Aug 23rd, 10:00 AM - 11:30 AM

First Year and Second Year Credit Hour Information Literacy Course Experiences

Adrienne Webber
South Carolina State University

Doris Johnson-Felder
South Carolina State University

Debbie Gramling
South Carolina State University

Ruth A. Hodges
South Carolina State University

Follow this and additional works at: https://digitalcommons.georgiasouthern.edu/gaintlit

Recommended Citation

Webber, Adrienne; Johnson-Felder, Doris; Gramling, Debbie; and Hodges, Ruth A., "First Year and Second Year Credit Hour Information Literacy Course Experiences" (2013). *Georgia International Conference on Information Literacy*. 30.
https://digitalcommons.georgiasouthern.edu/gaintlit/2013/2013/30

First Year and Second Year Credit Hour Information Literacy Course Experiences

Presenters:

Adrienne Webber, Dean of the Library

Doris Johnson-Felder, Coordinator of Reference Services

Debbie Gramling, Coordinator of Electronic Resources

Ruth Hodges, Coordinator of Library Instruction

Cathi Cooper Mack, Coordinator of Technical Services

Friday, August 23, 2013

SCState
UNIVERSITY

SOUTH CAROLINA STATE UNIVERSITY
Miller F. Whittaker Library

Coverage

- **Overview: How the LS150 Information Literacy & Technology Course Began**

- **First Year Experience**

- **Second Year Experience**

- **Assessments**

- **Challenges, Successes, & Lessons Learned**

SAMPLE

M E M O R A N D U M

TO: Dr. XXXX XXXXXXXX, Dean
               College of XXXXXXXXXXXXXXXX

FROM: Adrienne C. Webber, Dean
               Library and Information Services

DATE: April 15, 2010

SUBJECT: Information Literacy & Technology Course

The Miller F. Whittaker Library is proposing a one-credit hour Information Literacy & Technology (ILT) course for undergraduate students at SC State University. Information literacy, as defined by the Association of College & Research Libraries, is the ability of students to recognize the need, access, evaluate, and effectively use information. The ILT course will cut across the curricula and will be offered to undergraduate students as a one-credit hour elective during the fall semester. The course is important because:

- ➢ It addresses three goals within SC State's strategic plan: Goal 6 – Prepare students to function effectively in a global society; Goal 7 – Increase the utilization of technology for academics; and Goal 8 – Increase access to academic programs through distance learning.

- ➢ SACS and specifically the Middle State Accrediting agency recognize information literacy as an important
  skill along with reading, writing, and math.

- ➢ SC State's Quality Enhancement Plan (QEP) incorporates IL, thus recognizes the value of IL for improving student writing.

Upon completing this course students will be able to: 1) formulate a research strategy; 2) effectively search databases, the online catalog, and the Web; 3) effectively evaluate information sources; 4) avoid plagiarism; and 5) appropriately cite references.

We believe that this course will greatly benefit SC State students. Therefore, we solicit your support in getting it implemented as a University elective.   Please sign to show your support on the line below. Thank you for your cooperation. A syllabus is attached for your review.

Support   Yes ☐   No ☐

_____   _____
Dean   Date

ACW:wcs

Enclosure

SAMPLE

M E M O R A N D U M

TO: Department Chair

FROM: Adrienne C. Webber, Dean
             Library and Information Services

DATE: April 13, 2010

SUBJECT: Information Literacy & Technology Course

The Miller F. Whittaker Library is proposing a one-credit hour Information Literacy & Technology (ILT) course for undergraduate students at SC State University. Information literacy, as defined by the Association of College & Research Libraries, is the ability of students to recognize the need, access, evaluate, and effectively use information. The ILT course will cut across the curricula and will be offered to undergraduate students as a one-credit hour elective during the fall semester. The course is important because:

> ➢ It addresses three goals within SC State's strategic plan: Goal 6 – Prepare students to function effectively in a global society; Goal 7 – Increase the utilization of technology for academics; and Goal 8 – Increase access to academic programs through distance learning.

> ➢ SACS and specifically the Middle State Accrediting agency recognize information literacy as an important
> skill along with reading, writing, and math.

