Using Technology to Go Beyond the One-Shot

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Hi! I'm Meredith

- Faculty Librarian and SAC Chair at Portland Community College
- Previously: Head of Instruction at Portland State University, Head of Instruction at Norwich University
- Lecturer: San Jose State University's School of Information.

The problem

"It has became [sic] clear that the 'one-off,' demonstration-style information skills classes delivered out of curriculum context do not necessarily coincide with the students' need for information, are sometimes not valued by the students, and do not necessarily prepare them for the challenges of research, problem solving and continuous learning."

Orr, D., Appleton, M., & Wallin, M. (2001). Information literacy and flexible delivery: Creating a conceptual framework and model. *The Journal of Academic Librarianship, 27*(6), 457-463. doi: 10.1016/S0099-1333(01)00263-4

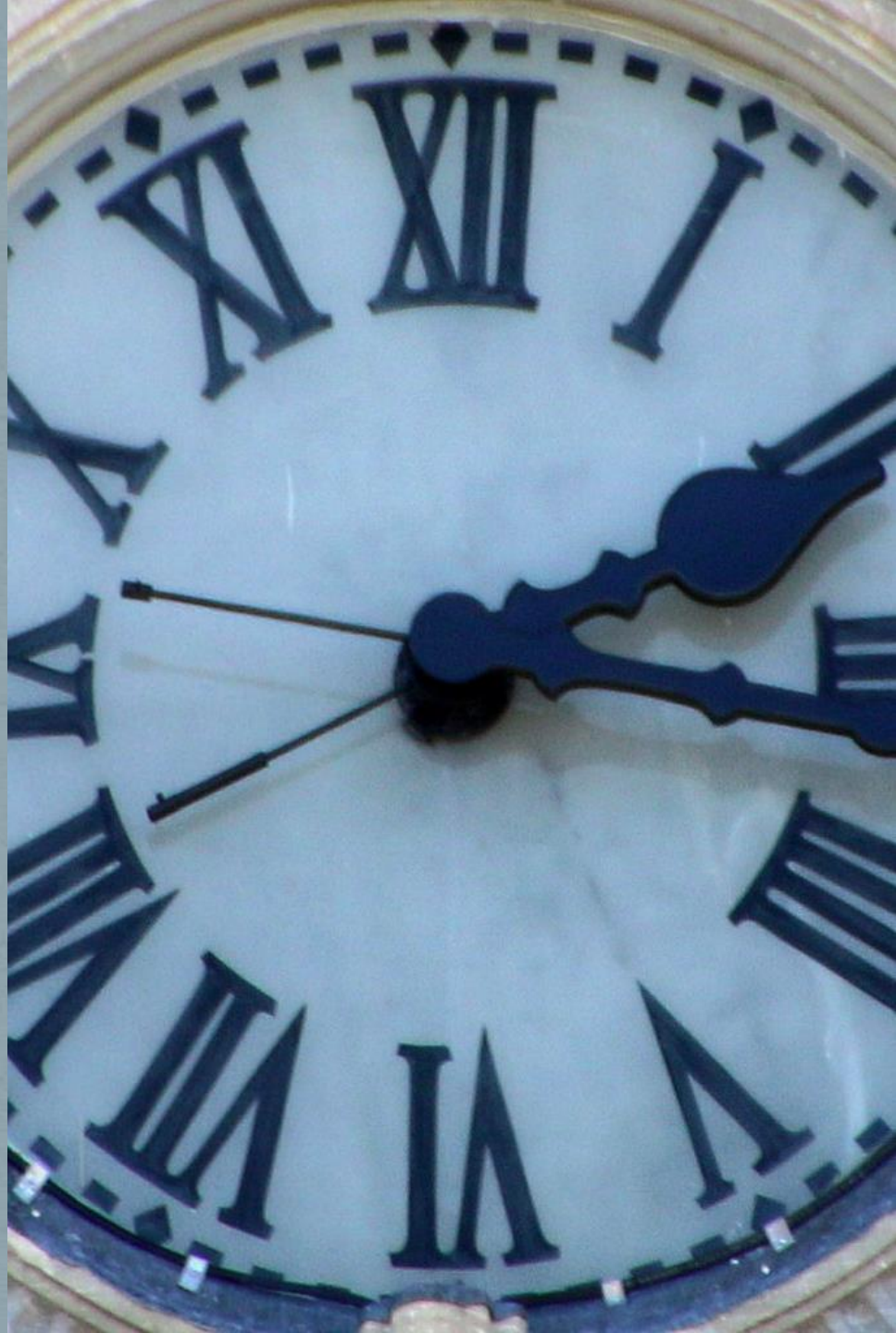
The problem

"We continue to do one-shot generic and subject-specific sessions, as well as offering point-of-need guidance at the reference desk, recognizing that such "training" does not even begin to make a student literate within the world of information."

Badke, William B. "Can't get no respect: helping faculty to understand the educational power of information literacy." *The Reference Librarian* 43.89-90 (2005): 63-80.

Time constraints

The need to focus on just a few things in the session



Students don’t know what they don’t know

Library session timing is not always ideal

Some students need repetition

We often don't know where students are in their learning before we get into the classroom

We can't teach ALL THE CLASSES

Popular solutions

- Multiple class visits
- Librarians embedded in classes and/or online discussion forums
- Credit courses

Bowler, Meagan and Kori Street. "Investigating the efficacy of embedment: experiments in information literacy integration."*Reference Services Review* 36.4 (2008): 438-449.

"As the level of librarian embedment increased
students' performance on the research component of the rubric increased as well."

"Although the improvement in IL among students in WMST 3305 was astounding in some ways,
the resource cost is not sustainable.
Unless resourcing approaches are found to permit that kind of sustained, immersed embedment, we would recommend that type with caution."

Van Epps, Amy and Megan Sapp Nelson. "One-shot or Embedded? Assessing Different Delivery Timing for Information Resources Relevant to Assignments."*Evidence-Based Library and Information Practice* 8.1 (2013): 438-449.

