

CROSSING A BRIDGE: THE CHALLENGES OF DEVELOPING & DELIVERING A PILOT INFORMATION LITERACY COURSE FOR INTERNATIONAL STUDENTS

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Abstract

The article fits into the category of *Case Study* as defined by the Emerald Publishing Group :

Describes actual interventions or experiences within organisations. May well be subjective and will not generally report on research.

Purpose

To describe the challenges involved in developing and delivering a pilot library skills course to a group of international Bridging Studies students from China and Pakistan. To provide guidelines for other libraries who may be faced with similar challenges.

Design / Methodology / Approach

The article documents the development and delivery of a pilot course for international students. The course described formed part of an accredited *Critical Thinking & Research Skills* module. The challenges of the project are described and a number of recommendations for its future development are outlined.

Findings

The project underlined the challenges involved in teaching library skills to international students. The main barrier that emerged throughout the course related to communication difficulties. Language levels amongst the group were poorer than anticipated. The group did display excellent IT skills, however, and enjoyed class work that actively engaged them in the learning process.

Research limitations / implications

The project is still at a pilot stage of development. The paper provides a short-term view of one small academic library's experience of working with international students. No full-scale student survey has been conducted to date.

Practical implications

This account of WIT Libraries experience of developing and delivering an accredited information skills course for the Bridging Studies group is likely to be a useful source of practical information for libraries in similar positions, of similar scale, faced with similar challenges.

Originality / value

Offers practical solutions for libraries in similar positions. The successful diversification of the traditional library role is likely to be of interest to all members of the library profession.

Keywords: Academic libraries, ESL, Information literacy, International students, Learning outcomes, Learning support, User education

Introduction

The Irish Government launched the '*Asia Strategy*' in 1999, with the primary objective of developing trade links between Ireland and Asia. Strong educational connections have also been forged as a result of the strategy, making Ireland a destination of choice for international students. In the case of China, for example, the Minister for Education, (Hanafin, 2005) has stated that *Irish colleges have developed links and agreements in recent years with some of China's most prestigious Universities and Institutes of Technology.*

Education Ireland (2004) reports an annual growth of 19% in the number of international students studying in Ireland over the last four years, with an increase of 48% in the number of non-EU students in the 2003-2004 academic year alone. Such changing demographics in the student population have increased the demand for bridging-study or foundation courses in academic English within the higher education sector in Ireland.

WIT's Pilot Course & the Library

In response to this demand and due to the combined efforts of its Department of Education and its International Office, Waterford Institute of Technology (WIT) offered one such course in 2004-2005. This pilot programme was developed for students from non-English speaking countries whose English scores were slightly lower (for example; IELTS (4.5), TOEFL (475)) than is required for direct entry into undergraduate degree programmes in Ireland. The course included a *Critical Thinking and Research Skills* module, which was delivered by the library's Learning Support Team in partnership with a Communications lecturer at WIT.

WIT Libraries has a long-standing history of proactively contributing to campus projects that might not be traditionally regarded as part of the library's role, but which can nevertheless significantly contribute towards its mission of being

a creative partner in the achievement of the Institute of Technology's teaching, learning and research goals ---- acquiring, organising, and promoting seamless connections to worldwide recorded knowledge for WIT staff, students, alumni and other customers at the place and time of their choice (WIT Libraries, 2002).

The Bridging Studies course, which targeted students from China and Pakistan, is a case in point. The library element of the course, which was taught in the second semester involved 28 hours in total (12 contact hours and 16 hours self-study for the students.)

Background

The library team has been delivering “on-demand” information and research skills courses since 1996, with current programmes including a 3-hour face-to-face module for first year students, as well as an online information literacy tutorial (OLAS). The Bridging Studies course was, however, a new departure for the library. It not only posed an exciting opportunity for the Learning Support Team to advance the teaching and learning of information skills onto new levels, but was also a step forward in the library’s campaign for a mandatory, accredited information literacy module for all WIT students.

