

# Why not take a scientific approach to teaching information literacy skills?

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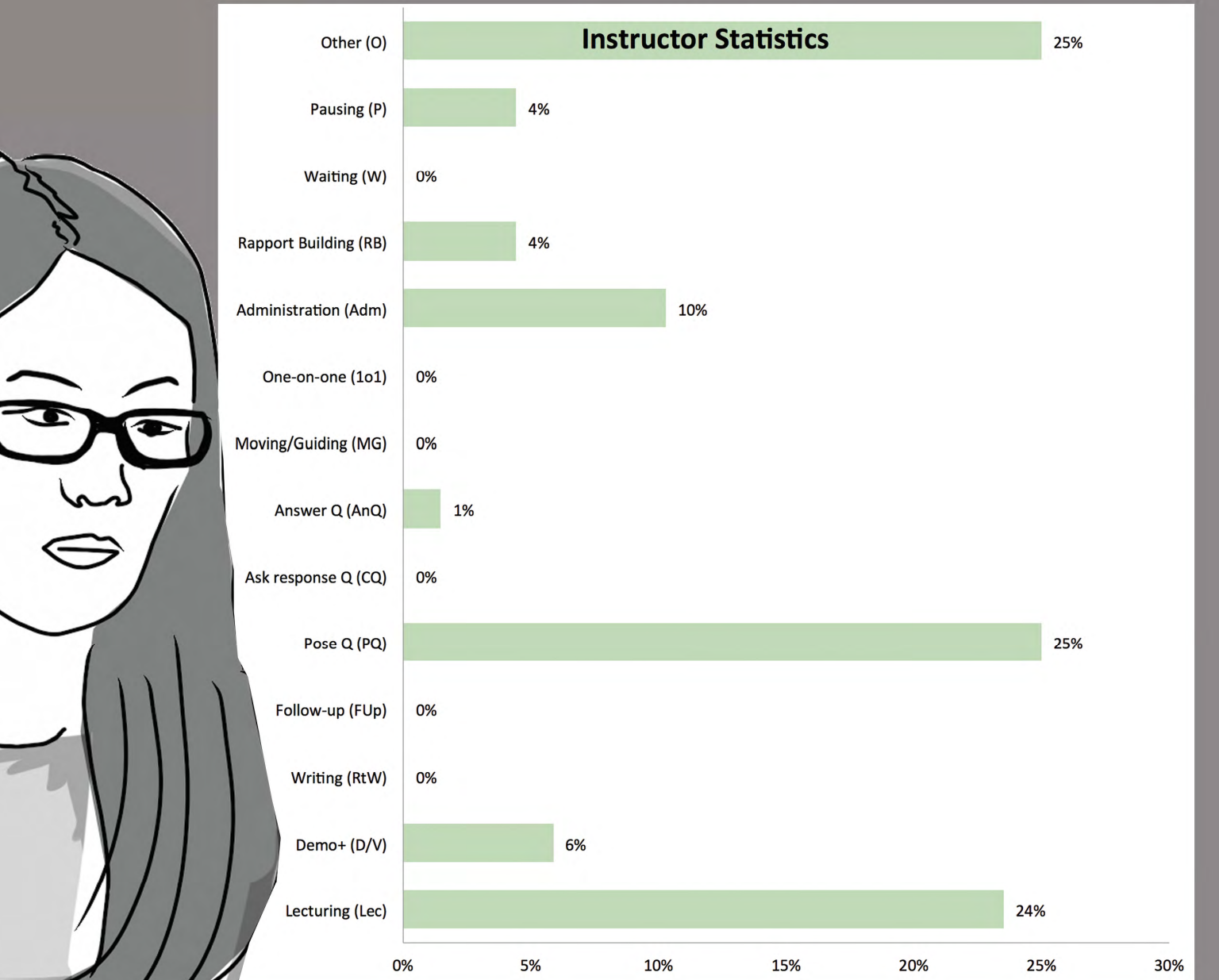
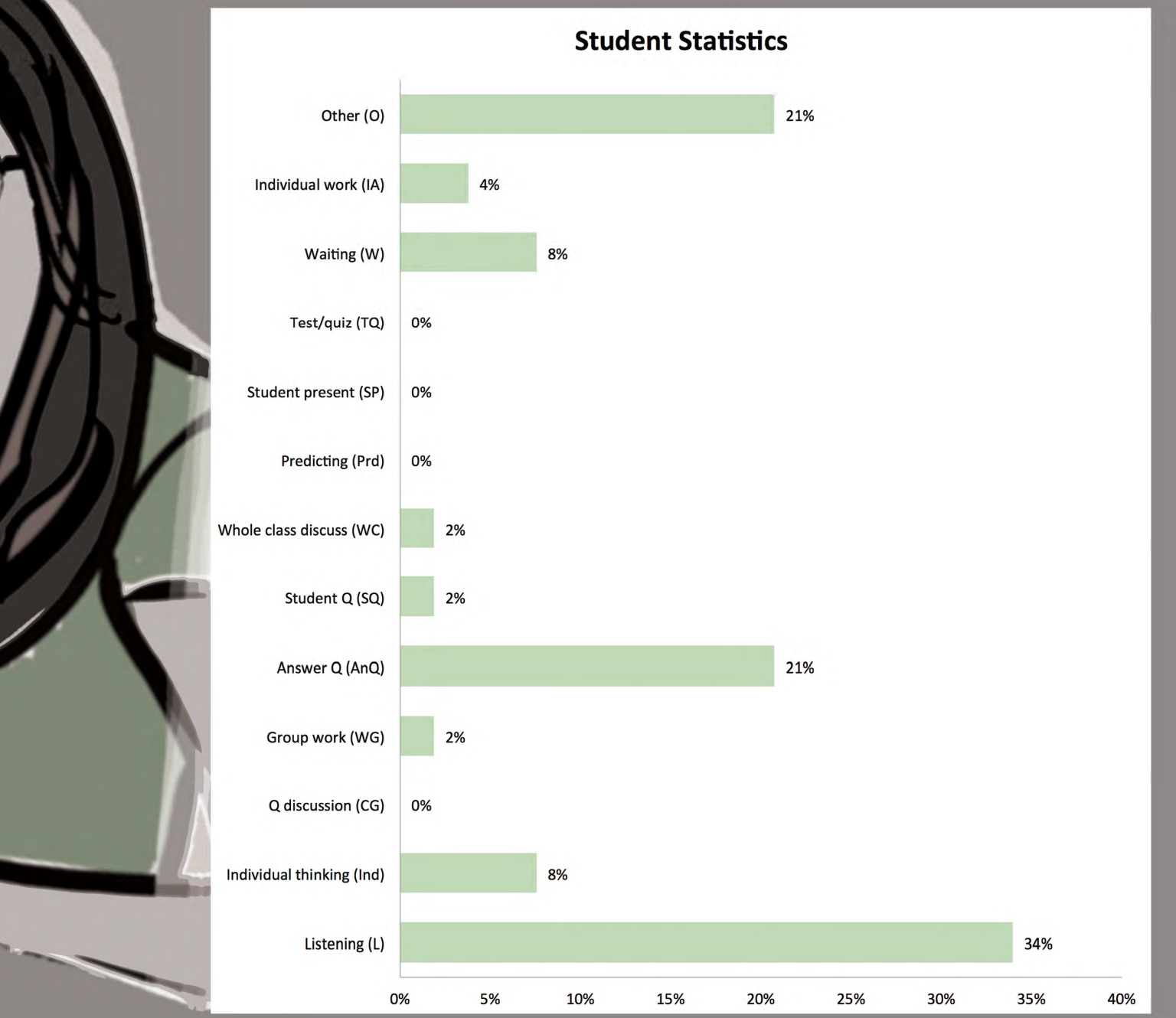
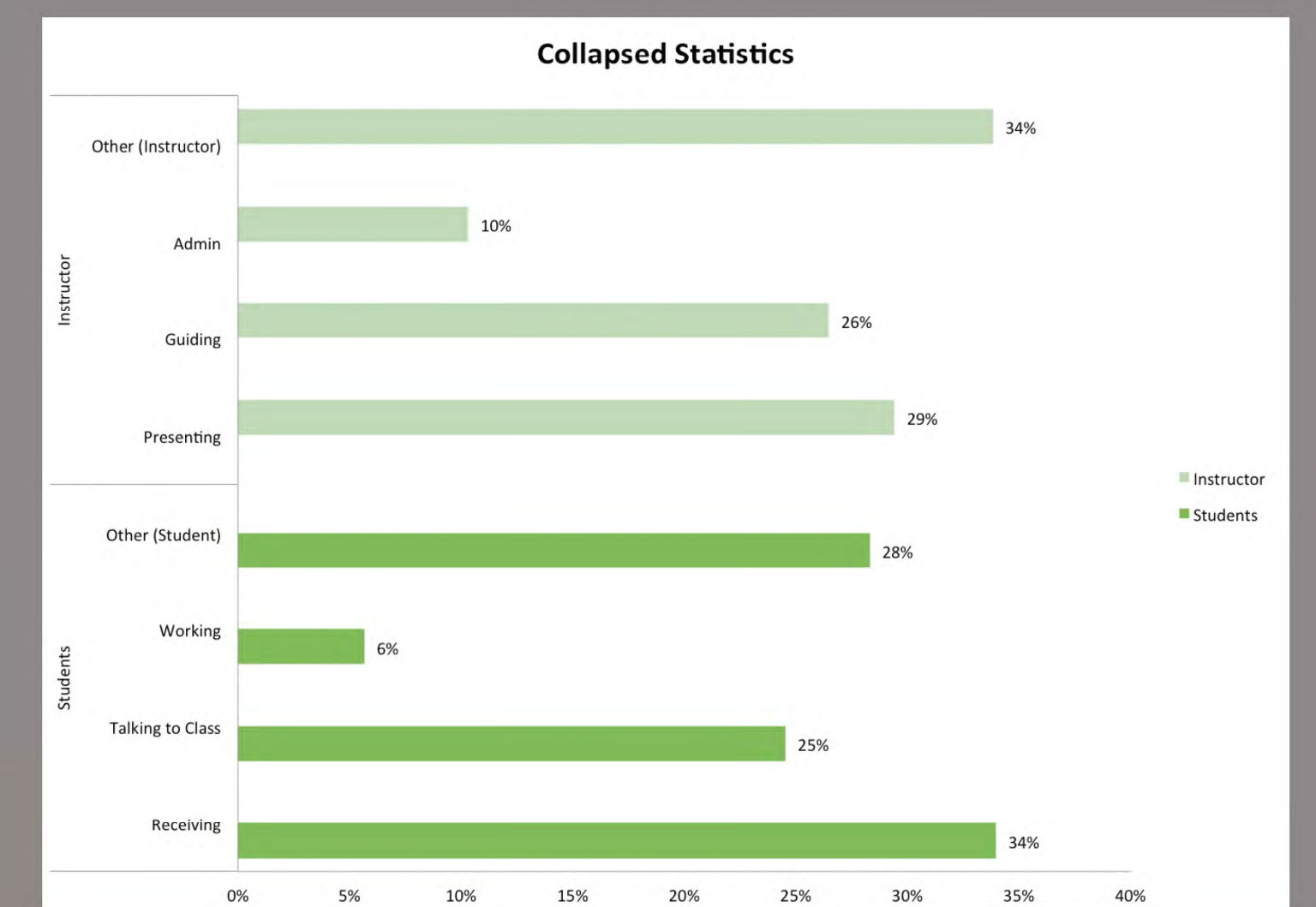
