

EMBEDDED INFORMATION LITERACY


& TEACHING TOOLS

BEST PRACTICES FOR USING RESEARCH GUIDES TO PROMOTE STUDENTS' ENGAGEMENT & PARTICIPATION

1 INTRODUCTION & LITERATURE REVIEW

The role of students has changed greatly in the last decade and has become more active and participatory (Bond, 2016). Millennials, in particular, find and use information differently than previous generations and accordingly, different strategies must be used to engage them in information literacy courses (Baker, 2014; Holderied, 2011). In order to address this issue, we created an online component for a course-integrated information literacy workshop. Many studies have investigated the use of research guides (LibGuides) for online courses and showed the added value of including both text-based and virtual-based resources in them (Keengwe et al., 2012; Baker, 2014; Bowen, 2014). We decided to integrate active learning strategies and interactive tools in our guides and conducted surveys to assess their impact on the students' information literacy skills (Holderied, 2011).

3 TOOLS INTEGRATED INTO RESEARCH GUIDES

01  Promotes students' engagement and generates opinion on the studied material

Self-grading quizzes with Google forms


<https://docs.google.com/forms>

Excellent for the individual as well as group quizzes

Allows to assign point values to questions and use for self-evaluation


Polls with Poll Everywhere

<https://pollev.com/>

02  Excellent way to collect data anonymously

Allows creative use of mobile technologies

Engages students' creative thinking and facilitates classroom discussions

03  Appeals to visual learners

Prezi

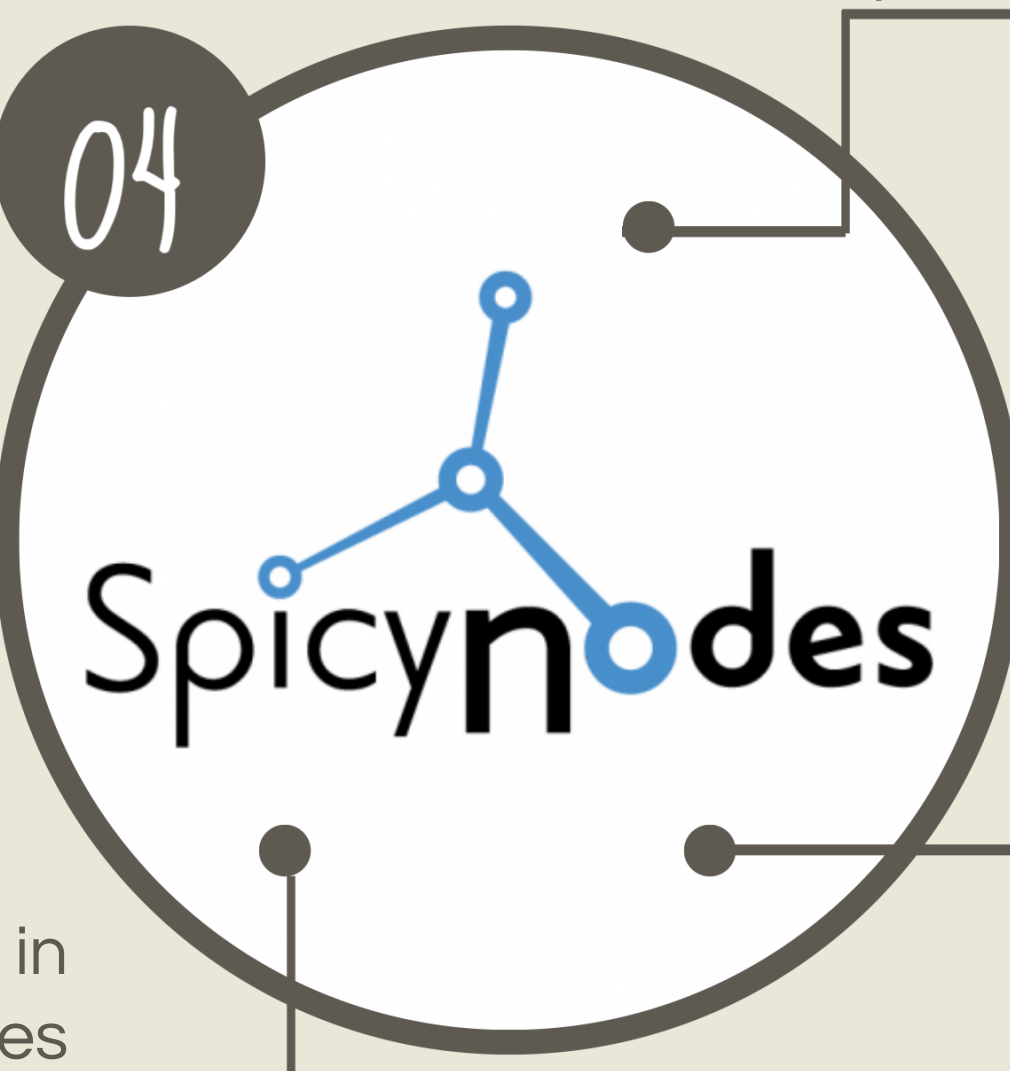
<https://prezi.com/>

Helps to explain basic concepts in a creative and interesting way

Engages students' non-linear thinking

Spicynodes


<http://www.spicynodes.org/>

04  Helps to demonstrate relationships between concepts

Spicynodes

Easy use of multimedia, such as videos, images as the nodes

Excellent way to engage students in concept mapping exercises

05  Engages students' attention and understanding of the topic

Powtoon

<https://www.powtoon.com/>

Interactive and visual way to explain assignments or concepts

Colorful and visually stimulating videos and presentations

2 MILLENNIALS & THEIR CHARACTERISTICS

Prefer multitasking and parallel processing in a fast-paced constantly "connected" environment (Rowlands et al., 2008)

Appreciate experiential, interactive and authentic learning (Oblinger, 2003)

Expect "web supported richer, inspiring learning experience" (Chekkiah and Clarke, 2011)

Focus on relevant, entertaining and instantly useful learning and expect this from their formal education (Rowlands et al., 2008)



