

An Online Information Literacy Course for Undergraduates: Some Lessons Learned

E-Scape: Technology in Teaching

April 3-5, 2013

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Background

- *INST250 - Introduction to Library Research Practices* → undergrads
- Four sections of INST 250 offered annually → capped at 55 students.
- Adapted section for Education students → required course for Child Studies students.

Rationale for INST 250 EC

- Extend the reach beyond face-to-face sections
- Lesson structure & pedagogical strategies
- Enhance students' e-learning experience

The Inquiry Process

Lesson 2: Information Literacy

Introduction

Pre-Test

Study Materials

Readings

Post-Test

Flowchart of the Research Process: Overview

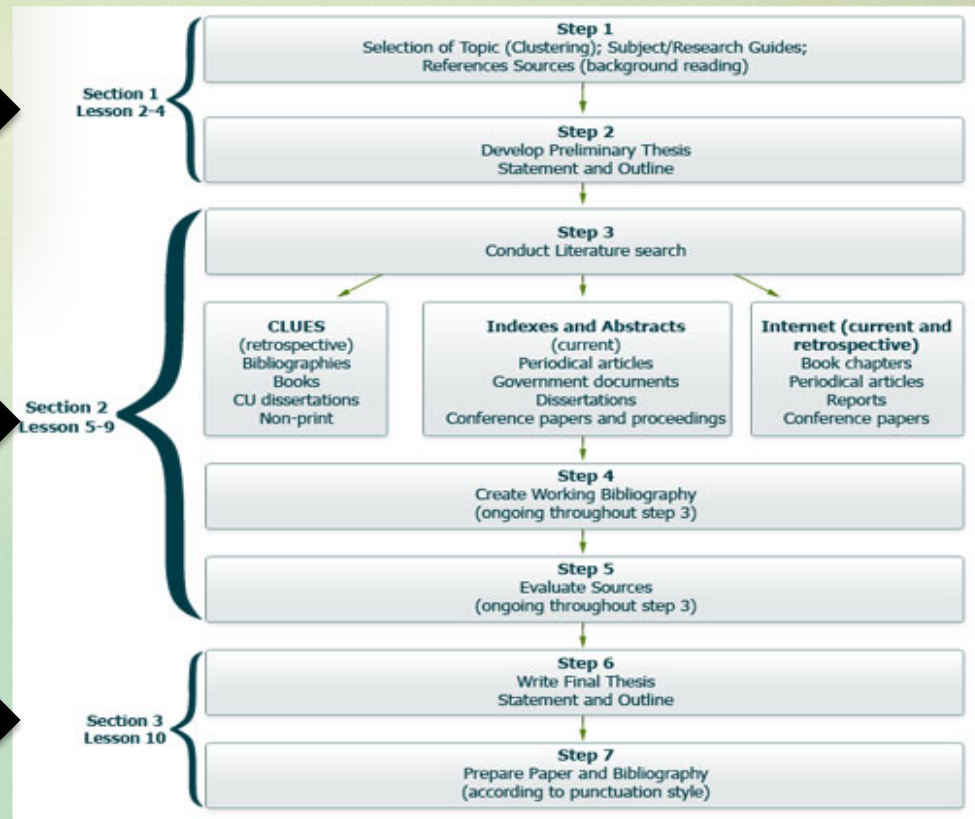
9/15

In order to accomplish the nine objectives that we discuss in this lesson, we will proceed through a Flowchart of the Research Process.

Researching a topic is a time-consuming task and not something that can be thrown together in a rush.

As you see, the flowchart has seven steps. Each of the steps in the Flowchart corresponds to a lesson, a reading, a correction, and/or a project.

For example, if we look at Step 1, it broadly corresponds to Lesson 3. Similarly if we look at Step 3 in the Flowchart, it also corresponds to Lesson 3. Lesson 3 also corresponds to Assignment 1.



