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Welcome to the University Libraries Poster Session!

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Assessment of First-Year Composition Students' Information Literacy Skills

One of the ways we have been assessing the information literacy skills of our first year students is through developing and applying rubrics to a sample of annotated bibliography projects from the required English Composition course at UNLV. The annotated bibliography assignment consists of a paper proposal and the annotations for 5 sources the student plans on using in their final research paper. The "source evaluation rubric" was applied to each individual annotation (totaling 1358 annotations) and the rubric examined the extent to which students were using the evaluative criteria of currency, relevance, and authority when selecting and evaluating an information source.

The goal of our assessment project was to learn where students were struggling with evaluating information so that we could revise our library instruction program to better support areas of need. Our examination revealed that the majority of annotations (89%) did not include any evaluation of the currency of the source. Students were more likely to consider authority and relevance when evaluating--26% of the annotations critically applied the evaluative criteria of authority and 35% critically applied the evaluative criteria relevance. However, our assessment made clear that more emphasis on source evaluation was needed both in the library session as well as in the English Composition classroom.

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UNLV Libraries: Partners in Student Learning

The University Libraries play a central educational role at UNLV. Librarians offer workshops for faculty on assignment design and research on student learning. The workshops emphasize learning outcomes, active learning, and assessment of student learning. Institutes leverage UNLV Librarians' expertise with facilitation and information literacy learning outcomes.

Learning Outcomes for Faculty Institutes:

- To understand how research-based learning approaches support student success.
- To articulate goals and learning outcomes for research assignments in order to communicate expectations to students and form the basis for assessment of student work.
- To investigate research-based learning activities that integrate library and information resources.
- To discover technology options that support scalability and sustainability of research-based learning.
- To share strategies and discuss resources to help faculty who mentor graduate assistants and part-time instructors to support the integrated research assignment.

Institutes and Workshops Offered:

- Milestone Experience Workshops
- Faculty Institute – Second Year Seminar
- Teacher-Librarian Institute
- Faculty Institute – First Year Seminar
- Faculty Institute on Capstone & Course Design
- Hotel Faculty Institute on Core Course Design
- Faculty Institute on Research Based Learning in High Impact Courses

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Lied Library: Classroom Renovation & Active Learning Environments

Traditional Classroom Characteristics:

- Teacher/Instructor driven, content pushed out to students
- Layout for efficient delivery of content and construction

Technology Enhanced Classroom:

- Fosters and encourages
- Active learning
- Hands-on
- Retention and transfer of newly learned skills

Current Room Specifications

- Three technology enhanced classrooms
- Eureka - 26 stations
- Pioche - 25 stations
- Rhyolite - 34 stations
- One multi purpose room

Planned Enhancements

- Increase number of stations in each room for large enrollment classes
- Ceiling mounted projectors
- Green glass marker boards for collaborative work

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Curriculum Mapping at UNLV Libraries:

Strategic Integration of Library Instruction

Curriculum mapping is a strategy to integrate information literacy into the undergraduate curriculum by identifying key courses within the disciplines for targeted, library instruction.

Librarians identify high impact, beginning, middle and end-level courses within their disciplines. These may or may not be courses they currently work with.

Information competencies are introduced at a beginning level, then reinforced (mid-level) and enhanced (end) throughout a student's academic career in an intentionally scaffolded manner. Assessment strategies are included the map, as well.

Librarians use curriculum maps to inform decisions on courses and content taught so instruction efforts are not duplicated.

Selected resources:

UNLV Libraries Instruction Framework
Working Group Report
http://www.library.unlv.edu/about/instruction_framework

UNLV Libraries' Strategic Plan
<http://www.library.unlv.edu/sites/default/files/documents/pages/strategicplan.pdf>

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Bridging the Skills Gap:

Enhancing the Student Employee Experience

Academic libraries have a unique opportunity to contribute to the success of their student employees by teaching and developing skill sets necessary for students to be successful throughout their academic careers. A co-curricular workshop program was developed and implemented to prepare student employees for the real world challenges they will face during their academic careers as well as after graduation.

Through participation in a series of one-hour workshops, students acquire skills that aid them in accomplishing academic, personal and professional goals. This workshop series also provides opportunities for the library to engage in the development of their employees in a culture of mentorship, and student participants gain intellectual and practical skills including teamwork, problem solving, and critical/creative thinking.

Selected resources:

<http://guides.library.unlv.edu/studentsuccessworkshops>

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Over the past eight years, the UNLV Libraries have led and contributed to campus initiatives to revise the undergraduate curriculum and student learning outcomes at UNLV. Through formal and informal leadership roles, librarians helped to create the University Undergraduate Learning Outcomes (UULOs) in the areas of Intellectual Breadth and Lifelong Learning, Communication, Inquiry and Critical Thinking, Global/Multicultural Knowledge and Awareness, and Citizenship and Ethics and a revised model for general education.

In Fall 2011, the Faculty Senate approved a vertical pathway of key courses, which serve to integrate and assess the UULOs from a student's first year of college through graduation. The Libraries have partnered to implement this model through faculty development initiatives, design of assignments to teach and assess the inquiry and critical thinking UULO, and curriculum mapping in academic programs. In addition, the creation of co-curricular programs, such as a workshop program for Libraries student employees, and the updating of our teaching and learning spaces underscore our important role as partners in education at UNLV.

-Jen Fabbi, PhD
Associate Dean

Selected Resources:

<http://general.unlv.edu>