



مركز دراسات الدكتوراه: "اللغات والتراث والتهيئة المجالية"  
تكوين الدكتوراه: اللغات والآداب والتواصل  
محور: الدراسات الانجليزية  
مختبر: الخطاب والابداع والمجتمع: الادراك والمتضمن

أطروحة لنيل الدكتوراه في الآداب والعلوم الإنسانية

في موضوع:

**Integrating Information Literacy in  
Higher Education: A Case Study of  
Faculty-Librarian Collaboration at  
Al Akhawayn University in Morocco**

اسم الأستاذ المشرف:

د. عبد الحميد النفيسي

إعداد الطالب الباحث:

عزيز الحسني

تاريخ المناقشة: 2020/10/23

لجنة المناقشة:

رئيسا

عضوا

عضوا

مشرفا

الدكتور عبد الرحمان أنزود (جامعة الأخوين إفران)  
الدكتور يوسف بن عبد الرازق (المدرسة الوطنية للتجارة و التسيير فاس)  
الدكتور احمد الهكاش (كلية الآداب و العلوم الإنسانية سايس فاس)  
الدكتور عبد الحميد النفيسي (كلية الآداب و العلوم الإنسانية سايس فاس)

السنة الجامعية:

2020/2019

## **Dedication**

I dedicate this doctoral dissertation to my parents, brothers, and sister. I believe that this academic achievement is as much theirs as it is mine.

This work is also dedicated to my son Amine, my daughter Rim, and my wife Hafsa, for her endless support and patience throughout the journey of completing this dissertation. And to all my friends and colleagues for their moral support and encouragements during this amazing academic journey.

## ACKNOWLEDGEMENTS

This doctoral dissertation is the result of cumulative research and field work carried out at Al Akhawayn University in Morocco over many years, during which I was exposed to many academic experiences, places, support from many people, grants, inspirational ideas, professional training, conferences and academic visits to several national and international universities such as Harvard University in Boston Massachusetts, Roger William University in USA, The American University of Paris in France, John Cabot University in Italy, The American College of Thessaloniki in Greece, The American University of Rome in Italy, The American University in Bulgaria, The American University in Kosovo, The American University in Cairo in Egypt, The American University of Beirut in Lebanon, to mention just a few. The successful accomplishment of this doctoral dissertation was possible with the support of several people.

First and foremost, I am mostly grateful to my supportive and caring supervisor, Prof. Abdelhamid Nfissi, for his endless support, patience, guidance, motivational conversations, and encouragement at every stage of the progress of this doctoral dissertation. I have been extremely fortunate to have a supervisor, who is very passionate about promoting the teaching and research in the field of Media and Information Literacy (MIL) in the Arab world, and who has cared so much about my Information Literacy research aspirations and helped shape my academic career thus far. I considered it a great honor to conduct my doctoral research under his supervision.

I owe my most gratitude to Dr. Paul M. Love, Assistant Professor of North African, Middle Eastern, and Islamic History at Al Akhawayn University, for granting me permission to conduct this research study at the School of Humanities and Social Sciences at AUI.

Finally, I wish to acknowledge the students who participated in this study.

## المقتضب

تهدف رسالة الدكتوراه هذه إلى إبراز دور "مهارات الوعي المعلوماتي" في مناهج التعليم العالي، وذلك عبر التركيز على تجربة مغربية فريدة من نوعها حول دمج وتضمين "إطار جمعية المكتبات الأكاديمية والبحثية الأمريكية" (ACRL) ومهارات الوعي المعلوماتي في أحد أقسام كلية العلوم الإنسانية والاجتماعية بجامعة الأخوين بإفرا. كما تروم هذه الدراسة تسليط الضوء على آفاق تدريس "مهارات الوعي المعلوماتي" بجامعة الأخوين والمغرب، وكذا التحديات التي واجهت تنفيذ تجربة مشروع أكاديمي تعاوني بين أستاذ جامعي و مشرف على خدمات البحث والتعليم بخزانة الجامعة المذكورة. كما تقدم هذه الدراسة أيضا خلاصات تمت صياغتها في شكل توصيات في أفق التنفيذ السلس وآفاق التوسع المستقبلي لبرنامج تدريس مهارات الوعي المعلوماتي داخل جامعة الأخوين و المغرب. وقد شملت هذه الدراسة أيضا عينة من مائة وسبعة عشر (117) طالبا و طالبة بجامعة الأخوين، الذين حصلوا وبشكل حصري في المغرب على فرصة توظيف ودمج "مهارات الوعي المعلوماتي" بمقرهم الدراسي في العلوم الإنسانية قسم "تاريخ العالم العربي"، والتي تركز أساسا على مبدأ "إطار الثقافة المعلوماتية للتعليم العالي" حيث تم إخضاع معارف و مهارات هؤلاء الطالبات و الطلبة إلى عملية فحص وتدقيق، إضافة إلى دراسة التغييرات التي طرأت على تصوراتهم ومواقفهم تجاه "مهارات الوعي المعلوماتي"، كما تم الوقوف على خبراتهم في المجال قبل وأثناء و بعد إستفادتهم من نشاط التعلم الذي وظفوا فيه مهارات الوعي المعلوماتي. وخلصت الدراسة إلى تقديم وصف لمدى تأثير هذه التجربة الأكاديمية على الطالبات و الطلبة الذين شملتهم، وكذا تحديد التغييرات التي طالت تصوراتهم ومواقفهم من إستثمار مهارات الوعي المعلوماتي و خلاصات تم صياغتها في شكل توصيات في أفق التنفيذ السلس لبرنامج تدريس الوعي المعلوماتي وتعميمه مستقبلا داخل جامعة الأخوين و المغرب. وقد كشفت النتائج المستخلصة من هذه الدراسة عن مدى أهمية دمج "مهارات الوعي المعلوماتي" ضمن المناهج الدراسية عبر التعاون المشترك بين أطر هيئة التدريس و أمناء المكتبات، و دور هذه المهارات في الرفع من مستوى توظيف و إستثمار مصادر المكتبات داخل الفصول الدراسية. وذلك ما عبر عنه غالبية الطالبات و الطلبة المشاركين في الدراسة من خلال تأكيدهم على كون نموذج التدريس التشاركي/التعاوني (Co-Design) المتضمن لمهارات الوعي المعلوماتي قد ساهم بشكل كبير في دعم أنشطتهم البحثية، و عزز نجاحهم الأكاديمي وزاد من مستوى رغبتهم في توظيف وإستثمار موارد المكتبات في أعمالهم الأكاديمية و البحثية.

## Abstract

This doctoral dissertation aims to highlight and examine the importance of information literacy in higher education while focusing on a unique Moroccan initiative of integrating Information Literacy Framework into a humanities course at Al Akhawayn University. It highlights and describes the prospects of an Information Literacy integration journey at the School of Humanities and Social Sciences at Al Akhawayn University, in which a faculty and a librarian partnered together to integrate two **frames** of the **ACRL Framework for Information Literacy in Higher Education** as learning outcomes into the syllabus of a humanities course taught in Fall 2017.

During the course of this doctoral study, one hundred seventeen (117) students attending a humanities course “History of the Arab World”, were offered a unique—and a first of its kind in Morocco—information literacy **Co-Design** educational integrating model grounded on the principle of the Framework for Information Literacy for Higher Education. Students’ knowledge, skills and attitudes towards information resources as well as their experience of the research process were investigated before, during and after the learning activity. The impact of this academic experience on the participating students and the changes that occurred in their perceptions and attitudes toward Information Literacy were described, analyzed and discussed.

The findings have revealed that when faculty members and librarians partner to integrate Information Literacy skills into courses, they have the power to successfully bring the library into the classroom through genuine conversation on academic research. Furthermore, the majority of the participating students in this study confirmed that the Co-Design IL integration model, to which they were exposed, had extremely benefitted their research activities, substantially enhanced their academic success, and significantly increased their usage of library resources.

## TABLE OF CONTENTS

<b>DEDICATION.....</b>	<b>II</b>
<b>ACKNOWLEDGEMENTS .....</b>	<b>III</b>
<b>ABSTRACT.....</b>	<b>V</b>
<b>LIST OF FIGURES .....</b>	<b>XII</b>
<b>LIST OF TABLES .....</b>	<b>XIV</b>
<b>LIST OF ACRONYMS .....</b>	<b>XV</b>
<b>CHAPTER 1: GENERAL INTRODUCTION.....</b>	<b>1</b>
1.1 Research Background.....	3
1.2 Significance of the Study .....	3
1.3 Purpose of the Study .....	5
1.4 Relevance of the Study.....	7
1.5 Statement of the Problem .....	8
1.6 Origin of the Study .....	12
1.7 Thesis Organization and Structure .....	14
1.8 Summary .....	16
<b>CHAPTER 2: INFORMATION LITERACY: DEFINITIONS.....</b>	<b>18</b>
2.1 Information Literacy Definitions and Theoretical Framework .....	18
2.2 Evolution of the Concept of Information Literacy (IL) .....	23
2.3 Computer Literacy and Digital Literacy .....	24
2.4 Library Skills vs. Information Literacy Skills.....	25
2.5 Empowering Education through Information Literacy .....	26
<b>CHAPTER 3: LITERATURE REVIEW .....</b>	<b>28</b>
3.1 Introduction .....	28

3.2	Information Literacy: An International Perspective.....	28
3.2.1	IL in the United States of America.....	29
3.2.2	IL in Australia .....	30
3.2.3	IL in Africa.....	31
3.2.4	IL in China .....	32
3.2.5	IL in the Arab World.....	34
3.3	Information Literacy in Morocco .....	34
3.3.1	Higher Education and Information Literacy in Morocco.....	37
3.3.2	An Overview of Information Literacy Initiatives at AUI .....	41
3.3.3	The Transition to Information Literacy Instruction at AUI Library .....	47
3.3.4	The Role of Libraries and Librarians in Education.....	48
3.3.5	The Shift to Integrating Information Literacy into Course Curriculum at AUI: Reasons and Motivating Factors .....	52
3.3.6	A New Approach to Information Literacy at Al Akhawayn University ..	53
3.4	Context of the Study.....	55
3.4.1	About Al Akhawayn University.....	55
3.4.2	Al Akhawayn University Library.....	56
3.5	Summary .....	59
 <b>CHAPTER 4: A FACULTY-LIBRARIAN COLLABORATION TO</b>		
<b>INTEGRATE IL INTO A GENERAL HISTORY COURSE AT AUI ....</b>		
4.1	Introduction .....	61
4.2	Background and Rationale of the Co-Design IL Pilot Study at Al Akhawayn University.....	62
4.3	Developing the Syllabus.....	65

4.4	The Course: “History of the Arab World” .....	66
4.5	Co-design and Embedded Librarianship: Integrating Information Literacy into an AUI Humanities Course: The Pre-Implementation Process. ....	68
<b>CHAPTER 5: UNDERSTANDING THE ACRL'S FRAMEWORK FOR</b>		
<b>INFORMATION LITERACY FOR HIGHER EDUCATION:</b>		
<b>IMPLICATIONS FOR THE CO-DESIGN PILOT PROJECT AT AUI.72</b>		
5.1	ACRL Framework for Information Literacy: An Overview .....	73
5.1.1	Authority is Constructed and Contextual (Frame 1) .....	77
5.1.2	Information Creation as a Process (Frame 2).....	78
5.1.3	Information Has Value (Frame 3) .....	79
5.1.4	Research as Inquiry (Frame 4) .....	79
5.1.5	Scholarship as Conversation (Frame 5) .....	80
5.1.6	Searching as Strategic Exploration (Frame 6).....	80
5.2	Using Faculty-Librarian Collaboration to Integrate Two ACRL Frames as Learning Goals for a General History Course at AUI. ....	81
5.2.1	Scholarship as Conversation .....	82
5.2.2	Searching as Strategic Exploration .....	84
5.3	Summary .....	85
<b>CHAPTER 6: METHODOLOGIES AND RESEARCH DESIGN.....86</b>		
6.1	Introduction .....	86
6.2	Methodology and Research Design.....	86
6.2.1	The Focus Group Methodology .....	87
6.2.2	The Collaborative Participatory Co-Design Teaching Methodology Approach.....	88

6.2.3	The Metacognitive Monitoring Approach in Collaborative Teaching and Learning.....	90
6.2.4	The Survey Method.....	91
6.3	Population / Participants.....	91
6.4	Background of the Co-Design Study: “Integrating Information Literacy into a Disciplinary Course”.....	92
6.5	Data Search Techniques & Referencing Style.....	94
6.6	Summary.....	94
<b>CHAPTER 7: FACULTY-LIBRARIAN COLLABORATION: PLANNING, IMPLEMENTATION, AND ASSESSMENT .....</b>		<b>96</b>
7.1	Introduction.....	96
7.2	Using the ACRL Framework to Integrate Information Literacy Competencies into a General Education History Course at AUI: Outline for Implementation .....	96
7.2.1	Phase One: Introduction to Concepts.....	97
7.2.2	Phase Two: Finding Books .....	101
7.2.3	Phase Three: Choosing an Academic Book for Book Review.....	107
7.2.4	Phase Four: “Why did I choose the book that I did?” .....	125
7.2.5	Phase Five: Revising the Syllabus (Final Activity) .....	125
7.3	Post-Assessment Phase: Focus Group Survey Description, Analysis and Results 153	
7.4	The Post Assessment Survey (Quantitative & Qualitative) .....	154
7.5	Interpretation of the survey results.....	162
7.6	Summary .....	163

<b>CHAPTER 8: CONCLUSION, DISCUSSION, IMPLICATIONS AND</b>	
<b>RECOMMENDATIONS.....</b>	<b>164</b>
8.1 Introduction .....	164
8.2 General Summary and Results .....	166
8.2.1 For the Librarian.....	167
8.2.2 For the University Teaching Faculties/Professors .....	167
8.2.3 For Students.....	170
8.3 Faculty and Librarian: Collaborating for Student Success.....	171
8.4 Limitation of the Study .....	171
8.5 Future Research Directions: Recommendations .....	172
8.6 Conclusion.....	173
<b>REFERENCES.....</b>	<b>1755</b>
<b>APPENDICES .....</b>	<b>192</b>
<b>APPENDIX A: PART OF MOHAMMED VI LIBRARY STUDENT SURVEY</b>	
<b>    SPRING 2014 .....</b>	<b>193</b>
<b>APPENDIX B: PARTICIPATIONS IN INTERNATIONAL CONFERENCES</b>	
<b>    AND PROFESSIONAL DEVELOPMENTS .....</b>	<b>196</b>
<b>APPENDIX C: SAMPLES APPRECIATION EMAILS RECEIVED FROM</b>	
<b>    SEVERAL AUI FACULTY MEMBERS WITH WHOM LIBRARIANS</b>	
<b>    COLLABORATED ON PAST IL INITIATIVES:.....</b>	<b>201</b>
<b>APPENDIX D: LETTERS OF ACCEPTANCE TO ATTEND THE 2017-</b>	
<b>    PARIS-AMICAL WORKSHOP IN FRANCE .....</b>	<b>204</b>
<b>APPENDIX E: COURSE SYLLABUS .....</b>	<b>207</b>
<b>APPENDIX F: PERMISSION TO USE THE SURVEY INSTRUMENT .....</b>	<b>214</b>

<b>APPENDIX G: QUESTIONNAIRE: END OF THE SEMESTER ASSESSMENT SURVEY .....</b>	<b>215</b>
<b>APPENDIX H: INFORMATION ABOUT THE PARIS WORKSHOP LEADERS.....</b>	<b>218</b>
<b>APPENDIX I: SAMPLE OF EMAIL CORRESPONDENCES BETWEEN THE FACULTY AND THE LIBRARIAN THROUGHOUT THE CO-DESIGN IMPLEMENTATION PROCESS.....</b>	<b>219</b>
<b>APPENDIX J: SAMPLES OF STUDENTS’ SUBMITTED MIDTERM ESSAYS ‘COMPARATIVE BOOK REVIEW’. .....</b>	<b>222</b>
<b>APPENDIX K: SAMPLE OF STUDENTS’ FINAL ASSIGNMENTS/PORTFOLIOS .....</b>	<b>240</b>
<b>APPENDIX L: EMAIL EXCHANGE WITH DR. KATJA ZVAN-ELLIOTT DURING FALL 2018 &amp; SPRING 2019 .....</b>	<b>249</b>
<b>APPENDIX M: INS 5391-THESIS SEMINAR (TENTATIVE SCHEDULE) ..</b>	<b>257</b>

## LIST OF FIGURES

Figure 1.1 Mohammed VI library Student Survey, Spring 2014. (2014, p. 34).....	9
Figure 2.1. Number of Library IL Workshops and Attendees at Al Akhawayn University Library: from 2006 to year 2017 .....	42
Figure 4.1. Screenshot: First Page of “History of the Arab World (HIS1301-002)” course syllabus –Fall 2017. ....	67
Figure 5.1. ACRL Framework for Information Literacy for Higher Education. ....	74
Figure 5.2. ACRL Framework for Information Literacy for Higher Education .....	75
Figure 7.1. Sample of an Online Information Literacy Quiz for Students .....	100
Figure 7.2. HIS1301 Comparative Book Review: A Practicum in Information Literacy .....	104
Figure 7.3. Comparative Book Review Planning Work sheet: Sample one of a student’s Answer to the Book Review Assignment .....	105
Figure 7.4. Comparative Book Review Planning Work sheet: Sample two of a student’s Answer to the Book Review Assignment .....	106
Figure 7.5. Choosing an Academic Book for Book Review Assignment .....	107
Figure 7.6. Sample one of a Student’s Mid-term essay ‘Comparative book review’	114
Figure 7.7. Sample two of a Student’s Mid-term essay ‘Comparative book review’	120
Figure 7.8. Sample three of a Student’s Mid-term essay ‘Comparative book review’ .....	124
Figure 7.9. Comparative Book Review Assignment .....	125
Figure 7.10. Revising the Syllabus Assignment .....	127

Figure 7.11. Sample one of a Student’s successful Integration of one ACRL Frame (Information Creation as a Process) into Course Final Project Activity ‘Revising the Syllabus Assignment’ .....	137
Figure 7.12. Sample two of a Student’s successful Integration of two ACRL Frames (Scholarship as a Conversation & Information Creation as a Process) into Course Final Project Activity ‘Revising the Syllabus Assignment’ .....	145
Figure 7.13. Sample three of a Student’s successful Integration of one ACRL Frame (Information has Value) into Course Final Project Activity ‘Revising the Syllabus Assignment’ .....	153
Figure 7.14. Participants’ Gender Analysis .....	154
Figure 7.15. Count of Class Rank .....	155
Figure 7.16. The Level of IL Skills prior to attending the Co-Design Pilot Project..	156
Figure 7.17. The Value of Information of Literacy to Students at AUI .....	157
Figure 7.18. Usefulness of Information Literacy Instruction in Class Research Activities.....	158
Figure 7.19. Learning Outcomes from Library IL Instruction Sessions.....	159
Figure 7.20. Assessing the Likelihood of Using Library Resource after attending IL Instructive Sessions .....	160
Figure 7.21. Assessing the Likelihood of Using Library Resource after attending IL Instructive Sessions at AUI .....	161
Figure 7.22. Confidence Level in Conducting Research after Attending AUI IL Instructive Sessions .....	162
Figure 8.1. List of IL Workshops that were offered to Dr. Katja Žvan Elliott’s Capstone students during spring 2019.....	170

## LIST OF TABLES

Table 1.1. AUI Mohammed VI Library Student Survey Spring 2014: Students' Awareness of Information Literacy Workshops.....	9
Table 3.1. Graduation rate at Al Akhawayn University in Ifrane since 1999. ....	56
Table 3.2. Statistics of Mohammed VI Library Information Literacy Workshops (from year 2006 to year 2017).....	59
Table 4.1. Chronology of Implementing the Co-Design IL Project at AUI .....	70

## LIST OF ACRONYMS

ALA	<i>The American Library Association</i>
ACRL	<i>The Association of College &amp; Research Libraries</i>
AUI	<i>Al Akhawayn University in Ifrane</i>
GenED	<i>General Education</i>
IL	<i>Information Literacy</i>
ILOs	<i>Intended Learning Outcomes</i>
MLC	<i>Multimedia Learning Centre</i>
NEASC	<i>The New England Association of Schools and Colleges</i>
SHSS	<i>The School of Social Sciences and Humanities</i>

## CHAPTER 1

### **GENERAL INTRODUCTION**

The purpose of this doctoral study is to highlight the importance of information literacy (IL) in higher education, with emphasis on describing a unique—and first-ever Moroccan experience—of integrating information literacy into a humanities curriculum at Al Akhawayn University in Ifrane during Fall 2017. Information literacy (IL), more recently dubbed ‘informed learning’(Bruce et al., 2017), attempts to develop both the critical understanding and active participation at all levels of Society (Chisholm, 2013, p. 212). It enables students with necessary research skills to recognize the value of information, use it to solve a problem and make informed decisions in their professional and academic lives” (Artman et al., 2010).

The research study also describes and examines how information literacy (IL) was integrated into a taught disciplinary course in the School of Social Sciences and Humanities at AUI, using the recently adopted ACRL Framework for Information Literacy for Higher Education as a guide for both implementing and assessing learning outcome(s) (ACRL,

2015a). The ACRL Framework for Information Literacy<sup>1</sup>, which was incorporated throughout this educational project from the co-design stage to the full implementation and assessment is, *inter alia*, arranged around six interrelated core concepts” or “frames”: (1) **Authority is Constructed and Contextual**; (2) **Information Creation as a Process**; (3) **Information Has Value**; (4) **Research as Inquiry**; (5) **Scholarship as Conversation**; and (6) **Searching as Strategic Exploration** (ACRL, 2015a). These core competencies in information literacy will be explained and discussed in detail in Chapter 5. Practically, this study presents a collaborative experience between a Moroccan librarian and an American faculty member, Professor Paul M. Love, Jr., (an Assistant Professor of North African, Middle Eastern, and Islamic History), in infusing Information Literacy skills into a taught disciplinary course. The study provides a model of embedding information literacy skills into the academic disciplines through collaboration with teaching faculty for Al Akhawayn University and Morocco at large.

---

<sup>1</sup> The ACRL Framework for Information Literacy is the current guiding document for information literacy development in post-secondary institutions in the United States and Canada. The ACRL guiding document is available here: [http://www.ala.org/acrl/sites/ala.org.acrl/files/content/issues/infolit/Framework\\_ILHE.pdf](http://www.ala.org/acrl/sites/ala.org.acrl/files/content/issues/infolit/Framework_ILHE.pdf)

## **1.1 Research Background**

The embedding of information literacy skills into taught disciplinary courses is the most effective pedagogical approach to learning (Winterman et al., 2011). This argument is strongly supported by Grafstein (2002), who in her research paper, titled “A Discipline-Based Approach to information literacy” argued that “Critical thinking and lifelong learning are already goals of most disciplines and the liberal arts in general, so information literacy naturally complements educational approaches in those areas” (Grafstein, 2002). Obviously, librarians play a critical role in the learning process—and that detaching the information literacy mechanisms from the core content of a discipline threatens to lose “meaning and context” (Grafstein, 2002). This is the premise from which this doctoral dissertation started, aiming at highlighting the importance of information literacy (IL) in higher education, particularly in the Moroccan context.

## **1.2 Significance of the Study**

The importance of this doctoral study is clearly justified on the grounds that it highlights the significant research gap found on the subject of information literacy in Morocco. Firstly, the lack of literature on the subject of information literacy in Morocco is clearly visible. Despite the

recognizable efforts made by the Moroccan Ministry of Education in collaboration with the UNESCO to promote Media & Information Literacy, “media and information literacy is still in its infancy in this north African country (Abu-Fadil, Torrent, Grizzle, et al., 2016, p. 16). In 2013, Belhiah (2013), a former Faculty at Al Akhawayn University, conducted a study at the same university, examining information literacy skills among Moroccan University students. The results indicated that the Moroccan educational system needs to rethink its traditional strategy - which has so far been focusing on memorization and exorbitant testing - and adopt instead international standards that would help Moroccan university students develop critical thinking and information literacy skills—both of which are necessary for today’s extremely competitive workplace (Belhiah, 2013, p. 139). Accordingly, The field of media and information literacy in Morocco and the Arab world continues to be hampered by numerous obstacles, the most fearsome of which originates from the low literacy rate (Melki, 2015). IL programs are neither part of the Moroccan educational system, nor are they under the radar screen of the Moroccan education stakeholders (Abu-Fadil, Torrent, Grizzle, et al., 2016, pp. 16–17). Secondly, this doctoral study is rationalized on the assumption that it will hopefully contribute to the existing knowledge of the field by providing new insights and understanding into how information literacy

(IL) can be infused within the Moroccan higher education Curriculum. Likewise, results of the present research study will hopefully raise awareness about the importance and impact of information literacy on higher education in Morocco, faculty librarian collaborations—and their catalyst roles in enhancing learning and research.

### **1.3 Purpose of the Study**

The purpose of this doctoral study is to examine a sample of Moroccan university students' learning and perception of information literacy skills as experienced by Al Akhawayn University's faculty, librarians and students who were exposed to a one-semester-long information literacy embedded experience. Practically, this dissertation seeks to describe the experience of a collaborative pilot project, in which an American faculty and a librarian worked jointly to develop a Co-Design instructional course model that integrates ACRL Information Literacy Standards in the instructional process of a humanities history course at the undergraduate and graduate level at AUI. In so doing, I argue for the importance of information literacy in higher education, and for the workability of integrating the ACRL Framework for Information Literacy for Higher Education into disciplinary courses. In short, this doctoral research seeks to explore and understand the following components:

1. Highlighting the importance of information literacy in education;
2. Examining IL teaching initiatives offered at Al Akhawayn University in Morocco;
3. Discovering the opportunities of teaching information literacy programs in Moroccan higher educational institutions;
4. Describing a unique Moroccan experience of integrating the ACRL Framework for Information Literacy for Higher Education into a disciplinary course at Al Akhawayn University;
5. Highlighting the importance of collaboration between teaching faculty and librarians in promoting library use among students;
6. Contributing to the existing literature about the value of information literacy in higher education;

Another goal of this study is to adopt a reliable instrument to gauge information literacy skill acquisitions and practices among Al Akhawayn University students while, at the same time, aiming at utilizing the results of this research to provide informed methods of enhancing and promoting future information literacy initiatives at Al Akhawayn university library

and Morocco. Therefore, and after affirming the ACRL competency standards as yardsticks with which I will measure how information literacy contributes to producing educated students—and ultimately the information society, the principle research that led the study becomes as follows: could an information literacy action plan be developed to support Al Akhawayn University's general education mission? The objectives of the study were achieved, as it will be demonstrated in Chapter Seven, which covers a Co-Design collaborative experience, during which an AUI Librarian collaborated with an AUI faculty member to integrate information literacy framework skills into a humanities course at al Akhawayn University during the course of Fall 2017 academic semester.

#### **1.4 Relevance of the Study**

A sea of library studies indicates the critical role that information literacy plays in developing students' research skills (Nwosu & Onwubiko, 2014). Despite the abundance of literature concerning the critical role that information literacy plays in higher education, the subject of information literacy and the concept of information literacy as a core liberal art, which is devoted to developing critical thinking skills and intellectual literacy in various academic disciplines (Brown, n.d.), is still under the radar screen for many university teaching faculty/professors and policy makers, who

can substantially play a critical role in lifelong learning (Singson & Lhungdim, 2012). This doctoral research study, also, aims to contributing to the continuing research in this field and help bridge the gap in knowledge regarding the integration of the ACRL Framework for Information Literacy into education, particularly at AUI and Morocco as previously advanced.

### **1.5 Statement of the Problem**

The tsunami of information in today's world has urged modern societies to explore and develop new intelligent search skills and behaviors while accessing and using information from different sources (Rockman, 2004a). Such skills are recognized “as information literacy (IL) skills” (Dadzie, 2009). IL has, therefore, become a new paradigm and the most critical set of skills in today’s and tomorrow’s advanced information and communication world (Bucher, 2000). While information is available and easily accessible through varied sources, the ability to sift through gigantic amounts of information is quite a daunting task to achieve (Welsh & Wright, 2010). Those who succeed to acquire these skills are considered Information Literate and tend to be very successful in our highly competitive world (Doyle, 1994).

Like other university students, Al Akhawayn University students are in dire need for information literacy competencies which are necessary for writing their research papers, assignments, academic projects...etc. In a survey conducted and administered by AUI VI Library in 2014 (2014, pp. 34–36), only 26.1% out of 1411 surveyed students indicated that they knew about the existence of Information literacy workshops at Al Akhawayn University, while 73.9% said that they had never heard of any Library information literacy initiatives at AUI (see Appendix A, page 191).

**Table 1.1. AUI Mohammed VI Library Student Survey Spring 2014: Students’ Awareness of Information Literacy Workshops**

	Response	Response
	Percent	Count
Yes	26.1%	30
No	73.9%	85

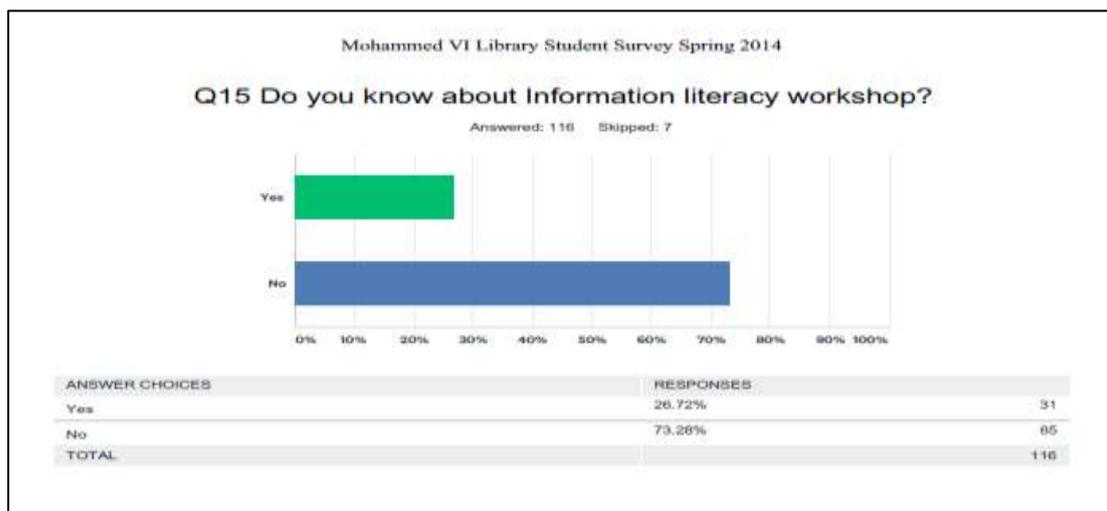


Figure 1.1 Mohammed VI library Student Survey, Spring 2014. (2014, p. 34)

This means that the majority (73.9%) of the surveyed students either do not have sufficient information literacy skills required for carrying out their academic studies successfully—or they have never heard about the library’s information literacy initiatives. Also, it is worth noting that, while some of the students are aware of the existence of the various library electronic resources at the university library, they do not possess the necessary navigation/search skills to effectively access, analyze, use, and evaluate information.

Practically, this doctoral research study introduces a model of a successful integration of information literacy into a revised humanities course at Al Akhawayn University. The focal objective of this educational model is to equip students with the necessary information literacy skills so they can be lifelong learners and ultimately independent researchers (ACRL, 2015b).

Librarians at Al Akhawayn University Library could not sufficiently evaluate the impact of their information literacy training initiatives on students overall academic performance during the past ten years. While there continue to be a campus-wide discussion of the library training workshop initiatives as well as their effective role in advancing students' research skills, AUI librarians operate within a limited academic context which still does not recognize information literacy skill learning as

part of its general course curricula. To address this issue, and to better serve the research needs of AUI students, AUI Library implemented a pilot project jointly with AMICAL (The American International Consortium of Academic Libraries) to integrate information literacy Framework of higher education into a disciplinary course taught at the School of Humanities and Social Sciences (SHSS) during the course of Fall 2017. This pilot project aimed at allowing librarians to assess their information literacy workshops initiatives and redesign future professional information literacy practices to enhance the instruction provided to students. While this research study centers on the experience of a selection of humanities classes at a Moroccan university, there is a growing perception among the university executives and academic officers about making sure that assessment of students' learning is done at all levels (*Al Akhawayn University in Ifrane - Intended Learning Outcomes*, n.d.). Therefore, and hopefully, the current IL-integrated study will further contribute to the aforementioned university vision as will be further illuminated in later chapters. This does not mean that Al Akhawayn University Library does not offer information literacy training sessions for its patrons; on the contrary, Mohammed VI Librarians have always partnered with various university's teaching faculties to promote myriad information literacy initiatives during the past 15 years, as it will be demonstrated in much more details in subsequent parts of this

study. It is for this reason that I decided to investigate the importance that information literacy plays in higher education, and how far a fully integrated information literacy approach can both foster lifelong learning and help Al Akhawayn University students develop the required IL skills and achieve higher academic results (Stevens & Campbell, 2006).

In short, and while there is a major need for a comprehensive instrument, through which the university library can effectively assess its information literacy initiatives and their impact on students' academic performances, this doctoral dissertation will hopefully provide a practical and evidence-based Co-Design teaching and learning approach which promises to yield further understanding of enhancing the role that information literacy plays in higher education, using international educational standards.

## **1.6 Origin of the Study**

Throughout my past 14 years of studying and working in the area of Library and Information Science at AUI, I have been attracted by one particular topic: information literacy. This latter caught my attention the most as I realized the crucial role it plays in higher education, and how it is widely debated and utilized, particularly in the Anglo-Saxon academic world. Following these academic and professional experiences, and after

conducting extensive research on the subject of information literacy (IL), attending and participating in myriad national and international conferences (see Appendix B, page 196), mostly related to the field of information science and librarianship, I realized that the entire Moroccan educational system is somehow missing few major bricks, which are critically important to each student's skill development and personal growth. In light of this, I firmly believed that exploring, studying and doing extensive research on the subject of information literacy could vastly contribute to the overall learning and research of the university and Morocco at large. It is from this juncture that I moved into researching and exploring the subject of information literacy, aiming at gauging its impact on students' academic achievement, particularly in the context of Morocco. Having understood the importance of information literacy and the role it plays in higher education, and believing that Information Literacy Standards for Higher Education and its framework of competency provided greater venues for librarians to help higher education students develop research skills and critical thinking skills, I started working collaboratively with a team of librarians and several faculty members to assess the impact of information literacy Skills on students' academic performance. The goal was to understand how AUI librarians teach students and other external researchers how to locate information, evaluate

it, analyze it and ethically use it in some scholarly form, and to foster more collaboration with and among the university teaching faculty.

## **1.7 Thesis Organization and Structure**

This doctoral dissertation is divided into eight chapters, including the present one, which describes the research background, significance of the study, purpose of the study, relevance of the study, statement of the problem, origin of the study, and the current section which deals with the organization and structure of the entire thesis.

Chapter two deals with the definition and evolution of the concept of information literacy (IL) and how it differs from other similar concepts such as computer literacy, library skills, digital literacy and so on.

Chapter three focuses on the literature related to the teaching of information literacy in Morocco, reviews previous contributions of other researchers on the subject under scrutiny and highlights its global significance across various regions of the world. This chapter also provides the context space within which this research study took place, including the country (Morocco), the university (Al Akhawayn University in Ifrane), and the Library (the Mohammed VI Library). It also provides a detailed account of the University Library's information literacy initiatives, and highlights how it attempts to transit from the traditional "one-shot" library

instruction session to a fully integrated information literacy approach whose primary objective is to ameliorate learning outcomes for students.

Chapter four presents the way in which the ACRL frames for information literacy in higher education were addressed, using integrated library instruction and through information literacy practicum assignments, within the “Arab History” humanities course at Al Akhawayn University. It explores a collaborative information literacy pilot project, in which a faculty-librarian pair collaborated to integrate two Frames of the ACRL Framework for Information Literacy in Higher Education as learning outcome(s) into the syllabus of a Humanities taught disciplinary course at Al Akhawayn University in Fall 2017

Chapter five explores the road-map followed throughout this collaborative information literacy pilot project to achieve its goals, and in which an AUI faculty and a librarian partnered to integrate two Frames of the ACRL Framework for Information Literacy in Higher Education as learning outcome(s) into the syllabus of a Humanities course at Al Akhawayn University during the Fall 2017 semester.

Chapter six outlines the methodological options adopted for this study, including population, sampling, data collection, strategies, design, and directions chosen for collecting data and analysis for this research based on the existing literature.

Chapter seven describes the stages through which the AUI collaborative Co-Design teaching project developed—including the implementation process, students' involvement in the research study, pre-assessment processes, development phases, and the final assessment stages.

Chapter eight provides a general summary of the research study, discusses conclusions gleaned over the course of the Co-Design and co-teaching experience at AUI, and recommends suggestions for future research in the field of information literacy in Morocco, and how it can make the best use of implementing IL education within its higher education institutions.

## **1.8 Summary**

This chapter introduced the research study, which highlights the importance of information literacy in Higher education while focusing on a unique initiative of teaching information literacy at Al Akhawayn University in Morocco. It, also, revealed the directions of the dissertation by describing the research background, purpose of the study, statement of the problem, origin of the study, and the organization of the thesis. Likewise, I identified in this chapter how this research work will contribute to the existing literature pertaining to information literacy and its crucial

implication in education. The next chapter will focus on the literature review that will shape the theoretical foundation of the research study.

## CHAPTER 2

### INFORMATION LITERACY: DEFINITIONS

#### 2.1 Information Literacy Definitions and Theoretical Framework

The American Library Association (ALA) defines an information literate person as someone who is able to “recognize when information is needed and has the ability to locate, evaluate, and use effectively the needed information”(ACRL, 2000, pp. 1–2). F. Rockman, a US nationally recognized leader in the field of information literacy, argues that the concept of IL can be traced back to hundreds of years (Rockman, 2004b), while other accounts state that it originated with the early library instruction courses in the nineteenth century (Grassian & Kaplowitz, 2005). Knapp (1914-1972), an academic librarian and assistant professor of English, stated that, like the competence in reading—which is not a skill to be acquired during a specified period of time or after completion of a given course—information literacy is a “complex of knowledge, skills, and attitudes which must be developed over a period of time through repeated varied experiences in the use of library resources” (Knapp, 1956, p. 224; Rockman, 2004c, p. 4).

1989, was the year during which, the American Library Association’s (ALA) Presidential Committee on Information Literacy, headed by

Patricia Senn Breivil, decided to bring the concept of information literacy to the world. The committee issued a final report that described Information Literacy “as a survival skill in the Information age”, noting that “Information literate are those people who have learned how to learn” (Rockman, 2004b).

Broadly, information literacy (IL) is the set of skills needed to find, retrieve, locate, analyze, and use information (ACRL, 2015). The twenty-first-century has been nominated the “knowledge era” (Kavulya, 2007), due to the current negative flow of information and the abundant information sources flowing in today’s world. Navigating this complex world of Information becomes a real challenge for individuals lacking the necessary IL skills. Overcoming this challenge requires the practice of special information skills in order to retrieve the accurate information needed. To put it differently, information literacy skills empower individuals with a set of abilities and critical thinking skills, which will assist them in becoming independent lifelong learners. Given the information explosion in the modern world, it has become increasingly obvious that students cannot learn everything they need to know in their field of study, within a few years, at college or the university. This is why information literacy has to fill in this gap through equipping them [students] with the necessary IL skills required for effective problem

solving and becoming lifelong learners. As the American Library Association Presidential Committee on Information Literacy (1989) explains:

*Ultimately, information literate people are those who have learned how to learn. They know how to learn because they know how knowledge is organized, how to find information and how to use information in such a way that others can learn from them. They are people prepared for lifelong learning, because they can always find the information needed for any task or decision at hand.(ACRL, 2006).*

Library literature is packed with studies defining, examining and measuring the positive impact of information literacy education on academic research and lifelong learning. The most universally accepted definition of information literacy was articulated in 1989 by the American Library Association (ALA): “Information literacy as a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.” (ALA / *Information Literacy Competency Standards for Higher Education*, n.d.). This definition combines critical thinking and capacity to use information (Ragains, 2013, p. 3). In addition to this conception, ACRL’s

“Information Literacy Competency Standards for Higher Education” clearly illustrates the very technical and intellectual skills that should be attained by an information literate individual in order to become an information literate in the 21<sup>st</sup> century. According to these standards, an information-literate person is able to do the following:

- Determine the extent of information needed.
- Access the needed information effectively and efficiently.
- Evaluate information and its sources critically.
- Incorporate selected information into one’s knowledge base.
- Use information effectively to accomplish a specific purpose.
- Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally.

Fast forward, on January 11, 2016, almost 16 years later, the Association of College & Research Libraries (ACRL) updated the definition of Information Literacy:

*Information literacy is the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and*

*participating ethically in communities of learning.*(Framework for Information Literacy for Higher Education, *n.d.-a*, p. 4)

The new definition of information literacy, used throughout this doctoral dissertation, embraces a different pedagogical approach of Information Literacy compared with the old IL definition. To explain, the new ACRL definition of Information Literacy begs for reproducing the skills that students could transform from one setting to another, overlooking the essence of information since the new ACRL Framework clearly states that the traditional authoritative sources and voices can be critically questioned and challenged (Foasberg, 2015, p. 713). This new definition, therefore, incites students to think critically and become dynamic participants in their own quest for information and learning (C. Burgess, 2015, p. 2). From this perspective, undergraduate sophomore students may already have encountered academic issues related to citing sources, censorship, copyright and plagiarism throughout the course of their education. All of these become real challenges at the university level for both students and their instructors. Such challenges in designing information literacy program and building information literacy competencies arise too at many Moroccan universities, one of which will

be the case study of this doctoral research, and will be discussed at length in subsequent parts of this dissertation.

## **2.2 Evolution of the Concept of Information Literacy (IL)**

The first appearance of the term “ Information Literacy” in the academic literature dates back to 1974, when an American lawyer, named Paul G. Zurkowski (1974), who was then president of the Information Industry Association, handed a proposal to the US National Commission on Libraries and Information Science (NCLIS), in which he offered recommendations to the US government to create a national program, aiming at attaining universal information literacy within the next decade (Badke, 2010). To clearly advocate for this concept, Zurkowski penned the following lines:

*People trained in the application of information resources to their work can be called information literates. They have learned techniques and skills for utilizing the wide range of information tools as well as primary sources in modeling information-solutions to their problem (Zurkowski, 1974).*

Proceeding from this outset, Zurkowski’s chief objective was to utilize information literacy as a problem-solving tool for workplace context (Pinto et al., 2010). Paradoxically, the evolution of the concept took another

stream, which is the public sector, particularly within the field of library sciences. Librarians and academics embraced the concept of information literacy and set it as one of their major educational goals, particularly—when imparting IL and critical skills in students (Harding, 2008; Pinto et al., 2010).

