

Contents lists available at [ScienceDirect](#)

## The Journal of Academic Librarianship



# Faculty and Librarians' Partnership: Designing a New Framework to Develop Information Fluent Future Doctors

Rachid Bendriss, Reya Saliba, Sally Birch

*Weill Cornell Medical College in Qatar, Qatar Foundation, Education City, Doha, P.O. Box 24144, Qatar*

### ARTICLE INFO

#### Article history:

Received 10 June 2015

Accepted 3 September 2015

Available online xxxx

#### Keywords:

First-year college students

Library instruction

Information literacy

Flipped classroom

ESL

### ABSTRACT

Upon faculty request, information literacy instruction was fully integrated into an English for Academic Purposes course for non-native English speaking students pursuing a medical degree at a U.S. institution in the Gulf State of Qatar. Adopting the flipped classroom modality, librarians designed modules to meet the students' information literacy needs while adapting the content to the course syllabus. Content was uploaded to the learning management system, Canvas. Readings, online tutorials, quizzes and assignments were created to achieve the outcomes of each session. Completion of information literacy modules is factored in the overall grades of students in the English for Academic Purposes course. This paper will outline the design, implementation, and assessment of information literacy sessions and will highlight the importance of collaboration between faculty and librarians to set a common ground and reach expected outcomes. It will also share the students' perceptions of the effectiveness of integrating information literacy in an English for Academic Purposes course.

© 2015 The Authors. Published by Elsevier Inc. This is an open access article under the CC BY-NC-ND license (<http://creativecommons.org/licenses/by-nc-nd/4.0/>).

### INTRODUCTION

In its framework for 21st century learning, the [Partnership for 21st Century Skills \(2015\)](#) established information literacy (IL) as a fundamental component of student success in the global economy. Additionally, with increased student mobility and a thriving transnational education, learning English as a Second Language (ESL) is still regarded as an essential component of an effective academic and career readiness to succeed in a knowledge-based economy. Putting these two pieces together, the present study sought to explore the efficacy of combining IL skills with an English for Academic Purposes (EAP) course for non-native English speaking first-year college students to reach a level of information fluency.

### PURPOSE OF THE STUDY

The aim of the study was to examine first-year Arab students' experience with integrating IL skills instruction in the curriculum of an EAP course at a pre-medical program of a U.S. private college in the Gulf State of Qatar.

### TERMINOLOGY

This study uses the terms English as a Second Language (ESL) and English for Academic Purposes (EAP) interchangeably.

### RESEARCH QUESTIONS

- R1: What were the IL needs of newly-graduated high school EAP Arab students enrolled in a first-year premedical program at a U.S. private college?
- R2: How effective were the IL modules in improving students' research skills as established by the Association of College and Research Libraries (ACRL)'s five standards?
- R3: What were the study participants' perceptions of the IL content as part of the EAP curriculum?

### LITERATURE REVIEW

#### LIBRARIANS AND FACULTY COLLABORATION

IL skills are deep-rooted in higher education. The [Middle State Commission on Higher Education \(2009\)](#) describes the relationship among general education skills as inherent and intrinsic and states that "the interrelatedness is evident in the concept of "information literacy", which embraces all of the specific general education skills" (p. 47).

*E-mail addresses:* [rab2029@qatar-med.cornell.edu](mailto:rab2029@qatar-med.cornell.edu) (R. Bendriss), [res2024@qatar-med.cornell.edu](mailto:res2024@qatar-med.cornell.edu) (R. Saliba), [sab2019@qatar-med.cornell.edu](mailto:sab2019@qatar-med.cornell.edu) (S. Birch).

Furthermore, *Calkins and Kelley (2007)* reported that students' search of the literature typically lacks rigor, and they are prone to selecting the first few references they find, regardless of quality or relevance to the topic. Moreover, undergraduates often select online sources but have difficulty assessing the credibility of the sources.

Faculty and librarians both recognize the lack of IL skills among college students. *Bowles-Terry, Davis, & Holliday (2008)* identify librarians and writing instructors as "longtime allies that share the goal of teaching information literacy." Through collaboration, librarians become more visible and accessible. Students can identify, relate to, and easily approach librarians for help. *Dhawan and Chen (2014)* believe a learning community can be created and "students form bonds" (p. 417) by linking the content of the two courses and working closely with faculty and librarians.

In many institutions, IL instruction is offered as a single stand-alone lecture. Pedagogically, this is not ideal as generally many of the tools and concepts covered in IL presentations are not used by the students until much later in the semester, increasing the likelihood that the information will be forgotten or remembered incorrectly. To overcome this challenge, *McCue (2014)* suggests that librarians need to create effective partnerships and build strong working relationships with faculty members responsible for the development of curricula in courses where IL instruction is present or potentially included. *McCue (2014)* also points out that research into IL and Blended Learning is in an early stage with the current body of knowledge consisting of case studies and small action-based research projects.

