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

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).

http://www.flickr.com/s/10099009/photos/a87b78/334957686/
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](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 i.e., rise of obesity. Also, there are many health magazines, and health articles within other journals.
   - New York Times

4) Nursing - CINHAL
    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

<table>
<thead>
<tr>
<th>Lesson Title</th>
<th>Class #15 Wed, Feb 29, 2012</th>
</tr>
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<tbody>
<tr>
<td>Course</td>
<td>LBRY 3020</td>
</tr>
<tr>
<td>Location/# of students</td>
<td>218</td>
</tr>
<tr>
<td>Duration</td>
<td>75 mins</td>
</tr>
<tr>
<td>Materials/Handouts</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Learning Activities</th>
<th>Est. Time</th>
</tr>
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<tbody>
<tr>
<td>Discuss Article</td>
<td></td>
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<tr>
<td>Citing sources</td>
<td></td>
</tr>
<tr>
<td>Homework</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Additional Lesson Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment / Evaluation options</td>
</tr>
<tr>
<td>Other notes:</td>
</tr>
</tbody>
</table>

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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

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

• Comparing LBRY 3020 Spring 2011 and Spring 2012 TIP scores

<table>
<thead>
<tr>
<th></th>
<th>Spring 2011 Average</th>
<th>Spring 2012 Average</th>
<th>UW Average</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>90.25%</td>
<td>84.5%</td>
<td>87%</td>
</tr>
</tbody>
</table>

• Final grades very similar for both classes
  Spring 2011: 80.3261%
  Spring 2012: 80.5175%
Class Evaluation Feedback

- Positives, negatives
- Changes implemented

http://www.flickr.com/photos/billsophoto/4175299981/
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


The Snowy Range outside of Laramie, WY

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