Trade-In Library Orientations for Student Learning Outcomes and Assessment: First Year Experience

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Trade-in Library Orientations for Student Learning Outcomes & Assessment
First Year Experience

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Presenter Introductions

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Attendee Learning Outcomes

• Learn ways for using the 50-minute instruction session more effectively;
• Learn proven tools and techniques that integrate course design principles which
  o facilitate student engagement in learning Information Literacy coupled
  with Technology Literacy
  o facilitate librarian and classroom faculty collaboration
Environmental Scan Recognizes the Following Needs:

• Instruct Multiple Literacies, to include:
  o Information Literacy
  o Visual Literacy
  o Computer Literacy
• Adapt to New Technologies
  o Efficiency & Effectiveness
  o Assessment
  o Collaboration
  o Anywhere, anytime learning
• Engage Students in Their Learning
  o Grounded in Pedagogy
  o Creativity and Innovation
Sources for Engaging Students in Their Learning
• The focus is now on the user experience
  o Promote learning & sharing in new ways
  o Change the way users interact in & outside the classroom
    ▪ For delivering course content
    ▪ For navigating, accessing & reading e-content
  o Create & extend communities of interest – 24X7

• Leverage Vendor Application Development
  o Example: Google Apps - Education Edition
  o Provide stability as other platforms are replaced / change
First Year Experience (FYE 1220)
Information Literacy Student Learning Outcomes

• S1. Critically evaluate print and electronic information for its currency, relevancy, authority, accuracy and purpose.
• S2. Apply documentation guidelines for print and electronic information used in assignments.
• S3. Articulate what constitutes plagiarism and avoid representing the work of others as your own.
• Collaboration with Instructional Technology specialist introduced ISTE Standards (International Society of Technology in Education) to meet these outcomes
1. Facilitate and Inspire Student Learning and Creativity
2. Design and Develop Digital-Age Learning Experiences and Assessments
3. Model Digital-Age Work and Learning
4. Promote and Model Digital Citizenship and Responsibility
5. Engage in Professional Growth and Leadership
The new standards identify several higher-order thinking skills and digital citizenship as critical for students to learn effectively for a lifetime and live productively in our emerging global society. These areas include the ability to:

• Demonstrate creativity and innovation
• Communicate and collaborate
• Conduct research and use information
• Think critically, solve problems, and make decisions
• Use technology effectively and productively
Strategic Priority: Collaborative Learning

The Role of the Library
Focus on the Learner

Source: USG’s Integrated Learning Environment
http://goo.gl/V2D5Y

Source: USG IT Strategic Plan
http://goo.gl/CCH7X
The Evolving Group in Context

Course Mgt System
- Add on function
- Contained within an Educational Silo
  - Design for Learning
    - Pedagogy
      - Assess
    - Collaborative Learning
      - Groups

Facebook
- Social Media
- Capability to Establish Groups
  - Extends Facebook Experience
  - Takes Education to students
  - New Groups Design

Google Apps
- Gmail (Free)
- Related Apps
  - Education Version
    - Gmail
    - Calendar
    - Contacts
    - Chat/Talk
    - Docs
    - Sites
    - Groups

Active and Technology Enhanced Learning
First Five Weeks...

- Day 1: The Starting Block Game
- Day 2: Individual Introductions
- Day 3: Research Trail
- Day 4: Evaluating Information Discussion
  - Evaluating Sources: Introduction to CRAAP Criteria
  - Evaluating Information Quiz
- Day 5: Documentation Styles & Plagiarism
  - Discussion & Quiz
- Day 6-7: Writing an Abstract / Documentary
- Day 8: The Mayan Calendar in Depth (video)
- Day 9: Discerning Facts, Myths & Mysteries
- Day 10: The Message of the Mayan Calendar
Day 1: The Starting Block Game

• Students asked to respond to six questions
• Introduced to students before 1st class
• Pedagogy:
  o Setting the Stage
  o Priming the Pump
  o Anticipatory Set
• Advocate: Madeline Hunter
• Idea introduced to me using Cardboard Dice
• Application: Google Docs (Form)
Day 1: The Starting Block Game

- Form
Day 2: Individual Introductions

• Students asked to introduce themselves
• Pedagogy:
  o Creating a relationship with classmates, peer leader and instructor
  o Making a commitment to participate
• Next step, sharing photos
  o Deepen commitment
• Application: Google Groups
Day 3: Research Trail

• Students asked to respond to two questions:
  o Locate information on the Mayan Calendar OR
  o Locate an academic article...
  o AND Locate a book...

• Pedagogy:
  o Get students to read the questions carefully
  o Learn the process of discovering new information
  o Introduce Students to: Google Scholar, Galileo

• Application: Google Docs
Day 4: Evaluating Information and Discussion

• Students completed the Quiz in GeorgiaView
• Pedagogy:
  o Students introduced to the CRAAP Criteria for evaluating information
  o Will be reinforced throughout the course with other activities and assessed on the Final Exam
Day 5: Documentation Styles & Plagiarism

• Students completed the Quiz in GeorgiaView

• Pedagogy:
  o Students introduced to Plagiarism
  o Students introduced to Documentation Styles and Tools: RefWorks, EndNote & Citation Machine
  o Will be reinforced throughout the course with other activities and assessed on the Final Exam
Day 6-7: Writing an Abstract / Documentary

- Students viewed a two-hour documentary titled *Breaking the Mayan Code*

- Pedagogy:
  - Students learned to write an Abstract

- Application: Google Docs
  - Assignment instructions in Google Docs
Day 8: The Mayan Calendar in Depth

• Students viewed a 3-minute video clip on the Mayan Calendar's three basic cycles

• Pedagogy:
  o Explain each cycle of the Mayan Calendar
  o Will be reinforced throughout the course with other activities and assessed on the Final Exam

• Applications: YouTube & Google Groups
  o Posted video link in YouTube Video
  o Assignment instructions in Google Groups
Day 9: Discerning Facts, Myths & Mysteries

• Student reflection on course content to-date by identifying two facts, two myths and what is still a mystery to them

• Pedagogy:
  o Discriminate between facts, myths and mysteries concerning the 2012 Phenomenon
  o Use as a tool to tailor future class sessions

• Application: Google Groups
Day 10: The Message of the Mayan Calendar

• Student individual reflection on the real meaning of the Mayan Calendar

• Pedagogy:
  o Explore different possibilities/ take a look at different theories: Transformation (change in the world as we know it); Dawn of a new age or endless night; or pre-bronze age superstition?
  o In future classes, search for supporting articles and information, evaluate content and cite properly

• Application: Google Docs
Remaining 10 Weeks...

Select activities from *Let the Games Begin, Intel, ALA*:

- Games for One-Shot Sessions
- Information Sources Games
- Research Races Games
- Online Search Techniques Games
- Evaluating Sources Games ([Showing Evidence Tool](#))
- Citation Games ([Bibliobouts](#))
- Plagiarism Awareness & Prevention Games
- Primary Sources Games
- Games to Assess Instruction Sessions
Questions / Comments?

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