How 15 Minutes Could Save Your 50 Minute One Shot.
Miranda Rodriguez

Abstract
Academic librarians charged with covering all aspects of library instruction (i.e., catalog, databases, electronic journals, etc.) in 50 minute typically agree on one thing—they barely skim the surface. To make instruction more effective, students must come to their library instruction session—with not only a specific research topic—having a base foundation of key concepts upon which librarians can build. How do librarians supply students with these necessary fundamentals? Simple. Allow students to engage in self-guided learning through a series of brief tutorials, to be completed prior to attending a library instruction session. While tutorials are not new to library instruction, the delivery, dissemination, creation, and associated deliverables are ever changing. (For example, research indicates that shorter snippets of information appeal to digital, multi-tasking learners.) This poster examines how CUA’s new library tutorial, Students Harnessing Academic Research Power (SHARP), has directly impacted the outcome and assessment of 50 minute library instruction sessions conducted in the fall of 2009.

Introduction:
Information Literacy has long been a component of the English 101 experience. Twenty years ago the American Library Association (ALA) published the widely accepted definition of information literacy. As defined by the Association of College and Research Libraries (ACRL), information literacy encompasses the need to address five core standards: knowing what information to look for, understanding how to access it, evaluating its relevance, discerning the proper use of acquired information, and the ethical/legal implications associated with information.[i]

Early in the spring of 2009 a group of Graduate Library Professionals (GLP) and librarians gathered to discuss the existing set of online tutorials which had launched the fall of 2008. Our objective was to expand the Camtasia tutorials current GLPs, Adam Day and Maria Koshute, had created, while simultaneously creating a series of new tutorials that students could complete prior to library instruction sessions and that could also be accessed on a point-of-need basis. During our initial meetings, we reviewed the work of other institutions and decided to keep the existing elements of the previously used tutorial. In addition, we enthusiastically agreed to change the appearance by adding audio elements and closed captioning for added accessibility and interest. The group further decided to develop a distinct CUA brand. In May of 2009, the group reconvened to vote on a suitable acronym that would reflect the entire series of tutorials. The winning acronym was SHARP (Students Harnessing Academic Research Power.) (Note: a pleasant coincidence was later discovered, in that, our tutorial acronym paid tribute to the pioneering librarian, Katherine L. Sharp, who made significant contributions to the library profession, particularly at the academic level.) Once the title and contents were settled upon, we then began the summer long process of creating SHARP using Camtasia. With the input of circulation staff and other library personnel, an audio script was outlined, divided into nine categories, and finalized. Shannon McMahon and Miranda Rodriguez then began creating the various components of the tutorial (e.g., recording and editing audio, creating flash videos, finding appropriate images, and refining the associated tutorial questions). With feedback from the English department, we continued to tweak the project until the beginning of fall semester 2009.

Literature Review:
A review of the existing empirical literature pertaining to library instruction and assessment indicate specific challenges and approaches to teaching digital natives in a one-shot library instruction session. The Project Information Literacy (PIL) report notes that digital natives (college age students born after 1988) express frustration as an effect of “information overload and the sense of being inundated by all the
resources at their disposal...students reported little information-seeking solace in the age of the Internet and digital information.” [ii] Which heightens the impact librarians can have ciphering the grain of wheat from the onslaught of information chaff. While early IL literature focused on instrumental skill development, recent efforts have been made to engage learners by giving them the confidence and curiosity needed to become competent researchers. Portmann and Roush (2004) sought to measure effectiveness of library instruction by measuring student learning with regards to a series of pretest and post-tests, and found that while a one hour library instruction session influenced library usage, it did not necessarily influence students’ library skills. [iii] The challenge for librarians is designing an instruction session where students can make use of real-world complex problem solving. Enger, et al. cite problem-based learning as one effective approach. Giving students the time to collaborate in a cooperative learning setting to solve a well-designed complex problem; thus increasing information seeking skill retention. [iv] It is evident then that the constraints of a 50-minute session warrant a more effective use of time; accomplished, in part, by re-assigning the elemental parts to be completed outside of the library instruction session.

Methodology:
The tutorial was divided into two modules. Module One includes: Introduction, Background Information, Authority of Sources, and Popular vs. Scholarly. Module Two includes: the Aladin Catalog, Aladin Databases, Consortium Loan, Interlibrary Loan, and Reading Citations. In total, all nine tutorials take 17 minutes to complete. In an effort to encourage student accountability in completing the tutorial, a series of nine questions were developed to correspond to each module within the tutorial. For consistency, each section begins with a question and then ends by encouraging students to answer that question. Students enrolled in ENG 101/105 were also co-enrolled in the library instruction component through Blackboard. Each student had access to the tutorial, not only from the library homepage, but through the Library Component tab in their Blackboard course page. The corresponding assignment and post-survey were also featured in this tab. In August, a beta version of SHARP was demonstrated to the English faculty and in September, the tutorial went live on the CUA library homepage.

Key Findings:
A total of 48 sections of ENG 101 were offered during Fall semester 2009. Students were given verbal and email instruction by their English instructor to complete the SHARP tutorial prior to attending the library instruction session. After one semester of analysis, key findings are illustrated as follows:

<table>
<thead>
<tr>
<th>Completed SHARP Tutorial</th>
<th>488/849 students completed SHARP</th>
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<tr>
<td>Post Instruction Survey</td>
<td>The nine question survey received a 57% response rate.</td>
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<tr>
<td>Student Focus Groups</td>
<td>Two separate focus groups were conducted. Group 1: three females; no freshman. Group 2: two females, one male; all freshman.</td>
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*Since some instructors allowed students to complete the tutorial after the library session, we had no way to track whether the assignment was completed pre or post instruction.

The comments we received during the focus group ran the spectrum. Overall, students thought the tutorials were informative, if not somewhat lengthy. It was surprising for us to learn that the freshman, in particular, were under the impression that they could not navigate through the tutorial at their leisure.
Several students commented that they simply wanted to click on a specific piece of information and watch that segment, rather than having to watch the entire tutorial. While we had build this functionality into SHARP, it became obvious from our focus group that we needed to make this feature more transparent to the average student. Comments from the focus group are listed below.

"I think it’s a really great resource for freshman. I feel that if I had seen some of that as a freshman that maybe I’d be a lot better at pursuing research later on. I honestly think it was really… I think it’ll reach a lot more people, because it’s online and [will] be available for more people. Which is good."

"I also think it’s good for graduate students who are just coming here and needing to know the library resources because sometimes that’s not as commonly gone through with them."

"I think people who come here for the first time who experience the library because even though I know that systems are pretty similar throughout schools, but like they’re just different names or specifics."

"I don’t know, there was anything too um go by a chapter that I remember, like if you wanted to look at this specific piece of information like you couldn’t like click on that and something would come up for that and I thought might have been a little more helpful then having to like scroll through that entire fifteen minute video you know."

"I thought it was pretty… pretty easy to use because mainly just because, uh, to me it was kind of entertaining, so that made it really easy to watch and get something out of it."

"Yeah, the tutorial was really well made. It looked very professional. It didn’t look like a bunch of students got together and you know were like filming a computer screen or anything. It was very well done, in that respect."

In addition to garnering student feedback, we sought the input of the English instructors and sent them a brief questionnaire via Survey Monkey. The response rate for instructors was just over 90 percent. One question specifically asked about the effectiveness of the SHARP tutorial, although a few instructors offered their response in the final open-ended question. On a scale of one to five just over 80 percent of respondents indicated that they were neutral to very satisfied with the SHARP tutorial.

<table>
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<tr>
<th>On a Scale of one to five please rate the following</th>
<th>Unsatisfied</th>
<th>Somewhat Satisfied</th>
<th>Neutral</th>
<th>Very Satisfied</th>
<th>Satisfied</th>
</tr>
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<tbody>
<tr>
<td>SHARP tutorial</td>
<td>4.5% (1)</td>
<td>13.6% (3)</td>
<td>22.7% (5)</td>
<td>50% (11)</td>
<td>9.1% (2)</td>
</tr>
<tr>
<td>Response Count</td>
<td></td>
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Conclusion:
As information professionals we will continue to revise our pedagogical approach to library instruction. As students change, we too must adapt. In addition, librarians will continue to foster a continued dialog with the external stakeholders of our institution. We understand that a students ability to process information
directly impacts their ability to succeed within our institutions of higher learning. In turn, their success directly impacts retention and accreditation. As librarians, we continually seek new and innovative ways to contribute to the unified vision of any academic institution. We teach to digital natives and encourage self-guided learning and discovery. Overall, the feedback we received from faculty and students regarding the SHARP tutorial was fairly positive. In addition, librarians gave anecdotal evidence regarding the uniformity across the sections they taught; but further noted that more students should be required to complete the tutorials. While our hope is to negotiate a point value to the library component with English faculty, we anticipate the tutorial will continue to avail librarians with more time during their actual session. Comments regarding the clarity and breadth of the tutorial will continue to guide future revisions as we anticipate expanding the tutorial to include more advanced search tips and techniques.

Acknowledgments:
*Special thanks to Landyn Minter for contributing his voice to the project and to Jonathan Smith for his patience in posting various versions to the library home page. I also acknowledge the diligent assistance of SLIS student Shannon McMahon for her tireless work on this project. We also appreciate the assistance of CPIT in creating a Library Component tab within Blackboard.
**We continue to solicit feedback about the tutorial (both through evaluations and focus groups). Your comments and suggestions are welcomed and can be sent to rodrigum@cua.edu.

References: