

TruthQuest! An Information Literacy Adventure

Southern New Hampshire University

Shana Chartier (s.chartier@snhu.edu); Karin Heffernan (k.heffernan@snhu.edu); Josh Becker (j.becker3@snhu.edu)

<http://libguides.snhu.edu/ENG120TruthQuest>

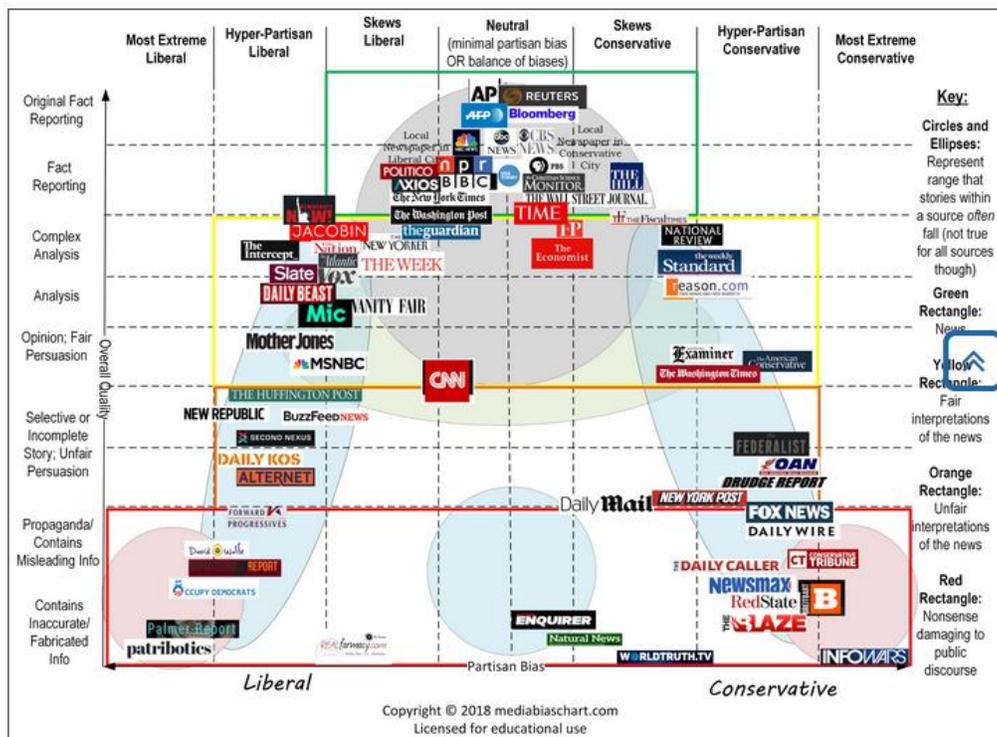
Why TruthQuest!

Necessity is often the mother of invention. Facing our largest incoming class ever, instruction librarians seized the opportunity to transform our first-year information literacy experience and create a self-guided tool that facilitates individualized, self-paced learning in an engaging format. Librarians wanted to align this experience with the curriculum in the first-year writing program, while also allowing faculty flexibility in the timing of information literacy instruction.

Essential Elements of TruthQuest!

- **Understanding different information formats and their characteristics** (*Information has Value, Information Creation as a Process*)
Analysis of Memes, Stories on Social Media, Creation of an Infographic Poster
- **Evaluation of information sources** (*Authority is Constructed and Contextual*)
Examining Different Perspectives on YouTube Videos, Exploring bias using the *Media Bias Chart*, Understanding Internet Filter Bubbles; Evaluating websites using the CRAAP test

Media Bias Chart



- **Searching Library Resources** (*Searching as Strategic Exploration*)
Keyword Construction Exercise, Searching Library Collections, and our Database Playground. We wanted to introduce students to a variety of resources and information types. Databases included: Multi-Search (EBSCO EDS), CQ Researcher, Statista, and Academic Video Online

Support to Faculty

- Collaborated with the Director of ENG 120 to design and implement *TruthQuest!*
- Created a password protected faculty resources page with *TruthQuest!* and IL teaching ideas
- Offered 14 ENG120 Research Workshops; each included multiple sections of ENG 120 and provided students with one-on-one research assistance in a workshop setting
- Engaged composition faculty in a *TruthQuest!* training session prior to the semester start
- Met with faculty in monthly “Composition Conversations” and individual appointments

***TruthQuest!* Assessments Fall 2018**

- Incorporated student-generated infographic to demonstrate mastery of learning outcomes
- 80 students participated in an embedded survey at the end of *TruthQuest!*
- Selected English 120 faculty participated in a focus group on *TruthQuest!*

Changes to *TruthQuest!* Spring 2019

- Encourage students to use their own topics (Originally students had to use gun violence as the topic. We wanted to enable students to do their own research simultaneously.)
- Unlocked the faculty resources page, allowing instant access without a password
- Added additional databases to the faculty resources page & citation requirement to infographic

Future Changes to *TruthQuest!*

- Adapting quizzes and substituting for the CRAAP test, while augmenting content to provide a more game like experience (e.g. escape room challenges, puzzle piece, memory games, word cross activities)
- Timing the support workshop to better match student progress in course for ENG120 classes
- Expand *TruthQuest!* to become a course in the LMS to reach students on a familiar platform
- Further develop resources for faculty to evaluate student work & expand IL instruction