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An Improved Way of Information Literacy Instruction: Remodeling the Library Curriculum with Scaffolding and Standardization

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An Improved Way of Information Literacy Instruction:

Remodeling the Library Curriculum with Scaffolding and Standardization

Jessica Swaringen, Reference & Instruction Librarian

Kory Paulus, Reference & Instruction Librarian

Key Indicators

- 3,493 Total FTE
 - 2,726 Undergraduates (FTE)
 - 768 Graduates (FTE)
 - 197 Full time faculty (FTE)
- Degrees offered:
 - 33 Bachelor's
 - 6 Master's
 - 3 Doctoral
- Campuses
 - Wingate, Charlotte, and Hendersonville

Fall 2019 working data set



An information literate student can:

1. Determine the extent of the information needed
2. Access the needed information
3. Evaluate the information and its sources critically
4. Use information effectively to accomplish a specific purpose
5. Access and use information ethically and legally

SACSCOC expectations for participation, documentation, and assessment are higher

- Broad participation
- Specific learning outcomes
- Students can illustrate specific competencies

Best practices in Librarianship shifted to emphasize active learning

- Group activities applying CRAAP evaluation criteria to a website
- Formative assessment & question breaks using Socrative

Inconsistent library instruction requirements across General Education courses

- Undergraduate students sometimes received **5-7** versions of the same library session
- Advanced students prevented from building on skills to become successful, lifelong learners
- Faculty observed lack of advanced IL skill sets in upper-level students

Spring 2018

- Instruction Librarians begin Pilot Program
 - BIO 150, ENG 110, & GPS 120
- Pilot goals
 - Information literate students by graduation
 - Scaffolded IL curriculum from first year through senior year

July 2018

- Pilot Program proposed to Gateway Director
 - Adopted for Gateway 101 (GATE 101) in 2018-2019
 - Marketed LO and Data sharing
 - SASCOC requirements
- Adoption required changes
 - Creating an assignment
 - Grading the assignment
 - Scheduling sessions outside GATE 101 class time
 - Curriculum (new learning outcomes)

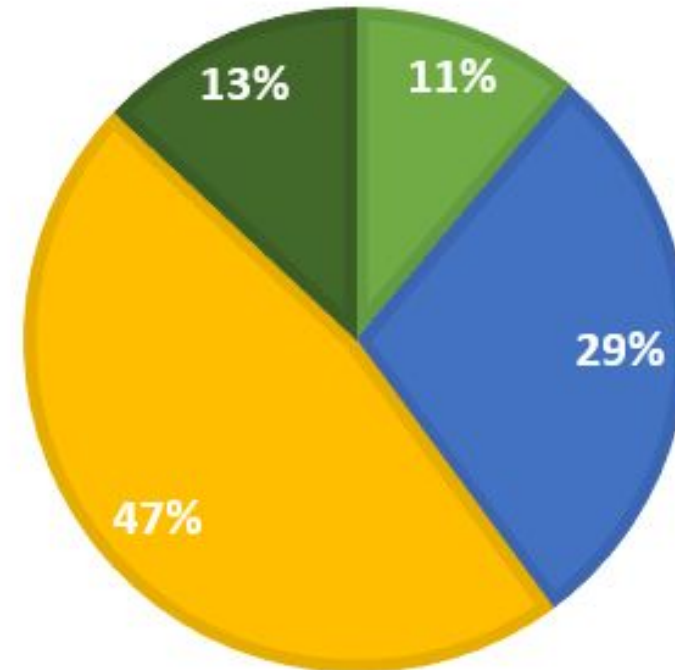
Learning Outcomes for 2018-2019

- LO₁: Students will be able to develop search strategies in order to search with maximum flexibility and effectiveness.
- LO₂: Students will be able to critique the credibility, relevance, authority, accuracy, and purpose (CRAAP) of one scholarly item in order to determine whether it is useful for the assignment.
- LO₃: Students will be able to identify a subject-specific database in order to find relevant articles.

