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Information Literacy

Spring 2016

Foundations of Information Literacy

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Grants Collection

Georgia Southwestern State University



UNIVERSITY SYSTEM
OF GEORGIA



Ru Story-Huffman, Gavin Bernstein

Foundations of Information Literacy





Grants Collection

Affordable Learning Georgia Grants Collections are intended to provide faculty with the frameworks to quickly implement or revise the same materials as a Textbook Transformation Grants team, along with the aims and lessons learned from project teams during the implementation process.

Each collection contains the following materials:

- **Linked Syllabus**
 - The syllabus should provide the framework for both direct implementation of the grant team's selected and created materials and the adaptation/transformation of these materials.
- **Initial Proposal**
 - The initial proposal describes the grant project's aims in detail.
- **Final Report**
 - The final report describes the outcomes of the project and any lessons learned.

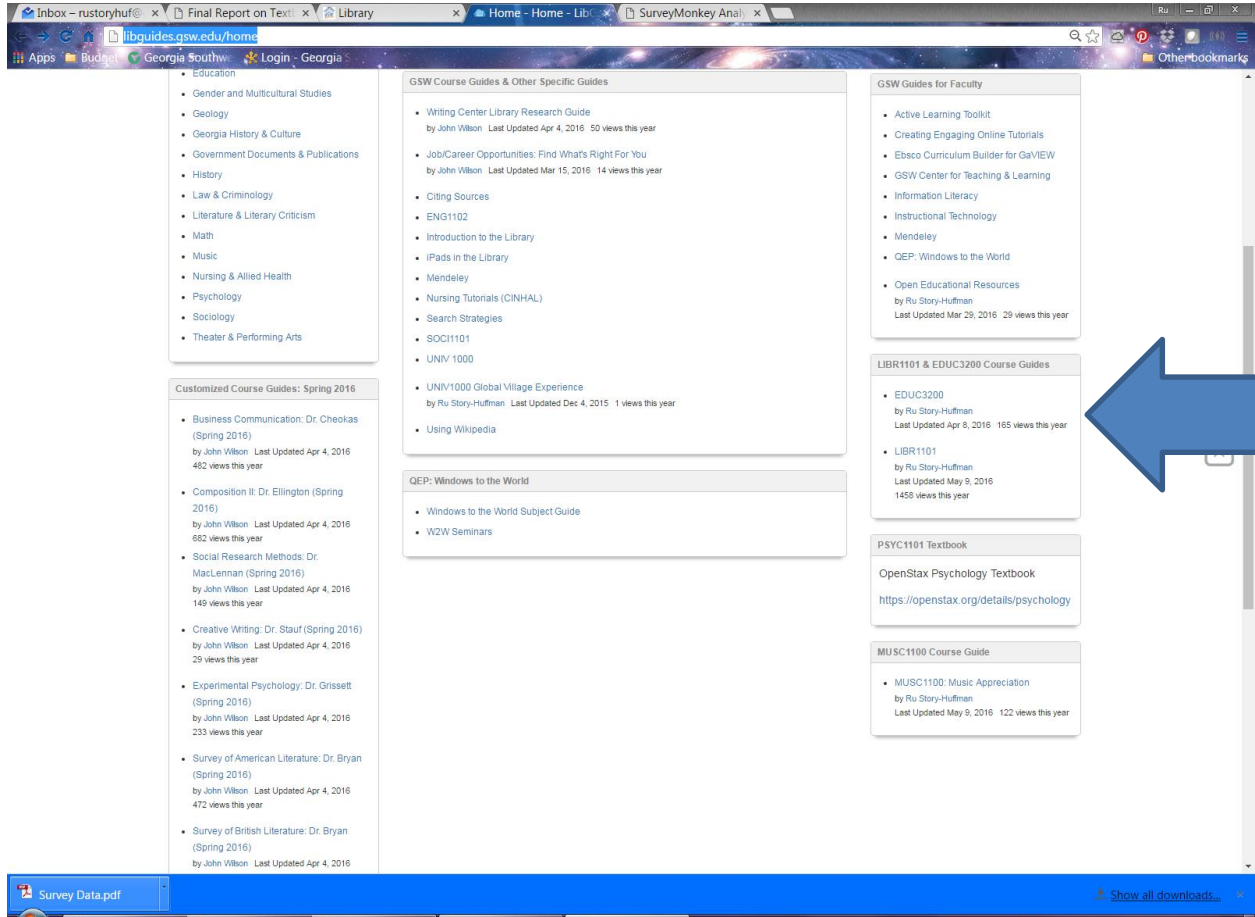


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Syllabus

Grant: 101
 Course Outline Document

Main Landing Page for Course Subject Guides: <http://libguides.gsw.edu/home>



LIBR1101 – Foundations of Information Literacy
 Course Subject Guide Homepage: <http://libguides.gsw.edu/libr1101>

