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

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

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# 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

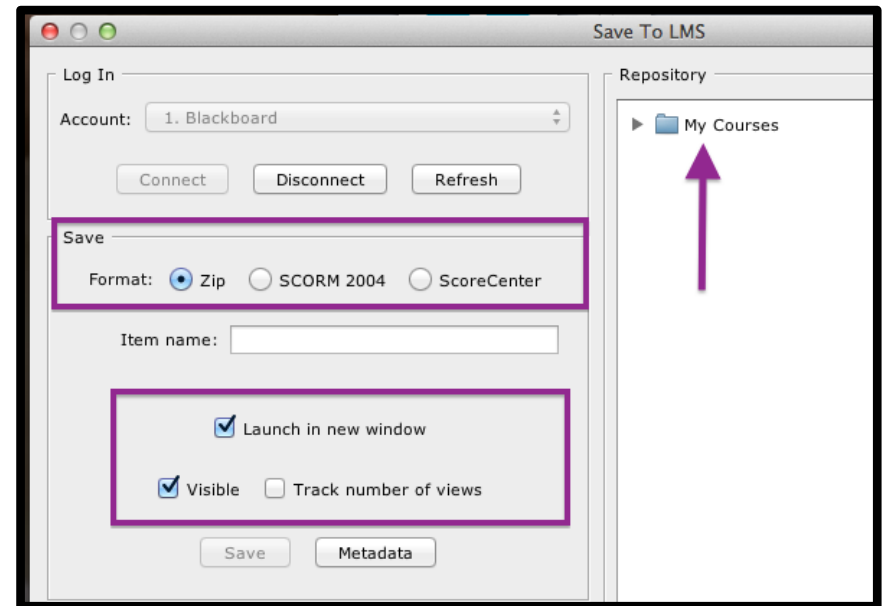
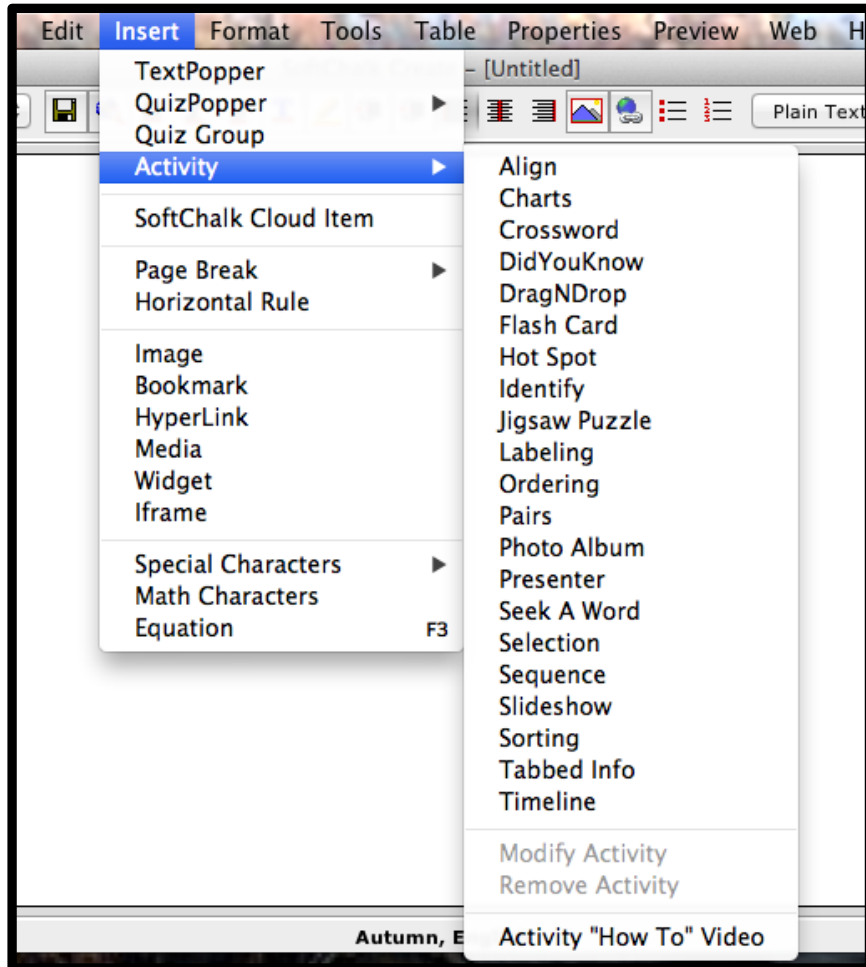
Create informative, visually, dynamic content Use enhanced technology to  
communicate our service message

