Towards Designing a Library Research Instruction Program for English 10 (College English) at the University of the Philippines - Diliman

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What I did

- A thesis consisting of five chapters whose primary audience is intended to be those English 10 students that may be researching or have been required by their teachers to library research instruction scheduling and librarians who may be teaching library research instruction in the English 10 classes at UP Diliman.

- Within the work is a module that demonstrates examples of engaging and student centred instruction and the direction for librarians to design similar learning tasks.
Motivation...
Students' use of library resources and their information retrieval for academic purposes have been the subject of a number of studies and the issue is influential in the development of library services to improve access to information.
Educating English 10 undergraduates to become self-reliant users of information is one of the most important and challenging responsibilities facing librarians today.
This translates into some conditions cited by English 10 students who have attended library instruction in the 2nd Semester, AY 2010-2011 and UP main library reference librarians.
Deficient hands-on time and interactivity

There was too much information to cover

Not enough time

Librarians **lack time and resources** that help them plan and design such desired instruction
The library research instruction program for UP Diliman English 10 students (LRIE) is meant to be a contribution to help with these instructional issues.
Objectives of the study

• To identify the **learning goals** essential for the development of a library research instruction program for English 10 from the perspective of stakeholders
Objectives of the study

• To elicit the viewpoint of English 10 teachers and reference librarians based on the typical academic profile, content & objectives of English 10, teaching strategies
• To elicit the viewpoint of English 10 students based on the typical profile, content & objectives of English 10, library research instruction experiences

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Objectives of the study

• To **develop and recommend** an appropriate library research instruction program for English 10 based on the mentioned objectives
Information literacy model
Share knowledge

Yes.

"Information literacy."
Model featured in the module

Association of College and Research Libraries Information Literacy Competency Standards for Higher Education

ACRL

2000
Key Thing

This particular model was offered because it was thought to be student centred and engaging.

Five standards.
Twenty-two performance indicators.
A number of outcomes intended to identify a student as information literate.
Library research instruction program for English 10 (LRIE)

Instructional strategies are based on the grounded theory through the experiences and perceptions of stakeholders.

“Librarians are challenged with creating their own activity.”
Methodology

Participation by the targeted audience gave feedback on the following semi-structured interview queries:

Academic Profile/ LI Experiences / Teaching Strategies / ACRL Guide / UPML LI Program Documentation
Population and Sample
ENGLISH 10 TEACHERS
ENGLISH 10 STUDENTS
Madam Librarian
Reference Desk for the Internet

Find what you want, when you want it.
Tips on how to improve your internet searches.

Links to Search Engines, and Directories. CLICK HERE!

Benefit from earlier research
CLICK HERE
For FREE topic links from earlier research.

UPML REFERENCE LIBRARIANS
Data Analysis, HOW?
1. Coding the Data
(replies grouped into categories)
2. Constant Comparative Method

(compare responses to determine recurring themes)
Results!

Some of these might surprise you.
Overall feedback.

Many concerns on the development of LRI program that better serve students’ information needs:

- **learning goals**
- **five tiered modules**
- **library research skills**

(responsibility for learning is shared by the faculty, the library, and the student)
The library can also support the student within a process-oriented approach to writing.
Group Participation Theories

derived from

Teaching strategies and
Library research experiences
Use research writing extensively in their courses

Considered their instructional methods, assignments, exercises, and activities appropriate

Some use little or no library instruction requirement

Require students to use the University library extensively in their classes and their reasons for doing so were varied English 10 teachers.
Continues to teach library resources as the predominate focus of class content.

Consisted of lectures and some demonstration as their primary mode of operation for completing class assignments given by teachers.

Time made available for one instruction was not sufficient to present enough material and not conducive to a fair assessment of instructional ability.

UPML reference librarians.
Aware and understood the benefits offered from the library instruction

Suggested recommendations for improvement to help support their learning

There are a number of potential barriers mentioned that they must first overcome if such research skills are to be successful.

English 10 students.
English 10 teachers, students, UPML reference librarians:

“ACRL Standards”

Emerging themes. Start here...
11 ACRL Emerging Themes to Guide the Modules

1. Consulting with others
2. Using Alternative Forms of Information
3. Focusing the Information
4. Searching Strategies
5. Search Engines
6. Focusing the information
7. Using technology
8. Evaluating Information
9. Evaluating Internet Resources
10. Organizing Information
11. Legal and Ethical Issues
5 Major Learning Goals in the LRI E

1. Research strategies and focusing a topic to something manageable
2. Increasing student awareness and use of electronic resources
3. Use of web resources
4. Using information ethically
5. MLA style guide
CONCLUSION

TEACHERS

STUDENTS

LIBRARIANS
In library research instruction the responsibility for learning is shared by the faculty, the library, and the student, the learning goals for modules 1 to 5 reflect the library’s focus on process oriented writing that stimulates learning.
The module is meant to be a **Guide** to librarians who want to **modify** their instructional approach and to **design** more **effective** and **challenging** library research instruction by accentuating one **IL model**
The Process of Collaboration

Faculty and librarians each have unique skills to contribute and hurdles to overcome, this process is often best begun with an examination of current roles and attitudes.
And in the famous words of Carol Kulthau, LI and IL must be learned by students through experiences shaped by librarians and faculty because there simply are not enough librarians and faculty to fill the growing learning needs of students.
Presentation adjourned.

Thank You.
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