Collaborate, innovate, change:
Designing and delivering an information literacy programme to undergraduate nursing students

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Stephanie Cook & Lorraine Nielsen
University of Auckland

- Largest university in New Zealand
- 8 faculties
- Faculty of Medical and Health Sciences
- School of Nursing – 1000 students
- Bachelor of Nursing degree
- Library System - 13 libraries
- Philson Library (Medical)
Project Team

Library
Subject Librarian – Lorraine Nielsen
Learning Services Librarian – Stephanie Cook

School of Nursing
Undergraduate Programme Director – Heather Baker
Year One Coordinator – Lisa Stewart
Research Assistant – Jo Edwards
Old method

- Information literacy as ‘add on’
- Observations

Re-designed method

- Information literacy integrated into the curriculum
- Incremental – ‘scaffold’ approach
How did we collaborate?

Meetings:

- Curriculum
- Core skills
- Responsibilities
- Assignment wording
- Marking/Grading
- Support/Feedback
- Hours involved
## Programme outline

<table>
<thead>
<tr>
<th>Information Literacy</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 – pre-test &amp; lecture</td>
<td>Lecturer/Librarian</td>
</tr>
<tr>
<td>Week 1-2 – online tutorial &amp; test</td>
<td>Self-directed</td>
</tr>
<tr>
<td>Week 2 - tours</td>
<td>Librarian</td>
</tr>
<tr>
<td>Week 2-4 – database tutorials for assignment 1</td>
<td>Librarian</td>
</tr>
<tr>
<td>Week 3 – lecture</td>
<td>Lecturer/Librarian</td>
</tr>
<tr>
<td>Week 3 - academic reading &amp; writing</td>
<td>Lecturer</td>
</tr>
<tr>
<td>Week 7 – lecture</td>
<td>Lecturer/Librarian</td>
</tr>
<tr>
<td>Week 7-9 - database tutorials for assignment 2</td>
<td>Librarian</td>
</tr>
<tr>
<td>Week 11 – post-test</td>
<td>Lecturer</td>
</tr>
</tbody>
</table>
Modes of delivery

- Self-directed
- Hands-on
- Activity sheets
- Lecture presentations
- Learning management system
- Course resources web page
Student-centred approach

- Librarian as facilitator
- Active versus passive learning
- Student engagement
- Group work
- Activity sheets
- Quizzes
Information literacy pre-test

- Given in first lecture
- Assessed students’ existing level of information literacy skills

Information literacy post-test

- Given in final lecture
- Results compared and analysed
Online library tutorial and test

- Self-directed library catalogue tutorial
- Online test
Assignment-based library tutorials

- Provided a context for learning
- Provided motivation to attend tutorials
- Tutorials were recommended by lecturers
- Course credit assigned to library component
Lecture presentations

3 lecture presentations:

- Library overview
- Plagiarism and referencing
- Assignment 1 – feedback (common referencing mistakes)
- Evaluating websites
- Interactive - quizzes and activities
Results

Online library catalogue test

Example question – *In Voyager what would you enter into the search box if you were looking for the journal "The Journal of Cardiovascular Nursing"?*

<table>
<thead>
<tr>
<th>Outcome</th>
<th>%</th>
<th>#</th>
</tr>
</thead>
<tbody>
<tr>
<td>the journal of cardiovascular nursing</td>
<td>0%</td>
<td>2.22%</td>
</tr>
<tr>
<td>journal of cardiovascular nursing</td>
<td>62%</td>
<td>62.22%</td>
</tr>
<tr>
<td>journal cardiovascular nursing</td>
<td>29%</td>
<td>6.67%</td>
</tr>
<tr>
<td>j cardio nurs</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>Not answered</td>
<td>7%</td>
<td></td>
</tr>
</tbody>
</table>

Total **100%**
Results

Post-test results

Improved understanding of:

- different types of academic sources
- where to source information
- effective strategies to gather information

Improvement in the areas of:

- research skills
- library usage
- Increase in confidence
Post-test results

Figure 1: Research Process Skills Scale

<table>
<thead>
<tr>
<th>Skill</th>
<th>Beginning of Semester II</th>
<th>End of Semester II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comfortable in writing research papers</td>
<td>6.5</td>
<td>7.5</td>
</tr>
<tr>
<td>Library skills to locate information</td>
<td>6.0</td>
<td>7.0</td>
</tr>
<tr>
<td>Overall computer skills</td>
<td>8.0</td>
<td>8.5</td>
</tr>
<tr>
<td>Overall writing skills</td>
<td>7.0</td>
<td>7.5</td>
</tr>
<tr>
<td>Reading comprehension level</td>
<td>8.0</td>
<td>8.5</td>
</tr>
</tbody>
</table>
Post-test results continued

Figure 2: Using the Library Scale

- Difficulty formulating topic or research question
- Difficulty in locating and retrieving information
- Problems evaluating accuracy and validity
- Problems organising information
- Difficulty in citing information

Average Scores

Beginning of Semester II

End of Semester II
Post-test results continued

Figure 3: Percentage of Students using each information source

- Used a book from the library
- Used reference material from the library
- Read newspapers or magazines
- Checked out tapes or recordings
- Listened to a speaker or movies
- Asked assistance from a librarian
- Used a library computer terminal
- Checked the libraries holdings

Beginning of Semester II
End of Semester II
Student feedback

- “Being able to do it ourselves instead of just being shown”
- “Definitely helped me get a better understanding of how to use the library catalogue”
- “The theory was applied to developing practical skills”
- “Wasn't boring like I'd expected. Learnt some helpful things”

- Course Resources page was well utilised – over 1000 hits
Staff feedback

- Librarians
- Challenges
- Lecturers
What makes a successful collaboration?

- Pre-existing good working relationship
- Openness to new ideas and agreement on the importance of information literacy
- Clear roles and boundaries
- Matching expertise to the task
- Institutional focus on information literacy
Benefits of collaboration

- Library component woven into curriculum
- More interaction with students
- Student focused learning
- Value of the library \(\longleftrightarrow\) academics
- Insight – library
- Incremental steps
Questions?