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Expanding our Reach: Integrating SoftChalk Modules to Impact Student Learning Outside of the Library

Samantha M. McClellan
University of Louisville, s.mcclellan@csus.edu

Toccara D. Porter
University of Louisville, tdport01@louisville.edu

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EXPANDING OUR REACH: INTEGRATING SOFTCHALK MODULES TO IMPACT STUDENT LEARNING OUTSIDE OF THE LIBRARY

Samantha McClellan

samantha.mcclellan@louisville.edu

Toccara Porter

toccara.porter@louisville.edu

WHAT WE'RE GOING TO TALK ABOUT

Discussion of SoftChalk modules

Embedded online in Blackboard

Information literacy in non-traditional classrooms

ISSUE: INFORMATION LITERACY FOR 600 STUDENTS

Introduction to Psychology (PSYC 201)

Research component/requirement

How to incorporate information literacy into a lecture-hall-sized class?

ISSUE: UPGRADE DISTANCE EDUCATION CONTENT

Re-establish online service philosophy

Create informative, visually, dynamic content Use enhanced technology to

communicate our service message

CONTEXT: DISTANCE LEARNING LIBRARY SERVICES

WHAT WE DO:

- Services: E-Reserves, ILL, research support

- Support 25 distance education [programs](#)

- Spring 2014: 3,530 students; 228 instructors

SoftChalk Explained: softchalk.com
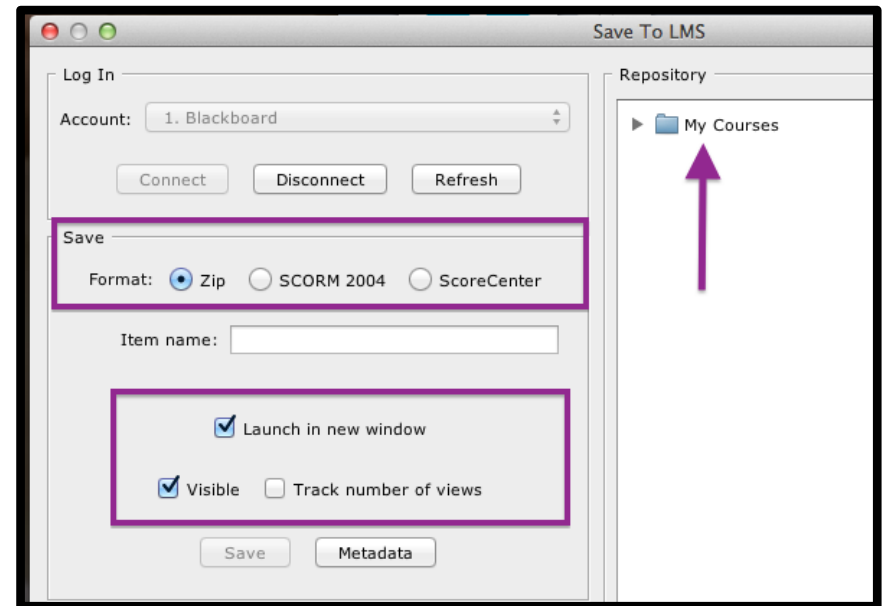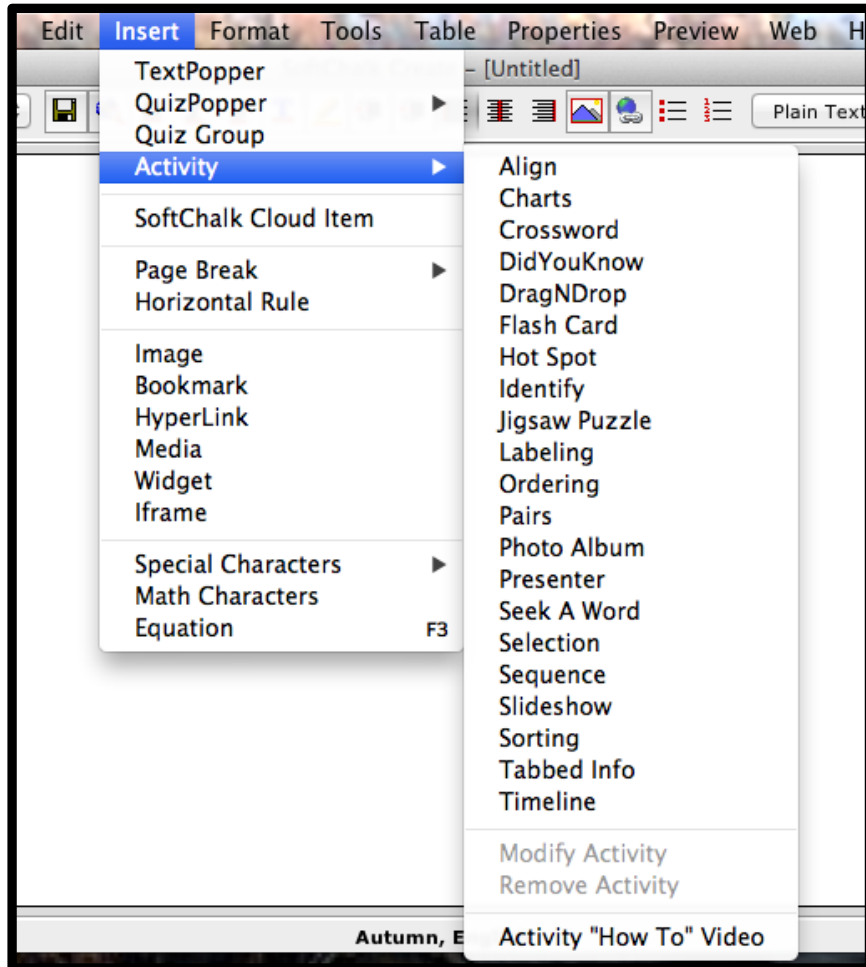
Past Years Content

