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Do-It-Yourself Information Literacy: Using LibGuides to Foster Self-Directed Learning at a Distance

Julie LaDell-Thomas
Central Michigan University

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9-23-2011

Do-it-yourself information literacy: using LibGuides to foster self-directed learning at a distance

Julie LaDell-Thomas

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Do-it-yourself Information Literacy

Using LibGuides to Foster Self-Directed Learning at a Distance

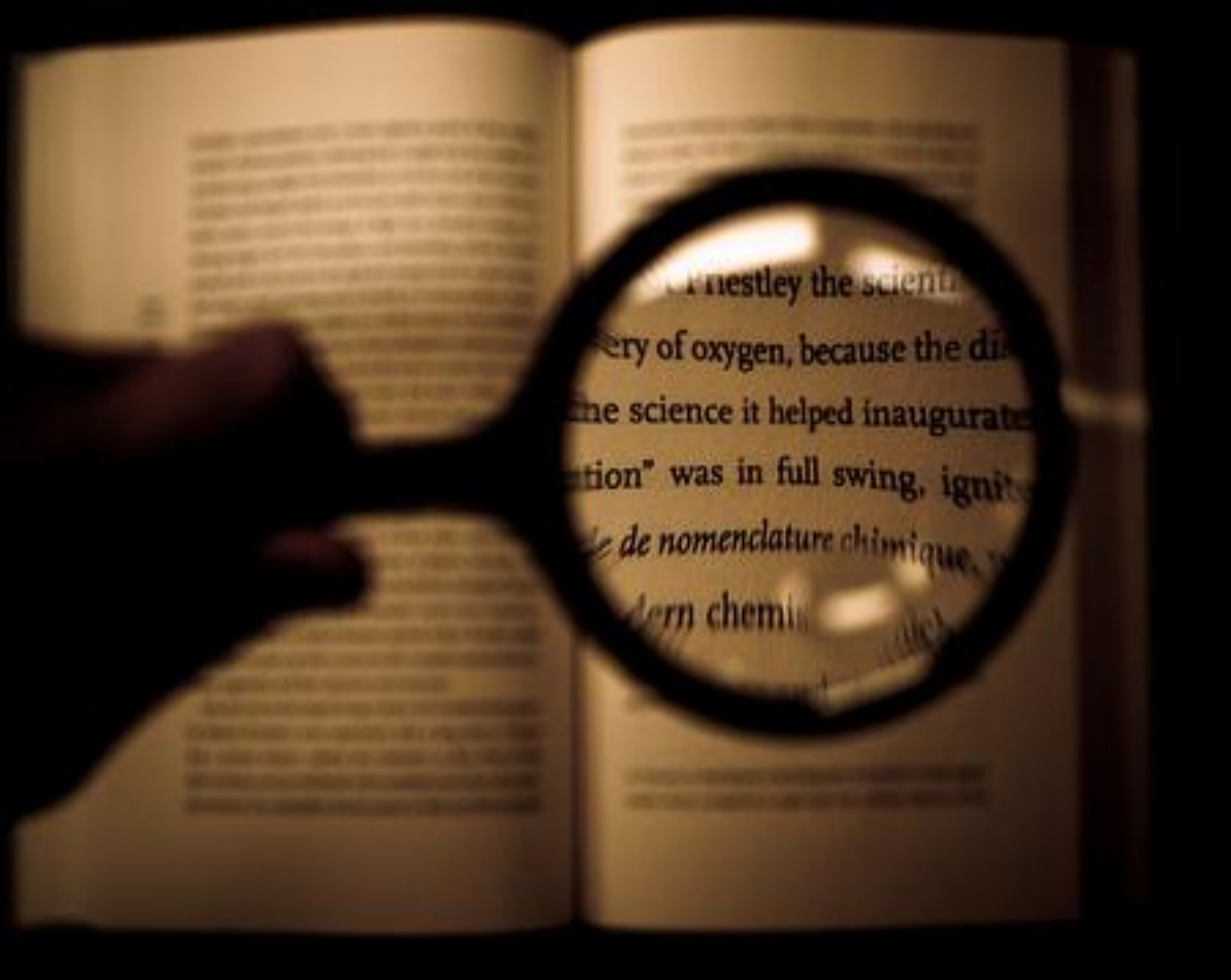**Julie LaDell-Thomas**
Central Michigan University

Georgia International Conference on Information Literacy
September 23, 2011

INTRODUCTION
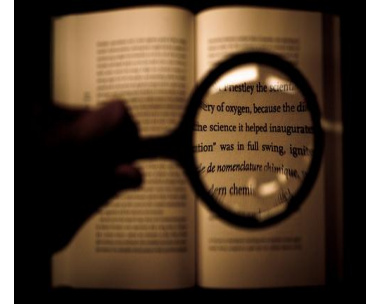
➚Demand for distance education

