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### iPods, Inquiry and Information Literacy Handouts

Louise Erickson

*University of South Carolina Upstate*

Brenda Davenport

*University of South Carolina Upstate*

Andrew Kearns

*University of South Carolina Upstate*

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# **iPods®, Inquiry and Information Literacy: Developing a Program for USC Upstate's First-Year Students**



Louise Ericson, *Director of the Center for Student Success*  
Brenda Davenport, *Director of Freshman Composition*  
Andrew Kearns, *Coordinator of Library Instruction*  
University of South Carolina Upstate

Georgia Conference on Information Literacy  
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# Who We Are

- University of South Carolina Upstate
- Location: Spartanburg, SC (along the I-85 corridor between Charlotte and Atlanta)
- Enrollment: 4,500 – 5,000
- College of Arts and Sciences,  
Professional Schools in Nursing,  
Business, and Education (Masters only in  
Education)

# Who We Are

- Average freshman: 3.5 GPA, 1000 SAT
- Approx. 40% first generation
- Freshman class rapidly growing – approx. 850 in Fall 2008 (+50 students per year)
- Former commuter campus transforming into residential campus – space for less than 50% of freshmen to live on campus (new residence hall construction planned for fall 2009)

# **Prologue:**

The Way We Were

# The Way We Were

- English 101
  - Fall semester
  - 90-95% of all freshmen (*unless AP credit or dual enrollment in high school*)
  - “Learning how to write” course
  - Common reading and writing program (*Preface*)
  - Learning research skills, how to use the library, library orientation sessions, etc.

# The Way We Were

- University 101
  - Fall semester college success course
  - 3 credit hour elective
  - Required research paper (generally focused on potential career of choice)
- English 102
  - Spring semester
  - “Writing about literature” course
  - More library information sessions and research skills

# **Louise Ericson, Director of the Center for Student Success, University 101**

- Concerned about the quality of student research paper.
- Questioned appropriateness for a research paper without any focus on students' research preparedness.
- Felt that students needed a foundation in research through learning information literacy skills.
- Provide students with tools to complete class assignments and support work in other courses.

**Brenda Davenport,  
Director of First Year Composition**

- Working with English Faculty to revise first-year courses to become authentic writing courses.
- English faculty identified research process as critical focus of their redesign of the program.
- Interested in a more systematic way to teach the research process and to make that process visible to students.

# **Andrew Kearns, Coordinator of Library Instruction**

Librarians expressed concerns about

- Student perception that there was too much repetition in library instruction.
- What should be covered in University 101 and English 101 sections when many students were enrolled in both courses. Could they be more distinct?
- Amount of material to cover in 50 or 75 minute period, especially with a philosophy of using active learning activities.

# The “A-Ha Moment”



# **Act 1**

Year 1: The New Model

# New Model for Fall 2007

- ACRL Standards are basis for instruction. Versions adapted for faculty and students.
- Sequenced library instruction: University 101 scheduled in September, English 101 follows
- Distinct “flavor” for each session:
  - University 101 = “Library 101”
  - English 101 = “Research 101”
  - English 102 = “Research 102”
- iPod Tour and Assignment replaces physical library tour for University 101
- Emphasis on process rather than discreet skills, collaborative teaching by classroom instructors and librarians.

# The iPod<sup>®</sup> (mp3) Tour

- Goal is to get students familiar with the library's resources and layout in a hands-on learning environment
- Students load audio file (scripted and read by a student) onto their own mp3 player or can check out a pre-loaded mp3 player at the circulation desk
- Students complete iPod tour assignment for U101 and provide proof to English 101/102 instructors

# Other Assignments in U101

- U101 Library Orientation Session
  - After the iPod tour and assignment
- “You Be the Expert”
  - Annotated bibliography about a subject in which the student has an interest
- Career Exploration
  - Research assignment “worksheet” vs. paper
  - Focus on information gathering rather than paper organization and citations

# English 101/102

- 100% of English 101 sections, and all but one English 102 sections attended library sessions.
- Sessions were scheduled in October and November.
- Most were connected in some way with the common final assignment or another research-intensive assignment.

