You CAN Have It Both Ways: First-Year Instruction That Is Standardized AND Customized

Loretta Spangler, Hoover Library, McDaniel College
LOEX 2022
Notetaking Guide

https://tinyurl.com/ucanhaveitbothwaysNTG
Today’s Agenda

- Introduction to McDaniel College
- First-Year IL Program
- Theory
The College

- Founded 1867
- Central Maryland (Baltimore-D.C. suburbs)
- 143 full time faculty
- 33 majors

1700 undergraduates
1200 graduates

In the class of 2024:
- 57% female, 43% male
- 47% multicultural students
- 45% first-generation students

The Students
Hoover Library

- 500K volumes (print books)
- + 600K titles shared with a consortium
- 114 databases
- 170K print/digital journals
- 120K physical/streaming media titles

Our Classroom

- 6 librarians
- 6 support staff
- 2 library sessions *required* for all 1st-year students (First Year Seminar)
- 1-3 additional library sessions requested by most writing faculty
FYS IL Program and Faculty Collaborative Process

**Spring**
- ILC presents to FYS faculty
- First Look Office schedules FYS1

**Summer**
- ILC develops materials; assigns sections & trains librarians
- FYS faculty schedule FYS2

**Fall**
- Students attend FYS1 during the 1st three weeks
- Librarians customize & teach FYS2 throughout semester
- ILC assesses and reports to FYS leadership
<table>
<thead>
<tr>
<th>Content</th>
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<tbody>
<tr>
<td><strong>1st Session (FYS1)</strong></td>
</tr>
<tr>
<td>Intro to Hoover Library &amp; librarians</td>
</tr>
<tr>
<td>Differentiating sources (popular vs. scholarly)</td>
</tr>
<tr>
<td>Intro to catalog &amp; navigating the stacks</td>
</tr>
<tr>
<td><strong>2nd Session (FYS2)</strong></td>
</tr>
<tr>
<td>Journal articles/peer review process</td>
</tr>
<tr>
<td>Source evaluation (primary/secondary/tertiary; ARBCs)</td>
</tr>
<tr>
<td>Intro to database searching (Research Starter)</td>
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</table>
## Strategy

<table>
<thead>
<tr>
<th>Direct instruction</th>
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<tbody>
<tr>
<td>Active learning</td>
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<tr>
<td>Hands-on practice</td>
</tr>
<tr>
<td><strong>Student handout</strong></td>
</tr>
<tr>
<td>- Content summaries</td>
</tr>
<tr>
<td>- Notetaking space</td>
</tr>
<tr>
<td>- Directions and work space for in-class practice exercises</td>
</tr>
</tbody>
</table>
## Outline of FYS1 Session

<table>
<thead>
<tr>
<th>Component</th>
<th>Time</th>
<th>Description</th>
<th>Handout Content</th>
</tr>
</thead>
</table>
| Direct instruction         | 5 min. | • Preview FYS1 agenda  
• Introduce library and staff (space, resources, coaches)  
• Explain how to contact the library for research help |                                                      |
| Activity (individual)      | 5 min. | • Use the library website to find the name of the librarian(s) for your FYS professor’s department and (optionally) your major’s department | “Introducing the Library”                             |
| Direct instruction         | 10 min.| • Model analysis of a typical FYS assignment, drawing attention to the requirement of “scholarly sources”  
• Define “junk”, “popular”, and “scholarly” as applied to sources | Chart – Junk, popular, scholarly                      |
| Activity (small groups) and discussion | 15 min.| • Determine the category (scholarly/popular/junk) in which to place a given source  
• Explain the reason for your choice of category | “Source Types: Scholarly and Popular”                |
| Direct instruction and discussion | 10 min.| • Compare/contrast books and articles (scope, information currency, length, uses)  
• Demonstrate use of the catalog to find the location of (and other information about) a known item | “How to Read a Book”; “Dewey Decimal Classification” |
| Activity (pairs)           | 10 min.| • Practice known item catalog searching with a given title                  | “Using the Catalog”                                   |
| Direct instruction         | 5 min. | • Explain the Hoover Hunt Shelfie Contest  
• Summarize session content and preview FYS2 session | “The Hoover Hunt Shelfie Contest”                     |
| Activity (pairs)           | After class | • Locate the title from the previous activity and post a photo to your section’s column on the library padlet | Library floor maps                                    |
Introducing the Library

- What is the name of your FYS course?

