

Boundless Curriculum Partnerships: Affordances and Challenges for Embedding Literacy Support in Curriculum

by Leontyne Dawson-Jones, School Librarian and Dr Claire Urbach, Western Sydney University

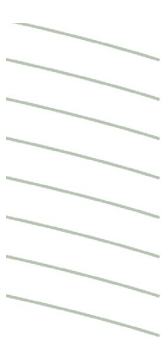
LIBRARY

BOUNDLESS CURRICULUM PARTNERSHIPS:

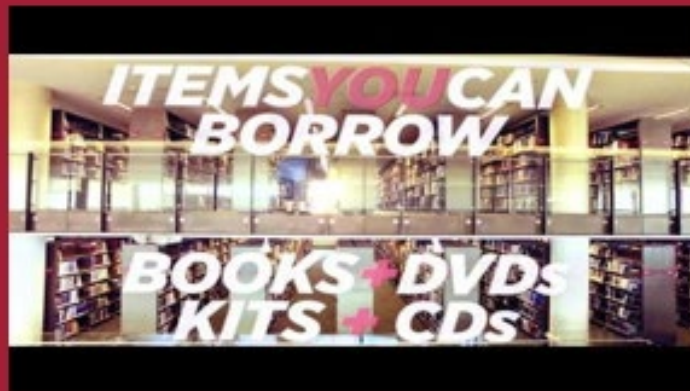
Affordances and challenges for embedding information and academic literacy support in curriculum

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Western Sydney University Library

WESTERN SYDNEY UNIVERSITY



OUR CONTEXT – The Library at Western



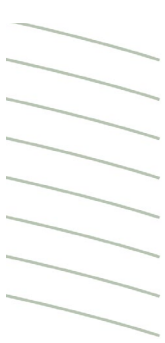
This is Libby

Libby is a librarian at a small institution.

Libby works with 2 colleagues in the library:
one full-time and one part-time.



12/2/2019



Libby's institution is working towards accreditation so everyone's work is being reviewed.

The Library will probably have to make some changes to its services and offerings as part of the institution's effort to provide more support to students in academic and information literacy.



Challenges

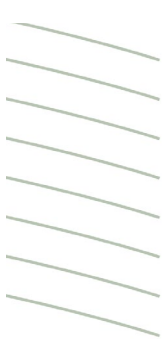
These are some of the things that Libby finds challenging.

What do you find challenging about working in a small institution?

Audience participation:

Go to [menti.com](https://www.menti.com) and enter the code: 54 52 0





Benefits

These are some things that keep Libby going in her work.

What are the best things about working in a library in a small institution?

Audience participation:

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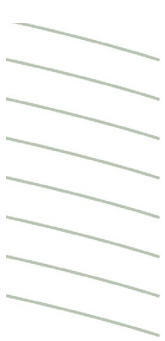
This is Libby's friend Sam

Sam works in a library at a large institution.

He's one of **9 School Librarians** and works alongside a dedicated **Academic Literacy Advisor**.

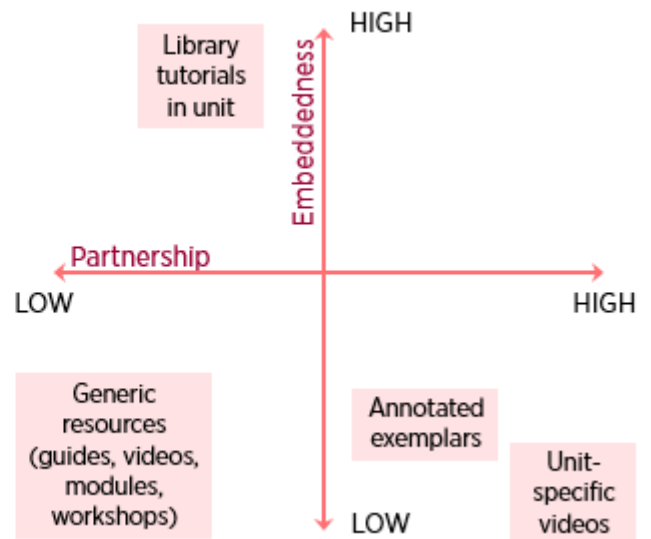
He has been telling Libby about some of the ways he and his colleagues have been supporting **academic and information literacies**.





Sam's library uses this matrix to think about how they support Information & Academic Literacies through embedding.

Let's look at the examples of different kinds of partnership and embedding.

