"**I have not been in school for over ten years? Can you help me? Understanding and Developing Information Literacy Skills for Non-Traditional Graduate Students**

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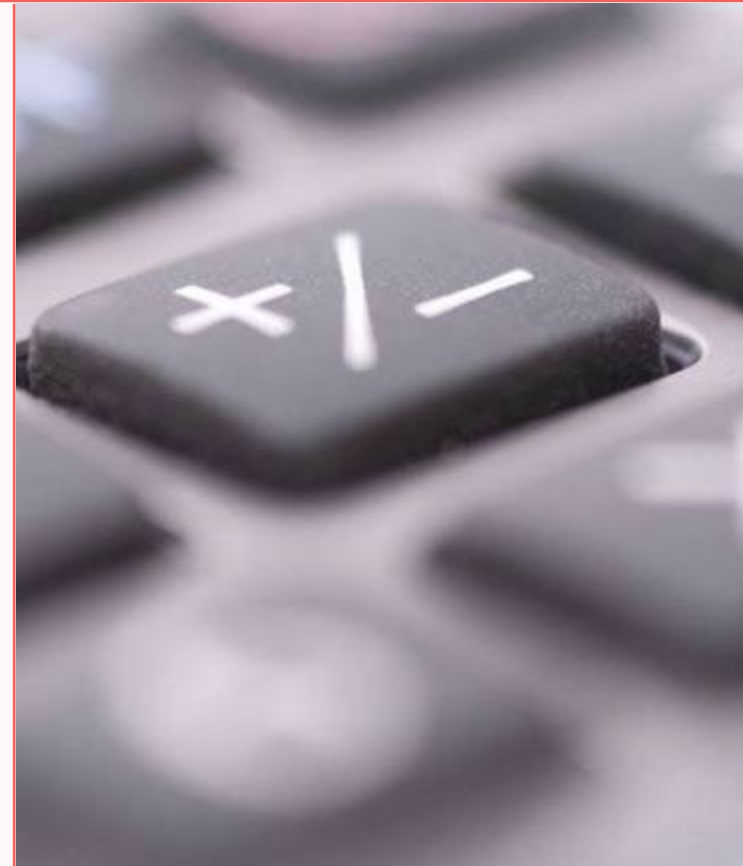# Agenda

Introduction: Defining Non-Traditional Students

Pre-Assessment Data

Meet Them Where They Are? Skills Needed to Help New Students

Creating Community and Implementing Asynchronous Instruction Effectively

Post Assessment Data/ What's Next?

Questions?

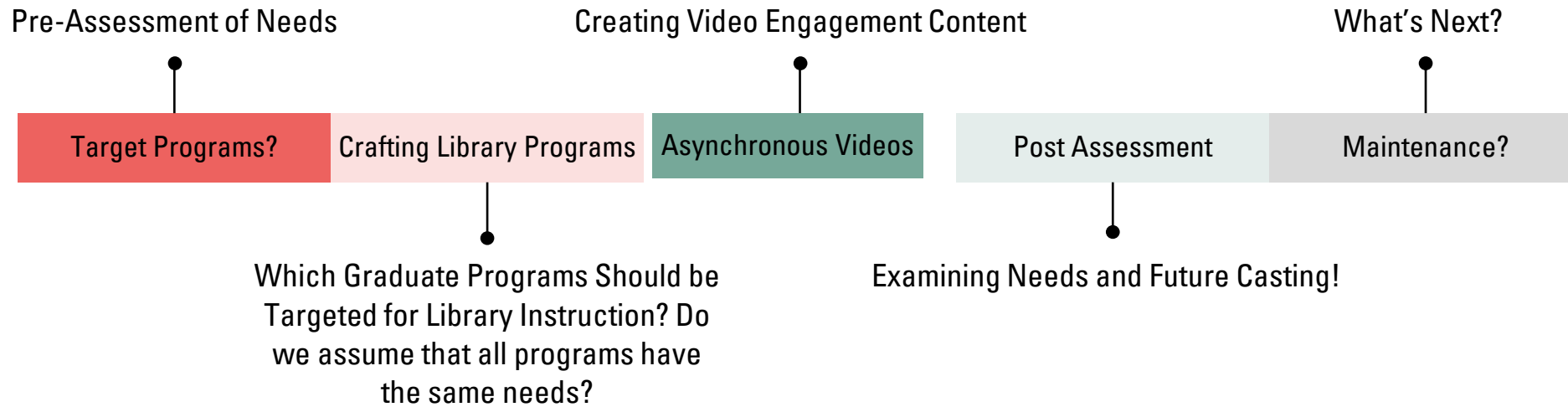I have not been in school for over ten years

Introduction

National Center for Education Statistics: Characteristics of Nondependent financial support, Married, Single Parent, Having more than one child, delay entry into post Secondary Education.

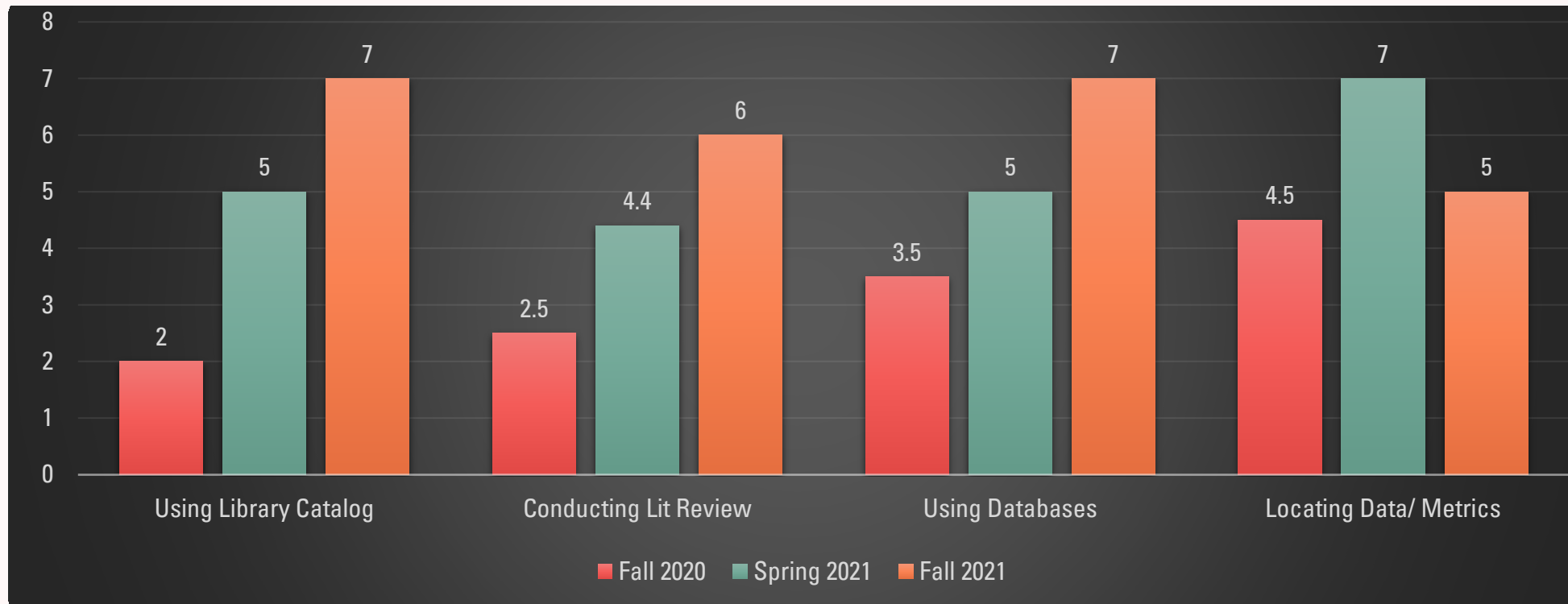Common Themes: Employment Demands, Time Constraints, Financial Problems, Academic Workload, Family Obligations.

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Pre-Assessment of Needs

Creating Video Engagement Content

What's Next?

| Target Programs? | Crafting Library Programs | Asynchronous Videos | | Post Assessment | Maintenance? |

Which Graduate Programs Should be Targeted for Library Instruction? Do we assume that all programs have the same needs?

Examining Needs and Future Casting!

Where To Begin?

Measuring Students: Pre-Assessment DATA

Chart legend: ■ Fall 2020 ■ Spring 2021 ■ Fall 2021

Category	Fall 2020	Spring 2021	Fall 2021
Using Library Catalog	2	5	7
Conducting Lit Review	2.5	4.4	6
Using Databases	3.5	5	7
Locating Data/ Metrics	4.5	7	5

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Supplementary Comments
Motivation
Stress
Dissatisfaction with Library and Library Services

Analyzing Data

Focus Of Importance for Learning

Commons Themes	Focus of Importance	Descriptions
Self-Understanding	Self	Learning Their Own Needs and Overcoming Adversity
Academic Needs/Habits	Style of Learning	Study Strategies
Community	Relationships	Improved Interactions with a Peer Group
Coping Skills	Adopting Strategies	Adjusting to Obstacles
Learning/Instructional Needs	Self	Learning about "what works for me and NOT others"
Virtual Learning	Approaches to Learning	Learning Behavior

Examining Weidman, Twale amd Stein (2001)

Anticipatory	Formal	Informal	Personal
Entering the Program- Learning New Roles	Observing Roles and learning what "older" students are doing/accomplishing	Interactions with others who are currently in that role	Beginning to find their own social roles, personality, and social structure- What works for me☺

Weidman, John C., Darla J. Twale, and Elizabeth Leahy Stein. *Socialization of Graduate and Professional Students in Higher Education: A Perilous Passage? ASHE-ERIC Higher Education Report, Volume 28, Number 3. Jossey-Bass Higher and Adult Education Series*. Jossey-Bass, Publishers, Inc., 350 Sansome Street, San Francisco, CA 94104-1342, 2001.

Community of Practice (CoP)

Understanding Communities of Practice ALL YEAR

- Fall-Creating Open House –Zoom Rooms for Students to Ask Questions!

- Late Term: Creating Virtual Research Parties- Group Zoom Rooms

- Follow Up During the Year: Watch Parties! Library Instructional Videos

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Designing with Self-Determination Theory...

- Intrinsic Motivation

- Extrinsic Motivation

- Amotivation

Source: Gagné, Marylène, and Edward L. Deci. "Self-determination theory and work motivation." *Journal of Organizational behavior* 26, no. 4 (2005): 331-362.

Using Social Cognitive Theory

- Constructing Asynchronous Videos

- How did others respond to these set of questions?

- Was I Correct? Satisfaction with Knowing How to Complete a Video Assignment during "My" Own Time!

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Using Kelly (2020) Hybrid- Flexible Course Design

Learner Choice	Equivalency	Reusability	Accessibility
Meaningful Participation- Choice between Space and Time	Learning Activities in all participation modes within learning outcomes and assessment pieces	Utilizing artefacts Learning Objects for all students in each participation mode	Technology Skills and Access to all participation modes with no economic or social restrictions

Kelly, K. (2020). COVID-19 Planning for Fall 2020: A Closer Look at Hybrid-Flexible Course Design. Phil on Tech, 7 May 2020. Retrieved from https://philonedtech.com/covid-19-planningfor-fall-2020-a-closer-look-at-hybrid-flexible-course-design/

Chickering and Gamson's Seven Principles in Tradition Education (1987)

