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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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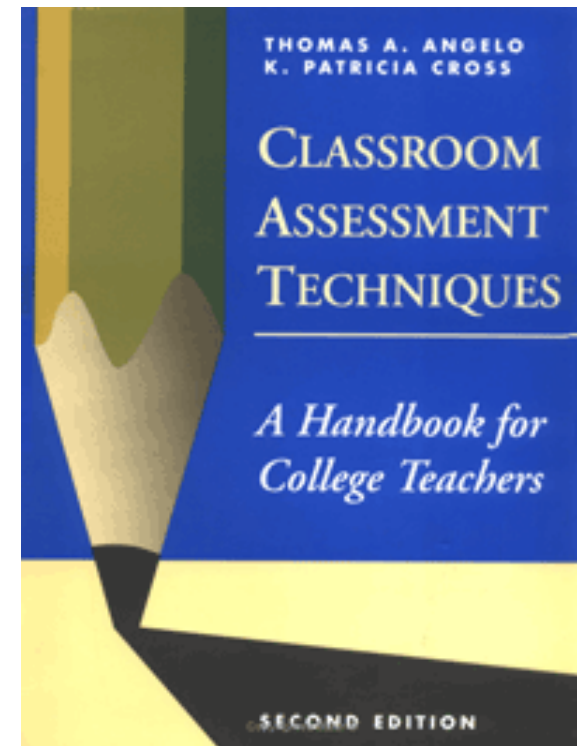
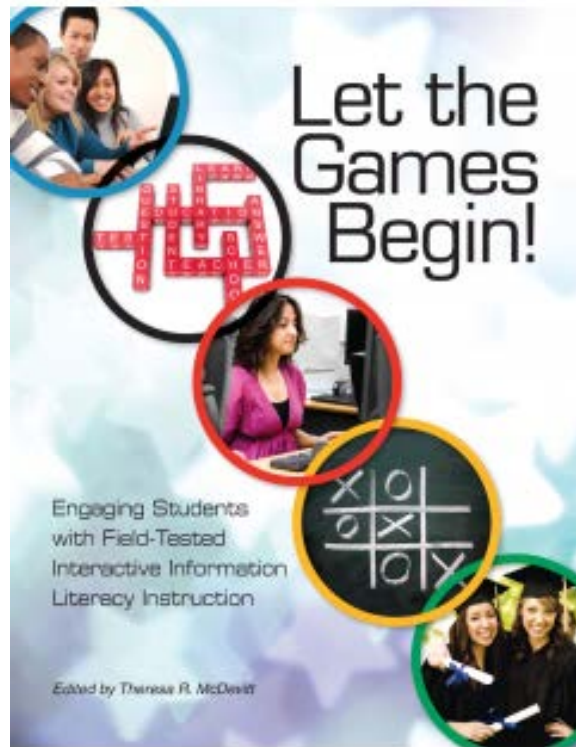
Attendee Learning Outcomes

- Learn ways for using the 50-minute instruction session more effectively;
 - Learn proven tools and techniques that integrate course design principles which
 - facilitate student engagement in learning Information Literacy coupled with Technology Literacy
 - 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





Desktop Goes Mobile



Facebook



Twitter



Blogger



Podcast




YouTube

- The focus is now on the user experience
 - Promote learning & sharing in new ways
 - Change the way users interact in & outside the classroom
 - For delivering course content
 - For navigating, accessing & reading e-content
 - Create & extend communities of interest – 24X7
- Leverage Vendor Application Development
 - Example: Google Apps - Education Edition
 - 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
- 

ISTE Standards for Students

<http://goo.gl/YQvp6>

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
- 

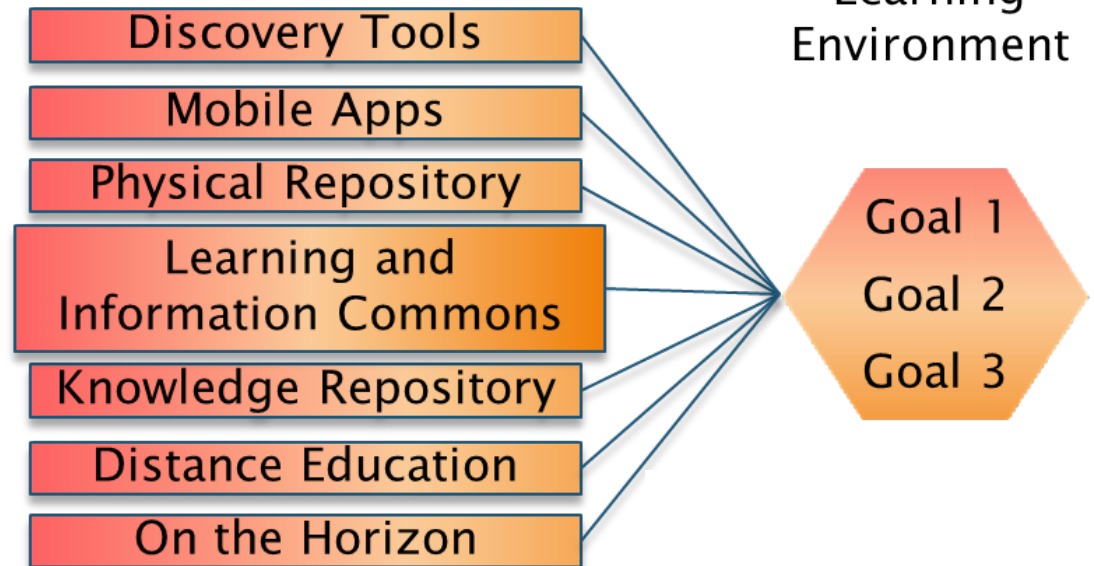
Strategic Priority: Collaborative Learning

