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Reimagining the One-Shot - A Student-Centered Approach for Introducing First-Year Students to the Library

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Reimagining the One-Shot: A student-centered approach for introducing first-year students to the library

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Acknowledgements

**Evie Cordell:** First Year Experience and Undergraduate Engagement Librarian

**Missy McElligott, Steve Untersee, Mark Bresnihan, Tina Mello, Gail Begley, Veronica Porter:** Biology 1000 Faculty, 2018-2019

**Tom Hohenstein:** Head, STEM and Entrepreneurship

**Lindley Homol:** Interim Head, STEM and Entrepreneurship
Access to slides and related materials

- Northeastern University Library Digital Repository System
  - repository.library.northeastern.edu

Scope

- Background on BIOL1000
- Original lesson plan
- Suggested changes for 2018-2019 year
- Implementation
- Feedback from faculty and students
- Changes, lessons learned, and next steps
My Background

- New liaison to biology starting Fall 2019
- Long-standing library partnership with BIOL1000
- Goal as new liaison = Keep the partnership
BIOL1000: “Intro to College”

- Class for all first year Biology majors
  - most students complete it in fall semester
- Course content not driven by biology, instead ‘intro to college’
- Introduces students to skills, content, and services that will help them succeed as biology majors
- Goal: help students build a cohort they can depend on at Northeastern
- **Fall 2018 Enrollment:** 153 students
Original Lesson Plan

- In-class lecture
  - Overview of library services, including subject guides
  - PubMed
  - Web of Science
- Library tour
Suggested Changes for 2018-2019

Met with BIOL1000 course lead before Fall semester

- Same content, new delivery
- Additional content: Intro to EndNote, using Google/Google Scholar
- Focus on student-centered format → Active learning
- Transformation of library tour into an engaging experience
Lesson Plan for Intro to Literature Research

- Intro to Library & Subject Guides
- PubMed & what makes a topic ‘researchable’
  - Activity: Use PubMed to create a ‘researchable’ topic
- Web of Science
  - Activity: Look at the citation network for one article from your PubMed Search
- Google Advanced Search & Google Scholar
- Demo of EndNote
- Assign Asynchronous Scavenger Hunt
Asynchronous Scavenger Hunt

- Collaborated with First Year Experience Librarian, Evie Cordell, to transform her scavenger hunt into an asynchronous version.
- End result = interactive self guided tour = not a catchy name
- Assign scavenger hunt to students at end of library class
- Can complete in groups or solo using Cluster for photo sharing
Asynchronous Scavenger Hunt, cont.

- Students complete nine stops
  - Final stop: turning in a notecard with one question/comment from class and one question/comment from scavenger hunt
  - All questions answered and compiled into a document
  - Did NOT require names on notecards
- Honor system for completion
  - ‘Required’ by faculty, but no real verification to see who had/had not completed
Asynchronous Scavenger Hunt, cont.

8. Choose one:
   a) Find the pop-up Writing Center. Take a photo of the sign.
   Or
   b) Find the International Writing Center. Take a photo of the sign.

9. On your attached notecard, write one thing that you learned either in class or on the scavenger hunt that was helpful and write one question you still have about doing research or using Snell Library. Find the BIOL 1000 Box in between the Help & Information Desk and Research Help Desk in the lobby of Snell Library and drop your notecard in the box.

   Congratulations! You’ve completed the Scavenger Hunt!

Questions? Having trouble? Feel free to e-mail us for help!

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Thank you for completing the Library Scavenger Hunt. We'd love for you to take a moment or two and complete this very short survey. We'd want to hear your opinions.
https://bit.ly/2PMthQs

Lessons Learned

- Adjustments after first class → added worksheet to help keep students on track during PubMed activity
- Asynchronous scavenger hunt = success!
  - 129/153 (~84%) notecards turned in
  - 118 students submitted at least one question
Example Scavenger Hunt Questions and Comments

- “I still want to know where I can photocopy items.”
- “What’s the difference between a colab and study room?”
- “Does the writing center provide advice and reviews of your writing?”
- “How are the books organized in the library?”
- “What do people use the 3D printer for?”
- “How do I use EndNote?”
- “Does PubMed include previews from private archives such as the New England Journal of Medicine as well?”
- “How many articles is a good amount for a 5 page research paper?”
- “How familiar are librarians with the specific topics I am searching?”
- “I don’t have a question because I know there are so many people here to help me!”
Themes from Scavenger Hunt Questions

- General questions
- Physical Library space
- How to find print books
- Study Rooms
- 3D printing/Media Studios/Virtual Reality Pop-Up
- Writing Center
- Tutoring
Themes from Scavenger Hunt Questions, Continued

- Research & Literature Research
- Finding Lab Research Positions
- EndNote
EndNote

- Initially, almost all questions focused on EndNote
- Video tutorial created and sent to faculty
  - Live screen recording, highly unedited for students to watch covering basics of EndNote
- Faculty (kindly) rejected video, in favor of additional class time
EndNote Workshop

- Focus on active learning
- Core skills for students:
  - Import citations from PubMed to EndNote
  - Cite in Microsoft Word in two different citation styles
- Other skills:
  - Use as assessment to see if students retained anything from previous PubMed session
  - Saving a Word document as a PDF
  - File-naming conventions
EndNote Assignment

Using EndNote
BIOL 1000, Fall 2019

1. Create your search in PubMed. Find five review articles and one clinical trial on antibiotic resistance in tuberculosis from 2017 to the present. You will have to do TWO searches. Hint: Use MeSH terms and PubMed Filters to narrow your search

2. Copy and paste each search you used from PubMed into a Microsoft Word document. Make sure you write down any filters you used.

3. Export the articles you selected from PubMed into EndNote. You will have to do this once for each search.

4. In Microsoft Word, underneath your copied and pasted search, write out the titles of the articles you found underneath the search you did to find the article.

5. Insert the correct in-text citation next to each article title in APA style. This will automatically create a bibliography at the bottom of your document. In both APA and JAMA styles, this bibliography is called References. No bold, underline, quotes, etc. are needed.

6. Save this document as a PDF titled: LastName_FirstName_BIOL1000_APA
   Ex. Link_Alissa_BIOL1000_APA

7. Back in your original Word Document, change the citation style from APA style to JAMA style.

8. Click ‘Save As’ to save this document a second time as a PDF titled: LastName_FirstName_BIOL1000_JAMA
   Ex. Link_Alissa_BIOL1000_JAMA

9. Submit both PDFs to Blackboard.


Alissa Link
BIOL1000
October 9, 2018

Search:
("Drug Resistance, Microbial"[Mesh]) AND "Tuberculosis"[Mesh]
Filters: Review, Publication date from 2017/01/01

Articles:
Determinants of non-adherence to treatment for tuberculosis in high-income and middle-income settings (Wurie, Cooper, Horne, & Hayward, 2018)
Triclosan and its derivatives as antimycobacterial active agents (Vosatka, Kratky, & Vinsova, 2018)
Pharmacokinetics and pharmacogenetics of anti-tubercular drugs: a tool for treatment optimization? (Motta, Calcagno, & Bonora, 2018)
Tuberculosis, war, and refugees: Spotlight on the Syrian humanitarian crisis (Ismail, Rafei, Dabbousi, & Hamze, 2018)
Novel compounds targeting InhA for TB therapy (AliMatar, Makky, Var, Kayar, & Koksal, 2018)

Search:
("Drug Resistance, Microbial"[Mesh]) AND "Tuberculosis"[Mesh]
Filters: Clinical Trial; Publication date from 2017/01/01

Article:
Bacterial Factors That Predict Relapse after Tuberculosis Therapy (Colangeli et al., 2018)

References

EndNote Workshop Lesson Plan

- Quickly answer most common questions from Scavenger Hunt (how to find a print book and reserve a group study room)
- Refresher on searching in PubMed and very quick demo of the assignment in EndNote (10-15 minutes)
- Work on EndNote assignment with myself and other librarian(s) wandering around to help with stumbling points
Lessons Learned: EndNote Workshop

- First 15-20 minutes spent troubleshooting (many) problems with EndNote installation
  - Students struggled with installation
- Students largely asked the same questions
- Benefitted from having to work through the process themselves
  - Most thought it would be easier to use than it was
- Having multiple librarians familiar with EndNote is helpful, especially in larger classes
Feedback

- Overwhelmingly positive from students and faculty
- EndNote workshop was a standout
- Literature Research Workshop, Asynchronous Scavenger Hunt, and EndNote Workshop integrated into BIOL1000 spring sections
Changes for Spring 2019

- Students required to have EndNote installed before the first session, rather than before the EndNote session
- Additional database added: BIOSIS
- Asynchronous scavenger hunt adopted into another class, INSC1000
Lessons Learned: Spring 2019

- Students participation roughly the same in BIOL1000
  - 39/49 (~80%) notecards turned in
- Student participation significantly lower in INSC1000
  - 26/66 (~30%) notecards turned in

Notes:
- Instructors may not have told students it was ‘required’
- No second session (EndNote workshop)
Next Steps

- Fall 2019: Teaching responsibilities for BIOL1000 transitioned
- BIOL1000 faculty required that all three library activities be included in the new curriculum
- At some point:
  - Flip classroom for the literature research session → more in-class practice using the databases
Takeaways

- Don’t be afraid to ask for outside of class work from the students
- Faculty support is key
- Don’t be afraid to let students struggle a bit → students seem to like learning by doing even when it’s frustrating
Questions?

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