"The study found a statistically significant difference between groups of students, demonstrating that the frequent, short library instruction sessions produce an increased use of high-quality content. Similarly, the sections with multiple library interactions show more use of periodicals than websites."

Wang, Rui (2006). "The Lasting Impact of a Library Credit Course". *Portal*, 6 (1), p. 79.

"The lasting impact of the library credit course LIB 197 was demonstrated by the difference between the performance of two groups of students at CMU in the fall of 2004. The study results show that the group of students who previously took the library course were not only able to cite more scholarly resources and produce fewer incomplete citations, but they were also able to obtain higher grades for their papers and courses than the group of students who did not take the course."

http://www.flickr.com/photos/alancleaver/2661425133

Phelps, Sue F., Heidi E.K. Senior and Karen R. Diller. "Learning from each other: a report on information literacy programs at Orbis Cascade Alliance libraries." *Collaborative Librarianship* 3.3 (2011): 140-153.

"Lack of adequate staffing is reported to be a contributing factor to unmet instruction goals according to the Alliance survey. Respondents complained about "demand outgrowing capacity."… Two respondents hoped to ease the teaching burden with "online interactive modules" or "scaling back our in class instruction…finding ways to remain integrated into the curriculum and courses, to offer IL instruction through other means than in person. "

Sustainable, collaborative, high-impact projects

- Flipped instruction
- Tutorials
- Toolkits to support faculty information literacy teaching
- Just-in-time learning objects

Flipping instruction to increase impact

Image copyright by Herb Ritts

Online worksheets that teach AND assess

- Can be created in Google Forms or Qualtrics (even Survey Monkey would work)
- Text and video that teach skills; activities that allow students to practice those skills
- Students do authentic research on their own research topic

RD 115 Messersmith-Glavin Research Worksheet

This online worksheet is designed to help you get practice searching for and selecting sources. Please have this worksheet completed by the due date specified for your class. If you already have a topic chosen, this should take about 20-30 minutes to complete. If not, the worksheet will guide you in choosing your topic as well.

