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Incorporating Evidence and Argument at the 2+2 Regional Campuses

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E&A Fellows Project for Charrette	
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Project Title.

Incorporating Evidence and Argument at the 2+2 Regional Campuses.

Project Objective(s). Briefly describe the intent of the project.

Both Owensboro and Elizabethtown Regional Campuses have agreements with the local branch of KCTCS that, in essence, relieves students of having to take Colonnade courses, as their general education requirements are certified by KCTCS. With the exception of certain Connections courses taught at these campuses and department specific initiatives such as those found in Elementary Ed,, Evidence and Argument will not be in the curriculum for classes at Owensboro and Elizabethtown. It is the intent of this project to create a working template for introducing Evidence and Argument into classes at these campuses through library instruction at the upper level.

Project Description. Briefly describe intended activities, targeted courses/programs, and LIST PROJECT LEARNING OUTCOMES.

This project will first entail developing learning outcomes for library sessions that want to introduce Evidence and Argument to non-colonnade classes. Because of the varied nature of these classes, the template will have to be flexible. It will contain best practices and activity ideas for all of the possible learning outcomes identified, to be used in a mix-and-match fashion by the librarians teaching the instruction session. Development of these best practices will occur during the Spring semester, with input from both my colleagues in the Fellows program, as well as my colleague at the Elizabethtown campus, and our Head of Reference, Bryan Carson. Once completed, this information will be disseminated to librarians and library staff who teach non-colonnade classes. Because of the small amount of students seen at the two regional campuses, these plans will be opened up to main campus librarians to have a better assessment pool.

The librarians will have the following instructional learning objectives:

> Librarians will identify gaps in student knowledge of the processes for gathering evidence at the collegiate level, either in accordance with observation from the instructor of record or their own observation.
> Librarians will develop a plan for addressing these gaps from the available materials (and implement it.)
> Librarians will assess the growth of student's skills.

The students will have the following learning objectives:

> Students will identify the differences between various source materials.
> Students will gather evidence for a topic of their choosing.
> Students will justify their source choices.

The template will include modules from which librarians can choose ready-made lessons. These modules will stand alone but also be incorporated into larger lessons if the librarian chooses and tailored to their instruction style. A base group of modules will be created (with video, handouts, assignments, etc., as needed) based on the results of a faculty survey. This group can be added to as needed.

Some suggestions for modules include "How to Set Up Google Scholar Preferences", "Library Jargon/Common Language" and "The Difference Between Scholarly and Non-Scholarly Materials."

Relationship of the project to E&A objectives and student learning outcomes. What specific E&A priorities are addressed?

These templates will give a uniform way for librarians to teach students to gather sound evidence in their field and evaluate it (Learning Outcome 1), and analyze the evidence to veracity and applicability to the assignment given (Learning Outcome 2).

Anticipated plan for assessing project success and INCLUDE A RUBRIC OR RUBRICS (If applicable).

Library faculty already use an evaluation tool for evaluating their sessions that asks students about the effectiveness of their teaching. Questions will be developed to add to this original assessment (or in some cases, replace questions, as needed, to shorten the questionnaire). The data from these questions will help evaluate whether or not these "forgotten" students are receiving adequate instruction in evidence and argument and may reveal whether or not previous instruction received at the

community college level is complementary to our goals.

If the instructor of record allows, an assignment will be given to further assess the students' individual skills, using the attached rubric.

If the instructor of record does not allow this, the rubric will be used by the librarian to give a more general assessment of the class .

If/When modules reach a direct-to-user stage, a Qualtrics survey will be presented at the end of the survey for the user to fill out.

One Shot Library Instruction Planner

Class EXPE101 - Example Class **Date** 1/1/2016 **Time** 12:00 pm

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Class Objectives (taken from course syllabus, if available)

Engage in discussion and debate on chosen topics

Library Objectives

Explores general information sources to increase familiarity with topic (1.1 c)

Defines or modifies information need to achieve managable focus (1.1d)

Develops a research plan appropriate to investigative method (2.2a)

Subtopics (Modules)

One-Search

Database

Clarifying a Topic

~~Basic~~ Source Types

Librarian Prep

In this area, write anything you need to prepare the class, like xeroxing hand-outs, running practice searches, etc.

