Connecting with Students: our Personal Librarian Pilot for ENG 101

Denise A. Garofalo
Objectives

• Provide background
• Describe our Personal Librarian implementation
• Share successes and disappointments
• Plans for future
• Discussion and questions
BACKGROUND
Mount Saint Mary College
“Information literacy is vital to all disciplines and to effective teaching and learning in any institution.”
Information Literacy Focus areas

- Framework for identifying, finding, understanding, evaluating and using information
- Determine the nature and extent of needed information
- How to access information effectively and efficiently
- Critically evaluate information and its sources
- Incorporate selected information
- Use information effectively to accomplish a specific purpose
- Understand economic, legal and social issues surrounding the use of information and information technology
- Observe laws, regulations, and institutional policies related to the access and use of information.

Information literacy is vital to all disciplines and to effective teaching and learning in any institution.
INFORMATION LITERACY AT THE MOUNT

How did we end up here?
Solution # 1—Integrate into Gen Ed

- Pilot in 2008-2009
- Integrated information literacy instruction throughout the revised General Education curriculum
- Pilot abandoned in 2009
STRIKE ONE!
Solution # 2—Integrate into FYE

- FYE proposed for 2012-2013
- Task Force chose “Passion Course” model
- Information literacy would be a component
- Implementation stalled
STRIKE
Solution # 3—Personal Librarian Pilot

- Information literacy highlighted
- Freshman focus
- Mixture of instruction delivery formats
- Opportunity for increased interactions
Traditionally, Personal Librarian programs have been used as a means of OUTREACH to freshman students.
First Year Students! | Meet Your Personal Librarian
February 11 | 4 PM | Finn Reading Room (Rock 1st Floor)

Have a Question?
“hi, uh, what's a dacty?”

Ask Your Personal Librarian!

Personal Librarian offices are located in the alcoves.
Personal Librarian pilot requirements

- Freshman focused course
- Required course
- Teaching faculty support
And the winner...

- ENG 101
- Arts & Letters faculty supported collaboration with librarians
Planning

• 3 months to plan, create, orient, and implement
• align content with selected IL standard
• determine format for instruction (tutorial, in class, etc.)
<table>
<thead>
<tr>
<th>Profile of an Information Literate Person – Middlestates Commission on Higher Education, <em>Developing Research &amp; Communication Skills Guidelines for Information Literacy in the Curriculum</em></th>
<th>IL Outcomes for Eng1010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knows where to start looking for information, is aware of a broad range of information sources</td>
<td>Students are aware of information resources made available by the college, both physically in the library building and virtually via the library web site.</td>
</tr>
<tr>
<td>Is familiar with major reference collections in his or her discipline and selects from among them appropriately</td>
<td>Students can use scholarly reference material to find background information on a topic.</td>
</tr>
<tr>
<td>Conducts electronic database searches effectively</td>
<td>Students can use the basic search features of multi-disciplinary research database to find information in periodical literature.</td>
</tr>
<tr>
<td>Is able to select key points from retrieved information and summarize them, rather than simply repeating material from research</td>
<td>Students can break a topic into its component concepts and can identify appropriate search terms for each concept.</td>
</tr>
<tr>
<td>Evaluates and explains or resolves contradictory information</td>
<td>Students understand the criteria used to evaluate information sources.</td>
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</tbody>
</table>
OBJECTIVES become CONTENT

• Developing a Topic and Identifying Key Terms
• CREDO vs Wikipedia: Identifying Background Information
• Popular vs Scholarly Articles
• Identifying Components of Citations
• Database Searching
• Evaluating Websites
Format

- Assessment via pre- and post-tests
- Online tutorials with quizzes
- In-class sessions for introduction and database searching demonstration
Sleeplessness: our connecting thread
Assessment
Assessment TOOLS

- Pre-test
- Post-test
- Coding scheme and rubric
PL resources

• Libguides
• Tutorials
• Quizzes
• Google Docs for grading
Welcome - English 1010

Welcome - English 1010

What is the Personal Librarian (PL) Program?

If you're in ENG 1010 or ENG 1020 you're in luck! You have a Personal Librarian! What is a Personal Librarian for? Well, we're here to help you with your research by teaching you some Information Literacy skills. We'll be visiting your classes to talk to you about things like database searching. We also will be posting video tutorials and short quizzes for you to complete on topics like: evaluation, and scholarly and popular literature. We also will be posting video tutorials and short quizzes. You can find them here, on this library guide.

If you're looking for the next tutorial and quiz you are to complete, click on the tab for your Personal Librarian above.

We encourage you to visit us and set up an appointment so that we may help you with your ENG 1010 or ENG 1020 research project. Find your Personal Librarian's contact information below or to the right if you'd like to get in touch with him/her.

If you're not sure who your PL is you can use this chart to find out! Just find your Eng101 instructor. The Librarian in the column across from your instructor is your PL.

