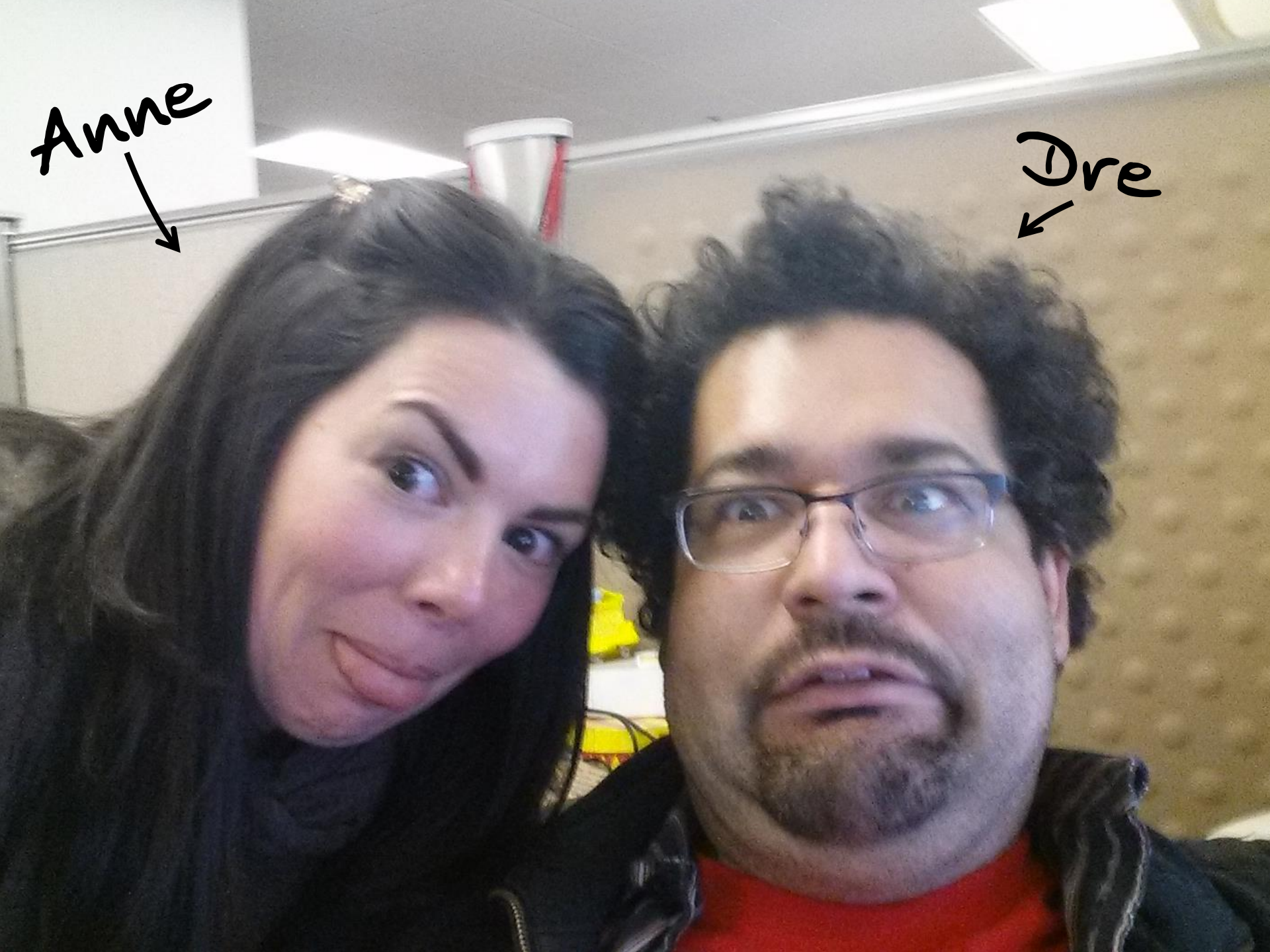
Welcome to our session!

This session involves a little bit of group work. Please try to have at least four people per table.

