

Blended learning and information literacy instruction: A faculty-librarian partnership to enhance undergraduate students' information literacy skills using the course management system

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Agenda

- Library instruction @uOttawa and partnership with the Department of English
- Content development and assessment
- Preliminary findings
- Future directions

LIBRARY INSTRUCTION AT uOttawa

A new instructional approach at the Morisset Library

- Move away from tool based instruction
- Address essential core competencies
- Include content that can be adapted to various levels of proficiency
- Clearly identifies target users (first year students) with customization options for specific groups (i.e. international students)
- Requires registration.

Core Content: Trying on the new ACRL Framework for Information Literacy

“Understanding your information needs for better searching” : Content mapped to the IL frame “Searching as Strategic Exploration”.

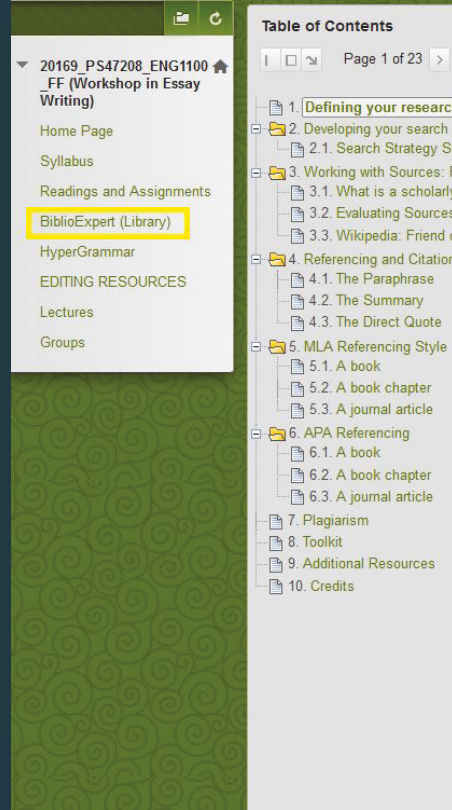
“Working with your sources: Avoid common citing and referencing pitfalls”: Content mapped to the IL frame “Information Has Value”

“Who's the expert? Determining the value of information for your research”: Content mapped to the IL frame “Authority Is Constructed and Contextual”.

The ENG1100 Blended Learning project

BiblioExpert in BlackBoard

- Library course pack integrated into Blackboard Learn.
- Available to all ENG1100 courses with a LMS component upon request.
- Addition of multimedia learning objects.
- Customizable
- Embed librarian in the course as a resource person for students.



The screenshot shows the Blackboard interface. On the left is a navigation menu for course '20169_PS47208_ENG1100' (Writing). The 'BiblioExpert (Library)' link is highlighted with a yellow box. To the right is a 'Table of Contents' for 'Page 1 of 23'. The table lists 10 sections: 1. Defining your research question, 2. Developing your search strategy, 3. Working with Sources: Finding, 4. Referencing and Citations, 5. MLA Referencing Style, 6. APA Referencing, 7. Plagiarism, 8. Toolkit, 9. Additional Resources, and 10. Credits.

Defining your research question

? Defining your research question

A broad research topic such as cancer, gender issues or climate change is the aspect you want to focus on by defining the research question you will to find relevant sources more easily.

A good question should be:

- **Finite:** Its focus should be on a specific aspect of a topic, keeping it
- **Clear:** The key concepts and their relationships for search purposes



The image shows a video thumbnail titled 'Concept mapping of key ideas'. It features a hand drawing a concept map on a whiteboard. The text 'WHY is this problem' is written in blue, and 'signed' is written in blue. There are also some yellow and red arrows and a play button icon.

Development Timeline: Initial Phase

- Meetings with Department of English Professor (Spring and Summer 2015).
- Adaptation of BiblioExpert Content to online environment (Summer- early Fall 2015).
- Customization and visual branding of module in collaboration with TLSS (Fall 2015).
- Roll out module to two sections of ENG1100, an essay writing class, taught by co-collaborator in the Department of English (November 2015).
- Create informal optional assessment exercise (December 2015).

Structure and Branding

- Content adapted from the BiblioExpert workshop program.
- Visual branding is the same as the workshop program and website.
- Inclusion of external resources links.
- Addition of a library discussion forum to facilitate communication between students and subject librarian.