Student Participation

- 1,007 incoming students
- 876 attended session 1
- 764 attended session 2
- 474 submitted assignment
- 346 completed all tasks

STUDENT PARTICIPATION

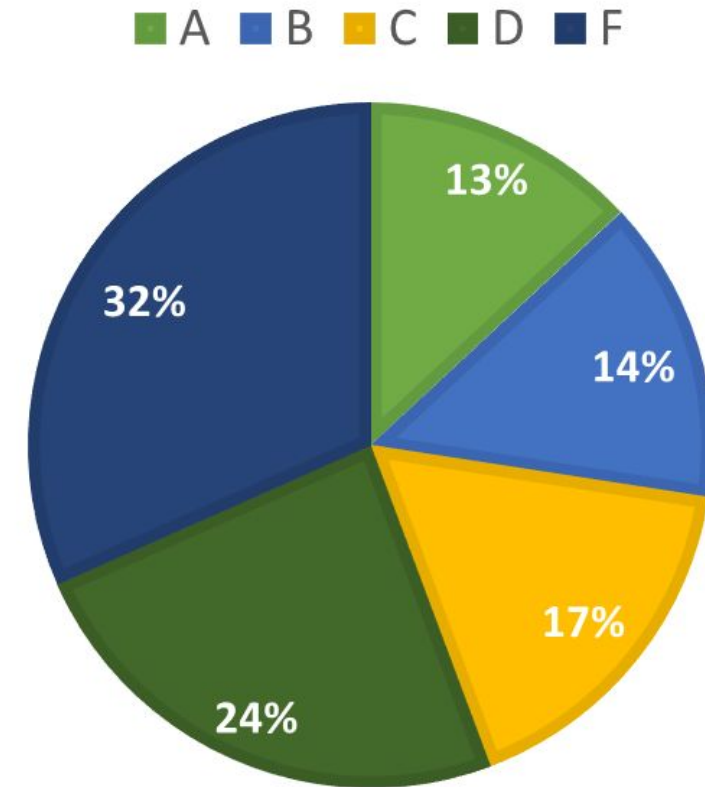


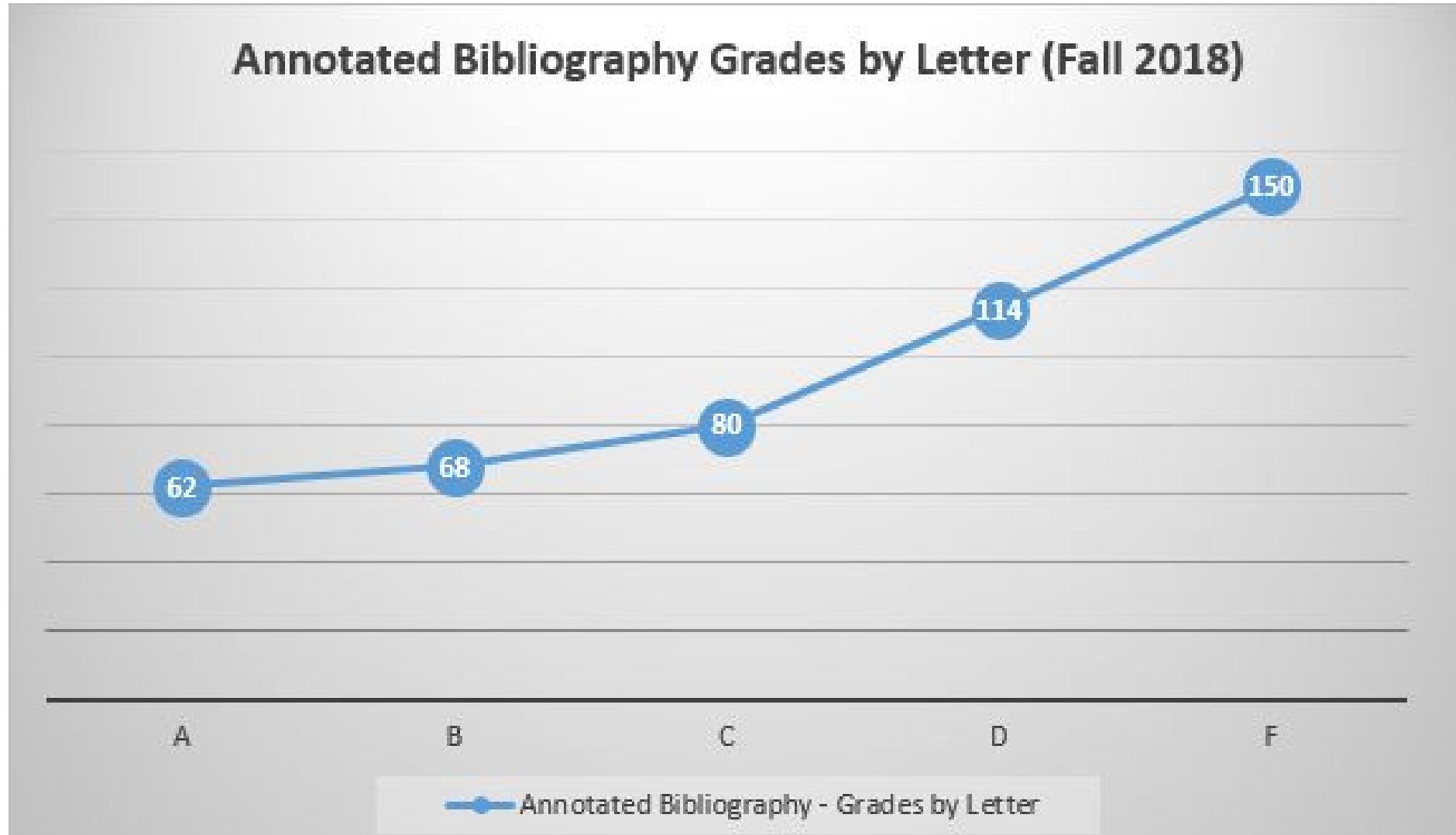
- attended session 1 only
- attended both sessions
- attended both sessions and submitted assignment
- no participation

Student Performance

- 246 passed the assignment
 - 25% of incoming students
 - 71% of submissions
- Passing = 13+ out of 21 points

