

# REVAMPING FIRST-YEAR INSTRUCTION THROUGH MULTIPLE MEANS: ONE TEAM'S EXPERIENCES

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# WELCOME!

We are:

- Rachel Olsen (she/her/hers)
- Maggie Murphy (she/her/hers)
- Jenny Dale (she/her/hers)

We work at UNCG University Libraries in the Research, Outreach, and Instruction Department.

# FIRST, A BIT OF BACKGROUND

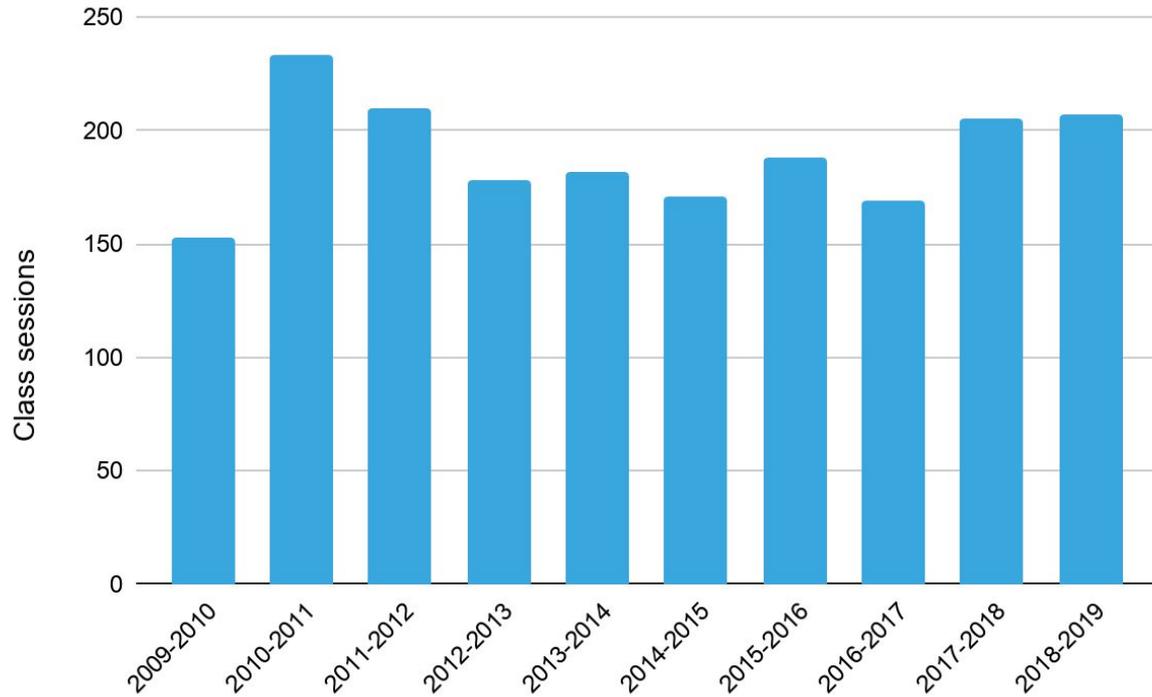
A (very) brief history of first-year instruction at UNCG

# 20 years of FYI in one slide

- UNCG has had a dedicated first-year instruction (FYI) program since at least the late 1990s
- Until 2016, there was always a single person responsible for coordinating FYI
- In 2019, we have an IL Coordinator and 2 FYI Librarians, and our FYI program is currently responsible for instruction to Communication Studies 105, English 101, and Freshman Seminars



# 10 years of FYI data on one slide



# CREATING NEW LEARNING GOALS AND OUTCOMES

New goals for a new program

# Why we wanted new SLOs

- Our existing learning outcomes were aligned with the ACRL Standards and were last updated in 2012
- Teaching units across the library had representation on the CANDLE (Critical Analysis and Digital Literacy Engagement) task force, which was charged with “develop[ing] and implement[ing] a cohesive and all-inclusive information literacies program” at UNCG.



# What we wanted from the new SLOs

- Flexible application across departments and in different assessment contexts
- Strong buy-in and consensus from all stakeholders
- Alignment with the ACRL Framework



**Quick activity!**

Please head to [www.menti.com](http://www.menti.com),  
enter the code 55 62 84 and  
answer the question!

Results

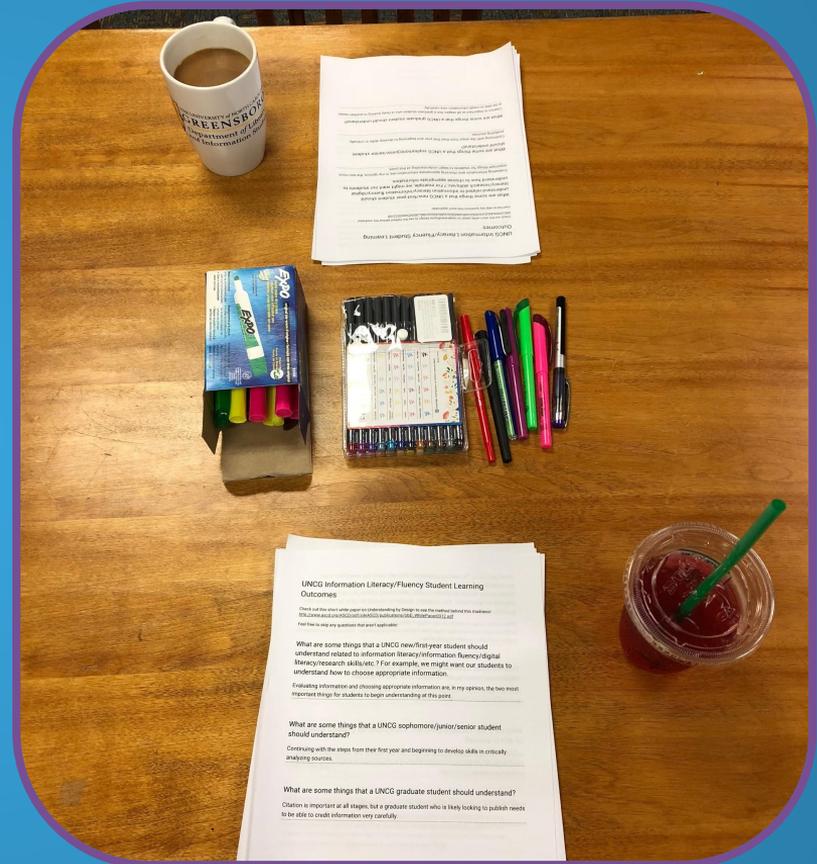
# How we started

- We used a backward design model
- All liaison librarians, archivists, and other library employees who teach were surveyed in 2018 and asked to share what conceptual understandings related to IL were important for first-year students, upper-level students, and grad students



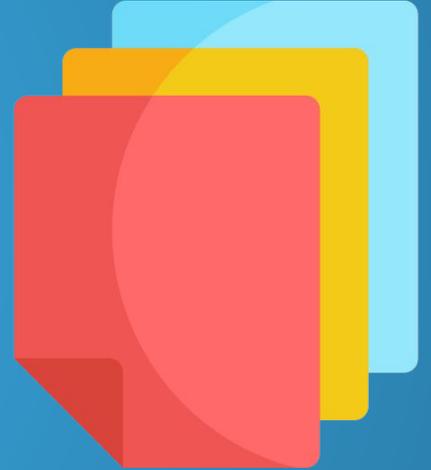
# Processing the data

Maggie and Jenny hand-coded the qualitative data in early summer 2018 and identified five major categories: find, evaluate, use, credit, and create



# Drafts on drafts on drafts

- Jenny developed draft goals and scaffolded outcomes for each category
- Drafts were shared at various team meetings, during a workshop, and via Google Docs for comment
- Liaisons voted to adopt in July 2018



# The goals and outcomes

- Available to view at: <http://go.uncg.edu/libstos>
- FYI/gen ed goals for find:
  - ◆ Students will develop and use effective search terms for their information needs.
  - ◆ Students will select appropriate general databases, catalogs, archival resources, and search engines for their information needs.
- FYI/gen ed goals for evaluate:
  - ◆ Students will categorize and contextualize sources based on format and purpose.
  - ◆ Students will use indicators of credibility to evaluate sources.

