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A Collaborative Approach to Teaching Information Literacy in First-Year Agriculture Courses

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A Collaborative
Approach to Teaching
Information Literacy in
First-Year Agriculture
Courses

Welcome!

Lauren Robinson
Graduate Assistant



Beth Reeder
Senior Technician



Jason Keinsley
Agriculture Librarian
GEN 100 Info Literacy Coordinator

Melinda Borie
Graduate Intern



Progression of GEN100





Some Background

Background

The Course:

- An introductory course requiring critical analysis of the major social, economic, political, and scientific issues in agriculture and related disciplines.
- Students develop skills in information gathering, critical analysis of issues, and written and oral communication.

The Instructors and Students:

- There are 10 instructors, 13 sections
- Most freshmen and transfer students enrolled in College of Agriculture, Food and Extension (CAFE) must take GEN 100

The Library's Role:

- Through GEN 100 we reach approximately 75% of CAFE freshmen (Fall 2014: 325 students).
- We have the students between 1-3 classes sessions per GEN 100 section. Including lectures and one lab.

GEN 100: Spring 2013

Fall 2012

- Jason Keinsley joined the AIC team as an Agricultural Librarian in October 2012
 - Jason was introduced to GEN 100 and attended the Fall 2012 GEN 100 wrap-up meeting

Spring 2013

- Beth Reeder, Senior Technician, joined the AIC and GEN 100 team.
- Jason observed the Head of AIC, Valerie Perry, coordinate and teach numerous GEN 100 sections. Jason began co-teaching with a Graduate Assistant.
- At the end of Spring 2013, Jason was promoted to GEN 100 Coordinator, as the Head of the AIC focused on the BIO 155 information literacy initiative.



GEN 100: Fall 2013

Summer 2013

- During the Summer (2013), the AIC prepared for Fall GEN 100 classes and began to brainstorm new methods of teaching information literacy.
- Lauren Robinson joined the AIC team.

Fall 2013

- Melinda Borie joined the AIC team.
- Jason attended a portion of the Idea Sharing Meeting hosted by the GEN 100 instructors
- Revamped the entire GEN 100 Course Guide (LibGuide)
- Learned first hand the challenges of scheduling
- Began individual consults with GEN 100 instructors to customize content



GEN 100: Issues in Agriculture

Last Updated: Aug 19, 2014 | URL: <http://libguides.uky.edu/gen100> | [Print Guide](#) | [RSS Updates](#) | [Email Alerts](#)[Home](#) [Starting Research](#) [Searching](#) [Popular & Scholarly Articles](#) [Databases & Online Resources](#) [Evaluation](#) [Citations](#)[Home](#) [Print Page](#)Search: This Guide

Essential Links

Below are links to other campus libraries and the College of Agriculture, Food and Environment.

[Agricultural Information Center](#)[College of Agriculture, Food and Environment](#)[John A. Morris Library at Gluck Equine Research Center](#)[William T. Young Library](#)

Need Help?

Ask-A-Librarian

Not finding what you need? Or just need some help? Please contact us via

[Email](#)Phone: (859) 257-2758 or visit us @ [N24 Agricultural Science Building North](#)

Comments (0)

Agricultural Subjects

Research guides for subjects in the College of Agriculture, Food and Environment are listed below. You can also view a [full list of research guides](#) available at the University of Kentucky.

- [Agriculture](#)
- [Agricultural Economics](#)
- [Agricultural Education](#)
- [Animal & Food Science](#)
- [Biosystems & Agricultural Engineering](#)
- [Community & Leadership Development](#)

Welcome!

Hello GEN 100 students!

This resource was created to assist you with your GEN 100 assignments as well as provide a basic understanding of finding and using information effectively generally. You will find links for all of the databases I covered in class as well as much more. Please feel free to contact me or any other personnel at the Agricultural Information Center with questions you may have. Good luck this semester!



Director of Branch Libraries, Agriculture Liaison, Biology Liaison



Valerie Perry

Contact Info

Agricultural Information Center
N-24 Agricultural Science Center
North
Campus 0091
(859) 257-2758 
(859) 323-4719  (fax)

Subject Specialties: life sciences, agriculture, biology, IACUC, animal welfare/alternatives

[Send Email](#)

Links:

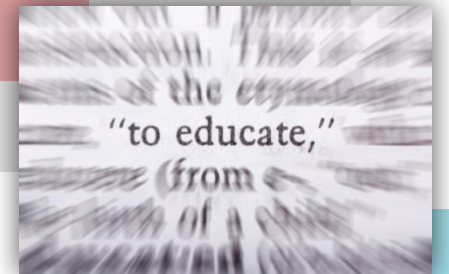
[Website / Blog](#)
[Profile & Guides](#)

Agriculture Librarian



GEN 100: Spring 2014

- The GEN 100 Course Coordinator requested that we reinstate the use of paper packets
 - Using an old “skeleton” we created an entirely new and refurbished packet
- With the exception of the introduction of active learning activities into the lecture portion of the class, the instruction remained unchanged
- The packet was the beginning of a series of instruction modifications, which eventually led to an entirely redesigned course implemented in 2014



GEN 100: Fall 2014

- Over the Summer (2014), the AIC team decided to revamp the entire library course offering
 - Including:
 - A new and expanded paper packet
 - A revamped course guide
 - A more comprehensive review of library services and library resources (this included a discussion on time allocation with the professors)
 - Introduction of a new and more comprehensive library exercise during the lab portion of GEN 100
- Using feedback from GEN 100 instructors, the AIC team built collaborative relationships through redesigning key components of library instruction
- We used the allure of new library spaces to generate excitement



Padlet

- http://padlet.com/uk_aginfo/teach



Calendar Craziness

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	Ag Round Up Staff Appreciation Day 9 AM—2 PM 3	Ag Round Up Rotary Luncheon 9 AM— 1 PM Student/Faculty/Staff Picnic 5 PM— 6:30 PM 4	Ag Round Up Ag Leadership Day 11 AM— 1 PM 5	Ag Round Up Alumni Day 11 AM— 2 PM 6
7	GEN 100 GEN 100 GEN 100-401 8 BIO 155 BIO 155 BIO 155 BIO 155 BIO 155 BIO 155 FOR 601	BIO 155 BIO 155 BIO 155 BIO 155 BIO 155 BIO 155 9	GEN 100-008 GEN 100-001 10 BIO 155 BIO 155 BIO 155 BIO 155 BIO 155 BIO 155 BIO 155	BIO 155 BIO 155 BIO 155 BIO 155 11	GEN 100-008 GEN 100-001 12 BIO 155 BIO 155 BIO 155	13
14	ASC 771 15	GEN 100-004 16	GEN 100-402 17	GEN 100-004 18	KLA Presentation and Poster Session] 9	20
21	GEN 100-003 ASC 771 22	GEN 100-006 GEN 100-010 23	GEN 100-003 24	GEN 100-006 GEN 100-010 25	GEN 100-003 26	27
28	PLS 103-001 BIO 155 BIO 155 29 BIO 155 BIO 155 BIO 155 BIO 155 ASC 771	BIO 155 BIO 155 BIO 155 BIO 155 30 BIO 155 BIO 155 BIO 155	PLS 103-001 October 1 BIO 155 BIO 155 BIO 155 BIO 155 BIO 155 BIO 155 BIO 155	BIO 155 BIO 155 BIO 155 BIO 155 2 BIO 155 BIO 155	PLS 103-001 (3 Labs 3 from 11 AM—2 PM) BIO 155 BIO 155	4



Starting with Collaboration

Integrate:

to form, coordinate, or blend into a functioning or unified whole

- Merriam-Webster

Starting with Collaboration

- General Information Sessions
- Individual Consultations about Session Content
- Redesigning Core Assignments
- Packets & PowerPoint
- Time Allocation

If

Opportunity

doesn't

KNOCK

Build

A

DOOR

General Information Sessions

- Invited to Idea Sharing Meeting hosted by GEN 100 instructors to discuss plans for the upcoming semester
 - Gained better understanding of course goals
 - Insight into instructor culture
 - Presented new ideas for Fall semester and distributed sample handouts with new format
 - Addressed issues from previous semesters
 - Invited instructors to schedule individual consultations to plan for customized content
- SharePoint
 - Granted access to GEN 100 Instructors SharePoint



Consultations



- Met with majority of GEN 100 instructors individually in order to discuss assignment variations
- Consultations held in AIC with GEN 100 Team members
- Consultations varied by instructor
 - New instructors tend to want a broad overview of the library instruction component
 - Second year instructors tend to give feedback about previous experiences and have suggestions for customization



Starting from Scratch

Packets

GEN 100

Information Resource Guide

Agricultural Information Center
N24 Agricultural Science Building North
libraries.uky.edu/AIC
(859) 257-2758

Valerie Perry
vperry@uky.edu

Jason Keinsley
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<http://libguides.uky.edu/gen100>

Characteristics of Popular & Scholarly Resources

Understanding the differences between Popular and Scholarly articles are instrumental when searching for resources for research assignments and papers. The activity below will help you understand some of the difference between Popular and Scholarly Articles. Below write down some of the characteristics of both Popular and Scholarly articles so you can use the characteristics later to help you improve your researching and source selection when writing your research papers for Gen 100.

Popular Sources



1. _____
2. _____
3. _____
4. _____
5. _____

Scholarly Sources



1. _____
2. _____
3. _____
4. _____
5. _____

Information about Resource Selection

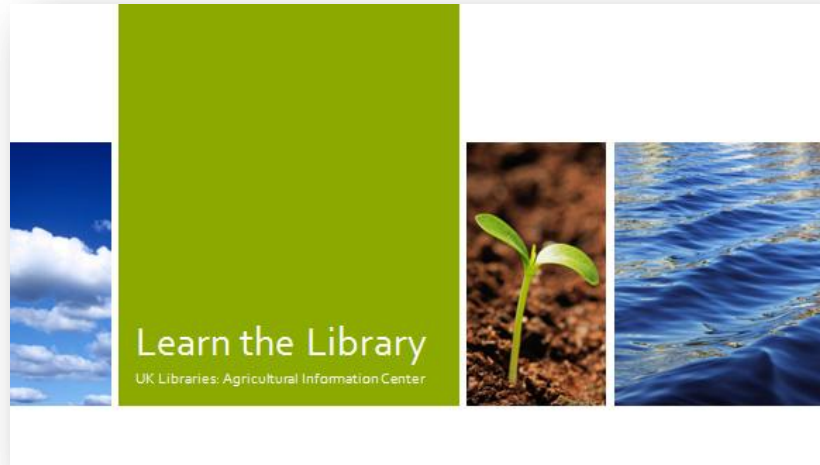
The types of resources you want to find when researching are:

- Journal Articles
- Newspaper Articles
- Trade Articles
- Magazines
- Databases and other Online Resources
- Books
- Government Websites

The sources above will provide you the best opportunities to find information that is reliable when writing you research papers.

It is important to note that though Wikipedia is a good source to help develop your topic and/or ideas it is not a scholarly source and therefore cannot be used as a source in research papers.

GEN 100's Introduction to PowerPoint



Learn the Library
UK Libraries: Agricultural Information Center

Today's Class

- During our time here you will learn:
 - How to start the research process
 - How to find authoritative and reliable information
 - The differences between Peer-reviewed and Popular sources
 - How to search for Books, Articles, and Journals
 - How to effectively and efficiently search in Databases
 - How to distinguish if a website is authoritative



Databases!

"A database is a collection of information organized to provide efficient retrieval. The collected information could be in any number of formats (electronic, printed, graphic, audio, statistical, combinations)."

-University System of Georgia

Some Common Types of Databases

Phone books, Address books

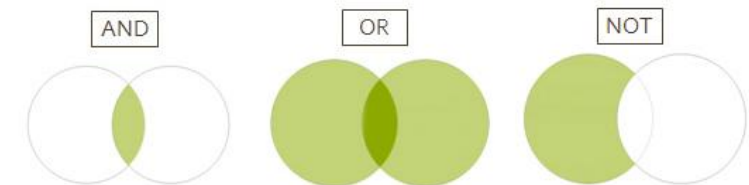
Census Bureau Data (numeric database)

Bibliographic Database (Academic Search Complete)

Full Text Databases

Indexing Databases

Boolean Operators



Truncation refers to the process used to expand a word during the searching process. The most commonly used symbols for truncation are *, !, and ?.

Here is an example of truncation:

Farm* which would search farms, farmer, farming, etc.

Redesigning Assignments

- Took in to consideration professor feedback from the previous academic year
- Redesigned Library Exercise, which is completed during the lab portion of the class



Name: _____ Section/Instructor: _____

GEN 100 – Fall 2012 Library Exercise

**** Use libguides.uky.edu/gen100 if you wish ****

- 1) What words would you use to search for information on food production in China?
 - a) How would you broaden your search to get more references?
 - b) How would you narrow your search to get fewer references?
 - c) Which library database or electronic resource would you use to find out what books UK owns on this topic?
 - d) Which database or electronic resource is the best place for searching for articles from magazines and journals?
 - e) What is the name of our most comprehensive news database? [Hint: best database for newspaper articles, radio & TV transcripts & newswires]
 - f) What is your favorite search engine? Why?

- 2) Find a book in the UK Libraries catalog on prion diseases written by Maxime Schwartz.
 - a) Search Terms and Limits:
 - b) What is the title? What format(s) are available? How do you access/check-out?
 - c) Write a full APA citation for the book:
- 3) Search in *EBSCOhost Academic Search Premier* for articles on **global warming**.
 - a) Search Terms and Limits:
 - b) Note the number of articles. In the left-hand column of the results screen several document categories are listed. Click on Academic Journals and note how many articles are retrieved. Do the same for each of the categories.
 - c) Look at the records for several articles. List 5 terms or phrases that are related to global warming and might be useful searches on this topic.

Name: _____

Instructor: _____

GEN 100 Library Exercise—Fall 2014

Use the GEN 100 Information Resource Guide and the GEN 100 Course Guide (www.libguides.uky.edu/gen100) to complete this exercise. Also remember to email the resources you find to yourself and/or group so you can access them later.

1. What is the topic of your GEN 100 research assignment?

2. What are the major concepts of your topic? You may have fewer than four. (hint: remember the magnet activity)

Major Concept 1:	Major Concept 2:	Major Concept 3:	Major Concept 4:

3. What are some keywords (search terms, synonyms, related concepts, etc.) you can use to search? (hint: remember magnet activity)

Major Concept 1:	Major Concept 2:	Major Concept 3:	Major Concept 4:
Keywords:	Keywords:	Keywords:	Keywords:

4. Using the major concepts and keywords you determined previously, construct two searches using Boolean operators. Truncation is optional. (hint: Boolean operators are: AND, OR, NOT)

Search # 1:

Major concept or keywords

Boolean operator

Major concept or keywords

Search # 2:

Major concept or keywords

Boolean operator

Major concept or keywords

Boolean operator

Major concept or keywords

Learning the Lingo

Below is an activity that will help you remember the vocabulary that is both used by Librarians and by the websites you will visit to help research your GEN100 research paper.

- | | | |
|-----|---|-----------------------------------|
| ___ | 1. EBSCOhost | A. Citation Resource |
| ___ | 2. Academic Search Premier | B. Government Website |
| ___ | 3. InfoKat | C. Search Engine |
| ___ | 4. CIA World Factbook | D. Popular Source |
| ___ | 5. Rob's Countries Guide | E. Scholarly/Peer-Reviewed Source |
| ___ | 6. TheOnion.com | F. Database |
| ___ | 7. New York Times Article | G. Vendor/Company |
| ___ | 8. American Journal of Experimental Agriculture | H. Library Catalog |
| ___ | 9. Purdue OWL | I. Unreliable Website |
| ___ | 10. Google | J. LibGuide |

Time Allocation

	Number of Students Reached	Average Time Spent in Class
Fall 2013	304	86
Spring 2014	190	115
Fall 2014	325	129

- One of the largest collaboration efforts between the GEN 100 professors and the Agricultural Information Center
- One of the most influential on teaching outcomes



New Spaces.
New Places.

Renovation



- Support from College
- Details of new room
- Technology Issues
- Setbacks
- Upcoming Renovations



We would like to thank Deans Smith and Cox of the College of Agriculture, Food and Environment, as well as Dean Birdwhistell of UK Libraries for their continued support.

A-7, Typical Classroom in the Agricultural Science Building



Library Instruction Room, newly renovated space in the AIC



Comparison

Drawbacks of Old Setup	Benefits of New Room
No control of classroom configuration	Acquaints students with AIC
No control over technology (i.e., equipment, software)	We control scheduling, technology
Traveling time and transportation of materials	No travel (less time lost between sessions)
Lack of prep time	Pre-prep the room
Unfamiliar and varied environments	Modular furniture



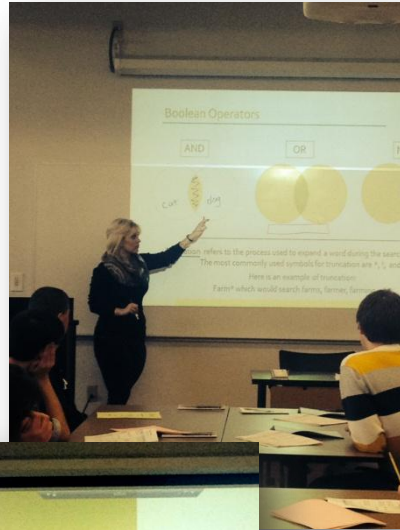


Implications

(and hopes for the future)



Implications



- We have taught __ classes and __ labs.
- Need to incorporate the library webpage into lecture portion of the class
- GEN 100's Teaching Assistants Reviews
- We will be implementing our assessment using Qualtrics instead of Google Docs
- Distributing a Qualtrics survey to the professors in order to obtain feedback before the next semester



Questions?

