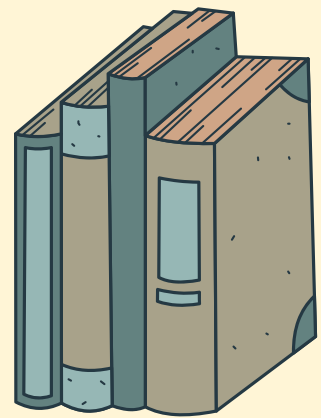




# INFORMATION LITERACY CURRICULUM MAPPING FOR GRADUATE STUDENTS

Jana Schellinger  
Emory & Henry College

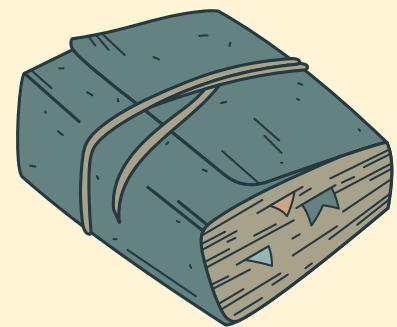
# OBJECTIVES



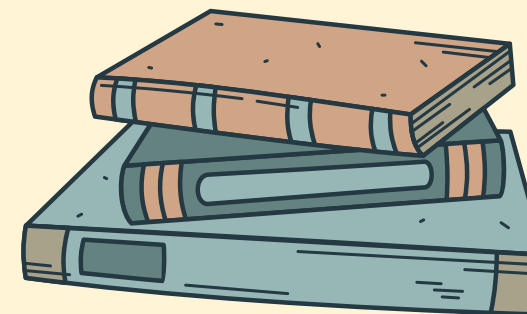
**DESCRIBE E&H  
LIBRARY'S  
INFORMATION  
LITERACY PROGRAM**



**DESCRIBE THE  
CREATION OF THE  
PROGRAM**



**GAINING BUY-IN**



**BENEFITS &  
LESSONS**



**BACKGROUND**





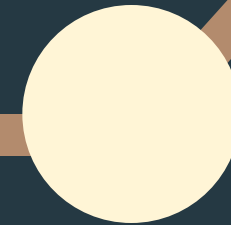
**FAST-FORWARD**



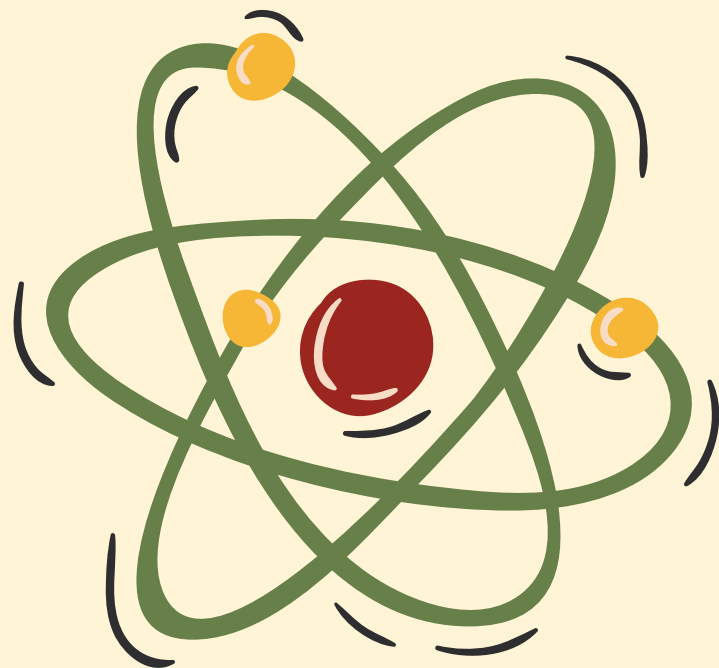
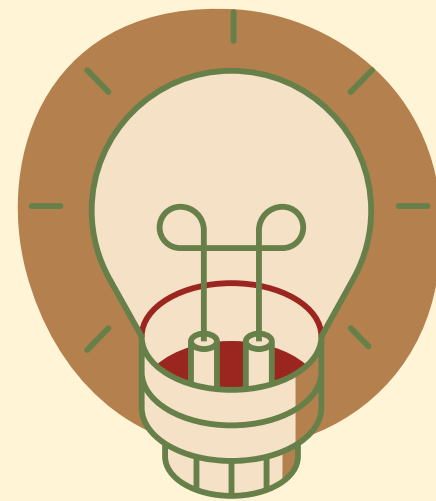
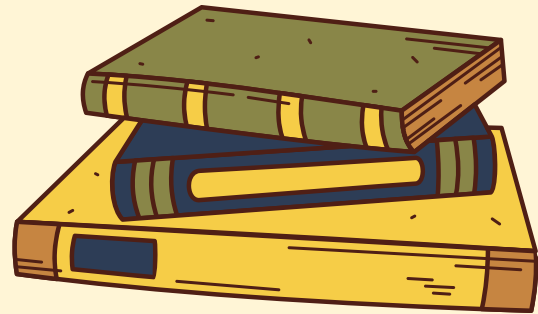
# DEVELOPING A MAP