The screenshot displays the BiblioExpert website layout. At the top, a dark header contains the 'Additional Resources' link. Below this, the 'Library services at a glance' section features four circular icons with corresponding text and links: 'Borrow and renew', 'Borrow from other libraries', 'Reserve a group study room', and 'Connect from off-campus'. To the right, the 'Library Links' section includes links for 'Library research guides', 'Off campus access', and 'BiblioExpert Workshops', each followed by a brief description. At the bottom, a table of contents lists six main topics: 'Defining your research', 'Developing your search strategy', 'Working with Sources', 'Referencing and Citations', 'MLA Referencing Style', and 'APA Referencing', each with its own set of sub-topics and links.

[Additional Resources](#)

Library services at a glance

- Borrow and renew ([click to access](#))
- Borrow from other libraries ([click to access](#))
- Reserve a group study room ([click to access](#))
- Connect from off-campus ([click to access](#))

Library Links

- [Library research guides \(click to access\)](#)
Resources organized by Faculty and subjects. Look under "Data, media and multidisciplinary" to find the guide developed for ENG1100 (English Essay Writing)
- [Off campus access \(click to access\)](#)
If you are off-campus you can access electronic resources via the library's proxy server. Consult the document below for information on your off campus user name and password.
- [BiblioExpert Workshops \(click to access\)](#)
BiblioExpert is a series of hands-on workshops specifically designed for undergraduate students and novice searchers. The goal of these workshops is to better equip students with essential research skills, along with knowledge about the various ways the Library can lend support during their studies.

Table of Contents:

1. [Defining your research \(click to access\)](#)
2. [Developing your search strategy \(click to access\)](#)
 - 2.1. [Search Strategy System \(click to access\)](#)
3. [Working with Sources: Finding, Evaluating, and Using Sources](#)
 - 3.1. [What is a scholarly source?](#)
 - 3.2. [Evaluating Sources](#)
 - 3.3. [Wikipedia: Friend or foe?](#)
4. [Referencing and Citations](#)
 - 4.1. [The Paraphrase](#)
 - 4.2. [The Summary](#)
 - 4.3. [The Direct Quote](#)
5. [MLA Referencing Style](#)
 - 5.1. [A book](#)
 - 5.2. [A book chapter](#)
 - 5.3. [A journal article](#)
6. [APA Referencing](#)
 - 6.1. [A book](#)

Implementation Timeline: Phase Two (Fall 2016)

- Submission of ethics request to collect and analyse student assignments and in-class exercises for all participating sections (Summer 2016).
- Blended approach fully integrated in one section of ENG1000 with assessment.
 - Graded mandatory blog entries
 - In-class assessment following presentations (concept map, Venn diagram, evaluation of news source exercise worksheet, referencing quiz)
- Blended learning partially integrated in one section of essay writing class and one section of technical report writing class.
 - Optional graded blog entries for participation mark.

Preliminary Findings

Formal Assessment: In-Class Exercises

- Workshop 1: Brainstorming exercise leading to a concept map and research question related to chosen topic for final essay proposed topic.
 - ACRL Framework: [Searching as Strategic Exploration](#)
- Workshop 2: “Fact or fiction” preparation exercise.— Students were assigned a different controversial headline topic and asked to research online only (i.e. Google) the validity of the information being communicated in the media.
 - ACRL Framework: [Authority is Constructed and Contextual](#)
- Workshop 3: Pre-workshop online preparation exercise: a multiple choice quiz on MLA style based on module content with randomization of questions.
 - ACRL Framework: [Information has Value](#)

Reflective Blog Assignment

Write a reflective blog about your experience researching sources to document your research paper.

Your blog must include:

1. a brief discussion of your research strategies, your application of library resources, and your selection of sources to document your paper;
2. an account of an obstacle you encountered during your research and how you overcame it;
3. one piece of advice you would give classmates embarking on a similar research task.

