Feb 22nd, 11:45 AM - 1:00 PM

From Information Literacy to a Spirit of Inquiry: A Tale of Two Librarians

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THE ONE WHERE THEY REDESIGNED A COURSE

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HERE TO TALK WITH YOU

NOT AT YOU

Jane Hammons:
Teaching and
Learning
Engagement
Librarian

Stacey McKenna:
Reference &
Instruction
Librarian

Hanna Primeau:
Instructional
Designer

Diana Ramey:
eLearning
Instructional Aids
Assoc.

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BACKGROUND

INTENSIVE COLLABORATION TO CHANGE A PREEXISTING AND DATED FOR-CREDIT INFORMATION LITERACY COURSE

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PROJECT TIMELINE

FROM START TO FINISH

May 2019
Learning Outcomes established

January 2020
Phase Two Implementation : Weeks 5-7

January 2019

- Information seeking with previous instructors
- Goals Established:
  - Raise completion stats
  - Bring course into the current era

April 2019
First team project planning meeting

August 2019
Phase one Implementation : Weeks 1-4

Summer 2020
Evaluation of changes!

THE PROBLEMS

- A DATED COURSE
- STUDENT MOTIVATION
- COURSE CLARITY
- SEARCH & EVALUATION, NO USE?!

THE PROBLEMS

COMMUNICATION:

"One of the greatest challenges was not just the creation of interesting and relevant course content for the students that fit within our seven week course length, but the distinct need we had for ensuring that this course could be successfully taught across multiple campuses, with twelve unique instructors."

Revised Learning Outcomes

- Select appropriate search tools (and information sources) for your information need
- Employ thoughtful search tactics when searching
- Critically evaluate online information sources
- Recognize your responsibilities as an information consumer and information creator
- Navigate the complex digital information environment with greater confidence

IMPLEMENTATION & REVISON

INCREASE STUDENT MOTIVATION

- Connect the material to student's interests
- Provide authentic, real-world tasks
- Show relevance to students' current academic lives and future professional lives
- Identify what you reward and value and articulate your expectations
- Provide early success opportunities and targeted feedback
- Provide rubrics
- Give students the opportunity to reflect

-From Ambrose et al., 2010, pp. 83-89

IMPLEMENTATION & REVISON

Show relevance to students current academic lives and future professional lives

STUDENT MOTIVATION:REAL WORLD

- Applied Information Literacy skills to every day inquiries
- Focused on bringing students' awareness to their role as digital citizens

IMPLEMENTATION & REVISON

Show relevance to students current academic lives and future professional lives

STUDENT MOTIVATION: DISCUSSION BOARDS

- The Evolution of Research Question
- Why Do Search Terms Matter
- Is Originality Possible in the Current Age of Information Exchange?
- What does Digital Citizenship mean to you in terms of work, school, and everyday life?

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Frequently Asked Questions (FAQ)

About This Page

This FAQ page is here to answer various questions that may arise throughout the term. Below are a list of common questions divided into categories. Select the relevant section to find the answer to your questions.

Still stumped or have a question not listed? Please contact your instructor. This page isn't here to deter you from contacting your instructor, just to help you at your immediate point of need. I know that sometimes that time is closer to midnight than not.

Before You Look Further

Using a device? Make sure that if you decide to use the app, use it only for reading or watching content. When submitting and working on assignments and quizzes work from a browser window for the best experience. Some assignments types, like peer review will not work successfully through the app, and the last thing I want in this course is for you to fail an assignment because of technical difficulties. If this tip doesn't fix your problem, please click on the relevant question below to find answers!

- How do I succeed in this class?
- How do I create a screencast?
- What are some tips for success in a digital presentation?
- What are some tips for success in our discussion boards?
- How do I find the rubric for a graded discussion?
- How do I create a video post in a Discussion Board?
- How do I complete a Peer Review in Carmen?

How do I succeed in this class?

While there are no guarantees, taking the following steps will definitely help you on your quest for an A.

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DESIGN: VISUAL CLARITY

Tips

- Use various search techniques in each of your three searches. Refer to How Search Works 🗗 .
- Review Screencasting guidelines
- Watch your screencast before submitting it. This is your chance to make sure your sound is working and that your audio is clear, and/or your subtitles are easy to follow. The quality of your narration, either audio or subtitles, is part of your grade.

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Week 6 Overview

Weekly Lecture Notes

This week has us looking at how we use and share information including your own created works, and what are some of the ethical ways of doing so. There are two primary concerns when sharing content and information online: copyright and privacy concerns. This week we'll help you understand what you should be thinking about when determining whether or not to share something online.

You just quickly reviewed what copyright is last week, but this week you get to dig into how it applies to you. And it does, automatically, to anything you make! The "What is Creative Commons" video will take you on a quick dive into different copyright options and why you might want to allow others to use your work. Don't forget, if you are using an object for satire ⤢ or parody ⤢ , you might be free to use it regardless of copyright. Owl kitty ⤢ is a good examples of parody/satire using fair use. Looking at the videos, they only use a small amount of the film, and their use of the film clips won't replace the market value of the films.

After this deep dive into copyright, we will shift to looking at how you may be intentionally (or unintentionally) sharing your data and created content - selfies count, so do your ideas via text - on the web. We will also start to think about how your data has value to others. It makes sense to share some data via the web, after all, you applied to this University via the web. While this process involved sharing not just your personal data but also an essay of some sort, you didn't share the websites you visited most recently before applying, right? The article "Student tracking, secret scores: How college admissions offices rank prospects before they apply" ⤢ talks about how some colleges are not just collecting such data, but looking at it too.

This week's readings aren't provided to scare you. I simply want to make you aware of this aspect of the internet that not everyone thinks of when using it. It's so easy to create content, for instance, posting a photo to social media. And odds are, no one but your friends and family will see it. But it's important to understand the value your data holds for third parties so that you can decide how and with whom

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Weekly Roadmap

Here's everything you need to do and remember for the week. These items will all appear, in order, in the **Module** for this week.

- **Read** the Week 3 Overview
- **Submit** the Search Screencast
- **Complete** the Week 3 Group Discussion: Why Do Search Statements Matter?
- **Read** the following sections of *Choosing and Using Sources* - Chapter 6: Evaluating Sources
  - Thinking Critically About Sources ⧉ *Choosing & Using, Chapter 6.1*
  - Evaluating Sources for Relevancy ⧉ *Choosing & Using, Chapter 6.2*
  - Evaluating for Credibility ⧉ *Choosing & Using, Chapter 6.3*
  - Author and Publisher ⧉ *Choosing & Using, Chapter 6.5*
  - Degree of Bias ⧉ *Choosing & Using, Chapter 6.6*
- **Read** What's With All the DRAMA?
- **Complete** the Search Screencast Peer Review
- **Submit** the Week 3 Quiz

WHAT WERE THE BIGGEST CHALLENGES FACED AS PART OF THE PROCESS? IS THERE ANYTHING THAT DIDN'T WORK?

