James Madison University

From the SelectedWorks of Liz Thompson

Summer May 12, 2016

Taking the first step to develop scalable, asynchronous library instruction

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Available at: http://works.bepress.com/liz_thompson/5/

SELECTEDWORKS™

Taking the first step to develop scalable, asynchronous library instruction

Liz Thompson
Howard S. Carrier
Bethany Mickel

Libraries & Educational Technologies, James Madison University

Delivered at *The Innovative Library Classroom*, Radford University, 12th May 2016

JMU in Numbers

19,396

Undergraduate Student Body

4,350

Freshman Class

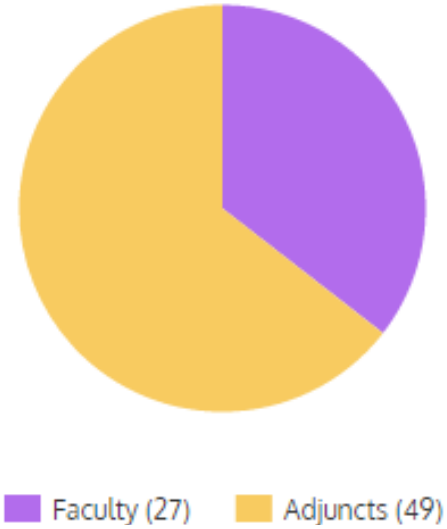
64%

Take WRTC 103

2,785

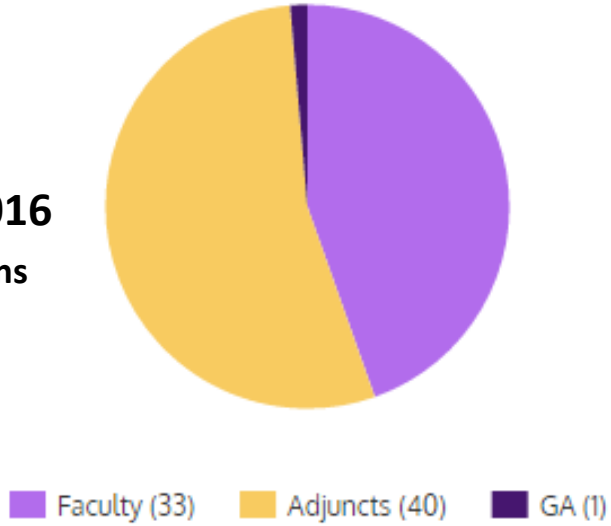
Take WRTC 103

Fall 2015
74 sections

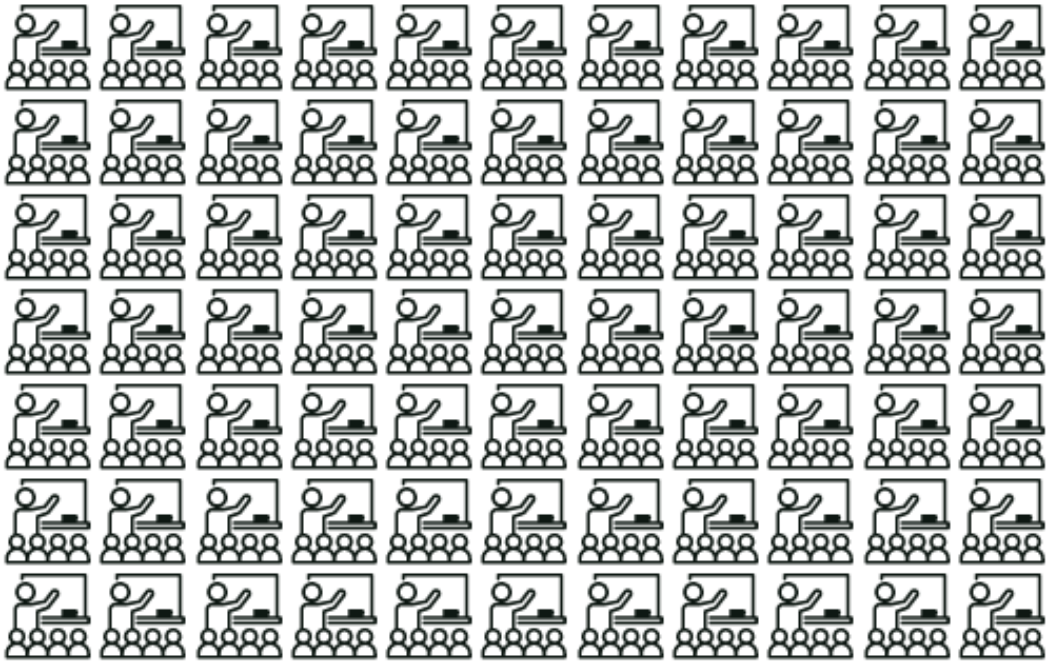


1 section = 20 students

Spring 2016
76 sections



1 Librarian

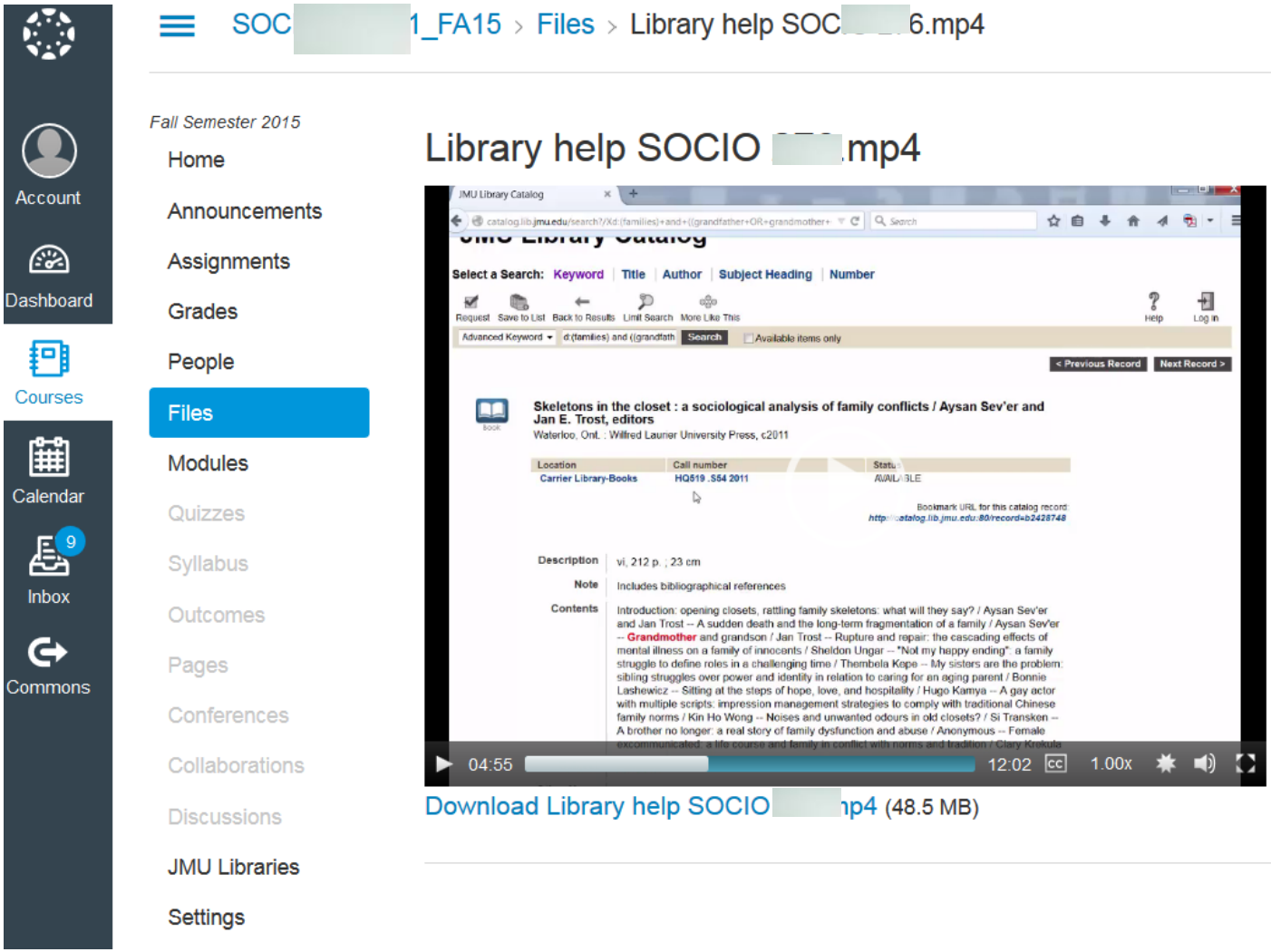


74 sections per semester (average)