# Implementation and assessment

- During 2018-2019, we began using the SLOs for assessment on a five-year cycle (one year for each category)
  - ◆ 2018-2019: Find
  - ◆ 2019-2020: Evaluate



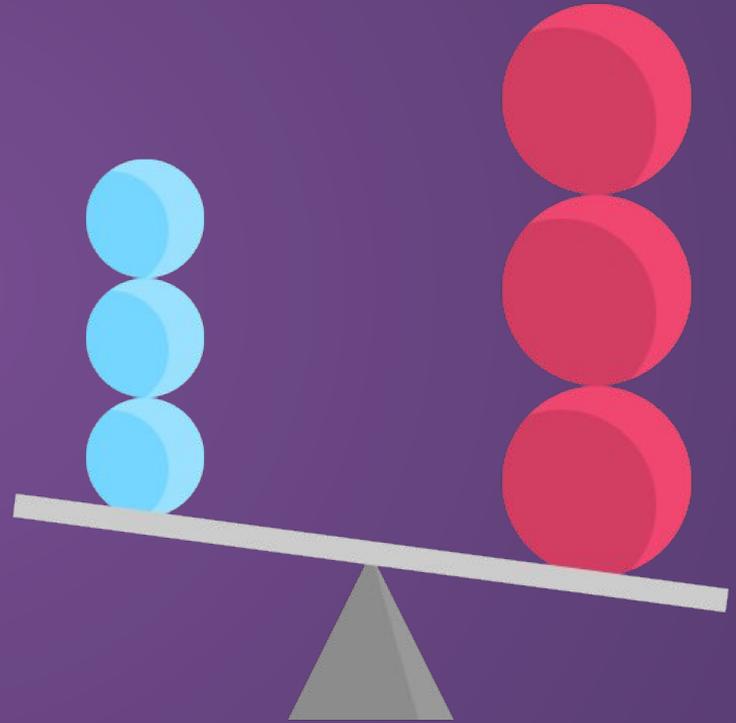
# CST 105 @ UNCG

Reinforcing content taught in one shot sessions

# CST 105: Intro to Oral Communication

About 50 sections each  
semester with 25 students  
per section = 1,250  
students!

50 minute, 75 minute, or  
online



# Concepts Covered in Sessions

Keyword formation

Evaluating sources

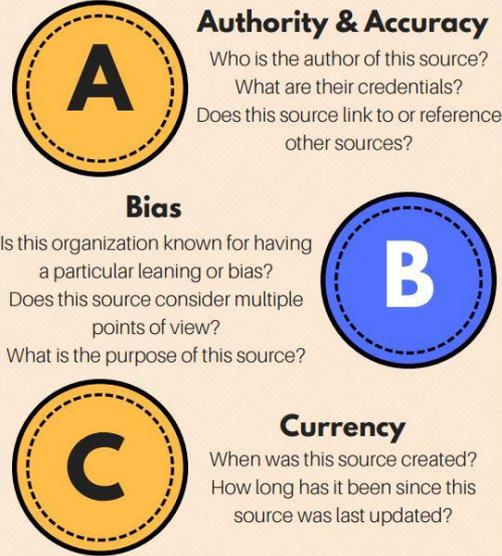
Finding books\*

Finding journal articles

Citation

Other librarians help out!

## Evaluating Sources: ABC



**A** **Authority & Accuracy**  
Who is the author of this source?  
What are their credentials?  
Does this source link to or reference other sources?

**B** **Bias**  
Is this organization known for having a particular leaning or bias?  
Does this source consider multiple points of view?  
What is the purpose of this source?

