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Living the Future 2012: Educational Role of Libraries

Jennifer L. Fabbi

University of Nevada, Las Vegas, jennifer.fabbi@unlv.edu

Jeanne Brown

University of Nevada Las Vegas, jeanne.brown@unlv.edu

Anne E. Zald

University of Nevada, Las Vegas, anne.zald@unlv.edu

Steven Hoover

University of Nevada, Las Vegas, hoovsj@gmail.com

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How does a focus on the educational role affect the internal and external perceptions of libraries and librarians?

What challenges are associated with a focus on the educational role and how have you addressed them?

What is the most critical information we need in order to demonstrate the impact of the educational role of the library?

How do we get there?

Shifts in Priorities
Organizational Structure
Strategic Hires
Collaborations

Leadership

Course Design
- Faculty Involvement
- Shift in Approach to Design

Faculty Development
- Librarians
- Subject Faculty

Changing Role of Liaison Librarians

General Education Reform
- Universal Undergraduate Learning Outcomes
- Milestones
- PVE/SVE/Milestones/Capstone



Dea, P. (2011). Emerging practices in the evolution of university digital libraries. *Reference Services Review*, 47(3).

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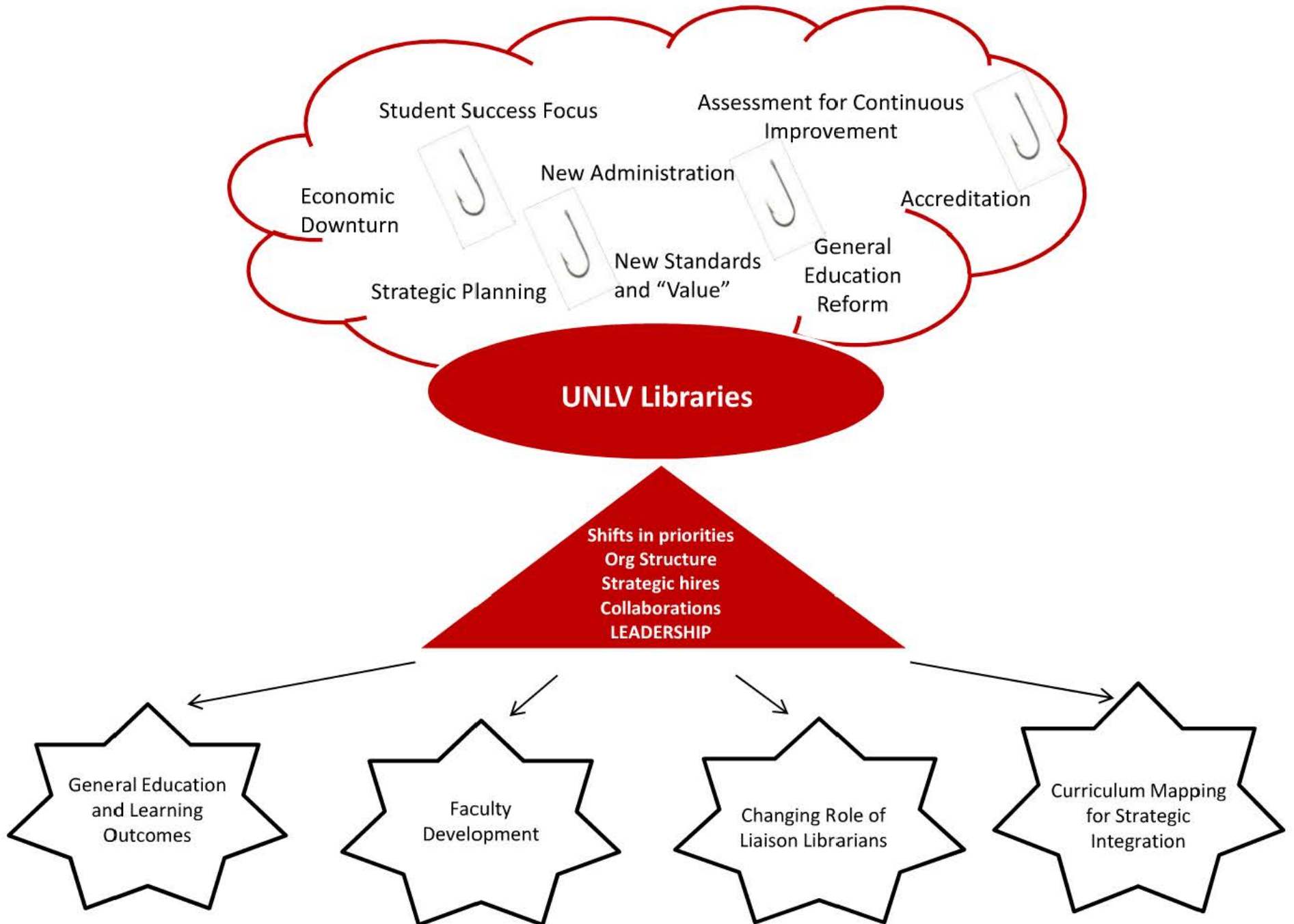
Where are we at?
Where are we going?
How do we articulate our impact?