➚Increase in nontraditional students

➚Need for improved information literacy in a digital learning environment

INTRODUCTION
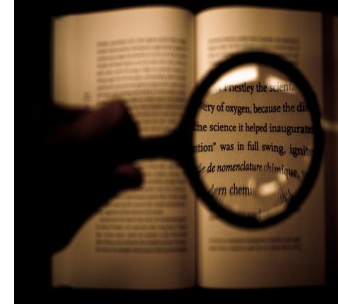
IMPACT OF THE ECONOMIC DOWNTURN ON THE DEMAND FOR COURSES AND PROGRAMS - FALL 2009

Allen, I. E. (2010). Learning on demand: Online education in the United States, 2009.
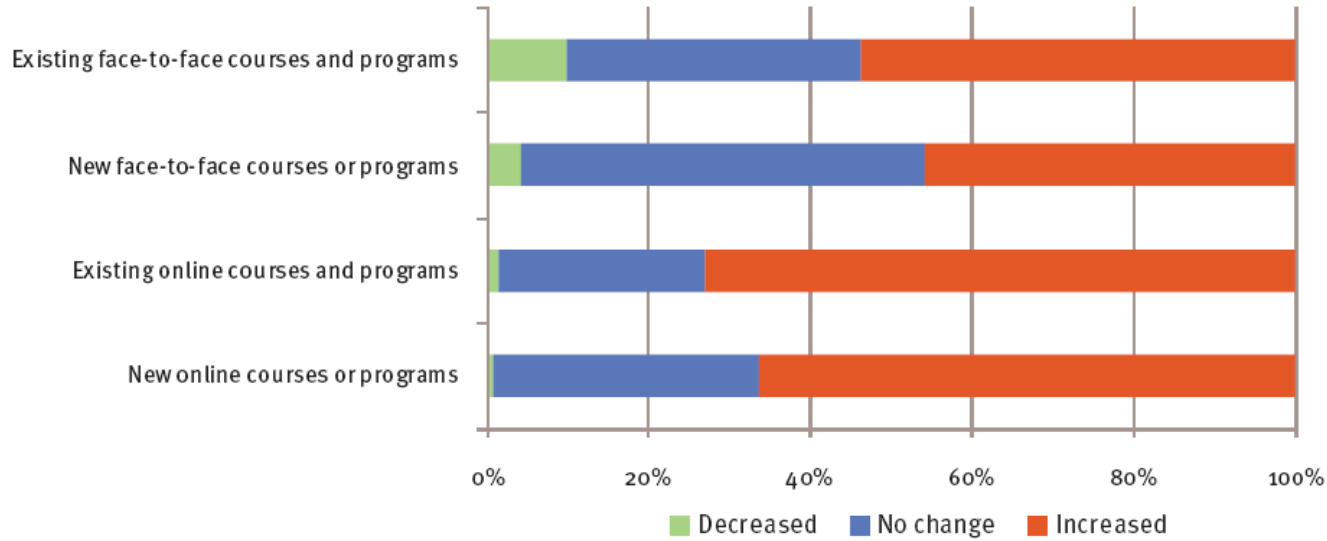
ENVIRONMENT
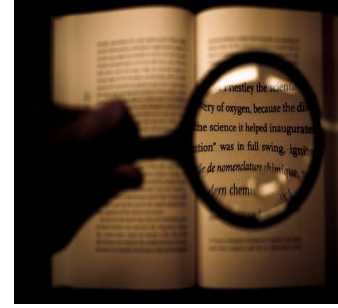
CENTRAL MICHIGAN UNIVERSITY

- 28,389 students enrolled 2010-2011
- Off-campus programs since1971
- 7,099 students enrolled online and at 60+ off-campus locations
- 25% are graduate students

CMU
CENTRAL MICHIGAN
UNIVERSITY

ADULT LEARNERS

CHARACTERISTICS

- Life responsibilities

- Highly motivated

- Task-oriented

- Varied experiences

- Prior knowledge

- Decreasing memory

Cercone, K. (2008). Characteristics of adult learners with implications for online learning design, *AACE Journal, 16(2)*, 137-159.