# 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](http://softchalk.com)



# Past Years Content

[Home](#) / [Distance Learning Library Services](#)

## 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/dlils/> 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.

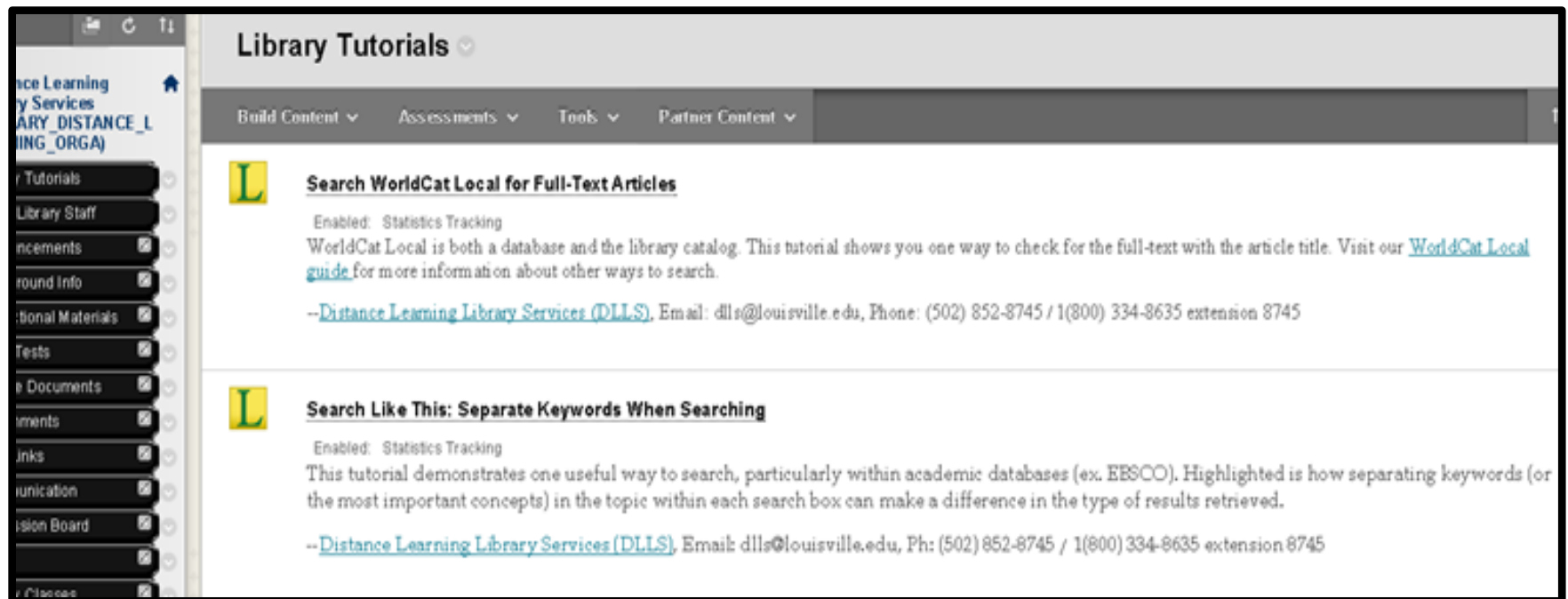
### To Search for Citations on a Subject

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



The screenshot shows a Blackboard interface with a left-hand navigation menu and a main content area. The navigation menu includes items like 'Distance Learning Library Services', 'Tutorials', 'Library Staff', 'Announcements', 'Round Info', 'Additional Materials', 'Tests', 'Documents', 'Announcements', 'Links', 'Communication', and 'Discussion Board'. The main content area is titled 'Library Tutorials' and contains two announcements, each starting with a yellow 'L' icon.