(Click on image to enlarge)

PREVIOUS

NEXT

Course Design & Structure



Lessons ▾



Discussion Board



Resource Centre



My Agenda



Assessments



Publication Cycle



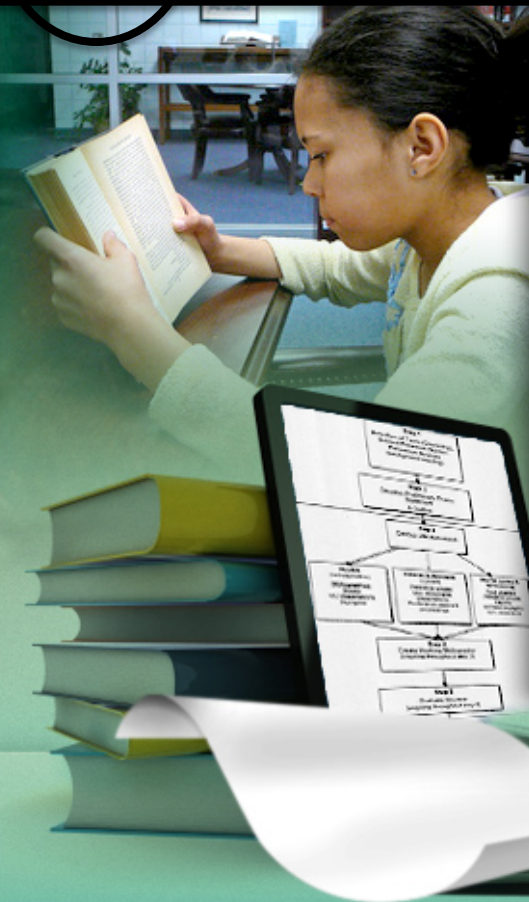
RefWorks



Concordia Libraries

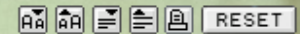
Introduction to Library Research Practices

This course is designed to introduce students to basic information literacy skills. It familiarizes students with a variety of information sources accessible via the Concordia Libraries in both print and web-based formats. Emphasis is placed on the design of a systematic search strategy in the use of these information tools. Topics such as the construction of a thesis statement and outline, the compilation of a working bibliography, the evaluation and further synthesis of the information found, and the use of a bibliographic format are all covered as part of the research process.



The Lessons

Lesson 2: Information Literacy



Introduction

Pre-Test

Study Materials

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Post-Test




Topics covered in this lesson:


- What is information literacy?
- Research process flowchart
- Published Literature
- Types of Published Literature

Listen to the introduction to this lesson.




Lesson Highlights

Interview clips with:

- **Ms. Karen Bleakley**, Knowledge Manager, PricewaterhouseCoopers [Canada](#) ;
- **Ms. Nadia Naffi**, M.A. student, Educational Technology, Concordia [University](#) ;
- **Dr. Andrew Wade**, Pediatric Nephrologist, Alberta Children's Hospital and Associate Professor, University of Calgary .


- Make sure to [check](#) out the slide show presentation/activities in this lesson .

For More Information

- If you have not already done so, review Lesson 1: About This Course, where you will find the [course outline](#), [course overview video](#)  and more.
- For direct e-mail contact with your professor and TA(s), go to the [Contacts](#)  page and for assistance related to technical issues, check the [Help](#)  section (top of your screen).



(Video Length 01:23)

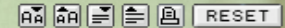
Click on Play  to view the video.

PREVIOUS: Lesson 1: About This ...

NEXT: Pre-Test

Pre-tests – Post-tests

Lesson 5: Conducting the Literature Search



Introduction

Pre-Test

Study Materials

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Post-Test

- Try to complete the questions to assess your mastery of the concepts that will be presented in the lesson.