- Encourages Contact Between Students and Faculty

- Develops Reciprocity and Cooperation Among Students

- Encourage Active Learning

- Gives Prompt Feedback

- Emphasizes Time on Task

- Communication High Expectations

- Respects Diverse Talents and Ways of Learning

Source :
Chickering, Arthur W., and Zelda F. Gamson. "Seven principles for good practice in undergraduate education." *AAHE bulletin* 3 (1987): 7.
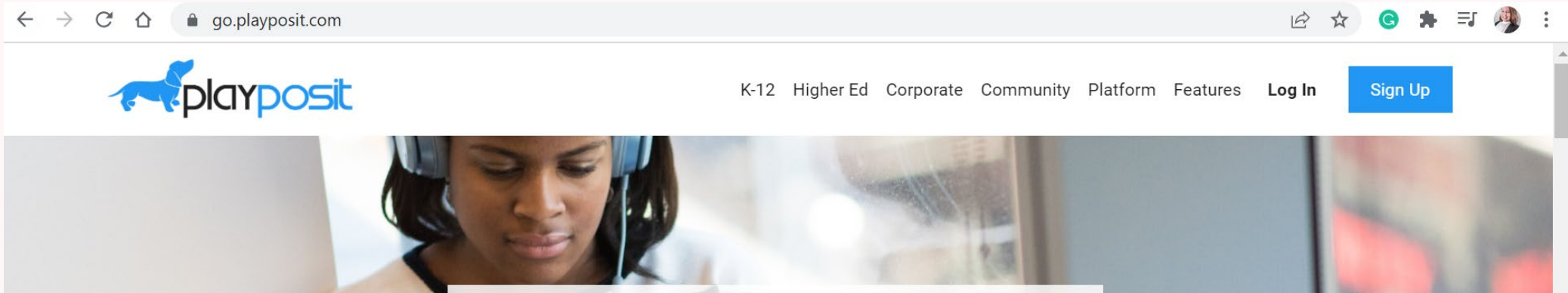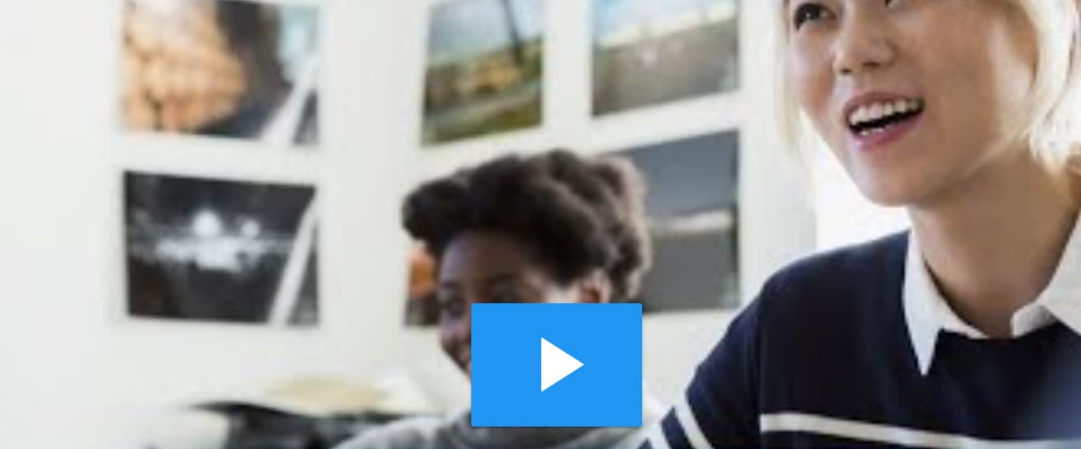
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What is PlayPosit?

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Example-PlayPosit Video

Direct Link:

https://app.playpos.it/player_v2?type=share&bulb_id=1347734&lms_launch=false

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Video Construction- Multiple Modules

University Libraries

- Welcome! Warm and Friendly- How to Contact me for any help!

- Brief Overview of Services- Do Not Cram Everything into One Videos. Overload of Content.

- Think.. What do they need FIRST to be Successful?

Using Databases

- What is a Database?

- General Versus Subject Database

- Provide General Instruction- Might Demo Academic Search Complete and Education Source

- Create New Video for Keywords Later!

College *of* Education

Apply Now   About ⌄   Undergraduate ⌄   Graduate ⌄   Research Centers ⌄   Resources ⌄

Video Resources

College of Education Librarian

- Librarian Introduction: College of Education

- Library Resources for the College of Education Website

- Getting In Contact with the College of Education Librarian

- What Can a Personal Librarian (College of Education) Do for You?

Examples of Partnerships

External Pages with Partnerships!