**Library Tutorials**

Build Content ▾ Assessments ▾ Tools ▾ Partner Content ▾

**L Search WorldCat Local for Full-Text Articles**

Enabled: Statistics Tracking

WorldCat Local is both a database and the library catalog. This tutorial shows you one way to check for the full-text with the article title. Visit our [WorldCat Local guide](#) for more information about other ways to search.

--[Distance Learning Library Services \(DLS\)](#). Email: [dls@louisville.edu](mailto:dls@louisville.edu), Phone: (502) 852-8745 / 1(800) 334-8635 extension 8745

**L Search Like This: Separate Keywords When Searching**

Enabled: Statistics Tracking

This tutorial demonstrates one useful way to search, particularly within academic databases (ex. EBSCO). Highlighted is how separating keywords (or the most important concepts) in the topic within each search box can make a difference in the type of results retrieved.

--[Distance Learning Library Services \(DLS\)](#). Email: [dls@louisville.edu](mailto:dls@louisville.edu), Ph: (502) 852-8745 / 1(800) 334-8635 extension 8745

# Search WorldCat Local

Page: 1 | 2 | 3

**More Resources**

- [Item Request Form](#)
- [Research Guides](#)
- [Finding Research Materials](#)

**Contact Us:**

Distance Learning Library Services (DLS)

Ph: (502) 852-8745

Email: [dls@louisville.edu](mailto:dls@louisville.edu)

Website: [louisville.edu/library/dls/](http://louisville.edu/library/dls/)

University of Louisville Ekstrom Library

Room: 217-218

Louisville, KY 40292

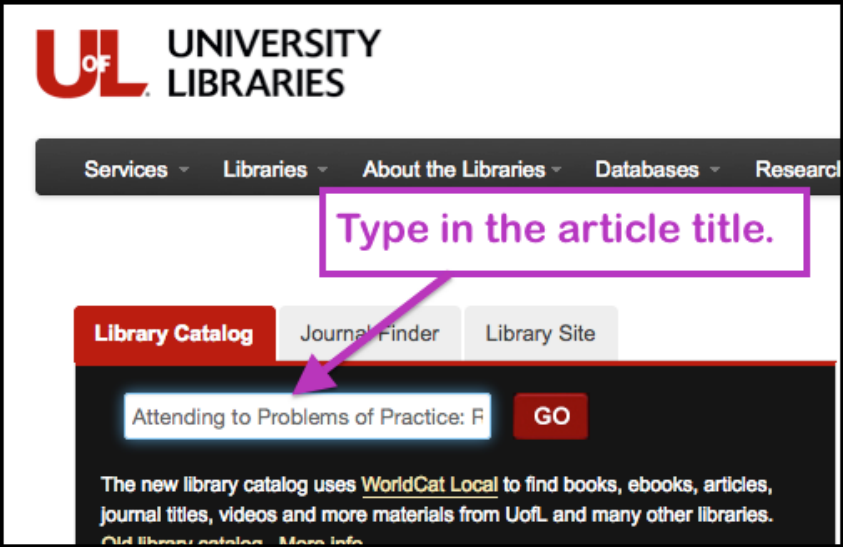
Illustrated in 3-steps are directions for locating **full-text** journal articles in the library catalog: [louisville.edu/library/](http://louisville.edu/library/)

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.

