Information Literacy and YouTube: A Winning Combination for Users and Librarians

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Characteristics of Millennials

- Learning styles primarily visual and kinesthetic
- Like working in groups
- Get news from news media on TV or the Web
- Personal contact
Problem-Based Learning

- PBL is a way for students to learn how to conduct research
- PBL is Based on an ill-defined problem
  - Scenarios with several aspects, some of which are irrelevant, some causal; critical thinking is developed as students determine the difference
  - Short videos provide a good problem or prompt.
PBL – 2

- PBL usually takes place over a span of weeks or months
- Process simplified to fit the time allotted
- To find a solution, students must:
  - Define facts as laid out in scenario or known from experience
  - Create a problem statement
  - Determine what other information is needed
PBL Basic Questions

- What do we know?
- How can we define the problem?
- What further information do we need to find a solution or solutions to the problem?
Background

COMM 1010, the Communication Studies basic course

- Large enrollment (800-900 students)
- Blended class: online textbook, with 32 sections taught by TAs
- Different topic each semester:
  - Spring, 2009: Poverty as an international problem
  - Fall, 2009: The Environment
Pilot done as a workshop in Fall, 2008

Groups of 4-20 students

In following semester, 32 sections, ~25 students each, came through for instruction session over 2-3 week period

Instruction session mandatory; classes brought to library for instruction
Format

- Show a short (2-3 minutes) video illustrating the problem
- Work with students on the exercise:
  - List facts
  - Develop problem statement
  - Determine information needed
  - Construct search
  - Run search in catalog and database (Academic Search Complete)
What do we know? What facts can we list that were in the video? Was there something puzzling or strange in the video?

Develop a statement of the problem or problems. Look for patterns or relationships among the ideas and facts you listed above.

What do we need to find out? Once you have the problem or problems defined, what else do you need to know to solve it? Are there more facts that you need that are not spelled out in the video?

Locate a book by using the UNT Library Catalog that will give you background information on the general topic. Provide a bibliographic citation for the work.

Using Academic Search Complete, find an article that will give you more current information on the topic.

What should we do? Based on the research you have done, what are some solutions that may solve the problem found in the video?
Choosing the Video

- Used source on YouTube because that is where the students are
- Short; 3 minutes about right; students can easily absorb the information
- Choose video from a reputable source, such as BBC
- May decide to choose video which is non-professionally made; consider content
The End of Poverty
FACTS

Malaria
Extremely poverty
Bangladesh & other developing countries
Flooding
Mosquito nets help prevent malaria
Crops destroyed $\Rightarrow$ hunger
No clean water
Broken families than death of a parent

FRANCES MAY
Problem Statement:
Monsoons create flooding in Bangladesh, which destroys crops, more mosquitoes... at heart of problem.

Due to flooding, famine, disease...

Poverty is a cycle which is hard to break.

What keeps them there?
NEED TO KNOW:

- Medical resources
- Resources to distribute medicine, etc. to combat disease
- Side effects vs. vacc. *vs. how many people infected*
- Cost to treat
- Irrigation system to control flooding
- Plumbing?
- What else got to do to fix?

FRANCES
MAX
“The video was helpful in being an example of not knowing much about a topic and then deriving a problem statement. From the problem statement, students are able to search relevant topics that support their research. I feel the current method of teaching this library research worked well for me.”

“The video I think helped grab and hold everyone's attention.”
“Knowing how to find books was really good. Also librarian who taught students was very kind. I wanted to find books in the library, but I didn't do that because I didn't know how to find it. I think having workshop is the best way to help students.”

“I thought this format worked just fine. Got to the point and helped me realize how to really research. Don't change a thing. If students would just come to workshops, that would help tons. I learned a lot.”
What was the most important thing you learned today?

- Learning to be critical of the information that is not given, thus research the topic
- Narrowing down results for research
- How to find more and better and reliable resources
- The leg-work and questions you ask before starting your research are key
Gayla Byerly

Coordinator of Assessment and Library Liaison to English Department
University of North Texas
English Literature Classes

- I teach the typical library orientation for the English research paper
- Over 100 library orientations each academic year
- Over 2,500 students in English classes
Problems/Opportunities?