How to Request an Item that is Not Full Text in Library Databases

The following publications cannot be found in fulltext:

- Books and Book Chapters
- Theses (not published by the University of Louisville)
- Dissertations (not published by the University of Louisville)
- Government Documents
- Articles (usually older than 1990)

To order items not available in full text:

1. Logon to the Internet and type http://louisville.edu/library/dlls/ in the address bar.
2. Click on Item Requests.
3. Enter your ULINK username and password.
4. Click on the item you wish to order. Hint: Theses, dissertations and government documents fall under Books. Please put a note in the comments section if the item is a thesis, dissertation or government document.
5. Enter all the information required.
6. Click Submit

Please Remember

- The asterisk symbol (*) means an item is required. You will get an error message when you click Submit if you do not fill out every item with an *. If you do not have

Past Years Content

Searching Like An Expert
Tips & Tricks

This handout will briefly review some of the major techniques the DLLS staff uses to locate items in full text or effectively search for citations on a particular subject.
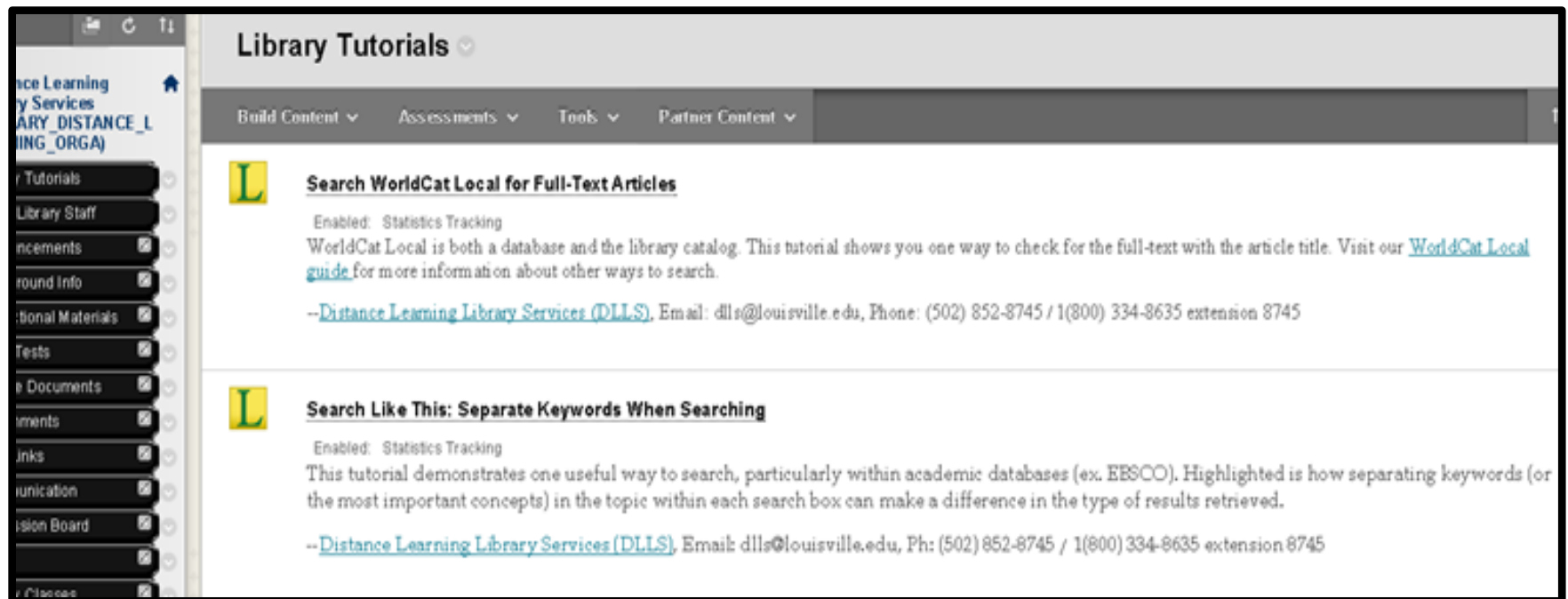
To Search for Citations on a Subject

1. Make a list of all major terms that are used to identify your subject.
   a. For example, distance education is often called distance learning.
2. Choose a database that deals specifically with your topic.
   a. For example, the database Social Work Abstracts is a great resource for finding citations related to Social Work and the database PsychINFO is a great database for subjects related to psychiatry.
3. Copy and paste citations onto a word processor (Word, WordPerfect, etc.) so that you can reference them easily.
   a. Label the document with the date, database used and subject so that you will always remember what it was for.
   b. Print the document once you have pulled all the citations so that you can reference it easily when looking for it in full text or filling out a request form.
   c. Save the document to a disk or on your hard drive in case you lose the printed version.

To Search for the Full Text of Citations

1. Check the date of the article.
   a. Articles from 1997 – present have approximately a 60% of being in full text.
   b. Articles from 1993 – 1995 have approximately a 35% chance of being in full text.
   c. Articles from before 1993 have approximately an 8% chance of being in full text.
2. Look in EbscoWeb and ProQuest Direct for the full text of articles from 1993 to the present.
   a. EbscoWeb is available through the "ALL DATABASES" link under Database on our website.
      i. Choose the sub-database of EbscoWeb that correlates to the journals of your citations. (You can choose more than one but Academic Search Premier, Business Source Premier and MasterFile Premier are **highly** recommended.)
      ii. Use a phrase from an article title to search for that article.
      iii. If you find the article title in your results, look at the symbol or symbols next to that article title to see if it is available in full text. (See "To Determine What Symbols Mean".)
      iv. If you did not find the article in your results list, double check the search phrase you used for misspelled words. Repeat the search if you misspelled words. Go to ProQuest Direct if you did not.
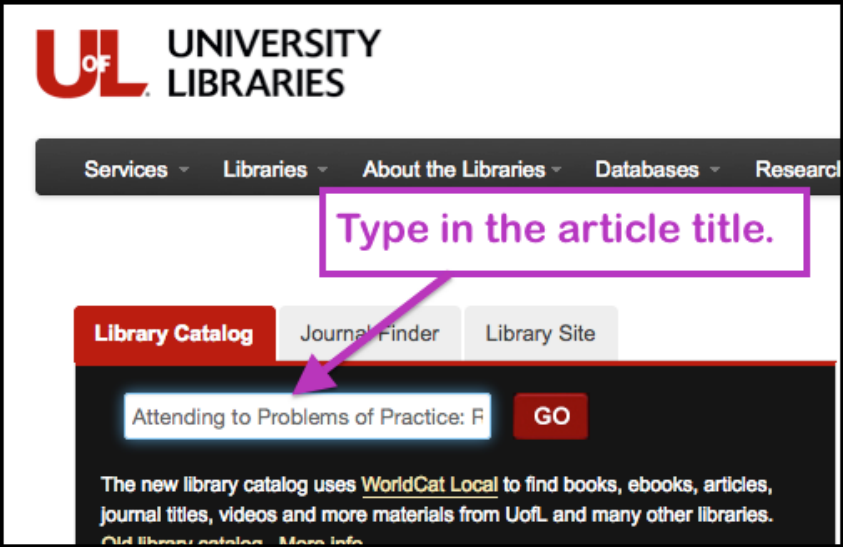
Blackboard Announcement

Search WorldCat Local

Illustrated in 3-steps are directions for locating **full-text** journal articles in the library catalog: louisville.edu/library/

We'll use this sample article to demonstrate the process:

Horn, I. S., & Little, J. W. (2010). Attending to Problems of Practice: Routines and Resources for Professional Learning in Teachers' Workplace Interactions. *American Educational Research Journal, 47,* 1, 181-217.

Step 1:

U of L UNIVERSITY LIBRARIES

Services | Libraries | About the Libraries | Databases | Research

Type in the article title.

Library Catalog | Journal Finder | Library Site

Attending to Problems of Practice: F | GO

The new library catalog uses WorldCat Local to find books, ebooks, articles, journal titles, videos and more materials from UofL and many other libraries.
Old library catalog. More info.

Bibliographic Citations Explained

Bibliographic Citations Explained

Librarian Research Tips

score

Citation Assistance

BibMe

Purdue OWL

Citing with EndNote

Ask-A-Librarian

Writing Center

Introduction

This tutorial is designed to help you learn and critically think about the usage of bibliographic citations in the process of writing and conducting research. Interactive activities are integrated throughout for you to engage with the content.

Highlighted inside is the following:

- **Purpose**: Why do need to use citations as students?
- **Style Format**: How do you format citations for journal articles in various styles?
- **The search process**: How can you use a citation to find an article in the library catalog?

By the end of this tutorial you should be able to:

- Explain why citations are useful in the research and writing process
- Identify the basic parts of a citation for journal articles and books
- Take a citation and search for the location of a source in the library catalog

return to top

Bibliographic Citations Explained

Bibliographic Citations Explained

Librarian Research Tips

Page: 1 | 2 | 3 | 4 | 5   score

Student Corner

As students you interact with citations in a number of ways. For example, in most classes you compile sources for use within the bibliography of a research paper. Or when you want to read the book of a popular movie like *The Hunger Games,* the citation will help you search in the catalog to locate the book in the library. Either of these instances can create challenges. Use this tutorial to practice developing your knowlege of citations.

**Selection
Activity**

Purpose

Why do you need to use citations?

Bibliographic Citations Explained

Citation Assistance

BibMe

Purdue OWL

Citing with EndNote

Ask-A-Librarian

Writing Center

Organizing Bibliographic Citations is like putting together a **Jigsaw** Puzzle. Try the puzzle below.

Each puzzle piece has to be correctly positioned to reveal the beautiful picture!

Similarly, the pieces of a citation (e.g., title, author), need to be organized to clearly reference the source you used to gather information about a research topic. **Learn more** on the next pages.

Instructions: Move the puzzle pieces to their correct position to complete the picture.
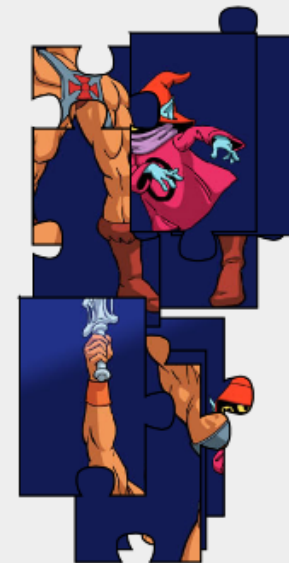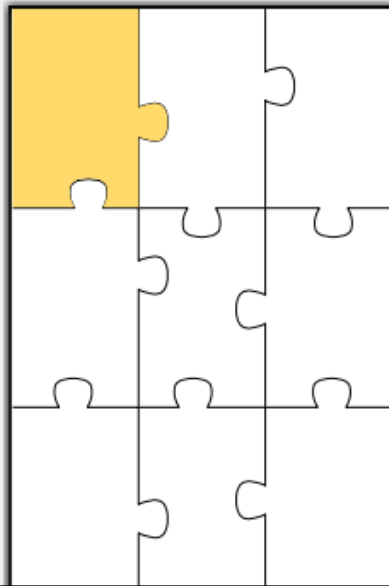
Usage by Date: May – Oct. 2014

