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Getting Back to Basics: An Online IF workshop for Teaching Faculty at Seton Hall University

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Getting Back to Basics: An Online IF Workshop for Teaching Faculty at Seton Hall University

BETH BLOOM AND MARTA DEYRUP SETON HALL UNIVERSITY LIBRARIES <u>BETH.BLOOM@SHU.EDU</u> MARTA.DEYRUP@SHU.EDU

TOPICS

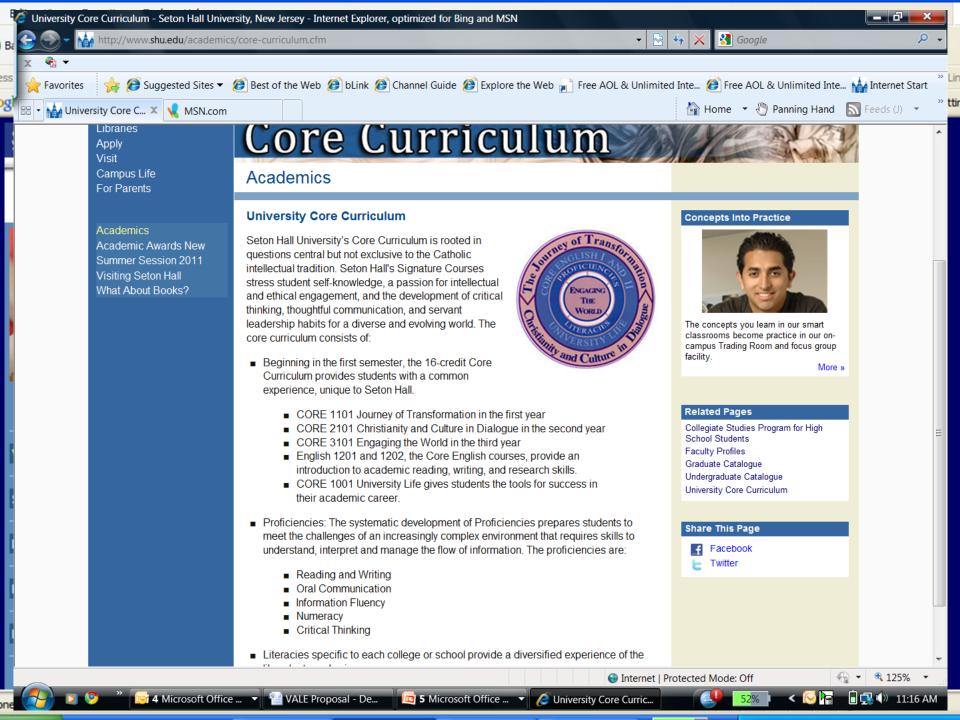
- Seton Hall University's Core Curriculum
- Information Fluency as a Core Proficiency
- Online workshop for teaching faculty
- Sample syllabi

Underlying Premise of the Core Curriculum

- That undergraduate education at Seton Hall University be distinguished by two central elements: a common grounding in the questions central, but not exclusive, to the Catholic intellectual tradition, broadly understood, and the consistent and systematic development of students' competencies.
- The other half of the "signature" experience is the systematic development of students' competencies. This consists of developing methodologies for infusing critical thinking, critical reading and writing, oral communication, information fluency, and numeracy into existing courses. To date 123 faculty members have participated in workshops leading to specific development of these proficiencies in their regular courses.

CORE COMPONENTS

Proficiencies	Literacies Discussed	Required Courses
Information Fluency	Ethical literacy	Journey of Transformation (Signature I), for Freshmen
Reading/Writing	Esthetic Sensibility Religious and historical awareness	Christianity and Culture in Dialogue (Signature II), for Sophomores
Oral Communication	Cultural sensitivity	Core III (discipline- specific with Core principles in mind), for Juniors
Numeracy	Quantitative thinking	Senior Capstone course
Critical Thinking	Scientific awareness	



What is Required for a Course to Be Certified Information Fluency-Infused

- A substantial portion of the course is devoted to doing research
- Students should be evaluated on the quality of their research process, independently of the final project grade
- Some time should be spent in class to discuss the research process, as opposed to just focusing on the final research assignment. Best practices include:
 - Discussion of how information is structured
 - What resources are most appropriate for the different stages of the research process
 - Elements of assessment:
 - The writer has developed a workable research question that reflects a focused approach to the topic at hand
 - The writer has selected sources that are scholarly or academic in nature
 - The sources reflect subject-matter relevant to the topic at hand
 - The sources have been integrated into the developing argument of the research paper
 - The sources contribute to the argument of the research paper.