ANNOTATED BIBLIOGRAPHY LETTER GRADES

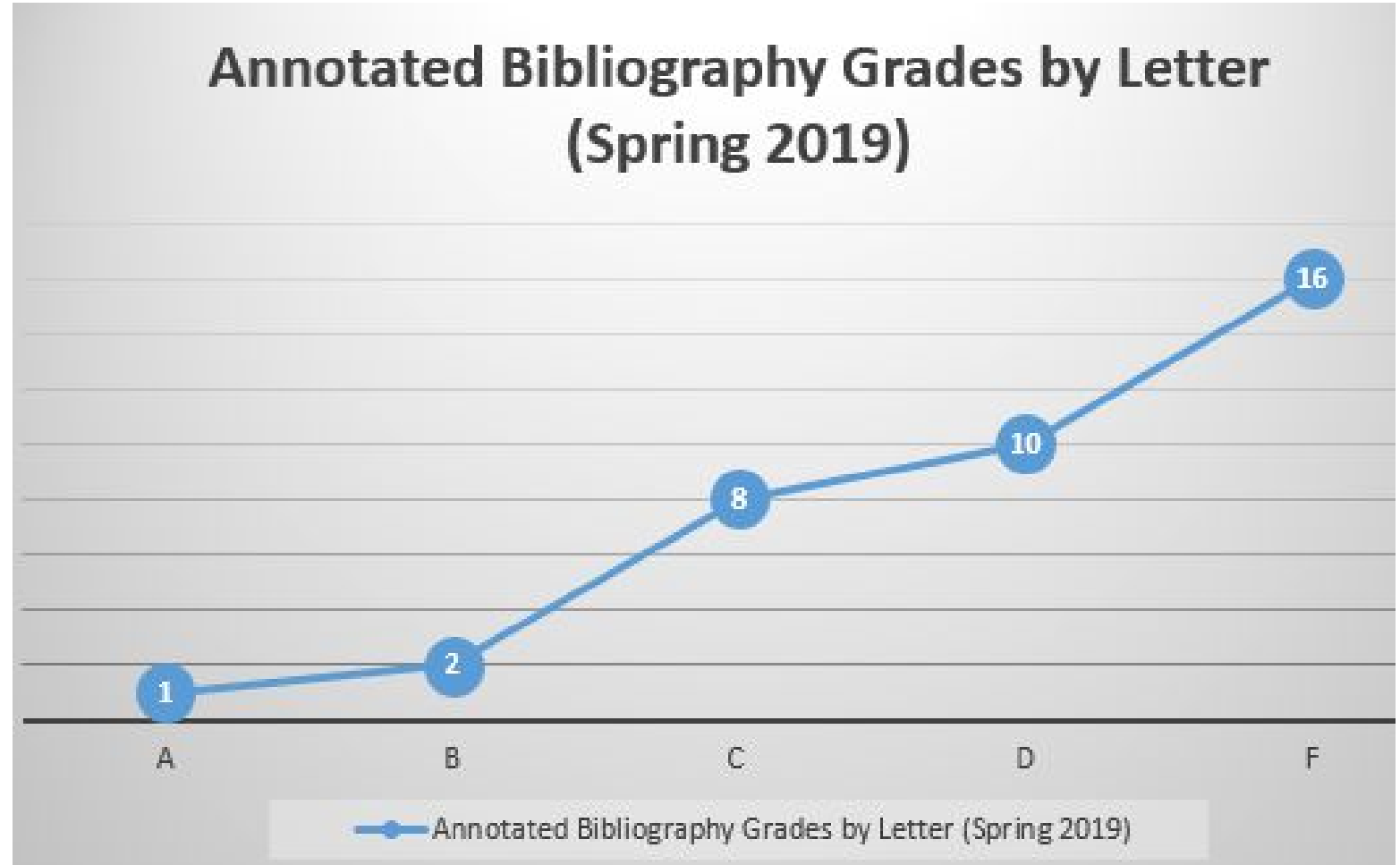




Research Boot Camp: Spring 2019

Spring 2019

- 4 sections of Gateway 101
 - 75 students
- Librarians taught RBC during class time
- No attendance data



Librarians reviewed benefits and obstacles of first year of RBC: Faculty Feedback via Online Survey and Focus Group

Benefits

- Familiarity with Librarians
- IL foundation-builder
- Advanced IL concepts in Spring
- Reach higher percentage of students

Obstacles

- Lack of participation
- Difficulty with scheduling
- Increased instruction load
- Results of the assignments

Review indicated:

- Shift RBC to online program (staffing load)
- Shift to lower order IL skills

Content

- Library spaces (main locations, desks, etc.)
- Research planning
- Building searches
- Books & eBooks
- Classifying sources

Delivery

- **Online module** in Canvas
- Gateway faculty import module from GATE 101 sandbox into respective GATE 101 Canvas classes

Assessment

- Canvas quizzes for each content area
- Automated grading
- **Increase from 5% to 10%** of overall Gateway 101 grade

Marketing

- Assessment report
- Recommendations report
- **Closing the loop**

Learning Outcomes for 2019-2020

- LO₁: Students will be able to identify physical academic support locations in the EKS Library.
- LO₂: Students will be able to identify the key terms used for searching for databases in a given research question.
- LO₃: Students will be able to match Boolean Operators with their appropriate search function.
- LO₄: Students will be able to retrieve the call number of a given physical book in the library catalog.
- LO₅: Students will be able to classify sources as primary, secondary, or tertiary.
- LO₆: Students will be able to classify sources as scholarly or popular.