What is your name?

Meredith Farkas

Which Reading 115 class are you taking?

- (●) M/W 9:00-10:50am (CRN 11676)
- ( ) M/W 1-2:50pm (CRN 11677)
- ( ) T/Th 3-4:50 (CRN 11680)

Have you already chosen a topic for your research or at least have one that you're considering?

- (●) Yes
- ( ) No

Next >>

No

Choosing a Topic

The first step for your research assignment is to select a topic. What makes a good topic?

1. Researchers have published on this topic;
2. You are interested in it;
3. You can come up with questions about the topic, things you're curious about;
4. The topic involves multiple viewpoints.

Watch the following video on topic selection. Then try exploring some of the tools linked below the video to help you select a topic.

SIRS Knowledge Source

Full text information on social issues, science, health, history, government, business, and the arts and humanities.

What interests you about this topic or what question(s) do you have about this topic?

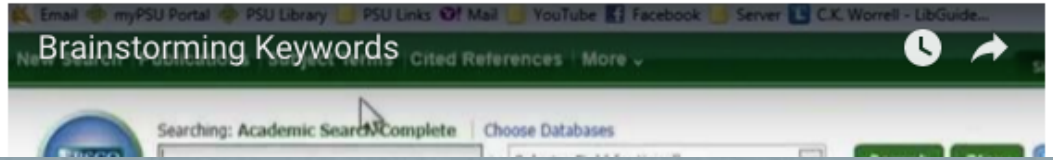
Before you start searching on your topic, it's useful to consider the various possible keywords you could use in searching. Here's why:

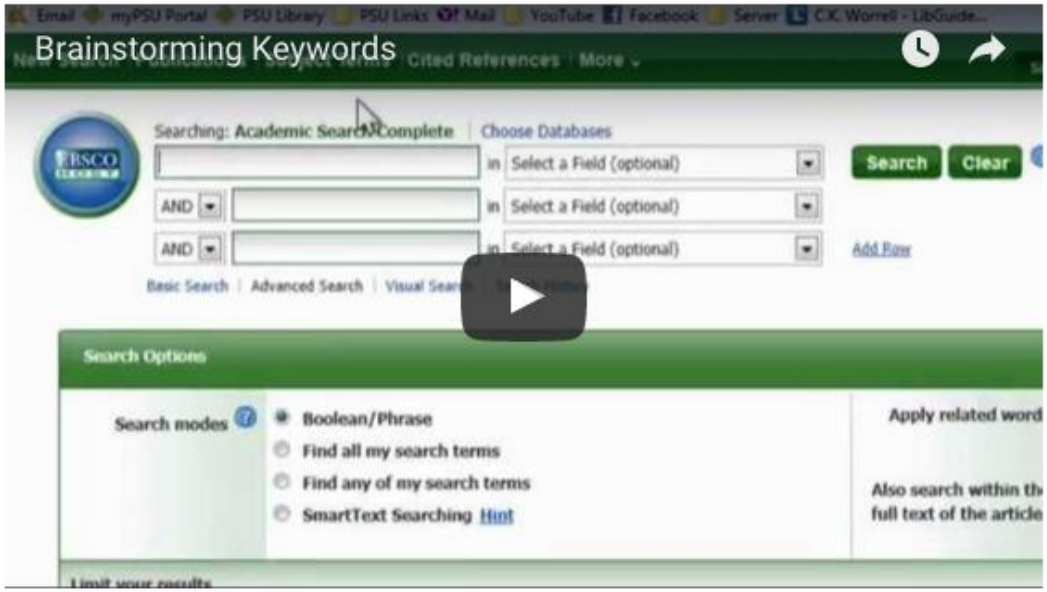
1. Computers are clueless. They don't know that a word like salary means about the same thing as earnings or pay.

2. The terms that you naturally think of when you think about your topic may not be the same words that people use to write about the topic.

This requires you to think not only of the terms that naturally come to your mind, but any terms that mean the same thing or are related.