Activities

Hands on demonstration of one-search and selected databases

"Narrowing a paper topic" activity

Source types activity

Online Sources

Websites relevant to class

wku.edu/library

OWL @ Purdue

Library Books

Any books you feel are relevant to the class; a short bibliography to get students started.

I usually also include the subject-appropriate style guide.

Notes

Anything else you want/need to remember for the class, such as:

professor will be leaving early/not present

specific examples you'd like to use

IVS instructions

information not covered elsewhere

Assessing Student's Library Skills

Formative Assessment Ideas

The following are easy to implement ideas for assessing students' library skills. Incorporating any of these brief activities into your classroom should give you an idea of the weaknesses of your students and this information can be relayed to the librarian with the use of the library skills checklist, or the results can be given directly to the librarian. None of these assessments should take more than 5-10 minutes and will help streamline your class's library session.

1. **What do you want to know?**

   Ask your students to jot down one thing that they would like to know more about with regard to library skill.

2. **Minute Essays**

   Ask your students a library related question. Here are some good examples:

   a. **Describe a time when you had to use the library/ do research.**
   b. **Describe how to search for a topic in a database.**
   c. **What do the following words/phrases mean: primary source, peer-reviewed, scholarly?**
   d. **What information do you need for a citation?**
   e. **How would you construct a research paper?**

3. **Muddiest Point**

   Ask your students to tell you what they find the most confusing or hardest about using the library or doing a research assignment.

4. **Quick Quiz**

   Ask your students some or all of the following yes/no questions (either with a clicker or raising their hands).

   1. **Have you ever completed a research assignment?**
   2. **Have you ever used the databases available at WKU?**
   3. **Do you feel comfortable using library resources? (This question can be further broken down if desired.)**
   4. **Do you know how to use the style guide required in this class?**
   5. **Do you know what scholarly & peer-reviewed means?**
   6. **Do you know the difference between primary and secondary sources?**
   7. **Do you know the parts of a research paper?**
   8. **Do you know how to get help with research if you need it?**

These ideas were adapted for library use from <u>Mindful Moments: Micro-Activities for Energizing the College Classroom</u> by Amy Marin, Dept of Social & Behavioral Sciences; Phoenix College

Assessing Student's Library Skills

5. **Poll-Everywhere:**

   Description from Amy Marin: PollEverywhere.com an audience response system that uses mobile phones, twitter, and the web to gather live responses and displays them in real time in Powerpoint graphs. This online service is free to classes with fewer than 30 students. In a minute or two, you can ask students a question and display their responses in a graph form.

   Jennifer Joe (jennifer.joe@wku.edu) has set up an account with questions that can be used to gauge students' library skills. Please contact her for the information for the account.

These ideas were adapted for library use from <u>Mindful Moments: Micro-Activities for Energizing the College Classroom</u> by Amy Marin, Dept of Social & Behavioral Sciences; Phoenix College

Library Skills Checklist

How would you rate your students in the following skills?

Skill	Poor	Below Average	Average	Above Average	Excellent
Use of the Physical Library					
Database Familiarity					
Source Types					
Evaluating Sources					
Search Strategies					
Constructing a Research Paper					
Citation					

Notes:

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Rubric: Library Skills Assessment

	UNSATISFACTORY	COMPETENT	PROFICIENT
Identifying the difference between source materials	Work lacks understanding of the difference between source materials.	Work shows some understanding of the difference between source materials.	Work reflects understanding of the difference between source materials and cites discussion or materials presented in class.
Variety of source materials	Student shows no variety in source type and has not met the minimum number of sources.	Student has two – three source materials from 2 *different types* of sources or 5-6 sources from one type.	Student has at least 5 source materials from 3 *different types* of sources or 7-8 sources from one or two types.
Validity of source materials	Student's project has few to no reputable sources listed.	Student's project has a majority of reputable sources, but some sources may be questionable.	Student's project has only reputable sources listed.
Applicability to topic	The majority of sources irrelevant and/or outdated	The majority of sources are relevant and up-to-date, but some sources may be questionable.	All sources are relevant and up-to-date.