<p>Week 2</p>	<p>http://www.slideshare.net/rustoryhuffman/20-53334913 https://www.youtube.com/watch?v=NLIgopyXT_g https://www.scribd.com/doc/58594601/Web-2-0-Tools-in-Education-A-Quick-Guide-by-Mohamed-Amin-Embi</p>
<p>Week 3</p>	<p>http://www.slideshare.net/rustoryhuf/information-literacy-53341160 http://www.slideshare.net/rustoryhuf/information-anxiety-53341744 http://www.cnn.com/2015/10/09/health/information-overload-daniel-levitin/index.html https://www.youtube.com/watch?v=PcZg51lI9no&feature=youtu.be http://mashable.com/2012/03/06/one-day-internet-data-traffic/#xBhx6Ap0aqG</p>

Week 4	http://www.slideshare.net/rustoryhuffman/task-definition https://gsw.edu/library/library-tutorials# https://www.youtube.com/watch?v=zVOWoxZPmMY https://drive.google.com/file/d/0BzxySKpaoE28RXFqU0R2S0ZtWTg/edit
Week 5	https://gsw.edu/library/library-tutorials# https://gsw.edu/library/library-tutorials# https://www.youtube.com/watch?v=4CHKYaJkuO0&feature=youtu.be http://www.clark.edu/Library/iris/types/sources/sources_p9.shtml
Week 6	https://gsw.edu/library/library-tutorials# https://www.youtube.com/watch?v=iRIHmK8drWc&feature=youtu.be https://imgflip.com/i/sh9pe http://loex2008collaborate.pbworks.com/w/page/18686701/The%20CRAP%20Test http://webeval.ieacademy.com/
Week 7	http://www.livebinders.com/play/play?id=29997 https://youtu.be/YVpqs6ruKtw http://www.slideshare.net/rustoryhuf/scholarly-vs-popular-journal-articles http://textbooks.opensuny.org/the-information-literacy-users-guide-an-open-online-textbook/ http://www.visualcapitalist.com/what-happens-internet-minute-2016/
Week 8	http://www.slideshare.net/rustoryhuffman/final-project-spring-2016-57842052 https://www.pinterest.com/rustoryhuf/web2-0-technology/

Initial Proposal

**Affordable Learning Georgia Textbook Transformation Grants
Round 2
Summer 2015, Fall 2015, Spring 2016
Proposal Form and Narrative**

Institution Name(s)	Georgia Southwestern State University				
Team Members (Name, Title, Department, Institutions if different, and email address for each)	Ru Story-Huffman, Dean of Library Services ru.story-huffman@gsw.edu Gavin Bernstein, Lecturer, School of Education gavin.bernstein@gsw.edu				
Sponsor, Title, Department, Institution	Brian Adler, VPAA, Office of Academic Affairs				
Course Names, Course Numbers and Semesters Offered (Summer 2015, Fall 2015, or Spring 2016)	Foundations of Information Literacy, LIBR1101, Summer, Fall 2015, Spring 2016 (Area B Course) Instructional Technology and Media, EDUC3200, Summer2015, Spring 2016 (required of all education majors and minors)				
Average Number of Students Per Course Section	LIBR1101 30	Number of Course Sections Affected by Implementation in Academic Year 2016	LIBR1101 4	Total Number of Students Affected by Implementation in Academic Year 2016	LIBR1101 120
	EDUC3200 20		EDUC 3200 4		EDUC 3200 80
					Total: 200
Award Category (pick one)	<input type="checkbox"/> No-Cost-to-Students Learning Materials <input type="checkbox"/> OpenStax Textbooks <input type="checkbox"/> Course Pack Pilots <input checked="" type="checkbox"/> Transformations-at-Scale				
List the original course materials for students (including title, whether optional or required, & cost)	LIBR1101 – Textbook under consideration: 100% Information Literacy Success 3 rd edition – required		\$49.49/120 students		
	EDUC3200 – Teaching & Learning with Technology - required		\$86.32/80 Students		
			Total Cost \$27,162		

