

In the Zoom Where it Happens

Moving Information Literacy Instruction Online

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Connecting: Student Engagement Despite COVID-19
February 3, 2021

Moving Online? Take a Librarian

- University of Pittsburgh introduced the Hyflex model at all five campuses
- Librarians working from home
- Majority of our Greensburg campus students preferred learning online
- How do we engage meaningfully with our students in the online environment?

Our Instruction Programs, Before

First-Year Instruction Sessions

- Two sessions with activities covering keyword and topic development, database and catalog searches, citation creation, ways to get research help

Composition 2

- Group activity, source evaluation, database searching

First Year Group Work



Locating Articles in Databases

Cornerstone/Seminar @ Millstein Library
library.pitt.edu

Work with your group to answer these questions about your assigned database.

1. Write a brief description of the database. (Hint: look at the short description given on the Databases A-Z page to answer this question).

2. Now begin

3. Start a new
get?

Add one of
search" on

Using PittCat to Find Books

Cornerstone/Seminar @ Millstein Library
library.pitt.edu

So many books – how can you get the ones you really need? Work with your group to answer these questions:

1. Type "food" into t

2. Now limit your res

3. In the search box
you run this search

4. Locate one of each

Developing Your Research Topic

Cornerstone/Seminar @ Millstein Library

General Research Topic is Food & Nutrition.

1. As with most topics, there are many areas that could be researched: scientific, legal, social, economic, political... With your group, talk about your interests and decide on keywords, and alternatives (synonyms) to those keywords, to narrow down this topic.

Examples: GMO – Altered Foods, Organic Food – Natural Food

Keyword 1:

Alternative Keyword 1:

Keyword 2:

Alternative Keyword 2:

Composition 2 Group Work

Comp 2: Evaluating Sources Group Activity

Research Guide at <http://pitt.libguides.com/upgcomps>

This is a group exercise. You will be working with the people at your table.

Scenario: You have been looking for research to support banning energy drinks in K-12 schools. On your table is a folder that includes copies of three different sources.

You will be reading these sources and evaluating their credibility based on the P.R.O.V.E.N. Test. On the back of this handout is the chart you will be filling out with your group members based on the P.R.O.V.E.N. criteria. Quick notes are OK; you will be sharing the general idea with the class.

I found this source for my paper. Do you think I should use it?



Have you
P.R.O.V.E.N.
that it is credible?

This list of questions will help you to think critically while you evaluate the sources you find.

Purpose: How and why the source was created.

- How and why did the authors publish this information? Is it intended to educate, inform, persuade, sell, or entertain? Do the authors, publishers, or sponsors state this purpose, or try to disguise it?
- Why was this information published in this particular type of source (book, article, website, blog, etc.)?
- Who is the intended audience? Is the source designed for the general public, students, or experts?

Relevance: The value of the source for your needs.

- Is the type of source appropriate for how you plan to use it, and for your assignment's requirements?
- How useful is the information in this source, compared to other sources? Does it answer your question or support your argument? Does it add something new and important to your knowledge of the topic?
- How detailed is the information? Is it too general or too specific? Is it too basic or too advanced?

Objectivity: The reasonableness and completeness of the information.

- Do the authors present the information thoroughly and professionally? Do they critique other perspectives respectfully? Do they use strong, emotional, manipulative, or offensive language?
- Do the authors, publishers, or sponsors have a particular political, ideological, cultural, or religious point of view? Do they acknowledge this point of view, or try to disguise it?
- Is the information fact or opinion? Is it biased? Does the source present multiple points of view on the topic? Does it leave out, or make fun of, important facts or alternative perspectives?

Verifiability: The accuracy and truthfulness of the information.

- Do the authors support the information they present with strong factual evidence? Do they cite or provide links to other sources? Do those sources pass the P.R.O.V.E.N. test?
- What do experts say about the topic? Can you verify the information in other credible sources?
- Does the source contradict itself, include false statements, or misrepresent other sources?
- Are there errors in spelling, punctuation, or grammar?

