



Instructors' Perceptions of an Information Literacy-Centered Professional Development Workshop



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Purpose

Examine participants' perceptions of a five-module teaching professional development workshop called Meaningful Inquiry, which promotes the transparent and equitable integration of information literacy into courses.

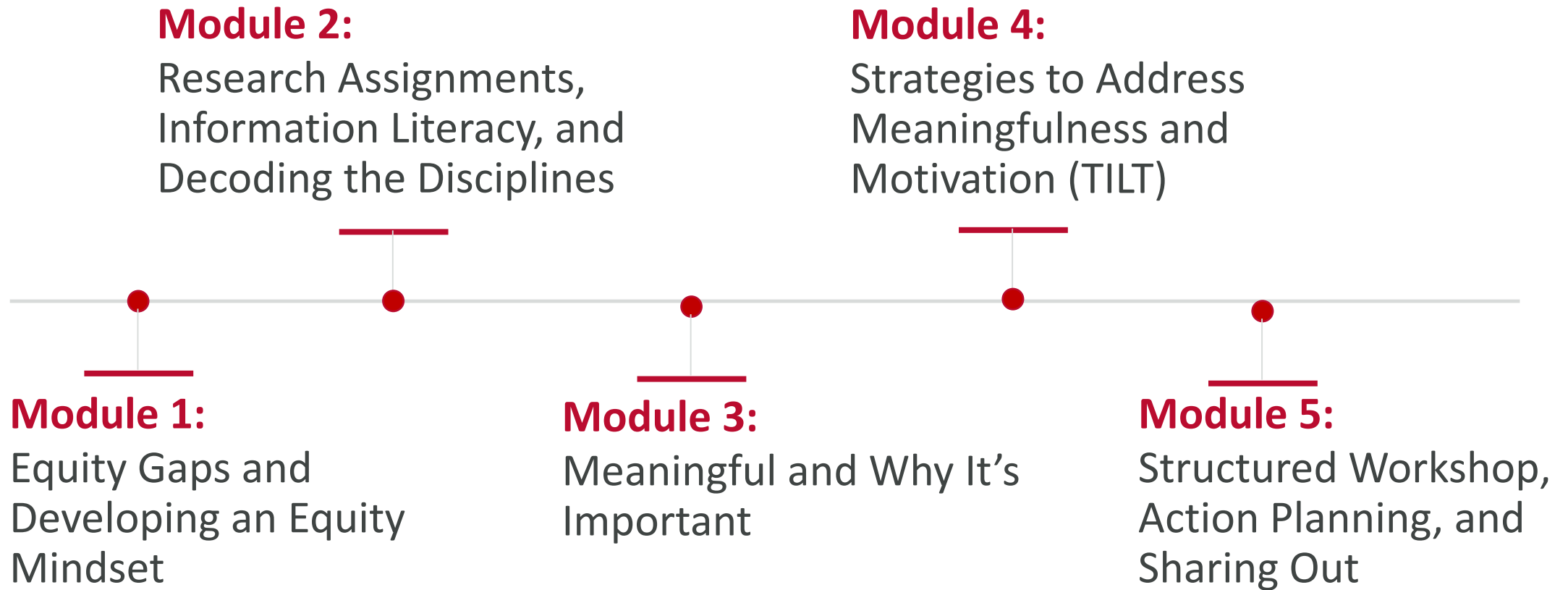




Problem Statement

- Teach-the-teachers models are becoming more common for integrating information literacy into the curriculum.
- There is still limited evidence on the effectiveness of this approach in supporting increased student learning or changing faculty teaching practices related to information literacy.

Meaningful Inquiry Workshop Overview



MI Learning Outcomes

- Describe the potential relationship between students' social identity characteristics, research assignments, and overall academic success
- Describe the information literacy threshold concepts as outlined in the *Framework for Information Literacy for Higher Education*
- Apply Decoding the Disciplines and Transparency in Learning and Teaching (TILT) to their teaching
- Identify practical ways in which they can design assignments to increase students' motivation



METHODS



Methods Sample

Of the 81 participants who completed Meaningful Inquiry through the end of 2022...

- 61 (75%) agreed to participate in the research study.

