Library Live

Collaborating Towards Heightened Information Literacy & Retention in English Composition Classes

I don’t care if my PowerPoint presentation has 320 slides. You are staying until it’s over.
I Ain’t Afraid of No Librarians!
Literature Review: The One-Shot
Artman, Frisicaro-Pawlowski and Monge, 2010

• One-shot session is skills-based
• One-shot suggests to students that research is separate from writing
• Instructors can “farm out” information literacy instruction
• Successful information literacy programs depend on collaboration and integration
Positive assessment from a blended IL instructor:
“My students were much better prepared and much more confident in their research skills. I’m noticing that the range and quality of their resources are much better than in my previous 102 class.”
• Community college students have differing levels of college readiness. Assume nothing.
• Multiple sessions with embedded librarian. Step-by-step instructions, include practice time.
• Unpack skills into smaller components
• Multiple sessions
  What is a Research Paper and Choosing a Topic
  Databases and Evaluating Sources
  Citations and Plagiarism
• Stronger relationships with librarians, faculty and students
Course Embedded Assessment of IL

- Information Literacy is one of seven core general education competencies assessed by the Virginia Community College System (VCCS)

- Reynolds General Education Committee has been working on making course embedded assessment mandatory for these seven general education core competencies

- AACU Information Literacy VALUE Rubric is currently used to assess a random sampling of research papers in ENG-112 classes.
Literature Review: Connect Research and Writing
Artman, Frisicaro-Pawlowski and Monge, 2010

- Interconnectedness of information and writing.
- Information literacy should be built into the instructional plan.
- Course integrated library instruction
- Split information into smaller components
- Multiple sessions=multiple points of contact
## Literature Review: Concepts + Habits

McClure & Purdy, 2016

Map of Association of College and Research Libraries (ACRL) Threshold Concepts and Council of Writing Program Administrators (WPA) Habits of Mind

<table>
<thead>
<tr>
<th>ACRL Framework</th>
<th>WPA outcomes</th>
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</thead>
<tbody>
<tr>
<td>Authority is constructed and contextual</td>
<td>Openness, flexibility</td>
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<tr>
<td>Information creation as a process</td>
<td>Creativity, metacognition, flexibility</td>
</tr>
<tr>
<td>Information has value</td>
<td>Responsibility</td>
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<tr>
<td>Research as Inquiry</td>
<td>Curiosity</td>
</tr>
<tr>
<td>Scholarship is a conversation</td>
<td>Engagement</td>
</tr>
<tr>
<td>Searching is strategic</td>
<td>Persistence, creativity, flexibility</td>
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English Instructor’s Vision

Problems:
The Research Hurdle
Library as Community Center
The Transfer Dilemma

Solutions:
Learning Communities
Branding
Philosophy of collaboration, not just assignments.
Assessment Planning

Pre & Post Student Perception Surveys:

ENG-111 and ENG-112

Administered via Survey Monkey

Pre & Post Assessments:

ENG-112

Administered via Blackboard

Treatment Groups:

• Two ENG-112 sections - attend all 7 Library Live sessions; complete all Research @ Reynolds Library modules
• Two ENG-111 sections - attend all 5 Library Live Lite sessions
Scheduling

Spring Semester 2017:

- 2 ENG-112 class sections - 16 weeks
- 2 ENG-111 class sections - 16 weeks
- 2 embedded librarians
- 7 Library Live sessions (ENG-112)
- 5 Library Live Lite sessions (ENG-111)
- All sessions held in library’s computer lab
Logistics

- Planning completed before the start of each semester & tweaked along the way.
- Week of Library Live sessions:
  - Library Live branding in Blackboard
  - Deliverable due by end of day. Other research assignments due by following Sunday.
Research Assignments & Deliverables

Student-centered activities incorporate the ACRL frames and focus on the following skills:

- Explore topics
- Refine topic & search for sources
- Evaluate sources
- Cite sources

Deliverables (Worksheets) used:

- Online Search Techniques worksheet
- Source Evaluation Score Sheet
- Research Log

Library Live LibGuide:

http://libguides.reynolds.edu/librarylive
What We Learned Along the Way

• Deliverable due by the end of the day.
• Specific, required assignments that are graded. Our students don’t do optional!
• Talk for 10-15 minutes, workshop the rest.
• Team with instructor: librarian is the research expert, professor is the assignment/classroom management expert
• Reassess on the fly - what did not work in the earlier class, rework for later class
Assessment Findings

➢ Retention (VCCS Performance-Based Funding Model)
➢ Pre & Post Assessments
➢ Pre & Post Student Perception Surveys
➢ Engagement factor
Pre & Post Assessments

Bar chart showing Pre-Assessment and Post-Assessment scores for L2 and Non L2 groups.
How often do you use the Reynolds library to help with school work?
Do you know how to use the library databases?
How likely are you to use the library databases?
What did you learn?

Pre-Library Live: What are the three things you would like to learn about research in this course?

Using library databases: 66%
Evaluating reliability of sources: 30%
Citing sources: 4%

Post-Library Live: What are the three most useful things you learned about research in this course?

Using library databases: 74%
Evaluating reliability of sources: 22%
Citing sources: 4%

Student Comments:

❖ “I liked the Academic Search Complete options. I had no idea it had so many functions.”
❖ “I learned what the different online databases lend themselves to in terms of various source types.”
❖ “I had no idea there was a downstairs section of the library.”
What questions do you still have about doing research in the library?

None: 90%
Interlibrary Loan: 7%
Physical Sources: 3%

Student Comment:

❖ “Would the librarians critique a research paper and check to see if the formatting is correct?”
If you could offer advice to a future student about Library Live, what would it be?

❖ “This course will not only help you pass ENG 112, but also with research in your other classes as well.”

❖ “Just follow the directions and complete all of the activities. The course is very beginner friendly.”

❖ “Never hesitate to go back and ask the librarians any additional questions. They’re there to help!”
The results?

Pass rate increased 14% (92% up from 78%) from previous years when only Library Modules were used.
Library Live Lite!

Under Construction!
Questions?

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