

Transforming First-Year Information Literacy:

Understanding Authority in a Sea of Information



Presenter Information

Jill Becker, KU Libraries

Head of the Center for Undergraduate Initiatives & Engagement

jkbecker@ku.edu

Stephanie Gamble, Sheridan Libraries, Johns Hopkins University

Librarian for History and Anthropology

sgamble@jhu.edu

Sofia Leung, MIT Libraries

Teaching & Learning Program Manager and Liaison for Comparative Media Studies/Writing

sofial@mit.edu

Michelle Reed, University of Texas at Arlington Libraries

Open Education Librarian

michelle.reed@uta.edu



Institutional Overview

The University of Kansas

Total Enrollment - 28,401

Undergraduates - 18,734

First-Time Freshmen - 4,233

FTE Students - 22,726

First-Year Experience at KU

First-Year Seminars

University 101

Learning Communities

Common Book

University 101: Orientation Seminar

- 2-credit hour, elective
- 52 sections in Fall 2016
- 19 or 25 students per section
- Information Literacy Learning Outcome



University 101 Learning Outcome

- (2012-2015) Students will develop information literacy skills, including identifying an information need, distinguishing between different kinds of information sources, composing search strategies, and retrieving useful and relevant information.
- (2016) Students will demonstrate information literacy skills by identifying the credibility and authority of various information sources; students will recognize libraries and librarians as valuable resources in this process.



Project Overview

- Shift from finding information to evaluating information
- Shift from one-shot to course integration
- Academic and non-academic contexts
- Authority is Constructed and Contextual
- Assessment



Information Literacy Unit

Library Anxiety Game & Library Event

Day 1 - Information Cycle

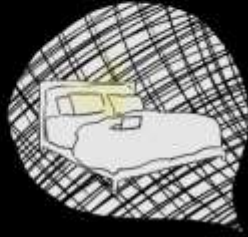
Day 2 - Authority is Constructed & Contextual Discussion

Day 3 - Authority Game

Exam



Research paper assignment in hand,
you behold the gothic structure before you.



Enter the library



Stay home



47%

*of first-year students surveyed
report their primary source of help
for coursework as being
a friend or other student.*



Source: NSSE, First-Year Experience & Senior Transitions (2015).

Library Anxiety Game and Library Event

Learning Outcome:

1) Students will experience library spaces and resources in order to recognize KU Libraries as a partner in their academic success.

What kind of **RESEARCHER** are YOU?
the free spirit



You aren't only an intern to test the information you need. You venture out on your own.

Make the Most of KU Libraries

Visit the Music & Dance Library

- Located on the upper level of the south addition to Murphy Hall (Room 240)
- Contains more than 100,000 items, books, sound recordings, videos, recordings, and serials, making it one of the leading music collections in the Great Plains region.
- Offers PCs for general use and music databases for music editing.

Online Access From Anywhere

- Access databases and e-journals with your KU ID from anywhere, so you can explore whenever the mood strikes you.
- Search the library catalog and request that materials be sent to any library service desk for easy pick-up.
- Request and receive items not available in the librarian collections through interlibrary loan (ILL)

KU LIBRARIES
The University of Kansas

Featured Online Database

The *Philosopher's Index* is a bibliographic database covers scholarly research in all fields of philosophy, published in journals and books.

You Might Like...



Free Spirit: Growing Up on the Road and On the Edge (2013) by Bob Gray at Joshua Sabin, who spent his childhood chasing a life off the grid with his mother. Available at Monroe Library, call no. C7275 S225 A3 2013

Did You Know?



No matter what your studying, KU Librarians have world class collections and scholarly resources for your research papers, projects, and coursework...and friendly staff with the expertise to help you find exactly what you need. We are your partner at KU. Here to help you succeed in the classroom and beyond. You belong here.

- The Ask a Librarian feature on the Libraries website connects you to a KU Librarian from anywhere via chat, text, email, or phone.
- There are 7 libraries on the Lawrence campus.
- Your KU ID card is all you need to check out materials from the libraries.
- You can check out books for 0 cents at a time.

Start Strong

- Read the assignment and make sure you understand it. Ask for help if needed.
- Find a topic you like and form a specific research question.
- Determine what kind of research you need (i.e. scholarly or popular; books, magazines, or websites, etc.)
- Know how many sources you need.
- Start early - give yourself time to complete your work, write, and proofread before you turn it in.

Stay Focused

- Try the Pomodoro Technique: work for 25 minutes, take a break of what you accomplished, and then take a 5 minute break. Repeat.
- Pomodoro timer apps are available for laptop or phone. The timer helps keep you on task!

Eliminate Distractions


- Cold Turkey for PC and Self Control for Mac let you block websites that distract you while you're studying.
- Study and quiet study spaces in any of KU's libraries.
- Plan ahead - set aside time in your schedule for working on projects and give it a priority.
- Gather everything you need before you begin: pens, paper, snacks, etc. - so it's all within reach.

Ask for Help When Needed

- The Writing Center can help at any stage of the writing process. Make an appointment at writing.ku.edu
- Use the Ask a Librarian feature on the Libraries website, which puts you in contact with a librarian via chat, email, text, or phone.
- AAAC offers tutoring for a variety of courses. Find out more at tutoring.ku.edu.



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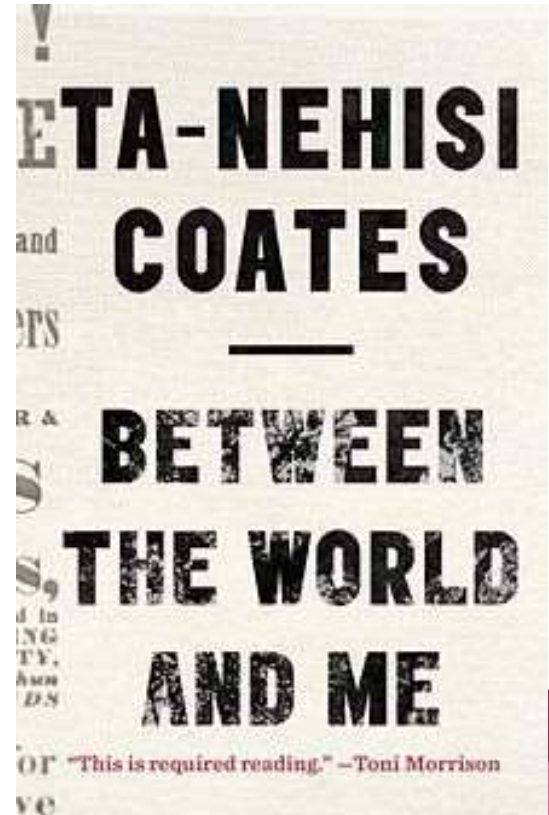
Library Event at the Learning Studio