What keywords might you use in searching for your topic? If you need help selecting keywords, try watching this two-minute video from Portland State University (embedded below).

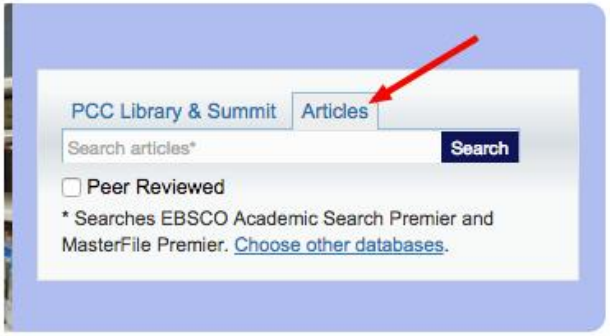




List keywords related to your topic. Be sure to think of terms that are related or mean the same thing.

<< Back

Next >>



The four-minute video, embedded below, offers tips on how to find and access articles from the library search box.

altrics

What keyword(s) did you use? If you connected keywords using AND, OR, or NOT or used quotation marks or other symbols, please show that below.

Your article citation:

What problems did you encounter when you were searching (if any) or what questions do you have?

What was something interesting or helpful that you learned from this activity?

Finding Sources

Now you're ready to start searching for sources for your project! Try searching for books using the library search (found on the front page of the library website www.pcc.edu/library). Be sure the PCC Library and Summit tab is selected before you submit your search.

If you didn't have luck with the first keyword(s) you put in, try some others from the list you generated. There's no one perfect word that will find everything we have on a topic.

What keyword(s) did you enter for searching?

Include the citation of a book you found that is related to your topic in MLA format. You can get a citation you can paste in from the library search (see the image below). When you find a good book, click on the Availability & Request Options or Item Details tab and then click on the Actions button on the right-hand side. You'll see an option to generate a citation on that drop-down list. Please note: while these generated citations are often correct, you will want to double-check to make sure they are (don't worry about it for this activity though).

Your citation:

The secret sauce

- Pre-assignment is required (for a grade)
- Instruction session is developed based on the results of the worksheet

The results

- My understanding is increased
- My instruction is more tailored
- I can cover more ground
- Students are more engaged
- Students directly benefit from the assessment

The Challenges

- Having enough lead time
- Getting faculty on-board
- Having time to analyze the results

Tutorial Development to Support Classes

Research Contacts
Ask Us!
Getting Started
How Do I...
Tutorials
Policies & Guidelines
Frequently Asked Questions
Help Desk

Library Tutorials

Research Strategies & Searching Techniques

- "Where do I Start?" tutorial
- Five Steps to Better Research [transcript]
- Boolean Searching (basics) [transcript]
- Advanced Boolean Searching [transcript]
- Truncation [transcript]

We have a series of workbooks built with these tutorials and tutorials from other libraries available with a quiz here: Library Tutorial Workbooks

Anyone may link to these tutorials without requiring explicit permission. If you would like the original flash files for these tutorials some of them are available under a Creative Commons Attribute and Share Alike license here: http://lib.colostate.edu/tutorials/share.

Colorado State University Libraries Tutorials by Colorado State University Libraries is licensed under a Creative Commons Attribution-Noncommercial-Share Alike 3.0 United States License . Based on a work at lib.colostate.edu. Permissions beyond the scope of this license may be available at http://lib.colostate.edu/.

Running the tutorials requires the free Adobe Flash player .

Library Catalog Help (Books & Other Materials)

- Finding Materials In Discovery
- Finding Materials on Sage

Tutorials provided by our Database Vendors

- ebrary
- EBSCOhost Basic Searching
- EBSCOhost Advanced Searching for Academic Libraries
- How to Search JSTOR Tutorial
- JSTOR Support YouTube Channel
- Knovel

