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
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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
The Problem

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

Based on 2018 SACSCOC 11.3
The Problem

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
Research Boot Camp: Context

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)
Research Boot Camp: 2018-2019

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
Research Boot Camp: Fall 2018

Student Performance

- 246 passed the assignment
  - 25% of incoming students
  - 71% of submissions
- Passing = 13+ out of 21 points
Annotated Bibliography Grades by Letter (Fall 2018)

- A: 62
- B: 68
- C: 80
- D: 114
- F: 150

Grades distribution for Annotated Bibliography in Fall 2018.
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.
RBC Achievement: Fall 2019

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
RBC Achievement: Fall 2019

Grade Distribution (No All-Zeros)

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<th>Grade</th>
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<tr>
<td>F</td>
<td>57</td>
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</tbody>
</table>
RBC Assignment Method: Fall 2019

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%
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
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
Future changes ENG 110: Fall 2020

• 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
Next Steps for Information Literacy

• 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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