<table>
<thead>
<tr>
<th>Librarian</th>
<th>English 101 Instructor and Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Davis</td>
<td>Christy-Robinson ENG 1010-03 TTH 2:20pm-3:45pm</td>
</tr>
</tbody>
</table>
Lesson 3: Popular vs Scholarly Articles

Popular vs Scholarly Articles

Please watch this short video tutorial and then answer the questions in the form below.

Scholarly vs Popular Articles

Mount Saint Mary College

NEWBURGH, NEW YORK | LEADING. CARING. INNOVATING.

SCHOLARLY VS. POPULAR ARTICLES
What is a popular magazine?
- Often written by journalists or professional writers for a general audience
- Use language easily understood by general readers
- Rarely give full citations for sources
- Written for the general public
- Tend to be shorter than scholarly journal articles

These articles are written for the general public *
- Scholarly
- Popular

These articles are written by author(s) with academic credentials *
- Scholarly
- Popular
<table>
<thead>
<tr>
<th>Librarian Name</th>
<th>Instructor Name</th>
<th>Course Name/Number</th>
<th>Score</th>
</tr>
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<tbody>
<tr>
<td>Denise Garofalo</td>
<td>Stobert</td>
<td>ENG1010-04</td>
<td>4</td>
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<tr>
<td>Tiffany Davis</td>
<td>Braselmann</td>
<td>ENG1010-08</td>
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<tr>
<td>Evangela Oates</td>
<td>Strickler</td>
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<td>Strickler</td>
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<td>5</td>
</tr>
<tr>
<td>Vivian Milczarski</td>
<td>Shea</td>
<td>HON1010-01</td>
<td>5</td>
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<td>Tiffany Davis</td>
<td>Braselmann</td>
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<tr>
<td>Derek Sanderson</td>
<td>Witkowsky</td>
<td>ENG1010-12</td>
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<tr>
<td>Tiffany Davis</td>
<td>Braselmann</td>
<td>ENG1010-08</td>
<td>5</td>
</tr>
<tr>
<td>Vivian Milczarski</td>
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<td>ENG1010-09</td>
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<tr>
<td>Derek Sanderson</td>
<td>Rinaldo</td>
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<tr>
<td>Evangela Oates</td>
<td>Christy-Robinson</td>
<td>ENG1010-05</td>
<td>5</td>
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</tbody>
</table>
“Something very important is missing from my life: consistency.”

~ Nastassja Kinski
Consistency is the key to success.

My name is consistency, I am related to success. We should hang out more than every once in a while.

If you keep going, you'll get there.

Consistency
Consistency
Consistency
Get it?
COLLABORATION AND ORIENTATION
Collaboration

• Meetings

• Orientation
  ❖ One day
  ❖ Overview
  ❖ Tutorials and grading
  ❖ PL integration into curriculum
Orientation

• 5 librarians
• Arts & Letters faculty
FINDINGS
Interaction Was Regarding

- Quizzes: 39%
- Tutorials: 18%
- Research for English 1010: 12%
- General Research Question: 12%
- Personal Librarians Website: 8%
- Research For Another Class: 4%
- Checked out DVDs: 4%
- Other: 2%
Personal Librarians and ENG 101

PreTest and PostTest Score Averages

Fall 2013
Assessment results

- 162 students’ scores increased out of 238 = 68%
You begin to notice a friend is becoming increasingly irritable and has developed noticeable signs of sleeplessness. You communicate your concern and your friend expresses to you that he is indeed having difficulty sleeping and when he does fall asleep he can’t seem to stay asleep. Although he brushes it off, you become worried and suspect that he may be suffering from some type of sleep disorder or maybe depression. You decide to research this topic in order to present some facts to your friend and encourage him to seek medical help.

1. If you were to research this topic right now, what specific steps would you take? Describe your steps specifically and fully so that someone could actually follow the steps you suggest.
<table>
<thead>
<tr>
<th>Quiz Title</th>
<th>Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Developing Topic Identifying Key Terms</td>
<td>87%</td>
</tr>
<tr>
<td>2. CREDO vs Wikipedia: Finding Background Info</td>
<td>81%</td>
</tr>
<tr>
<td>3. Popular vs Scholarly</td>
<td>73%</td>
</tr>
<tr>
<td>4. Identifying Components of Citation</td>
<td>75%</td>
</tr>
<tr>
<td>5. Evaluating Websites</td>
<td>68%</td>
</tr>
</tbody>
</table>
Tutorial results: Participation

- Quiz 1: 90%
- Quiz 2: 80%
- Quiz 3: 70%
- Quiz 4: 60%
- Quiz 5: 50%
Tutorial Results: Scores

Quiz 1: 4.50
Quiz 2: 3.00
Quiz 3: 5.00
Quiz 4: 4.00
Quiz 5: 4.00
SURVEYS
Surveys

• Online survey
• Students
• Arts & Letters faculty
• Anecdotal information from librarians
I felt the tutorials helped prepare me for my classwork
My interactions with my Personal Librarian met my expectations
When I met with my Personal Librarian he/she adequately helped me with my research.

