

NATIONAL LOUIS UNIVERSITY

Scaling Up: Rebuilding An Instruction Program With Limited Resources

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HELLO AND WELCOME: A QUICK INTRODUCTION

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Teaching & Learning Librarian



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Online Learning Librarian

NATIONAL LOUIS UNIVERSITY

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- Undergraduate & graduate programs
 - National College of Education
 - College of Professional Studies and Advancement
- Campus Locations:
 - Illinois: Chicago, Elgin, Lisle, Skokie, Wheeling
 - Florida: Tampa
 - Online
- Enrollment: 7,587
 - Graduate: 5,545 (73%)
 - Undergraduate: 2,042 (27%)
 - Part-time: 91%
 - Average age: 34 (undergraduate), 36 (graduate)



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LIBRARY & LEARNING SUPPORT

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- Changes in LLS Structure & Staffing
 - Department Restructuring
 - University Resizing
 - Trends in Higher Education
 - Flipped, blended instruction
 - Increase in online & undergraduate education
 - Shifting student demographics
- Shifting library instruction models
 - One-Shot Instruction Sessions
 - Credit Courses
 - Embedded Modules
 - Curriculum Development

NATIONAL LOUIS UNIVERSITY HARRISON PROFESSIONAL PATHWAYS PROGRAM (HP3)

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- Affordable general education program for traditional-aged undergraduates
- Flipped, adaptive learning model
- Wrap-around support
- 80 students in first cohort
 - First-generation, low-income college students
 - Predominately African-American & Hispanic
 - Many below “college ready,” as defined by ACT



STUDENT SUCCESS SEMINAR

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- Gen 103: Student Success Seminar
 - Who are you?
 - How can I succeed in college?
 - How can I succeed in my career?
- 10 week course, meeting once a week for 3 hours
- Weeks 5-7: Introduction to the Research Process
 - Curriculum developed by librarians
 - Taught by librarians or co-taught with instructors



HP3 & GEN 103: SCALING FOR CONTINUED GROWTH

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Fall 2016 HP3 Chicago campus cohort

292 new students +
9 sections of GEN 103 =
Too much for 2 librarians!

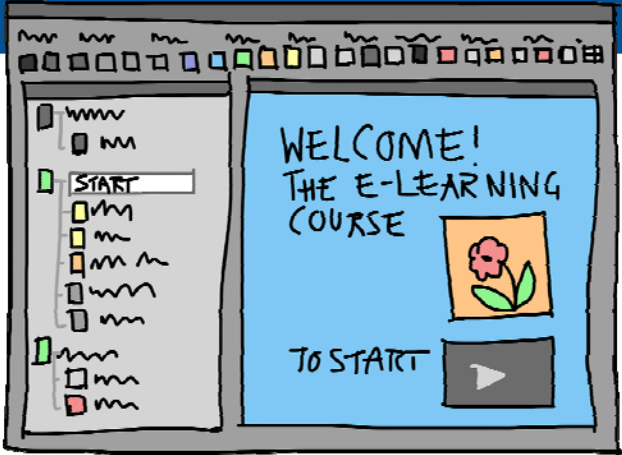
HP3 & GEN 103: SCALING FOR CONTINUED GROWTH

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Fall 2016: Transition from co-teaching to instructor support

- Met with all instructors (both individually and in groups, based on availability) to review curriculum in detail and answer questions
- Weekly emails with reminders and tips for each module
- Visited all classrooms in first week of unit to introduce ourselves and offer support to students
- Taught brief classroom sessions only in areas instructors found most challenging (primarily database searching)
- Encouraged one-on-one research consultations for students needing additional help

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**INTEGRATION ON A SMALLER SCALE:
EMBEDDED MODULES**

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ECE 582G: WRITING AND EDITING FOR EFFECTIVE COMMUNICATION

- 10-week, 1-credit, online “gateway” course for the Early Childhood Administration master’s degree program
- Two primary objectives:
 - Teach professional and academic writing skills
 - Orient students to the university and the program
- Program coordinator (also the primary instructor) noticed students consistently struggling and reached out to LLS for help

ECE 582G: EMBEDDED SUPPORT IN THE LMS (D2L)

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- Program coordinator, writing specialist and librarian worked together to integrate new instructional resources
- Writing specialist updated writing quizzes and self-assessments and incorporated LLS writing guides and support materials into course content, eliminating need to link primarily to outside resources
- Librarian created Library & Learning Support module with two goals:
 - Introduce LLS resources and services
 - Provide basic library research instruction for Reaction Paper assignment, in which students are asked to support their viewpoint with at least one scholarly article from the library

ECE 582G LIBRARY & LEARNING SUPPORT MODULE

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Library & Learning Support

- LLS website tour
- Scholarly sources
- Scholarly vs Popular Publications
- Locating scholarly articles
- Search strategy: Identifying keywords
- Search strategy: Creating search statements
- Search strategy: Advanced Searching in EBSCOhost
- Try a search in the library
- Need more help?


Welcome to Library & Learning Support!

Introduction:
As a student at NLU, you have access to a variety of free resources and services from Library & Learning Support. LLS faculty, staff, and collections are here to help you succeed academically, personally, and professionally.