Living The Future 2012: Educational Role of Libraries

UNLV Libraries: Jennifer Fabbi, Jeanne Brown, Anne Zald, Steven Hoover

UNLV Libraries at the Center of Student Learning



How do we get there?

Shifts in Priorities

Organizational Structure

Strategic Hires

Collaborations

Leadership.

General Education Reform

- **Universal Undergraduate Learning Outcomes (UULOs)**
- **Hallmarks**
- **FYE/SYE/Milestone/Capstone**

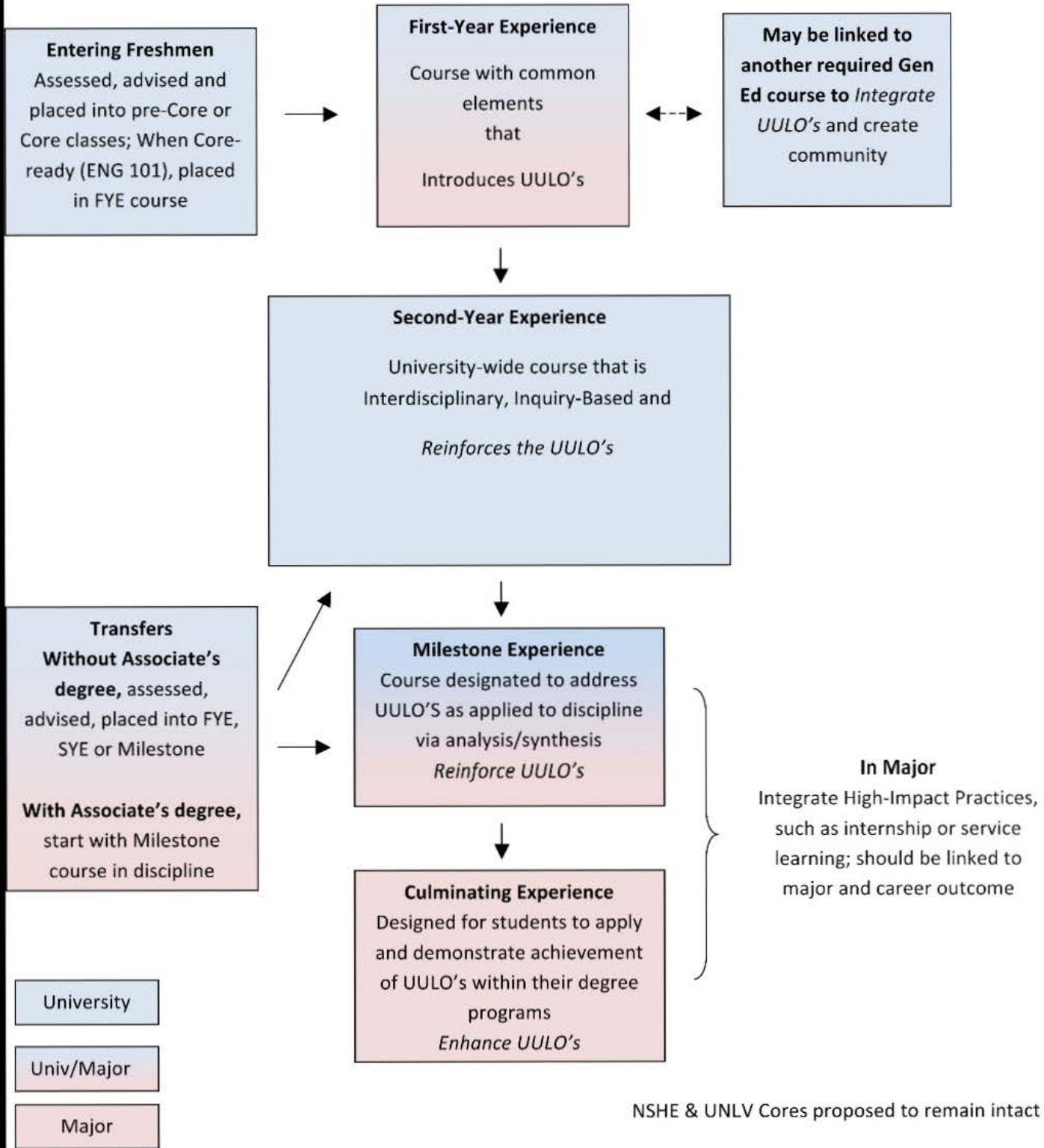
NWCCU 2000 accreditation review stated:

"A coherent rationale for the General Education Program needs to be more fully elaborated and communicated so students, faculty, advisors and staff understand the philosophy and goals of the Program"

University Undergraduate Learning Outcomes

The UULOs articulate clear expectations for what all UNLV students should know and be able to do upon graduation. The UULOs form the foundation for general education and extend into the majors. This comprehensive approach aims to meld undergraduate learning into a more intentional, coherent experience that consists of the purposeful sequencing of learning from the first year, to the middle years, to the senior year, and includes learning within and outside the major that consists of both curricular and co-curricular experiences.

- 1. Intellectual Breadth and Lifelong Learning** – Graduates are able to understand and integrate basic principles of the natural sciences, social sciences, humanities, fine arts, and health sciences, and develop skills and a desire for lifelong learning.
- 2. Inquiry and Critical Thinking** – Graduates are able to identify problems, articulate questions, and use various forms of research and reasoning to guide the collection, analysis, and use of information related to those problems.
- 3. Communication** – Graduates are able to write and speak effectively to both general and specialized audiences, create effective visuals that support written or spoken communication, and use electronic media common to one's field or profession.
- 4. Global/Multicultural Knowledge and Awareness** – Graduates will have developed knowledge of global and multicultural societies and an awareness of their place in and effect on them.
- 5. Citizenship and Ethics** – Graduates are able to participate knowledgeably and actively in the public life of our communities and make informed, responsible, and ethical decisions in their personal and professional lives.



NSHE & UNLV Cores proposed to remain intact

- Following the straw polls, Senator Fabbi, seconded by Senator Montgomery, moved to vote on the action item as a resolution:

The UNLV Faculty Senate resolves that the undergraduate catalog section on “General Education” shall be modified (as per action item and attachment).

- Senator Robinson, seconded by Senator Farley, moved to amend the resolution to add Section 6:
A detailed, thorough and on-going Academic Assessment plan of student learning outcomes in the General Education curriculum be conducted and reporting of that data be made to the General Education Committee and the Faculty Senate.

Senate approved by a vote of 32 yeas, 12 nays, and 1 abstention.

- Senator Traudt, seconded by Senator Cochran, called the question for a vote on the Fabbi resolution. It was approved by a vote of 26 yeas to 15 nays.

Changing Role of Liaison Librarians

Instruction Framework

- Shared Values**

- Learning Outcomes**

- Curriculum Mapping**

- Assessment**

- Professional Development**

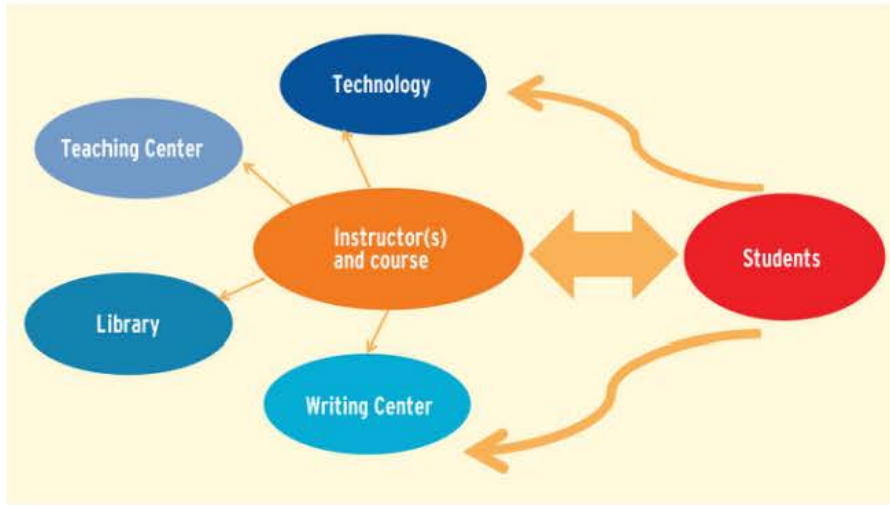
Faculty Development

- **Librarians**
- **Subject Faculty**

Course Design

- **Faculty Institutes**
- **Shift in Approach to Design**

FIGURE 2. TRADITIONAL SUPPORT MODEL—PLANNING AND IMPLEMENTATION



Credit: Patricia Iannuzzi, Dean of Libraries, University of Nevada–Las Vegas

FIGURE 3. TEAM-BASED DESIGN



Credit: Patricia Iannuzzi, Dean of Libraries, University of Nevada–Las Vegas

Bass, R. (2012). Disrupting ourselves: The problem of learning in higher education. *Educause Review*, 47(2).