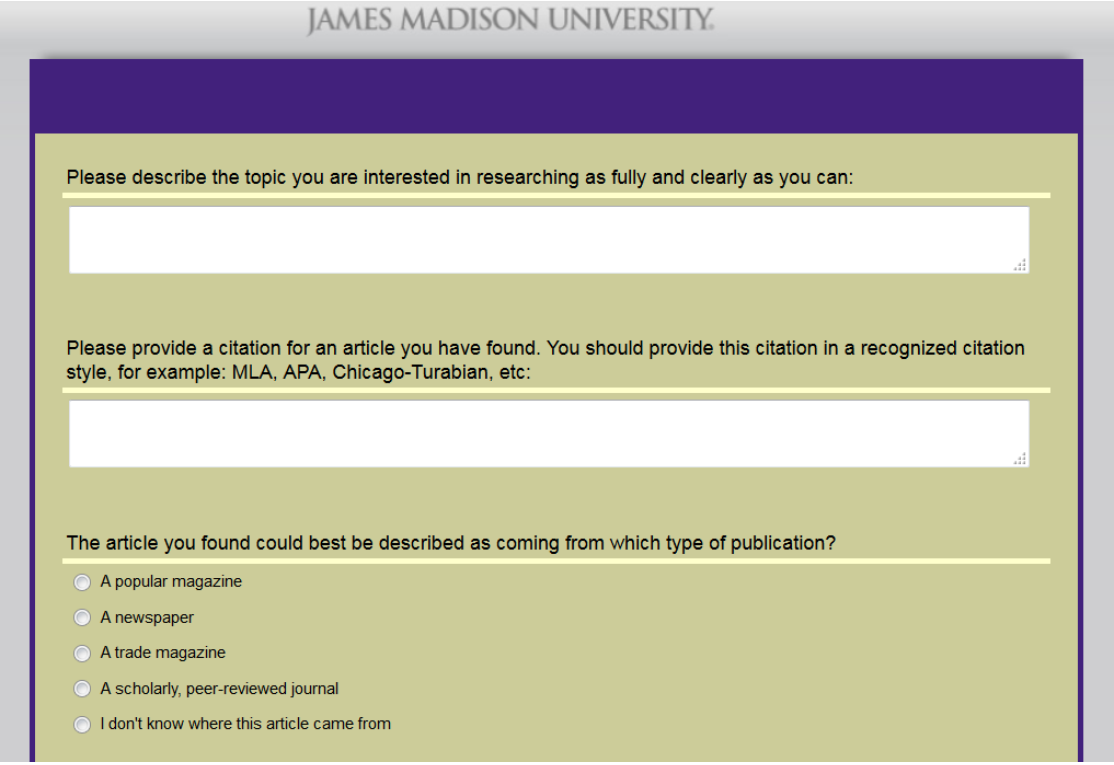
Why?

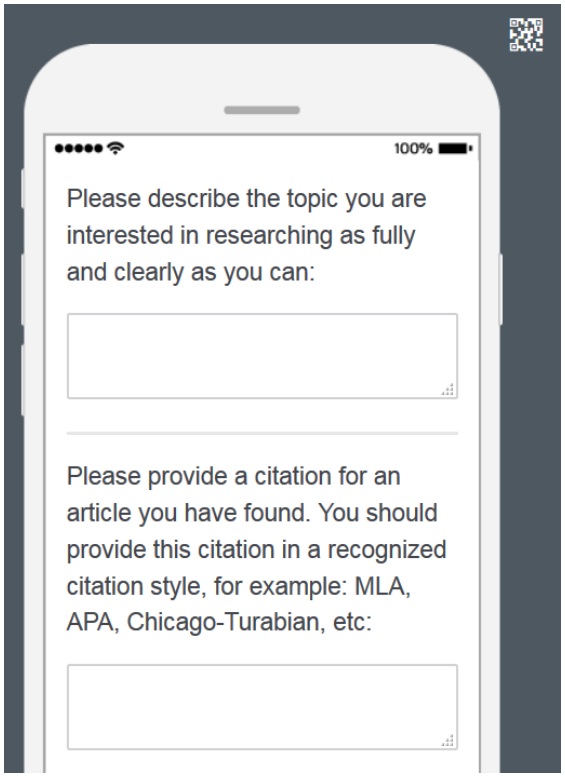
* Some inherent problems with asynchronous LI
  * An example from an upper level Sociology class