Organization of Online Workshop

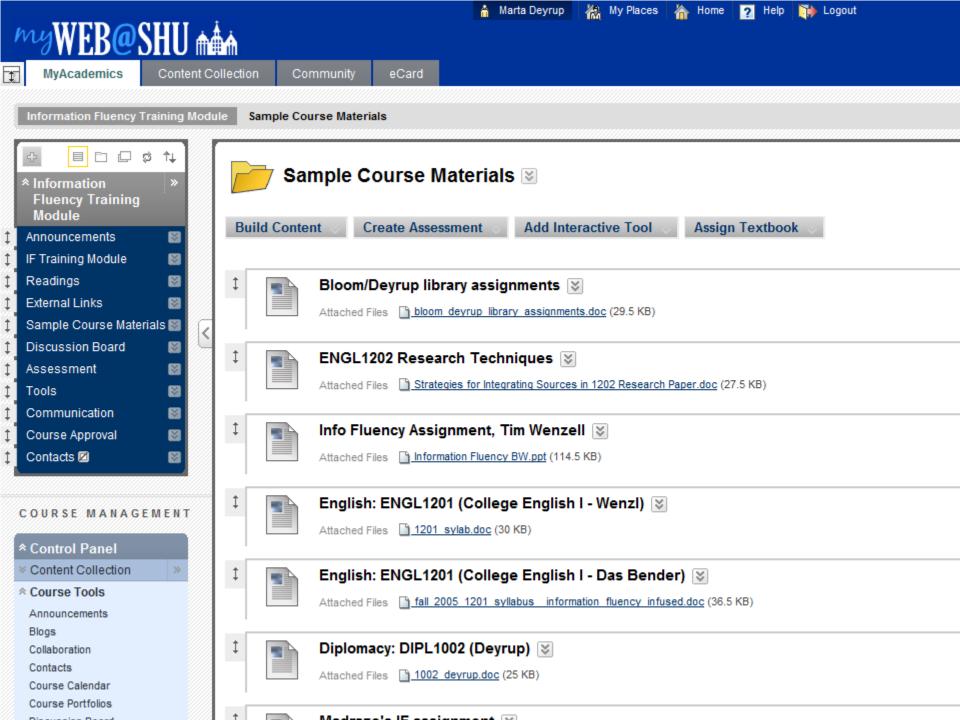
Teaching Faculty participants have initial meeting with librarians

Mid-semester meeting to discuss progress

Final meeting—presentation and submission of revised or new syllabi

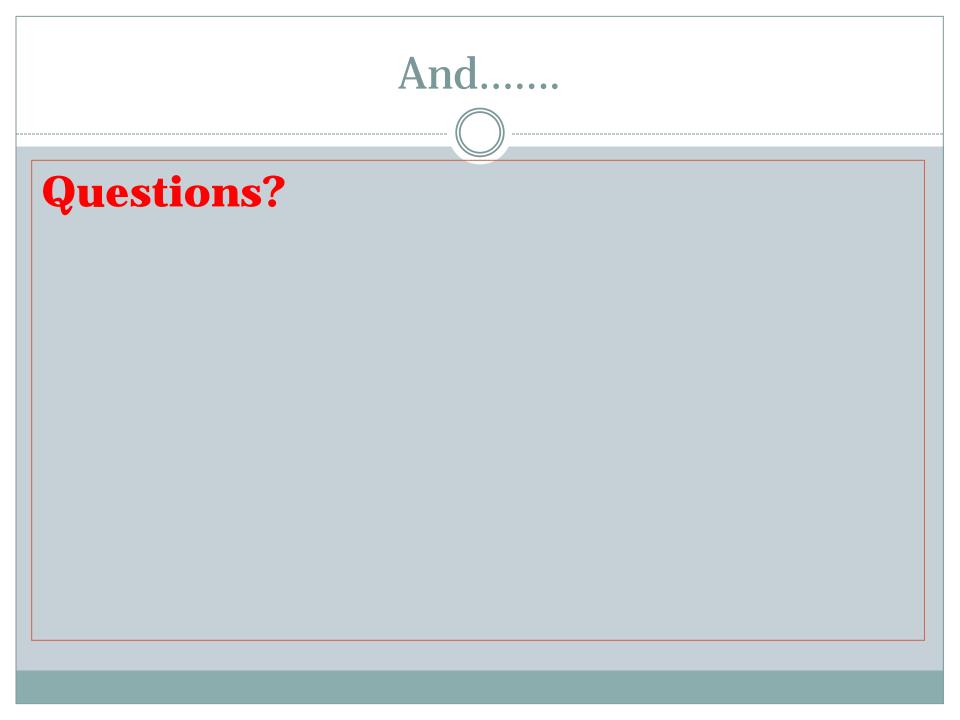
 Librarians evaluate and give final approval to submitted syllabi

IF	Training Module at a Glance
myWEB@SHU A&A	🔒 Marta Deyrup 🙀 My Places 🏠 Home 😰 Help 📦 Logout
MyAcademics Content Collect	ction Community eCard
▲ Information Fluency Training Module	F Training Module 🛛
Module Announcements I IF Training Module	Build Content Create Assessment Add Interactive Tool Assign Textbook Discover Content
1 Readings 1 1 1 External Links 1 2 Sample Course Materials 1 1 Discussion Board 1 1 Assessment 1 1 Tools 1	1 Step 1: Defining Information Fluency S Attached Files instruction fluency definition, and read carefully. Proceed to the Discussion Board and respond to the first topic. Now read Carol Kuhithau's powerpoint and the ACRL standards for information Literacy (Fluency) document in the Readings Tab. Do Kuhithau's observations agree with your own experience of how your students approach a research assignment? Please proceed to the second topic in the Discussion Board.
1 Communication Image: Communic	Step 2: Researching what has been done by others 😒 In the "External Links" section, there are links to some Web sites devoted to Information Fluency issues. We would like for you to find a Web site that pertains to IF issues in your particular discipline. Please proceed to the third topic in the Discussion Board and post a link to that site.
COURSE MANAGEMENT COURSE MANAGEMENT Control Panel Control Collection Course Tools	1 Step 3: Creating an information fluency assignment is Now, consider a particular aspect of the course that would lend itself to a information-fluency based assignment. In the Readings Tab, "Helping Students Integrate Literacy Criticism into an English 1202 Research Essay" and "Activities Leading to the Successful Incorporation of Outside Sources in the 1202 Research Essay," Gita Das Bender explains how she integrates research skills into essay writing. Please proceed to the fourth topic in the discussion board. Post your assignment in the Discussion Board.
Announcements Biogs 1 Collaboration Contacts Course Calendar Course Portfolos	1 Step 4: Sequencing information fluency assignments ⊗ Please see the Sample Course Materials section for examples of sequenced Information Fluency assignments. Now please go to Discussion Topic #5.
Discussion Board 1 Glossary Journals	Step 5: Information literacy infused syllabi Image: Step 5: Information literacy infused syllabi Please see the Sample Course Materials Tab examples of information infused syllabi. Image: Step 5: Step
Laster Caster	Step 6: Self Assessment S Attached Files <u>self-assessment doc</u> (30 KB) We now wanty you to consider the course you wish to be information-fluency infused. Read the attached document and refer to materials found in the Assessment Tab as you consider how to develop an assessment component of your syllabus. A minimum of 15 % of the final grade for the course should come from assessment of the students IF skills. The checklist for an IF-infused syllabus can be found in the Course Approval Tab.
	Step 7: Final Course Approval 😵 Congratulations! Your course submission is almost complete. Please go to the Course Approval Tab, open the attached "Checklist for Information Fluency Infused Courses." If you need to make significant changes to the syllabus, please post it in the final Discussion Board Topic.



	Assessment for Students	
myWEB@SHU ₼		
MyAcademics Content C Information Fluency Training Mod		lode is: ON
 Information Information Fluency Training Module Announcements IF Training Module Readings External Links Sample Course Materials Discussion Board Assessment Communication Course Approval Contacts 	Assessment S Build Content Create Assessment Add Interactive Tool Assign Textbook	
COURSE MANAGEMENT CONTROL Panel Control Panel Control Collection Controls Controls Controls Controls Course Calendar Course Portfolios Discussion Board Glossary Journals	Clazov Marking Criteria S Attached Files Grades2a word.doc (42.5 KB)	

- <u>Gita DasBender syllabus</u> (English)
- <u>Sean Lake syllabus</u> (Signature Core 3)
- <u>Raymond Capra syllabus</u> (Classics)
- <u>Marta Deyrup syllabus</u> (Introductory Seminar for Diplomacy)



Thank You!