The fact that the course involved the library team partnering with lecturing staff in the delivery of a combined module was also very positive. The partnership signalled the Institute’s recognition both of the teaching role of librarians and of information literacy as a distinct subject area. This exemplified what Farber (1999, p. 233) describes as the ideal co-operative relationship

where both the teacher’s objectives and the librarian’s objectives are not only achieved, but are mutually reinforcing – the teacher’s objectives being those that help students attain a better understanding of the course’s subject matter, and the librarian’s objectives being those that enhance the student’s ability to find and evaluate information.

Starting Out

During the development phase, the team scheduled weekly meetings to distribute the workload, discuss potential issues and evaluate progress. In preparing the pilot, the library was very fortunate to have among its staff a former ESL (English as a Second Language) teacher whose first hand insight into the issues involved in teaching international students proved invaluable.

The team sought their colleague’s advice at every stage of the programme. This ability to ‘tap into’ the mindset of an ESL instructor provided them with a

double perspective on training, that of a librarian and that of a language teacher. The process is reflected in Conteh- Morgan's (2001, 33) publication, which identifies the common role of ESL teachers and librarians as to; *empower their constituents, in different yet complementary domains; to guide students toward self-actualization by providing the basic skills of communicating, and seeking and using appropriate information.*

Literature Review

A literature search on topics related to 'library skills and international students' revealed that considerable research had been undertaken in the field. (Nield, (2004), Conteh-Morgan (2002, 2001), Hughes (2002, 2001), Baron & Strout-Dapaz (2001), Kuhlthau (2001), Helms (1995), Natowitz (1995)). The challenges of teaching information skills to international students are, in particular, well documented.

One such challenge relates to international students' lack of familiarity with academic libraries and with library systems and services. As Hughes (2001) reports, students experience high levels of library anxiety.

Many international students are unfamiliar with multi-subject and open access libraries; the sheer size and breadth of --- library collections can be daunting, especially to those accustomed to textbook-based learning; particular rules and procedures - even the concept of borrowing - may be unknown.

The issue of cultural and communication difficulties is further explored by Baron and Strout-Dapaz (2001, pp.318-321), who identify the major challenges faced by international students as:

language and communication problems, adjusting to a new educational and library system and general cultural adjustments

The authors conclude that

the major issue libraries face is how to effectively help international students with these challenges while increasing comfort levels in the library and reducing library anxiety.

Another major challenge relates to the diverse learning styles of international students; a point upon which the literature remains contradictory. Students are generally said to prefer passive or content-based teaching and to be reluctant to participate in class discussions or debates (Hughes, 2001). As Nield (2004)

points out, however, active learning strategies, have, in certain circumstances, proved very effective.

Conteh-Morgan's (2002) article extends this theory. The paper outlines a number of techniques for encouraging international students to actively participate in class. Suggestions include fostering an open environment, teaching with visual aids and incorporating hands-on exercises and instructive games.

The literature also revealed that international students have a limited recognition of intellectual property law. Research shows that although students can clearly define the concept of plagiarism, they are unable to apply the principles in practice. Hughes (2002) builds on Ballard & Clanchy's (1997) findings that

it is important to recognise that Copyright is an alien concept in many countries, where these practices demonstrate scholarly respect and familiarity with established knowledge sources.

In summary, the literature review provided a useful framework for the initial development of the library skills course and pinpointed a number of issues for the team to consider longer term. Following the advice of their ESL colleague, the team elected to take a step-by-step approach to training, to pre-empt difficulties, whenever possible, and to deal with challenges as they arose.

Learning Outcomes

One of the team's first tasks was to develop a set of learning outcomes for the pilot. (Appendix A). The outcomes were largely modelled on the information literacy standards as developed for OLAS and on the *Australian and New Zealand Information Literacy Framework, 2nd Edition* (Bundy, 2004). Baron and Strout-Dapaz (2001) skills set table was another useful reference point. This table demonstrates the practical application of the Association of College and Research Libraries (ACRL) Information Literacy Competency Standards.

The ultimate aim of the library module was for students to develop a sense of information literacy, that is, *an understanding and set of abilities enabling them to recognise when information is needed and how to locate, evaluate, and use effectively the needed information* (CAUL, 2004). It was also seen as

crucial that students realise that *information seeking is a process of seeking meaning not just finding and reproducing information.* (Kuhlthau, 2001)

Detailed learning outcomes are listed in Appendix B and include:

Learning Outcome 1

To be able to define and articulate the need for information and understand the appropriateness and value of using a variety of information sources for research

The rationale behind this outcome was based on the importance of students being able to understand how an academic library is organised and how to identify and access the wide variety of information sources available in a library. It was anticipated that the Bridging Studies group, particularly those with limited English language proficiency, would have considerable difficulty defining and articulating their research needs and developing an understanding of the broad range of material that is available on any topic.

To assist the group in the process, specific activities were developed for the classes, including group-work and brainstorming. Active learning was encouraged in a bid to accommodate different learning styles, engage the students in the learning process and facilitate group participation. These activities followed Chickering and Gamson's (1987) principles for good practice in undergraduate education. Students were set practical real life tasks, for example, to '*Source information on Internet shopping from a variety of print and electronic resources.*'

Learning Outcome 2

To have the ability to evaluate and critically compare information obtained from different sources

This outcome introduced the concepts of evaluation and critical comparison. McCallum's (2004, p.8) research underlines a real need for such instruction among international students.

The transition from a socio-cultural attitude that values preservation of knowledge to a learning culture where deep understanding and critical

thinking skills are essential for academic success is problematic for many international students.

Classes based on the outcome maintained an activity-based approach. Students were, for instance, required to evaluate the usefulness of material found from the *Internet shopping* task in terms of its authority, accuracy, objectivity, currency and relevance. In practice, the evaluation exercise took the form of a question and answer type quiz, which encouraged the students through 'play' to critically differentiate between academic and non-academic material and between the variant points of view that exist on different issues.

The exercise also included an element of recall. Students were prompted to break away from the information as it was presented and to critique the various topics discussed 'in their own words'. This served to illustrate the value of incorporating one's own ideas and opinions into an assignment, underlining Kuhlthau's (2001) point that, *library users who are encouraged to paraphrase information as a means to achieve understanding are likely to value their own telling as well as that of others.*

The academic value of clearly articulating and summarising one's own opinions was further emphasised in the 'Comparing Information' game. This asked students to compare information from two different articles on similar topics, and then to summarise the main themes for the class, *to choose, not everything but enough to convey meaning; not anything but what is important, pertinent, significant and salient to the individual's formulation.* Kuhlthau (2001)

Learning Outcome 3

To understand that by using information ethically and appropriately, you can compare new understandings with prior knowledge and synthesise the main ideas to create new understandings of the issues researched

This outcome addressed the issues of referencing and plagiarism, including the concepts of academic integrity and intellectual property law; concepts that the students had already covered in their Semester One classes. The group had such difficulties grasping these issues, however, that it was decided to repeat the instruction, this time from the library's point of view.

In a bid to familiarise the group with the concept in the context of library resources, the library team incorporated plagiarism awareness activities into the course. The '*Parts of a Book*' exercise, which covers the Harvard referencing style, is one example.

The '*Search Plan*' exercise, which asked students to define and re-define topics, is another. Students are prompted to source topic keywords and synonyms and to offer alternative definitions for searching. This exercise recognized the fact that plagiarism among international students is not always intentional, but may rather be linked to poor language or articulation skills.

Drafting a Course Outline

As mentioned earlier, the library course was part of a shared module with a Communications lecturer at WIT, with whom the library team were obliged to develop a course outline for the pilot. The lecturer's experience in academic course design and preparation assisted the librarians in the process. As Loertscher and Achterman (2002, p.12) contend *when two professionals are delivering a quality learning experience, the odds of success are doubled.*

The initial course outline was no more than a draft plan, based on class schedules and proposed learning outcomes. As the pilot progressed, the outline was updated and reviewed to reflect changes in timetabling and in course development and delivery.