Some inherent problems with asynchronous LI



Some inherent problems with asynchronous LI





Some inherent problems with asynchronous LI

SOC 01_FA15 › Discussions › Questions for the librarian

Fall Semester 2015

- Home
- Announcements
- Assignments
- Grades
- People
- Files
- Modules
- Quizzes
- Syllabus
- Outcomes
- Pages
- Conferences
- Collaborations

Published | Edit

Questions for the librarian

Howard Carrier

Nov 17, 2015 at 3:37pm

Please post any questions you may have about finding sources for your assignments at this discussion board; I shall be certain to check it frequently! A video introducing searching in library databases has been uploaded. Additionally, you may contact me directly at carriehs@jmu.edu I look forward to working with you during the remainder of this semester.

Sincerely,

Howard Carrier.

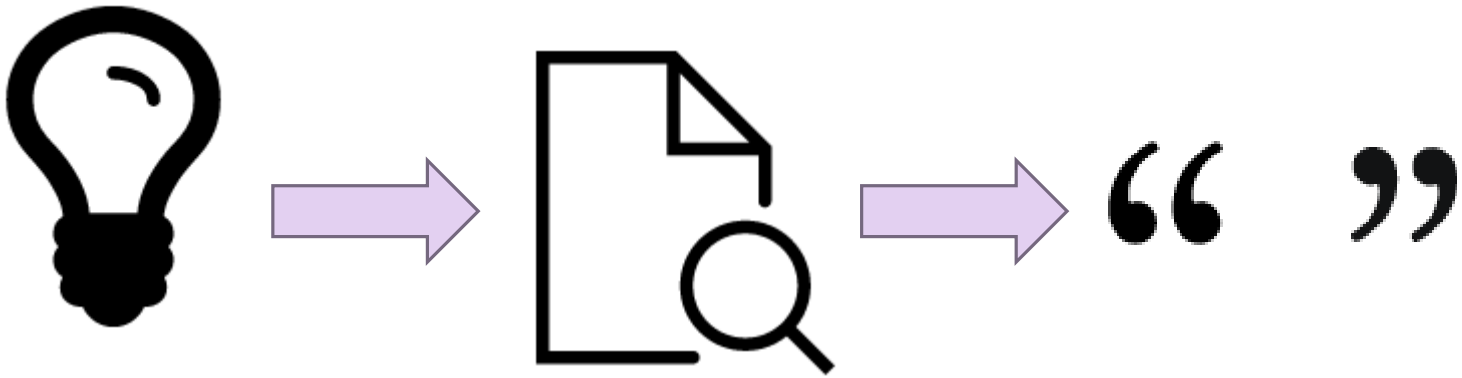
Search entries or author | Unread | Subscribed

Reply

Why?

* Practical considerations (delivering LI)
* Improving student engagement with the material
* Lessons for embedded librarianship?

How?/Addressing Scalability



Topic Selection

Searching for Information

Citing Sources

Review Syllabi

Chunk Content

First Year Writing Goal	ACRL Framework
"**Research**…as part of the series of steps in the writing process"	**Research** as inquiry
"Analyze and evaluate texts to identify their…**credible elements**"	**Scholarship** as a conversation
"Effectively incorporate & document **appropriate sources**…"	Information has **value**

Topic Selection

Searching for Information

Citing Sources

Topic Selection	Searching for Information	Citing Sources
“Determine an appropriate scope of investigation for different genres.”	“Evaluate different information formats for credibility and will recognize the role of scholarly sources.”	“Give credit to the original ideas of others through proper attribution and citation.”

May → August Timeline

Review Syllabi → Chunk Content → Script

Develop search words

Broaden or narrow search

Determine type of research paper

Determine credibility

Review Syllabi → Chunk Content → Script → Produce

Guide on the Side via

University of Arizona, 2016

LibGuides via

Springshare, 2016

Review Syllabi → Chunk Content → Script → Produce

Step-by-step Single-page view

TOPIC SELECTION: HOW DO YO
CHOOSE?