Lesson 5 - Pre-test

Question 1 of 5

Point Value: 10

Introduction to Library Research Practices



Note-taking generally takes three formats

- summarizing, paraphrasing, paragraphing
- summarizing, paraphrasing, quoting
- paraphrasing, paragraphing, quoting
- paraphrasing, quoting, acknowledging

Score so far: 0 points out of 0

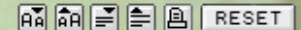
SUBMIT

PREVIOUS: Introduction

NEXT: Study Materials

Advance Organizers

Lesson 2: Information Literacy



Introduction











Pre-Test

Study Materials

Readings

Post-Test

Contents:


- [The Nine Course Objectives](#) - Presentation  
- [Meet the Experts Interviewed for this Course](#)
 - Interview clips with: Ms. Karen Bleakly, Ms. Nadia Naffi and Dr. Andrew Wade 
- Information Literacy
 - [Conference Board of Canada](#)
 - [An Expert's Point of View](#)
 - Interview clip with Ms. Karen Bleakly 
 - [American Library Association](#)
- [Seven Pillars Model for Information Literacy](#) - Presentation  
- [A Perspective Model for Information Literacy](#)
 - Interview clip with Dr. Andrew Wade 
- Flowchart of the Research Process:
 - [Overview](#)
 - [Section 1](#)
 - [Section 2](#)
 - [Section 3](#)
- [The Publication Cycle](#) - Presentation  
- [A View on the Cycle of Information Literacy](#)
 - Interview clip with Ms. Nadia Naffi 
- [Review](#)

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Tips

Check out on the top menu bar:

- **Publication Cycle** is an interactive graphic representation on the process through which authors take their ideas and put them into viewable form.
- **RefWorks** links directly to RefWorks a web-based tool that allows you to: manage and organize the bibliographic references you find in library catalogues and databases.
- **Concordia Libraries** links directly to Concordia University libraries.
- To print the [Study Materials](#) click on the  print icon above right.

Legend

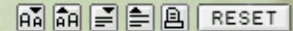
-  - video clip
-  - audio (MP3) recording
-  - slide show presentation/activity
-  - PDF

PREVIOUS: Pre-Test

NEXT

Study Material: Text-Audio

Lesson 3: My Research Topic



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The Research Topic

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Many students find that when given a research assignment, choosing a topic is the most difficult task. Often there is concern that not enough **information** will be found and time will be spent searching for materials. Sometimes there are just too many topics of interest from which to select.

The most important criteria should be to select a topic that is of interest to you.

Listen to your professor's audio clip.



UOL...)

50%

TIME

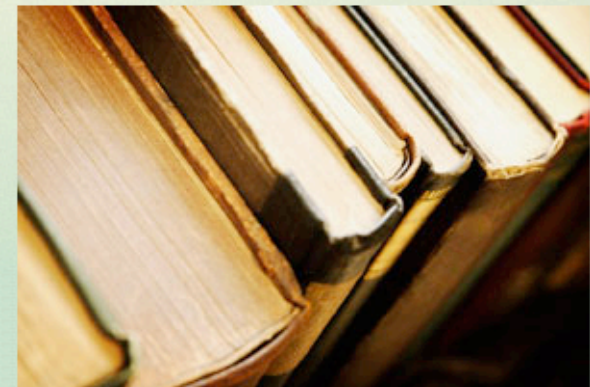
00:00 / 02:22

Click on Play > to listen to the MP3.

A good research topic must meet 3 demands:

- It must examine one narrowed issue, not a broad topic.
- It must address a knowledgeable reader and carry that reader to another level of knowledge.
- It must have a serious purpose, in that it demands analysis of the issues, argues from a position, and explains complex details.

A research topic should have a built-in issue so that the researcher can interpret the issue and cite the opinions of outside sources.



Study Material: Presentations

Lesson 2: Information Literacy

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The Publication Cycle

A more detailed and interactive version of the **Publication Cycle** review each cycle - time, knowledge, publication and access