Content Development & Delivery

The development of actual content for the module proved quite consuming. The library team did have some existing undergraduate course materials to draw on, but all of these had to be adapted to accommodate the particular needs of the international group.

Following the advice of the lecturers who had taught the students in Semester One, the content was re-worked, the language simplified, and the materials double-spaced. Additional materials, such as library guides and glossaries, assignments and assessments were also prepared. As the course continued to

develop, content and support materials were revised and revamped according to specific student needs.

Research shows (McCallum (2004), Conteh- Morgan (2002, 2001), Chapple (1998), Kamhi-Stein and Stein (1998), Natowitz (1995), Macdonald and Sarkodie-Mensah (1988)) that a formal lecture format is an ineffective method of communicating with international students and that practical hands-on exercises and small group discussions better encourage participation and facilitate active learning in the classroom.

In order to make the training as beneficial as possible for the Bridging Studies group and so as to accommodate their various learning styles, a number of teaching methods were incorporated into the sessions, including, traditional face-to-face learning, practical online experience and group discussions. Informal discussions with the Semester One lecturers revealed that due to the language barrier, class progress was likely to be slow. Information was thus delivered in byte sized 'chunks', repeated if necessary, and reinforced with simple, interactive exercises.

Outline of a Typical Classroom Session

Classes were deliberately designed so as to allow the trainer to interact with the group and to explain concepts on an individual or small group level. A typical classroom session commenced with a broad outline of the learning outcomes for the class and a brief description of the type of activities involved. Students were provided with summary handouts for each class, which included a library glossary, in-class activity worksheets and homework assignments.

Training was based on a Power-point presentation, which included a number of graphics. A separate set of slides was used to present each new topic or concept. Following each section, students had an opportunity to ask questions and to practice their skills in smaller groups before completing the relevant worksheet for that section. Take home assignments were broadly based on the worksheets that were distributed during class and included a sample answer sheet for guidance purposes.

Barriers to Success

Students were encouraged to ask questions throughout the session, however, as initially predicted, although the group was very computer literate, individual students had difficulty articulating their information needs. The group was also not inclined to participate in class discussions or debates. There were a number of considerations involved.

- In line with Chapple's (1998) observation that large class sizes present a barrier to student participation in class and that large groups (15 or more) can "... *tend towards becoming a mini-lecture with too much emphasis being placed on the tutor as the fount of all knowledge*", the fact that there were 25 students in the Bridging Studies course made interaction difficult
- The fact, too, that the library team had only 12 contact hours with the group, which in practice, was divided into 6 hours per trainer, lessened the likelihood of either of the trainers establishing any real rapport with the students
- The level of English language ability amongst the group was, however, the main consideration. Proficiency levels were poorer than anticipated, which not only made communication difficult, but also delayed class progress to the extent that there was insufficient time to cover all of the required course material.

Course Evaluation

The ACRL (1998) Task Force on Academic Library Outcomes Assessment Report defines the outcomes measures of library services as *the way in which library users are changed as a result of their contact with the library's resources and programmes*. Despite the barriers described above, and despite the fact that course outcomes are very difficult to quantify, the team believes that the library module benefited the Bridging Studies students in several ways. The group's knowledge of the library was certainly enhanced. Students displayed an increased familiarity with library resources and services in the second semester and desk staff noted a marked improvement in the range and depth of library related queries.

From the students' own perspectives, the evaluation forms (Appendix C) that they were asked to complete at the end of the course, provided a useful yardstick from which to measure their overall impressions of the course. Students were prompted to indicate their level of agreement with a number of statements in relation to library training and to identify 'the most important skill learned'. The majority of students rated the course (and indeed, their own abilities and competences in dealing with the course) highly, choosing to either agree or strongly agree that the classes were informative and useful.