Instruction

Keywords & Focus

1 of 3

These sources of background information show that BIG topics become more focused when you look at who, when, where, why, and how.

Click on this link to see how Zach identifies the keywords that will be critical in his research about 'social media'.

Zach decides to search for:

- facebook
- college students

Now, go to the JMU Libraries homepage, www.lib.jmu.edu, and find the 'Quick Search' box on the top of the homepage and do the same search.

How many resources did you find?

- More than 1,000
- Less than 100
- More than 100, but less than 1,000

Check Answer

Once you've identified the number of resources, use the arrow below to advance.

JAMES MADISON UNIVERSITY LIBRARI

Ask the Lib

Practice

ick Search Keyword

Full Text Online or in JMU Library Catalog

More Methods To Research:

Articles Audio & Video Background Info Books JMU Library Catalog JMU Scho

Happening In The Library

Today's Hours

Carrier Library & Rose Library: 7:30 AM - 2:00 AM

more hours...

Events

Ask A Nurse
Thu, Mar 24, 2016 2:00pm

Demystifying the Expert
Thu, Mar 24, 2016 6:30pm

more events...

News

Why So Serious? Comic Books Aren't Just For Kids 3/18/2016

Demystifying the Expert - March 24 3/16/2016

more news...

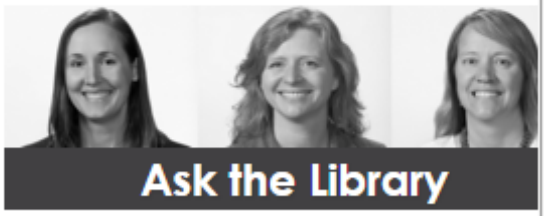
Exhibits

James Madison Book Display 3/16/2016

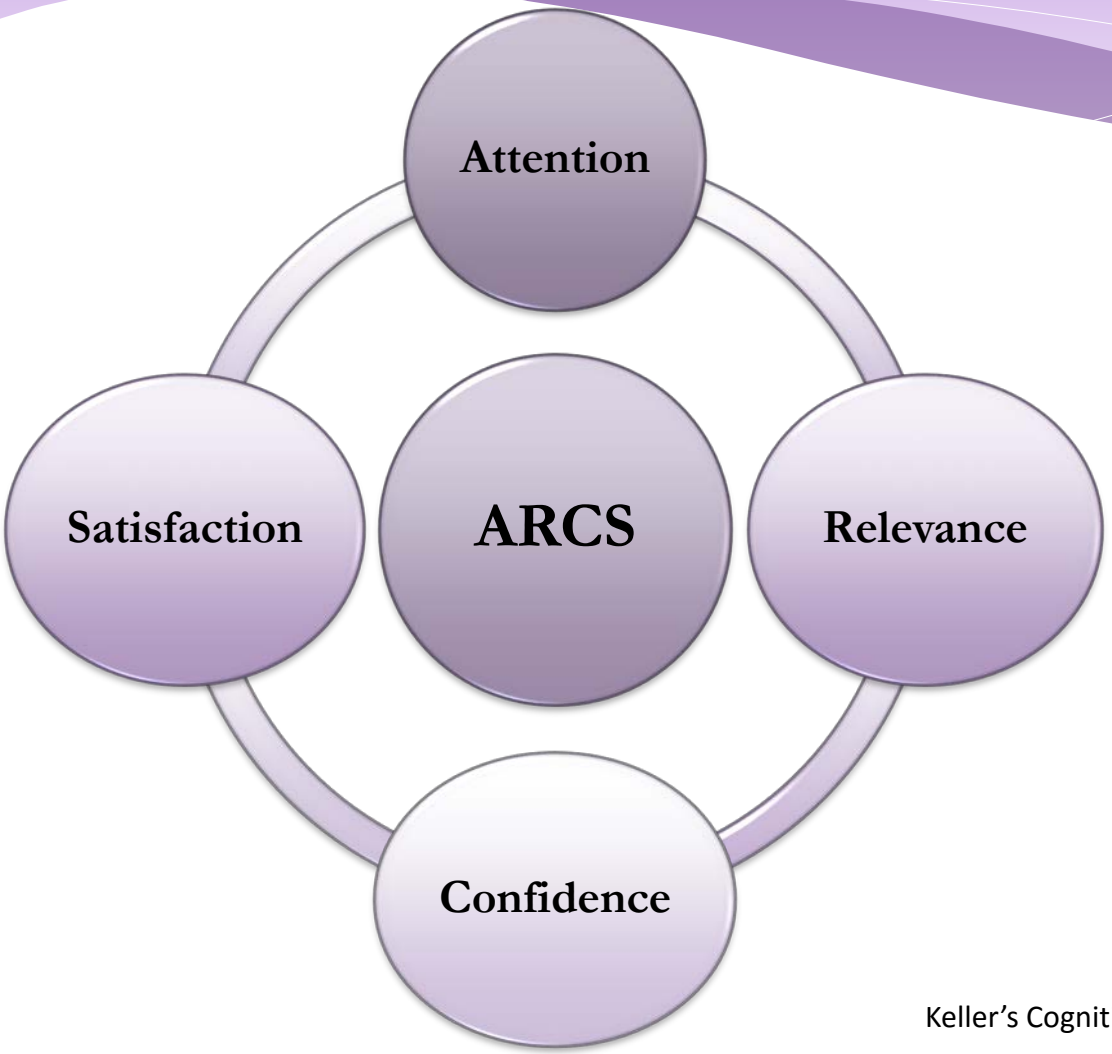
Post-Conflict Recovery Week book display in Rose 3/16/2016