ADULT LEARNERS
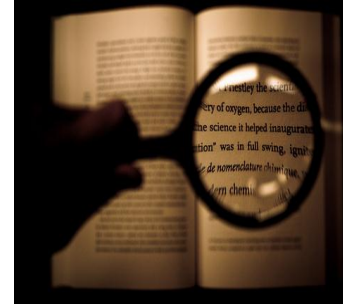
STRATEGIES

Recommendations for online course development based on characteristics

- Clear objectives
- Structured content
- Authentic tasks
- Problem-based learning
- Social interaction
- Self-reflection

SELF-DIRECTED LEARNING

DIMENSIONS

- Self-management – what learners <u>do</u>

- Self-monitoring – constructing meaning

- Motivation – beginning and persisting

```
              ┌─────────────────┐
              │   Motivation    │
              │ (Entering/Task) │
              └─────────────────┘
                      │
                      ▼
┌──────────────┐            ┌──────────────┐
│Self-Monitoring│           │    Self-     │
│               │           │ Management   │
│(Responsibility)│          │  (Control)   │
└──────────────┘            └──────────────┘
          ↘                 ↙
            ╭──────────────╮
            │    Self-     │
            │  Directed    │
            │  Learning    │
            ╰──────────────╯
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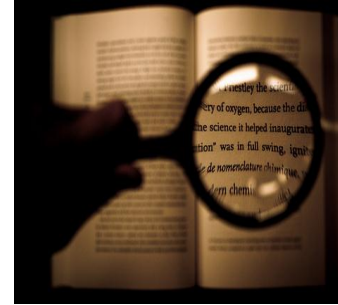
Garrison, D R. (1997). Self-directed learning: Toward a comprehensive model. Adult education quarterly, 48(1), 18.
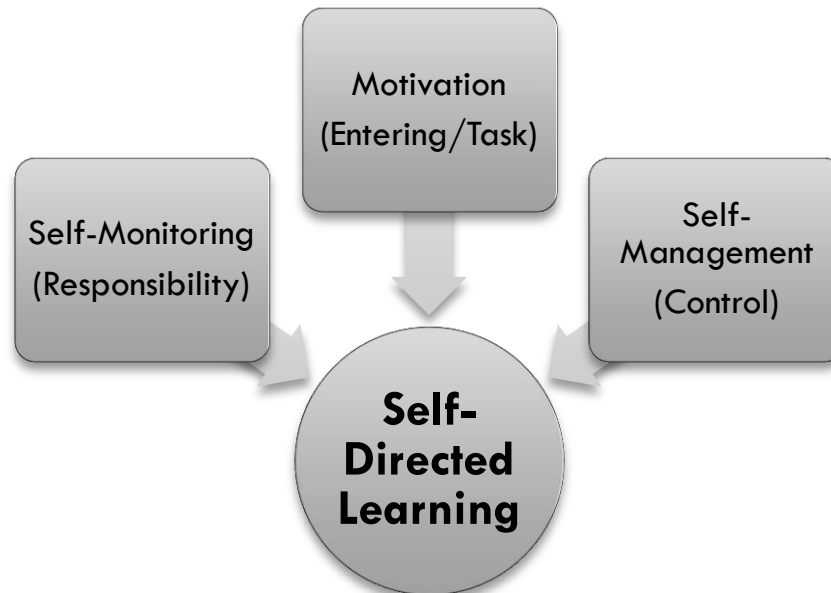
SELF-DIRECTED LEARNING
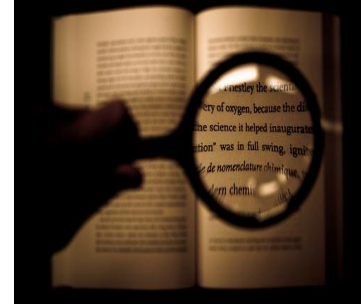
STRATEGIES

Providing support, direction and standards for self-directed learning

- Relevant and engaging tasks

- Multimedia tools

- Appropriate level of difficulty

- Social interaction

- Support for using technologies

- Ongoing feedback
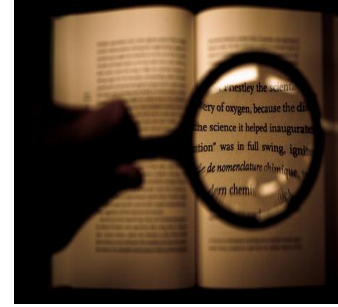
PROBLEM

MASTER OF SCIENCE IN ADMINISTRATION

- Revision of MSA curriculum with expanded focus on academic writing
- Final independent research project (capstone)
- Literature review requirement
- Increasing online enrollments
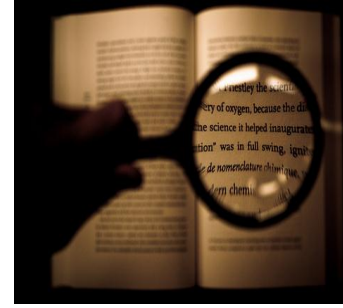- Continuing student attrition

SOLUTION
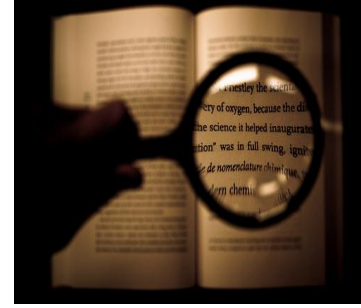
SELF-DIRECTED INFORMATION LITERACY

- Literature review guide
  - Research
  - Writing
- Independent learning module
  - Resources
  - Tools
  - Activities
- Meeting the needs of adult learners

ADDIE MODEL

- **A**nalyze
- **D**esign
- **D**evelop
- **I**mplement
- **E**valuate

ANALYZE

CMU Online Enrollment Growth
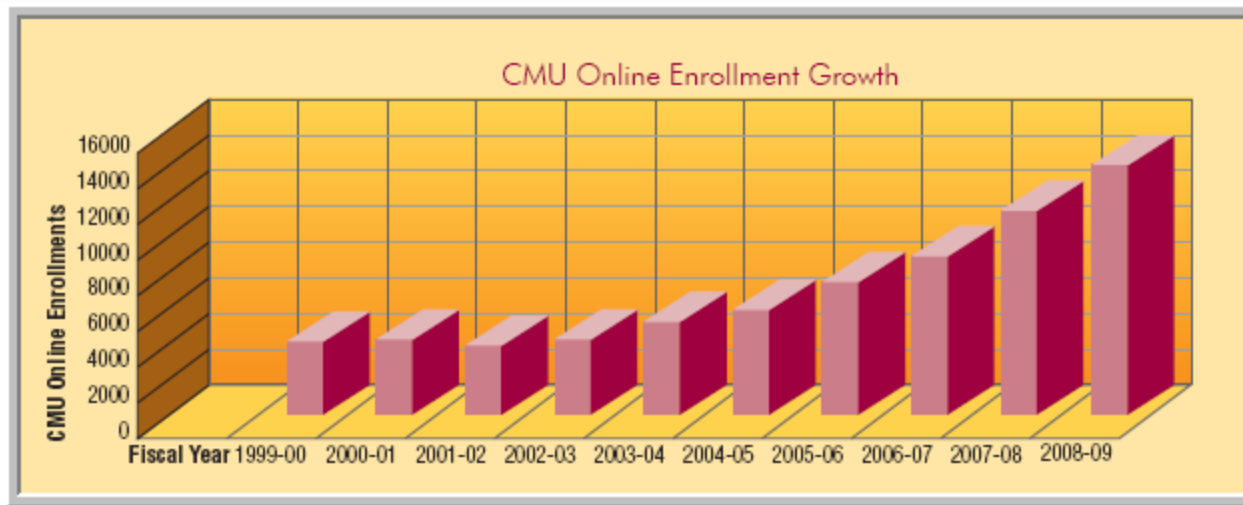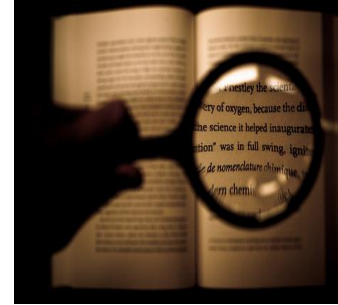
- Increasing online enrollments
- MSA program completion
  - 46% avg. incomplete*
- Capstone research requirement
  - Literature review
- Ongoing information literacy efforts

