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Well, hello, everyone. My name is Stephen Bell and I am the social media coeditor for all the libraries in the Academy.

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So you're familiar with our journal and our great research work that our authors produce.

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And I have one of our authors with us today, Sarah Longmire.

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Sarah is the coordinator of first year programs at Texas A&M University, and I've invited her to speak a little bit about her article,

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which is titled Librarians As Teachers Effecting Change in Composition Instruction Portal has a long

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history and tradition of publishing research in academic librarianship related to instruction,

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teaching, information, literacy. So this is another excellent addition to the corpus of research that we have published over many years.

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And Sarah's article appeared in our latest issue, which is Volume 23, number two.

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And I also want to mention that the coauthors of Sarah's articles are her colleagues, Stephanie Grace and Cassie Christina Andrews.

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So welcome, Sarah. I really appreciate you taking time today to share some information about your article,

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which we greatly appreciated having the opportunity to publish in Portal.

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So let's start, Sarah, with just a quick overview of your article.

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If you can just give us a summary and what were your key findings or conclusions?

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Absolutely. So this project started as we my my coauthors and I worked to spend a semester, which turned out to be a much longer stretch,

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actually teaching a composition course as a way to really get familiar with the curriculum

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and identify where we could insert information literacy more thoroughly into that curriculum.

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And really looking for those points of adjacency between what the composition instructors

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were doing in their teaching and where that overlap nicely with information literacy.

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And so this was part of our assessment of that project where we were looking to see at the end of the semester,

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how did our students do and was there a difference in how students used their demonstrated

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those information literacy skills when they were writing their final research papers?

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And so we looked at the papers of students in our class as well as in other sections, and then evaluated them based on a rubric.

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And what we found is that in nearly all categories are students who had that more thorough information.

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Literacy instruction did perform better.

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They demonstrated stronger information literacy skills in their writing, and in particular in three areas which were use of peer reviewed sources,

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the the work cited for getting your work cited correctly and attributing your sources and text.

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So in those three areas we saw significant gains, which we were really pleased about,

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as those were areas that we had certainly tried to emphasize during that semester as we we tried teaching it for the first time.

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Right. Well, it sounds like you were getting the results you were hoping for by having the students spend more time with

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librarians and having a more in-depth instruction opportunity than the standard one shot 15 minute session.

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So that's really encouraging to hear. But I want to take you back to the beginning of the idea or the inspiration for your research.

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So what led you to want to take on this research project with your colleagues?

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What inspired you most? This came about in a lot of ways because we were struggling with issues of scale, having a at a very large institution,

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figuring out how do we provide the kind of robust information literacy support that our students and our instructors are looking for.

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When, you know, sometimes there's only one or two of us to provide that that level of support.

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And it may maybe a little bit counterintuitive, but what we decided was let's try teaching the entire course, right?

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Which is certainly not a scalable solution.

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But by doing this, we were able to think about what kind of materials do we need to create for instructors?

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And because we are really familiar with that curriculum, we can say, okay, well,

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when you're teaching here, this this element about the rhetorical situation,

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here's an activity that you could do with source evaluation from an information literacy perspective and pair those together.

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And so the idea was we could scale by kind of.

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Doing this intensive project and then create materials that then we could use is a bit of a train, the trainer model.

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And so that was the, the, the idea that we started with as a way to kind of think about where we could add support without.

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Doing, you know, 301. Shots in a semester.

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And that actually, I think, turned out to be fairly successful.

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It's always fun to go in and find, you know, here's a worksheet that we created that clearly somebody else was using.

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You know, there's one leftover on a desk somewhere.

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And it's really given us an opportunity to work more with the composition coordinators to integrate information literacy

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more thoroughly into those assignments and grading rubrics and day to day activities in a way that we haven't previously.

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Well, that's a challenge.

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Many of us who are teaching in large research institutions with these types of introductory level composition courses had, how do you scale it up?

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And it sounds like you came up with a good model for how to provide the instructors with the types of resources that they

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can use to take on some of the teaching load for integrating information literacy into their teaching and learning.

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Are those materials that are accessible to others or will you be putting them into repositories?

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That's a great question. So actually, I've been working with some of the the English multi section course coordinators to develop like oh,

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we are ancillary resources or instructors and there are information literacy activities that we're building in there too.

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So I'm not sure what the timeline is for those to be finished, but we're working on it.

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All right. Well, that you may get some inquiries about that as a result of this conversation.

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So just wanted to finish up with a question that I think you may have touched on on the first response,

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which is, what's the big takeaway here for our portal audience?

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What would you most want them to know?

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00:07:19,430 --> 00:07:27,589

That it's something they could try that might help them to do a better job of connecting with faculty and integrating information,

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00:07:27,590 --> 00:07:37,180

literacy and instruction more deeply into the curriculum. So I think, you know, kind of the the immediate takeaway is that when, you know,

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it's this one might be very intuitive that when we do provide more support, students do better.

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And so we were able to really see that and show that that gave.

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I think none of the secondary take away or maybe this was going to be more of a personal takeaway.

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But I found I learned so much about their curriculum by teaching it and and really.

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It gave me a new perspective among the teachers and the graduate students who are teaching us to say,

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you know, here's the area my students are struggling with. What are you doing?

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And having that opportunity to really talk about that as peers rather than as kind of a separate entity.

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And so that that really opened a lot of doors for conversations.

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About how can we look at this and kind of tackle this as a problem that we can attack together?

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And that's that's been really a fruitful conversation for us, to mix all my metaphors here.

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But it's been very productive. It's really opened up opportunities for us to collaborate in new ways.

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Well, I would encourage the portal audience to dig deeper into your your great article because you

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do go into much more detail about how this project work and the methodology and you has

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some outstanding research results that I think it will be a great example for people that

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want to do this kind of research in the future to get a model for how it's accomplished.

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Thank you. Well done. And just as we wrap up, Sarah, what are you working on now?

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Do you have an extension of this project or are you delving into some new area within instruction and information literacy?

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Absolutely. So from this project, we have moved into a we are as an opportunity to further integrate.

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The composition and information literacy curricula.

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And so really trying to approach this in an integrated manner from the textbook,

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from the daily lessons, from the grading, all of those different elements.

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And so we've been working on. That kind of aspect of it and doing some assessment of those integrations as well.

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So that's I mean, what we will certainly look forward to any open education resources that are produced as a result of your project.

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I'm sure they'd be tremendously helpful to the academic library community.

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Sierra Lamar,

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I want to thank you again for being our guest today and sharing a summary of your research in your article that would again was in Portal Volume 23,

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issue number two and encourage folks to look it up on our portal site where you can see the preprint of the article.

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So good luck to you, Sarah, in your future endeavors.

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And we hope that you have a future submission to Puerto.

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Thank you so much. Thanks, everyone.