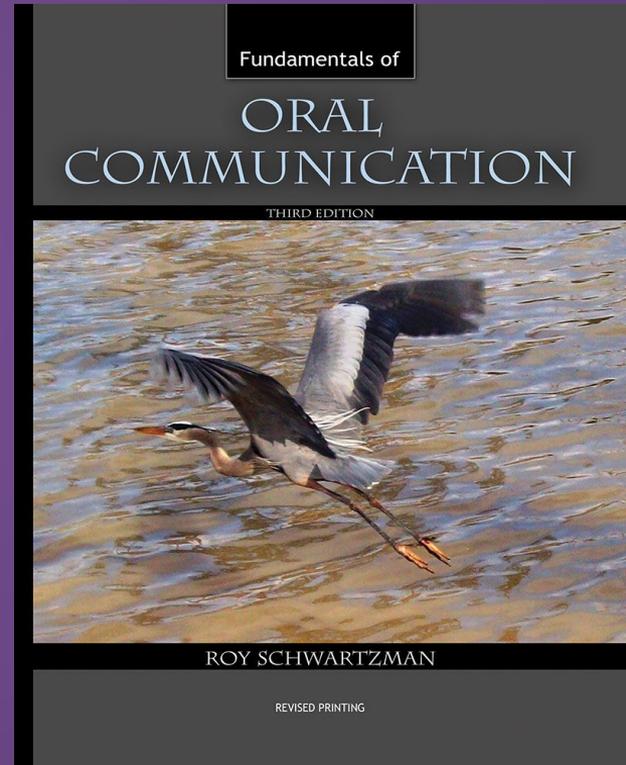
**C** **Currency**  
When was this source created?  
How long has it been since this source was last updated?

Infographic: Rachel C. Sanders  
@FierceLibLady | rcsander@uncg.edu

# Persuasive Speech Assignment

Requires students to use a variety of sources, including an interview they conduct themselves

*Fundamentals of Oral Communication*



How can we provide students who are enrolled in CST 105 sections of different lengths and formats with library experiences that are equally meaningful?

# Online Classes: Trial & Error

Piloted a Google Site to deliver instruction content

→ Pros

- ◆ Easy to create and maintain

→ Cons

- ◆ Student comfortability with many different platforms is limited

# Now: 3 Models of Instruction

1. 50 minute library session + Canvas supplemental module
2. 75 minute session
3. Canvas full module



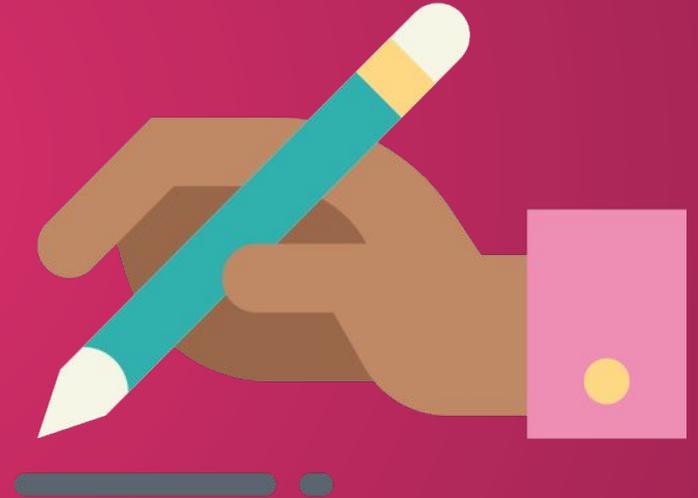
# REVISING LIBGUIDES FOR FIRST-YEAR WRITING

Going from resource-based to process-based

# ENG 101 & 102: College Writing I & II

Shares similarities with CST 105,  
but some differences:

- GTAs are instructors of record
- 101: no research requirement
- 102: separate,  
research-focused course
- Library instruction is optional

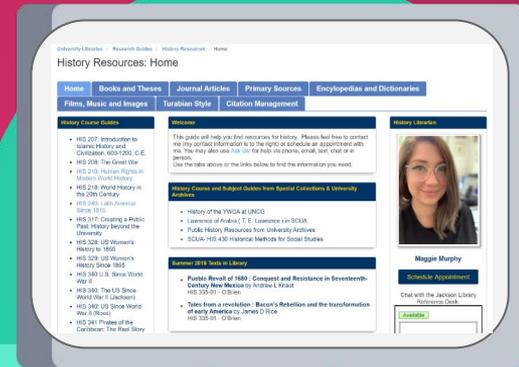


# What's the Role of a Research Guide?

Most of our course and subject research guides are resource focused.

→ This make sense for disciplinary research

→ Tools and resources are disciplinary-specific!



How can we construct research as an iterative process for new writers if our instructional materials reinforces the idea that research is defined by being able to locate “sources” in particular formats?