Tutorials are *instructional* tools

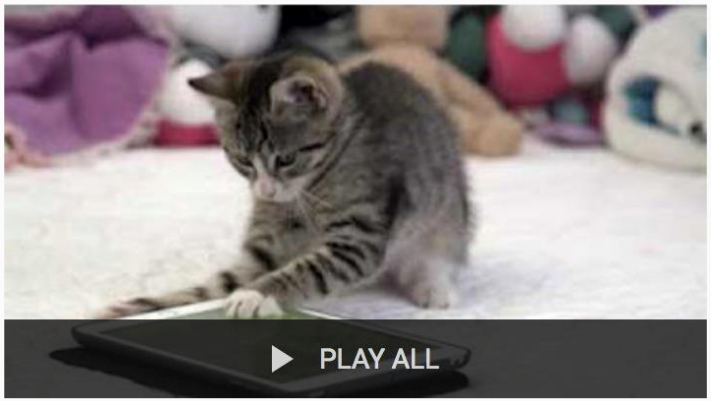
Tutorials

- Integrate into classes via faculty outreach
  - Watch in-class at logical points in their learning
  - Watch as homework with an activity
  - Watch before library session (perhaps with a library pre-assignment)

At PCC

- Grant to build video tutorials to support RD, WR, and ESOL classes at the 100 and pre-100 levels
- Working collaboratively with faculty to develop learning outcomes, get feedback on storyboards, etc.
- Meant to supplement library instruction

Search



Information Literacy Videos

5 videos • 84 views • Last updated on Mar 20, 2017

PCC Library

SUBSCRIBE 7

1

Turning an Interest into a Researchable Question

PCC Library

2

Reading a Search Results Page from a Library Database

PCC Library

3

Evaluating Sources to Find Quality Research

PCC Library

4

Evaluating Sources on the Web

PCC Library

5

Finding Articles Through the PCC Library

PCC Library

Results

- Clearer about faculty concerns around information literacy
  - Made our work more visible
- In 6 months, 500 to over 1000 visits to each video
- Writing and Reading instructors report using in their F2F and online classes, but available to all

Toolkit to Support Faculty Information Literacy Teaching

The ultimate information literacy instructors

http://www.flickr.com/photos/pburch_tulane/4195280723/

Our approach

- Develop homegrown or select and curate learning objects from other libraries
  - Videos, learning activities, quizzes, handouts, worksheets, lesson plans, etc.
  - Address most important information literacy outcomes for faculty
    - Based on needs assessment
- Librarian work party to develop content!

Information Literacy Toolkit

Welcome to the PCC Library Information Literacy Toolkit!

Here you will find handouts, videos, in-class activities, and more to help you you integrate information literacy and library research guidance into your classes.

Contact Us

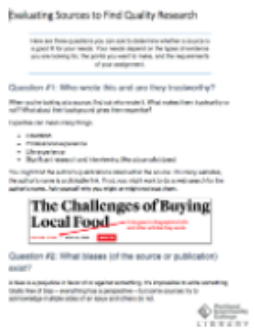
Contact your subject liaison librarian to get help incorporating information literacy concepts and activities into your classes.

Featured Learning Objects

Evaluating Sources to Find Quality Research

This Microsoft Word handout includes three questions you can ask to determine whether a source is a good fit for your needs.

Go to Evaluating Sources to Find Quality Research »



Finding Articles Through the PCC Library

Toolkit Home

Search Toolkit

All Learning Objects

Browse by Topic

Browse by Type

Browse by Audience

All Learning Objects

EasyBib Tutorial

This tutorial explains how to set up and use EasyBib, a tool that helps you organize and create citations for your paper or research project.

Go to EasyBib Tutorial »

Evaluating a News Article

An EasyBib blog post with tips for evaluating News Sources. Visit "Evaluating a News Article".

Go to Evaluating a News Article »

Evaluating Sources to Find Quality Research

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All Learning Objects

Browse by Topic

↳ Finding

↳ Evaluating

↳ Citing

Browse by Type

Browse by Audience

Evaluating Sources to Find Quality Research

This Microsoft Word handout includes three questions you can ask to determine whether a source is a good fit for your needs.