4 RESULTS



Pre-test results

52%

had not received library instruction prior to these workshops

67%

of participants were between the ages of 18-29

49%

were not confident in their ability to determine bias



Post-test results

95%

were satisfied with the workshop

90%

learned new material

22%

overall increase in research confidence level

5 BEST PRACTICES & LESSONS LEARNED

- Using a variety of tools to engage students in an active learning process with many different hands-on activities and in-class interactions facilitated students' overall success (Chekkiah and Clarke, 2011);
- Using mobile technologies by integrating them in the classroom has proven to be beneficial for the learning process;
- Using technology increased students' level of satisfaction with the workshops and creates positive experiences for future library interactions;
- Actively engaging students by responding to diverse learning styles provides a welcoming classroom environment and facilitates topic understanding;

6 BIBLIOGRAPHY

Baker, R. L. (2014). Designing LibGuides as Instructional Tools for Critical Thinking and Effective Online Learning. *Journal of Library & Information Services in Distance Learning*, 8(3-4), 107-117.

Bond, P. (2016). Addressing Information Literacy through student-centered learning. *Education for Information*, 32(1), 3-9. <https://doi.org/10.3233/EFI-150961>

Bowen, A. (2014). LibGuides and Web-Based Library Guides in Comparison: Is There a Pedagogical Advantage? *Journal of Web Librarianship*, 8(2), 147-171. <https://doi.org/10.1080/19322909.2014.903709>

Chelliah, J., & Clarke, E. (2011). Collaborative teaching and learning: overcoming the digital divide? *On the Horizon*, 19(4), 276-285. <https://doi.org/10.1108/10745121111179402>

Holderied, A. C. (2011). Instructional design for the active: Employing interactive technologies and active learning exercises to enhance information literacy. *Journal of Information Literacy*, 5(1), 23-32.

Keengwe, J., Lawson - Body, A., & Diteeyont, W. (2012). Student and Instructor Satisfaction with E-learning Tools in Online Learning Environments. *International Journal of Information and Communication Technology Education (IJICTE)*, 8(1), 76-86. <https://doi.org/10.4018/ijcte.2012010108>

Oblinger, D. (2003). Boomers get-ners millennials. *EDUCAUSE Review*, 32(4), 37-47.

Rowlands, I., Nicholas, D., Williams, P., Huntington, P., Fieldhouse, M., Gunter, B., ... Tenopir, C. (2008). The Google generation: the information behaviour of the researcher of the future. *Aslib Proceedings: New Information Perspectives*, 60(4), 290-310.



Marta Samokishyn msamokishyn@ustpaul.ca
Sandy Hervieux shervieux@ustpaul.ca