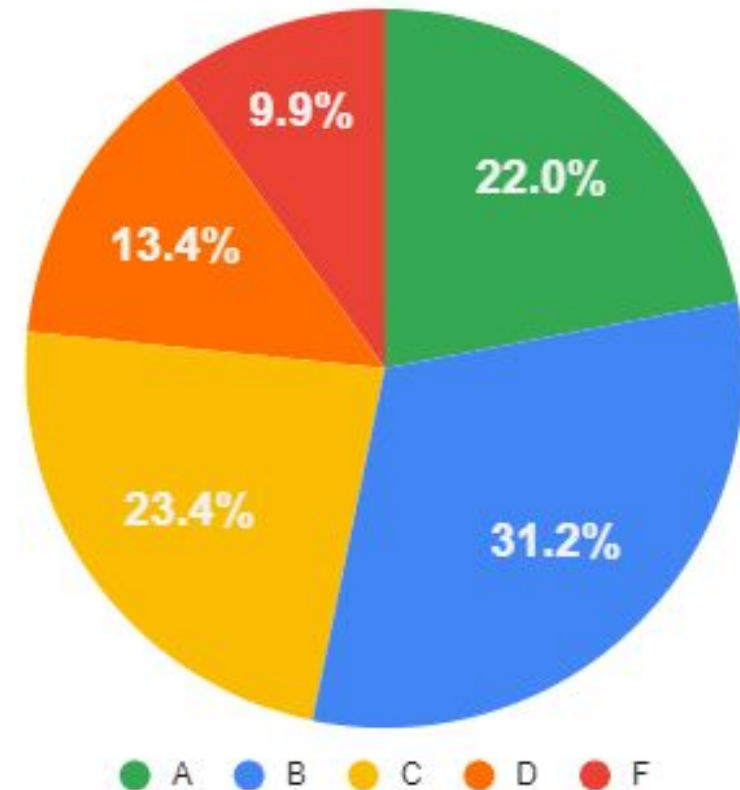
Overall Average: 77.36% (C+)

Overall Median: 80% (B-)

- All parts (above 70%)
- Lower performance in classifying source types (74.76%)