Download "Evaluating Sources to Find Quality Research" (Word)

Evaluating Sources to Find Quality Research

Here are three questions you can ask to determine whether a source is a good fit for your needs. Your needs depend on the types of evidence you are looking for, the points you want to make, and the requirements of your assignment.

Question #1: Who wrote this and are they trustworthy?

When you're looking at a source, find out who wrote it. What makes them trustworthy or not? What about their background gives them expertise?

Expertise can mean many things:

- Education
- Professional experience
- Life experience
- Significant research and interviewing (like a journalist does)

You might find the author's qualifications listed within the source. On many websites, the author's name is a clickable link. If not, you might want to do a web search for the author's name. Ask yourself why you might or might not trust them.

The Challenges of Buying Local Food

Question #2: What biases (of the source or publication) exist?

A bias is a prejudice in favor of or against something. It's impossible to write something totally free of bias – everything has a perspective – but some sources try to acknowledge multiple sides of an issue and others do not.

Portland Community College LIBRARY

Beginner, Evaluating, Featured, Handouts,

Toolkit Home

Search Toolkit

All Learning Objects

Browse by Topic

Browse by Type

Browse by Audience

Point-of-Need Online Learning Objects

Library DIY: My Assumptions

- Many students do not like to ask for help from a reference librarian
- Students are not usually looking to learn how to do research, but to do something specific
- Students want quick answers to their questions, not a tutorial

Do students come looking for this?

Or do students come looking for this?

The Information Process

Have you ever wondered how a simple question or a single event in history becomes the focus of research and scholarly analysis?

In this tutorial, you will learn about:

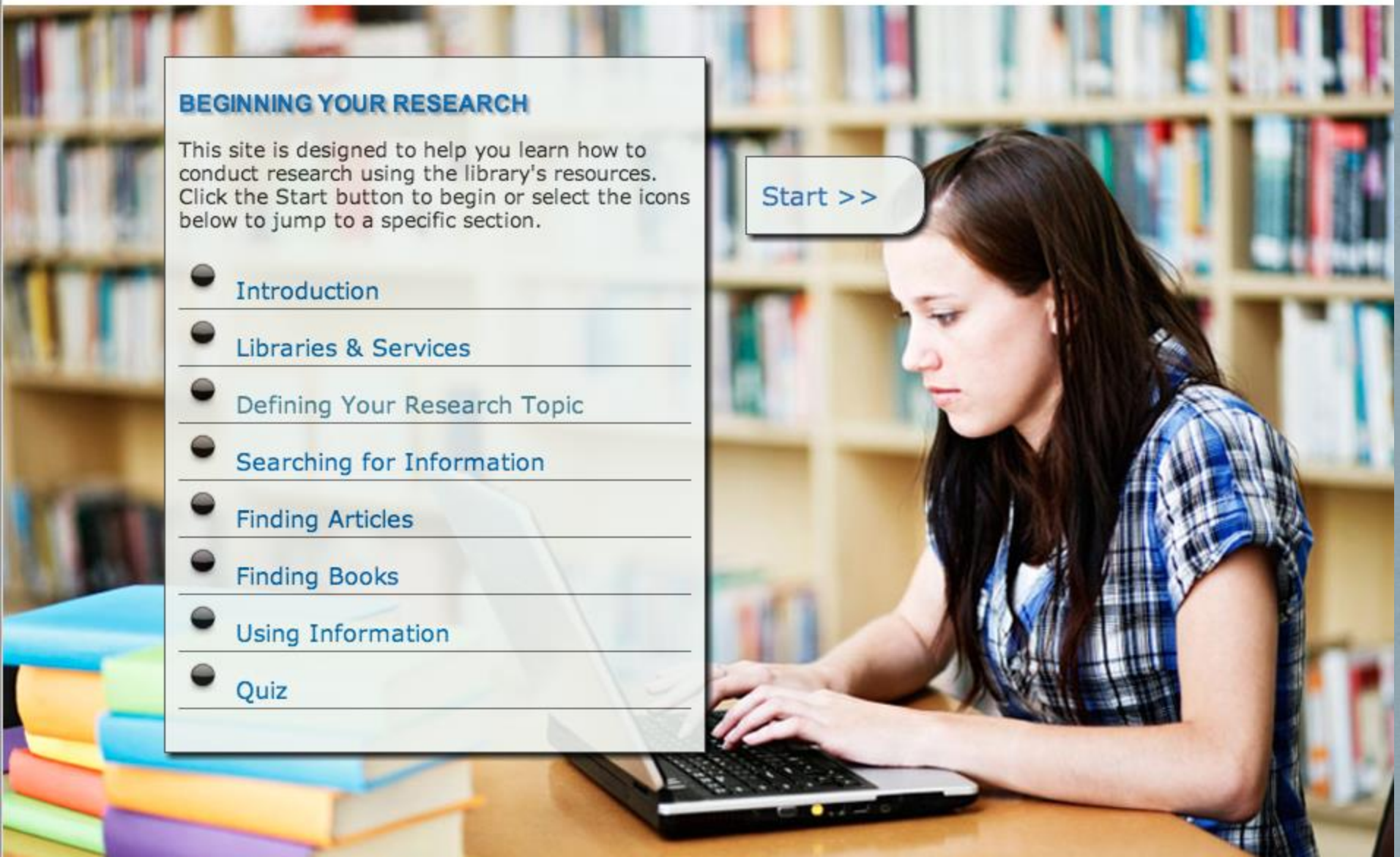
- The timeline for producing scholarly information
- The resources available throughout the information cycle
- The types of information used and produced in different disciplines

