From Credit Course to Tag Partnership: Delivering Customized Information Literacy Instruction

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LOEX 2022

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Background

• Medium-sized university in Northern Indiana
  o 4942 students
    ▪ Undergraduate: 88.5%
    ▪ Graduate: 11.5%

• Five-story library building
  o Nearly 2 million online and print resources
  o Hammes Information Commons and Cafe
  o Academic Centers for Excellence (ACE)
Information Literacy

• One-credit information literacy course, Q110, started back in 1996
• Required as part of General Education program started 2005
• Pilot tag courses in Fall 2020
• Tag courses officially implemented in 2021
Explore for Options

- Investigate implementation through literature research
- Identified a potential model from University of North Carolina Wilmington
Learning Outcomes

1. Search for research materials using appropriate search tools
2. Search for research materials using effective search strategies
3. Retrieve sources that are appropriate for the topic and for use in academic research
4. Evaluate sources based on standard criteria and information need
5. Use sources ethically by documenting correctly
6. Reflect on the research process and selected sources
Basic Framework

- Class should have a significant research component
- Research assignment(s) should require at least 5 sources; some peer review. Product: annotated bibliography or research paper/project
- Librarian is embedded in Canvas
- Professor includes IL Tagging statement on syllabus
- Students would need to make use of library resources/databases
- Librarian involved in at least 2 class sessions/input
Course Materials

• Instruction materials housed with Canvas

Search Techniques

Boolean Operators

Video URL: https://youtu.be/sdx9dACKvvl


Using Boolean Operators

Why You Want to Use Boolean Operators:

• Complete sentences are not good searches. Using Boolean Operators is the most efficient way to search in the databases, because they combine search terms in a focused, controlled way that is easier for the database to process.
• Allows you to focus your search on your main concepts.
• Allows you to do multiple searches at one time, thus saving you time.

Boolean Operators Defined: **AND, OR, NOT:**
Assessment

• Assessment tools vary by instructors
  o Guided research worksheet
  o Annotated bibliography
  o Research log
  o Research paper

• Librarian assess product, i.e. assignments
# Evaluation Rubric

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>0) Does not meet benchmark</th>
<th>1) Introductory level</th>
<th>2) Practice level</th>
<th>3) Mastery level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Search for research materials using appropriate search tools</td>
<td>Does not use appropriate search tools</td>
<td>Uses some appropriate search tools</td>
<td>Uses appropriate search tools as suggested</td>
<td>Uses appropriate search tools and selects others appropriately on their own</td>
</tr>
<tr>
<td>Search for research materials using effective search strategies (Boolean, search strings, Limiters, Narrowing and focusing)</td>
<td>Does not use effective search strategies</td>
<td>Uses some search strategies but not others</td>
<td>Limited use of effective search strategies</td>
<td>Extensive use of effective search strategies, showing sophistication in search techniques</td>
</tr>
<tr>
<td>Retrieve sources that are appropriate for the topic and for use in academic research</td>
<td>Does not retrieve appropriate sources</td>
<td>Retrieves some appropriate sources</td>
<td>Retrives appropriate academic sources that match topic</td>
<td>Retrieves excellent sources that match topic and are appropriate for academic research</td>
</tr>
<tr>
<td>Evaluate sources based on standard criteria and information need</td>
<td>Does not evaluate sources</td>
<td>Evaluates sources partially, either omitting criteria or information need</td>
<td>Evaluates sources using criteria and information need</td>
<td>Evaluates sources thoroughly, showing sophisticated thought process</td>
</tr>
<tr>
<td>Use sources ethically by documenting correctly</td>
<td>Does not document sources</td>
<td>Documents sources with many errors</td>
<td>Documents sources with few errors</td>
<td>Documents sources correctly and thoroughly</td>
</tr>
<tr>
<td>Reflect on the research process and sources found</td>
<td>Does not reflect on the research process and sources found</td>
<td>Reflects on the research process and sources found briefly</td>
<td>Reflects on the research process and sources found in some depth</td>
<td>Reflects on the research process and sources found thoroughly, synthesizing their thoughts on the process</td>
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Tag Pilots

- Spring 2020
  - 4 courses, 4 sections, 67 students
    - Social Theory; Research in Health Sciences; Reading, Writing, & Inquiry I; Musical Theatre History

- Fall 2020
  - 6 courses, 10 sections, 184 students
    - Introduction to Biology I; Reading, Writing, & Inquiry I; History of Theatre I; Nursing Research; Research in the Health Sciences; Advanced Immunodiagnostics and Disease

- Spring 2021
  - 8 courses, 10 sections, 203 students
    - History of the Theatre 2; Reading, Writing, & Inquiry I, Social Theory; Introduction to Biology I; Research in Health Sciences; Nursing Research; Nursing Inquiry; Writing in Professional Social Work
Debriefs

• Instructors felt IL tag was beneficial for students
• Revise focus of materials
• Additional class visit
• Some assignments did not work well with the rubric
Revision to Basic Framework

• In lieu of the second class session, librarians may offer additional contact in a variety of ways
  o Course modules created by the librarian
  o Video content
  o Individual research consultations with students
  o Students submit draft bibliography to librarian, librarian gives feedback to students on sources
  o Open search session (librarian assists while students search)

• Librarian should be embedded in Canvas as a Co-instructor
Faculty Collaboration

- Subject librarians reached out to departments
- Select course(s) to tag
- Access and right to edit course site
- Alignment of assignments
- Syllabus statement
- Assessment
Miscellaneous

• Offered workshop at UCET to help faculty get a better understanding of the new information literacy tag requirement

• Worked with the Office of Registrar to figure out how to indicate tag requirement in schedule of class and student records
Official Implementation

- Fall 2021
  - 18 tagged courses
    - 448 students
- Spring 2022
  - 17 tagged courses
    - 386 students

Subject area:
Business, social work, education, history, physics, sociology, anthropology, Spanish, health science, nursing, psychology, women’s students, English, biological sciences, communication, new media, clinical laboratory science, fine arts, speech, music, geography, allied health
Tag Evaluation

Which of the following skill(s) do you possess BEFORE you take this tagged information literacy course?

- Selecting appropriate databases
- Finding and using key search terms
- Using Boolean operators
- Narrowing and focusing your topic
- Revising your search
- Choosing the best sources
- Evaluating sources
- Other

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Tag Evaluation

Were you able to find appropriate sources for your research paper/project?

- Strongly Agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

[Bar chart showing responses for Fall 2021 and Spring 2022]
Tag Evaluation

As you found sources for your topic, what research skills did you feel improved the most this semester?
Tag Evaluation

After taking this tagged information literacy course I find this information literacy skill:
Tag Evaluation

Will you feel confident using library resources for future college research projects?
# Credit Course vs Tag Partnership

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<th>Credit Course</th>
<th>Tag Partnership</th>
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<tr>
<td>Greater control over course design and assignments</td>
<td>Limited control over course design, and assignments</td>
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<tr>
<td>Wide range of concepts related to information literacy</td>
<td>Content and assignments focused on essential concepts</td>
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<tr>
<td>Semester long interaction with students</td>
<td>Limited interaction with students</td>
</tr>
<tr>
<td>Multiple assignments to evaluate student learning</td>
<td>A couple of assignments to evaluate student learning</td>
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<tr>
<td>Utilize course evaluation provided by campus</td>
<td>Implement course evaluation using Qualtrics</td>
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What We Learned

• Talking point documents to for subject librarians
• Students opted out of information literacy assignments
• Working with multiple sessions/faculty
• Librarian staffing
Question?

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