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

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

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

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, which is titled Librarians As Teachers Effecting Change in Composition Instruction Portal has a long history and tradition of publishing research in academic librarianship related to instruction,

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

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

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

which we greatly appreciated having the opportunity to publish in Portal.
So let's start, Sarah, with just a quick overview of your article.

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

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, actually teaching a composition course as a way to really get familiar with the curriculum and identify where we could insert information literacy more thoroughly into that curriculum.

And really looking for those points of adjacency between what the composition instructors were doing in their teaching and where that overlap nicely with information literacy.

And so this was part of our assessment of that project where we were looking to see at the end of the semester, how did our students do and was there a difference in how students used their demonstrated those information literacy skills when they were writing their final research papers?

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

Literacy instruction did perform better.

They demonstrated stronger information literacy skills in their writing, and in particular in three areas which were use of peer reviewed sources, the work cited for getting your work cited correctly and attributing your sources and text.

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

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

Right. Well, it sounds like you were getting the results you were hoping for by having the students spend more time with librarians and having a more in-depth instruction opportunity than the standard one shot 15 minute session.

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.

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

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

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

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

Which is certainly not a scalable solution.

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

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

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

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

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

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

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

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

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

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

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

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

Well, that's a challenge.

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?

And it sounds like you came up with a good model for how to provide the instructors with the types of resources that they can use to take on some of the teaching load for integrating information literacy into their teaching and learning.

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

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

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

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

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

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

What would you most want them to know?

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

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

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

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

I think none of the secondary take away or maybe this was going to be more of a personal takeaway.
But I found I learned so much about their curriculum by teaching it and really.

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

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

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

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

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

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

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

Well, I would encourage the portal audience to dig deeper into your your great article because you do go into much more detail about how this project work and the methodology and you has some outstanding research results that I think it will be a great example for people that
want to do this kind of research in the future to get a model for how it's accomplished.

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

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

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

The composition and information literacy curricula.

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

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

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

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.

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

Sierra Lamar,
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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00:10:40,380 --> 00:10:43,920
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.