With the rise of technology in the 80's, information literacy proliferated to usher in more than library resources and began to be linked to technological literacy, communication literacy, information and communication literacy, digital literacy and computer literacy (Pinto et al., 2010). And since these latter are closely related, I believe, it is necessary to shed some light on the nature of this relationship, aiming at elucidating the importance of being digitally literate in the 21st century. This will be discussed in the next paragraph.

### **2.3 Computer Literacy and Digital Literacy**

While information literacy is mostly referred to as a critical thinking process in which access to information and the reproduction and the ethical utilization of such information is important, digital literacy goes beyond this concept to include communication, lifelong learning, technical skills necessary to progress and develop in our contemporary digital world (R. Cordell & Northern Illinois University, 2013, p. 178). Professional

librarians, who teach information literacy skills, understand the interplay between information literacy, which involves searching for electronic databases, using keywords, applying Boolean operators, distinguishing between reliable sources and non-reliable sources, and digital literacy which is essential to embedding technology into the whole learning process (R. Cordell & Northern Illinois University, 2013). While scholars affirm that the contrast between information literacy and digital literacy is still vague, librarians know that they are deeply linked. The stark distinction between Information Literacy and Digital Literacy has not been resolved yet (R. Cordell & Northern Illinois University, 2013).

#### **2.4 Library Skills vs. Information Literacy Skills**

To further throw light on the concept of Information Literacy and to distinguish it from one of its component skills, this section will briefly explain the difference between “Information literacy” and “Library Skills”. information literacy is not library instruction or library skills” (Taylor, 2006). While library skills focus on helping students in accessing relevant information and its sources available in the library, information literacy, goes beyond information access and retrieval to a wide range of learning activities required by the students, including evaluating, processing, incorporating, and interpreting the information retrieved from the library.

In other words, the process of evaluating the accuracy of information and facts, interpreting information into new knowledge, and effectively applying ‘that’ new knowledge in new contexts, pertains to the realm of Information Literacy—and are not part of library skills.

## **2.5 Empowering Education through Information Literacy**

Information Literacy is of immense importance to institutions of higher education. One reason is that newly enrolled university students have limited background of fundamental research and information literacy skills. In an article titled “Are they ready? Exploring Student Information Literacy Skills in the Transition from Secondary to Tertiary Education”, Salisbury & Karasmanis (2011, p. 44) stated that when it comes to information literacy, it is commonly accepted by librarians that students lack the necessary research skills for university research (Salisbury & Karasmanis, 2011). Therefore, addressing such challenging academic issues—particularly in the context of higher education institutions such as the case of Al Akhawayn University—becomes an important goal for both the library and librarians. This is why librarians at Al Akhawayn University have always sought to collaborate with teaching faculty to integrate information literacy instruction across various academic settings. In doing so, the library becomes an active player in students’ academic

development and success since their early days at the university, as it will be demonstrated in subsequent chapters of this dissertation.

## CHAPTER 3

### LITERATURE REVIEW

#### 3.1 Introduction

This chapter provides a review of literature on existing or previous research pertaining to the subject of Information Literacy in higher education, particularly in the context of Morocco.

#### 3.2 Information Literacy: An International Perspective

The incorporation of Information Literacy skills in education requires applying myriad teaching methodologies and approaches. These methods of teaching play vital roles in raising student awareness of the critical importance of information literacy (Maitaouthong et al., 2010). Western countries have taken unparalleled strides in terms of incorporating Information Literacy into general education (Tilvawala et al., 2009). When comparing the developed world with the developing world in terms of incorporating Information Literacy into the general education, we note that advanced countries have taken unparalleled strides in this area of education (Tilvawala et al., 2009). Over the last decade, Information Literacy has become almost a universal issue and several IL initiatives have been documented across the world, with particular emphasis on successful examples, in USA, Canada, and Australia (*Information Literacy: An*

*International Summary - Caledonian Academy, n.d.*). In this section, I provide a brief overview of the major contributions to the development of the concept and practice of Information Literacy in education, particularly in the United States of America, China, Australia, Africa and the Arab world. This information is based on my personal reading of the subject of IL and provides only a select overview, not the whole spectrum.

### **3.2.1 IL in the United States of America**

The United States of America is regarded as the birthplace of Information Literacy (Saracevic, 2014a). This latter started in the US with library instruction, also referenced as bibliographical instruction, during the last century (Saracevic, 2014b). Libraries in the United States have experienced tremendous changes over the past 30 years. Prior to 1980, research was mostly conducted, using print resources such as books, periodicals, encyclopedias...etc. It is true that some online research was available during that epoch, but chiefly used by librarians and most of the time for a price (Saracevic, 2014b). However, with the expansion of technology and its integration within library services, research and education started to gradually shift towards a new paradigm. Nowadays, Information seekers and users are no longer dependent on print resources for their information needs as access to information through myriad

electronic formats has become exponentially fast (Bhat et al., 2014). Impacted and driven by these newly emerging technological advancements, the Association of College and Research Libraries (ACRL) released a milestone report about information literacy in 1989, considering it as “a survival skill in the Information Age” (Saracevic, 2014b).

### **3.2.2 IL in Australia**

The subject of Information Literacy has taken central attention in Australia since the early nineties (Johnston & Webber, 2003, p. 338). In 1991, the government of Australia issued a report on ‘Australia Information as an Information Society’ (Australia & Jones, 1991), highlighting key problems, such as a possible growing gap between the Information rich and the information poor (Johnston & Webber, 2003). Accordingly, the Australian-New Zealand information literacy model has been adopted, with approval, from the association of College and Research Libraries (ACRL) (Bundy, 2004, p. 3). The Australian version of the ACRL, originally produced by the Council of Australian University Librarians (CAUL), took a broader vision compared with the US original one, referring to the information literate individual (rather than student) (Johnston & Webber, 2003, p. 338). Professional librarians in Australia and New Zealand have been actively working on connecting the dots

between lifelong learning and information literacy. To work towards achieving this goal, they organized myriad successful conferences on information literacy in several prominent local universities, and developed workable strategies geared towards advancing information literacy as a major educational issue for society. In short, both concept and text of the Australian version of the US ACRL have been ‘updated’ to encapsulate recent local and international understanding of information literacy education. Therefore, those interested in investigating or adopting the Australian-New Zealand model of Information Literacy should consult the original text drafted in the ACRL texts.

### **3.2.3 IL in Africa**

A historical perspective indicated that the present technological revolution is transforming the social landscapes of our very lives. These digital metamorphoses and transformations are largely facilitated by information and communication technologies (ICTs) with the ability to store, transfer, process and disseminate data (Singh, 2010). Information Literacy in Africa has been deeply influenced by the constant changing technologies. Access to the Internet, in many African countries, has always played a major factor in determining the degree of influence of Information Literacy in this continent. In this regard, I would like to note here that there

are several successful Information Literacy programs in Africa worth exploring, particularly in Botswana where librarians at the University of Botswana have succeeded to fully embed information skills instruction throughout the academic curriculum. Likewise, in South Africa, faculty members and librarians worked jointly to enhance the learning environment for the entire nation and information literacy has been utilized as a vehicle for lifelong learning. A case, in example is the well-known project of Ford Foundation and Readers Digest Foundation which has aided the Western Cape Librarians develop curriculum-embedded information literacy programs in academic institutions (Kesselman & Weintraub, 2004, p. 111). At the university of South Africa (UNISA) in Pretoria, at the university of Pretoria (UP), at the American University in Cairo (AUC), and at Al Akhawayn University in Ifrane (Morocco) several worth studying initiatives related to information literacy and teaching information skills instructions to students have been in places for many years.

#### **3.2.4 IL in China**

In china the government has supported and encouraged the teaching of library and information skills in academic universities for several years (Sun, 2002, p. 210). In order to ameliorate the system of education, Chinese

educators and librarians have intensively reviewed the traditional information instruction system; and they are currently preparing to build their exclusive information education role in this new century. In China, academicians, librarians and information science experts are becoming deeply involved in panel discussions on information literacy and extending their studies and know-how in this sphere of education (Sun, 2002, p. 213). In line with this vision, China organized the first international conference on “Teaching and Learning in the Networked Environment: Practice, Challenge and Prospect in China” in January 2001. The conference accentuated the skills required for collecting and processing information, and it encouraged all Chinese academic institutions to teach basic computer skills. This conference was succeeded by a “National Workshop on Information Literacy for Higher Education,” which took place in Harbin City in January 2002. Regardless of these initiatives, only a small percentage of the students enrolled in higher education are able to take part in the information literacy programs. As the technology terrain evolves in China, the need for information skills instructions is expanding as well. The example of information skills program at Tsinghua University provides a good model for the future (Sun, 2002).

### **3.2.5 IL in the Arab World**

There is a substantial lack of literature about the subject of Information Literacy and its role in education in the Arab world. In fact, this is the most challenging part in this doctoral research study as I was looking for credible resources about the existence of Information Literacy in this part of the world. Most available literature reports a real problem with information literacy in the Arab world, while little research has been done to deal with it (Stewart, 2013). The literature reviewed reveals with broad evidence the wealth of information and research conducted on Information Literacy in the western world, but a sharp gap in the amount of literature between advanced and developing countries remains visible (Al-Aufi & Al-Azri, 2013). In the Arab world, information literacy has caught the attention of scholars, librarians, and researchers while it has fared well in the western world. In recent years, however, an increase in scholarship on information literacy (particularly in the Arabic language) started to gain momentum in the literature (Al-Aufi & Al-Azri, 2013).

### **3.3 Information Literacy in Morocco**

In the context of Morocco, few research projects were dedicated to examining the impact that Information Literacy plays in the success of students. To the best of my knowledge, only three peer-reviewed published

papers (Belhiah, 2013). (El Hassani & Nfissi, 2015) formally addressed the issue of Information Literacy amongst Moroccan students. The first one — published by three lecturers from Al Akhawayn University, in January 2013 — examined Information Literacy education amongst Al Akhawayn University students while emphasizing on the need for embedding information literacy programs within the fabrics of the Moroccan education system (Belhiah, 2013). The second one belongs to Nfissi, Professor of Comparative linguistics and Media studies at Sidi Mohamed Ben Abdellah University in Fez, Morocco. Before highlighting the 2nd Moroccan scholarly contribution in the field of Information Literacy, I will briefly elucidate how Nfissi, one of the Moroccan pioneers in the fields of Media and Information Literacy (MIL), has significantly contributed to advancing and promoting the teaching and learning of Media Literacy in Morocco and the Arab World. In June 2011, Nfissi, along with other pedagogues and Moroccan government officials, UNESCO, and Islamic and Arab educational organizations met together for three days at Sidi Mohamed Ben Abdellah University in Fez, Morocco, to debate best strategies to promote and further advance the teaching of media literacy (J. Burgess, n.d., p. 4). It is worth highlighting that, this first ever International Forum on Media and Information Literacy ( MIL), was set up by the Research Group on Mass Communication, Culture and

Society; the Laboratory of Discourse, Creativity and Society: Perception and Implications; the Faculty of Arts and Humanities, Sais-Fes; and Sidi Mohamed Ben Abdellah University, Fez, Morocco, in collaboration with UNESCO, ISESCO, the Arab Bureau of Education for the Gulf States (ABEGS) and the United Nations Alliance of Civilizations (UNAOC) as key participants. This international seminar gathered teachers, librarians, media experts, journalists, archivists and other media literacy practitioners to increase the understanding and raise students' awareness of the critical importance of Media and Information Literacy in their academic and professional settings (Carlsson, 2013, p. 94). For Nfissi, Information literacy in Morocco is still in its babyhood stage, and that much still needs to be done before the country can achieve the international standards in this area of education (Carlsson, 2013, p. 87). Nfissi (2013) in his book chapter "The State of the Art of Media and Information Literacy in Morocco", the author examined the state of Media and Information Literacy in Morocco and explained how he introduced his students to the concepts of Media literacy, using critical thinking strategies as well as media messages as analytical skills to discern the truth from lies and facts from opinion. Accordingly, Nfissi (2013) admits that although much efforts are being made to promote MIL in Morocco, all these efforts remain inadequate, largely because there is a strong need to integrate MIL at all levels of the

educational systems in Morocco—be they primary, secondary or university levels (Carlsson, 2013b, p. 95). The Third — which I co-authored in 2015 and presented at an international conference<sup>2</sup> (held at the American University in Bulgaria)— focused on elucidating an information literacy initiative at AUI and showcased how its academic library strives to promote it (El Hassani & Nfissi, 2015). These three studies attempted to shed light on the efforts made by Moroccan librarians and faculty members to promote the teaching of Information Literacy in Morocco. To my knowledge, and as a starting researcher in this field, the direct implications of information literacy in Morocco have been chiefly confined within the walls of few higher education universities— those with able personnel and adequate financial resources.

### **3.3.1 Higher Education and Information Literacy in Morocco**

As an emerging country, Morocco is making substantial efforts to enhance its educational system and to advance its higher education enterprise through the establishment of various public and private

---

<sup>2</sup> For additional information about the 12th AMICAL Conference, which was held at the American University in Bulgaria (or AUBG) in 2015, and in which I presented a short talk entitled ‘Enhancing Faculty-Librarian Collaboration: the Al Akhawayn University Model’, please visit these links: <http://2015.amicalnet.org/> & <https://www.amicalnet.org/sessions/enhancing-faculty-librarian-collaboration>

universities across the country (Buckner, 2016, p. 4). However, and while Morocco's higher education system has experienced a significant proliferation since 1955 (Buckner, 2016), there is still much that should be done towards achieving the international standard of education (Llorent-Bedmar, 2014b). Since its independence in 1956, the Moroccan educational system underwent major reforms while searching to ameliorate the quality of its learning and teaching (L&T) at the national level (Llorent-Bedmar, 2014a). This being said, and while not denying the efforts that have been made to enhance education in Morocco, such reforms have been mainly directed toward establishing new universities, refurbishing old ones, and "sometimes" introducing new "dysfunction" pedagogical approaches or improving existing ones (UNICEF, 2010). Only 13 (out of 100) schooled Moroccan children are able to make it to the university level (Llorent-Bedmar, 2014b, p. 91). According to the latest report of the World Economic Forum on human capital ("The Global Human Capital Report," 2017), Morocco is ranked 118th out of 130 countries studied and surveyed by this annual report. In terms of Literacy and numeracy, the same report ranked Morocco 86 out of 130 countries ("The Global Human Capital Report," 2017, p. 138).

Although Morocco boasts the world's oldest university, the University of al-Qarawiyyin, which is the oldest existing educational

institution in the world; paradoxically, Morocco's modern education system of higher education has undergone long processes of reform and restructuring, most of which, unfortunately, failed to achieve their intended objectives (Ibourk, n.d., p. 2). Accordingly, Morocco's education system has faced myriad challenges during the past three decades. These challenges are largely due to insufficient coverage, gender gap at all levels, and high dropout and repetition rates (World Bank, 2015). The result of this has significantly affected the learning outcomes and real integration of Moroccan graduates in local labor markets (Ibourk, 2012, p. 1044). This has systemically led to a major lack of confidence in the Moroccan public education system. Not to mention that the University-wide Media and Information Literacy (MIL) programs have been practically almost absent in Morocco (Abu-Fadil, Torrent, & Grizzle, 2016), until 2013 when the Moroccan Ministry of Education, in collaboration with the UNESCO, and the University of Sidi Mohamed Ben Abdellah, partnered to embed an independent module of 20 hours on Media and Information Literacy (MIL) into the national teacher-training curriculum ("Morocco's Initiative to Promote Media and Information Literacy in Education," 2014). Accordingly, Morocco's first formal encounter with the subject of Media and Information Literacy (MIL) was in 2011, when the UNESCO partnered with the Moroccan Ministry of Education, the University of Sidi

Mohamed Ben Abdellah (Morocco), the Islamic Education, Scientific and Cultural Organization (ISESCO), the Arab Bureau of Education for the Gulf States (ABEGS) and the United Nations Alliance of Civilizations (UNAOC) and other partners to implement MIL in formal education (Alton, 2013, p. 130). The idea of this educational initiative came in the framework of the UNESCO's global action to foster freedom of expression in the Arab States through providing a support base for embedding MIL in education across the Arab region (Alton, 2013, p. 108). Practically, Media and Information Literacy was formally introduced in Morocco in 2011 during the First International Forum on Media and Information Literacy which was organized at the Sidi Mohamed Ben Abdellah University. The focal objective of this International Forum was to examine MIL as a “combined set of competencies” (knowledge, skills and attitudes) (Chouit, 2011), demonstrating how the impact of MIL is essential for life-long learning, citizenship and good governance”(Jagtar et al., 2016, p. 64). Following this international cultural forum, which took place in Fez city from 15 to 17 June, a declaration was cemented, providing an outline for an action plan to promote and embed MIL in school teaching and learning across Morocco, while, also, encouraging international, regional and inter-regional cooperation to this cause.

### **3.3.2 An Overview of Information Literacy Initiatives at AUI**

Spearheaded by the University Library, AUI's Information Literacy Initiative is a collaboration-driven and a university-wide endeavor, involving librarians and a selection of teaching faculty members. Fully managed and coordinated by the Library Information Literacy Committee, the AUI-IL initiative seeks to equip AUI students, in particular, with the necessary Information Literacy skills required to enable them to make effective use of the massive library resources made available to them through the university library. In doing so, the AUI Library's IL initiatives substantially contribute to the university's quest for academic excellence, research, innovation and discovery, whose mission clearly articulates a strong commitment to: "Increasing efforts to promote research, innovation and the production of knowledge" (AUI - Strategic Plan 2015-2020 The 2020 Vision Rising to New Challenges, 2016, p. 19).

It is worth mentioning that IL instruction at AUI Library is not offered as a credit-bearing course for students within the curriculum on a regular basis, but as a separate supportive library service and a comprehensive training program, enabling students and other researchers to develop and acquire the necessary literacy skills to deal independently and skillfully with substantial amount of information. Mohammed VI Library at Al Akhawayn University collaborates with the university teaching faculty in

myriad ways, and strives to develop and provide the needed information literacy skills of AUI students necessary to conducting their academic research, achieving the university educational goals, and becoming lifelong learners, through offering a variety of information literacy workshops each academic year. While Al Akhawayn University does not have an integrated information literacy program in place, faculty and librarians' collaborations to teach information literacy and tailor instruction to specific goals of selected courses, thrived steadily over the past 10 years. The graph below gives information about the number of Library Training Workshops that have been offered by Al Akhawayn University Library since 2006:

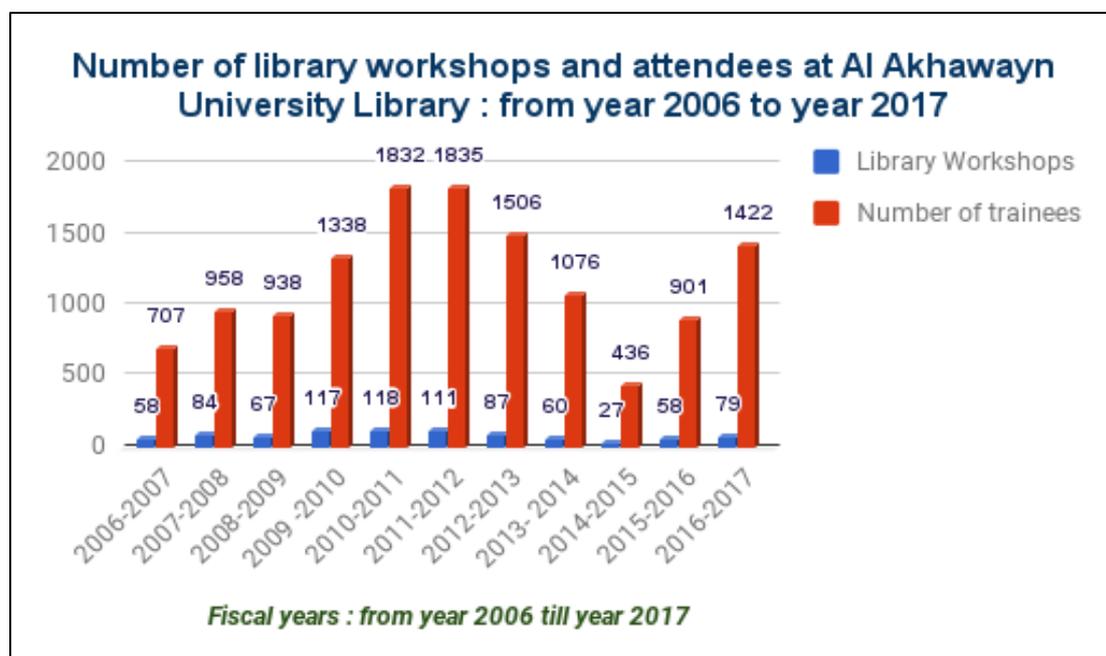


Figure 2.1. Number of Library IL Workshops and Attendees at Al Akhawayn University Library: from 2006 to year 2017

\*source: Mohammed VI Library at Al Akhawayn University in Ifrane:

<http://www.aui.ma/library/>

To date, Mohammed VI Library at AUI has spearheaded the university major information literacy initiatives in collaboration with select teaching faculty members. The library hopes to persuade the university to launch a wider information literacy program, especially that the library realized the vital role information literacy plays in higher education, through its staff annual participation in international conferences and professional training as well as some impetus for change stirred by the process of accreditation<sup>3</sup>. In 2016, Mohammed VI Library created an “Information Literacy workshops” committee to respond to the growing demand for library training sessions on campus and oversee administrative follow-ups with faculty such as scheduling, coordinating library workshop activities, meetings, locations ...etc. Composed of a dedicated team of qualified librarians, the AUI library Information Literacy taskforce worked effortlessly to assist AUI students in navigating the Library’s physical and

---

<sup>3</sup> Al Akhawayn University in Ifrane became the first non-U.S., American accredited university on the continent. Only ten institutions outside of the U.S. have ever been granted the institutional accreditation: Al Akhawayn University in Ifrane is among those ten. Source: <http://www.aui.ma/en/about/accreditation/overview.html>

virtual resources, and teamed up with classroom faculty members in promoting and fostering student's information literacy skills in varied ways. Below are samplings of library workshops the Mohammed VI Library delivers to the community of Al Akhawayn University throughout each academic year:

### **1. WORKSHOP ONE: INTRODUCTION TO THE LIBRARY**

In this workshop, students are introduced to the Mohammed VI Library resources, services, and facilities. By the end of this workshop, students are able to locate Library print and electronic resources, use its facilities and services, create '**My Millennium account**<sup>4</sup>', renew checked out books online, and use other My Millennium Account's functions.

### **2. WORKSHOP TWO: THE LIBRARY OF CONGRESS**

#### **CLASSIFICATION SYSTEM**

In this workshop, students are introduced to the Library of Congress Classification System and its classification scheme. They study the main

---

<sup>4</sup> 'My Millennium account' or the 'Library Circulation Account' is part of the automated functions provided by the AUI Library's "[Millennium Integrated Library Management System](#)" (LMS). The Millennium integrated library system (ILS) offers libraries a technology architecture that is broad, stable, and includes what libraries need to meet their most pressing technology challenges: the link to the AUI library's My Millennium account is available here: <http://libserv.aui.ma/patroninfo>

classes of the Library of Congress Classification System, and practice sequencing call numbers. By the end of this workshop, students are able to locate materials on the shelves.

### **3. WORKSHOP THREE: CITATION TOOLS – ZOTERO & CITATION MANAGEMENT**

This workshop introduces students to Zotero<sup>5</sup> Citation Management software, which is an easy-to-use citation and reference management software. Upon completion of the workshop, students are able to collect, organize, and reuse sources they find for their research; create references in the style they need; and organize full text PDFs of articles and reports. Students usually bring their laptop with Zotero installed to this workshop.

### **4. WORKSHOP FOUR: LIBRARY EBOOK TRAINING**

This workshop introduces students to over 200,000 full-text eBooks<sup>6</sup> available through the Library's online catalog. Students are taught how

---

<sup>5</sup> [Zotero](#) is an online free reference manager, available as an extension to all web browsers or as a desktop application called Zotero Standalone.

<sup>6</sup> EBSCO eBooks are online versions of print books that your library has either purchased with a perpetual license or via an annual subscription.

to identify, access and use eBooks to their best advantage. By the end of this session, students are able to search, use and download eBooks.

NB: Students are usually advised to bring their laptop or tablet with them to this training session

## **5. WORKSHOP FIVE: SEARCH METHODOLOGY**

In this workshop, students are introduced to the effective use of library resources, Internet search engines (Google) and search strategy techniques that can be used to find relevant materials easily and quickly. The workshop is combined with practical training on the Library's electronic resources. At the end of this workshop, students are able to use the Library's resources and website effectively and efficiently.

## **6. WORKSHOP SIX: LIBRARY E-DATABASES SEARCH STRATEGIES**

In this workshop, students are introduced to the Library's extensive collection of electronic databases such as EBSCOhost, JSTOR, Sage, Taylor & Francis, and how to implement advanced search strategies. By the end of this workshop, students are able to conduct searches and find relevant scholarly articles and other academic sources.

Judging from the above general literature review, the need for more Information literacy course integration and assessment at Al Akhawayn University is becoming more apparent. This need has been reinforced both by accreditation processes and by the AUI library's own strategic plan, which called for "promoting information literacy instruction and library seminar programs among AUI students and faculty"(*Mohammed VI Library Strategic Plan 2015-2020*, 2016, p. 2).

### **3.3.3 The Transition to Information Literacy Instruction at AUI**

#### **Library**

As the Internet becomes increasingly prevalent in everyday life, libraries witnessed a sharp decline in the students use of print materials (Kumah, 2015). According to an OCLC<sup>7</sup> report, in 2006, 89% of U.S college students tend to start their research activities with Internet search engines, while only 2% seek information through the library website (De Rosa & OCLC, 2006). In the wake of this digital revolution, libraries around the world (including Al Akhawayn University Library) started to refine their traditional servicing roles and shifted their focus from being

---

<sup>7</sup> OCLC, currently incorporated as OCLC (Online Computer Library Center), Incorporated, is an American nonprofit cooperative organization "dedicated to the public purposes of furthering access to the world's information and reducing information costs". It was founded in 1967 as the Ohio College Library Center. Source: <https://en.wikipedia.org/wiki/OCLC>

merely keepers of materials to becoming providers of access, while also embracing new key areas of learning and researching methods (Garrison et al., 2015, p. 236). Therefore, and like other libraries around the world, Mohammed VI library at Al Akhawayn University faced the big question of “how to keep pace with the constantly changing trends and developments in technology”. And “how to effectively tailor library resources to support the university’s research, scholarship and teaching needs”. This doctoral study, and as will be explored in some depth in subsequent chapters, is probably among the first in Morocco to explore and examine how faculty-librarian collaboration embedded Information Literacy instruction into the curriculum can substantially change the higher education landscape.

### **3.3.4 The Role of Libraries and Librarians in Education**

The involvement of libraries in advancing the goals of education has grown substantially in recent decades, as librarians realized the importance of showcasing their roles in advancing the academic mission of their universities (Sharma & Headquarters, 2012). Universally, librarians have always taken the lead in promoting and implementing Information Literacy initiatives within higher educational institutions (Jacobson & Germain, 2004, p. 112). Our modern information-oriented world has substantially

increased the responsibility of librarians when it comes to incorporating Information Literacy into general teaching and helping students reach their academic goals (Soleymani et al., 2017). Professional librarians have the ability to teach students how to critically assess information sources found on the web and ensure their reliability prior to using them into some new educational formats. Evaluating the impact of information literacy on the academic performance and achievements of students allows librarians not only to engage in students' learning and their success, but also to glean evidence that elucidate their [Librarians] catalyst role in advancing scholarship and enhancing student learning in various academic educational fields (Moats & Moniz, 2015).

At Al Akhawayn University in Morocco, Librarians understand the value of and the need for gauging their information literacy teaching activities and occasionally adopt some Pre-and-Post IL classroom-based evaluation activities, aiming at gauging the impact of library training workshops on the advancement of student learning and academic achievements. However, even among a team of four dedicated Moroccan librarians, who are deeply involved in providing IL instructions at AUI and collaborating with faculty members on various fronts, adopting a standardized and controlled approach to assess the impact of AUI library information literacy instruction on students' academic achievements, has

never been an easy task. Even the faculty members, with whom AUI librarians have collaborated with in past IL activities, have never engaged in assessing the university library's IL instructional program on students' learning and academic achievements— (except for some occasional THANK you emails), which they would send librarians at the end of certain successful Information Literacy workshops (see Appendix C, page 201).

How do we solve this issue? And what are the best assessment tools to measure and evaluate Information Literacy skills of AUI students as well as the impact of the library IL instructional program on their academic achievements? In order to approach this problematic issue, the current doctoral study explores and tracks the progress of a one-semester-long pilot project designed to study and experiment with embedding the Association of College & Research Libraries (ACRL) core competencies for information literacy into course content at AUI, and attempts to assess the impact of IL instruction on students' academic achievement. It is worth highlighting that this IL-Integration-project has been financially supported by AMICAL, which is an international Consortium of American-model, liberal arts institutions of higher learning, and to which Al Akhawayn University is a full affiliate member (Consortium, n.d.-b). To further elucidate this life-changing learning training experience, and why it is

relevant to this doctoral dissertation, it all started in February 2017, when, an AUI Librarian and an assistant professor of the History of the Arabs, were selected among 15 other international (librarian-faculty) pairs (see Appendix D, page 204), representing different institutions across the globe, as recipients of an AMICAL<sup>8</sup> grant to attend and participate in an international training workshop titled “Co-design: Integrating information literacy into your disciplinary course”, held at the American university in Paris between (Consortium, n.d.-c). Inspired by the ACRL Immersion Program (DMUELLER, 2013), the Paris IL Workshop was an active learning experience (Consortium, n.d.-a). The workshop fits squarely with Al Akhawayn university library strategic goals to “integrate the skills of information literacy standards in the university’s student learning outcomes so that information literacy skills are integrated into students’ and lifelong learning strategies (Brown et al., n.d.).

---

<sup>8</sup> AMICAL is a consortium of American international liberal arts institutions, working together on common goals for libraries, technology and learning. <https://www.amicalnet.org/>

### **3.3.5 The Shift to Integrating Information Literacy into Course**

#### **Curriculum at AUI: Reasons and Motivating Factors**

Al Akhawayn University Librarians have come a long way in the past fifteen years of providing Library training workshops to the university community. Prior to 2017, AUI Faculty members would usually request library workshops, in which librarians would teach students about library policies, Online Catalog functions, Circulation/Reserve/Reference Desks services, Library of congress classification systems, Call numbers, all in 60 minutes. Most of these library workshops were either provided in the form of library tours, or offered as presentations (45 -90 minutes) at the library Multimedia Learning Center (MLC), using PowerPoint slides. Most students and faculty members, who attended these traditional library workshops, were very impressed by the quality of support provided by the library through these varied IL training workshops. However, few other students, who attended those presentations more than two times, were somehow bored and confused by experiencing the library information literacy training workshops for the first time. Occasional conversations between librarians and some AUI faculty members revealed a general sense of frustration with the research skills among some of their undergraduate students. Despite the efforts of Mohammed VI librarians to inject information literacy into AUI classrooms, Google sources and the

web remained largely the default search provider for several students. Citing sources and finding scholarly references, using the available library electronic resources, were either absent or done inappropriately. It becomes obvious that a major revision, of the traditional information literacy approach at AUI library, was warranted. From this vantage point, it is clear that there is a radical departure from the classical library paradigm, which emphasizes teaching students how to find information for particular assignments, into a new frontier wherein faculty and librarians work together to infuse the teaching and learning of information literacy skills systematically into education. This dissertation research study departs from the aforementioned notion, aiming at convincing university stakeholders that “yes”, it is possible to integrate Information Literacy into the entire educational system of the university, and ultimately reap the benefit of enhanced long-term learning outcomes for both students and their academic institutions.

### **3.3.6 A New Approach to Information Literacy at Al Akhawayn**

#### **University**

While there continue to be campus-wide discussions at many institutions of library training workshop initiatives as well as their effective role in advancing students' research skills, AUI librarians operate within a

limited academic context — which still does not recognize information literacy skill learning as part of the general course curricula. To better address this issue, and in order to better serve the research needs of AUI students, Mohammed VI library at AUI implemented a pilot project jointly with AMICAL (Consortium, n.d.-b), aiming at integrating ACRL Framework into a humanities course at AUI during the course of Fall 2017. This first-ever Information Literacy integration model at a Moroccan University (AUI), and which will be described in more details in subsequent chapters of this doctoral dissertation, sought to provide librarians a chance to assess their Information Literacy workshops initiatives, and redesign future professional IL practices to enhance the instruction provided to the university community. It is worth highlighting, and while this study centers on the experience of a selection of humanities classes, there is a growing perception among the university executives and academic officers about making sure that assessment of students' learning is done at all levels (*Al Akhawayn University in Ifrane - Intended Learning Outcomes*, n.d.). Therefore, the current IL-integrated study will further contribute to the aforementioned university vision - as will be further illuminated in subsequent chapters.

### **3.4 Context of the Study**

This section provides the context in which the activities of the current study took place.

#### **3.4.1 About Al Akhawayn University**

Al Akhawayn University, a NEASC accredited higher education institution, is an independent, public, not-for-profit, coeducational university committed to educating future citizen-leaders of Morocco and the world through a globally oriented, English-language, multidisciplinary curriculum based on the American style. The University enhances Morocco and engages the world through leading edge educational and research programs, including continuing and executive education, upholds the highest academic and ethical standards, and promotes equity and social responsibility (“Al Akhawayn University - History and Mission,” n.d.). The university serves 2254 (Fall 2016 statistics) students from its campus, which is located in Ifrane city.

Founded by a Royal Decree (Dahir) in 1993 and inaugurated by the former King Hassan II of Morocco on January 16, 1995 (*Royal Decree (Dahir° Establishing Al Akhawayn University in Ifrane, 1993)*), the university is Morocco’s premier and American-styled institution, among the preeminent universities in Africa, renowned for its excellent academic

and executive programs, its innovative research, and its competent and socially responsible graduates” (AUI, 2016, p. 12). Al Akhawayn University has approximately 2254 students (Fall 2016 statistics) spread across three academic schools: Business Administration (SBA: 1195 students), Science and Engineering (SSE: 611 students), and Humanities and Social Sciences (SHSS: 367 students) (*Al Akhawayn University in Ifrane - Quick Facts*, n.d.). Al Akhawayn University has significantly ameliorated its level of student success and professional achievement since its inauguration in 1995. Al Akhawayn University’s 20 years graduations rate has substantially increased from 28 % in 1999 to 72 % in 2017 (Touil, n.d.).

**Table 3.1. Graduation rate at Al Akhawayn University in Ifrane since 1999.**

Year	Number of Graduating students	Average %
1999	172	28%
2017	443	72%

### 3.4.2 Al Akhawayn University Library

Mohammed VI Library (خزانة محمد السادس), where I currently work as a Research and Learning Services Supervisor, and where much of this doctoral study was researched, supports the learning and research needs of students, faculty and staff members of Al Akhawayn University in Ifrane and the larger body of scholarship in Morocco through providing access to its vast and rich collection of print and electronic information resources

(*About*, n.d.). Al Akhawayn University library is an oasis of information resources and services. Its mission is to serve the University's liberal arts educational system and provide access to information resources to the University community and to other researchers to enhance learning, teaching and research activities. The Library provides a growing collection of print and electronic resources, and actively engages faculty and students through various outreach activities, information literacy workshops and training that are designed to enrich their learning, teaching and research experiences (El Hassani & Nfissi, 2015, p. 34).

As the premier English language library in Morocco, the Mohammed VI Library at Al Akhawayn University houses a gigantic collection of library resources, catering the needs of Al Akhawayn students, faculty, staff and external researchers. The varied holdings include a gigantic collection of library resources: (over 96,000 print volumes), 129 current subscription, 38 bibliographic and full-text databases, over 200,000 eBooks, 2,636 Audio/Video Materials, 41,500 Electronic journals and a vast collection of newspapers, magazines, microfilms videotapes (Al Akhawayn University in Ifrane: 2015-2017 Catalog, 2016, p. 82). It is worth highlighting that AUI Library was the first open stack library in Morocco when it opened in 1995, allowing the university students, faculty, and staff full access to all library resources.

Mohammed VI library at Al Akhawayn University is a founding member and a full-affiliate member of AMICAL, a large international Consortium composed of 29 American-styled institutions, all of which committed to the American model of liberal art education (Consortium, n.d.-d). Mohammed VI Library at Al Akhawayn University has been a member in this international Consortium body since its initial launch in 2004, and currently participating in myriad programs, professional training and conferences offered through this international body.

Like many other American-styled-academic libraries, Mohammed VI Library has a mission to provide access to information in support of the education, research, and development activities of Al Akhawayn University in Ifrane (*Al Akhawayn University in Ifrane - Mohammed VI Library*, n.d.). To achieve this goal, Al Akhawayn university library has set specific objectives and actions to promote and enhance its role as a learning hub through faculty outreach initiatives and information literacy. This latter is conducted in collaboration with different teaching faculty across the three academic schools at AUI (the School of Business Administration, the School of Humanities & Social Sciences, and the School of Science and Engineering). Since 2006, the university library has been active in ensuring that students are provided with the necessary search skills to access and use information. Approximately, Mohammed VI

Librarians facilitates more than 50 IL workshops for students each year in support of various classes and has served over 12949 library users during the last 10 years. The table below provides information about the statistics of library information literacy training sessions at Al Akhawayn University Library since 2006.

**Table 3.2. Statistics of Mohammed VI Library Information Literacy Workshops (from year 2006 to year 2017)**

Statistics of Mohammed VI Library Instruction and Workshops (from year 2006 to year 2017)		
Fiscal year	Library Workshops	Number of trainees
2006-2007	58	707
2007-2008	84	958
2008-2009	67	938
2009 -2010	117	1338
2010-2011	118	1832
2011-2012	111	1835
2012-2013	87	1506
2013- 2014	60	1076
2014-2015	27	436
2015-2016	58	901
2016-2017	79	1422
<b>Total</b>	<b>866</b>	<b>12949</b>

\*source: Mohammed VI Library at Al Akhawayn University in Ifrane:  
<http://www.aui.ma/library/>

### 3.5 Summary

This chapter provided further background to this doctoral study. Among other things, the second chapter outlined the contextual background for the thesis. Also introduced were the state of Higher

Education and Information Literacy in Morocco, a quick comparison between Information Literacy in the developed world and the developing world, and Al Akhawayn University's Information Literacy initiatives. This chapter, also, laid the groundwork for this doctoral study as well as the discussion in subsequent chapters, establishing a clear relationship between the theoretical background of the study and the collaborative Co-Design teaching model, I will introduce in the next chapters.

## CHAPTER 4

### **A FACULTY-LIBRARIAN COLLABORATION TO INTEGRATE IL INTO A GENERAL HISTORY COURSE AT AUI**

#### **4.1 Introduction**

The previous chapter provided information on the contextual space within which this research study took place. Chapter 4 presents the way in which the ACRL frames for Information literacy in higher education were addressed, using integrated library instruction and through information literacy practicum assignments, within the “Arab History” humanities course at Al Akhawayn University. It explores a collaborative Information Literacy pilot project, in which a faculty-librarian pair collaborated to integrate two Frames of the ACRL Framework for Information Literacy in Higher Education as learning outcome(s) into the syllabus of a Humanities taught disciplinary course at Al Akhawayn University in Fall 2017. The goal is to examine and assess—the impact of integrating Information Literacy skills into course curriculum on students’ academic achievement and attitude toward research— using the ACRL Framework as a guide. If proven successful, this pedagogical approach might open new venues for Al Akhawayn university’s librarians to further engage with faculty and students to support research, teaching and learning across the three

university schools. Likewise, this doctoral research project will hopefully serve as an example to other Moroccan universities, showcasing how professional librarians can support the educational objectives of universities through genuine collaboration with teaching faculty. Another objective of this research is to share the results of this pilot project with other Moroccan universities, aiming at raising the awareness of the importance of Information literacy and its crucial role in higher education nationwide.

#### **4.2 Background and Rationale of the Co-Design IL Pilot Study at Al Akhawayn University**

The aim of this study is to investigate information behavior of Al Akhawayn students and faculty in a humanity course (History of the Arab World), and to introduce and implement a new model of Information Literacy integration in a taught disciplinary humanities course at AUI. Considering the context of the study, which is a university of higher education, I used the Embedded Model of Information Literacy approach as a delivery teaching method for this study (Kvenild et al., 2016). This model will be thoroughly described later in this chapter.

As outlined in Article 1 of the Moroccan Dahir (*Royal\_decree-Eng.Pdf*, n.d.), establishing Al Akhawayn university in Ifrane, the

distinctive character of AUI was set under the Honorary Presidency of His Majesty as : “a not-for-profit institution of higher education and scientific research endowed with moral personality and financial autonomy.” This means that there is a major call for AUI students to engage in research-based activities at all levels. Article 2 of the same Dahir clearly states that the mission of the university in terms of higher education programs shall cover various fields of knowledge, mastery and utilization of advanced technologies, scientific and technical research, continuing education, and contribution to executive education (*Royal\_decree-Eng.Pdf*, n.d.). In addition to the mission statement of the university, and like other institutions of higher education, Al Akhawayn University developed a robust and compelling strategic plan, dubbed Vision 2020, which in parallel to the mission statement, established a new ambitious and realistic vision which reads as follows:

*Al Akhawayn University is a leading Liberal Arts institution, among the preeminent universities in Africa, renowned for its excellent academic and executive programs, its innovative research, and its competent and socially responsible graduates*  
(STRATEGIC PLAN 2015-2020\_April 12\_Web.Pdf, n.d.).

