

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**

Objectives of the study

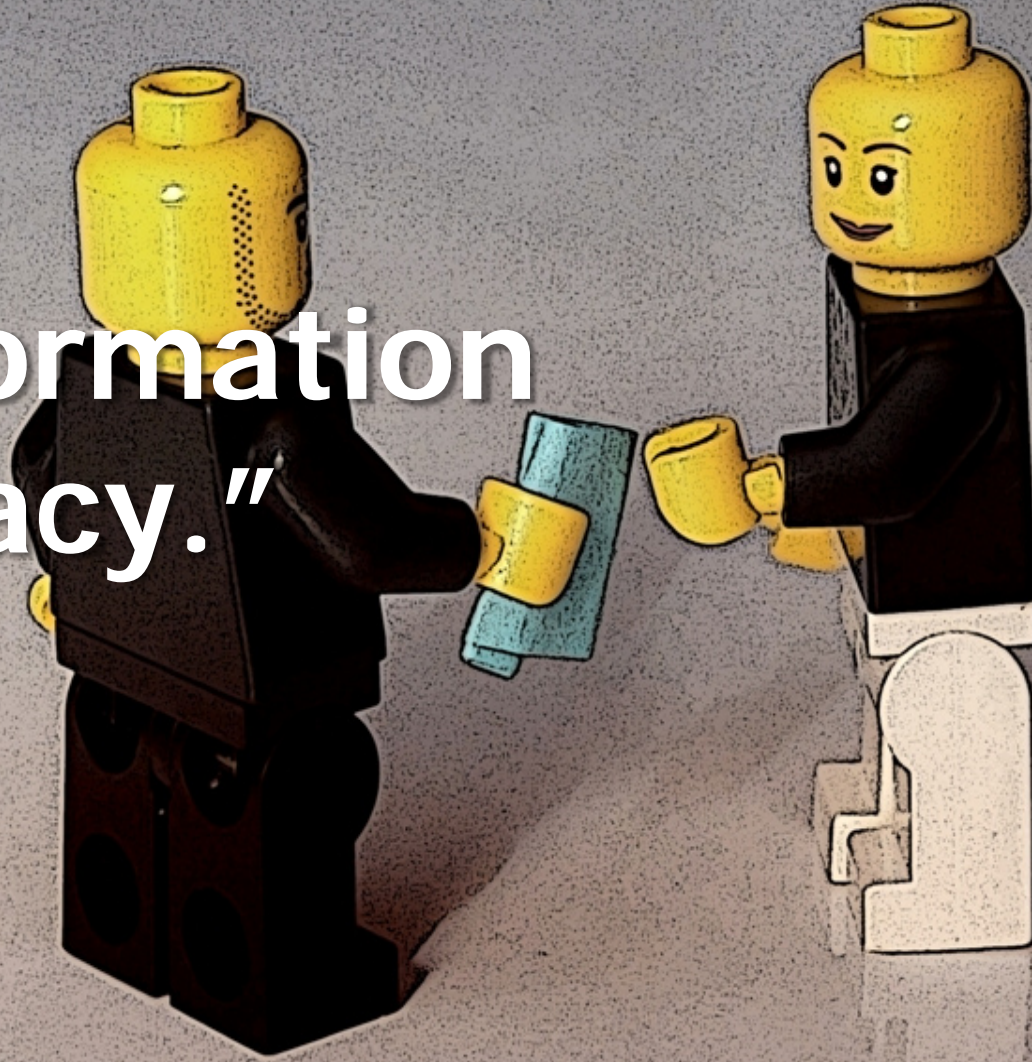
- To **develop and recommend** an appropriate library research instruction program for English 10 based on the mentioned objectives

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**

**UPML REFERENCE
LIBRARIANS**



ENGLISH 10 TEACHERS



ENGLISH 10 STUDENTS

Madam Librarian

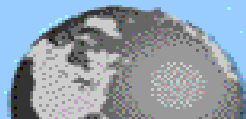
Reference Desk for the Internet



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

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 LRIE

- 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 Kuhlthau
**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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