CMU ProfEd Annual Report 2008-2009, retrieved from http://www.cel.cmich.edu/faculty/2008-2009-Annual-Report.pdf
* Course data for MSA 685/699 for one instructor, 2004-2010

DESIGN
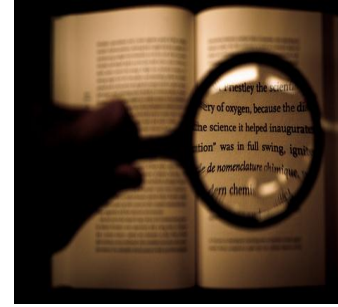
Information literacy standards

- Identify
- Select
- Evaluate
- Synthesize
- Cite

Association of College and Research Libraries. (2000). Information literacy competency standards for higher education. Retrieved from http://www.ala.org/ala/mgrps/divs/acrl/standards/standards.pdf

DESIGN
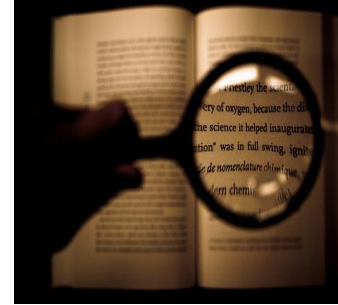
Bloom's revised taxonomy

Pyramid from bottom to top: Remember, Understand, Apply, Analyze, Evaluate, Create. Arrow pointing to top levels labeled "Higher order thinking skills".

Anderson, L.W., & Krathwohl (Eds.). (2001) A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives. NY: Longman
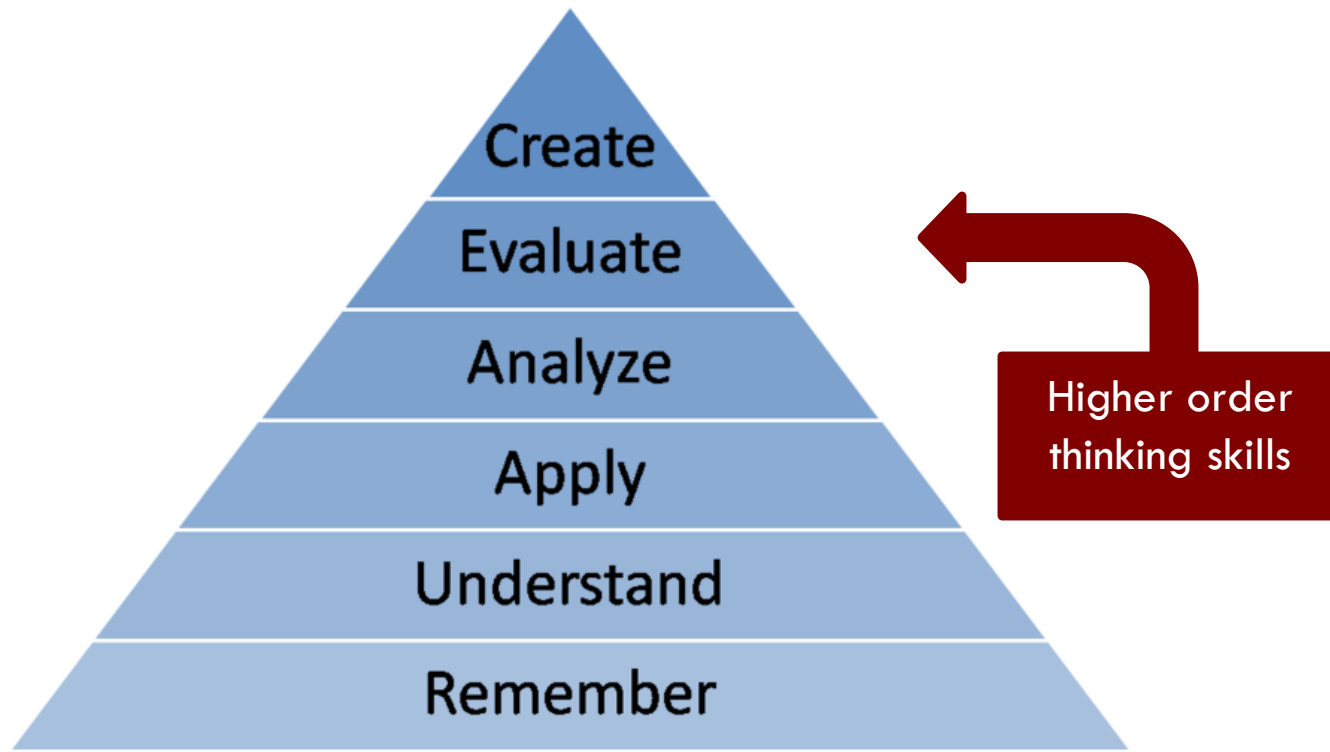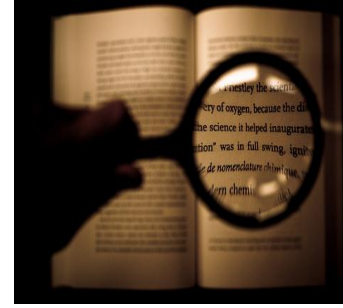
LEARNING OBJECTIVES
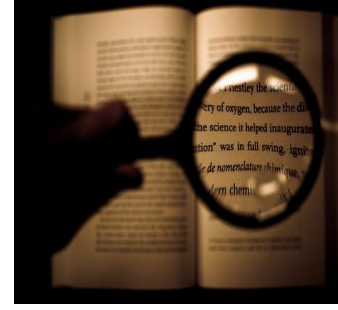
The student will be able to…

- Define a research question and concepts that describe the information need.

- Identify and select resources appropriate to the research topic.

- Construct and implement an effective online search strategy.

- Evaluate information quality based on specific criteria.

- Synthesize and apply key ideas gathered from the literature.

- Properly document and cite sources.

DEVELOP

- Content
  - CMU-created content from web site
  - Creative Commons licensed when possible
  - Link rather than embed if not CC
  - Resource credits listed as part of guide
- Student assessments
  - Formative and summative

DEVELOP
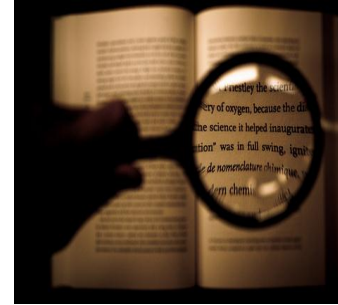
- LibGuides
  - Tab/box navigation
  - Embedded media, widgets, links
  - Integrated with existing web content
- Project evaluation
  - Polls for ongoing learner feedback
  - Peer evaluation survey
  - LibGuides usage statistics

DEVELOP
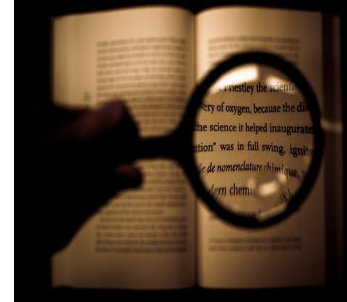
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Literature Review   Tags: how to, writing

Last update: Sep 14th, 2011 | URL: http://libguides.ocls.cmich.edu/lit_review | Print Guide | RSS Updates | SHARE

| HOME | Research Question | Select Resources | Search Strategy | Evaluate | Synthesize | Cite Resources | Assess | Resource List |

HOME   Print Page   Search: [_____] [This Guide ▾] [Search]

Resources

- Literature Reviews ⓘ ©
- Sample Literature Review ⓘ 📄
- Literature Reviews: An Overview for Graduate Students ⓘ © 🖼
- Glossary of Research Terms

Quiz

Literature Review

1. The focus of a literature review is to

