

A COLLABORATIVE APPROACH TO STUDENT SCHOLARSHIP SKILLS: EMBEDDING INFORMATION LITERACY SKILLS IN THE FLIPPED CLASSROOM

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Developing information literacy (IL) skills is a key part university education. However, many students arrive without these skills and may miss out on developing them during their studies (Humrickhouse, 2021). Traditional one-shot library sessions, while useful, have been shown to be pedagogically ineffective in developing these skills (Mery, Newby and Peng, 2012).



This study implemented and evaluated a collaborative approach between course leader and Academic Support & Liaison Librarian, to embed IL content across a course. This approach has been shown to increase relevance and provide more accessible, continuous IL support (Fields, 2020).



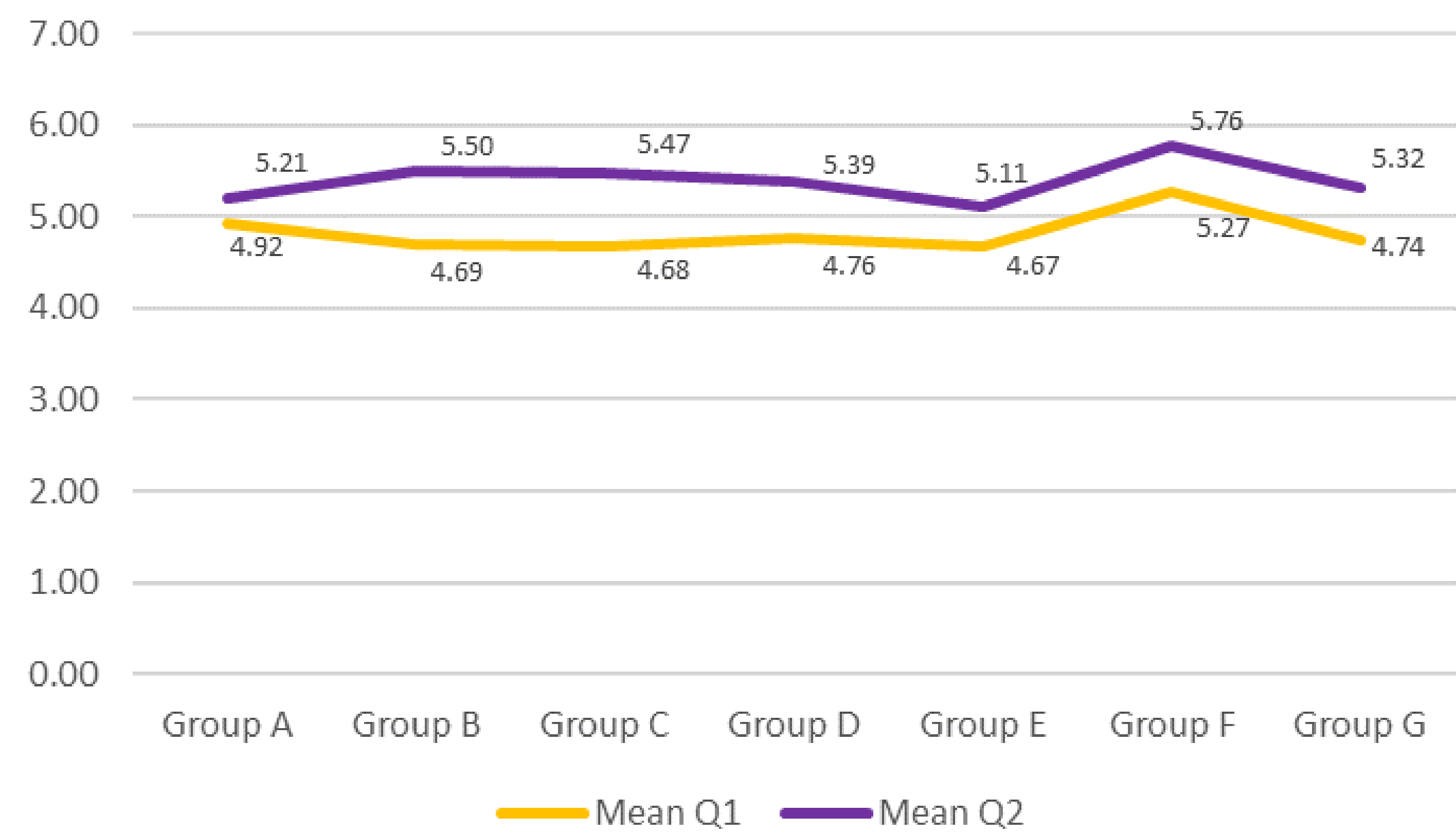
Using a flipped classroom approach (Humrickhouse, 2021), self-paced videos and online guides were provided in course followed by live sessions (Q&As, tutorials) to consolidate and extend IL learning. Quizzes and discussion boards were used to monitor and support students' progress and assignments were designed to assess IL skills.



