Keeping pace with as well as supporting our learners in virtual environments has become an ongoing pedagogical challenge for Librarians seeking to connect and advocate for Information Literacy instruction in our classrooms. In addition, the increasing use of Open Educational Resources (OER) has expanded, causing a “change-up” in how we construct learning.

Marrying these challenges (opportunities!) opens a path for Librarians to collaborate with discipline faculty on pedagogical strategies and resources that can support the needs of our learners. Let’s open the box of possibilities!

Two sections of Communications 111 were compared for an approximate “apples to apples” study to discover if similar pedagogical strategies proved effective for student learning and also impactful upon student perceptions and attitudes towards their own critical thinking and research strategies.

AIA Team Goal: Students will increase Critical Thinking skills through the incorporation of Information Literacy Skills and Concepts

Librarian graded and provided feedback on all assignments
- assignments were designed and delivered to each class at, “point of need”
- IL assignments were introduced via screencast or face to face delivery
- Instruction included: discussion of IL concepts, IL skill-building assignments, and “reflecting” tasks

Survey Design

Pre -Survey instrument designed and administered to identify:
- student demographics
- perceived IL skills
- IL attitudes and values

Survey instrument was designed and delivered to faculty:
- dedicated to IL concepts
- 10% of course grade
- IL skill-building assignments
- and assessment methods

Faculty Input

IL Assignment Grades

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Face to Face</th>
<th>Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.2</td>
<td>3.6</td>
<td></td>
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</tbody>
</table>

Unusually, online students performed better than their “face to face” peers.

Observations:
- Embedded online tutorials via course shell had more “hits”
- Online students had more questions posing greater Librarian interaction

Study Design

10% of course grade dedicated to IL concepts and skills

Team approves timeline for assignment delivery, and assessment methods

Investigation

Comparative GPA

<table>
<thead>
<tr>
<th>OER Course</th>
<th>GPA 2015-2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.9</td>
<td>3.1</td>
</tr>
<tr>
<td>2.9</td>
<td>3.1</td>
</tr>
<tr>
<td>2.9</td>
<td>3.1</td>
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</tbody>
</table>

Post-Survey instrument designed and administered to assess IL. Impact and perception of OER
- Citations were reviewed for appropriateness (scholarly, relevant, timely)
- Grades compared to prior courses

Results

Student Feedback

- “I wish I had gotten this earlier in my program!”
- “Thanks! This really helped! Using the Library Resources was easier than I thought it would be!”
- “It was nice to have the videos right there.”
- “TED talks are cool!”

Next Steps

- AIA Team will be presenting an IL workshop at College Pre-Service
- The Library will have an IL course-shell designed for faculty.
- Faculty Advocacy will incorporate different models from "train the trainer" to pre-packaged modules.
- Longitudinal look at student progress will be facilitated by IR office
- OER proved successful has been adopted for all future course sections.

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Expanding Our Reach: Pedagogical Strategies and Information Literacy Learning in an Online versus Traditional Classroom

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