- How to engage the students in learning
- How to teach critical thinking
- How to demonstrate to students the research process
- How to assess what/if they learn
How to engage students?

- Solution: Show a film clip
- Solution: Discuss what they see
- Solution: Ask students questions that provoke them to think about the clip and why actions take place
- Solution: Use worksheet so that students write what they think
How to teach critical thinking

Solution: Discuss with the students

– Ask them what they think is going on
– Challenge them about their ideas in the discussion
How to demonstrate to students the research process

Solution: The worksheet

- The worksheet takes the students step by step through the research process
How to assess what/if they learn

Solution: The worksheet

– The worksheet allows the librarian to analyze what the students learn
– The worksheet allows students to demonstrate their critical thinking in the statement
Portrait of a Lady
Library Instruction Online Worksheet

1. What is your instructor’s name?
2. What is the librarian’s name?
3. What are some of the puzzling things that happen in the video? What do you think is some deeper meaning of what happens?
4. Develop a statement of the problem or problems. Look for patterns or relationships among the ideas you listed. Then create a statement that describes your idea.
5. What do you need to find to support your statement?
6. What is the title of the book you found? Who is the author? What is the name of the publisher? What is the year and place of publication?
7. Using Academic Search Complete, find an article. What is the title of the article? What is the name of the journal? Who is the author? What is the date of publication of the article? What is the volume number? What are the page numbers?
Julie Tharp

Undergraduate Instruction Librarian,
Arizona State University Tempe
Which course?

UNI 110: Critical Reading and Thinking

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- **UNI 201: Academic Refresher (1 credit)**: Discover ways to stay on course to meet academic goals.
- UNI 294 is part of the Academic Refresher Program.
- **UNI 194: Academic Success Seminar (1 credit)**: Find out how to make a successful transition to ASU and thrive throughout your academic career.

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For more information about UNI Success Courses contact:

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P.O. Box 873201
Tempe, AZ 85287-3201
480-965-6507
Class Exercise

Problem: students could not find relevant articles using keywords

Objectives:

– increase awareness of keyword choice
– search Academic Search Premier comfortably and effectively
– use those articles in papers
Choosing the Video

- Chosen by the Program Coordinator, librarians and a Faculty Associate
- Relatable topic
- Controversial but not distracting
- Choice:
  Video game violence

Call of Duty 4: Modern Warfare
Video Game Violence
Response

- Faculty Associates
  - participated in the exercise
  - response was positive
  - promoted group work, problem-based learning, critical thinking

- In class: students engaged
End of Semester Evaluation

- Faculty Associate and student interviews
- Position paper analysis

Findings:
- under-utilization of Academic Search Premier
- overreliance on Opposing Viewpoints
- made searching too complicated?
Pedagogy
Characteristics of Millennials

- Learning styles primarily visual and kinesthetic
- Like working in groups
- Get news from news media on TV or the Web
- Personal contact
- Plus – all the threshold learning styles are covered (visual, auditory, kinesthetic)
Engagement: Emotion and Learning

Jensen, 1998: “Emotions drive attention, create meaning, and have their own memory pathways (LeDoux 1994). You can’t get more related to learning than that.”

Carol Collier Kuhlthau:

Model of the Information Search Process

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<thead>
<tr>
<th>Tasks</th>
<th>Initiation</th>
<th>Selection</th>
<th>Exploration</th>
<th>Formulation</th>
<th>Collection</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feelings (affective)</td>
<td>uncertainty</td>
<td>optimism</td>
<td>confusion</td>
<td>clarity</td>
<td>sense of direction/ confidence</td>
<td>satisfaction or disappointment</td>
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<td>frustration</td>
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<td>doubt</td>
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<td>Thoughts (cognitive)</td>
<td>vague</td>
<td>focused</td>
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<tr>
<td>Actions (physical)</td>
<td>seeking relevant information</td>
<td>seeking pertinent information</td>
<td>documenting</td>
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Chip and Dan Heath, in *Made to Stick*, say: “...a credible idea makes people believe. An emotional idea makes people care. …the right stories make people act.”* 

Visual Literacy

“Seeing is believing”

Breivik: Information Literacy Umbrella

Questions?
Thanks for Attending!

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