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## Step 1:



**UNIVERSITY OF LOUISVILLE LIBRARIES**

Services ▾ Libraries ▾ About the Libraries ▾ Databases ▾ Research ▾

**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

Page: [1](#) | [2](#) | [3](#) | [4](#) | [5](#)

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 knowledge 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](#)

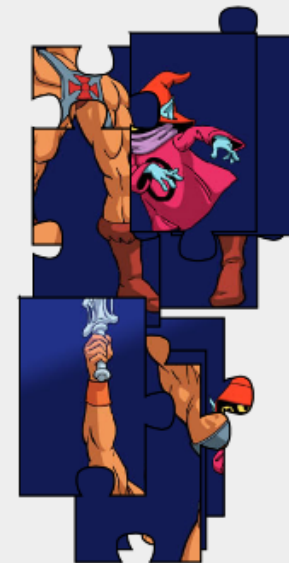
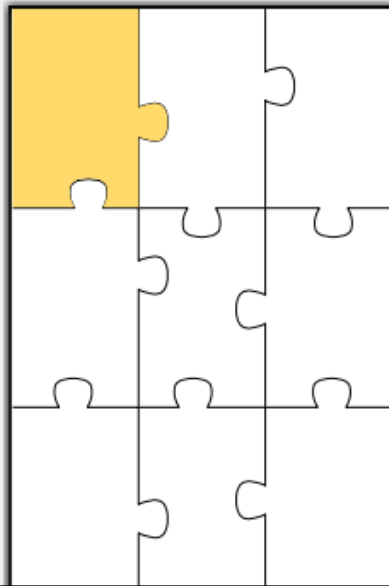
[Writing Center](#)

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

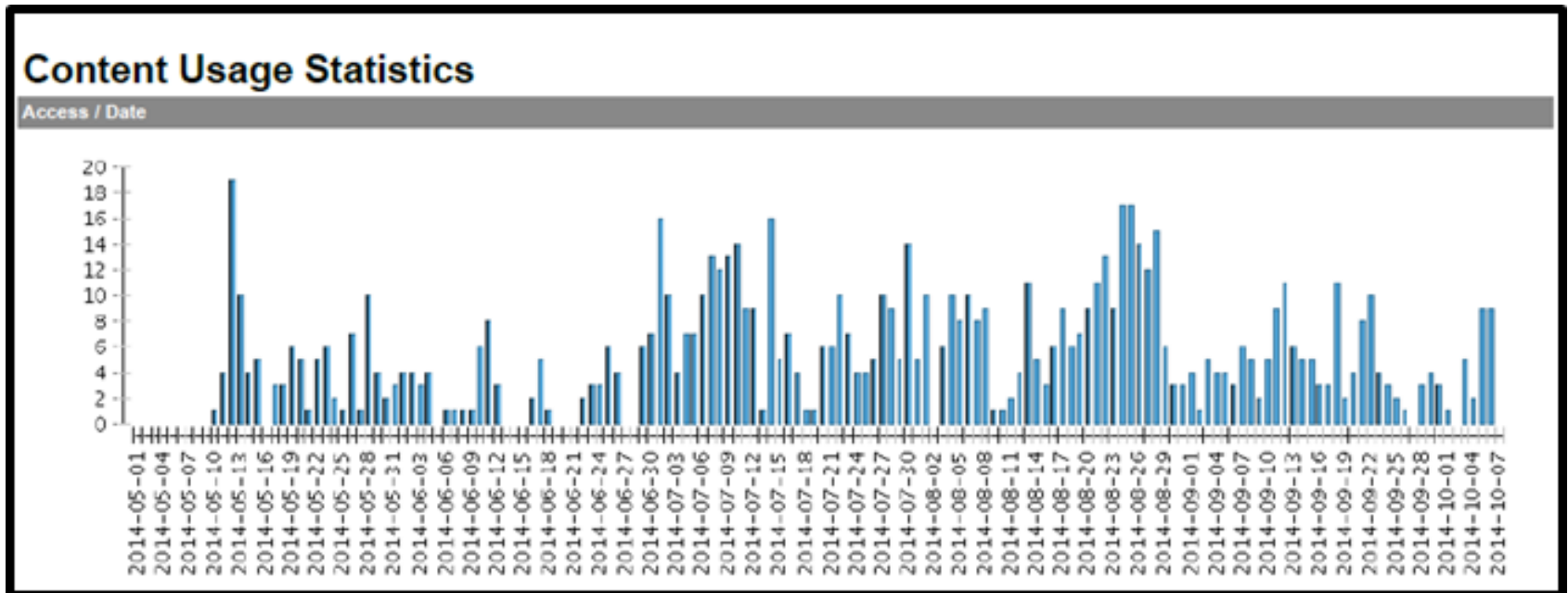
Each puzzle piece has to be correctly positioned to reveal the beautiful picture!

