# LSTA – Librarian as Instructional Leader

## Rising Junior Mini-Grant Report

Report for the Winter/Spring Authentic Assessment Mini-Grants Post to your library’s page on <http://informationliteracywactc.pbwiki.com> -- Due June 17, 2011

The purpose of this report is to reflect on your learning and to create a repository of shared ideas and strategies for Washington state community and technical college libraries.

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| **Project Summary** What did you do? (limit to 200 words) |
| The WCC Library has been looking for ways to introduce Information Literacy to more students. We focused on students that have a research assignment and do not attend instructor-requested library instruction related to that assignment. We are also targeting our online students. For this grant, we created an online “guide” with imbedded IL tutorials (IRIS), related to a specific assignment. This project was meant to be a prototype for other online assignment tools to come.  The WCC Library created on online toolbox and subject guide for Bio241/242 students which contained Information Literacy components from IRIS to prepare students for success in researching at a four-year college. We selected the Physiology/Anatomy class for this project because it is not only a prerequisite for our Health Science programs, it is a course students often enroll in to become “major ready” at a four-year institution. |
| **Participants –** Who worked on this project? |
| Librarians: Kiki Tommila ([ktommila@whatcom.ctc.edu](mailto:ktommila@whatcom.ctc.edu)); Rowena McKernan ([rmckernan@whatcom.ctc.edu](mailto:rmckernan@whatcom.ctc.edu))  Faculty: Laurie Gill ([lgill@whatcom.ctc.edu](mailto:lgill@whatcom.ctc.edu)), Kim Reeves, Wayne Erickson  Class name(s) and approximate number of students involved:  Biology 241/242… 12 sections x 35 students per section= 420 students per quarter |
| **Learning Outcomes or Project Outcomes** – What did you want the students to be able to do? OR What did you intend to accomplish? |
| The library has been looking for a way to reach out to students that have research assignments and do not attend instructor-requested library instruction. Our reference librarians identified an assignment that students often need help with at the reference desk. We “mapped” the assignment given to the Biology 241/241 students every quarter and fashioned our online tool to accommodate this assignment. Our goal was to create an online tool that would direct students to the resources needed for this assignment as well as to online tutorials (IRIS) of the Information Literacy competencies needed for this assignment.  The students needed to complete the assignment which required scholarly/peer reviewed sources on a disease with an emphasis on pathophysiology. We identified the Information Literacy competencies needed as*: locating, identifying, and utilizing scholarly resources during the research process.* |
| **Curriculum –** What did the students need to know? What content needed to be covered? |
| We identified the IL competencies needed for this assignment as:  Student will be able to identify a scholarly journal.  Student will be able to access library databases and free online sites for medical journals.  Student will be able to evaluate information based on multiple criteria.  Student will be able to use and appropriate citation style correctly. |
| **Pedagogy –** What were the setting and learning activities for the students to gain/develop these abilities? |
| After contacting the instructors and accessing the assignment, we identified the outcomes of the assignment. Because we were mapping this assignment, we looked at both the instructor’s outcomes as well as creating our own IL outcomes. Ultimately, we wanted to create a useful tool that students would find helpful as well as a teaching tool to offer Information Literacy competencies at the point of need while reinforcing success in research.  The library completed the physical form of this tool at the end of Winter quarter, a little late to be any real help for the current research project. The library used it in the library with students asking for help with this assignment at the reference desk. We also sent the physical “guide” over to the Biology faculty. The physical guide was not the product we wanted, but it was a start.  We had difficulty launching the guide online with the Iris tutorials attached. We were finally able to do that late in Spring. Again, almost too late to be useful for students finishing up with their research, and again, we routed the online link and pathway over to the Biology faculty in hopes that their students would find it helpful.  We are counting on the imbedded tutorials to be an effective way to reach students at the point of need. If the IRIS tutorials are as effective as we hope with online and transfer students, we will continue to create assignment maps with imbedded IL tutorials.  Ro also created a Jing tutorial on CINAHL that has not been used yet. I am happy with the product and think it could be used as *requested* by instructor. I am forwarding the Jing to our Nursing faculty as an example of the type of online support we can create for them. |
| **Assessment –** How did you assess your project outcomes? What data did you collect? How well did you meet your outcomes? |
| There are two sets of outcomes to assess: the assignment outcomes from the discipline and our Information Literacy outcomes.  We will assess the success of the Information Literacy component of our online assignment guides by gathering data from the IRIS quizzes. We also have the ability to add an online assessment to further assignment guides if the librarian and the instructor think that IRIS doesn’t measure the outcome appropriately.  Because we it took so long to launch this site, we don’t have enough data (2 responses) to measure anything appropriately. We will use this online tool again in the Fall and plan to use the assessment part of this tool as a model for the campus Outcomes Assessment committee. |
| **Data –** What other data did you collect? |
| Ro created an online ”feedback” quiz in the assignment guide that asks students about the helpfulness and satisfaction of the site. Again, 2 responses. The library is also going to attach site stats (how many visits) to these pages. |
| **Best Practices –** What Best Practice would you pass on to other librarians or discipline faculty? What worked well? What would you do differently? |
| Best practices that we would share would be to modify or utilize existing structures when possible. For example IRIS already contained much of the information literacy components that we needed for our project (such as the differences between popular and scholarly sources). That enabled us to use our time on other components instead of creating info lit material ourselves (don’t reinvent the wheel).  What we would do differently: Many of our challenges stemmed from technological issues that we often had no control over. It was a learning curve to discover the limits of our ability to modify our online space. Faculty involvement was more limited then we had hoped and we didn’t have the direct access to the students that we would have ideally liked. |
| **Key learning –** What’s your observation or reflection on this project? What did you or the faculty member learn from this project? |
| rm: I learned much from this grant, including the appropriateness (or not) of IRIS as a model for future tutorials and subject guides. I had to learn how to utilize Tegrety and Angel as information delivery tools. I also learned more about the challenges of making meaningful contact with faculty members and of marketing the library services to them.  Kt: This has been a project that has been long in the planning. The library has discussed some sort of online Information Literacy tool for years. We knew that the online classes would grow and we also knew that we could reach more students more effectively by using shorter, more specific lessons. At the same time that we were looking for a solution, IRIS was being developed. I, along with other instructors on campus, had been looking for ways to teach Information Literacy at the “point of need,” which is when students are more open to Information Literacy instruction. Shorter sessions that answered their immediate concerns seemed to be more effective.  I wasn’t intending on participating in the Rising Juniors grants, but when I attended the fall workshop and Mike Isenberg mentioned “assignment mapping” I was good-to-go. It seemed like the perfect project for our “point-of-need” online Information Literacy tool development. Plus, we needed the funds to hire a newly-graduated librarian to be a consultant and devote her entire time to this project.  This project has been the prototype to problem-solve some of our IT issues as well as open up conversations among our library faculty about lib guides preferences. We are on our way.  A further issue is a campus-wide focus on assessment and the library is well-informed about what types of assessment are appropriate for measuring student success. We are ready to continue with more online guides and we will use IRIS for assessment, as well as work with faculty to create more authentic assessment that can be added, online, to our guides. |

[**Online Assignment guide for Bio 241/242**](http://library.whatcom.ctc.edu/iris/health/index.shtml)

[**Jing for Cinahl**](http://www.screencast.com/t/YhjJl0bggt)