Once off library instructions
DO help!

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At the end of this presentation

Main goal
Introduction
My case study
Problem statement
Theoretical framework
Literature Review
Methodology
Results
Analysis
Lessons learnt
Main goal of once-off session

To emphasise – once again – the importance of information skills:

• Recognizing the value of information
• Exploring information needs
• Understanding information structures
• Searching effectively
• Locating and retrieving information sources
• Critically evaluating information
Introduction

- digital literacy, media literacy and ICT literacy

- as *lifelong scholarly and digital competencies* (Satgoor, 2019)

- “set of understandings skills, and attitudes that help people to maximize the efficiency and effectiveness of their information” (ACRL, 2005)

- academic success, effective participation in a digital society, and effective workplace information-seeking and use.

- skills form the basis of people's ability to find, evaluate, and use information in all aspects of their lives

- method of introducing students to print and electronic resources in accounting (Kelly et al., 2011)
My case study

Our context

- No library experience -
- One or two hour “library instruction”
- Accounting Honours - three years
- All the resources required in their undergraduate course readers and textbooks.
- At UCT no framework or model
- Lecturer willing to help with seminar feed-back, as suggested by Wang, 2016. Hesitancy exists towards the university library (Julien, 2011)
- Attitudes shift after a library instruction once-off session
- Results: “After a once off library instruction session, most students demonstrate a positive reaction to the library”
Problem statement

1. Investments of time and resources to only ONCE-OFF IL lesson.
   - It is this concern that is the focus of this study, since ambivalence or discomfort with instructional work is unlikely to facilitate maximum effectiveness of instructional efforts.

2. Lack of assessment

3. Lack of commitment and professional support from lecturers

4. General library anxiety

5. The librarian still has the urge to be successful
Theoretical framework

**Constructionist theory** – roles in own social contexts

**Social Identity Theory** together with **Engagement Theory**

- which are based on motivation
- when students find lessons meaningful and have a high level of interest in the tasks they learn more effectively, tend to retain the information and are able to transfer it to other contexts.
Literature review

IL – models and frameworks

CILIP information literacy model

From Data to Wisdom

Six Frames for IL Education
(Bruce, Edwards, Lupton, 2006)

<table>
<thead>
<tr>
<th>Information Literacy</th>
<th>Learning</th>
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<tbody>
<tr>
<td>Wisdom</td>
<td>Learning</td>
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<tr>
<td>Insight</td>
<td>Learning</td>
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<tr>
<td>Understanding</td>
<td>Learning</td>
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<td>Learning</td>
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<td>Learning</td>
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<tr>
<td>Data</td>
<td>Learning</td>
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<table>
<thead>
<tr>
<th>Content Frame</th>
<th>Competence Frame</th>
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</thead>
<tbody>
<tr>
<td>Users focus on what people should know about IL</td>
<td>Users focus on what people should be able to do</td>
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<table>
<thead>
<tr>
<th>Learning to Learn Frame</th>
<th>Personal Relevance Frame</th>
</tr>
</thead>
<tbody>
<tr>
<td>Users focus on what it means to think like an IL person</td>
<td>Users focus on what IL can do for them</td>
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<table>
<thead>
<tr>
<th>Social Impact Frame</th>
<th>Relational Frame</th>
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<tbody>
<tr>
<td>Users focus on social reform</td>
<td>Users focus on interaction with info or other phenomena</td>
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</table>
Literature review (continued)

The Accounting profession:

➢ In the US and the UK: Challenge for Accounting educators: to teach how to learn and to reduce their traditional reliance on the knowledge acquisition approach (Sundem, 1999)

➢ In SA: From the SAICA website:
  • get the right university qualification
  • qualification/programmes must be accredited by the South African Institute of Chartered Accountants (SAICA) to obtain a SAICA accredited qualification at a SAICA-accredited university
  • fourth year at a university
  • course focuses on Accounting, Auditing, Taxation and Financial Management.
  • course takes a minimum of one year and must also be completed at a SAICA-accredited university. (South African Institute for Chartered Accountants [SAICA], 2019)

➢ Incorporating information literacy into the accounting curriculum (Jackson and Durkee, 2008).

curricular emphasis on lifelong learning skills where students are required to exhibit individual competence in using specialized research tools (databases such as Lexis/Nexis) available in the library and online.

➢ One-shot instructions (Oakleaf, 2012).
Methodology

1. **Qualitative**: primarily exploratory research.
   - **Analysis with Nvivo**: software program used for qualitative research

2. **Accounting Honours Class**: Once off “library” session in April
   - 2017 (34/38 [89%])
   - 2018 (29/31 [94%])
   - 2019 (17/23 [74%])

3. **After session an online evaluation via the LMS (VULA) was conducted**
   - 3.1 Six survey questions - assessed by Likert scale from 1-5
   - 3.2 Three comment-options:
     - Please outline what you found to be most useful from this seminar
     - Please outline what you found to be the least useful from this seminar, and include constructive suggestions for changes in the future
     - Any other comments relating to this presenter and seminar
6. The seminar with this presenter has contributed to my learning

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<td>neutral</td>
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<tr>
<td>disagree</td>
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<td>strongly disagree</td>
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Number of answers: 34
Weighted mean: 1.53

6. The seminar with this presenter has contributed to my learning

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<td>0 % (0)</td>
<td></td>
</tr>
<tr>
<td>strongly disagree</td>
<td>0 % (0)</td>
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Number of answers: 29
Weighted mean: 1.59

6. The seminar with this presenter has contributed to my learning

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<tr>
<td>agree</td>
<td>47 % (8)</td>
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<tr>
<td>neutral</td>
<td>6 % (1)</td>
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<tr>
<td>disagree</td>
<td>0 % (0)</td>
<td></td>
</tr>
<tr>
<td>strongly disagree</td>
<td>0 % (0)</td>
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Number of answers: 17
Weighted mean: 1.59
Analysis
Analysis
Analysis

What they learnt:

Resources
- (UCT) library
- Research
- (Accounting) Databases
- Tools
- Information
- Boolean operators
- Accounting Journals
- Access
- Refworks
- Platforms
- LexisNexis
- Variety of sources
- Website navigation
- Step-by-step

Describe your experience
- (Most) Useful
- Well explained
- Learnt a lot
- Opened my eyes
- Practical
- Know so much more now
- Understand
- Keen to start
- Well presented
- Step-by-step screenshots
- Approachable
- Many answers to my questions
- Looking forward to future research
- Could start writing my report now
Lessons learnt

• Planning
• Consider the learning style: by doing! Include practical examples
• Have a lesson plan with a learning outcome
• Show enthusiasm
• Integrate examples from their own discipline
• Learn to teach with theory, practice and confidence
• Engage with students and ask what they expect
• Assess

• Crucial to build relationships with colleagues—the teaching “information literacy” or rather: the introduction to the online library - as central to student success.

• Students understood more about their assignments, and they were clearer about their research topics, about where to look for information to develop their topics, tools and hints, and about library research.

• Attempt the flipped-classroom model – send out notes before the once-off session
• “One shot” library instruction classes are NOT enough - they only “DO help”!!
References


Eisenberg, M.B. and Berkowitz, R.E., 2011. The Big6 workshop handbook: Implementation and impact. ABC-CLIO.