for each item)		
Plan for Hosting Materials	<input checked="" type="checkbox"/> OpenStax CNX <input checked="" type="checkbox"/> D2L <input checked="" type="checkbox"/> LibGuides <input type="checkbox"/> Other __ We will select the most appropriate plan(s) <hr/>	
Projected Per Student Cost	\$135.81	Projected Per Student Savings (%)
		100%

1.1 PROJECT GOALS

1. Reduce cost of textbooks to students
2. Provide open source learning that can be updated as technologies and theories advance
3. Improve teaching and learning for faculty and students through content that can be restructured to fit the needs of a specific class
4. Develop a textbook that can be used for Information Literacy courses at GSW and across the USG
5. Develop a textbook that can be adapted for use in Instructional Technology/Design/Media courses at GSW and across the USG. The textbook could also be considered for adoption by the eCore course, ETEC1101, Electronic Technology in the Educational Environment.

1.1 STATEMENT OF TRANSFORMATION

Information literacy is a lifelong learning skill that goes beyond the walls of the library and is multi-disciplinary in nature. Information literacy provides the ability to understand information, identify its need, and use information to communicate ideas and thoughts. With the fluid nature of information and the draft Framework for Information Literacy in Higher Education in process from the Association for College & Research Libraries, a static textbook soon loses its usefulness. Students with access to an open source information literacy textbook that is easily updated and revised are exposed to the most recent information, theory, research, and technologies related to the subject at no cost. Developing this resource is the nature of this grant application. The stakeholders for this project are students at GSW and the entire USG population. The development of this textbook will also impact students enrolled in Instructional Technology and Media courses, thus increasing its impact on the student stakeholders and USG faculty. Transformative in nature, an open source information literacy textbook is vital to student success across the USG. Information literacy is tied to technologies and delivery of information. Understanding how to manipulate, design, and use technology to communicate information is a vital skill in our world. An open source information literacy textbook will reduce costs to students and faculty, while providing updated content to enhance course development and success through relevancy. The

benefit of having a college textbook that is of no cost while maintaining currency is a solution to the changing nature of information and technology in education. Not only does an open source textbook provide access to content, it reduces the overall cost of college attendance.

1.2 TRANSFORMATION ACTION PLAN

The transformation action plan will consists of the following components:

1. LIBR1101 and EDUC3200 have been identified as courses for which an open source textbook will be created. LIBR1101 is an Area B course and EDUC3200 is required of all education majors and minors. As the open course textbook will be developed using instructional technology techniques, the text is applicable for both courses. Additionally, the instructional technology applications used during the content creation of the open source textbook allows for availability for those with disabilities through principles of accessible design.
2. The courses will be redesigned to utilize the open source text, with syllabus development to include instructional technology and information literacy components. EDUC3200 will use content in line with the instructional technology modules, while LIBR1101 will utilize all content.
3. Ru Story Huffman: MLS Library Science, M.Ed. Instructional Technology Subject matter expert, content author, instructional designer, librarian, instructor of record LIBR1101
Gavin Bernstein: ABD in C & I, GaPSC certification in Instructional Technology/ Online Learning - Instructional designer, instructor of record EDUC3200
4. The final decision for providing access to the materials will be made through the process of collaboration between the grant recipients, although we would strongly investigate OpenStax as an option. The GSW Library has a subscription to LibGuides, which is freely accessible, while D2L is the learning management system utilized throughout the USG system.

1.3 QUANTITATIVE AND QUALITATIVE MEASURES

Activities	Measures	Impact
Textbook Development	Pre/Post Test (LIBR1101) Student Opinion Data and Comments (LIBR1101 & EDUC3200)	Learning Objective success Pre/Post Test data (LIBR1101)
	Student Learning Outcomes that are aligned with the School of Educations Conceptual Framework. (EDUC 3200)	Student Learning Outcome success on task rubrics(EDUC 3200)

Cross discipline use	<p>Student Opinionaire Data and Comments (LIBR1101 & EDUC3200)</p> <p>Survey to determine usefulness of textbook in two disciplines</p>	<p>Common Learning Objective success</p> <p>LIBR1101 Students will be able to understand the theory and concepts of Information Literacy and the information seeking process by identifying appropriate types of resources to answer the information need.</p> <p>Locate print, electronic, and multimedia resources and use technologies to present and communicate information</p> <p>EDUC3200 Learn how to use a variety of technology and media resources.</p> <p>Learn to apply technology to develop pupils' higher order skills and creativity</p>
Instructional design principles and strategies to develop open source textbook while providing demonstration for students in EDUC3200.	ADDIE	<p>Instructional Technology Learning Objective success edTPA</p> <p>LIBR1101 and EDUC3200 use technology to present information to an audience. Demonstration of instructional design principles and communication has a vital impact on both classes.</p>

1.4 TIMELINE

Dates	Activities/Goals
Spring 2015	Identification of topics, course and syllabus redesign, RSH begin to author content GB

	begin process of instructional design
Summer 2015	Continue authoring content, RSH and GB design new learning modules and revise existing, GB to transform content to online platform
Fall 2015/Summer 2016	Use of open source textbook in EDUC3200 & LIBR1101 (LIBR1101 offered Spring & Summer), begin assessment of project

1.5 BUDGET

Personnel	\$10,000
Travel	\$800
Departmental Needs	\$6,200 (equipment, software)

1.6 SUSTAINABILITY PLAN

LIBR1101 is a Core Course in Area B of the GSW Curriculum Sheet. Planning is underway to develop a LIBR1101 for nursing students in addition to current LIBR1101 course rotations. The open source textbook will be used for all sections of LIBR1101, updating as necessary.

EDUC3200 is a requirement for all education majors and minors at GSW. EDUC 3200 is constantly evolving to meet the teacher candidate's needs, the state requirements, and the needs of local school districts. The open source textbook will be phased into all sections for this course, within the first semester, and will be updated as necessary.

1.7 REFERENCES & ATTACHMENTS

EdTPA
<http://edtpa.aacte.org/about-edtpa>

Framework for Information Literacy for Higher Education
<http://acrl.ala.org/ilstandards/wp-content/uploads/2014/02/Framework-for-IL-for-HE-Draft-2.pdf>

Instructional Design using the ADDIE Model
<http://raleighway.com/addie/>

Letter of Reference Attached



Office of Academic Affairs
229.928.1361 OFFICE
229.931.5079 FAX

800 Georgia Southwestern State University Drive
Americus, Georgia 31709-4379

December 3, 2014

Dr. Michael S. Rogers
Assistant Vice-Chancellor
Academic Affairs
Board of Regents
270 Washington St. SW
Atlanta, GA 30334

Dear Dr. Rogers and the ALG Textbook Transformation Grant Committee:

I am writing in support of the ALG Textbook Transformation Grant, Round Two, being proposed by Ru Story Huffman, Dean of the University Library, and Gavin Bernstein, Lecturer, School of Education. Their proposal involves the creation of No-Cost-to-Students learning materials for a library literacy course that about half of our entering first year students take, and for an Instructional Technology and Media course that about a third of our students take. The savings for students would be considerable on an individual level and will be quite large on an institutional level. Sustainability is an important issue, and the conceptual underpinning of this particular proposal is to make use of open source information in such a way that these learning materials will never become dated.

Dean Story Huffman's expertise is in information literacy and Mr. Bernstein's expertise is in instructional design, so this team stands a very strong likelihood of achieving success with their project. Dean Story Huffman is also one of our Campus Champions for the Affordable Learning Georgia Initiative. Georgia Southwestern State University and the Office of Academic Affairs endorses and supports this project, which we see being easily scalable to the entire University System of Georgia. Thank you for your consideration.

Sincerely,

A handwritten signature in cursive script that reads "Brian U. Adler".

Vice President for Academic Affairs

Final Report

Affordable Learning Georgia Textbook Transformation Grants

Final Report

Instructions:

A. *Your final report submission must include four separate component files:*

1. *Completed report form. Please complete per inline instructions. The italicized text is provided for your assistance; please delete the italicized text before submitting your report.*
2. *Course Outline document with links to the materials as used per day, week, or unit, organized chronologically. [View Course Outline Example](#)*
 - a. *For each resource, give the title, author, Creative Commons licenses (if appropriate), and freely accessible URL to the material. Include all open-access links to all adopted, adapted, and newly created course materials.*
3. *Supporting data on the impact of your Textbook Transformation (survey, analyzed data collected, etc.)*
4. *A photograph of your team and/or your students for use in ALG website and materials.*
 - a. *Photograph must be 800x600 pixels at minimum (length x height).*
 - b. *Photograph must be taken together: individual team member photographs and website headshots not accepted.*

B. Go to http://affordablelearninggeorgia.org/site/final_report_submission to submit these four components of your final report. Follow the instructions on the webpage for uploading your documents. You will receive a confirmation email. Based on receipt of this report, ALG will process the final payment for your grant. ALG may follow up with additional questions or to request your participation in a publication, presentation, or other event.

Date: 5.12.16

Grant Number: 101

Institution Name(s): Georgia Southwestern State University

Team Members Ru Story Huffman, Professor and Dean of Library Services, James E. Carter Library, GSW, ru.story-huffman@gsw.edu

Gavin Bernstein, Lecturer, School of Education, GSW, gavin.bernstein@gsw.edu

Project Lead: Ru Story Huffman

**Course Name(s) and Course Numbers: Foundations of Information Literacy (LIBR1101)
Instructional Technology and Media (EDUC3200)**

Semester Project Began: Fall 2015

Semester(s) of Implementation: Spring 2016

Average Number of Students Per Course Section: LIBR1101: 33 EDUC3200: 20

Number of Course Sections Affected by Implementation: 3

Total Number of Students Affected by Implementation: 73

1. Narrative

One of the main key outcomes from the project was the collaborative nature of the two courses chosen for the grant. Both EDUC3200 and LIBR1101 stress technology as a means to create and deliver information. There was cross over between the courses in content and expected outcomes. A challenge of the course for EDUC3200 was the need for more instructions in GaVIEW on the usage of resources located in the Subject Guide. For LIBR1101 each week had a module in GaVIEW which lead to the corresponding section on the Subject Guide. For EDUC3200, discovering adding new material and resources that are applicable to the K-12 teacher educator was indicated as a major accomplishment. LIBR1101 had long used open source materials, in addition to a text for instruction, and the grant provided resources to gather all the instructional materials in one location and drop the text. A Subject Guide for both courses was built and housed on the GSW Library website. The use of LibGuides to develop the Subject Guide was thoughtful and allowed for ease of development and continued support for future courses. Subject Guide for EDUC3200 and LIBR1101: <http://libguides.gsw.edu/libr1101>.

Transformational impacts on EDUC3200 students include relevance and free cost of the material and presentation of the resources, including auditory and visual approaches. For LIBR1101 the transformational impact is mentioned above, where all materials, resources, and learning opportunities are now located in one area. The monetary transformation for students was important, for no financial aid or personal funds were necessary to purchase for the courses. For instruction, the transformation was the opportunity to locate and evaluate new resources for course inclusion. Having support and time to locate resources was very beneficial to both professors and in response, to students.

A different approach to explaining the usage of the Subject Guide is a goal for future use in EDUC3200. Perhaps a sheet explaining the concept and location of learning materials as part of the syllabus would be a better method of disseminating information to students. With an additional instructor coming onboard for LIBR1101, the potential for new resources added to the Subject Guide, and additional instructor designed content are added benefits for students and professors.

2. Quotes

- "I liked not having to pay for a textbook."

- “It was nice to have all my course materials in one place.”
- “Thanks for making this free!”

3. Quantitative and Qualitative Measures

3a. Overall Measurements

Student Opinion of Materials

Was the overall student opinion about the materials used in the course positive, neutral, or negative?

Overall, student opinion of the materials used in the course were positive. Of the 73 students enrolled, we only had 14 responses, which was disheartening. One issue was the LIBR1101 class was conducted online and there were no F2F reminders from the professor. Multiple messages were sent to students through email and posted on GaVIEW, yet not many took advantage of the opportunity. One student enrolled in EDUC3200 completed the survey, which does not allow for a true statistical measurement of the transformation. In order for the project to be fully assessed, a repeat survey would need to include better response rate. Perhaps tying the survey to an assignment would assist in measuring the success of the project.

As is, the success rate of the project is very good, with nearly 93% of respondents having a positive experience and response. Using the very small sample, it can be determined the project was successful in student satisfaction.

Total number of students affected in this project: 14 respondents

- Positive: 92.86 % of 14 number of respondents
- Neutral: 0 % of 14 number of respondents
- Negative: 7.14 % of 14 number of respondents

Student Learning Outcomes and Grades

Was the overall comparative impact on student performance in terms of learning outcomes and grades in the semester(s) of implementation over previous semesters positive, neutral, or negative?

Both courses had the same SLOs as in previous years. The student performances for both courses were the same, as were grades, so the overall impact on student performance was neutral.

Choose One:

- Positive: Higher performance outcomes measured over previous semester(s)
- x Neutral: Same performance outcomes over previous semester(s)
- Negative: Lower performance outcomes over previous semester(s)

Student Drop/Fail/Withdraw (DFW) Rates

Was the overall comparative impact on Drop/Fail/Withdraw (DFW) rates in the semester(s) of implementation over previous semesters positive, neutral, or negative?

The DFW rates for both courses were neutral, as neither changed from the previous year.

Drop/Fail/Withdraw Rate:

 0 % of students, out of a total 73 students affected, dropped/failed/withdrew from the course in the final semester of implementation.

Choose One:

- Positive: This is a lower percentage of students with D/F/W than previous semester(s)
- x Neutral: This is the same percentage of students with D/F/W than previous semester(s)
- Negative: This is a higher percentage of students with D/F/W than previous semester(s)

3b. Narrative

A very short, three question, survey was developed and provided to both sections of EDUC3200 and the one section of LIBR1101. A very low response rate; 13 respondents for LIBR1101 and 1 respondent for EDUC3200, did not provide for an acceptable statistical assessment of the project. As pointed out earlier, LIBR1101 was online delivery with no F2F contact between professor and students. The grant lead asked the EDUC3200 professor to post the link to the survey and instruct students to complete. The EDUC3200 professor communicated with students, yet one student responded. To have a better understanding of the impact for this grant, a better method of delivering survey information would need to be devised. The qualitative measures of impact are not discoverable due to less than 20% of students responding.

The DFW, course completion and average GPA were all neutral, for the rates stayed the same as compared to last teaching experience for both courses. LIBR1101 is historically a class that has very low DFW rates, and EDUC3200 is a required course with stable completion rates. The average GPA for both courses was 3.0. Again, because of the low response rate it is difficult to determine the statistical impact of the project on student success and satisfaction. This was a difficult issue for the project, and it is assumed other courses with total online delivery would have similar issues.

A copy of the three question survey is included in the data upload files.

4. Sustainability Plan

Content in both Subject Guides will be updated and revised as needed and used in future course offerings. Both EDUC3200 and LIBR1101 will offer a course section in summer 2016, with EDUC3200 offering two sections in fall 2016 and spring 2017. LIBR1101 will offer two sections in spring 2017. Professors will maintain editor status for their specific Subject Guides and they can edit as they see fit. The GSW Library has a subscription to the LibGuides program, which serves as the host for the EDUC3200 and LIBR1101 Subject Guides. The Library will maintain the subscription to LibGuides in its yearly budget plan, thus providing continuation of the course subject guides for future use. All current and future EDUC3200 and LIBR1101 professors will be provided an account for the subject guide.

5. Future Plans

Participation in the ALG grant allowed instructors to collaborate more on the content for the course, and also reduced the amount of planning time for new resources compared to the traditional text book adoption process. Finally, the project allowed the instructors to adapt course material more quickly to meet the needs of local school systems. As an example, one system uses google classroom to conduct staff development and our recent graduates were not as comfortable using the program, so the online resource was modified to include resources on this topic. Future plans call for continued use of the Course Subject Guides, with updating and revision to reflect course content.

Ru Story Huffman will present “OER in the Classroom” at the 2016 ASCUE Conference.

<https://ascue.org/2016-conference-schedule/>

6. Description of Photograph

Gavin Bernstein
Lecturer
School of Education
Georgia Southwestern State University
(Right)

Ru Story Huffman
Professor and Dean of Library Services
James E. Carter Library
Georgia Southwestern State University
(Left)