Diversity within Unity: Developing Sustainable Information Literacy Teams

Victoria F. Caplan & Eunice S.P. Wong
Hong Kong University of Science & Technology
lbcaplan@ust.hk & lbeunice@ust.hk
1. Introduction & Context
2. Sustainability = Question
   1. Team Teaching = Our solution
   2. Self managed teams
   3. Team teaching & Individuality
3. Information Literacy & Music
4. Jazz metaphor
5. Unity & Diversity – Teaching Repertoire
6. Methods & Tools of Sustainable Team Library Instruction
   1. Communication methods & attitudes
   2. Sharing Teaching Objects
   3. Venues & their scheduling (e-tools)
   4. Session Registration, attendance, reminders, & integrated online assessment
7. Summary
Introduction and Context - The Institution

- Opened in October 1991
- English Medium of Instruction
- PhD granting
- UGC (Government) Supported

Students:

2012: 12,596 (8,699 UG + 3,897 PG) = 23% increase in UGs
2015: 13,741 (9,113 UG + 4,628 PG) = 5% increase again
Introduction & Context - the Information Literacy Program

UG Program
- Scattered one-shots in various subject curriculums (~1200 UGs)
- LANG 2010, 2030, 2070 for ~1500 Y2 Science, Engineering, & HSS UGs
- LANG 1002 English Language Writing Course for ~1800 Y1 UGs – all majors

PG Program
- Scattered one-shots in various subject curriculums (~100 PGs)
- LANG 5001 & 5081 for ~280 Engineering PGs
- Information Seeking and Academic Integrity & Intellectual Property sessions for PDC (~700 PGs)

<table>
<thead>
<tr>
<th>Year</th>
<th># Session</th>
<th># Attendee</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010/11</td>
<td>245</td>
<td>4,924</td>
</tr>
<tr>
<td>2011/12</td>
<td>333</td>
<td>7,969</td>
</tr>
<tr>
<td>2012/13</td>
<td>328</td>
<td>8,321</td>
</tr>
<tr>
<td>2013/14</td>
<td>289</td>
<td>7,524</td>
</tr>
<tr>
<td>2014/15</td>
<td>286</td>
<td>8,260</td>
</tr>
<tr>
<td>2015/16</td>
<td>280</td>
<td>7,941</td>
</tr>
</tbody>
</table>
How do we deliver program sustainably?

**Sustainable:**
- Semester after semester...Year after year...
- Same group, yet honoring individuality
- Capable of bringing new people into group
- Able to deal with new situations and demands (innovative)

**Our answer:**  [Team Teaching via Jazz metaphor]
- Self-managed teams with a coordinator
- Shared Teaching Repertoire
- E-tools to foster collaboration
- Good venues with useful & appropriate technologies
- Continual staff development
- Collaborate in planning and delivering the IL instruction.
  - With teammates & other librarians
  - Our stakeholders
Self-Managed Teams

“...a manager or leader determines the overall purpose or goal of the team, but the team is at liberty to manage the methods by which to achieve the goal”. (Thompson, 2014, p. 9).

Pro:
- Builds commitment
- Shares work
- Increased autonomy
- Enhanced morale

Con:
- Manager (s) - less control
- More difficult to assess progress

Can overcome the difficulty by having robust assessment in place.

Direction & support of University Librarian & Library Admin & Library Systems = VITAL
Self Managed Team & Individuality

Possible Fear of Teams:
- Loss of individuality
- Must march in lock-step

Good teaching & Learning
- Done in a way is right for individual
- Allows her or his own talents & gifts to blossom.

The metaphor of jazz or “jam band” can be successfully used to explain how a diversity within unity in large scale library instruction can be maintained.

CC BY 3.0 – Jay Hoes. 2008. TTU First Game 2008.jpg
https://commons.wikimedia.org/wiki/Marching_band#/media/File:TTU_First_Game_2008.jpg
Information Literacy, like Music...

Art & Craft
- Body of Knowledge
- Skills & Techniques
- Attitude & Behavior
- Sub-disciplines vary!

https://commons.wikimedia.org/wiki/Johann_Sebastian_Bach#/media/File:Bach_memorial_L%C3%BCbeck.JPG
https://commons.wikimedia.org/wiki/Music#/media/File:Gu_Hongzhong%27s_Night_Revels_2.jpg
https://commons.wikimedia.org/wiki/Category:Preservation_Hall_Jazz_Band#/media/File:PresHallBandJaquesA.jpg
The Jazz Metaphor – Bands & Playing
Innovation – making the music your own

Alexander’s Ragtime Band (Daddy G’s Memory Music, 2011) – Benny Goodman vs. King Curtis
https://archive.org/details/Daddygs_Alexander_s_Ragtime_Band_Collection

http://library.duke.edu/rubenstein/scriptorium/sheetmusic/a/a53/a5378/a5378-2-72dpi.html


4. Trade ad for King Curtis’s single "Whole Lotta Love". Wikimedia Commons https://commons.wikimedia.org/wiki/File:King_Curtis.png
# Team Teaching Information Literacy & The Jazz Metaphor

