

Georgia Southern University

## Georgia Southern Commons

---

Georgia International Conference on  
Information Literacy

2015 Program and Presentations

---

Sep 25th, 1:15 PM - 2:30 PM

### Assessing the Effectiveness of a Pre-Class Intervention in Establishing an Information Literacy Baseline

Adelia B. Grabowsky

Auburn University Main Campus, abg0011@auburn.edu

Follow this and additional works at: <https://digitalcommons.georgiasouthern.edu/gaintlit>



Part of the [Curriculum and Instruction Commons](#), and the [Information Literacy Commons](#)

---

#### Recommended Citation

Grabowsky, Adelia B., "Assessing the Effectiveness of a Pre-Class Intervention in Establishing an Information Literacy Baseline" (2015). *Georgia International Conference on Information Literacy*. 30. <https://digitalcommons.georgiasouthern.edu/gaintlit/2015/2015/30>

This presentation (open access) is brought to you for free and open access by the Conferences & Events at Georgia Southern Commons. It has been accepted for inclusion in Georgia International Conference on Information Literacy by an authorized administrator of Georgia Southern Commons. For more information, please contact [digitalcommons@georgiasouthern.edu](mailto:digitalcommons@georgiasouthern.edu).



AUBURN UNIVERSITY

LIBRARIES

Adelia  
Grabowsky

Assessing the Effectiveness  
of a  
Pre-class Intervention  
in  
Establishing  
an  
Information Literacy Baseline

# Background

- **NURS 3110**

## **Theoretical Concepts of Professional Nursing**


- Paper and a poster on a health promotion topic
- Required to have at least 5 professional sources including at least 3 peer reviewed articles
- Library instruction on searching for the peer reviewed articles

# Background

- Problem
  - Many students struggled with:
    - focusing a topic
    - picking out main concepts to search
    - selecting relevant synonyms/related terms

**How to make sure students had these basic skills before class?**

# First Solution - LibGuide

 **AUBURN**  
UNIVERSITY

AUBURN UNIVERSITY LIBRARIES

Auburn University Libraries » LibGuides » Library Instruction Tutorial for Nursing Students Admin Sign In

**Library Instruction Tutorial for Nursing Students** Tags: distance education, library instruction, nursing

Last Updated: Jan 30, 2015 | URL: <http://libguides.auburn.edu/nursil> | [Print Guide](#) | [RSS Updates](#)

[Introduction - Start Here](#) [Module 1](#) [Module 2](#) [Module 3](#) [Module 4](#) [Module 5](#) [Module 6](#) [Module 7](#) [Module 8](#)

**Introduction - Start Here** [Comments\(0\)](#) [Print Page](#) **Search:**  This Guide Search

**Welcome**

Welcome to the **Library Instruction Tutorial**

This tutorial consists of modules designed to present information literacy skills that are basic to good academic research.

You may always refer back to any module at any time.

If you use any of the modules, please consider leaving feedback about the experience on the Module 8 page.

Continue to [Module 1](#)

[Comments \(0\)](#)

**Contents**

[Module 1](#) – Developing Your Research Topic/Question

[Module 2](#) – Building Your List of Keywords

[Module 3](#) – Boolean Searching

[Module 4](#) – Searching the Databases

[Module 5](#) – Narrowing Your Search Results

[Module 6](#) – Finding Full-Text

**Information Literacy Standards for Higher Education**


The content of the tutorial modules are based on the Information Literacy Competency Standards for Higher Education

# Assessment

Semester	# in class	Percentage of class who viewed:			
		Introduction	Module 1	Module 2	Module 3
			Focusing topic	Keywords/synonyms	Boolean
Fall 2013	85	89% (n=76)	31% (n=26)	86% (n=73)	64% (n=54)
Spring 2014	73	127% (n=93)	55% (n=40)	89% (n=65)	68% (n=50)

# Second Solution – Pre class video


**PANOPTO** NURS 3110 Pre Class Video for Fall 2015 September 8 2015 in Working Folder: Adelia Grabowsky ☆☆☆☆☆ ⚙️ 👤 📺 Help ▾ auburn.edu\abg0011 Sign Out




Search this recording 🔍

**Contents**

Notes	Why am I meeting with you on 9/15?	0:09
Bookmarks	Before Tuesday, September 15th	0:34
Comments	Where do you find the worksheet?	1:01
	Steps to access databases	11:50
	Before Tuesday, September 15th	15:25
	**Remember** for next week	16:34
	Before Tuesday, September 15th	16:54




▶ ⏮ 10 0:02 ⏭ -17:09 🔊 1x Speed 📶 Quality 📄 Slides 🖥️ Screen 📶 Hi



**Why am I meeting with you on 9/15?**

- Annotated Bibliography & Paper, 5 professional sources (3 peer reviewed articles)
- Health specific databases
- Tools to use for more effective searching in those databases

0:09

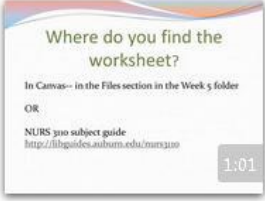


**Before Tuesday, September 15th**

Complete worksheet to hand in at beginning of class

- Focus the topic you were given
- Pick out key concepts
- Brainstorm synonyms and/or related terms
- Find subject headings

0:34



**Where do you find the worksheet?**

In Canvas-- in the Files section in the Week 5 folder

OR

NURS 310 subject guide  
<http://libguides.auburn.edu/nurs310>

1:01



# Class Guide

Auburn University Libraries » LibGuides » NURS 3110

[Admin Sign In](#)