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

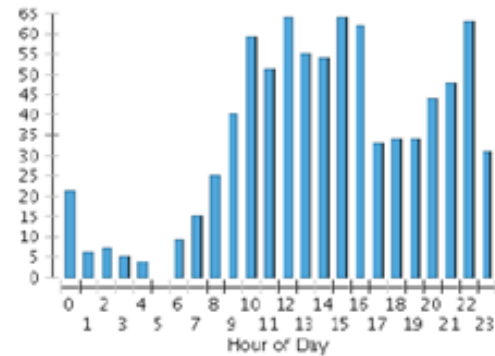


# Usage by Hour

## 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%
<b>Total</b>	<b>828</b>	



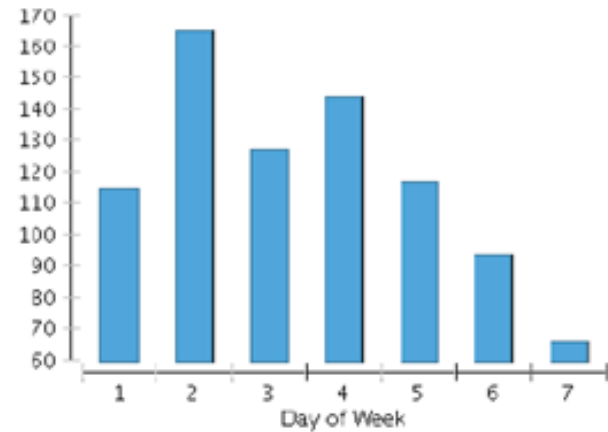


# Usage by Day

## Content Usage Statistics

Access / Day of Week

Day of Week	Hits	Percent
SUN	115	13.89%
MON	165	19.93%
TUE	127	15.34%
WED	144	17.39%
THU	117	14.13%
FRI	94	11.35%
SAT	66	7.97%
Total	828	



## 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

## Critical Thinking & Information Evaluation

### Module 1: Wikipedia

Page: 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9

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.



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?

## The Scholarly Journal Article Layout

### What Information is Where in a Scholarly Journal Article?

Hover and click on each distinctly colored section of this article. It will then describe the general layout and flow of a scholarly journal article.

Presented by [NCSU Libraries](#) [Click here to re-display the directions.](#)

#### A Cognitive Model for the Representation and Acquisition of Verb Selectional Preferences

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#### Abstract

We present a cognitive model of inducing verb selectional preferences from individual verb usages. The selectional preferences for each verb argument are represented as a probability distribution over the set of semantic properties that the argument can possess—a *semantic profile*. The semantic profiles yield verb-specific conceptualizations of the arguments associated with a syntactic position. The proposed model can learn appropriate verb profiles from a small set of noisy training data, and can use them in simulating human plausibility judgments and analyzing implicit object alternation.

#### 1 Introduction

Verbs have preferences for the semantic properties of the arguments filling a particular role. For example, the verb *eat* expects that the object receiving its theme role will have the property of being edible, among others. Learning verb selectional preferences is an important aspect of human language acquisition, and the acquired preferences have been shown to guide children's expectations about missing or upcoming arguments in language comprehension (Nation et al., 2003).

