Scaling Up: Rebuilding An Instruction Program With Limited Resources

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HELLO AND WELCOME: A QUICK INTRODUCTION

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NATIONAL LOUIS UNIVERSITY

- Undergraduate & graduate programs
  - National College of Education
  - College of Professional Studies and Advancement
- Campus Locations:
  - Illinois: Chicago, Elgin, Lisle, Skokie, Wheeling
  - Florida: Tampa
  - Online
- Enrollment: 7,587
  - Graduate: 5,545 (73%)
  - Undergraduate: 2,042 (27%)
  - Part-time: 91%
  - Average age: 34 (undergraduate), 36 (graduate)

LIBRARY & LEARNING SUPPORT

- Changes in LLS Structure & Staffing
  - Department Restructuring
  - University Resizing
  - Trends in Higher Education
    - Flipped, blended instruction
    - Increase in online & undergraduate education
    - Shifting student demographics
- Shifting library instruction models
  - One-Shot Instruction Sessions
  - Credit Courses
  - Embedded Modules
  - Curriculum Development
NATIONAL LOUIS UNIVERSITY
HARRISON PROFESSIONAL PATHWAYS PROGRAM (HP3)

• Affordable general education program for traditional-aged undergraduates
• Flipped, adaptive learning model
• Wrap-around support
• 80 students in first cohort
  – First-generation, low-income college students
  – Predominately African-American & Hispanic
  – Many below “college ready,” as defined by ACT

STUDENT SUCCESS SEMINAR

• Gen 103: Student Success Seminar
  – Who are you?
  – How can I succeed in college?
  – How can I succeed in my career?
• 10 week course, meeting once a week for 3 hours
• Weeks 5-7: Introduction to the Research Process
  – Curriculum developed by librarians
  – Taught by librarians or co-taught with instructors
Fall 2016 HP3 Chicago campus cohort

292 new students +
9 sections of GEN 103 =
Too much for 2 librarians!

Fall 2016: Transition from co-teaching to instructor support

• Met with all instructors (both individually and in groups, based on availability) to review curriculum in detail and answer questions
• Weekly emails with reminders and tips for each module
• Visited all classrooms in first week of unit to introduce ourselves and offer support to students
• Taught brief classroom sessions only in areas instructors found most challenging (primarily database searching)
• Encouraged one-on-one research consultations for students needing additional help
INTEGRATION ON A SMALLER SCALE: EMBEDDED MODULES

ECE 582G: WRITING AND EDITING FOR EFFECTIVE COMMUNICATION

• 10-week, 1-credit, online “gateway” course for the Early Childhood Administration master’s degree program

• Two primary objectives:
  – Teach professional and academic writing skills
  – Orient students to the university and the program

• Program coordinator (also the primary instructor) noticed students consistently struggling and reached out to LLS for help
Program coordinator, writing specialist and librarian worked together to integrate new instructional resources.

Writing specialist updated writing quizzes and self-assessments and incorporated LLS writing guides and support materials into course content, eliminating need to link primarily to outside resources.

Librarian created Library & Learning Support module with two goals:
- Introduce LLS resources and services
- Provide basic library research instruction for Reaction Paper assignment, in which students are asked to support their viewpoint with at least one scholarly article from the library.
Locating scholarly articles

Scholarly articles on the web

The internet is an invaluable resource for much of the information we need. In order not to be misled, it is essential to evaluate and verify the sources we are using. However, it is essential to understand the implications of using online sources. Before you use an article or paper from the web, be sure that the source is reputable and reliable. You can also use an article from the web to verify the information you find in other sources. The reliability of an article on the web can be checked by looking at the source, the author, and the publication date.

Library databases

The library is a great place to find scholarly articles. The library has a vast collection of books, journals, and other materials. It is a good idea to use the library’s databases to find articles on your topic.

Generating keywords

When using a research database, it is important to use keywords that are relevant to your topic. The keywords should be as specific as possible. For example, if you are looking for information on the effects of exercise on weight loss, you might use keywords such as “exercise” or “weight loss.” These keywords will help you find articles that are relevant to your topic.

Search strategy: Identifying keywords

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LEVERAGING LIBGUIDES FOR EMBEDDED MODULES

LAP 660: PROFESSIONAL WRITING IN COMMUNITY PSYCHOLOGY

Library & learning Support
Help & Research Guides
Literature Review Toolkit for Community Psychology
Introduction to Literature Reviews

Introduction to Literature Reviews

What is a literature review?

A literature review is a comprehensive analysis of the literature on a particular topic. It is a critical evaluation of the research that has been done on your topic. The literature review is an essential part of the research process. It helps you to identify the key issues and debates in the field, and it can help you to develop a research question.

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LEVERAGING LIBGUIDES FOR EMBEDDED MODULES
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A literature review analyzes previously published literature on a given topic. This published literature might include books, journal articles, or dissertations. In the literature review, you will discuss what is already known about your topic, and you may identify questions that have not yet been answered. You may also need to discuss opposing viewpoints or controversies surrounding the topic.

The literature can be described as:

...the part of the thesis where there is extensive reference to related research and theory in your field. It is where connections are made between the source texts that you draw on and where you position yourself and your research among these sources. It is your opportunity to engage in a written dialogue with researchers in your area, while at the same time showing that you have engaged with, understood, and responded to the relevant body of knowledge underlying your research...The literature review, therefore, serves as the driving force and jumping off point for your own research investigation (Robey, 2001, pg. 2).

Note that a literature review is not a basic report or an annotated bibliography. Rather than summarizing each source independently, you will discuss how they relate to one another and to your topic.
WHAT'S NEXT? FUTURE PROJECTS FOR LLS

• New Undergraduate College development
  – NLU creating a new Undergraduate College (which will include the HP3 program)
  – Librarians and learning support specialists volunteered to serve on multiple workstreams: Course & Pathway Development; Academic Support; Faculty Workload and Governance
  – Participation ensures that LLS instruction and services are embedded in general education curriculum

• New GEN 103: Student Success Seminar
  – Redesign for all undergraduate programs, both online and face-to-face
  – Working with instructional designer and general education director to incorporate class activities and support resources aligned to course and module learning objectives

QUESTIONS?