Of the 61 research study participants...

- 45 (74%) completed BOTH the pre- and post-workshop surveys,
- 56 (92%) completed only the pre-workshop survey,
- 50 (82%) completed only the post-workshop survey.



Methods

Research Questions

- What **motivates instructors to participate** in Meaningful Inquiry? Do their **motivations align with the goals of the workshop?**
- Do the instructors perceive that their **beliefs and/or knowledge** has **changed** as a result of participating in this workshop? How did their **understandings of information literacy**, in particular, **change?**
- Which aspects of the workshop did the instructors believe were the **most valuable?**
- What kinds of **changes to their teaching** do instructors intend to make **as a result of completing the workshop?**



FINDINGS



FINDINGS: Motivation for Workshop Participation



- “I want opportunities to improve my pedagogy that are guided by best practices and aren't just me randomly trying things out on my students.”
- “...to deepen my own understanding, expand my capacity to enrich learning experiences in various settings, and be part of a community of practice at [Ohio State University].”

Improve Teaching or Pedagogical Knowledge



Improve Research Assignment Design

- “I have several classes that I teach that incorporate research for audiences that are not science based and would like to make sure these assignments are well designed and benefit the students.”



- “My research shows that education & life outcomes are much improved with inquiry-based pedagogy. Inquiry is central to what we do in this academic culture & we should think about it.”
- “I want to learn more about ways of supporting research skills for students.”

Value Inquiry-Based Pedagogy for the Development of Students’ Critical Thinking and Research Skills



“In order to improve myself as a person and as a teacher, I need to be made aware of my, undoubtedly existing, unconscious biases.”

“I am hoping to strengthen my ability to support students from various backgrounds, particularly those from marginalized backgrounds.”

Value Inclusive Teaching Practices and Equitable Learning Environments



FINDINGS: Self Perceptions of Learning



Self-Perceptions of Learning

Has participation in this workshop changed your understanding of...	Yes (n=45)
of research assignments?	38 (86%)
communicating expectations?	42 (93%)
information literacy?	35 (78%)
equity gaps?	24 (53%)
equitable learning environments?	30 (67%)

Information Literacy Related Learning

- Developed a more complete or clear definition of information literacy
- Developed a more nuanced or complex definition of information literacy, which...
 - frequently indicated a shift away from a skills-based definition of information literacy
- Used language from the *Framework for Information Literacy for Higher Education*, such as...
 - authority, conversation, contextual, ethical, and threshold.

FINDINGS: Most Valuable Aspects of Workshop



Most Valuable Aspects of Workshop

	n=43		n=43
Decoding the Disciplines	12 (28%)	Writing/Writing to Learn	5 (12%)
TILT	9 (21%)	Reflections, discussions...	3 (7%)
Threshold concepts	8 (19%)	Information literacy	3 (7%)
Meaningfulness/motivation	6 (14%)	Equity framework	2 (5%)
Everything	6 (14%)		

FINDINGS: Anticipated Changes to Teaching Practice



Anticipated Changes to Teaching Practice

	n=43		n=43
Criteria/expectations (TILT)	15 (34%)	Addressing bottlenecks	6 (14%)
Transparency/clarity (TILT)	14 (32%)	Information literacy	6 (14%)
Meaningfulness/motivation	13 (30%)	Threshold concepts	6 (14%)
Purpose (TILT)	12 (27%)	Writing to Learn	5 (11%)
Tasks/scaffolding (TILT)	9 (23%)		

Summary of Findings

- Desire to improve teaching practice,...
 - particularly related to research skills, critical thinking skills, and research assignment design.
- Perceptions of changed understandings of the major themes of the workshop, including information literacy.
- Valued the practical teaching strategies that we introduce – Decoding the Disciplines and Transparency in Learning & Teaching (TILT).
 - Many indicated their interest in applying these to their own teaching practice.



Recommendations

- Framing "teach the teacher" programming specifically around information literacy may not appeal to target audience
- Instead, highlight practical strategies to improve teaching and integrate IL into these strategies



**The full text of this paper
will be published in the
ECIL conference proceedings.**





Thank you!

Our slides can be found at:

<https://go.osu.edu/ecilMlassess>

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