Transforming Pedagogy and Curriculum with Information Literacy -- LSTA Grant from the Washington State Library

2010-2011 PROJECT PROPOSAL – RISING JUNIOR – IL FOR TRANSFER STUDENTS

Proposals are due **November 30, 2010** for winter and spring 2011. Projects must be completed by **June 17, 2011**. Please review this year's Guidelines & information before completing the application. Additional proposals will be considered after January 3, 2011 as funding allows. Email proposals to Lynn Kanne (lkanne@sccd.ctc.edu).

APPLICATION

Directions: Complete the following sections and return this proposal to Lynn Kanne (lkanne@sccd.ctc.edu), Grant Coordinator. Save a copy of this application for your reference.

College: Wenatchee Valley College **Site Coordinator:** Andrew Hersh-Tudor **Email** ahersh-tudor@wvc.edu

Library Dean: Andrew Hersh-Tudor   **Signature:** *Andrew J. Hersh-Tudor*

PARTICIPANTS

Name Barbara Oldham   **Role** Librarian   **Email** boldham@wvc.edu

Name Tria Skirko   **Role** Librarian   **Email** tskirko@wvc.edu

Name Andrew Hersh-Tudor   **Role** Administrator   **Email** ahersh-tudor@wvc.edu

Name 4 discipline faculty - to be determined   **Role** Faculty   **Email** Click here to enter text.

Name Click here to enter text.   **Role** Choose an item.   **Email** Click here to enter text.

PROJECT DESCRIPTION – LIMIT RESPONSE TO 2 PAGES

1. General description and project outcomes – what do you plan to do?

> Library staff at Wenatchee Valley College's Omak and Wenatchee locations will create a model for determining when to provide library instruction in support of distance learning assignments. The project goal is to determine at which broad point in the information literacy process library instruction has the greatest impact, whether at question development, search, results analyis or synthesis. Librarians will work with four discipline faculty to develop or modify relevant assignments, provide instruction to four test groups per assignment, and determine results. Additional outcomes will include methods for identifying assignments which will benefit from library support; methods for collaboration on assignment development or revision; and methods for assessing the impact of library support.

2. How does this project relate to previous mini-grant projects? That is, what did you learn that informs your current proposal? What will you do differently and why?

> Our previous mini-grant effort concentrated on supporting information literacy development in face-to-face adult basic education courses. We've discovered the level of effort required to engage discipline faculty; the amount of work (and subsequent reprioritizing) required of librarians; the importance of authentic assessment; and that trusting the students to be engaged, thinking, and learning the information literacy skills we're presenting is necessary and rewarding.

3. Describe how this project fits into your current information literacy action plan. (Check the wiki for your college's posted plan (http://informationliteracywactc.pbworks.com/ActionPlans). You are encouraged to update your plan and post it to your college's IL page on the wiki (http://informationliteracywactc.pbworks.com/Library-Pages).

Our action plan aims to gain college-wide commitment to information literacy as an outcome for all students by providing key opportunities, resources, and strategic commitment. Current efforts include revision of the credit library skills course; clarification of where information literacy fits within the college's core themes; and continuation of the infusion of information literacy in the adult basic skills curriculum. These are all face-to-face efforts aimed at the general student population. This project addresses two gaps by providing a method for supporting information literacy development in online courses, and specifically for rising juniors.

4. Products – what outcome, information, tool, or resource will you produce?

Based on our engagement with discipline faculty, we expect to produce a method for identifying online faculty partners, engaging them in the incorporation of information literacy in their courses and identifying appropriate assignments. Based on the creation or revision of relevant assignments, we expect to produce a template for inserting library support in online assignments, aimed at developing or strengthening information literacy skills in rising juniors. Based on our evaluation of the effectiveness of the library support, we expect to produce priorities for providing that support, both according to the relevant stage of the assignment (e.g. question development, searching, results analysis or synthesis) and according to the discipline or type of assignment.

5. Assessment – how will you know whether the project achieved its outcomes?

We will produce three documents, validated by evidence from the grant activity: a method for engaging online discipline faculty in the incorporation of information literacy in relevant assignments; a template for inserting library support in online assignments; and priorities for providing that library support.

6. Proposed budget with detailed breakdown. Include employee benefits in the total amount requested. Check with your administrator for your college's stipend rate. Request up to $2000.

Grant effort will include four projects, i.e. four discipline faculty, each identifying an assignment in their online course. WVC policy will allow faculty to be paid stipends, and for librarians to work outside of their normal work hours and be paid for their effort. Each project includes:
- 4 hours faculty assignment development
- 4 hours librarian assignment development
- 2 hours librarian assignment assessment
Total: 10 hours per project @ $31 + .17 per hour (rate + benefits) * four projects: $1,450.80

In addition, outcome documents will be prepared:
8 hours librarian reporting
4 hours (4 @ 1 hour each) faculty final input and review
Total: 12 hours @ $31 + .17 per hour (rate + benefits) = 435.24

Total amount requested: $1,886.04