**NURS 3110** Tags: [class guide](#), [class guides](#), [class\\_guide](#), [nursing](#)

Last Updated: Sep 13, 2015 URL: <http://libguides.auburn.edu/nurs3110> [Print Guide](#) [RSS Updates](#)

[Home](#)

[Pre-Class Instructions](#)

[Finding subject headings](#)

[APA](#)

[Library Instruction Tutorial](#)

[Class Powerpoints](#)

[Finding Full Text](#)

[Evaluating Health-Related Web Sources](#)

**Pre-Class Instructions**

[Comments\(0\)](#)

[Print Page](#)

Search:

This Guide

[Search](#)

## Before Class

1. **(required)** Watch the pre-class [video](#)
2. (optional) If you need background information to help focus your topic check out the websites in the box below.
3. **(required)** Complete the searching worksheet. A link to the blank worksheet appears below. You must bring 2 copies of the worksheet to class. One must be a paper copy to turn in at the beginning of class and one can be either paper or electronic for you to use while searching.
4. (optional) If you have trouble completing your worksheet, you can review Modules 1 (Developing your research question), and/or 2 (Building your list of keywords) of the [Library Instruction Tutorial for Nursing Students](#).
5. **(required)** Be sure you know how to use AND and OR in searching (Boolean searching) by completing module 3 of the [Library Instruction Tutorial for Nursing Students](#).



[Pre-class worksheet](#)

[Comments \(0\)](#)

## Helpful websites for background information

- [MedlinePlus](#)
- [Veteran's Health Administration](#)  
Conditions and Treatments link on the left side of the page
- [The World Factbook -- Vietnam](#)

## Subject Guide



**Adelia Grabowsky**

### Contact Info

[abg0011@auburn.edu](mailto:abg0011@auburn.edu)

334-844-1797

[Send Email](#)

### Links:

[Profile & Guides](#)

### Subjects:

[Communication Disorders](#), [Nursing](#), [Pharmacy](#)



# Worksheet

Name \_\_\_\_\_

**You must hand in 1 printed copy of this completed worksheet at the beginning of class on 9/15/2015.**

You need an additional copy to use as you search, that copy can be printed or saved on the computer you will be using in class.

**General Topic assigned by Class Instructors**

Psychological Issues

**Focused topic you would like to learn more about**

**Main concepts of your topic** (remember: each concept in your focused topic should be included, there should be no concepts listed which are not in your focused topic, each of the concepts listed should be unique)

Concept 1	Concept 2	Concept 3 (optional)	Concept 4 (optional)

**Try to think of at least 2 synonyms or related terms for each concept.** (Related terms may be narrower or broader than your concepts listed above.)

Synonym/related terms for concept 1	Synonyms/related terms for concept 2	Synonyms/related terms for concept 3	Synonyms/related terms for concept 4

**Find one or more subject headings for each concept.**

1. Go to <http://www.lib.auburn.edu/find/bytitle.php#M> and click on the Medline (Ebsco) database.
2. Click on MESH 2015 (in the blue toolbar at the top of the page). Enter your concept in the search box and search. Look through the results to see if any subject headings relate to your concept. Click the yellow box in the Scope column if you need a definition of the subject heading. Some concepts may not have relevant subject headings, for those place n/a in the box. If the subject heading you find is the same as your original concept or a synonym you have listed, go ahead and write it down in the subject heading box anyway.

Subject heading(s) for concept 1	Subject heading(s) for concept 2	Subject heading(s) for concept 3	Subject heading(s) for concept 4

# Pre-class Worksheet Rubric

Task	2 points	1 point	0 points
<b>Focusing topic</b>	Able to articulate a more focused topic	Topic somewhat focused but still too broad	Topic no more focused than original topic
<b>Picking out concepts for search</b>	Listed all major concepts/no extra concepts or unimportant concepts listed	Some major concepts listed	No major concepts listed
<b>Listing synonyms/related terms</b>	All listed synonyms/related terms are relevant	Some listed synonyms/related terms are relevant	No relevant synonyms/related terms listed
<b>Listing subject headings</b>	All listed subject headings are relevant	Some subject headings are relevant	No relevant subject headings

# Assessment

		Focused topic	Main concepts	Synonyms/ related terms	Subject headings
Fall 2014	% who got 2	94	70	88	66
Fall 2014	% who got 1	6	23	8	19
Fall 2014	% who got 0	0	7	4	16

# Assessment

		Focused topic	Main concepts	Synonyms/ related terms	Subject headings
Fall 2014	% who got 2	94	70	88	66
Spring 2015	% who got 2	93	80	*	64
Fall 2014	% who got 1	6	23	8	19
Spring 2015	% who got 1	7	14	*	23
Fall 2014	% who got 0	0	7	4	16
Spring 2015	% who got 0	0	5	*	13

# Assessment

		Focused topic	Main concepts	Synonyms/ related terms	Subject headings
Fall 2014	% who got 2	94	70	88	66
Spring 2015	% who got 2	93	80	*	64
Fall 2015	% who got 2	83	62	79	60
Fall 2014	% who got 1	6	23	8	19
Spring 2015	% who got 1	7	14	*	23
Fall 2015	% who got 1	16	22	13	24
Fall 2014	% who got 0	0	7	4	16
Spring 2015	% who got 0	0	5	*	13
Fall 2015	% who got 0	1	16	7	16

# Lessons Learned

- Only about 2/3's of the class is able to successfully find relevant subject headings before class
- Majority of the video needs to be on focusing topic and picking out main concepts
- The instructor should send the email to students

Semester	Email sent	% of students who turned in worksheet before class started
Fall 2014	By instructor	99
Spring 2015	By librarian	60
Fall 2015	By instructor via Canvas announcement	93

# Future Plans

- Video
  - Generic?
  - Animated?
  - YouTube?