summarize and synthesize the arguments and ideas of others .
100%

INTRODUCTION

One of the key components of a capstone paper is the literature review, which should synthesize major research that are relevant to the student's research

f-Campus Library cessful completion of wing interactive learning n the process of literature review. You will learn how to identify, evaluate and use scholarly information, and you'll develop skills that will help with research and writing throughout your educational, professional and personal endeavors. You will be able to assess your skills at various points throughout the module, and you are encouraged to complete an evaluation of your draft literature review before including it as part of your capstone research paper.

Before you begin your research, you can learn more about literature the background d from the You will also take a short quiz that will help you to recognize and define key concepts that you'll encounter as you complete this module.

Resources for introduction and overview

Self-assessment

DEVELOP

NAVIGATION

CONTENTS

The main sections in this learning module are listed below.

- Develop a research question
- Select information resources
- Develop a search strategy
- Evaluate information
- Synthesize and apply information
- Cite your resources
- Assess your literature review

NAVIGATION

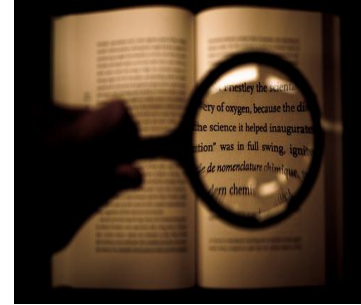You can return to this screen at any time by clicking the HOME icon at the bottom of the screen.

To advance to the next screen, click the right arrow.

To go back one screen, click the left arrow.

DEVELOP

Tools and worksheets

Support for technology

Multimedia Instruction

Authentic task
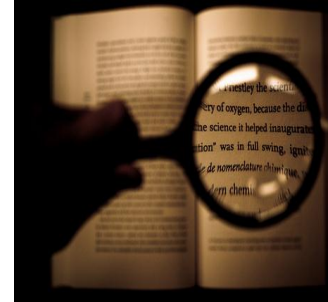
DEVELOP

Literature Review Tags: how to, writing

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| HOME | Research Question | Select Resources | Search Strategy | Evaluate | Synthesize | Cite Resources | Assess | Resource List |

Synthesize Print Page

Search: [_____] This Guide [▼] [Search]

Resources

- Writing a Literature Review and Using a Synthesis Matrix
- Sample Matrix
  see p. 3 of document

Activity

Use this template to create your own synthesis matrix to use as you read and synthesize the literature related to your topic.

Literature Review Synthesis Matrix

Synthesize and Apply

When writing a literature review, your objective is to provide an overview of the current state of knowledge about your topic. Throughout the research process, you will identify a variety of resources that reveal what is known, and what is not known, about the issue described in your research question.