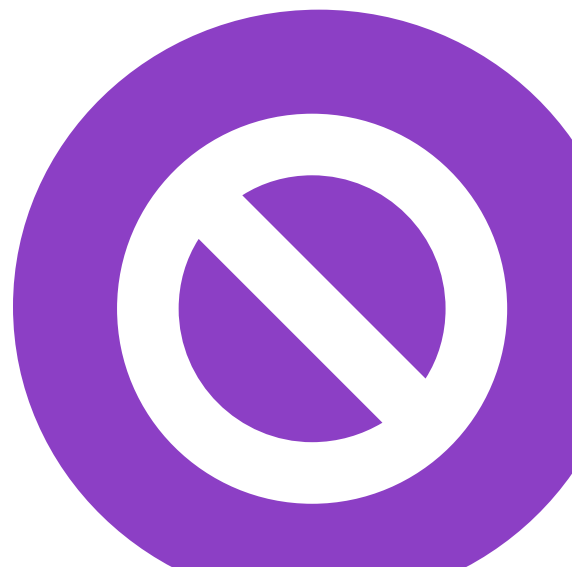
Evaluation was planned following a sequential, exploratory design (Ivankova, Cresswell & Stick, 2006). A 28 question IL self-assessment questionnaire (Serap Kurbangolu, 2006) was used to gather quantitative data on course entry and exit and qualitative data captured via student interviews (see limitations).



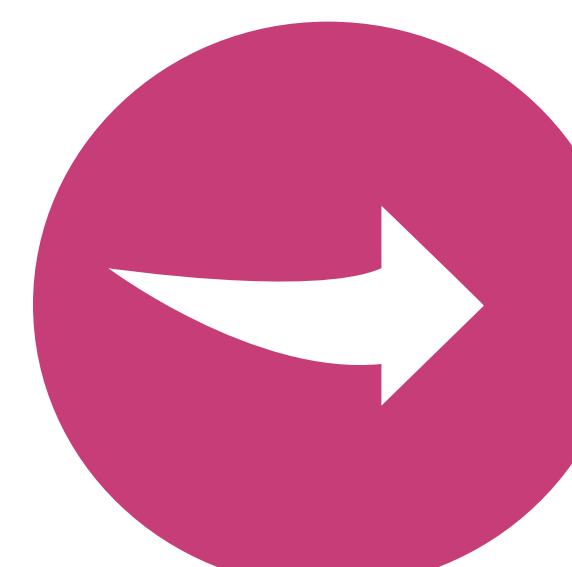
Statistically significant improvements in IL scores were found for 26 of the 28 questions, indicating students' felt more confident and competent in finding, selecting, evaluating and using information on course completion. Students also reported feeling more confident and competent in reflecting on their information skills and information seeking process. No statistically significant improvements were made in defining the need for information and preparing a bibliography/reference list. Interview data is still to be analysed.



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| Group | Questions relating to:- |
| A. | Defining the need for information |
| B. | Initiating the search strategy |
| C. | Locating and accessing the resources |
| D. | Assessing and comprehending the information |
| E. | Interpreting, synthesizing and using the information |
| F. | Communicating the information |
| G. | Evaluating the product and process |



Difficulties recruiting students to focus groups required a move to student interview as an alternative with a single interview secured. With limited qualitative data, we are unable to fully account for external factors impacting on scores e.g. students attending skills workshops offered by the university outside the course.



Future iterations of the course will address areas where scores showed no statistically significant improvement and evaluation will be modified to address limitations. Further project work around longitudinal outcomes assessment may also offer possibilities to chart IL skills and course outcomes over time.

Fields, A. (2020) 'Embedding librarians in online tertiary classrooms: A new model for learner support', *British Journal of Educational Technology*, 51(4), pp. 1373-1385.

Humrickhouse, E. (2021) 'Flipped classroom pedagogy in an online learning environment: A self-regulated introduction to information literacy threshold concepts', *The Journal of Academic Librarianship*, 47(2), p. 102327.

Ivankova, N.V., Creswell, J.W. and Stick, S.L. (2006) 'Using Mixed-Methods Sequential Explanatory Design: From Theory to Practice', *Field methods*, 18(1), pp. 3-20.

Mery, Y., Newby, J. and Peng, K. (2012) 'Why one-shot information literacy sessions are not the future of instruction: A case for online credit courses', *College & research libraries*, 73(4), pp. 366-377.

Serap Kurbanoglu, S., Akkoyunlu, B. and Umay, A. (2006) 'Developing the information literacy self-efficacy scale', *Journal of Documentation*, 62(6), pp. 730-743.

INTRODUCTION

APPROACH

EVALUATION

RESULTS

LIMITATIONS

NEXT STEPS

REFERENCES