Student  
Information Literacy  
Skills

COMBINE SKILLS



# INFORMATION LITERACY SKILLS



# INFORMATION LITERACY SKILLS

Find  
Sources

Apply Evidence to a  
Clinical Question

Conceptualize a  
Search Using  
PICO

Navigate the  
Library

Narrow and  
Expand a  
Search

Basic  
Searching

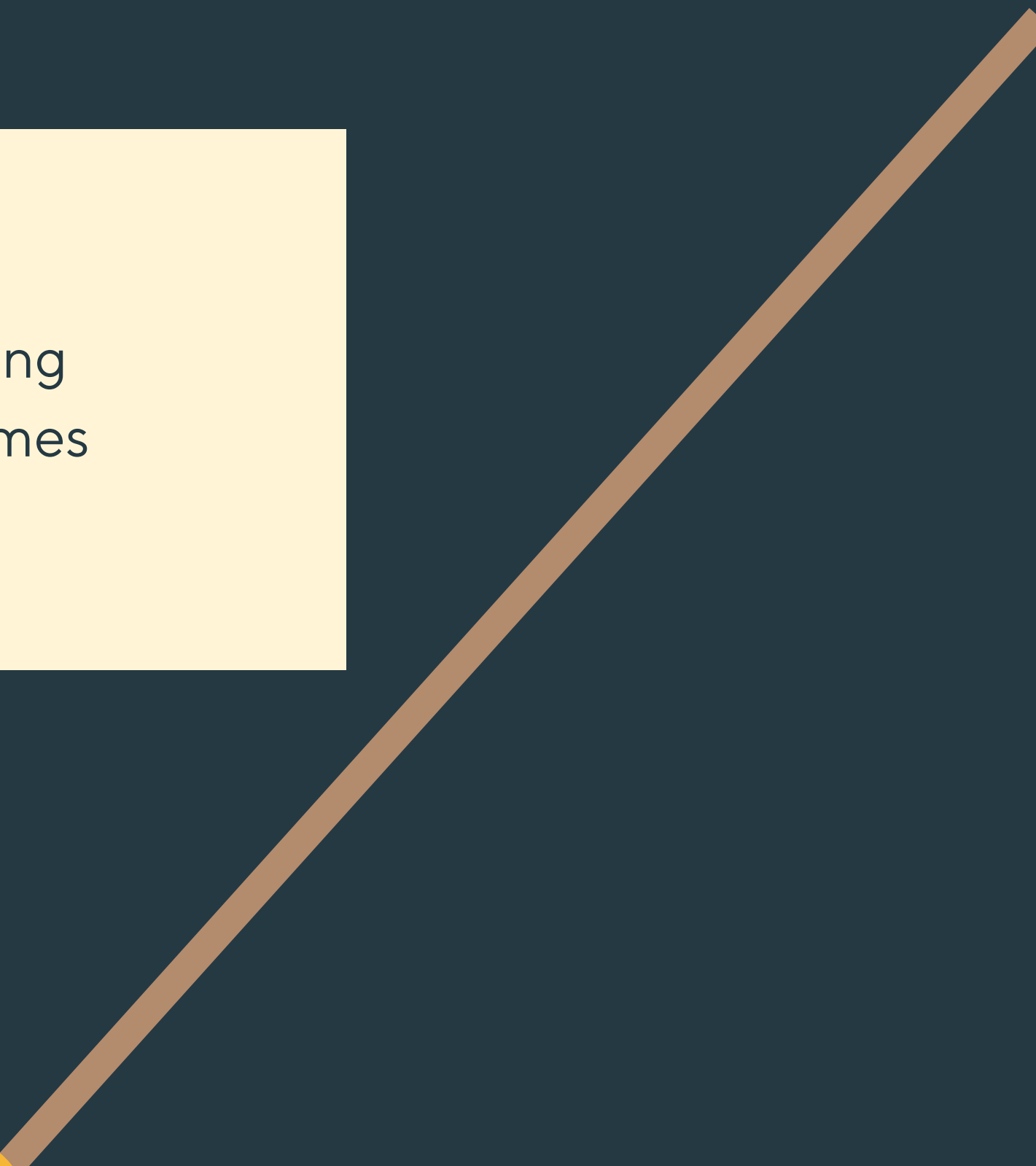
Evaluate  
Resources



Student  
Information Literacy  
Skills

Learning  
Outcomes

**COMBINE SKILLS**





# LEARNING OUTCOMES



**STUDENTS WILL BE ABLE TO SUCCESSFULLY FIND AND ACCESS THE LIBRARY, REQUEST ASSISTANCE, AND REQUEST MATERIALS THROUGH ILL.**



**STUDENTS WILL DEMONSTRATE USE OF ZOTERO TO CREATE CITATIONS AND MANAGE SOURCES**



**STUDENTS WILL BE ABLE TO CREATE A QUESTION USING PICO AND BOOLEAN OPERATORS.**

# LEARNING OUTCOMES



STUDENTS WILL BE ABLE TO SUCCESSFULLY FIND AND ACCESS THE LIBRARY, REQUEST ASSISTANCE, AND REQUEST MATERIALS THROUGH ILL.