Obviously, there is a call for Al Akhawayn students to employ research practices and apply critical thinking skills in their academic endeavors. (*STRATEGIC PLAN 2015-2020\_April 12\_Web.Pdf*, n.d.). The humanity course (History of the Arab World / HIS1301-002), to which this study will apply, has set clear learning intended outcomes for the students undertaking this course, including applying critical insights toward the understanding of the “Arab History” and “Arab identity” in order to challenge stereotypes and assumptions and to arrive to better understanding of ‘self’ and ‘other’. These intended learning outcomes are clearly stated in the program syllabus as shown below: (*HIS 1301 03 - History of the Arab World(English) - Course Information / Portal*, n.d.):

Intended Learning Outcomes (ILOs) through completing this course, students will be able to:

- **Identify** some of the principal historical periods, contexts, and complexities of Arab history from pre-history to the present.
- **Apply** critical insights toward the understanding the concepts of “Arab history” and “Arab identity” in order to challenge stereotypes and assumptions and to arrive at a better understanding of ‘self’ and ‘other.’
- **Evaluate** the extent to which social sciences and humanities

methods of inquiry can generate more nuanced and complex views on origins, identity, and religion.

- **Gain** an appreciation for and awareness of the concept of information literacy as a tool for the study of Arab history.

Al Akhawayn university's earnest efforts toward accreditation and enhancing the quality of education in Morocco highlights the growing need for campus-wide IL initiatives and plans. AUI students have special information literacy needs given their varied research-oriented disciplines. If these initiatives are supported by the university academic executives, they will significantly enhance the research skills of the university students—as will be demonstrated from the results of this research study—and hopefully mark a great leap forward in the general integration of internationally recognized scholarly research standards into the entire components of the university academic programs.

### **4.3 Developing the Syllabus**

Following the Paris-AMICAL-funded workshop on Information Literacy, the librarian met with the teaching faculty, with whom he participated in the IL-Co-design workshop, and for whom he would later act as an embedded librarian for his undergraduate Arab history course. It is worth noting that prior to this IL co-design pilot project, the faculty has

been a “regular client” of AUI Library’s training workshop sessions. The purpose of their initial meetings, which took place in the Library Quality Assurance room, was to redesign the History of the Arab World (HIS1301-002) course, to which this study is deeply related, and discuss best ways to integrate ACRL’s Framework for Information Literacy for Higher Education into this course at AUI (the ACRL Board, n.d.).

#### **4.4 The Course: “History of the Arab World”**

The course “History of the Arab World” (see Appendix E, page 207), to which this study was devoted, provided an ideal opportunity for framing the ACRL Information Literacy threshold standards for many reasons. First, the focal objective of the course work requires students to understand the ways in which reviews and interpretations of academic books vary according to the context (for example, the journal or publication in which the review appears) as well as the views and biases of the reviewed author. Second, information literacy components seemed to perfectly fit into enhancing the aforementioned learning process. Practically, the course aimed at surveying the history of the Arabic-speaking lands from the rise of Islam to the present by taking into consideration the perspectives of history and related fields of inquiry. Broadly stated, the course attempts to balance political history and main events with long-term social and cultural

transformations that are relevant to the ordinary peoples of what is known as the ‘Arab world’. Below is a screenshot of page one of the original course syllabus:

## History of the Arab World

HIS1301-002  
Al Akhawayn University  
Fall 2017  
MWF: 12:00-12:50 PM  
Location: Building 10, Room 107

Instructor: Dr. Paul Love  
Office: Building 6, Room 009  
Office Hours: MW 9-11AM & 230-5PM



**Course Description:**

This course surveys the history of the Arabic-speaking lands from the rise of Islam to the present by taking into consideration the perspectives of history and related fields of inquiry. It takes a social and cultural approach to understanding the different histories of Arab-speaking societies. The course attempts to balance political history and main events with long-term social and cultural transformations that are relevant to the ordinary peoples of what is known as the ‘Arab world.’ Framing the course will be the following question: Who are the Arabs and what does it mean to talk about ‘Arabs’ and the ‘Arab World’ in the 21<sup>st</sup> century?

**Intended Learning Outcomes**

Figure 4.1. Screenshot: First Page of “History of the Arab World (HIS1301-002)” course syllabus –Fall 2017.

The course is an essential component of the general education (GenEd) courses at Al Akhawayn University designed to introduce AUI students to the Liberal Arts; reinforce prior learning; expand intellectual perspective and serve as a foundation platform for succeeding

specialization (“AUI - General Education Requirements (GenEd),” n.d.). By embedding the Information Literacy Framework components into this humanity course, as will be further explained in subsequent parts, the students will be able to apply skills learned about library information skills through the construction of scholarly papers and presentations. Chiefly, the participating students in the Co-design course, will have a unique opportunity to practice and apply information literacy skills, allowing them therefore to combine their content know-how of the history of the Arab world with their acquired library information literacy skills. For AUI library, the co-design experience offered an ideal academic context, where scholarly work could be conducted in a “social context supported physically, intellectually, and remotely” (Somerville & Collins, 2008).

#### **4.5 Co-design and Embedded Librarianship: Integrating**

##### **Information Literacy into an AUI Humanities Course: The Pre-Implementation Process.**

Ensuring quality information literacy instruction in an undergraduate humanity course (HIS1301-002) was both salient and challenging. Evaluating and gauging what the students learned and how well they learned it was equivalently significant. With this in mind, and right after attending the Paris-AMICAL-IL training workshop, both the

faculty and the librarian started the process of redesigning the humanities course at AUI, laying the ground for incorporating the ACRL Framework into the curriculum. They agreed to devote six classes to information literacy workshops, while leaving the rest of the sessions to normal classes. The Information Literacy classes were mostly developed and taught by the librarian. In line with the goals of the Paris Co-design- information literacy training workshop, which called for co-developing course outcomes, assessment tools, and an implementation plan, they identified the points when and in which way, the librarian would contribute to the course in the form of multiple instruction sessions (Consortium, n.d.-c). From this perspective, they developed six Information Literacy instructive sessions for the History of the Arab course, that would be taught by the librarian during the course of the Fall 2017 academic session. They also developed lesson plans for each Information Literacy instruction session, using the ACRL Information Literacy Framework for higher education as an assessment design process for this academic experience (ACRL, 2015b). The table below provides information on the type of IL instructions sessions the faculty and the librarian agreed to inject into the History of the Arab World course in the form of drop-in sessions or multiple instruction sessions in Fall 2017.

**Table 4.1. Chronology of Implementing the Co-Design IL Project at AUI**

Date	IL Instruction Session Type	Librarian / Researcher	Faculty	Course
September 11, 2017	Introduction to Information Literacy (in collaboration with the AUI Library)	Librarian	Faculty	History of the Arab World (HIS1301-002)
October 10, 2017	Information Literacy Project: Comparative Book Review: “Choosing an Academic Book for Review” (Workshop @AUI Library)	Librarian	Faculty	History of the Arab World (HIS1301-002)
October 4, 2017	“Why did I choose the book that I did?” (Workshop @ AUI library)	Librarian	Faculty	History of the Arab World (HIS1301-002)
October 6, 2017	“Finding Academic Book Reviews” (Workshop @ AUI Library)	Librarian	Faculty	History of the Arab World (HIS1301-002)
November 27, 2017	Understanding the ACRL Framework for Information Literacy: Applying the six frames standards for designing a class session.	Librarian	Faculty	History of the Arab World (HIS1301-002)
November 29, 2017	Final Project: Revising the Syllabus	Librarian	Faculty	History of the Arab World (HIS1301-002)

While the traditional one-shot instructional session, which focuses on search skills in electronic databases, catalogues and library tours, were no longer sufficient to serve the objectives of either ACRL’s new standards or the advanced knowledge required for today’s job market (Mays, 2016),

the faculty and the librarian decided to shift their focus to a new approach—that emphasizes active learning and sharpening the critical thinking skills of the participating students. Before elaborating on the outcomes of our discussion—and for better understanding the conceptual nature of the ACRL Framework—the next chapter will attempt to elucidate the meaning and implications of the ACRL information literacy framework and threshold concepts used in this doctoral study.

## CHAPTER 5

### **Understanding the ACRL's Framework for Information Literacy for Higher Education: Implications for the Co-Design Pilot Project at AUI.**

To understand how a faculty and a librarian at Al Akhawayn University worked together to integrate information literacy into a humanity course (History of the Arab World), it is important to highlight the scholastic environment (Emmett & Emde, 2007), within which library instruction was offered in this class. As Al Akhawayn University library continuously strives to position itself in the core educational processes of the university, it becomes important to embed assessment tools for its information literacy initiatives and to quantify AUI students' intended learning outcomes (ILOs) in order to proof that the university students are effectively developing the required information literacy skills that are critical to academic success and lifelong learning (Rockman, 2004d). To work toward achieving this goal, the faculty and the librarian opted for applying the ACRL' Information Literacy Standards to guide the design, the implementation and the assessment of information literacy instructions in this research study.

As the faculty and the librarian embarked on redesigning the course—with the goals of their collaboration in mind—they sought to restructure it such that the library-based workshops and the existing course content could prove complementary to one another. They agreed that the course would have four information literacy instruction sessions throughout the fall 2017 semester. The objective was to gradually introduce students to the concept of information literacy, and to buttress and reinforce the research skills gained from previous IL sessions.

### **5.1 ACRL Framework for Information Literacy: An Overview**

The Association of College & Research Libraries (ACRL) describes information literacy (IL) as: “a set of abilities related to the reflective discovery of information, understanding how information is produced and valued, and using information to create new knowledge and participate in communities of learning”(2015a). The Framework for Information Literacy for Higher Education(2015b) (*originally approved in January 2000*) is a comprehensive pedagogical mechanism (Seeber, 2015) that works to define research, and guide the development of information literacy programs within the higher education sphere (ACRL, 2014). According to the Association of College & Research Libraries (ACRL), The Framework is organized into six frames, the existence of each of which

is essential “to information literacy, a set of knowledge practices, and a set of dispositions ”(DMUELLER, 2015c).

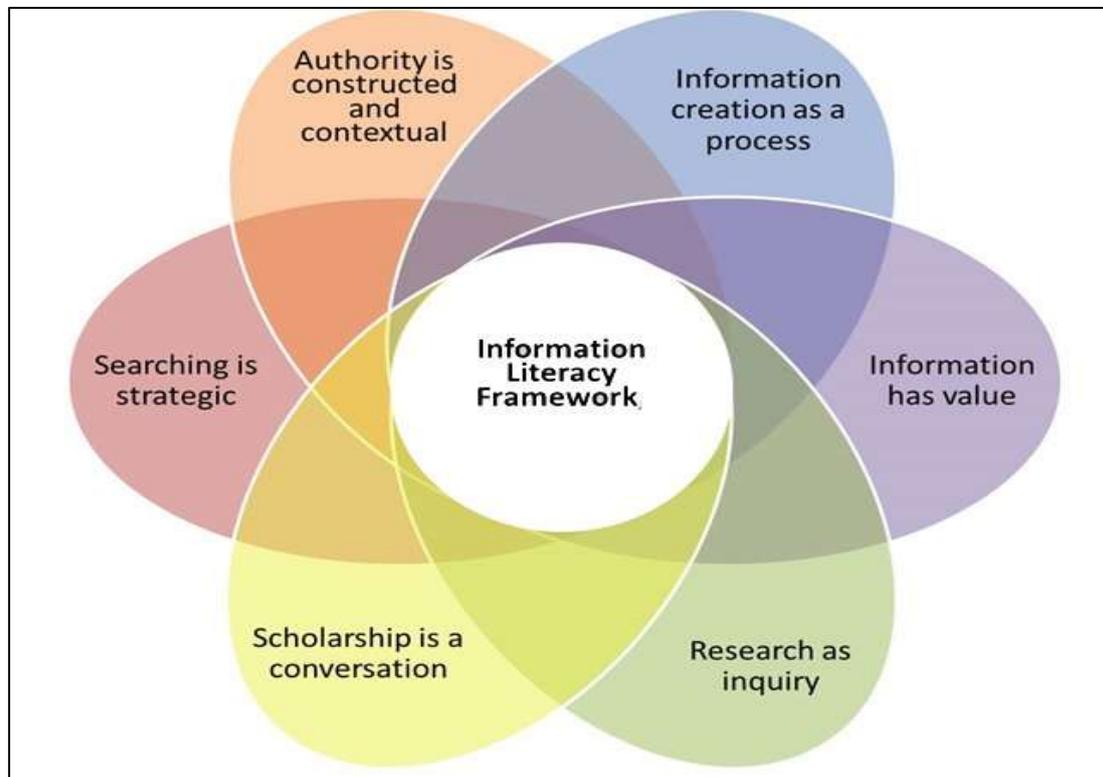


Figure 5.1. ACRL Framework for Information Literacy for Higher Education.

Each of these ACRL six frames contains a threshold concept, “knowledge practices/abilities *and* “dispositions” linked with that threshold concept”(Oakleaf, 2014). Information Literacy Threshold Concepts are presented alphabetically below:



Figure 5.2. ACRL Framework for Information Literacy for Higher Education

The threshold concepts, henceforth, represent a transformed process of perceiving or understanding something (Maid & D'Angelo, 2016a). During this transformational 'journey', a student 'morphs' from the stage of "**learning**" to the stage of "**becoming**"; where he/she becomes knowledgeable/fluent within a "system of knowledge or understanding"(Maid & D'Angelo, 2016a). To further elucidate the notion

of the threshold concepts, Meyer and Land (2010), who guided a professional development project at the University of Durham, UK from 2001-2005, stated that:

*The approach of the threshold concepts builds on the notion that there are certain concepts, or certain learning experiences, which resemble passing through a portal, from which a new perspective opens up, allowing things formerly not perceived to come into view. This permits a new and previously inaccessible way of thinking about something. It represents a transformed way of understanding, or interpreting, or viewing something, without which the learner cannot progress, and results in a reformulation of the learners' frame of meaning (Meyer et al., 2010).*

The Framework, therefore, seeks to assist students to become literate, while also engaging them in “the knowledge-making process” (Fullard, 2017). From a student viewpoint, the threshold concepts of a discipline act like keys to academic advancement (Maid & D’Angelo, 2016b). In short, the six concepts that constitute the Framework operate as “lenses” through which educators track and comprehend students’ development and achievement. Henceforth, the concepts play the role of laying the grounds for understanding the inherent theoretical complexities

for scholars and lecturers (Fullard, 2017). Following is a detailed overview about the six ACRL Frames:

### **5.1.1 Authority is Constructed and Contextual (Frame 1)**

This concept refers to the recognition that information sources are drawn from reliable and credible sources depending on the information need and the context in which the information will be utilized. Experts approach information in a critical manner, questioning the reliability of the information source on which they need to develop their arguments (Garcia, 2014). ACRL believes that an understanding of this concept enables students/researchers:

*To critically examine all evidence—be it a short blog post or a peer-reviewed conference proceeding—and to ask relevant questions about origins, context, and suitability for the current information need. Thus, novice learners come to respect the expertise that authority represents while remaining skeptical of the systems that have elevated that authority and the information created by it. Experts know how to seek authoritative voices but also recognize that unlikely voices can be authoritative, depending on need. Novice learners may need to rely on basic indicators of authority, such as type of publication or author*

*credentials, where experts recognize schools of thought or discipline-specific paradigms. (Framework for Information Literacy for Higher Education, n.d.-b, p. 4).*

### **5.1.2 Information Creation as a Process (Frame 2)**

This Frame clearly articulates that information creation goes through a process, which entails a selected delivery method, involving a purpose message and a delivery method. The repeated processes of researching, reviewing, producing, and delivering information differ from one context to another, and the final production of that information reflects these differences (Johnson et al., 2016). Therefore, and according to ACRL:

*Experts look to the underlying processes of creation as well as the final product to critically evaluate the usefulness of the information. Novice learners begin to recognize the significance of the creation process, leading them to increasingly sophisticated choices when matching information products with their information needs. (Framework for Information Literacy for Higher Education, n.d.-b).*

### **5.1.3 Information Has Value (Frame 3)**

This frame stresses on the fact that information has value, both to certain institutions and individuals who wish to preserve certain control over information and gain from its merit. New university students may face issues understanding the multiple values of information, particularly in an environment where information is easily accessible; and where concept of copyrights is governed through clear ethical bibliographical and warnings about plagiarism laws (Watkins, 2017). Additionally, this frame speaks directly to students, asking them to be careful and responsible when using other sources, words, ideas and concepts, belonging to others (Johnson et al., 2016, p. 192).

### **5.1.4 Research as Inquiry (Frame 4)**

This Frame refers to the idea that “*Research is an ongoing process in which people keep asking new questions while looking for new answers*”(Johnson et al., 2016). The purpose of this Frame is to sharpen high level of critical thinking, warranting best processes, resources and results. Therefore, and unlike novice learners:

*Experts see inquiry as a process that focuses on problems or questions in a discipline or between disciplines that are open or unresolved. Experts recognize the collaborative effort within a*

*discipline to extend the knowledge in that field. Many times, this process includes points of disagreement where debate and dialogue work to deepen the conversations around knowledge.*

(Framework for Information Literacy for Higher Education, *n.d.-b*).

### **5.1.5 Scholarship as Conversation (Frame 5)**

As defined in the ACRL Framework, **Scholarship as Conversation** represents the continuous discourse that “communities of scholars”, authors, researchers, or experts engage in over the course of time following varied perspectives and interpretations. Since “Scholarship as Conversation”, was one of the two Frames used in this study, I will discuss it at length in fuller context later in this chapter.

### **5.1.6 Searching as Strategic Exploration (Frame 6)**

ACRL refers to this Frame as “*the understanding that searching for information is often nonlinear and iterative, requiring the evaluation of a range of information sources and the mental flexibility to pursue alternate avenues as new understanding develops*” (Framework for Information Literacy for Higher Education, *n.d.-b*). Because information sources vary in format, content and relevance, researchers need to understand that the first endeavors at searching are just the beginning of the process. This

Frame is heavily associated to librarians since they are the ones who conduct Library Instructions, whose goal is to teach students the search skills required for fulfilling the objective of this Frame. And because this 6<sup>th</sup> ACRL Frame was the 2<sup>nd</sup> choice for this doctoral study, I will discuss it at length later in this chapter.

## **5.2 Using Faculty-Librarian Collaboration to Integrate Two ACRL Frames as Learning Goals for a General History Course at AUI.**

By seeking to integrate the ACRL Framework into a humanities course at AUI, the faculty and the librarian sought to move from the traditional library's lecture-based workshop into an outcome-based learning approach—designed to develop and foster superior critical thinking and information literacy skills in students (Klebansky & Fraser, 2013, p. 103). Therefore, and while armed with the knowledge gained through the Paris-AMICAL-IL-workshop, and guided by the ACRL's Framework, the faculty and the librarian embarked on a two-month extensive review and redesign of the faculty's course syllabus to include and incorporate the new IL skills components within the curriculum. The goal was to 'formally' depart - from the traditional "one shot" library instruction session (a commonly method used by librarians for on-campus

library orientations) - to a fully integrated information literacy approach, whose primary objective is to ameliorate learning outcomes for students.

After identifying the threshold concepts that would act as intended learning outcomes (ILOs) for information literacy within the History of the Arab World course at AUI, the faculty and the librarian agreed that an integrated information literacy program would be the most appropriate vehicle to achieve these objectives. Two out of the six ACRL Frames caught their attention and stood as exceptionally practical for their AUI pilot project. These are “**Scholarship as Conversation**” and “**Searching as Strategic Exploration**”:

### **5.2.1 Scholarship as Conversation**

The ACRL Framework defines “**Scholarship as a Conversation**” as follows:

*Communities of scholars, researchers, or professionals engaging in a sustained discourse where every researcher brings some new insight to the scholarly conversation and new theories or perspectives arise through negotiation (ACRL, 2015b, p. 8).*

“**Scholarship as a Conversation**”, a concept listed as one of the ACRL six threshold concepts, refers to the idea of seeking information

within a scholarly context (Bordonaro, 2015). It is an endless discourse within a community of scholars, researchers, or experts, possessing novel and outstanding competencies and findings happening progressively because of contending views and conceptions (Bauder & Rod, 2016).

In the context of the AUI pilot project, scholarship occurred among the participating students like a large conversation where ideas were created, discussed, and critically argued as students searched for peer-reviewed sources required for their assignments. Given the nature of the AUI's History of the Arab World course, which required students to apply critical insights toward understanding the concepts of the "Arab history" and "Arab identity" in order to challenge stereotypes and assumptions and to arrive at a better understanding of 'self' and 'other, identifying and finding scholarly sources relevant to the concepts of "Arab history" and "Arab identity" became keys to understanding and challenging such stereotypes.

By adopting scholarship as a frame, the faculty and the librarian wanted to allow the participating students a space in which they can add their voice to the ongoing "scholarship conversation" about where the course is heading. Likewise, they wanted to teach students that "no idea stands alone" (Bordonaro, 2015); while engaging in scholarship activities, students would learn that knowledge is written and created by multiple

scholars, who themselves aspire to have their work picked up by other people to form new conversations (as Conversation, n.d.).

### 5.2.2 Searching as Strategic Exploration

The ACRL Framework defines “**Searching as Strategic Exploration**” as:

*The act of searching often begins with a question that directs the act of finding needed information. Encompassing inquiry, discovery, and serendipity, searching identifies possible relevant sources and the means to access those sources. Experts realize that information searching is a contextualized, complex experience that affects, and is affected by, the searcher’s cognitive, affective, and social dimensions. Novice learners may search a limited set of resources, and experts may search more broadly and deeply to determine the most appropriate information within the project scope. Likewise, novice learners tend to use few search strategies; experts select (ACRL, 2015b, p. 9).*

In the context of the AUI pilot project, and by adopting the approach of using the frame “**Searching as Strategic Exploration**”, the faculty and the librarian wanted to teach students how to find academic books, discuss strategies for determining whether a book is “academic” or not, and find

academic journal reviews of the book they have chosen. Ideally, they wanted to allow students a chance to reflect on the process of their research journey which tactically would lead them to a complex exploration of library resources that would finally assist them in tackling their research projects. This process has been referred to in the framework as “Searching as Strategic Exploration”(ACRL, 2015b). Therefore, both “Finding academic journal reviews” and “Choosing an Academic Book for book review” assignments seemed to dovetail perfectly with (Scholarship as a Conversation) and (Searching as Strategic Exploration).

### **5.3 Summary**

This chapter has introduced the applied instruments for implementing the Co-Design Collaborative Information Literacy pilot project at AUI and the roadmap for achieving its intended goals. The next chapter will introduce the methodologies that were applied in this doctoral study, including population, sampling, data collection, strategies, design, and directions chosen for collecting data and analysis for this research.

## CHAPTER 6

### **METHODOLOGIES AND RESEARCH DESIGN**

#### **6.1 Introduction**

The previous chapter has provided the background for the study and described how a faculty and a Moroccan librarian collaborated together with a vision to integrate two Frames of the ACRL Framework for Information Literacy in Higher Education as learning outcome(s) into the curriculum of history class at Al Akhawayn University. The focal objective of this chapter is to showcase the methodological options adopted for this study, including population, sampling, data collection, strategies, design, and directions chosen for collecting data and analysis for this research. It starts with presenting the general methodologies, used to studying the integration of ACRL's Information Literacy components into a humanities course at Al Akhawayn university, moving to describing how the entire pilot project was implemented in a comprehensive manner.

#### **6.2 Methodology and Research Design**

Given the nature of this case study, which sought to highlight the importance of information literacy in higher education and understand the needs of selected AUI students in terms of Information Literacy skills, four main methodologies were employed to generate a clear picture as to how

well can Information Literacy instruction improve disciplinary literacy and students' success at Al Akhawayn University. The following is an overview of these methodologies:

### **6.2.1 The Focus Group Methodology**

First, a focus group methodology was adopted to evaluate the role that Information Literacy (IL) plays in the academic performance of the participating students. Defined as a “collective activity”(Samfira & Rață, 2015), the focus group model provides the opportunity to more fully investigate how individuals think and provide a profound comprehension of the “phenomena” under study (Barry & Nichelle, n.d.). According to Amanda Williams(2001), a focus group is defined as “a small gathering of individuals who have a common interest or characteristic, assembled by a moderator, who uses the group and its interactions as a way to gain information about a particular issue” (Williams & Katz, 2001, p. 2). This model is considered as the best technique for assessing and studying student behaviors in higher education (Weare Jr, 2013, p. 48). Accordingly, the focus group methodology has been used successfully across a wide array of library case studies in recent years, mainly to assess and improve library service quality (Morrison, 1997, p. 4). Practically, a focus group of one hundred seventeen (117) students enrolled in the Fall-

2017 course “History of the Arab World”, comprised the sample for gauging the importance of Information Literacy skills on students’ learning and achievement at Al Akhawayn University. I chose to use the small-scale focus group approach, which is considered as a “*suitable technique to obtain the perception of a group of selected people on a particular area of interest*” (Garousi et al., 2016, p. 17), because I was looking for specific participants (students in this study), who were deeply involved in Information Literacy library research activities, and actively dealing with the topic at hand. This makes it a good sample for this research and the right “miniature version of the population of which it is a part – just like it, only smaller” (Fink, 2003). In this research study, both the participating faculty and the librarian deeply value— the importance of Information Literacy in students’ learning and achievement. The data and information for this research were collected during the period of September 2017, through December, 2017.

## **6.2.2 The Collaborative Participatory Co-Design Teaching**

### **Methodology Approach**

Second, the methodological approach was a participatory Co-Design teaching case, in which the educational experience of 117 students, a faculty and a librarian, were involved and described. The Co-design

approach is a “user-centric investigation” (Somerville & Collins, 2008), where two individuals partner together to shape the definition and direction of the entire design project (Somerville & Collins, 2008). I adopted a small scale mixed-method approach for this study because of the value of the qualitative mixed research process itself, a highly rewarding activity, since it engages researchers in the process of collecting data through observation and questioning, while, at the same time, aiming at analyzing myriad dimensions of the social world (MASON, 2002). So, the adoption of these approaches seemed to be rational since the aim of this study was to argue the importance of Information Literacy (IL) in higher education and understand the needs of a selected group of AUI students in terms of their Information Literacy skills.

Permission (see Appendix F, page 214) to conduct the research study at Al Akhawayn University was obtained from Dr. Paul M. Love, Jr., (Assistant Professor of North African, Middle Eastern, and Islamic History) at the School of Humanities and Social Sciences at Al Akhawayn University. The focus group, composed of one hundred seventeen (117) students enrolled in a humanities course at Al Akhawayn University, formed the basis for the process of data collection and analysis for this study. Additionally, this doctoral research project was a one academic semester (Fall 2017) fieldwork that assessed the impact of integrating

ACRL core competencies for information literacy into course curriculum, using an assessment method to showcase AUI library's contributions toward students' success and institutional Intended learning outcomes (ILOs) ("AUI - Intended Learning Outcomes," n.d.).

### **6.2.3 The Metacognitive Monitoring Approach in Collaborative**

#### **Teaching and Learning**

Third, applying the metacognitive approach of "thinking about thinking" or "literacy about literacy" (ACRL, 2015a, p. 2)—which basically helps students understand the way they learn—the next stage of assessing the impact of information Literacy instruction on students' achievement and success was a final activity session, named "Revising the Syllabus", in which the faculty member and the librarian asked the participating students to choose a class session from the syllabus and revise it. The goal of the assignment was to have students reflect on the course content, using the concept of information literacy and to give them the opportunity to design class sessions that they, as students, would find interesting. The purpose was to show students the ways in which classes are meant to achieve specific goals in acquiring and processing information. Additional information about this method of assessment will be discussed in the subsequent chapter.

#### **6.2.4 The Survey Method**

Fourth, to further assess the impact and the benefit of integrating the ACRL Framework into a taught disciplinary course at AUI, a survey questionnaire (see Appendix G, page 215) was distributed to all participating students at the end of the Co-Design IL integration experience. The survey questionnaire consisted of nine questions. One hundred seventeen (117) students answered the survey for a response rate of 100 %. The purpose of the final survey was to gain a clear understanding of how important information literacy was to empowering the academic performance and enhancing the research skills of AUI Students.

#### **6.3 Population / Participants**

The sample study of this doctoral study consisted of one hundred seventeen (117) students, studying the “History of the Arab World” at the AUI School of Humanities and Social Sciences (SHSS). These classes were deliberately sampled because they were taught by a faculty and a librarian. Also, the 117 students were deemed suitable for this study because they were fully enrolled in the School of Humanities & Social Sciences (SHSS), which ensured quality data based on the length of students stay at this recently-accredited Moroccan university.

#### **6.4 Background of the Co-Design Study: “Integrating Information Literacy into a Disciplinary Course”**

The study was carried out in the 2017 Fall study session at the school of Humanities and Social Sciences (SHSS) at Al Akhawayn University. The background of this research study was initiated after an AUI faculty and a librarian were selected, along with 15 other (Library-faculty) pairs from American-modelled universities and colleges from across Europe, Africa, the Middle East, and Central and Southern Asia, to attend and participate in a two-day workshop that was led by Samantha Godbey<sup>9</sup>, Education Librarian and Xan Goodman<sup>10</sup>, Health Sciences Librarian, both from the University of Nevada in Las Vegas (see Appendix H, page 218). During this international professional training, Samantha Godbey and Xan Goodman workshop leaders, discussed the idea of integrating the

---

<sup>9</sup> **Samantha Godbey** is Education Librarian at the University of Nevada, Las Vegas, where she is liaison to the College of Education and Department of Psychology. Samantha’s research focuses on the Framework as well as information literacy instruction and assessment, and she is co-editor of *Disciplinary Applications of Information Literacy Threshold Concepts* (ACRL, 2017). She holds a Master of Library and Information Science from San Jose State University and a Master of Arts in Education from the University of California at Berkeley.

<sup>10</sup> **Xan Goodman** is a health sciences librarian at the University of Nevada, Las Vegas where she supports the Schools of Allied Health, Community Health Sciences, and Nursing. She earned her master’s degree in library and information science from Wayne State University. Xan’s research agenda focuses on assessment, information literacy, teaching practice, and cultural competence.

information literacy framework by the Association of College and Research Libraries (ACRL) into an existing curriculum.

Both the librarian and the faculty acquired a deep understanding of the ACRL Framework for Information Literacy in Higher Education and planned to co-develop drafts for course outcomes based on ACRL's Framework during the academic semester Fall 2017, in addition, to a one-semester implementation plan to embed library instruction and information skills into Al Akhawayn University's general education course: "History of the Arab World" in the form of multiple IL teaching sessions. The objective was to co-teach the course over the Fall 2017 semester.

The Co-design of this Information Literacy co-taught project was developed and assessed throughout a 4-months study period, involving one librarian, 117 students, and one full time humanities Professor at Al Akhawayn University. A state of the art classroom (room 103) on the second floor of building 10 and the library Multimedia Learning Center at Al Akhawayn University served as the main sites for the applied study design project. The results revealed, as will be discussed in more details in the subsequent chapters, the importance of integrating information literacy into the teaching and learning practices of Al Akhawayn University.

## **6.5 Data Search Techniques & Referencing Style.**

To begin with, and to warrant high quality of library resources, 95% of the literature used in this doctoral dissertation, was obtained from core scholarly library resources. Furthermore, and to form a comprehensive and relevant body of library sources, myriad keywords and search terms were used, including “information literacy” “higher education”, “ACRL Framework”, “library instruction”, “information literacy assessment”, “faculty-librarian collaboration”, “information literacy integration”, “information literacy embedding into education”, “infusing information literacy into the Curriculum”, and “threshold concepts”. In addition, myriad core library electronic databases were extensively searched such as EBSCOhost, Sage Journal Online, Taylor & Francis, Jstor, eBook Academic Collection (EBSCOhost), Communication & Mass Media, Google Scholar...to mention just a few. Finally, It is worth mentioning, also, that I used Zotero (*Zotero*, n.d.), which is an online bibliographical citation management tool, for organizing, and citing references pertaining to the current doctoral research study.

## **6.6 Summary**

This chapter outlined the methodological approaches adopted for this doctoral study, including population, sampling, data collection,

strategies, design, and directions chosen for collecting data and analysis for this research based on the existing literature. The next chapter describes the stages through which the AUI-Information Literacy Co-Design pilot project progressed from the design phase to the implementation phase, including the students' involvement in the research study, pre-assessment processes, development phases, and the final assessment stages.

## CHAPTER 7

### **FACULTY-LIBRARIAN COLLABORATION: PLANNING, IMPLEMENTATION, AND ASSESSMENT**

#### **7.1 Introduction**

The preceding chapter has discussed the methodologies that were employed for this study to assess the impact of integrating two ACRL Frames into a university history course. This chapter describes the stages through which the AUI Information Literacy Co-Design pilot project progressed from the design phase to the implementation phase, including the students' involvement in the research study, pre-assessment processes, development phases, and the final assessment stages.

#### **7.2 Using the ACRL Framework to Integrate Information Literacy Competencies into a General Education History Course at AUI: Outline for Implementation**

The one semester-long pilot project was conducted in five phases. During the early design stage, the teaching faculty contacted the librarian to get insights on how best information literacy could be blended into his course (see Appendix I, page 219). The librarian's initial approach to this project was to develop comprehensive library information literacy

instructive sessions tailored to course needs, which were later offered as follows:

### **7.2.1 Phase One: Introduction to Concepts**

The first library Information Instructive workshop was held at the beginning of the fall semester (2017). The aim of this IL training session was to introduce history students to the concepts of Information Literacy (IL); and what It means to be information literate in 21st-century. This was a general introduction offered by the librarian. The discussion that followed, was led by both the librarian and the faculty member, asked students to draw possible relations between Information Literacy and the study of history. Students were quick to identify connections between them, which proved useful as they moved through the course because the faculty could return to these basic principles of IL in a variety of contexts. In fact, many of the class sessions were restructured with the basic concepts of information literacy in mind. Additionally, in this introductory IL workshop, the participating students addressed a persistent question related to Information Literacy through acquiring new research skills, collecting information from scholarly and peer-reviewed sources, critically approaching information and ethically using it in new formats. The librarian assured students that he would be available to them throughout

the study semester for research assistance and instruction. It is worth mentioning that prior to the start of the first library Information Instructive workshop, the librarian prepared an online Information Literacy quiz, relevant to the course. The goal of this basic IL quiz was to assess students' IL knowledge; and ensure that they were well prepared for the rest of other IL instructive sessions. A copy of this online IL quiz is available below:

### **Online multiple choice quiz**

1. A scholarly article is published in a
  - a) journal
  - b) magazine
  - c) pamphlet
  - d) newspaper
  - e) I don't know
  
2. Which of the following best describes "information literacy"?
  - a) The ability to find reliable information
  - b) The ability to use a computer
  - c) The ability to write
  - d) The ability to read
  
3. Scholarly or peer-reviewed journal articles are
  - a) Pre-selected for an appropriate reading level
  - b) Written by academic scholars
  - c) Positively rated by book reviewers
  - d) Published in books

4. What is Information Literacy?

- a) Determines the nature and extent of information needed
- b) Accesses the needed information effectively and efficiently
- c) Evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system
- d) Uses information effectively to accomplish a specific purpose
- e) Understands many of the economic, legal, and social issues surrounding the use of information, and accesses and uses information ethically and legally
- f) All of the above

5. Scholarly articles are usually published in:

- a) Magazines
- b) Journals
- c) Newspapers
- d) Books

6. Which of the following is the best research electronic database to use when searching for studies about history of the Arab world at AUI Library?

- a) Business Source Ultimate
- b) Jstor
- c) World Bank Open Knowledge Repository
- d) MEDLINE (via EbscoHost)

7. An Information Literate student

- a) Can recognize and articulate an information need

- b) Can locate materials in a variety of formats
  - c) Revise their search strategies if they cannot find the information they need.
  - d) Can critically evaluate and organize information
  - e) Can create new information thoughtfully and ethically
  - f) All the above
8. An abstract is...
- a) A full text article
  - b) A quote from a book
  - c) A summary of a resource
9. What is the peer review process?
- a) When other students assess my assignment
  - b) When experts in the field assess a piece of scholarly research
  - c) When other students proofread my assignment
10. List three library major AUI library databases you can use to obtain information about History of the Arab World
- a) .....
  - b) .....
  - c) .....

Figure 7.1. Sample of an Online Information Literacy Quiz for Students

### 7.2.2 Phase Two: Finding Books

Roughly, about three weeks into the academic semester, the librarian offered the students an Information Literacy instruction session<sup>11</sup> on how to find scholarly books, using the library catalog and e-books collections. Topics included: How to prepare a search strategy, select appropriate academic books, use search operators and other e-books platform features, and locate scholarly books that will be used for a Book Review exercise. At the end of this library workshop, students were able to distinguish between scholarly books and a non-scholarly book. Following the 2<sup>nd</sup> Information Literacy instruction session, students were given an assignment, in which they were asked to go to the library and choose an academic book, reflect on their initial book selections, and explain why they chose the books they had chosen. The stages of this assignments are described below here:

**HIS1301 Comparative Book Review:  
A Practicum in Information Literacy**

**Stages of the Assignment:**

**(1) “Choosing an Academic Book”—An instructive library session  
@ AUI Library**

---

<sup>11</sup> The content of this presentation can be found here : <https://goo.gl/966JGX>

**(2) “Why did I choose the book that I did?”—Information Literacy Workshop at the AUI Library**

**(3) “Finding academic journal reviews”—An instructive library session @ AUI Library**

**(4) Writing the comparative review**

**(a) Choosing an Academic Book**

We will begin this assignment with an instructive session at the AUI library. The Librarian will introduce you to the relevant tools for finding an academic book as well as discuss strategies for determining whether a book as “academic” or not.

An academic book is not necessarily a book meant only for an audience of professors. It could also be aimed specifically at undergraduate or graduate students or the general public. The way you know if a book is an ‘academic’ book is based on its publisher and if the book has been reviewed by specialists in the field (this is called “peer-reviewed”). For this assignment, **you will need to choose a book that is published by an academic publisher.** One of the best ways to know if it is an academic publisher is if the publisher’s name includes: “University of \_\_\_\_\_ Press” or “\_\_\_\_\_ University Press.” Some well-known private publishers also publish academic books in English: Ashgate, Routledge, Taylor and 2 Francis, Gorgias Press, and Palgrave McMillan are some examples. Please note that you *do not necessarily have to choose a book available in our library.*

You are welcome to choose an academic book in French or Arabic (or any other language) but you will need to have the book approved by the instructor in advance. Publishers in languages other than English have very different standards and processes for choosing what to publish, so it is important to check with the instructor first.

**(b) “Why did I choose the book that I did?”—Information Literacy Workshop at AUI Library**

The next stage in the assignment will be to reflect together on *why* you have chosen the book that you chose. The purpose is to determine whether the basic ideas of information literacy discussed in the previous library session were processed and put into action.

**(c) “Finding academic journal reviews”—An instructive library session @ AUI Library**

Once you have identified your book, you will need to find reviews of it. In this last workshop, you will receive guidance from the AUI library in finding academic journal reviews of the book you have chosen. In the workshop, we will make time for you to search for these reviews.

**(d) Writing the comparative review**

Your review will be between 1000-1500 words and have the following components:

1. Introduction to the book: summary and argument of the book itself (this should be the shortest section, one paragraph maximum).

2. Differences and similarities in the perspectives, backgrounds, criticisms, views in the three reviews.
3. A collective analysis of the reviews that answers the question: What does the comparison and contrast of these three reviews tell us about “scholarship as a conversation”?

Figure 7.2. HIS1301 Comparative Book Review: A Practicum in Information Literacy

Most students did well in this initial assignment, showcasing the books they have selected and the reasons behind choosing them over other library print materials. Here are two examples of how students responded to this initial IL assignment:

Name Mohammed Omar Sawani

**HIS301 : Comparative Book Review  
Planning Worksheet**

**Part One: Choosing an Academic Book**

(1) Please add the full bibliographic entry for the book you have chosen for the comparative book review assignment, using the following format (2 points):

Last Name, First Name. *Title of the Book* (Place of Publication: Publisher, Year of Publication).

Steinem, Gloria - Arab Spring Dreams: the next generation speaks out for freedom and justice from North Africa to Iran (New York: Palgrave Macmillan, 2012)

---

**Part Two: Why I Chose My Book**

(1) What indication was there that this was an academic book? (Give 3, 2 points each)

- The book was edited by Sobrah Ahmani and Nasser Wedadly
- i. - The publisher is a global academic Publisher, ~~academic~~
- ii. - The author is known and expert in the field.
- iii. (The book was supported by Zainab Al-Suwaij, the co-founder and executive director of the American Islamic Congress, plus it included scholarly books sources.)

(a) What are the credentials of the author? (2 points)

The author received many awards and honors for instance:

United Nations' society of writers Award, Simmons College's

Doctorate of Human Justice, Presidential Medal of Freedom

Society of Professional Journalists Lifetime Achievement

in Journalism Award

---

Figure 7.3. Comparative Book Review Planning Work sheet: Sample one of a student's Answer to the Book Review Assignment

Name Chiharu Jimura

**HIS1301 : Comparative Book Review  
Planning Worksheet**

**Part One: Choosing an Academic Book** 321

(1) Please add the full bibliographic entry for the book you have chosen for the comparative book review assignment, using the following format (2 points):

Last Name, First Name. *Title of the Book* (Place of Publication: Publisher, Year of Publication).

Yasir, Sulaiman. The ARABIC LANGUAGE and NATIONAL IDENTITY (Edinburgh, Edinburgh University Press, 2003)

---



---

**Part Two: Why I Chose My Book.**

(1) What indication was there that this was an academic book? (Give 3, 2 points each)

- i. Definition of nation and <sup>national</sup> identity and for Arab
- ii. Unity of Arabic language
- iii. the connection between language and national identity

(2) What are the credentials of the author? (2 points)

He is chair of the Panel of Judges, British-Kuwaiti Friendship Society Book Prize in Middle Eastern Studies

He is a Fellow of the Royal Society of Edinburgh

Professional of history of the Modern Middle East. (source: website of University of CAMBRIDGE: ames.cam.ac.uk)

---



---

Figure 7.4. Comparative Book Review Planning Work sheet: Sample two of a student's Answer to the Book Review Assignment

### 7.2.3 Phase Three: Choosing an Academic Book for Book Review

The third embedded Information Literacy Instruction activity focused on an assignment in which students were required to write a short, comparative review of an academic book published in the last twenty years (around 2000-present) related to a topic that interests them and is tied in some way with the course topic of Arabs, Arab identity, or Arab history. This involved finding three book reviews of the same academic book to offer a comparative/contrastive review.