# Redesigning to Emphasize Process

First-year writing emphasizes rhetoric, not discipline

- Process-based design better aligned to the *ACRL Framework*
- Students don't need to know what they're looking for, just where they are in the process



# THANKS!

## ANY QUESTIONS?

Feel free to contact us!

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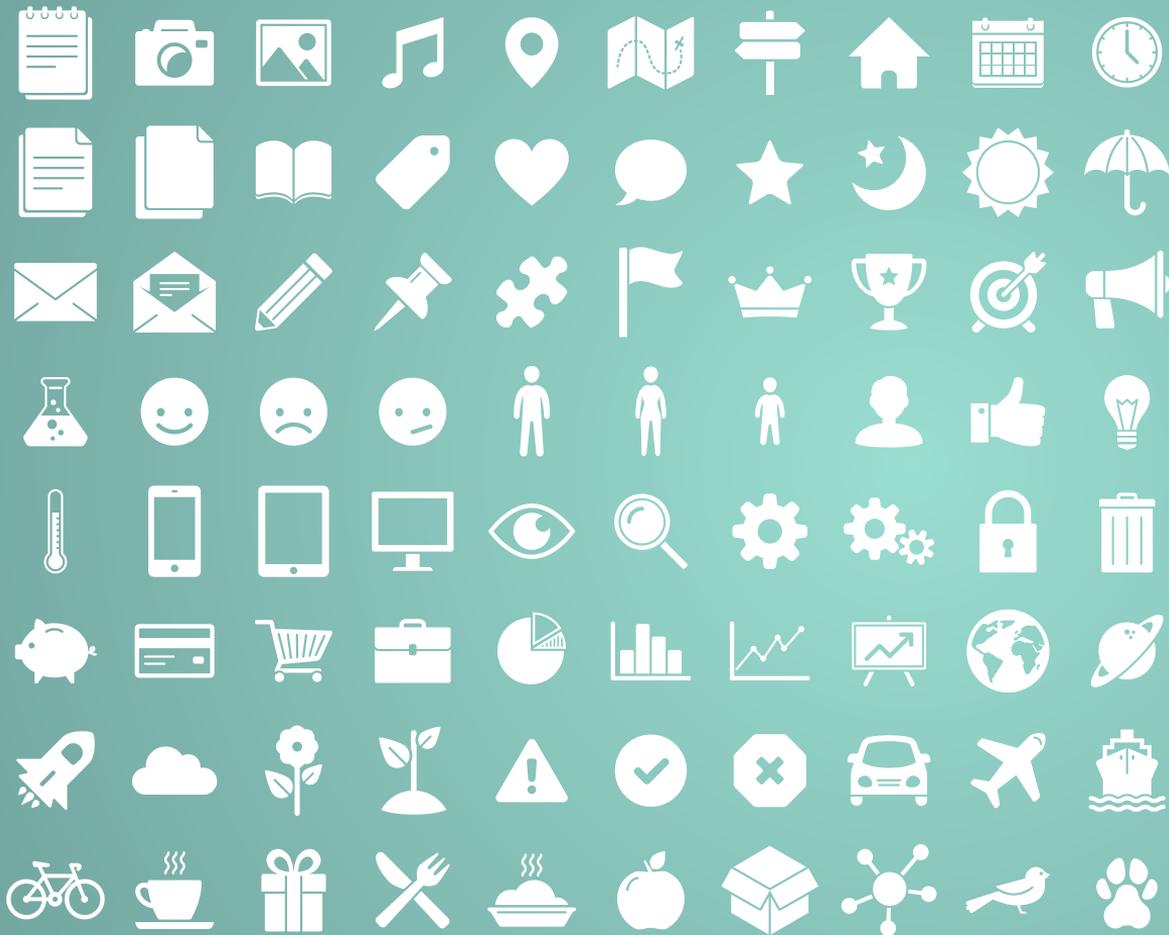
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# CREDITS

Special thanks to all the people who made and released these awesome resources for free:

- ◇ Presentation template by [SlidesCarnival](#)



SlidesCarnival icons are editable shapes.

This means that you can:

- Resize them without losing quality.
- Change fill color and opacity.
- Change line color, width and style.

Isn't that nice? :)

Examples:

