Library Instruction for First Year Students Using a CMS Meta Course: Scalable and customizable!

Megan Johnson
Student Success Coordinator,
Ottenheimer Library, University of Arkansas at Little Rock

Formerly Known As:
E-Learning Librarian
Belk Library & Information Commons, Appalachian State University
Boone, NC
Belk Library & Information Commons

is located at Appalachian State University
In Boone, NC, United States.

It is one of sixteen Universities in the UNC (University of North Carolina) System and enrolls about 18,000 students
150 undergraduate and graduate majors.

Mostly an undergraduate institution, traditional 18-22 year olds
● 140 sections of FYS per academic year
● 80% received library f2f instruction
● FYS classes - required to have a “research” component
● Between 2005-2014, the library maintained tutorials with an associated quiz that students were expected to complete before they came in for their f2f session.
No evidence that students retained anything from these tutorials
Students bibliographies “a list of crappy websites”?

FYS professors sometimes considered the “research” part of their course was “covered” in a 50 or 75 minute library session
Overarching idea of meta course

- Lab model
- Move f2f online
- Scalable
- Nerd alert

intro video

http://www.youtube.com/watch?v=riC4ge9aOwM
Timeline

- Long time collaboration
- “Before you come in” free standing tutorials & quiz
- Online 2014 - first pilot with 8 sections
- Spring 2016- all sections online
  (about 140 in an academic year)
Biggest Difference

- Responsibility
- Integrated at the right time
- Flip or whatever
- Librarian collaborate more on research assignment design
## Quiz information

<table>
<thead>
<tr>
<th>Quiz name</th>
<th>Explore Practice Quiz</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course name</td>
<td>FYS Online Library Component</td>
</tr>
<tr>
<td>Number of complete graded first attempts</td>
<td>333</td>
</tr>
<tr>
<td>Total number of complete graded attempts</td>
<td>607</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Average grade of first attempts</th>
<th>79.10%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average grade of all attempts</td>
<td>80.56%</td>
</tr>
<tr>
<td>Average grade of last attempts</td>
<td>89.88%</td>
</tr>
<tr>
<td>Average grade of highest graded attempts</td>
<td>92.12%</td>
</tr>
<tr>
<td>Question:</td>
<td>In Astronomy, if you were writing about Pluto, observations from NASA's New Horizons spacecraft would be a primary source</td>
</tr>
<tr>
<td>-----------</td>
<td>------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Answer:</td>
<td><img src="image_url" alt="Image" /></td>
</tr>
<tr>
<td>True</td>
<td>80% Checked this one.</td>
</tr>
<tr>
<td>False</td>
<td>20% Checked this one.</td>
</tr>
</tbody>
</table>
Pro

- Consistent
- 50 or 75 minutes
- Introduce & reinforce
- 900+ students is real
  Data to assess
- Low stakes for
  students
- Gen Ed. Required

Con (as in Control)

- Danger, everybody
  is a teacher!
- Mechanics
- Bibliography
  improvement?
Considerations

- Budget
- Marketing
- Assessment
- https://youtu.be/YCdq1Zddi0o
Buy in

- FYS program coordinator
- General Education Department Goals
Next

- Open source repository
- Partner with Gen Ed to deploy nationally standardized tests
- “Pair and share” workshops, research
- Assessment
  - https://youtu.be/5CYWS4ZceMY
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Belk Library and Information Commons, Appalachian State University
ASU Box 3206 Boone, NC 28608 (828) 262-2823

Abstract
This case study reports on the process for creating a self-paced information literacy (IL) course delivered via the University’s Course Management System. The four online modules are designed to contextualize information literacy competencies within the curriculum taught in First Year Seminar (FYS) courses. The meta-course approach changes the model of delivery of instruction for IL from a traditional face-to-face “one-shot” 50 or 75 minutes session to a hybrid model, with the responsibility for content delivery shifting from the librarian to the instructor of the FYS course.