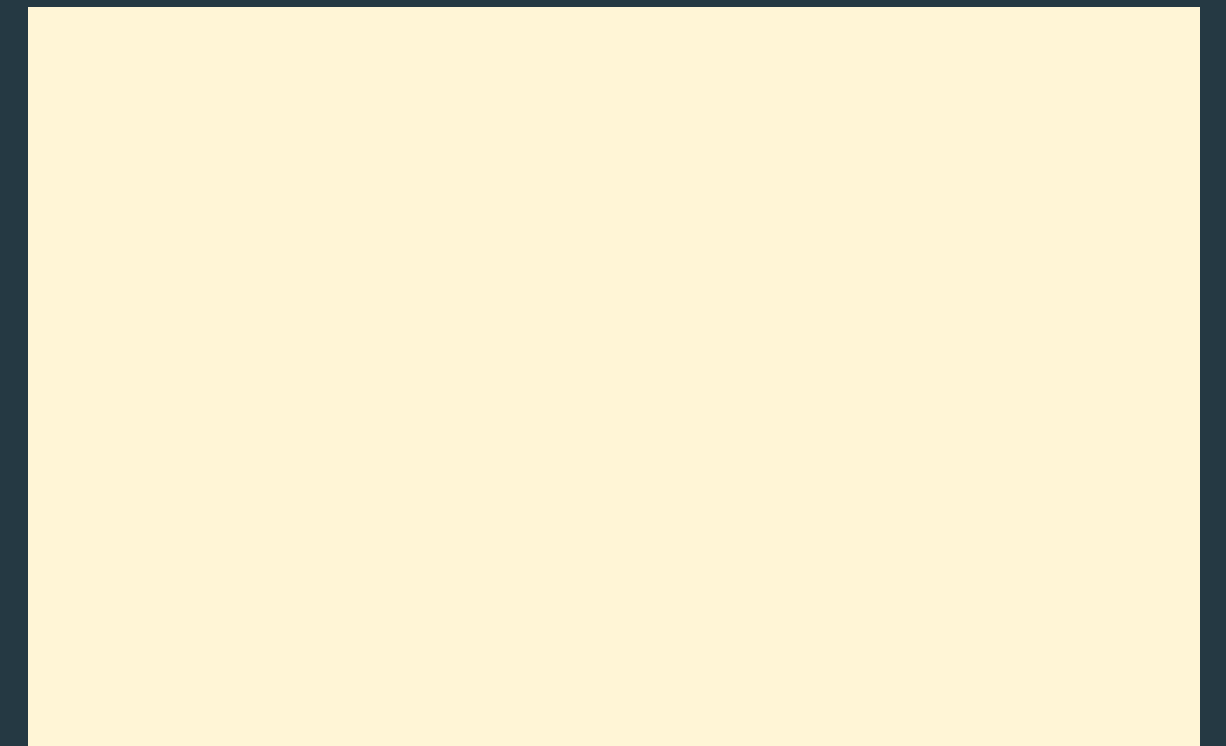
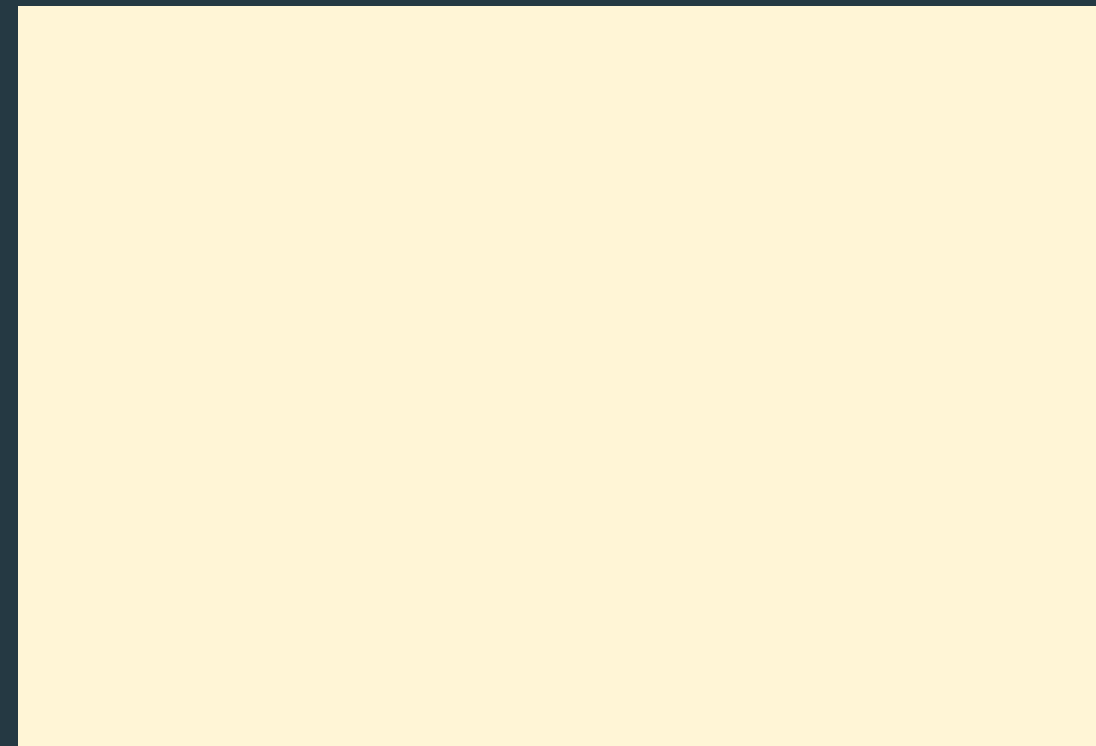
STUDENTS WILL DEMONSTRATE USING ZOTERO TO CREATE CITATIONS AND MANAGE SOURCES



