

Library Safari and iPads: Technology to Enhance Student Learning

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What is UNIV 100?

UNIV 100 is a one-credit course designed by the University's New Student Orientation Program. UNIV 100 helps freshmen and transfer students answer the questions "Why am I here?" and "How can I get the most out of the University of Maryland?" The goal of this seminar course is to connect students to the campus resources they need to excel, while making their transition as smooth as possible.

A variety of people teach UNIV 100, including full-time teaching faculty, adjunct faculty, graduate teaching assistants, university administrators (deans, directors, department chairs, etc.), library staff, and iSchool students.

What is Library Safari?

Keeping the course objectives in mind (e.g., "to help students successfully bridge the gap between high school and college"), *Library Safari* aims at helping UNIV 100 students reduce their library anxiety by helping them learn how to navigate our large and complex library system.

After attending *Library Safari*, students will be able to:

- ✳ Identify the different ways to get help from librarians. [ACRL Standard 2]
- ✳ Select appropriate library resources for their information need (e.g., knowing when to use the catalog versus a database). [ACRL Standard 1]
- ✳ Interpret how to read a Library of Congress Call Number in order to locate research materials. [ACRL Standard 2]

Approximately 850 students in 40 classes per year experience *Library Safari*. The program started out in Fall 2000 with 900 students in 60 classes.

What's new this year?

Library Safari exercises have traditionally been paper-based. For the 2011-2012 academic year, the library has purchased eight (8) second generation iPads for UNIV 100 students to use when completing the exercises. The new technology will allow the library to integrate multimedia content to engage students and enhance the learning experience.

The Library Safari Workshop is composed of three (3) parts:

Part 1 (10-15 minutes)

The Safari instructor starts by welcoming the students before introducing themselves and the purpose of the workshop. After giving a brief overview of the exercises, the instructor performs a catalog search for the first year book. In 2011-2012 it is *The Immortal Life of Henrietta Lacks*. The instructor then explains how to interpret a catalog record and shows students how to use the floor plan of the main library to locate books. The students are then divided into small teams (2-3 students) and assigned an iPad to complete a set of exercises. Students are assigned a time to return to the classroom before venturing out into the library to complete the assigned exercises.



Image courtesy of Charlie Deboyace

Part 2 (~90 minutes)

While the Safari instructor remains in the classroom in case students return early with questions, each group of students works to complete 6 unique exercises designed to familiarize them with various types of library resources. They include:

- ✳ Finding out how to get help from librarians
- ✳ Finding a reference book in the library
- ✳ Finding a book in the library stacks
- ✳ Finding a periodical in the library
- ✳ Finding articles using a library database
- ✳ Finding U.S. government information in the library



Part 3 (5-10 minutes)

Once students return to the classroom, the Safari instructor collects the iPads from each group. Students then complete an individual assessment form before leaving for the day. The Safari instructor grades the assessments so that the library administration can determine if learning outcomes were successfully achieved.



Assessment of Student Learning

Each student completes a four (4) question assessment form. Librarians evaluate student answers to assess their learning.

The assessment form asks the following questions:

- ✳ List the four (4) main ways to get help from librarians
- ✳ Identify the resource used to find books (i.e., the catalog)
- ✳ Identify the resource to find newspaper, magazine, and scholarly journal articles (i.e., periodical databases)
- ✳ Place five (5) Library of Congress Classification Numbers in the order they would appear on a shelf

Fall 2010 Assessment

N=492

- ✳ The four (4) main ways to get help from librarians
89% - correct answer
10% - incorrect answer
1% - did not answer
- ✳ The resource used to find books (i.e., the catalog)
78% - correct answer
22% - incorrect answer
0% - did not answer
- ✳ The resource to find newspaper, magazine, and scholarly journal articles (i.e., periodical databases)
75% - correct answer
24% - incorrect answer
1% - did not answer
- ✳ The correct shelving order for five (5) Library of Congress Classification Numbers
67% - correct answer
32% - incorrect answer
1% - did not answer

What's next?

Fall 2011 Assessment

The four (4) assessment questions from Fall 2010 will be used for the Fall 2011 assessment. There will be additional survey questions to evaluate students' perception of iPad technology for the Library Safari workshop.

Assessment results from Fall 2011 will be compared to Fall 2010 to see if iPad use affected learning outcomes. Survey responses will be examined to see if students believe use of iPads added value to the Library Safari workshop.