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

Item Type	presentation;event
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Download date	2025-03-15 09:57:47
Item License	http://creativecommons.org/licenses/by-nc-sa/4.0/
Link to Item	https://hdl.handle.net/20.500.14394/36319



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
- <https://bit.ly/2KrhJA7>



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.

Snell Library Scavenger Hunt
BIOL1000
Fall 2018

Instructions:

You can complete the following Scavenger Hunt either on your own or in a group, but each person must complete Step 9 and turn their notecard in. You do not have to put your name on the notecard.

Please use the following link to download "Cluster" and share your photos with us!
If you are doing this with a group only one person need download it.

The link for the BIOL1000 Fall 2018 Scavenger hunt is:

1. Take a photo in front of the Hub of yourself and/or your team. Creativity Counts!
2. Find a CoLab on the first floor and the instructions printed outside the room on how to reserve it. Without disturbing the students in the room, take a picture of the instructions.
3. You are in the midst of writing a paper. Your professor has asked you to find an article in a particular journal. It has to have been published in the last 5 years. You don't know where to start. Go find the Research Help Desk. Take a photo with the research help sign.
4. Find the 3D printing studio or the Digital Media Studios (the library's recording studio and video studio). If either are open, go in and take a photo of something interesting.
5. You need to find a book in the stacks. Go find the book. Take a photo of the shelf it's on.
Find one of these three books.
HINT: Read left to right.

[Student success in college : creating conditions that matter](#)
LB2343.32 .S79 2005
[The college fear factor how students and professors misunderstand one another](#)
LB2328 .C77 2009
[Connect college to career : a student's guide to work and life transitions](#)
LB2343.4 .H48 2005
6. Where would you pick up a book that's been placed on reserve? Take a picture of yourself or your hand showing the number of hours that you can check out a book on reserve. Be creative!
7. Your phone is on 10% battery, and you need to charge it. Where can you find a charger?
Hint: Look near the main print station.
Note: You can also borrow laptop chargers at the ITS desk nearby!

Continue on to the back of the page!

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 BIOL1000 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/2PMN9zq>

<https://bit.ly/2KrhJA7>



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, Dabboussi, & Hamze, 2018)

Novel compounds targeting InhA for TB therapy (AlMatar, Makky, Var, Kayar, & Koksai, 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)

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<https://bit.ly/2KrhJA7>



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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