



Teaching the Teachers:

a Scalable, Collaborative Approach to
Embedding Information Literacy into
Course Curricula

Agenda

- 01.** Overview
- 02.** Planning and Process
- 03.** Impact, Scalability, and Discussion

“I really appreciated the discussions we had around making research feel more approachable and relevant – that’s definitely something I hope to bring into my own teaching or research moving forward.”



01.

Institute Overview

“...the content I learned from the Institute related to instructional design & curriculum development was very useful for a STEM scholar.”

Goals

“The WI+RE Cornerstone Research Workshops have become an integral component of my instruction in research. [In the fall] I am planning to structure these WI+RE workshops into my teaching and research curriculum. Eventually, my ultimate goal is to develop a scientific communication class...including the resources and knowledge I acquired at the Summer Information Literacy Institute.”

- Apply information literacy principles to the creation of scaffolded course learning outcomes that support student research.
- Incorporate Library resources and Library services (such as instruction sessions etc.) into curriculum planning.
- Effectively strategize the ethical use of emerging technologies, such as generative AI tools, to support information literacy learning goals.

Planning/Instruction Team



Michelle Brasseur

Humanities and Social
Sciences Librarian, TLFT lead



Kelsey Brown

Humanities and Social
Sciences Librarian



Christopher Gilman

Digital Curriculum
Program Coordinator



Robert Gore

Visual Arts Librarian



Ashley Peterson

Research & Instruction Librarian,
Media and Data Literacy,
Team lead



Maya Montañez Smukler

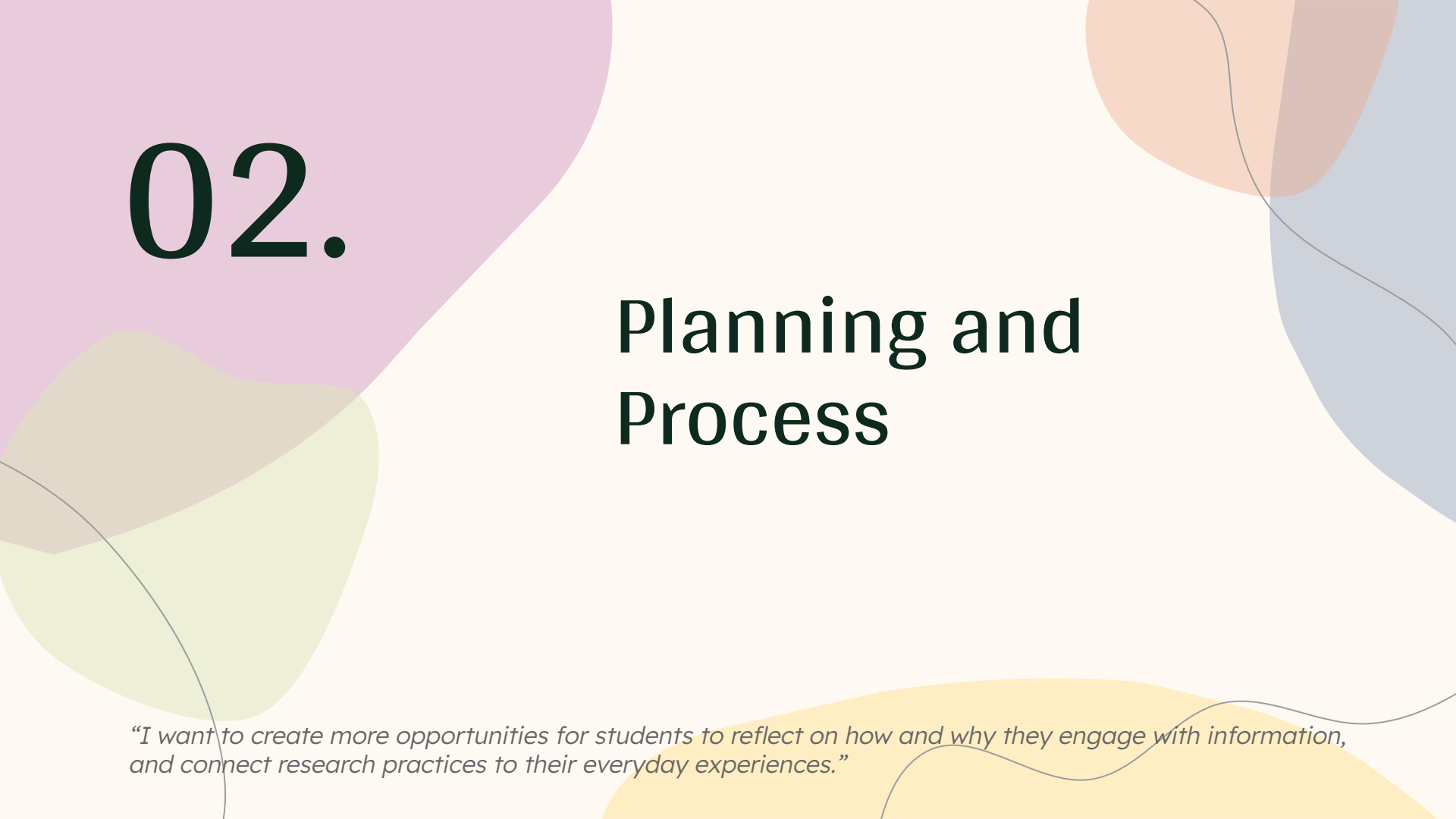
Archive Research and
Study Center Officer
Film & Television Archive,
Team lead



