

Instructional Design: Final Documentation

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ILS 575 – Introduction to Instructional Design

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Preface: Intent Statement

Instructional Topic

The intent of this project is to instruct students in the use of the online catalog at the library for Naugatuck Valley Community College (NVCC). The objective of this project will be to instruct students in the most effective way of utilizing the online catalog for their research needs. It is only one part of information literacy training; therefore it can be considered a stand alone instruction, or be included in a greater information literacy course dedicated to familiarizing students at NVCC to the process of research. Components of the materials designed here may also be utilized for individual review or learning.

It is intended that the students will learn the appropriate circumstance to using the online catalog. There will be guidance on the different ways of accessing the catalog (keyword, title, etc.), and the circumstances to use each method.

Intended Setting

The intended setting for this project is in an information literacy instruction course at a large public community college. NVCC's mission is to provide Associate's degrees for students interested in continuing education or preparation for a four-year undergraduate degree. In both cases, the skills to properly locate and interpret information are essential to success. Considering this, the lesson designed here can be used in a formalized information literacy course taught in preparation for a research project, or individually with students when necessary.

Intended Audience

The college serves "students of all ages and backgrounds in preparation for the next steps to a career or a 4-year college or university" (*About NVCC*, 2010). There is a broad range of students attending NVCC, so it is difficult to pinpoint a specific demographic. Therefore, the course will be designed to be part of a general information literacy lesson that can encompass the full range of NVCC's students. It will focus on general practices for using the online catalog and contain built in flexibility to accommodate a specific subject or research need if necessary. As this lesson incorporates technology, it is expected that students possess basic technological skills such as:

- General computer use such as using a mouse and keyboard and navigating the operating system interface.
- General knowledge of how to use a web browser.

This expectation is to allow maximum time to be spent on the goals and objectives intended for this course.

Supporting Details

After spending time reviewing NVCC's online catalog, I discovered there is displayed need for additional resources in explaining the use of the online catalog system. I was able to find two rather basic help pages on the NVCC library site. The first is the very simple help screen provided by the OPAC vendor at http://nv-lib.commnnet.edu/vwebv/ui/en_US/htdocs/help/searchBasic.html. The second is provided by the library at <http://www.nvcc.commnnet.edu/Academics/Library/Reference/itemId/1461/Find-Books-at-NVCC-Library>. In both cases, the pages simply provide the sequence of steps to using the catalog, with little additional guidance to searchers. The lesson and materials I intend to design will provide greater degree of information literacy training.

References

About NVCC. (2010, December). Retrieved from <http://www.nvcc.commnnet.edu/About-NVCC>

Part 1: Analysis of Needs and Goals

Problem Identification:

After informal discussions with one of the reference and instruction librarians at Naugatuck Valley Community College (NVCC) and through my own personal observations at their reference desk, I discovered that the students at NVCC were not using the library's online catalog effectively.

Problem Analysis:

After some thought and further discussions with the reference librarians there are a couple of explanations for the failures in using NVCC's online catalog.

- In many cases, it appears that the students are unaware of the existence of the online catalog. I have observed that these students usually approach the reference desk in a frustrated or bewildered state as they are unable to locate the item they need. When asked by the reference librarian on duty whether they have looked in the catalog, these students often reply in the negative and express that they did not know about it. In some rarer cases, students can be encountered in the library stacks looking for a particular book. When asked whether they have found the call number, they will reply that they were unsure of how to do so.
- In other cases, a student will approach the reference desk and request assistance in trying to find an item in the library. These students will often know about the catalog, but are not searching on it correctly to find what they need. Sometimes this can result from having incomplete or incorrect information about what they are seeking. Other times, they may have an incorrect search strategy that is not delivering the results they need.

Both of these explanations reveal a general lack of knowledge of how to use the library and information literacy skills. It is by no means every student at NVCC, but the number of students assisted during my observations at the reference desk indicates that there is a segment of the student population that cannot use the library's online catalog.

Problem Solution:

Part of the problems outlined above is just a lack of awareness about the catalog. A possible solution to correct this issue is improved marketing by the library of its online catalog and its features. This would certainly improve the students' awareness of the online catalog, but it would only remedy a single part of the overall problem.

Another possible solution to this problem would be to implement more detailed assistance on the library's catalog. As I mentioned in my intent statement, there were only two different resources available on the library's website to assist students in using the online catalog. Neither of these items is directly available from the library's starting page, where the catalog use is often originated. Improved assistance on the website will not help the problem, unless awareness is increased for both the catalog and the new help tools. Therefore, it would be necessary to also improve marketing for both of these efforts.

Finally, the other solution to consider helping improve this problem is to provide students instruction in using the online catalog. An instruction session in basic catalog use would solve both major facets of this problem. It would increase awareness of the catalog to the students who do not know about it and would guide the students in the most effective way to search for the materials they need.

Ultimately, if both time and resources permit, a combination of all three of these solutions would be effective together to handle the demonstrated problem. If, due to limitations in either time or resources, using all three is impossible, it is likely that providing an instructional session in catalog use to the students would be the most successful solution to the problem.

Articulated and Prioritized Goals:

As an instructional session appears to be the most effective solution to this problem, I would recommend a course devoted to demonstrating the principles behind doing a basic search on NVCC's online catalog. These principles would include the different ways of accessing the online catalog (keyword, subject, title, and author) and the circumstances to using each one.

The goal of this instruction would be that **students at NVCC will be able to complete a search using the library's online catalog.**

Part 2: Task Analysis

Instructional Goal:

The goal of this instruction is that students at Naugatuck Valley Community College will be able to complete a search using the library's online catalog.

According to our lectures on instructional design, learning outcomes fall into three broad areas:

- Cognitive Domain – which involves intellectual and reasoning capabilities
- Motor Skill Domain – which involves physical capabilities
- Affective Domain – which involves attitudes and emotions

The instructional goal stated here requires critical thinking and evaluation of the students' desire or need of an item in order to properly use the catalog. In this consideration, it falls under the Cognitive Domain. Although there are motor skills needed (using a mouse, typing on a keyboard), they have been considered below the entry level needed for this instruction and therefore will not be applied in this analysis.

Subject-Matter Expert:

In order to provide the most complete and efficient means of instruction for this goal, it is necessary to enlist the assistance of a subject-matter expert (SME). The SME I have enlisted in this case is Jaime Hammond, a reference and instruction librarian at Naugatuck Valley Community College (NVCC). Ms. Hammond has worked at the NVCC library for five years, the last three as a reference librarian. Prior to this role, she worked in the access services department. Both her experiences in access services, as well as responsibilities as a reference and instruction librarian have made her especially qualified in using the NVCC library's catalog system.

Task Inventory:

1. Decide on an item to search for in the Naugatuck Valley Community College (NVCC) Library catalog.
2. Determine what access point to use to search for the item.

3. Determine the search terms based on the selected access point.
4. Browse to the NVCC Library Website.
5. Browse to the NVCC Library catalog.
6. Enter the search terms into the catalog's search form
7. Select the correct index to search by.
8. Evaluate the results

Task Selection:

These are the tasks selected for which instruction will be developed. Task #1 is not included because this decision will be made prior to the instruction based on either an assignment for the student, or the student's desire for a particular item. Task #3 is also not included, since it will be part of the instruction for Task #4.

2. Determine what access point to use to search for the item.
3. Determine the search terms based on the selected access point.
5. Browse to the NVCC Library catalog.
6. Enter the search terms into the catalog's search form.
7. Select the correct index to search by.
8. Evaluate the results.

Prerequisite Skills:

The instructional subjects will have the knowledge and skills for basic computer and internet use. This includes the knowledge for:

1. Typing on a keyboard.
2. Using a mouse.
3. Opening an application (notably the web browser) on a computer.
4. Navigating to and around a specific web site.
 - 4.1. Clicking links.
 - 4.2. Entering information into forms.

Task Decomposition and Description:

Task components that are below the entry threshold are marked in italics.

1. Determine what access point to use to search for the item.
 - 1.1. Evaluate the known information about the item.
 - 1.2. Decide which access point (Author, Title, Subject) best suits the search for this item.
 - 1.2.1. *Know the difference between the author, title, and subject of the book.*
2. Determine the search terms based on the selected access point.
 - 2.1. If searching by author, make a note of the author's last and first names.
 - 2.2. If searching by title, make a note of the complete title of the item.
 - 2.3. If searching by subject, decide the best subject keywords.
 - 2.3.1. *Be able to determine the subject of the desired item.*
 - 2.3.2. Make a note about the first subject that comes to mind when imagining the desired item.
 - 2.3.3. Determine and make notes of the synonyms of the initial subject
 - 2.3.3.1. *Know how to find synonyms for words and ideas.*
 - 2.3.4. Make a note of another subject that comes to mind when imagining the desired item.
 - 2.3.4.1. Determine synonyms of that subject.
 - 2.3.5. Repeat Step 2.3.4 until all possible subject options that can be imagined have been determined.
3. Browse to the NVCC Library catalog.
 - 3.1. *Open the computer's web browser.*
 - 3.2. In the address bar, entering the URL: <http://www.nvcc.commnet.edu/Academics/Library> and hit the enter key.
 - 3.3. Click on the "More Search Options" link that appears in the middle of the loaded page.

(Note: This step is necessary because although there is a search form on the library home page, I have found that it is unreliable and does not return results.)

4. Enter the search terms into the catalog's search form.
 - 4.1. *Click in the form box labeled "Search:"*
 - 4.2. If searching by author, type the author's last name and then first name.
 - 4.3. If searching by title, type the complete title.
 - 4.4. If searching by subject, type the first subject keyword determined in step 2.3.2.
5. Select the correct index to search by.
 - 5.1. Access the drop-down menu next to the "Search:" box.
 - 5.2. Select the desired index.
 - 5.2.1. If searching by author, select "Author Keyword Search".
 - 5.2.2. If searching by title, select "Title".
 - 5.2.3. If searching by subject, select "Subject Keyword Search".
6. Evaluate the search results.
 - 6.1. Click the "Search" button to start the search.
 - 6.2. Once the results page has loaded, look at the list of items returned by the search.
 - 6.3. If no items match the desired results and the search was by author or title, return to the search form using the browser's back button and ensure that the search terms have been entered properly. If the search was by subject, ensure that the search terms were entered correctly or go back to step 4.4 and enter the next subject keyword determined in steps 2.3.4 and 2.3.5.
 - 6.3.1. If search terms are entered properly and all subject keywords have been used and there is still no satisfactory result, select a new item and return to step 1.
 - 6.4. If an item matches the one imagined by the searcher, click its link and note the information about the item.
 - 6.4.1. Note the title, author, subjects, and location within the library.