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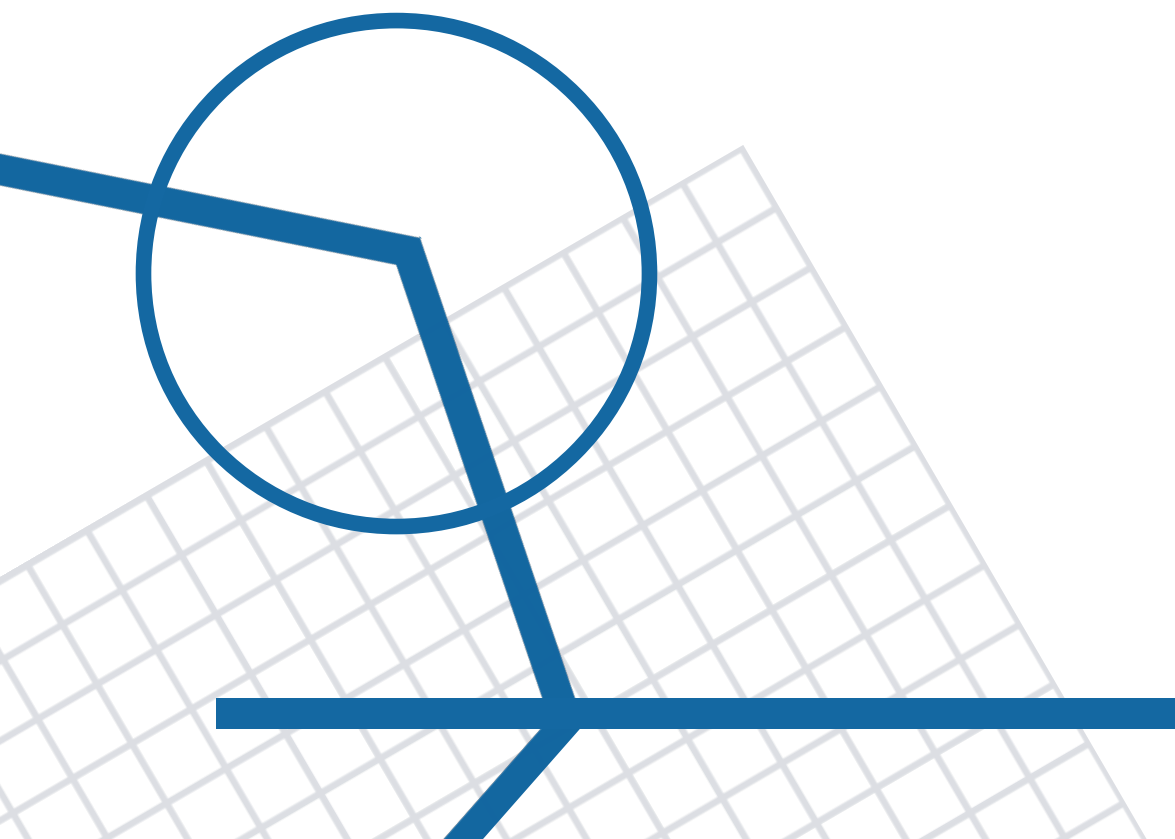
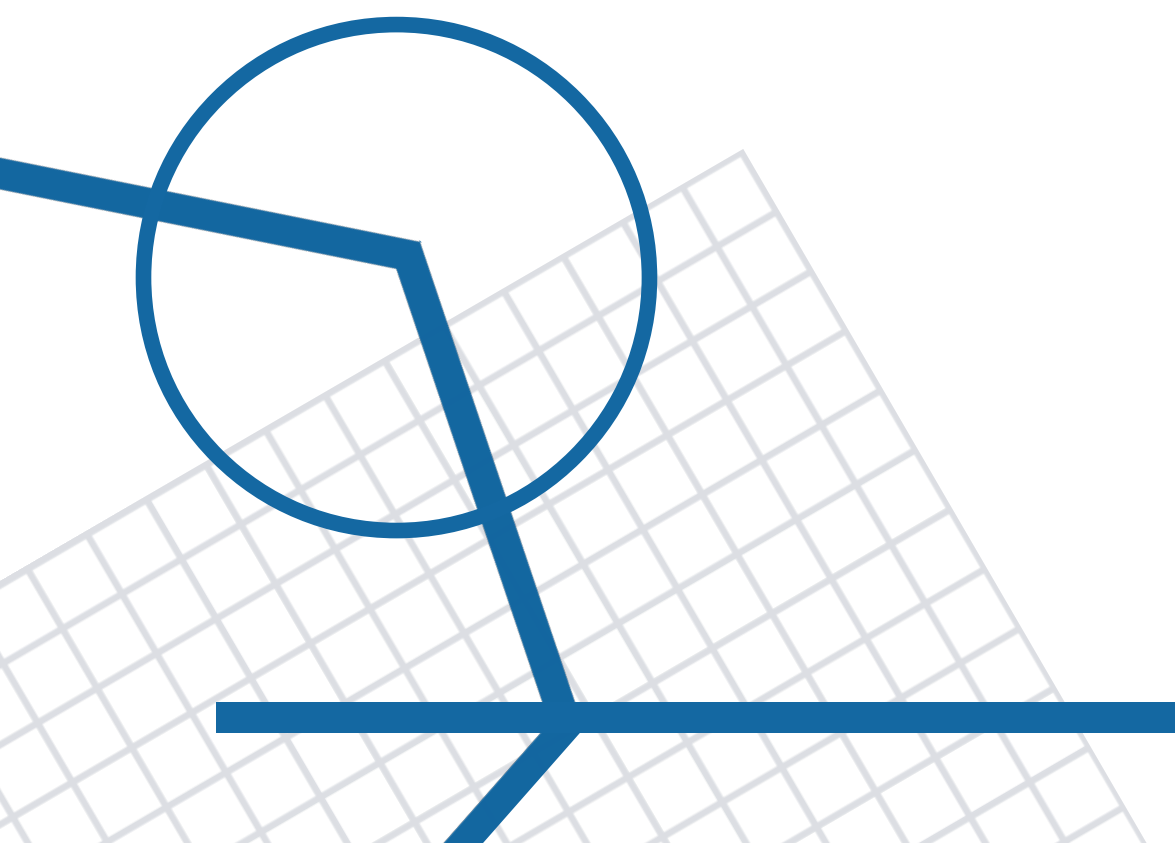# WHY DID WE CHOOSE THIS DIRECTION WITH THE THEMES?

Original

Week.5: What You Should Know
Week 1: Priming the Pump
Week 2: Let Me Google That for You
Week 3: Contextualizing Information
Week 4: Nuances of Search
Week 5: Engaging with Resources
Week 6: Thinking Like a Scholar
Week 7: How do You Navigate the Information Ecology?

New

Week .5: Course Foundations
Week 1: The Information Cycle and Types of Sources
Week 2: Research Questions and Search Statements
Week 3: Search Statements and Evaluating Sources
Week 4: Evaluating Sources
Week 5: Ethical Information Access and Use
Week 6: Ethical Information Creation and Use
Week 7: Digital Citizenship

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HOW DID WE KEEP ALL THE OTHER INSTRUCTORS COPASETIC IN THE PROCESS?

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DATA PARTY

FAQ Page Viewing Statistics per course

Legend: Students, PageViews

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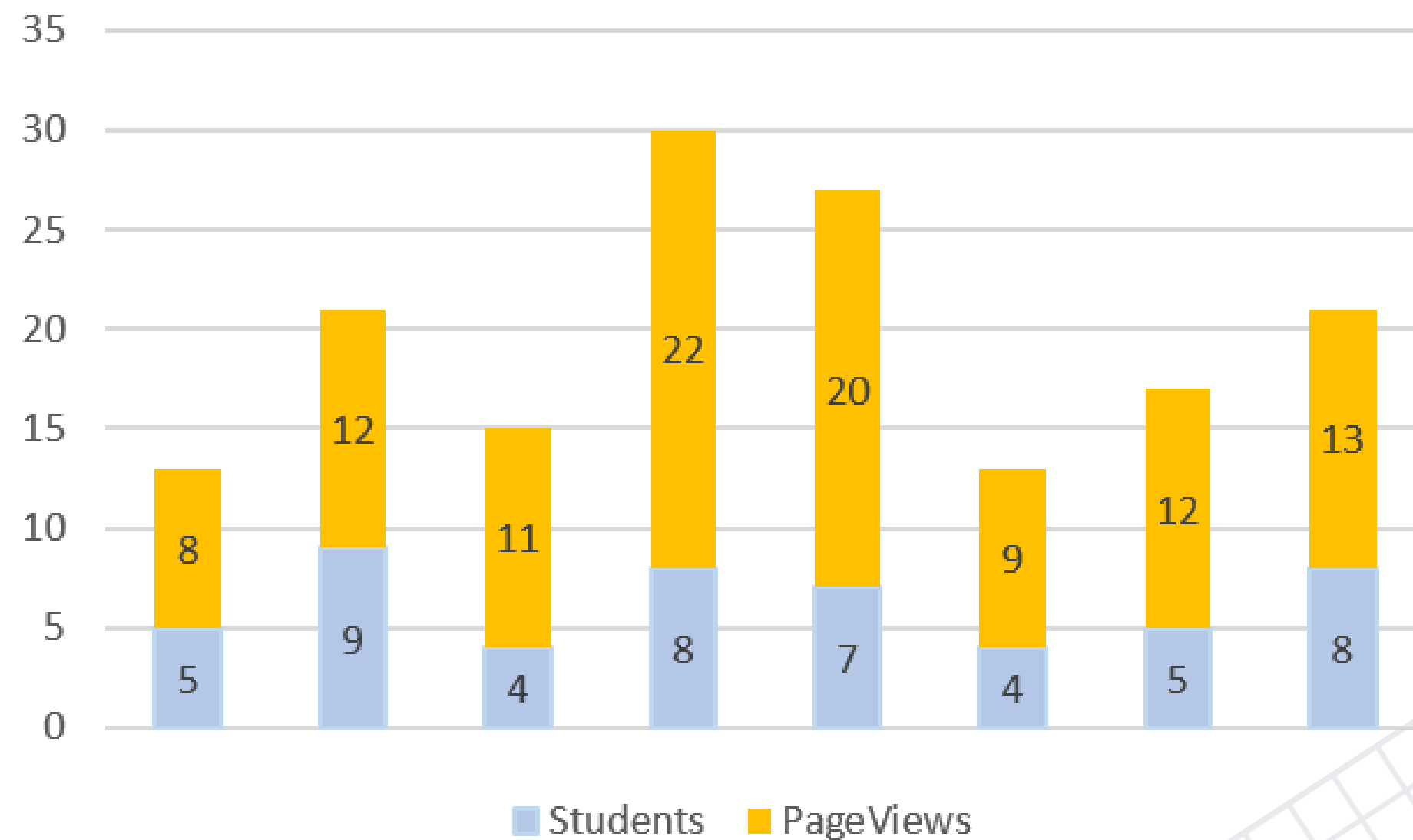
One Recommendation?

Click to add text

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CONTACT INFORMATION

FOR QUESTIONS AND CONCERNS

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