

Information Literacy Across the Curriculum
Information Literacy Final Report
May 18, 2006

Module Title: *Professional and Vocational Guidance Information Literacy Module*

ILAC Team:

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Attachments: Zoomerang Results (hardcopy), Jeopardy Quiz Questions

Project Summary:

The project consisted of creating and using two web-based tutorials with Viewlet software in order to assist students with 1) finding relevant, accurate and current career information and 2) using COD's library homepage to find information on how to cite sources correctly in a MLA Works Cited page. The first tutorial is called "How to Find Articles in the Expanded Academic Database." The second tutorial is called "How to Cite Your Sources." These tutorials are linked from a COD Library Homepage "Research Guide" that was created specifically for the "English 1102 Researching the Professions" course. (There is also a link to "More tutorials." As we were working on this project, we found out that other COD librarians were simultaneously creating tutorials, too.)

These tutorials were introduced in 3 sections of English 1102 (two Honors, one regular) in Spring 2006. The modules were incorporated into the course and demonstrated and discussed with the students in the SRC or library computer labs. They were also available to students via the internet 24 hours a day. Furthermore, the research guide was often mentioned to students at the beginning of computer lab classes as a good starting point for beginning research.

Steps leading to this Report:

After the announcement of the ILAC grants in the spring of 2005, some Counselors expressed anxiety about a librarian and English teacher "encroaching on their turf" (as one Counselor put it), but the ILAC team assured them that they would encourage students to use the career counseling services available at COD. Doshi and Higgins invited Marge Peters and COD Career Counselors to a meeting to discuss the project, to gain a foundation for doing career-related research, to demonstrate the software used to create online tutorials, and learn how to best organize the module. One of the Honors Engl 1102 classes was originally scheduled to be a combined course with Ed 1105: Careers, taught by Joyce Fletcher. However, that combined course was cancelled because of low enrollment

In the spring of 2005, Doshi attended a Career Information Literacy session taught by Marge Peters in the Library. He learned a lot of valuable information concerning the resources available on the COD Library's "Jobs Careers and Colleges Information" webpage as well as the hard-copy materials in the College and Career Information Center (CCIC). This information became the foundation for the tutorials and class tours of the library.

Over the summer and fall of 2005, the ILAC team brainstormed on tutorial topics and scripts. Doshi experimented with Camtasia software; however, he eventually decided to use Viewlet because it was easier to use, required less load-time and creates a more readable product. Furthermore, other librarians had also begun using this software for their online tutorials.

Continual Assessment Throughout the Term:

The ILAC team used a variety of methods for assessing the efficacy of these tutorials throughout the spring 2006 term, including an online survey, an in-class assignment, several homework assignments, and a game of Jeopardy.

Zoomerang Survey:

First of all, the ILAC team conducted a Zoomerang at the beginning of the term to determine students' knowledge and ability with some of the library skills and information literacy principles we were planning to focus on over the term. (A hardcopy of the Zoomerang results is attached.) One of the survey questions we asked students was: "What research skills would you like to improve?" 63% of the respondents from the first class answered "How to do MLA citation." 45% of the respondents from the second class also had the same answer, and 55% of the respondents from the third class wanted help improving their MLA citation skills. Thus, the ILAC team made a special effort to address: 1) Where to find information about MLA citation, 2) Why doing proper citation is important, and 3) How to do MLA citation.

First Library Session/Tutorial on "How to Find Articles in the Expanded Academic Database":

During the first Library session, the class was shown the Library website, how to do a general library catalogue search, and how to find the class research guide which includes the online tutorial "How to Find Articles in the Expanded Academic Database." The tutorial was punctuated with helpful information from the librarian, students began their own research and then they were taken on a tour of the library.

Second Library Session/Tutorial on "How to Cite Sources":

During the second Library session, students were asked to watch a viewlet tutorial on MLA citation. Students were then asked to search for at least three articles using one of the library's databases and create proper citations for as many of the articles as possible.

Any students that created three correctly formatted MLA citations were awarded with a free C.O.D. video rental.

MWF (12-12:50) Class: 7 students handed in a works cited list, 4 students got their citations perfect, with 2 other students making minor errors.

MWF (2-2:50) Class: 6 students handed in a works cited list, 4 of the students got their citations correct.

TR (9:30-10:50) Class: 7 students handed in a works cited list, 4 students got their citations perfect, with one other student making minor errors.

Notably, none of the students were able to complete three perfect citations. However, this was primarily due to time restrictions rather than the inability to do the work. Before the session began, Doshi asked students how confident they felt doing citation. The general response was negative; most students did not feel confident about doing citation. After the class was over, and they had watched the video, their response was significantly more positive. Many students remarked that they were better able to locate information about citation on the C.O.D. website after viewing the tutorial. The assignment reinforced students confidence in their ability to find information about how to do proper citation, as well as their confidence in actually constructing the citations themselves. Furthermore, students were introduced, possibly for the first time, precisely why citing sources is important on a philosophical and scholarly level, aside from the explicit consequences regarding plagiarism.

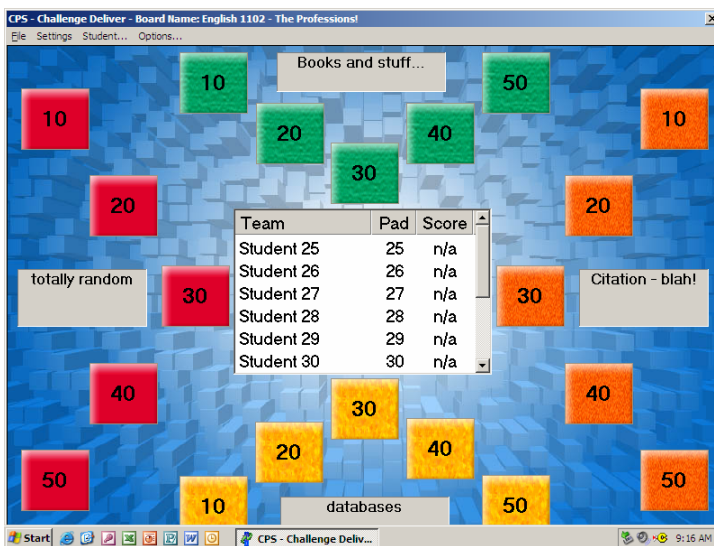
Third Library Session:

During this third session the librarian was available to answer advanced questions regarding research and citation. Students were receiving their Annotated Bibliographies back with citation mistakes highlighted in yellow. Both Doshi and Higgins used lab time to reinforce how to correct citation errors. We learned together as a class that some citations can be done differently and still be correct. For example, the U.S. Bureau of Labor Statistic's online version of the Occupational Outlook Handbook may be correctly cited in at least two manners. This reinforced the idea that students need to refer to the MLA guide for guidance and realize that as technology changes, they will have to cite accordingly. In addition, Doshi was able to give students knowledge of how to use Google's advanced search features (helpful since we know they turn to Google despite our insistence on using more appropriate sources for scholarly research).

In general, the ILAC team found that most of the students were citing correctly, or only making minor errors. This is quite different from other classes, without a librarian or tutorial component, within which many students feel lost when creating a Works Cited page.

Jeopardy:

To assess student learning regarding citation, library research and other issues covered over the course of the semester, the ILAC team constructed a “Jeopardy-like” game utilizing the Classroom Performance System (CPS). The CPS is available to all faculty, and is an easy and fun way for students to test their knowledge via a game. As an incentive, free movie rental certificates were given to the students. The game consisted of questions like: “Where is the College and Career Information Center located?” and “Which of the following citation examples is correct?” Below are some screenshots of what the game looks like. Students selected a category and point value, and then all of the students use their remote controls to select the correct answer. Point values are recorded for each student, and a winner was announced at the end of the game. (A list of some of the Jeopardy questions used is attached.)