Expertise: The authority of the creators of the source.

- What makes the authors, publishers, or sponsors of the source authorities on the topic? Do they have related education, personal or professional experience, or other expertise? Are they affiliated with an educational institution or respected organization? Is their expertise acknowledged by other authorities on the topic? Do they provide an important alternative perspective? Do other sources cite this source?
- Has the source been reviewed in some way, such as by an editor or through peer review?
- Does the source provide contact information for the authors, publishers, and/or sponsors?

Newness: The age of the information.

- Is your topic in an area that requires current information (such as science, technology, or current events), or could information found in older sources still be useful and valid?
- When was the information presented in the source first published or posted? Are the references or links to other sources up to date?
- Are newer sources available that would add important information to your understanding of the topic?



P.R.O.V.E.N. Source Evaluation by Ellen Carey is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.

TheBrief

Energy drinks have doctors worried—but business is booming

By Alexandra Sifferlin

HEATHER CHACE, A BIOLOGY TEACHER AT STROUD High School in Oklahoma, says she first started noticing her students occasionally drinking energy drinks about six years ago. Now she sees them chugging them on a daily basis—leading to conversations about their “hearts racing” and their “feeling shaky,” she says.

They’re not alone. About 50% of adolescents consume energy drinks, according to a recent report in *Pediatrics*, and 31% do so on a regular basis, increasingly opting for energy drinks over soda. It’s no surprise, given that a March 2015 report in the *Journal of Nutrition Education and Behavior* showed that over 46% of energy-drink ads on TV aired on channels that appeal to adolescents, like MTV, Fuse and BET, helping put the U.S. energy-drink business on track to grow more than 11% by 2019, to an estimated \$26.6 billion in annual sales.

The Center for Science in the Public Interest, a watchdog on the U.S. Food and Drug Administration, has issued warnings on energy-drink bottles. Senators Edward Markey, Dick Durbin and Richard Blumenthal have called for a ban on marketing to minors. And the

AJPH PERSPECTIVES

and socioeconomic spectra. This does not appear to be so with SSIBs. Although perceived social desirability of responses may have been a limitation in our study, participants clearly were not receiving the critical information they needed about the toxic effects of SSIBs. In fact, they receive a confusing mélange of mixed signals.

In the Bronx, residents not only have higher-than-average rates of chronic disease but also are exposed to higher-than-average levels of junk food marketing.⁵ Beverage marketing is ubiquitous in the Bronx, seen

where parents and children could be educated about the dangers of SSIBs. Role modeling is critical to establishing a culture of acceptability of SSIB-free zones. Habits come from parents and community members, and modifying unhealthy behaviors starts in the household and in the community.

The participants recognized the influence that role modeling of health center staff would have on supporting parents of small children for whom the intervention was ultimately intended. Health institutions should acknowledge this as well. A com-

AVAILABLE ALTERNATIVES

Social marketing research reminds us that healthy behaviors are more likely to be sustained when a feasible alternative to a risk behavior is made available.⁶ The participants said that if coffee and tea were available to them, then they would drink less soda. More attractive healthy refreshment options should be taken seriously by health institutions. These can include water bottle-filling stations, infused water containers, and reusable water bottles. Of course, providing these additional op-

institution-wide bans backed with evidence-based communications. It may be intended for the children, but everyone will benefit. *AJPH*

P. Christopher Palmedo, PhD, MBA

CONFLICTS OF INTEREST
The author has no conflicts of interest to disclose.

REFERENCES

- Malik VS, Popkin BM, Bray GA, Despres JP, Willett WC, Hu FB. Sugar-sweetened beverages and risk of metabolic syndrome and type 2 diabetes: a meta-analysis. *Diabetes Care*. 2010;33(1):1-8.
- World Health Organization. *Global Action Plan for the Prevention and Control of Non-Communicable Diseases*. Geneva: World Health Organization; 2013.

the guardian



Source	TIME (scholarly? Y/N)	American Journal of Public Health (scholarly? Y/N)	Guardian (scholarly? Y/N)
Purpose			
Relevance			
Objectivity			

energy drink sales for
ns

-drinking and drug use

anned following studies linking them to a range
report.



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University Library System
RESOURCES | TECHNOLOGY | EXPERTISE

2020: Pandemic, New Library Website, New Course System

Because 2020, not only did we have to quickly pivot to working online:

- University-wide switch to Canvas from Blackboard
- Library system implemented a new online catalog
- All Pitt library websites redesigned

This happened in June-July in the midst of faculty planning for the August start of fall semester

Flipped Tutorials – What and Why

- Decision to continue Hyflex in Fall 2020 left us with little time to adjust our group work to the online setting
- To keep things simple for everyone during this hectic time, we scheduled one session with first-year seminars instead of two
 - Flipped tutorials were offered asynchronously, allowing us to cover all of our normal information literacy instruction in one Zoom session

Flipped Tutorials – What and Why

- Flipped tutorials are learning modules created to be done by the students before the library instruction session
 - Citation Exercise and Keyword Exercise – First Year
 - LibGuide Review Exercise – Composition 2
 - Videos on searching databases and scheduling appointments with librarians

First Year Flipped Tutorials

Pitt-Greensburg Keyword Tips

PittCat Practice

Please go ahead and do a few searches in PittCat. Which part of the process would you like to see reviewed in more detail? (required)

☒ Using Advanced Search

☐ Finding books in the Greensburg library

☐ Focusing search results


☐ All of these

☐ Other

Next Slide

If the webpage <https://pitt.ocmlib.edu/pittgreensburg.com/> is not displaying below

[Open in a new window](#)

 **Pitt Cat** [NEW SEARCH](#) [BROWSE](#) [JOURNAL FINDER](#)

Search anything

Welcome to PittCat, the library catalog of

Name of your course instructor/professor (required)

Which topic would you like to explore today? (required)

☐ Global Warming

☐ Advertising

☐ Food

Next Slide

Page: 1 of 4



Pitt-Greensburg Understanding Citations

MLA Citation Examples

Examples of MLA citations for books and articles can be found on the [MLA website](#) and also on the Library Guide.

Here are different parts of a journal article citation, without italics and out of order. Please place them in the correct "formation." (required)

+ "Fierce, Fabulous, and in/Famous: Beyoncé as Black Diva"

+ Popular Music & Society

+ 2019,

+ doi: 10.1080/03007766.2019.1555888.

+ vol. 42,

+ EBSCOhost,

+ no. 1,

+ pp. 6-21.

+ Kooijman, Jaap.

Below are some examples of MLA style citations. **Note:** Some instructors may require access dates for websites or other pieces of information. Please check with your instructor if you have any questions.

Material Type	Works Cited
Book in print	Card, Claudia. <i>The Atrocity Paradigm: A Theory of Evil</i> . Oxford UP, 2005.
eBook	Gaither, Milton. <i>Homeschool: An American History</i> . Palgrave Macmillan, 2017. <i>SpringerLink</i> , doi-org.pitt.idm.oclc.org/10.1057/978-1-349-95056-0.
An article in a print journal	Doggart, Julia. "Minding the Gap: Realizing Our Ideal Community Writing Assistance Program." <i>The Community Literacy Journal</i> , vol. 2, no. 1, 2007, pp. 71-80.
An article in an electronic journal	Sherrard-Johnson, Cherene. "A Plea for Color: Nella Larsen's Iconography of the Mulatta." <i>American Literature</i> , vol. 76, no. 4, 2004, pp. 833-869, doi: 10.1215/00029831-76-4-833.

Pitt-Greensburg Understanding Citations

What is a Citation and Why Should You Use Them?

Please read the information on this page, click the checkbox, and advance to the next slide.

☐ Yes, I read the information about citations.

Next Slide

Why Cite Sources?

As a student, citing is important because it shows your reader (or professor) that you have invested time in learning what has already been learned and thought about the topic before offering your own perspective. It is the practice of giving credit to the sources that inform your work. Here are all the good reasons for citing.