Alexandra Solodkaya

Rothman Family Food
Studies Librarian

“I’m hoping to find a way to incorporate some oral history interviews into discussions about qualitative analysis — that was one of my favorite ideas from the institute.”



02.

Planning and Process

“I want to create more opportunities for students to reflect on how and why they engage with information, and connect research practices to their everyday experiences.”

Application Criteria

- Interest in information lit and library resources
- Potential for scalability
 - Based on class size, diverse disciplines, underrepresented groups or disciplinary representation
- Availability to attend sessions
- Openness to adapting syllabus, assignments, and/or teaching styles to incorporate information literacy

“The Information Literacy Institute gave me tools and resources I had not even begun to know existed while also motivating me to become more involved in working with our department librarian. The School of Music has one of the largest music libraries in North America and it is so important that our student body is empowered to use this gem to its fullest potential.”

Expectations for Completion

- Sharing syllabi and assignments
- Attendance and participation in all sessions
- Discussions and breakout rooms
- Deliverable: assignment, syllabus, or online learning object created/redesigned due to Institute
- Follow-up meetings/communications

“I work primarily with graduate students...I’ve been able to direct them to library resources that I wasn’t familiar with before the institute, including through the Data Science Center and WI+RE tutorials.”



2024 Updates

“[my] students did an archival research session with Russell Johnson at the Biomedical Library looking at primary sources related to the 1918 flu pandemic and also other healthcare texts. The session was well received by students and offered them a unique opportunity to see how humanities research methods can be applied to the study of illness and health.”

2024 Curriculum at a Glance

Day 1 Information Literacy + Instruction & Research Support

What is Information? | Introduction to the Core Competencies and the ACRL Framework

Day 2 Information Discovery & Evaluation + Special & Mediated Resources

Finding and Using Information | Fighting Misinformation | Collaborating with Library Instructors
Jimmy Zavala, Library Special Collections | Maya Montañez Smukler, Film and Television Archive
Roger Brown, Instructional Media Collections and Services

Day 3 Curriculum Integration + Data Science & Digital Collections

Adam Bowling, Instructional Design & Curriculum Development, Scaffolding | Hannah Sutherland,
WI+RE Resources | Course Reserves and Leganto | Tim Dennis & Leigh Phan, Data Science
Center | Lisa McAulay, Digital Collections / Digital Library Program

Day 4 Critical Information Literacy & Technology + Arts & Music Resources

Critical Information Literacy and Emerging Technologies | Hands-On Visuality: AI, IIF, and Bruin
Learn | Robert Gore, Diana King, & Matthew Vest, Arts, Music and multimedia collections

Day 5 Presentations & Plans + Open Access & Scholarly Communications

Cohort Presentations | Jason Burton, Director of User Engagement for the UCLA Sciences
Libraries presented on Scholarly Communications and Open Access.

Context

- Product of the Teaching and Learning Functional Team of the Library's User Engagement division
- A group effort
- Collective commitment to outreach and scalability
- Faculty/TA commitment to information literacy
- Online vs. In-person



“Particularly in the research phase during fall quarter, we took advantage of the wealth of resources offered in some of the specialized libraries, collections, and by specialty librarians who visited our seminar.”

03.

Impact, Scalability & Discussion

“I will definitely be using the frames/framework to be more organized and intentional when I coach students on information literacy. I will also be exploring all of the library resources to see what tutorials can be given to students, what archive materials can be used, and what digital media can be shared.”

By the Numbers

50

Faculty and TA applications

24

Successfully completed training, out of 33 accepted applications

7

Cohort groups with an average of 3-4 members

100%

Of survey respondents said they had a better or much better understanding of information literacy post-Institute

100%

Of survey respondents said they felt somewhat better or much better prepared to incorporate info lit and research skills into their teaching

Instructor Disciplines Represented

American Indian Studies | Art | Asian Languages and Cultures
Chemistry and Biochemistry | Chicano/a Studies | Comparative
Literature | Cotsen Institute of Archaeology | Education | English
Environmental Health Science | Ethnomusicology | Health Policy and
Management | Linguistics | Music | Musicology | Psychology
Social Welfare | Sociology | UCLA Architecture and Urban Design
Undergraduate Research Center - Humanities, Arts, and Social Sciences
Urban Planning

“This Institute was so fruitful in adding to my pedagogical guided teaching in STEM. Throughout the week, I was already sharing with my colleagues the wonderful frameworks we were learning.”

Most Meaningful/Effective Content

18

Participants rated sessions on **Scaffolding Research Assignments** and **Digital Collections/The Digital Library Program** “very meaningful/effective”

16

Participants rated a session from **UCLA Library Special Collections** as “very meaningful/effective”

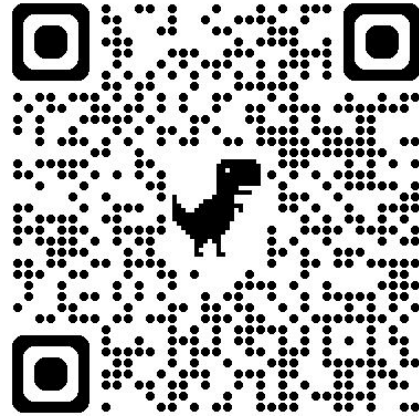
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Participants rated sessions on **Instructional Design & Curriculum Development** and **WI+RE Resources** “very meaningful/effective”

15

Participants rated sessions on **Research Service, Communications and Collaboration** and **Hands-on Visuality: AI, IIIF, and Canvas** as “very meaningful/effective”

2024 Institute Teaching Materials



Box folder: bit.ly/3Ha6Kti

Teaching Team Takeaways

What worked:

- Promoting information literacy, library instruction, services, and resources
- Many hands, many perspectives, much experience
- Low planning team member-participant ratio, made cohorts possible
- Collaboration opportunities
- Centering library experts
- Built on 2022 Institute

I am [inviting] a guest from the libraries to speak to the existing resources on AI and teaching/research and to address how the libraries can support instruction. My hope is that introducing future TAs to this topic earlier in their teaching career will make them more aware of how to draw on existing resources to create meaningful classroom experiences for students.

Teaching Team Takeaways

Challenges:

- Many collaborators, many schedules
- Different teachers, different styles, different skills
- Changes to team composition over time
- Coordinating guest speakers
- Funding and payments
- Canvas learning curve

“I used the activities and methods related to scaffolding techniques in structuring the [Materials Chemistry] laboratory lessons, which turned out to be highly beneficial in translating students’ experimental learning outcomes from lab to their project reports.”

Scaling Our/Your Efforts

- Take what you like and leave the rest
- Find your library cheerleaders
- Abbreviate the time commitment for presenters and participants
- Offer food
- Respond to faculty needs
- Get involved – teaching and learning groups? Trainings? Events?



Discussion Questions

What programs or projects have you hosted or is your library considering (please details of your campus/library for scale)?

What resources does your library/campus have available that you might leverage for Information Literacy training/events?
Current and potential collaboration partners?





Questions?

Contact: mbrasseur@library.ucla.edu