# **Intermission:**

Planning for Year 2

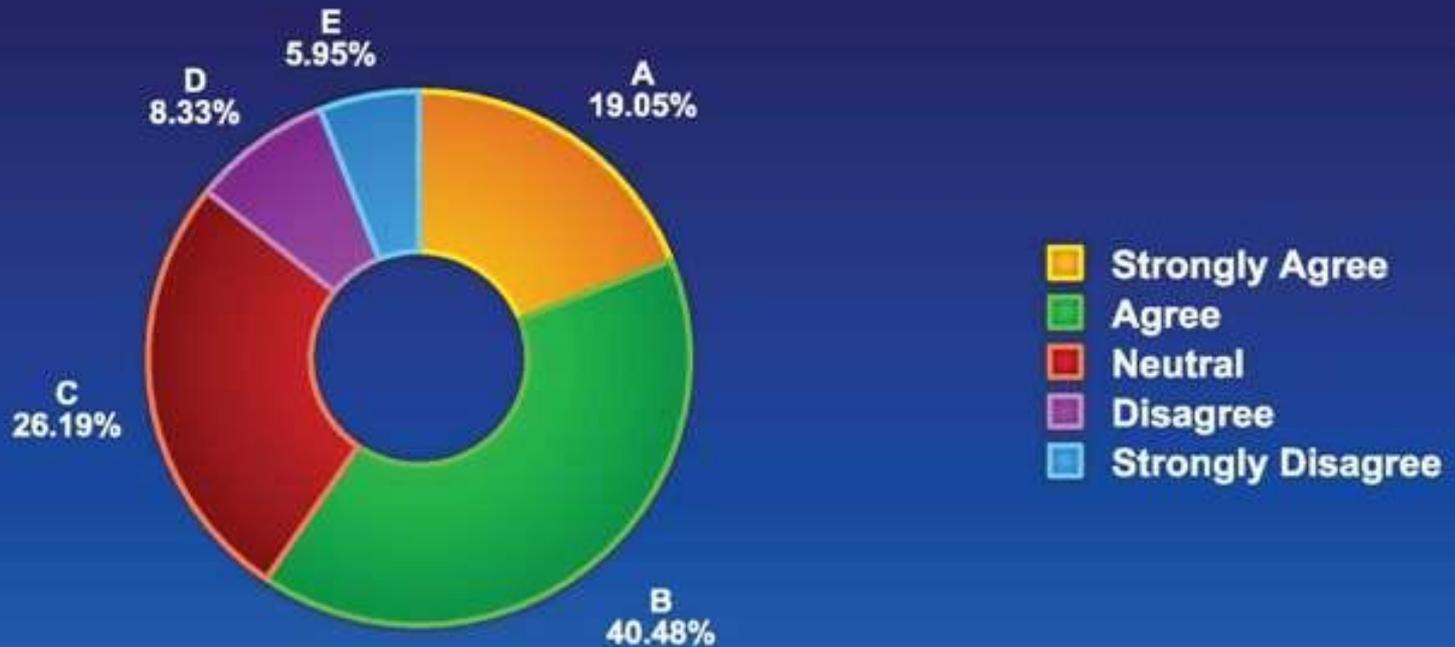
# Feedback from Students

- A survey about the iPod Tour was administered to students toward the end of the Fall 2007 semester.

# Student Survey Results

## Question 3

University 101 students only: The iPod (MP3) Tour and Library Assignment worked together with my University 101 library orientation session to give me a good introduction to the Library.



The iPod (mp3) Tour and Library Assignment worked together with my University 101 library orientation session to give me a good introduction to the library.

# Student Survey Results

- I thought the iPod tour was valuable in knowing where resources are in the library, but it was way too long. By the time I finished I had lost all interest in learning about the library.
- The most valuable thing I learned from the iPod tour and library assignment is information about the reference desk and obtaining help and also pulling up journals and database resources.
- Make the tour more interesting by making the recording more real and interactive, not boring and script like.
- I learned my way around the library and how I can use each resource.

# Student Survey Results

- Making copies was a waste of our money.
- Thank you for taking your time to give the tour. Your resources at the library have been very valuable to me during my first semester!
- Try not to make it so long and time consuming.
- The tour was a good opening tool for the library, but I believe it should be done at an early date.
- I think this assignment should be continued, especially for freshmen, so they can learn the resources they need now and in the future.

# Lessons Learned

- Sequenced library sessions was an effective way to give each session a distinct focus
  - Need to refine content, especially for English 102
- iPod tour
  - Effective in giving experience of physical library
  - Shorten, leave out less important parts
  - Better earlier in semester?
  - Rethink format (signs, fewer photocopies?)
- Better coordination among three courses
- Encourage librarians to use more engaging formats of library instruction

# **Act II:**

Deepening Commitments and  
Sustaining the Program

# Revisions for Fall 2008

- iPod Tour revised to be shorter, with “fluff” removed. Signage in library and reduction to seven stops.
- iPod Tour Assignment also shortened with less copying.
- iPod Tour now comes BEFORE University 101 library orientation session.
- Improved coordination with English 101 professors using iPod Tour.

# Revisions for Fall 2008

- University 101 Information Literacy Assignments
  - iPod tour
  - Library Orientation Session
  - Annotated Bibliography follows library session
  - Career Project later in semester

# Learning Outcomes for University 101 Library Session

- Investigate a daily-life question in order to apply the concept of information literacy and the research process.
- Introduce the library catalog and Academic Search Premier database in order to find books and articles.
- One or two hands-on activities used to teach learning outcomes.

# Context of University 101 Library Session—Fall 2008

- iPod Tour and Assignment taken before session.
- Session: Two Outcomes / Activities
  - Great Cell Phone Search – Introduces information literacy / research process
  - Catalog / Database Search – Begins work on annotated bibliography
- Annotated Bibliography Assignment

# English 101/102

- Session has a focus on online searching, with an emphasis on finding articles.
- Still assignment-based.
- Optional Pathfinder assignment in development.
  - Students would do this on their own before the library session.
  - Helps fill gap between University 101 and English 101 sessions.

# Challenges

- Continued evolution of English sessions, particularly English 102.
- Full participation of classroom faculty in teaching information literacy skills and understanding the comprehensive approach.
- Sustainability of program over the long run.
- Student buy-in for the necessity of information literacy instruction.

# Act III?

- Establish larger committee to oversee program.
- Rewrite *Learning Outcomes* to reflect what is actually being taught.
- Refine librarian/classroom faculty collaboration in teaching particular information literacy skills.
- Process parallels a reexamination of library instruction program and continued evolution of English composition sequence and University 101 course.
- Improved assessment of the program and its impact on student learning