RETOOLING WITH TUTORIALS

MEETING THE CHANGING NEEDS OF FIRST YEAR COMPOSITION STUDENTS ON-GROUND AND ONLINE

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UTC Library
BACKGROUND
A LONG STANDING RELATIONSHIP

30+ years
eMBEDDED RESEARCH INSTRUCTION

1
ENGLISH 1010

2
ENGLISH 1020

90 CLASSES
TAUGHT PER YEAR FOR EACH COURSE
**LEARNING OUTCOMES**

**SCAFFOLDED RESEARCH INSTRUCTION**

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**ENGLISH 1010**

*Synthesis Essay*

1. Become familiar with various library services.
2. Know when to use Google and library databases.
3. Develop keywords to find relevant resources.
4. Effectively search a large, multi-subject database.

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**ENGLISH 1020**

*Annotated Bibliography*

1. Define information need.
2. Distinguish between scholarly and popular sources.
3. Determine source credibility.
4. Select and use subject-specific databases.
5. Use the link resolver to access full-text articles.
<table>
<thead>
<tr>
<th>ENGLISH 1010</th>
<th>ENGLISH 1020</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Pre-class materials: survey, video, quiz, worksheet</td>
<td>• No pre-class materials</td>
</tr>
<tr>
<td>• In-person library instruction (no online sections)</td>
<td>• In-person or online library instruction</td>
</tr>
<tr>
<td>• Post-class survey emailed to students at end of semester</td>
<td>• No post-class survey</td>
</tr>
</tbody>
</table>
ONLINE
• First semester with English 1010 online
• New partnership with faculty debuting in online teaching

ON-GROUND
• English 1010 curriculum changes
• Inconsistent library instruction attendance
• Broken scaffolding
ONLINE COURSES
NEW ENGLISH 1010 SECTIONS ADDED

1. COMPLETE a survey
2. WATCH a video
3. TAKE a quiz
4. COMPLETE a short worksheet
5. READ about keywords
6. COMPLETE a short worksheet
7. WATCH a GIF on databases
LEARNING OUTCOMES
REPAIRING THE SCAFFOLD IN ON-GROUND COURSES

ENGLISH 1010
Synthesis Essay
1. Become familiar with various library services.
2. Know when to use Google and library databases.
3. Develop keywords to find relevant resources.
4. Effectively search a large, multi-subject database.

ENGLISH 1020
Annotated Bibliography
1. Define information need.
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PRE - CLASS MATERIAL

ADDITIONS TO ENGLISH 1020 COURSE GUIDE

PRE - CLASS ACTIVITIES

Before coming to your library instruction class, please complete the following activities.

Want a refresher on some additional research basics? Visit the ENGL 1010/1011 course guide.

1. Take the Pre-class Survey

Please respond to this short survey regarding your previous research experience.
Approximately 5 min. to complete.

Begin Survey

2. Complete the Keyword Tutorial

Complete this tutorial and assessment on developing keywords for effective searching.
Approximately 15-20 min. to complete.

Begin Tutorial

3. Review Search Features of a Multi-Subject Database

Read the ProQuest Central Tip Sheet for an overview of the search features of a multi-subject database.
Approximately 3 min. to complete.

• ProQuest Central

- Link sent to faculty with instruction confirmation
- LibGuides
- Bootstrap coding
RETOOLING THE PRE/POST TEST MODEL

**PRE TEST**
Embedded in English 1010 pre-class material

**POST TEST**
Emailed to English 1010 students at end of the semester

**POST TEST 2**
Emailed to English 1020 students at end of the semester
KEYWORD TUTORIAL
GENERATING KEYWORDS FOR SEARCHING

- 10-15 minutes to complete
- Interactive
- Created using LibWizard
- Embedded GIFs created using Photoshop
DATABASE TIP SHEET
A PROQUEST CENTRAL OVERVIEW

• PDF Tip Sheet
• Alternative to video tutorials
• Created in MS Publisher
PRE-CLASS RESULTS  
ENGLISH 1020 PARTICIPATION SPRING 2018

1142 Guide Views

432 Keyword Tutorial Completions

75 Average Score

87 Database Tip Sheet Downloads

N=1090
## Results

**English 1020 Pre-Class Survey Results**

- **469** Survey Responses
- **43%** Response Rate
- **21 out of 44** Faculty represented

<table>
<thead>
<tr>
<th>English 1010 at UTC</th>
<th>Attended Library Instruction</th>
<th>Did Not Attend Library Instruction</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Had a Research Assignment</td>
<td>283</td>
<td>111</td>
<td>394</td>
</tr>
<tr>
<td>Did Not Have a Research Assignment</td>
<td>4</td>
<td>28</td>
<td>32</td>
</tr>
<tr>
<td>Total</td>
<td>287</td>
<td>139</td>
<td>426</td>
</tr>
</tbody>
</table>
Q1D: Find a book in the Library
Q2D: Download an article from a Library database
Q3D: Determine if a website is trustworthy
Q4D: Get help from a librarian

EXTREMELY DIFFICULT (1)  EXTREMELY EASY (5)

n=136

ENGL 1010 Survey  ENGL 1020 Survey
**Likelihood**

**Extremely Unlikely (1)**

1. **Q1L**: Use Google as one of my main research tools.
2. **Q2L**: Use a library database as one of my main research tools.
3. **Q3L**: Read about my topic before looking for articles for my paper.
4. **Q4L**: Search for information about my topic using a variety of different search terms.
5. **Q5L**: Schedule a research appointment with a librarian.

**Extremely Likely (5)**

- **n=136**

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**Figure:**

- The figure shows a bar chart comparing the likelihood of different research behaviors across ENGL 1010 and ENGL 1020 surveys.

- The x-axis represents the Likelihood scale from 1 (Extremely Unlikely) to 5 (Extremely Likely).

- The y-axis lists the research behaviors.

- Bars indicate the percentage of respondents giving each response.

- ENGL 1010 Survey and ENGL 1020 Survey are differentiated by color.
Reflecting on the Online Courses

Results

- Consistency
- Students were able to see and use all parts of module
- Professor was happy with the content provided

- Communication needs improvement
- Assignments should be worth more in gradebook
- Lack of participation in the discussion board
• Improve online instruction
• Increase use of pre-class materials for English 1020
• Link to the English 1010 pre-class from the English 1020 pre-class
• Create new in-house Google vs. databases tutorial
• Collect more data and continue assessing the effectiveness
QUESTIONS?

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