

# There be monsters: How augmented reality is blazing the trail of innovative information literacy instruction

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## The Problem

Less than 50% of all first-year composition classes at the University of Tennessee, Knoxville come to the library to receive information literacy instruction.

Even with those numbers, human resources and space constraints create barriers for meeting the instructional load.

How do we reach the more than 50% of first-year students who are not receiving library and information literacy instruction while being mindful of these restraints?

## Peer Survey

To get a sense of how others were meeting this challenge, a survey of 16 institutions identified as aspirational peer institutions by the University of Tennessee, Knoxville was conducted in the fall of 2018, inquiring about their practices for delivering information literacy instruction to first-year composition classes.

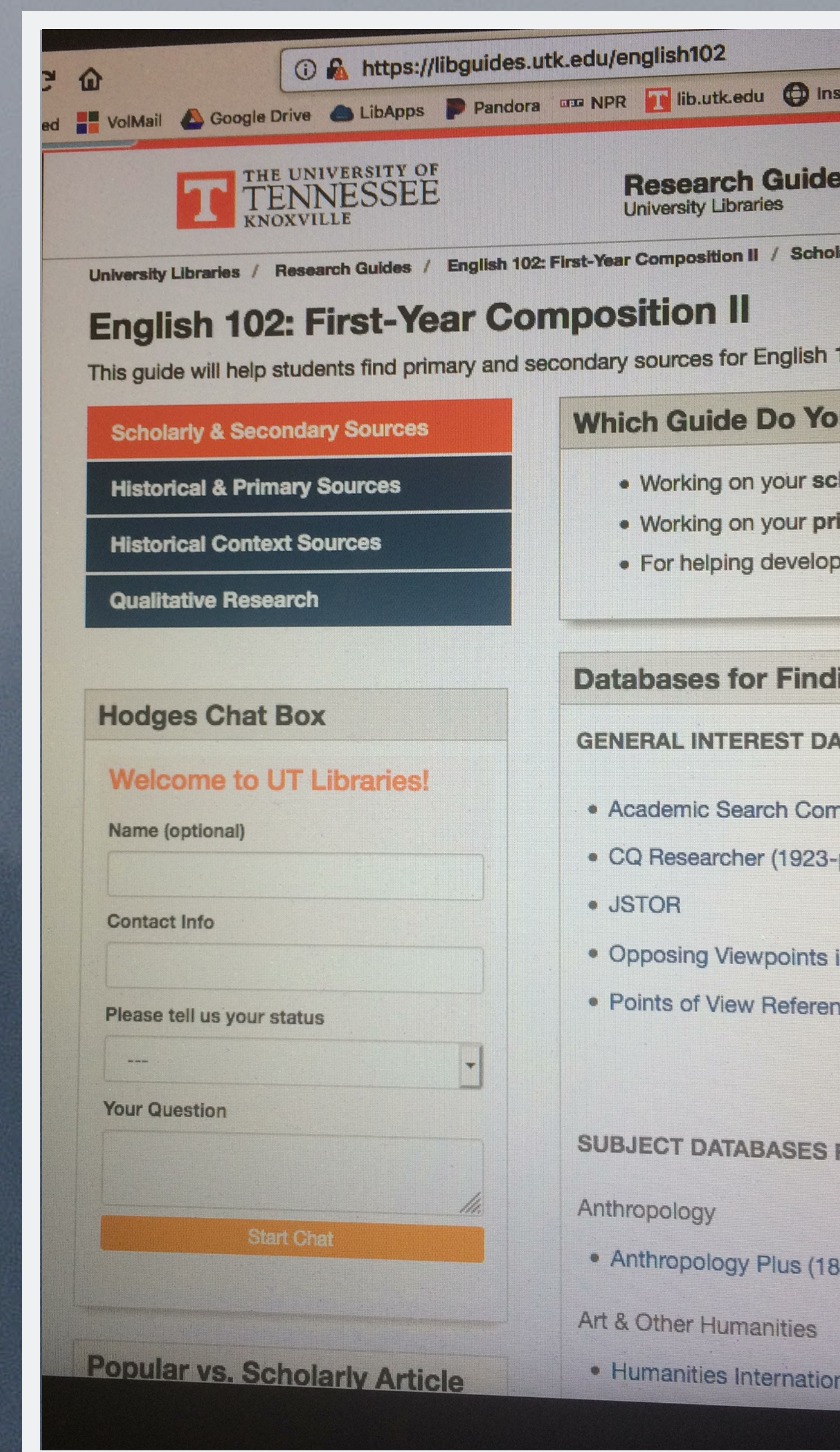
Of the 13 respondents, 11 offer only face-to-face instruction; of the two that use mixed method, the online components are limited to modules, tutorials, and quizzes.

## The Solution

Augmented reality is a way to bring students into the library on their own time while still addressing traditional learning outcomes.

Inspired by a popular first-year composition theme, students will hunt myths and monsters throughout the library, visiting key service points and learning basic information literacy skills along the way. Springshare's LibChat function will be utilized to further guide the experience, introducing students to yet another library resource.

This approach allows the Teaching & Learning Programs Department to broaden the scope of its instruction in an innovative way, while tackling some of the common barriers found in online instruction.



These are examples of triggers similar to those used in the game. Students will locate such triggers to view video content explaining an aspect of the research process, or an introduction to a key service point in the library.

To view the AR content, launch the ARIS app and locate "LOEX 2019 Demo". Hold the device over the images above to trigger the video. Users have the option to click "Continue" on the initial screen to open the video in a different window.

## Literature Review

While many academic libraries are recognizing the need to expand the scope of library instruction, attempts to do so are so far largely limited to online tutorials and worksheets/scavenger hunts. Numerous studies have been done concerning students and their online learning habits, and one summary of studies of online library instruction in particular found that "self-paced tutorials, self-directed learning, problem-based instruction, point-of-need instruction, and chunking information into learning modules were noted as optimal both for student preference and for effective learning" (Watts, 2018). Another factor that librarians often focus on is the problem of scalability versus personal impact (Moran & Mulvilhill, 2017), keeping library anxiety in mind as a prominent barrier to student library use (Mellon, 1986).

Attempts to bridge the gap between students and information literacy outside of embedded librarianship or one-shots differ by institution, from online worksheets in Google Forms (Dai, 2017), to scavenger hunts within the physical library (Ly & Carr, 2010; Luetkenhaus, 2017), to self-guided tours (Foley & Bertel, 2015; LeMire, Gilbert, Graves & Faultry-Onkonkwo, 2017). Augmented reality, defined as "digital overlay on top of the real world, consisting of computer graphics, text, video, and audio, which is interactive in real time" (Papagiannis, 2017) is slowly being incorporated in the academic library (Lota & Tschaepe, 2015; Van Arnhem & Spiller, 2014), but its use is primarily limited to tours of the library, designed to introduce students to the physical space, rather than for instructional purposes (LeMire, Graves, Hawkins & Kailani, 2018; Labrake & Deptula, 2018).

### Resources

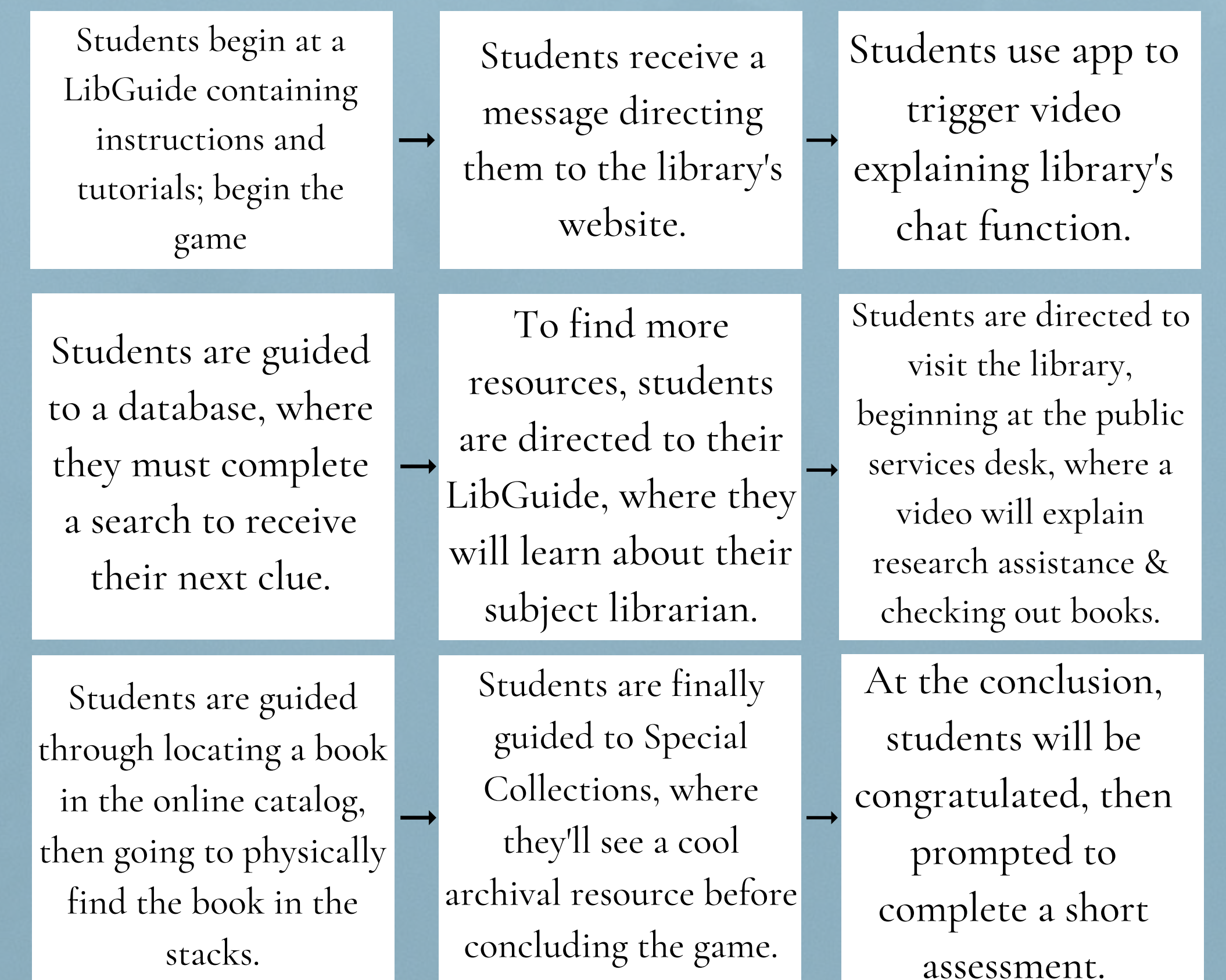
See handout for resources, available at: <https://tiny.utk.edu/loex2019ar>

## Learning Objectives

Students will be familiar with the following after completing the experience:

- Using the library's SMS chat function
- Knowing where to check out a book and request research assistance at the public services desk
- Conducting a search in the library's online catalog using Boolean operators and appropriate search filters
- Accessing the relevant course LibGuide and locating their subject librarian
  - Accessing a scholarly database
- Conducting a search in a scholarly database using Boolean operators and appropriate search filters
- Finding a book in the online catalog, and using the mapping feature to physically locate the book in the stacks
- The location of the library's special collections, and some of its relevant uses for research for their course

## Game Flow



## Next Steps

This summer, the pilot will be finalized and tested by several user groups.

The AR experience will be offered to English instructors in the fall of 2019.

Assessments of students and instructors will be conducted both during and at the conclusion of the semester; results will be used to inform future iterations of the project design.