

HeLIOS: Hemingway Library Information Online Skills Tutorial



JaNae

Hi, we are going to talk about the HeLIOS tutorial which stands for Hemingway Library Information Skills Online Tutorial. As you can see from this screenshot, there have been a few different versions. So in this presentation we are going to talk about all of them!

BEFORE WE START:

- Open the HeLIOS Tutorial in case we need to refer to it. Make sure it works....
- Joanne login to YouTube : <http://www.youtube.com/watch?v=n-o7UNDSqQA&safe=active>
- Joanne login Google Docs.
https://docs.google.com/spreadsheet/cc?key=0AuoFL8Gc_P0edHAtOUowYVVJNIdRWIREQIZiRGJyRkE&usp=drive_web#gid=0
- JaNae log into Poll Everywhere (anything else)? http://youtu.be/oWAp_440LmA

Presenters and Roles

- JaNae Kinikin
 - Project director
 - Grant writer
- Joanne Christensen
 - School librarian
- Ludwig Possie
 - Computer programmer and designer



JaNae

So here are your three presenters. Hi, I am JaNae Kinikin and I was the impetus for the entire project. I work as the science librarian at Weber (not Webber!) State University in Ogden, Utah. Joanne, would you like to introduce yourself?

Joanne

I am Joanne Christensen. I am the teacher librarian at Weber High School in Pleasant View, Utah. We are a 10-12 grade high school of about 1,850 students.

JaNae

Finally, we have brought along Ludwig, the creative brain behind the project who will be joining us in digital format shortly (we hope). Ludwig works as the Systems Administrator at Weber and has been the go-to technical guy for the graphic novel version of this project.

Pre-Assessment Who are you?

- Go to www.polleverywhere.com/jkinikin



JaNae

So before we begin we would like to know a little more about you!

So first of all, what type of library do you work at?

What is your age range?

How do you MOST OFTEN deliver IL instruction to your students. Yes, we know that you probably deliver this instruction in most of the ways listed, but which one do you use the most?

Finally, where do your students struggle the most? For example, my students have a difficult time evaluating resources.

Purpose of HeLIOS

This tutorial is designed to help you learn essential library and research skills that will assist you in finding information for papers and projects. After completing ALL of the lessons, you should have the necessary skills to conduct a successful search for information.

JaNae

This text is straight from the tutorial itself. HeLIOS is designed to help you and your students learn essential information literacy skills. Do we think that all of the lessons will actually be used? No, but we do believe that if they are, your students will be introduced to the skills they will need to be effective searchers of quality information.

Literature Review

- Most students lack the information literacy skills required for college level courses
- An article in the *Chronicle of Higher Education* states that most college faculty members believe that “...students are ill prepared for the demands of higher education” (Sanoff 2006)
- Ideas to correct this deficiency
 - train the trainers (Martorana 2001, Gresham and Van Tassel 2000).
 - partnerships involving college librarians, college faculty, K-12 teaching faculty, and K-12 media specialists (Ercegovac 2003)

JaNae

So how did this project come about? Well, as a reference librarian at a small university library I was surprised at how little incoming students knew about the library and how to search for information, so I conducted a little literature review and found out the following. First of all, most faculty members do not believe that students are prepared for the level of academic work required when they arrive at college.

Next I explored some ideas on how to correct this deficiency. Martorana and Gresham & Van Tassel suggested presenting IL programs to high school teachers and librarians and visits by academic librarians to local high schools. Ercegovac suggested a greater amount of collaboration between the constituents involved in teaching students IL skills.