the top menu. Below

Publication cycle includes: time, knowl

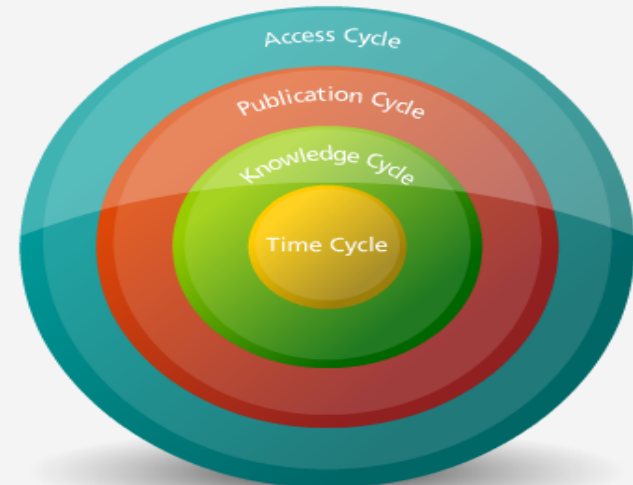
cycles

Dynamic diagrams

Introduction

Published information, often referred to as the published literature on a topic, can come in a variety of formats. In fact these formats are sometimes an indication of the time that has elapsed since an idea was conceived to the publication of information about that topic. For instance, it may take as long as 3 or more years before an idea is formalized, researched and published in a textbook. Fortunately, during this time lag, there are a series of other venues in which that idea and its associated research can be published and accessed.

The publication cycle includes four concentric circles, that is, the Time Cycle, the Knowledge Cycle, the



The publications cycle as adapted by the [University](#) of Washington and the University of New Brunswick and based on the Encyclopedia of Library and Information Science, vol. 26, Marcel Dekker, 1979.

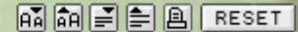
PREVIOUS

NEXT

Study Material: Multimedia

Home >> Lessons >> Lesson 2: Information ... >> Study Materials >> Slide 14

Lesson 2: Information Literacy



Introduction

Pre-Test

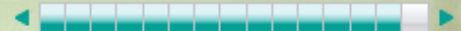
Study Materials

Readings

Post-Test

A View on the Cycle of Information Literacy

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[Listen to Ms. Nadia Naffi](#) discuss information literacy.

Use of
videos



(Video Length 04:56)

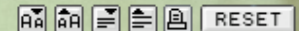
Click on Play to view the video.

PREVIOUS

NEXT

Study Material: Multimedia

Lesson 9: Searching the Web





Web Search Tools: Search Engines

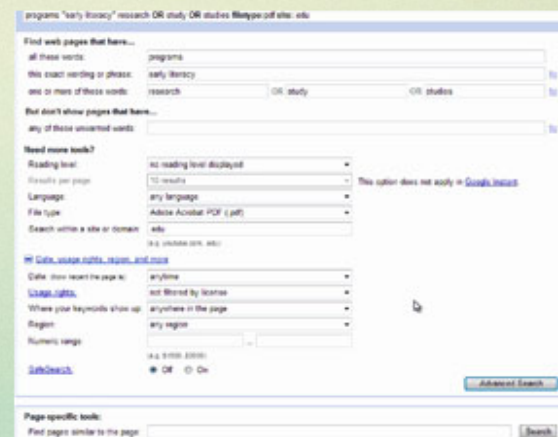
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Google Searching

Watch the virtual tutorial on Google searching

[High Resolution](#)  or [Low Resolution](#)  (Length 11:28)



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Interactive Exercises

This is an exercise on determining a suitable subject area. Look at each of these very broad subjects.

Which ones would definitely not be suitable to pursue to identify as a topic?

Then think about how you could possibly narrow down the broad subject area into something more specific before reviewing whether the topic is suitable or not and why.

... subjects.

Which ones would definitely not be suitable to pursue to identify as a topic?

Then think about how you could possibly narrow down the broad subject area into something more specific before reviewing whether the topic is suitable or not and why.

My childhood memories

Serial killers

Hybrid automobiles

My philosophy on life

Sigmund Freud

Single parenting

Resource Centre

Resource Centre

GLOSSARY | TEXTBOOK | WEB LINKS | VIDEOS

Lesson 2: Information Literacy



[Lesson 2 - Introduction](#)



[Lesson 2 - Dr. Andrew Wade \(Intro\)](#)



[Lesson 2 - Karen Bleakley \(Intro\)](#)



[Lesson 2 - Nadia Naffi \(Intro\)](#)



[Lesson 2 - Karen Bleakley \(Literacy\)](#)



[Lesson 2 - Nadia Naffi \(Literacy\)](#)



[Lesson 2 - Dr. Andrew Wade \(Literacy\)](#)



Lessons Learned after Year 1

- There was a need for....
 - an engaged online community
 - authentic formative assessment....
but automated.