- What is your major? (If you haven’t picked a major yet, **that is okay**; just leave this space blank.)

- Select “Staff Directory”, located in the “About the Library” pulldown menu on the library’s homepage ([hoover.mcdaniel.edu](http://hoover.mcdaniel.edu)).

- Skim over each librarian’s list of subjects.

- Write down the name of the librarian who could help you with research in your FYS course.

- Write down the name of the librarian who could help you with research in your major. (It’s okay to leave this blank, if you haven’t yet chosen a major.)
## Scholarly vs. Popular

### Source Types: Scholarly and Popular
- Title of Publication:
- Type of publication (book, journal, magazine, newspaper, etc.):
- How would you classify this source? (Select one.)
  - Scholarly
  - Popular
  - Junk
- Briefly explain your decision. (See the table below.)
- Were you able to find all the information you need to classify your source? (publisher, audience, citations, etc.)

<table>
<thead>
<tr>
<th></th>
<th>JUNK</th>
<th>POPULAR</th>
<th>SCHOLARLY</th>
</tr>
</thead>
<tbody>
<tr>
<td>author</td>
<td>not credentialed</td>
<td>journalist / staff writer</td>
<td>expert / researcher</td>
</tr>
<tr>
<td>publisher</td>
<td>popular / self-published</td>
<td>popular</td>
<td>academic (often)</td>
</tr>
<tr>
<td>audience</td>
<td>general public</td>
<td>general public</td>
<td>experts</td>
</tr>
<tr>
<td>content</td>
<td>general interest &amp; hot topics</td>
<td>general interest</td>
<td>specific &amp; technical</td>
</tr>
<tr>
<td>citations</td>
<td>rare (unreliable)</td>
<td>occasionally</td>
<td>always</td>
</tr>
<tr>
<td>peer review</td>
<td>no</td>
<td>no</td>
<td>yes (mostly)</td>
</tr>
</tbody>
</table>
The Catalog & Stacks

Using the Catalog

- What is the title of the work you and your partner chose?
- What is the call number?
- On what floor would you find it?
- What type of work is it? (Book, newspaper, DVD, etc.)
- Is the work popular or scholarly? How did you decide?
- Did you text the call number to yourself?
Theory: The “Why” Behind the “What”

- Backward design (Wiggins & McTighe)
- ACRL Framework
- Disciplinary context (Farrell & Badke)
- Transactional model of direct instruction (Huitt, Monetti, & Hummel)
Backward Design: Start at the end

Define learning goals (desired outcomes)

Decide on assessments (evidence of learning)

Design instruction (learning experiences)

ACRL Framework: Consider the big picture

Student need: distinguishing source types
- Authority is constructed and contextual*

Student need: searching effectively
- Scholarship as conversation*
- Searching as strategic exploration*

<table>
<thead>
<tr>
<th>Frames</th>
<th>Authority is constructed and contextual.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Enduring Understandings</strong></td>
<td>Authority (with regard to information) is conferred within a community and in different ways (scholarship/subject expertise, societal position, experience). The academic community recognizes scholarship as a highly valid form of authority. Other voices (including those which tend to be marginalized) can be authoritative for academic writing, depending on need (purpose, audience, etc.). As a student beginning scholar, I am developing my own authoritative voice.</td>
</tr>
<tr>
<td><strong>Essential Questions</strong></td>
<td>Who created the information content I am considering? Where/how did this person acquire the authority to speak to this subject? Is the type of authority the content creator holds suitable to my information need?</td>
</tr>
<tr>
<td><strong>Knowledge &amp; Skills</strong> (needed to begin moving toward enduring understandings)</td>
<td>Knowledge of indicators of authority: author credentials, publication type, audience, content, citations, peer review. Skills in skimming and lateral reading/searching in order to find out about the indicators of authority for a given source.</td>
</tr>
<tr>
<td><strong>Outcomes</strong></td>
<td>**</td>
</tr>
<tr>
<td></td>
<td>**</td>
</tr>
<tr>
<td></td>
<td>**</td>
</tr>
</tbody>
</table>
Disciplinary practitioners . . .
- value information literacy . . . but
- do not separate it from the socio-cultural practices of the discipline

Thus students are better served when librarians . . .
- let go of IL as an independent construct
- understand IL as the information practices inherent to a discipline

How?

