Reaching Students Beyond the Classroom with an Online Information Literacy Course

ASERL webinar
August 3, 2020
Presenters

Karen Doster-Greenleaf
Director, Research & Instructional Services
Kennesaw State University Library System

Leslie Madden
Team Leader for Arts & Sciences, Subject Librarian for English and World Languages & Cultures
Georgia State University

Jason Puckett
Online Learning Librarian, Anthropology Librarian
Georgia State University
Georgia State University

- Urban research university
- 6 campuses around metro Atlanta
- More than 50,000 students
- Associates through Doctoral degree programs
Instructional Environment

- Increasing demand for online instruction presence
- Existing robust online programs through Perimeter College [2 year college within GSU]
- Expanding online graduate program offerings
- Library instruction stretched across all 6 campuses
- Too few librarians to meet demands for instruction
- Inconsistent library instruction provided to first-year students
2018-2019 Academic Year

- 1,099 sections of ENG 1101 & 1102 offered at GSU!
ENGL 1101

54+ session per AY

ENGL 1102

45+ session per AY

900% increase in workload
Strategic Alignment

Addresses two points of the Library's Student Success Strategic Intention

- Instruction. Use pedagogical best practices to deliver scalable information, data and technology instruction that is integrated into the curriculum.

- Finding information. Help students find the information resources they need for success.
Intentions and Planning

- Desire to reach more first-year students
- Students earn badges that they can share with instructors, etc.
- Integration with Portfolium
- Desire to contribute to student success
Technology planning & setup

Needs:

- Authenticate students
- Quizzes/assessments
- External to credit courses
- Add external video content
- Scalable, responsive design
Collaboration with CETL instructional technologists

Explore CETL’s Keep Teaching Resources for Fall Instruction

For Fall 2020, Georgia State University will adopt a blended learning approach to optimize learning while respecting student and instructor safety within our classroom environments. Find out more and get support in planning.

View the Plan for Fall and Prepare at Our Keep Teaching Web Page >
Technology options investigated

- D2L LMS (GSU iCollege)
- Captivate
- Credo
- LibWizard
Canvas & Badgr

Canvas:
- Login authentication, not attached to credit courses
- Same key features as D2L
- Integrates with badge system easily

Badgr:
- GSU Library as badge issuer
- Each module has a separate badge for completion
- Badges are shareable and persistent
LinkedIn Learning & YouTube tutorials

LIL:

- General/conceptual modules: “What is” / “Why”

YouTube:

- GSU-specific modules: “How To”
Production tasks

- Instructional design
- Writing text content
- Writing, producing & selecting video tutorials
- Designing and writing quizzes
- Managing LMS setup
- Proofing and editing text and quizzes
- Setting up badges
- Testing content
The Design
The Foundation

Library Instruction Outcome & Assessment Working Group

Instruction Program Learning Outcomes

1. The learner will be able to develop a research question.
2. The learner will be able to identify tools and materials that are both relevant to information need and appropriate for academic research.
3. The learner will be able to formulate effective search strategies.
4. The learner will be able to evaluate information and sources critically.
5. The learner will be able to use information ethically.
6. The learner will know how to seek assistance from the library.
6 Badges

- Idea Developer
- Information Seeker
- Savvy Searcher
- Critical Thinker
- Ethical Researcher
- Assistance Seeker
- Research Champion
Idea Developer

- Aligns with Learning Outcome 1
  - Identifying a research question
  - Refining idea to a specific research topic

- Broken into three sections
  - Topic Identification
  - Topic Development
  - Types of Information
Information Seeker

Aligns with Learning Outcomes 2

- Selecting relevant databases and information sources
- Identifying and understanding difference between popular and scholarly sources

Broken into two sections

- Library databases - general and subject specific
- Popular vs Scholarly sources
Savvy Searcher

- Aligns with Learning Outcome 3
  - Developing a search strategy
  - Refining search results

- Broken into two sections
  - Identifying relevant and useful search terms & Boolean operators
  - Maximizing database limiters
Critical Thinker

- Aligns with Learning Outcome 4
  - Evaluation of information sources
  - Critical application of information

- Covers:
  - Criteria for evaluating information for purpose and credibility
  - Matching information source with information need effectively
Ethical Researcher

- Aligns with Learning Outcome 5 - Ethical use of information

- Broken into two sections
  - Plagiarism and academic integrity
  - Citations - APA & MLA
Assistance Seeker

- Aligns with Learning Outcome 5
  - Encourage help seeking behavior
  - Highlight multiple modes of assistance available

- Covers:
  - Online assistance through chat and email reference
  - Additional library tutorials and videos
  - Face to face help and contact information
Badge Options

Option 1 - A la Carte

Option 2 - Research Champion
Project Assessment

**Faculty**
- Proof of completion
- Mechanics - Integration into course shell
- Content coverage
- Is content covered enough
- Content gaps
- Meet course needs

**Student**
- Functionality of the modules
- Evaluation process - required passing score and allowed attempts
- Confidence in completing a research project and using library resources
- Value of the badge system
Implementation & challenges

Pilot

- Freshman English course
- Population: 3 - 4 sections
- A la carte selection

Assessment

- Survey sent to faculty and students
- Evaluation of the functionality of the badge and their experience using it

Challenges

- Karen’s departure
- Also, COVID-19
Next Steps

Virtual Semester?

Pathway badges

- Collaborate to develop subject specific research badges
- Supports GSU College to Career (CTC) QEP
- Portfolium - showcase students research skills to future professors and employers
Questions?

Karen Doster-Greenleaf  
kdosterg@kennesaw.edu

Leslie Madden  
lmadden@gsu.edu

Jason Puckett  
jpuckett@gsu.edu