Sorting Through the Clutter

Improving Instructional Design through Card Sorting

Anne Burke
Andreas Orphanides
NCSU Libraries


Anne
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We work here
americana
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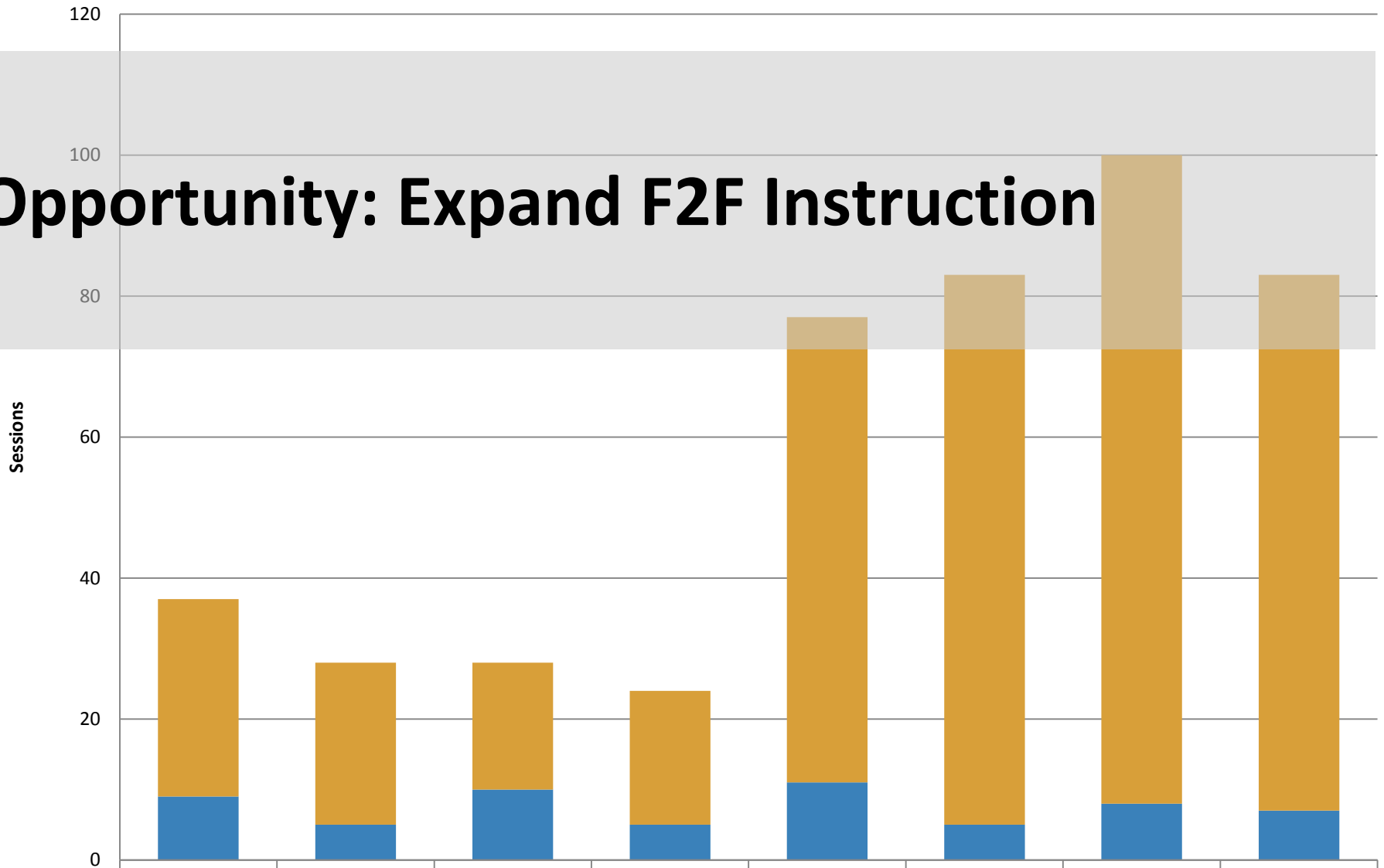
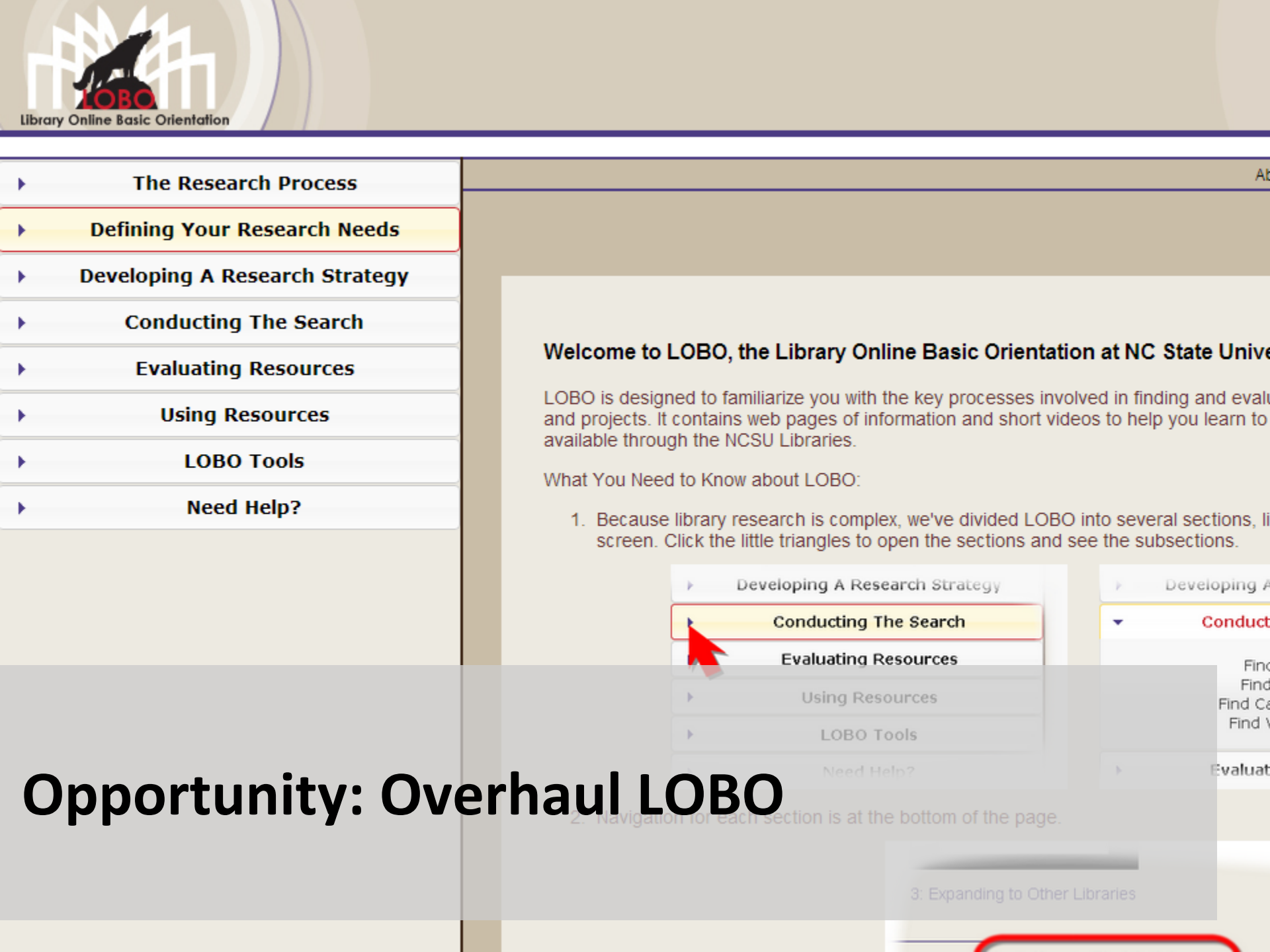
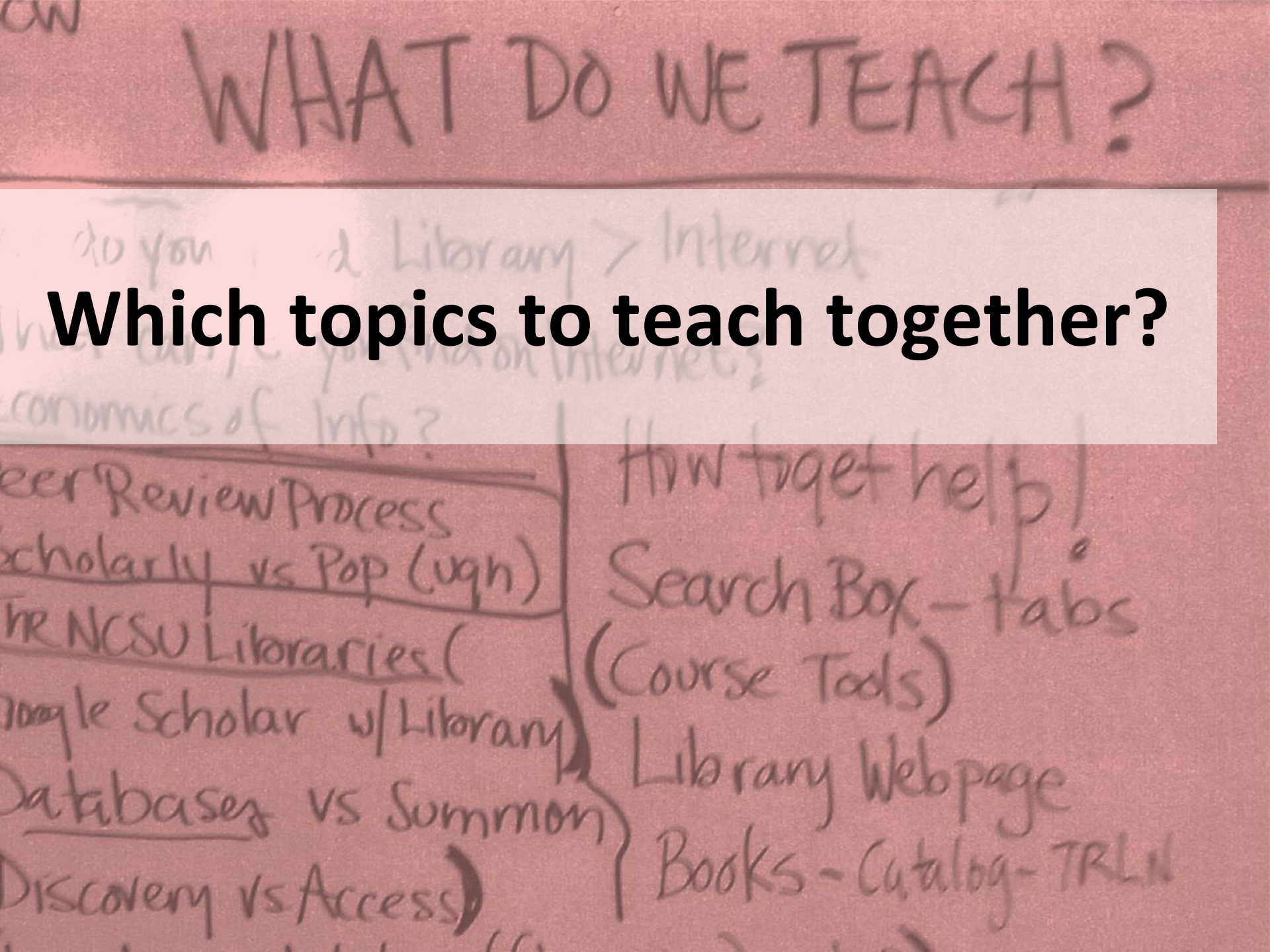
Undergraduate Instruction - Fall '09 - Spring '13

Opportunity: Expand F2F Instruction



	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
FYWP	28	23	18	19	66	78	92	76
COM 110	9	5	10	5	11	5	8	7

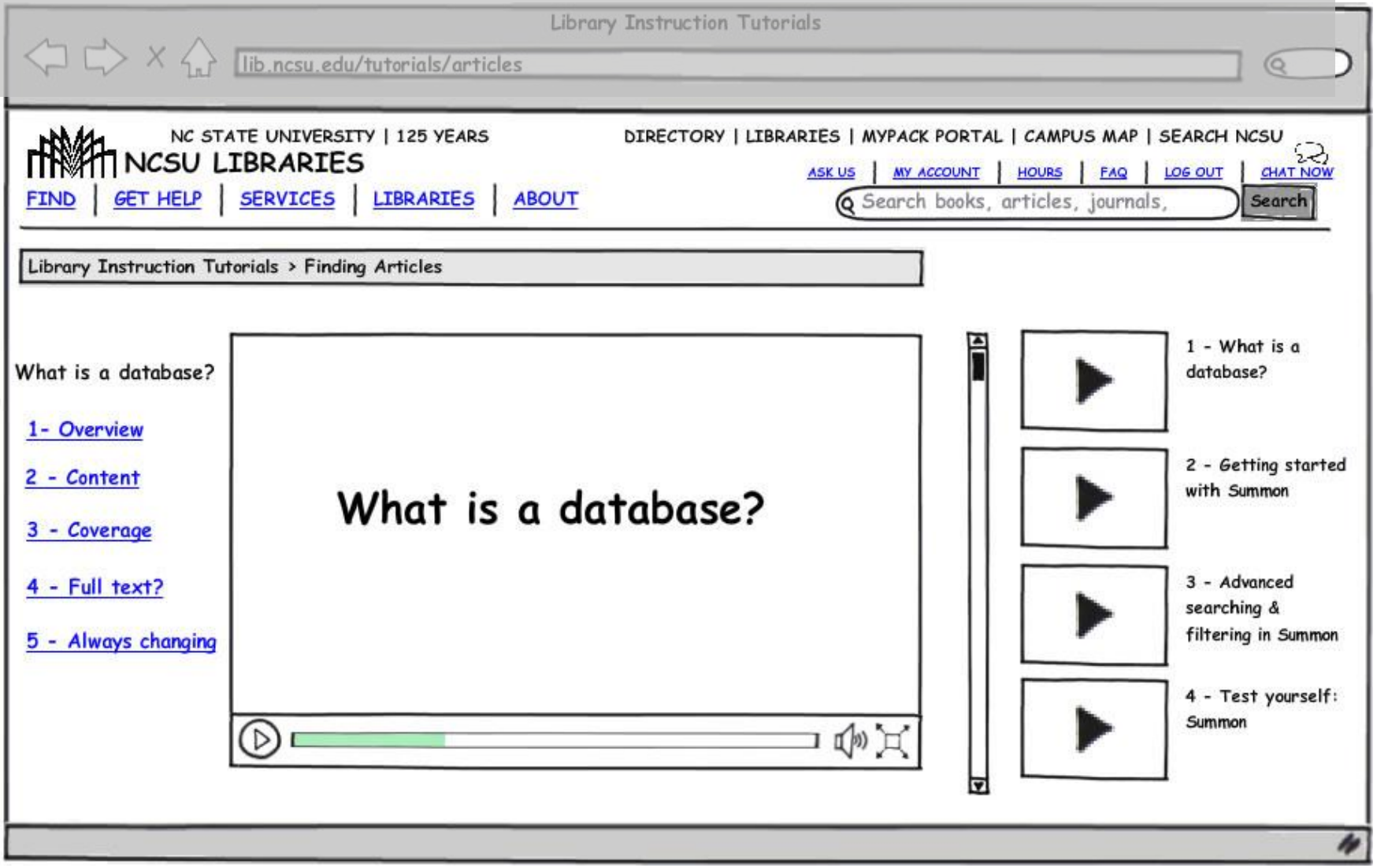

LOBO
Library Online Basic Orientation
The Research Process
Defining Your Research Needs
Developing A Research Strategy
Conducting The Search
Evaluating Resources
Using Resources
LOBO Tools
Need Help?
Welcome to LOBO, the Library Online Basic Orientation at NC State Unive
LOBO is designed to familiarize you with the key processes involved in finding and evalu
and projects. It contains web pages of information and short videos to help you learn to
available through the NCSU Libraries.
What You Need to Know about LOBO:
1. Because library research is complex, we've divided LOBO into several sections, li
screen. Click the little triangles to open the sections and see the subsections.
Developing A Research Strategy
Conducting The Search
Evaluating Resources
Using Resources
LOBO Tools
Need Help?
2. Navigation for each section is at the bottom of the page.
3: Expanding to Other Libraries
Opportunity: Overhaul LOBO


WHAT DO WE TEACH?
Which topics to teach together?
eer Review Process
cholarly vs Pop (ugh)
R NCSU Libraries (
oogle Scholar w/ Library
Databases vs Summon
Discovery vs Access)
How to get help!
Search Box - tabs
(Course Tools)
Library Webpage
Books - Catalog - TRLN

Topics

- Scholarly vs. Popular
- How does a database work? What are you really searching?
- How do articles, journals databases relate?
- What's available via the free web?
- Finding and excluding specific publication types

Mini-Curricula



What are our learning goals?

Topics

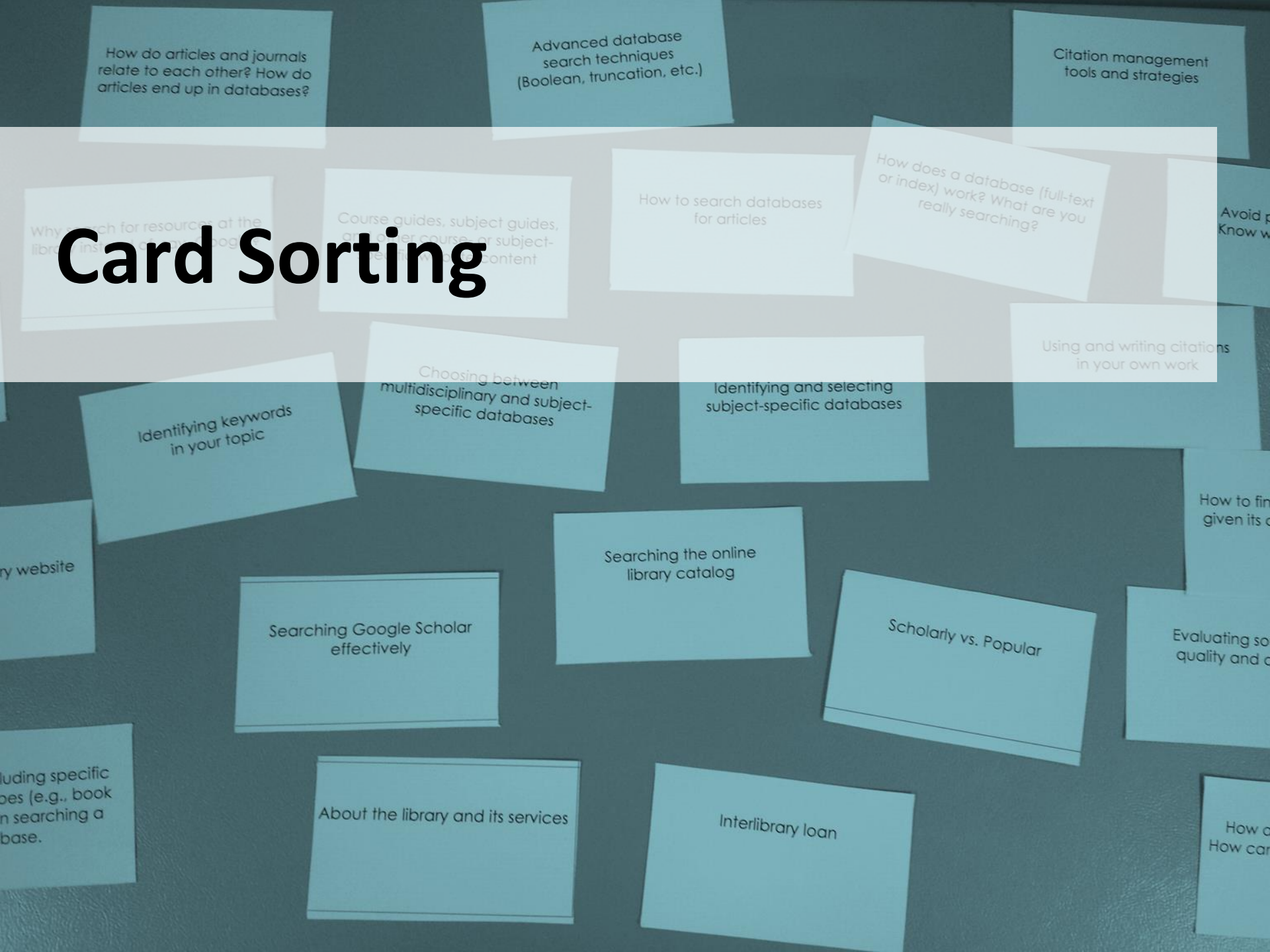
- Scholarly vs. Popular
- How does a database work? What are you really searching?
- How do articles, journals databases relate?
- What's available via the free web?
- Finding and excluding specific publication types

Learning Goals

Students will be able to…	
… access information to satisfy their research objectives	… evaluate whether an information object is appropriate to their needs

Learning Goals > Topics

Learning Goals	Topics
Students will be able to access information to satisfy their research objectives	• Scholarly vs. Popular • How does a database work? What are you really searching? • How do articles, journals databases relate?
Students will be able to evaluate whether an information object is appropriate to their needs	• What's available via the free web? • Scholarly vs. Popular • Finding and excluding specific publication types



Card Sorting

What *is* cardsorting, anyway?

Your turn

http://commons.wikimedia.org/wiki/File:Neon_Open_green.jpg

THE BIG IDEA

You've completed an inventory of the topics you teach; now you want to create "packages" that group related topics together in a mini-curriculum.

Which topics should be grouped together into packages?

OBJECTIVE

Given an inventory of items,
split them into natural, thematically-
or topically-related groupings.

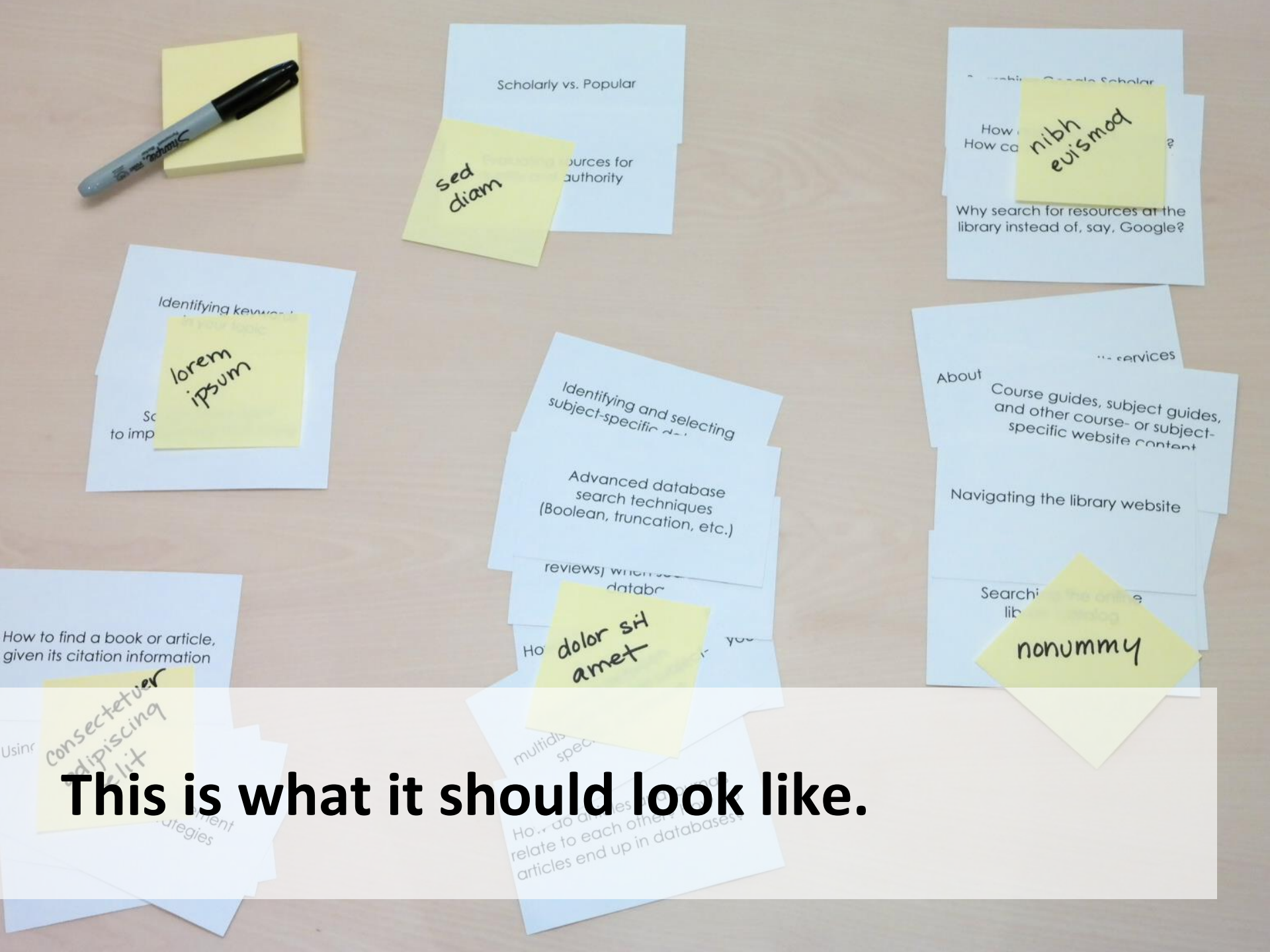
NOTE

Keep your card set intact;
don’t mix them with your neighbors’ cards!

