apply the legal and ethical limitations or considerations in the use of information, including but not limited to creator rights, the concept of the public domain, and privacy concerns. They will articulate their rights and accountabilities, and recognize the opportunity to create information equitably, as both creators and stewards of information. They will show that they value knowledge and information by demonstrating attribution.

Enduring Research Skills

Western graduates will be resilient and proactive researchers with a developed awareness of the information landscape. They will be able to manage their emotions as they navigate the research process in order to better manage their time, stress, and information overload. As a result, they will be flexible, creative, and curious researchers.

Communication

Western graduates will demonstrate critical thinking through strong written and verbal communication skills. They will tailor their communication to their audiences and support their claims with appropriate research. They will know how, where, and when to disseminate their work. They will value the power of their persistence or their online identity.

Civic Engagement

Western graduates will be active and aware citizens who examine and critique their own information privilege. They will engage in discussions about how and why some people may be marginalized within systems that produce and disseminate information. They will seek out the perspectives of others, challenge their own views and will address information needs through collaboration and cross-cultural connections.

Current versus Ideal

Program:		Information Literacy Learning Outcomes														
		Discovery and Critical Evaluation of Information			Responsible Creation and Use of Information			Enduring Research Skills			Communication			Civic Engagement		
Course #	Course Name	IRM	GST	Methods	IRM	GST	Methods	IRM	GST	Methods	IRM	GST	Methods	IRM	GST	Methods
PSY 2800E	Research Methods in Psychology	I	G/S	hands-on lab				I	G							
PSY 2810	Statistics for Psychology															
PSY 2820E	Research Methods and Statistical Applications of Psychology	I	G/S	hands-on lab				I	G							
PSY 2990A	Applications of Psychology															
PSY 2990B	Applications of Psychology															
PSY 3130A/B	Psychology of Thinking															
PSY 3138G	Human Memory															
PSY 3139B	Cognitive Science															
PSY 3140F	Bilingualism															
PSY 3141F	Language Development															
PSY 3143G	Reading Ability and Disability															
PSY 3184G	Research in the Psychology of Language															
PSY 3185F	Research in Cognitive Psychology															
PSY 3185G	Research in Cognitive Psychology															
PSY 3209F	Neuroscience of Motivation and Emotion															
PSY 3209G	Neuroscience of Motivation and Emotion															
PSY 3221G	Animal Behavior															
PSY 3224A	Neuropsychology and Cognitive Neuroscience															
PSY 3224B	Neuropsychology and Cognitive Neuroscience															
	Sex Differences in Human Brain															

Program:		Information Literacy Learning Outcomes														
		Discovery and Critical Evaluation of Information			Responsible Creation and Use of Information			Enduring Research Skills			Communication			Civic Engagement		
Course #	Course Name	IRM	GST	Methods	IRM	GST	Methods	IRM	GST	Methods	IRM	GST	Methods	IRM	GST	Methods
PSY 2800E	Research Methods in Psychology	I	G/S	hands-on lab	I	S		I	G							
PSY 2810	Statistics for Psychology															
PSY 2820E	Research Methods and Statistical Applications of Psychology	I	G/S	hands-on lab	I	S	hands-on class	I	G/S							
PSY 2990A/B	Applications of Psychology															
PSY 3130A/B	Psychology of Thinking	I	G	course guide relating to assignments				I	G	course guide relating to assignments						
PSY 3138G	Human Memory															
PSY 3139B	Cognitive Science															
PSY 3140F	Bilingualism	R	S	course guide relating to assignments	R	S	course guide relating to assignments	R	S	course guide relating to assignments	I	G/S	course guide relating to assignments			
PSY 3141F/G	Language Development	R	S	course guide relating to assignments	R	S	course guide relating to assignments	R	S	course guide relating to assignments	I	G/S	course guide relating to assignments			
PSY 3143G	Reading Ability and Disability															
PSY 3184G	Research in the Psychology of Language															
PSY 3185F/G	Research in Cognitive Psychology	R	S	course guide relating to assignments	R	S	course guide relating to assignments	R	S	course guide relating to assignments	I	G/S	course guide relating to assignments			

Departmental Proposals

Background and Rationale:

Western Libraries [WL] strives to be user focused and to make student success a priority. We are interested in partnering with faculty members and instructors in your department to strengthen

Departmental Proposals

Background and Rationale:

Western Libraries [WL] strives to be user focused and to make student success a priority. We are interested in partnering with faculty members and instructors in your department to strengthen

History of Instruction with the Classical Studies Department:

Classical Studies is a multifaceted program including the study of not only ancient language and literature, but also ancient history, society and politics. In courses focusing on the study of ancient texts or ancient languages, students are not typically required to consult secondary literature and there has

Departmental Proposals

Background and Rationale:

Western Libraries [WL] strives to be user focused and to make student success a priority. We are interested in partnering with faculty members and instructors in your department to strengthen

History of Instruction with the Classical Studies Department:

Classical Studies is a multifaceted program including the study of not only ancient language and literature, but also ancient history, society and politics. In courses focusing on the study of ancient texts or ancient languages, students are not typically required to consult secondary literature and there has

Western Libraries Curriculum Mapping Process:

To develop our understanding of the Classical Studies curriculum and how information literacy can most effectively be embedded within it, Western Libraries has embarked on a curriculum mapping exercise

Course: CS3450E Roman History

Selected Course Outcomes

- Students will advance their written communication skills in the clear and organized presentation of scholarly argument in the form of a research paper
- Students will develop the ability to gather, review, and evaluate primary sources and pertinent scholarly literature

Related Information Literacy Learning Outcomes

- Discovery and Critical Evaluation of Information
- Communication
- Responsible creation and use of information

Course Assignment

Research Paper: 20% (December 8 / April 6) Each student will prepare a research paper on a topic germane to the study of Roman history. .. The goal of these papers is to develop students' abilities to synthesize information collected in both ancient sources and modern analytical scholarship on Roman historical topics. A list of suggested topics, due dates, and writing guidelines will be provided.

Session Learning Outcomes

- Students will support their claims with appropriate research.
- Students will become proficient in the use of online resources that aid in their research.

Teaching & Learning Activities

- Concept mapping exercise
- Annotated bibliography to help students with organization their ideas and managing their time
- Search strategy construction workshop
- Session on evaluating resources

Western
Libraries
Organization
Renewal
Initiative



References

Lupton, Mandy and Bruce, Christina (2010). Windows on information literacy worlds: Generic, situated and transformative perspectives. In Annemaree Lloyd and Sanna Talja (Eds.) *Practising information literacy: Bringing theories of learning, practice and information literacy together* (pp. 3-27). Wagga Wagga, N.S.W. : Centre for Information Studies, Charles Sturt University.

Image credits

Photo by [William Stitt](#) on [Unsplash](#) (Question - raised hand)

Photo by [Wout Vanacker](#) on [Unsplash](#) (Hand with Sparkler)



Liz Mantz emantz@uwo.ca

Kim McPhee kmcphee5@uwo.ca

Christy Sich csich@uwo.ca

<http://bit.ly/wilu2018E1>



Liz Mantz emantz@uwo.ca
Kim McPhee kmcphee5@uwo.ca
Christy Sich csich@uwo.ca
<http://bit.ly/wilu2018E1>