Welcome to our session!

This session involves a little bit of group work. Please try to have at least four people per table.
Sorting Through the Clutter
Improving Instructional Design through Card Sorting

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Andreas Orphanides
NCSU Libraries
Welcome!

We work here.
Opportunity: Expand F2F Instruction
Opportunity: Overhaul LOBO
Which topics to teach together?
## Topics

- Scholarly vs. Popular
- How does a database work? What are you really searching?
- How do articles, journals databases relate?
- What’s available via the free web?
- Finding and excluding specific publication types
Mini-Curricula

[Diagram of Library Instruction Tutorials showing "What is a database?" and sections 1-5: Overview, Content, Coverage, Full text, Always changing]
What are our learning goals?
Topics

• Scholarly vs. Popular
• How does a database work? What are you really searching?
• How do articles, journals databases relate?
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• Finding and excluding specific publication types
## Learning Goals

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### Learning Goals > Topics

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Card Sorting

- How do articles and journals relate to each other? How do articles end up in databases?
- Advanced database search techniques (Boolean, truncation, etc.)
- Citation management tools and strategies
- Why search for resources at the library or through the library website?
- Course guides, subject guides, and single searches for subject content
- Using and writing citations in your own work
- Avoid plagiarism. Know your rights.
- How does a database (full-text or index) work? What are you really searching?
- Identifying and selecting subject-specific databases
- Choosing between multidisciplinary and subject-specific databases
- Identifying keywords in your topic
- Identifying and selecting subject-specific databases
- Searching the online library catalog
- Searching Google Scholar effectively
- Scholarly vs. Popular
- Evaluating sources: quality and credibility
- How do articles and journals relate to each other? How do articles end up in databases?
- About the library and its services
- Interlibrary loan
- How do articles and journals relate to each other? How do articles end up in databases?
What *is* cardsorting, anyway?
Your turn
THE BIG IDEA

You’ve completed an inventory of the topics you teach; now you want to create “packages” that group related topics together in a mini-curriculum.

Which topics should be grouped together into packages?
OBJECTIVE

Given an inventory of items, split them into natural, thematically- or topically-related groupings.
NOTE

Keep your card set intact; don’t mix them with your neighbors’ cards!

Everyone will need their own full deck for Activity 2.
INSTRUCTIONS

• Sort your cards into piles of “similar” topics.
• Piles should have at least 2 (preferably 3) cards.
• If you have cards that don’t fit anywhere, make an “orphan” pile.
• If a card fits in more than one pile, choose the pile that fits best.
• After sorting all the cards, give each pile a name based on the cards’ topical similarity. Write the name on a post-it and label the pile with it.
This is what it should look like.
INSTRUCTIONS

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CONSOLIDATION

In pairs/trios:
• Compare your sorts with your partner(s).
• Discuss similarities and differences.
ROOM DISCUSSION

• How did the sorts compare to your partner’s?
• Were there items that you didn’t agree on?
• How easy or hard would it be to develop a sort that satisfied everyone? What points of contention might there be?
THE BIG IDEA

Based on your inventory of topics, you made an “educated guess” at a set of five learning goals that you think span your curriculum. You want to see how you did.

How well do the topics you teach fit into your draft learning goals?
OBJECTIVE

Given an inventory of items and a set of pre-defined categories, sort the items into the appropriate categories. Evaluate the categories for fit against the item collection and vice-versa.
INSTRUCTIONS

• Arrange the purple sheets, face up, around the table.
  • These are your learning goals.
• Walk around the table.
• Place topic cards from your deck on the purple goal sheet that you feel fits each card best.
• You can duplicate a card if you think it fits two goals.
• You and your table-mates may place the same card on the same learning goal.
• If you have cards that don’t fit on any goal, set them aside.
• Once all cards are matched with purple sheets (or set aside), the activity is complete.
This is what it should look like.
INSTRUCTIONS