STUDENTS WILL BE ABLE TO ASK A QUESTION USING PICO AND CLEAN OP



# Create Lessons from Learning Outcomes



# LESSONS

- Orientation
- Subject Searching Basics
- Research Organization
- Advanced Searching
- Research Planning
- Selecting and Evaluating Resources
- Answering a Clinical Question (SHS only)



## Subject Searching Introduction

Course:	Lesson Title: Subject Searching Basics
Library Skill Set(s): Basic Searching, Choose Appropriate Databases, Find articles for literature review	ACRL Framework: VI-A, VI-C, VI-D, VI-E, VI-F, VI-G, VI-H, II-3, V-8, VI-2, VI-3, VI-5, VI-6, I-D, IV-D, VI-A, VI-B, VI-D, VI-F I-2, II-3, VI-3, VI-5, VI-6, III-E, VI-B, VI-C, VI-D, VI-F III-4, VI-6
Student Learning Outcome(s): The learner will be able to conduct a basic search using recommended library resources.	
Student Needs: Laptop, tablet, or phone	
Resources Needed: Computer, screen, <a href="#">worksheet</a>	
Assessment Method: Quiz	

- Introduction
  - Self
  - Purpose (find resources)
- Defining and redefining a research question
  - A research question is a question around which you center your research. It should be:
    - **Clear:** it provides enough specifics that one's audience can easily understand its purpose without needing additional explanation.
    - **Focused:** it is narrow enough that it can be answered thoroughly in the space the writing task allows.
    - **Concise:** it is expressed in the fewest possible words.
    - **Complex:** it is not answerable with a simple "yes" or "no," but rather requires synthesis and analysis of ideas and sources prior to the composition of an answer.
    - **Arguable:** its potential answers are open to debate rather than accepted facts.
  - You should ask a question about an issue that you are genuinely curious and/or passionate about.
  - [Activity:](#) Students write down a potential research question; swap with partner who evaluates it based on criteria given by the librarian (2 min)
- Keyword Activity
  - Define keywords: a word or short phrase that describes the important information or concept that we are looking for
  - Activity: Help partner write a list of at least 6 keywords (2min)
- Basic Search Skills
  - Start on Webpage or LibGuide

## Subject Searching Introduction

- OneSearch is (give definition/explanation)
- Use Advanced Search Feature
- Activity: Build a search
  - Write it down
  - What 'And' does
- Activity: Start search
  - Point out
    - Current Search box
    - Limiters
    - Results
      - Article
      - Book
      - Pdf
      - Catalog
      - Full-text finder
    - Choosing resources
      - Don't read
      - email
- Wrap Up
  - Next Steps
    - Track down full-text
    - Write your citations (citation help)
    - Read and take notes
  - Getting Help
- Assessment:

<https://libraryguides.ehc.edu/searching-basics>

Lesson	Student Learning Outcome(s)	Skill/Task	Curriculum Mapping	ACRL Frame	ACRL Frame Knowledge Practice	ACRL Frame Disposition
<b>Orientation</b>						
Library Introduction	Students will be able to successfully find and access the library, request assistance, and request materials through ILL.	Navigate the library - online and in person		VI	VI-F	VI-5
		Overview of Collections				
		Librarian Professional Services		IV, VI		IV-7, VI-2, VI-4, VI-6
		Request articles through ILL		III	III-E	III-4, IV-7, IV-8
<b>Subject Searching Basics</b>						
Subject Searching Basics	Students will be able to conduct a basic search using recommended library resources.	Basic Searching		II, V, VI	VI-A, VI-C, VI-D, VI-E, VI-F, VI-G, VI-H	II-3, V-8, VI-2, VI-3, VI-5, VI-6
		Find articles for literature review		III, VI,	III-E, VI-B, VI-C, VI-D, VI-F	III-4, VI-6
<b>Research Organization</b>						
Organization, Citation, and Zotero	Students will organize information resources for future use in ways that ease access and content analysis.	Resource Organization		IV	VI	IV-E; IV-F; VI-H; VI-6
	Students will demonstrate use of Zotero to create citations and manage sources* (*if using own device in class).	Zotero		NA		
<b>SHS Advanced Searching</b>						
Lit Searching for Research-SHS Version	Students will be able to identify concepts of a question using PICO and Boolean operators.	Conceptualize a search (Including PICO)		IV, VI	IV-A, IV-B, IV-C, VI-A, VI-C, VI-D, VI-F, VI-G, VI-H	VI-1, VI-2, VI-3
		Properly use Boolean Operators		IV, VI	IV-B, IV-C, VI-C, VI-D, VI-F, VI-G	VI-2
		Narrow and expand a search		IV, VI	IV-B, IV-C, VI-A, VI-C, VI-D, VI-E, VI-F	VI-1, VI-2, VI-3, VI-6