As regards 'the most important skill learned', all of the students chose the ability to find quality information for assignments. Despite these positive statements, however, the group's overall results revealed a less extensive knowledge of library research than indicated in their evaluations.

Testing the Students

The international group was obliged to complete a continuous assessment and an end of year exam for the library section of the module. The formative or continuous assessment was based on in-class and homework assignments and amounted to 70% of the overall grade. The library team also set four of the questions on the final exam paper, worth 30% in total.

In general, students tended to perform well on the interactive in-class exercises, however the homework assignments revealed a number of discrepancies: they were not always completed and were often clearly copied from one another. In order to help students overcome the language barrier, and in a bid to accommodate different learning styles, the library component of the end of year exam was based on a mixture of essay, definition and multiple choice type questions. The group coped well with this format, all of them managing to pass the library section of the paper.

Recommendations for the Future

As outlined earlier, the library team met regularly throughout the programme to review and evaluate progress. At the end of the pilot, the team had a final review from which a number of recommendations for the course's future development were agreed.

Students were not required to sit a pre-test before taking the library course. One of the recommendations that the library team proposed was that this issue be revised. The team also commented on the need for ongoing staff training in relation to international student needs. Some element of training on the diverse learning styles of ESL students was recommended.

Another recommendation was that provision be made for a classroom assistant for the library sessions if class sizes continue to be large. This would allow for a 'hands-on, team teaching approach and would be likely to facilitate increased levels of participation, interaction and discussion with the students.

The team's final recommendation was that additional hours be allocated, where necessary, so as to allow for one to one or small group training. The team suggested that this tutoring be based on a constructivist 'learning by doing' model, where students are asked to identify the skills required and point of contact training ensues accordingly.

The methods of constructivism emphasise students' ability to solve real life, practical problems -----The job of the teacher in constructivist models is to arrange for required resources and act as a guide to students while they set their own goals and 'teach themselves' (Roblyer, Edwards and Havriluk, 1997)

Conclusion

From the library team's point of view, the Bridging Studies project proved extremely challenging. The pilot involved a number of new initiatives for Learning Support, including:

- partnering with a Communications lecturer in the delivery of a combined *Critical Thinking & Research Skills* module
- developing and delivering a 12 hour accredited information literacy programme for a mixed group of English language learners from China and Pakistan
- overcoming language and cultural barriers and dealing with library anxiety issues within the group
- preparing and grading course assessments and assignments and an end of year exam

The library team agrees that despite its demands, the project was a very worthwhile experience, which in line with Hughes' (2001) observations *offered exciting professional challenges in exploring and addressing the information and study needs of people from culturally diverse backgrounds.*

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Appendix A

Information Literacy Standards for Bridging Studies course for International Students

(The content and learning outcomes of this module are based on a set of standards and learning outcomes developed for OLAS and the Australian and New Zealand Information Literacy Framework (2nd Edition).)

Standard One:

The Information literate person recognises the need for information and determines the nature and extent of the information needed.

The information Literate Person

1.1 has ability to define and articulate the need for information

- 1.1.1 Explores general information sources to increase familiarity with the topic. Understands that background information can help to focus topic.
- 1.1.2 Identify key concepts and terms by mapping the information need and from that formulates and focuses questions.
- 1.1.3 Defines or modifies the specific information needs to achieve a manageable focus.

1.2 understands the purpose and value of a variety of information sources

- 1.2.1 - Understands the formal and informal processes of information production and knows how information is organised and disseminated.
- 1.2.2 - Recognises that knowledge can be organised into disciplines that influence the way information is produced, organised and accessed within and across disciplines
- 1.2.3 - Differentiates between, and values the variety of potential sources of information e.g. people, agencies, multimedia, database, website, dataset, audiovisual, book
- 1.2.4 - Identifies the intended purpose and audience of potential resources e.g. popular vs scholarly, current vs historical
- 1.2.5 Differentiates between primary and secondary sources, recognising how their use and importance vary with each discipline
 - 1.2.5a - Realises that information may need to be constructed with raw data from primary sources
- 1.2.6 realises the benefits of using brainstorming as a research technique

1.3 has ability to re-evaluate and refine the initial information

- 1.3.1 Understands the need to clarify, revise or refine the question

1.4 understands the appropriateness of using a variety of information sources

- 1.4.1 Understands the need to use both print and electronic resources.
- 1.4.2 Understanding of publication cycles, and issues of currency, and the research supply chain.
- 1.4.3 differentiate between current and historical information and understand the appropriateness of each.

Standard Two

The Information Literate Person finds needed information effectively and efficiently

The Information Literate Person

2.1 has the ability to select the most appropriate investigative methods or information access tools for finding the needed information

2.1.1 has a knowledge of user-end library terminology and understands how an academic library is organised

2.1.1a can identify the different Library services available to students,

2.1.2b Understands how Books and Journals are organised in the library

2.1.2 Understanding of library catalogue as a list of the holdings of the institution and of other library catalogues as the way to discover holdings elsewhere.

2.1.3 Selects efficient and effective approaches for accessing the information needed for the investigative method or information access tools. Ability to use help screens, help sheets etc to search for information

2.1.4 consults with librarians and other information professionals to help identify information access tools.

2.2 constructs and implements effective search strategies for use within appropriate mediums (books, journals, databases, Internet).

2.2.1 Develops a research plan appropriate to the investigative method

2.2.2 Identifies keywords, synonyms and related terms for the information needed

2.2.3 Selects appropriate controlled vocabulary or classification specific to the discipline or information access tools

2.2.4 Constructs a search strategy using appropriate commands for the information access tool selected e.g. Boolean operators, truncation, and proximity operators for databases. Ability to use help screens, help sheets to search for information

2.2.5 implements the search strategy in various information access tools with appropriate command languages, protocols and search parameters.

Understanding of hyperlinks. Ability to use web addresses to search the Web. Ability to use web gateways and search engines to locate material for an essay topic. Understanding of the web as a complex mix of free and chargeable material

2.3 keeps up to date with information sources, information technologies, information access tools and investigative methods

2.4 obtains information using appropriate methods

2.4.1 recognises and understands the value of the library in the research process.

2.4.2 recognises the benefits of using the knowledge of Library Staff to assist in the research process.

Standard Three

The Information Literate person critically evaluates information and information seeking process.

The Information Literate person

3.1 assesses the usefulness and relevance of the information obtained

3.2 has the ability to articulate and apply initial criteria for evaluating both the information and its sources.

3.2.1 Examines and compares information from various sources to evaluate reliability, validity, accuracy, authority, timeliness, and point of view or bias examining Books, Journals and Internet and the specialised evaluation criteria for each.

3.2.2 Recognises and understands own biases and cultural context and understands the impact of context on interpreting the information

3.3 reflects on the information seeking process and revises search strategies as necessary.

Standard Four

The information literate person manages information collected or generated.

The information literate person

4.1 has the ability to extract, record, and manage the information and its sources.

4.1.1 Understands the need to keep basic records of searches made and resources found

4.1.2 Creates a system for organising and managing the information e.g. card files,

Standard Five

The information literate person applies prior and new information to construct new concepts or create new understandings.

The information literate person

5.1 understands the importance of comparing new understandings with prior knowledge to determine the value added, contradictions, or other unique characteristics of the information

5.1.1 Determines whether information satisfies the research or other information need.

5.1.2 Uses consciously selected criteria to determine whether the information contradicts or verifies information used from other sources

5.2 communicates knowledge and new understandings effectively

5.2.1 Articulates knowledge and skills transferred from prior experiences to planning and creating the product

Standard Six

The Information Literate person uses information with understanding and acknowledges cultural, economic, legal and social issues surrounding the use of information

6.1 acknowledges cultural, ethical, and socio-economic issues related to access to, and use of information.