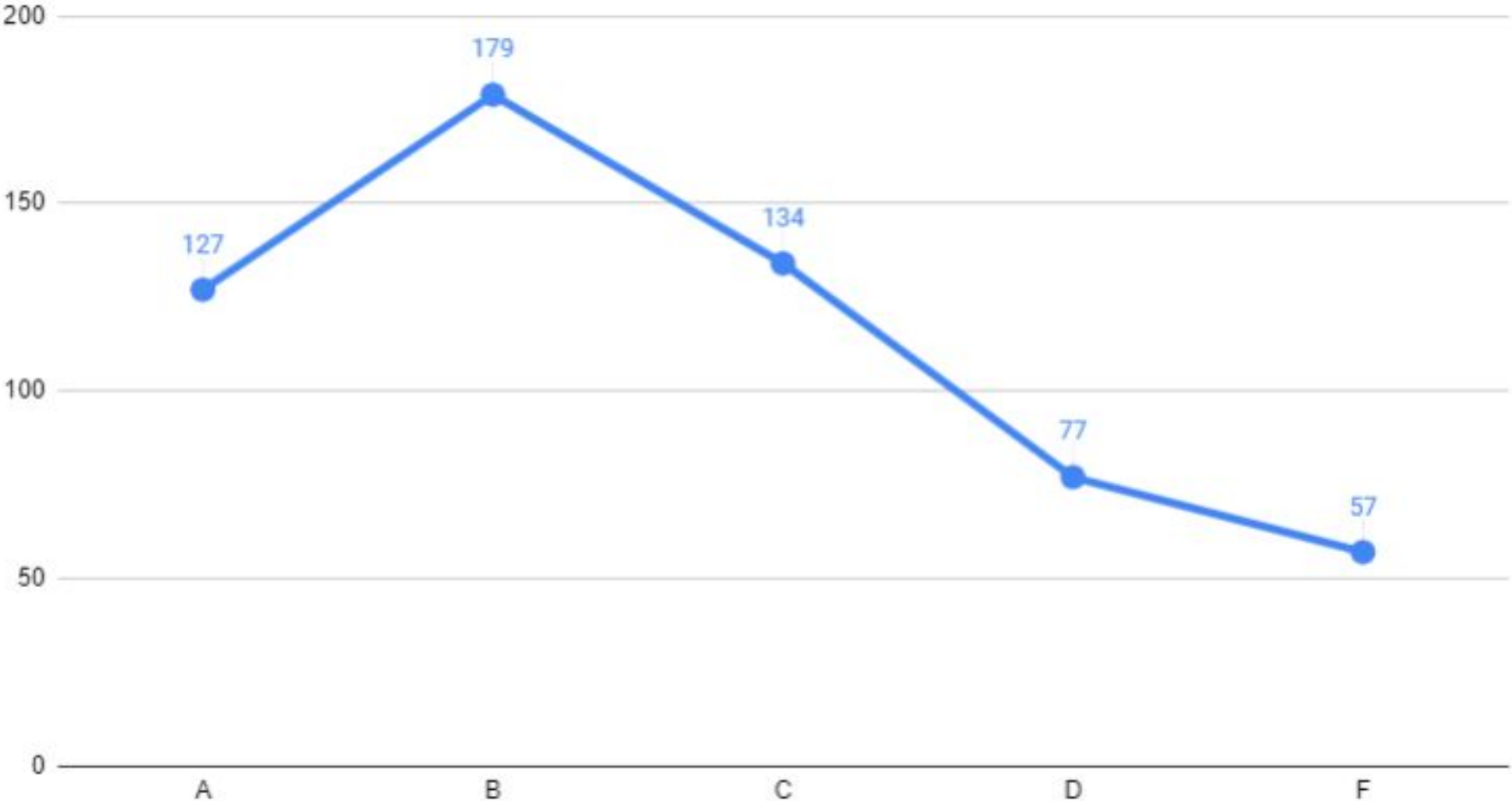
62% of instructors reporting; All-Zeroes isolated from dataset

Grade Distribution (No All-Zeros)