As you complete your reading, you'll come across a number of ideas presented by different authors. You are expected to critically evaluate this information, identify themes and gaps, then synthesize what you have learned to provide your reader with a better understanding of the literature related to your topic.

Because you'll be working with a large number of resources, you may find it challenging to organize the information in a meaningful way. To help with this, you may want to create a synthesis matrix like the one shown below to record the main points of each information resource and document how they relate to each other.

TOPIC:

	Source #1	Source #2	Source #3	Source #4
Main Idea #1				
Main Idea #2				
Main Idea #3				
Main Idea #4				

Image: (CC) J. M. Mas: http://www.flickr.com/photos/dailypic/1452930825
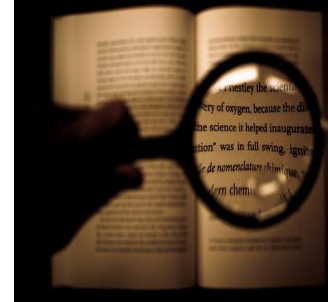
☑ Does this help?

○ Very useful. I know just what to do.
○ Somewhat useful but I still have questions.
○ I'm still lost.

[Submit Vote]

Guidance for completing an authentic task

Ongoing project feedback via learner poll

DEVELOP

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Literature Review   Tags: how to, writing

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| HOME | Research Question | Select Resources | Search Strategy | Evaluate | Synthesize | Cite Resources | Assess | Resource List |

Assess   Print Page   Search: [   ] This Guide [v] [Search]

CMU Writing Center

1) Save your writing as a Microsoft Word **.doc** file, Rich Text **.rtf** or as a Text **.txt** file.

2) Use the Online Form to submit your request. Enter the username and password listed here.

3) Complete the form and attach your document ("Browse" to document and "Submit.")

Your paper will be returned to you with feedback and suggestions.

For more information, visit the Writing Center page linked below.

• CMU Writing Center

Assess your Literature Review

☑ **Now that you have completed this module, you should be able to identify, evaluate, and use** clearly **information to write a literature review.**

to evaluate the quality of your literature review. If your instructor has provided you with a rubric, you listed in that course or assignment rubric to ensure that your paper will meet the expectations for a copy of the rubric.)

our literature review to the CMU Online Writing Center. They will return your document to you with you to improve your writing. See instructions in the **CMU WRITING CENTER** box on the left side of