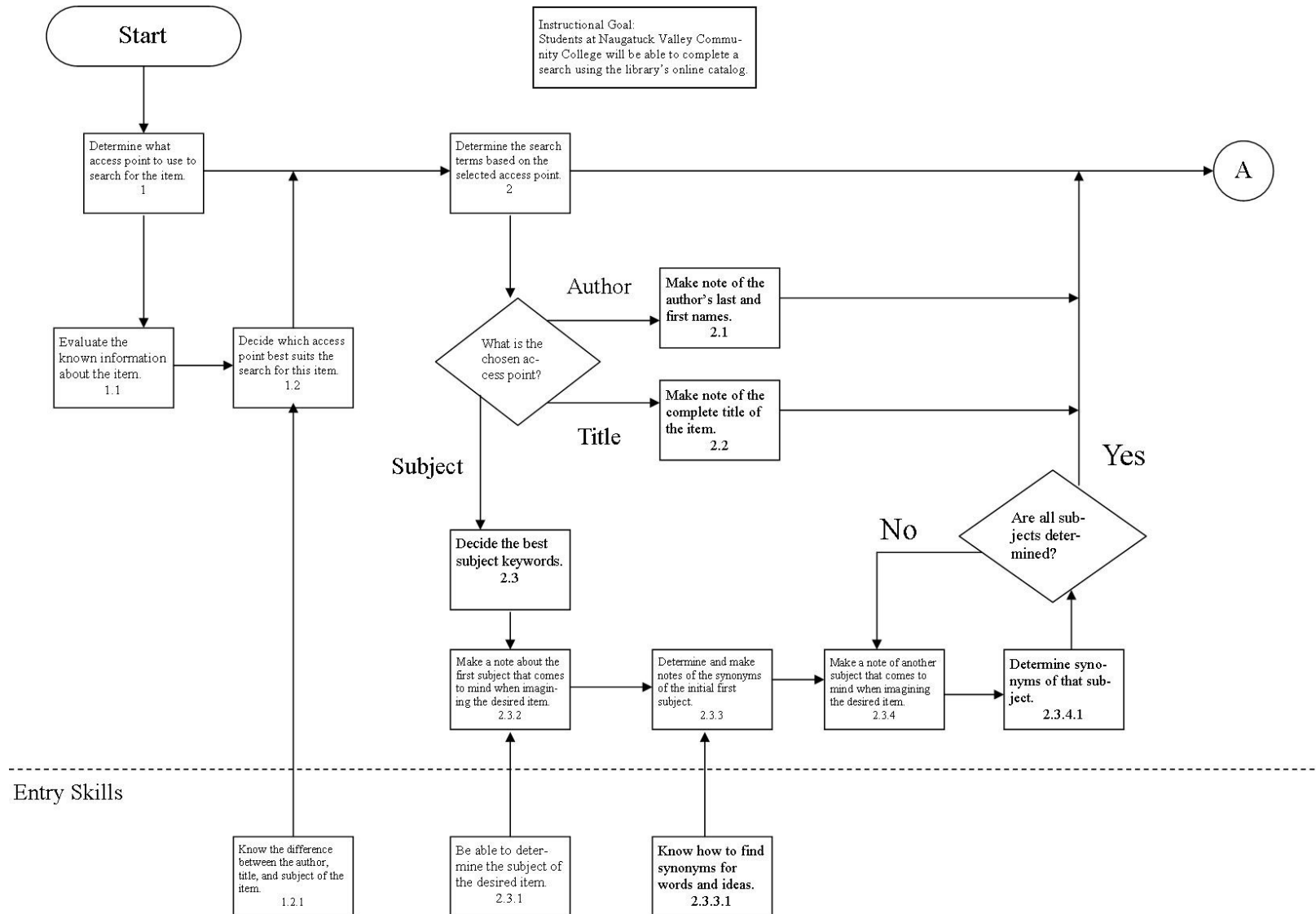
Task Sequence:

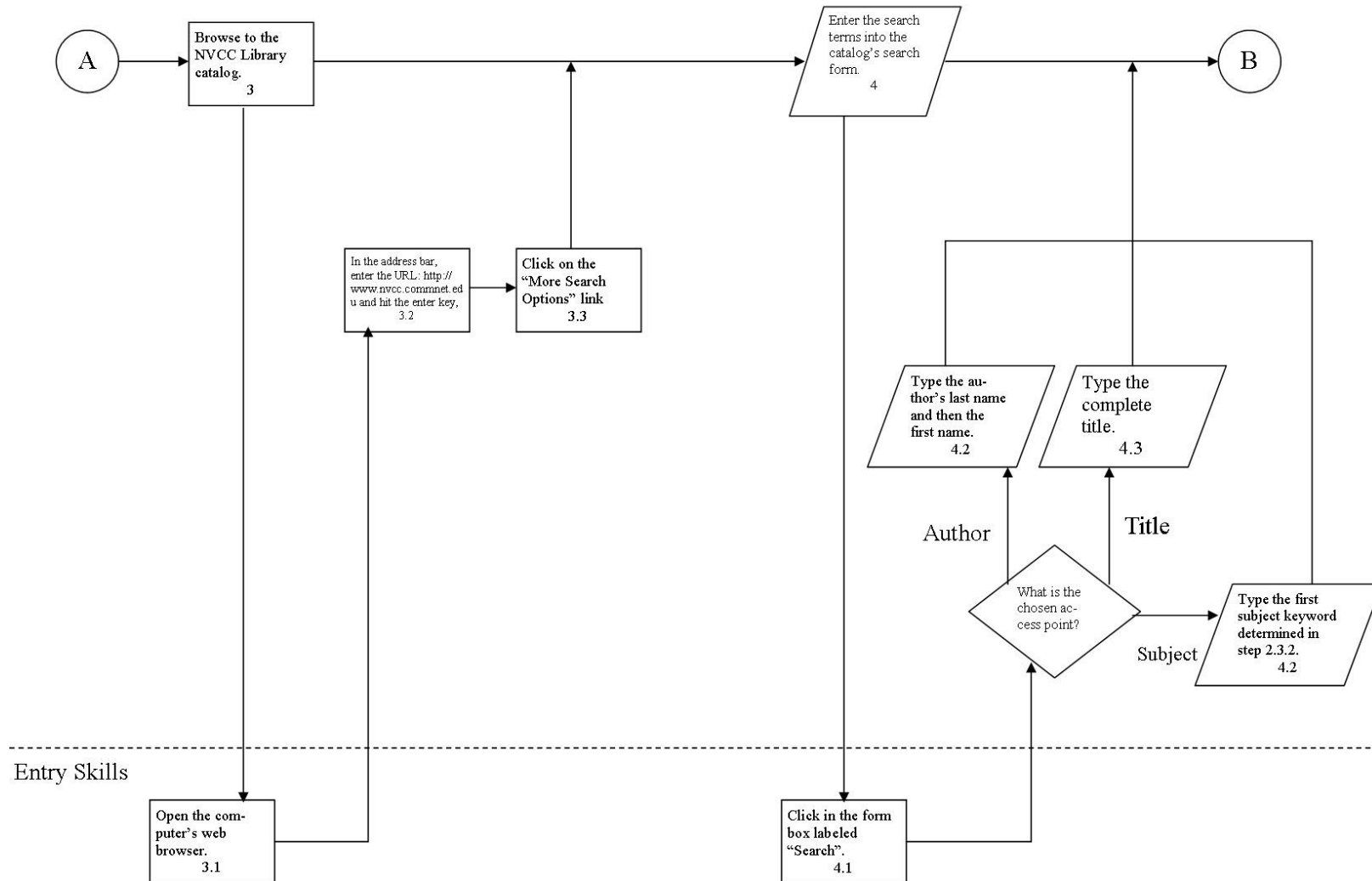
Below is listed the sequence of the tasks for completing this goal. Since the tasks were determined in sequential order, there is little difference to the initial inventory list.

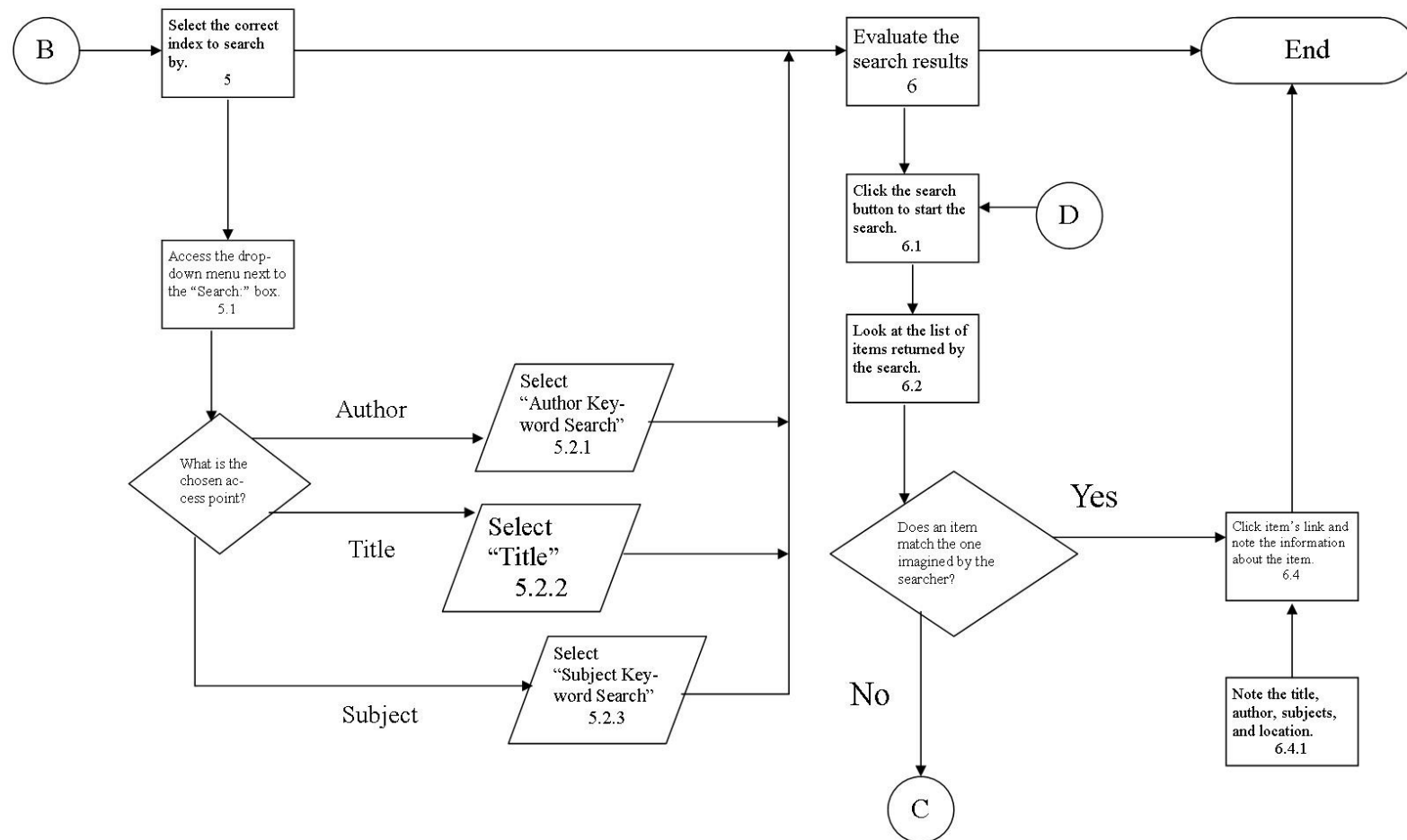
1. Decide on an item to search for in the Naugatuck Valley Community College (NVCC) Library catalog.
2. Determine what access point to use to search for the item.
3. Determine the search terms based on the selected access point.
4. Browse to the NVCC Library Website.
5. Browse to the NVCC Library catalog.
6. Enter the search terms into the catalog's search form
7. Select the correct index to search by.
8. Evaluate the results