Working with messy data

Challenges from inconsistencies in student responses to assessment:

- Blog entries missing key information from assignment requirements.
- Variations in the quality of writing (grammar, spelling, terminology).
- Inconsistency in student participation for online and in-class assessment exercises as these were not graded.
 - Only blog entry was graded for participation marks.
- Lack of student preparation prior to in-class exercises which affected the effectiveness of the in-class exercises

Preliminary Findings

- Difficulty in narrowing down topic to create search strategies.
- Awareness of importance of evaluating sources but difficulty in applying specific criteria to assess authority.
- Anxiety related to proper referencing and fear of plagiarism.
- Difficulty navigating Library website: many did not explore past the welcome page.
- Difficulty identifying search tools and distinguishing databases.
- Vague descriptions of search strategies. “I put keywords about my topic in the library database”.
- Few mentions of online module in student blog entries.

Word Frequency of key terms*:

- Database(s): 141
- Google: 68
- Librarian: 65
- Scholarly: 59
- Peer-reviewed: 37
- Keywords: 25
- Wikipedia: 17
- BiblioExpert: 13

* Generated with WordStat



Future Developments

Qualitative Data Analysis

- Develop an inclusion rubric with specific criteria to identify which blog entries will be considered in the final data analysis.
 - Criteria and procedure in development following our initial analysis.
- Initial text analysis of student blogs. (WordStat)
- Content analysis.

Migration to New LMS System

- New Learning Management Software launching in May 2017 with short transition period.
- Content of online module migrated from BlackBoard Learn to D2L's Brightspace.

uOttawa

Announcements Calendar ePortfolio System Check

Welcome Ann! Here are your courses.

DEMO-Concevoir un cours hybride
DEMO-FCH1500

You are enrolled in this course as a Student.

BiblioExpert
DEMO60929

You are enrolled in this course as a Faculty.

Content Announcements Grades Class Progress Calendar

Search Sources

Overview

Bookmarks

Course Schedule

Table of Contents

BiblioExpert ENG1100

Click here to access module

Developing your search strategy: Search Strategy Basics

Working with Sources: Finding the right source

Working with sources

Finding the right source

How do you decide what types of sources you need and where to search for them? Start by looking at your research question and ask yourself what type of information you need in order to answer the question. Will you need journal articles, statistics, government reports, etc.? Knowing what type of information you need will help you choose the right tools to find it.

Identify what type of resources you need:

Information comes in many forms. It's important to understand the value and scope of different sources.

Content Announcements Grades Class Progress Calendar

Table of Contents

BiblioExpert ENG1100

Click here to access module

Developing your search strategy: Search Strategy Basics

Search Strategy Syntax

Search Strategy Syntax

Boolean operator "OR"

Include synonyms and related terms with the logical operator OR to increase access points to your topic. The OR search is useful to include common synonyms for a concept, or variant spellings of a word.

Grouping synonyms and related terms

Mammals OR Polar Bears

Sea levels OR Melting glaciers

Arctic

Module user experience evaluation

No feedback was collected for both phases up to now. This was intentional since the University had announced that a process for selection of a new LMS was underway.

- Provide users with a short questionnaire to assess the content and structure of the module.
 - Questionnaire will be developed with guidance of the Assessment Librarian.
 - Ask individuals to identify if they would like to participate in a focus group.
- Schedule two focus groups with students who expressed an interest in providing greater feedback during the questionnaire.

Tailoring BiblioExpert to Course Content

ENG 1120: Literary Research

- Updated workshop content:
 - Search examples focused on literary themes and course readings.
 - Specific information about researching authors, literary themes, genres, etc.
 - Introduction of specialized literature related search tools.
 - Evaluation of sources content tailored to literature, including discussion on scholarly books.
 - Referencing : Focus on MLA style

ENG 1112: Technical Report Writing

- Module content updates to better reflect the needs of science and engineering students.
 - Scientific communication: initiation to common sources used for research and practice.
 - In-depth information on the process of peer-review.
 - Referencing styles: IEEE style added
 - Deep reading and note-taking strategies.
 - Introduction of the reading journal.
 - Minor edits of all modules to reflect topics in science and engineering
- Reflective blog assignment to be modified to include an example of a suitable blog.
- In-class activities to be reviewed and possibly modified in collaboration with instructor.



Ultimate Goal: Create a sustainable information literacy program that can be integrated within the course environment by faculty themselves, with liaison librarians providing a supporting role

Questions?

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