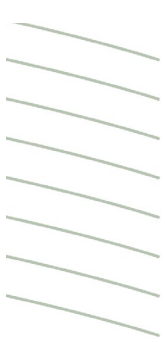


Drop-in workshops



Further Reading: [Kift & Moody \(2009\)](#), [Krause & Armitage \(2014\)](#)

- Transition and retention initiative - 1st year unit in [Postgraduate Course](#)
- Partnerships: Student Engagement Coordinator, First Year Advisor and Library
- Skills focus: time management, note taking, organising ideas, searching strategies, referencing
- Activities: searching strategies; investigating features of APA reference style; navigating the Library website; using assignment planner; identifying essay structure techniques
- Resources: 'Toolkit' template, referencing template, Assignment Calculator, essay structure worksheet
- Next Steps: Embed into class timetable; follow-up workshops after assignment feedback



Guided in-class workshops



Further Reading: Hale & Reading (2016) ; Keyes & Barbier (2013); Jacobs (2010)

- **Initial research unit (first half of course)**
- **Partnerships:** Library, Unit Coordinator
- **Skills focus:** searching strategies, decoding the question, locating appropriate information, identifying a research article
- **Activities:** 2-hour hands-on workshop as part of timetabled lesson for assignment preparation; identifying keywords; practising searching; analysing results
- **Resources:** presentation slides; keyword worksheet
- **Next Steps:** higher level of collaboration on assignment task and marking rubric

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Unit-based embedded scaffolding



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Further Reading: McWilliams & Allan (2014); Veitch, Johnson & Mansfield (2016); Wingate & Dreiss (2009)

- **Transition unit (1st year BA core) on Australian history**
- **Partnerships:** Library, Unit Coordinator
- **Skills focus:** reading academic texts, note-taking, summarising & paraphrasing, identifying an argument, analysing claims, Harvard referencing, synthesising ideas
- **Activities:** group reading activity with note-taking matrix; referencing scramble activity
- **Resources:** lecture note-taking template; assignment drafting tools; annotated example with [explanation video](#); APPEAL & CRAAP test resources; graphic organisers
- **Next steps:** Evaluate input with UC

Curriculum review



Further Reading: Bury & Sheese (2016); Lea (2004); Paxton & Frith (2014); Salisbury & Peseta (2018)

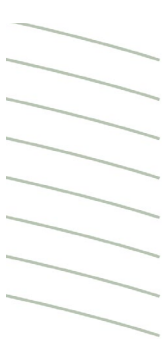
- **BA core unit review:** a coordinated approach
- **Partnerships:** Working party including Deputy Dean, Director of Academic Program, UCs, Library, Curriculum Advisor, Course Quality Officer, Blended Learning Advisor
- **Input:** which AL skills need to be introduced or developed at which stage in course; scaffolding IL & AL skills across the core; where to scaffold referencing in a diverse School
- **Next steps:** meeting with unit teams to develop new unit content, assessment, learning activities and resources

Libby loved hearing about all of Sam's experiences.

But she wonders how she could manage anything like that in her small institution, with only one and a half library colleagues.

Let's look at the key elements of these examples.





Key elements

- Motivation to support students
- Relationships (incl. champions)
- Skills/needs identification
- Knowledge about IL, AL, and pedagogy
- Willingness to collaborate between experts
- Communication
- Openness to innovation
- Flexibility

What 'positives' of working in a small institution align with these elements of embedding?

[Mentimeter Results](#)



Reflection

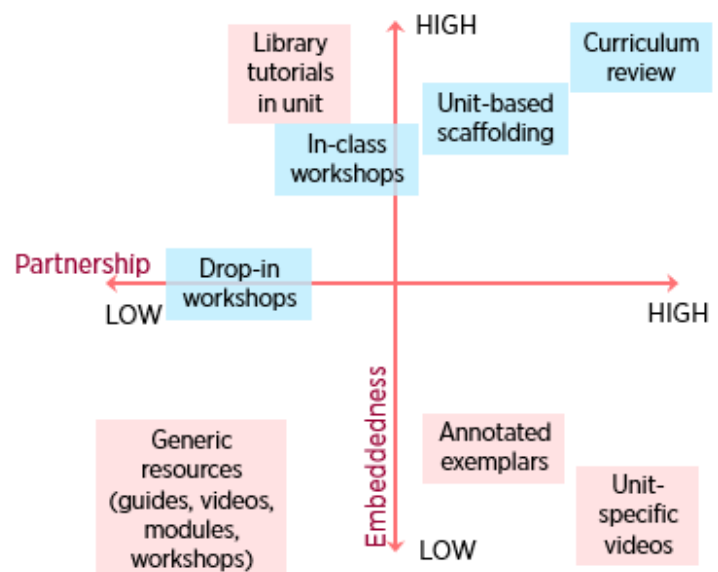
Think of ways you have been supporting IL or AL at your institution.

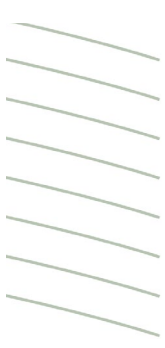
Where would you plot your own examples?

Which of Sam's examples could be most achievable for your institution?

Audience participation:

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Q and A

Ask us anything!

FURTHER READING

<https://bit.ly/2KWkdGQ>



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