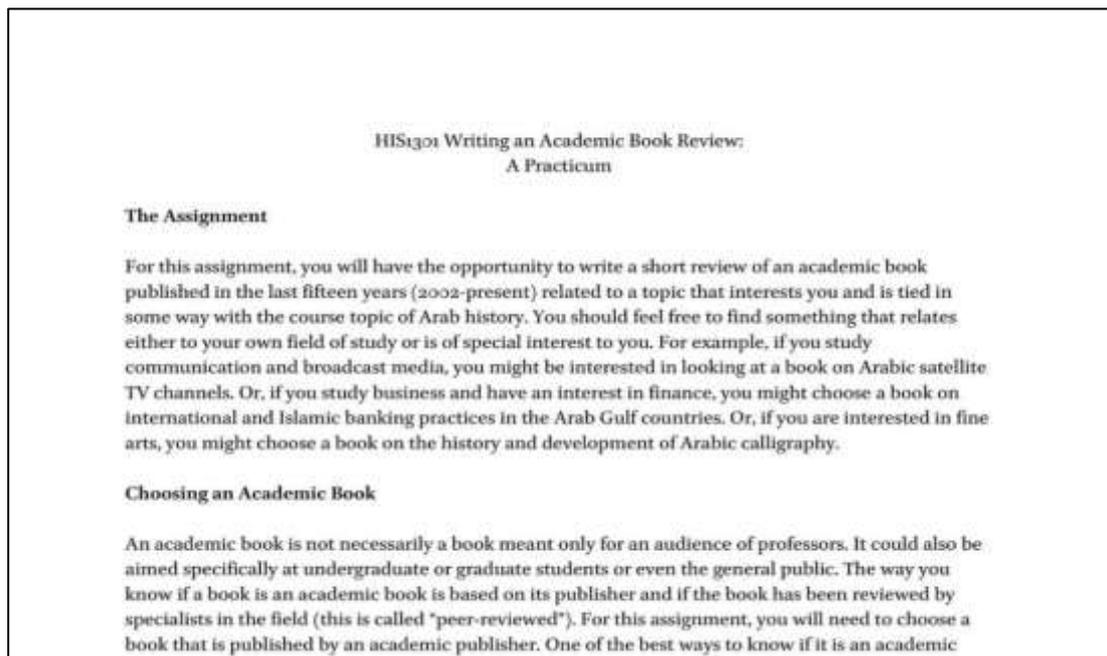


Figure 7.5. Choosing an Academic Book for Book Review Assignment

The objective of this IL assignment was to allow students an opportunity to understand the ways in which reviews and interpretations of academic books vary according to the context (for example, the journal or

publication in which the review appears) as well as the views and biases of the review's author. Likewise, this IL assignment aimed at allowing students to recognize the ways in which one book is not the static beginning or end of scholarship and research on a topic. Instead, this assignment demonstrated the ways in which scholarship is an ongoing conversation (**Scholarship as Conversation**) among specialists, non-specialists, and changes in culture both inside and outside the academy (see Appendix J, page 222). The following are concrete samples of a students' mid-term essays, in which the students selected academic books for their Book Review Assignments: The first example that I will use in my discussion on how students employed ACRL Framework in their research assignments belongs to the student Abla Khabacha. Responding to the mid-term essay Assignment "Comparative book review", Ms. Abla selected a book titled "Science and Islam: A History" by Ehsan Masood, which provides an illuminating and rigorous exploration into the Arab golden age, its achievements, downfalls, and influence on the Western world. To review and analyze this book, the student Abla choose three prominent scholarly reviews, each of which provides a different reading dimension of the book in question. Applying the ACRL Frame (Scholarship as a conversation), Ms. Abla emphasizes that "*even within a group of academic people, opinions can still be very different*", ultimately contributing further to

enriching the quality of the book being reviewed. Ms. Abla's full Comparative Review Assignment is available here:

**Sample 1:**

**Abla Khbacha**

**HIS 1301**

**October 26, 2017**

**Comparative Review Assignment**

The main argument of "Science and Islam: A History" by Ehsan Masood is to relate the part of Arab history to lead to many achievements. The Dark Ages as they are often described in history books were a period of history during which European innovation and research in fields like medicine, science, physics, art and many others was not very efficient. On the other hand, the Arab world lived this period of history well, with very big achievements in science, medicine, and mathematics physics. Masood mentions Musa al-Khwarizmi and al-Jazari as very important contributors who got inspired by other cultures to innovate in their own. The book explores this history while telling all about Arab achievements, contribution and influence on the Western world. He also shows and discusses why Arab achievements did not

continue throughout the rest of history and why there was a decline in Arabic accomplishments.

The three reviews differ a lot because they all address different aspects of the book. They either talk about very small details, or they give general descriptions of what Masood is saying. For instance, Ali Paya, had a positive opinion of the book, stating that “Science and Islam: A History” “is a welcome addition to a new genre which aims to portray a more realistic picture of the relationship between Islam and science” (Paya 231). In the book, Paya states that Masood wants to change the idea of Westerners that Arab science and knowledge has not contributed to modern science or modern knowledge. Between the three reviews selected for this comparative assignment, another shared the same point of view as Paya Laurel Brown reviewed the book as well and claimed that “Ehsan Masood presents a clear, interesting, and non-specialist account of a much overlooked piece of the history of science” (Brown 1203). They both agree that Masood writing of this book tries to reveal something that has been ignored for years which is Muslims’ participation in the progress of modern science. The similarity between

Paya and Brown is that they have reviewed the book in a more general way, and not focusing on specific arguments that were argued by Masood. They see the book as a set of arguments to reveal the true meaning of the European Dark Ages.

The only one that does not share the same perception is Brett-Crowther. Instead of evaluating the book as a general set of arguments, he focuses on specific parts, he even writes the page numbers to describe exactly the argument he is against. Crowther for examples says that when Masood says that “absorbing the best of other civilizations” is the main use of science he is disregarding the fact that Persia for instance got its technology of qanats from China. In the whole, review Crowther often criticizes small points that Masood makes and offers opposite examples to explain why these points are false. Crowther says that it “it is necessary to understand that al-Zahrawi’s surgery like Sir Archibald McIndoe’s had a context. As for ibn al-Nafis, whether he preceded Harvey’s discovery of circulation of blood (and he probably did not), the question, again, is context: what affected or caused the discovery of pulmonary transit, and what followed from it” (Brett-Crowther 113). Crowther here instead of talking about who made discoveries first,

decides to talk about why these discoveries were made which goes against the argument of the book. He mentions the context where these discoveries were made: the context was not that important because it was all a part of scientific progress and innovation.

Crowther also make some false interpretation of Masood's argument by saying "what is more notable is Masood's views that the Muslim tradition of healthcare 'holds important lessons for how new knowledge is absorbed in Islamic countries in the present day'" (Brett-Crowther 113). He follows by saying that no one talks about the diseases transmitted by marriages inside families, or drug use in a lot of Arab countries (Brett-Crowther 113). This argument has nothing to do with Masood's argument because Crowther focuses on particular cases that cannot be used to make a generalization. However, Muslim tradition is known for its healthcare methods that can be efficient. Also, healthcare, marriages in families and drug use are three different things.

A more general perspective on these three reviews tells us that we can actually see three degrees of review here. The first one by Paya looks at the book in a general fashion and gives his opinion of the book in general words. He states that the book is reader-friendly and can be read by

anyone who is not an expert in the subject (Paya 232). Laurel Brown stays general but somehow addresses whole sections of the book and explains either why the sections fits in Masood's narrative or not. She says that "the final section, "Second Thoughts," proves somewhat problematic. Its first chapter inexplicably covers optics, the formation of universities, the European reception of Islamic science, and theories of evolution in rapid succession. Masood discusses each topic clearly and carefully, but, with no explanation given for this grouping, readers may find it difficult to keep matters straight" (Brown 1203). She also claims that Masood dedicated the last two chapters of the book to explain why Islamic science has not had a lot of influence after 1500. Finally, we look at Crowther who seems to be writing the review as an answer to specific passages he does not disagree. Some of the examples seem to make him appear like his arguments are more Western. For example, he mentions the example of Jinnah in the book and then describes it as "trivial" because he says that in Pakistan and other countries that combine Islam and contemporary means of life still oppress women.

What this collective analysis of these three reviews says about **scholarship as a conversation** is that even within a group of academic

people, opinions can still be very different. Academic individuals' own personalities and perceptions can influence their opinions on the book. For instance, Crowther's argument looked like they were more specific and the fact that sometimes he did not offer very convincing opposite counter arguments made him seem like he did not agree at all with Masood's main point. He does not directly deny Islamic science's role but when he says "if Muslims were introduced in schools and universities to a comparative religious approach, or were invited to scrutinize their texts in relation to the Old and New Testament, one might be more confident that today's science had pervaded their community", he clearly ignores the importance of Muslims (Brett-Crowther 111).

**Scholarship as a conversation** is what made these reviews possible because they all show different aspects of the book that could have been improved. All the reviews state that he more or less was convincing, all of the counter arguments that the authors had to present were all different. That means that they process and understand things differently which places a lot more importance on conversation in scholarship.

Figure 7.6. Sample one of a Student's Mid-term essay 'Comparative book review'

The second example that I will use while discussing how students employed ACRL Framework in their research assignments belongs to the

student Chiharu Iimura. Responding to the mid-term essay Assignment “Comparative book review”, the student Iimura selected a book titled “*The Arabic Language and National identity*”. The aim of this book is to show the dominance of language in formation of national ideological identity in the Arab Middle East. After writing a short review about this book, Ms. Iimura selected two reviews, which she deemed relevant for analyzing the selected book. The first review is by Muhammad Amara, (Language in Society, Vol.33, No.1, 2004, pp143-145), while the second review is a review by Leslie McLouglin, University of Exeter, (Journal of Islamic Studies, 2004, Vol. 15 Issue 2, pp253-256). Ms. Iimura selected the ACRL Frame (Scholarship as a Conversation) as a learning outcome for her class assignment since it allowed her ‘potential students’ a chance to review and understand similar and different scholarships on many levels. Ms. Iimura’s full mid-term essay assignment ‘Comparative book review’ is available here:

**Sample 2:**

**HIS1301 mid-term essay ‘Comparative book review’ 74129 Chiharu Iimura**

The book I selected:

Yasir Suleiman, “**The Arabic Language and National identity**”,  
2003, Edinburgh University Press

**I-Introduction to the book**

The major aim of this book is to show the dominance of language in formation of national ideological identity in the Arab middle east. To make discussion more concretely, at first, the author introduced the framework of study of how to define “nationality”, which has ambiguous meaning and complex aspect, because “nationality” is the important word when we think about what is “national identity”. After that, there are explanation of how to define various forms of nations, also two kinds of nations, which is two main explanations of how nations are built. These explanations are introduced because we can’t refer to Arab nations all as the same type of nations. Then, the discussion shifts to the role of the language in nation forming. According to the author, the language is the given marker of identity, at the same time boundary of the nation, because languages show culture or way of thinking of speaker, that means identity of speaker. To make the discussion stronger, the author refers to the role of language in both ancient time and today, especially, the Turkish cultural revolution, in that language played a role not only as a cultural representative, but also a political representer. Also, he uses example of nationalism in Egypt, Syria, and Lebanon.

## **II-Differences and similarities in the perspectives, backgrounds, criticisms, views in the three reviews.**

The first review I consulted is by Muhammad Amara, (*Language in Society*, Vol.33, No.1, 2004, pp143-145). This journal is about sociolinguistics and the field of this journal is similar to the research in the book.

“*Language in Society* is an international journal of sociolinguistics concerned with language and discourse as aspects of social life. <...> interest to students and scholars in sociolinguistics, linguistic anthropology, and related fields. ”

(<https://www.cambridge.org/core/journals/language-in-society>,

Language and Society| Cambridge core, the last view date: 21/10/2017

The second one is review by Leslie McLouglin, Univerisity of Exeter,( *Journal of Islamic Studies*, 2004, Vol. 15 Issue 2, pp253-256). The relationship between this journal and the book is the study of Islamic world, though the book did not mention religious and expressed issued area as Arab nations. *The third one is reviewed by Bernard Spolsky, (Anthropological Linguistics, Vol.46, No.1, 2004, pp122-124)*

This is similar to the first one, because both of the journals focused on language, but this one put emphasis on language in the culture, for example language in literature. Therefore, all of the reviews approached to the book in different ways. Especially, the format of writing is different from each other.

For the review by Muhammad Amara, who is an expert in the field of sociolinguistic, evaluated the book as the best comprehensive study of the Arabic language and national identity, because there are plenty of examples, analysis based on previous study. However, he indicated limits of the study, then, pointed out the merit of the study. The first point is about region, which is referred in the book, and religion in the Arab world. He said the author of the book substantially

restricted the region's focus in the book. This claim is also seen in the review by Leslie McLoughlin, because to omit other regions such as Iraq is strange to research on development of Arab nationalization. Also, for Muhammad Amara, Islam is not separated from Arabism, so he claimed the author should include Islam in his study of national identity in Arab nations. For Bernard Spolsky, he also related that religious must be taken into consideration, and in his case, he claimed that in the example of Lebanese nationalism, the religious division must be considered. Also, Muhammad approached in the perspective of sociolinguistic. He complained about the way of study of Suleiman, because although he researched in sociolinguistic way, he studied imperfectly. There are some missing points in his study as a sociolinguistic study.

For Leslie McLoughlin, his article is in Islamic study. It is interesting that the relationship between Leslie and Suleiman seemed close, because in his review, advising the study is the main topic rather than criticizing it. And he itemizes advices. Therefore, it seems Leslie is the advisor of Suleiman. In advices, Leslie introduces novels and writers from Lebanon, also standard Arabic in media, and young generation. He also advices to research on another language such as French in Arab nations. Therefore, he also thinks languages have important role in national identity and gave Suleiman more perspective about languages. Also, it is surprising that even his background is Islamic study, he didn't advise to think from religious point. Finally, he pointed out the way of quotation and cite important contributions is not perfect. This is not mentioned in other reviews.

Finally, in the review by Bernard Spolsky, the main contents is summary of the book, and I can find his opinion in the last or middle sentences of each paragraph. According to his opinion, the theme of the book is too broad, and Suleiman should write more accurate description. This point doesn't have specific example, but this opinion shows the way of thinking of anthropology. Also, I wonder why he doesn't refer to the study of nationalism in some regions? May be he wants to narrow down the research topic, or may be not. For me, anthropology is very important in researching regions.

2.A collective analysis of the reviews that answers the question: What does the comparison and contrast of these three reviews tell us about “**scholarship as a conversation**”?

From these three reviews, in some article, there are advices, on the other hand, some reviews were summaries of the book rather than critics. This difference comes from the difference in purpose of the review. The Review includes lot of advices and opinions for the author of the book or scholar in the area, because obviously in the review, I referred to, there was a message for the author for his improvement. From such a review, I can see relationship among scholars even though the background is different. Moreover, and from a different angle, the study will give scholars a new perspective in reading it. The good point of the review from similar scholarship, they understand the way of research, so they can advise how to make more effective research in the study. On the other hand, the review with summary is written for guiding the reader who is going to read or select books. It is easier to select books for study when I can find detail of books. Therefore, I think scholarship as a conversation have merit in review between similar scholarships and also

different scholarship, then, not only for professional in scholar, but also researcher such as students can join the conversation.

Figure 7.7. Sample two of a Student's Mid-term essay 'Comparative book review'

A third student named Katia Amal Rhoul provided another example of how AUI history class employed the ACRL Framework in their research assignment activities. For the "Comparative book review" midterm assignment, Ms. Katia selected a book titled "Remembering French Algeria: Pieds-Noirs, Identity, And Exile" By Amy L. Hubbell. Aiming at critically reviewing this book, Ms. Katia selected three reviewers, which she deemed best for her unbiased review of Pieds-Noirs's book. As illustrated in the third sample below, ACRL' Frame "scholarship as a conversation" provided Ms. Katia a base support for comparing the three scholarly reviews.

**Sample 3:**

**By: Katia Amal Rhoul**  
**HIS 1301**  
**October 26, 2017**

The book I selected: "**Remembering French Algeria: Pieds-Noirs, Identity, And Exile**" By Amy L. Hubbell

It is very-well known that Algeria has been through the colonization of France for a very long and tough time until the war for independence that lasted eight years and resulted in the departure of approximately a

million former citizens of Algeria from what they considered as their home to France and other countries such as Morocco and Tunisia. This book is about the remembering, as its name implies, of Algeria by the Pieds-noirs who are still nostalgic and consider the North African country as their lost heaven. It also focuses on the efforts they made and are still making to preserve their history and culture. The author, Amy L. Hubbell, suggested in her book that the exiled peoples (The Pieds-noirs in this case) tend to embellish the truth and forget about the real actual state of the country they are longing to go back to (Algeria.)

**Differences and similarities in the perspectives, backgrounds, criticisms, views in the three Reviews:**

Starting by a review made by Dr. Lia Brozgal who studied at Harvard University to obtain her PhD in Romance languages and literatures to become a history professor at UCLA. She wrote three books and many essays on North African literature, and also received six awards including the “Ross Collaborative Research Grant, Center for Jewish Studies” and the “UC President's Faculty Research Fellowship in the Humanities.”<sup>2</sup> In her review about Amy L. Hubbel’s book: “Remembering French Algeria: Pieds-Noirs, Identity, and Exile.” She gave a small definition of the Pieds-Noirs, separating them into two categories: the ones who were considered as the colonizers and had all the power that came with it, and the ones who were treated just like the Arabs. She then explained the difficulty of collecting information about the subject treated in the book without being influenced by the subjectivity of each of the Pieds-Noirs and praised Amy Hubbel for her technique built on attending Pieds-Noirs’ events and interviewing them, and focusing only on the parts she found on different books and movies

that were repeated. Dr. Lia Brozgal highlighted the fact that the author was so concentrated on understanding the Pieds-Noirs point of view on Algeria that she also started forgetting about the actual condition of the country, saying that it was “admirable” to be that self-conscious about botching the part of the book that should have focused more on the contemporary Algeria, but that it was still negative for the book. Finally, Dr. Lia Brozgal thought that the book was incomplete, due to the fact that it didn’t discuss the actual status of the Pieds-Noirs in France’s political fields and the reason they have been supporting the Front National for a very long time.

Passing on to the second review by Dr. Alison Rice, who got her PhD in University of Bordeaux II, France. She is actually working with the Research Development Team at Griffith University, and she got many awards such as the “Mater Star” by the Mater Foundation.<sup>4</sup> In her review about the book, Dr. Alison Rice approves the creative subject that has been treated in the book, saying that Amy Hubbel analyzed that “remembering” in a deep and subtle way while taking into consideration the opinions of individual as well as groups of Pieds-Noirs. Dr. Alison Rice wrote that the subject treated in the book, despite it being mainly about the Pieds-Noirs, can also be applied on other post-colonized contexts. She acclaimed the efforts made by Amy Hubbel with the interviews, analyzes she made to obtain the information necessary to write the book. The focus on how the “Pieds-Noirs” felt vis-à-vis the nickname they were given was also something Dr. Alison Rice eulogized in her review.

Last but not least, the review made by Dr. Anna Rocca who has a PhD in French and Francophone studies that she obtained in Louisiana

State University, Baton Rouge, LA. She wrote many reviews on books about colonialism such as “Writing Postcolonial France: Haunting, Literature, and the Maghreb.” By Fiona Barclay and “Algerian Imprints: Ethical Space in the Works of Assia Djebar and H el ene Cixous.” By Brigitte Weltman-Aron.<sup>6</sup> In this review, Dr. Anna Rocca starts by explaining the research and exploration Amy Hubbel did on the Pieds-Noirs that resulted on the discovery of their “amnesia” concerning the Franco-Algerian war and the effects it had on both of the countries. She then wrote about the explanation that Amy Hubbell gave in her book about the nickname given to the exiled Franco-Algerians saying that the confusion around it amplifies the misperception of the difference between the old Algeria and the contemporary one. Not only that but the word “Pieds-Noirs” doesn’t contain “France” not does it contain “Algeria” and thus, the France consider itself clean by indirectly blaming the Pieds-Noirs about their affiliation with Algeria. Amy Hubbell also based her focus on the art made by the Pieds-Noirs (Writings and movies) to find out about their homesickness, and their desire to go back to their lost-land that can never be satisfied due to the fact that the colonized Algeria no longer exists. Finally, Dr. Anna Rocca compliments Amy Hubbell on her success in analyzing the shared amnesia about the actual state of Algeria that was brought by the strong desire to go back to it saying that the author permitted a better perception of the “suffering” of that community of Pieds-Noirs.

The similarities on the three reviews are as follow: They all praise and compliment Amy Hubbell’s creativity saying that it was the first time an author wrote about the Pieds-Noirs’ point of view about the whole colonization and exile thing in Algeria. They also favor the fact

that she did a lot of research that included the interviews and comparisons with the readings and movies made by some of the Pieds-Noirs themselves. Also, they were all kind of mesmerized by the collective amnesia that the whole community went through when going back to France or other neighboring countries. The only difference I noticed between the three reviews was the fact that only Dr. Alison Rice criticized some of Amy Hubbell's work by saying that her book was incomplete and the subject should be looked upon more profoundly. Dr. Anna Rocca and Dr. Lia Brozgal only complimented the work.

**A collective analysis of the reviews that answers the question: What does the comparison and contrast of these three reviews tell us about “scholarship as a conversation”?**

The comparison between these three reviews helped me understand the “scholarship is a conversation” thing. The fact that three different professionals all agreed on some point in the book and gave some of their own insights creates an illusion of the three reviewers and the author being all seated together around a table discussing the book. The negative criticizing also has its value. It gives more ideas to the author for him or her to create a better work in the future. In this case, Dr. Alison Rice's comment about the book being incomplete and the idea of looking more deeply into the political side of the Pied-Noirs' lives can help Amy Hubbell in the writing of a second book about this subject.

Figure 7.8. Sample three of a Student's Mid-term essay ‘Comparative book review’

#### 7.2.4 Phase Four: “Why did I choose the book that I did?”

Applying the metacognitive approach of “thinking about thinking” or “literacy about literacy” (ACRL, 2015a, p. 2)—which basically helps students understand the way they learn—the next stage of the assignment required history students to reflect together on why they have chosen the book that they chose. The purpose was to determine whether the basic ideas of information literacy discussed in the previous library session were processed and put into action.

**HIS1301 Comparative Book Review:**  
A Practicum in Information Literacy

**The Assignment**

For this assignment, you will have the opportunity to write a short, comparative review of an academic book published in the last twenty years (around 2000-present) related to a topic that interests you and is tied in some way with the course topic of Arabs, Arab identity, or Arab history. This will involve finding three book reviews of the same academic book to offer a comparative/contrastive review.

**The Purpose of the Assignment**

Figure 7.9. Comparative Book Review Assignment

#### 7.2.5 Phase Five: Revising the Syllabus (Final Activity)

In place of a final exam, students were asked to choose a class session from the syllabus and revise it. In other words, the faculty and the librarian designed the final exam part of the class into a final Information

Literacy-based project in which students reviewed the course curriculum. Each student identified a specific class session in the syllabus that he/she thought could be enhanced. Free to choose any portion of the syllabus, they were asked to identify one or two ACRL frames for Information Literacy and showcase how their new class outline embed the objectives of these frames. Like real teachers—their class plan assignments required a title, class objectives, reading materials for students to prepare before class and in-class activities. The goal of the assignment was to have students reflect on the course content, using the concept of information literacy and to give them the opportunity to design the class session that they, as students, would find interesting. The purpose was to show students the ways in which classes are meant to achieve specific goals in acquiring and processing information. Firstly, it demonstrated that ideas and approaches to research are constantly changing and university courses reflect these changes. Secondly, it meant to show them that they were part of the conversation (Bordonaro, 2015). Their interests, research, and ideas were actively shaping the way the course was being taught and would be taught in the future.

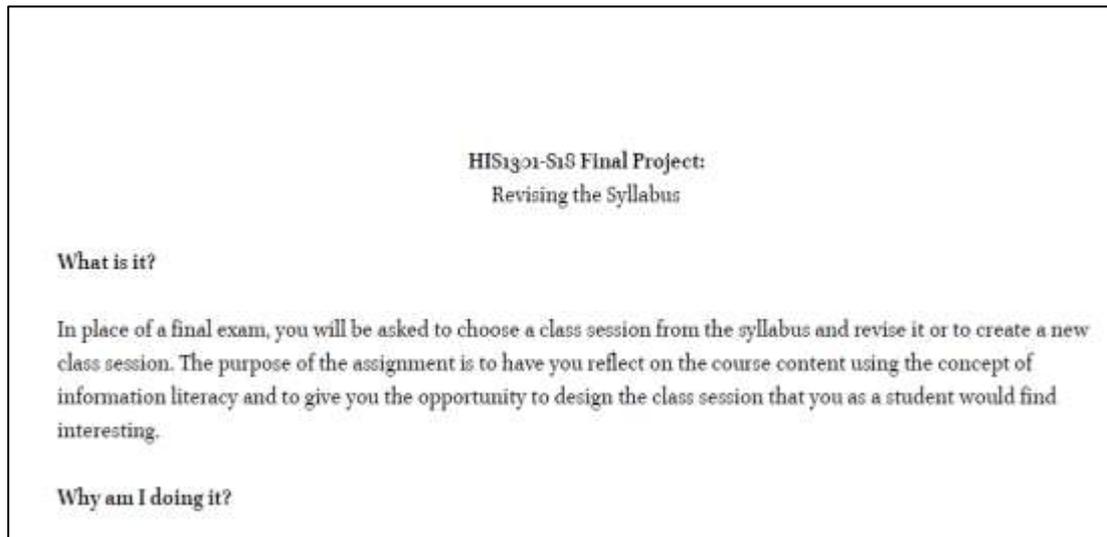


Figure 7.10. Revising the Syllabus Assignment

Many students did remarkable work for this final assignments (see Appendix K, page 240). One especially impressive class plan, which also did a superb job of embedding Information Literacy objectives, was prepared by Ms. Kenza Soufiane, an engineering student. Kenza’s project focused on the development of stereotypes of Arabs in Anglophone comics and cartoons from the 1940s to the present. Her class plan included comic books, video clips, discussion questions, and a worksheet. The goal of her class was to critically examine the use of comic books and cartoons as mediums for producing stereotypes and creating propaganda. Using the ACRL’ Frame “**Information Creation as a Process**”, Ms. Kenza wanted to teach her ‘potential students’ that preconceived ideas about Arabs are not constructed accidentally; instead, they are the product and the consequence of the usage of many methods of propaganda over a long

period of time. The process of creating misleading information about Arabs is not recent, as the comparison between the images shown in the early 40's and those shown in the present-day share a theme about the Arabs. Therefore, her lesson plan achieved its intended learning goals, using **Information Creation as a Process** as an ACRL frame for information literacy for understanding and teaching her students that “*the purpose, message, and delivery of information are intentional acts of creation*”. In addition to this, and by adopting this Frame, Ms. Kenza wanted her ‘potential students’ to develop an increased awareness of **Information Creation as a Process**, identify how it can shape people’s mind over the years, and frame their perspectives (From cartoons to media, the representation of Arabs is the same). Ms. Kenza’s full final project is available here:

**Kenza Soufiane  
HIS1301 F17  
Final Project**

**Class Topic:** Stereotypes: Who are NOT the Arabs?

**Class Plan:**

**1. Title for the class:** How the image of the Arabs depicted in comics and cartoons is changing over the years?

**2. Class Goals:**

**a.** Discuss critically the use of comic books and cartoons as means of producing stereotypes and creating propaganda

**b.** Compare the current representations of Arabs to the ones in the mid-twentieth century

**c.** Discuss how the cartoons and comic books produced by the Arabs for an Arab audience can enhance (or not) the stereotypes

**3. Reading/Video to be Prepared before Class:**

**a.** Students should watch the video: “Looney Toons: Ali-Baba Bound (Porky Pig)”

Link: [https://www.youtube.com/watch?v=esfH-\\_1nhrs](https://www.youtube.com/watch?v=esfH-_1nhrs)

**b.** A few pages selected from two editions of the comic book “Abdul the Arab” are attached, students are required to read them.

The worksheet attached is to be completed by students, in order to examine how the Arabs were depicted and shown in the 1940’s in both comic books and cartoons.

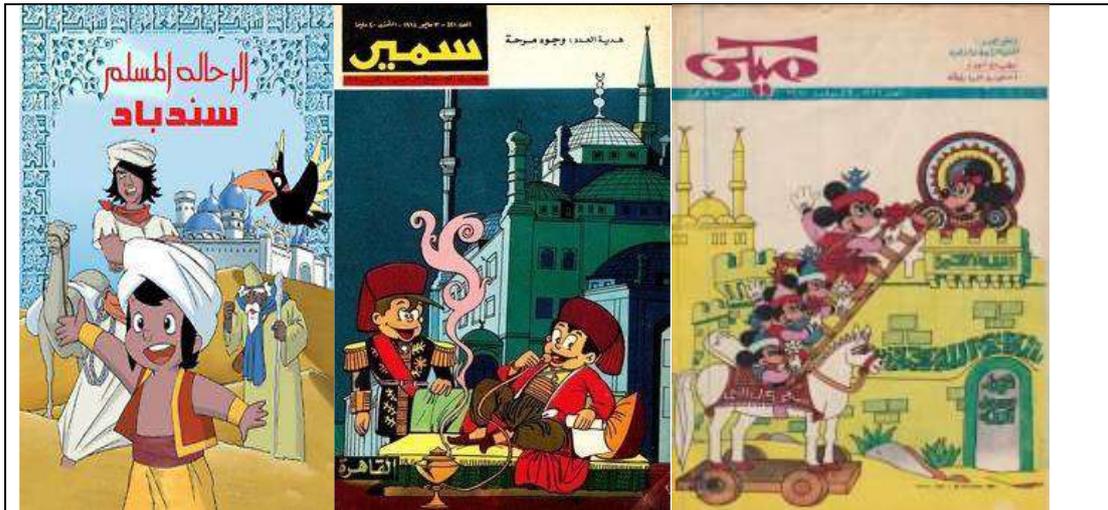
**Description of the in-class Activities:**

**a.** Students compare their responses to “Abdul the Arab” and to “Looney Toons: Ali-Baba Bound (Porky Pig)” analysis in pairs, then the class discusses some questions from the worksheet in group. It will be useful to talk about the common themes in both the cartoon and the comic book, as well as the stereotypes depicted (terrorism, Arab men looking for conquests, ...) and trying to relate the period of creation of such comics and cartoons to the historical events at the same period (beginning of World War II, imperialism in the Arab world, ...).

**b.** Instructor introduces a new question: “From the mid-20th century to the beginning of the 21st century, how do you think the image of the

Arabs depicted in cartoons and comics had changed?” The floor would be then open for a 5 minutes discussion, to gather students’ opinions and experiences related to the cartoons they previously watched or comics they read. After that, a video would be played to the class: “The Simpsons in Marrakech” [Link: <https://www.youtube.com/watch?v=8KqAtVbDCPw>]. Students would be welcome to give their reactions to the video and relate the stereotypes and the pictures depicted about the Arabs and the Arab world in current cartoons, to the ones illustrated in the Looney Tunes cartoon and the comic books. Repeated themes such as the desert, how people look or dress... are to be questioned, and particularly, why this image of the Arabs did not change over time.

**c.** Instructor introduces the last question: “Have some stereotypes been reinforced in cartoons or comics made in Arab countries?” The floor would be open for a small discussion, encouraging students to share their experiences and perspectives related to some cartoons and comics either produced by the Arabs, or produced to an Arab audience. Then, pictures of Arab magazines and comics are projected to the class [below], and students would give their reactions to the pictures:



### Reflections

#### 1. Reflection on the reasons for revising/creating this topic (400-500 words).

As an 'Arab' (Wait, but who are the Arabs?), knowing what people all around the world think of Arabs in general is a must. I really enjoyed watching: "Reel Bad Arabs", and I was hoping we would cover the topic in class. Stereotypes are the easiest things to create. Understanding what made certain pejorative stereotypes and images about the Arabs credible for non-Arabs, is what made this topic appealing to me. I personally encountered many times situations where I was asked questions such as: "You are an Arab? So when you become very religious that is when you become a terrorist?", "Do you dress like that at home or you are normally veiled?", "Is your father married to many women?", "Do you ride camels?". Given that such questions have been asked *ad nauseam*, delving into the roots of the creation of such preconceived ideas about the Arabs is another reason I chose to revise this topic.

I think students would share the same opinion. Being subject to stereotypes and misjudgments is something that many of them have been through. Students would find it amusing to study cartoons, and comic books as a way to depict Arabs for a non-Arab audience, especially that many watch non-Arab cartoons. First, watching cartoons and reading a few pages from a comic book is not a burden, it is a fun way to make them enjoy the topic. In fact, the latter is a current issue. Be it through media, books, the internet or cartoons, students may be interested in investigating more how the world sees people coming from the 'MENA' region. It will also be engaging to question how Arab countries used (or not) the ready-made images about Arabs in general, to produce content not only for an Arab audience but also for a non-Arab one.

This lesson helps work toward exploring some of the factors and means that lead to a propaganda of deteriorative clichés and stereotypes about Arabs. In other words, through this topic, we will be answering the question: Who are not the Arabs? No matter how complicated the answer to who the Arabs are is, the answer to who they are not could be much simpler. Being an Arab does not mean being a terrorist, it does not mean believing in superstitions, living in the desert or riding camels, and it does not mean being a bearded man or a belly dancer woman. Furthermore, going into the stereotypes about Arabs, with no *a priori* historical knowledge, could help us understand and have a more critical look into: Who are the Arabs from the perspective of non-Arabs?

**Which of the ACRL frames for information literacy (maximum 2) do you think your lesson plan achieves? Explain (400-500 words).**

This lesson plan achieves **Information Creation as a Process** as an ACRL frame for information literacy. Information in general, is created to pass on a message and is shared by different means such as media, the internet, stories, cartoons, books, comics, and documentaries. Preconceived ideas about Arabs were not constructed by chance. They are the product and the consequence of the usage of many methods of propaganda over a long period of time. The process of creating misleading information about Arabs is not recent, as the comparison between the images shown in the early 40's and those shown in the present-day share a theme about the Arabs. Despite all the technology, and the development several countries of the Arab world may have witnessed, the image depicted remains the same for more than 50 years, as if time had stopped for the Arabs. There is always a desert, palm trees, superstitions, traditional (exotic?) clothes... For example, we can see how in the Simpsons, Marrakech was pictured as an Arab medieval village, except the airplane which was supposed to depart to Springfield, exhibited as the only advanced transportation mean in Morocco. In fact, comparing how the Arabs were pictured in the 1940's and how they are pictured right now gives a clear idea about how information creation, in our case how Arabs are seen, is a process. Besides, the audience of cartoons and comic books is usually kids and children. From an early age, children are exposed to cartoons, to Disney and kid movies (such as Aladdin), and to books and comics. The latter put them in proximity with a world outside theirs, and expose them to different cultural perspectives. In fact, judgements and pre-conceived ideas start from that age. Children start building some ideas about the Arab world. Later on, media, social networks, books interfere as a significant addendum to such judgements,

and put more emphasis on the stereotypes already created. For instance, because of how news are related, structured, and biased, picturing all the Arabs as terrorists has become a standard normalized concept. Indeed, how the Arabs are perceived by the world is a process that not only started a long time ago, but also targeted individuals of different ages. And that process follows individuals as they grow. Thus, this lesson plan achieves Information Creation as a Process as an ACRL frame for information literacy, not only by proving how an information could be yielded over the years as a proceeding (Comparison between the 40's and now), but also by exhibiting how the information creation process has molded individuals' brains, regardless of their ages, and substantially framed their perspectives (From cartoons to media, the representation of Arabs is the same).

**“How is the image of the Arabs depicted in comics and cartoons changing over the years?”**

**Instructions:**

For this assignment, you are looking at sections from a comic book entitled Abdul the Arab, and a section from a cartoon: Looney Toons. You will need to answer the following questions before class and come prepared to discuss them.

.....  
.....  
.....  
.....

.....  
.....  
.....  
.....  
.....  
.....

1. When were both the cartoon and the comic book created? What historical event(s) did they coincide with? Do you think such cartoons and comics had an influence on the events?

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

2. What are some stereotypes about the Arabs or the Arab world that were depicted in both the cartoon and the comic book? Give at least 2 examples from each. Is there a common theme in both the cartoon and the comic book?

.....  
.....

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

3. What could be the message sent in min 4:40 and from 6:34 to 7: 07, or to what stereotype is the allusion made?

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

4. How does the comic book present Abdul (the way he is dressed, his character ...) compared to non-Arabs?

.....  
.....  
.....  
.....

.....

.....

.....

.....

.....

.....

.....

5. What is being communicated about Arab men in the 4th image on page 5 and the 6th on page 11 of the PDF?

.....

.....

.....

.....

.....

.....

.....

.....

.....

Figure 7.11. Sample one of a Student’s successful Integration of one ACRL Frame (Information Creation as a Process) into Course Final Project Activity ‘Revising the Syllabus Assignment’

Like the student Kenza Soufian, another student named Ibrahim Amazal opted for integrating two ACRL Frames namely (**Scholarship as Conversation & Information Creation as a Process**) into his final project class, which he titled “The crusades from an Arab perspective”. The student Ibrahim wanted to introduce his ‘potential students’ to the history of the Arabs in relation to the crusaders and allow them a chance to understand how the Arab world had changed throughout the Crusades

period. Acting like a real instructor, and in order to effectively impart Information Literacy skills to his students, Ibrahim decided to embed two of the ACRL frames (**Scholarship as Conversation & Information Creation as a Process**). Given that the topic of the Crusades and the Arab World is extremely controversial, the student Ibrahim chose to use “Scholarship as Conversation” as a guiding Frame for entrenching IL skills into his students. For him, the ACRL’s Frame “Scholarship as Conversation” will allow his ‘potential students’ a wider intellectual space for discussing and debating the Crusades from an Arab Perspective. In addition to the ACRL frame “Scholarship as Conversation”, Ibrahim chose to integrate a second frame “Information Creation as a Process”, given the nature of his potential course, which would require his students to conduct meaningful library information research. Ibrahim’s full final project is available below:

**Ibrahim Amazal**  
**HIS 1301 Fall17**  
**Final Project**

I. Class Topic: The crusades

II. Class Plan:

1. Class Title: **The crusades from an Arab perspective**

2. Class Goals:

- a. Introduce students to the history of Arabs in relation to the crusades
- b. To understand how the Arab world changed throughout the Crusades period
- c. Demonstrate the bridge between two different Arabic eras (before 1100 and after 1250)

### 3. Reading/Video/Response to be Prepared before Class:

#### a. Documentary:

The Crusades: An Arab Perspective. (2015, December 28). Retrieved December 05, 2017, from <http://www.aljazeera.com/programmes/the-crusades-an-arab-perspective/>

---

The reason I chose this documentary is because of its rich content and fluid way to deliver information. In other words, students are not going to be bored or overloaded with the amount of information they will receive. Furthermore, the events throughout the period we are interested in are well and deeply discussed since the documentary bring famous historians and experts to the scene to explain and tell the story.

#### b. Response:

After reading and watching the documentary, the next task I would assign to students is to write a short response in which they reflect their understanding of the topic and also provide a question that they have while going through the documentary.

### 4. Description of the in-class activities:

#### a. Overview

As a Professor, I would first start the class by providing a brief overview of the Crusades and Arab history to make sure that all students are in track since I know that not all of them are going to watch the documentary.

b. Discussion

In order to guide the discussion, I will provide small sheets that contains multiple questions which they can answer as groups of four to five max, then we discuss the questions as a class. This method is used in the Introduction to the Islamic civilization course with Professor Paul Love. I chose a number of four to five people maximum because that's the number at which students feel more comfortable and tend to show more commitment and engagement toward the course material; this is of course from my own experience as a student. Concerning the question on the distributed sheet, they will be generated by the students themselves through the second home assignment and I will be only inserting the ones that I think they will be generating a valuable and critical discussion in a way that fits the class' goals.

c. Worksheet in class

This activity will be done by the end of the class and this will enable students to establish a strong position and information toward the topic and the worksheet is the following:

**Crusades from an Arab Perspective: Worksheet**

1. How do you think the Crusades Affected the Arab world? Explain.

.....

.....

.....

.....

.....

.....

.....

2. Give at least three example of the major factors that contributed to the failure of the Crusades? (It can be in form of people, natural, economic situation etc.) Explain how their contribution was illustrated in the documentary.

.....

.....

.....

.....

.....

.....

.....

.....

3. How can compare and contrast the current situation of the Arab World then and now?

.....

.....

.....

.....

.....

.....

.....

.....

III. Reflection on the reasons for adding this topic:

a. Why did I choose to create this topic?

The reason why I choose to add this topic to the existing one which is the fifth chapter (Crusades, Mongols and ottomans) is that I believe that the Crusades Topic is very interesting and important. The way the class covered superficially this theme was insufficient and sad for students since we were very excited about it when we first saw the class' title.

However, this does not mean that the previous content must be deleted. In fact, it should be kept and adjusted to fit with this plan. Another reason that supports my choice is that students feel bored when they just listen and learn while this plan encourages them to discuss and build their own knowledge and understanding of the Crusades events and their sequences; but do not delete the “and he flew to Morocco [...]” part.

b. Why did I think students would find this interesting?

The reason why I do think students will find this interesting is because of how they reacted to the small part mentioned in our course about the crusades. And also because of the position the Crusades is taking in people’s mind; it is considered a sequence of events that are very crucial and decisive for at least the Arab world’s future. Besides that, since I am currently a student and I talk to others, I know that we are more interested in topics about wars etc. I don’t know the reason behind this specific interest but we can give an example. If we ask a youngster to choose between two documentaries, the first one about a normal story of the improvement of a specific country throughout a period of time while the other one contains a lot of action such as wars and heroic aspects that are discussed such as Saladin; I am sure that at least 90% will go for the second one. In brief it is not only about how the content is interesting but also how the content is entertaining which will positively eliminate the boredom in the classroom’s atmosphere. This is used also in advertisement and called entertainment, so why not using it as a strategy in the History class to make students more motivated and excited toward the course’s material.

c. What does this lesson do to help work toward an answer to the course question?

‘Who are the Arabs?’

This added part will help a lot to provide a final answer to the question: Who are the Arabs? I believe in that since this part will provide students with a lot of knowledge that will enable them to form a logical bridge between the situation of Arabs before Crusades and after it. Moreover, they will understand how famous leaders that are not Arabs contributed to the Arab world in multiple ways such as Saladin who is a Kurdi and Qalawun. Besides, the Crusades’ analysis will provide a deep understanding of the Arab World structure which is mainly covered by the documentary since the pope of the Latin Church tried to understand the heart country of that Arab World. The next point that I think it will be useful is how this topic clashes both the term of Islam and Arabs which will push students not only to understand each one of them but to think critically and deeply about them in order to have a clear distinction between the two which is very important since being a Muslim does not automatically mean being an Arab.

