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The Library in Your Course: Engaging Students in an LMS

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THE LIBRARY IN YOUR COURSE

Engaging Students in an LMS

Amanda B. Albert | Washington University
FTTC | 2019

Poll

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Who are we, how have we worked together in the past, and how do our students learn?

Let's set the scene

Imagine you've been asked to guest lecture a class...

THE PROBLEM

RESEARCH IS HARD AND TEACHING STUDENTS ABOUT RESEARCH EFFECTIVELY IS ALSO REALLY HARD.

ONE SOLUTION

INTEGRATE LIBRARY SERVICES, EXPERTISE, AND RESOURCES INTO YOUR LMS TO BETTER ENGAGE STUDENTS.

THE AGENDA

LECTURE + DISCUSSION

Integrating the library into an LMS Course

Pedagogy + Practical Applications

Benefits to students and instructors

Successful Models

MY SECRET AGENDA

LECTURE + DISCUSSION

Get everyone talking about the difficulties of getting students engaged around information literacy within their disciplines and how librarians can help better engage students in a variety of ways.

Faculty, Instructional Designers, and Others

You'll learn how to work with a librarian in face to face and online environments in order to improve student learning!

Librarians

You'll learn how to use an LMS to better embed into a course in order to work smarter not harder!

What are some reasons why you might incorporate a librarian into your course?

Why a Librarian?

TO IMPROVE

Student Information literacy skills including

- research topic selection
- search skills
- ability to critically evaluate sources
- synthesize information
- use information ethically

Students learn information literacy concepts, skills, and behaviors best when info lit is tied to an assignment and when it is scaffolded across the course and/or curriculum.

– ABRIZAH, ET AL., 2016, BOOTH, ET AL., 2015, HOFFMAN, ET AL., 2017, JUNISBAI, ET AL., 2016

AND integrating information literacy into a course is not about discrete teaching activities that happen one time; rather, it is a holistic instructional strategy where you scaffold it through the course. (i.e.: embedded librarianship)

FIRST THINGS FIRST, LET'S TALK ABOUT EMBEDDED LIBRARIANSHIP

YOU MIGHT ASK, WHY DO I CARE?

“Embedded librarians, connected with students and faculty inside the classroom, lab and studio, have new opportunities for preparing students for research and for collaborating with faculty on course integrated information literacy, research assignment design, teaching, assignment interpretation, and timely student assistance."

MUIR & HELLER-ROSS, 2010

Embedding Online

RESEARCH

Offer support through virtual reference services, answer email questions, chat with students about research problems

INSTRUCTION

Conduct online information literacy instruction, be online co-instructors, provide library instruction through both synchronous and asynchronous sessions

RESOURCES

Offer electronic access to and delivery of resources, link to course guides or other library webpages, post to discussions boards, link or embed tutorials

ASSESSMENT

Deliver pre/post tests, embed quizzes into videos and tutorials, grade discussion posts

Benefits

Students

"As students begin to admit the librarian as a member of the course community, they start asking question and seeking out the librarian outside of class." Carncross, 2013

Faculty

"Collaboration often results in mutual benefits: librarian and faculty member teaching each other, exchanging favors, and the librarian selecting useful resources for the faculty. Student performance also gets better compared to when no librarian was embedded in the course."
Abrizah et al, 2016

Librarians

"Embedding in an online course is easier, less intensive, and less time consuming than embedding in a physical course."
Abrizah et al., 2016

DISCUSS

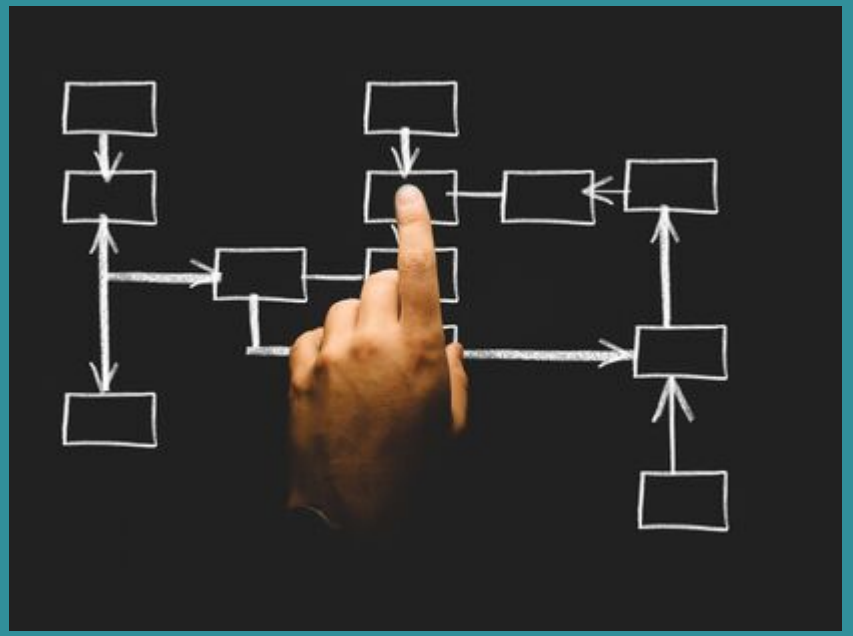
WITH YOUR NEIGHBOR

Faculty/IDs: In what ways do you see a librarian integrated in a course you teach or helped design?

Librarians: How do you support courses via library services, resources, or expertise in an LMS?

CREATE AN INSTRUCTIONAL STRATEGY

Set of learning activities, arranged in a particular sequence so that the energy for learning increases and accumulates as students go through the sequence
- Fink, 2003



SCAFFOLDING INFORMATION LITERACY

FIRST

Get students prepared for later work, i.e.: research assignments

SECOND

Give them opportunities to practice their learning with prompt feedback, i.e.: librarians can give feedback over the course of the research process

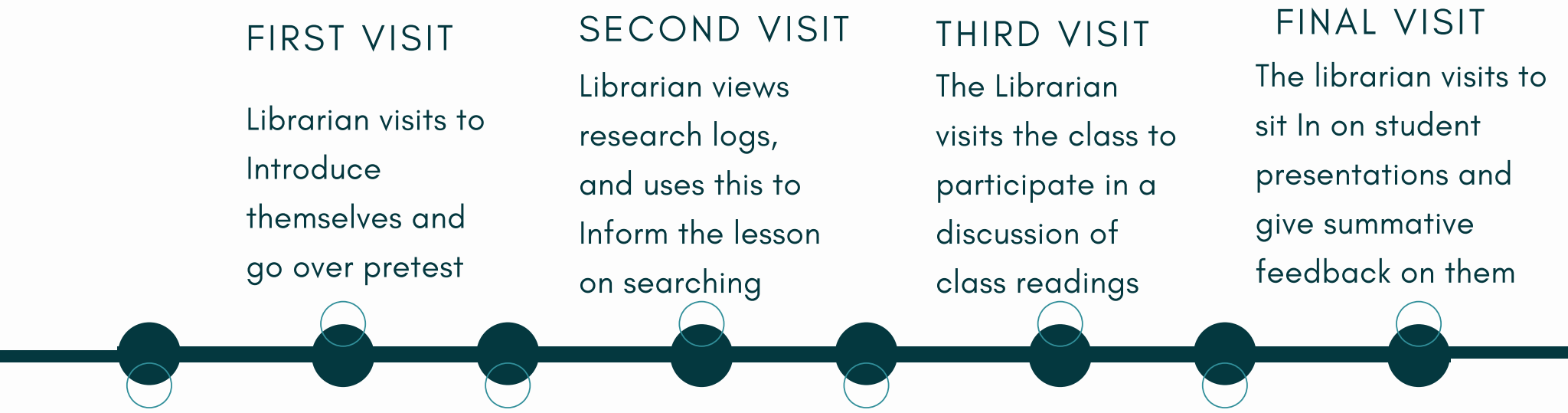
THIRD

Assess the quality of their performance; i.e.: librarians can assess what they're "getting" and "not getting"

FOURTH

Allow them to reflect on their learning, i.e.: students can reflect on their process

EXAMPLE INSTRUCTIONAL STRATEGY



FIRST VISIT

Librarian visits to Introduce themselves and go over pretest

SECOND VISIT

Librarian views research logs, and uses this to Inform the lesson on searching

THIRD VISIT

The Librarian visits the class to participate in a discussion of class readings

FINAL VISIT

The librarian visits to sit In on student presentations and give summative feedback on them

FIRST ASSIGNMENT

In LMS, assign students a pretest to get baseline Information literacy skills

SECOND ASSIGNMENT

Students complete module, filling in a research log, which they bring to class.

THIRD ASSIGNMENT

Students and librarians participate In an online discussion about evaluating research they found.

FINAL ASSIGNMENT

Students complete their research assignment, Including a reflection on their research process.

REAL WORLD

WUSTL SCIENTIFIC RESEARCH MODULE
IN CANVAS COMMONS

Reduce Cognitive Load through LMS Use

Flip your Library Instruction in order to focus on more important critical skills during the in-person instruction session

Cognitive Load Theory & Library Instruction

SCAFFOLDING & CHUNKING

- Break down the research process into smaller parts
- Utilize the tutorial method to break down concepts and allow students to build upon skills
- Include video clips and other visual aids to provide students with other ways to learn

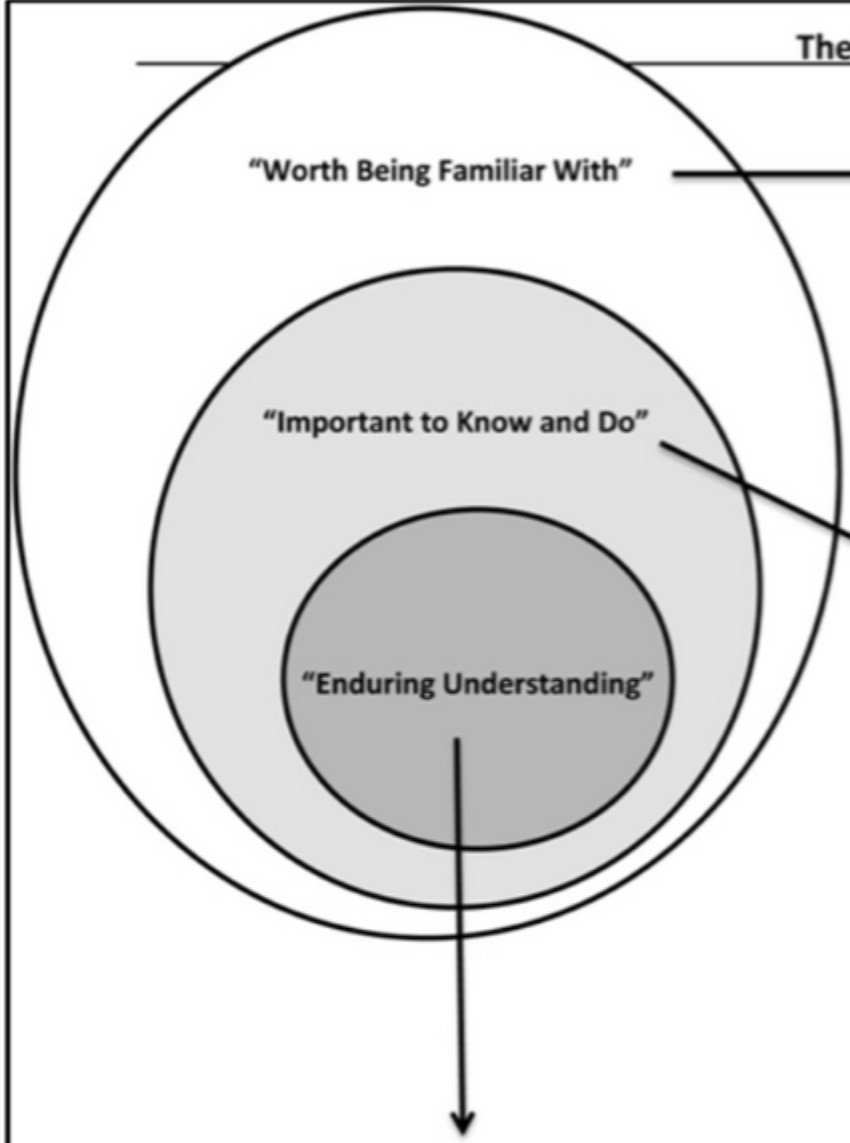
FOCUS & METACOGNITION

- Focus on a single process or task
- Make transparent how the students should use the course guide + library resources
- Give students opportunity to reflect on their learning
- Add librarian contact info, picture, video introduction

PRIORITIZE CONTENT

HOW DO I PRIORITIZE CONTENT TO REDUCE COGNITIVE LOAD AND BETTER ENGAGE STUDENTS?