KNOWLEDGE CYCLE

Information Cycle
Information Timeline
Research Cycle
Types of Sources
Scholarly Information
Quiz

cc BY NC SA

INTRODUCTION TO LIBRARY RESEARCH



BEGINNING YOUR RESEARCH

This site is designed to help you learn how to conduct research using the library's resources. Click the Start button to begin or select the icons below to jump to a specific section.

Start >>

- Introduction
- Libraries & Services
- Defining Your Research Topic
- Searching for Information
- Finding Articles
- Finding Books
- Using Information
- Quiz

Research 101: Part 2

Information Types

Library DIY

- Small pieces of instructional content
  - Based on questions we get at the reference desk
  - Each one answers just one question
  - If in-depth help needed, link out
- Information architecture that gets students to just the information they're looking for
- A reference librarian in a box

WELCOME TO LIBRARY DIY

Find your question then learn how to **Do It Yourself**

- I need help **getting started or choosing my topic**
- I need to **find sources for my research**
- I'm looking for a **specific item**
- I have a question **about articles**
- I have a question **about books**
- Are these sources **good for my research?**
- I need help **citing or using sources**
- I need help with **printer, login or access issues**

What type of sources do you need?

- I am looking **for articles**
- I am looking **for books**
- I am looking **for journals**
- I am looking **for data**
- I need **company or industry information**
- I am looking for a **thesis or dissertation**
- I need items **in languages other than English**
- I am looking **for maps**
- I am not sure **what types of sources I need**
- These **do not describe my need**

What best describes your need for articles?

- I am looking for **peer-reviewed articles**
- I am looking for **newspaper articles**
- I am not sure **where to search**
- I need to select **terms or keywords to search with**
- I need **search tips**
- Nothing I found **was in full text**
- I searched and **found too little or too much**
- I am looking for a **specific journal**
- I am only **supposed to use print or non-Internet sources**
- I want to **find or browse journals by subject**
- I need to find **magazines in the library**
- I am not sure **what types of sources I need**
- These **do not describe my need**

Finding peer-reviewed articles

Related DIYs

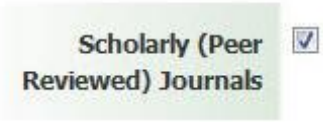
How can I tell if something is peer reviewed?

What is peer-review?

1. **Limit your search to only peer reviewed articles**

Look for a checkbox, either on the search screen or the results page, that will limit your search to scholarly (peer reviewed) articles only.

Search in a database that only contains scholarly (peer reviewed) articles.