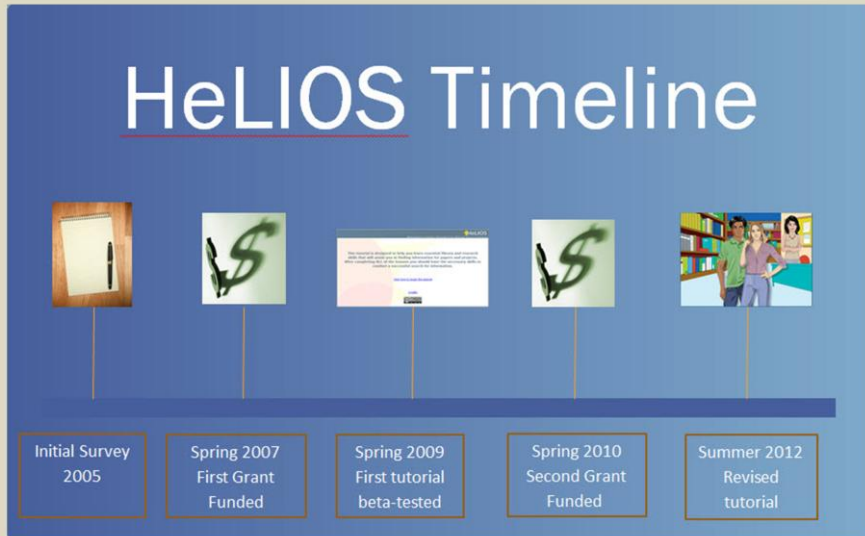
Literature Review

- Online tutorials not a new idea (Reece 2007, Yang 2008, Su and Kuo 2010)
- Most designed for college students, not high school students (TIP, Go for the Gold, TILT)
- Utah \$6.25/student on library resources, national average \$8.22 (2005)
- Tutorials should “engage” students (Su and Kuo 2010)

JaNae

So, we explored this idea further. First we found that online tutorials are not a new idea. They have been around the library world for quite some time, but we found that most are designed to teach college students not high schoolers. We also found that in the state of Utah very little is spent on library resources compared to the national average. Finally, we read several articles about tutorials and the need to engage students to keep their attention.

Timeline



JaNae

- 2005 Initial Survey: Janae & Megan went around to all the libraries in Davis, Weber, & Ogden School District
- Spring 2007: Grant was funded and began working on lesson development
- Spring 2009: First tutorial was beta tested.
- Summer 2011: Revised tutorial completed
- Spring 2012: Second grant funded? Is this right? Seems too late in the process \$\$ used for?

Project Need

- Insufficient support from administration
- Minimal interaction between school librarian and teachers
- Limited library staffing-only one full-time licensed School Library Teacher is *recommended* in state guidelines regardless of school size
- Information literacy tends to be informal
- Few library research assignments required
(Common Core has changed this)



JaNae

Findings from our 2005 survey of high school librarians:

So, a colleague and I set up to talk to school librarians to see what was happening in their schools. We found out that:

Most have little support from their administration

There is minimal interaction between the school librarian and the teachers, even though we all know that school librarians work hard at getting teachers and students into the library and using its resources

We also learned that having a licensed school librarian is recommended in the state guidelines, but not required. We also learned that many of the part-time aide positions in school libraries have been cut. IL instruction tends to be informal. Unlike at our institution in which students must pass a test or take a class to meet the IL requirement, not such requirement exists at high schools. Finally, we found that teachers require few assignments that require library research. The Common Core has changed this, so in 2013 there are more research assignments.

Why are School Libraries Not Being Used?

- Time constraints
- Technology
 - Not enough computers
 - Computers don't work
- Atypical classroom environment
- Set curricula



Joanne

- So why aren't libraries being used? These bullets show the results from the survey, but I am going to be talking about them from my perspective.
- First of all, there is too much to do with too little time.
 - 1 certified librarian per high school
 - 1 or less library aides.
 - Recent cutbacks forced our colleague, Fawn Morgan, to manage her library, which includes two teaching centers, without an aide. She has become the certified teacher doing the library aide job.
- Not enough computers.
 - All but one HS libraries in WSD have only 20 student computers-students must double up to use computers.
 - All JHS libraries in WSD have 10 student computers-students must double up to use computers.
- Some districts do not have computer replacement policies resulting with broken or old out of date computers.
- Students and/or teacher feel uncomfortable in the library because it is "different" and teachers feel uncomfortable collaborating with the librarian.
- Curricula is so rigid it does not allow for time in the library (primarily AP & Concurrent enrollment).

Why are School Libraries Not Being Used?

