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

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TOPICS

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

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Core Curriculum

Academics

University Core Curriculum

Seton Hall University’s Core Curriculum is rooted in questions central but not exclusive to the Catholic intellectual tradition. Seton Hall’s Signature Courses stress student self-knowledge, a passion for intellectual and ethical engagement, and the development of critical thinking, thoughtful communication, and servant leadership habits for a diverse and evolving world. The core curriculum consists of:

- Beginning in the first semester, the 16-credit Core Curriculum provides students with a common experience, unique to Seton Hall.
  - CORE 1101 Journey of Transformation in the first year
  - CORE 2101 Christianity and Culture in Dialogue in the second year
  - CORE 3101 Engaging the World in the third year
  - English 1201 and 1202, the Core English courses, provide an introduction to academic reading, writing, and research skills.
  - CORE 1001 University Life gives students the tools for success in their academic career.

- Proficiencies: The systematic development of Proficiencies prepares students to meet the challenges of an increasingly complex environment that requires skills to understand, interpret and manage the flow of information. The proficiencies are:
  - Reading and Writing
  - Oral Communication
  - Information Fluency
  - Numeracy
  - Critical Thinking

- Literacies specific to each college or school provide a diversified experience of the Core curriculum.
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

Step 1: Defining Information Fluency
Please open the attached file, “Information Fluency definition,” and read carefully. Proceed to the Discussion Board and respond to the first topic.

Step 2: Researching what has been done by others
In the "External Links" section, there are links to some websites devoted to Information Fluency issues. You might consider searching for research in this topic. To access these websites, please use the link provided.

Step 3: Creating an information fluency assignment
Now, consider a particular aspect of the course that would lend itself to an information fluency-based assignment. Choose the appropriate topic and post the assignment on the Discussion Board.

Step 4: Sequencing information fluency assignments
Please see the Sample Course Materials section for examples of sequenced Information Fluency assignments.

Step 5: Information literacy infused syllabi
Please see the Sample Course Materials for examples of information literacy infused syllabi.

Step 6: Self Assessment
Open the attached “ASSessment document” and refer to materials in the Assessment Tab as you consider how to develop an assessment component of your syllabus.

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," and upload it into the final Discussion Board Topic.
Assessment for Students

Assessment

- Information Literacy Rubric--St. John's
- Itemized criteria for student assessment
  - Understand the structure of information within the field of literary research (32.5 KB)
- Research Competency Guidelines for Literatures in English
  - "Research Competency Guidelines for Literatures in English" was first developed for use within the Literatures in English Section (LES) of ACRL. Although based on framework of the "ACRL Information Literacy Competency Standards for Higher Education" (2000), these guidelines address the need for a more specific and source-oriented approach within the discipline of English literatures, including a concrete list of research skills. The original list was compiled by Anne Jordan Gaver (Elmhurst College). The guidelines were further developed by the ACRL.
- Glazov Marking Criteria
  - Attached Files: Gradeski_word.doc (42.5 KB)
Sample Syllabi

- Gita DasBender syllabus (English)
- Sean Lake syllabus (Signature Core 3)
- Raymond Capra syllabus (Classics)
- Marta Deyrup syllabus (Introductory Seminar for Diplomacy)
And.......
Thank You!