more exhibits...

Follow Us



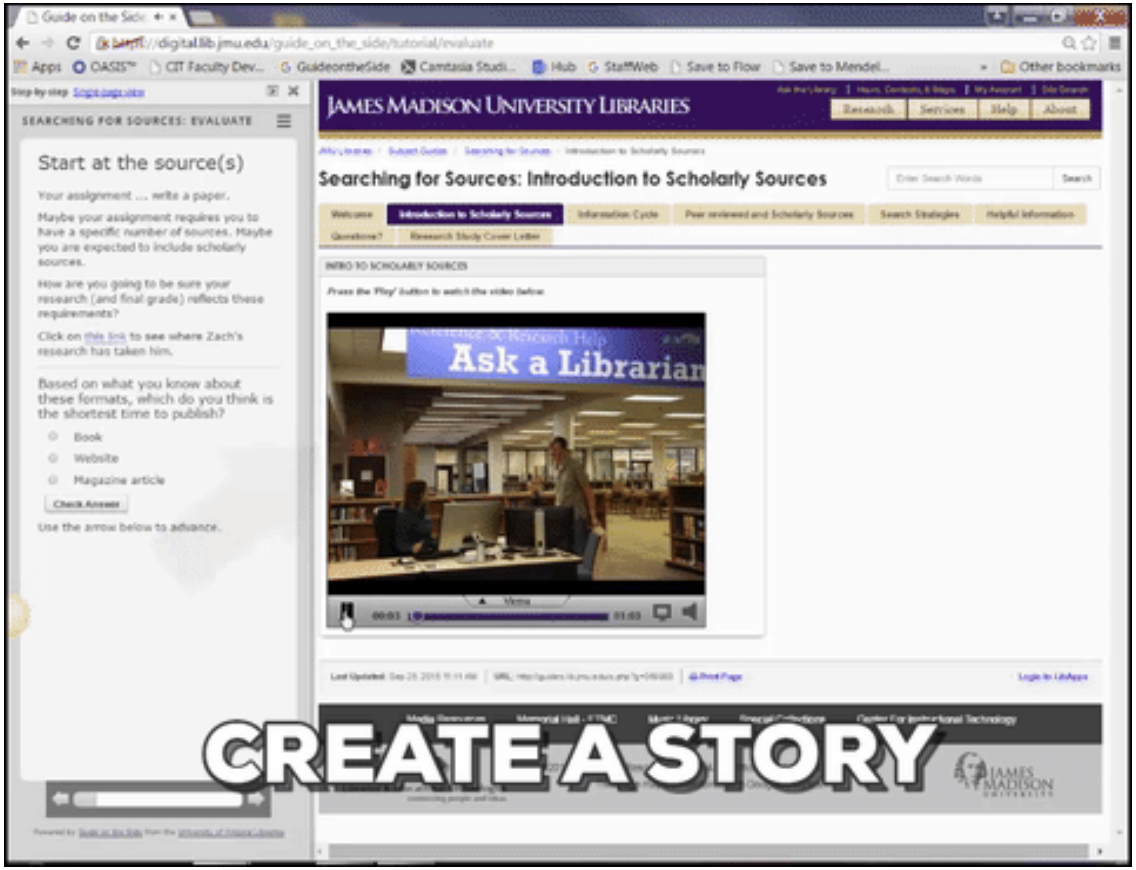
How?/Addressing Motivation

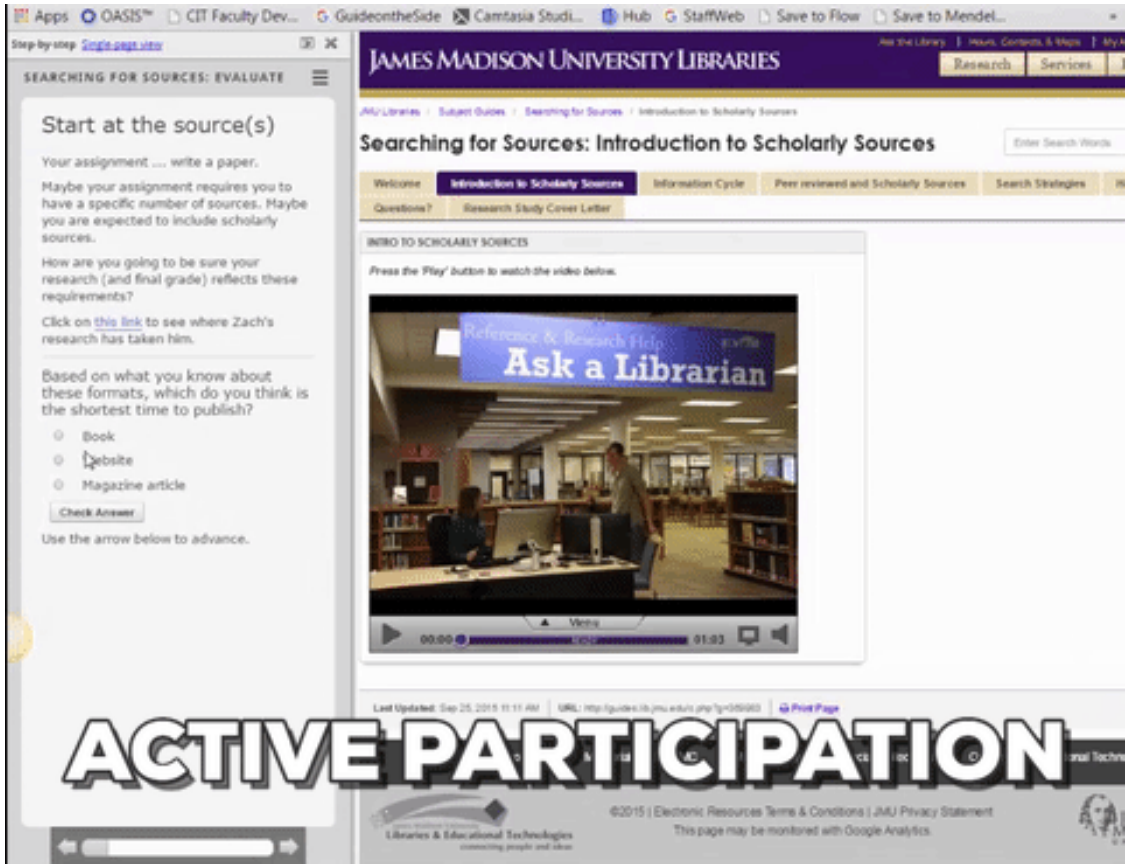


Keller's Cognitive Learning Model of Motivational Design, 1987

Attention

- Active participation
- Variability of methods of presentation
- Humor
- Incongruity & Conflict
- Inquiry
- Story of biography


SEARCHING FOR SOURCES: EVALUATE
Start at the source(s)
JAMES MADISON UNIVERSITY LIBRARIES
Searching for Sources: Introduction to Scholarly Sources
Ask a Librarian
CREATE A STORY


