

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

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LOEX 2022

May 7, 2022



**INDIANA UNIVERSITY
SOUTH BEND**



Background

- Medium-sized university in Northern Indiana
 - 4942 students
 - Undergraduate: 88.5%
 - Graduate: 11.5%
- Five-story library building
 - Nearly 2 million online and print resources
 - Hammes Information Commons and Cafe
 - 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/sdx9dACkvyI>



Carnegie Vincent Library. "Boolean Operators: Pirates vs. Ninjas." Online video clip. YouTube. YouTube, 18 Apr. 2012. Web. 28 Oct. 2016.

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**:

Information Literacy (Part 1)		Complete All Items
Module 1 Overview	View	✓
Introduction to Information Literacy	View	✓
Formulating Research Question	Mark done	✓
Search Techniques	Mark done	✓
Library Databases	Mark done	✓
Citing Sources	Mark done	✓
Information Evaluation	Mark done	✓
To Do: Q110 survey	Mark done	✓
To Do: Research Log (25 points)	Jan 26 25 pts	✓
To Do: Resubmission of Research Log (Optional)	Feb 27 0 pts	✓

Information Literacy Research Paper	Complete All Items
	✓

Information Literacy (Part 2)		Prerequisites: Information Literacy (Part 1)	Complete All Items
Module 2 Overview	View		✓
Information Cycle	Mark done		✓
IUCAT	Mark done		✓
A-Z List of Electronic Resources	Mark done		✓
Google Scholar	Mark done		✓



Assessment

- Assessment tools vary by instructors
 - Guided research worksheet
 - Annotated bibliography
 - Research log
 - Research paper
- Librarian assess product, i.e. assignments



Evaluation Rubric

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



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
 - Course modules created by the librarian
 - Video content
 - Individual research consultations with students
 - Students submit draft bibliography to librarian, librarian gives feedback to students on sources
 - 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

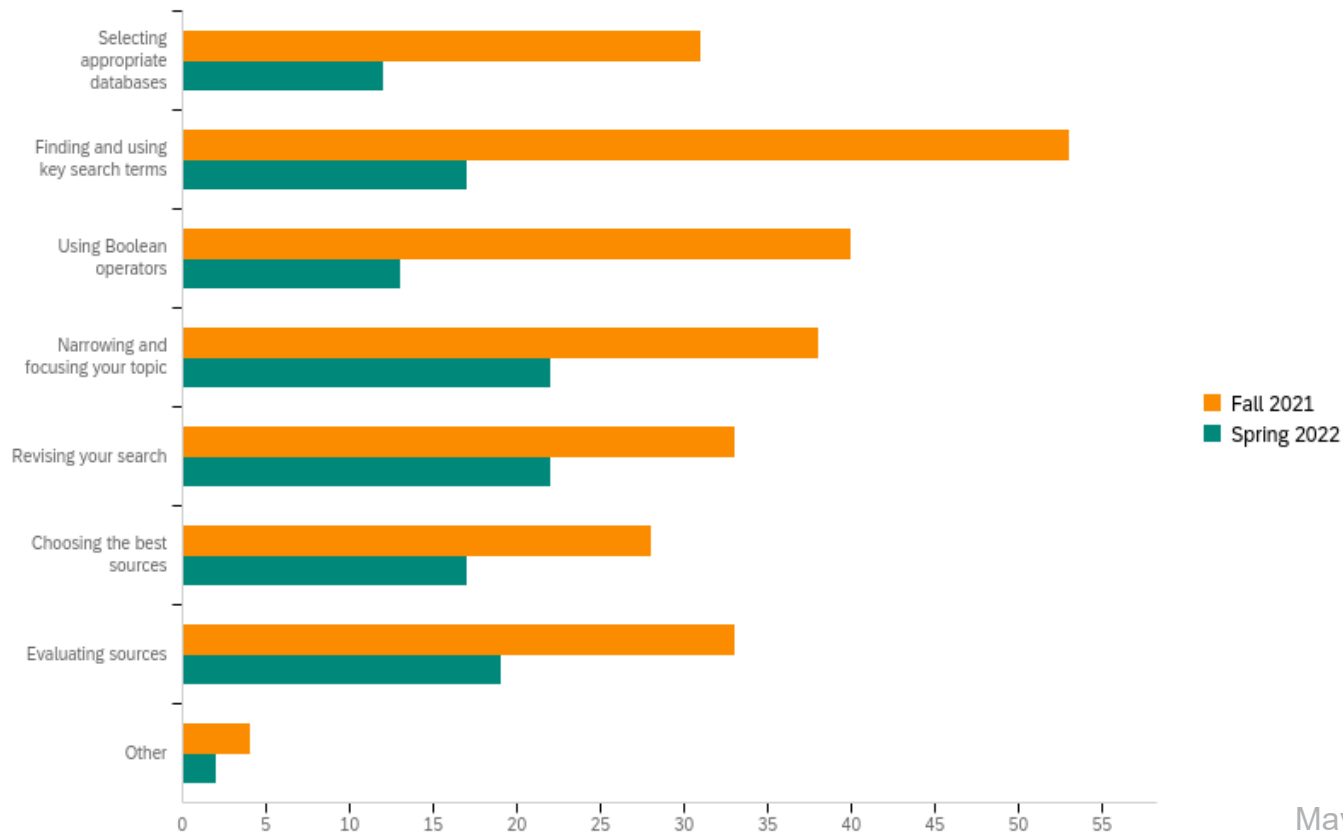
Subject area:

Business, social work, education, history, physics, sociology, anthropology, Spanish, health science, nursing, psychology, women's studies, English, biological sciences, communication, new media, clinical laboratory science, fine arts, speech, music, geography, allied health



Tag Evaluation

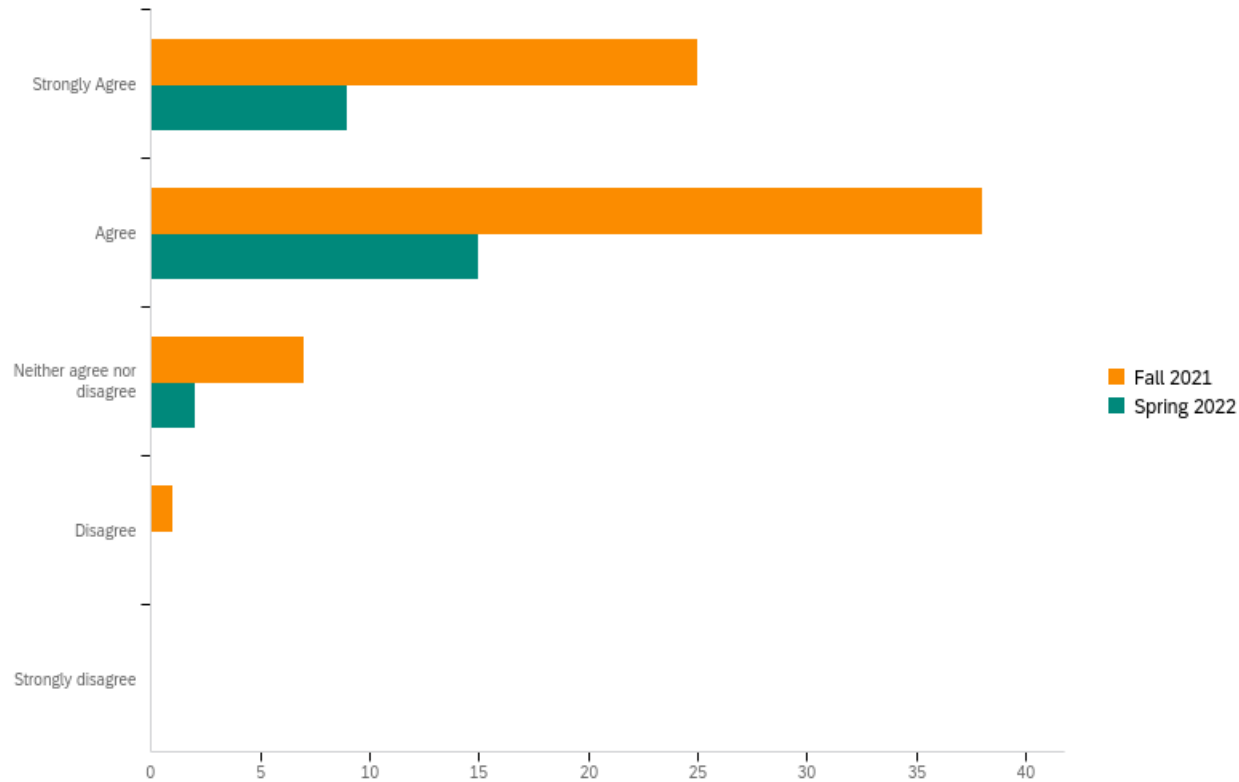
Which of the following skill(s) do you possess BEFORE you take this tagged information literacy course?





