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Building a First-Year Information Literacy Experience: Integrating Best Practices in Education and ACRL Information Literacy Standards for Higher Education

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Building a First-Year Information Literacy Experience: Integrating Best Practices in Education and ACRL Information Literacy Standards for Higher Education

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Saint Leo University, Cannon Memorial Library

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Project Rationale

Considerations for redesigning the SLU100 library component:

- Time limitations
- Staffing limitations
- Session uniformity
- Active learning experiences
- Positive connection to library

Project Timeline

Phase 1

- **Fall 2008:** Consult Director of Academic Support Services
- **Dec. 2008 – Feb. 2009:** Preliminary planning
- **Feb. 23, 2009:** SLU 100 Pilot library session

Phase 2

- **May 2009:** Attend SLU 100 instructor training
- **Summer 2009:** Complete video and activities, Develop and test Library Jeopardy, Create evaluation forms

Phase 3

- **Fall 2009:** Implementation in SLU100, Collect evaluation forms, Note problems with videos, Record ideas for modifications
- **Spring 2010:** Modify activities to reflect library website changes, Adapt Library Jeopardy to Classroom Jeopardy system, Conduct pilot test of Classroom Jeopardy

Phase 4

- **Summer 2010:** Revise all elements of SLU100 library session as needed, Create pre- and post-tests, Conduct pilot test of modifications on LEAP students

Phase 5

- **Fall 2010:** Implement modified version of SLU100 library session, Assess learning using pre- and post-tests, Revise lesson plan as needed

McREL:

Mid-continent Research for Education and Learning*

Nine Essential Instructional Strategies:

- Identifying similarities and differences
- Summarizing and note taking
- Reinforcing effort and providing recognition
- Homework and practice
- Nonlinguistic representations
- Cooperative learning
- Setting objectives and providing feedback
- Generating and testing hypotheses
- Cues, questions, and advance organizers

*Marzano, Pickering, and Pollock

ACRL Information Literacy Standards

1. The information literate student determines the nature and extent of the information needed:

- Defines and articulates the need for information
- Identifies a variety of types and formats of potential sources for information
- Considers the costs and benefits of acquiring the needed information
- Reevaluates the nature and extent of the information need

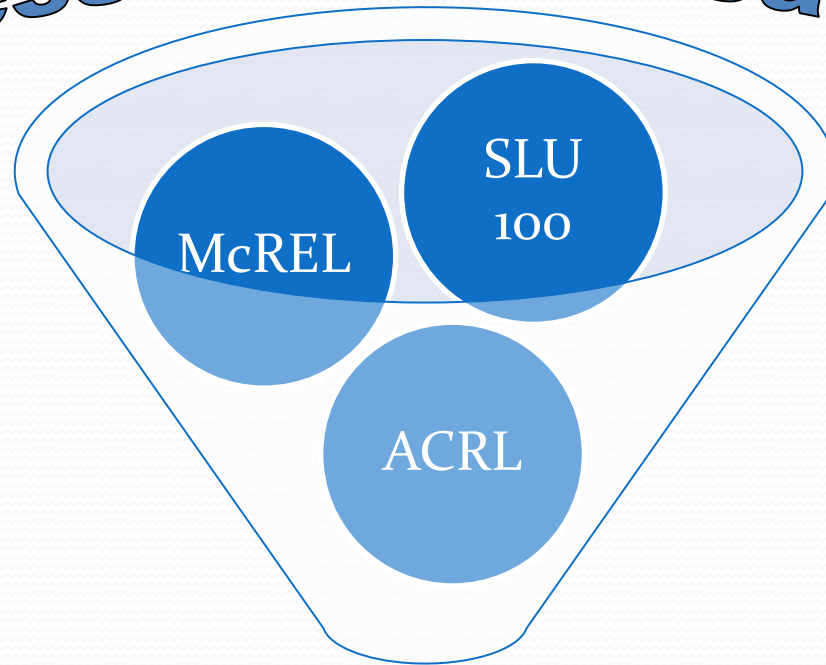
ACRL Information Literacy Standards

2. The information literate student accesses needed information effectively and efficiently

- Selects the most appropriate investigative methods or information retrieval systems for accessing the needed information
- Constructs and implements effectively-designed search strategies
- Retrieves information online or in person using a variety of methods
- Refines the search strategy if necessary
- Extracts, records, and manages the information and its sources

Process:

Assessment as Learning



Lesson Plan: Objectives and Content

Assessment as Learning*

- **Outcome**

What do you want the student to be able to do?

- **Curriculum**

What does the student need to know in order to do this well?

- **Pedagogy**

What activity will facilitate this learning?

- **Assessment**

How will the student demonstrate the learning?

- **Criteria**

How will I know the student has done this well?

Objectives:

The student will be able to:

- Navigate the library homepage
- Recognize appropriate resources for information
- Perform a basic search in the catalog
- Construct effective database searches
- Seek research assistance when necessary

AND

- Establish a positive connection to the library

Lesson Plan Design

Pre-Session Videos



In-Library Review



Active Learning Exercises

Pre-Session Videos

- Tour of library
- SLU100 Video
 - Library home page orientation
 - Library catalog (LeoCat)* overview
 - Database introduction*
- Mock reference interview with student

*Video guide/graphic organizer

In-Library Review

- Overview of video topics
- Searching Hints
 - Using quotation marks
 - Boolean searching
 - Evaluating Internet sources

Active Learning Exercises

- Group Library Activity
 - Cooperative learning in small groups
 - Incorporates information from all 3 videos and review
- Team activity
 - Library Jeopardy!
 - Based on videos, review, group activity
 - Requires students to synthesize information
 - Provide feedback on responses
- Prizes awarded to winning team!

