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# Participation on the High Plains: Increasing Student Engagement in an Upper- Division, Three-Credit Information Literacy Course

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# PARTICIPATION ON THE HIGH PLAINS

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Increasing Student Engagement in an Upper-Division,  
Three-Credit Information Literacy Course

Jennifer Mayer

Melissa Bowles-Terry

LOEX of the West, June 2012



# Today's Talk

- Overview of our 3 credit course
- Engaging students from a variety of disciplines
- Assessment
- Future Directions
- Q & A



# LBRY 3020: Beginnings and Evolution



- University Studies Program (USP)
- LBRY 3010: Research from a Distance 1.0 credit hours, online
- **LBRY 3020: Managing and Navigating the World of Information 3.0 credit hours**
- Prepares students to be knowledgeable consumers of information in our global, high-tech society. Skills taught enable students to locate and manage information resources, preparing them for university level research and life after graduation. Prerequisite: WA (Writing, Freshman Composition).

# Poll

- **How many teach a credit IL course?**
- **How many credit hours?**
  - 1.0 or 2.0
  - 3.0 or 4.0
- **Class level?**
  - Freshman
  - Sophomore
  - Junior
  - Senior
  - Graduate
- **Format?**
  - Online
  - Face to Face or Hybrid
- **Focus?**
  - General/interdisciplinary
  - Subject specific
- **How many have an IL requirement at your institution?**

# LBRY 3020 Learning Outcomes

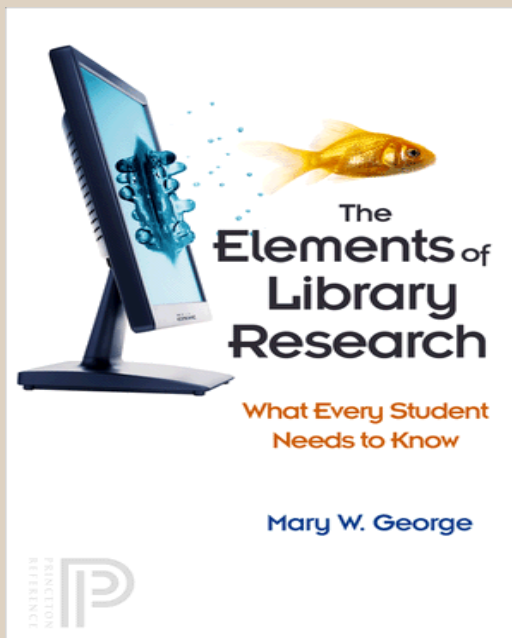
- Students will be able to locate, evaluate and use information appropriately.
- Students will be knowledgeable users of library and information resources.
- Students will use information as a commodity by completing exercises to find and evaluate information and to manage and manipulate it for a targeted goal.

## LBRY 3020 Learning Outcomes, cont'd.

- Students will become information literate learners, able to integrate technology skills and information literacy skills.
- Students will demonstrate an understanding of ethical issues such as plagiarism, copyright and intellectual freedom.

# LBRY 3020 Course Structure

- Libguide <http://libguides.uwyo.edu/LBRY3020>
- Syllabus: current → post-graduation information needs
- TIP [http://tip.uwyo.edu/info\\_overload.html](http://tip.uwyo.edu/info_overload.html)
- Textbook





# LBRY 3020 Course Structure

## TIP: Tutorial for Information Power

- Investigating
- Searching
- Locating
- Evaluating
- Utilizing

## Elements of Library Research by Mary George

- Research Assignment to Research Plan
- Strategy and Tools for Discovery
- Fine Art of Finding Sources
- Insight, Evaluation, Argument and Beyond

# Engaging Students & Cohesion

- Themes: Pop Culture, Education, Foodways, **Social Justice, Social Media Technology**
- Seating



# So, Exactly How Did We Engage Students?

- Class Discussion:  
Articles, textbook chapters
- Active learning:  
Ethnographers  
Video clips with discussion  
Ipads  
Exercises related to major  
Individual tech exercises