Everyone will need their own full deck for Activity 2.

INSTRUCTIONS

- Sort your cards into piles of “similar” topics.
- Piles should have at least 2 (preferably 3) cards.
- If you have cards that don’t fit anywhere, make an “orphan” pile.
- If a card fits in more than one pile, choose the pile that fits best.
- After sorting all the cards, give each pile a name based on the cards’ topical similarity. Write the name on a post-it and label the pile with it.


Scholarly vs. Popular
sed diam
nibh euismod
Why search for resources at the library instead of, say, Google?
lorem ipsum
Identifying and selecting subject-specific
Advanced database search techniques (Boolean, truncation, etc.)
About
Course guides, subject guides, and other course- or subject-specific website content
Navigating the library website
How to find a book or article, given its citation information
dolor sit amet
nonummy
This is what it should look like.

INSTRUCTIONS

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- Piles should have at least 2 (preferably 3) cards.
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CONSOLIDATION

In pairs/trios:

- Compare your sorts with your partner(s).
- Discuss similarities and differences.

ROOM DISCUSSION

- How did the sorts compare to your partner's?
- Were there items that you didn't agree on?
- How easy or hard would it be to develop a sort that satisfied everyone? What points of contention might there be?

http://commons.wikimedia.org/wiki/File:Neon_Open_green.jpg

THE BIG IDEA

Based on your inventory of topics, you made an “educated guess” at a set of five learning goals that you think span your curriculum. You want to see how you did.

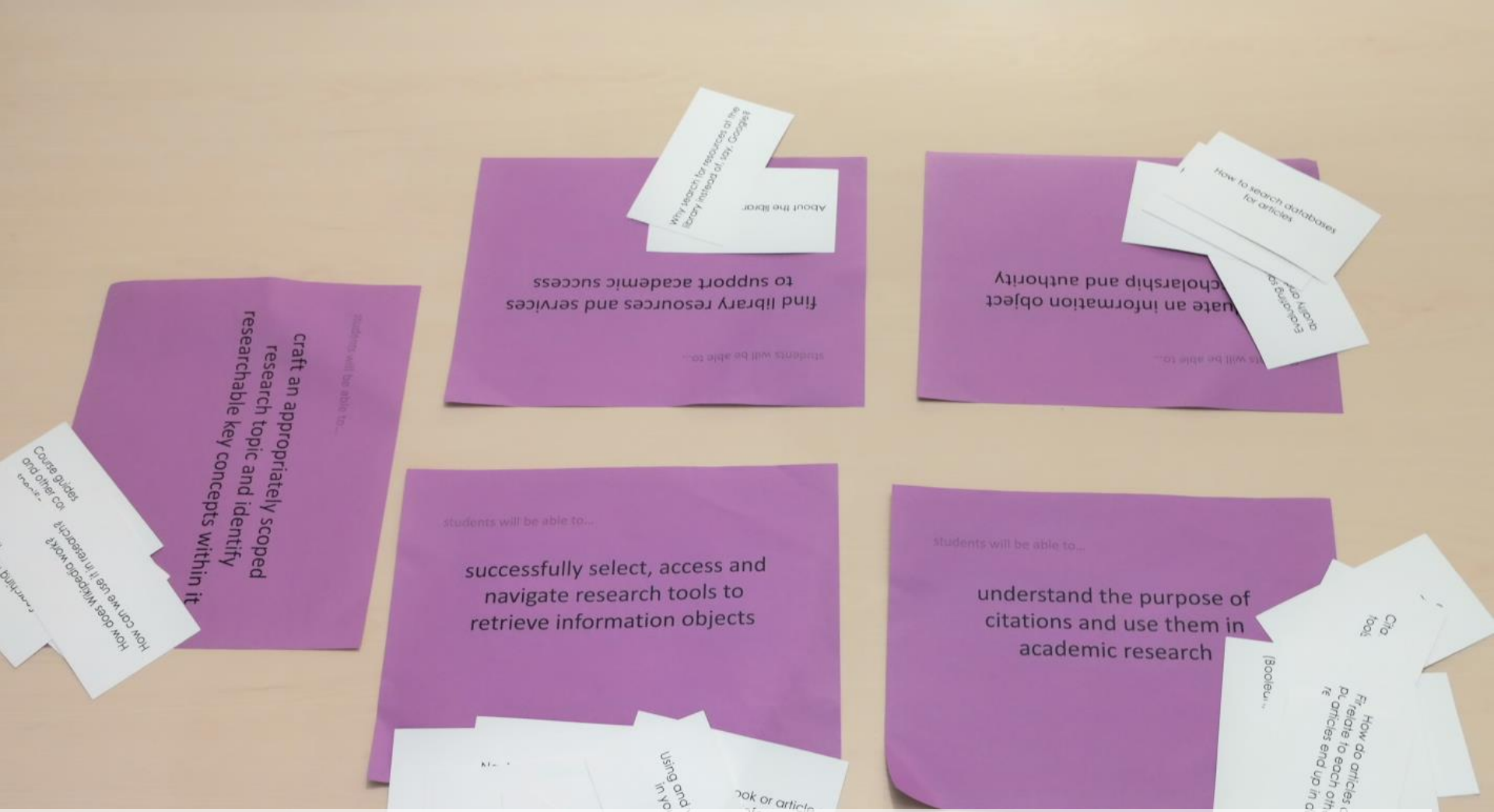
How well do the topics you teach fit into your draft learning goals?