Tag Evaluation

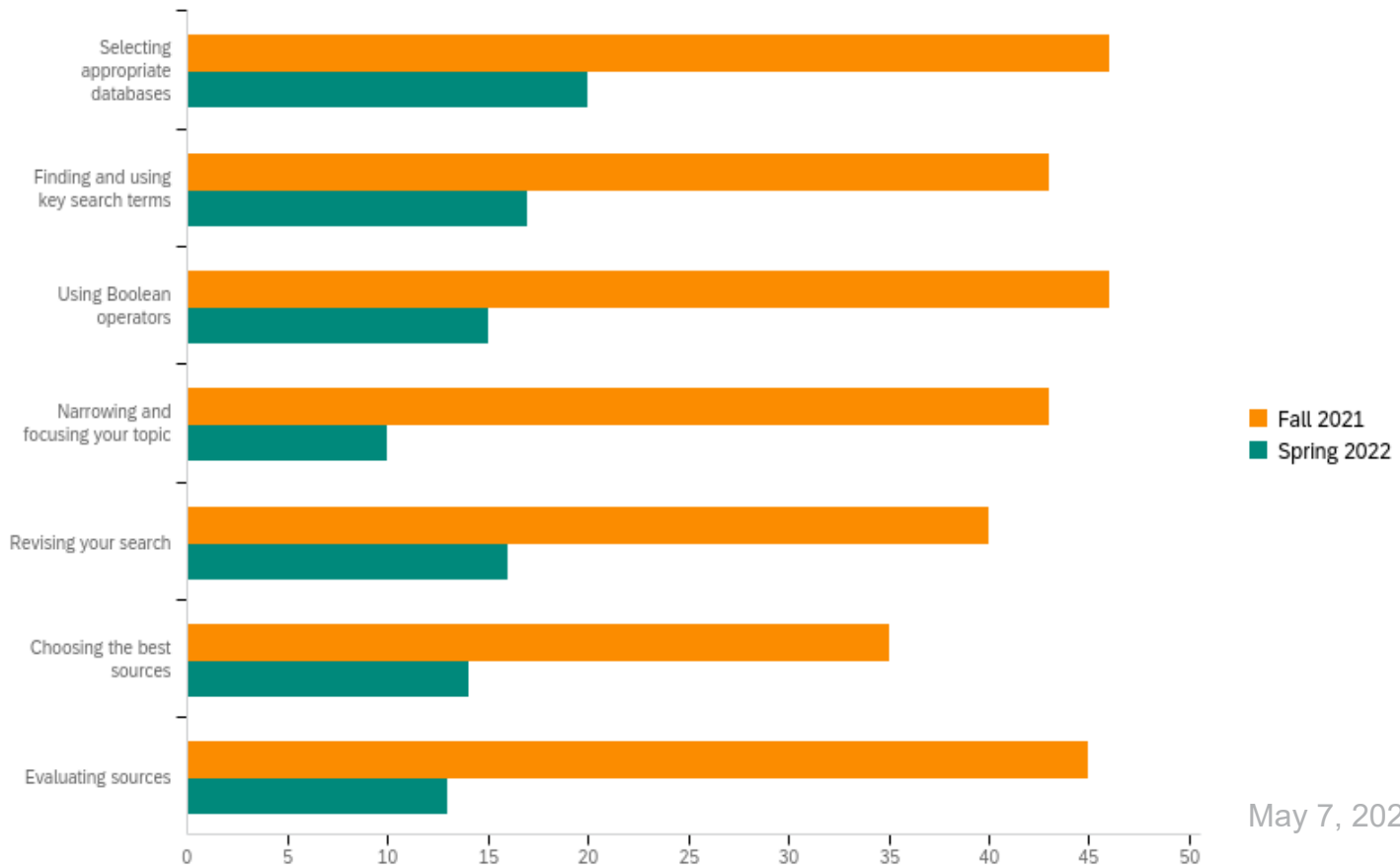
Were you able to find appropriate sources for your research paper/project?





