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The Best Laid Plans of Librarians and Faculty: Information Literacy Instruction in a General Education Literature Course, Difficulties and Successes

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THE BEST LAID PLANS OF LIBRARIANS AND FACULTY: INFORMATION LITERACY INSTRUCTION IN A GENERAL EDUCATION LITERATURE COURSE, DIFFICULTIES AND SUCCESSES

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West Virginia University
West Virginia University

Land Grant Institution
13 colleges and schools
191 bachelor’s, master’s, doctoral, and professional degree programs

Fall 2013
Total Enrollment = 32,348
Undergraduate = 22,757
Graduate & Professional = 6,079

Students come from 113 nations, every US state (and D.C.), and all 55 West Virginia counties
ILCEP Grant: Course Enhancement & Development

WVU Information Literacy Course Enhancement Program [ILCEP] Grant: Summer 2012
What did we win, Johnny?

English 272: Modernist Literature

British and American poetry, drama, and fiction from 1900 to 1960.
-- WVU Course Catalog

No gentleman ever has any money.
(Oscar Wilde)

izquotes.com

A woman must have money and a room of her own if she is to write fiction.
(Virginia Woolf)

izquotes.com
What The Customer Wants

- Incorporate more digital resources and / or have students use them more efficiently
- Update assignment: explication / group presentation about a WWI poet
- Use The Modernist Journals Project site in some way
New and Improved!

Old Assignment

- Group presents on WWI era / themed poem.
  - Brief Bio of poet
  - Explication of poem

New Assignment

- Group presents on WWI era / themed poem.
  - Extended Bio of poet
  - Explication placing poem within historical context
  - Use information & images from The First World War Poetry Digital Archive: http://www.oucs.ox.ac.uk/ww1lit/
The Modernist Journals Project

- A joint project of Brown University and The University of Tulsa
- Modernist Journals Project: http://modjourn.org/
- Assignment to teach students about Modernism and the role of the author
The MJP Assignment

Assignment: Students choose a Modernist Writer and compare

- How s/he reviewed another Modernist’s work
- How a specific work of his / hers was reviewed
Learning Objectives (IL)

LEARNING OBJECTIVES

- Organize and compose research projects using a variety of source materials
- Understand the structure of information within the field of literary research
- Identify and use key literary research tools to locate relevant information
- Plan effective search strategies
- Recognize and make appropriate use of library services in the research process
- Understand that some information sources are more authoritative than others and demonstrate critical thinking in the research process.

Research Competency Guidelines for Literatures in English:
http://www.ala.org/acrl/standards/researchcompetenciesles
Two Information Literacy Sessions / Two Assignments

IL Session I:
- Humanities Information Cycle
- Database Group Work

Assignment: World War I Poetry Presentation

IL Session II:
- Use of Citations in Research
- Database Group Work

Assignment: Modernist Journal Project Reviews
The WWI Poet / Poetry IL Lesson Plan

- Brief overview of humanities research
  - free archive / primary sources
- Brief demonstrations
  - WWI Poetry archive
  - Reference literature databases (LRC; Magill)
  - Online catalog
- Group work
  - Explore a database & report
- Support instruction with a class LibGuide
Will students buy it?

[article link: articles.economictimes.indiatimes.com]
Gen Ed Requirements at WVU

Problems and Effects on Literature Classes
Students take between 41 and 43 credits in the Gen Ed Curriculum

Most course fulfill two GEC objectives

Courses satisfying GEC objectives may also satisfy course objectives for a major.
WVU General Education Curricula

- Communication (English 101, 102, and a W, or writing intensive course)
- Basic Mathematical Skills & Scientific Inquiry
- The Past & Its Traditions
- Issues of Contemporary Society
- Artistic Expression
- The Individual in Society
- American Culture
- Western Culture
- Non-Western Culture
GEC Effect on English Classes

- Lack of pre-requisites = Underprepared GEC students in courses with English majors
  - literary analysis
  - close reading
  - higher-level research and writing

- Large class sizes relative to other English classes (capped at 44)
  - Little individualized attention to writing compromised

- Student culture
  - Apathy and expectation that GEC classes should be easy.
  - Friction with English majors.
Revise!

- Focus brief lecture on primary sources and journal citations
- Gave more direct instructions on how to use MJP
- Assign group work with more directed questions
- More direct librarian intervention
Modernist Journals Project: Group Work

Search for reviews of TS Eliot’s *The Wasteland*
Then, look for reviews written by TS Eliot with a specified time period

Report to the class:
- How did you perform each search?
- What are the differences in results between the two different search tasks?
- How are articles retrieved or saved?
- What works well in this database? What needs to be improved?
- Compare database to MJP
Results from Pre and Post-Test

Pre and Post Test:
I) 19 multiple choice questions covered the learning objectives from the two information literacy sessions.

II) Five short answer questions asked students’ comfort level and attitudes toward library research in general and the information literacy sessions in particular.

Sample Size: N=20

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<th>Total</th>
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<td>PRE Test: MC</td>
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<td>Correct Answers</td>
<td>230</td>
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<tr>
<td>Incorrect Answers</td>
<td>150</td>
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<td>POST Test: MC</td>
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<td>Correct Answers</td>
<td>257</td>
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<tr>
<td>Incorrect Answers</td>
<td>123</td>
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</table>

60% Correct
68% Correct

8% Improvement from Pre-Test to Post-Test
Student Comments

EbscoHost is awesome!

Thank you for teaching us more about this! It was extremely helpful!

I think more classes could benefit from the integration of library instruction.

All of my experiences in the library this year were great! I felt very confident and received all the assistance I needed.

I learned where to start with literary research and how to make better use of advanced search options. (Both awesome things to know.)

I learned what databases to use to find different sorts of information; how to organize my research; how to narrow down topics for research.
Second Quarter?

sad librarian kitty is judging you.

www.connect2cpa.com
One Size Does Not Fit All
## Balance Sheet: Student Learning (Research)

<table>
<thead>
<tr>
<th>Student Credits</th>
<th>Student Debits</th>
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</thead>
<tbody>
<tr>
<td>Improvement from pre to post-test</td>
<td>No connection between sessions and assignments</td>
</tr>
<tr>
<td>Students who took a 300-level version of the class the following semester used the resources for assignments</td>
<td>Did not understand which sources were appropriate for assignments</td>
</tr>
<tr>
<td></td>
<td>Used information from WWI Archive but not MJP</td>
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Balance Sheet: Student Learning (Writing)

**Student Credits**

- Better awareness of library resources
- Better understanding of how a GEC class should build research & writing skills

**Student Debits**

- Writing was still shallow and superficial
- Student fell back on old writing habits
The Audit (Classroom)

- Incorporate more scaffolding into research assignments
  - Assume little prior experience with humanities research
  - Place requirements on types of sources used

www.connect2cpa.com
The Audit (Library)

- Pitch instruction at lower level
- Assume little prior knowledge of humanities research
- Reiterate importance / use of primary sources in literature
- Group work more directed
- Use LibGuides survey function to survey students beforehand
- More individual hands-on help

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Student Comments (post-revision)

- Use multiple databases to get results rather than sticking to one database and searching over and over.
- Use these databases! It's much better than me using Google or Google Scholar.
- Search on multiple databases and use the research guide for the course when I get stuck.
- Using the advanced search so that I can get specific articles centered around my topic.
- Use quotes, more specific searches, scream less at the computer when I'm frustrated with my search results. Probably freak out less. :]
- Always use advanced search; what a huge difference.
- Use multiple databases instead of just EBSCO Host.
- I really enjoyed the relaxed environment and the interaction.
- It was very informative and a great refresher on how to do research.
- Go straight to these databases instead of using Google or other research engines that give you too much information.
Questions?