RBC Achievement: Fall 2019

Grade Distribution (No All-Zeros)



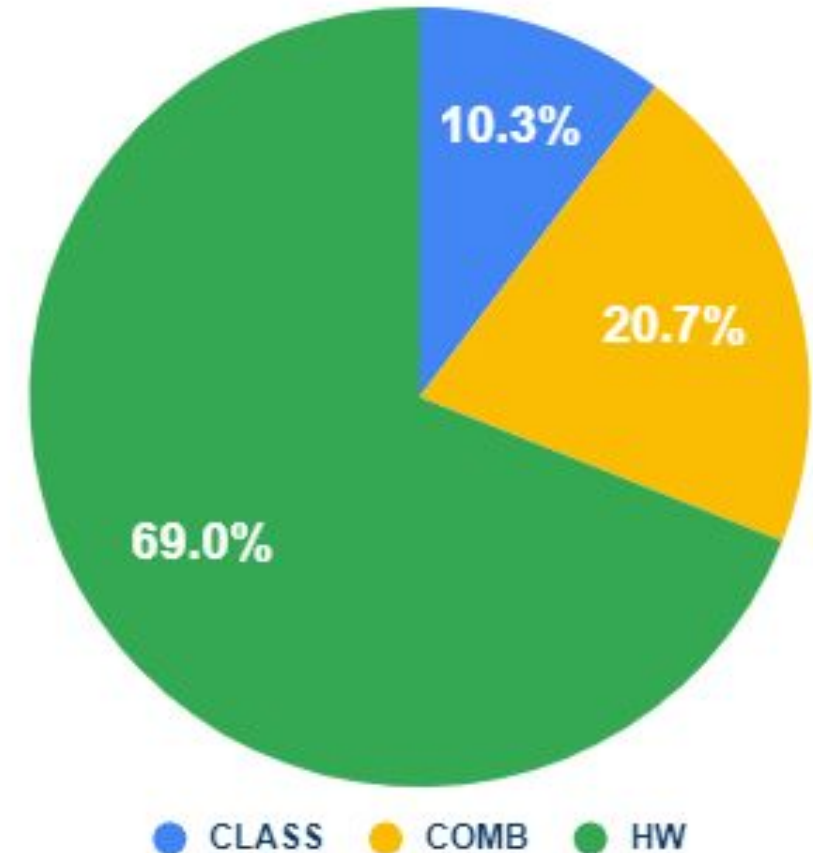
Assignment Method:

