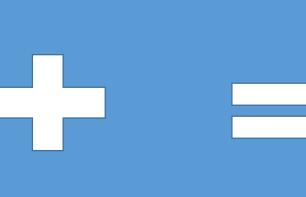
# Library Instruction

1. It all started with an information literacy grant at **TEP** 

### PhD Student



Librarian

Teaching partnership that informs future faculty of what library integration could look like

4. Culminating in Assessing the Information Literacy Goals

Information Literacy Survey

Research journals and final research projects

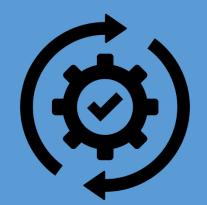
Focus groups and interviews

Using various methods of assessment, the partnership gathered data to assess student learning of both course objectives and the ACRL Framework for Information Literacy and Writing Program Administration Outcomes.

## Strengthening Partnerships

Mutual Respect





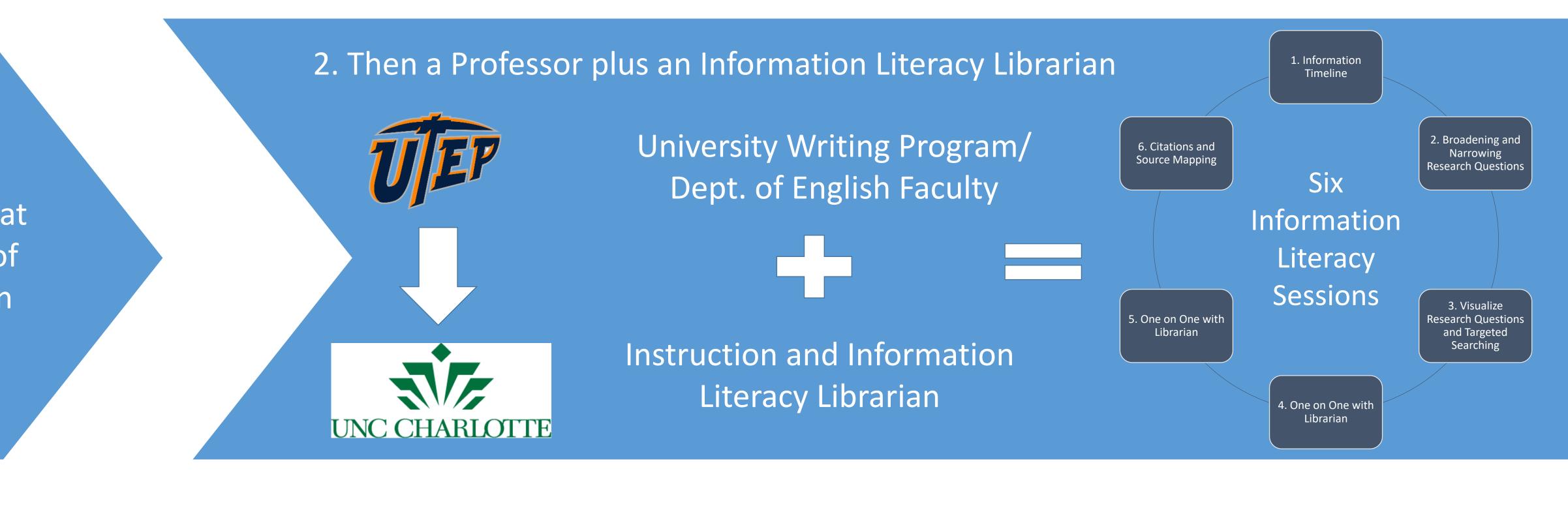
Take It Outside

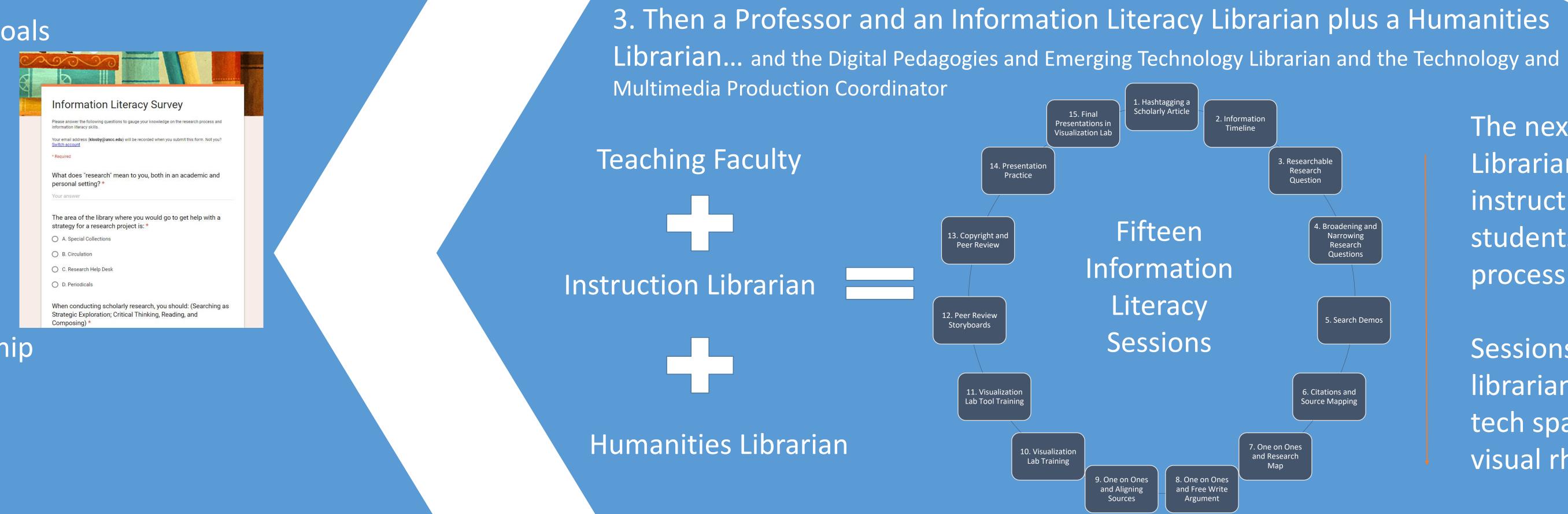


### Keep It Progressing

# Well Beyond the One-Shot: Collaborating to Create a Model of Information Literacy Instruction

Kim Looby, Instruction and Information Literacy Librarian, University of North Carolina-Charlotte Natalie Ornat, Humanities Librarian, University of North Carolina-Charlotte





## Creating a Model

1. Create a sample of types of classes you can offer and draw on those when starting new collaborations 2. Align the ACRL Standards for Information Literacy with the standards or learning outcomes of your collaborative department or their governing organization

ACRL Standards for Information Literacy

- Authority Is Constructed and Contextual • Information Creation as a Process
- Information Has Value
- Research as Inquiry
- Scholarship as Conversation • Searching as Strategic Exploration



Informed by the partnership at UTEP, the professor came to UNC Charlotte as a full-time faculty member ready to connect with an instructional librarian.

Together, they formed a series of six information literacy sessions to be cotaught with first year writing students.

The next semester, the Humanities Librarian helped to expand the instruction sessions, following students through the research process.

Sessions grew to include technology librarians and usage of innovative tech spaces for completion of final visual rhetoric project.

## Next Steps

Catch Up with Past Students How did this class impact their information practices?

### **Research Study**

How can our work strengthen programs of collaboration between teaching faculty and librarians?