**Faculty**
- Schedules FYS2 at a time that makes sense for their course
- Upload course syllabus and assignment
- Meet with librarian and attend session

**Librarians**
- Study submitted course documents
- Adapt general FYS2 content to course discipline
- Seek faculty input during session, as appropriate
Tailoring FYS2 Content to a Discipline

- Explain “primary source” w/ a discipline-specific example
- Point out differences between the “generic” scholarly article and those in the course discipline
- Construct database search string examples in light of discipline and assignment
- Suggest assignment-specific resources
**TOPIC:** The **female gothic** in the **ghost literature** tradition

<table>
<thead>
<tr>
<th>&quot;female gothic&quot;</th>
<th>ghost</th>
<th>literature</th>
</tr>
</thead>
<tbody>
<tr>
<td>wom*n</td>
<td>supernatural</td>
<td>stor*</td>
</tr>
<tr>
<td></td>
<td>occult</td>
<td>fiction</td>
</tr>
</tbody>
</table>
Tips & Tricks

➢ Books – Search these terms in the library catalog; skim books for pages on your topic
  ▪ “Ghost stories, English--History and criticism”
  ▪ “Horror tales, English--History and criticism” (Substitute “American” for “English”)
  ▪ “Psychological literature--History and criticism”
  ▪ “Gothic revival (Literature)--English-speaking countries”
  ▪ “Ghosts in literature”

➢ Articles – Try these databases; use your search string OR the title of your work.
  ▪ JSTOR
  ▪ Bloom’s Literature
  ▪ MLA International Bibliography
**Keywords**

**TOPIC:** What is the impact of *reality TV cooking* shows on *eating behavior*?

<table>
<thead>
<tr>
<th>“reality television”</th>
<th>cooking</th>
<th>“eating behavior”</th>
</tr>
</thead>
<tbody>
<tr>
<td>“reality TV”</td>
<td>kitchen</td>
<td>diet</td>
</tr>
<tr>
<td>“TV cooking show*”</td>
<td>meal</td>
<td></td>
</tr>
<tr>
<td>competition</td>
<td>“food preparation”</td>
<td></td>
</tr>
</tbody>
</table>
The **chemistry** of **kombucha**, the **fermented** tea drink from Manchuria

<table>
<thead>
<tr>
<th>chemistry</th>
<th>kombucha</th>
<th>fermentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>chemical reaction</td>
<td>fermented tea</td>
<td>alcoholic fermentation</td>
</tr>
<tr>
<td>acetic acid bacteria</td>
<td>SCOBY</td>
<td>lactic fermentation</td>
</tr>
<tr>
<td>lactic acid bacteria</td>
<td>tea fungus</td>
<td>acetic fermentation</td>
</tr>
<tr>
<td>yeast</td>
<td>NOT coffee</td>
<td></td>
</tr>
</tbody>
</table>
### Keywords

**TOPIC:** How does the church contribute to literacy in Latinx immigrants?

<table>
<thead>
<tr>
<th>church</th>
<th>literacy</th>
<th>Latin*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pentecostal</td>
<td>language</td>
<td>Hispan*</td>
</tr>
<tr>
<td>Catholic</td>
<td>ESL</td>
<td>Immigrant*</td>
</tr>
<tr>
<td>religion</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Database Suggestions

- MLA
- JSTOR
- Ethnic Diversity Source

Website Suggestions

- Pew Research Center - Hispanics/Latinos
- Hispanic Research Center
Transactional Model of Direct Instruction:
Plan details

Instruction
a deliberate attempt to promote learning of specified knowledge or skill

Transactional
having the nature of an exchange between two people

Direct instruction
involves an agent providing clear step-by-step presentation of information

Transactional Model of Direct Instruction

- explicit, incremental explanation of content
- an emphasis on teacher/student interaction at each point in the process

Theoretical Basis:
an eclectic approach using principles from four major learning theories

