Utilising Learning Technologies for the Delivery and Assessment of Embedded Information Literacy

LIR Group Seminar - *Tech Tools for Teaching: Planning, Pitfalls and Practice*
Dublin City University | 9th December 2014

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Information Skills Librarian & Lecturer
MSc in Information & Library Management
• Offers over 100 programmes in **arts**, **business and law** - levels 6, 7, 8 and 9.

• Approximately 9,000 current students

• Accredited by **Quality Qualifications of Ireland (QQI)**.

• Accreditation partners include King’s Inns, ACCA, CIMA, PSI, IACP & LAI.
Information Literacy in DBS

Selection of Classes:

- Planning and Writing Assignments
- Referencing (Harvard, APA and OSCOLA)
- Getting Started: Finding Books, Articles & more
- Advanced Research
- Preparing a Literature Review
- Zotero workshops (reference management software)
- NEW: Information Literacy for the Workplace.

Information Literacy Policy
Statement – May 2010

- Dedicated Information Literacy / Skills Librarian
- SCONUL Seven Pillars of Information Literacy
Technologies & Resources Utilised

- DBS Assignment Planner
- Google Calendar
- Eventbrite
- Articulate Studio
- Xtranormal (animation)
- Prezi
- Socrative
- Zotero
- Moodle

Standalone: Sign Up Classes

- Run throughout the Academic Year.
- Google Calendar embedded into website.
- Links to Eventbrite for class bookings.
Integrated Classes

- Requested by faculty.
- Delivered by Information Skills Librarian.
- Part of the timetabled class schedule.
- Bespoke: tailored to relevant level (e.g. Level 6, 7, 8 or 9).
- Primarily assignment based.
- Cover wide range of topics as requested.
Off-Campus IL
Synchronous & Asynchronous Delivery

• Part-time Learners
• Remote Learners, e.g. Malaysia KPTM

• Asynchronous:
  ✓ Handbooks & guides (PDF)
  ✓ Articulate tutorials
  ✓ Camtasia

• Synchronous:
  ✓ Skype (screen-sharing)
  ✓ Ask-a-Librarian IM
The more desirable practice is to “push” Web-based instruction to targeted users by embedding content in academic course management systems like Blackboard rather than assuming students will browse the library Web pages and “pull” the information. The “push” model is particularly because it is effective in achieving outreach to remote users for whom in-person library contact is limited. The “push” model can be “on demand” in the form of a recorded video that can be accessed by students from a link or URL.

(Swarm, Vincent and Gordon, 2013)
Embedded & Accredited

Information Literacy formally embedded in the curriculum in 2013

- Extensive Library advocacy and liaison with faculty.
- IL embedded in first year, first semester module: Learning to Learn.
Delivery of Embedded IL – AY 2013-2014

• BA (Hons) in Business [Level 8]
  – first year, first semester module.

• Learning to Learn module: co-delivered by Business Lecturer and Information Skills (IS) Librarian.

• IL delivery: 6 hours
  – FT: 2 wks x 3 one hour sessions
  – PT: 4 wks x 1.5 hr session
Technologies Utilised

- Socrative
- Articulate Studio
- Xtranormal (animation)
- DBS Assignment Planner
- Prezi
- Moodle

Free ‘Clicker’ software for smartphones / tablets

WHAT IS PLAGIARISM?
XtraNormal
closest-based animation
Based on our 6 Steps to Success

**OBJECTIVES**

- Break task into manageable steps
- Propose target-due dates
- Link to relevant resources
- Assist time management
- Lower stress and library anxiety
- Support information literacy

(Kouker, 2014)

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**The Assignment Planner**

Starting on: 9/11/2014  
Ending on: 15/12/2014

According to the dates you have entered, you have 35 days to finish.

Want to try a different date?  
Start Date:  
Due Date:

Submit for email reminders!

**Step 1**  
By Tue Nov 11, 2014: Understand your assignment  
- Understanding your Assignment  
- Additional Info

**Step 2**  
By Thu Nov 13, 2014: Get organised - focus topic  
- Get Organised  
- Where to Start a Paper

**Step 3**  
By Fri Nov 21, 2014: Research Find, review & evaluate information  
- Research: where to start  
- Library catalogue (books, eBooks, DVDs, theses)  
- Search by subject via Subject Portals  
- Guide to using Discovery (simultaneous database search tool)  
- Guide to using Athens (for accessing individual databases off-campus)  
- DBS Online Tutorials for Avoiding Plagiarism

**Step 4**  
By Tue Dec 02, 2014: Active Reading & Making Notes  
- Active Reading & Making Notes  
- Using Mind Maps for Note-Taking

**Step 5**  
By Thu Dec 04, 2014: Create a plan / overall structure
What worked & what could have worked better

• **Socrative:** useful for engaging learners and stimulating discussion.

