UNCG Libraries, Information Literacy Instruction, and a Pandemic

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Introductions

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Session Description

COVID-19 has forever shifted all of higher education, and UNCG Libraries had to shift many resources and services online at the same time all courses went virtual in Spring 2020. UNCG Libraries Research, Outreach, and Instruction (ROI) department moved all information literacy instruction and liaison support online for the entire 2020-2021 academic year. This panel of librarians will discuss innovative and engaging information literacy lessons and projects that were adapted to the virtual environment during the last year.

Before we start...

What's the first thing you think of when you hear the term "information literacy"? Please share in the chat!

Slides link

https://go.uncg.edu/adapt2021infolit

Agenda

1. Information literacy 101
2. Engaging students in synchronous online information literacy instruction
3. Adapting a face-to-face session to an asynchronous module
4. Creating customized learning experiences using asynchronous research tutorials

Information literacy 101

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What *is* information literacy?

"Information literacy [IL] is the set of integrated abilities encompassing the **reflective discovery of information**, the **understanding of how information is produced and valued**, and the use of information in **creating new knowledge** and **participating ethically in communities of learning.**"
(ACRL Framework for Information Literacy in Higher Education, 2015)

UNCG Libraries' IL learning goals

▶ **Find**: Students will feel empowered to locate, access, and select information sources appropriate to their information needs.

▶ **Evaluate**: Students will develop the habit of critically evaluating information and media sources in a variety of formats.

▶ **Use:** Students will synthesize information from multiple sources to support arguments, make decisions, or integrate multimedia content.

UNCG Libraries' IL learning goals

▸ **Credit**: Students will value the intellectual property of information creators and use sources ethically.

▸ **Create:** Students will see themselves as information creators contributing to scholarly or creative conversations.
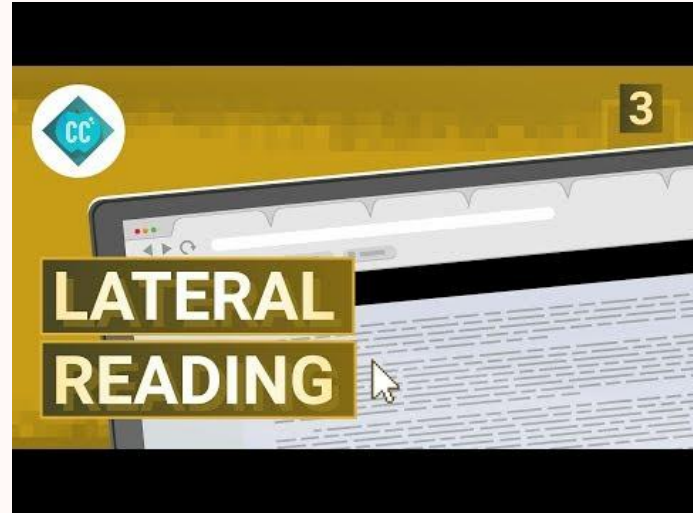
UNCG Libraries Learning Goals and Outcomes:
https://go.uncg.edu/libslos

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Engaging students in synchronous online information literacy instruction

Lateral reading activity (Evaluate)

▸ These examples are from SPA 315

▸ Introductory video clip

→ → → → → → →

▸ Large group activity example

▸ Breakout rooms/small group activity example

Group research scenarios (Find)

▶ Example from ENG 425
▶ <u>Opening Mentimeter results</u>
▶ <u>Group scenario-based activity</u>

A word of warning...

- Avoid the "twin sins of traditional design"
  - Activity-oriented design
  - Coverage oriented design (Wiggins & McTighe, 2005, p. 16)

Tools I use the most

- Mentimeter (https://www.mentimeter.com)
- Google Docs (https://docs.google.com)
- Google Forms (https://forms.google.com)
- Google Jamboard (https://jamboard.google.com)

- For more examples and activities, you can check out this webinar recording: Engaging students online with Google suite

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Adapting a face-to-face session to an asynchronous module

CST 105 Library Instruction

Pre-pandemic:

- 50 or 75 minute sessions in person
- Some online options, not heavily used
- Topics include: topic selection, keyword development, citation, search strategies, source evaluation, and more
- Roughly 30-35 sessions per semester

CST 105 Goes Online

Fall 2020 & Spring 2021

- ▶ Module in Canvas designed to convey the same sorts of information as before
- ▶ Instructional design challenges
- ▶ Delivery method challenges

More than 1,000 students completed the module this academic year!

Google Forms: Pros & Cons

Pros:

- Autograding is possible for most checkpoints
- Allows librarian to see results and conduct assessment without being in each Canvas course
- Embeddable in Canvas modules

Cons:

- Complicated workflow for reporting grades
- Instructors seem to be unclear about why/how it's used
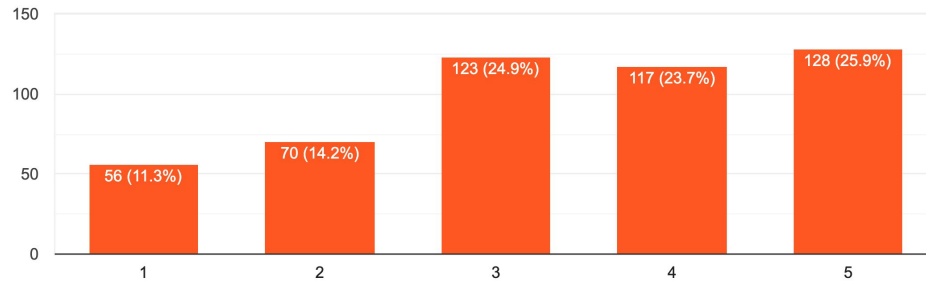- Autograde feature confuses some students re: open-ended questions
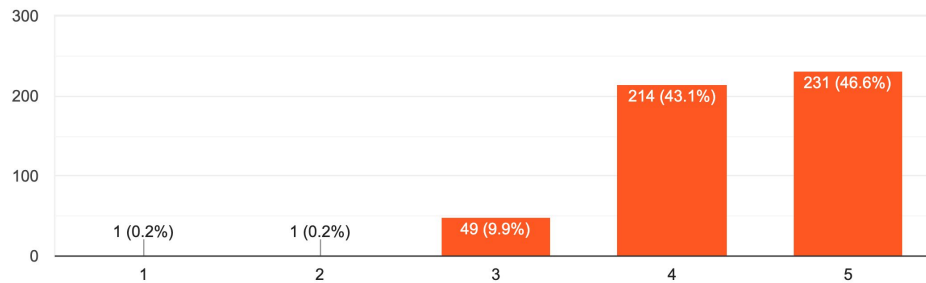
F20: 82.89

S21: 84.79

Student Survey: Spring 2021

How comfortable were you with researching using library resources before completing this module?
494 responses

- 1: 56 (11.3%)
- 2: 70 (14.2%)
- 3: 123 (24.9%)
- 4: 117 (23.7%)
- 5: 128 (25.9%)

How comfortable do you feel with researching using library resources now that you have completed this module?
496 responses

- 1: 1 (0.2%)
- 2: 1 (0.2%)
- 3: 49 (9.9%)
- 4: 214 (43.1%)
- 5: 231 (46.6%)

Overall, to what extent did you feel that the module was an effective method for delivering content related to library resources?

