TEST DRIVING INFORHODE

Creating and Piloting an Information Literacy Tutorial

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Connecticut Information Literacy Conference 2015
TODAY

InfoRhode Tutorials Overview

Usability Testing

Piloting with WRT students

What’s next?

http://goo.gl/XliUKK
INFORHODE TUTORIALS

- Convert InfoRhode videos into interactive tutorials
- Original video series was funded by a Provost’s Innovation in Technology grant & developed in 2012 by Jim Kinnie, Mary MacDonald, and Amanda Izenstark.
- Kinnie sabbatical Spring 2014
Explores the Basics of College-level Research

- Undergraduates, esp. in General Education courses
- HS students in the ECHSP
- Subject classes - online & F2F
Learning Styles - Active Learning

- Experiential
- Interactive
- Non-Linear
RATIONALE

Project Information Literacy’s research study:

“Learning the Ropes: How Freshmen Conduct Course Research Once They Enter College”

Alison J. Head, December 2013
Project Information Literacy’s research study

Incoming college freshmen find that the Google search strategies they used in high school do not bring them the information they need for college-level research.
RATIONALE

Project Information Literacy’s research study

First-year students are unfamiliar with academic libraries’ resources and how they can use them effectively
STUDIES

This age group prefers

- Experiential and interactive learning with practical applications
- Random access to learning materials rather than linear approaches
STUDIES

IL tutorials are most effective when they incorporate

- Active learning elements
- Short videos
- Interactive elements (many definitions)
- Graphics
STUDIES

IL tutorials are most effective when they incorporate:

- Audio narration coupled with text (Dual Coding Theory)
- Step-by-step examples
- Self-navigation
Design & Branding

- Adobe Captivate
- iPad size 1024 x 644
- Font styles
- Background
- URI branding colors
PRODUCTION

Restrictions

- HTML5 for iPad
- No Flash features (ex TOC, rollover)
PRODUCTION

Content Design

- Incorporate 13 original videos
- Follow research process
- Six modules/2 videos each (one w/ three)
- Start, Identify, Gather I, Gather II, Evaluate, Cite

Modules

- 2 Sections each
- Video > Interactive element > Quiz for review
InfoRhode Tutorials Main Menu

START
- The Basics of College-Level Research
- Why Not Google?

Objectives:
- Discover the basic steps of college-level research
- Understand why library resources will retrieve better information for your research than a Web search engine

Approximate time: 20 minutes

IDENTIFY
- Refine the Topic
- Develop a Search Strategy

Objectives:
- Use concept mapping in order to refine a topic for a paper or project
- Create a search strategy to use with library search tools in order to find credible information

Approximate time: 20 minutes

GATHER I
- Finding Books in the Catalog
- Locating Books in the Libraries

Objectives:
- Learn to find books in the libraries' catalog
- Understand how to locate print material in the libraries

Approximate time: 15 minutes

GATHER II
- Finding Articles
- Choosing & Searching Databases

Objectives:
- Learn to use a library database to find articles on your topic
- Identify subject-specific databases
- Learn strategies to use in database searches

Approximate time: 25 minutes

EVALUATE
- Evaluating Information
- Scholarly vs Popular

Objectives:
- Identify the criteria and strategies for evaluating the sources you are considering using in your research
- Recognize the differences between scholarly and popular sources

Approximate time: 20 minutes

CITE
- MLA Handbook for Writers of Research Papers
- Chicago Manual of Style

Objectives:
- Understand the reasons for citing your sources
- Identify the elements of a citation and where to find them in the source records

Approximate time: 15 minutes

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USABILITY TESTING

Taking the Tutorials for a Test Drive
OBJECTIVES

- Obtain information about the technological functionality
- Clarity of the language
- Ease of navigation

- Identify areas that need to be improved upon and gain essential feedback from target audiences before the release of the tutorials to the URI Community.
METHOD

The Basics

- 18 sessions so each module could be tested 3 times.
- Used WebEx videoconferencing software to record and screencast the session to observers in another room.
METHOD

- Each student completes one module.
- Sessions take place in a library classroom with a facilitator.
- Students “think out loud” as they work.
- Facilitator and observer(s) take notes and have opportunities to ask questions.
- Students receive a $10 gift card for their time.
Privacy Concerns

- Participants are not identified on any of the materials or data collected.
- Video recordings only have audio, no video of the student.
- Students did have to sign a consent form for recording.
THE RESULTS:

- 15 sessions completed (3 of 6 modules tested 3 times, 3 of 6 tested 2 times).
- Were able to find:
  - Typographical issues, some widget compatibility issues
  - Students wanted bigger arrows and clearer buttons for navigation
  - Students wanted more audio narration/direction for embedded activities and exercises
LIMITATIONS:

- Small-scale study, especially with “no show” participants
- Completed in a controlled environment:
  - Library Classroom computers (PCs)
  - Same browser (Firefox) which is the recommended browser for our Learning Management System (Sakai)
THE PILOT

Flipping the Classroom
In cooperation with the Writing Department, a pilot program was developed to use the new InfoRhode Tutorials in information literacy instruction.

7 sections of introductory writing courses were selected to pilot the flipped model.
URI Libraries
Instruction Classroom
FLIPPED CLASSROOM MODEL

Preparation:

- Students were to complete three of the InfoRhode Tutorials before the face-to-face library session:
  - Start
  - Identify
  - Gather II
- Some instructors used incentives so students completed the modules ahead of time (i.e. submit quiz feedback)
In the Classroom:

- Students were asked to recall what they learned in the tutorials
- Brief discussion of Threshold Concepts:
  - Authority is Contextual
  - Research as Inquiry
  - Scholarship is a Conversation
- Students given time to search and were shown Subject Specific Databases
- Class Wrap Up with a focus on evaluation of sources
HOW DOES IT DIFFER FROM CURRENT MODEL?

- Fewer search demonstrations
- Students have more time to explore the scope of library resources
- Librarians have more time to work with students one-on-one
THE RESULTS

Outcomes for WRT library instruction program 2010-Present

- **Outcome 1** - Students will refine their search strategy in order to identify citations to appropriate articles for their research assignment.

- **Outcome 2** - Students will identify the differences between scholarly and non-scholarly articles in order to determine their appropriateness for the student’s assignment.
THE RESULTS

Flipped model and traditional sections took standard SurveyMonkey survey/evaluation. Outcomes measured by evaluating:

Q1: Does the article selected by the student match the search to help answer the reported research question?

Q2: Was the selected article correctly identified as scholarly or popular?
The bar chart compares the performance of traditional and flipped methods in two different scenarios:

1. **Q1 - Article matches search**
   - Traditional: Approximately 0.75
   - Flipped: Approximately 0.85

2. **Q2: Scholarly/Non Scholarly**
   - Traditional: Approximately 0.80
   - Flipped: Approximately 0.75

The chart indicates that the flipped method generally outperforms the traditional method in both scenarios.
**Outcome 1** - Students will refine their search strategy in order to identify citations to appropriate articles for their research assignment.

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**Outcome 2** - Students will identify the differences between scholarly and non-scholarly articles in order to determine their appropriateness for the student’s assignment.

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WHAT’S NEXT?
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- New Library Catalog
- Possible new general database
- Report scores to Learning Management System
- Outreach to various departments on campus, especially with new General Education program
ANY QUESTIONS?
THANK YOU!

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Information Literacy Tutorials


Kelley, J. (2012). Off the shelf and out of the box: Saving time, meeting outcomes and reaching students with information literacy modules. *Journal of Library & Information Services in Distance Learning, 6*(3/4), 335-349. doi:10.1080/1533290X.2012.705160

**Usability Testing**