- Homework: 69%
- In class: 10.3%
- Combination: 20.7%

Percentage of All-Zeros (non-attempts)

- In class: 1.6%
- Combination: 3%
- Homework: 10.8%

Method of RBC Assignment



Some elements of 2018-2019 RBC needed new “home”

- Evaluating sources with the CRAAP Test
- Searching *Fetch!* (EBSCO discovery service)

English Department

- Houses composition course: University Writing and Research
- New chair in Summer 2019

Opportunity to expand

- Discussions with new chair
- Library-English Tea Party
 - August 13th and 15th in Library Reference Commons

Library-English Tea Party

- Full-time faculty on campus for “welcome back” on August 13th
- Adjunct faculty on campus for training on August 15th
- Tea, punch, cheese, fruit, and cookies provided
- Slideshow and handouts pitching the standard curriculum

Please join the EKS Library Instruction team
for our first



English Tea Party

August 13 @ 2:00 pm &
August 15 @ 4:30 pm

Reference Commons • EKS Library
Please RSVP via Google Form

One in-class session (designed to fit in 50-minutes)

- Brief Review of Research Boot Camp
- The Research Process
- The Information Timeline
- Evaluating Sources with the CRAAP Test
- Finding Sources in *Fetch!* - filters, tools, detailed record
- Worksheet (time in class to search)

<https://library.wingate.edu/ENG110>

Survey Results:

- 10 participated in Survey
- 80% attended a sessions
- 80% agree IL important
 - 100% of attended
- 20% attended multiple sessions
 - 25% of attended
- 70% positively affected the work they received
 - 88% of attended

More Survey Results:

Most important Components:

1. Finding Resources in *Fetch!*
2. Evaluating Sources using CRAAP
3. The Research Process

Comments:

- “The very deliberate scaffolding that the BI librarians have done . . . creates a very positive educational experience for our students.”

Suggested Changes:

- “Maybe emphasize the difference between scholarly and popular sources more. Some of my students were a bit confused about that after the lesson.”
- “I would like to see more time on evaluating the sources for credibility.”
- “Address what makes a good research topic/question”

Major changes:

- An introductory video and information page at start of module
- **Remove unit on call numbers**
- **Add unit on information timeline** (before source types)
- Revise learning outcomes to reflect changes
- **Streamlining data collection**

Minor changes:

- Changing quizzes to enable students to go back and review content before answering a point-bearing question
- **Add more text content to Boolean section**
- Standardize “next” directional buttons
- Add captions to videos/more text content where necessary

- **Add learning outcomes**
- **Develop assessment with LibWizard**
 - worksheet hard copy → online tutorial
- **Expand on**
 - source classification
 - creating research questions
- **Add unit on call numbers**
 - video and explanation from RBC

- General Education Revision
 - Began Fall 2018
 - Projected implementation date Fall 2021
- Graduate programs
 - Department of Physical Therapy
- Other areas where IL scaffolding is appropriate:
 - PE 101
 - GPS 210 (World Literature)
 - GPS 310 (Ethics)
 - GPS 320 (Global Histories)
 - Senior Capstones

Thank you!
Questions or Comments?

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