OBJECTIVE

Given an inventory of items and a set of pre-defined categories, sort the items into the appropriate categories. Evaluate the categories for fit against the item collection and vice-versa.

INSTRUCTIONS

- Arrange the purple sheets, face up, around the table.
  - These are your learning goals.
- Walk around the table.
- Place topic cards from your deck on the purple goal sheet that you feel fits each card best.
- You can duplicate a card if you think it fits two goals.
- You and your table-mates may place the same card on the same learning goal.
- If you have cards that don’t fit on any goal, set them aside.
- Once all cards are matched with purple sheets (or set aside), the activity is complete.



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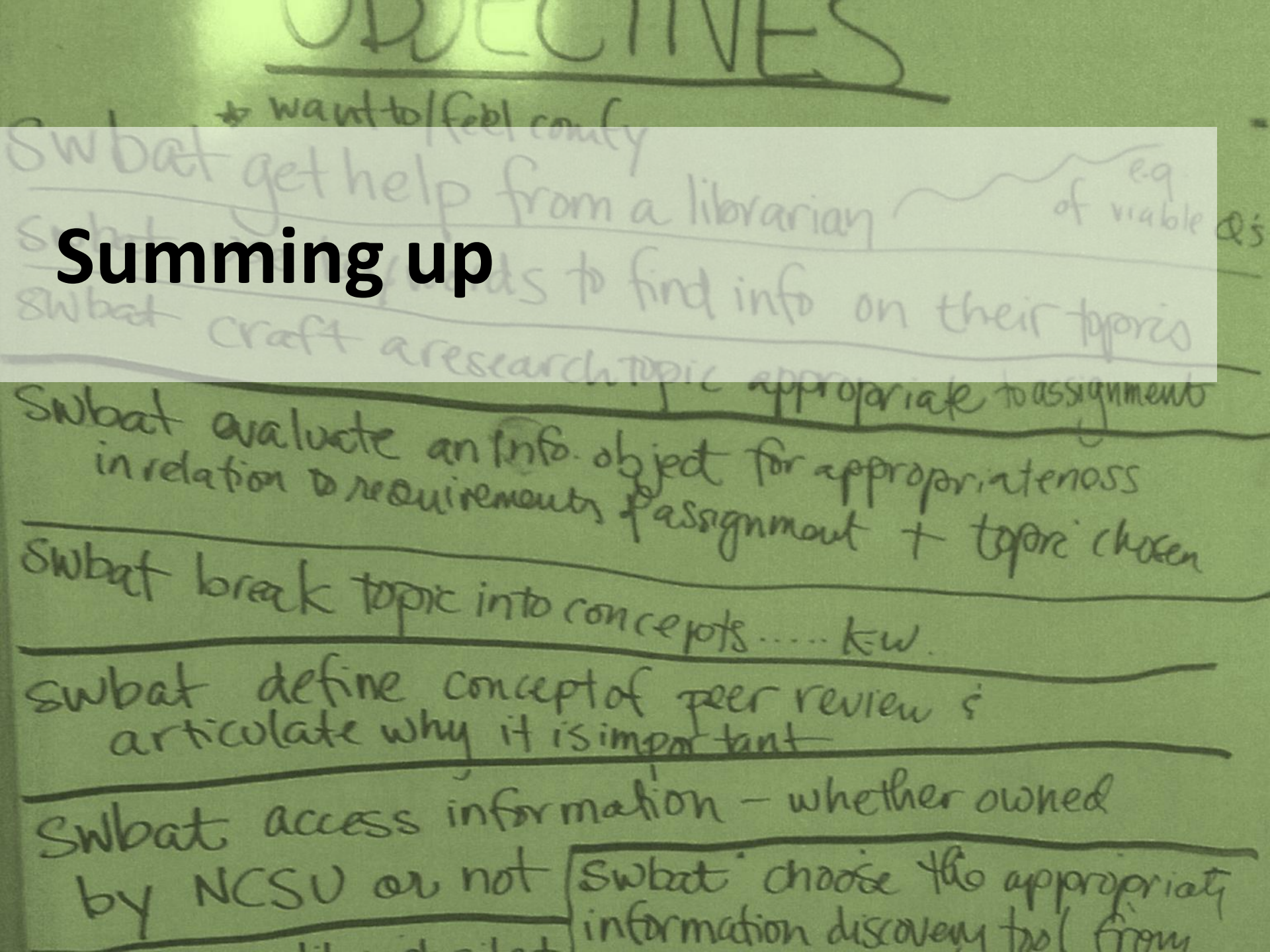
- Once all cards are matched with purple sheets (or set aside), the activity is complete.

CONSOLIDATION

At your table:

- What does the result of this card sort suggest about our learning goals and topics?
- What cards couldn't you place?
- Did your table-mates' placement of cards have any influence on your choices?
- Are these goals a good fit for the topics? Are there any goals that are over/under-loaded?
- What might be changed to make a better fit?


OBJECTIVES
* want to/feel comfy
SWBAT get help from a librarian
e.g. of viable Q's
SWBAT craft a research topic appropriate to assignments
SWBAT evaluate an info. object for appropriateness in relation to requirements / assignment + topic chosen
SWBAT break topic into concepts ..... k:w.
SWBAT define concept of peer review & articulate why it is important
SWBAT access information - whether owned by NCSU or not
SWBAT choose the appropriate information discovery tool from

Summing up

Outcome:

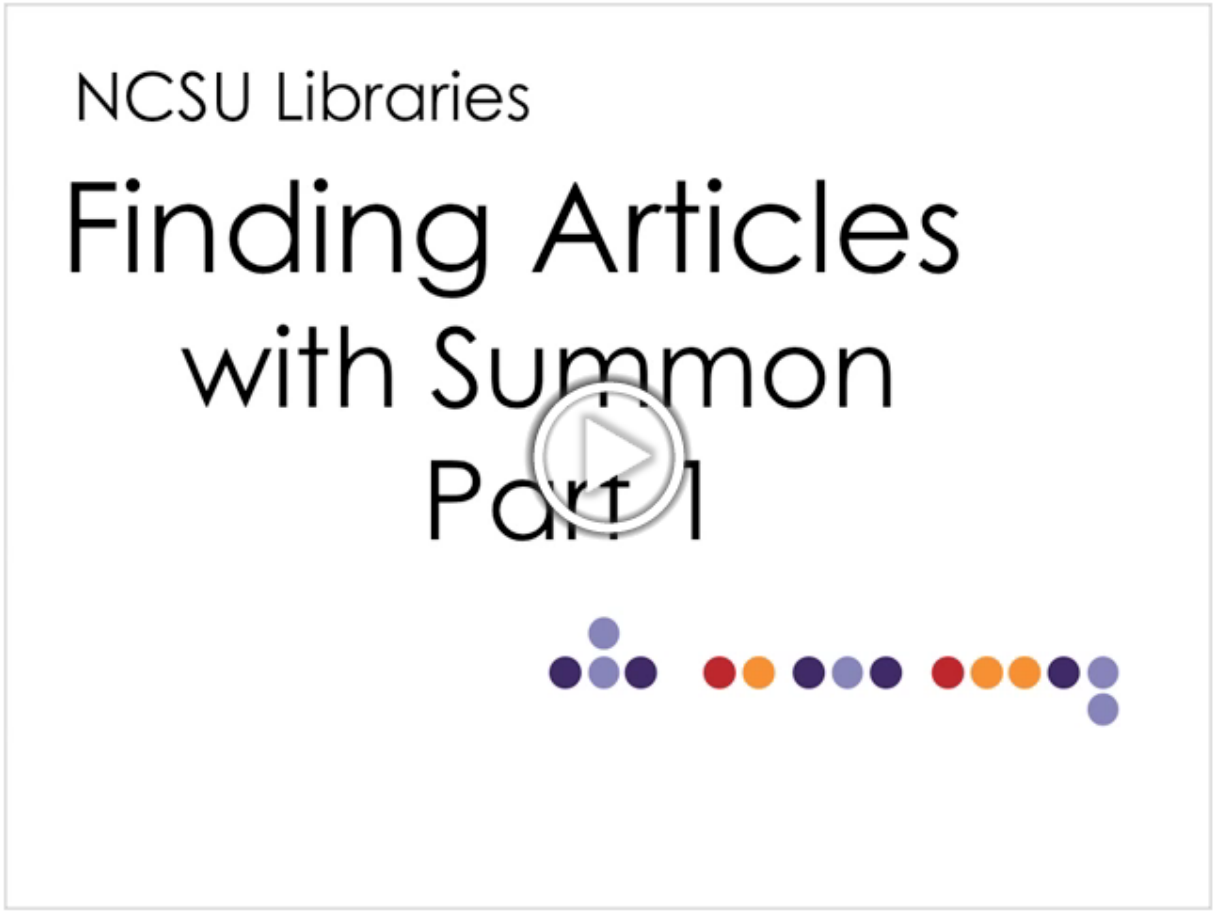
Our First “Teach Yourself” Package!

Teach Yourself:
Finding Articles with Summon

Summon: Searching for articles
Now Playing
- Overview
- Searching for articles
- Narrowing your results
  - ...to peer reviewed
  - ...by subject
  - ...by date

Summon: Getting to and saving results
2:46

Check Yourself: Article Searching
4 Questions



Outcome:
With a plan for more….

Teach Yourself!

- Advanced Tools & Strategies for Finding Articles
- Finding Books
- Beginning the research process
- Understanding Scholarly Sources
- Evaluation
- Citation

Schedule a Library Instruction Session

* Required Information

Instructor Information

* Full Name: * Email: * Phone:

* Instruction Selection

Note: *Instructors must be present for the duration of the session.*

- Introduction to Library Research (*50 minutes*)
  Choose up to **three** options:
  - Selecting and working with a topic
  - Searching the catalog for books
  - Searching Summon for articles
  - Navigating subject-specific databases
  - Understanding scholarly sources
  - Evaluating resources
  - Time for directed or solo research practice
- Advanced Research in the Disciplines (*50 minutes*)
  Please describe your instruction needs under "Additional Information".
- Hill Mobile Scavenger Hunt (ENG 101 only) (*50 minutes*)
- Library Resources for Digital Media Assignments (*30 minutes*)

Outcome:
Library Instruction Options

Outcome:
Strong learning goals

1	Students will be able to...	Revised goals post card-sort
2	get help from a librarian (regarding anything)	get help from a librarian (regarding anything)
3	break their topic down into concepts and then keywords	identify and articulate constituent components of their research topic
4	use keywords to find info on their topics	(deleted)
5	craft a research topic appropriate to assignment	craft a topic appropriate to their research goal
6	evaluate an information object for appropriateness wrt requirements of assignment and topic chosen	evaluate whether an information object is appropriate to their needs
7	define concept of peer review and articulate why it is important	understand the practices of scholarly research and communication
8	access an information object, whether owned by the Libraries or not	access an information object, whether owned by the Libraries or not
9	navigate the Libraries' website to access information discovery tools provided therein	(deleted)
10	choose the appropriate information discovery tool from the Libraries' website	find the appropriate information discovery tool from the Libraries' website.
11	find physical resources and services to support future academic success	find physical resources and services to support future academic success
12		understand the role of the university library

CARD SORTING VARIATIONS

- Duplication allowed / forbidden
- Can add “missing” items
- Individual / Group
- Mandatory min / max pile size
- Orphan items allowed / forbidden

More info on card sorting:

http://www.usability.gov/how-to-and-tools/methods/card-sorting.html

BRAINSTORMING

- Where in your own work do you think card sorting might be useful?
- Have you used card sorting in the past? What was your experience?

Questions? Comments?

Thank You!

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