Using Core Competencies in Course Design and Assessment

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Land Acknowledgement

We wish to acknowledge this land on which the University of Toronto operates. For thousands of years it has been the traditional land of the Huron-Wendat, the Seneca, and the Mississaugas of the Credit. Today this meeting place is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work on this land.

Source of land acknowledgement: https://indigenous.utoronto.ca/about/land-acknowledgement/

Image source: https://people.utoronto.ca/inclusion/land-acknowledgement/
University of Toronto
Faculty of Information (iSchool)

ALA-accredited Master of Information (MI) program.

Course: INF2145 Creation and Organization of Bibliographic Records.

The course is an LIS elective that attracts diverse students from multiple MI concentrations including LIS, Archives and Records Management, Information Systems, and UX Design.

Professional school program; many students are career-oriented.
Syllabus Development

Link to the Syllabus: INF2145 Winter 2023

Program Learning Outcomes (PLOs) are required for various review processes, including ALA Accreditation and Graduate program review.

Course Learning Outcomes map to PLOs (see page 2 of INF2145 Syllabus)

Acknowledgement: The instructors would like to thank May Chan, Head, Metadata Services Department, University of Toronto Libraries, for providing permission to reuse and adapt content from the Winter 2021 & Winter 2022 iterations of this course.
Value of a core competencies document, from a practitioner-mentor perspective

• As practitioners and supervisors, we have observed what new cataloguers need to know, or be able to develop, in order to be successful.

• Core competencies document (2017) confirmed what we have seen or experienced on the ground, and gave us something solid to reference.*

• We could also point students to an authoritative document when preparing for information interviews, informal mentoring.

*For future iterations of this course, we will refer to the Revised Core competencies (2023)
See ALCTS Core Competencies for Cataloging and Metadata Professional Librarians (2017) under “Knowledge Competencies” and “Skill & Ability Competencies”.
Dispelling the myth of cataloguing as a "rote" activity

How do we help novice cataloguers engage intellectually in the work of cataloguers, remain sensitive to the impact on end users, and feel empowered to contribute to changes?

ALA-CFLA-CILIP-endorsed Cataloguing Code of Ethics
Assessments

Deliberately checking for the grasp of standards but we are also getting them to engage with issues around cataloguing

Formative assessments

• Ungraded pop-up quiz questions
• In-class activities
• Discussions in class and online

Summative assessments

• Formal quizzes
• Graded assignments
• Take-home exam
Sample: Formative assessment

If we transcribed the circled text exactly as we see on a resource, which *recording method* are we applying?

- (a) Unstructured description
- (b) Structured description
- (c) IRI
- (d) Identifier

Low pressure, ungraded in-class interaction ("pop quiz" question)
Sample:
Summative assessment

Assignment 1 required students to describe an information resource, using the official RDA Toolkit with a course application profile.

Students recorded values in this blank workform.
Optional Learning Opportunities

• Tour of the central library’s Metadata Services Department (the largest cataloguing unit within the University of Toronto Libraries system)

• Promotion of the iSchool’s co-curricular iSkills workshops that complement the course
Tweaks introduced for Winter 2024

• Metadata and AI Forum
• Engagement with committees: Help new cataloguers see that they can empower themselves to influence change
• Guest panel, emphasizing the possibilities for committee engagement (SACO, PCC, RDA Steering Committee)
• Broaden professional horizons beyond local concerns
Aspirations

• Cultivate respect for the field
• Foster a mindset for curiosity and growth
• Give bird’s eye view of cataloguing within broader information landscape
Thank you

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