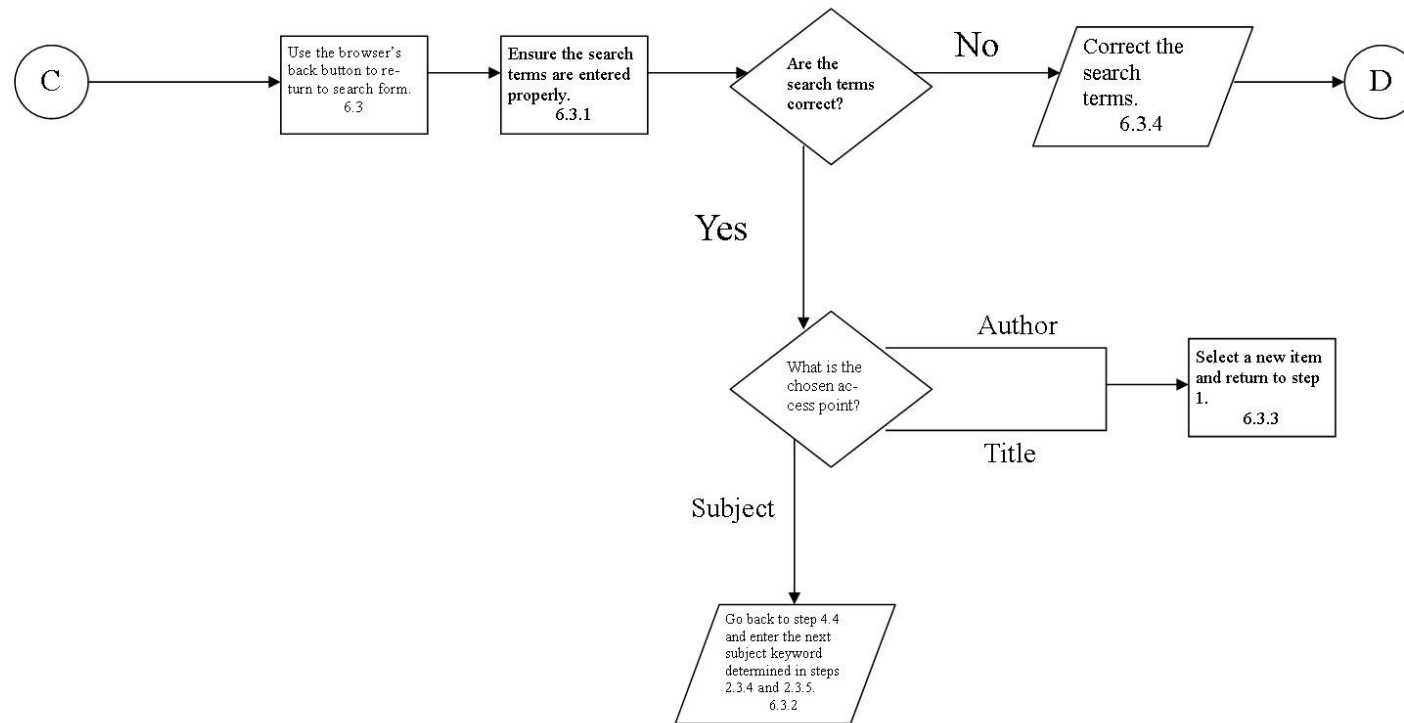
Flowchart:

Below is included the flowchart of the task operations.









Part 3: Analysis of Learners and Contexts

Learners' General Characteristics:

The community of learners for this instructional design is the student body at Naugatuck Valley Community College (NVCC) in Waterbury, CT. Since this is a large public community college, it serves a wide range of students, although by looking at the available demographics there are certain major trends that can be categorized as the major characteristics.

All the figures come from NVCC's student enrollment profile for their credit earning students. NVCC also tracks their non-credit earning students, but the report for the current year is not available yet, so the figures would not align with the previous report. The student enrollment profile will be supplied as Appendix A.

The student body is predominantly White, which makes up 63.6% of the credit earning student population. This number includes both Caucasian and Hispanic ethnicities. African-Americans make up the next largest segment of the population at 8.6%. The ages of the students range from the late teens to 65 or older, with the major proportion of students in the 18-29 range, which makes up 73.8% of the student population. 56.9% of the population is female. Most of the students are classified as Freshmen or first year college students, so these students have had little or no experience in the higher education setting. The largest portion of the students (31.8%) is enrolled in the General Studies program, which means that they study through a wide range of course subjects. As this is a college, almost all the students enrolled here have high school degrees, but a small portion (4.8%) has a GED. It is useful to note, for the matter of this instructional design, that these are merely the largest percentages representing NVCC's student body and that remains important to account for the other students outside of these classifications.

Learners' Entry Level Skills:

As this lesson incorporates technology, it is expected that students possess basic technological skills. This includes general computer use such as using a mouse and keyboard and navigating the operating system interface. This also includes general knowledge of how to use a web

browser. It is also expected that the students will be able to discern the difference between the author, title, and subject of a book.

Learning Styles:

The input on the learners' learning styles came through a couple of different methods. The most important was from my observations and interaction with three different groups of students in an instruction context. As a reference and instruction intern at the NVCC library, I have been allowed to observe and aid in the library's normal information literacy instruction courses. This has given me the opportunity to observe how they relate to the information and knowledge being provided to them by the instructing librarian. In addition, once the instruction session had progressed to the students practicing the skills they had learned, I was able to assist in guiding them in their research inquiries and answer additional questions they may have. The unexpected bonus in these observation sessions is that I was perceived as an assisting intern and not as an observer for a different purpose; therefore there should be little effect on their behavior to my presence. In addition to these sessions in an instruction setting, I have discussed the learners with my Subject Matter Expert (SME) in an attempt to understand her impression of them based on her years of experience working in this environment.

From my observations and assisting the students in instruction sessions, I have discovered that there is a broad range of learning styles present at NVCC. Since a large portion of the students are enrolled in the General Studies program, their studies range across a large spectrum of subjects and draw a wide range of different students. I observed students that need only a little suggestion of direction and students that seemed to balk at making a decision without extensive guidance. There are students that take to the verbal instructions being provided to the entire group well and can begin to work self-sufficiently. There are other students that required additional support and information from the instructor or me to accomplish the exercise. Due to the very different students enrolled at NVCC, it is difficult to plan for any specific learning styles.

Another matter that is important in determining the learning styles is the motivation of the learners for the topic of instruction. This was a matter that came up during my discussions with the SME regarding the students at NVCC. Due to the nature of a community college, many of

the students at NVCC have made a direct decision to attend and participate in instruction at NVCC. Their objectives in this decision may vary from wanting to start working for a more advanced degree such as the Bachelor's, or to improve their role at their employment, or even to aid their goals in achieving employment. When it comes to the topic of this instruction, in many cases the students at NVCC will be seeking an object in the library for use in an assignment or for their own personal desire. In regards to an assignment, they have an externally applied motivation, desiring a good grade, to understanding how to use the library catalog. For the latter case of desire, the motivation may not be as strong, but there is a more personal connection to succeeding in the goal of the instruction.

Learning Environment:

The library at NVCC has recently undergone significant renovations which have greatly improved its capabilities as a learning environment. Due to the technological nature of this instruction, having the access to the PC computers is crucially important. Fortunately, NVCC has completed a new electronic instruction classroom that is equipped with a large number of PC computers and an instructor's workstation connected to a data projector. The layout of the room is suitable for a variety of different forms of instruction. The instructor is able to lecture to the entire class from the workstation, from which an image can be projected onto the screen. The class can be easily separated into groups for exercises that are more efficient in smaller numbers. Finally, each student has access to a PC computer and is able to work independently or with the individual attention of the instructor. The room also has adequate space for easy movement.

Performance Environment:

The instructional objective is one of the very basic aspects of the greater concept of information literacy. In this regard, the skills learned through this instruction are important for greater learning, not only in information literacy skills, but also for success academically at NVCC. Through my personal observations and inquiries, it is very likely that the skill learned by the learners will be applied towards assignments in their other courses as well as for their own personal use. As this skill will aid them academically, there is a high level of support from the librarians, teaching faculty, and in fact supports the mission of NVCC to provide "opportunities

to individuals and organizations to develop their potential” (Naugatuck Valley Community College, 2010).

References

- About NVCC*. (2010, December). Retrieved from <http://www.nvcc.commnet.edu/About-NVCC>
- Naugatuck Valley Community College. (2010, November 5). *Student Enrollment Profile – Fall 2010*. Retrieved from <http://www.nvcc.commnet.edu/Portals/0/Documents/IR/Fall10CreditStudentProfile.pdf>

Part 4: Performance Objectives

Instructional Goal:

The goal of this instruction is that students at Naugatuck Valley Community College will be able to complete a search using the library's online catalog.

Terminal Objective:

Given a mock literature research assignment, students at Naugatuck Valley Community College will use the NVCC Library catalog to successfully locate the records of one book by title, one book by author, and two books by subject.

Enabling Objective 1:

Task: Determine what access point to use to search for the item.

Given a list of ten pieces of bibliographic information, students at NVCC will define the correct access point required to search for an item with the information for all ten items.

Enabling Objective 2:

Task: Determine the search terms based on the selected access point.

Given a three different research topics, students at NVCC will specify four subject terms that can be used to search for each research topic to the satisfaction of the instructor.

Determining the search terms for searches by title or author is below the entry skill level for this instruction.

Enabling Objective 3:

Task: Evaluate the search results.

Given three assignments with five library catalog search results each, students at NVCC will indicate whether the search result is an appropriate item for that assignment with three mistakes or fewer.

Part 5: Performance Measurements

Introduction:

In the Performance Objectives, I defined three different Enabling Objectives and the overall Terminal Objective. In order to assess performance in meeting these objectives I have developed different assignments to be completed during the course of the instruction. Each of these assignments will test a basic part of the instructional objective, building upon what was learned before. There will be a final test which will simulate a real world situation for the student to assess the overall performance.

Entry Skills Test:

There are some basic computer literacy skills that are outlined as prerequisite or entry skills for this instruction. In order to assess the students' readiness for the instruction, the instructor will have students log into the computers in the classroom using their Naugatuck Valley Community College (NVCC) accounts and load the library's homepage. The address of the homepage will be provided to the students. This will help assess that they are sufficiently computer literate to meet the demands of the rest of the instruction. If any student has difficulty at this task, the instructor will be able to guide them and provide remedial instruction in these skills.

Embedded Tests:

There will be three different assignments handed out with the instructional materials to the learners that will provide exercises to ensure that they are meeting the Enabling Objectives. These assignments will be completed by the students, and time taken to go over the answers with the entire class. The students will be asked to offer their answers to help maintain their interaction with the course knowledge and the instructor.

Enabling Objective 1 (EO1): Given a list of ten pieces of bibliographic information, students at NVCC will define the correct access point required to search for an item with the information for all ten items.

Performance Measurement for EO1: The distributed assignment will provide a list of ten different pieces of bibliographic information, which the learners will need to identify whether it would be best to search for that book by title, author, or subject.

Enabling Objective 2 (EO2): Given a three different research topics, students at NVCC will specify four subject terms that can be used to search for each research topic to the satisfaction of the instructor.

Performance Measurement for EO2: The distributed assignment will have three common research topics, and space for the learner to provide a list of four different subject terms that can be used to find information on those topics. Learners will share their subject lists with the rest of the class, and make a note of any that they did not already have.

Enabling Objective 3 (EO3): Given three assignments with five library catalog search results each, students at NVCC will indicate whether the search result is an appropriate item for that assignment with three mistakes or fewer.

Performance Measurement for EO3: The distributed assignment will provide three different research assignments with five included search results, the students will need to mark which of the search results would not be suitable for the research assignment. The number of unsuitable search results will vary for each of the provided topics.

Posttest:

At the end of the instruction, the learners will be provided with a final assignment that will give them a simulated research situation that will have them use the skills and knowledge acquired from the instruction to complete. The assignment will be phrased as close as possible to their usual class assignments, in order to ensure they are being evaluated under ideal circumstances. This will also be used to measure the performance in reaching the instruction's terminal objective.

Terminal Objective: Given a mock literature research assignment, students at Naugatuck Valley Community College will use the NVCC Library catalog to successfully locate the records of one book by title, one book by author, and two books by subject.

Performance Measurement for Terminal Objective: The distributed assignment will provide a literature research assignment that will ask the learners to write a paper on a theme in a piece of literature by a specific author. It will also ask them to use a specific reference title to gather information about the author and the piece of literature they chose. To show that they have found the items, the learners will be asked to supply the call numbers of the piece of literature, the reference title, and two other books that will give them information to complete their research.

Instructional Assessment:

Finally, there will be a questionnaire presented to the learners to evaluate the effectiveness of the instruction, instructional materials, and performance measurements. This will be used by the instructional designer to receive feedback and aid in the revision of the instructional design.

Name: _____

Date: _____

Directions: State whether you would find the described book by **Title**, **Author**, or **Subject**.

1. *The Call of the Wild* _____
2. A book by Jules Verne _____
3. A book about elephants _____
4. A guide to growing orchids _____
5. A play by Christopher Marlowe _____
6. *All Quiet on the Western Front* _____
7. A manual for basic car repair _____
8. *On the Road* by Jack Kerouac _____
9. A travel guide to Connecticut _____
10. A book by David McCullough about the American Revolution _____

Name: _____

Date: _____

Directions: For each of the provided research topics, please list **4 subject** terms you can use in the catalog to find books on that topic.

1. Elections

A. _____

B. _____

C. _____

D. _____

2. Weather

A. _____

B. _____

C. _____

D. _____

3. Children

A. _____

B. _____

C. _____

D. _____

Name: _____

Date: _____

Directions: There are five search results provided for each of the three different research topics below. Evaluate the information in each result and determine if it is a good fit for the research topic. Put an X on the line in front of the choices that do not fit.

Topic: Modern Art

_____ Greenhalgh, Paul. *The Modern Ideal: The Rise and Collapse of Idealism in the Visual Arts from the Enlightenment to Postmodernism*. London: V&A Publications, 2005.

_____ Chadwick, Whitney. *Myth in Surrealist Painting, 1929-1939*. Ann Arbor, MI: UMI Research Press, 1980.

_____ McLanathan, Richard. *Images of the Universe; Leonardo da Vinci: The Artist as Scientist*. Garden City, NY: Doubleday, 1966.

_____ Barr, Alfred H., Jr. *Cubism and Abstract Art: Painting, Sculpture, Constructions, Photography, Architecture, Industrial Art, Theatre. Films, Posters, Typography*. Cambridge, MA: Belknap Press of Harvard University Press, 1986.

_____ *Bioethics at the Movies* Ed. Sandra Shapshay. Baltimore: Johns Hopkins University Press, 2009.

Topic: American Slavery

_____ Douglass, Frederick. *My Bondage and My Freedom* Salem, NH: Ayer, 1984.

_____ *Black Writers and the American Civil War* Ed. Richard A. Long. Secaucus, NJ: Blue & Grey Press, 1988.

_____ Stowe, Harriet Beecher. *Uncle Tom's Cabin*. New York: A.A. Knopf, 1995.

_____ Snodgrass, Mary Ellen. *Underground Railroad: An Encyclopedia of People, Places, and Operations* Armonk, NY: Sharpe Reference, 2008.

_____ Minchin, Timothy J. *Color of Work: The Struggle for Civil Rights in the Southern Paper Industry, 1945-1980* Chapel Hill, NC: University of North Carolina Press, 2001.

Topic: Human Biology

_____ Stewart, Gregory John. *Skeletal and Muscular Systems* New York: Chelsea House, 2009.

____ Rosser, Sue V. *Biology & Feminism: A Dynamic Interaction* New York: Twayne Publishers, 1992.

____ Swanson, Carl P. *The Natural History of Man* Englewood Cliffs, NJ: Prentice-Hall, 1973.

____ Eve, Raymond A., and Francis B. Harrold. *Creationist Movement in Modern America* Boston: Twayne Publishers, 1990.

____ O'Neill, Onora. *Autonomy and Trust in Bioethics* New York: Cambridge University Press, 2002.

Name: _____

Date: _____

Directions: You have been given a literature research assignment below. Use the library catalog to locate the books required to complete this assignment. In the spaces provided below, give the author, title, and call number of the books that you find.

Assignment: The class has read *Hamlet* by William Shakespeare. Find and read another play by Shakespeare that you will compare to *Hamlet*. Find information about your other play and *Hamlet* in *Shakespeare A to Z: The Essential Reference to his Plays, His Poems, His Life and Times, and More*. Some of the themes in *Hamlet* are “Revenge”, “Jealousy”, and “Love”. Choose one of these themes and write a comparison paper talking about how Shakespeare uses it in *Hamlet* and your other play.

Below provide the information for another play by Shakespeare (1), for the reference book mentioned in the assignment (2), and two books about one of the themes mentioned (3-5).

1.

Author: _____

Title: _____

Call Number: _____

2.

Author: _____

Title: _____

Call Number: _____

3.

Author: _____

Title: _____

Call Number: _____

4.

Author: _____

Title: _____

Call Number: _____

Course: _____

Date: _____

By completing this brief survey about the instruction session you have just completed, you will provide valuable information to the instructor about how to make it better. Thank you in advance.

The objectives of this lesson were:

Very Unclear				Very Clear
1	2	3	4	5

The practice assignments were:

Very Unclear				Very Clear
1	2	3	4	5

The pace of the instruction was:

Too Slow				Too Fast
1	2	3	4	5

The level of this instruction was:

Too Hard				Too Easy
1	2	3	4	5

The scope of material covered in this lesson was:

Inadequate				Adequate
1	2	3	4	5

The instructional materials given were:

Very Unclear				Very Clear
1	2	3	4	5

The instructor's expertise and manner were:

Poor				Excellent
------	--	--	--	-----------

1	2	3	4	5
---	---	---	---	---

Overall, I would rate this instruction session:

Poor				Excellent
1	2	3	4	5

Please provide any comments or suggestions you may have.

Part 6: Instructional Strategy

Preinstructional Activities:

Motivating Learners:

Dick, Carey, and Carey (2009) make mention of John Keller's ARCS model developed through his research on the psychology of motivation. The four parts of this model are attention, relevance, confidence, and satisfaction. In order to provide an effective instruction of the library catalog at Naugatuck Valley Community College (NVCC), I will address each of these four points.

The attention of the students will be focused on the instruction, because prior to almost all the cases that this instruction will be provided, the students at NVCC will have been given an assignment or research project by the teaching faculty that will require them to locate materials in the library. The need to succeed in this other assignment will help maintain the students' attentions on my instruction. This also contributes to the relevance of the instruction, because the students will be able to directly view the results of their learning in relation to their overall academic career. The objectives of this instruction are relevant within the greater information literacy framework that is included in NVCC's mission.

The final two parts of Keller's model, confidence and satisfaction, are also closely connected. I feel that the pace and level of instruction will be of an appropriate level to the learners, so that they will not feel uncomfortable while learning. This will help give them confidence in the subject, not only for the course of the instruction session, but also to use the skills in the real environment. Both the real world applicability in their academic careers of the skill being learned and the hopefully high confidence in their ability would provide high levels of satisfaction in the instruction session. By meeting these points of Keller's model as well as the other two, I feel that the learners will be properly motivated to succeed during the instruction session.

Informing the Learners of the Objectives:

As part of the introduction to the instruction session, the instructor will define the terminal objective of the session and each of the steps that be taken to achieve it. This gives the learners a roadmap of what to expect during the session. Each of the steps or phases are based on the three enabling objectives.

Informing the Learners of the Prerequisite Skills:

There does not need to be a distinct introduction to the prerequisite skills, because these will be briefly tested when the instructor requests that the learners log into their NVCC accounts and load the library homepage. During this time, the instructor will provide assistance if needed. Once the students have completed this task, they will have shown that they possess the prerequisite skills.

Student Groupings and Media Selection:

During the preinstructional part of the instruction, the students will be in a large group and led by the instructor. There will be a PowerPoint slide displayed that will list the objectives of the course as the instructor informs the learners. There will also be a slide with the URL of the NVCC library homepage and a screenshot of what it looks like.

Information Presentation and Learner Participation:

The order of the information for this instruction is fairly easy to determine, as each of the enabling objectives build upon the prior objective.

