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Growing Library Presence and Information Literacy Beyond the One-Shot: The NINJA Project

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Growing Library Presence and Information Literacy Beyond the One-Shot:
The NINJA Project

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Abstract

The limitations of one-shot library instruction have birthed innovative techniques by librarians that include the use of embedding and flipped-learning models. The implementation of these techniques requires buy-in from and relationship-building with teaching faculty, and is accompanied by variables that fluctuate widely between disciplines, personalities, and teaching styles. Via collaboration that aimed to emphasize the research process in an Argumentation & Debate course (COMM 211), a liaison librarian and Communication Studies professor developed a playful approach to the research process that also informs the process of moving one-shot library instruction into more engaged models. The original concept, which uses the acronym "NINJA", guides students through research from navigating a topic to appraising their final product. When the approach is applied to embedding librarianship, the same steps act as a roadmap in the adventure of collaborating with any teaching faculty in order to more fully integrate library services and information literacy into their courses.

References & Further Reading

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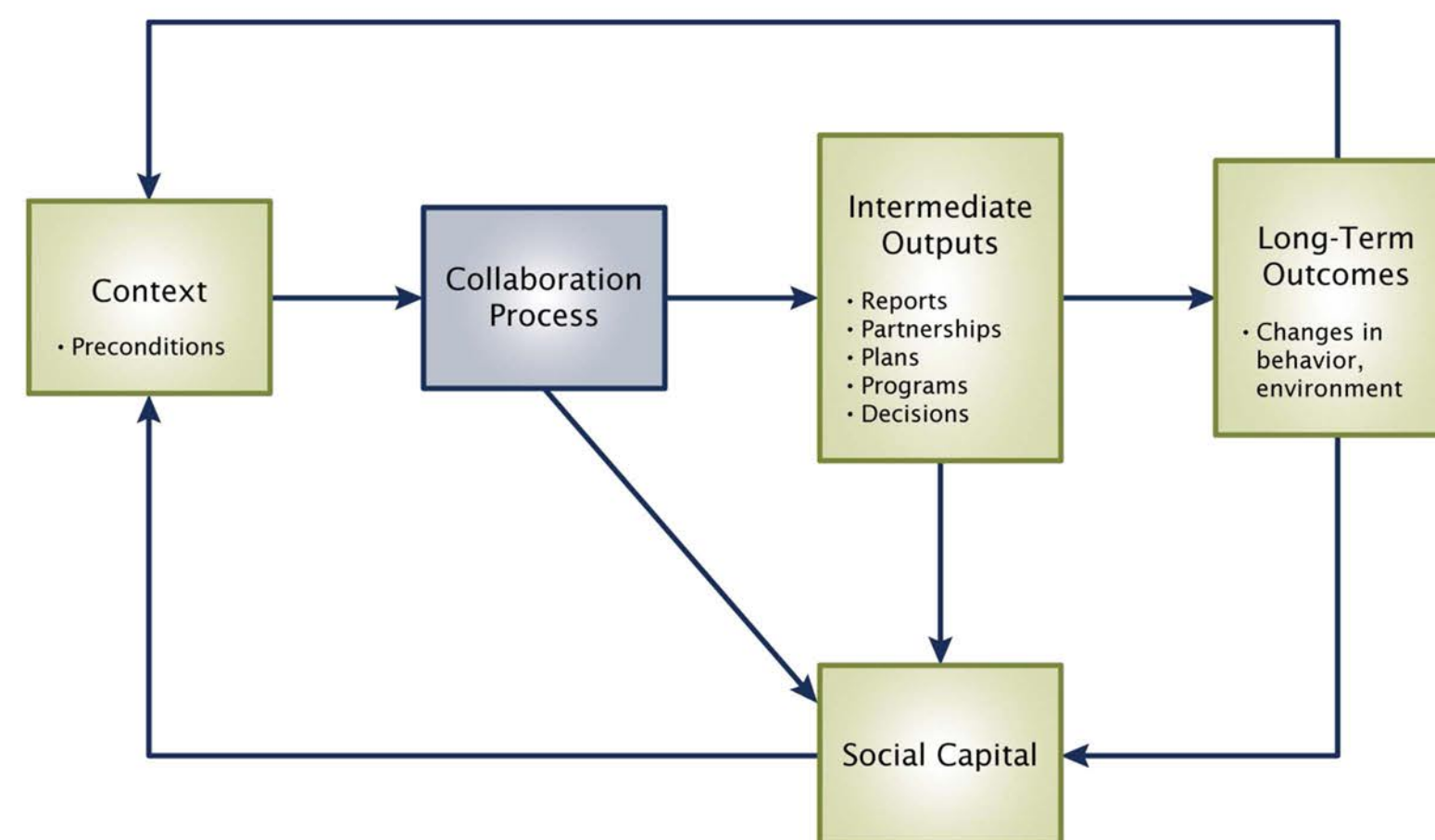# N — Navigate | I — Investigate | N — Negotiate | J — Justify | A — Activate/Appraise