Once you find a book in the online COD Library Catalog, you can most easily find more related books by:

- Getting the book and looking at its bibliography
- Scrolling down and clicking on related subject terms
- Getting the book and looking at other books that are nearby
- Googling the keywords

Start End **0:54** || Grid [Icons] [Point Value: 10] **0**

25 26 27 28 29 30 31 32 33 34 35

The ILAC team was unable to retain records of how well the students scored; however, each of the three classes scored above 75% correct on all questions, with a few students achieving near perfect scores.

Final Research Paper:

Students in Higgins' Engl 1102 courses had to produce a draft, conference on the draft with a peer and the instructor, and then turn in a revision for a grade. These final research papers were graded using a rubric which, among other things, assessed how well the student integrated research using MLA format (both in-text and as a Works Cited page) and whether the student used a minimum of 8 solid (legitimate) sources.

(Honors) MWF (12-12:50) Class: 7 students handed in a final research paper

Criteria	D/F Poor, needs more work	C Satisfactory, meets minimum standards but needs work	B Very good, could still be improved	A Excellent
8 or more solid sources	1	1		5
Works Cited Page	1		2	4
In-Text MLA is correct	3			4

MWF (2-2:50) Class: 9 students handed in a final research paper

Criteria	D/F Poor, needs more work	C Satisfactory, meets minimum standards but needs work	B Very good, could still be improved	A Excellent
8 or more solid sources	1	1	3	4
Works Cited Page		2	2	5
In-Text MLA is correct	1	1	4	3

(Honors) TR (9:30-10:50) Class: 7 students handed in a final research paper

Criteria	D/F Poor, needs more work	C Satisfactory, meets minimum standards but needs work	B Very good, could still be improved	A Excellent
8 or more solid	1	1		5

sources				
Works Cited Page	1		3	3
In-Text MLA is correct	2	3	1	1

In general, students did very well on the Works Cited format and in using 8 solid (legitimate) sources. The poor scores for not using 8 sources were because some students used less than 8. Only one student received a poor score in that category because he used illegitimate or weak sources. Notably, the ILAC tutorials did not cover how to integrate in-text citations. (That is, how to quote and cite correctly within the essay itself.) Students did the worst in this category, perhaps indicating that a tutorial in that area would be helpful.

Future Applications/Lessons Learned:

By integrating a class with a library module, the ILAC team found that students are more apt to accurately cite their sources, avoid plagiarism and come into the library more often. Furthermore, based on the results of the assessment, all of the classes tended to have a better understanding of library research than before the class began.

Students are searching for a way to make learning more engaging and interactive. By applying tutorials and gaming, the ILAC team was able to positively impact their experience in the library and with the research process.

At the beginning of the semester, ne student in particular was turning in below-average work and showed a lot of anxiety when asking for help. But by the end of the term, her work had greatly improved largely because she became more comfortable asking for help from the instructor and the librarians. Her first short paper for class had significant in-text citation problems and received a D+. Because Higgins allows students to revise one graded paper per week (optional), the student revised that paper twice (C- and then B). Her annotated bibliography originally received a C-, but after revision received an A. She worked very hard on her final research paper, double-checked MLA citation with a librarian, did several drafts on her own, and received an A- on that project.

These tutorials can easily be adapted to meet the vocational guidance and MLA citation needs of students from any discipline at the College of DuPage.

Because most students have determined, or will need to determine, a possible future career, this module could be interpreted as useful to all disciplines. Most students at COD are here to learn a skill or a series of skills which will eventually lead to a fulfilling vocation or profession. This module could serve as a tool to assist librarians, other faculty, counselors, and parents to help students locate, analyze and apply career-related information.

Students enrolled in a variety of traditional and alternative courses would benefit from this module. Because it is web-based, it could be utilized by online or CIL students. It

could also be an important resource for adult students and members of the greater DuPage County community. Aside from the important information that consumers will access through the tutorial, the web-based process itself will encourage a variety of transferable skills that promote lifelong learning.