

3D IL

**Providing Information
Literacy Learning
Opportunities for Distance
Learners Across Time,
Space and Mode**



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Online College Students... Are Growing in Number



of all U.S. college students are enrolled
in at least one or more online classes



In Fact...

Online college enrollments grew by **17%** between **2012-2016**
despite overall higher education enrollments dropping by **4.4%**

Online College Students... Are Likely To Attend an Online Public College

Of the over 3 million students taking
exclusively online classes



- 52% attend a public college
- 25% attend a private, non-profit college
- 24% attend a private, for-profit college

From:
Classes&Careers.com: <https://classesandcareers.com/online/online-college-students-growth-demographics>

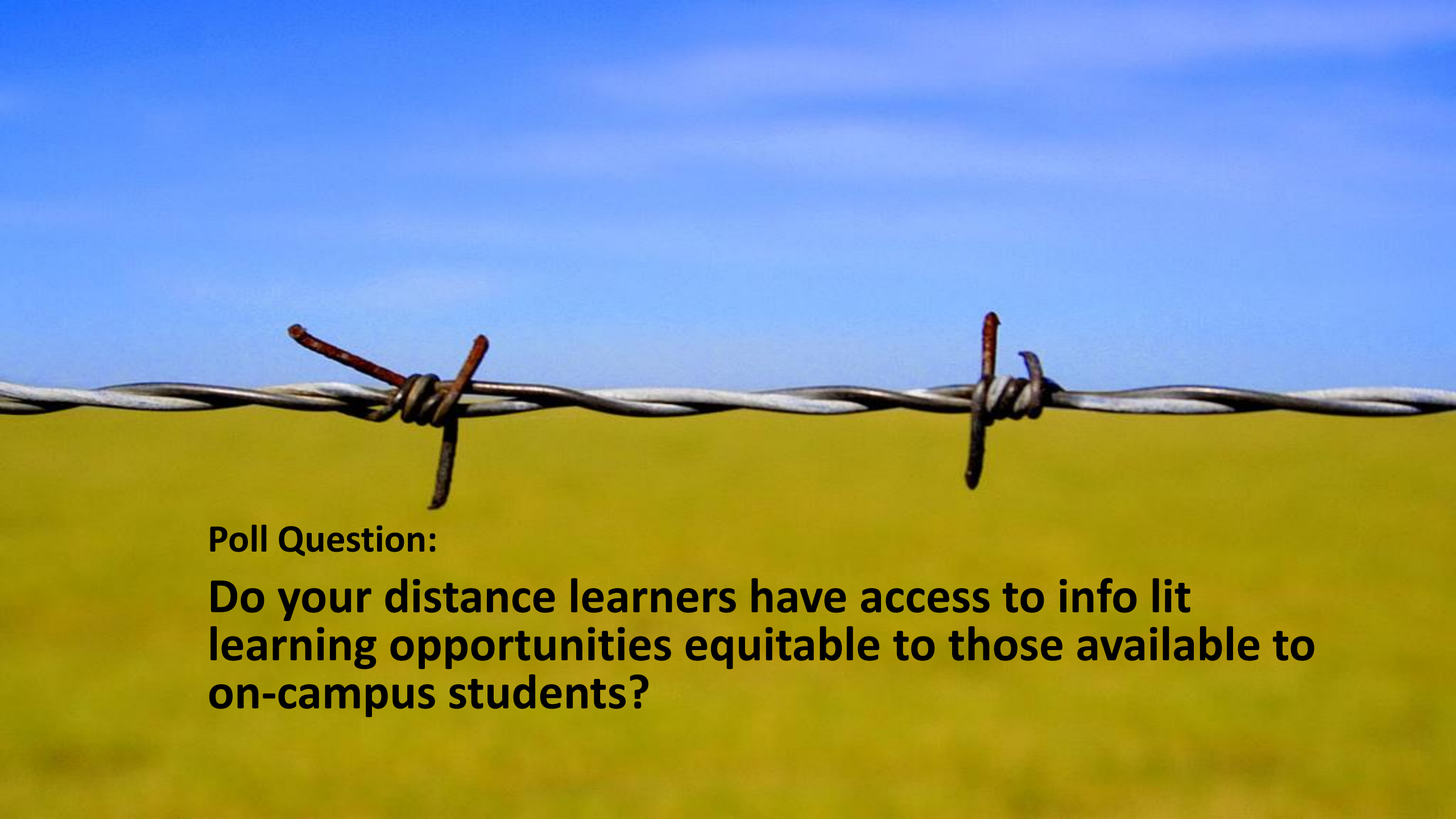


“Library services offered to the distance learning community must be designed to meet a wide range of informational, instructional, and user needs, and should provide some form of direct user access to library personnel.”

- Standards for Distance Learning Library Services, Part III Specific Requirements: Services,
<http://www.ala.org/acrl/standards/guidelinesdistancelearning>

Library services for distance learners have been historically segregated, underfunded, understaffed, understudied, and not covered in library schools.





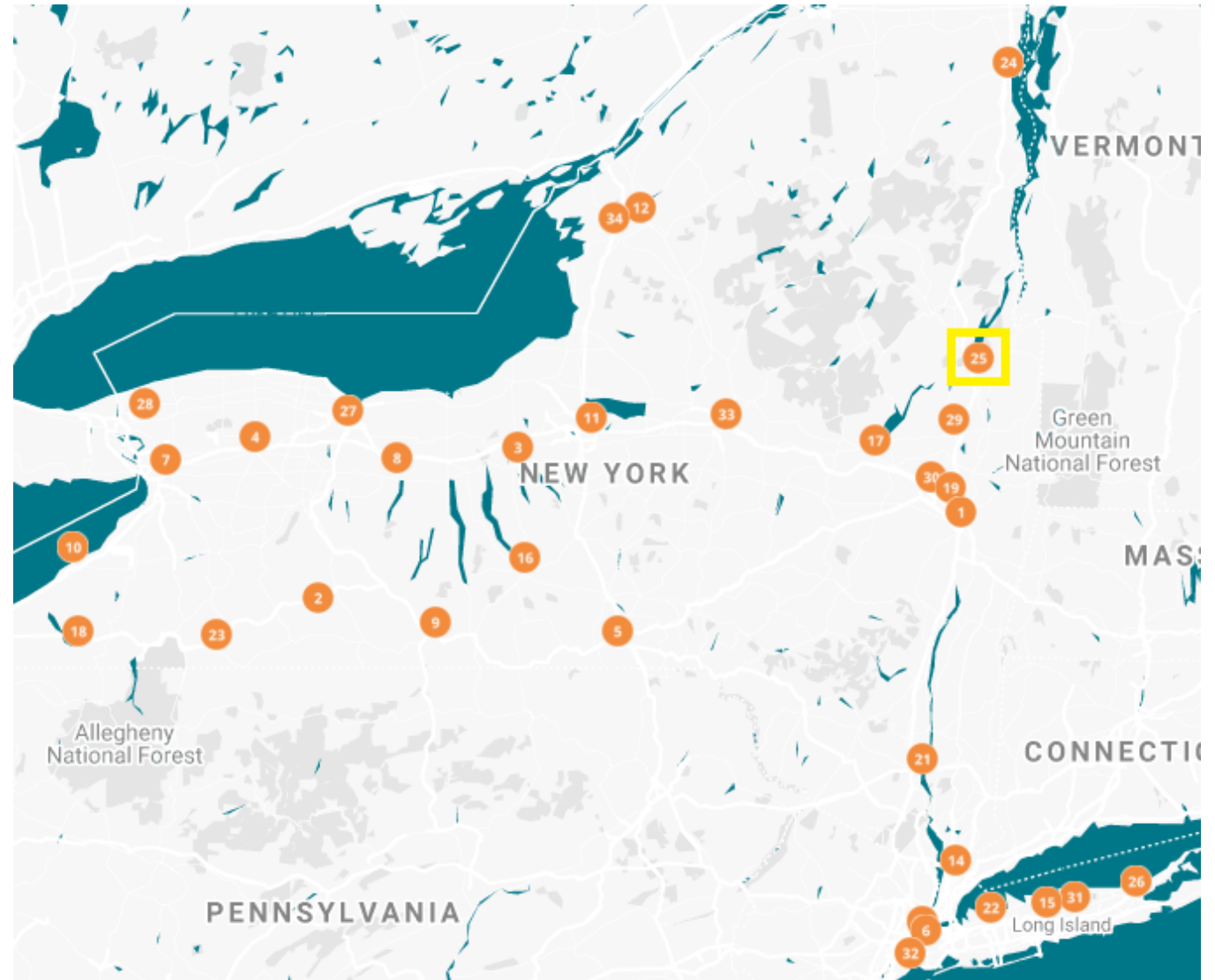
Poll Question:

Do your distance learners have access to info lit learning opportunities equitable to those available to on-campus students?



SUNY EMPIRE STATE COLLEGE

- No traditional campus; 34 NY locations
- Students: mostly working adults: ave undergrad age: 36, grad: 40
- FTE: 7627, raw #: ~17,000
- Individualized learning + prior learning
- Learn modes: fully online (57%), independent study (28%), residency & study groups (15%)
- Mostly unstructured programs
- Fully online library (no print collection or library building)
- 4 librarians (no director or support staff)



Information Literacy @ ESC

3 Modes

1. Live or direct learning
2. Self-Help
3. Course-embedded

3 Commonalities

1. Sustainable and scalable
2. Course-independent
3. Critical pedagogy-infused

3 Time Frames

1. Orientation & 1st term
2. Middle of academic career
3. End of academic career



Live / Direct

- Workshops
- Face to face
- Reference (instructional model)

The screenshot shows the Blackboard Collaborate LIBRARY WORKSHOP interface. The main content area displays a brainstorming session titled "Brainstorm your topic". The topic is "drug abuse among teens", which is highlighted in a red box. The session is structured around four questions to ask: Who, Where, When, and What. The answers are listed in a numbered list on the right side of the screen. The interface also includes a sidebar with participants (Dana Longley, Moderator), a chat area (Supervised), and a toolbar with various tools like audio, video, and drawing.

Blackboard Collaborate – LIBRARY WORKSHOP

File Edit View Tools Window Help

AUDIO & VIDEO

Talk Video

PARTICIPANTS

Dana Longley Moderator

MAIN ROOM (1)

Dana Longley Moderator (You)

CHAT - Supervised

Dana Longley 2:57 PM
Chat area here

type message here

Room Moderators

New Page Clear Page Delete Page Fit Page Public Screen 4 4/9 Follow

Brainstorm your topic

Questions to ask:

- Who: gender, ethnicity, economic status
- Where: city, state, country, region
- When: current and or historical?
- What: legal, social, economic, cultural, psychological, etc.

“drug abuse among teens”

Who: teenagers
When: last 20 years
Where: United States
What: individual behavior; psychology, effect on cognitive development

1. teenagers, adolescents, youth
2. drug abuse, substance abuse, addiction, alcohol abuse, heroin addiction, nicotine addiction
3. treatment, prevention, intervention, symptoms, counseling
4. psychology, behavior, adolescent development

Self-Help

- New Students Orientation IL Self-Assessment
- APA & MLA Micro-courses
- Research Skills Self-Paced Course
- Video & Text Tutorials
- Assignment Calculator
- Subject & Course Guides

Research and Library Skills Self-Assessment

This is a self-assessment tool so you can gauge your own skills and identify areas where you might need improvement.

Taking the time to do this at the start of your academic career will save you lots of time and energy later, when you will have to interact with scholarly information sources and undertake research writing.

* Required

1. Which sentence should contain an in-text citation? Select one: *

(1 Point)

- ☐ To address these issues, Hunter proposed that students work in groups.
- ☐ Certainly, educators must ask which uses of technology result in increased learning and a better quality of life.
- ☐ Perhaps they fear the virtual world may lead to passivity and isolation, at the expense of social interaction.
- ☐ Technology use in the schools is often characterized as a potentially dehumanizing force.

Micro-Courses

APA Micro-course

APA Home

Plagiarism and Citing Basics

APA In-text Citations

APA References Page

Paraphrasing and Summarizing

APA Paper Formatting

Practice

APA Quiz

Questions to consider:

- When and where in my text do I need to include citations?
- What information is needed to construct an in-text citation?
- How is an in-text citation usually formatted?
- What do I do if my source has multiple authors? What if the author is not named in the text?
- What are signal phrases and why should I use them?

An in-text citation is a brief reference within the text of your paper to a source that is listed on the References page. It normally consists of the author(s) last name and the year of publication. It is used to locate the quote or paraphrase within the original source. Every source of information (or ideas or images, etc) you use in your paper must be cited. Commonly-known facts (e.g., the name of the current President) do not need to be cited.

You generally preface each quote or paraphrase with the

Self-Paced Course

Research Skills Tutorial

This is a self-paced, non-credit course that covers research skills, critical thinking, media and internet literacy, and understanding the complexities of the

Welcome

Ch. 1 - Developing Research Questions ▾

Ch. 2 - Understanding Information
Sources

Types of Information Sources

Scholarly, Popular and Trade
Information Sources

Primary, Secondary and Tertiary
Information Sources

Current and Retrospective
Information Sources

Information Sources for Different
Audiences and Purposes

Portfolio Activity 2

Quiz 2

Ch. 3 - Searching for Information Sources ▾

Ch. 4 - Managing Search Results ▾

Scholarly Sources

What makes an information source scholarly?

Scholarly sources are:

- written by scholars, experts with advanced degrees in the subject
- written for scholars, which means the author(s) will cover advanced topics in that discipline,
- peer reviewed, or editorially reviewed [See below.]

We usually talk about scholarly articles, but there are also scholarly books published by university presses and have many of the same identifying characteristics.

Recognizing Scholarly Articles

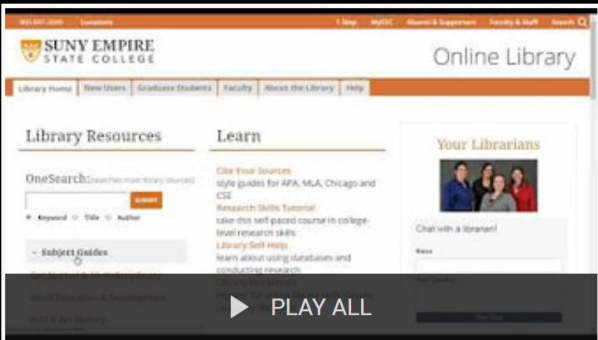
There are certain characteristics that make it easy to recognize a scholarly article:

- The language will be formal, complex, and use advanced vocabulary.
- You will probably see section headers, such as "Review of the Literature".
- There will be citations.
- There will be a list of references or works cited.
- The degree and institutional affiliation of the author(s) will be included.
- There will be no advertisements or illustrations meant only to entertain.

To view the basic components of a scholarly article, explore this brief, interactive guide.

Peer Review


Video Tutorials




Research at Empire State College A - Z

21 videos • 767 views • Last updated on Feb 8, 2018


Tutorial series covering many aspects of using the Online Library and developing the habits of mind for doing effective academic-level research at Empire State College.

 esclibrarian [SUBSCRIBE](#)




1

Super Quick Tour of the SUNY Empire State College Library
esclibrarian
1:33




2

Tour of the Empire State College Online Library
esclibrarian
3:47



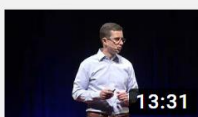
3

2,4,8
Veritasium
4:44




4

Research is a process
Anna Eisen
2:36




5

How to Ask Better Questions | Mike Vaughan | TEDxMileHigh
TEDx Talks
13:31



6

Brainstorm your Research Topic
esclibrarian
9:16



7

Great Places to Start Your Research: Opposing Viewpoints in

Subject Guides

Nursing and Allied Health: Find Evidence (info sources)

Find Evidence (info sources)

Evaluate Sources

Theories & Frameworks

Cite and Write (APA)

Contact your Personal Lib

Topic Background

For help navigating this Guide: [Nursing and Allied Health Subject Guide Quick Tour video](#) (3:13)

To better understand (and write about) your research topic, you should [brainstorm the main concept\(s\) involved](#), [find encyclopedia entries on that concept](#). This will not only give you an historical context (how has the thing, the technology evolved over time?, what people, laws/policies are involved?), but will also help you find the words and phrases that are essential for searching the scholarly literature. Once you have a handle on your concept(s), search journal, book and other literature, using the "Information Sources" section below.

- [Brainstorm Your Topic to Discover Key Concepts \(video\)](#)
- [Specialized Encyclopedias for getting background info](#)
- [Library Survival Guide: 10 tips to effectively and efficiently use the library](#)

Information Sources (search the literature)

CINAHL is best for nursing-specific journal literature, but you may want to try others, such as MEDLINE, for topics [cross into more general health and medicine fields](#), or try searching our e-books. [Search Tips Video Tutorial](#)

Course-Embedded

- Instructional Designer + Library + Academic Support liaison model
 - Faculty Toolbox
 - Embedded live chat
 - Personal Librarian project

Library Toolbox for Faculty

Click a link below to browse available services, resources and tips.

[Assignment Design](#)

Tips & rubrics for infusing information literacy into assignments.

[Research & Development](#)

Interlibrary loan (ILL), Chronicle of Higher Ed, research consultations.

[Resource Integration](#)

Article permalinks, library learning objects, OER and copyright.

[Student Learning Opportunities](#)

Hands-on workshops, tutorials, etc.

Faculty and staff members wishing to request librarian presence at a college function, please submit this **Library Outreach Form**.

Course Guides

[Online Library](#) / [LibGuides](#) / [Global Perspectives on Aging](#) / Information and Data Sources (Search Tools)

Global Perspectives on Aging: Information and Data Sources (Search Tools)


[Web Resources](#) [Videos](#) [Information and Data Sources \(Search Tools\)](#) [Research Tips and Help Documents](#)

Select Search Tools & Resources

These are just a sampling of available, specialized search tools. Depending on your topic, you may want to try others, either by using the OneSearch search tool (searches most, but not all library tools at once) or other specialized search tools listed on the [Community and Human Services Subject Guide](#)

- [An Aging World: 2015 International Population Reports](#) ⓘ
- [Columbia International Affairs Online: Aging](#)
Working papers from think tanks and NGOs.
- [Ebooks on Aging](#) ⓘ
- [MEDLINE Plus: Senior Health](#)
- [NIH: National Institute on Aging, A-Z Health Topics](#)
- [United Nations Data on Older Persons](#)
- [World Health Organization: Ageing](#)

Your Librarians



[Dana Longley](#)

Click below to chat!

Search Library FAQ

or search the library FA

Search

[Click here to chat with a librarian](#)

Personal Librarian project

2. Welcome from the Nursing Librarian

Hello nursing students and welcome from your friendly neighborhood [Personal Librarian](#)!

My name is Dana. Some of you may know me as the disembodied voice that conducts the online Library Research Workshops, and I've been the liaison to the Nursing program since it started here at the College.

Beyond the resources contained in this course, I encourage you to take a little time to explore the [Nursing and Allied Health Subject Guide](#) which contains links to tons of nursing and health resources and tutorials that you'll be asked to interact with in many ways as you progress through the program, such as the CINAHL and MEDLINE databases, e-books, health data and statistical sources, and much more.

If you have ANY library- or research-related questions (using a completely online library, using the APA format, and doing research is not always intuitive or easy for anyone!), you're welcome to [contact me](#) directly or use the 24/7 chat box within the course (that may not come directly to me, but you can either ask for me or chat with the librarian on duty).

Here are some helpful library resources:

- [Nursing and Allied Health Subject Guide Quick Tour Video](#)



Image from [Pixabay](#)

- ▼ My courses
 - ▶ (2018/19-2019/20) Faculty
- ▼ Courses
 - ▼ NUR
 - ▶ ORIEN
 - ▼ COURSE
 - ▶ (2018/19-2019/20) Edu
 - ▶ (2018/19-2019/20) Bac
 - ▶ Bac
 - ▶ (2018/19-2019/20) Bac
 - ▶ Bac
 - ▶ (2018/19-2019/20) Bac
 - ▶ (2018/19-2019/20) Com
 - ▶ (2018/19-2019/20) Com

Putting It All Together?

Not there yet

- Reference data
- IL Self-Assessment data
- Workshop & micro-course assessments
- GenEd assessments

Appendix B: Empire State College Information Management - Citation Rubric



EMPIRE STATE COLLEGE

Please fill in the circle that best reflects your assessment of each of the following expectations for student's work in Information Management. Refer to the rubric for the appropriate evaluative criteria for each student learning outcome.

COMPETENCY: THE ABILITY TO LOCATE AND USE INFORMATION FROM A VARIETY OF RESOURCES

Outcomes	Does not meet	Approaches	Meets	Exceeds
Determine the quality of information needed	Identifies and selects little or no resources having to do with the topic.	Identifies and selects some general resources, but the amount is insufficient or relates minimally to the topic.	Identifies and selects general and subject specific resources, and the amount and quality is appropriate.	Identifies and selects general and subject specific resources, and the amount and quality is excellent. Resources clearly relate to the topic.
	O	O	O	O
Locate an appropriate variety of information	No variety in the resources used; used very few or only a single	Minimal variety in the resources used; resources lack the needed breadth or	Good variety of resources (e.g. books, articles, web sites, media	Excellent variety of resources (e.g. books, articles, web sites, media, people).

2014 – Writing demonstrates correct grammar, word usage & punctuation#	138	6	4.3
2007 – Demonstrate ability to choose & cite external resources properly in order to support analysis, critique or evaluation#	34	7	20.6
2014 – Identifies, selects & properly cites sources relevant to their purposes#	136	17	12.5
Note: Calculations are based on valid cases. Mean ratings are based on 1.0 = "Does not meet", 2.0 = "Approaches", 3.0 = "Meets", 4.0 = "Exceeds".			

Links

- Online College Student Trends: Growth and Demographics: <https://classesandcareers.com/online/online-college-students-growth-demographics>
- ACRL Standards for Distance Learning Library Services: <http://www.ala.org/acrl/standards/guidelinesdistancelearning>
- SUNY Empire State College links:
 - Library Workshops: <http://subjectguides.esc.edu/workshops>
 - IL Self-Assessment: <https://tinyurl.com/y4att5ss>
 - APA Micro-Course: <https://subjectguides.esc.edu/apamicrocourse>
 - Research Skills Tutorial: <http://subjectguides.esc.edu/researchskillstutorial>
 - Research @ ESC (video tutorials): <https://www.youtube.com/playlist?list=PLEuhyOjN2BJn0IM5eqm53acUzRojvfdLR>
 - Assignment Calculator: <https://www.esc.edu/learning-support/assignment-calculator/>
 - Nursing and Allied Health Subject Guide: <http://subjectguides.esc.edu/nursing>
 - Library Toolbox for Faculty: <https://www.esc.edu/library/faculty/>
 - Personal Librarian project for Nursing students: <http://subjectguides.esc.edu/nursing/personallibrarian>
 - ESC Gen Ed. Rubrics: <https://www.esc.edu/decision-support/gear-rubrics/>
- Gregory, Lua, and Shana Higgins, eds. (2013). *Information literacy and social justice: Radical professional praxis*. Sacramento, CA: Library Juice Press.
- Tewel, Eamon. (2016, October 12). Putting critical information literacy into context: How and why librarians adopt critical practices in their teaching. *In the library with the lead pipe*. Retrieved from <http://www.inthelibrarywiththeleadpipe.org/2016/putting-critical-information-literacy-into-context-how-and-why-librarians-adopt-critical-practices-in-their-teaching/>

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2. By Classes&Careers.com: <https://classesandcareers.com/online/online-college-students-growth-demographics>
3. By Matt G. Harris, via Flickr creative commons: <https://flic.kr/p/de8fmu>
4. (slide 7) By Kevin Dooley, via Flickr creative commons: <https://flic.kr/p/azTgG7>