Objective 1

Define the access points used when given pieces of bibliographic information.

Content: The instructor will explain the definitions between the different access points to the catalog focusing on the author, title, and subject searches. Using several examples of bibliographic information that will be available on a PowerPoint slide, the instructor will point out the various parts.

Practice: The instructor will provide a handout, which will also be the first embedded assessment, where the students will have to identify the correct access point to use for the given information.

Feedback: The instructor will give the correct answers and explain the reasoning behind them. The students will self-correct their own assignments, which will be collected by the instructor for assessment purposes.

Objective 2

Determine different subject terms to search for a research topic.

Content: The instructor will explain about the use of synonyms and the reasons why the students need to determine several different terms for their searching process.

Practice: Using a projected PowerPoint slide, the instructor will present several different research topics, and elicit responses from the students about possible subject search terms to locate

information in the catalog on that topic. He or she will then provide another handout, which will be the second embedded assessment, where the students will have to specify five subject terms for three research topics.

Feedback: The instructor will provide feedback during the communal practice session. Then he or she will have the students go over their responses on their handouts and provide feedback on those.

Objective 3

Determine if the given search result is appropriate for the given topic.

Content: The instructor will show a search result page and go over the different elements on the page, explaining ways to tell whether it would be a suitable item to use for the research assignment. The focus will be on the topic matter, currency, and authority.

Practice: The instructor will provide a handout where the students will be given different research assignments and will be asked to identify whether the included search results would be suitable. This will act as the third embedded assessment.

Feedback: The instructor will have the students provide their responses to the assignment, and discuss the reasoning behind whether they are correct or not and the reasons why.

Assessment:

Pretest:

The pretest is administered at the beginning of the instruction session, when the instructor requests that the students login into their NVCC accounts and load the library homepage. This ensures that the students meet the prerequisite level of computer knowledge to be able to complete the assessment.

Embedded Tests:

Each of the different objectives described above in the Information Presentation section, will have its own assessment that will serve as the embedded assessment tools for the instruction session.

Posttest:

At the end of the instruction, the students will be provided with a final assignment that will give them a simulated research situation that will have them use the skills and knowledge they acquired from the instruction. It will be phrased as close to possible to normal class assignments,

to reinforce the relevance of the instruction. The students will be requested to use the catalog to locate a variety of sources for a research assignment.

Student Groupings:

For most of the instruction, the class will be together as a single group. It is suggested that the instructor have the students work in smaller groups of 2-4 on the embedded assessments to not only allow them to share their collective knowledge, but also to ensure that they will be completed in a timely fashion. This will also allow the students to observe how their classmates think, and the different possible responses.

Selection of Media and Delivery Systems:

The instruction will be delivered through a few different mediums. As this instruction is focused on teaching an intellectual skill which can have a variety of results, having a delivery system that can provide active feedback is important. In this case, it will be the instructor, who will be able to respond to unexpected inquiries or results. For several points during the instruction, multimedia presentation software, most likely PowerPoint, will be used to provide visual information, as well as prompts for learner participation. Finally, the students will use the internet-accessible workstations in the library classroom to access the catalog to test their learning and gaining actual experience performing the instructed skills.

References

Dick, W., Carey, L., & Carey, J. O. (2009). *The systematic design of instruction*. Upper Saddle River, NJ: Merrill.

Part 7: Instructional Materials

Availability of Existing Instructional Materials:

There is very little existing instructional material for this topic. During my initial research, there were only two resources that I found that may have possibly overlapped with my instructional materials. Both of them provide tips and instructions on interacting with the catalog interface, but do not provide guidance on developing a search strategy or how to effectively search for an information need. They may be useful as reference items for the students, but will not apply for the instructional sessions.

Instructional Materials Used:

As mentioned at the end of the previous instructional strategy section, it is important to have an instructional delivery system where active feedback is available from the learners. In this fashion, this instructional design is meant to be instructor mediated. The instructor will use the enclosed *Instructor's Guide* to run the instructional session. The enclosed PowerPoint presentation will serve as a tool to share information to the students and elicit responses from them. Included at the end of the Instructor's Guide are 4 sheets that should be copied and handed out to each student, these will serve for skills practice as well as assessment tools for the instructor and designer. Finally, there is a separate reference sheet that will be provided to the students at the end of the session to provide additional information.

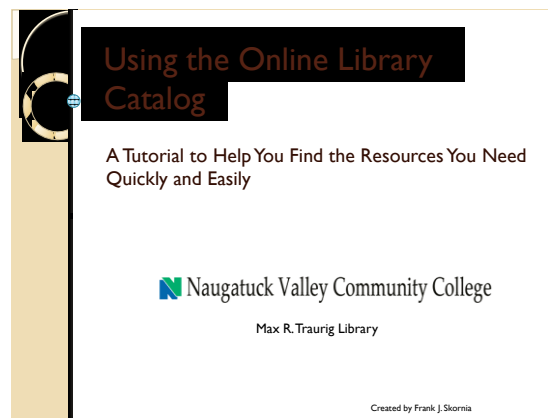
Using the Online Library Catalog at Naugatuck Valley Community College

Instructor's Guide

*Note: Phrases in **bold** and enclosed in brackets ([]) are actions for the instructor. [Like this.]*

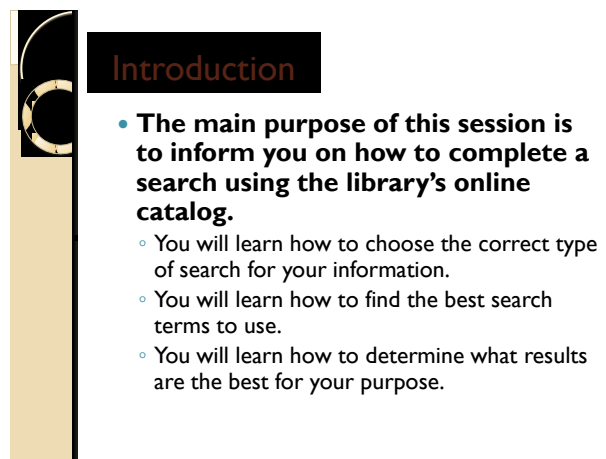
Introduction:

[Start the enclosed PowerPoint presentation on the title screen. This should be visible to the students as they take their seats in the classroom.]



Good morning/afternoon/evening class. I am <insert instructor's name here> and I will be guiding you in using the Naugatuck Valley Community College Library's online catalog.

[Click the presentation to the next slide.]




By the end of this session you all will be familiar with how to use the basic features of NVCC's online catalog. You will know how to effectively search the books and other materials at the

library to find information for your research assignments. A few skills that we will build on in order to attain this goal are:

1. Know the different ways to search the catalog and when to use them.
2. Figure out the best search terms to find what you are looking for.
3. Know how to determine whether the item you found is appropriate for your needs.

The first thing we will need to do is to log into the computers and go to the library homepage.


[Click to the next presentation slide.]



Go to the Library Homepage

Log into your computer using your NVCC student login information.
Open the web browser by double-clicking its icon on the desktop.
In the address bar, enter the following address:


<http://www.nvcc.commnet.edu/Academics/Library>



The site should look like this.

If anyone has difficulty with logging into their computers with their student accounts or entering the internet address of the NVCC Library homepage, please raise your hand and I will come over to assist. Once you have done this, your browser should look like this. **[Indicate the projected slide on the screen.]**

[Once it is clear that everyone has loaded the correct website, click to the next presentation slide.]



What type of search should I use?

- There are three basic ways to search the library catalog:
 - Title
 - Author
 - Subject
- Each type of search can help you search in different ways.

Search Types:

First thing we will look at are the different ways that you can search the library catalog. These different ways of searching are called “Access Points” because they are the ways that you access the catalog. The three main types of access points in a library catalog are:

1. Title
2. Author
3. Subject

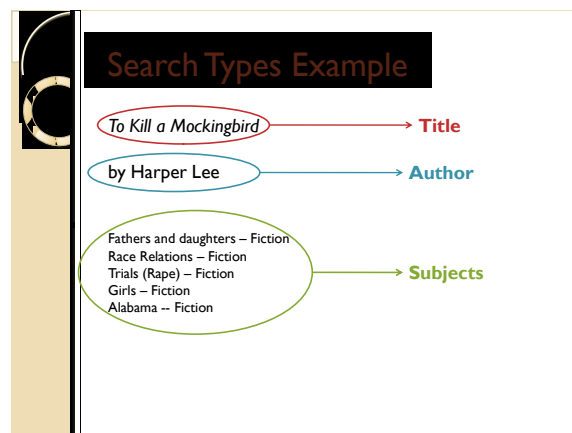
I am sure many of you know the first two of these. The title is the name of the work that you are searching for. If you know exactly what item you want and just want to know where to find it in the library, this is the most precise way of searching. A search by title will give you a list of all the items the library owns or has access to with that title.

The author is the person responsible for writing the work. This is useful if you are looking for another book by an author that you have used before, or if the only information you have been given is the author. For example, “I would like to find a book of poetry by Walt Whitman,” or “I’ve heard that Stephen King has written some scary stories. I think I would like to read one of those.” Searching by author will give you a list of items the library owns that are written by that author.

A subject search is the one that will give you the broadest results. In many cases, this will be the most common search that you will do, because you will be looking for items about your research topics, without knowing any specific titles or authors. A subject search will give you a list of results of everything the library has about that subject.

Here is some information about the book. We’re going to identify each of these different parts.

[Click to the next presentation slide.]



Note: The circles, arrows, and labels will not show up when the slide first loads. The instructor will click to make each appear as he or she gets responses about the different bibliographic parts.

As you can see, the example here is the book, *To Kill a Mockingbird*. Which access point will you use if you know the name of the book?

[Click to reveal the circle and label for title after the students give the correct response.]

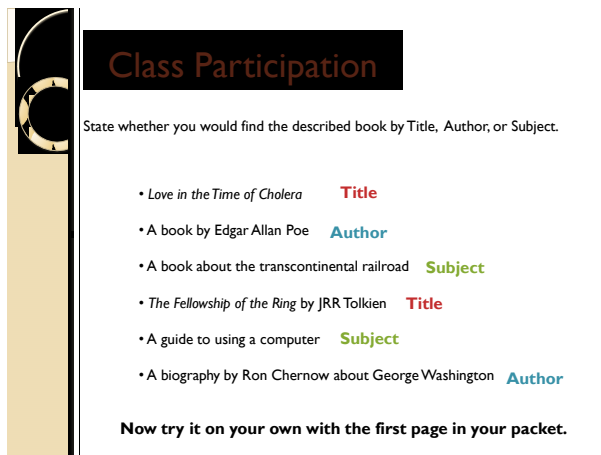
Which access point will you use if you know the book is written by Harper Lee?

[Click to reveal the circle and label for author after the students give the correct response.]