Content Usage Statistics

Access / Date
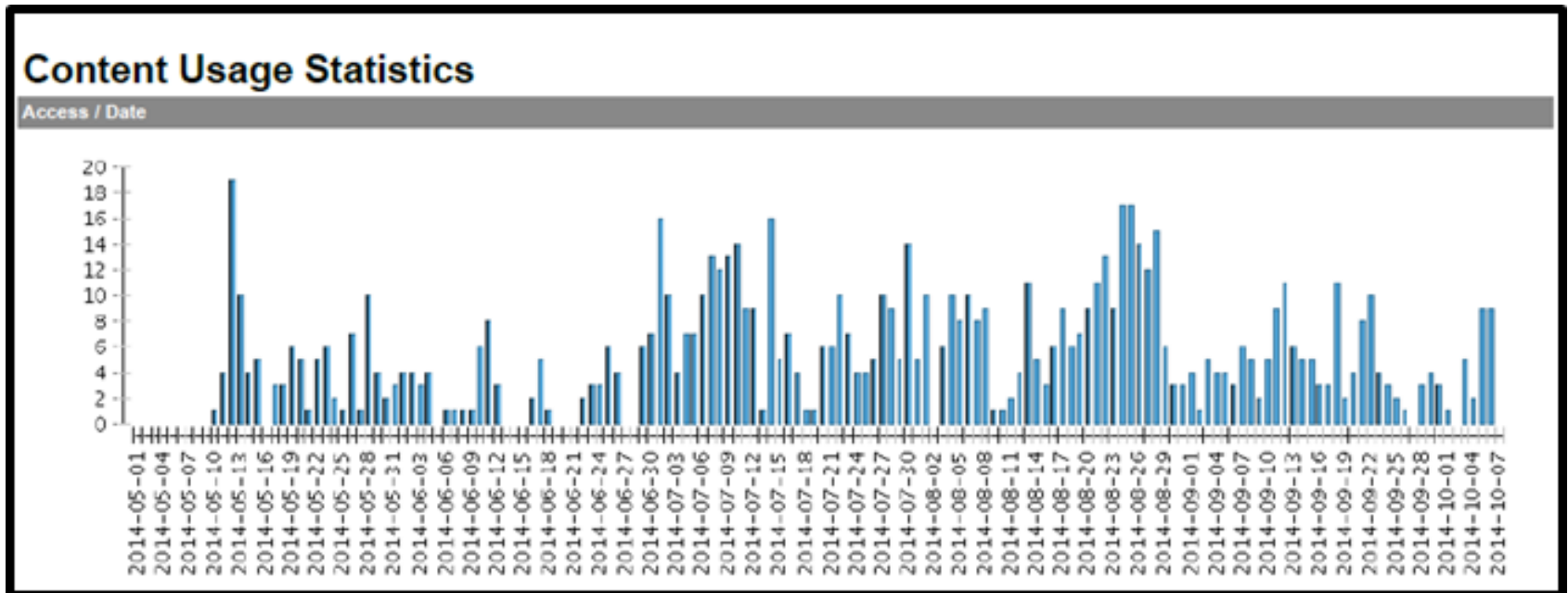
Usage by Hour

Content Usage Statistics

Access / Hour of Day

Hour of Day	Hits	Percent
0	21	2.54%
1	6	0.72%
2	7	0.85%
3	5	0.60%
4	4	0.48%
5	0	0.00%
6	9	1.09%
7	15	1.81%
8	25	3.02%
9	40	4.83%
10	59	7.13%
11	51	6.16%
12	64	7.73%
13	55	6.64%
14	54	6.52%
15	64	7.73%
16	62	7.49%
17	33	3.99%
18	34	4.11%
19	34	4.11%
20	44	5.31%
21	48	5.80%
22	63	7.61%
23	31	3.74%
Total	**828**	
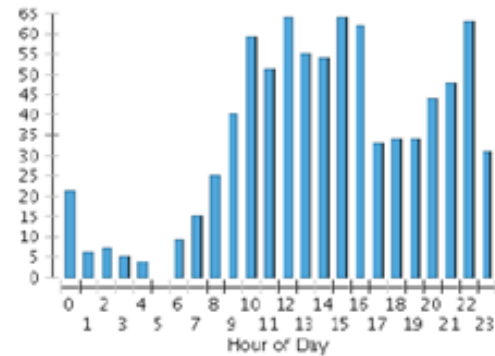
10/7/2014

Usage by Day
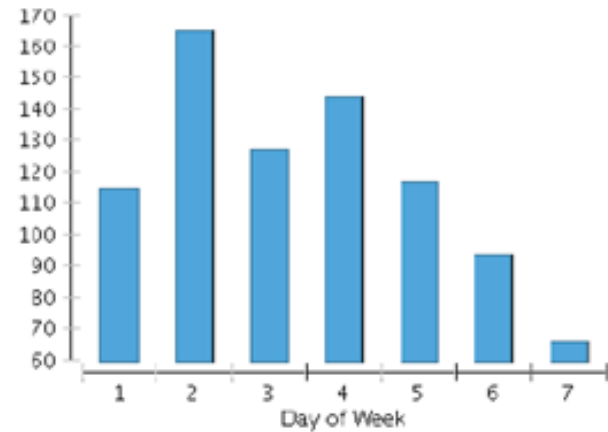
The Critical Thinking & Information Literacy Module Series is a series of three modules focused on fostering critical thinking and information literacy skills through the breakdown of information found within the commonly-used resources of Wikipedia, Google, and scholarly journal articles.