- Operant conditioning and behavior analysis
- Information processing and cognitive learning
- Facilitative teaching (a humanistic approach)
- Social cognitive approach (e.g., cooperative learning)
Four Phases of Instruction

1. Presentation
2. Practice
3. Assessment and evaluation
4. Monitoring and Feedback
# Events of Instruction

<table>
<thead>
<tr>
<th>Events of Instruction</th>
<th>Teacher Action</th>
<th>Student Action</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Presentation Phase</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Review</td>
<td>Provide opportunity for recall of relevant and/or prerequisite knowledge and skills</td>
<td>Focus on prerequisite skills and link the lesson to previous ones</td>
</tr>
<tr>
<td>What</td>
<td>Present specific concept(s)/skill(s) to be learned</td>
<td>Attend to (read/see/hear) the objective/topic/skill</td>
</tr>
<tr>
<td>Why</td>
<td>State a reason for learning the content</td>
<td>Connect the lesson to the real world/their own interests/other subject areas</td>
</tr>
<tr>
<td>Explanation</td>
<td>Actively present the information (concepts/skills) to be learned, breaking content into small steps and structuring the presentation accordingly</td>
<td>Listen, discuss, read, watch video, etc. (according to the presentation format)</td>
</tr>
<tr>
<td>Probe and Respond</td>
<td>Probe students as to initial understandings</td>
<td>Answer questions; verbalize understandings</td>
</tr>
<tr>
<td><strong>Practice Phase</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guided Practice</td>
<td>Provide students with opportunities to practice in class</td>
<td>Complete guided practice as instructed</td>
</tr>
<tr>
<td>Independent Practice</td>
<td>Allow students to work independently to reinforce proficiency (homework)</td>
<td>Practice outside of class</td>
</tr>
<tr>
<td>Periodic Review</td>
<td>Provide practice on previously covered content/skills</td>
<td>Demonstrate retention of previously learned content</td>
</tr>
<tr>
<td><strong>Assessment and Evaluation Phase</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Formative (daily success)</td>
<td>Observe students during guided practice and collect evidence of student learning</td>
<td>Complete independent work at or above a given proficiency level</td>
</tr>
<tr>
<td>Summative (mastery)</td>
<td>Evaluate student work at the end of a unit/semester</td>
<td>Demonstrate knowledge/application of concepts/skills at or above a given proficiency level</td>
</tr>
<tr>
<td><strong>Monitoring and Feedback Phase – takes place throughout the lesson as needed</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cues and prompts</td>
<td>Provide students with signals/reminders to sustain the learning activity and hold students accountable</td>
<td>Attend to signals/reminders</td>
</tr>
<tr>
<td>Corrective feedback</td>
<td>Affirm student learning and offer assistance/support as needed</td>
<td>Respond to feedback</td>
</tr>
</tbody>
</table>
## Outline of FYS2 Session

<table>
<thead>
<tr>
<th>Component</th>
<th>Time</th>
<th>Description</th>
<th>Handout Content</th>
</tr>
</thead>
</table>
| Discussion and direct instruction | 8 min. | • Review FYS1  
• Preview FYS2 agenda  
• Define “primary”, “secondary”, and “tertiary” as applied to sources, connecting “secondary” w/ “scholarly articles”  
• Model a simple topic search in Research Starter, including a demonstration of limiters and filters (Note: sample topic corresponds to FYS course content and assignment) | Slide Image – Body of Literature, “Source Types” |
| Activity (individual) and discussion | 7 min. | • Search your topic in Research Starter, experiment with limiters and filters, and identify the “best source” for your topic  
• Identify useful filters | “Getting Started with Research Starter” |
| Direct instruction          | 5 min. | • Introduce the concept of source evaluation  
• Explain the peer-review process  
• Identify parts of a scholarly article  
• Introduce ARBCs (briefly!) | Chart – Guide to Evaluating Sources; |
| Activity (individual) and discussion | 10 min. | • Re-evaluate your “best source” in light of new knowledge re: “scholarly” and “ARBCs”  
• Explain the reason for your “best source” choice | “How to Read a Scholarly Article” |
| Direct instruction          | 8 min. | • Model use of keywords and Boolean operators to search smarter, not harder (Note: sample topic corresponds to FYS course content and assignment)  
• Demonstrate use of database tools available for each source (citation, email, permalink) | “Database Tips and Tools” |
| Activity (individual) and discussion | 15 min. | • Create and use a search string to find an additional source on your topic  
• Explain reasoning for search strategy and choice of source | “Going Farther with Research Starter” |
| Direct instruction          | 7 min. | • Summarize session content and preview ENG1101 content  
• Suggest specific resources for FYS assignment | “More Info” |
Primary/
Secondary/Tertiary