2. **Find out more about the journal**

If you are in a database, check to see whether you can click on the journal title to view more information about the journal.

Google the title of the journal and look for an editorial policy page or a page for authors. This will tell you whether the journal uses a peer-review process before publishing articles.

Search for the journal title in Ulrichs (a database that the library subscribes to). If you see this icon that means that the journal is refereed (another term for peer review).

You can find out more by watching the two-minute video below.

Results

- Lots of enthusiasm from students and faculty
- Good usage data
- Reference librarians find it easy to link or point to in a reference transaction
- Usability testing showed good usability
- Replicated at more than a dozen institutions

How Do I…?

Welcome to
Library "How Do I...?"

Find your question, then learn how to answer it!

Table of Contents

- I need help with a research assignment.
- I need help finding books & videos.
- I need an article.
- I need help with citations.
- I need help finding a specific thing.
- I need help evaluating sources.
- I need help finding a service or person in the library.
- I need help with computers, printing, or logins

Lessons

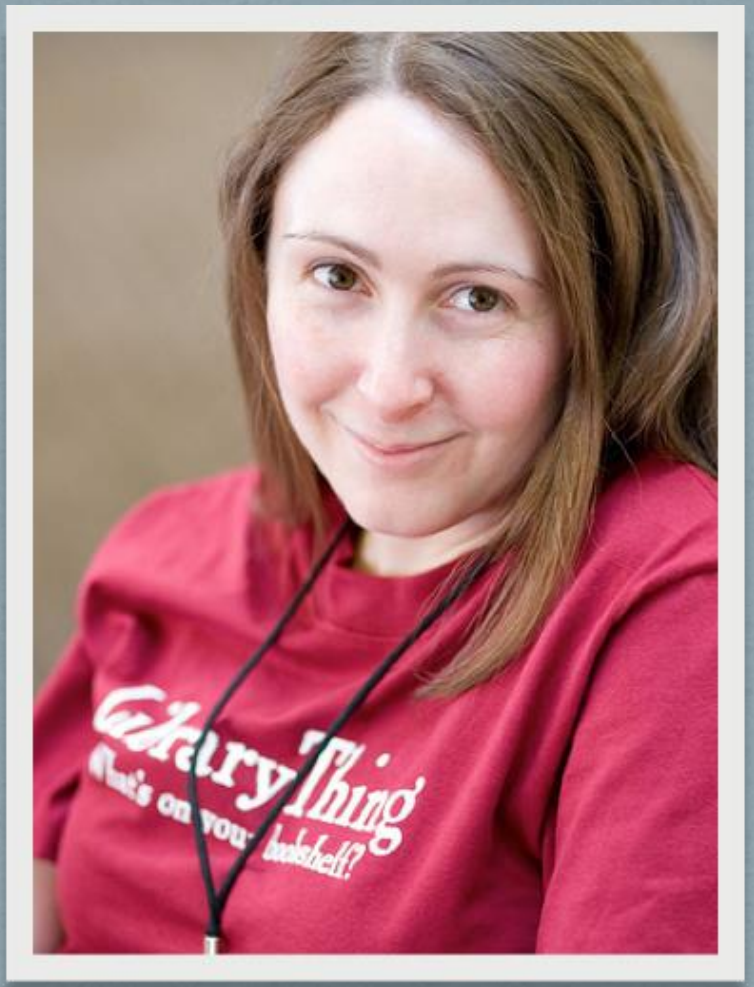
- Focus on faculty for increased impact
- Design learning objects with reuse and recombination in mind
- Look at what's already out there
- Develop content based on student info-seeking behavior (not how librarians conceive of the research process)
- Make it easy for faculty to use your content in classes

Lessons

- Don't do this alone
- Great to start this type of work with interdisciplinary or foundational programs
- Relationship-building with faculty and staff is key
- This requires a major commitment on the front-end to save time in the long-term
- You can lead a horse to water…

QUESTIONS?

Find me at
meredith.wolfwater.com/wordpress
gmail: mgfarkas
twitter: librarianmer
facebook: meredithfarkas



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