This next part tells you what the librarians believe this book is about. Which access point would you use to search, if you were researching one of these topics?

[Click to reveal the circle and label for subject after the students give the correct response.]

[Click to the next presentation slide.]

A presentation slide titled "Class Participation" with a decorative graphic on the left. The slide contains a list of six items, each with a colored dot and a label (Title, Author, or Subject) to its right. The labels are in the same color as the dot. At the bottom, there is a line of text: "Now try it on your own with the first page in your packet."

Item	Access Point
• Love in the Time of Cholera	Title
• A book by Edgar Allan Poe	Author
• A book about the transcontinental railroad	Subject
• The Fellowship of the Ring by JRR Tolkien	Title
• A guide to using a computer	Subject
• A biography by Ron Chernow about George Washington	Author

Note: The labels for each of the entries will not show up when the slide first loads. The instructor will have to click for each of them to be revealed as the students give the correct responses.

Note: A couple of the items here, like in the embedded assessment, provide more than one access point for searching. The answer given is the most efficient to find the item, but the instructor is welcome to encourage discussion with the students about why one would choose one access point over another.

Here we have six different items that need to be found in the library catalog. What type of search would you use for each?

[Click to reveal each of the answers as the students give their responses. At the end, click one more time to reveal the prompt for the students to try it on their own or in small groups.]

Note: On the basis of saving time for this assessment, the students are encouraged to work with a partner on their responses. This will allow them to complete the assignment faster, which will allow the instructor to give the answers and move on to the next section.

Now, turn to the first page of the packet given to you, and, following the instructions, list the access point you would use to find the listed item.

[Allow the students to complete the assessment (about 5 minutes). Once completed, go over the correct answers, which are provided below.]

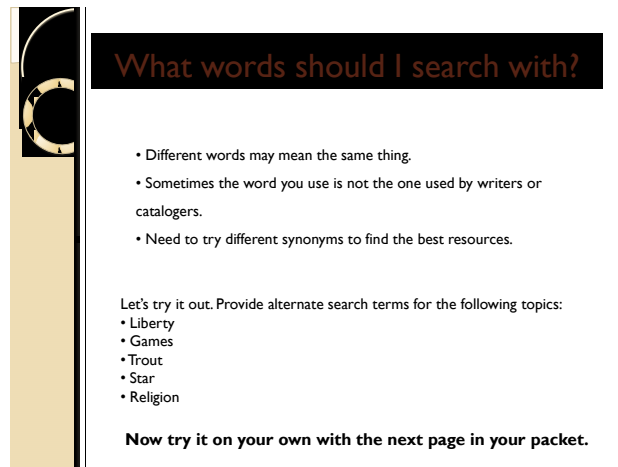
Note: Like with the class participation section, encourage discussion about why one access point should be used over another.

Answers:

1. *Title*
2. *Author*
3. *Subject*
4. *Subject*
5. *Author*
6. *Title*
7. *Subject*
8. *Title (remember the title is the most precise means of searching)*
9. *Subject*
10. *Author (by evaluating the results of an author search, you will see if any match the topic.)*

Subject Searching:

[Click to the next presentation slide.]



What words should I search with?

- Different words may mean the same thing.
- Sometimes the word you use is not the one used by writers or catalogers.
- Need to try different synonyms to find the best resources.

Let's try it out. Provide alternate search terms for the following topics:

- Liberty
- Games
- Trout
- Star
- Religion

Now try it on your own with the next page in your packet.

Note: The class participation exercise part of this slide will not show up at the beginning. The instructor will need to click to reveal this part when he or she is ready to do the class exercise.

Unless you know precisely what item you are looking for in the library, you are most often going to use the subject search in order to find items you need for your research assignments. Subject searching gets complicated by the fact that there is potentially more than one word or phrase to search for your research topic. A good example of this would be if you were research cellular phones. You could either search “cellular phone” or “mobile phone”. Depending on who wrote the item, he or she could have used either term. Therefore, it is important to be aware of the different synonyms for your search terms.

The best strategy before you begin searching is to make a list of what you believe are the key search terms for your research topic, and then for each of those make a list of four or five possible synonyms that can provide you with alternate search terms. This means that in the end you are making sure that you are finding everything that you can.

[Click the presentation to reveal the class exercise.]

Now we are going to try this as a class. What are some possible alternate search terms for the following topics?

1. Liberty
2. Games
3. Trout
4. Star *Note: This one is purposefully ambiguous to show that searchers may need to find synonyms that are close to their research topic. In this case, does this mean an astronomical star or a celebrity star?*
5. Religion *Note: This one is purposefully broad, to show that sometimes it is necessary to determine search terms that are narrower to have more manageable results.*

[Click the presentation to reveal the prompt for the next embedded assessment.]

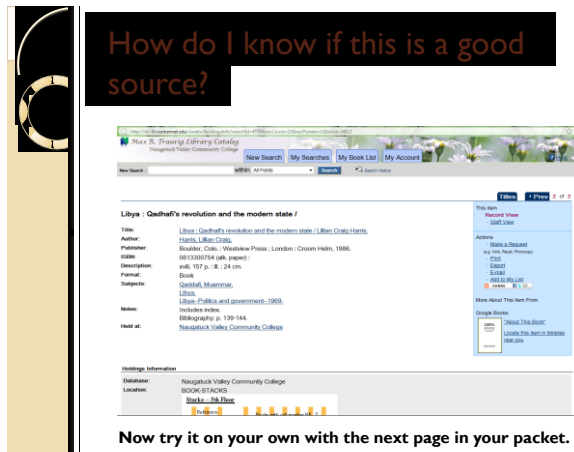
Note: On the basis of saving time for this assessment, the students are encouraged to work with 1-3 partners on their responses. This will allow them to complete the assignment faster, which will allow the instructor to give the answers and move on to the next section.

Now turn to the next page in your packet. Follow the directions to come up with four possible alternate search terms for each of the listed topics.

[Allow the students enough time to complete the assignment (5 minutes). Once completed, have the different groups offer their solutions for each of the different topics.]

Evaluating the Results:

[Click to the next presentation slide.]



How do I know if this is a good source?

Libya : Qadhafi's revolution and the modern state / Brian Childs.

Title: Libya : Qadhafi's revolution and the modern state / Brian Childs.

Author: Childs, Brian.

Publisher: Boulder, Colo. : Westview Press, London : Croom Helm, 1988.

ISBN: 0813300754 (pbk. paper) :

Description: xiv, 307 p. : ill. ; 24 cm.

Format: Book.

Subjects: Qadhafi, Muammar; Libya.

Notes: Libya. Qadhafi and government--1969. Includes index. Bibliography: p. 159-164. Newburgh College Community College.

Holdings Information

Location: Newburgh College Community College

Location: BOOK STACKS

Stacks - 1st Floor

Now try it on your own with the next page in your packet.

Note: The slide will first load with a screenshot of the results page for To Kill a Mockingbird. The next time the instructor clicks, the screen shot of the results page for Libya: Qadhafi's Revolution and the Modern State will appear on top. This allows the instructor to have an example of a useful results page and one that may not be as useful. The next click will reveal the prompt for the next embedded assessment.

So, now you have searched for your topic and the catalog has spit out a list of results. Which one do you choose?

[Prompt the class to respond to the question with their ideas of evaluation criteria.]

When it comes to library materials found through the catalog, there are three basic criteria you can use to measure how well they will work for your purposes.

1. Topic
2. Currency

3. Authority

When you consider the topic, look at the title of the result. Does it sound like it might fit within your research topic? If it sounds like it could possibly work, click on the result and view the item's page in the catalog. **[Indicate the screenshot projected on the screen.]** Here we have the page for *To Kill a Mockingbird*. Note this area that says "Subjects". **[Indicate the area on the screenshot.]** Do they sound close to your research topic? If so, then this might be an appropriate search result. An important tip here, if this is a good item for your topic, note the subjects used to describe it. You can use those to find more resources that will have similar information.

The next criteria you want to consider is how current the item is. If you are working on an assignment that is about the recent Presidents of the United States, you do not want a book that was published in 1995, since it will not have the most recent information. For this criteria, look at the publication date. **[Indicate the publication date at the end of the Publisher line.]** Sometimes the currency of the item does not matter, like in this case. There is not much difference in versions of *To Kill a Mockingbird*, unless you are looking for a specific edition – then you will want to pay attention to the publication date.

Finally, you'll want to judge the item based on how well it will provide relevant and correct information, which we call authority. Most of the evaluation for authority has actually been done for you by the librarians. The very presence of the item in the catalog means that some librarian at some time decided that this was a good book for the library to have.

There are a few ways to look at the authority. First, you can look at the author, although this can be hit or miss, especially if you do not know the names of experts in the area you are researching. You can try clicking on the author's name and seeing what other items the library has by that person. If they have a large selection of works in the library, that shows that the librarians trust that author and have bought other items by him or her. Most of the time there will be only that one book in the library by that author. Next you can look at the publisher. Publishers like University Presses are an excellent sign that the book has good authority. Finally, look at the notes on the results page. In many cases, good informative books will have indexes and a list of their research references.

In the case of *To Kill a Mockingbird*, there is little that you need to check for authority. Here is another example of a search page though. **[Click to reveal the next example on the presentation slide.]** Is this a good resource to use for a research paper on Libya?

[Allow the students an opportunity to respond to the question about their thoughts on this example. If necessary, point out that the book was printed in 1986, so is possibly very poor in current information.]

[Click to reveal the prompt for the students to do the next embedded assessment.]

Note: On the basis of saving time for this assessment, the students are encouraged to work with 1-3 partners on their responses. This will allow them to complete the assignment faster, which will allow the instructor to give the answers and move on to the next section.

Now turn to the next page in your packet. Follow the directions to determine whether the items would be relevant for the stated research topic.

[Allow the students enough time to complete the assignment (5 minutes). Once completed, have the different groups offer their responses. Go over the correct answers which are supplied below.]

Answers:

Modern Art:

Yes

Yes

No

Yes

No

American Slavery

Yes

No

Yes

Yes

No

Human Biology

Yes

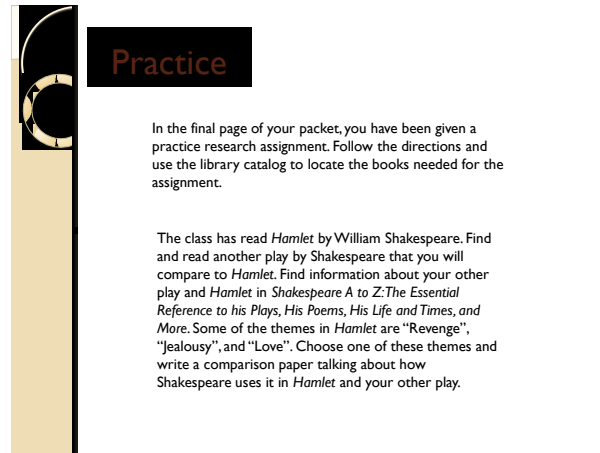
No

Yes

No

No

[Once the instructor has gone over all the responses, click to the next presentation slide.]