6.1.1 identifies and can articulate issues related to privacy and security in both print and electronic environment

6.1.2 understands and respects Indigenous and multicultural perspectives of using information

6.2 recognises that information is underpinned by values and beliefs

6.2.1 identifies whether there are differing values that underpin new information or whether information has implications for personal values and beliefs.

6.3 Understand the concept of intellectual property and the importance of Referencing sources

6.3.1 understand what plagiarism is, and know when referencing is required.

6.3.2 Acknowledges sources in accordance with copyright legislation. Ability to compile a comprehensive bibliography of different types of sources : books, journals, web sites, and to use the Harvard referencing system.

6.4 legally obtains, stores, and disseminates text, data, images, or sounds

6.4.1 understands 'fair dealing' in respect of the acquisition and dissemination of educational and research materials.

6.4.2 Respects the access rights of all users and does not damage information resources

6.4.3 Obtains, stores and disseminates text, data, images, or sounds in a legal manner

6.4.4 Demonstrates and understanding of intellectual property, copyright and fair use of copyrighted material.

Course Outline for 12 hour Information Literacy Course – Bridging Studies

PRE – COURSE

FIRST SEMESTER : Library Tour - Library Terminology

Standards addressed: 2.1.1, 2.1.1a, 2.1.2b

Information literacy Standards addressed in this session:	Title of Session	Main Learning Outcomes for each session	Material Covered
Hour 1	Course Overview	Students will be able to: -list the topics to be covered in the course -explain what is expected of them in attending course -relate how and when they will be assessed.	Outline of course – Learning Outcomes Assessments etc Use ‘Icebreaker’ (team game)– relating to information/knowledge
Hour 2 Standards: 1.2, 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5, 1.2.5a 1.4 1.4.1	The Nature of Information	Students will be able to: -Identify and differentiate between a variety of information sources -Differentiate between primary and secondary sources of information -explain how information is produced.	What is Information? How is information produced? Information Supply Chain Uses of Information Primary and Secondary Sources of Information
Hour 3 Standards: 1.1 1.1.1, 1.1.2, 1.1.3	Understanding Information – Defining a topic	Students will be able to: -Define and articulate the need for	Define a topic Identify keywords - mapping ‘Brainstorming’ for ideas Examine search results –

<p>1.3 1.3.1 3.1 3.3</p>		<p>information. -Identify keywords -Use techniques such as mapping and brainstorming -Re-evaluate and refine initial search results</p>	<p>refine initial queries.</p>
<p>Hour 4 Standards 1.4 1.4.2, 1.4.3 2.1 2.1.2, 2.1.3, 2.1.4 2.4 2.4.1, 2.4.2</p>	<p>Identifying /Using Suitable information Sources</p>	<p>Students will be able to: -Identify the types of information found in a library -Differentiate between current and historical information -display an understanding of information time line</p>	<p>Library as cultural bank – types of information found in library. Information time line/ Issues of currency Appropriateness of various sources of information (including library staff)</p>
<p>Hour 5 Standards: 2.1 2.1.2, 2.1.3 2.2 2.2.1, 2.2.2, 2.2.3 6.3 6.3.1</p>	<p>Locating /Access Information using Books/Journals and Newspapers.</p>	<p>Students will be able to: Perform effective searches on WITcat. Demonstrate how to use books/journals for research. Explain briefly how plagiarism and copyright relate to books/printed materials.</p>	<p>Practical session: using WITcat How to use a book/journal for research. – parts of a book - Table of contents/ Indexes/ Abstracts/ Appendices /references etc. Copyright – Plagiarism</p>