- Agree/Strongly Agree: 51%
- Neither Agree nor Disagree: 32%
- Disagree/Strongly Disagree: 16%
- N/A: 1%
I likely will get in touch with my Personal Librarian in the future

- **Agree/Strongly Agree**: 54%
- **Neither Agree nor Disagree**: 28%
- **Disagree/Strongly Disagree**: 12%
- **N/A**: 6%
Selected STUDENT comments

• “….has nothing to do with my English class”

• “I thought that my personal librarian was very helpful, especially when helping me find my research. I thought that she was a great help!”

• “I wish there was an easier way to find the website”

• “She was very helpful when she visited the classroom and taught us how to use the databases. It came in handy when I wrote my research papers.”
What worked well?

• Consistent librarian class visits
• Timing of database lesson – quality of student research improved
• Beginning the semester with the program
• Calling a librarian our "personal librarian" appealed to the students and they seemed more inclined to seek that person out for help.
• The sequence of assignments worked well. It was just the sort of information literacy training students need in College Writing. I was especially pleased with the training in databases.
What could be improved?

• Ongoing access to the tutorials.
• Rethink the quiz delivery system -- my students would forget to complete.
• More integration of tutorial lessons into class lessons.
• Streamline the grading system
• From my end, to improve the quiz scores and retention of information, I plan to do more in class to make use of the tutorials.
• I think that getting started on the tutorials right away was good, and the coordination of the class visit on databases was effective.

• I think the timing worked very well with the structure of the course.

• I found the timing and the visits quite helpful.

• Waiting a few weeks (to begin the tutorials) might be preferable because teachers might not be ready to jump right into the research process.
• On the whole, the program is very comprehensive. We could possibly incorporate more strategies for how to navigate the web intelligently, since they always return to it as a resource. I noticed that some of my students did find high-quality websites for their research, which made me think that emphasizing smart websource evaluation works well with this generation of students.

• Maybe we could work responsible use of sources and avoiding plagiarism into the program in the future, since that is a big part of what we cover in ENG101.

• I see no reason to alter the topics, unless others feel some need.
Librarian opinions: what worked well?

- The orientation was helpful, allowing teaching faculty and librarians to meet and interact and discuss the PL program.
- The online tutorials kept our time commitment to the PL program from overwhelming us and allowed us to have time to continue BI sessions in classes other than the PL ENG 101 classes.
- The tutorials, the cooperation of the instructors, Google spreadsheets, all of the planning/preparation, and of course, the librarians
What could be improved?

• Consistency in content that the teaching faculty are covering—if we are to provide a database demo with the topic “Sleep disorders” it would help if the research assignment was on that topic and not on photographers of the 20th century.

• Also, some teaching faculty insisted tutorials be closed after a week while others wanted students to be able to take the quizzes throughout the semester. Consistency in how these are handled should be program-wide and not faculty-by-faculty specific.

• The time, or lack thereof, we were given for implementation. Too, a more streamline process of how grades are recorded.
CONCLUSIONS
Personal Librarians

• Increase in research consultations
• Established collaborative relationships with Arts & Letters faculty
The Foundation for your future
Developing the whole student for a life of leadership and service

Employers Want Graduates Who Can
- Locate, evaluate, and communicate information effectively
- High-level skills are needed to locate reliable information, assess its credibility, and communicate effectively.
- Collaborate using teamwork skills
  Working collaboratively in teams to accomplish a goal is needed in the workplace of the 21st century.
- Apply knowledge and skill to real-world settings
  Learning occurs both inside and outside the classroom. Becoming aware of opportunities and participating in student activities enhances learning.

The Mount Saint Mary College First Year Experience Program
As part of your liberal arts education, our First Year Experience (FYE) program places you at the center of MSMC’s best campus resources to help you transition to college life and to build the foundation for your future. Two of your first semester courses will be linked to form a learning community which will help you to integrate your learning and to make lifelong connections with students, staff, and faculty.

The Center for Student Success, the Library, the Writing Center, Student Affairs, and Student Activities support you academically, personally, and socially as you develop professional level skills, apply newly learned knowledge to meaningful on and off campus activities, and navigate a unique path to your future.

Mount Saint Mary College
www.msmc.edu
Questions?
Denise A. Garofalo
Systems and Catalog Services Librarian
Mount Saint Mary College
denise.garofalo@msmc.edu
845.569.3519
http://www.msmc.edu/library/

Personal Librarian libguide
http://libraryguides.msmc.edu/PL