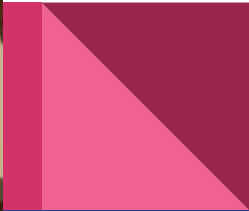
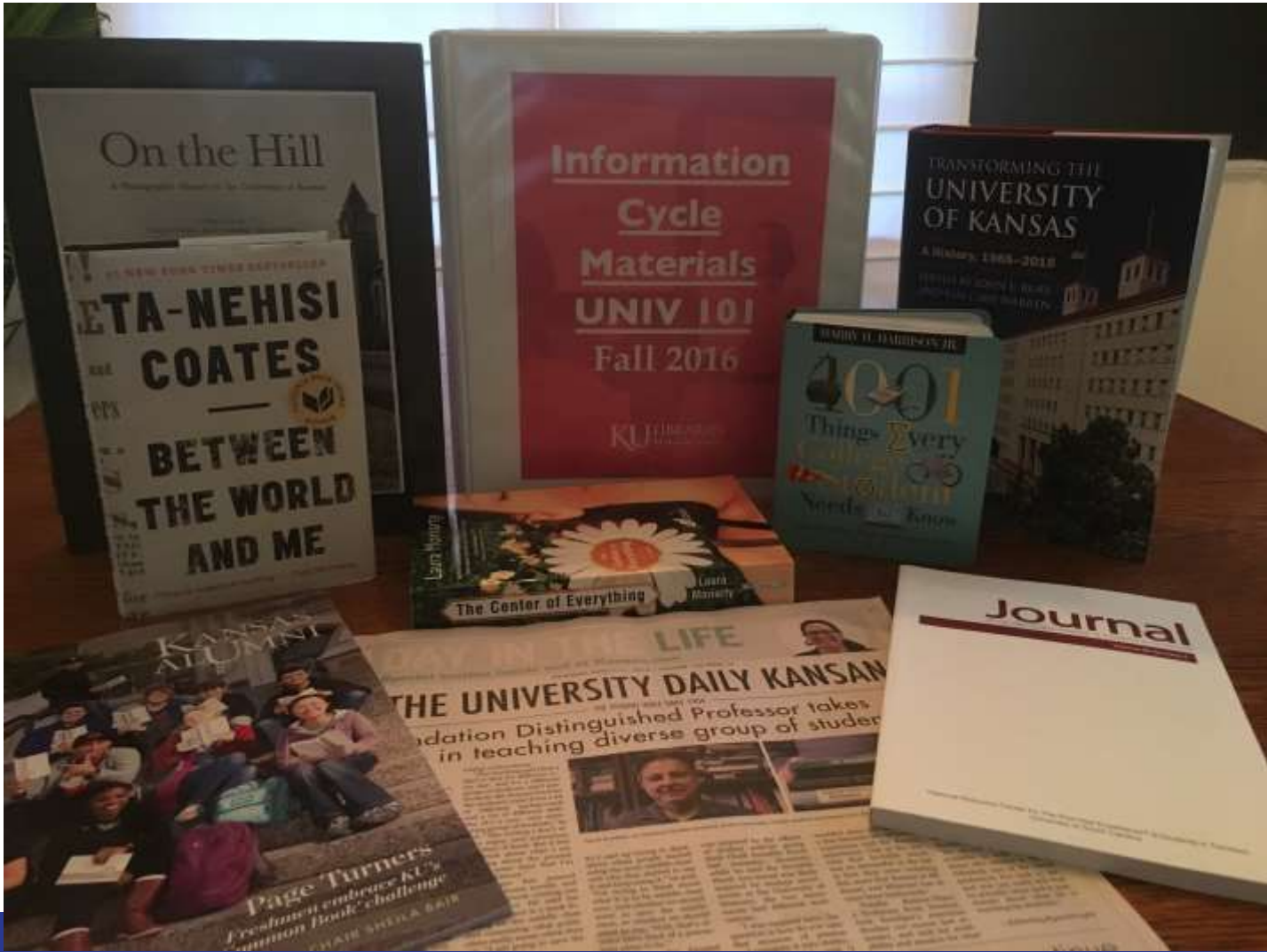


Day 1: Information Cycle

Outcomes:


- 1) Identify the attributes of a source
- 2) Identify the source type
- 3) Describe the value of the source





Day 2: Authority is Constructed and Contextual Discussion

Outcomes:

- 1) Consider meaning of authority by identifying examples in their own life
 - 2) Recognize that level of authority needed is dependent on the information need
 - 3) Select and evaluate sources based on specific information needs
 - 4) Demonstrate awareness of information privilege
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Day 2: Authority is Constructed and Contextual Discussion

Source evaluation:

- a) Author
- b) Audience
- c) Purpose
- d) Relevance
- e) Date published
- f) What would this be authoritative for



Day 3: Authority Game

Outcome:

Students will apply what they've learned about evaluating the authority of information sources in an active-learning game.



Day 3: Authority Game

EVALUATION

1. How would you describe the author?
2. Who is the intended audience?
3. What is the intended purpose?
4. Is this relevant to the scenario?
5. When was it published/created?
6. What would this be authoritative for?

SOURCE



An article from *The Atlantic*
"Can the Youth Vote Change Election
Outcomes?", Emily Richmond, public
editor for the National Education Writers
Association. (2/1/16).



Implementation & Assessment

- Manual
- Instructor training and support
- Exam (574 students)



Let's Play a Game!

Based on the scenario, organize the sources along the authority spectrum from “Most Authoritative” to “Least Authoritative”

Let's Play a Game!

Scenario 1: Write a research paper about how young people decide who to vote for in the 2016 elections.



Let's Play a Game!

Scenario 2: How do you decide who to vote for?

Next Steps

Analyze exam results

Review feedback from UNIV 101 instructors

Consult with FYE leadership

Update manual and materials



Questions?

<http://hdl.handle.net/1808/23403>