Integration of McREL Strategies

- Identifying similarities and differences
 - Comparison of types of resources
- Summarizing and note taking
 - Video worksheet
- Reinforcing effort and providing recognition
 - Specific, contingent recognition and praise
 - Extrinsic rewards
- Homework and practice
 - Focused practice on library concepts
 - Additional activities as requested by instructor

Integration of McREL Strategies

- Nonlinguistic representations
 - Boolean demonstration
 - “Catalog Box”
 - CAARPy
- Cooperative learning
 - Group Library Activity (Worksheet)
 - Team Activity (Library Jeopardy)
- Setting objectives and providing feedback
 - ACRL standards and lesson plan objectives
 - Provide feedback during activities; peer feedback
- Generating and testing hypotheses
 - Predicting number of results based on limiters
- Cues, questions, and advance organizers
 - Advance organizer : video, review
 - Higher order questions on worksheet, Library Jeopardy

Integration of ACRL IL Standards:

Pre-Session Videos

1.1.a Confers with instructors and participates in class discussions, peer workgroups, and electronic discussions to identify a research topic or other information need

1.2.a Knows how information is formally and informally produced, organized, and disseminated

1.2.b Recognizes that knowledge can be organized into disciplines that influence the way information is accessed

1.2.c Identifies the value and differences of potential resources in a variety of formats

Integration of ACRL IL Standards:

In-Library Review

2.1.c Investigates the scope, content and organization of information retrieval systems

2.1.d Selects efficient and effective approaches for accessing the information needed from the investigative method or information retrieval system

2.2.b Identifies key words, synonyms, and related terms for the information needed

2.2.d Constructs a search strategy using appropriate commands for the information retrieval system selected

Integration of ACRL IL Standards: In-Library Activities

- 1.1.a Confers with instructors and participates in class discussions, peer workgroups, and electronic discussions to identify a research topic or other information need.
- 1.1.e Identifies key concepts and terms that describe the information need.
- 1.4.a Reviews the initial information need to clarify, revise, or refine the question.
- 1.4.b Describes criteria used to make information decisions and choices.
- 2.1.b Investigates benefits and applicability of various investigative methods.
- 2.2.d Constructs a search strategy using appropriate commands for the information retrieval system selected.
- 2.2.e Implements the search strategy in various information retrieval systems using different user interfaces and search engines.
- 2.3.a Uses various search systems to retrieve information in a variety of formats.
- 2.3.b Uses various classification schemes and systems to locate resources.
- 2.4.c Repeats the search using the revised strategy as necessary.

Session Evaluation

- Library Session Student Evaluation Form
 - Quantitative/Qualitative
 - Overall impression
 - Video rating
 - Library activities
 - Skills
 - Usefulness
 - Comments
- Instructor Evaluation form
 - Compliance with pre-session instructions
 - Questions on content
 - Suggestions

Library Session Student Evaluation Form Results

Evaluation Statements	Mean Score (50 minute session)	Mean Score (80 minute session)
1. Overall	Scale: 4.0	Scale: 4.0
In general, how satisfied were you with today's library instruction session?	3.58	3.56
2. Library Activities	Scale: 4.0	Scale: 4.0
The group worksheet activity gave me a chance to practice the library skills introduced.	3.50	3.59
I enjoyed playing the Jeopardy game.	3.48	3.59
The Jeopardy game was a good way to review the skills presented by the videos and the library session.	3.65	3.66
The Jeopardy game improved my understanding of how to use specific library resources.	3.54	3.54
3. My Skills	Scale: 4.0	Scale: 4.0
I am able to perform keyword and title searches using LeoCat (library catalog).	3.55	3.67
I am able to use the ProQuest database to locate peer-reviewed journal articles.	3.45	3.55
I feel comfortable asking the librarians for help.	3.69	3.70
4. Usefulness	Scale: 4.0	Scale: 4.0
I believe that I will need to use library resources during my first semester at Saint Leo.	3.63	3.73
What I learned will help me be successful at Saint Leo University.	3.62	3.70
5. Video Rating	Scale: 3.0	Scale: 3.0
Library Tour	2.47	2.48
SLU100 (Library Homepage, LeoCat, Database)	2.54	2.51
Reference Interview (Librarian/Student)	2.47	2.49

Revisions Implemented in Fall 2010

- Updated pre-session videos
 - Incorporated changes to library website and catalog
 - Addressed technical difficulties
- Revised group library activity
 - Clarified ambiguous questions
 - Incorporated changes to library catalog
- Migrated from online version of Library Jeopardy to new Classroom Jeopardy system
- Assessed student learning by administering a pre-test and post-test for library sessions (*in progress)

References

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Jeopardy! Websites

- <http://www.superteachertools.com>
 - This website allows you to create flash versions of popular game shows that can be used to review information with your students.
- <http://www.classroomjeopardy.com>
 - The official website for Classroom Jeopardy! Information on the system requirements, how it works, where to buy, and more!

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