To Avoid Plagiarism & Maintain Academic Integrity

Misrepresenting your academic achievements by not giving credit to others indicates a lack of academic integrity. This is looked down upon by the scholarly community, and for university students, results in serious consequences.

To Acknowledge the Work of Others

One major purpose of citations is to simply provide credit where it is due. When you provide accurate citations, you are acknowledging both the hard work that has gone into producing research and the person(s) who performed that research.


To Provide Credibility to Your Work & to Place Your Work in Context


Providing accurate citations puts your work and ideas into an academic context. They tell your reader that you've done your research and know what others have said about your topic. Not only do citations provide


Composition 2 Module and Google Doc

▼ Library Resources Spring 2021 Comp 2


Before class: Please read this article, skim the PROVEN test and complete the short LibGuide reflection


 MSN article: Dark chocolate can be good for your heart, in moderation

 PROVEN test

 LibGuide Reflection

Helpful info on finding sources

 How to make an appointment with a Millstein librarian

 Short video on searching Academic Search Premier

Sears Comp 2 2021 ☆ 📄 ☁

File Edit View Insert Format To

100% Title

Group 1

For this activity, you will need:

- MSN article: [Dark Chocolate Can Be Good For You](#)
- JHA article: [Effects of Dark Chocolate and Almonds Overweight and Obese Individuals: A Randomized Controlled Trial](#)

Please take some quick notes on each of the criteria for each article. Questions to ask for each category are included here, and you can use them to guide your notes.

Purpose: Who is the intended audience? Was this written to inform or persuade?

MSN: Audience: general public; Both- inform & persuade (benefits)

JHA: Audience: People who struggle with obesity ages: 30-70 years old; Written: to inform (states facts on the health benefits of incorporating cocoa, dark chocolate, and almonds alone can do)

Relevance: If you were writing a paper on the benefits of chocolate to the general public, how relevant is this article?

MSN: Doesn't have a lot of information

JHA: This article is a lot older, but I believe is more beneficial to read and contains a lot more substance.

Is there opinion included? Is the issue presented, because the way it was written and opinion based.

Specific statistics and it went great in-depth with

es mentioned where you could go to

Comp 2 LibGuide Reflection 2021

Options < > Share URL Desktop View Tablet View Mobile View Preview Mode Reports

First & Last Name (required)

Who is your Composition II instructor? (required)

List three things you found helpful or learned from the LibGuide for your class: [pitt.libguides.com/upgcomps](#) (required)

Find the link to the PROVEN test in the guide. Other than "Newness," name another of the main criteria, and list a question that you could use to figure out how well a source meets it. (required)

If you have any questions about the information in the guide, please let us know here. (optional)

Submit

Moving Forward

- Keep flipped tutorials for First Year
 - Allow us more time for information literacy instruction
 - "I really like that there are pre-class activities."
- Keep Google Doc for Composition 2
 - Less paper and better readability for discussion
- Keep LibGuide exercise
 - The feedback from students has been informative. We update the guide frequently, and the students seem more aware of what LibGuides are and how they can help

Ask Your Colleagues About

- LibGuides integration into Bb or Canvas
 - Default page if no specific guide (IT Department)
 - General research guide/library guide for classes that don't have guides
- Canvas modules
 - TA or designer in courses or share module
- Promoting appointments with librarians
 - LibCal now has Zoom integration
 - Google, Microsoft alternatives
 - Zoom office hours

Questions?

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Further Reading on Flipped Classrooms & Libraries:

Berg, C. (2018). No assignment? Just flip it: The flipped classroom in first-year library instruction. *College & Undergraduate Libraries*, 25(4), 372–387.

Doi: <https://doi.org/10.1080/10691316.2018.1539366>

Goates, M., Nelson, G., & Frost, M. (2017). Search strategy development in a flipped library classroom: A student-focused assessment. *College & Research Libraries*, 78(3), 382. doi: <https://doi.org/10.5860/crl.78.3.382>