Apps
OASIS
CIT Faculty Dev...
GuideontheSide
Camtasia Studi...
Hub
StaffWeb
Save to Flow
Save to Mendel...
Step-by-step Single page view
SEARCHING FOR SOURCES: EVALUATE
Start at the source(s)
Your assignment ... write a paper.
Maybe your assignment requires you to have a specific number of sources. Maybe you are expected to include scholarly sources.
How are you going to be sure your research (and final grade) reflects these requirements?
Click on this link to see where Zach's research has taken him.
Based on what you know about these formats, which do you think is the shortest time to publish?
Book
Website
Magazine article
Check Answer
Use the arrow below to advance.
JAMES MADISON UNIVERSITY LIBRARIES
Research
Services
Searching for Sources: Introduction to Scholarly Sources
Welcome
Introduction to Scholarly Sources
Information Cycle
Peer reviewed and Scholarly Sources
Search Strategies
Questions?
Research Study Cover Letter
INTRO TO SCHOLARLY SOURCES
Press the 'Play' button to watch the video below.
Reference & Research Help
Ask a Librarian
Menu
00:00
01:03
Print Page
©2015 | Electronic Resources Terms & Conditions | JMU Privacy Statement
This page may be monitored with Google Analytics
Libraries & Educational Technologies
ACTIVE PARTICIPATION

How?/Addressing Assessment

Did we reach as many students as face-to-face?

Did we maintain the attention of the students?

Did we adequately cover the content to facilitate student learning?

Student Assessment & Evaluation

Students reached

Semester	Students Reached	Session
2014 Spring	251	In class
2014 Fall	552	In class
2015 Spring	368	In class
2015 Fall	471	Tutorial
2016 Spring	341	Tutorial

Student Assessment
& Evaluation

Keep their attention

The tutorial format helped keep my attention.	*"I like the side bar … so yes the format was good."*
The tutorial was boring.	*"No, it was interesting to have videos to go along with it."*

Student Assessment & Evaluation

Content was understood

Tutorial	Correct	Incorrect
Topic selection	96%	4%
Searching for information	99%	1%
Citing sources	99%	1%

If you paraphrase or summarize from a source in a paper, you must still ...

- put quotation marks around the paraphrase or summary
- give the original author credit by citing the source
- include a link to the original source

Check Answer

After listening to this conversation, what type of paper do you think Zach is writing?

- Argument (analysis of an argument)
- Conference paper
- Narrative
- Research paper

Check Answer

Why is a peer-reviewed article considered a scholarly source?

- Before being published, the grammar is thoroughly checked.
- The article meets a minimum word requirement.
- Before being published, the article is evaluated by scholars and professionals in the field.

Check Answer

Generalized feedback via email survey

- Instructors
- First Year Writing Coordinator
- First Year Writing Committee

Instructor Evaluation

"Overall, I feel these tutorials give students a good baseline for research and topic generation."

"I like that the video broaches the subject of audience; however, the tutorial doesn't wholly address audience. Targeting an audience is a critical component of narrowing a topic and can be important in initial phases topic generation."

Library Self-Evaluation

Evaluation of impact

Evaluation of time spent

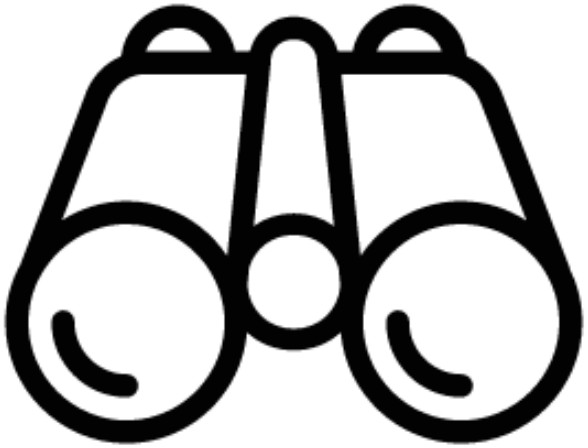
Looking Forward

Reach more students

- Current tutorials to new instructors
- New tutorials on requested topics

Move beyond ‘just’ FYW

- More advanced IL topics
- ‘Repackaged’ material—discipline specific



New technology

- Video
- Beyond Guide on the Side

Questions?

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References

ACRL (2016). *Framework for information literacy for higher education.* Retrieved from http://www.ala.org/acrl/standards/ilframework

James Madison University (2016). *General Education: Cluster One*. Retrieved from https://www.jmu.edu/wrtc/students/undergraduate/first-year-writing-program.shtml

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