Criteria	Poor	Good	Excellent
Problem statement/ introduction	Did not reference the topic to be examined	Presented the topic and the research need	Topic is clearly defined and context for research provided
Organized progression	Report has no clear direction and subtopics not connected	Basic flow of ideas but not all sections follow a logical order	Report goes from general to specific; transitions relate sections

Social interaction

Rubric for self-assessment

IMPLEMENT

- Pre-publication
  - Peer survey
  - Faculty feedback
- Published and linked Sept. 2010
  - Research and Writing guide
  - Blackboard course pages
- Promotion
  - Web site announcement
  - Faculty newsletter
  - Facebook post
  - Library instruction sessions
  - Virtual reference responses
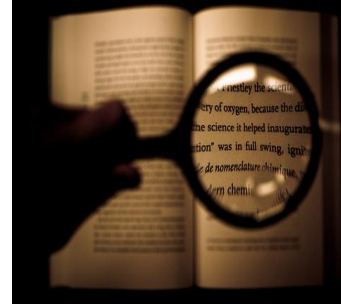
EVALUATE

STUDENT ASSESSMENTS

- Formative
  - Quizzes
  - Tasks
  - Quibblo and Jotform

- Summative
  - Self-assessment using rubric
  - CMU Writing Center feedback
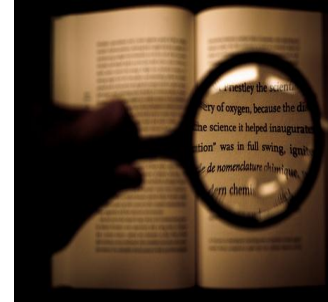 - Assignment grade for course

EVALUATE

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Literature Review ✂ Tags: how to, writing ✂

Last update: Sep 19th, 2011 URL: http://libguides.ocls.cmich.edu/lit_review

| HOME | Research Question | Select Resources | Search Strategy | Evaluate | Synthesize | Cite Resources | Assess | Resource List |

Survey | Editor Resources

Survey   Enable Comments | Make Visible to Public   Search: [   ] This Guide ▼ Sear

This page has been flagged as 'hidden' and will not be visible from the public interface - **make this page visible to the public**

Evaluate this module edit

Please complete the survey at the right to evaluate the effectiveness of this learning module. Thank you for your time!

(edit text ✏)

Enable Comments

Add New Box

SURVEY   ed

CONTENT:
Please indicate your level of agreement with the following statements.
(1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, and 5= Strongly Agree)

|	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
The learning objectives are appropriate for graduate level students.	○	○	○	○	○
The content focuses on important principles and practices.	○	○	○	○	○

Peer survey embedded in guide page, hidden before publication

Usage Statistics
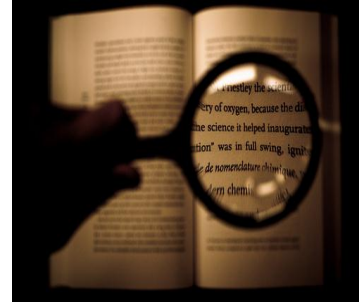
|	OCT 2010	NOV 2010	DEC 2010	JAN 2011	FEB 2011	MAR 2011	APR 2011	MAY 2011	JUNE 2011	JULY 2011	AUG 2011	SEPT 2011	TOTAL
HOME	22	9	4	123	72	57	37	121	85	32	42	51	655
RESEARCH QUESTION	22	7	0	65	44	43	19	31	37	16	23	18	325
SELECT RESOURCES	15	2	0	50	25	16	10	15	24	7	12	11	187
SEARCH STRATEGY	16	2	1	38	24	22	14	16	25	15	10	17	200
EVALUATE	28	2	0	33	19	22	23	21	26	21	16	24	235
SYNTHESIZE	11	7	0	40	40	84	33	102	77	59	58	73	584
CITE RESOURCES	9	3	1	37	37	59	26	46	28	34	54	26	360
ASSESS	7	5	0	23	24	34	19	31	25	35	21	15	239
RESOURCE LIST	5	11	14	49	44	55	33	46	41	30	29	21	378

Usage Statistics
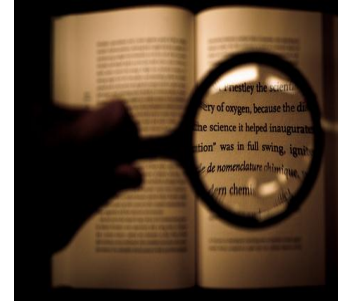
RESOURCES WITH HIGHEST USE

- Literature Reviews: An Overview for Graduate Students (video)

- Synthesis Matrix (worksheet)

- Sample Literature Review (example)

- Researching a Topic Worksheet (worksheet)

- Create a Concept Map for your Topic (worksheet)

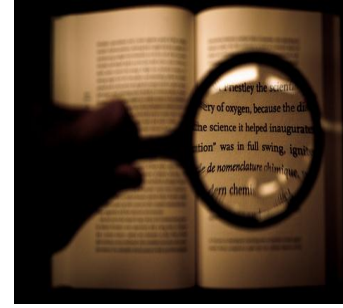- Evaluate Full Text Scholarly Content Online (video)

CONCLUSIONS
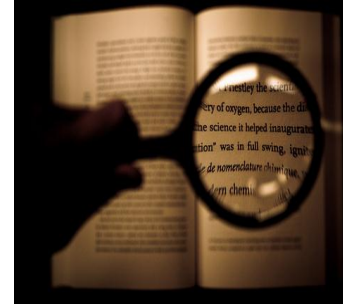
WORKS WELL

- Clear objectives

- Structured content

- Relevant and engaging

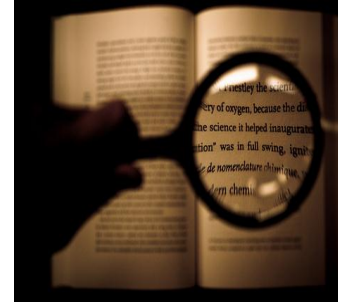- Support and resources for learning

- Opportunities for ongoing feedback

CONCLUSIONS

IDEAS FOR IMPROVEMENT

- True social interaction

- Ongoing coaching (audio?)

- Opportunities for self-reflection

- Post-completion learner feedback

- Google analytics to determine true usage (time on task, etc.)

NEXT STEPS

- Ideas for additional learning modules
  - Business research assignments
  - Using RefWorks
  - Faculty guidance/research assignments
  - Staff training

RESOURCES
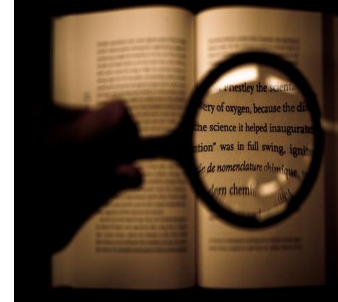
http://libguides.ocls.cmich.edu/lit_review

Allen, I. E. (2010). *Learning on demand: Online education in the United States, 2009*. Retrieved from http://sloanconsortium.org/publications/survey/pdf/learningondemand.pdf

Anderson, L.W., & Krathwohl (Eds.). (2001) *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives.* NY: Longman

Association of College and Research Libraries. (2000). *Information Literacy Competency Standards for Higher Education.* Retrieved from
http://www.ala.org/ala/mgrps/divs/acrl/standards/standards.pdf

Cercone, K. (2008). Characteristics of adult learners with implications for online learning design, *AACE Journal, 16(2)*, 137-159.

CMU ProfEd Annual Report 2008-2009. Retrieved from http://www.cel.cmich.edu/faculty/2008-2009-Annual-Report.pdf

Garrison, D R. (1997). Self-directed learning: Toward a comprehensive model. *Adult Education Quarterly, 48(1)*, 18.

Kim, K.J. & Frick, T.W. (2011). Changes in student motivation during online learning. *Journal of Educational Computing Research, 44(1)* 1-23.