IV-short explanation of how this works toward achieving one of the ACRL frames for information literacy

I am sure that this part will be able to achieve two of the ACRL frames, the first one is “**Scholarship as Conversation**”. The reason why I think so is that the topic we are discussing here is very controversial; in a way that there are different existing perspectives to tackle this historical period of time. That is why I chose that the title should be Crusades from an Arab Perspective. Students will definitely have some sort of ideas

gathered from elsewhere which are not necessarily Arab sources. This final point will create some sort of iceberg of information that students will need to be surpassed by understanding the different perspectives of the topic, interpretations and trying to provide rebuttals based on each one's understanding of the topic. The Documentary here plays a very important role here not only since it provides important information but also due to the community of scholars that are showed in. Each person has their own ideas which always results in an intellectual conflict that shapes our ideology and way of evaluating things.

The second ACRL frame that I added to the topic is achieving **“Information Creation as a Process”**, which might be too difficult to recognize at first sight, but when you take a second look on the assignments required for this specific class, you will notice that the student is going through several steps in order to provide a final information as an answer to the worksheet's questions. Information Creation as a process refers to the development of how a received information is going through in order to become a final output. Students are first required to watch a documentary which will load them with a big amount of information and this will cause a positive critical thinking. Then the second part is to discuss the topic in class by following the questions provided on the distributed sheets. This activity will raise a lot of questions that will mainly emerge as a result of the debates that will occur during class. The final step which is the most important is to answer the questions on the worksheet. Which will make sure that each student in the class was able to create a final and stable information concerning the topic discussed.

I believe that these two frame are related to each other since the **Scholarship as Conversation** has a very important role in order to achieve the second frame which is **Information Creation as a Process**.

Figure 7.12. Sample two of a Student’s successful Integration of two ACRL Frames (Scholarship as a Conversation & Information Creation as a Process) into Course Final Project Activity ‘Revising the Syllabus Assignment’

In the same vein, another student named Himmich Oumaima designed her final project class assignment to examine and understand The League of Arab States, using the ACRL Frame “**Information has Value**” to develop student learning outcomes, and apply information literacy skills when dealing with information, particularly in history and politics, which requires deep critical thinking as a form of interpreting and investigating information. For the student Oumaima, her students should complete the critical reasoning process, which will subsequently allow them to understand the complexity of Arab governance mechanisms and hence have a better representation of the world they are part of. Additionally, Oumaima’s potential students would ultimately realize that the sources of information are equally important to information itself. Oumaima’s full final project is available below:

**Himmich Oumaima**  
**HIS1301**  
**Final Project**

**Class Topic:**      The League of Arab States: Contrasting Perspectives

**Class Plan:****1. Title for the class:**

“To What Extent Did the Arab League Achieve its Initial Stated Goals”?

The idea is to compare Arab countries’ presentation of this regional organization purposes to its actual accomplishments. In fact, there is a huge gap between formally discussing Arab issues to come up with theoretical potential solutions and executing effectively plans to remedy the situation. Attempting to provide possible explanations to why such a breach in this Arab intergovernmental association is to be expected during the class discussion.

**II. Class Goals:**

- a. Introduce students to an example of Arab coalition so that they build a documented opinion on the relevance of Arab decisions.
- b. Demonstrate the paramount importance of considering divergent views when evaluating the legitimacy of Arab League’s governance fundamentally because opposing perspectives is a critical thinking skill.

**JJ. Reading/Video to be Prepared before Class:**

The League of Arab States - 70 Years of Joint Arab Action

**LINK: <https://www.youtube.com/watch?v=uhK69pk3Zjg>**

2. Students examine the highlighted sections from the book *The Successes and Failures of the League of Arab States* by **Roberto M. Rodriguez**. (2011) (ISBN: 978-1-105-12413-6) [attached].

They will use the accompanying worksheet [attached] to compare Arab countries' own perception of their union, including the organization's initially defined functions, versus the actual facts that prove the failure of the League of Arab States in attaining its primary objectives.

#### **4. Description of the in-class activities:**

- a. The instructor draws the following table on the board: This table is to be filled by the students in interaction with the instructor. Each time a student comes up with an argument, he will be asked to justify it by providing examples from either the reading or the video. While filling the table, students may disagree with their classmates creating a class discussion. An answer to the class title ("To What Extent Did the Arab League Achieve its Initial Stated Goals?") is expected to emerge out of this table.
- b. Once done with the table, a new question (written on the board) is introduced to the class: "How did the Arab League embody the Arab movement and participate in shaping the Arab identity?"

By investigating this question, students are supposed to link the first discussions on Arab identity with the establishment of the first official Arab unifying organization that is the Arab League.

### **Reflections**

#### **1. Reflection on the reasons for revising/creating this topic (400-500 words).**

Because the League of Arab States is the first concrete organization of national Arab systems, it is the culmination of many years of assessment and reflection by Arab thinkers. Thus, the class requires background knowledge on Arab desire to unite. In fact, this class is to be scheduled after dedicating a session to Arab identity where students reach the conclusion that Arabs have a common will to rally their efforts and combine them to meet shared interests. The topic is designed for students to confront Arabs' conceptualization of the League with the actual implementation of it. Aspiring to unify Arab States doesn't guarantee a solid efficient coupling of their power towards the completion of common goals. So, the topic was created to provide students with a clear image of how a regional Arab union really works and the matters it is supposed to be dedicated to what I hope students would find interesting is the discrepancy between the actual Arab association and the concept of an Arab union. Understanding the difference between ideals and reality is a class outcome. Also, this topic could be linked to the interpretation of several contemporary events as the US recognition of Jerusalem as capital of Israel. Arab League's

primary concern was the liberation of Palestine meaning that this organization was supposed to ensure that Palestine will regain full control of its territory which has been proven to be a complete failure. Further, the topic brings many new key elements into the big picture of the Arab Spring. Arab leaders' failing governance within their organization partially explains why series of revolutions began in the Arab world. The authoritarian narcissistic general character of some of the Arab kings, presidents and leaders appears clearly through their decisions regarding crucial Arab issues.

For what it comes to answering the course question: 'Who are the Arabs?' this lesson offers a new approach. It presents how Arab countries define 'being Arab' and what they consider as their duty. More precisely, how Arab leaders perceive themselves and the roles they assign to themselves within the Arab world. This class puts the course problematic in perspective by demonstrating that there is no exact unique response to it. In fact, the answer is very relative and depends strongly on the viewpoint adopted. Through the entire semester, students realize progressively that the course is not about providing an exact answer to the central question stated at the beginning but rather about showing how complex it is. Introducing the Arab League will add some confusion to the general class discussion about "Who are the Arabs?" since there is an undeniable large distance between how Arab Leaders define 'being Arab', how Arab peoples understand 'being Arab', and who Arabs actually are.

**2. Which of the ACRL frames for information literacy (maximum 2) do you think your lesson plan achieves? Explain (400-500 words).**

*The selected ACRL frame for information literacy:* **Information Has Value**

As stated under this ACRL frame for information literacy, information serves different valuable purposes including influencing people's opinions and helping them understand the world they live in. It is also mentioned that information is submitted to a multitude of external pressures from legal and socio-economical entities. By suggesting both a video produced by the Media and Communication department of the Arab League and a reading that criticizes the content of the video, it becomes obvious that information can be manipulated and modeled to shape facts and express personal convictions. Thus, when students are asked to compare and analyze information, they are creating additional valuable information in their own. By contrasting perspectives and confronting ideas as proposed in the class plan, students would realize that dealing with rough information, particularly in history and politics, requires critical thinking which makes information only useful if interpreted and investigated. When a learner faces information, he chooses to whether select it or not and to whether comply with the author's vision or not. After watching the video, students may consider it as propaganda presenting Arab leaders as heroes while they stifle their peoples' voices. This idea will be reinforced by the reading where the author, Roberto Rodriguez, describes the Arab League as a masquerade. Once students complete the critical reasoning process, they will become aware of the complexity of Arab governance mechanisms and hence

have a better representation of the world they are part of. Moreover, students are guided to notice that the sources of information are equally important to the information itself. In fact, identifying the producer of the video (Media and Communication department of the Arab League) indicates that the video was directed by the members of the League to present the league itself. What other than a praise of the League might be expected? Sources reveal the credibility of information and indicate if it can be trusted. Besides assessing the reliability of a source, while filling the arguments table, students will unconsciously link the information they already have on Arab independence movements and the Israeli-Palestinian conflict with the video and the reading contents at their disposal. Further, the class session will end by a discussion on “*How did the Arab League embody the Arab movement and participate in shaping the Arab identity?*” which will lead students to draw parallels between previous class discussions on Arab identity and the present class topic. Relating existing knowledge to new information is a practice learners need to acquire to develop their information literate skills.

1. Who/what made the video? What is its purpose?

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

2. From the video, how do Arab countries define ‘being Arab’?

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

3. Who came up with the idea of forming an Arab League and *why*?

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

4. What are two of the main intended functions of this Arab organization?

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

5. From the sections assigned for reading, did the Arab League succeed in achieving its primary goals? Provide at least one specific example.

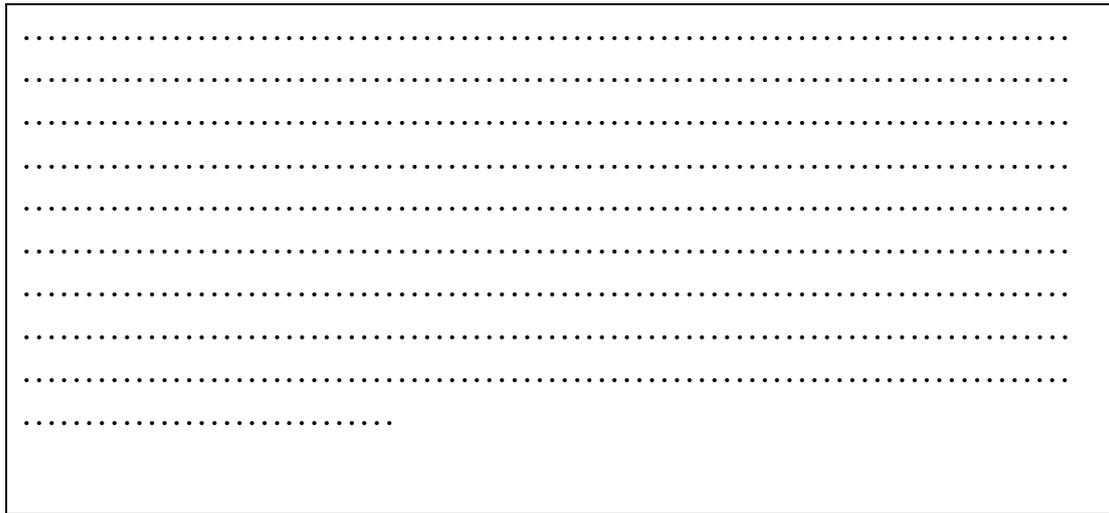


Figure 7.13. Sample three of a Student’s successful Integration of one ACRL Frame (Information has Value) into Course Final Project Activity ‘Revising the Syllabus Assignment’

### **7.3 Post-Assessment Phase: Focus Group Survey Description,**

#### **Analysis and Results**

To further assess the impact and the benefit of integrating the ACRL Framework into a taught disciplinary course at AUI, a survey questionnaire was distributed to all participating students at the end of the AUI-Co-Design experience. The survey questionnaire consisted of nine questions. One hundred seventeen (117) students answered the survey for a response rate of 100 %. The purpose of the final survey was to gain a clear understanding of how important Information literacy was to empowering the academic performance and enhancing the research skills of AUI students. The analysis and results of this survey are provided in the following section.

## 7.4 The Post Assessment Survey (Quantitative & Qualitative)

### Q1: Participants' gender analysis.

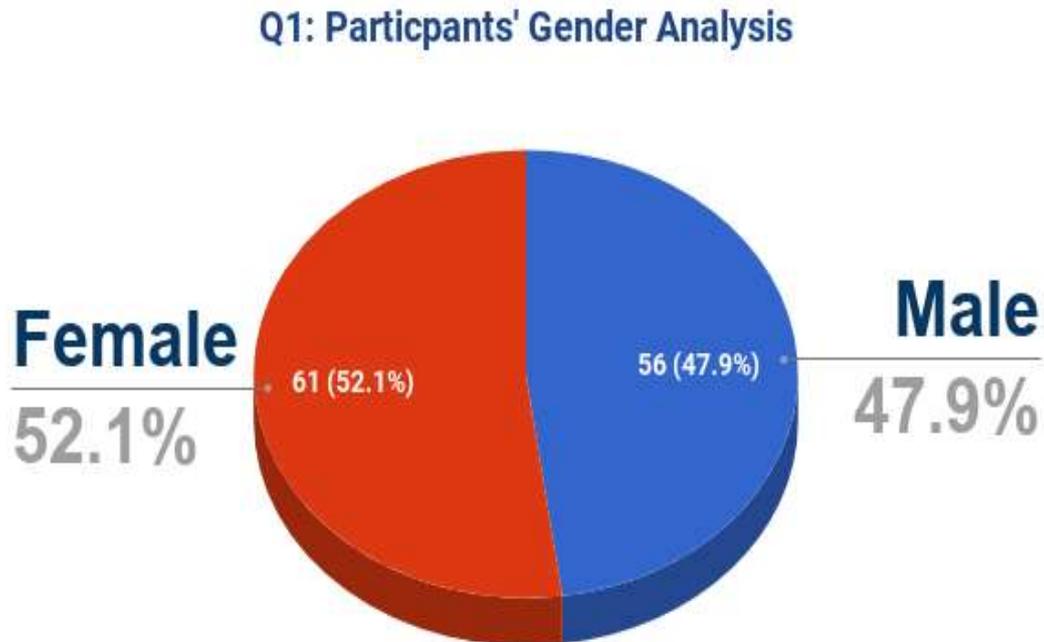


Figure 7.14. Participants' Gender Analysis

**Analysis:** The distribution of the respondents by gender is shown in Figure 1. Out of a total of 117 respondents 61 (52.1%) were females while 56 (47.9%) were males.

### Q2: Class Rank

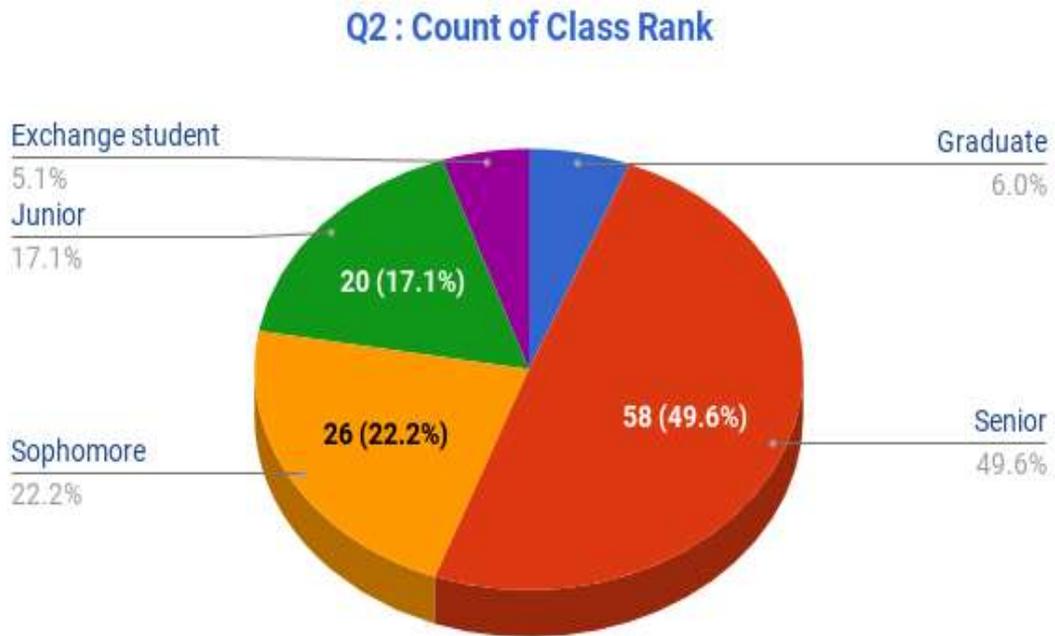


Figure 7.15. Count of Class Rank

**Q3: Before starting my courses at AUI, my Information literacy research skills were:**

Count of 3) Before starting my courses at AUI, my Information literacy research skills were:

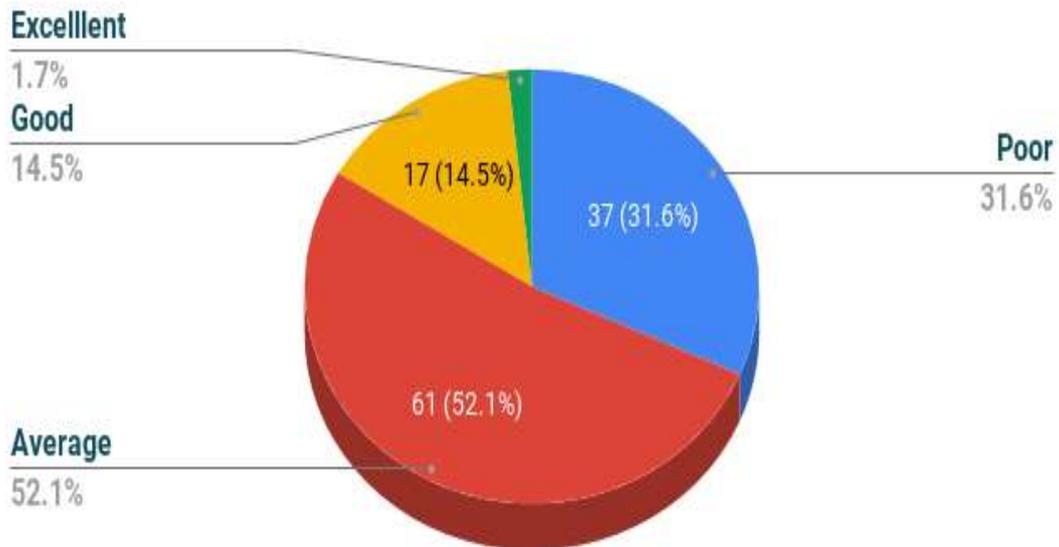


Figure 7.16. The Level of IL Skills prior to attending the Co-Design Pilot Project

**Analysis:** As indicated in the graph above the majority of the participant (52.1 %) agreed that their level of Information Literacy prior to starting courses at AUI were average while only one respondent reported having superior proficiency in Information Literacy skill prior to commencing courses at AUI. The results regarding the level of information literacy knowledge possessed by the participating students indicated with broad evidence that there is a substantial need for increasing Information Literacy education among Al Akhawayn University students.

**Q4: Do you think the AUI Library Information Literacy training sessions were of any value to you?**

Count of 8) Do you think the Library's Information Literacy Instruction program is relevant and should be offered to all AUI students?

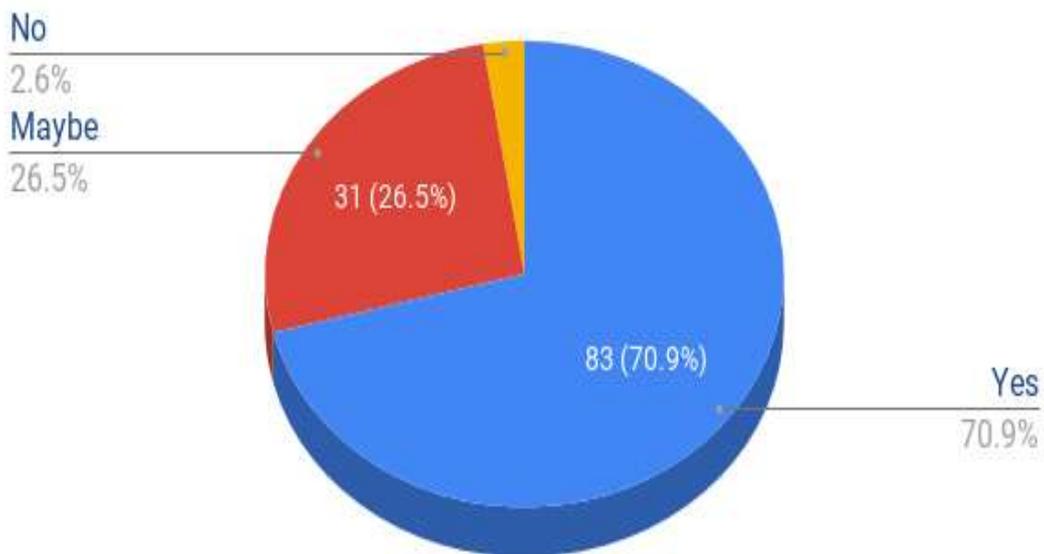


Figure 7.17. The Value of Information of Literacy to Students at AUI

**Analysis:** 83 students (70.9%) stated that IL support activities were very extremely valuable to their studies and research activities.

**Q5: I will use what I learned from the AUI library Information Literacy Instruction session(s) in my assignments and research activities.**

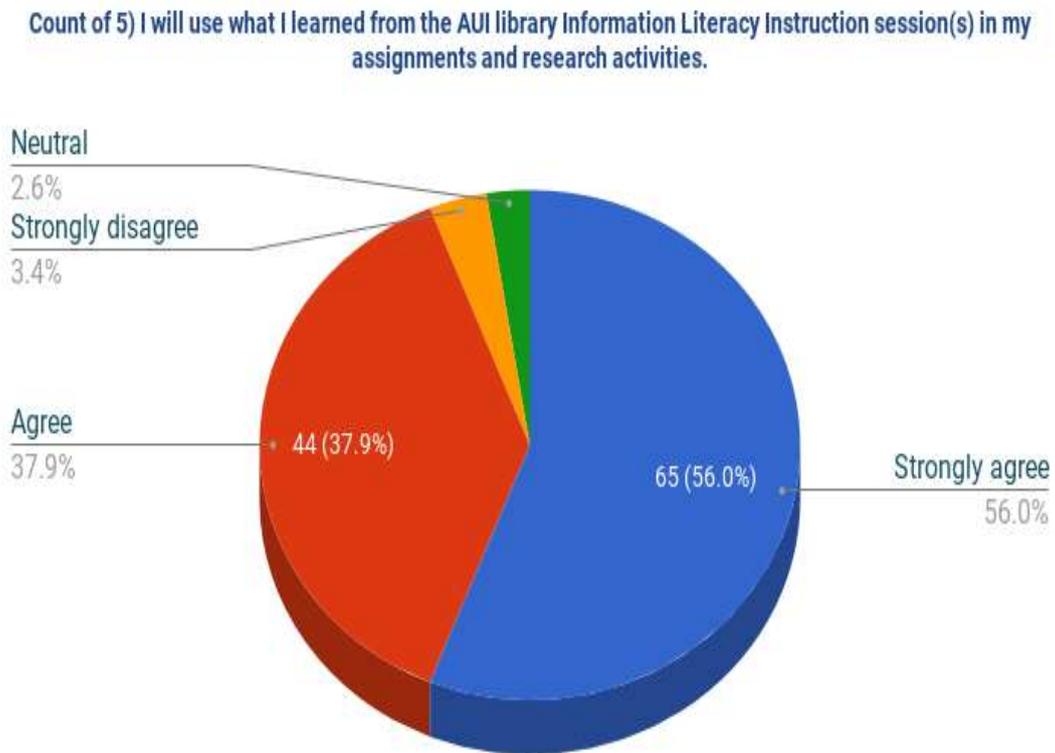


Figure 7.18. Usefulness of Information Literacy Instruction in Class Research Activities

**Analysis:** Question 5 sought to find out from the participating students whether Library Information Literacy Instructive sessions served any significant importance to their assignments and research activities. 109 (93.9%) students either agreed or strongly agreed that the Library Information Literacy Instructive sessions were very useful to their research activities.

**Q6: What I learned in the AUI library instruction session(s) will support me in my assignment(s) and research activities.**

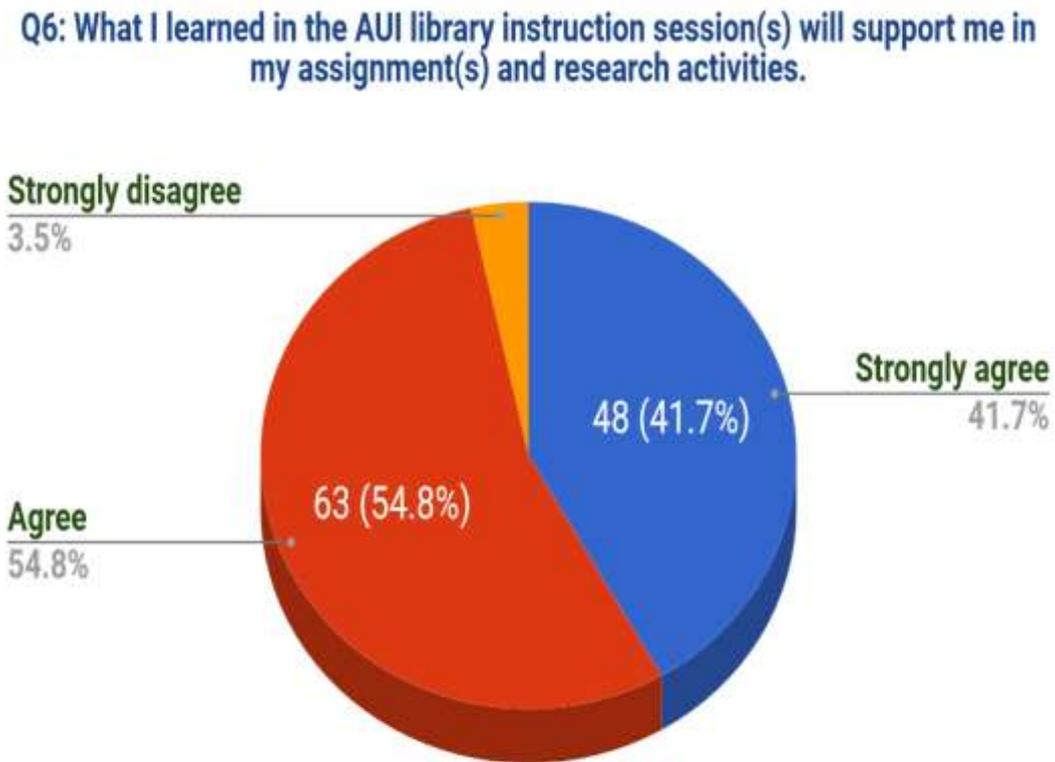


Figure 7.19. Learning Outcomes from Library IL Instruction Sessions

**Analysis:** While (96.5%) 111 students either agreed or strongly agreed that the Library IL instructive sessions were extremely important their research and academic activities, only 4 students (3.5%) disagreed with this statement.

**Q7: After participating in the AUI Library Information Literacy Instruction sessions, I am more likely to use the library for my academic research.**

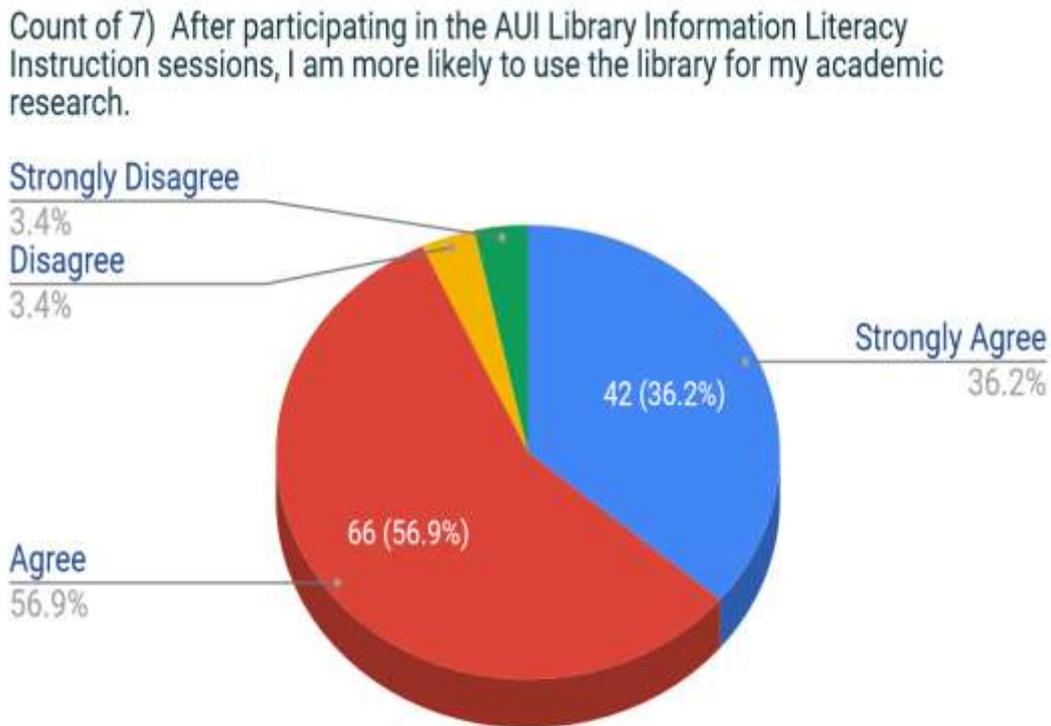


Figure 7.20. Assessing the Likelihood of Using Library Resource after attending IL Instructive Sessions

**Analysis:** Most students (93.1% or 108) either agreed or strongly agreed that that they will certainly use library for their studies while only 8 students (6.8%) reported that their participation in the Library’s organized IL programs had no significant influence on their library research activities.

**Q8: Do you think the Library's Information Literacy Instruction program is relevant and should be offered to all AUI students?**

Count of 8) Do you think the Library's Information Literacy Instruction program is relevant and should be offered to all AUI students?

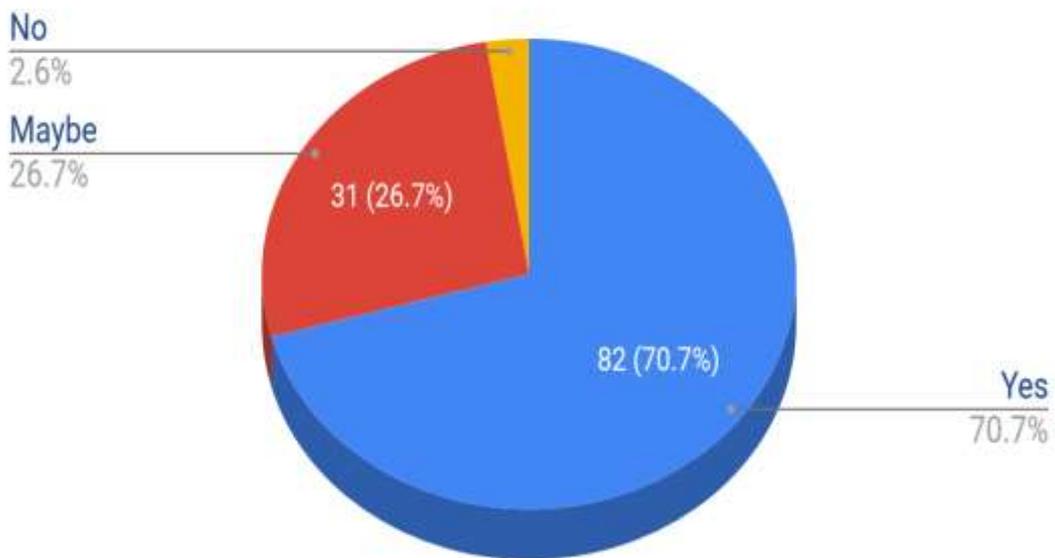


Figure 7.21. Assessing the Likelihood of Using Library Resource after attending IL Instructive Sessions at AUI

**Analysis:** 97.4% of the respondents confirmed that the university's IL program is extremely relevant to their studies and that it should be fully integrated into the university wider-curriculum.

**Q9: Overall, do you feel that the library Information Literacy workshops increased your confidence about doing effective research?**

Count of 9) Overall, do you feel that the library Information Literacy workshops increased your confidence about doing effective research?

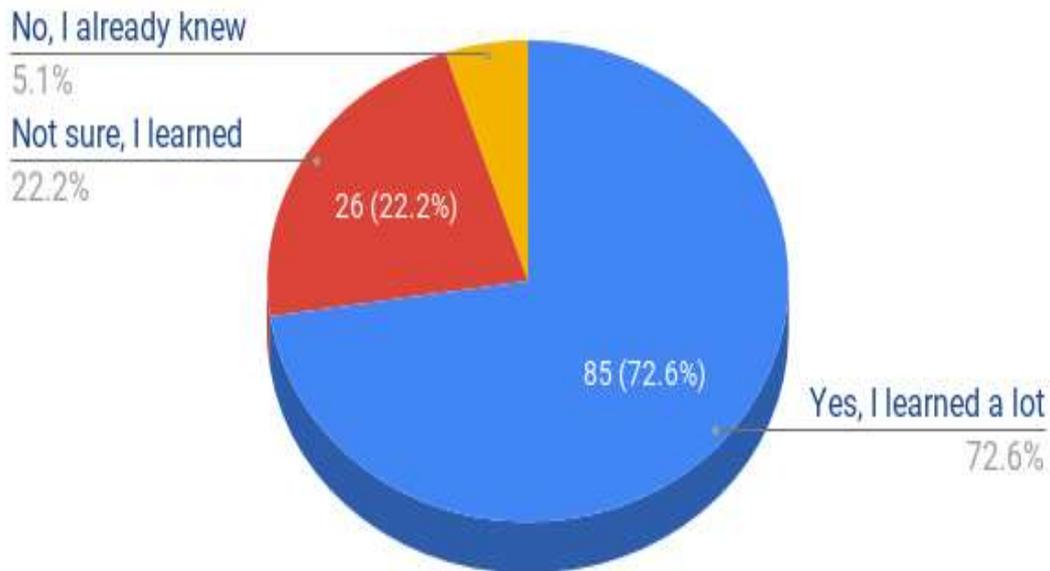


Figure 7.22. Confidence Level in Conducting Research after Attending AUI IL Instructive Sessions

**Analysis:** 111 (94.8%) of the respondents confirmed that the Library IL sessions increased their confidence about doing effective research, while only 6 students (5.1%) of the respondents stated that they did not need any IL support- and that they knew everything that was taught.

### 7.5 Interpretation of the survey results

The analysis of student responses to the survey revealed that the majority of respondents confirmed that the Co-Design IL experience was extremely beneficial to their research activities. Based on the survey

response answers, the respondents confirmed Library IL workshops increased their confidence about doing effective research; and that the university's IL program is extremely relevant to their studies. The study, also, revealed that when faculty and librarians partner to integrate IL skills into courses, they have the power to successfully bring the library into the classroom through genuine conversation on academic research(Hicks & Lloyd, 2016, p. 142).

## **7.6 Summary**

Chapter seven has chronicled the phases in which the Information Literacy Co-Design pilot project developed. The next, final chapter draws some conclusions about the success of the AUI collaborative project to achieve Integration of Information Literacy, discusses the recommendations emanating from this Moroccan academic experience and suggest future directions for research in this field of study.

## CHAPTER 8

### CONCLUSION, DISCUSSION, IMPLICATIONS AND RECOMMENDATIONS

#### **8.1 Introduction**

This chapter provides a summary of the findings generated from the seven previous chapters, and shows how information literacy was integrated into the curriculum through faculty-librarian partnership. Also, this chapter addresses the research main question “The Role of Information Literacy in Higher Education” through a discussion of the results reached, the final survey as well as the Co-Design faculty-librarian collaborative teaching approach. Recommendations for future research are also provided. The summary of the findings is based on chapter 7 which described the process of the AUI Co-Design Information Literacy integration and presented the outcomes of this academic experience.

The goal of this doctoral study was to explore the role of Information Literacy in higher education, particularly in the context of Morocco. The study further described a unique Information Literacy (IL) class delivery for a core disciplinary humanities course at Al Akhawayn University in Morocco, and described the Co-design and implementation process, during which a Faculty and a Librarian parented to integrate two ACRL Frames

as learning outcomes into the syllabus of a history course throughout the Fall 2017 semester. This chapter provides a summary of the topics discussed and responses to all the questions that this doctoral study addressed:

1. How important and relevant Information Literacy to higher education, particularly in the context of Morocco.
2. How Information Literacy teaching at Al Akhawayn University in Morocco can enhance student academic success and increase their usage of library resources?
3. How a unique co-teaching experience of Co-Design and integrating ACRL's Framework for Information Literacy for Higher Education into the curriculum has substantially enhanced the academic performance of observed history classes of 117 students?
4. How faculty-librarian collaboration can foster information literacy education and improve student achievement, with library support?
5. How the ACRL Framework has substantially improved the observed students' academic performance throughout the course of the Fall 2017 semester?

## 8.2 General Summary and Results

For Al Akhawayn University, the study added an initial opportunity to consider establishing Information Literacy intended learning outcomes and measurable assessment tools based on the ACRL's Information Literacy Competency Standards for Higher Education. The focal objective is to upskill students' information literacy competency, using international standards. Using a co-teaching collaborative approach, while guided by ACRL's Framework for Information Literacy for Higher Education, the faculty and the librarian managed to integrate two Frames of the ACRL Framework for Information Literacy in Higher Education as learning outcome(s) into the syllabus of HIS1301-002 course at AUI. It also showcased the value of collaboration between faculty and librarians as a key strategy for fostering and reinforcing information literacy competencies in students. The finding of this doctoral study as well as the survey results supports the definition of the ACRL's updated definition of information literacy as *“the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning.”*(*Framework for Information Literacy for Higher Education*, n.d.-a, p. 4). Additional benefits of the study include the following:

### **8.2.1 For the Librarian**

From the perspective of the librarian, the current Co-Design Information Literacy integration study allowed him a valuable insight into selected Moroccan students' perception of Information Literacy, and how the ACRL Framework has substantially improved their academic performance throughout the course of the Fall 2017 semester. He learnt that teaching information literacy in Morocco entails not only enhancing students' information literacy skills, but also accentuating information literacy as a critical key to research within any subject area. In the same vein, the AUI-IL-Collaborative Co-design experience proved to be an effective mechanism to achieve integration of information literacy, while also engaging students to embrace the essence of the ACRL standards (Scott, 2017). This study provided another evidence that when faculty and librarian collaborate to teach information literacy, they substantially enhance students' research skills. It also provided an initial theoretical debate about the teaching of information literacy in public Moroccan institutions of higher education.

### **8.2.2 For the University Teaching Faculties/Professors**

The results of this study will immensely encourage more teaching faculty members to collaborate with librarians in fostering a university

culture of integrating Information Literacy skills into the curriculum at Al Akhawayn University and Morocco at large. The success of the current faculty-librarian collaboration is also evident from the continued collaboration and sustained relationship cultivated between AUI Library and the School of Humanities and Social Sciences, as well as other academic schools/centers and faculty members. In this regard, the result of this collaborative journey revealed that other university faculty members were impressed with the outcome of the previously described co-teaching experience. To explain, and following this successful academic experience, the librarian reported receiving several requests from other AUI faculty members who either wanted to learn about the process of the Co-Design teaching project; or just wanted to redesign their courses, using the ACRL Framework for Information Literacy as guiding document for entrenching Information Literacy competencies in their students. A case in point, which he [the librarian] considers as the best evidence for the success of this AUI-faculty-librarian collaboration experience, is when he received a request at the end of the Fall 2018 session from another humanities faculty member to develop and implement a new faculty-librarian partnership, aiming this time to embed Information Literacy skills in (INS 5391– Capstone Thesis Seminar) course during the subsequent Spring 2019 session. Having previously heard about the success of the Fall 2017

Library-SHSS-Co-design-IL collaboration model, Dr. Katja Žvan Elliott<sup>12</sup>, an Associate Professor in North African and Middle East Studies, approached AUI library with a new request for developing a semester-long faculty-librarian partnership to guide her 10 capstone students through their theses development and research projects. Accordingly, and following several meetings and email exchange with Dr. Katja (see Appendix L, page 249), the university library managed to establish a new Faculty-Librarian team-taught course (see Appendix M, page 257), focusing this time on teaching Information literacy concepts research methods, and online citation tools for her 10 capstone students. This newly established Faculty-Librarian IL partnership with Dr. Katja is still vigorously going on till the writing of these lines. The table below lists all IL workshops that have been offered so far to Dr. Katja's capstone students over the spring academic session 2019.

---

<sup>12</sup> Dr. Katja Žvan Elliott is an Associate Professor at the School of Humanities and Social Sciences at Al Akhawayn University in Ifrane:  
<http://www.aui.ma/en/directory/people.html?itemid=411>

Course	Faculty	School	Date	Time	Workshop	Librarian	Location	Attendees	Enrolled St
INS 5591- Thesis seminar	Dr. Katja Žvan Elliott	SHSS	Thursday, January 24, 2019	9:30-10:50	Workshop #1: Introduction to Information Literacy	Librarian	MLC	10	10
SSC 3316 Gender, Politics and Society (Capstone course)	Dr. Katja Žvan Elliott	SHSS	Thursday, January 31, 2019	9:30-10:50	Workshop #2 Library E-Databases Search Strategies	Librarian	MLC	10	10
SSC 3316 Gender, Politics and Society (Capstone course)	Dr. Katja Žvan Elliott	SHSS	Thursday, February 7, 2019	9:30-10:50	Workshop #3: Citation tools Zotero and EndNote	Librarian	MLC	10	10
SSC 3316 Gender, Politics and Society (Capstone course)	Dr. Katja Žvan Elliott	SHSS	Thursday, February 14, 2019	9:30-10:50	Workshop #4: Library EBook Training	Librarian	MLC	10	10
SSC 3316 Gender, Politics and Society (Capstone course)	Dr. Katja Žvan Elliott	SHSS	Thursday, February 21, 2019	9:30-10:50	Workshop #5: Recap on information literacy + Overview of the 6 ACRL Framework for Information Literacy	Librarian	MLC	10	10

Figure 8.1. List of IL Workshops that were offered to Dr. Katja Žvan Elliott's Capstone students during spring 2019.

### 8.2.3 For Students

I believe this educational experience has succeeded in highlighting for select AUI students the importance of information literacy in higher education and the role of AUI Library and its librarians in their educational goals. The findings of this research study will certainly buttress the importance of information literacy among Al Akhawayn University students. It will provide them with a comprehensive overview of the usefulness of Information Literacy in enhancing their academic performances. Additionally, it will allow them [students] an opportunity to hone their research and critical thinking skills and better comprehend the importance of Information Literacy skills when studying university courses.

