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

Georgia International Conference on Information Literacy, 2011
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:
  - Information Literacy
  - Visual Literacy
  - Computer Literacy
- Adapt to New Technologies
  - Efficiency & Effectiveness
  - Assessment
  - Collaboration
  - Anywhere, anytime learning
- Engage Students in Their Learning
  - Grounded in Pedagogy
  - 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
ISTE Standards for Teachers

http://goo.gl/ZE0mz

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

Active and Technology Enhanced Learning

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
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:
  - Setting the Stage
  - Priming the Pump
  - Anticipatory Set
- Advocate: Madeline Hunter
- Idea introduced to me using Cardboard Dice
- Application: Google Docs (Form)
<table>
<thead>
<tr>
<th>Username</th>
<th>What You Know</th>
<th>Learning Opportunities</th>
<th>Your Questions</th>
<th>Interesting / Boring</th>
<th>Importance of Concepts</th>
<th>Two Difficult Questions</th>
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</thead>
<tbody>
<tr>
<td>rm07213@georgia</td>
<td>The idea behind the</td>
<td>fits speculation that the myan calendar is predicting something to happen in december</td>
<td>What is the spin on loading gonna be like? Should I bring my laptop to class?</td>
<td>Learning all of the different theories behind what might happen in december 2012.</td>
<td>You need to realize the possibilities of what could happen in the future.  It's good</td>
<td>What would be the plan if something were to happen? What would be the outcome of the phenomenon never occurs?</td>
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<td>block concept it</td>
<td>2012. Previous material has already happened that was predicted on the myan calendar.</td>
<td>Is this a discussion class or more of a listen and take notes class? What can I</td>
<td>The most boring thing will still prob get repetitive at times but should stay interesting because the topic good be skewed in many different ways.</td>
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<td>thanes speculation</td>
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<td>expect to learn from this class?</td>
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<td>rs03634@georgia</td>
<td>Do not really know</td>
<td>Points of examples</td>
<td>Is it science based or religious based? Is it facts or opinions?</td>
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<td>about the concepts.</td>
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<td>j04481@georgia</td>
<td>The 2012 phenomenon</td>
<td>finding magazine articles on this phenomenon to read for assignments looking for</td>
<td>What exact parts of this phenomenon will be studied? Will it be going into the</td>
<td>The Earth will be completing a cycle that rarely happens and it is important to study what happens while it is going on.</td>
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<td>is something that</td>
<td>left over evidence of previous occurrences of this phenomenon to study how civilizations reacted if they even knew what was going on.</td>
<td>science of the reactions that will be going on underneath the ground? Will there</td>
<td>Learning about anything is good for you.</td>
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<td>happens roughly every</td>
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<td>be a lot of research involved?</td>
<td>How long will these effects be occurring?</td>
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<td>We will be discussing</td>
<td>Games about what we're studying and one on one time with the teacher.</td>
<td>What will all we be discussing? Do you believe in the world ending in 2012? What</td>
<td>Learning about 2012. Doing the first year of college assignments.</td>
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<td>things we should do</td>
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<td>facts and myths associated with 2012? Do we have to go to different lectures</td>
<td>So we are prepare for the rest of our college lives and we could help younger</td>
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<td>throughout the course to discuss certain things?</td>
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<td>2012 Phenomenon.</td>
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Day 2: Individual Introductions

- Students asked to introduce themselves
- Pedagogy:
  - Creating a relationship with classmates, peer leader and instructor
  - Making a commitment to participate
- Next step, sharing photos
  - 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:
  - Students introduced to the CRAAP Criteria for evaluating information
  - 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:
  - Students introduced to Plagiarism
  - Students introduced to Documentation Styles and Tools: RefWorks, EndNote & Citation Machine
  - 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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