Resnik (1996) introduced a statistical approach to learning and use of verb selectional preferences. In this framework, a semantic class hierarchy for words is used, together with statistical tools, to induce a verb's selectional preferences for a particular argument position in the form of a distribution

#### Article Text

The body of an article is usually presented in sections, including an **introduction**, a **literature review**, one or more sections describing and analyzing the **argument**, **experiment** or **study**. Scientific research articles typically include separate sections addressing the **Methods and Results** of the experiment, and a **Discussion** of the research findings. Articles typically close with a **conclusion** summarizing the findings. The parts of the article may or may not be labeled, and two or more sections may be combined in a single part of the text. The text itself is typically highly technical, and assumes a familiarity with the topic. **Jargon**, **abbreviations**, and **technical terms** are used without definition.

Alternating verbs	Non-alternating verbs
write 0.61	hang 0.50
sing 0.67	wait 0.71
drink 0.67	say 0.75
eat 0.74	catch 0.76
play 0.74	show 0.77
pour 0.76	make 0.78
watch 0.77	let 0.78
pack 0.78	open 0.81
stand 0.80	take 0.83
push 0.80	see 0.87
call 0.80	like 0.87
pull 0.80	go 0.87
explain 0.81	find 0.87
read 0.82	give 0.88
hear 0.87	bring 0.89
	wear 0.89
	put 0.90
Mean 0.76	Mean 0.81

Figure 6: Similarity with the base profile for Alternating and Non-alternating verbs.

than verbs with stronger preferences. We use the cosine measure to estimate the similarity between two profiles  $p$  and  $q$ :

$$\text{cosine}(p, q) = \frac{p \cdot q}{|p| \times |q|} \quad (9)$$

The similarity values for the Alternating and Non-alternating verbs are shown in Figure 6. The larger values represent more similarity with the base profile, which means a weaker selectional preference. The means for the Alternating and Non-alternating verbs were respectively 0.76 and 0.81, which confirm the hypothesis that verbs participating in implicit object alternations select more strongly for the direct objects than verbs that do not. However, like Resnik (1996), we find that it is not possible to set a threshold that will distinguish the two sets of verbs.

#### 5 Conclusions

We have proposed a cognitively plausible model for learning selectional preferences from instances of verb usage. The model represents verb selectional preferences as a semantic profile, which is a probability distribution over the semantic properties that an argument can take. One of the strengths of our model is the incremental nature of its learning mechanism, in contrast to other approaches which learn selectional preferences in batch mode. Here we have only reported the results for the final stage of learning, but the model allows us to monitor the semantic

profiles during the course of learning, and compare it with child data for different age groups, as we do with semantic roles (Alishahi and Stevenson, 2007). We have shown that the model can predict appropriate semantic profiles for a variety of verbs, and use these profiles to simulate human judgments of verb-argument plausibility, using a small and highly noisy set of training data. The model can also use the profiles to measure verb-argument compatibility, which was used in analyzing the implicit object alternation.

#### References

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SCHOLARLY  
JOURNAL  
ARTICLES

WHAT'S WHERE?

CORRESPONDING  
ACTIVITY

Crossword Activity - Google Chrome

[https://blackboard.louisville.edu/courses/1/LEARNING\\_MODULE\\_TEST\\_ORGN/content/\\_7123889](https://blackboard.louisville.edu/courses/1/LEARNING_MODULE_TEST_ORGN/content/_7123889)

Close.....

Crossword Activity

Solve the crossword puzzle that reviews the layout of a scholarly journal article.

**1** R E F E R E N C E S

**3**

**4**

**Across**

1.) Section that consists of citations

4.) Where authors identify the research problem

**Down**

2.) Where authors summarize their research findings

3.) Provides a summary of the article

Score 1/4

Restart Finish

Spring 2014

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