Developing Adaptable Information Literacy Modules for a Learning Management System

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Who We Are

Christina Mune is the Online Learning & Earth and Physical Sciences Librarian for San Jose State University’s King Library. Christina also coordinates SJSU’s Open Access/OER initiative, Affordable Learning Solutions. Her research interests include instructional technologies, services to first-gen college students and any kind of sci-fi you can think of.

Silke Higgins serves as the academic library liaison to four San Jose State University departments and leads the SJSU King Library’s Social Media Task Force. She enjoys teaching and working with students, exploring educational technologies, and connecting to campus and beyond via committee work. Her free time is taken up with learning Japanese and spending way too much time on Twitter.
Where We Come From

- **San José State University** (SJSU), located approximately 50 miles south of San Francisco, California
- Fifth-largest campus in the 23-campus California State University system
- ~30,000 students, 1,700 faculty
- 60+ majors in seven colleges
- Diverse student population with many low-income and/or first-generation students receiving federal or state financial aid
- **SJSU Dr. Martin Luther King, Jr. Library**: Combined public & academic
- 24 academic liaison librarians provide information literacy instruction and research assistance to the university’s students and faculty
Why We Are Here

• Introduce Our Adaptable Information Literacy Modules

• Talk about why we saw a need to create them

• Give you a behind-the-scenes tour of how we created the modules

• Share outcome and feedback

• Invite you to discuss with us your projects, plans, & insights
Reasons for Creating Adaptable “Info Lit” Content

- Enhances existing online content:
  - Currently 2,014 courses in SJSU’s LMS
- Embeds information literacy at the point of need
- Creates reusable content that is reviewable on demand
  - Better for 2nd language learners
  - Multiple media types = different learning styles
- Saves time and effort in the long run
More Reasons for Creating Adaptable “Info Lit” Content

• Helps to create uniform instruction and assessment
  – Effectiveness not mitigated by large class size
  – Assessment shows no statistical difference in impact with online vs. in-person information literacy instruction (Clark & Chinburg, 2010)

• Meets students’ expectations: May prefer online information literacy instruction (Silver & Nickel, 2007)

• But still totally adaptable and customizable!
The Taskforce

• Summer 2013: Brought together early-adopter librarians interested in the topic
  o Eight-person *ad hoc* task force with quick turnaround time
  o Mix of working group meetings (seriously - we worked in the meetings) and individual work

• Fall 2013: Piloted project; solicited feedback at the end of the term
Modules: Embedding in the LMS

• Modules geared toward first year students
  – AAC&U Information Literacy VALUE Rubric
  – ACRL Information Literacy Standards

• Module makeup
  – Open educational resources or created in-house?
    • Both!
  – Tutorials
    • Video – concept-based
    • Guide on the Side – individual databases
The Modules

Course Modules

- King Library Basics
- Writing a Thesis Statement
- Finding and Developing Your Topic
  - Developing a topic for a research paper (Video)
  - Develop a Research Topic (Interactive Website)
  - Finding Background Information
  - Tools and Exercises
  - Concept Map.pdf (Click Download Concept Map to fill out the map using your computer)
- Choose Your Search Terms
- Search Better, Faster
- Know Your Sources - Scholarly vs. Popular vs. Trade/Professional
- Find Scholarly, Peer-Reviewed Journal Articles
  - How to Find Scholarly, Peer-Reviewed Journal Articles
    - Finding Scholarly Peer-Reviewed Journal Articles in JUSU Databases
    - Finding Scholarly Articles in Academic Search Premier, a database for many disciplines
    - Customizing Google Scholar to find Full Text Scholarly articles for free
    - Can you find scholarly articles? (self-test)
- Find Trade and Professional Journal Articles
- Find Newspapers and Magazines
- Evaluate Information and Its Sources Critically
- Writing an Annotated Bibliography
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<tr>
<th><strong>Modules: AAC &amp; U Value Rubric</strong></th>
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<tr>
<td><strong>Capstone</strong></td>
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<td><strong>Determine the Extent of Information Needed</strong></td>
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<td><strong>Access the Needed Information</strong></td>
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<td><strong>Evaluate Information and its Sources Critically</strong></td>
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<td><strong>Use Information Effectively to Accomplish a Specific Purpose</strong></td>
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<td><strong>Access and Use Information Ethically and Legally</strong></td>
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Modules: Mapping

- **Determine the information need**
  - Writing a Thesis Statement
  - Developing a Topic

- **Access the Needed Information**
  - Choose Your Search Terms
  - Search Better, Faster

- **Evaluate Information and Sources Critically**
  - Know Your Sources
  - Find Peer-Reviewed Scholarly Sources

- **Use Information Effectively for a Purpose**
  - Writing an Annotated Bibliography
  - Writing a Literature Review

- **Access and Use Information Ethically & Legally**
  - How to Cite
  - How to Avoid Plagiarism
Feedback: Students

Obtained with an initial round of student usability testing

• Used the “Fast and Dirty” method
  o Focus groups
  o Individual review feedback

• Results addressed big issues
  o Videos for big topics “Finding Keywords”
    ▪ Short videos, no slow introductions
  o Liked charts and graphs
  o Text examples for mechanical processes like citations

• Wanted content available outside the LMS
Feedback: Library & Teaching Faculty

- Librarians
  - 8 out of 17 librarians used the modules. Those that didn’t:
    - 5 - No time to customize
    - 3 - Prefer to use LibGuides
    - 3 - Instructional faculty not interested

- Teaching faculty enthusiastic
  - Approximately 36 faculty added modules to Canvas

- Requests for advanced database tutorials (not sure if librarians or instructors)
Next Steps

• (Re)evaluation of standards used:
  o ACRL will be reissuing information literacy standards
  o Adjustments, streamlining

• Projects in the pipeline:
  o Subject-specific module design
  o Use of additional tools
    ▪ Guide on the Side
    ▪ Existing tutorials created by vendors

• Assessment:
  o Devise user-friendly, short assessment tools
References


Questions & Comments

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