*Moselen and Wang (2014)* describe a systematic model for integrating IL into an undergraduate program developed by Li Wang at the University of Auckland. This model defines three key elements: the *What*, *Who* and *How*. While the *What* element includes the expected outcomes and the *How* element describes the method used for integration and contextualization, the *Who* element highlights the notion of collaboration between librarians and faculty as main stakeholders. The authors found that "good professional relationships with academic staff... would enable collaboration." However, some librarians participating in the study observed that a lack of confidence and a lack of knowledge of the curriculum prevented them from approaching faculty. Other librarians pointed out that faculty hesitated to ask for their help as they "did not really know what subject librarians could do to help them" (*Moselen & Wang, 2014, p. 118*).

#### INTEGRATING IL USING THE FLIPPED CLASSROOM MODALITY

While some literature supports teaching general principles that can be applied to different contexts (*Bruner, 2009*), other studies found that course-integrated instructions are more beneficial as they encourage critical thinking and information evaluation rather than generic information retrieval skills (*Dhawan & Chen, 2014*). Getting students "to apply, synthesize, question, understand, and communicate" is described as the main challenge that librarians and faculty are facing (*Bowles-Terry, Davis, & Holliday, 2008*), as students usually concentrate on the assignment requirements rather than explore the topic in depth and critically evaluate sources.

In an article published in 2008 comparing e-learning to lectures, *Reime et al.* describe e-learning as a teaching method that uses information technology to develop, deliver and facilitate the learning process (*Reime, Harris, Aksnes, & Mikkelsen, 2008, p. 799*). Technology is redefining instruction, and Learning Management Systems (LMSs) are being used more to deliver e-learning in college settings. "Young students, taking an online course is not a novel experience... [They] are usually comfortable with the technology as well as a student-centered learning environment" (*Jackson, 2014, p. 468*).

The flipped classroom concept is being increasingly used to deliver instruction in an online environment. *Youngkin (2014)*

describes the flipped classroom as "an inverted model of teaching that often uses various communication or instructional technologies" (p. 368). Students can do the reading, watch video tutorials and submit quizzes outside the classroom, while in-class time is used for activities, discussion and assessment. The flipped classroom emphasizes the responsibility of individual learners in reviewing and absorbing teaching material on their own rather than relying on the instructor to explain the content. It creates "a more personalized academic experience" (*Youngkin, 2014, p. 369*). *Dhawan and Chen (2014)* see the flipped classroom as an opportunity for librarians "to teach IL with some depth" while allowing students to have more time to process IL instruction. Assessment can be built-in for short-term as well as long-term goals. Quizzes, assignments, discussions and surveys can be designed and delivered using a LMS.

*Arnold-Garza (2014)* describes how librarians used the flipped-classroom model to successfully teach course-integrated IL sessions at Albert S. Cook Library at Towson University. Pre-library session assignments included guides, brief video tutorials, and a quiz to test students' understanding of the material. Among the topics covered were scholarly and popular sources, database search, navigating the library website, and other information related tasks. In class, hands-on activities were administered "to apply the concepts introduced by the pre-library session assignment" (*Arnold-Garza, 2014, p. 11*). Based on the survey results, *Arnold-Garza (2014)* reported that 90% of 148 students found the online materials helpful and completed the pre-library meeting assignments prior to coming to class. The authors further reported that 86% of students commented that the face-to-face meetings were important to solidify their acquisition of the literacy skills presented via the flipped modality.

Utilizing the flipped modality along with the integration of IL into an established academic course is a new concept for literacy skills instruction and has limited representation in available literature.

#### FIRST YEAR ESL COLLEGE STUDENTS

In the United States, many institutions are striving towards improving first year college transition as it is considered very important for students to acquire needed skills such as time management, effective study habits, research skills and critical thinking for a successful academic experience. *Dhawan and Chen (2014)* asserted that first year college is an important part of a national conversation in higher education. In her article entitled "Empowering ESL students," *Conteh-Morgan (2001)* believes IL and ESL have "overlapping theories, objectives, and practices" (p. 31). She further explains that by teaming up with faculty, librarians are given the chance to align IL instruction with the course content and make its integration into an ESL course or program an easy task.

Many authors describe the integration of research skills into a specific course as the most effective method to successfully teach IL skills (*Bowles-Terry, Hensley, & Hinchliffe, 2010; LaGuardia, 2011*). It is crucial for students to put into practice these skills in a defined context to achieve specific learning outcomes. *Herring (2014)* describes a successful collaboration at Ohio State University between a subject librarian and an ESL instructor to strengthen "an established ESL composition course" (p. 128). In a culturally-diverse environment where students' backgrounds vary enormously, some concepts related to the use of scholarly materials, citations and plagiarism are challenging to transmit. A purposeful collaboration between librarians and faculty makes the teaching and reinforcing of such concepts a less difficult task.

There are online tutorials available for teaching purposes. However, because students come from different cultural backgrounds, they have specific needs that cannot be covered by ready-made tutorials. In a study administered at Zayed University in the United Arab Emirates

Download English Version:

<https://daneshyari.com/en/article/6842225>

Download Persian Version:

<https://daneshyari.com/article/6842225>

[Daneshyari.com](https://daneshyari.com)