• **Articulate tutorials:** support in-class and home based work (non-credit bearing formative assessment).
  
  – However: unable to utilise tutorials and quizzes as accredited summative assessment tool due to Flash compatibility and SCORM/Moodle issues.

• **Assignment planner:** very useful for leading learners to relevant resources *at the point of need*.
  
  – However: at present it a ‘one size fits all’ tool, which isn’t as useful as a specifically tailored planner (which is the long term plan!).
Assessment of Pilot

• 25% of Learning to Learn grade

• Microsoft Word-based worksheets

• Based on worksheets from *Hands-On Information Literacy Activities I & II* (Birks & Hunt, 2003; Hunt & Birks, 2008)

**Key areas assessed:**

- Finding information
- Understanding different info sources
- Evaluation of sources
- To cite or not to cite
- Harvard referencing
Challenges of Delivery & Assessment

Large no of students:
FT = 79 learners
PT = 134 learners

- Concerns regarding over-assessment at Level 8.
- Marking of worksheets was hugely time consuming for Library staff.
Learners on the **Learning to Learn module** were more likely to...

(David Hughes, DBS: 2013-2014)
Learners on the \textit{Learning to Learn} module were less likely to...

(David Hughes, DBS: 2013-2014)
Expansion of Embedded Info Literacy

Further QQI Programmatic Reviews in 2013-2014 resulted in the expansion of the *Learning to Learn* module across various programmes:

- Higher Certificate in Business (L6)
- BA in Legal and Business Studies (L7)
- Bachelor of Business (L7)
- BA (Hons) in Psychology (L8)

Information Literacy component of the module continues to be delivered by Information Skills Librarian:

Team extended to 2 librarians:
- Maria Rogers
- Colin O’Keeffe

The Solution: Automated Assessment

Moodle Quiz Tool/Module

- Mix of Multiple Choice Questions (MCQs) & True/False Questions
- Adapted from Word-based worksheet & informed by Assessments of Information Literacy: Available Online (compiled by Mueller, 2014)

- Level 6 & Level 7 = 20% of grade (11 questions)
- Level 8 Psychology = 20% of grade (11 questions)
- Level 8 Business = 25% of grade (14 questions)
Question 4
What content can you find by searching the Library's databases?
Select one:
- a. Academic Journal Articles only
- b. Academic Journal Articles, Company & Industry Reports, SWOT Analyses, News Articles, etc.

Question 5
Which of these is a good quality information source?
Select one:
- a. Croco Referenza (available via Moodle homepage)
- b. About.com
- c. Wikipedia

Question 6
When searching online we should use "inverted commas" with our keywords to help us find specific information, e.g. "Social Media". Why?
Select one:
- a. "Inverted Commas" are used when we are searching for a specific phrase - e.g. "business planning". It is called a phrase search.
- b. "Inverted Commas" are used when we are searching for variations of a word or phrase.
## Initial Review

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<tr>
<th>Advantages</th>
<th>Questions &amp; Challenges</th>
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<tr>
<td>Instant feedback for learners (after final submission date)</td>
<td>Are MCQs and F/T questions suitable for assessing IL at all levels?</td>
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<tr>
<td>Hugely time efficient after initial set-up</td>
<td>Are the Module Learning Outcomes being fully assessed?</td>
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<td>Teacher / lecturer can gauge engagement with assessment (length of time spent on completing the quiz).</td>
<td>How to deal with late submissions?</td>
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**Things to consider when setting an Automated Quiz:**

1. How many attempts do you allow your learner?
2. When can answers / feedback be viewed by learners?
   (It’s best after final submission date otherwise you are opening it up to cheating / collusion).
3. Are you or how will you assess critical thinking / higher order cognitive processes?
Plans for the Future

• Socrative for diagnostic testing (measuring impact)

• Investigate use of open-ended Moodle Quiz questions

• Embed Articulate tutorials using SCORM package

• Further utilise open access / creative commons resources

References


