



Information Literacy Dialogue: Librarian & Communication Faculty Collaboration

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Following a semester of one-shots and Research Coach appointments, how could an instruction librarian and communication professor improve and expand information literacy delivery and student learning?

Fall 2019 Plans

COM 2013: Oral Communication

1. Brief research introduction (20 minutes)
2. Resource session (50 minutes)
3. Research Coach (one-on-one 15 minute meetings)
4. Librarian attendance at presentations
5. Visual literacy module in LMS with quiz
6. Librarian assessment of group project
7. Authority & statistics (50 minutes)
8. Librarian attendance at presentations
7. Final assessment on information literacy sessions

Embedded Librarianship & Communication Theory

Embedded Librarian (Sullivan & Porter): model "includes five hands-on information literacy sessions that use active learning, several additional appearances by the librarian in the classroom, and mandatory one-on-one meetings between each student and the librarian (34)"

Uncertainty Reduction Theory (Berger & Calabrese):

Axiom 1: Given the high level of uncertainty present at the onset of the entry phase, as the amount of verbal communication between stranger increases, the level of uncertainty for each interactant in the relationship will decrease. uncertainty is further reduced, the amount of verbal communication will increase.

Axiom 2: ... decreases in uncertainty level will cause increases in nonverbal affiliative expressiveness.

Axiom 4: Low levels of uncertainty produce high levels of intimacy.

Axiom 5: High levels of uncertainty produce high rates of reciprocity. Low levels of uncertainty produce low reciprocity rates. (101-105)

Results

Wolfe spent approximately 13 hours with each Oral Communication class, 5 hours with Productive Discourse, and 3 hours with Gender Communication.

Ellison could see improvements in both quality of student citations and sources. She has increased her expectations for student performance after each semester, so quantitative comparisons cannot easily be made.

Anecdotal evidence from Wolfe's increased interaction with students outside of class, supports the reduction of student uncertainty with the librarian and library.

The question remains, how can the collaboration continue to improve?

Spring 2019

COM 2013: Oral Communication

In addition to the one-shot and Research Coach appointments, a session on visual literacy was added. Wolfe attended the speeches following both of the in class instruction sessions. The Oral Communication students were asked questions related to the information literacy sessions on their final exam.

COM 3413: Gender Communication

A workshop was implemented to help students locate women's history resources to create a poster and prepare a short presentation. Poster presentations were held in the library and Wolfe provided feedback.

COM 4003: Special Topic: Productive Discourse

A news literacy session was held with a follow-up assignment and session. Wolfe also participated in reading a course assigned text and attending several book discussions.

References

Berger, Charles R., and Richard J. Calabrese. "Some Explorations in Initial Interaction and Beyond: Toward a Developmental Theory of Interpersonal Communication." *Human Communication Research* 1.2 (1975): 99-112. Print.

Sullivan, B. T., & Porter, K. L. (2016). From one-shot sessions to embedded librarian. *College & Research Libraries News*, (1), 34. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&db=edsbi&AN=RN604362580&site=eds-live&scope=site>