This report includes six sections:
1. A ‘numbers’ overview of 2018-2019 3YW library instruction;
2. A description of the library instruction plan for 3YW;
3. A summary of the librarians’ reflections on 3YW, what worked well and what could be improved;
4. A summary of the 3YW faculty survey results along with faculty comments;
5. A summary of student responses to the 3YW minute paper survey;
6. Action steps going forward.

1 - Overview
- In the Spring 2019 semester, librarians taught sessions in 20 out of 28 (71%) 3YW classes.
- In the Fall 2018 semester, librarians taught sessions in 6 out of 14 (43%) 3YW writing classes.
- Overall in the 2018-2019 year, librarians taught sessions in 62%, or 26 out of 42 3YW classes.
- In total, 440 students attended 3YW library instruction sessions, which is 49% of students enrolled in 3YW in 2018-2019.

2 - Library Instruction Lesson Plan
Library instruction in Third Year Writing focuses on the ACRL Information Literacy Threshold Concept “Scholarship as Conversation.” The learning outcomes are as follows:
- Students will select and use subject databases in order to effectively access discipline-specific information.
- Students will understand the need for discipline-specific attribution to lend credibility to their work, facilitate the scholarly conversation, and extend knowledge in the field.
- Students will track citations in order to follow the conversation, identify additional sources, and reveal changes in perspective over time.

Librarians used a ‘flipped classroom’ approach to 3YW instruction. Librarians used a pre-assignment, where students complete before coming to class and used the majority of class time to engage students in an activity that built on the learning from the pre-assignment. Before class, students were directed to a librarian-created research guide. Students viewed a series of short videos that introduced the concept of research as a scholarly conversation and an introduction to citation tracking. They also completed a LibWizard tutorial on using subject specific databases.

The class session includes a discussion about how to conduct more sophisticated research by participating in the scholarly conversation, focusing on the first step in joining that conversation, eavesdropping, by searching the literature of a discipline using a subject database and tracking citations using Scopus and Google Scholar. A pairs activity engages students in selecting appropriate and relevant databases to research their prospective paper topic.

The rest of the class content varied between the librarians; sometimes, at the request of the instructor, the remaining class time is a workshop where students search on their own. One librarian used this time to
further discuss citation tracking and Scopus.

3 - Librarian Reflections
The librarians’ reflections on this academic year’s 3YW instruction, overall, were positive. Traditionally, the 3YW common lesson hasn’t been as universally liked among the instruction librarians. However, a couple of key changes seemed to make a significant difference. Two librarians reported using more lighthearted sample topics, which helped the librarians to connect with the students. Faculty continue to ask for a significant amount of in-class time devoted to individual search time, which has had mixed results. Making the search time a part of the activity could be a good strategy to integrate it into the lesson.

A couple of the librarians questioned the value of the pre-assignment. It seemed as if many classes didn’t complete the pre-assignment, or at least didn’t get much from the tutorial. Over the summer, the librarians may want to consider revamping the pre-assignment.

4 - Faculty Survey Results
The survey was sent to 10 faculty members at the end of the semester. 4 faculty members responded to the survey. All of the respondents selected ‘strongly agree’ to each of the choices on Question 1. A visualization of the question is included below.

In addition, 3 faculty members indicated that they were interested in adding library content to their course’s Blackboard page. This indicates an area of opportunity for librarians to further collaborate with 3YW faculty.

We received few comments, but two faculty members responded to the third question: “Would you like to keep information literacy instruction as a part of Third Year Writing?” Answers are included below.

- “Absolutely. I have a very specific writing exercise, and I appreciated that the librarian tailored her session to my class. I plan to continue requesting a session any time I teach TYW.”
- “Yes!!!”

5 - Student Survey Results
At the end of the lesson, librarians administered a quick informal student feedback survey called the Minute Paper. Students were directed to a one question online survey, where they were to describe ‘one thing they learned today that they did not know before’. The feedback from the student survey was overwhelmingly positive both about the lesson content and the librarians. Feedback content was broken down into the following categories:

- **Resources - General.** Students claiming they learned about general research skills or other library resources were coded as Resources-General.
- **Resources - Research Guides.** If students listed Research Guides as something they learned about, this was the code assigned to their feedback.
- **Resources - Scopus.** If the feedback mentioned Scopus specifically, it was coded as such.
- **Resources - Specific Databases.** This code was for feedback that referenced specific databases other than Scopus.
- **Tracking Citations.** Citation tracking was one of the specific skills taught in the lesson. If students cited this as something new they learned, it was assigned this code.
- **Subject Databases.** Using subject specific databases was the other skill taught in the lesson. Feedback referencing this was coded as such.
- **Librarian Feedback.** Some students left comments about the librarian leading their class session. Virtually all of this feedback was positive.
- **Outliers.** Some students left non-information literacy / non-library related comments.

A breakdown of the coded feedback, along with selected comments, is included below.
“I learned about using the SCOPUS database and how to track citations backwards and forwards. I really wish I would have known about this sooner as it would have been exceptionally useful for past projects.”

“I didn't know about citation tracking - I have used a lot of research databases for things, but never thought of tracking where articles had been referenced. This will be useful in understanding the larger conversation I'm jumping into with my writing.”

“I had never talked about tracking citations backwards or forwards and I’m a senior. I honestly thought this would be a waste of time because by now I’ve been in a million classes where the library people come and “tell us how to research”, but this was actually useful!”

“I learned about the many different databases that we can use for our research! Even if I can’t find something that directly talks about my topic there is always something that will have information I can use!”

“I learned a lot! Did not realize there were so many databases that could be looked at subject specific. Nicole was the BEST.”

5 - Action Steps Going Forward

- Discuss with the 3YW coordinator any feedback he’s received and any suggestions he has for revisions/improvements to the lesson.
- Continue participating in the ongoing campus-wide conversation on improving 3YW.
- Evaluate the pre-assignment’s value in 3YW instruction, and consider ways to change the pre-assignment in order to make it more effective.
- Library sessions occur in far fewer 3YW classes than they do in FYS or FYW classes. Librarians should consider new outreach or communications efforts to faculty in order to increase library sessions in 3YW classes.
- Consider different ways to integrate more library content into 3YW Blackboard course pages.
  - The BEAM activity worked well as a follow-up lesson for one of the librarians, and since faculty have expressed interest in adding additional library Blackboard content to their course, we could consider designing a BEAM-based follow-up activity in Blackboard.