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

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Research Opportunity

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!*

Investigation

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.

Populations Studied

Section 1: was taught completely online and used an OER text. Lessons were embedded in an online course "shell" as units which included a screencast and corresponding assignment.

Section 2: was a traditional face to face course that utilized a traditional textbook. Lessons were delivered in person, using paper forms, and supplemental LibGuide

Literature Review

Gonzales, B. M. (2014). Online tutorials and effective information literacy instruction for distance learners. *Journal of Library & Information Services in Distance Learning, 8*(1-2), 45-55.
Moorefield-Lang, H., & Hall, T. (2015). Instruction on the go: reaching out to students from the academic library. *Journal of Library & Information Services in Distance Learning, 9*(1-2), 57-68.
Mune, C., Goldman, C., Higgins, S., Eby, L., Chan, E. & Crotty, L. (2015). Developing adaptable online information literacy modules for a learning management system. *Journal of Library & Information Services in Distance Learning, 9*(1-2), 101-118.
Silk, K. S., Perrault, E. E, Ladenson, S., & Nazione, S. A. (2015). The effectiveness of online versus in-person library instruction on finding empirical communication research. *Journal of Academic Librarianship, 41*(2), 149-1

Study Design

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

Survey Design

10% of course grade dedicated to IL concepts and skills

Team approves timeline for assignment delivery, and assessment methods

Faculty Input

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

Librarian graded and provided feedback on all assignments
- 4 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

Assignments

Assessment

- 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

IL Assignment Grades

Face to Face: 3.2
Online: 3.6
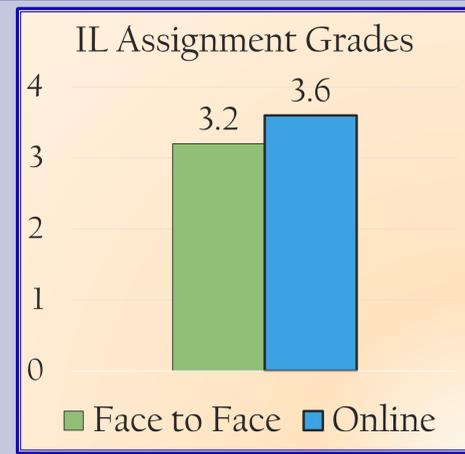
Unexpectedly, online students performed better than their "face to face" peers.
Observations:
- Embedded online tutorials via course shell had more "hits"
- Online students had more questions-spurring greater Librarian interaction

Student Feedback

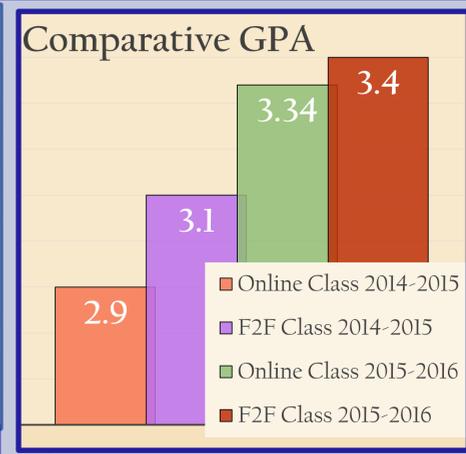"I wish I had gotten this earlier in my program!"

"Loved the citation tool!"

"Thanks for the fun assignment!"

"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!"

"I think getting all the tutorials from the beginning would have been helpful."

Comparative GPA

Online Class 2014-2015: 2.9
F2F Class 2014-2015: 3.1
Online Class 2015-2016: 3.34
F2F Class 2015-2016: 3.4

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.

Results:
❖ Overall grade point average in both courses increased by a third of a point.
Impact:
❖ Faculty noted improvement in student engagement with research.
❖ Pilot faculty are advocates for efficacy of OER and inclusion of "online IL"