Taking the first step to develop scalable, asynchronous library instruction

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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

Spring 2016
76 sections

1 section = 20 students

- Faculty (27)
- Adjuncts (49)
- Adjuncts (40)
- GA (1)
1 Librarian

74 sections per semester (average)
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

Fall Semester 2015
Home
Announcements
Assignments
Grades
People
Files
Modules
Quizzes
Syllabus
Outcomes
Pages
Conferences
Collaborations

Questions for the librarian
Howard Carrier

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

Reply

Nov 17, 2015 at 3:37pm

Published
Edit
Subscribed
Why?

- Practical considerations (delivering LI)
- Improving student engagement with the material
- Lessons for embedded librarianship?
How? Addressing Scalability

1. Review Syllabi
2. Chunk Content
3. Script
4. Produce
5. Distribute
Topic Selection  Searching for Information  Citing Sources

Review Syllabi  Chunk Content
<table>
<thead>
<tr>
<th>First Year Writing Goal</th>
<th>ACRL Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Research...as part of the series of steps in the writing process”</td>
<td>Research as inquiry</td>
</tr>
<tr>
<td>“Analyze and evaluate texts to identify their...credible elements”</td>
<td>Scholarship as a conversation</td>
</tr>
<tr>
<td>“Effectively incorporate &amp; document appropriate sources...”</td>
<td>Information has value</td>
</tr>
</tbody>
</table>

- **Topic Selection**
- **Searching for Information**
- **Citing Sources**
Topic Selection

“Determine an appropriate scope of investigation for different genres.”

Searching for Information

“Evaluate different information formats for credibility and will recognize the role of scholarly sources.”

Citing Sources

“Give credit to the original ideas of others through proper attribution and citation.”
May → August Timeline

Review Syllabi → Chunk Content → Script
Determine type of research paper

Develop search words

Review Syllabi

Broaden or narrow search

Chunk Content

Determine credibility

Script

Produce
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.
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
CREATE A STORY
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?
## Students reached

<table>
<thead>
<tr>
<th>Semester</th>
<th>Students Reached</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014 Spring</td>
<td>251</td>
<td>In class</td>
</tr>
<tr>
<td>2014 Fall</td>
<td>552</td>
<td>In class</td>
</tr>
<tr>
<td>2015 Spring</td>
<td>368</td>
<td>In class</td>
</tr>
<tr>
<td>2015 Fall</td>
<td>471</td>
<td>Tutorial</td>
</tr>
<tr>
<td>2016 Spring</td>
<td>341</td>
<td>Tutorial</td>
</tr>
</tbody>
</table>
Keep their attention

The tutorial format helped keep my attention.

The tutorial was boring.

“I like the side bar ... so yes the format was good.”

“No, it was interesting to have videos to go along with it.”
Content was understood

<table>
<thead>
<tr>
<th>Tutorial</th>
<th>Correct</th>
<th>Incorrect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic selection</td>
<td>96%</td>
<td>4%</td>
</tr>
<tr>
<td>Searching for info</td>
<td>99%</td>
<td>1%</td>
</tr>
<tr>
<td>Citing sources</td>
<td>99%</td>
<td>1%</td>
</tr>
</tbody>
</table>

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

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

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.
Generalized feedback via email survey
• Instructors
• First Year Writing Coordinator
• First Year Writing Committee

“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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