Tag Evaluation

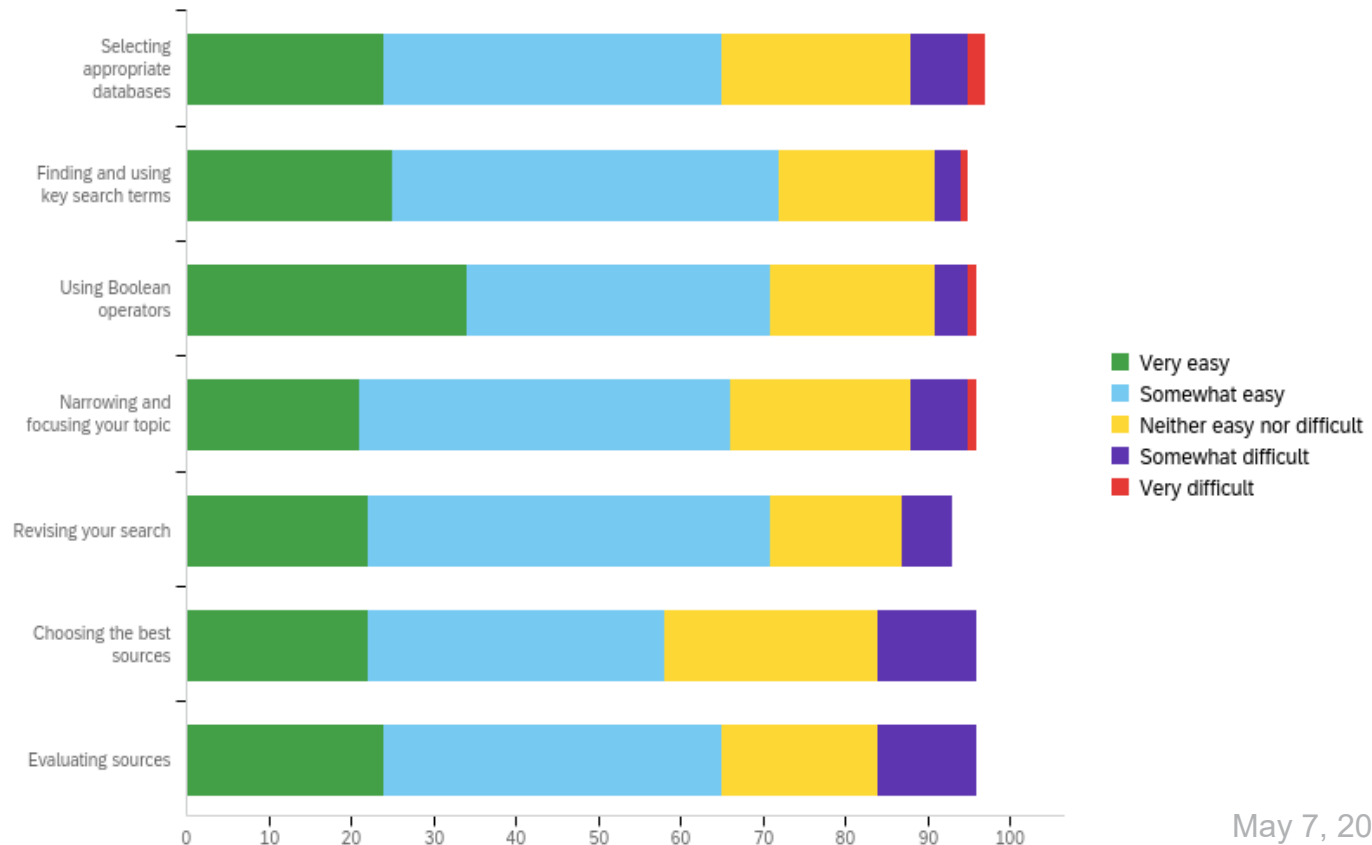
As you found sources for your topic, what research skills did you feel improved the most this semester?





Tag Evaluation

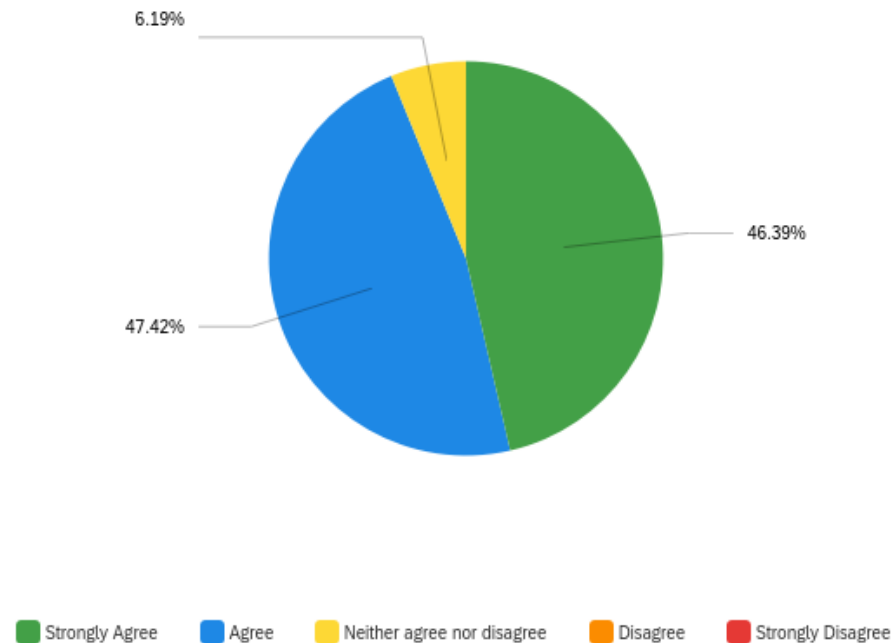
After taking this tagged information literacy course I find this information literacy skill:





Tag Evaluation

Will you feel confident using library resources for future college research projects?





Credit Course vs Tag Partnership

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



What We Learned

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



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Question?

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