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

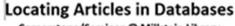




First Year Group Work







Cornerstone/Seminar @ Millstein Library library.pitt.edu

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

- 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
- Start a ne get?

Add one o

search" o

So

Type "food" into t

2. Now limit your res

In the search box you run this search

4. Locate one of each

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:

Developing Your Research Topic

Cornerstone/Seminar @ Millstein Library

General Research Topic is Food & Nutrition.

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

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

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?
- perspectives respectfully: Low user use arony, emourous, manipulative, or the desires manipulative.

 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 Intelligence





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.

AJPH PERSPECTIVES

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 sense drinks exceeding to proceed the order of the constraints of the cons

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 port 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 ann as the industry booms, so does concern about

drinks are safe for kids and teenagers. The Center for Science in the Public Is on the U.S. Food and Drug Admini warnings on energy-drink bottles. Senators Edward Markey, Dick Durbin and

Richard Blumenthal have called for a ban on mar-

does not appear to be so with SSBs. Although perceived social dangers of SSBs. Role modeling desirability of responses may have

been a limitation in our study. of acceptability of SSB-free participants clearly were not re- zones. Habits come from parents ceiving the critical information and community members, and they needed about the toxic ef- modifying unhealthy behaviors fects of SSBs. In fact, they receive starts in the household and in a confusing mélange of mixed the community. In the Brony 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

(scholarly? Y/N)

AVAILABLE could be educated about the Social marketing research reis critical to establishing a culture minds us that healthy behaviors

The participants recognized the influence that role modeling refreshment options should be of health center staff would have on supporting parents of small

vention was ultimately intended. Health institutions should ac-

knowledge this as well. A com-

The participants said that if

children for whom the inter-

stitutions. These can include water bottle-filling stations, infused water containers, and reusable water bottles. Of course.

American Journal of Public Health

(scholarly? Y/N)

It may be intended for the benefit dIDU are more likely to be sustained

when a feasible alternative to a P. Christopher Palmedo, PhD, risk behavior is made available. coffee and tea were available to CONFLICTS OF INTEREST
The author has no conflicts of interest to them, then they would drink less soda. More attractive healthy taken seriously by health in-

Malik VS, Popkin BM, Bray GA, Despres JP, Willett WC, Hu FB. Sugar-

2 World Health O

Guardian

(scholarly? Y/N)

institution-wide bans backed with

evidence-based communications.



ergy drink sales for drinking and drug use

nned following studies linking them to a range

Objectivity

Relevance

Source

Purpose

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





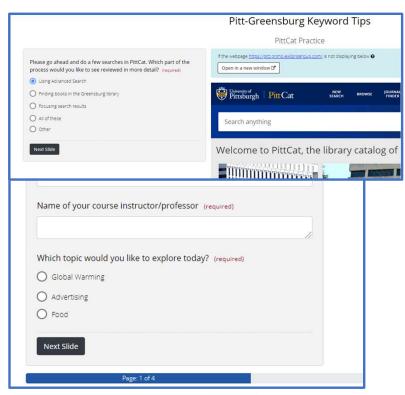
Flipped Tutorials – What and Why

- 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

MLA Citation Examples

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. The Atrocity Paradigm: A Theory of Evil. Oxford UP, 2005.
eBook	Gaither, Milton. Homeschool: An American History. Palgrave Macmillan, 2017. SpringerLink, 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?

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.

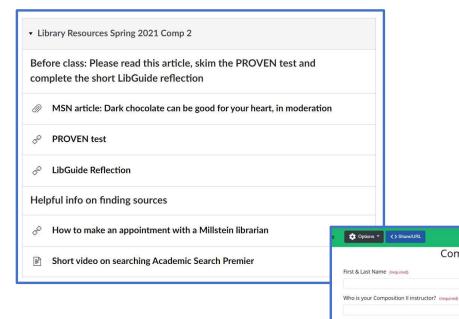
To Acknowledge the Work of Others

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



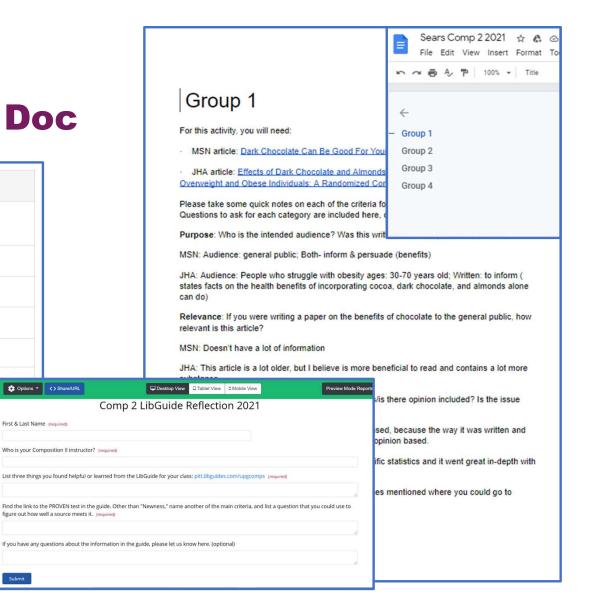






figure out how well a source meets it. (require

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