# More On Engaging Students

- Peer review
- Reflective writing

# How do you engage students?

- 1) Majority of research looks like previous case studies, scholarly journals, and detailed images. Also can be shown through medicine.
- 2) Starting research in many health majors is online, because we need to be able to access the most up-to-date information.  
- new treatments.
- 3) News is a really big one ie: rise of obesity. Also there are many health magazines, and health articles within other journals.  
- New York times
- 4) Nursing - CINAHL  
Dental - PubMed } up-to-date and peer-reviewed.
- 5) online because it is information that usually cost a lot of money, also within the field of work. Example if the place we work at is starting a new treatment, they will provide information, materials, etc...

# Assessment Tools and Strategies

- Pre and post tests
- TIP quick checks and quiz
- Exercises
- Discussion
- Midterm evaluation
- Drafts & conferences
- Synthesis Essay



# Lesson Plans and Grading

<b>Lesson Title</b>	<b>Class #15 Wed, Feb 29, 2012</b>
<b>Course</b>	LBRY 3020
<b>Location/# of students</b>	218
<b>Duration</b>	75 <u>mins</u>
<b>Materials/Handouts</b>	

## Learning Activities

	<b>Est. Time</b>
<b>Discuss Article</b>	
<b>Citing sources</b>	
<b>Homework</b>	

## Additional Lesson Information

<b>Assessment / Evaluation options</b>	
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Other notes:

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# Assessment Findings

- Comparing LBRY 3020 Spring 2011 and Spring 2012
  - Pre and post
  - TIP scores
  - Overall grades
- Themes from Student Evaluations



# Assessment Findings

- Comparing LBRY 3020 Spring 2011 and Spring 2012  
Pre and post test results

Concept	Improved Spring 2011	Improved Spring 2012
Secondary v. primary source	18% (64% → 82%)	21.25% (60% → 81.25%)
Popular v. scholarly source	9% (55% → 64%)	45% (55% → 100%)
Definition of peer review	-5% (82% → 77%) oops!	20% (80% → 100%)
<b>Total Improvement</b>	<b>8%</b>	<b>13%</b>

# Assessment Findings

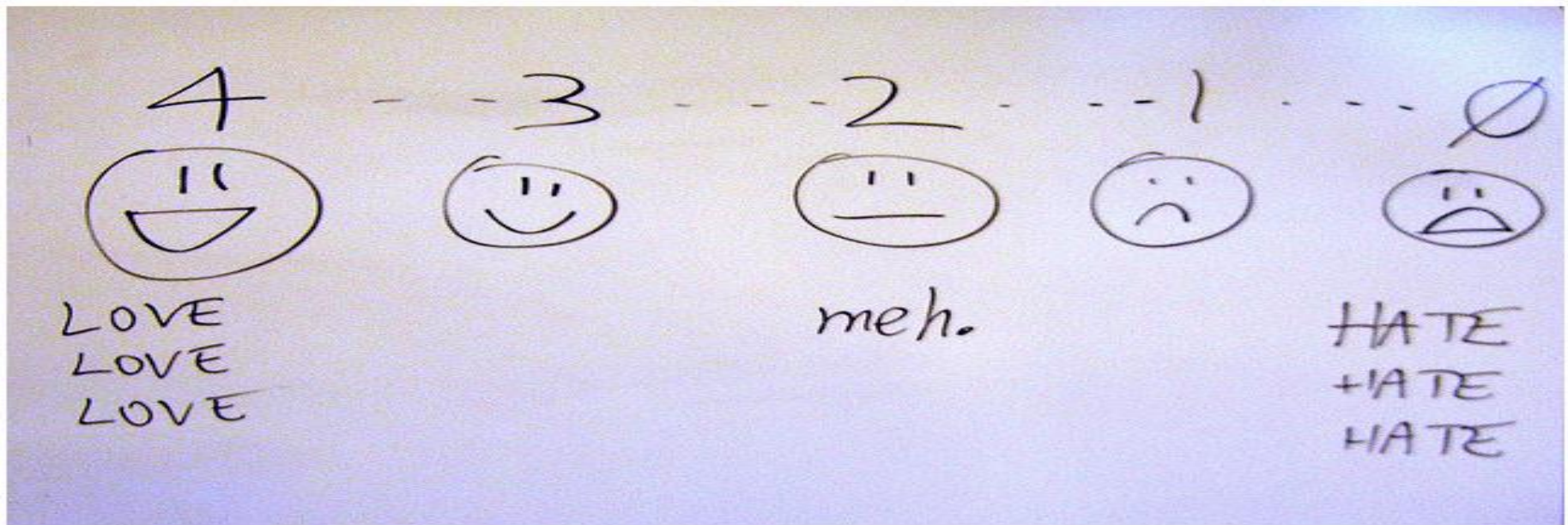
- Comparing LBRY 3020 Spring 2011 and Spring 2012 TIP scores