> ➢ SC State's Quality Enhancement Plan (QEP) incorporates IL, thus recognizes the value of IL for improving student writing.

Upon completing this course students will be able to: 1) formulate a research strategy; 2) effectively search databases, the online catalog, and the Web; 3) effectively evaluate information sources; 4) avoid plagiarism; and 5) appropriately cite references.

We believe that this course will greatly benefit SC State students. Therefore, we solicit your support in getting it implemented as a University elective.   Please sign to show your support on the line below. Also please estimate the number of students from your Department that would probably take the course. Thank you for your cooperation. A syllabus is attached for your review.

Support   Yes ☐   No ☐   No. of Students _____ *(Estimate number of students you will be able to recommend)*

_____   _____

Department Chair   Date

ACW:wcs

Enclosure

What?

LS150 Was Approved!

The First Year Experience

LS150 Was Approved!
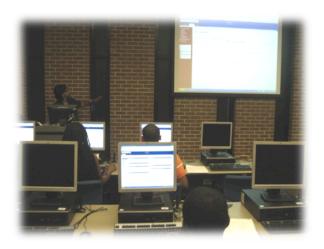# The First Year Experience

- ## Week 1: Introduction

   Reviewed Syllabus and discussed final project.

   Introduced students to Blackboard and showed students a virtual tour of the library.

   Gave students a pre-test to gage what they already knew about libraries.

LS150 Was Approved!
The First Year Experience

- ## Week 2-3: Start Your Research (Brainstorming & Redefining Topics)

  Instructor discussed identifying, brainstorming, and narrowing research topics and how to formulate a research strategy by identifying keywords and using Boolean connectors.

  Instructor conducted an impromptu verbal brainstorm session on a topic in class and encouraged class participation.

  Assignment:

  Students developed a cluster brainstorming map on their topics using an online cluster map generator (Text2MindMap.com).

LS150 Was Approved!
The First Year Experience

- **Week 4-8: Search for Information
  (Searching online catalog, journal databases, & Internet for scholarly information)**

  - Taught how to search via title, author, keyword, and subject in the online catalog and subscription databases.
    - Western Oregon University's *What is a Library Database?* tutorial

  - Taught how to find books in the library and submit requests via interlibrary loan (ILL).
    - American University's *Call Numbers: Exercise*

  - Taught how to distinguish between scholarly and popular literature.

  - Taught how to search for scholarly information via the web.

LS150 Was Approved!
The First Year Experience

- ## Week 9: Evaluating Information

  Taught students how to evaluate resources for accuracy, authority, purpose, currency, and appropriateness (print, online databases, and Web resources).

LS150 Was Approved!:
The First Year Experience

- ## Week 10-13: Academic Integrity & Ethics/Citing References (Plagiarism)

  Introduced intellectual property as applied to the research process (trademarks, patent, and copyright/fair use).

  Discussed plagiarism and how to avoid it.

  Introduced students to various citation styles and how to cite appropriately parenthetically (direct quotes, paraphrasing, and summarizing) and in reference list.

LS150 Was Approved!:
The First Year Experience

- ## Week 14-16: Final Project
  ### Originally planned for students to:

  - develop a technology presentation using software other than Microsoft PowerPoint to demonstrate the research process as related to their individual research.

  - develop an annotated bibliography on their research.

  ### Students voted to do annotated bibliography but no final project.

Teaching LS150:
The Second Year Experience

SCState
UNIVERSITY

SOUTH CAROLINA STATE UNIVERSITY
Miller F. Whittaker Library

Teaching LS150:
The Second Year Experience

- ## Week 1: Course overview (Syllabus)

    Introduced students to e-portfolios via Google sites in class

    Assignments:

    Ice breaker – students introduced themselves through Blackboard Discussion Board and discussed what they did over the summer.

    Students also began selecting/designing their e-portfolio templates for the course.

Teaching LS150:
The Second Year Experience

- ## Week 2-3: Starting Your Research (Brainstorming & Redefining Topics)

  Stressed the importance of gaining a background or starting knowledge on a topic via preliminary research.

  Discussed identifying, brainstorming, and narrowing research topics and how to formulate a research strategy by identifying keywords and using Boolean connectors.

  Conducted verbal brainstorm session on a topic in class and encouraged class participation.

  Assignment:
  Students developed a cluster brainstorming map on their topics using an online cluster map generator (Text2MindMap.com).

Teaching LS150:
The Second Year Experience

- **Week 4-6: Search for Information (Searching online catalog, journal databases, & Internet for scholarly information)**

  - **Taught how to search via title, author, keyword, and subject in the online catalog and subscription databases.**

  - **Taught how to find books in the library and submit requests via ILL.**

  - **Taught how to distinguish between scholarly and popular literature.**

  - **Taught how to search for scholarly information via the web.**

Database Search Strategy Assignment: The Second Year

- State your research topic as completely as you can.
- Circle two or three of the most important concepts in your research topic above.
- Write each concept in the first blank below, then list synonyms (related terms). You can use a thesaurus to help come up with related terms.
- Insert connectors AND, OR, NOT between the concepts above to combine terms into a search statement.

First Concept	Second Concept	Third Concept
_____	_____	_____
_____	_____	_____
_____	_____	_____

- As you search different databases and try new search terms, keep a log of what you've done to keep from repeating fruitless searches and to record the most effective search strategies. Try at least 3 different databases.
- Find one good journal article on your research topic, print it, and attach it to this assignment. READ the entire article and highlight keywords and concepts that you can use to further research your topic. Also READ the references at the end of the article and highlight any citations that appear to be useful to your research.

Teaching LS150:
The Second Year Experience

- ## Week 7-8: Annotated Bibliography & E-portfolio (Mid-term)

   ### Taught students how to construct an annotated bibliography.

   ### Assisted students in setting up and developing their e-portfolios to showcase their research progress in the course.

   ### Assignment:

   #### Students developed annotated bibliographies of their research and completed the development of their e-portfolios with all assignments and reflections statements up to mid-term.

Teaching LS150:
The Second Year Experience

- ## Week 9: Evaluating Information

    Taught students how to evaluate their research using the CRAAP test (currency, relevance, authority, accuracy, purpose).

Teaching LS150:
The Second Year Experience

- ## Week 10-11: Academic Integrity & Ethics (Plagiarism)

    Introduced intellectual property as applied to the research process (trademarks, patent, and copyright/fair use).

    Discussed plagiarism and how to avoid it.

    Students played Lycoming College's Globlin Threat Plagiarism Game as in-class activity.

    Introduced students to various citation styles and how to cite appropriately parenthetically (direct quotes, paraphrasing, and summarizing) and in reference list.

Teaching LS150:
The Second Year Experience

- ## Week 12-14: Final Project
    Students worked in-class on final technology presentations.

- ## Week 15-16: Student Presentations of Final Project
    Final Project Example 1
    Final Project Example 2

Reflections
The Second Year

Information Literacy – Do You Get It!

DIRECTIONS: Use your own words to <u>fully discuss</u> the questions below making sure to prove your answers using specific examples. <u>If you give only one or two sentences for each question, you will get a one or two sentence grade.</u> Thoroughly explain!

- Following the completion of the course, define information literacy from your perspective?

- How relevant is information to your worldview?

- How could you apply your newly acquired information literacy skills in different aspects of your lives (academic, professional, and personal aspects)?

ASSESSMENTS:

The First and Second Years

Assessments

- **Assessments**
  - **allow instructors to know whether students have met the learning objectives/outcomes set for them.**

  - **provide instructors a better understanding of what students are learning and engage students more deeply in the learning process.[1]**

- **Student Learning Outcomes – Assess the changes in the knowledge, skills, abilities of learners. [2]**

- **Assessments entail planning**
  - **Mission and goal driven**
  - **Guided by Association for Colleges & University Libraries (ACRL) perspective.**

[1]National Research Council (NRC). (1996). Assessments in science education. In National Science Education Standards, Washington, DC: National Academy Press.

[2]Hernon, P.. What really are students learning outcomes? (2009). Retrieved from ACRL http://www.ala.org/acrl/sites/ala.org.acrl/files/content/conferences/confsandpreconfs/national/seattle/papers/28.pdf

Course Assessment Plan

- – **Mission and goal driven**
  - **Instruction**
  - **Access and delivery of information**
  - **Critical thinking**
  - **Life long learning**

- – **Guided by the Association of College and Research Libraries (ACRL) perspective:**

  - *Information Literacy (IL) Competency Standards for Higher Education - know, access, evaluate, use. . . (course syllabus goals).*
    - – **Indicators (need, search, evaluate, use - create new product, use - legal/ethical).**
      - » **Student learning outcomes**

ACRL Standard	Performance Indicator	Learning Outcomes	Assessment Method/ Strategies
Determine the nature and extent of the information needed.	1.1. Defines and articulates the need for information.	•Identify research topic (Brainstorming and narrowing topic). •Identify key concepts and terms that describe the [research topic]. •Develop a thesis statement based on the [research topic].	•Identify research topic and develop thesis statement. •Develop concept map. •Develop technology final project presentation. •Incorporate and reflect on concept map in e-Portfolio. •Reflect on brainstorming, topic development, and focus in self-assessment paper. •Instructors use grading rubrics.

ACRL Standard	Performance Indicator	Learning Outcomes	Assessment Method/ Strategies
Access needed information effectively and efficiently.	2.1. Uses various search systems to retrieve information in a variety of formats. 2.2. Constructs and implements effectively-designed search strategies.	•Search Millennium (online catalog) for information and effectively locate resources on topic. •Search online databases for articles and related information on topic. •Search the Internet for information on topic. •Construct a search strategy using appropriate commands for the information retrieval system selected (e.g., Boolean operators, truncation, and proximity for searches. . .).	•Provide print-out of search strategy and book and journal/magazine articles from retrieval systems. •Incorporate references from retrieval system search in final project plan of action paper. •Recognize Boolean Operators in pretest/posttest. •Incorporate references from various retrieval system search in annotated bibliography. •Reflect on retrieval system search in self-assessment paper. •Incorporate references from various retrieval system search in technology final project presentation. •Instructors use grading rubrics.

ACRL Standard	Performance Indicator	Learning Outcomes	Assessment Method/ Strategies
Evaluate information and its sources critically and incorporate selected information into his or her knowledge base and value system.	3.2. Articulates and applies initial criteria for evaluating both the information and its sources. 3.4. Compares new knowledge with prior knowledge to determine the value added, contradictions, or other unique characteristics of the information.	•Compare information from various sources in order to evaluate reliability, validity, accuracy, authority, timeliness, and point of view or bias. •Select information that provides evidence for the topic.	•Evaluate articles and Websites using various criteria (CRAAP test). •Compare and analyze select sources to write annotated bibliographies. •Use sources to define and critically discuss research topic in technology final project plan of action paper. •Recognize various evaluation criteria in pretest/post-test. •Reflect on evaluation process, annotated bibliography, and plan of action paper in self-assessment paper. •Reflect on annotated bibliography, evaluation, and plan of action paper in e-Portfolio. •Instructors use grading rubrics.

ACRL Standard	Performance Indicator	Learning Outcomes	Assessment Method/ Strategies
The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.	4.1. Synthesizes main ideas to the planning and creation of new product.	•Articulate knowledge and skills transferred from prior experiences to planning and creating the product or performance.	•Use sources to define and critically discuss research topic in technology final project plan of action paper. •Use all processes learned in information literacy course and applicable technology to develop technology final project presentation. •Critically assess, sources and write annotations (annotated bibliography) that illuminate the research topic. •Reflect on annotated bibliography, final project plan, and final presentation in Self-assessment. •Reflect on annotated bibliography, final project plan, and final project in e-Portfolio. •Instructors use grading rubrics.

ACRL Standard	Performance Indicator	Learning Outcomes	Assessment Method/ Strategies
Understand many of the economic, legal, and social issues surrounding the use of information and access and use information ethically and legally.	5.1. Understands many of the ethical, legal and socio-economic issues surrounding information and information technology.	•Demonstrate an understanding of intellectual property, copyright, and fair use of copyrighted material. •Demonstrate a basic understanding of what constitutes plagiarism.	•Use APA style to appropriately cite references in annotated bibliography. •Appropriately use APA style to paraphrase and quotes to write final project plan of action paper. •Reflect on plagiarism and copyright in self-assessment. •Technology final project presentation. •Reflect on plagiarism and copyright in e-Portfolio. •Instructors use grading rubrics.

Cluster Concept Map Assignment: First and Second Years

- **Directions:** Use a cluster/concept map generator from the web, such as Text2Mindmaps, to construct concept map on your research topic or draw a concept map using MS Word or Paint. Maps should contain your main topic in the center with at least 5 clusters branching out from the center topic and each cluster should have at least 2-5 sub-branches (links/connections) coming from them.

- Terminology should be both broad and narrow and should be arranged in a logical related structure using arrows to show relationships between terms. Maps should show the breadth of information and understanding gained through your preliminary background research on your topic.

- Maps should be neat and clearly readable. Your efforts will be rewarded as seen via the grading rubric provided. Maps can be generated from any web generator or other graphic software program that will allow you to create, save, and print your document.

CLUSTER CONCEPT MAP RUBRIC
THE FIRST AND SECOND YEAR

Criteria	Excellent (A)	Good (B)	Adequate (C)	Marginal (D)	No Assignment Turned In (F)
Logical Structure/ Hierarchy of Thought	Highly logical cluster (non-linear) structure starting with the main topic in the center and branching out with at least 5 clusters with each cluster containing 2-5 links/connections	General logical cluster (non-linear) structure with the main topic in the center and branching out with only 4 clusters with each cluster containing 2-5 links/connections	Weak logical cluster (non-linear) structure is present, logic is not consistent throughout the map or contains only 3 clusters with each cluster containing 2-5 links/connections	No logical structure is shown, a linear structure is used, or contains less than 3 clusters with each cluster containing 2-5 links/connections	--------------------
Development of Concepts/ Terminology	Shows an understanding of the topic's concepts and terminology. Both broad and narrow vocabulary are very effectively mapped	Shows a partial understanding of the topic's concepts and terminology. Both broad and narrow vocabulary are effectively mapped	Makes many mistakes in terminology and shows a lack of understanding of the topic's concepts. Broad and narrow vocabulary are not effectively mapped or are missing altogether.	Shows no understanding of the topic's concepts and terminology.	--------------------
Readability/ Neatness	Very neatly arranged clusters and easy to read	Map is neat and readable	Map is not neatly arranged and is difficult to read	Map is unreadable	--------------------
Focus	Map clearly has a focus and a purpose that a casual viewer would easily understand. Demonstrates outstanding effort.	Map has somewhat of a focus but it is somewhat difficult to clearly determine what it is. Demonstrates good effort.	Map has no clear focus. Demonstrates some effort.	Map does not seem to have any focus at all. Demonstrates little effort.	--------------------

Student Performance: The Second Year

Assessment	No. Students	Performance				
		Alpha-Numeric Grade and Percent				
		90-100 A	80-89 B	70-79 C	60-69 D	0-59 F
Annotated Bibliography	40	15%	27%	38%	10%	10%
Self-Assessment (Do You Get It Paper)	40	75%	8%	2%	--	15%
Technology Final Project Presentation	40	85%	15%	--	--	--

Use of Results

- **Assessments are not the end.**
- **Must utilize results to affect change:**
  - **Students**
  - **Program**
  - **Curriculum**

First Year Challenges

- **Taught course with six (6) librarians**
- **Taught two sessions of the course in one day**
- **Students misunderstanding of the course and not taking the course seriously**
- **Getting students to do the work**
- **Many students missed class due to official school business**
- **Consensus on final project**

Second Year Challenges

- **Taught course with two (2) librarians**
- **How to effectively teach 43 students in one class**
- **Students still misunderstanding of the course and not taking the course seriously**
- **Getting students to do the work**
- **Many students missed class due to official school business**

Lessons Learned

- Limit the number of instructors
- Course is always evolving
- Students do not know as much about information literacy and research as they think
- Students can accomplish more than they are willing to admit
- Course needs to be 2-3 credit hours
- Need to use a standard LS150 e-portfolio template

Success.

Successes

- **Ah-ha moments**
  - **Impromptu class verbal brainstorm**
  - **Technology presentations**
  - **Did You Get It? reflections**

- **Past LS150 students come back to the library often**

- **One student took the class twice**

- **LS150 students graduated**