### **8.3 Faculty and Librarian: Collaborating for Student Success**

I, also, believe that this collaborative IL integration Co-Design was successfully implemented and achieved its intended objectives. The six IL workshops that were successfully embedded into the Arab History course at AUI were extremely beneficial to students since they allowed a greater involvement among students, the teaching faculty and the librarian. Aware that an ‘isolated’ Information literacy workshop intervention will not bear satisfactory results since it covers just enough basic skills to conduct academic research, the ultimate objective from the AUI-Co-Design-IL experience integration model was to allow students to deeply probe into their research subjects, and develop the necessary research skills and conceptual processes required for lifelong learning and career enhancement. These goals can only be achieved through a solid partnership between faculty and librarians, using a well-designed IL integration instruction model that allow a greater space in terms of involving students to become more committed to their research activities.

### **8.4 Limitation of the Study**

While this case study demonstrated evidence that faculty-librarian collaboration is an effective pedagogical method to educate students in information literacy skills, and upskill them with high research

competencies, leading to their overall academic success, the results described in this study still awaits further research and validation by future researchers. I must also emphasize that the findings of this study do not adequately prove that the current faculty-librarian collaboration experience is the chief responsible for the obtained results, but they, nevertheless, indicate that the majority of the observed students consider information literacy an important skill in their academic lives, and that it should be extended and integrated into the university's wider curriculum to achieve similar impact. Ultimately, and given the context of this doctoral study (Morocco), the outcomes of this experience will, I hope, benefit Al Akhawayn University, in particular and other Moroccan universities in their future endeavors to integrate and teach information literacy to Moroccan students. The findings of this study could serve as a guide for developing future faculty-librarian partnerships at Al Akhawayn University and other Moroccan institutions of higher education.

### **8.5 Future Research Directions: Recommendations**

Because this study revolved around the idea of embedding information literacy into Higher Education Curriculum and the importance of faculty-librarian collaboration to achieve integration of information literacy, further research is required, particularly in the Moroccan context,

to support and promote the teaching and learning of information literacy in intuitions of higher education—and rethink the role of Moroccan libraries and librarians—in supporting genuine research practices in higher education. Finally, I really hope this doctoral exploratory study will open new avenues for further research in the field of Information Literacy education in Morocco. Further research may include expanding the study to include more students and faculty members from various school at Al Akhawayn University and other Moroccan universities as they were not included in this doctoral case study. I also suggest further research in assessing the Information Literacy skills of Moroccan Master's and doctoral students in different Moroccan universities.

## **8.6 Conclusion**

"Alone we can do so little; together we can do so much." (Quotation by Helen Keller). The integration of Information Literacy into course discipline was successfully applied to most component of the History of the Arab World course at Al Akhawayn University. The IL training workshops were an extremely beneficial experience due to the strong academic partnership among the teaching faculty, librarian and the students. The Co-Design co-teaching method, described in this doctoral dissertation, provided an ideal space for students to be more involved in

class activities and course requirements. The traditional one-shot library instruction session is no longer effective (Mery et al., n.d., p. 437) and that a more conceptual and integrated information literacy instruction, in which students are deeply involved in learning and research, is the best pedagogical approach for increasing students' academic success. As evidenced throughout this doctoral study, a single library workshop is not sufficient to impart the necessary research skills to students; Information Literacy concepts and skills must be entirely infused into students' curricula. The objective of an Information Literacy Instructive session is to deeply explore a particular discipline and delve into its complexity. The ACRL Framework for Information Literacy for Higher Education provides teaching faculties and librarians wider opportunities for connecting Information Literacy skills with discipline-specific teaching practices (Garcia & Peterson, 2017, p. 73).

## REFERENCES

- Abdelhamid Nfissi. (2013). The State of the Art of Media and Information Literacy in Morocco. In *Media and Information Literacy and Intercultural Dialogue*.
- About. (n.d.). Retrieved August 23, 2017, from <http://www.aui.ma/library/about>
- Abu-Fadil, M., Torrent, J., & Grizzle, A. (Eds.). (2016). *Opportunities for media and information literacy in the Middle East and North Africa*. The International Clearinghouse on Children, Youth and Media : Nordicom, University of Gothenburg.
- Abu-Fadil, M., Torrent, J., Grizzle, A., International Clearinghouse on Children, Youth and Media, & Nordicom (Eds.). (2016). *Opportunities for media and information literacy in the Middle East and North Africa*. The International Clearinghouse on Children, Youth and Media : Nordicom, University of Gothenburg.
- ACRL. (2000). *Information Literacy Competency Standards for Higher Education*. American Library Association., <http://www.ala.org/acrl/sites/ala.org/acrl/files/content/standards/standards.pdf>
- ACRL. (2006, July 24). *Presidential Committee on Information Literacy: Final Report* [Text]. Association of College & Research Libraries (ACRL). <http://www.ala.org/acrl/publications/whitepapers/presidential>
- ACRL. (2014). *Framework for Information Literacy for Higher Education*. <http://acrl.ala.org/ilstandards/wp-content/uploads/2014/11/Framework-for-IL-for-HE-draft-3.pdf>

ACRL. (2015a). *Framework for Information Literacy for Higher Education*. ACRL.

[http://www.ala.org/acrl/sites/ala.org.acrl/files/content/issues/infolit/Framework\\_ILHE.pdf](http://www.ala.org/acrl/sites/ala.org.acrl/files/content/issues/infolit/Framework_ILHE.pdf)

ACRL. (2015b). *Framework for Information Literacy for Higher Education*. the ACRL Board.

[http://www.ala.org/acrl/sites/ala.org.acrl/files/content/issues/infolit/Framework\\_ILHE.pdf](http://www.ala.org/acrl/sites/ala.org.acrl/files/content/issues/infolit/Framework_ILHE.pdf)

*Al Akhawayn University in Ifrane: 2015-2017 Catalog*. (2016). Al Akhawayn

University in Ifrane. [http://www.aui.ma/catalog%202015-2017\\_Links%20clickable.pdf](http://www.aui.ma/catalog%202015-2017_Links%20clickable.pdf)

*Al Akhawayn University in Ifrane—General Education Requirements (GenEd)*. (n.d.).

Retrieved August 4, 2017, from <http://www.aui.ma/en/academics/programs/gened.html>

*Al Akhawayn University in Ifrane—History and Mission*. (n.d.). Retrieved December

17, 2017, from <http://www.aui.ma/en/hih/past-projects/7-news.feed3345-including-the-community-in-aui-s-mission-english-for-the-butcher-the-produce-vender-and-the-town-hall-worker.html>

*Al Akhawayn University in Ifrane—Intended Learning Outcomes*. (n.d.). Retrieved

December 10, 2017, from <http://www.aui.ma/en/names/intended-learning-outcomes.html>

*Al Akhawayn University in Ifrane—Mohammed VI Library*. (n.d.). Retrieved August 3,

2017, from <http://www.aui.ma/en/mohammed-vi-library.html>

*Al Akhawayn University in Ifrane—Quick Facts*. (n.d.). Retrieved December 4, 2017,

from <http://www.aui.ma/en/about/general/quick-facts.html>

- ALA / *Information Literacy Competency Standards for Higher Education*. (n.d). Retrieved October 12, 2018, from <http://www.ala.org/Template.cfm?Section=Home&template=/ContentManagement/ContentDisplay.cfm&ContentID=33553>
- Al-Aufi, A., & Al-Azri, H. (2013). Information literacy in Oman's higher education: A descriptive-inferential approach. *Journal of Librarianship and Information Science*, 45(4), 335–346. <https://doi.org/10.1177/0961000613486824>
- Alton, G. (2013). *Media and Information Literacy: Policy and Strategy and Guidelines*. The United Nations Educational, <http://unesdoc.unesco.org/images/0022/002256/225606e.pdf>
- Artman, M., Friscaro-Pawłowski, E., & Monge, R. (2010). Not just one shot: Extending the dialogue about information literacy in composition classes. *Composition Studies*, 38(2), 93–110.
- as Conversation, S. (n.d.). *Framework for Information Literacy for Higher Education*. Retrieved July 5, 2017, from <https://pdfs.semanticscholar.org/967f/9b3d36189883c7681802cabdd5febbb9dfcf.pdf>
- AUI. (2016). *STRATEGIC PLAN 2015-2020 The 2020 Vision Rising to New Challenges*. Al Akhawayn University in Ifrane. [http://www.aui.ma/images/STRATEGIC%20PLAN%202015-2020\\_April%2012\\_Web.pdf](http://www.aui.ma/images/STRATEGIC%20PLAN%202015-2020_April%2012_Web.pdf)
- Australia, & Jones, B. (Eds.). (1991). *Australia as an information society: The role of libraries/information networks: report*. Australian Govt. Pub. Service.

- Badke, W. (2010). Foundations of Information Literacy: Learning from Paul Zurkowski. *Online, 1*, 48.
- Barry, N., & Nichelle, W. (n.d.). *Methodology Brief: Introduction to Focus Groups*. center for assesse,planning and accountibility, CPA. <http://www.mmgconnect.com/projects/userfiles/file/focusgroupbrief.pdf>
- Belhiah, H. (2013). Information Literacy in Morocco: Nurturing info-savvy learners. *Proceedings of the 18th International TESOL Arabia Conference: Achieving Excellence through Life Skills Education*.
- Bhat, K. S., Rao, M., & Pai, R. D. (2014). *National Conference on Management of Modern Libraries (NACML)*. Allied Publishers.
- Bordonaro, K. (2015). Scholarship as a conversation: A metaphor for librarian-ESL instructor collaboration. *Collaborative Librarianship, 7*(2), 3.
- Brown, G. (n.d.). *What-is-Liberal-Arts-Education.pdf*. Retrieved April 4, 2019, from <https://www.thalesacademy.org/docs/default-source/default-document-library/pdfs/What-is-Liberal-Arts-Education.pdf>
- Brown, R. E., Chenault, T. G., & Coleman, L. J. (n.d.). *Embedded Librarianship: Librarian and Faculty Perspectives*. Retrieved August 6, 2017, from [https://www.sla.org/wp-content/uploads/2015/06/2015\\_Isuster\\_et\\_al.pdf](https://www.sla.org/wp-content/uploads/2015/06/2015_Isuster_et_al.pdf)
- Bruce, C. S., Demasson, A., Hughes, H., Lupton, M., Sayyad Abdi, E., Maybee, C., Somerville, M. M., & Mirijamdotter, A. (2017). Information literacy and informed learning: Conceptual innovations for IL research and practice futures. *Journal of Information Literacy, 11*(1), 4. <https://doi.org/10.11645/11.1.2184>
- Bucher, K. T. (2000). The Importance of Information Literacy Skills in the Middle School Curriculum. *The Clearing House, 4*, 217.

- Buckner, E. (2016). The growth of private higher education in North Africa: A comparative analysis of Morocco and Tunisia. *Studies in Higher Education*, 1–12. <https://doi.org/10.1080/03075079.2016.1250075>
- Bundy, A. L., & Australian and New Zealand Institute for Information Literacy. (2004). *Australian and New Zealand information literacy framework: Principles, standards and practice*. Australian and New Zealand Institute for Information Literacy.
- Burgess, C. (2015). *Teaching Students, Not Standards: The New ACRL Information Literacy Framework and Threshold Crossings for Instructors*. 10(1), 7.
- Burgess, J. (n.d.). *A Sampling of Programs Around the World*. 12.
- Carlsson, U. (2013). *Media and information literacy and intercultural dialogue*. University of Gothenburg.
- Chisholm, L. (2013). *Critical Media Literacy Education in Ireland*. 5, 19.
- Chouit, D. (2011, June 15). *REPORT FORUM ON MIL*. <http://chouitnfissi.simplesite.com/284158238>
- Consortium, A. (n.d.-a). *About the workshop - Co-design: Integrating information literacy into your disciplinary course*. AMICAL Consortium. <https://www.amicalnet.org/events/co-design-integrating-information-literacy-into-your-disciplinary-course>
- Consortium, A. (n.d.-b). *AMICAL Consortium*. AMICAL Consortium. Retrieved September 24, 2017, from <https://www.amicalnet.org/>
- Consortium, A. (n.d.-c). *Co-design: Integrating information literacy into your disciplinary course*. AMICAL Consortium. Retrieved April 25, 2017, from

<https://www.amicalnet.org/events/co-design-integrating-information-literacy-into-your-disciplinary-course>

Consortium, A. (n.d.-d). *Member institutions*. AMICAL Consortium. Retrieved December 17, 2017, from <https://www.amicalnet.org/members>

Cordell, R. M. (2013). Information Literacy and Digital Literacy: Competing or Complementary?. *Communications in Information Literacy*, 7(2), 177–183.

Cordell, R., & Northern Illinois University. (2013). Information Literacy and Digital Literacy: Competing or Complementary? *Comminfolit*, 7(2), 177. <https://doi.org/10.15760/comminfolit.2013.7.2.150>

Dadzie, P. S. (2009). Information Literacy in Higher Education: Overview of Initiatives at Two Ghanaian Universities. *African Journal of Library, Archives & Information Science*, 19(2), 165–175.

De Rosa, C., & OCLC (Eds.). (2006). *College students' perceptions of libraries and information resources: A report to the OCLC membership*. OCLC Online Computer Library Center.

DMUELLER. (2013, September 20). *Immersion—Program Track* [Text]. Association of College & Research Libraries (ACRL). <http://www.ala.org/acrl/immersion/programtrack>

DMUELLER. (2015a, February 9). *Framework for Information Literacy for Higher Education* [Text]. Association of College & Research Libraries (ACRL). <http://www.ala.org/acrl/standards/ilframework>

DMUELLER. (2015b, February 9). *Framework for Information Literacy for Higher Education* [Text]. Association of College & Research Libraries (ACRL). <http://www.ala.org/acrl/standards/ilframework>

- DMUELLER. (2015c, February 9). *Framework for Information Literacy for Higher Education* [Text]. Association of College & Research Libraries (ACRL). <http://www.ala.org/acrl/standards/ilframework>
- Doyle, C. S. (1994). *Information literacy in an information society: A concept for the information age, June 1994*. ERIC Clearinghouse on Information and Technology, Syracuse University.
- El Hassani, A., & Nfissi, A. (2015). The Role of Information Literacy in Higher Education: An Initiative at Al Akhawayn University in Morocco. *Nordic Journal of Information Literacy in Higher Education*, 7(1), 32–37. <https://doi.org/10.15845/noril.v7i1.229>
- Emmett, A., & Emde, J. (2007). Assessing information literacy skills using the ACRL standards as a guide. *Reference Services Review*, 35(2), 210–229.
- Fink, A. (2003). *How to Sample in Surveys*. SAGE.
- Foasberg, N. M. (2015). From Standards to Frameworks for IL: How the ACRL Framework Addresses Critiques of the Standards. *Portal: Libraries and the Academy*, 15(4), 699–717. <https://doi.org/10.1353/pla.2015.0045>
- Framework for Information Literacy for Higher Education*. (n.d.-a). 18.
- Framework for Information Literacy for Higher Education*. (n.d.-b). 18.
- Fullard, A. (2017). Using the ACRL Framework for Information Literacy to foster teaching and learning partnerships. *South African Journal of Libraries and Information Science*, 82. <https://doi.org/10.7553/82-2-1627>
- Garcia, L. (2014). Applying the Framework for Information Literacy to the Developmental Education Classroom. *Community & Junior College Libraries*, 20(1–2), 39–47. <https://doi.org/10.1080/02763915.2014.1013399>

- Garcia, L., & Peterson, A. (2017). Who invited the librarian? Studio critiques as a site of information literacy education. *Art Libraries Journal*, 42(02), 73–79. <https://doi.org/10.1017/alj.2017.6>
- Garousi, V., Petersen, K., & Ozkan, B. (2016). Challenges and best practices in industry-academia collaborations in software engineering: A systematic literature review. *Information and Software Technology*, 79, 106–127. <https://doi.org/10.1016/j.infsof.2016.07.006>
- Garrison, J., Kohler, J., & Smith, E. T. (2015). *Embracing Evolution: A Collaborative Approach to Library Organizational Change*. 8.
- Grafstein, A. (2002). A Discipline-Based Approach to Information Literacy. *Journal of Academic Librarianship*, 28(4), 197.
- Harding, J. (2008). Information literacy and the public library: We've talked the talk, but are we walking the walk? *The Australian Library Journal*, 57(3), 274–294. <https://doi.org/10.1080/00049670.2008.10722480>
- Hicks, A., & Lloyd, A. (2016). It takes a community to build a framework: Information literacy within intercultural settings. *Journal of Information Science*, 42(3), 334–343. <https://doi.org/10.1177/0165551516630219>
- HIS 1301 03—History of the Arab World(English)—Course Information | Portal*. (n.d.). Retrieved July 30, 2017, from [https://my.aui.ma/ICS/Academics/HIS/HIS\\_\\_1301/1617\\_SP-HIS\\_\\_1301-03/](https://my.aui.ma/ICS/Academics/HIS/HIS__1301/1617_SP-HIS__1301-03/)
- Ibourk, A. (n.d.). *Learning Achievement in Morocco: A Status Assessment*. 8.
- Ibourk, A. (2012). Young Graduate Cooperatives in Morocco: Achievements and Problems. *Creative Education*, 03(06), 1043–1052. <https://doi.org/10.4236/ce.2012.326157>

- Information Literacy: An International Summary*—Caledonian Academy. (n.d). Slidelegend.Com. Retrieved March 20, 2019, from [https://slidelegend.com/information-literacy-a-an-international-summary-caledonian-academy\\_59d3617a1723ddec8d1c9266.html](https://slidelegend.com/information-literacy-a-an-international-summary-caledonian-academy_59d3617a1723ddec8d1c9266.html)
- Jacobson, T. E., & Germain, C. A. (2004). A Campus-Wide Role for an Information Literacy Committee. *Resource Sharing & Information Networks*, 17(1–2), 111–121. [https://doi.org/10.1300/J121v17n01\\_09](https://doi.org/10.1300/J121v17n01_09)
- Jagtar, S., Paulette, K., Esther, H., & Civilizations, A. of. (2016). *Media and information literacy: Reinforcing human rights, countering radicalization and extremism (The MILID yearbook, 2016)*. UNESCO Publishing.
- Johnson, B., McCracken, I. M., & St. Edward's University. (2016). Reading for Integration, Identifying Complementary Threshold Concepts: The ACRL Framework in Conversation with Naming What We Know: Threshold Concepts of Writing Studies. *Comminfolit*, 10(2), 178. <https://doi.org/10.15760/comminfolit.2016.10.2.23>
- Johnston, B., & Webber, S. (2003). Information Literacy in Higher Education: A review and case study. *Studies in Higher Education*, 28(3), 335–352. <https://doi.org/10.1080/03075070309295>
- Kavulya, J. (2007). Digital libraries and development in Sub-Saharan Africa—A review of challenges and strategies. *The Electronic Library*, 25, 299–315. <https://doi.org/10.1108/02640470710754814>
- Kesselman, M. A., & Weintraub, I. (2004). *Global Librarianship*. CRC Press.
- Klebansky, A., & Fraser, S. (2013). A Strategic Approach to Curriculum Design for Information Literacy in Teacher Education – Implementing an Information

- Literacy Conceptual Framework. *Australian Journal of Teacher Education*, 38(11). <https://doi.org/10.14221/ajte.2013v38n11.5>
- Knapp, P. B. (1956). A Suggested Program of College Instruction in the Use of the Library. *The Library Quarterly*, 26(3), 224–231. <https://doi.org/10.1086/618322>
- Kumah, C. H. (2015). *A Comparative Study of use of the Library and the Internet as Sources of Information by Graduate Students in the University Of Ghana*. <http://digitalcommons.unl.edu/libphilprac/1298/>
- Kvenild, C., Tumbleson, B. E., Burke, J. J., & Calkins, K. (2016). Embedded librarianship: Questions and answers from librarians in the trenches. *Library Hi Tech News*, 33(2), 8–11. <https://doi.org/10.1108/LHTN-11-2015-0078>
- Llorent-Bedmar, V. (2014a). Educational Reforms in Morocco: Evolution and Current Status. *International Education Studies*, 7(12), 95. <https://doi.org/10.5539/ies.v7n12p95>
- Llorent-Bedmar, V. (2014b). Dysfunction and Educational Reform in Morocco. *Asian Social Science*, 11(1). <https://doi.org/10.5539/ass.v11n1p91>
- Maid, B., & D'Angelo, B. (2016a). Threshold concepts: Integrating and applying information literacy and writing instruction. *Information Literacy: Research and Collaboration across Disciplines*. Fort Collins, CO: WAC Clearinghouse and University Press of Colorado.
- Maid, B., & D'Angelo, B. (2016b). Threshold concepts: Integrating and applying information literacy and writing instruction. *Information Literacy: Research and Collaboration across Disciplines*. Fort Collins, CO: WAC Clearinghouse and University Press of Colorado.

- Maitaouthong, T., Tuamsuk, K., & Techamane, Y. (2010). Development of the instructional model by integrating information literacy in the class learning and teaching processes. *Education for Information*, 28(2–4), 137–150.
- MASON, J. (2002). *Qualitative Researching*. [http://www.sxf.uevora.pt/wp-content/uploads/2013/03/Mason\\_2002.pdf](http://www.sxf.uevora.pt/wp-content/uploads/2013/03/Mason_2002.pdf)
- Mays, D. A. (2016). Using ACRL's framework to support the evolving needs of today's college students. *College & Undergraduate Libraries*, 23(4), 353–362. <https://doi.org/10.1080/10691316.2015.1068720>
- Melki, J. P. (2015). Guiding Digital and Media Literacy Development in Arab Curricula through Understanding Media Uses of Arab Youth. *Journal of Media Literacy Education*, 6(3), 14–28.
- Mery, Y., Newby, J., & Peng, K. (n.d.). *Why One-shot Information Literacy Sessions Are Not the Future of Instruction: A Case for Online Credit Courses* | Mery | *College & Research Libraries*. <https://doi.org/10.5860/crl-271>
- Meyer, J., Land, R., & Baillie, C. (2010). *Threshold concepts and transformational learning*. Sense Publishers.
- Moats, J., & Moniz, R. J. (2015). *The Personal Librarian: Enhancing the Student Experience*. ALA Editions. <http://libproxy.aui.ma/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=838728&site=ehost-live>
- Mohammed VI Library Strategic Plan 2015-2020*. (2016). Al Akhawayn University in Ifrane. <http://www.aui.ma/library/annual-report>
- Mohammed VI Library Student Survey Spring 2014*. (2014). Mohammed VI Library.

- Morocco's Initiative to Promote Media and Information Literacy in Education. (2014, February 28). *Morocco World News*.  
<https://www.moroccoworldnews.com/2014/02/123800/moroccos-initiative-to-promote-media-and-information-literacy-in-education/>
- Morrison, H. (1997). *Information Literacy Skills: An exploratory focus group study of student perceptions*. <http://summit.sfu.ca/item/488>
- Nwosu, M. C., & Onwubiko, M. C. (2014). *Information Literacy: A New Frontier of Learning for Librarians, Educators and Students in the 21st Century*. International Institute for Science, Technology and Education.  
<https://www.peacepalacelibrary.nl/ebooks/files/389063851.pdf>
- Oakleaf, M. (2014). A Roadmap for Assessing Student Learning Using the New Framework for Information Literacy for Higher Education. *The Journal of Academic Librarianship*, 40. <https://doi.org/10.1016/j.acalib.2014.08.001>
- Patrick Ragains. (2013). *Information Literacy Instruction That Works: A Guide to Teaching by Discipline and Student Population, Second Edition: Vol. Second edition*. ALA Neal-Schuman.  
<http://libproxy.aui.ma/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=789966&site=ehost-live>
- Pinto, M., Cerdón, J. A., & Gómez Díaz, R. (2010). Thirty years of information literacy (1977—2007): A terminological, conceptual and statistical analysis. *Journal of Librarianship and Information Science*, 42(1), 3–19.  
<https://doi.org/10.1177/0961000609345091>

- Rockman, I. F. (Ed.). (2004a). *Integrating information literacy into the higher education curriculum: Practical models for transformation* (1st ed). Jossey-Bass.
- Rockman, I. F. (Ed.). (2004b). *Integrating information literacy into the higher education curriculum: Practical models for transformation* (1st ed). Jossey-Bass.
- Rockman, I. F. (Ed.). (2004c). *Integrating information literacy into the higher education curriculum: Practical models for transformation* (1st ed). Jossey-Bass.
- Rockman, I. F. (Ed.). (2004d). *Integrating information literacy into the higher education curriculum: Practical models for transformation* (1st ed). Jossey-Bass.
- Royal Decree (Dahir° Establishing Al Akhawayn University in Ifrane.* (1993).  
[http://www.aui.ma/images/royal\\_decree-eng.pdf](http://www.aui.ma/images/royal_decree-eng.pdf)
- Royal\_decree-eng.pdf.* (n.d.). Retrieved July 29, 2017, from  
[http://www.aui.ma/images/royal\\_decree-eng.pdf](http://www.aui.ma/images/royal_decree-eng.pdf)
- Salisbury, F., & Karasmanis, S. (2011). Are they Ready? Exploring Student Information Literacy Skills in the Transition from Secondary to Tertiary Education. *Australian Academic & Research Libraries*, 42(1), 43–58.  
<https://doi.org/10.1080/00048623.2011.10722203>
- Samfira, E.-M., & Rață, G. (2015). Assessing Education Needs at Tertiary Level: The Focus Group Method. *Scientific Papers: Animal Science & Biotechnologies / Lucrari Stiintifice: Zootehnie Si Biotehnologii*, 48(2), 223–226.

- Saracevic, T. (2014a). Information Literacy in the United States: Contemporary Transformations and Controversies. In S. Kurbanoglu, S. Špiranec, E. Grassian, D. Mizrachi, & R. Catts (Eds.), *Information Literacy. Lifelong Learning and Digital Citizenship in the 21st Century* (Vol. 492, pp. 19–30). Springer International Publishing. [https://doi.org/10.1007/978-3-319-14136-7\\_3](https://doi.org/10.1007/978-3-319-14136-7_3)
- Saracevic, T. (2014b). Information Literacy in the United States: Contemporary Transformations and Controversies. In S. Kurbanoglu, S. Špiranec, E. Grassian, D. Mizrachi, & R. Catts (Eds.), *Information Literacy. Lifelong Learning and Digital Citizenship in the 21st Century* (Vol. 492, pp. 19–30). Springer International Publishing. [https://doi.org/10.1007/978-3-319-14136-7\\_3](https://doi.org/10.1007/978-3-319-14136-7_3)
- Scott, R. E. (2017). Transformative? Integrative? Troublesome? Undergraduate Honors Student Reflections on Information Literacy Threshold Concepts. *Communications in Information Literacy*, 11(2), 283–301.
- Seeber, K. P. (2015). THIS IS REALLY HAPPENING: Criticality and discussions of context in ACRL's Framework for Information Literacy. *Communications in Information Literacy*, 9(2), 157.
- Sharma, R., & Headquarters, I. (2012). *Libraries in the Early 21st Century, Volume 1: An International Perspective*. De Gruyter Saur. <http://libproxy.aui.ma/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=e000xww&AN=430115&site=ehost-live>
- Singson, M., & Lhungdim, T. (2012, April 4). *Curriculum based approach to information literacy education*. <http://eprints.rclis.org/17512/>
- Soleymani, M. R., Mojiri, S., & Zadeh, M. H. (2017). The supporting roles of academic librarians in virtual education. *International Journal of Educational and*

*Psychological Researches*, 3(4), 213. <https://doi.org/10.4103/2395-2296.225095>

Somerville, M. M., & Collins, L. (2008). Collaborative design: A learner-centered library planning approach. *The Electronic Library*, 26(6), 803–820. <https://doi.org/10.1108/02640470810921592>

Stevens, C. R., & Campbell, P. J. (2006). Collaborating to connect global citizenship, information literacy, and lifelong learning in the global studies classroom. *Reference Services Review*, 34(4), 536–556.

Stewart, K. (2013). Exploring library and information experiences of Arab students studying in the United States. *Proceedings of the Annual Conference of CAIS / Actes Du Congrès Annuel de l'ACSI*, 0(0). <https://journals.library.ualberta.ca/ojs.caais-acsi.ca/index.php/cais-asci/article/view/669>

*STRATEGIC PLAN 2015-2020\_April 12\_Web.pdf*. (n.d.). Retrieved July 29, 2017, from [http://www.aui.ma/images/STRATEGIC%20PLAN%202015-2020\\_April%2012\\_Web.pdf](http://www.aui.ma/images/STRATEGIC%20PLAN%202015-2020_April%2012_Web.pdf)

Sun, P. (2002). Information Literacy in Chinese Higher Education. *Library Trends*, 51(2), 210.

Taylor, J. (2006). *Information Literacy and the School Library Media Center: Libraries Unlimited Professional Guides in School Librarianship*. Libraries Unlimited. [http://dnulib.edu.vn:8080/dspace/handle/DNULIB\\_52011/2206](http://dnulib.edu.vn:8080/dspace/handle/DNULIB_52011/2206)

the ACRL Board. (n.d.). *Framework for Information Literacy for Higher Education*. Retrieved May 6, 2017, from

<https://pdfs.semanticscholar.org/967f/9b3d36189883c7681802cabdd5febbb9dfcf.pdf>

*The Global Human Capital Report 2017 | World Economic Forum.* (n.d.). Retrieved December 14, 2017, from <https://www.weforum.org/reports/the-global-human-capital-report-2017>

Thompson, G. B. (2002). Information literacy accreditation mandates: What they mean for faculty and librarians. *Library Trends*, 51(2), 218.

Tilvawala, K., Myers, M. D., & Andrade, A. D. (2009). Information literacy in Kenya. *The Electronic Journal of Information Systems in Developing Countries*, 39.

Touil, J. (n.d.). بالفيديو و الصور: جامعة الأخوين تحتفل بتخرج الفوج العشرون على إيقاع التأهيل الأكاديمي. *انفوميديا*. Retrieved December 17, 2017, from <http://www.infomedia.ma/2017/06/13/296988/%d8%a8%d8%a7%d9%84%d9%81%d9%8a%d8%af%d9%8a%d9%88-%d9%88-%d8%a7%d9%84%d8%b5%d9%88%d8%b1-%d8%ac%d8%a7%d9%85%d8%b9%d8%a9-%d8%a7%d9%84%d8%a3%d8%ae%d9%88%d9%8a%d9%86-%d8%aa%d8%ad%d8%aa%d9%81%d9%84-%d8%a8>

UNICEF. (2010). *The School Of Respect: Reform, participation and innovation in Morocco's education system.* [https://www.unicef.org/mena/The\\_School\\_of\\_Respect-En-low\(1\).pdf](https://www.unicef.org/mena/The_School_of_Respect-En-low(1).pdf)

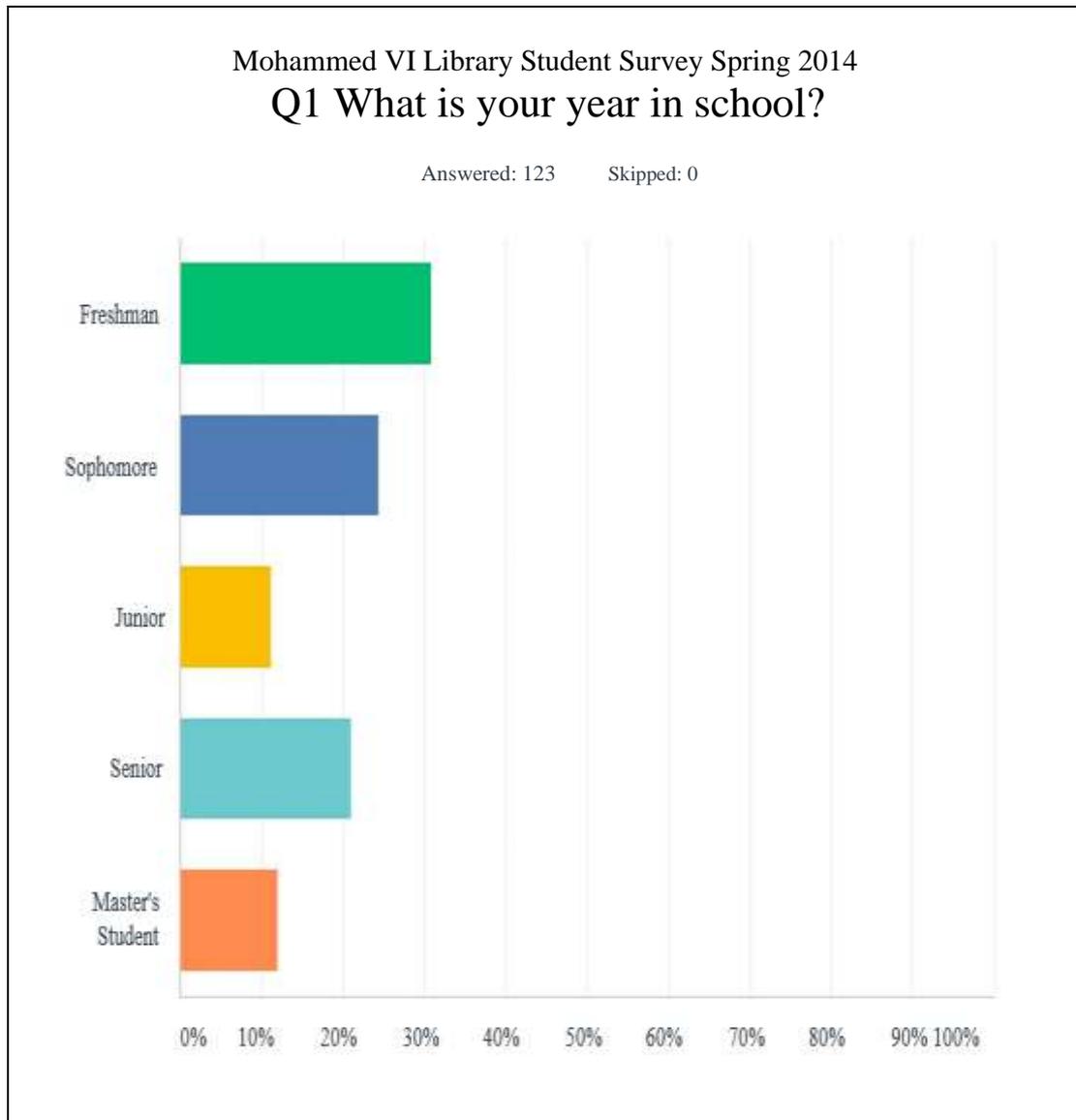
Watkins, A. (2017). Teaching with threshold concepts and the ACRL Framework in the art and design context. In P. Glassman & J. Dyki (Eds.), *The Handbook of Art and Design Librarianship* (1st ed., pp. 147–156). Facet. <https://doi.org/10.29085/9781783302024.020>

- Weare Jr, W. H. (2013). *Focus group research in the academic library: An overview of the methodology*.
- Welsh, T., & Wright, M. (2010). *Information Literacy in the Digital Age: An Evidence-Based Approach*. Chandos Publishing.  
<http://libproxy.aui.ma/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=675961&site=eds-live>
- Williams, A., & Katz, L. (2001). The use of focus group methodology in education: Some theoretical and practical considerations, 5 (3). *IEJLL: International Electronic Journal for Leadership in Learning*, 5.
- Winterman, B., Donovan, C., & Slough, R. (2011). Information Literacy for Multiple Disciplines: Toward a Campus-Wide Integration Model at Indiana University, Bloomington. *Communications in Information Literacy*, 5(1), 38–54.  
<https://doi.org/10.7548/cil.v5i1.147>
- Zotero / Home. (n.d.). Retrieved November 18, 2017, from <https://www.zotero.org/>
- Zurkowski, P. G. (1974). *The Information Service Environment Relationships and Priorities. Related Paper No. 5*.

*APPENDICES*

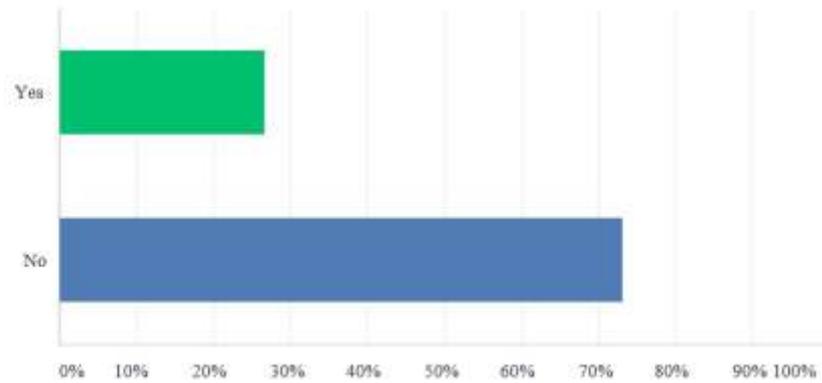
Appendix A: Part of Mohammed VI Library Student Survey Spring 2014

*Note: This is only a shortened version of the original Survey, which contains 36 pages. This part deals only with data referring to Information Literacy.*



### Q15 Do you know about Information literacy workshop?

Answered: 116 Skipped: 7

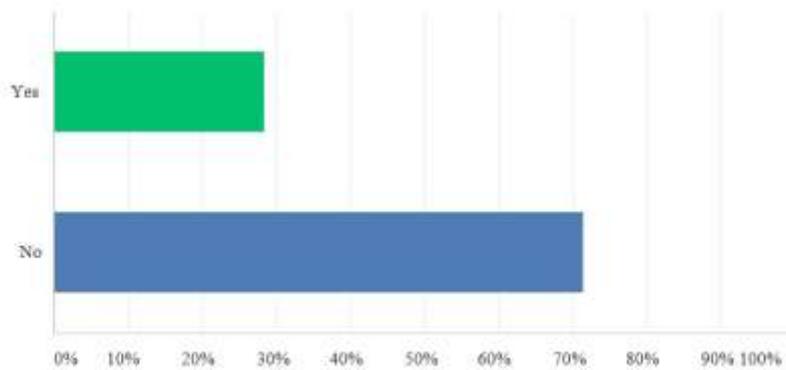


ANSWER CHOICES	RESPONSES	
Yes	26.72%	31
No	73.28%	85
TOTAL		116

ANSWER CHOICES	RESPONSES	
Freshman	30.89%	38
Sophomore	24.39%	30
Junior	11.38%	14
Senior	21.14%	26
Master's Student	12.20%	15
TOTAL		123

### Q16 Have you attended any of the workshops?

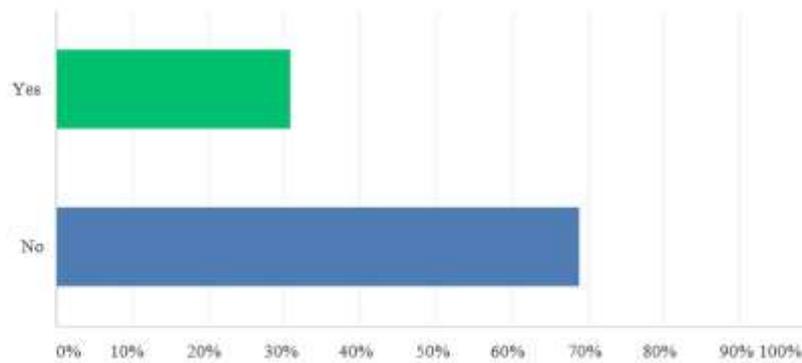
Answered: 116 Skipped: 7



ANSWER CHOICES	RESPONSES	
Yes	28.45%	33
No	71.55%	83
TOTAL		116

### Q17 Has the workshop enhance your research skills?

Answered: 100 Skipped: 23



ANSWER CHOICES	RESPONSES	
Yes	31.00%	31
No	69.00%	69
TOTAL		100

Appendix B: Participations in International Conferences and Professional  
Developments

May 2019	<p>Attended and participated in the 3<sup>rd</sup> iteration of the Digital Humanities Institute – Beirut (DHI-B 2019) professional program, held at the American University of Beirut (AUB), in Beirut, Lebanon.</p> <p><a href="https://www.amicalnet.org/events/amical-cohort-to-dhi-b-2019">https://www.amicalnet.org/events/amical-cohort-to-dhi-b-2019</a></p>
March 28- April 1, 2019	<p>Attended and participated in the 16<sup>th</sup> Annual AMICAL Conference meeting and Conference held at The American University in Cairo, March 29-April 1. The Conference theme was <b>“Openness in teaching and research: Broadening our horizons for the digital future.” learning</b>”.</p> <p><a href="https://www.amicalnet.org/conference/2019">https://www.amicalnet.org/conference/2019</a></p>
May 2018	<p>Attended and participated in the 15<sup>th</sup> Annual AMICAL Conference meeting and Conference held at The American University of Central Asia in Bishkek, Kyrgyzstan, May 4 – 7 2018. The Conference theme was <b>“International liberal arts in a digital era: reimagining a shared vision for libraries, technology and learning”</b>.</p> <p><a href="https://www.amicalnet.org/conference/2018">https://www.amicalnet.org/conference/2018</a></p>
March 2018	<p>Attended and participated in the 2018- Library Leadership in a Digital Age professional program, held at the Harvard Graduate School of Education, Boston Massachusetts, USA.</p> <p><a href="https://www.gse.harvard.edu/event/library-leadership-digital-age-2">https://www.gse.harvard.edu/event/library-leadership-digital-age-2</a></p> <p><a href="http://www.aui.ma/en/spotlights/3468-turning-a-new-page-global-scholars.html">http://www.aui.ma/en/spotlights/3468-turning-a-new-page-global-scholars.html</a></p>
February 25– 27, 2018	<p>Attended the 2018 TALIX: Teaching and Learning Innovation Exchange inter-institutional practical professional development, held at the American University in Cairo (The Center for Learning and Teaching),</p>