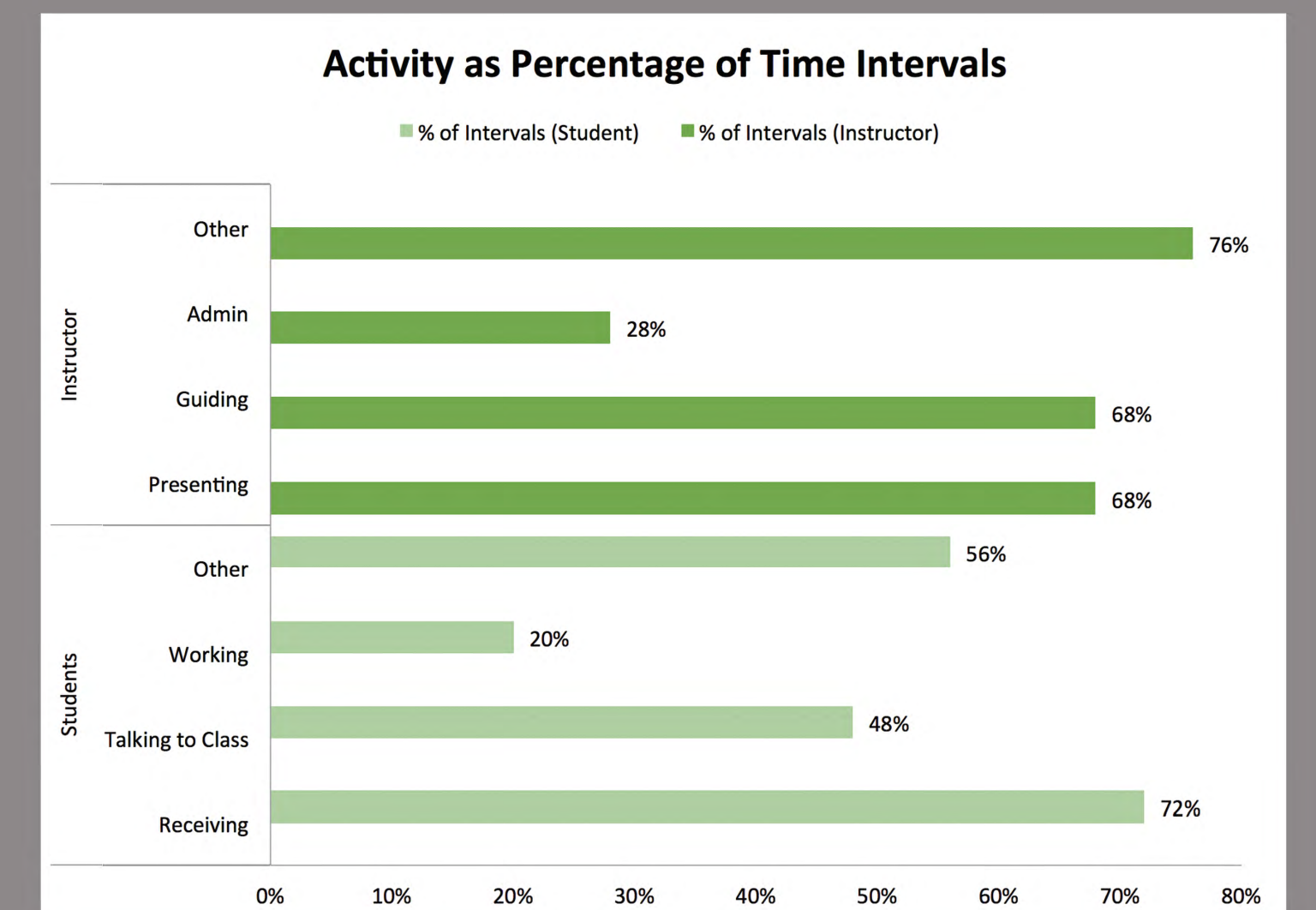
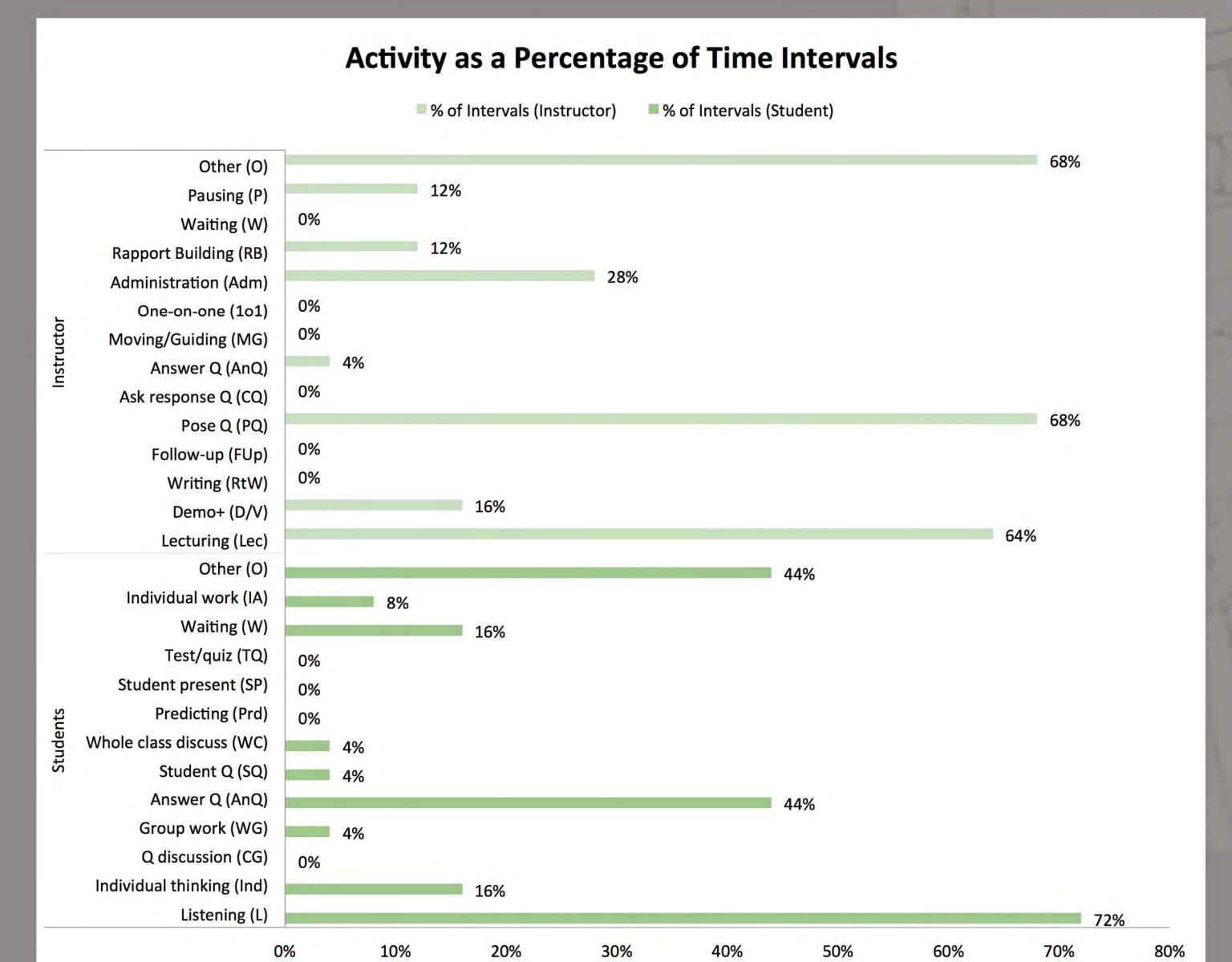
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Studies have shown that students retain more when the lessons engage them. Active learning helps all students learn and succeed - especially minorities, like students from low income families and women (C. E. Wieman, 2014). Based on the best pedagogical evidence we have about learning, the Teaching Practices Inventory-Information Literacy Instruction (TPI-ILI) and the Classroom Observation Protocol for Information Literacy (COPIIL) help librarians make instruction more engaging and identify ways to incorporate active learning. The original nationally calibrated tools - Teaching Practices Inventory (TPI) and Classroom Observation Protocol for Undergraduate STEM (COPUS) - were developed to improve teaching by identifying high impact evidence-based practices and measuring their use in the classroom.