Where are we at?

Where are we going?

How do we articulate our impact?

UULO Two: Inquiry and Critical Thinking – Use qualitative and quantitative methods to guide the collection, analysis, and use of information and produce reasoned arguments and explanations.

Objective One: Analyze problems, articulate questions or hypotheses, and determine the need for information.

Beginning

Middle
(Beginning +)

End
(Beginning/Middle +)

Confers with instructors and participates in class discussions, peer workgroups, and electronic discussions to identify a research topic, or other information need. (1.1.A.)

Explores general information sources to increase familiarity with the topic. (1.1.C.)

Defines or modifies the information need to achieve a manageable focus. (1.1.D.)

Identifies key concepts and terms that describe the information need. (1.1.E.)

Develops a thesis statement and formulates questions based on the information need. (1.1.B.)

Reviews the initial information need to clarify, revise, or refine the question. (1.4.A.)

Course Number/Name:

XYZ 100

Adventures in Curriculum Mapping

Instructors:

Professor Bunsen Honeydew & Assistant Professor Beaker

Semester/Year:

Fall / 2011

UULO 1.5	UULO 2.1	UULO 2.2	UULO 2.3	UULO 2.4
	B			
UULO 2.5	UULO 2.6	UULO 3.1	UULO 3.6	UULO 5.6
B				

(B = Beginning / M = Middle / E = End)

Outcome / Performance Indicator	CAT	Formal Assessment	Teaching Strategy
UULO 2.1 (B) - Confers with instructors and participates in class discussion, peer workgroups, and electronic discussions to identify a research topic, or other information need.		Paper Proposal (Faculty)	Introduced by faculty as a pre-assignment for library session. Students workshop topics with GAs in discussion sections.
UULO 2.1 (B) - Identifies key concepts and terms that describe the information need.	Reporting Out & Worksheet (Librarian)	Research Log (Faculty – Rubric)	Video: Selecting the Right Number of Keywords Activity: Brainstorming keywords for what they ate for lunch today. Discuss trends (names, places, categories, etc.)
UULO 2.5 (B) - Selects information that provides evidence for the topic.	Reporting Out & Worksheet (Librarian)	Annotated Bibliography (Faculty – Rubric)	Activity: Using generated keywords for my lunch, students work in pairs to use recommended resources to locate potential sources. Report out to class.

Notes: Most students came to class with a well-formed topic thanks to the pre-assignment. They liked the video.

	HIS 100	HIS 102	EDU 280	ENG 102	IDS 100
Intellectual Breadth and Life-Long Learning					
1.5 - Demonstrate life-long learning skills, including the ability to place problems in personally meaningful contexts, reflect on one's own understanding, demonstrate awareness of what needs to be learned, articulate a learning plan, and act independently on the plan using appropriate resources.		I	I		
Inquiry and Critical Thinking					
2.1 - Identify problems, articulate questions or hypotheses, and determine the need for information.		I	I	I/R	
2.2 - Access and collect the needed information from appropriate primary and secondary sources.	I	I	I	I	I
2.3 - Use quantitative and qualitative methods, including the ability to recognize assumptions, draw inferences, make deductions, and interpret information to analyze problems in context and draw conclusions.	I		I	I	
2.4 - Recognize complexity of problems and identify different perspectives from which problems and questions can be viewed.			I	I	I
2.5 - Evaluate and report on conclusions including discussing the basis for and strength of findings, and identify areas where further inquiry is needed.					
2.6 - Identify, analyze, and evaluate reasoning and construct and defend reasonable arguments and explanations.					
Communication					
3.1 - Demonstrate general academic literacy, including how to respond to the needs of audiences and to different kinds of rhetorical situations, analyze and evaluate reasons and evidence, and construct research-based arguments using Standard Written English.					E
3.6 - Apply the up-to-date technologies commonly used to research and communicate within one's field.					
Citizenship and Ethics					
5.6 - Apply ethical concepts and theories to specific ethical dilemmas students will experience in their personal and professional lives.		I	I		

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