Now we have gone over the primary skills needed to use the NVCC library catalog to search for items for your research. We have talked about the difference between searching by title, author, and subject. We have practiced listing alternate search terms based on synonyms to be able to expand and narrow your search if necessary. Finally we have gone over ways that you can judge whether an item found in the catalog would be useful for your research. Now we are going to put all these parts together and find items for a practice research assignment. Turn to the final page in your packets, and follow the instructions to find four different resources that meet the requirements.

Note: On the basis of saving time for this assessment, the students are encouraged to work with 1-3 partners on their responses. This will allow them to complete the assignment faster, which will allow the instructor to give the answers and move on to the next section.

[Allow the students enough time to complete the assignment (10 minutes). Once they are completed, have the different groups offer their responses and go over their choices with the rest of the class.]

Now you are ready to use the NVCC Library online catalog for your own research projects. Before you leave, I will give you a reference sheet that you can use to remind yourself about the different ways to use the catalog, ways to evaluate the results that you find, and different ways to figure out alternate search terms. If you find you ever need additional assistance in using the library, you can always ask the reference librarian on duty on the fifth floor. Thank you very much for your time and effort.

[Collect the assessment sheets from the students before they leave the room, and provide them with the reference sheet handout.]

Note: Below are the three embedded assessments and the final practice research assignment. These should be printed out, copied, and provided to every student in the class. If possible, you can print and copy them double-sided. At the end of the four handouts is the reference sheet to handout.

Name: _____

Date: _____

Directions: State whether you would find the described book by **Title**, **Author**, or **Subject**.

1. *The Call of the Wild* _____
2. A book by Jules Verne _____
3. A book about elephants _____
4. A guide to growing orchids _____
5. A play by Christopher Marlowe _____
6. *All Quiet on the Western Front* _____
7. A manual for basic car repair _____
8. *On the Road* by Jack Kerouac _____
9. A travel guide to Connecticut _____
10. A book by David McCullough about the American Revolution _____

Name: _____

Date: _____

Directions: For each of the provided research topics, please list **4 subject** terms you can use in the catalog to find books on that topic.

1. Elections

A. _____

B. _____

C. _____

D. _____

2. Weather

A. _____

B. _____

C. _____

D. _____

3. Children

A. _____

B. _____

C. _____

D. _____

Name: _____

Date: _____

Directions: There are five search results provided for each of the three different research topics below. Evaluate the information in each result and determine if it is a good fit for the research topic. Put an X on the line in front of the choices that do not fit.

Topic: Modern Art

_____ Greenhalgh, Paul. *The Modern Ideal: The Rise and Collapse of Idealism in the Visual Arts from the Enlightenment to Postmodernism*. London: V&A Publications, 2005.

_____ Chadwick, Whitney. *Myth in Surrealist Painting, 1929-1939*. Ann Arbor, MI: UMI Research Press, 1980.

_____ McLanathan, Richard. *Images of the Universe; Leonardo da Vinci: The Artist as Scientist*. Garden City, NY: Doubleday, 1966.

_____ Barr, Alfred H., Jr. *Cubism and Abstract Art: Painting, Sculpture, Constructions, Photography, Architecture, Industrial Art, Theatre. Films, Posters, Typography*. Cambridge, MA: Belknap Press of Harvard University Press, 1986.

_____ *Bioethics at the Movies* Ed. Sandra Shapshay. Baltimore: Johns Hopkins University Press, 2009.

Topic: American Slavery

_____ Douglass, Frederick. *My Bondage and My Freedom* Salem, NH: Ayer, 1984.

_____ *Black Writers and the American Civil War* Ed. Richard A. Long. Secaucus, NJ: Blue & Grey Press, 1988.

_____ Stowe, Harriet Beecher. *Uncle Tom's Cabin*. New York: A.A. Knopf, 1995.

_____ Snodgrass, Mary Ellen. *Underground Railroad: An Encyclopedia of People, Places, and Operations* Armonk, NY: Sharpe Reference, 2008.

_____ Minchin, Timothy J. *Color of Work: The Struggle for Civil Rights in the Southern Paper Industry, 1945-1980* Chapel Hill, NC: University of North Carolina Press, 2001.

Topic: Human Biology

_____ Stewart, Gregory John. *Skeletal and Muscular Systems* New York: Chelsea House, 2009.

____ Rosser, Sue V. *Biology & Feminism: A Dynamic Interaction* New York: Twayne Publishers, 1992.

____ Swanson, Carl P. *The Natural History of Man* Englewood Cliffs, NJ: Prentice-Hall, 1973.

____ Eve, Raymond A., and Francis B. Harrold. *Creationist Movement in Modern America* Boston: Twayne Publishers, 1990.

____ O'Neill, Onora. *Autonomy and Trust in Bioethics* New York: Cambridge University Press, 2002.

Name: _____

Date: _____

Directions: You have been given a literature research assignment below. Use the library catalog to locate the books required to complete this assignment. In the spaces provided below, give the author, title, and call number of the books that you find.

Assignment: The class has read *Hamlet* by William Shakespeare. Find and read another play by Shakespeare that you will compare to *Hamlet*. Find information about your other play and *Hamlet* in *Shakespeare A to Z: The Essential Reference to his Plays, His Poems, His Life and Times, and More*. Some of the themes in *Hamlet* are “Revenge”, “Jealousy”, and “Love”. Choose one of these themes and write a comparison paper talking about how Shakespeare uses it in *Hamlet* and your other play.

Below provide the information for another play by Shakespeare (1), for the reference book mentioned in the assignment (2), and three books about one of the themes mentioned (3-5).

1.

Author: _____

Title: _____

Call Number: _____

2.

Author: _____

Title: _____

Call Number: _____

3.

Author: _____

Title: _____

Call Number: _____

4.

Author: _____

Title: _____

Call Number: _____

Using the Online Library Catalog at Naugatuck Valley Community College

Reference Sheet

Library Homepage:

<http://www.nvcc.commnet.edu/Academics/Library>

3 Different Ways to Search:

Title:

- Most precise way of searching for an item.
- Use when you know exactly what item you are looking for, and want to know where it is in the library.

Author:

- Broader search than title, will give you all the items written by the author.
- Useful when you are looking for a book by an author you have read before or know that he or she has written about your research topic.

Subject:

- Broadest list of results, will give you a variety of titles and authors.
- Use when you are looking for resources on a particular topic and do not know specific titles or authors.
- Make sure to try variations of your search terms to find everything the library has.

Determining Alternate Search Terms:

Before you begin searching the catalog, make a list of possible search terms related to your research topic. Use a thesaurus or a website like <http://thesaurus.com/> to find synonyms of your research terms. If you find a good result with one of your searches, look at the title and subjects of that result to give you more ideas of alternate search terms.

Evaluate Your Results:

Follow three major criteria to make sure that your search results fit your research topic.

Topic:

- Look at the title of the result. Does it sound like it will be a good fit for your research?

- Look at the subjects describing the item. Are they similar to your research topic?

Currency:

- Do you need an item that has the most current information?
- Look at the publication date. Is it possible that the information in this item is too old and not relevant for your research?

Authority:

- Has the author written any other books in the library? Does he or she seem an authoritative person to be writing about your research topic?
- Does the publisher sound reliable?
- For nonfiction books, do the notes list an index and references or bibliography of research sources?

This is only a reference to help refresh your memory about what you learned during the class on using the library catalog. If you have further questions or want more assistance, be sure to contact the reference librarians at the NVCC library by phone, email, or in person at the reference desk.

Course: _____

Date: _____

By completing this brief survey about the instruction session you have just completed, you will provide valuable information to the instructor about how to make it better. Thank you in advance.

The objectives of this lesson were:

Very Unclear				Very Clear
1	2	3	4	5

The practice assignments were:

Very Unclear				Very Clear
1	2	3	4	5

The pace of the instruction was:

Too Slow				Too Fast
1	2	3	4	5

The level of this instruction was:

Too Hard				Too Easy
1	2	3	4	5

The scope of material covered in this lesson was:

Inadequate				Adequate
1	2	3	4	5

The instructional materials given were:

Very Unclear				Very Clear
1	2	3	4	5

The instructor's expertise and manner were:

Poor				Excellent
1	2	3	4	5

Overall, I would rate this instruction session:

Poor				Excellent
1	2	3	4	5

Please provide any comments or suggestions you may have.

Part 8: Formative Evaluations

One-to-One Evaluation:

Learner Selection:

The evaluators for the individual evaluations were selected by seeking volunteers from the users of Naugatuck Valley Community College's (NVCC) library. As demonstrated in the learners' analysis, NVCC serves a very diverse community of students, so there was an added challenge in selecting evaluators that provided a wide range of age, interests, and experience. I succeeded in obtaining three volunteers that provided an adequate representation of the students at NVCC. Two of them were females and the third was male. Two of them were in the general studies program at NVCC, and the third was in her second year of the registered nursing program. The female in the general studies program was in the second semester of her first year and had little experience in the library, only having a single library instruction session for an English course during her first semester. The young man was in his final semester of his two year general studies program and was a frequent user of the library for both academic and recreational use. The nursing student was also in her second year, but had little experience overall using the library.

They all showed curiosity in what I was asking to do and professed their interest in helping to improve the instructional materials during their evaluation session. They understood that everything they were going to be learning was still in a draft version, and may be unwieldy in places.

Evaluation Procedure:

I was able to work with each of the individual evaluators in the electronic classroom in the NVCC library, although I substituted projecting the PowerPoint slideshow with just displaying it on an adjacent computer monitor. Using this space is advantageous because it was the same equipment that would be used in the field, so I was able to observe whether there would be any difficulties in its use. The individual evaluations were separated into two days due to time reasons, with the first two learners (the general studies students) evaluating on the first day, and the third (the nursing student) on the second day. This allowed me to make some minor modifications to the learning materials in between the two days in response to what I learned from the first two evaluators.

I sat next to the evaluator, using the computer workstation at my place to display the PowerPoint presentation while I used the lesson script from the Instructor's Guide to instruct the student. For the first two sessions, I followed the script closely, monitoring how the learner responded to the information being instructed. I administered the three embedded assessments at their appropriate

times and the posttest at the conclusion of the instruction. Finally, I had the evaluator complete the lesson evaluation survey, which marked the end of the actual instruction practice. As a coda to the instruction practice, I spoke verbally with the evaluator to discern his or her immediate reactions and criticisms to the instruction session.

