Double Shots, Not Decaf! Going beyond the one-shot as an embedded librarian

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Double Shots, Not Decaf!

Going beyond the one-shot as an embedded librarian
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Librarian & Instructional Designer
“These one-time, librarian-led presentations ... are expected to both acquaint students with library services and teach them “how to research,” including everything from searching the library catalog to using various databases to discerning types and quality of sources. Not surprisingly, such instruction sessions can easily overwhelm students with their jam-packed, whirlwind dispersal of information...”

The One-Shot

Watson, Shevaun E., et al. “Revising the “One-Shot” through Lesson Study: Collaborating with Writing Faculty to Rebuild a Library Instruction Session.”, vol. 17, no. 4, July 2013, pp. 381-398.
“The [embedded] librarian is responsible for offering reference assistance and contact information, providing links to additional resources related to the course and including access to tutorials, coverage of information literacy concepts, and course-related search strategies.”
"In a flipped classroom, students are typically instructed to view online lectures or tutorials outside of class. Instructors use class time to guide students in applying lecture material..."

The Double Shot Difference

• More than just a 50-minute barrage of information
• Students must engage with librarian instead of the “use these resources if you want to” embedded model
• Adds one-on-one feedback and interaction as students work with initial search strings
• Each step of discussion board is scaffolded to help students understand the search process
Library Resources

- LibGuide
  - Keyword Video / Instructions
  - Search Strategies Tips
  - Database Recommendations
  - Introduction to CRAAP method
- Librarian
  - Assistance through chat, email, and phone
  - Feedback to each student through graded discussion board assignment
<table>
<thead>
<tr>
<th>ENGL 1101</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Identify your topic choice for the persuasive essay, and list at least 3 keywords or phrases you might use when researching your topic. Make sure you read the section on the library guide about search strategies.</td>
</tr>
<tr>
<td>• Choose 1 website related to your topic and use the CRAAP test to evaluate it (See the library guide for more information).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ENGL 1102</th>
</tr>
</thead>
<tbody>
<tr>
<td>• List at least 5 search terms you could use for your topic. What exactly would you type in the search box?</td>
</tr>
<tr>
<td>• Complete a search in GALILEO using one of these terms; then describe this search in detail. Did you use the discovery search? A specific database? Did you narrow using the tools? How did you revise your search?</td>
</tr>
</tbody>
</table>
Initial Assessment

- Analyzed 4 sections of 2 courses
- All sections online, taught by same instructor
- Librarian-provided web content was the same across semesters
- Developed rubric for scoring Works Cited pages
- Looking for a correlation between student participation on discussion boards and success locating appropriate sources

ENGL 1101
- Fall 2016
- Summer 2016

ENGL 1102
- Fall 2016
- Spring 2017
<table>
<thead>
<tr>
<th><strong>Discussion Boards</strong></th>
<th><strong>Source Quality</strong></th>
<th><strong>Sources On-Topic</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>2 – Excellent</td>
<td>2 – Excellent</td>
<td>2 – Excellent</td>
</tr>
<tr>
<td>Full participation</td>
<td>Sources are appropriate (meet the CRAAP test)</td>
<td>Sources are on topic and support the thesis</td>
</tr>
<tr>
<td>1 – Satisfactory</td>
<td>and are from Galileo</td>
<td>1 – Satisfactory</td>
</tr>
<tr>
<td>Partial participation; did not respond to all prompts</td>
<td></td>
<td>Sources are about the topic generally, but may</td>
</tr>
<tr>
<td>or did not reply to feedback</td>
<td></td>
<td>not support the thesis</td>
</tr>
<tr>
<td>0 – Unsatisfactory</td>
<td></td>
<td>0 – Unsatisfactory</td>
</tr>
<tr>
<td>Did not participate in discussion</td>
<td></td>
<td>No sources are on topic and they do not support the thesis</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 – Satisfactory</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Only some sources are appropriate, or not from Galileo</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0 – Unsatisfactory</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No sources are appropriate</td>
<td></td>
</tr>
</tbody>
</table>
DATA: Quality of Sources

<table>
<thead>
<tr>
<th>DB SCORE</th>
<th>Quality = 0</th>
<th>Quality = 1</th>
<th>Quality = 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>2%</td>
<td>4%</td>
<td>0%</td>
</tr>
<tr>
<td>1</td>
<td>0%</td>
<td>27%</td>
<td>11%</td>
</tr>
<tr>
<td>2</td>
<td>0%</td>
<td>7%</td>
<td>49%</td>
</tr>
</tbody>
</table>

n=45, combined 1101 & 1102
DATA: Sources on Topic

- On-Topic = 0
- On-Topic = 1
- On-Topic = 2

DB SCORE = 0: 0% 4% 0%
DB SCORE = 1: 0% 7% 33%
DB SCORE = 2: 0% 2% 53%

n=45, combined 1101 & 1102
What We Learned

- More successful than we thought!
- 50% success rate seems low, but only 70% passed the class
- 1102 was more successful than 1101
- More work on evaluating sources needs to be done
Future Research & Tweaks

- Look at the initial draft, rather than after student draft consultation with instructor (which may increase source quality)
- Compare with course sections prior to double shots
- 1101 and 1102 DBs have a different focus (CRAAP, Galileo) because they are scaffolded: is 1102 more successful because of this?
- NEW! VideoChat consultations with librarian
“If we understand information literacy as a mix of choosing the appropriate sources and using the sources appropriately, librarians and instructors can work together to identify teaching strategies that not only assist students in finding information but also in using that information purposefully.”

Collaboration & Connection