We started with an inventory of effective teaching methodology from the Teaching Practices Inventory (TPI) which drew extensively on literature about effective practices in instruction, and modified the TPI to fit the kinds of one shot information literacy sessions we teach as librarians (C. Wieman & Gilbert, 2014). Our version is called TPI-ILI and is shown, in part, on this poster.

The same people who developed the TPI also developed a classroom observation model (COPUS) that we modified (COPIIL) for use as part of a three step peer coaching program (Smith, Jones, Gilbert, & Wieman, 2013).

Finally, the information from TPI-ILI and COPIIL is gathered and organized into a report highlighting what the peer coach and instructor-librarian noticed and found (see TPI-ILI-COPIIL Reflection Template). The process results in a mix of qualitative and quantitative data about what you and your students are doing. Armed with this information you can clearly see what currently takes place in the classroom, what is working, and where you have room for improvement. More significantly, the data you collect with these tools helps demonstrate our value to education. Having someone observe your classes can seem terrifying. A peer coach using the best evidence-based pedagogy will help your students learn more of what they need to know. And it can improve your teaching too.



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### Teaching Practices Inventory - Information Literacy Instruction

To create the inventory we devised a list of the various types of teaching practices that are commonly mentioned in the literature. We recognize that these practices are not applicable to every course, and any particular class would likely use only a subset of these practices.

We have added places that you can make additions and comments and we welcome your feedback. It should take only about 10 minutes to fill out this inventory.

Document a single class session using this form.

Please fill out the inventory for a single class held in the current or just completed Term

Class Number: \_\_\_\_\_  
 Teaching Librarian: \_\_\_\_\_  
 Name: \_\_\_\_\_  
 Class Section Number or Faculty Instructor Name: \_\_\_\_\_  
 Total number of students in your class (approximate): \_\_\_\_\_

#### Instructor Interactions and Supporting Materials

Discussions with Faculty/Instructor (emails, meetings, etc.) - Check all that occurred in preparation for your session with the class.

Syllabus review

Development of course/graded assignment with faculty instructor

In-class activity planning

LibGuide/tutorial creation

Post class follow-up (answering questions, survey, posting to LMS, sending material, etc)

Debrief/reflection after the class(es), either by email or in-person (can be formal or informal)

Supporting materials provided to students. (check all that occurred in your class)

Student wikis or discussion boards with contribution from you.

LibGuide/Tutorials

Worked examples, or provide an example search (text, electronic, or other format)

Animations, video clips, or screencast related to class material

Lecture notes, PowerPoint presentations, lecture recording

Articles from scholarly literature

Examples of exemplary papers or projects

Other (please specify) \_\_\_\_\_

#### Assignments & Activities

Pre-class Assignments:

Students asked to read/view material on upcoming class session

Students read/view material on upcoming class session and complete assignments or quizzes on a story before class or at beginning of class

Pre-test as skills acquisition tool

In-class Activities:

Working in groups on instructor-assigned activity

Working in groups on librarian-assigned activity

Reflective activity at end of class, e.g. "one-minute paper" or similar (students briefly answering questions, reflecting on lecture and/or their learning, etc.)

Student presentations (verbal or visual)

Hands on searching - guided

Hands on searching - free form, librarian present

Discussion of pre-class assignments or quizzes

Post-class Assignments:

Post-test as skills acquisition tool

Homework assigned or suggested but did not contribute to grade

Homework assigned that is part of grade

Encouragement and facilitation for students to work collaboratively on their assignments

Follow-up meeting with librarian (mandatory/extra credit/other)

Other (please specify) \_\_\_\_\_

#### Feedback

Feedback from students to librarian (check all that occurred in your class)

Online or paper feedback

Other (please specify) \_\_\_\_\_

Approximately how long did it take you to fill out this inventory?

We thank you for your time spent taking this survey. Your response has been recorded.

Below is a summary of your responses [Download PDF](#)