	<p>Cairo, Egypt.  <a href="https://www.aucegypt.edu/faculty/center-learning-and-teaching/teaching-and-learning-innovation-exchange-talix-agenda">https://www.aucegypt.edu/faculty/center-learning-and-teaching/teaching-and-learning-innovation-exchange-talix-agenda</a></p>
May 2017	<p>Attended and participated in the 14<sup>th</sup> Annual AMICAL Conference meeting and Conference held at The American College of Thessaloniki in Greece, May 17 – 20 2017. The Conference theme was <b>“Centering on learning: Partnerships and professional development among librarians, faculty and technologists”</b>.  <a href="https://www.amicalnet.org/conference/2017">https://www.amicalnet.org/conference/2017</a></p>
Mar 31 – April, 2017	<p>Attended and participated in international professional training workshop titled <b>“Co-design: Integrating information literacy into your disciplinary course”</b> and held at the American University of Paris in France.  <a href="https://www.amicalnet.org/events/co-design-integrating-information-literacy-into-your-disciplinary-course">https://www.amicalnet.org/events/co-design-integrating-information-literacy-into-your-disciplinary-course</a></p>
May 2016	<p>Attended and participated in the 13<sup>th</sup> Annual AMICAL Conference meeting and Conference held at The American University of Rome in Italy, May 12–14 2015. The Conference theme was <b>“Libraries and digital initiatives”</b>.  <a href="https://www.amicalnet.org/conference/2016">https://www.amicalnet.org/conference/2016</a></p>
February 2015	<p>Attended and participated in a Multimedia Content Development training workshop, organized by Al Akhawayn University Center for Learning Technologies (CLT) in Ifrane, Morocco, February 24-27. The training workshop theme was <b>“Multimedia Design Principles based on Mayer’s Publications”</b>, <b>“Tools for Digital Content Development (Multimedia Elements and Authoring Tools”</b>  <a href="http://clt.aui.ma/training-teaching-with-technology/">http://clt.aui.ma/training-teaching-with-technology/</a></p>

<p>May 2015</p>	<p>Attended and participated in the 12<sup>th</sup> Annual AMICAL Conference meeting and Conference held at The American University in Bulgaria, May 27 – 30 2015. The Conference theme was <b>“Clearing thresholds: information literacy &amp; faculty–librarian– technologist collaboration”</b>.  <a href="https://2015.amicalnet.org/">https://2015.amicalnet.org/</a></p>
<p>October 2015</p>	<p>Visited Roger Williams University in Rhode Island, USA. Purpose of my 10- days Training Visit: Engage in Observing, consulting, training and demonstrating special skills through collaboration with RWU Library and Feinstein College of Arts and Science faculty and staff; and play a role in other events sponsored by the Spiegel Center for Global and International Programs, Rhode Island, USA</p>
<div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="text-align: center;">  <p><b>Roger Williams University</b></p> </div> <div style="font-size: small;"> <p>The Peggy and Marc Spiegel Center for Global and International Programs              One Old Ferry Road, Bristol, Rhode Island 02809-2921              401.254.5899 • 401.254.3175 Fax • www.rwu.edu</p> </div> </div> <p style="text-align: center; margin-top: 20px;">11 September 2015</p> <p style="text-align: center; margin-top: 10px;">Mr. Aziz El Hassani              Multimedia Librarian              Mohammed VI Library              Al Akhawayn University              Avenue Hassan II, P.O. Box 104              Ifrane 53 000 MOROCCO</p> <p style="text-align: center; margin-top: 10px;">Dear Mr. El Hassani:</p> <p style="text-align: center; margin-top: 10px;">It is with great pleasure that I write to invite you as a visiting scholar at Roger Williams University, starting October 17 through October 25, 2015. While holding J-1 Short Term Scholar status, you will engage in observing, consulting, training and demonstrating special skills through collaboration with our library and Feinstein College of Arts and Science faculty and staff; and play a role in other related events sponsored by the Spiegel Center for Global and International Programs during your stay at Roger Williams University.</p>	
<p>2014</p>	<p>Attended and participated in a workshop hosted by The American University in Kosovo (AUK) in Kosovo. The theme of the workshop: “Engage Students in Creative Multimedia Content Production, Pristina, Kosovo.”  <a href="http://kosovo.rit.edu/current-news-events/618-a-u-k-hosts-amical-workshop-in-multimedia-content-production.html">http://kosovo.rit.edu/current-news-events/618-a-u-k-hosts-amical-workshop-in-multimedia-content-production.html</a></p>

May 2013	<p>Attended the 3rd International Conference on African Digital Libraries &amp; Archives, organized by Al Akhawayn University Library in Ifrane Morocco, May 30 -31. The theme of the conference was “<b>Digital Libraries and Archives in Africa: Changing Lives and Building Communities</b>”  <a href="http://wiredspace.wits.ac.za/handle/10539/20528?show=full">http://wiredspace.wits.ac.za/handle/10539/20528?show=full</a></p>
June 2013	<p>Attended and participated in the 10<sup>th</sup> Annual AMICAL Conference meeting and Conference held at John Cabot University (Rome), Italy, June 12-15. The Conference theme was “<b>New media, new literacies, and new models: Library-IT-Faculty collaboration in a learning intensive world</b>”.  <a href="https://www.amicalnet.org/events/amical-2013">https://www.amicalnet.org/events/amical-2013</a></p>
April 2011	<p>Attended and participated in the 8<sup>th</sup> Annual AMICAL Conference meeting and Conference held at The Lebanese American University (Beirut, Lebanon), April 27-30. The Conference theme was “<b>E-Content: Collecting, Managing, Promoting, And Teaching</b>”.  <a href="http://www.lau.edu.lb/news-events/conferences/amical2011/">http://www.lau.edu.lb/news-events/conferences/amical2011/</a></p>
May 2011	<p>Attended and participated in training workshop titled “<b>Metadata: Foundations, practice and effective Planning</b>”, organized by ELIME- 21, an Institute for Museum and Library Services sponsored program at the University of North Carolina at Chapel Hill (UNC), and the School of Information and Library Science at UNC, May 23-25, Al Akhawayn University, Ifrane, Morocco  <a href="http://www.aui.ma/en/events/event/80-workshop-on-metadata-foundations-practice-and-effective-planning.html">http://www.aui.ma/en/events/event/80-workshop-on-metadata-foundations-practice-and-effective-planning.html</a></p>
June 2011	<p>Attended and participated in a course jointly co-organized by Al Akhawayn University in Ifrane and the University of North Carolina, June 2011, at Al</p>

	<p>Akhawayn University, in Morocco. The course theme was “<b>Archives and Records Management Fundamentals</b>”, <a href="http://elime.web.unc.edu/2011/09/21/sils-archives-professor-teaches-workshop-at-al-akhawayn-university-in-morocco/">http://elime.web.unc.edu/2011/09/21/sils-archives-professor-teaches-workshop-at-al-akhawayn-university-in-morocco/</a></p>
May 2007	<p>Attended and participated in the 4<sup>th</sup> Annual AMICAL Conference meeting and Conference held at Akhawayn University, Ifrane, Morocco, May 27-30. The Conference theme was “<b>Integrating library and IT services for better learning.</b>” <a href="https://www.amicalnet.org/events/amical-2007">https://www.amicalnet.org/events/amical-2007</a></p>

Appendix C: Samples appreciation emails received from several AUI faculty members with whom librarians collaborated on past IL initiatives:

From: Jeremy Gunn/shss/vpaa/aui/ma  
 To: Abdelhamid Lotfi/libr/vpaa/aui/[ma@alakhawayn.ma](mailto:ma@alakhawayn.ma)  
 Cc: Aziz ELHASSANI/libr/vpaa/aui/[ma@alakhawayn.ma](mailto:ma@alakhawayn.ma)  
 Date: 02/27/2013 09:04 AM  
 Subject: Appreciation

---

Dear Dr. Lotfi,

It is my pleasure to write to you again to express my appreciation for the very helpful assistance of the library staff.

I am writing today particularly to note the service of Aziz El Hassani. He has been working with the Awqaf students whom I am teaching this semester. He kindly offered to provide presentations on research methodologies and strategies -- and has repeatedly and generously offered to be available for personalized assistance. As I have written to you before, I am very impressed by the professionalism, courtesy, and efficiency of everyone I have encountered in the library. While this message is particularly appreciative of Aziz's recent and particularized help, my appreciation extends far more broadly.

-----  
 With best wishes,  
 Jeremy Gunn  
 Dr. T. Jeremy Gunn  
 Associate Professor  
 International Studies  
 School of Humanities and Social Sciences  
 Al Akhawayn University  
 53000 Ifrane  
 Morocco  
 +212 (0) 535 86 24 74  
 +212 (0) 535 86 29 77 (fax)

[J.Gunn@au.ma](mailto:J.Gunn@au.ma)  
<http://www.au.ma>

**From:** Paul Love/shss/vpaa/au/ma  
**To:** Abdelhamid Lotfi/libr/vpaa/au/ma  
**Cc:** Aziz ELHASSANI/libr/vpaa/au/ma

---

**Date:** Monday, October 16, 2017 09:34AM  
**Subject:** Thanks for Library Workshops!

History: [➔](#) This message has been forwarded.

---

Dear Dr. Lotfi,

Good morning! I just wanted to send along a quick acknowledgement of the fantastic work that Mr. Aziz El Hassani has done this semester in co-designing an information literacy component for my HIS1301 History of the Arabs course. We have so far held four workshops that have introduced AUI students to the library's resources while at the same time familiarizing them with the basic concepts of information literacy. Many thanks to both you and Mr. El Hassani for your support of this initiative!

All the very best,  
Paul Love  
--

Paul M. Love, Jr.,  
Assistant Professor of North African, Middle Eastern, and Islamic History  
School of Humanities and Social Sciences  
Al Akhawayn University  
Ifrane, Morocco

**From:** Derek Elliott/shss/vpaa/aui/ma  
**To:** Abdelhamid Lotfi/libr/vpaa/aui/ma  
**Cc:** Aziz ELHASSANI/libr/vpaa/aui/ma

---

**Date:** Friday, September 29, 2017 12:11PM  
**Subject:** Workshops

History:      ➔ This message has been forwarded.

---

Dear Dr. Lotfi,

I wanted to write and commend library Mr. Aziz El Hassani of the Library's Multimedia Center.

Mr. El Hassani recently ran two workshops for SHSS International Studies Capstone students. They were professional, well prepared and informative, and were put together in short notice, for all of which I am very appreciative.

I think it is wonderful we have such professional and competent information and research services for our students and look forward to future collaboration.

With gratitude,

DLE

--

Dr Derek L. Elliott  
Assistant Professor in History  
International Studies Undergraduate Coordinator

Al Akhawayn University in Ifrane  
School of Humanities & Social Sciences  
P.O. Box 104, Avenue Hassan II  
Ifrane 53000, Morocco

## Appendix D: Letters of Acceptance to Attend the 2017-Paris-AMICAL Workshop in

## France



From: InfoLit Committee <info-lit@amicalnet.org>  
To: a.elhassani@aui.ma, p.love@aui.ma  
Cc: InfoLit Committee <info-lit@amicalnet.org>, M Stoepel <mstoepel@aup.edu>

Date: 01/24/2017 09:11 AM  
Subject: AMICAL Information literacy workshop in Paris - Your application - Co-design: Integrating information literacy into your disciplinary course

---

Dear Aziz, Paul,

Your application for the AMICAL IL workshop has been reviewed by the Workshop Committee.

We are **happy to announce that your application has been accepted** among the 22 received applications. In total, we had funding for 6 applications.

Bear in mind that the workshop is intended to have faculty-librarian teams to work together and if one of the two cannot make it, we would kindly ask you to inform us in order to give the opportunity to another faculty-librarian team to participate.

#### **Travel and Hotel arrangements**

- We have already pre-booked your hotel for the workshop. **Please do not book a hotel for yourself.**
- With regard to your travel arrangements, please go ahead with the booking.
  - The workshop will take place on March 31st and April 1st - from 9-17h each day.
    - **Arrival should be scheduled for Thursday 30st of March and departure on Sunday April 2nd** (except if you want to stay longer in Paris).
  - You will be reimbursed via AMICAL.
  - Following your application, we **budgeted in total 500 Euros for both attendees (each 250 Euros)** which will be the frame for reimbursement.

For your information, we are hoping to offer a mini-workshop on the same topic at the AMICAL conference 2017 for all conference attendees who are not accepted to the Paris workshop in order to share our experience. **Please let us know if you would be available to participate in the workshop.**

We will get back to you with further details about reimbursement and the workshop next two week.

If you have any question, please let us know and thank you for sending us an email to confirm your coming to the workshop :)

All the best and looking forward to see you in Paris.

AMICAL ILC Committee  
Michael Stoepel  
Tatevik Zargaryan

Livia Piotto  
Krasimir Spasov  
Christine Furno

## Appendix E: Course Syllabus

# History of the Arab World

HIS1301-002

Al Akhawayn University  
Fall 2017

MWF: 12:00-12:50 PM

Location: Building 10, Room 107

Instructor: Dr. Paul Love

Office: Building 6, Room 009

Office Hours: MW 9-11AM &  
230-5PM



## Course Description:

This course surveys the history of the Arabic-speaking lands from the rise of Islam to the present by taking into consideration the perspectives of history and related fields of inquiry. It takes a social and cultural approach to understanding the different histories of Arab-speaking societies. The course attempts to balance political history and main events with long-term social and cultural transformations that are relevant to the ordinary peoples of what is known as the 'Arab world.' Framing the course will be the following question: Who are the Arabs and what does it mean to talk about

## Intended Learning Outcomes

Through completing this course, students will be able to:

1. Identify some of the principal historical periods, contexts, and complexities of Arab history from pre-history to the present.
2. Apply critical insights toward the understanding the concepts of "Arab history" and "Arab identity" in order to challenge stereotypes and assumptions and to arrive at a better understanding of 'self' and 'other.'
3. Evaluate the extent to which social sciences and humanities methods of inquiry can generate more nuanced and complex views on origins, identity, and religion.

### Required Materials & Note on Communicating with the Instructor

There is no textbook for the course. All readings and videos for the course will be provided either via Jenzabar or via e-mail.

### Course Itinerary

#### 1-Who are the Arabs?

8/28 Introduction to the course (or) “Who are the Arabs?” as a framework.

**And yes, I am taking attendance.**

8/30 Who are the Arabs?

**Required Reading:** James Gelvin, “What is the Arab World?” (from *The Arab Uprisings*, 2<sup>nd</sup> ed., 2015, pp.1-4)

9/1 [Eid? \(If so, no Class\)](#)

9/4 “Strategies for completing readings for class effectively and quickly”

**Required Reading:** Maxime Rodinson, “Who are the Arabs?” (from *The Arabs*, 1981, pp.1-47)

#### 2-Arabs before Islam

9/6 “Who spoke Arabic before Islam?” (or) The early history of the Arabic Language

9/8 The *Jāhiliyya* and “Pre-Islamic Arabia” as a Paradigm & “Doing a great online essay”

**Required Reading:** Jonathan Berkey, “Arabia before Islam” *The Formation of Islam* (2003), pp. 39-49.

9/11 Introduction to Information Literacy (in collaboration with the AUI Library)

#### 3-Arabs & Islam

9/13 “Why do words matter in history?” (or) ‘Arab Conquests’ versus ‘Islamic Openings’

**Reading:** Michael Bonner, “The Great Conquests,” *Jihad in Islamic History* (2006), pp.56-71.

9/15 Early Empires & Dynasties in Northern Africa and Iberia

**Required Reading:** Phillip Naylor, “Medieval North Africa: From the Arrival of Islam to the Berber Empires,” from *North Africa: A History from Antiquity to the Present* (2<sup>nd</sup> ed., 2015), esp. pp.62-88.

#### **4-Arabs, Arabization, & Non-Arabs in the Medieval Period**

9/18 “What is Arabization?” (or) Defining Arabs in the Medieval Period

**Required Reading:** Foss, “Coins of Two Realms,” *Saudi-Aramco World* (May-June, 2015), pp. 20-23.  
& Hourani, “The Arab Muslim World,” *A History of the Arab Peoples* (2010)

9/20 “Who’s Arab? Who’s Berber?” (Or) Arabs & Non-Arabs in Medieval Northern Africa

View in Class: *The Berber Kingdom of Morocco* (2012)

**Required Reading:** Naylor, “The Almoravid and the Almohad Empires in their Successor States” *North Africa*, pp.89-108.

**Alternative Reading:** C.A. Julien, “Chapitre III. Les empires berbères : les Almoravides et les Almohades,” *Histoire de l’Afrique du Nord*, pp.417-448.

9/22 **Holiday: First of Muharram**

#### **5-Crusades, Mongols, & Ottomans**

9/25 Why does it matter if Arabs are ruled by non-Arabs for nearly half a millennium?

**Watch (at home):** World History Crash Course: “The Crusades” & “Wait for it, the Mongols!”.

9/27 View in Class: “The Ottoman Empire” from *Islam Empire of Faith, Part III* (PBS documentary, 2000)

**Watch (at home):** World History Crash Course: “Venice and the Ottomans.”

**Required Reading:** Hourani, “The Ottoman Empire” from *A History of the Arab Peoples*, (2010)

9/29 Ottomans & Others in the Maghrib

**Required Reading:** Naylor, “Turkish Ascendance and Moroccan Independence,” *North Africa*, pp.109-140

### **6-Information Literacy Project: Comparative Book Review**

10/2 **“Choosing an Academic Book for Review” (Workshop in collaboration with AUI Library)**

10/4 **“Why did I choose the book that I did?” (Workshop in collaboration with AUI library)**

10/6 **“Finding Academic Book Reviews” (Workshop in collaboration with AUI Library)**

### **7-Early European Colonialism & the Arab ‘Nahda’**

10/9 What effects did early European Colonialism have in Northern Africa and Western Asia?

**Required Reading:** “Napoleon in Egypt,” from J.C. Smith & C. Smith, *The Modern Middle East and North Africa: A History in Documents*, 22-28.

10/11 Arab Reformers in the “Age of Print & Steam”

**Required Reading:** Jonathan Bloom, “Revolution by the Ream: A History of Paper,” *Aramco World*, May/June 1999, pp.26-39.

### **8-Colonialism & Arabism (to 1956)**

10/13 What is Colonialism? What was Arabism? And how were they linked?

**Required Reading:** David Fromkin, “How the Modern Middle East Map was Drawn,” from *Smithsonian* (1991); Hourani, “The Climax of Arabism” (*History of the Arab Peoples*, 2010)

10/16 The Colonial Experience in Morocco

**Reading:** Susan Gilson Miller, “France and Spain in Morocco: The Early Years of the Protectorates (1912-1930) from A History of Modern Morocco, pp.88-119.

**9-Decolonization & the Cold-War Era**

10/18 The End of Colonization in Northern Africa and Western Asia

**View (at home):** World History Crash Course: Decolonization

10/20 **Introduction to *The Battle of Algiers* (1966)**

**Required Reading:** Madeleine Dobie, "The Battle of Algiers" at 50: From 1960s Radicalism to the Classrooms of West Point (LA Review of Book Online, 25 September 2016)

10/23 **\*\*View *Battle of Algiers* (1966) \*\***

10/25 **\*\*View *Battle of Algiers* (1966) \*\***

**Required Reading:** Marie-Aimée Helie-Lucas, “Women, Nationalism, and Religion in the Algerian Liberation Struggle [1987] (from Badran & Cook, eds., *Opening the Gates*, 104-114.

10/27 Discussion of *Battle of Algiers*

10/30 Graphic Novels, Comics, & History

**Required Reading: *History of the Libyan Revolution* (1980) [select pages]**

11/1 Post-Independence Experiences: Syria & Libya

**Required Reading:** Riad Sattouf, *The Arab of the Future 1 & 2* (Selections, Graphic Novels, 2015)

**10-Memory & History: Israel, Palestine, & Lebanon**

11/3 The Israeli-Palestinian Conflict

**Required Reading**, James Gelvin, “Israeli-Palestinian Conflict,” *The Modern Middle East* (2016), pp.230-248 & 253-5.

11/6 **Green March**

11/8 History, Memory, & Place: Palestine & Israel in Graphic Novels

**Required Reading**, Joe Sacco, *Palestine* (Selections from graphic novel, 2001) ; Guy Delisle, *Jerusalem: Chronicles from the Holy City* (2015)

11/10 The Lebanese Civil War

**Required Reading**, Ziadé, *Bye, Bye, Babylon: Beirut 1975-79* (Selections from graphic novel, 2011)

---

### 11-New Media & New Arabisms

11/13 “Are TV & the internet a new Arabism?”

11/15 Discussion of *Control Room*

**\*\*View Control Room at the AUI library before class [on reserve at the Media Learning Center]\*\* (or on YouTube)**

---

### 12-Arabs outside the ‘Arab world’

11/17 “Is there an Arab ‘diaspora?’” (Or) Arab Communities outside the ‘Arab World’

**Required Readings:** Luxner, “The Arabs of Honduras,” *Aramco World* (July/August 2001, pp.34-37) & Luxner, “The Arabs of Brazil,” *Aramco World* (Sep/Oct 2005, pp.18-23)

11/20 Moroccan Diasporas: *40 Years of Solitude* (Al Jazeera World Documentary)

11/22 Stereotypes: *Reel Bad Arabs*

**\*\*Watch *Reel Bad Arabs* online before class\*\*** (links on Jenzabar)

11/27 Final Project Workshop @ AUI Library

11/29 Final Project Workshop @ AUI Library

12/1 **[Mawlid?—if so, no class]**

**13-Changes (?)**

12/4 “What kind of changes have the ‘Arab Uprisings’ brought?”

**Required Reading:** “A Revolutionary Wave” from Gelvin, *The Arab Uprisings*  
(2<sup>nd</sup> ed., 2015) 4-38.

12/6 After the Spring

**In Class Viewing:** “After the Arab Spring” (Al Jazeera Documentary, 2016)

---

**14-Who Are the Arabs?**

12/8 Discussion of “After the Arab Spring” Documentary

12/11 Conclusion...Who Are the Arabs?

## Appendix F: Permission to Use the Survey Instrument

To: Paul Love/shss/vpaa/aii/ma  
From: Aziz ELHASSANI/libr/vpaa/aii/ma  
Date: 10/06/2017 06:21PM  
Subject: Information Literacy Survey!

Dear Dr. Paul,

I would greatly appreciate it if the wonderful HIS130102 students could take a minute and fill out this IL short assessment survey :

<https://goo.gl/forms/g61DZCd97gwvptvL2>.

\* This survey is anonymous and intended for research and evaluation purposes.

[Survey link](#)

Thank you in advance

Best,  
Aziz

---

Aziz El HASSANI, M.A University of Malta  
Multimedia Learning Center

Al Akhawayn University,  
Mohammed VI Library  
Avenue Hassan II Ifrane, Morocco  
Phone: (212) 35 86 2135  
Fax: (212-0535) 86-29-83  
Email: a.elhassani@aii.ma| mlc@aii.ma  
Website: www.aii.ma

## Appendix G: Questionnaire: End of the Semester Assessment Survey

To help us serve you better and make the AUI library Information Literacy Instruction sessions better than ever, please circle the item which best describes your experience. Thank you,

4/8/2018 AUI Library Information Literacy Assessment Survey

### AUI Library Information Literacy Assessment Survey

To help us serve you better and make the AUI library Information Literacy Instruction sessions better than ever, please circle the item which best describes your experience. Thank you,

**1. 1) Please indicate your gender**  
*Mark only one oval.*

Male  
 Female

**2. 2) Year**  
*Mark only one oval.*

Freshman  
 Sophomore  
 Junior  
 Graduate  
 Non-Degree  
 Seeking Student  
 Other: \_\_\_\_\_

**3. 3) Before starting my courses at AUI, my information literacy research skills were:**  
*Mark only one oval.*

Good  
 Average  
 Poor  
 Excellent

**4. 4) Do you think the AUI Library Information Literacy training sessions were of any value to you?**  
*Mark only one oval.*

Yes  
 No

<https://docs.google.com/forms/d/1y8sUBGw0ZwFvXvolmztlfMegzHVPiOnlzB3o0p0EMq3MiedE> 1/3

4/8/2018

AUI Library Information Literacy Assessment Survey

5) I will use what I learned from the AUI library Information Literacy Instruction session(s) in my assignments and research activities.

Mark only one oval.

- Agree  
 Strongly agree  
 Disagree  
 Strongly disagree  
 Neutral

6) What I learned in the AUI library instruction session(s) will support me in my assignment(s) and research activities.

Mark only one oval.

- Agree  
 Strongly agree  
 Disagree  
 Strongly disagree  
 Neutral

7) After participating in the AUI Library Information Literacy Instruction sessions, I am more likely to use the library for my academic research.

Mark only one oval.

- Agree  
 Disagree  
 Strongly Agree  
 Strongly Disagree  
 Not sure

8) Do you think the Library's Information Literacy Instruction program is relevant and should be offered to all AUI students?

Mark only one oval.

- Yes  
 No  
 Maybe

9) Overall, do you feel that the library Information Literacy workshops increased your confidence about doing effective research?

Mark only one oval.

- Yes, I learned a lot  
 Not sure, I learned a few things, but my confidence is about the same  
 No, I already knew everything that was taught

4/8/2018 AUJ Library Information Literacy Assessment Survey

**10. Please let us know any other comments and suggestions you have for improving the quality and usefulness of the Library Information Literacy Instructive sessions. Thanks!!**

---

---

---

---

---

---

---

## Appendix H: Information about the Paris Workshop Leaders

**The AMICAL-PARIS Workshop Leaders:**  
**Workshop title :** “Co-design: Integrating information literacy into your disciplinary course”  
**Venue:** The American University of Paris, France

	<b>Xan Goodman</b>	<b>Health Sciences Librarian, Associate Professor</b>	<b>University of Nevada Las Vegas</b>	<b>xan.goodman@unlv.edu</b>  Office: 702-895-2233/ Fax 702-895-2284	<b>UNLV   UNIVERSITY LIBRARIES</b>
	<b>Godbey, Samantha</b>	<b>Education Librarian   Associate Professor</b>	<b>University of Nevada Las Vegas</b>	<b>samantha.godbey@unlv.edu</b> 702-895-2135  Co-Editor, Journal of Research in Technical Careers	

Appendix I: Sample of Email Correspondences between the Faculty and the Librarian  
throughout the Co-Design Implementation Process

-----Forwarded by Aziz ELHASSANI/libr/vpaa/au/ma on 11/19/2018 07:00PM --

---

To: Aziz ELHASSANI/libr/vpaa/au/ma  
From: Paul Love/shss/vpaa/au/ma  
Date: 09/08/2017 07:48AM  
Subject: Re: Draft materials for The 1st Library workshop on "Introduction to Information Literacy- Co-design IL initiative.

Dear Aziz,

Good morning! Thank you for sending these materials along. The PowerPoint look good and that should accomplish the basic goals of the workshop. At this point, they are still a few weeks away from thinking about the choice of a topic for the book review (the next series of workshops). I will introduce them to the idea of the workshops they will be doing in early October and that way they can come prepared with a potential topic next Wednesday. We can meet again after the first workshop to finalize the comparative book review workshop series schedule and the instructions.

Make sure to let me know when you have the Survey Monkey link ready and I will distribute it to the students. If there is a confirmation page when they complete the survey or a confirmation e-mail, I can tell them I will give them a grade for submitting it and that way you can make sure to have all 34 response.

Best,  
Paul

--

Paul M. Love, Jr.,  
Assistant Professor of North African, Middle Eastern, and Islamic History  
School of Humanities and Social Sciences  
Al Akhawayn University  
Ifrane, Morocco

-----Aziz ELHASSANI/libr/vpaa/au/ma wrote: -----

To: Paul Love/shss/vpaa/au/ma  
From: Aziz ELHASSANI/libr/vpaa/au/ma  
Date: 09/07/2017 04:36PM  
Subject: Draft materials for The 1st Library workshop on "Introduction to Information Literacy- Co-design IL initiative.

Dear Dr. Paul

As agreed at our last meeting, please find attached draft materials for the upcoming library workshop on "Introduction to Information Literacy", scheduled to be held at the MLC on September 11, 2017.

Attached to this email are the following items:  
Information Literacy Workshop\_ Finding Information and knowing how to use it.  
PPT \_AEI  
Attendance Sheet.  
Information Literacy\_ Database Search Strategy Workshop, Fall 2017. (  
Search activity- after the workshop) Introduction to the Research Process \_ Basic  
Steps for Library Research ( Handout)

Date : Sept 11, 2017  
Time : from 12:00 pm to 12:50  
Location : MLC/Library  
Librarian : Aziz

(See attached file: Attendance Sheet.pdf2.pdf)(See attached file: Information  
Literacy Workshop\_ Finding Information and knowing how to use it. PPT  
\_AEI.pptx)(See attached file: Information Literacy\_ Database Search Strategy  
Workshop, Fall 2017.doc 2.pdf)(See attached file: Introduction to the Research  
Process \_ Basic Steps for Library Research.pdf)

If you have any suggestion to enhance the attached materials, please let me know.

Sincerely

Aziz

---

Aziz El HASSANI,  
Multimedia Learning Center

Al Akhawayn University,  
Mohammed VI Library  
Avenue Hassan II Ifrane, Morocco  
Phone: (212) 35 86 2135  
Fax: (212-0535) 86-29-83  
Email: a.elhassani@au.ma| mlc@au.ma  
Website: www.aui.ma

Paul Love---09/04/2017 04:58:24 PM---Dear Aziz, Hello! Wonderful to see you,  
as always. I am attaching the new syllabus with the final-f

From: Paul Love/shss/vpaa/au/ma  
To: Aziz ELHASSANI/libr/vpaa/au/ma  
Date: 09/04/2017 04:58 PM  
Subject: New HIS1301 syllabus

Dear Aziz,

Hello! Wonderful to see you, as always. I am attaching the new syllabus with the final-finalized dates for our workshops.

Best,  
Paul

--

Paul M. Love, Jr.,  
Assistant Professor of North African, Middle Eastern, and Islamic History  
School of Humanities and Social Sciences  
Al Akhawayn University  
Ifrane, Morocco[attachment "LOVE\_HIS1301\_The History of the Arab  
World\_Syll\_(F17).pdf" deleted by Aziz ELHASSANI/libr/vpaa/aui/ma]

Appendix J: Samples of Students' submitted Midterm Essays 'Comparative Book Review'.

**Sample 1**

El Mekhantar Oujidane

HIS 1301 02

October 26th, 2017

Book: Nazi Propaganda for the Arab World. By Jeffrey Herf. New Haven and London, Yale University Press. 2009. Pp. 335. \$30.00. ISBN: 978- 0300145793.

Reviews by: - Robert M. Cittino. Military History center, University of North Texas. (2012)

- Alexander Shelby. Florida State University. (2012)

- Leon Stein. Professor Emeritus of History. Roosevelt University. (2012)

Comparative Book Review:

Herf's Nazi Propaganda for the Arab world is a very good analysis of what Nazis had done to the Arabs as well as Muslims in the Middle East during the period of World War II, the largest and most destructive war the history has ever known. The author is showing to the reader how The Nazis spent a lot of their "effort", "time", and "money" on dispersing "propaganda" in the Middle East and North Africa (part of the Arab World) during WWII. Herf did explore the intellectual, political, as well as the cultural context to show how the efforts made by the Nazis contributed to the "anti-Semitic". The main argument of the book is as follow: Nazis did exercise a vital influence on the Arab world by pushing them to be against Jewish people. Jeffrey Herf provides an intense examination of the history of "Nazi propaganda" in the Middle East by using a collection of some recently revealed sources throughout the chapters. He did not only show to which extent the Nazis expanded geographically but he did provide very important ideas regarding the development of modern "anti-Semitism" in the Muslim world. The Arab world has known a diffusion of "the Anti-Semitic propaganda". All in all, the Nazi propaganda had an enormous influence on "making" Islamists and Arabs to some extent "anti-Jewish".

The first review I have chosen is the one of Robert M. Citino. He is a historian at the University of North Texas, meaning he has knowledge about the topic being

discussed here. The review did begin by an example not related to the Arabs in some way but still this opening can be considered as a kind of entry to the subject. Robert Citino started his review by saying that the world is always seeing new “memes”. Then he did claim that certain “memes” last as Herf demonstrated in his book. What comes next in his book review is the argument of the book which is common in the reviews that are coming into discussion in the next paragraphs (the argument of Herf has already been stated in the first paragraph). What was special about this review is the use of an old Arabic slogan: “the enemy of my enemy is my friend” isn’t it amazing to use concrete examples of the book when writing a review? For me, the answer is yes. Besides, Robert did use even some German slogans since the book is dealing with the Nazis. The review referred to the evidence used by Herf and why the book is a good analysis. Every book has imperfections, Robert did not miss that major thing in his review, and he clearly stated that the book of Herf had one “obvious gap” which was the fact that Herf did not go deeper into the issues of “reception” in the Arab world. The closing paragraph deals with the event of the 9th of September.

The second review is of Leon Stein, a professor of History at the University of Roosevelt. This review was published on 2012. This review differs from the first one in some aspects but I cannot deny that they are similar in others. The opening paragraph dealt with the sources used by Herf as well as how this book brought a good study of the relations between both the Nazis and the Islamic world. Then, he moved to the argument of the book which is the same that was mentioned in the first review. Specific years were used so that the reader keeps track of the events which were not apparent in the first review. Also, Stein did mention a very important figure (“Hajj Amin el-Husseini”) and the first review is lacking important persons involved in the Nazi propaganda. There is one point that was stated in this review and not the other, a very important point: Herf did not want to evaluate the impact left by the Nazi propaganda on the Islamic World and/or the Arab World, he wanted to let future scholars look for that impact. The thing in common was also in the critique of the book, the first as well as this one attempted to provide the things that should have

been done by the author. The closing is a bit different since the second review did end by saying good things about the book which I think should have been done in the first review. This review is distinct from the two others because the audience was clearly stated.

The third review which has been written by Alexander Shelby, a professor at the University Of Florida State and published on 2012. The opening paragraph dealt with the fact that “scholarly studies” that did focus on the relations between The Nazis and the Arabs first appeared right after the World War II. In this review, the author stated the goal of Herf which has been stated in the previous reviews as well. One thing was common between this review and the previous one and not common with the first review is the use of specific years. Shelby did not focus only on Herf’s book but he also included in his review the work of “Mathias Kuntzel” to emphasize on the fact that these two authors were blaming Muslim anti-Semitism on Germany. I did not read the verb “to blame” in any of the two previous reviews discussed earlier, it is a very strong verb though, and I was expecting this kind of verb. Famous persons were used in this review such as “Osama Bin Laden”, a very important figure known in the Islamic World to some extent the Arab World. This review did not close by saying good things about the book as major reviews if not all do. The focus of this review is mainly what had been stated in the book, the major events, the position of Herf, and concrete examples. In this review as well as in the review of Cittino, the audience was not mentioned.

Before moving to the last paragraph, I want to conclude that the three book reviews I have chosen did share the same argument since they are analyzing one book and coming up with a different argument about Herf’s book does not make any sense. The structure as well as the analysis is not the same because different opinions (based on different sources also) did rise concerning this topic.

By using “**Scholarship as Conversation**” (a metaphor), I did not focus on writing my own book review for Herf’s book, instead the focus was mainly on finding what

others, I mean scholars did generate and share about the book chosen. I got a better picture of how different scholars communicate about: Nazi Propaganda for the Arab World. Through the analysis of three book reviews, I was able to generate three author's ideas, three different ways of interpreting one common book. The Analysis of these three book reviews, even if they have one argument which is the author's argument let me behind the following idea: a book can have an endless number of reviews, and each one may be different to others because the sources used by authors are not and will never be the same. Different opinions did rise concerning this book, thus different book reviews. Scholarship is a conversation that will never end because people are always seeking for reviews, critics, and analysis and new ideas in order to better understand the Arab world and the history behind the Arabs (in this case, the main concern is Arabs).

**Sample 2****Chaimae BenBoubaddi****HIS 1301****October 27, 2017****Comparative Review**

The book "Muslim Identities: An Introduction to Islam" by Aaron Hughes focuses on Islam as an ideology. It takes into consideration social, cultural and literary standpoints. It also talks about Islam around the world from different cultures and tries to respond and counter the stereotype and biased ideas of Muslim in the world today. This book tries to redefine what religion is while moving away from traditional ideas and values and discussing religion something cultural and social that was created and changed by groups of people. Finally, it rethinks the usual ways

Islam is taught and gives a different kind of speech on Islam, from what is usually portrayed.

These three reviews are very different in discussing the book not so much because they are written by different people but because they discuss the book differently. For example, the review written by Elisabeth Arweck, is not a review that could criticize the book or that offers counter argument to Hughes but it is more of a description and summary of the book. It describes the different parts of the book and gives a general argument. However, what Arweck says is also repeated by the other two authors. She says that Aaron Hughes “tries to avoid both an overly critical approach and the apologetic approach and to provide an introduction to the study of Islam which is consistently historical, sociological, and literary” (Arweck 572). Murad Wilfried Hofmann, in his review claims that “in fact, his ideal is a text ‘consistently historical, sociological, and literary rather than theological’ (p. 1), arguing that ‘there is no such thing as a monolithic Islam or a single Muslim identity’” (Hofmann 246). They both share the idea that Muslim tradition should not be seen as something that is still in history but rather as something that was influenced by a social, cultural and historical context.

The text written by Khurram Hussain is a bit different from the other two reviews because it is less accessible when it comes to understanding. I feel like it addresses the book in a complex way of thinking about it but it still develops Hughes’ point a lot more than the other reviews. It talks about a very interesting point: “in this debate between insider/apologia and outsider/polemics Hughes ostensibly hews to the middle. His ‘synthetic approach’ (36) to Islamic origins contextualizes the early

Islamic historical tradition ‘as a response to a variety of challenges facing the Islamic community’” (Hussain 620). Hussain here makes a note of Hughes’ neutrality or maybe of his need to uncover the truth about Islam. This idea states that Hughes is trying to escape from the traditional perception of Islam that are very strict and rigid and move towards a more contextual vision to understand and help understand Islam better.

Hussain even claims that “the scholarly desire to identify an original orthodoxy with a set of beliefs and practices suitable for an ‘Introduction to Islam’ does more to obfuscate than illuminate this complex history” which means that Islam should not be understood through specific set of values. What this review does is more clarifying certain points and giving Hughes good feedback on certain passages, however, there is one main criticism which is that “at times he appears to assume a pristine historical ether against which Muslim reflections on their own history are judged as ideological projects of ‘memory’ and ‘desire’ (3), as distortions of the empirical record, of the essential truths about the tradition” (Hussain 622). This particular idea means that Hughes should move away from a tendency to see Muslim thoughts on Islamic history as something strictly out of collective memory.

Hussain’s text differs a lot from Hoffmann’s because he goes deeper in the matter and addresses theoretical and abstract representation of Islam but they both mention more or less the same points. Hoffmann review is really interesting because he makes his ideas much more accessible than Hussain. It seems like Hoffmann is dumbing the

text down for more audiences to understand what may be seen as a complex argument coming from Hughes. Hoffmann claims that Hughes “he even shies away from speaking of ‘Islam’, both inherited and actively created, preferring ‘Islams’, differently professed by Sunnis, Twelver Shi’is, Sufis, Isma’ilis, Ahmadis and so on” (Hoffmann 246). This statement is interesting because it shows that Hoffman shows a very simple and easy writing style and wants to convey information in a way everyone is going to understand. The only criticism that I think should be addressed to Hoffman’s review is that at times he seems like he is complimenting the book rather than explaining why it is so great: “the author of this truly extraordinary book” (Hoffman 246).

There is a similarity between the reviews by Elisabeth Arweck and Hoffman which is that their interpretation of the book shows that they are making it more accessible to a particular audience that might have not understood the message of the book at first. The fact that Elisabeth Arweck did a short and clear summary of the main points of the book and that Hoffmann had a style that was very open, informal at times and accessible made it so that the audiences could understand Hughes’ message better.

These three reviews show that **scholarship conversations** are important because they can help explain the true meaning of texts. The fact that multiple authors are discussing the same book can bring a better and more informed feedback to the book. People understand things in different ways, depending on their backgrounds,

personalities and cultures, therefore having multiple authors can always be interesting in the review of a book. The collective analysis of these three reviews shows that scholarship and academic fields are in constant conversations. Because in those fields people do research and try to discover new things all the times, they have to keep up with each other and read each other's findings. It's a conversation because when one scholar releases something, another scholar is there to take a look at it, read it, analyze it and then evaluate it just to see if that kind of knowledge or ideas are worth spreading.

It turns out that after reading these reviews, we can understand why it is necessary to have more than one point of view concerning academic matters. For example, whenever writing a paper, it's always important to have it peer-reviewed because we might overlook things or forget others. The same way, academics criticize each other. For instance, Hoffman says that he “found unacceptable only the author's view that ‘abrogation applies to both the Qur'an and the Sunna’”. (247). That shows that there will always be things that we disagree on but that it's important to keep these things in the conversation.

### Works Cited

Arweck, Elisabeth. Book Notes, Review of “Muslim Identities: An Introduction to Islam”, *Journal of Contemporary Religion*, vol. 28, no. 3, (2013), pp. 569-574.

Hofmann, Murad Wilfried. "Muslim Identities: An Introduction to Islam." *Journal of Islamic Studies*, vol. 26, no. 2, May 2015, pp. 246-247. EBSCOhost, doi:10.1093/jis/etu049.

Hughes, Aaron W. *Muslim Identities: An Introduction to Islam*. Columbia University Press, 2013. *JSTOR*, [www.jstor.org/stable/10.7312/hugh16146](http://www.jstor.org/stable/10.7312/hugh16146).

Hussain, Khurram. "Muslim Identities: An Introduction to Islam, by Aaron Hughes, New York: Columbia University Press, 2013." *Religion*, vol. 45, no. 4, Oct. 2015, pp. 619–22, doi:10.1080/0048721X.2015.1036716.

**Sample 3**  
**Comparative Book Review**

**HIS 1301**

**October 27, 2017**

*The Arabic Language and National Identity* – SULEIMAN, Yasir.

In his book, Suleiman investigated the role of Arabic in the emergence of national identity. He related the development of Arabic language and its evolution to the rise of Arab nationalist movements. In the first chapters, the author defined independently the concepts of nationalism and language. He differentiated between the functional and symbolic dimensions of language. Substantially, language is a mean of communication among members of a community. It is also an ethnic marker and guarantees the conservation of literary works and holy texts. Indeed, the author focused on the central place that Arabic occupies in Islam and consequently in both Arabic speaking and non-Arabic speaking Muslim lands by being the language of the Quran. In the Quran itself, Arabic is associated with transparency while barbarian (Al-aajamiya) is related to fallacies and inconsistency. The prominence of Arabic language integrity as a condition for preserving Islam purity introduced an animated discussion between those who believed in Arabic language lexicographic and semantic superiority and the partisans of Shuubiya movement who advocated language purification and simplicity. Then, Suleiman moved to the contribution of the Ottoman Empire in the intensification and amplification of Arab nationalism as a form of resistance to Turkish cultural influence and political authority. After the collapse of the Ottoman Empire and along with the expansion of journalism, Arabic

became an official language and a better criterion to integration than religion especially in countries as Lebanon with large Christian communities.