<table>
<thead>
<tr>
<th><strong>Information Literacy Teaching &amp; Learning</strong></th>
<th><strong>Jazz or Music Metaphor</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teaching Repertoire:</strong> ILOs &amp; Class &amp; E-Learning materials</td>
<td>Music Repertoire: Often “cover tunes” or “standard”</td>
</tr>
<tr>
<td><strong>Instruction Team</strong></td>
<td>A band</td>
</tr>
<tr>
<td><strong>IL Librarians - Create the IL session or online guide</strong></td>
<td><strong>Musicians who work together &amp; often</strong></td>
</tr>
<tr>
<td>• Original, or...</td>
<td>• Sometime create fresh, often</td>
</tr>
<tr>
<td>• Free to modify within the context</td>
<td>• modify tune ahead of time or spontaneously</td>
</tr>
<tr>
<td>• Information Literacy Coordinator</td>
<td>• improvise variations on the tune</td>
</tr>
<tr>
<td>• Head of Reference</td>
<td>• “solo”</td>
</tr>
<tr>
<td>• University Librarian</td>
<td><strong>Band Leader(s)</strong></td>
</tr>
<tr>
<td><strong>Students learners</strong></td>
<td><strong>Conductor</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Audience</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Dancers</strong></td>
</tr>
<tr>
<td></td>
<td>Listen, “pick-up” the tune; “dance” to it – maybe learn to play themselves</td>
</tr>
</tbody>
</table>
Unity - Agreed-upon and shared ILOs; LibGuides; E-Learning objects Worksheets; In-class exercises; online assessment

Diversity - how we teach these session

• How much we adapt & use from colleagues’ creations
• How we change & react based on students in individual session
Unity & Diversity – Teaching Repertoire

Sharing PowePoints, worksheets, and LibGuides = heart of our teamwork
One of the we chose e “jazz metaphor” - these are our “standards”.

Person mainly responsible (e.g. Science Librarian for LANG 2010)
- Makes a LibGuide & PowerPoint and shares with team for feedback & suggestions.
- The PowerPoints subject to variation.
- Different instructors may like particular slides that others have first created, and use and/or modify the
- Others may do something different & then create their own.
Communication with partners & their teams (CLE, PGSO, Departments, faculty members, etc.)

By Email & Phone + Face-to-Face at least twice a year

- Before semester – plan and discuss ILOs, assessment, dates, etc.
- Keep up communication during semester (too many, or too few students signing up at certain sessions, or other issues)
- After semester
  - Provide Report(s) (numbers, assessment & feedback
  - Plan next pre-semester meet-up

Communication model works well with turn-over
Making It Work (2)

Constant Team Communication & Staff Development

Communication within the Team

- Regular planning of sessions intellectually & logistically
- Regular, informal review of assessment & feedback among ourselves; sometimes just casual intra-office chat of “how it’s going” or “how it went”
- Open Communication Culture (default = share)
- Formal Reports at Information Services Committee

Staff Development

- Departmental: Learning Circle for teaching librarians (~3 or 4 times a year) – Examples:
  - 2014 met twice on to discuss & prep feedback on 2 drafts of the ACRL Framework for Information Literacy for Higher Education
  - In 2016 - instruction librarians attend at least one of the other’s sessions and think about what new & different things our colleagues do could be brought to her or his own teaching.
- Library & JULAC - Capacity Building Program (2016), ACRL Immersion (2013), Conference attendance, LibraryConnect (Library-wide), etc.
- Institutional: - HKUST Center for Education Innovation workshops
Making It Work via E-Tools (3)

Sharing teaching materials

- Shared drive (colleagues)
- Owncloud (colleagues)
- LibGuides (colleagues, students, & collaborating partners)
Making It Work via E-Tools (4)
Self-scheduling via shared Google-doc

IL Manager (or other coordinator)
- Schedule times & venues
- Creates Google doc
- Instruction librarians to fill in themselves

Diversity within the Unity + Shared workload
- Selected times match preferences
- Can arrange own swaps
# Making It Work via Excellent Venues & E-Tools

## 5 Excellent venues
- Library Managed & Maintained
- Technology enriched teaching venues
- All instruction librarians can book online

### Unity & Diversity

#### Mass sessions
- Share venue (reduce set-up time)

#### Individually arranged sessions
- Can choose venue & time
- No worry about overlap
Making it work via E-Tools

Registration, Reminder, Attendance & Assessment

Software integrates

- Class scheduling & registration for the students
- Email Reminders
- Attendance interface (via ID scanning)
- Assessment survey & report

1. Public View
2. Admin view - list of classes
3. Admin view – session
4. Session Attendance
5. Feedback Mgt
Summary - Diversity within Unity

Diversity

If we want to teach effectively, with our whole selves, in a way that is honest to us, we cannot teach like another person, no matter how much we may like or admire their teaching. (Parker’s insight)

Unity

But together we can sustainably work fruitfully & harmoniously with colleagues, collaborators & students for the teaching and learning of the art & craft of information literacy, using....

- Self-managed teams with a coordinator
- Shared Teaching Repertoire
- Good Communication:
  - With teammates, collaborators, & students
- Regular staff development
- E-tools to foster collaboration
- Good venues with useful & appropriate technologies

Q & A