Personal Librarians in Our FYE Implementation

LEARNING IN COMMUNITIES
Objectives

- Background
- Selecting learning outcomes
- Teaching information literacy competencies
- Assessment of student performance
- Lessons learned
- Future plans
Mount Saint Mary College

- Small Liberal Arts College
- FTE: 1,943
- Three Masters Degree Programs
  - Business
  - Education
  - Nursing
Information Literacy at MSMC
Personal Librarians

- Pilot Fall 2013
- Collaboration between Arts & Letters and Library
- Librarians paired with ENG 101 sections
- Students required to view 5 information literacy tutorials
- Librarians held in-class session on database searching
First Year Experience Program

- Fall 2014
- Pursued 2 L.E.A.P. High Impact Practices for retention
  - First Year Experience
  - Learning Communities
Components of the FYE Program

- Center for Student Success
- Writing Center
- Library
- Student Affairs
- Learning Communities
- FYE & YOU
College Writing
Paired with

• Investigating Cont. Issues w/ Math & Tech
• Biological Principles
• Anatomy & Physiology
• Intro to Management
• Intro to World Religions
• Intro to Criminology
General Psychology
Paired with

- Anatomy & Physiology
- Intro to Western Europe
Other Pairings

- College Writing with General Psychology
- College Writing with Intro. to Criminology
- Intro. to Sociology with Computer Literacy
Building the Learning Community
# Learning Objectives

1. Students are aware of information resources made available by the college, both physically in the library building and virtually via the library web site.  
   *(ACRL Standard 1)*

2. Students learn research-related terminology

3. Students can break a topic into its component concepts and can identify appropriate search terms for each concept.  
   *(ACRL Standard 2)*
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<th>Learning Objectives, cont.</th>
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<td>4.</td>
<td>Students can use scholarly reference material to find background information on a topic (ACRL Standard 1)</td>
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<td>5.</td>
<td>Students can use the basic search features of multi-disciplinary research database to find information in periodical literature (ACRL Standard 2)</td>
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<td>6.</td>
<td>Students can identify components of citations and of database search results</td>
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<td>7.</td>
<td>Students can find reliable and authoritative information on the web (ACRL Standard 3)</td>
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<td>Learning Objectives, cont.</td>
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<td><strong>8.</strong> Students understand the criteria used to evaluate information sources (ACRL Standard 3)</td>
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<td><strong>9.</strong> Students can identify scholarly and popular literature and understand the peer review process.</td>
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<td><strong>10.</strong> Students can locate the full-text of scholarly article citations (ACRL Standard 2)</td>
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<td><strong>11.</strong> Students are aware of various citation styles and the importance of consistent citation format. They reliably cite the sources of all materials utilized in research (ACRL Standard 5)</td>
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How to teach these objectives?
In Class
Online Tutorials
Articulate Storyline
- Creation process
- Components

Access
- Change in library web page
- Google Drive solution
Outcome Two: Students learn research-related terminology.

Outcome Three: Students can break a topic into its component concepts and can identify appropriate search terms for each concept.
Outcome One: Students are aware of information resources made available by the college, both physically in the library building and virtually via the library web site.

Outcome Two: Students learn research-related terminology

Outcome Four: Students can use scholarly reference material to find background information on a topic.
Scholarly vs Popular Articles

Outcome Two: Students learn research-related terminology.

Outcome Nine: Students can identify scholarly and popular literature and understand the peer review Process.

What is a scholarly journal?

- Written by and for faculty, researchers or scholars (scientists, historians, nurses, artists, etc.)
- Uses scholarly or technical language
- Tend to be longer articles about research
- Include full citations for sources
- Are often refereed or peer reviewed (articles are reviewed by an editor and other specialists before being accepted for publication)
Identifying Components of a Citation

**Outcome Six**: Students can identify components of citations and of database search results.

**Outcome Eleven**: Students are aware of various citation styles and the importance of consistent citation format. They reliably cite the sources of all materials utilized in research.
Outcome Seven: Students can find reliable and authoritative information on the web.

Outcome Eight: Students understand the criteria used to evaluate information Sources.

Click on each element of the CRAAP Test, in order, to learn more about it.

- C: Currency
- R: Relevance
- A: Authority
- A: Accuracy
- P: Purpose
Articulate Storyline
Instruction Session Topics

Parts of a Research Article

1. The Abstract
   (A summary of the article)

2. The Introduction
   (The problem & background info)

3. Method
   (How the research was conducted)

4. Results
   (What they found. Will include tables/graphs)

5. Discussion
   (What do the results mean? Next steps?)

6. References
   (Listing of the sources cited in the article)
Assessment
Tutorial Use in the FYE

Number of LCs using the Tutorial

- Popular vs Scholarly Articles: 14
- Developing a Topic and Identifying Key Terms: 10
- Identifying Components of Citation Tutorial: 12
- CREDO vs Wikipedia: 6
- Evaluating Websites: 5
Student Performance on Tutorial Assessment

<table>
<thead>
<tr>
<th>Topic</th>
<th>LC 4</th>
<th>LC 14 &amp; 20</th>
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<tr>
<td>Developing a Topic</td>
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<td>Website Evaluation</td>
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• Quizzes: 12 LCs

• Annotated Bibliography Assignment: 8 LCs

• Research assignment: 1 LC
Average Score on Assessment by Learning Community
Research Consultations: Fall 2014

- FYE: 71%
- Other: 29%
I feel more confident about my ability to do academic research after interacting with my Personal Librarian.
The support provided by the Personal Librarian was helpful in completing my coursework.
I saw connections between my library instruction (i.e. tutorials, in-class sessions) and my course content.
I would be likely to contact my Personal Librarian in the future.
Lessons Learned

- Try a more sustainable approach to tutorials
- Require Research Consultation
- Pattern program more closely to our PL
  - Systematic & uniform program
  - Consistency is important
Find Articles Using Databases

- **Academic One-File**
  - Contains extensive coverage of the sciences, technology, medicine, the arts, theology, literature and other subjects.

- **Academic Search Complete**
  - Full text journal coverage for most academic areas of study.

- **General One-File**
  - Contains news and periodical articles on a wide range of topics, business, computers, current events, economics, education, environmental issues, health care, hobbies, humanities, law, literature and art, politics, science, social science, sports, technology, and many general interest topics.

- **HighWire Press**
  - Full-text content of peer-reviewed journals on all subjects.

- **Hospitality, Leisure, and Tourism Collection**
  - Contains more than 500 industry journals as well as full-text travel guides.

- **JSTOR Arts and Sciences I Collection**
  - This database contains full-text and full-image of core journals in economics, history, political science, and sociology, as well as in other key fields in the humanities and social sciences. This collection also contains titles in ecology, mathematics, and statistics.

- **ProQuest Central**
  - Articles on all subjects.

- **Wilson Omnifile FullText Select (Ebsco)**
  - Full-text articles in business, science, technology, education, health, art, broadcasting, and engineering. Information on searching this database can be found here.

- **WorldCat**

**Assignment assistance**

- Assignment Calculator

**Ask A Librarian**

- Denise A. Garofalo

**Contact Info**
- Systems and Catalog Services Librarian
- Kaplan Family Library, Dominican Center, DC134
- Send Email

**Links**
- Profile & Guides

**Researching tips**
- Critiquing or evaluating a research article
- Identifying the parts of a research article
• “Flip the classroom”
• CREDO Information Literacy Tutorials
Review

- Background
- Learning outcomes
- Teaching IL competencies
- Assessment
- Lessons learned
- Future
Thank you

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