As Used in COMM 211 Course

	Navigate	Investigate	Negotiate	Justify	Activate/Appraise
Course Objectives	To explore "the persuasive edge" through examination of potential topics, subtopics, and relevant rhetorical variables.	To enhance critical thinking skills through engaging in a systematic research process.	To identify, experiment with, and revise rhetorical variables involved in the complex interactive process of argumentation.	To provide logical reasoning for conclusions reached in argumentative decisions.	To present debates and evaluate the argumentative strategies enacted through oral and written discourse.
Info Lit Skills/ Research Process Tasks	Locate background information: What do you already know about your topic? What are its various aspects, facets, and perspectives? Use reference sources such as encyclopedias.	Go deeper: What questions have arisen? What are the major issues? Where are the gaps in the available information? Search databases for literature from scholars and experts.	Manage information: What themes can be found? What are the relationships between the parts? Make connections, analyze, and organize your information into a cohesive whole.	Evaluate: Which sources offer the strongest support? What is most reputable and reliable considering the topic? Refine sources and arguments down to the most solid evidence.	See the big picture: How does my research fit in with others' research? How does my work help me interpret and scrutinize new content? Create, share, become part of the conversation.

As Applies to Librarian/Faculty Collaboration

	Navigate	Investigate	Negotiate	Justify	Activate/Appraise
Collaborative Stage	Explore the potential for a collaborative project by identifying players and stakeholders and by examining the existing context and preconditions.	Connect with partners to gauge interest, propose solutions and benefits, seek details to initial questions, and identify additional factors and needs.	Collectively identify goals, objectives, and role responsibilities before brainstorming potential project activities and predicting necessities.	Select and validate activities using the agreed upon structures; establish the assessments that will be implemented to evaluate their impact and progress.	Gauge activities while ongoing and at the end of the project by taking notes and communicating with partners about successes, failures, adjustments, and unforeseen challenges.
Considerations	• What are the opportunities (problems) that I see? • What is known/unknown about the faculty members, students, course, program, etc.? • What do I know/need to know about the work style and/or culture of these elements? • What might be our differences (style, vocabulary, perspective)? • What relevant tools/resources are available? • What are some potential solutions? • How can I use this information as a foundation for approaching collaborative partners?	• Will I need to sell the project to partners by leveraging what I know and presenting the benefits? • Will partners be open to the project and more willing to explore initial questions together? • What are the various attitudes and perspectives surrounding the project? • Where is there alignment? Disparity? Possible adjustments? • What new factors or information has been discovered? • What questions still need to be answered?	• Which structures will influence decisions (course objectives, ACRL Framework, values, mission)? Which of these have the highest priority? • Which needs, problems, or goals will be the focus? What is in/out of scope for the project? • What players, resources, tools, and time does each activity require? • What is feasible for each partner and who will be responsible for which tasks? • What are the expectations for communication, accountability, and unanticipated obstacles?	• Which activities will best support our goals and priorities? • How will these activities benefit the stakeholders? • How do these activities map to the guiding structures? • How will you know the chosen activities have an impact? • What would you like to measure? How? • Which assessments are feasible? • What is the final allocation of tasks and resources?	• What are formal and informal assessments communicating regarding the project's success? • Are there any feasible adjustments to be made while the project is ongoing? • What would need to be changed if the project is repeated? • Was the project worth it for all parties? • Do the partners plan to repeat, build upon, or pursue a new joint focus? • What would you do differently for a similar collaborative project in the future?
Skills (McNamara, 2016)	Observation Visualization Problem-solving / Organization Preparation	Inter-personal Marketing Diligence / Responsiveness	Group facilitation Negotiation Flexibility / Forethought	Strategizing Trust-building Influence / Analytical Reasoning	Multi-tasking Communication Adaptability / Accountability Reflection

A Systems Model Approach to Collaboration (adapted from Williams, Merriman, & Morris, 2016).

> "The importance of process cannot be overemphasized in planning and conducting successful collaborations. Good-faith efforts to undertake collaboration are often derailed because the parties are not skilled in the process and because insufficient attention is given to designing and managing a constructive process."
> — Gray (1989, p. 93)

Presentation materials are available at: https://libguides.unco.edu/webber/2018LIW