<p>Hour 6 Standards: 2.1 2.1.3 2.2 2.2.1, 2.2.2, 2.2.3, 2.2.4</p>	<p>Locating and Accessing Information using databases</p>	<p>Students will be able to: Explain what a database is. Select databases suitable for their chosen subject area. Construct an effective search strategy on a database. Explain the concept of Boolean searching</p>	<p>What is a database? Databases available at WIT Practical Search Exercises</p> <p>Boolean exercises</p>
<p>Hour 7 Standards 6.3 6.3.1</p>	<p>Locating and Accessing Information using databases</p>	<p>Students will be able to: Carry out effective searches using chosen databases. Discuss how the issues of copyright and plagiarism affect databases.</p>	<p>Copyright/plagiarism in relation to databases – More Practical exercises-</p>
<p>Hour 8 Standards: 2.1 2.1.3 2.2 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5 6.3 6.3.1</p>	<p>Locating and Accessing Information using the Internet.</p>	<p>Students will be able to: Demonstrate a familiarity with the internet resources available from WIT Libraries Homepage. Identify a variety of methods of searching for information on the internet. Discuss how the issues of copyright and plagiarism affect material on the internet.</p>	<p>What is Internet? How do you use it for research? Copyright-plagiarism in relation to Internet Practical Exercises</p>
<p>Hour 9 Standards: 1.2 1.2.3 2.3 2.2 2.2.1, 2.2.2,</p>	<p>Locating and Accessing Information using the Internet/Databases</p>	<p>Students will be able to: Compare search results from database/ internet searches. Identify current awareness</p>	<p>Comparative exercises – searching using databases and internet. Highlight importance of keeping up to date with information sources/technologies/access tools</p>

2.2.3, 2.2.4, 2.2.5		services available on internet/databases and explain how these services can aid research	
Hour 10 Standards 3.1 3.2 3.2.1, 3.2.2 5.1 5.1.1, 5.1.2	Critical Thinking and evaluation of Information Sources	Students will be able to: Compare and Evaluate information from different sources. Distinguish between Academic and Non-academic sources Give examples of critical thinking criteria, which can be applied to research.	Critical thinking in relation to research – practical exercises Evaluation of information Sources
Hour 11 Standards 4.1 4.1.1, 4.1.2 5.2 5.2.1 6.1 6.1.1, 6.1.2 6.2 6.2.1 6.3 6.3.1, 6.3.2 6.4 6.4.1, 6.4.2, 6.4.3, 6.4.4	Organising, communicating and citing information – copyright etc.	Students will be able to: Organise Research information Outline how to cite sources using the Harvard system Explain what copyright is and its importance in academic work. Explain what plagiarism is and give examples of plagiarism	Organising research information Communicating research information Copyright Plagiarism Referencing – Harvard system
Hour 12	Review of Course		Summary of Material covered Question and Answer session with students.

Library Tutorial Evaluation Form

Please circle your level of agreement of the following statements using the scale below:

(1) Strongly Disagree	(2) Disagree	(3) Not Applicable	(4) Agree	(5) Strongly Agree
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Session 1: Library Catalogue/Basic Internet

- 1) My expectations were met during this session 1 2 3 4
5
- 2) I now feel confident when using the library catalogue to find information 1 2 3 4
5
- 3) Training Materials were informative & easy-to-follow 1 2 3 4
5
- 4) Presenter communicated well 1 2 3 4
5

Session 2: Practical Guide to Databases

- 5) My expectations were met during this session 1 2 3 4
5
- 6) I now understand what type of material is available on the databases covered. 1 2 3 4
5
- 7) Training Materials were informative & easy-to-follow 1 2 3 4
5
- 8) Presenter communicated well 1 2 3 4
5
- 9) I would feel comfortable using a database to find information on topic 1 2 3 4
5

Session 3: Internet/ organising and citing information

- 10) My expectations were met during this session 1 2 3 4
5
- 11) I would feel comfortable using the internet to find quality information on a topic 1 2 3 4
5
- 12) Training Materials were informative & easy-to-follow 1 2 3 4
5
- 13) Presenter communicated well 1 2 3 4
5
- 14) I now understand the importance of recording information sources correctly 1 2 3 4
5
- 15) Did the assignments help you to understand and apply the material covered in class?

- 16) What for you was the most important skill you learned during the library sessions?

17) Was there anything you hoped to learn that was not covered in the sessions?