• Arrange the purple sheets, face up, around the table.
  • These are your learning goals.
• Walk around the table.
• Place topic cards from your deck on the purple goal sheet that you feel fits each card best.
• You can duplicate a card if you think it fits two goals.
• You and your table-mates may place the same card on the same learning goal.
• If you have cards that don’t fit on any goal, set them aside.
• Once all cards are matched with purple sheets (or set aside), the activity is complete.
CONSOLIDATION

At your table:

• What does the result of this card sort suggest about our learning goals and topics?
• What cards couldn’t you place?
• Did your table-mates’ placement of cards have any influence on your choices?
• Are these goals a good fit for the topics? Are there any goals that are over/under-loaded?
• What might be changed to make a better fit?
Summing up

- Want to feel confident
- Get help from a librarian
- Needs to find info on their topic
- Craft a research topic appropriate to assignment
- Evaluate an info. object for appropriateness
- Break topic into concepts...
- Define concept of peer review & articulate why it is important
- Access information - whether owned by NCSU or not
- Choose the appropriate information discovery tool from...
Outcome:
Our First “Teach Yourself” Package!

Teach Yourself:
Finding Articles with Summon

- Summon: Searching for articles
  - Overview
  - Searching for articles
  - Narrowing your results
    - ...to peer reviewed
    - ...by subject
    - ...by date

- Summon: Getting to and saving results
  2:46

- Check Yourself: Article Searching
  4 Questions
Outcome:
With a plan for more....

Teach Yourself!

- Advanced Tools & Strategies for Finding Articles
- Finding Books
- Beginning the research process
- Understanding Scholarly Sources
- Evaluation
- Citation
Schedule a Library Instruction Session

* Required Information

Instructor Information

* Full Name: [ ]
* Email: [ ]
* Phone: [ ]

* Instruction Selection

Note: Instructors must be present for the duration of the session.

- [ ] Introduction to Library Research (50 minutes)
  Choose up to three options:
  - Selecting and working with a topic
  - Searching the catalog for books
  - Searching Summon for articles
  - Navigating subject-specific databases
  - Understanding scholarly sources
  - Evaluating resources
  - Time for directed or solo research practice

- [ ] Advanced Research in the Disciplines (50 minutes)
  Please describe your instruction needs under "Additional Information".

- [ ] Hill Middle Scavenger Hunt (ENG 101 only) (50 minutes)

- [ ] Library Resources for Digital Media Assignments (30 minutes)

Outcome:
Library Instruction Options
Outcome: Strong learning goals

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<th>Students will be able to...</th>
<th>Revised goals post card-sort</th>
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<tr>
<td>get help from a librarian (regarding anything)</td>
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<tr>
<td>break their topic down into concepts and then keywords</td>
<td>identify and articulate constituent components of their research topic</td>
</tr>
<tr>
<td>use keywords to find info on their topics</td>
<td>(deleted)</td>
</tr>
<tr>
<td>craft a research topic appropriate to assignment</td>
<td>craft a topic appropriate to their research goal</td>
</tr>
<tr>
<td>evaluate an information object for appropriateness wrt requirements of assignment and topic chosen</td>
<td>evaluate whether an information object is appropriate to their needs</td>
</tr>
<tr>
<td>define concept of peer review and articulate why it is important</td>
<td>understand the practices of scholarly research and communication</td>
</tr>
<tr>
<td>access an information object, whether owned by the Libraries or not</td>
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</tr>
<tr>
<td>navigate the Libraries' website to access information discovery tools provided therein</td>
<td>(deleted)</td>
</tr>
<tr>
<td>choose the appropriate information discovery tool from the Libraries' website</td>
<td>find the appropriate information discovery tool from the Libraries' website.</td>
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<tr>
<td>find physical resources and services to support future academic success</td>
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<td>understand the role of the university library</td>
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CARD SORTING VARIATIONS

• Duplication allowed / forbidden
• Can add “missing” items
• Individual / Group
• Mandatory min / max pile size
• Orphan items allowed / forbidden

More info on card sorting:
BRAINSTORMING

• Where in your own work do you think card sorting might be useful?
• Have you used card sorting in the past? What was your experience?

Questions? Comments?
Thank You!

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Andreas Orphanides – dre_orphanides@ncsu.edu