

MAC-MLA Research and Assessment 2014 Grant Report

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Title: A Booster Shot for Health Science Librarianship: Using Canvas and PechaKucha to Flip the Library Classroom

Objective: Most early career undergraduates receive instruction in the core competencies of the Association of College & Research Libraries (ACRL) Information Literacy Standards. Recent studies suggest that such general instruction programs do not provide students with enough exposure or guided practice for these concepts to be retained sufficiently, requiring librarians to review many of these concepts with upper-level undergraduates. This grant supported a pilot project which tested whether a flipped information literacy program that featured peer-learning and peer-assessment could improve upper-level undergraduate health science students' abilities to find and select appropriate evidence for research assignments.

Participants: Four faculty members and 135 undergraduate students in the University of Maryland's (UMD) School of Public Health and College of Agriculture and Natural Resources.

Method: Online modules, embedded within the learning management system Canvas, were developed to flip an information literacy program. Prior to class, students completed the modules within the university's learning management system. During the library session, students worked in teams to develop and deliver PechaKucha presentations on an assigned module. Instead of the traditional role of lecturer and database demonstrator, the librarians facilitated sessions led by students as peer educators. The program was evaluated using several methods of assessments. Student performance on open response quizzes for each module as well as on significant research assignments were assessed by librarians using a rubric. Student presentations were peer-assessed by other students in the audience. Lastly, the study included semi-structured interviews with

faculty participants to identify faculty perceptions of the study, and to identify future areas of improvement and collaboration.

Results: While students learned information literacy concepts, they did not consistently apply them throughout the research process. Students demonstrated higher levels of competency in skills they likely had been exposed to in previous information literacy instruction. Providing financial incentives increased student engagement in the pilot study, but did not dramatically affect faculty interest in participation.

Conclusion: This instructional pedagogy can be successful in designing, implementing, and evaluating a flipped information literacy program that is well received by faculty and students. This instructional method led to stronger partnerships between librarians and teaching faculty, and created opportunities for further collaboration in areas of instructional and assignment design.

Publications: The authors have credited MAC-MLA for its financial support of this project in all publications originating from this study. Below is a listing of current and future publications.

Carroll, Alexander J., Nedelina Tchangalova, and Eileen G. Harrington. "Flipping one-shot library instruction: using canvas and Pecha Kucha to facilitate undergraduate peer teaching of evidence-based practice." *Journal of the Medical Library Association* (Submitted for publication August 5, 2015).

Carroll, Alexander J., Nedelina Tchangalova, and Eileen G. Harrington. "Using Canvas and PechaKucha to Facilitate Undergraduate Peer Teaching of Evidence Based Practice." 2015 MAC/MLA Annual Meeting, Asheville, NC, October 19, 2015. (*Forthcoming*).

Carroll, Alexander J., Nedelina Tchangalova, and Eileen G. Harrington. "Uncorking Learning: Flipping Library Instruction PechaKucha Style." *The Innovative Library Classroom 2015*, Virginia Chapter of the Association of College & Research Libraries (VLACRL), Radford, VA, May 12, 2015. <http://hdl.handle.net/1903/16346>

Carroll, Alexander J., Nedelina Tchangalova, and Eileen G. Harrington. "A Booster Shot for Health Science Librarianship: Using Canvas and PechaKucha to Flip the Library Classroom." 2014 MAC/MLA Annual Meeting, Alexandria, VA, October 20, 2014. <http://hdl.handle.net/1903/15858>