Spring 2011 Average	Spring 2012 Average	UW Average
90.25%	84.5%	87%

- Final grades very similar for both classes  
Spring 2011: 80.3261%  
Spring 2012: 80.5175%

# Class Evaluation Feedback

- Positives, negatives
- Changes implemented



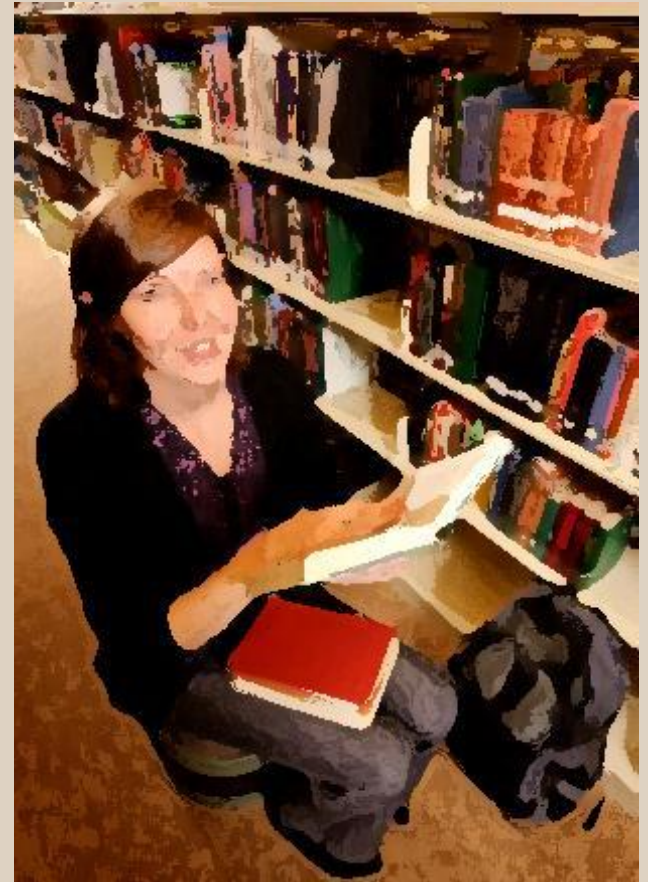
# Anecdotal Findings

## Student

- Bonded with their groups

## Librarian

- Invigorating change
- Semester-long work with students
- Helped fill in gaps
- Parallels role of other teaching faculty on campus



# Future Directions

- Currently revising our University Studies Program
- Communication
- Writing
- Subject Specific



Detail from: Berni, Antonio, *Ramona & the Fortune Teller*, 1976, Painting and collage

# References

George, Mary W. *The Elements of Library Research: What Every Student Needs to Know*. Princeton, N.J: Princeton University Press, 2008.

Sittler, Ryan, and Douglas Cook. *The Library Instruction Cookbook*. Chicago: Association of College and Research Libraries, 2009.

TIP: Tutorial for Information Power. University of Wyoming Libraries. [http://tip.uwyo.edu/info\\_overload.html](http://tip.uwyo.edu/info_overload.html)



The Snowy Range outside of Laramie, WY

<http://www.flickr.com/photos/pfc/988596162/>