- Inadequate library collections
- Requires advance planning
- Insufficient infrastructure
- Additional work that is required of teachers when research is assigned



Joanne

- Schools do not have resources that match research assignments.
 - Lack of money
 - Databases don't match needs.
 - Print resources don't match needs.
 - Avoid this by asking teachers what they will need and use.
 - Turnover of teachers, leaving resources not being used in the library.
- Using the library requires advanced planning, and sometimes teachers do not plan well enough to schedule the library and it is not available.
- Set up is not such that it is easy to use the library for research. Examples:
 - Fremont High where the computers are located along the back and side walls of the library
 - Weber High –I wanted to get 40 computers, but the school is so old the electrical grid would not accommodate it.
- Additional work for teachers to use the librarian
 - It is more work for teachers to assign research projects, so they don't do them.
 - Teachers feel uncomfortable or threatened collaborating with the librarian.

Assisting School Librarians to Better Prepare High School Students for College



- Online information literacy tutorial
 - Specifically for high school students (most tutorials are for college)
- Hemingway grant from WSU
 - Surveyed university faculty on skills incoming students need
 - Reviewed information literacy exam to determine required skills
 - Outlined learning objectives

JaNae

- Purpose of HeLIOS is to help school libraries to better prepare high school students for college
- Give them a collection of materials that they could use that are already available and ready to go.
- Systematic series of lessons to address information literacy needs.

Funding: Hemingway Research, Scholarship, & Professional Growth Grants

- 1st Grant
 - School librarians' stipends
 - Faculty release time
 - Instructional designer

- 2nd Grant
 - Graphic designer
 - Software/images
 - Marketing campaign



JaNae

To pay for this project, I applied for a university grant provided by the Hemingway Family. As you will see shortly, there are two versions of HeLIOS and I applied for a grant to complete each. The first grant paid for school librarians to help create the tutorial's content, release time for library faculty to work on the project, and for the technical expertise of the instructional designer to put the content online.

The second grant was used to pay for our second graphic designer to completely change the original format of the tutorial, for the software used to create the tutorial, and images that needed to be purchased, and finally for a marketing campaign to let teachers and school librarians in the state of Utah know about the tutorial. Unfortunately, no funding was available to provide the school librarians who worked on the revised tutorial a stipend for the time they spent on the project, which was considerable.

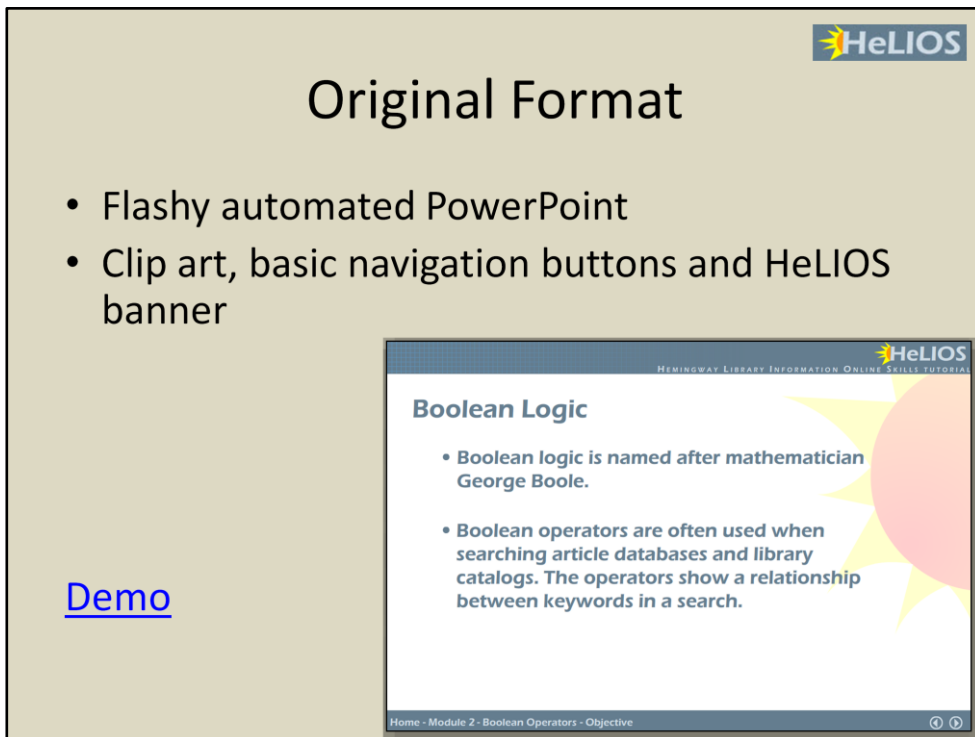
School Librarian Recruitment

- 1st round:
 - Recruited two high school librarians in local school district
- 2nd round:
 - Sent request to state library media list- serve
 - Four additional high school librarians recruited



Joanne

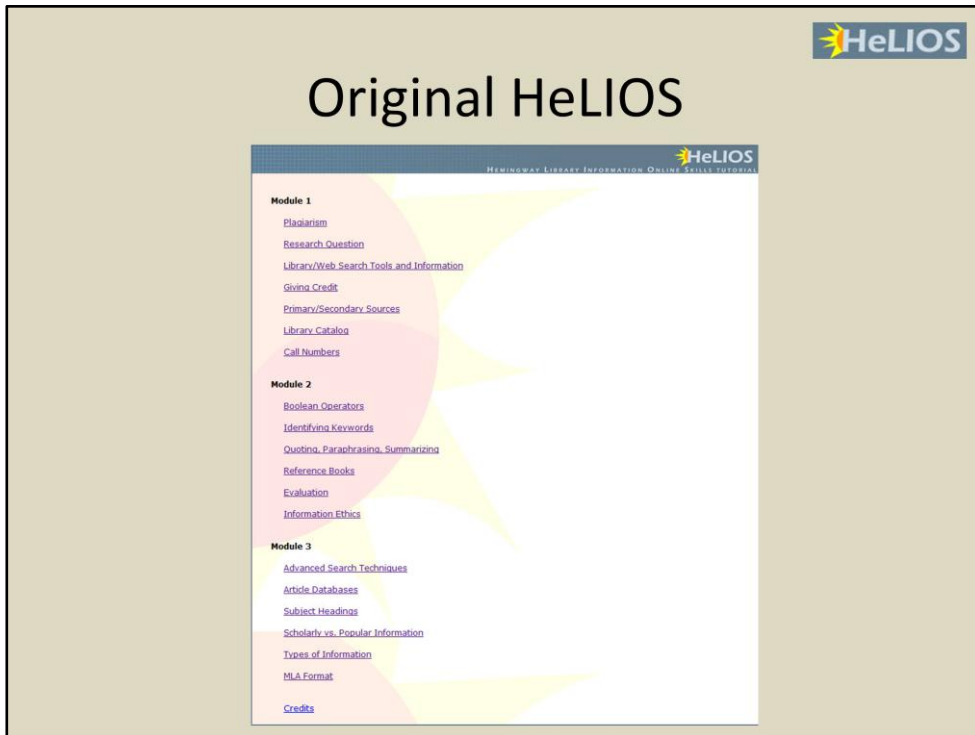
- For the first round JaNae and Megan recruited two librarians from the Ogden School whose schools were located close to Weber State University.
 - These teachers were paid a stipend to come to meetings and help with lesson plans.
- Second round- the original librarians did not want to continue.
 - JaNae took HeLIOS to UELMA, the Utah Educational Librarian Media Association meeting for Utah K-12 school librarians to show librarians.
 - JaNae used the state library list serve to recruit volunteers for the project.
 - Several librarians stretching from SL, Davis, and Weber counties began working with JaNae and Megan on the project.
 - This worked better because we all wanted to be there and had a vested interest in the project.



Joanne

The original format for the HeLIOS project was:

- An automated PowerPoint
- It included clip art, basic navigation buttons and HeLIOS banner
- HeLIOS banner



Joanne

This is the navigation page of the PowerPoint tutorial:

- It included three modules
- With individual lessons in each of the modules
- The modules were designed so that Module I had the easiest subject matter.

Evaluation of HeLIOS in the Original Format



- Informally tested in two high schools in Davis School District.
- Teachers liked the PowerPoints and thought they had important information.
- Students thought the PowerPoints were boring.



After the PowerPoint version was developed, two high school librarians at Davis and Layton high used the PowerPoints with students in their classes.

- These two school librarians were part of the committee that worked on the graphic novel version of the tutorial.
- They found that they liked using the PowerPoint with students.
- However, despite displaying good information, the students thought the PowerPoints were boring.

Graphic Novel Format



JaNae will introduce Ludwig

Student Input Forrest Allen



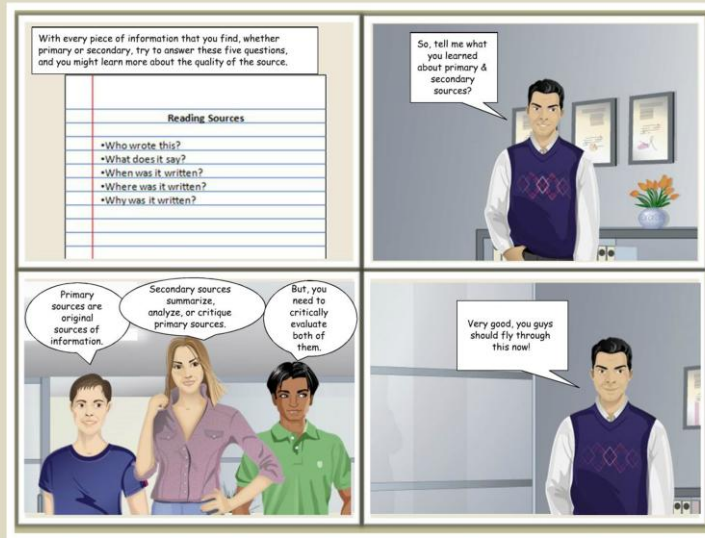
- High school student was recruited
- Wrote scripts for lessons
- “I had a lot of fun working on the HeLIOS project.”



JaNae

Ludwig came up with many of the scenarios on his own, but having someone else create the storylines moved the project forward a little quicker. To help us write these stories, I recruited a high school student whose mother worked in the library. This is a picture of Forrest who helped us write some of the storylines. She was great to work with and hopefully provided a bit of authenticity to the tutorial or not!

Graphic Version-Example

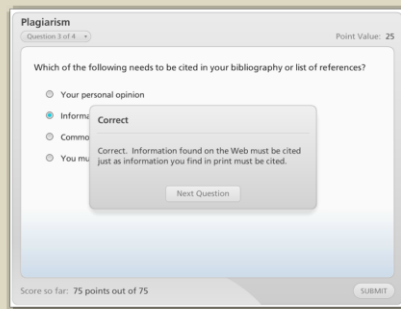


Joanne

- We thought you might enjoy seeing one of the lessons in graphic format.
- Two Weber High School theater students, Jake Gossner & Shae Merriam, assisted me with the voices.

Self Evaluation

- End of lesson quizzes
- Feedback provided for both right/wrong answers
- Opportunity to review lesson and re-take quiz



Joanne

- Each lesson comes with a self evaluation at the end of the lesson.
- This helps reteach students and clarify the information because feedback is given for both right and wrong answers.

- A search looking for information on a **keyword** will result in more hits than a search for a **subject**.

- In addition to the graphic novel version, we also made a PowerPoint version that teachers could download to their own computers and edit in any manner.
- I use the PowerPoint presentations a lot and “tweek” them to individual teachers’ requests.
- Most of my teaching is done in small snippets of time 15-20 minutes, so I often use a combination of one or two PPTs to deliver my message.

Use in Classes

- Mrs. Holly Leake, AP Language teacher, chose to have the students go through the entire tutorial at their own pace after the pre-assessment.
- A short PPT version of some of the most difficult topics were presented at critical points in the research process.



Joanne

- Mrs. Holly Leake, AP Language teacher, decided that she wanted to have her students go through the entirely tutorial individually before beginning the research process.
- We found out that some of the students actually wanted to use the PowerPoint version rather than the graphic novel format.
- She reinforced the ideas about deciding on a research topic in her classroom.
- I reinforced the use of databases, Boolean operators, and advanced search techniques using the PowerPoints before actual research started.

Informal Pre-assessment

- Subjects were Advance Placement Language and Composition Students (11th grade).
- Google Forms
 - Easy to construct and use.
 - Difficult to easily compile meaningful data.

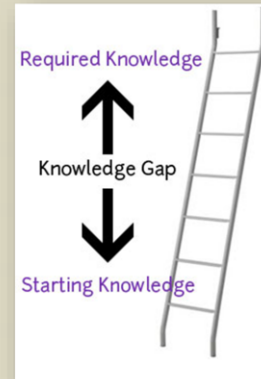


Joanne

- After the graphic version was completed, we wanted to see:
 - If kids liked the graphic format
 - If they learned information literacy skills
- Collaborated with AP Language teacher.
- Decided to do pretest on Google Forms because it was easy to use.
- Difficult to compile meaningful data easily because at that time it didn't have all the features it now has.

Informal Pre-assessment

- Examples of knowledge gaps (over 50% of students)
- Students did not know:
 - It is not necessary to cite “common knowledge”
 - The meaning of “collusion”
 - The Dewey Decimal numbers group books together by topic
 - Boolean operator OR expands a search

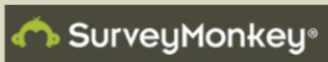


Joanne

- These are the examples of some of the most surprising results of the pre-assessments.
- Over 50% of the students missed questions on these topics.
- Students didn't know:
 - It is not necessary to cite common knowledge
 - The meaning of collusion
 - That Dewey numbers group books together by topic
 - Boolean operator OR expands a search

Summative Assessment

- Average scores after completing the three modules:
Assessed AP students using UTIPs, an online testing service for teachers in the state of Utah.
 - Module I: 91%
 - Module 2: 88%
 - Module 3: 83%
- Average scores after completing one lesson (with history, English, health classes) using Survey Monkey:
 - Advanced Search Techniques: 92%
 - Article Databases: 90%



Joanne

How the test was given.

- We assessed the students after the project was completed.
- We used the Utah Test Item Pool platform for the test.
- This was an online test.
- The test was developed by the school and university librarians involved in Phase II.
- Testing was done by “module” as classified in Phase I.

Results of the test:

- We averaged the scores of each Module
- You can see the results of the average scores.
 - Module I: 91% correct
 - Module II: 88% correct
 - Module III: 83%
- History, English, and health classes at Weber High were also tested after completing a specific lesson:
 - Students completing Advanced Search Techniques module: 92%
 - Students completing Article Databases module: 90%

You Explore!

- <http://helios.weber.edu>
- Spend 5-10 minutes to review the HeLIOS tutorial



Joanne

- Now we would like you to explore one lesson of the tutorial using your own device.

Think/Pair/Share

- Discuss your lesson with the person next to you
 - overall view of tutorial
 - same lesson
 - different lessons
- Complete a Google form with your answers:

<http://tinyurl.com/LOEX-HeLIOS>



Joanne

<http://tinyurl.com/LOEX-HeLIOS>

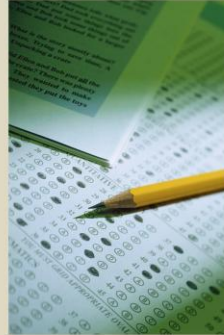
- Would you use it? Why? Why not?
- Concerns about using it
- What did you like?
- What didn't you like?
- How would you use it in your role as a teacher?
- What improvements could be made?

Here is the link to the Google form results.

https://docs.google.com/spreadsheet/cc?key=0AuoFL8Gc_P0edHAtOUowYVVJNldRWIREQlZiRGJyRkE&usp=drive_web#gid=0

Comments

- [View responses HeLIOS Tutorial](#)
- Other comments from the audience.



Joanne:

- Let's see what you folks thought about the tutorial.
- Are there any other comments from the audience?

Questions???

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JaNae
Here is our contact information

References

- Christensen, Joanne, Fawn Morgan and JaNae Kinikin. "An Online Information Skills Tutorial." *School Library Monthly*. 29.5 (2013): 8-10.
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Su, Shiao-Feng, and Jane Kuo. "Design and Development of Web-based Information Literacy Tutorials." *The Journal of Academic Librarianship* 36, no. 4 (2010): 320-328.

References

Yang, Sharon. "Information Literacy Online Tutorials: An Introduction to Rationale and Technological Tools in Tutorial Creation." *The Electronic Library* 27 no. 4 (2009): 684-693.

Images

- Google Forms: www.docstoc.com
- HeLIOS: helios.weber.edu
- Knowledge Gap: www.horsesaysinternet.com
- Recruitment: www.123rf.com
- UTIPS: <http://www.myutips.org/>
- Microsoft Word images:
<http://office.microsoft.com/en-us/images>

[More Information About HeLIOS](#)