SLU100 Introduction to the University Experience

“This course provides a unique, collective, intellectual experience that helps to establish familiar and cooperative bonds among the student, the instructor, and the academic advisor. It provides a framework of effective academic and personal strategies to help the student succeed both in and out of the classroom.”

- Library component
SLU100 Library Session: Redesign Considerations

- Time
- Staffing
- Positive
- Active
- Uniformity
Literature review:
Instructional models and strategies

- Constructivism
- Discovery learning
- Problem solving
- Themes
- Analogies/stories
- Model/practice
- Cooperative learning
- Peer teaching
- Graphic organizer
- Concept map
- Mind map
- Worksheets
- Games
- Rewards
- Videos
- Role-playing
Best Practices in Education

- Howard Gardner
  Multiple Intelligences
- Harry Wong
  Effective teaching
- CRISS
  Creating Independence through Student-owned Strategies
- McREL
  Mid-continent Research for Education & Learning
Nine Essential Instructional Strategies:
• Identifying similarities and differences
• Summarizing and note taking
• Reinforcing effort and providing recognition
• Homework and practice
• Nonlinguistic representations
• Cooperative learning
• Setting objectives and providing feedback
• Generating and testing hypotheses
• Cues, questions, and advance organizers

*Marzano, Pickering, and Pollock
ACRL Information Literacy Standards

1. The information literate student determines the nature and extent of the information needed:

- Defines and articulates the need for information
- Identifies a variety of types and formats of potential sources for information
- Considers the costs and benefits of acquiring the needed information
- Revaluates the nature and extent of the information need
ACRL Information Literacy Standards

2. The information literate student accesses needed information effectively and efficiently

- Selects the most appropriate investigative methods or information retrieval systems for accessing the needed information
- Constructs and implements effectively-designed search strategies
- Retrieves information online or in person using a variety of methods
- Refines the search strategy if necessary
- Extracts, records, and manages the information and its sources
Process:

Assessment as Learning

McREL
SLU 100
ACRL

Lesson Plan: Objectives and Content
Assessment as Learning*

- **Outcome**
  What do you want the student to be able to do?

- **Curriculum**
  What does the student need to know in order to do this well?

- **Pedagogy**
  What activity will facilitate this learning?

- **Assessment**
  How will the student demonstrate the learning?

- **Criteria**
  How will I know the student has done this well?

*Debra Gilchrist
Example: Assessment as Learning

- **Outcome**
  - Navigate the library homepage

- **Curriculum**
  - How to use the mouse
  - Library web address
  - What is available under each link

- **Pedagogy**
  - Video and live demonstration
  - Group library activity (worksheet)

- **Assessment**
  - Successfully complete the worksheet

- **Criteria**
  - Answer Library Jeopardy questions
Library Session Objectives:

The student will be able to:

- Navigate the library homepage
- Recognize appropriate resources for information
- Perform a basic search in the catalog
- Construct effective database searches
- Seek research assistance when necessary

AND

- Establish a positive connection to the library
Lesson Plan Design

Pre-Session Videos

In-Library Review

Active Learning Exercises
Pre-Session Video

- Real-life Situation (SERVE trip)
- Video Components
  - Library home page orientation
  - Library catalog (LeoCat)* overview
  - Database introduction*
  - Reference interview
  - Library tour

*Video guide/graphic organizer
Videos: Resourcefulness In Practice

- Can be used repeatedly
- Save time in class
- Efficient use of librarians
- Preview library concepts
- Visual and oral presentation
- Appealing to digital natives
Research on Videos

- Students are accustomed to and expect technology.
- Strong element for attention, learning & memory.
- Models behavior that students should practice.
- Captures ideal instruction session.
- Allows opportunity for humor.
Why Humor?

- Emotional & Physical Response
  - Increases engagement
  - Develops rapport
  - Reduces stress, anxiety & tension
  - Builds group cohesion

Reduces stress, anxiety & tension
Builds group cohesion
Develops rapport
Increases engagement
Emotional & Physical Response
Video Format Samples

1. Video Teaching Technology (VTT)
   • Modified VTT

2. In-house Video Production

3. Professional Video Production

4. Other (e.g. Xtranormal, Camtasia)
In-Library Review

- Overview of video topics
- Searching Hints
  - Using quotation marks
  - Boolean searching
  - Locating full-text articles
  - Evaluating Internet sources
Active Learning Exercises

- Group Library Activity
  - Cooperative learning in small groups
  - Incorporates information from video and review
- Team activity
  - Library Jeopardy!
  - Based on video, review, group activity
  - Requires students to synthesize information
  - Provide feedback on responses
- Prizes awarded to winning team!
Integration of McREL Strategies

- Identifying similarities and differences
  - Boolean searching
  - Comparison of types of resources
- Summarizing and note taking
  - Video worksheet
- Reinforcing effort and providing recognition
  - Specific, contingent recognition and praise
  - Extrinsic rewards
- Homework and practice
  - Focused practice on library concepts
  - Additional activities as requested by instructor
Example: Video Worksheet

Library home page:
1. Which link on the home page will lead you to databases and journal articles?
2. Which link on the home page will provide information on citing your sources?

Catalog (LeoCat):
3. List the formats (types) of resources found in the library catalog:
4. What are the three components of AquaBrowser (LeoCat)?

Electronic Resources/Databases:
5. How do you know which database(s) to select when beginning your research?
6. What is the difference between:
   - Abstract and full text
   - PDF and HTML

Circulation
7. What three things can you do at the circulation desk?
8. Where are the circulating books located?

Reference assistance:
9. Complete the following: Reference librarians can help you with...
Integration of McREL Strategies

- Nonlinguistic representations
  - Boolean demonstration
  - CAARPy
  - “Catalog Box”
  - Library map activity
- Cooperative learning
  - Group Library Activity (Worksheet)
  - Team Activity (Library Jeopardy)
- Setting objectives and providing feedback
  - ACRL standards and lesson plan objectives
  - Provide feedback during activities; peer feedback
- Generating and testing hypotheses
  - Predicting number of results based on limiters
- Cues, questions, and advance organizers
  - Advance organizer: video, review
  - Higher order questions on worksheet, Library Jeopardy
Non-linguistic Representations

Physical Model

Graphic Image
NLR: Kinesthetic Activities

AND, OR, NOT

Brown Hair

Brown Eyes

Library Map
Integration of ACRL IL Standards: Pre-Session Video

1.1.a Confers with instructors and participates in class discussions, peer workgroups, and electronic discussions to identify a research topic or other information need

1.2.a Knows how information is formally and informally produced, organized, and disseminated

1.2.b Recognizes that knowledge can be organized into disciplines that influence the way information is accessed

1.2.c Identifies the value and differences of potential resources in a variety of formats
Integration of ACRL IL Standards: In-Library Review

2.1.c Investigates the scope, content and organization of information retrieval systems
2.1.d Selects efficient and effective approaches for accessing the information needed from the investigative method or information retrieval system
2.2.b Identifies key words, synonyms, and related terms for the information needed
2.2.d Constructs a search strategy using appropriate commands for the information retrieval system selected
Integration of ACRL IL Standards: 
In-Library Activities

1.1.a Confers with instructors and participates in class discussions, peer workgroups, and electronic discussions to identify a research topic or other information need.
1.1.e Identifies key concepts and terms that describe the information need.
1.4.a Reviews the initial information need to clarify, revise, or refine the question.
1.4.b Describes criteria used to make information decisions and choices.
2.1.b Investigates benefits and applicability of various investigative methods.
2.2.d Constructs a search strategy using appropriate commands for the information retrieval system selected.
2.2.e Implements the search strategy in various information retrieval systems using different user interfaces and search engines.
2.3.a Uses various search systems to retrieve information in a variety of formats.
2.3.b Uses various classification schemes and systems to locate resources.
2.4.c Repeats the search using the revised strategy as necessary.
Session Evaluation

- Library Session Student Evaluation Form
  - Quantitative/Qualitative
    - Overall impression
    - Video rating
    - Library activities
    - Skills
    - Usefulness
    - Comments

- Instructor Evaluation form
  - Compliance with pre-session instructions
  - Questions on content
  - Suggestions
Pre-and Post-Test Results

Overall Mean Scores
Compares Pre to Post
for Visual and Non-Visual Training

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Post-Test Visual Items

Overall Mean Scores
Compares Post Scores on 3 Items for Visual and Non-Visual Training

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Suggestions for Resourceful Redesign

- Consider whether current techniques are successful
- Explore different pedagogical strategies to determine applicability (literature review)
- Develop learning objectives to guide lesson plan design
- Incorporate various assessment/evaluation tools
- Revise design based on assessment results
References


Berk, R. (2012, April). Humor and multimedia to engage the net generation. Session presented at the International Conference on College Teaching and Learning, Ponte Vedra, FL.


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