LLS provides:

- Access to countless books, e-books, videos, and articles, many of which are available for immediate viewing on your computer
- A wide selection of help and research guides on topics such as [APA style](#)
- One-on-one support (either on campus or online) from learning support specialists and librarians in writing, math, science, and research skills
- 24/7 online tutoring from [SmartThinking](#)

Take a tour:
All LLS resources are accessible from off campus via the [LLS website](#). On the following page, you'll find a complete tour of the site and all of the resources available to you.

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ECE 582G LIBRARY & LEARNING SUPPORT MODULE

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Locating scholarly articles

Scholarly articles on the web

The Internet is an incredible resource for much of the information we need, but it's not as helpful when it comes to scholarly publications, many of which are not freely accessible on the web. Let's say you're interested in an article called [Evaluating an online stress management intervention for college students](#). Note that in order to read more than just the abstract, you'd need to pay \$11.95! The good news is that this article is available to you for free through the [NLU Library](#), which subscribes to many academic publications on behalf of its students, faculty, and staff. (To see the article, copy and paste this URL into your web browser: <https://hdl.handle.net/10362/10011&site=ehost-live&scope=site>)

Library databases


Articles from the library are available in many formats, many of which come from scholarly and peer-reviewed journals, which can make your search more powerful.

Subject-specific searching

Many databases are subject-specific, meaning they focus on a specific area of study. When you have a research topic in mind, you can use these databases to find relevant articles.

For example: Let's say your research question is "What motivates college students to learn?" You would use a database like Education Databases, which would be the perfect place to find articles on this topic.

Video: What are the library databases?
Watch this video for a brief overview of library databases.



Search strategy: Identifying keywords

Introduction:

When using a search engine like Google, we're used to typing entire questions or sentences into the search bar and getting useful results. Effective searching in a library database, though, doesn't work quite the same way.

Generating keywords:

When it comes to searching a database, it's all about **keywords**. Keywords are words that describe the primary concepts or main ideas in your research question. Most research questions will contain two or three primary concepts, but it will depend on the scope of your assignment. Let's consider this sample research question: "What motivates college students to learn?"

Now, let's pull out the words that represent the main ideas:

- motivate
- college students
- learn

There's your first list of keywords! But you don't want to stop there. Next, you want to think about synonyms, variant terms, and other related terms that correspond to these main ideas. Different fields use different words to describe the same thing, so our first choice for keyword may not be quite the right one. A search for "college," for example, may bring up a different set of results than a search for "higher education." For the best results, try as many different synonyms as you can.

LEVERAGING LIBGUIDES FOR EMBEDDED MODULES

LAP 660: PROFESSIONAL WRITING IN COMMUNITY PSYCHOLOGY

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Library & Learning Support / Help & Research Guides / Literature Review Toolkit for Community Psychology / Introduction to Literature Reviews

Literature Review Toolkit for Community Psychology

- Introduction to Literature Reviews
- What is a literature review?
- The Literature Review Process
- Sample Literature Reviews
- Scholarly Sources
- Searching for Sources
- Organizing Sources
- Synthesizing Information
- Citing Sources
- Research & Writing Support

What is a literature review?

A literature review analyzes previously published literature on a given topic. This published literature might include books, journal articles, or dissertations. In the literature review, you will discuss what is already known about your topic, and you may identify questions that have not yet been answered. You may also need to discuss opposing viewpoints or controversies surrounding the topic.

The literature can be described as

...the part of the thesis where there is extensive reference to related research and theory in your field; it is where connections are made between the source texts that you draw on and where you position yourself and your research among these sources. It is your opportunity to engage in a written dialogue with researchers in your area, while at the same time showing that you have engaged with, understood, and responded to the relevant body of knowledge underpinning your research. The literature review, therefore, serves as the driving force and jumping off point for your own research investigation (Ridley, 2008, pg. 2).

Note that a literature review is not a book report or an annotated bibliography. Rather than summarizing each source independently, you will discuss how they

LEVERAGING LIBGUIDES FOR EMBEDDED MODULES

LAP 660: PROFESSIONAL WRITING IN COMMUNITY PSYCHOLOGY

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The screenshot shows a web interface for a 'Literature Review Toolkit for Community Psychology'. An 'Edit Box' dialog box is open, displaying the following information:

- Box Link:** `http://libguides.ni.edu/psyp6474714p+37560718s-ig-box-wrapper-13699031`
- Box Widget Code:** `Simple Javascript`
- CSS Class:** `a-ig-box-wrapper-13699031 ()`
- jQuery Selector:** `jQuery("#a-ig-box-wrapper-13699031")`

The dialog box also includes 'Save' and 'Cancel' buttons at the bottom.

LEVERAGING LIBGUIDES FOR EMBEDDED MODULES

LAP 660: PROFESSIONAL WRITING IN COMMUNITY PSYCHOLOGY

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The screenshot shows a course management system interface. The page title is 'Introduction to Literature Reviews'. The main content area contains a text box with the following text:

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WHAT'S NEXT? FUTURE PROJECTS FOR LLS

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- New Undergraduate College development
 - NLU creating a new Undergraduate College (which will include the HP3 program)
 - Librarians and learning support specialists volunteered to serve on multiple workstreams: Course & Pathway Development; Academic Support; Faculty Workload and Governance
 - Participation ensures that LLS instruction and services are embedded in general education curriculum

- New GEN 103: Student Success Seminar
 - Redesign for all undergraduate programs, both online and face-to-face
 - Working with instructional designer and general education director to incorporate class activities and support resources aligned to course and module learning objectives

QUESTIONS?

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