Evaluations:

Both of the first evaluators noted the length of the instruction session. In both cases, it ran too long. The first session was a little over an hour long, not including the ten minute verbal discussion with the evaluator. With this in mind, I presented the material in the second session a little faster, which reduced the time to 55-56 minutes, which is still long. The second evaluator suggested to me that I give a little less time to complete each of the embedded assessments, since he was able to complete them quickly. Both evaluators did feel that I gave an ample amount of time for the final assessment exercise, but there were other issues with the posttest that I will explain later on. I took the length-based concerns into account when I made some minor revisions prior to the third individual evaluation, and shortened the amount of time for each of the embedded assessments to the lower threshold suggested in the Instructor's Guide (5 minutes). In addition to this, I observed that the two evaluators had little trouble with the section that tested entry-skills, so adjusted the instruction to spend less time on this. Overall, I seemed to succeed on the length factor, as the third evaluation was about 47 minutes long.

Entry-Skills Testing:

All three evaluators had no problem showing they possessed the recommended entry skills for this instruction. The second evaluator did offer a useful suggestion that I should point future students to the actual NVCC library catalog page, instead of just the homepage.

PowerPoint Presentation:

The evaluators liked the PowerPoint presentation used as an instructional material. They expressed praise at the clarity of the information and the fact that it supplemented me as an instructor rather than replaced what I was saying. The third evaluator made a comment about how often other presentations seemed to say exactly what the instructor was saying, and it meant that either the instructor or the presentation could be ignored. There was some concern from all three that the screenshots seemed small on the computer monitors. This made the text on them harder to read. As this presentation was meant to be displayed through a digital projector onto a larger screen, I would take this under advisement until I could see the results in the small group evaluation. There was a little concern about the use of some of the technical phrases, like "Access Points" and the first evaluator suggested that I use "Search Types" instead to be clearer to the students who are not as familiar with the library.

Assessment 1:

The evaluators felt that this assignment was clearly written and easy to understand. Evaluator 1 commented that it was useful that the class participation section in the presentation matched the style exactly, which aided in her understanding. Evaluator 2, who as I mentioned had more experience in using the library, asked about using keyword searching on a couple of the items to simplify the process, to which I responded that I was mainly focusing on the three main search types which offer clearer searches.

Assessment 2:

The evaluators appreciated how closely this exercise matched what they had just done during the class participation part for this objective. The one common criticism among all three was the difficulty to come up with five different synonyms without the aid of some tool like the computer or a thesaurus by themselves. Especially in the time I gave them to complete it. This was particularly noted by the third evaluator who was unable to complete it, having a shorter amount of time than the previous two evaluators. During our discussions afterwards, I mentioned that this was intended to be a group exercise, and there was a general opinion that working with someone else may have made it easier. I decided to reserve my revision of this exercise until after the small group evaluation to see how it would work in a group environment.

Assessment 3:

This was the area where the first two evaluators both offered the greatest criticisms. They both spent a little more time choosing their responses here, and they displayed confusion about how they were supposed to evaluate the provided examples. They both pointed out that the assessment exercises did not match the way that the information was presented by me or in the examples in the presentation. This third embedded assessment was the primary area that I revised prior to meeting with my third evaluator, intending to make the assessment match the instructional information better. The third evaluator did not display the same confusion as the previous two after using the revised assessment. Since I was curious, I showed the original assessment exercise to Evaluator 3 during our post-instruction discussion and she did remark that the revised exercise was much better and easier to understand.

Post Test:

All three evaluators had difficulty completing this assignment as it was originally written. When I asked them about their difficulty, there were various different responses. Evaluator One was confused about how this reflected what we just covered during the instruction session. It seems to me, as the instructional designer, that this may reveal a failing in linking the ideas and terms used in the instruction to the way that a typical literature assignment might be presented. Evaluator Two remarked that he had difficulty finding the three items for the “Subject” part of the search, mentioning that it may be due to a lack of materials on the part of the NVCC library.

With these remarks in mind, I revised the post test assessment prior to my session with the third evaluator. I decided to reduce the number of “Subject” search results from three to two, and added a little more information in the instructional script to better explain how the search types might be presented.

Take-Home Reference Sheet:

All three evaluators appreciated having something to take home with them following the instruction that outlined what they learned. Evaluator One mentioned that since she was unable to take notes during the session, she would find this useful to remind her of the different ideas. Evaluator Three suggested formatting the page to make the different parts stand out from each other to make the different skill sets clearer.

Attitude:

All three evaluators expressed their pleasure at being able to assist me in this evaluation at the end. They all found it to be an interesting activity to do and were very helpful in supplying their thoughts on how to improve the instructional design. They did express some frustration during the second embedded assessment and the first two evaluators were discouraged by the third assessment. In the end, though, they all expressed their confidence in having a better understanding of how the library catalog works and how they can use it.

Instructional Revision Analysis

One-to-One Evaluations

Instructional Strategy Component	Problem	Proposed Revision	Source
Entry Skills Testing	None	Spend less time on this section	Evaluators showed little difficulty meeting the entry skills, and the length of instruction needed to be shortened
PowerPoint Presentation	Confusing terminology	Change some of the terminology and phrasing to reduce the amount of library technical jargon	Evaluator One suggested alternate terminology during the post instruction discussion
Embedded Assessment 1	None	None	Evaluators showed no problems with this part of the instruction.
Embedded Assessment 2	Maybe too difficult for individuals in the	May need to reduce the number of	All three evaluators had difficulty

	time given	alternate terms needed to complete this assessment. Will wait until after group situation to make final determination.	completing this on their own in the time given. Specifically mentioned this during the post instruction discussion
Embedded Assessment 3	Does not reflect the instructional information accurately.	Rewrite the assessment to better test the information that is provided by the instructor.	The first two evaluators both mentioned this during the assessment as well as brought it up specifically during the post instruction discussion
Post Test	Difficulty in connecting this assessment with the instructional information	Add some more information to the instruction that explains better how the search types can be used for research	Information and remarks from the first evaluator
	Difficulty in completing this assessment due to lack of appropriate materials in the library catalog	Reduce the number of items sought.	Evaluator Two expressed frustrations at not finding enough appropriate resources
Take Home Reference Sheet	Different skills are not distinctly separated.	Reformat the document to add outlines around related sections and separate the different parts.	Suggestion from third evaluator

Small Group Evaluation:

Learner Selection:

With the assistance of one of the librarians at NVCC, I was able to address a recently completed library instruction class seeking volunteers for my small group evaluation. Six students agreed to form the small group I needed for my evaluation. Since they were all in an English Composition course that is mandatory for the General Studies program, the resulting group was a good representative of the students at NVCC. Their ages ranged from 18 years old to around 40 years old, and were a mix of four females and two males.

Evaluation Procedure:

I had the students sit together into the same section of computers in order to make it easier for them to group together for the assessment exercises and easier for me to observe them. I started by handing out premade packets which included the three embedded assessments, post test assessment, and participants' survey. I then proceeded to follow the Instructor's Guide script and PowerPoint presentation that was revised from the feedback I had gotten during the one-to-one sessions. At the appropriate points, I had them pair together (same pairs each time) to complete the embedded assessments and post test. At the end I handed out the take-home reference sheet, which was also revised from the individual feedback, and then had them complete the participants' survey. I then collected their entire packets, allowing them to take the reference sheet with them.

Evaluations:

Observations:

The students remained attentive throughout the course of the lesson, which still ran a few minutes long at 48 minutes. I was actually a little surprised at their attentiveness, since they had just sat through another library instruction session right before. They proved diligent at working with the assessments. One of the students did stay afterwards to ask a question about searching for more than one subject at a time. I explained that it was possible and how to do it, but also noted that it was something that was not intended to be covered by this lesson.

Entry Skills, Objectives, and Post Test Results:

Student	Entry Skills	Objective 1	Objective 2	Objective 3	Post Test
A	1	1	1	1	1
B	1	1	1	1	1
C	1	1	0	1	1
D	1	1	0	1	1
E	1	1	1	1	1
F	1	1	1	1	1
Percentage	100%	100%	67%	100%	100%

Analysis:

All the learners in the small group successfully passed the entry skills testing and had little difficulty showing they had attained the first objective. There was a decrease in performance for the second objective though, so I looked at the exercises to get an idea.

Figure 1: Results from Embedded Assessment 2

Student	Number of Entries
A	13
B	13
C	11
D	11
E	14
F	14

I considered that if the learners got 12 alternate terms or above, they would have satisfactorily met the objective. As you can see from the table above, none of the two-person groups completed all fifteen entries, and the second group (of students C and D) were only able to come up with 11. As the other groups were able to discover a few more, this suggests that perhaps more time needs to be given in order to complete this assessment, or I need to reduce the number of alternate terms is required for completion. A couple of the comments from the participants' survey do mention that the students desired more time to complete this assessment.

Although all the students met the determined degree for the third objective (3 mistakes or fewer), one of the groups barely passed. This was the performance measurement that I had modified following the first two individual evaluations. The next table shows the results here:

Figure 2: Results from Embedded Assessment 3

Student	Number Correct
A	12
B	12
C	13
D	13
E	15
F	15

Despite the fact that the first pairing (Students A and B) and the second pairing (Students C and D) met the objective, I am concerned that they may not have fully absorbed the information about evaluating the search results effectively. It is difficult to determine whether it there was an overly tricky question in the assessment because both groups got different ones wrong. I am sure that if I had a larger pool of data I would be able to figure it out. I have decided to redesign the way that the questions are presented on this assessment exercise to make the choices clearer.

Finally, all six students successfully completed the post test, which had also been revised following the individual evaluations. Instead of the original five items, I had the students only need to find four (1 by author, 1 by title, and 2 by subject). The first two groups (Students A, B,

C, and D) were only able to find 3 items, but since they found one from each search type, I considered them successful.

Instructional Revision Analysis

Small Group Evaluation

Instructional Strategy Component	Problem	Proposed Revision	Source
Entry Skills Testing	None	None	Small group of six had little trouble navigating to the library site and the catalog.
PowerPoint Presentation	None	None	Evaluators made no comment or displayed confusion regarding the material in the presentation.
Embedded Assessment 1	None	None	Evaluators showed no problems with this part of the instruction.
Embedded Assessment 2	Similar problem to what I had during the individual evaluations. Maybe it is too difficult for the limited time, even with assistance from a partner	Reduce the number of requested alternate terms in the assessment from 15 to 12.	None of the group members were able to fully complete this, and specific comments were made on the surveys.
Embedded Assessment 3	Perhaps there is confusion on how the different choices are formatted. Different groups got different questions wrong.	Redesign how the questions are written and formatted in the assessment to make the component parts stand out more.	All the students met the objective, but there should have been more consistent results.
Post Test	None	None	All the evaluators successfully passed the post test.
Take Home Reference Sheet	None	None	No comments or suggestions on the survey sheet.