The *Understanding By Design* "Egg" Applied to One-Shot Library Instruction



WHAT: things that are nice to know, but not crucial in this instructional situation.
WHEN: addressed outside of class, e.g. LibGuide/webpage content, handouts
EXAMPLES: (from nightmare scenario) library tour, RefWorks/Bibme, and highly specific databases/resources

WHAT: outcomes or concepts that have direct application in instructional situation and beyond, but are not the main focus of assignment or project; amenable to self-directed study or are outside the scope of library instruction.
WHEN: can be addressed in **OR** out of class, e.g. short discussions, taught by subject faculty, pre-assignments, readings, videos/tutorials
EXAMPLES: (from nightmare scenario) assignment overview, content of annotations, citations, and important resources

WHAT: the most important outcomes or concepts, amenable to active learning, requiring "uncoverage."
WHEN: addressed in class, e.g. active learning activities, classroom assessment techniques
EXAMPLES: (from nightmare scenario) search strategies, types of information sources, and evaluation of information

Adapted from: Wiggins, G. & McTighe, J. (2005). Clarifying Content Priorities (Figure 3.3). In *Understanding by Design* (pp. 71). Alexandria, VA: Association for Supervision and Curriculum Development.

PRIORITIZE

WITH YOUR NEIGHBOR

What content in your current course, or course you're currently supporting, could be flipped in order to have more meaningful library instruction in your course?

Three Institutions

TEMPLE UNIVERSITY

Course Navigation Button for the entire campus - 1 year trial.

INDIAN RIVER STATE COLLEGE

Research Modules embedded into classes.

WUSTL

We thought we'd be fully integrated, turns out it's more complicated.

Temple University

COURSE NAVIGATION

Places the Library in curricular context & at the student's point of need (their library video)

CONTENT

Library Resources in Canvas Guide: https://guides.temple.edu/libraryresourcesincanvas

COOL FEATURE

Courses that have an accompanying research guide will automatically see this guide in their course; faculty can also hide the page

BENEFITS

Build research skills within the LMS, easy access for help from a librarian, highlights tools such as search box and chat

Indian River State College

CONTENT

News Literacy Module embedded into Rearch, History, Poli Sci Courses; http://irsc.libguides.com/newsliteracy

LIBRARIAN

Embedded with a Teaching Assistant (TA) role within Blackboard; permissions to build content; grade

INTERACTIONS

Formative Feedback: Quizzes, discussion posts
Summative Feedback: final project analyzing a news story and rewriting it to be fake

BENEFITS

Chunking, practicing and receiving feedback, deeper interaction with a librarian, students reflect on their experiences and apply learning to real life

CONTEXT

WASHINGTON UNIVERSITY

- WashU is a mostly an on-ground day school, with some exceptions.
- We recently switched to Canvas, which many use as a syllabus repository and assignment submission tool.
- Most librarians are involved in courses through classroom instruction and 1:1 research consultations.

Embedding @ WUSTL

REDIRECT TOOL

Adds library website or course guide to course navigation menu

MODULES

Create original content to embed instruction into a course (found in Canvas Commons)

GUIDES

Guide to add library SERs to the course: https://libguides.wustl.edu/Canvas

FUTURE

Integrate the SpringShare LTI to embed the library automatically.

What does this look like in your institution?

DISCUSS!

OTHER GREAT EXAMPLES

SANTA ROSA JUNIOR COLLEGE

Links to Creating a Library Presence in Canvas (CCL) report and resources

https://canvas.santarosa.edu/courses/19390

YALE UNIVERSITY

Canvas Documentation for Librarians

http://help.canvas.yale.edu/m/55452/l/922134-canvas-documentation-for-librarians

CALIFORNIA STATE UNIVERSITY NORTHRIDGE

Embedding Library Modules using Canvas Commons

https://library.csun.edu/canvas/module

UNIVERSITY OF NEBRASKA LINCOLN

Integrating Library resources into Canvas Instructor Orientation

https://canvas.unl.edu/courses/1

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Questions? Comments? Concerns?

THANK YOU!
CONTACT ME:

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