The Role of the Library Focus on the Learner



Source: USG's Integrated Learning Environment

<http://goo.gl/V2D5Y>

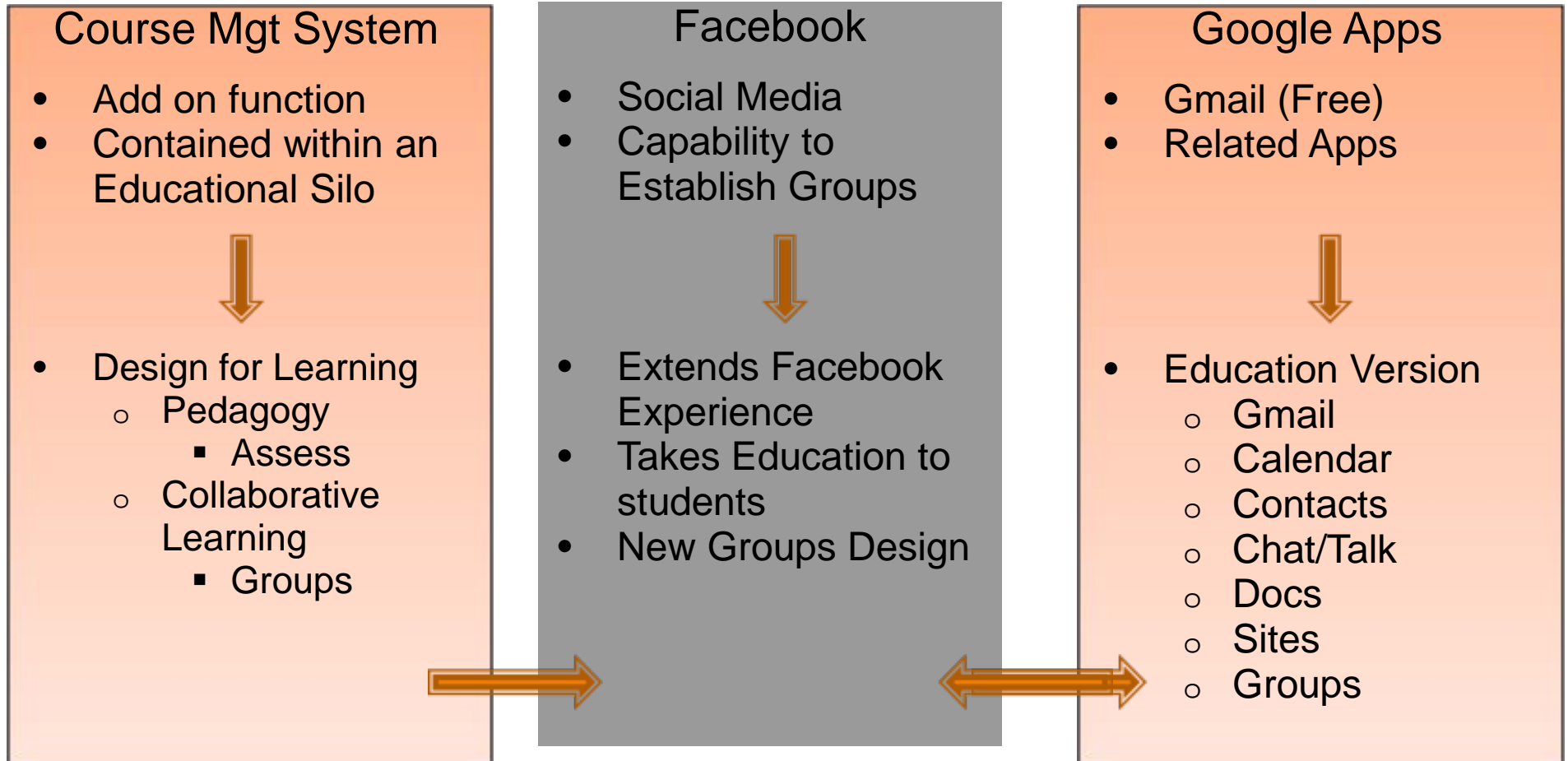


Source: USG IT Strategic Plan

<http://goo.gl/CCH7X>

The Evolving Group in Context

Active and Technology Enhanced Learning



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)

Day 1: The Starting Block Game

File Edit View Insert Format Data Tools Form (40) Help


10pt B Abc \$ % 123

Formula: To be able to know the changes that might happen and how to deal with them. Show all formulas

	C	D	E	F	G	H	I
1	Username	What You Know	Learning Opportunities	Your Questions	Interesting / Boring	Importance of Concepts	Two Difficult Questions
2	mm07213@georgias	The Idea behind the holec concept it theres speculation that the myan calender is predicting something to happen in december 2012. Previous material has already happened that was predicted on the myan calender.	Im a big history channel, National Geographic, and Discovery channel buff so it would be unique and different to watch different movies and shows on the matter.	Whats the wrk load gonna be like? Should i bring my labtop to class? Is this a discussion class or more of a listen and take notes class? What can i expect to learn from this class?	Learning all of the different theories behind what might happen in December 2012. The most boring thing will itll prob get repetitive at times but should stay interesting because the topic good be viewed in many different ways.	You need to realize the possibilities of what could happen in the future. Its good to see how past civilizations influence modern perspectives and actions.	What would be the plan if somethii were to happen? What would be the outcome of soc the phenomenom never occurs?
3	rs03854@georgiaso	Do not really know about the concepts.	Power points or examples	Is it science based or religious based? Is it facts or opinions?	The most interesting would be learning the science behind it all. The most boring would be reading about it.	To be able to know the changes that might happen and how to deal with them.	Why 2012? Does it really look like world will end?
4	jd04681@georgiaso	The 2012 phenomenon is something that happens roughly every 5,000 years and it is when there is an alignment of our Sun, the Earth, and the large black hole in the center of our galaxy. Many people believe that the gravitational pulls from different sides of the Earth will cause a lot of problems, even to the extent of the world, but many people dont know that cavemen and the earliest civilizations survived this same occurence.	- finding magazine articles on this phenomenon to read for assignments - looking for left over evidence of previous occurrences of this phenomenon to study how civilizations reacted, if they even knew what was going on.	What exact parts of this phenomenon will be studied? Will it be going into the science of the reactions that will be going on underneath the ground? Will there be a lot of research involved?	Getting to the bottom of the roomers about what exactly will make that day different from any other.	The Earth will be completing a cycle that rarely happens and it is important to study what happens while it is going on. Learning about anything is good for you.	What will be the difference that we Earth in terms of gravitational differences? How long will these effects be occu
5	mc03997@georgias	We will be discussing things we should do throughout our first year of college as well as the theme 2012 Phenomenon.	Games about what we're studying and one on one time with the teacher.	WWhat all will we be discussing? Do you believe in the world ending in 2012? What facts and myths associated with 2012? Do we have to go to different lectures throughout the course to discuss certain things?	Learning about 2012. Doing the first year of college assignments.	So we are prepare for the rest of our college lives and so we could help younger students out.	Who created the 2012 theory? Wh people so scared of it? We all have sometime..

- Form

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:
 - Locate information on the Mayan Calendar OR
 - Locate an academic article...
 - AND Locate a book...
- Pedagogy:
 - Get students to read the questions carefully
 - Learn the process of discovering new information
 - 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:
 - Explain each cycle of the Mayan Calendar
 - Will be reinforced throughout the course with other activities and assessed on the Final Exam
- Applications: YouTube & Google Groups
 - Posted video link in YouTube Video
 - 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:
 - Discriminate between facts, myths and mysteries concerning the 2012 Phenomenon
 - 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:
 - 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?
 - 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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