7 responses

Instructor Survey: Spring 2021
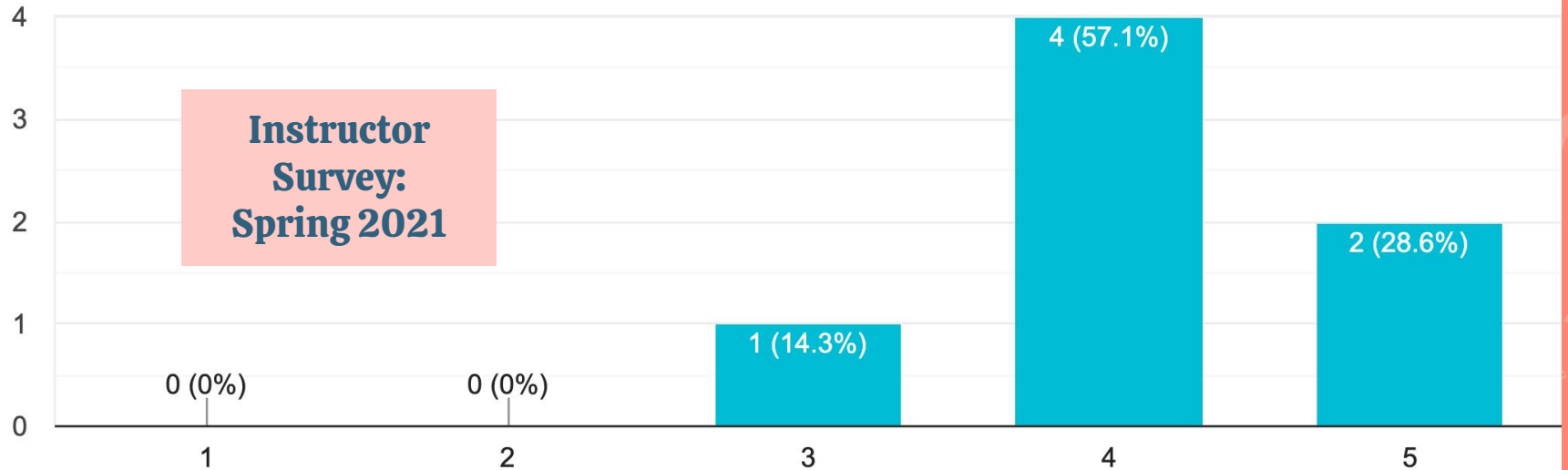
What's Next?

- Spreading content out over the course of the semester to make it as timely and scaffolded as possible for students
- Using assessment results to improve activities
- Instruction for CST 105 will continue to be 100% online

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Creating customized learning experiences using asynchronous research tutorials

Why Asynchronous Research Tutorials?

- Universal Design for Learning
  - Accessibility and multimodal design
- Flexibility - for students and teachers
- Adaptability
- Collaboration

UNCG Libraries Tutorials: Intro

- PATH - needed an updated interface, with more flexibility
- New platform was created with UNCG Libraries Electronic Resources and Information Technology department (ERIT)
- Tutorials, Modules, Quiz, Certificate, Quick Checks with H5P
- Also available in Canvas Commons

Tutorial Assessment

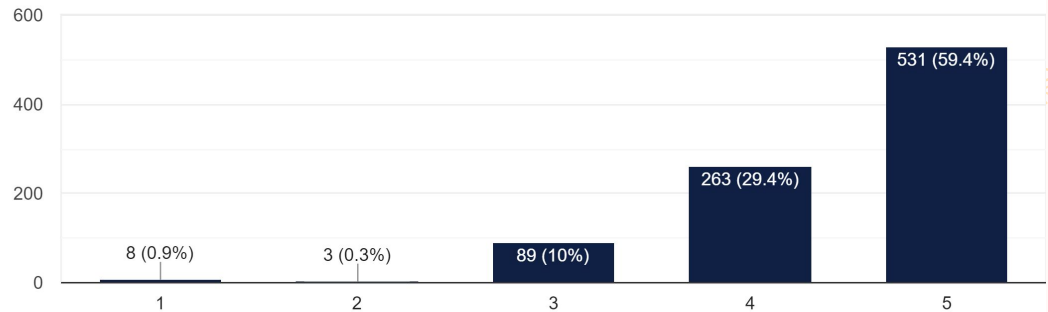**Did you take the tutorial in Canvas or on the library's website?**
124 responses
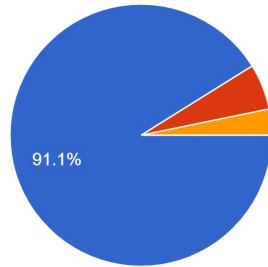
- ● Canvas
- ● Library website
- ● Not sure

91.1%

This module met my needs.
894 responses

Rating	Count
1	8 (0.9%)
2	3 (0.3%)
3	89 (10%)
4	263 (29.4%)
5	531 (59.4%)

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Wrapping up!

Thanks!

Any questions?
Please feel free to email us!
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Slides link:
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Credits

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

- ▸ Presentation template by SlidesCarnival
- ▸ Photographs by Unsplash