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 searching for articles.


4. Locate one of each type of article.

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 the search bar.
2. Now limit your research.
3. In the search box, start with “food” and you run this search.
4. Locate one of each type of book.

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

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.  Are the goals of the author justified? Is the information 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 form? (Book, article, newsletter, 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 the need you have to use it, and for your assignment's requirements?  Is it up-to-date? Is it biased?  Does it contain specific or general information?  Is it too basic or too advanced?

Objectivity: The reasonableness and completeness of the information.  Does the source present the information accurately and honestly, or is it opinionated, over-simplified, or slanted?  Does it use strong, emotional, or offensive language? Does the author, publisher, or sponsor have a particular political, social, economic, or religious viewpoint? 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 for, important facts or alternative perspectives?

Verifiability: The accuracy and truthfulness of the information.  Do the authors support the information they present with strong evidence?  Do they cite or provide links to other sources?  Does the source 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 they present information from other sources in their own words? Do they use direct quotations?

Newness: The age of the information.  Is the 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 sources current? Are there new or enhanced sources available that would improve your understanding of the topic?  A.P.A.U.R.E.S. Source Evaluation by Clark, Gagné, & Watters is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.

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Comp 2: Evaluating Sources Group Activity

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.

The Brief

Energy drinks have doctors worried—but business is booming
By: Alessandra Stetem

BYLINE: CRUISE CONTROL, A POPULAR ENERGY DRINK, IS GAINING POPULARITY AMONG AFRICAN AMERICAN TEENAGERS. THE DRINKS ARE SODA-LIKE DRINKS THAT COMBINE CAFFEINE AND OTHER STIMULANTS. THEY ARE POPULAR AMONG YOUNG PEOPLE BECAUSE THEY ARE SWEET AND TASTY. THE DRINKS ARE SUGAR-FREE AND LOW IN CALORIES, MAKING THEM A POPULAR CHOICE FOR PEOPLE WHO ARE WATCHING THEIR CALORIE INTAKE.

Many parents and children could be educated about the dangers of energy drinks. Adolescents are typically not aware of the health risks associated with consuming large amounts of these drinks. The lack of awareness about the potential long-term effects of energy drinks is concerning. It is important to educate parents and children about the risks associated with consuming energy drinks.

Energy drinks contain caffeine, taurine, and other stimulants. Caffeine is a CNS stimulant that can cause increased heart rate, blood pressure, and anxiety. Taurine is an amino acid that is found in some foods and is used in energy drinks to increase energy levels.

The Brief

Energy drinks are popular among teenagers and young adults. These products are often marketed as a healthy alternative to sugar-sweetened soft drinks. However, energy drinks can have serious health consequences.

The Brief

Energy drinks can have serious health consequences. They can cause an increased heart rate, blood pressure, and anxiety. Taurine is an amino acid that is found in some foods and is used in energy drinks to increase energy levels.

Available Alternatives

Social marketing research suggests that education and awareness programs may be effective in reducing energy drink consumption. These programs can be targeted to specific populations, such as young people, parents, and teachers.

REFERENCES


<table>
<thead>
<tr>
<th>Source</th>
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<th>AMERICAN JOURNAL OF PUBLIC HEALTH</th>
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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 Understanding Citations

What is a Citation and Why Should You Use Them?

- 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 locked 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
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
Further Reading on Flipped Classrooms & Libraries:
