an online information literacy tutorial

presented by Hesburgh Libraries
to The First Year of Studies
April 20, 2011
There were 18 submissions for the Library Undergraduate Research Award in 2010.

There were 39 submissions for the Library Undergraduate Research Award in 2011.

How can we make sure the newest Notre Dame students hit the ground running?
FYC and University Seminar instructors arrange library instruction sessions at their discretion. Their students attend 1 or 2 library instruction sessions in a library classroom during regular class time.

Multi-pronged approach to developing information competencies to support lifelong learning:
- **Basic** - Web-based Tutorial; All students complete and submit to advisor
- **Hands-On** - Classroom Instruction led by Librarian; Arranged by Writing & Rhetoric instructor
- **Advanced** - Subject-specific library instruction tailored to upper level classes; Student initiates research consultation with Subject Librarian, uses Ask a Librarian and other online library services
**WHY USE A WEB-BASED TUTORIAL?**

*Ensure* that **ALL** ND students have basic information literacy skills

*Empower* students to direct their own learning and develop metacognitive skills

*Enable* Librarians to activate prior knowledge for more effective instruction sessions
TUTORIAL LEARNING OBJECTIVES

MODULE 1: Apply concepts of the Information Cycle to recognize and select appropriate information types.
MODULE 2: Investigate a research topic for possible information sources.
MODULE 3: Construct effective search strategy to find information about a topic.
MODULE 4: Access the information, physically or digitally
MODULE 5: Evaluate the quality of acquired information.
MODULE 6: Utilize the information within acceptable legal and ethical parameters.
Learning Objectives are based on these ACRL Information Literacy Standards for Higher Education:
ACRL Standard 1: Determine the extent of information needed.
ACRL Standard 2: Assess the needed information effectively and efficiently
ACRL Standard 3: Evaluate Information and its sources critically
ACRL Standard 5: Understand the economic, legal, and social issues surrounding the use of
information and access and use information ethically and legally.

Note: ACRL Standard 4: Use information effectively to accomplish a specific purpose - this is best assessed in the course of writing or creating a research-based presentation.
Information Overload got you down?

In just 60 minutes, TIP will teach you how to think strategically about information and the processes of:

- The Information Cycle
- Investigating a topic
- Searching for information
- Locating the information in the library
- Evaluating the quality of information
- Utilizing the information in papers, speeches, or projects
Have you ever heard a song and really wanted to have it in your own collection?

How did you go about satisfying that need?
What is the best research question?

Click on the better research question.

Is global warming harmful?
What are the adverse effects of global warming?
A VISUALIZATION - Quiz

Logon to take the tip quiz

First Name
Last Name
Instructor

Logon Instructions:
Fill in your name and select your instructor from the list and log in.

Tip Quiz

1. Which is the first step in investigating your research topic?
   - Citing your sources
   - Analyzing the assignment
   - Searching a database
   - Reading a scholarly article

2. Which is the best research question?
   - Are the Jonas Brothers credible musicians or commercial puppets?
   - Do the Jonas Brothers have artistic integrity?
   - How has marketing contributed to the success of the Jonas Brothers?

3. Which type of assignment requires you to choose a side on a particular issue and use your research to support that viewpoint?
   - Basic report
   - Analytical paper
   - Argumentative paper

4. When you search for information on your chosen topic and come up with no useful results, what is the best strategy?
we plan to work with the Kaneb Center to pilot the tutorial in the new LMS.

eventually we would like to deliver it to all new incoming ND students and require that students can answer quiz questions with at least 90% accuracy.
Results would be delivered to each FYS Advisor.
We need your buy-in.
Test Summer 2011 with Balfour students; Evaluate, revise, roll out:

**WHAT WE WANT**

**FALL 2011**
Pilot with small group of First Year Students (@ 100)
6 or 7 First Year classes agree to take test. Results to be shared with Instructors.

**Spring 2012**
Pilot with larger sample (@1000)
Additional First Year and some upper level classes agree to take test. Results to be shared with instructors.

**Fall 2012**
Full Launch
Required for all new ND students
Library is Instructor of Record in LMS and all new students are enrolled in "course". Others can participate voluntarily via web version
"The principle goal of education is to create men who are capable of doing new things, not simply of repeating what other generations have done."

--Jean Piaget