<b>Non-HS Advanced Searching</b>						
Lit Searching for Research-Non-HS Version	Students will be able to identify key components of a question using conceptualization and Boolean operators.	Conceptualize a search		IV, VI	IV-A, IV-B, IV-C, VI-A, VI-C, VI-D, VI-F, VI-G, VI-H	VI-1, VI-2, VI-3
		Properly use Boolean Operators		IV, VI	IV-B, IV-C, VI-C, VI-D, VI-F, VI-G	VI-2
		Narrow and expand a search		IV, VI	IV-B, IV-C, VI-A, VI-C, VI-D, VI-E, VI-F	VI-1, VI-2, VI-3, VI-6
<b>Research Planning</b>						
Developing a Research Question and Protocol	Students will demonstrate creation of an appropriate research question.	Build an appropriate research question		IV, VI	IV-A, IV-B, IV-C	IV-1, IV-2, IV-3, IV4, IV-5, VI-1
	Students will demonstrate an understanding of the importance of research planning.	Prepare a protocol for research		I, II, IV, VI	I-E, II-C, II-F, II-H, IV-B, IV-C, IV-D, VI-A	II-2, II-4, II-4, II-5, II-6, IV-1, IV-2, IV3, IV-4, IV-5
<b>Selecting and Evaluating Resources</b>						
Selecting and Evaluating Resources	Students will demonstrate the ability to select results based on inclusion and exclusion criteria.	Select resources		I, II, IV	I-A, I-B, I-C, I-D, I-E, I-F, II-D, II-E, II-F, II-H, V-D, V-E	I-1, I-2, I-3, I-4, I-5, II-1, II-2, II-3, II-4, II-5, II-6, IV-4, IV-6
	Students will be able to demonstrate evaluation of search results for bias, quality, and levels of evidence.	Evaluate resources		I, II, III, V	I-A, I-B, I-C, I-E, I-F, II-A, II-B, III-D, V-D	I-1, I-2, I-3, I-4, V-8
<b>SHS-Clinical Question</b>						
Using research to answer a clinical question	Students will be able to apply search results to answer a clinical question - EBP	Apply Evidence to a Clinical Question		II, IV	IV-H	II-2

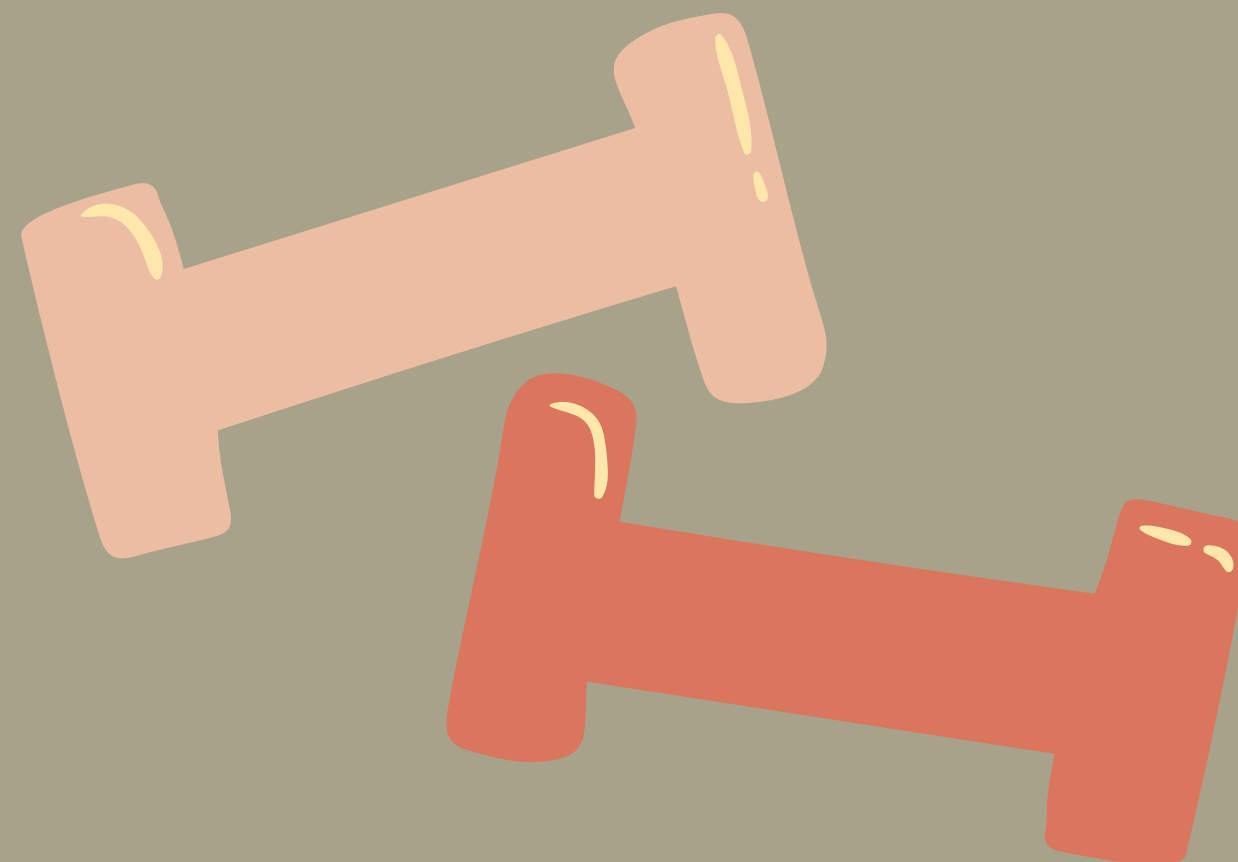


Create Lessons from Learning Outcomes

Create  
Lesson Plans  
and Assessments



# ACTIVE LEARNING



# ASSESSMENT



**THE END**



**THE END ?**





# PANDEMIC

A new twist in the story...

```
graph TD; A(( )) --- B(( )); B --- C(( ));
```

Create Lessons from Learning Outcomes

Create  
Lesson Plans  
and Assessments

Create  
Online  
Lessons

# IN-PERSON

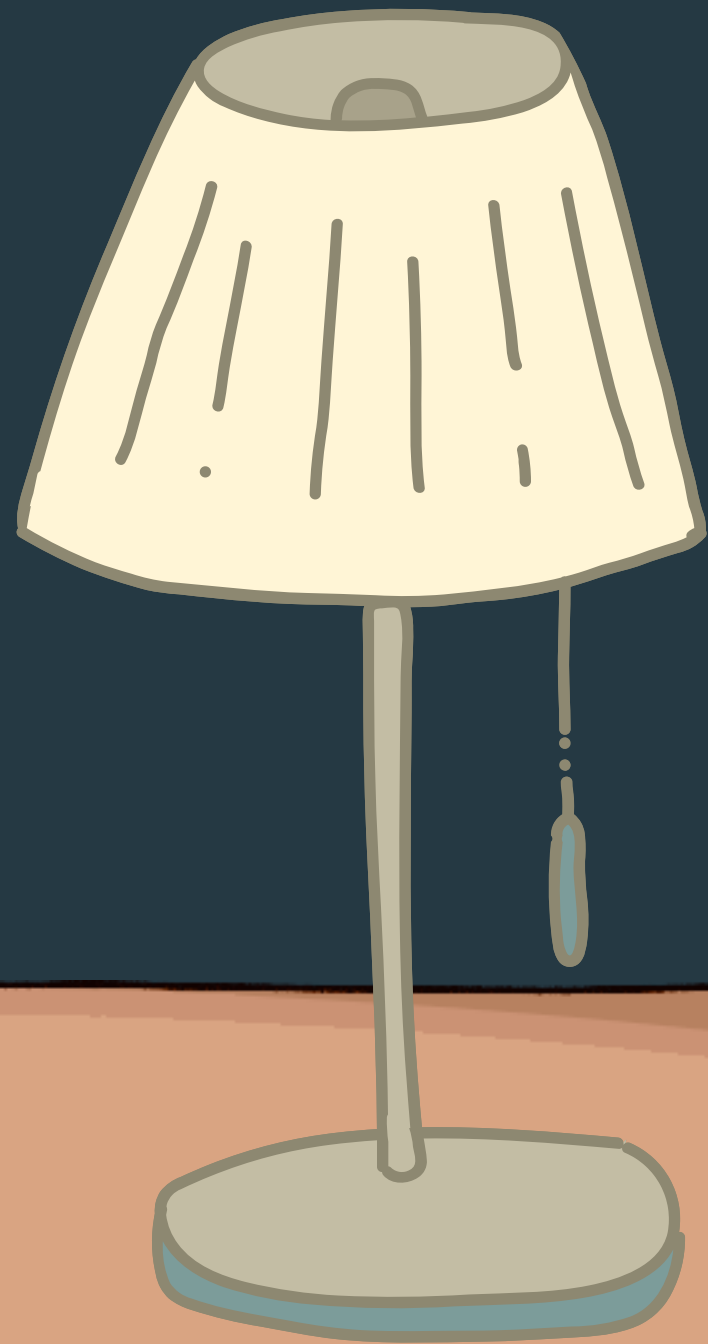
- Active
- Includes Assessment
- Meaningful Data

# ONLINE

- Interactive
- Includes Assessment
- Meaningful Data
- Lessons Made From Multiple Learning Objects
- Accessible