Body of Literature
(possible sources) for an
Academic Discipline
(area of study)

PRIMARY
ORIGINAL
- Raw material
- First-hand evidence
- Invites conclusions

SECONDARY
ANALYSIS
- Recounts
- Interprets
- Offers opinion

TERTIARY
OVERVIEW
- Compiles
- Summarizes
- Presents definitions/background

MONTH(S) LATER
MONTH(S) to YEAR(S) LATER
YEAR(S) LATER

Source Types
List examples of each source type.

Primary:

Secondary:

Tertiary:
# Source Evaluation

## Guide to Evaluating Sources – The ARBCs

<table>
<thead>
<tr>
<th>Authority</th>
<th>Reliability/Validity</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the author’s credentials/qualifications?</td>
<td>Is there a bibliography/works cited/footnotes?</td>
</tr>
<tr>
<td>Does the author have expertise in the topic?</td>
<td>Can information be verified by other high quality sources?</td>
</tr>
<tr>
<td>Who is the publisher (print) or organization (online)?</td>
<td>Are there editors or others who check the information before publication?</td>
</tr>
<tr>
<td>What is the reputation of the publisher/organization?</td>
<td>Do the conclusions follow logically from the evidence?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Bias (Perspective)</th>
<th>Currency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why was the work written and published? (To inform? To persuade?)</td>
<td>Does the source reflect the most up-to-date research?</td>
</tr>
<tr>
<td>How does the author use language? (Impartially? To provoke emotion – fear/anger?)</td>
<td>Do I need historical or current information for my research?</td>
</tr>
<tr>
<td>Is the author transparent about their perspective?</td>
<td></td>
</tr>
</tbody>
</table>

## Getting Started with Research Starter

- My topic is . . .

- Search your topic in Research Starter. What words did you use to search?

- Experiment with limiters and filters (full text, date, scholarly/peer-reviewed, source type, language, etc.). Which ones did you use?

- Choose the best source for your topic. Write the title here.

- What kind of work is this source (book, journal article, news, etc.)?

- What is the main reason you chose this as your best source?
### Going Farther with Research Starter

Write your topic here, and underline two or three key concepts.

<table>
<thead>
<tr>
<th>Write a keyword here.</th>
<th>Write a keyword here.</th>
<th>Write a keyword here.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>OR</strong> Synonyms/related words go here</td>
<td><strong>OR</strong> Synonyms/related words go here</td>
<td><strong>OR</strong> Synonyms/related words go here</td>
</tr>
<tr>
<td><strong>AND</strong></td>
<td><strong>AND</strong></td>
<td><strong>AND</strong></td>
</tr>
<tr>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>NOT</strong> And here . .</td>
<td><strong>NOT</strong> And here . .</td>
<td><strong>NOT</strong> And here . .</td>
</tr>
<tr>
<td><strong>OR</strong> Etc.</td>
<td><strong>OR</strong> Etc.</td>
<td><strong>OR</strong> Etc.</td>
</tr>
</tbody>
</table>

Write out your search string here, and try it in Research Starter.

### More Info

- Check out “Research Guides” and “A-Z Database List” on the library’s homepage.
- See “How to Read a Scholarly Article” on page 3 for tips on getting the most from journal articles.
- Attend any library sessions scheduled for your other classes.
- Consult the Reference Help Desk.
- Make an appointment with a librarian.
Does this approach “work”?

**Librarians**
“Students are fully engaged during instruction.”

**Faculty**
“Attendance at the second library session had a positive impact on my students’ research projects.”

**Students**
“I liked . . . that the person giving the presentation [modeled application of the IL content] in the specific way I knew I was going to be using it.”


Thank you

Sample materials and slides at:
https://tinyurl.com/FYS-Samples

OR

Scan the QR code: