Laugh While You’re Learning: Using Humor to Teach Information Literacy

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Session Agenda

- Overview of SLU100 (Introduction to the University Experience) re-design
- Library Video
- Classroom Jeopardy!
- Discussion
Considerations for SLU100 Library Session Re-Design

- Time limitations
- Staffing limitations
- Session uniformity
- Active learning experiences
- Positive connection to library
Process:

Assessment as Learning

McREL
SLU 100
ACRL

Lesson Plan: Objectives and Content
Assessment as Learning*

- **Outcome**
  What do you want the student to be able to do?

- **Curriculum**
  What does the student need to know in order to do this well?

- **Pedagogy**
  What activity will facilitate this learning?

- **Assessment**
  How will the student demonstrate the learning?

- **Criteria**
  How will I know the student has done this well?

*Debra Gilchrist*
McREL: Mid-continent Research for Education and Learning*

Nine Essential Instructional Strategies:
- Identifying similarities and differences
- Summarizing and note taking
- Reinforcing effort and providing recognition
- Homework and practice
- Nonlinguistic representations
- Cooperative learning
- Setting objectives and providing feedback
- Generating and testing hypotheses
- Cues, questions, and advance organizers

*Marzano, Pickering, and Pollock
Integration of McREL Strategies

- Nonlinguistic representations
  - Boolean demonstration
  - Catalog Box
  - CAARPy
- Cooperative learning
  - Group Library Activity (Worksheet)
  - Team Activity (Library Jeopardy)
- Setting objectives and providing feedback
  - ACRL standards and lesson plan objectives
  - Provide feedback during activities; peer feedback
- Generating and testing hypotheses
  - Predicting number of results based on limiters
- Cues, questions, and advance organizers
  - Advance organizer: video, review
  - Higher order questions on worksheet, Library Jeopardy
ACRL Information Literacy Standards

1. The information literate student determines the nature and extent of the information needed:

- Defines and articulates the need for information
- Identifies a variety of types and formats of potential sources for information
- Considers the costs and benefits of acquiring the needed information
- Reevaluates the nature and extent of the information need

http://www.ala.org/acrl/standards/informationliteracycompetency
ACRL Information Literacy Standards

2. The information literate student accesses needed information effectively and efficiently

- Selects the most appropriate investigative methods or information retrieval systems for accessing the needed information
- Constructs and implements effectively-designed search strategies
- Retrieves information online or in person using a variety of methods
- Refines the search strategy if necessary
- Extracts, records, and manages the information and its sources
Objectives for Library Session:

The student will be able to:

- Navigate the library homepage
- Recognize appropriate resources for information
- Perform a basic search in the catalog
- Construct effective database searches
- Seek research assistance when necessary

AND

- Establish a positive connection to the library
Initial Evaluation Plan

• Library Session Student Evaluation Form
  • Quantitative/Qualitative
    • Overall impression
    • Video rating
    • Library activities
    • My Skills
    • Usefulness
    • Comments

• Instructor Evaluation Form
  • Compliance with pre-session instructions
  • Questions on content
  • Suggestions
Key Revisions

- Migrated from online version of Library Jeopardy to new Classroom Jeopardy system
- Created SLU100 Library Brochure and Map Activity
- Incorporated Non-Linguistic Representations (McREL)
- Assessed student learning by administering a pre-test and post-test for library sessions
- Produced new SLU100 Library Video incorporating humor and problem-based learning
Pre-and Post-Test Results

Overall Mean Scores
Compares Pre to Post for Visual and Non-Visual Training

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<tr>
<td>POST</td>
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Post-Test Visual Items

Overall Mean Scores
Compares Post Scores on 3 Items for Visual and Non-Visual Training

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<td></td>
</tr>
<tr>
<td>Visual</td>
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Graph showing the comparison of mean scores between Not Visual and Visual training post-test.
Suggestions

- Consider whether current techniques are successful
- Explore different pedagogical strategies to determine applicability (literature review)
- Develop learning objectives to guide lesson plan design
- Incorporate various assessment/evaluation tools
- Revise design based on assessment results
SLU100 Library Video

“Somewhere in Costa Rica”

SERVE Trip:
Students Engaged in Rewarding Volunteer Experiences

Review of basic library resources in a real-life situation.

http://iteachondemand.saintleo.edu/Mediasite53/Viewer/?peid=69330d069abd443a9529914c8b4cb658
Jeopardy! Websites

- http://www.superteachertools.com
  This website allows you to create flash versions of popular game shows that can be used to review information with your students.

- http://www.classroomjeopardy.com
  The official website for Classroom Jeopardy! Information on the system requirements, how it works, where to buy, and more!
References


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