# GET CREATIVE

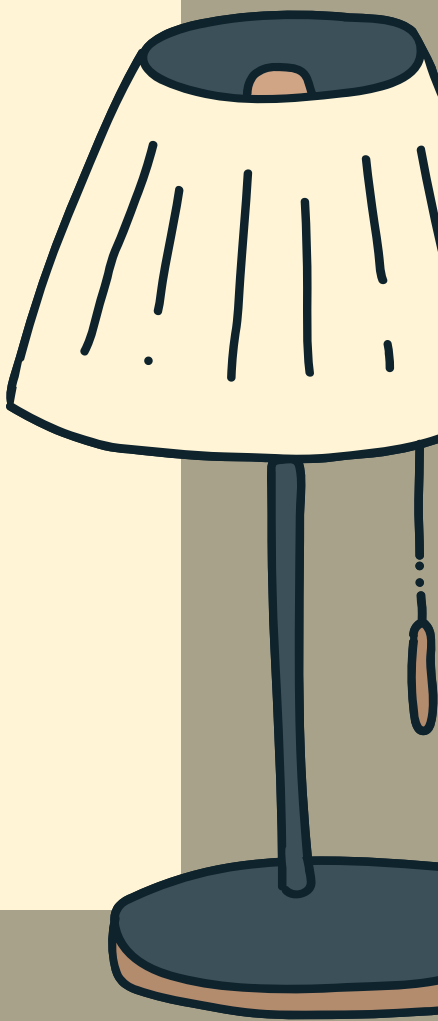




# FIRST MODULE

## BASIC SEARCHING

- Creating a Research Question - Basic
- Keywords
- Basic Search Skills
- Expanding and Narrowing



# FIRST MODULE

## BASIC SEARCHING

- Creating a Research Question - Basic
- Keywords
- Basic Search Skills
- Expanding and Narrowing

## SURVIVING THE ZOMBIE APOCALYPSE




# FIRST MODULE

E Selecting resources Watch later Share


## Inclusion Criteria

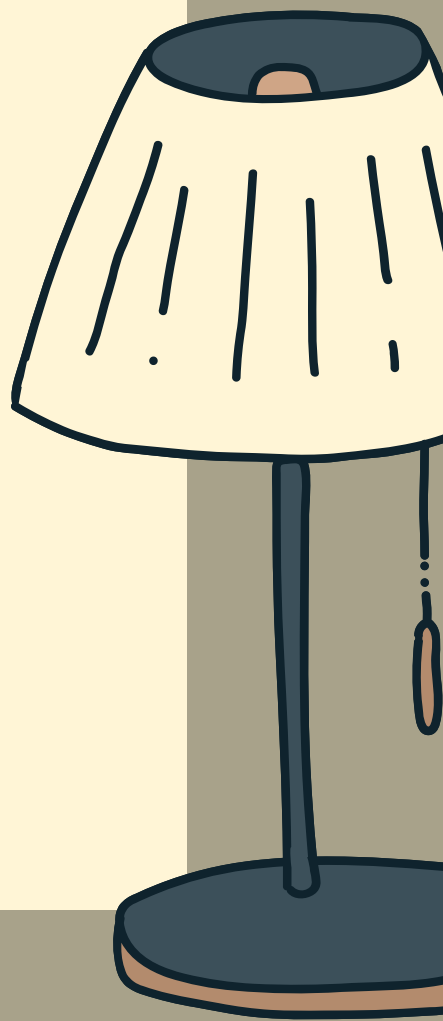
- Articles about house cats
- Articles about meowing
- Experimental or Observational studies
- Articles in English



## Exclusion Criteria

- Articles about growls or hisses
- Articles about feral cats
- Expert opinions or literature reviews

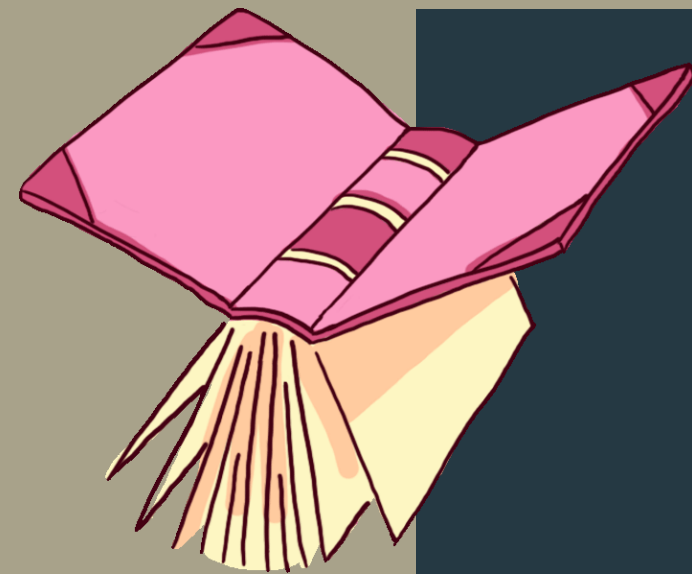
Watch on  YouTube





# **GETTING BUY-IN**

# GETTING BUY-IN



## DO IT YOURSELF

Use your own lessons and teach them yourself

## LET US DO IT FOR YOU

Use either our in-person or online asynchronous modules



# LESSONS



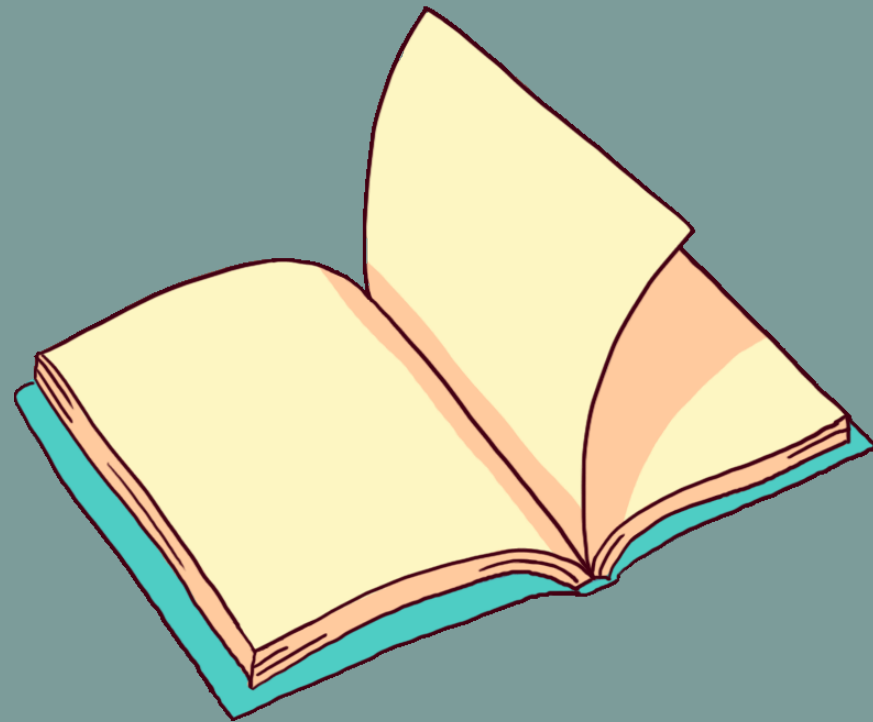
- Building this program is not easy
- The creative process is not easy
- Getting buy-in is not easy

# WORTH IT

- Standardize student information literacy skills
- Eliminate gaps and redundancies
- Decrease instruction development duties
- Ensure someone can fill in if a librarian is absent
- Generalizable



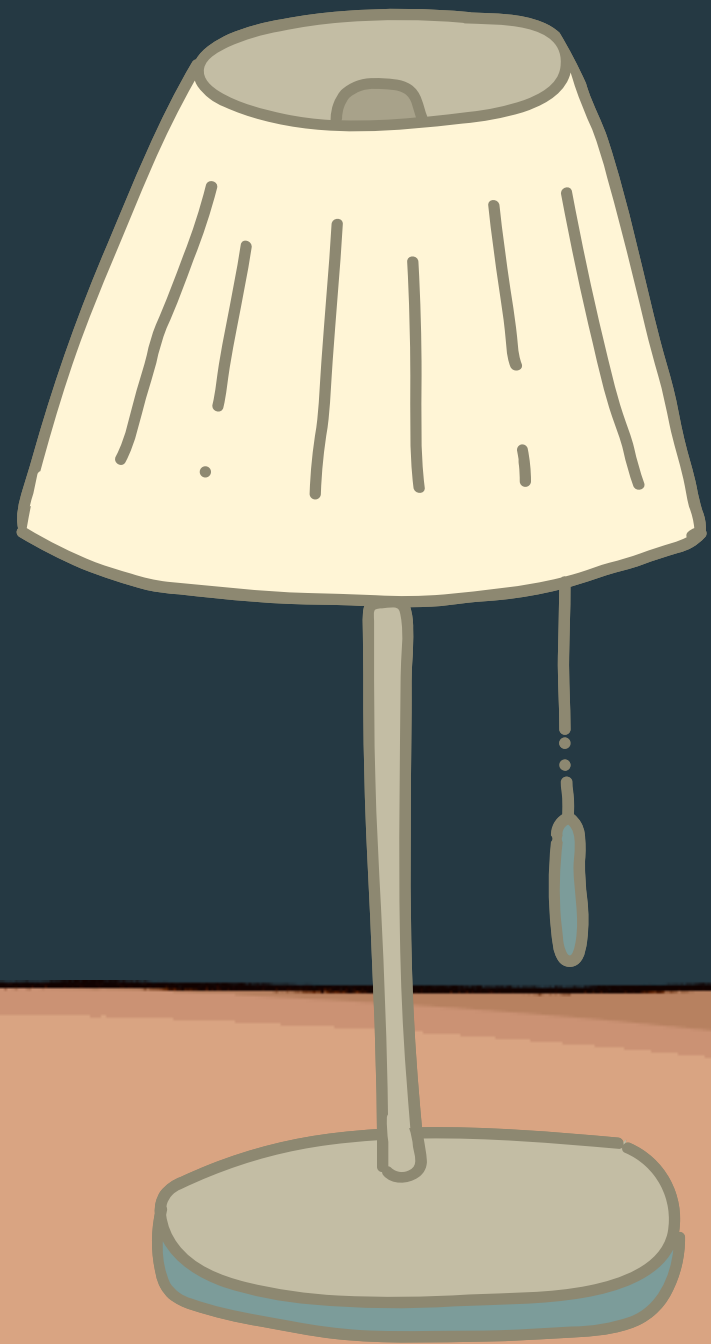
# REFERENCES





**SMITH, R. S. (2004).  
GUIDELINES FOR AUTHORS  
OF LEARNING OBJECTS.  
NEW MEDIA CONSORTIUM.**



# NEXT STEPS





# THANK YOU FOR LISTENING!

Questions?

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[jlschellinger@ehc.edu](mailto:jlschellinger@ehc.edu)