Comparison of Time Period

Pre-Pandemic

- Question Driven
- Half/Half Comfortability
- Learning Styles- what works for me?
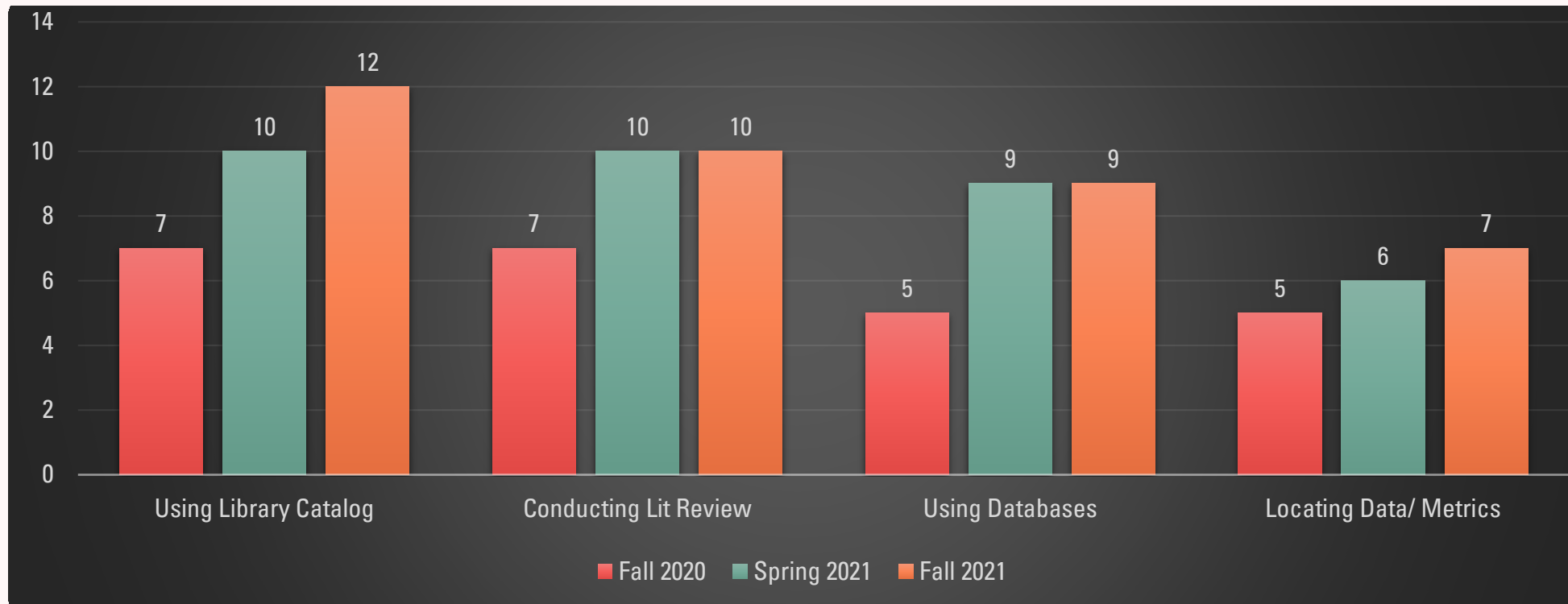- Desire for Community- Finding People Like Me☺

During Pandemic

- Confusion City!
- Lack of Community or definition of community.
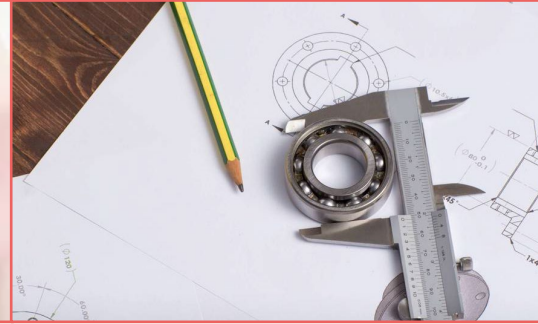- Learning Styles without a Professor

Post Pandemic?

- Comfortable during the late summer of 2021
- Building Community
- Less Anxious and Afraid to Ask Questions
- "Well In my generation…"

Measuring Students: Post Assessment DATA

Future Casting Summary

Continuously Learning and Developing Asynchronous learning and inclusion principles for all student non-traditional learners. Applying more interaction to Video Format and allows students to watch the video multiple times on their own schedules.

Thank you

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