All three reviews of this book provide relatively similar summaries of Suleiman's book as restated above. Also, the three professors, Pr. Alesh, Pr. Heath, and Pr. Allen agreed on the relevance of the book in linguistic and Middle East modern history studies. The consensus of these three experts in linguistics is very valuable for the book and gives it more credit to be referred to in other researches in the field. The professor's shared background with the author is an important parameter explaining their adhesion to Suleiman's understanding of Arab identity and ideology that are shaped by Arabic language. These scholars acknowledged the strong correlation between the multiple developments of Arabic language along with the Arab mind. They also recognized the external influence of non-Arab groups on Arabic language and thus on Arabic identity. However, as an anthropology proficient, Pr. Heath appraised Suleiman's work as a commentary on different readings from diverse intellectuals rather than an ethnographic analysis. Pr. Alesh discerned elements of answers in the book to social questions that were and still are frequently asked by foreign students concerning Arabs. He formulated the following interrogation: "Why Arabs seem protective of their language?" The social perspective adopted here is intimately related to the professor's Arab origins and his own experience as an Arab student in the United States. In fact, Alesh was born in Syria and came to the US to complete his applied linguistic studies. While Pr. Alesh provided a sociolinguistic overview of the book, Pr. Heath and Pr. Allen established connections between their contemporary politico-cultural situation and the content of Suleiman's book. Indeed, Pr. Heath reminded of the persisting confrontation between modernism and Islamic fundamentalism on a political and cultural level and linked it to the original opposition between those who cling to the classical poetic Arabic and those who promote its functional and unifying roles. Pr. Allen supplemented the vision of its fellow by affirming that nationalism is retrospective and essentially about reconstructing the past. Both Pr. Heath and Pr. Alesh came up with constructive critics and accurate remarks concerning the geographical-time

frame of Suleimnan's book. Indeed, the first one reported that the region covered by the book was limited to the Mashriq and does not include North Africa and the other one asserted that Suleiman's observations were conducted from late nineteenth century to the first decades of the twentieth century. Those comments are extremely important for the readers to situate the information and judge its relevance to the subject they are interested in. Defining the spacio-temporal context is necessary in interpreting the historical information provided by the book.

The structural similarities between the three selected book reviews reveal that there are rules to follow in order to participate in a **scholarship conversation**. If the contribution is under the form of a book review, it must start with a summary of the content of the book followed by the definition of the targeted audience to then, draw the book's limitations, if any, to after that, provide constructive critics, and to finally enumerate the book's strength points. There are undeniably codes to respect for a student or a scholar to express his voice in a scholarship debate. The similarities in the three interpretations of Suleiman's book highlight the importance of the academic background and expertise in the field relevant to the nature of the information discussed in the book. Otherwise, deprived of proficiency, none of the three professors would properly understand Suleiman's theory of Arabic and Arab national identity. For what it comes to the differences raised between the selected book reviews, they demonstrate that minor distinctions in scholars' background can ultimately change the perspective they adopt to discuss the book in question. Indeed, Suleiman's book can be discussed from either a political, ahistorical, a linguistic, or a cultural perspective. The contrasts in the book reviews reflect the uniqueness of each scholar review based on his personal experience as in the case of Syrian Pr.Alosh. All of these variables added to the large number of book reviews available for the same book converge to the idea of scholarship as an open ongoing conversation where each one, depending on its field of expertise, can participate. In the framework of information literacy, users and providers of information can debate and discuss together ideas, theories and concepts to improve the understanding of the world we live in. All scholarly sources are debatable because each represents the

opinion of its author and not a universal truth. That is to say, scholarship conversations are built on critical thinking assessments and are not meant to reach a general consensus or the unanimity about a given issue, but rather the opposite. It is confrontation of ideas that leads to argumentation, which is in turn an intellectual goldmine.

**Selected book reviews written by:**

- ALOSH, Mahdi. *The Modern Language Journal*. (2005).
- HEATH, Jeffrey. *Journal of Linguistic Anthropology*. (2005).
- ALLEN, Roger. *Middle East Studies Association Bulletin*. (2003).

**Sample 4**

**Mouna Benhamza**

**HIS 3301**

**October 27, 2017**

**Book Review**

The book “Medicine and the Saints: Science, Islam, and the Colonial Encounter in Morocco, 1877-1956” by Ellen Amster, is about the medicine practices of Morocco during the colonial era. The book focuses about the interaction and sometimes confrontation between traditional Moroccan medicine and colonial methods that were brought with the French. It also talks about Sufism and notions of spiritual healing which conflict with the Western, French and modern ways of medicine. The Moroccans after meeting with the colonists, started adding their medicine practices to theirs, which ended up changing the Moroccan way of healing; Amster addresses that point too but mainly focuses on the fact that the colonial confrontation changed the way Moroccans see medicine and brought a fight between colonial practices and Moroccan Sufism. Amster does this by exploring a different issue or aspect in each chapter by telling about different medical interactions.

All of the reviews seem to give a positive description of the book. They all mention

Amster with her introducing and having a new concept, or maybe a new field of study in the history of colonization. The all seem to look at the book as a great work of literature, which has managed to bring more light into the circumstances of pre and post-colonial medicine. Additionally, all of the articles talk about and complement Amster's use and analysis of her sources. Stenner claims that Amster made this great analysis by "Drawing on French colonial archives, Arabic manuscripts, and personal interviews" (458). Also, Sahar Bazzaz says that "through both her extensive archival research (mostly in French and some in Arabic) and oral interviews (in Arabic) and her engagement with a rich secondary literature drawn from French colonial history, history of science, Islamic studies, anthropology, and gender studies, Amster seeks to2fracture the colonizer (modernity)/colonized (648). Finally, Etty Terem addresses the same point by saying that "Amster employs a wide range of disciplinary approaches and analyzes an impressive variety of primary sources consisting of Arabic manu- scripts, French and Moroccan archival records, medical journals, and oral narratives" (452).

The main similarities between these three authors in their reviews is that they more or less agree on the same ideas which is that Amster gave a good narrative throughout her book and illustrated her ideas with clear and convincing examples. Etty Terem states that the book is an "intriguing and innovative study of colonialism in Morocco that explores an array of 'medical encounters' between the Moroccan state and the French colonial administration" (452). One similarity between all of these reviews, instead of talking only about what was done right or wrong in this, they all discuss and explain the ideas that Amster used in her text. This shows that Amster's book was so compelling that they all needed to expand on it more and give their own interpretation. In addition to that, they all agree that the discussion on the interaction between Moroccan and French medicine during the colonial era was concerning epistemological elements. Stenner says "Amster introduces the reader skillfully into the world of pre-modern Islamic practices and reconstructs the epistemologies of a belief system" (459). This is also shared by Etty Terem who states that "Chapter 2 examines the French civilizing mission as a construct based 'upon both a racial

theory of the sciences and an idea of epistemology itself” (453). Finally, one of the final common points of the three reviews is that all of them reserved a section for the discussion of the rise of nationalism in Morocco. It is said that Amster “finds that the promises and failures of the French colonial health service mobilized the Moroccan public behind a nationalist agenda” (Terem 453). A similar idea was that French colonialism was not actually doing what it promised which was to protect the health and well-being of Moroccan subjects which eventually led to rebellion because the Moroccan body was suffering through French laws (Bazzaz 647-648). Stenner also joins that idea by claiming that to oppose the French resistance, the Moroccan elites chose Salafism as their new ideology and it was inspired by Western ideas and values (459).

The main distinctions between the three reviews is how they address the book. Almost all of them talk and discuss certain point more but they present it differently. For example, Sahar Bazzaz focuses on particular points by talking about “the actual encounter between colonial ‘biomedicine’” and “‘pre-colonial cosmologies’” comparing French and Moroccan methods and techniques for healthcare. She also mentions that French practices “would also aid in unfettering Moroccan minds from the hold of tradition, superstition, and indigenous medical practices” (647). She places her review in a historical context while arguing some small points who got her attention. On the contrary, Etty Terem had a different approach: she just did an independent review of each chapter, and discussing the point she thought were more relevant. Finally Bazzaz and Stenner have similar approaches because they both talk about the book in a historical way, while inserting particular points worthy of attentions. The reviews also are different because they criticize different things about the book. Stenner mentions that there was a transition that was badly written because it quickly describes how the French managed to get the Sufis and Salafis on their side while they contradicted each other (459). Terem says that Amster should have explained a bit more what Salafism is because the ideas of Salafism at that time are very different from the current ones and that could cause confusion (454).

These reviews proved that scholarship conversations in the academic field are extremely important because they help put together different opinion to have a full and informed opinion about the text. These three reviews all seem to talk about the book in a good way and therefore we can think that this book is overall well-written and convincing but the different points made by the authors make a difference in the analysis of the information. They all have different ways of understanding the book which means that they will all see different arguments and have different kinds of criticisms. Also, another thing that can be important is that they reviews are actually published in different magazines which means that they can be analyzed through different points of views that come from different fields which can bring very different arguments to the table. The comparison of these three reviews tells us that the peer-review process is very important in academic situations: it enables points of views to interact with each other. A group interpretation of these reviews tells us that the areas of agreement between the authors are not what's important, it's the areas where they don't agree that produce the best kind of information and analysis about a book. Scholarship is also important because it can provide authors with information about their books that they could not have found themselves or that they overlooked because we are often biased when we write.

**Sample 5**  
**Comparative Book Review**

**HIS 1301**

**October 27, 2017**

*The Arabic Language and National Identity* – SULEIMAN, Yasir.

In his book, Suleiman investigated the role of Arabic in the emergence of national identity. He related the development of Arabic language and its evolution to the rise of Arab nationalist movements. In the first chapters, the author defined independently the concepts of nationalism and language. He differentiated between the functional and symbolic dimensions of language. Substantially, language is a

mean of communication among members of a community. It is also an ethnic marker and guarantees the conservation of literary works and holy texts. Indeed, the author focused on the central place that Arabic occupies in Islam and consequently in both Arabic speaking and non-Arabic speaking Muslim lands by being the language of the Quran. In the Quran itself, Arabic is associated with transparency while barbarian (Al-aajamiya) is related to fallacies and inconsistency. The prominence of Arabic language integrity as a condition for preserving Islam purity introduced an animated discussion between those who believed in Arabic language lexicographic and semantic superiority and the partisans of Shuubiya movement who advocated language purification and simplicity. Then, Suleiman moved to the contribution of the Ottoman Empire in the intensification and amplification of Arab nationalism as a form of resistance to Turkish cultural influence and political authority. After the collapse of the Ottoman Empire and along with the expansion of journalism, Arabic became an official language and a better criterion to integration than religion especially in countries as Lebanon with large Christian communities.

All three reviews of this book provide relatively similar summaries of Suleiman's book as restated above. Also, the three professors, Pr. Alesh, Pr. Heath, and Pr. Allen agreed on the relevance of the book in linguistic and Middle East modern history studies. The consensus of these three experts in linguistics is very valuable for the book and gives it more credit to be referred to in other researches in the field. The professor's shared background with the author is an important parameter explaining their adhesion to Suleiman's understanding of Arab identity and ideology that are shaped by Arabic language. These scholars acknowledged the strong correlation between the multiple developments of Arabic language along with the Arab mind. They also recognized the external influence of non-Arab groups on Arabic language and thus on Arabic identity. However, as an anthropology proficient, Pr. Heath appraised Suleiman's work as a commentary on different readings from diverse intellectuals rather than an ethnographic analysis. Pr. Alesh discerned elements of answers in the book to social questions that were and still are frequently asked by foreign students concerning Arabs. He formulated the following

interrogation: “Why Arabs seem protective of their language?” The social perspective adopted here is intimately related to the professor’s Arab origins and his own experience as an Arab student in the United States. In fact, Alish was born in Syria and came to the US to complete his applied linguistic studies. While Pr. Alish provided a sociolinguistic overview of the book, Pr. Heath and Pr. Allen established connections between their contemporary politico-cultural situation and the content of Suleiman’s book. Indeed, Pr. Heath reminded of the persisting confrontation between modernism and Islamic fundamentalism on a political and cultural level and linked it to the original opposition between those who cling to the classical poetic Arabic and those who promote its functional and unifying roles. Pr. Allen supplemented the vision of its fellow by affirming that nationalism is retrospective and essentially about reconstructing the past. Both Pr. Heath and Pr. Alish came up with constructive critics and accurate remarks concerning the geographical-time frame of Suleimnan’s book. Indeed, the first one reported that the region covered by the book was limited to the Mashriq and does not include North Africa and the other one asserted that Suleiman’s observations were conducted from late nineteenth century to the first decades of the twentieth century. Those comments are extremely important for the readers to situate the information and judge its relevance to the subject they are interested in. Defining the spacio-temporal context is necessary in interpreting the historical information provided by the book.

The structural similarities between the three selected book reviews reveal that there are rules to follow in order to participate in a **scholarship conversation**. If the contribution is under the form of a book review, it must start with a summary of the content of the book followed by the definition of the targeted audience to then, draw the book’s limitations, if any, to after that, provide constructive critics, and to finally enumerate the book’s strength points. There are undeniably codes to respect for a student or a scholar to express his voice in a scholarship debate. The similarities in the three interpretations of Suleiman’s book highlight the importance of the academic background and expertise in the field relevant to the nature of the information discussed in the book. Otherwise, deprived of proficiency, none of the

three professors would properly understand Suleiman's theory of Arabic and Arab national identity. For what it comes to the differences raised between the selected book reviews, they demonstrate that minor distinctions in scholars' background can ultimately change the perspective they adopt to discuss the book in question. Indeed, Suleiman's book can be discussed from either a political, ahistorical, a linguistic, or a cultural perspective. The contrasts in the book reviews reflect the uniqueness of each scholar review based on his personal experience as in the case of Syrian Pr.Alosh. All of these variables added to the large number of book reviews available for the same book converge to the idea of scholarship as an open ongoing conversation where each one, depending on its field of expertise, can participate. In the framework of information literacy, users and providers of information can debate and discuss together ideas, theories and concepts to improve the understanding of the world we live in. All scholarly sources are debatable because each represents the opinion of its author and not a universal truth. That is to say, scholarship conversations are built on critical thinking assessments and are not meant to reach a general consensus or the unanimity about a given issue, but rather the opposite. It is confrontation of ideas that leads to argumentation, which is in turn an intellectual goldmine.

**Selected book reviews written by:**

- ALOSH, Mahdi. *The Modern Language Journal*. (2005).
- HEATH, Jeffrey. *Journal of Linguistic Anthropology*. (2005).
- ALLEN, Roger. *Middle East Studies Association Bulletin*. (2003).

## Appendix K: Sample of Students' Final Assignments/Portfolios

**Souad Rahhal**  
**HIS1301 F17**  
**Final Project**

**Class Topic:** The Influence of Comics on the Arab World

**Class Plan:**

**1. Title for the Class:**

“How Comics Represent & Impact Arab Communities.” The basic idea is how comics (about Arabs) have a way of making readers from different Arab communities relate to certain things that make them Arab. This leads to making the readers feel at ease when engaging in topics that are shied away from. It also leads to educating them, and inspiring them to connect and make the Arab World a better place by addressing the taboos and the things Arabs generally complain about instead of merely avoiding them.

**2. Class Goals:**

a. Discuss critically how artists use comics to present certain taboos or strong ideas that are shared between the different Arab communities as a mean to break the silence, turn the whispering into loud words and images, and to start changing the Arab World.

b. Understand how comics can make different communities feel like they are a part of one big community, how comics are changing the Arab World, and why that change is for the better.

**2. Reading to be Prepared before Class:**

a. Students will read the blog post: *How Comics Can Make the Arab World a better Place* [<https://goo.gl/aq1nGf>]. They will use the supplied worksheet [attached] to prepare for the class discussion & its submission.

**3. Description of the In-Class Activities:**

a. Students have an open discussion with the professor and each other about the worksheet questions where they share their ideas and opinions. This will help the

students answer the questions in class. This will all be based on the blog they had to read before class, as they must at least reflect on the pictures the author chose as examples. They will submit the worksheet at the end of class.

### **Reflections**

1. We had specific topics covered in the syllabus that included comics and graphic novels, and one about TV and the internet. In those classes, I noticed that our class was livelier than in other classes. This made me want to revise or create a topic that would get that lively reaction, and since the topics I mentioned in the top covered big themes, I decided to create a topic that will dig more into being an Arab as a shared culture. To elaborate, I chose to create topic specifically about comics that represent Arabs to hold a discussion about the sensational impact these comics have on Arabs; how they make them relate over simple things that they did not necessarily know that other Arabs from different countries could relate to as well, how that feeling creates a connection, how it makes Arabs feel like they are a part of one big community instead of small divided ones inside this big Arab World, and how it inspires them to understand the things they should change instead of ignoring them. I personally think students would be interested in this topic for many reasons. First, it involves comics -which I noticed my classmates prefer more than textbooks or articles- in a blog that is easy to read, and does not need to be printed. Second, the pictures from the comics are explained in English, so no student will face confusion understanding them. Third, I think the Arabs in class will relate to the topic, which will make it easy for them to understand. Fourth, comics are fun, and talking about Arab stereotypes in sarcastic ways is fun. Fifth, I think it is a strong point that this topic digs into being a part of a community with shared things that students could laugh or complain about, because it will make them want to talk and share laughs and thoughts, which will make the atmosphere in class more comfortable and fun to all students whether they were Arab or not. This class will help students include Arab communities and what it means to share “Arab things” in their heads while trying to answer the question of “who are the Arabs?” in a way which will broaden their limits of the answer, and give them more ideas that will help them realize that there are more shared things between Arabs other than geographical regions, or language. It

will serve as proof that identity plays one of the biggest roles in being Arab, since shared cultural and community aspects are big parts of identity. Sometimes in this course, students might feel like different countries are not so similar, and it might be complicated to think how they can all be considered one thing when they are so different. I believe a topic like this will simplify things by showing them shared things, and how there is a will in common in-between all Arabs; a will to make the Arab World better.

2. I think the lesson I created for this project achieves the “Authority is Constructed and Contextual” ACRL frame for information literacy. The blog that the students will have to read for this assignment is focused entirely on a positive thing related to comics that are addressing negative things. When the students read it, they will notice the author’s authority in choosing the specific examples that will serve his point. The way the examples are explained are exclusively his point of view, and the students will need to examine that critically while reading it. Short sentences and images cause different reactions from different people, even when they are used as specific examples, which makes using them very tricky. The author uses them for his authority in a remarkable way as he basically spoon-feeds the readers a positive thing that they would like to hear; comics will break the bad taboos of society, and will make our little world a better place. When it comes to examples themselves, I think they emphasize on the authority is contextual part more than anything. Each picture shows a situation that is highly contextual, and this leads to getting certain reactions from people. For example, the one about the girl who wants to hide from social orders would have made the context difficult to understand if the artist did not draw the family members in an aggressive-looking way when they came close to ask the girl questions. Some people might have thought it was a nice act of showing that the members care, but the artists’ way of showing that they are the aggressive ones that are forcing social orders on a girl made the girl seem like the obvious victim that the readers should side with. This shows the authority behind the pen and paper, how it influences the readers so deeply, and how it can lead to creating big impacts on society starting by those influences on the readers as they will decide what seems bad

and what seems good in society, and they will not be afraid to admit that since it is expressed so strongly. All of this will lead to changing the world bit by bit, and it will all lead back to the artists' and the authors' authority. At the end of the blog, the author gives a straightforward conclusion telling the readers that this is good. The author is constructing authority on how these comics should be understood, and what type of impact they should have, and maybe even, the scale that the impact could be measured on in terms of its effect on the entire Arab world.

**Instructions:**

For this assignment, you will read the blog post *How Comics Can Make the Arab World a Better Place*, and you will look at the examples from comics in the post before class. You should read the questions in this worksheet and come prepared to discuss them in class, where you will be given a couple of minutes to fill out the answer and submit this paper.

- 1. How are comics supposed to change the Arab World?

.....  
.....  
.....  
.....  
.....

- 2. Do you agree with the author that comics will change the Arab World in a positive way? If so, why? If not, why not?

.....  
.....  
.....  
.....  
.....

- 3. What do you think about the way artists present things like taboos in comics? Do you think that is necessarily?

.....  
.....  
.....  
.....  
.....

- 4. How do you think these comics simplify/complicate the answer to the question of "Who are the Arabs?"

.....
.....
.....
.....
.....

**Salma Hamdi**  
**HIS 1301-Fall 2017**  
**Final Project**

**Class Topic:** Somalia’s struggle with war, terrorism, and bad living conditions

**Class Plan:**

**1. Title for the Class:**

The collapse of Somalia “the Switzerland of Africa” into anarchy

**2. Class Goals:**

- a. Show the struggles that Somalia has been going through for centuries and emphasize the lacking media coverage it had been getting.
- b. Indicate how the use of videos footages and interviews may be crucial in creating more awareness about a situation.

**3-Reading/Video to be Prepared before Class:**

The assignment is to watch a 45mins video done by Al-Jazeera World about Somalia, entitled “Somalia: The Forgotten Story”

[https://www.youtube.com/watch?v=-io\\_RfLBpgc](https://www.youtube.com/watch?v=-io_RfLBpgc)

**a. Description of the In-class Activities:**

The in-class activity will be a main discussion about the video that they supposedly watched before coming to class, along with a discussion of the questions in the worksheet (attached below) that they should have filled while watching the video and that should be submitted at the beginning of class.

The discussion will be interleaved with small/short clips from the documentary, so as to transit from one idea to another. The clips to watch in class are the following:

The clip time and content (main idea):

0:00 to 2:40 Introduction of Somalia

7:00 to 9:00 Chaos began in Somalia

24:20 to 29:00 UN aid and Piracy

### **Reflections**

#### **1. Reflection on the reasons for revising/creating this topic (400-500 words)**

First, I chose Somalia as a country to study, because I have noticed that many of the students in the class did not know or did not consider it along with Djibouti, which was previously part of Somalia, as an Arab country. Furthermore, most of the previously discussed topics in the class were about countries that I, personally, already knew were part of the Arab league and that I had a look at parts of their history back at high school. Somalia on the other hand, was absent from the Moroccan history curriculum, so not many people tackled/touched on its history.

Therefore, after reading more about Somalia, its history appears to be automatically linked to colonialism, instability, and civil war. For instance, I felt the urge to talk about how Somalia changed from being the “Switzerland of Africa” to crumbling down and being buried under anarchy and chaos.

The topic, indeed describes how Somalia has been suffering from bloodshed, and starvation, and has been gaining independence and losing it one time after the other, but it also describes how Somali people chose to give up on their government, but not on themselves. They saw how government isn't doing much in their favor due to the dictatorship and the involvement of third parties in the manipulation of Somalia's resources, so they decided take control by resorting to piracy, terrorism, militias, and violence in general. Thus, I believe students would find it interesting to see how such tension is, in fact, taking place in a country considered as Arab, and this may push them to question the portion of media coverage that is being given to the issues in Somalia by the Arab media. It would also be interesting to see how the mediocrity of screen time that war at Somalia is getting, may be affecting how Arabs neglect it from the Arab league, and may be leading to the underestimation of the situation of Somalia compared to other Arab countries such as Palestine, Syria, or Libya.

This idea can be further discussed while comparing it with the scene previously shown in the documentary “Control Room”, in which people from different countries were

discussing and worrying about Iraq's situation after the Bush speech. That scene may have hinted to the concern and empathy that Arabs have among each other. This could help also in commenting on the main question of the course which is 'who are Arabs?' Do Arabs feel this compassion and sense of responsibility towards all nations that share the same language, same religion, and same geographical location? Or are there particular criteria that guide those feelings? And does it have to do with people who Arabs identify more with and to whom they feel more similar?

**2. Which of the ACRL frames for information literacy (maximum 2) do you think your lesson plan achieves? Explain (400-500 words).**

The lesson plan I chose achieves the ACRL frame of Information has value. This frame focuses on the meaning of information, its source, and the intentions behind sharing such information. By projecting this frame on the chosen topic, it will require the students to, first, try and understand the content of the video and see what it is trying to convey. The value of information can vary from a student to another according to their understanding, their believes, and their critical thinking ability. For instance, some may believe that the piracy acts done by Somali are a revolution against the unfair use of their seas, while others may see these acts as pure barbaric that do not solve the issue but only make it worse. So through the discussion that will be held, students get to share ideas and compare and contrast them.

Moreover, the use of Al-Jazeera as a source was intentional, as this source was previously used and discussed in class. Hence, students already have an idea about the credibility of the channel and the purpose it serves. For instance, this previous knowledge creates a certain common ground for discussion, since students, presumably, already know how Al Jazeera is most known for going against the current in political and societal issues, through the "Control Room" documentary. This leaves space for students to further analyze the value of the information displayed by inspecting carefully the footages and further discussing the details critically.

Besides, the worksheet guides the students in their analysis of information value. For example, the question about the title chosen by Al-Jazeera hints at the fact that Al-Jazeera admits to the marginalizing the country, and disapproves of the neglection of the

situation. This question, along with the rest, opens space for discussion of the intentions of information sharing, in two directions. On one hand, the intention to bring certain topics to the public’s eyes, which in this case embodied by Al-Jazeera. On the other hand, it sheds light on the role of media in emphasizing the importance of certain events over others and on how various factors ranging from political, to socio-economical can affect how information is transmitted.

Furthermore, the discussion to be held in class after watching the short chosen clips can create more of a sense of orientation for the students. The participation into the in-class activity helps in unburying several aspects about the topic. It is definitely hard to choose one frame over others without feeling their complementarity and interleaving. However, I feel that information has value was the frame that my topic plan ideally achieves by analyzing the information presented, the sources, the background and dimensions, and the intentions behind it.

**Instructions:**

For this assignment, refer to the documentary of Al Jazeera “Somalia: The Forgotten Story”. You will need to answer the following questions before class and come prepared to discuss them.

1. How did the opening of the Suez Canal affect Somalia? And how did Somalia struggle with independence for the past years?

.....  
.....  
.....  
.....

2. How is the UN aid looked at by the Somali people? And how did it affect Somali agriculture?

.....  
.....  
.....  
.....

3. How did piracy start in Somalia? And how do Somali people look at piracy?

.....  
.....  
.....  
.....

4. What is Al-Jazeera trying to convey from the name of the documentary? And compared to the “Control Room” documentary, why are Arabs absent from this documentary?

.....
.....
.....
.....

Appendix L: Email Exchange with Dr. Katja Zvan-Elliott during Fall 2018 & Spring  
2019

---

From: Aziz ELHASSANI/libr/vpaa/au/ma  
 To: Katja Zvan-Elliott/shss/vpaa/au/ma  
 Date: 30/01/2019 11:36  
 Subject: Thesis seminar workshops ( Workshop #2: Library E-Databases Search Strategies )

---

Dear Dr.Katja

Following up on our 2nd scheduled IL workshop tomorrow, please find the following pre-workshop information:

Date: Thursday (Jan 31, 2019)  
 Time: 9:30 – 10:50  
 Subject: Workshop #2: Library E-Databases Search Strategies  
 Venue: MLC  
 Librarian: Aziz El Hassani  
 Course: INS 5391– Thesis seminar

**E-DATABASES SEARCH STRATEGIES**

In this workshop, students will be introduced to the Library's extensive collection of electronic databases and how to implement advanced search strategies. By the end of this workshop, students will be able to conduct searches and find relevant scholarly articles and other academic sources.

See you and your students at the library tomorrow morning.

Best regards,  
 AEL

---

Aziz El Hassani

Mohammed VI Library  
 Al Akhawayn University,  
 Avenue Hassan II  
 Ifrane, Morocco  
 Phone: (212) 35 86 2135,  
 Fax: (212-0535) 86-29-83  
 Email: a.elhassani@au.ma Website: www.aui.ma  
<https://www.facebook.com/Mohammed.VI.Library/>  
 Katja Zvan-Elliott---01/22/2019 03:54:51 PM---Dear Aziz, Wonderful, thank you for sending this.

---

From: Aziz ELHASSANI/libr/vpaa/au/ma  
To: Katja Zvan-Elliott/shss/vpaa/au/ma  
Date: 22/01/2019 12:53  
Subject: Re: Thesis seminar workshops

---

Dear Dr.Katja

As agreed at our last meeting, please find attached the PPT presentation for the 1st Information Literacy Instructive session ( Introduction to Information Literacy ).

Kindly note that the attached PPT will only serve as background for focusing discussion on the topic of Information Literacy and its importance in conducting scholarly research. I plan not read the slides word-for-word, but the PPT will be used as a visual aid to focus discussion on the importance of information literacy and ACRL concepts.

**Date : Wednesday January 24, 2019**

**Start time: 9: 30 am** ( Meet near the Library Circulation Desk to start the short library tour and visit the AUI print theses collection)

**Type : Introduction to Information Literacy (presentation)**

**Librarian:** Aziz El Hassani

[attachment "Information Literacy Workshop\_ Finding Information and knowing how to use it. PPT \_AEl.pptx" deleted by Katja Zvan-Elliott/shss/vpaa/au/ma]

See you and your students next Wednesday at the library.

Best Regards

---

Aziz El Hassani

Mohammed VI Library  
Al Akhawayn University,  
Avenue Hassan II  
Ifrane, Morocco  
Phone: (212) 35 86 2135,  
Fax: (212-0535) 86-29-83  
Email: a.elhassani@au.ma Website: www.au.ma  
<https://www.facebook.com/Mohammed.VI.Library/>

Katja Zvan-Elliott--01/14/2019 10:11:29 AM---Wonderful. I'll be in your office at 4. Thanks,

---

From: Katja Zvan-Elliott/shss/vpaa/au/ma

To: Aziz ELHASSANI/libr/vpaa/au/ma  
Date: 01/14/2019 10:11 AM  
Subject: Re: Thesis seminar workshops

---

Wonderful. I'll be in your office at 4.

Thanks,  
Katja

Dr. Katja Žvan Elliott  
Associate Professor in North African and Middle East Studies

School of Humanities and Social Sciences  
Al Akhawayn University in Ifrane  
Building 7, office 111  
53000 Ifrane  
Morocco

+212 (0) 535 86 33 89

+212 (0) 535 86 29 77 (fax)

K.Zvan-Elliott@au.ma

<http://utpress.utexas.edu/index.php/books/zvan-elliott-modernizing-patriarchy>

[attachment "Modernizing Patriarchy jacket image.jpg" deleted by Aziz ELHASSANI/libr/vpaa/au/ma]

~The weight of individuals in society is determined by the amount of hardship they endure for the sake of the people. (Musaddiq's mother)~

Aziz ELHASSANI---14/01/2019 10:09:45---Dear Dr. Katja 4 pm this afternoon is Ok.

---

From: Aziz ELHASSANI/libr/vpaa/au/ma  
To: Katja Zvan-Elliott/shss/vpaa/au/ma  
Date: 14/01/2019 10:09  
Subject: Re: Thesis seminar workshops

---

Dear Dr. Katja

4 pm this afternoon is Ok.

Best  
Aziz

---

Aziz El Hassani

Mohammed VI Library  
Al Akhawayn University,  
Avenue Hassan II  
Ifrane, Morocco  
Phone: (212) 35 86 2135,  
Fax: (212-0535) 86-29-83  
Email: a.elhassani@au.ma Website: www.aui.ma  
<https://www.facebook.com/Mohammed.VI.Library/>

Katja Zvan-Elliott---01/14/2019 10:05:47 AM---Dear Aziz, Shall we meet at 4 pm?

From: Katja Zvan-Elliott/shss/vpaa/au/ma  
To: Aziz ELHASSANI/libr/vpaa/au/ma  
Date: 01/14/2019 10:05 AM  
Subject: Re: Thesis seminar workshops

---

Dear Aziz,

Shall we meet at 4 pm?

Thanks for getting back to me.

Warmly,  
Katja

Dr. Katja Žvan Elliott  
Associate Professor in North African and Middle East Studies

School of Humanities and Social Sciences  
Al Akhawayn University in Ifrane  
Building 7, office 111  
53000 Ifrane  
Morocco  
+212 (0) 535 86 33 89  
+212 (0) 535 86 29 77 (fax)  
K.Zvan-Elliott@au.ma  
<http://utpress.utexas.edu/index.php/books/zvan-elliott-modernizing-patriarchy>

[attachment "Modernizing Patriarchy jacket image.jpg" deleted by Aziz ELHASSANI/libr/vpaa/au/ma]

~The weight of individuals in society is determined by the amount of hardship they endure for the sake of the people. (Musaddiq's mother)~

Aziz ELHASSANI---14/01/2019 00:33:23---Dear Dr. Katja Welcome back! I hope you had a restful mid-year break and joyful New Year. Thank you

---

From: Aziz ELHASSANI/libr/vpaa/aii/ma  
To: Katja Zvan-Elliott/shss/vpaa/aii/ma  
Date: 14/01/2019 00:33  
Subject: Re: Thesis seminar workshops

---

Dear Dr. Katja

Welcome back! I hope you had a restful mid-year break and joyful New Year.

Thank you for sending me the preliminary Thesis seminar syllabus. This helps a lot in terms of aligning the information literacy skills with your course requirements and goals. As agreed during our short meeting last semester, I am ready to start conducting the workshops for your students as soon as possible.

Since you don't teach on Mondays, I hope we can meet today (Jan. 14th) afternoon (anytime from 14:30 to 17:30) at the MLC so we can further discuss these upcoming IL seminars.

Best regards,

Aziz

---

Aziz EL HASSANI,

Multimedia Learning Center  
Al Akhawayn University,  
Mohammed VI Library, Avenue Hassan II  
Ifrane, Morocco  
Phone: (212) 35 86 2135,  
Fax: (212-0535) 86-29-83  
Email: a.elhassani@aii.ma Website: www.aui.ma  
<https://www.facebook.com/Mohammed.VI.Library/>

---

-----Katja Zvan-Elliott/shss/vpaa/aii/ma wrote: -----

To: Aziz ELHASSANI/libr/vpaa/aii/ma  
From: Katja Zvan-Elliott/shss/vpaa/aii/ma  
Date: 01/12/2019 03:27PM  
Subject: Re: Thesis seminar workshops

---

Dear Aziz,

I hope you had a restful break.

Please find attached a preliminary Thesis seminar syllabus. As you will see I

concentrated your proposed workshops in the first half of the semester as the students will be writing their theses starting now so I would like them to do all of the workshops as soon as possible. I hope that works for you.

Let me know when we can meet so we can talk about integrating ACRL exercises. I don't teach Monday so any time during that day works.

Warmly,  
Katja

(See attached file: Tentative schedule - Spring 2019.docx)  
Dr. Katja Žvan Elliott  
Associate Professor in North African and Middle East Studies  
School of Humanities and Social Sciences  
Al Akhawayn University in Ifrane  
Building 7, office 111  
53000 Ifrane  
Morocco

+212 (0) 535 86 33 89  
+212 (0) 535 86 29 77 (fax)  
K.Zvan-Elliott@au.ma  
<http://utpress.utexas.edu/index.php/books/zvan-elliott-modernizing-patriarchy>

(See attached file: Modernizing Patriarchy jacket image.jpg)

~The weight of individuals in society is determined by the amount of hardship they endure for the sake of the people. (Musaddiq's mother)~

Aziz ELHASSANI---19/12/2018 14:54:10---Dear Dr. Katja, Thank you for email and I am glad to work with you and your students on the Spr 2019

---

From: Aziz ELHASSANI/libr/vpaa/au/ma  
To: Katja Zvan-Elliott/shss/vpaa/au/ma  
Date: 19/12/2018 14:54  
Subject: Re: Thesis seminar workshops

---

Dear Dr. Katja,

Thank you for email and I am glad to work with you and your students on the Spr 2019-Thesis seminar workshops.

With regard to planning these upcoming thesis seminar workshops, It is Ok to schedule them on TRs (9:30 -10:50) instead of Wednesdays. Also, and further to

our discussion yesterday, I suggest to plan these IL Workshops as follows:

[attachment "Thesis seminar workshops.pdf" deleted by Katja Zvan-Elliott/shss/vpaa/aii/ma]

# Type of Thesis seminar workshop Tentative dates Workshop #1  
INTRODUCTION TO INFORMATION LITERACY

( Short Library tour ( 10 minutes) + Introduction to ACRL Information Literacy Concepts )

During this IL training session, students will explore the following topics:

Understand the ACRL definition of Information literacy

Recognize when information is needed and have the ability to “locate, evaluate, and use effectively the needed information.”

Start of the semester ( 2nd week)

(to be confirmed) Workshop #2 LIBRARY E-DATABASES SEARCH STRATEGIES

In this workshop, students will be introduced to the Library’s extensive collection of electronic databases such as EBSCOhost, JSTOR, Sage, Taylor & Francis, World Bank and IMF and how to implement advanced search strategies. By the end of this workshop, students will be able to conduct searches and find relevant scholarly articles and other academic sources.

(to be confirmed) Workshop #3 CITATION TOOLS – ZOTERO & EndNote CITATION MANAGEMENT TOOLS

This workshop introduces students to Zotero Citation Management & EndNote softwares, which are easy-to-use citation and reference management softwares.

Upon completion of the workshop, students will be able to collect, organize, and reuse sources they find for their research; create references in the style they need; and organize full text PDFs of articles and reports. NB: For a more useful Zotero learning experience, student should bring their laptop with Zotero installed.

Alternatively, they can use Zotero on the Multimedia Learning Center’s computers. (to be confirmed)

Middle of the semester! Workshop #4

(Optional) LIBRARY EBOOK TRAINING

This workshop introduces students to more than 200,000 full-text eBooks available through the Library’s online catalog. They will be taught how to identify, access and use eBooks to their best advantage. By the end of this session, students will be able to search, use and download eBooks. NB: It is preferable that attendees bring their laptop or tablet with them to this training session

(to be confirmed)

Optional end of the semester

I hope the above suggested planning program fits the educational needs of your students and I remain open to your suggestions and valued input for the best way forward in serving your student's learning needs.

Best regards,  
AEL

---

Aziz El Hassani

Mohammed VI Library  
Al Akhawayn University,  
Avenue Hassan II  
Ifrane, Morocco  
Phone: (212) 35 86 2135,  
Fax: (212-0535) 86-29-83  
Email: a.elhassani@au.ma Website: www.aui.ma  
<https://www.facebook.com/Mohammed.VI.Library/>

Katja Zvan-Elliott---12/19/2018 11:19:42 AM---Dear Aziz, Thank you very much for your willingness to be the embedded librarian in my Graduate The

---

From: Katja Zvan-Elliott/shss/vpaa/au/ma  
To: Aziz ELHASSANI/libr/vpaa/au/ma  
Date: 12/19/2018 11:19 AM  
Subject: Thesis seminar workshops

---

Dear Aziz,

Thank you very much for your willingness to be the embedded librarian in my Graduate Thesis seminar course. I wanted to confirm the schedule - TR 9:30 -10:50. Unfortunately I wasn't able to switch it to a W schedule. How do you suggest we plan the sessions with you?

Warmly,  
Katja

## Appendix M: INS 5391-Thesis Seminar (Tentative Schedule)

<b>INS 5391– Thesis seminar</b>
---------------------------------

Class times:	TR 9:30 – 10:50
Classroom:	08/003 and Library
Instructor:	Dr. Katja Žvan Elliott
Librarian:	Aziz El Hassani (a.elhassani@aui.ma)
Office:	7/111
Phone ext.:	3389
Email:	<a href="mailto:K.Zvan-Elliott@aui.ma">K.Zvan-Elliott@aui.ma</a>
Office hours:	TR 8:30 – 9:30; W 8:30 – 12:00; 13:30 – 17:00

**ILOs: By the end of the semester students will/should:**

- Understand what it means to *do* research and how to do it;
- Practice presenting your research as well as practice giving feedback;
- Improve their information literacy;
- Have a first full draft of MA thesis.

**Practical exercises:**

- Attend MA thesis defenses (ideally as many as possible so that you get acquainted with the process and can prepare for your own defense).
- Attend AUI talks: you'll be asked to summarize and critique them. This is a good exercise to see how established academics present their research.
- You will have to go to the library and choose an MA thesis from a former AUI MA student. Please read it and prepare a 15-minute evaluation of the weaknesses and strengths of the thesis. To do so pay attention to the formatting, grammar/style, relevance of research question vis-à-vis the literature reviewed, theoretical/conceptual framework and how it is integrated into the case study, research methods. At the end reflect on whether this is a thesis you would like to write or not and explain your choice.
- Elevator pitch: You will have 5 minutes to present the essence of your research.
- You will have to prepare a bibliography of relevant academic literature you intend to use in your thesis. Read 10 papers/books which you think are most relevant and write a short literature review of 1500 words. The deadline for your literature review is Sunday, February 10. Please send the review (with

your research question and rationale) to your designated colleague (and cc- me in the email) who will prepare a 10-minute feedback.

- You will have to then write a thesis introduction/research proposal. In addition to literature review it has to include an overview of the broad research area within which you're situating your research question, as well as research methods. For research proposal please follow the graduate handbook guidelines and discuss it with your supervisor.
- You will have to present your research design (20 minute) and receive feedback from colleagues.

## **Tentative schedule**

### **Week 1: Jan 14 - 18**

- Discussing thesis topics and the writing process
- Attending a thesis defense

### **Week 2: Jan 21 - 25**

- **Workshop #1: Introduction to Information Literacy (meet at the library)**
- (TR) MA thesis assessment presentation

### **Week 3: Jan 28 – Feb 1**

- **(T) Workshop #2: Library E-Databases Search Strategies (meet at the library)**
- (TR) MA thesis assessment presentation

### **Week 4: Feb 4 - 8**

- (T) Workshop #3: Citation tools Zotero and EndNote
- Elevator pitch presentations

### **Week 5: Feb 11 - 15**

- **(T) Workshop #4: Library EBook Training**
- (TR) Literature review: Feedback from colleagues

### **Week 6: Feb 18 – 22**

- (T and TR) Deadline for thesis introduction/research proposal (depending on where you are in the process). Feedback from colleagues in class – oral and written.

**THOSE WHO HAVEN'T YET DEFENDED  
THE PROPOSAL YOU SHOULD DO IT  
NOW-ISH BUT NO LATER THAN THE  
WEEK BEFORE SPRING BREAK**

**Week 7: Feb 25 – Mar 1**

- (T) **Workshop #5: Recap on information literacy & a general overview of the six ACRL Framework for Information Literacy**

**Week 8: Mar 4 - 8**

**Spring break! 😊**

**Week 9: Mar 11 - 15**

- (T and TR) 20-minute presentation of your thesis plus Q&A