WIKIPEDIA | IDENTIFYING PURPOSE & NEED FOR INFORMATION EVALUATION

score   print all

Why do we need to Critically Engage with Information?

NOTE: The video automatically starts playing. Please pause it and read the preceeding content before watching!

How the presentation of information influences us

Information is presented to us in a variety of ways; it's up to us to either take it at face value, or look at some things that are perhaps being left unsaid.

Thank You for Smoking

A good example: This two-minute clip is from Jason Reitman's (2005) film "Thank You For Smoking." The clip shows tobacco lobbyist Nick Naylor speaking to his son's grade school class. Watch the clip and think about the points that Nick brings up. **Does he give the children good advice? Why or why not? Pay attention to his point of view.**

To play the video: If it doesn't start playing automatically, double click on the video embedded in this module; click the lock widget above for a description of the video as well as a transcript of the video's audio.

0:08

While this clip is an extreme and satirical example of why we have to pay close attention to the information around us, it makes a good point. What would it mean if we took what Nick Naylor said at face value? What would it mean if the children took what he said at face value? Sure, "challenging authority" is important and a crucial part of our own critical thinking, but sometimes we need that credible expert to let us in on what they know.

Let's take a look at some questions good critical thinkers ask of information presented to them...

On this Page

Why do we need to Critically Engage with Information?

How the presentation of information influences us

Thank You for Smoking

GOOGLE | EVALUATION

Roll over the tabs to review questions you should ask about free web information.

Your Context	Author	**Purpose**	**Accuracy & Point(s) of View**	Currency

Generally, the author of a web resource will either be an individual, multiple individuals, or a group (e.g. the American Cancer Society is a group author).

Regardless of the author, you should be able to Google them to see their background and what they've written in the past. If you can't find any information on the author, you probably shouldn't use the information they authored!

Activity 4: Free Web Resources True or False Review

Click the questions to open up the selection of answers. Each question has one answer. **Point worth: 2 points each for 4 points total / total 25 points**

Which one of these is considered a group author?

Value: 2

Which one of these is considered a group author?

○ **a.** Shatner et al.
○ **b.** John Steinbeck
○ **c.** Drs. Edna Ross & Paul DeMarco
○ **d.** American Psychological Association

Check Answer   View Hint

SCHOLARLY JOURNAL ARTICLES | WHAT'S WHERE?

SCHOLARLY JOURNAL ARTICES

WHAT'S WHERE?

CORRESPONDING ACTIVITY

Introduction to Psychology (2) ~ 600 students

Introduction to Public Health ~ 20 students

English Composition (2) ~ 40 students

Summer 2014

USE: roughly 1400 students for 2014

English Composition ~ 20 students

Fall 2014

Introduction to Psychology (2) ~ 600 students

Introduction to Public Health ~ 20 students

Tools for Learning & Public Health ~ 105 students

English Composition (2) ~ 40 students

PAYOFFS

Increased use of Blackboard functionality ➜ expanded outreach & visibility + marketing

Establishing ties with the Delphi Center for Teaching & Learning ➜ Free tech support + new relationships + expanded outreach and visibility

Blackboard embedded content ➜ Outreach + Furthers our departmental mission + Enables evaluation of services and student learning

CONSIDERATIONS, OR, THINGS WE WISH WE HAD KNOWN

Assessment

Communication

Management

Time

FUTURE DEVELOPMENTS

Online Learning Team

Module Updates & Revisions

ISSUES | Reaching a Wider Audience | Non-Traditional Classrooms |

SOLUTION |

Create online modules with a focus on information literacy skills that are embedded into Blackboard for easy access

PAYOFF |

More students participating in information literacy instruction

Expanded outreach and visibility for Reference & Information Literacy

Practical application of an eLearning software program

Created new partnerships with faculty members & university departments