Online Discussion

Introduction to Library Research Practices

Introduction to Library Research Practices a- A+











[new topic](#) : [profile](#) : [help](#) : [dashboard](#) : [calendar](#) : [home](#)

[latest topics](#)

[Introduction to Library Research Practices](#) » [General Inquiries](#) » [W12 General Inquiries](#)

Search Category: [advanced search](#)

pg. 1 >

Topic	Replies	Originator	Last Post
 Final Assignment  1 2 Last	85	mafung	29/04/2012 1:07 PM by awade >
 Question about Final Exam	7	dricci	28/04/2012 10:53 AM by htairi >
 Final Exam Review questions	19	ktarondo	24/04/2012 10:30 PM by erill >
 Practice Questions	1	vlabbebellas	24/04/2012 8:18 AM by awade >
 Problems uploading final assignment	6	mafung	16/04/2012 12:33 AM by duong >
 Final Assignment Annotated Bibliography Question	6	kbarron	12/04/2012 10:02 AM by azbarcea >
 Other sources	5	jesimard	02/04/2012 2:23 PM by Gabriel >
 Submission of Assg 3	3	jesimard	23/03/2012 8:16 AM by mbejermi >
 Assignment 3	17	azbarcea	22/03/2012 9:53 PM by awade >

Live Sessions

Courses Management



[My Courses](#)



[Guide to Online Learning](#)



[External Exams](#)



[Edit Your Student Profile](#)

Introduction to Library Research Practices (INST 250)

Professor Wade's Live Office Hour (January 18, 2012)

Dear [students](#),

Please note that Professor Wade will be hold a special live office hour **THURSDAY**, January 19th, from 1:00 p.m. until 2:00 p.m. You can access this live session by clicking on this link and signing in as a guest.

<http://connect.econcordia.com/r57324219/>

Sincerely,
Forum Administration

Announcements:

2012/03/28 - [Assignment 3 Grades](#)






2012/03/07 - [Assignment 2 Grades](#)

2012/01/18 - [Professor Wade's Live Office Hour](#)

2012/01/06 - [Myth of Digital Natives](#)

2012/01/05 - [Welcome to introduction to Library Research Practices](#)

Assessment - Former

	Graded Components	Percentage
1	Assignment 1 (upload - see Submission Procedure) - Starting the Research Process Review: Assignment 1 	10%
2	Assignment 2 (upload) - The Literature Search: Database Searching Review: Assignment 2 	10%
3	Assignment 3 (upload) - The Literature Search: Searching the Web Review: Assignment 3 	10%
4	Final Project (upload) Review: Final Project 	25%
5	Final Exam (in class) Instructions - Final Exam Preparation 	45%

Assessment - Current

- 3 exercises (optional - not graded)
- 3 online quizzes
- Final exam
- Final project

Quizzes

Semester:

Course:

	Name	Available (Start Date)	Deadline (Due Date)	Grade Weight	Length	
<input type="checkbox"/>	Quiz 1	October 24, 2012 12:00:00 AM	October 24, 2012 11:59:59 PM	5.0	45 minutes	Start Quiz
<input type="checkbox"/>	Quiz 2	November 07, 2012 12:00:00 AM	November 07, 2012 11:59:59 PM	7.0	45 minutes	Review
<input type="checkbox"/>	Quiz 3	November 21, 2012 12:00:00 AM	November 21, 2012 11:59:59 PM	14.0	60 minutes	Review

More Work to Do....

- Designing more quizzes
- Refining and updating lessons
- Improving the demonstrations
- Measuring the effectiveness of the course design and content.

Questions? Comments? Advice?

- Anne Wade

- ✓ Anne.wade@education.concordia.ca

- Joanne Locke

- ✓ Joanne.locke@concordia.ca

- Go to <http://www.econcordia.com/>

- ✓ Click on Courses → INST250

- Paper: <http://conference.ifla.org/ifla78/programme-and-proceedings-day/2012-08-13>

- ✓ Session 93