Threshold concept:
- Scholarship as conversation

Learning outcomes:
- Select and use subject databases in order to effectively access discipline-specific information.
- Understand the need for discipline-specific attribution to lend credibility to my work, facilitate the scholarly conversation, and extend knowledge in the field.
- Recognize situations in which non-academic sources or information posted in informal venues contribute to the scholarly conversation in my discipline.
- Trace citations in order to follow the conversation, identify additional sources, and reveal changes in perspective over time

Overview

There were 34 sections of ENG 3010 offered in Spring 2016, 30 in-person and 4 online sections. We saw 21 of the 30 in-person sections and created online tutorials and guides for the 3 of the online sections. In total we reached 71% of ENG 3010 sections, compared to 81% in Spring 2015. We worked with 72% of instructors.

This year we revamped the curriculum for ENG 3010 library instruction, incorporating the new ACRL Framework for Information Literacy. The threshold concept, “Scholarship as conversation,” informed the four new learning outcomes identified by the Instruction Team. The active learning components were also revised, incorporating a think/pair/share activity on selecting subject databases instead of the pre-assignment and in-class activity involving an online spreadsheet. A minute paper was used to assess effectiveness of this library instruction session.

Minute Paper Responses

A minute paper was administered at the end of each session as time allowed. 172 students submitted answers to the question “what is one thing you learned today that you did not know before?” and themes are listed below.

- Subject databases (45)
- Other (answers ranged from ILL to the research process) (40)
- Google Scholar/Cited by/Citation tracking (26)
- Advanced search features (creating an account, folders, etc.) (24)
- Thesaurus/Subject searching (23)
- Topic specific (8)
- Finding full-text (4)
- Research appointment service (2)
- Did not learn anything new (2)
Librarian Reflections

Librarian reflections showed satisfaction with the changes to the curriculum this year. Librarians reported increased engagement with the new think/pair/share activity regarding selecting subject databases compared to the online spreadsheet used in previous years. Students were surprised to see all of the various databases available through the library subscriptions and enjoyed working with partners to identify additional databases. This activity and the discussion following helped to model the concept of “Scholarship as Conversation” and how different perspectives work together throughout the research process. The Google Scholar demonstration as well as the discussion on tracing citations was also well-received by students. The third learning outcome focused on appropriate use of non-academic sources was mentioned as difficult to address, and seemingly disparate from the rest of the content.

Faculty Survey

A survey was sent to all 3YW faculty to assess satisfaction with the library session and perception of student learning. Six faculty members responded to the survey and all responded either “strongly agree” or “agree” when asked about content, class format, and engagement with librarians. Only two faculty included additional comments, one indicating uncertainty about whether or not using reference lists to identify additional articles was covered and the other noting how student perceptions on credible sources was expanded through this instruction.

Recommendations

- Consider removing the third learning outcome focused on non-academic sources
- Continue the new format including the in-class think/pair/share activity