Library Safari and iPads: Technology to Enhance Student Learning

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UNIVERSITY LIBRARIES

What is UNIV 100?

UNIV 100 is a one-credit course designed by the University's New Student Orientation Office to help college 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 is to make their transition to college as smooth as possible by connecting students to the campus resources they will need to succeed.

What is Library Safari?

Library Safari is a 75 minute workshop that helps UNIV 100 students reduce their library anxiety by teaching them how to navigate the Libraries' large and complex system and learn what resources are available.

Library Safari Learning Objectives:

- Identify the different ways to get help from librarians.
  [ACRL Standard 2]
- Select appropriate library resources for their information need.
  [ACRL Standard 1]
- Interpret how to read Library of Congress call numbers in order to locate research materials.
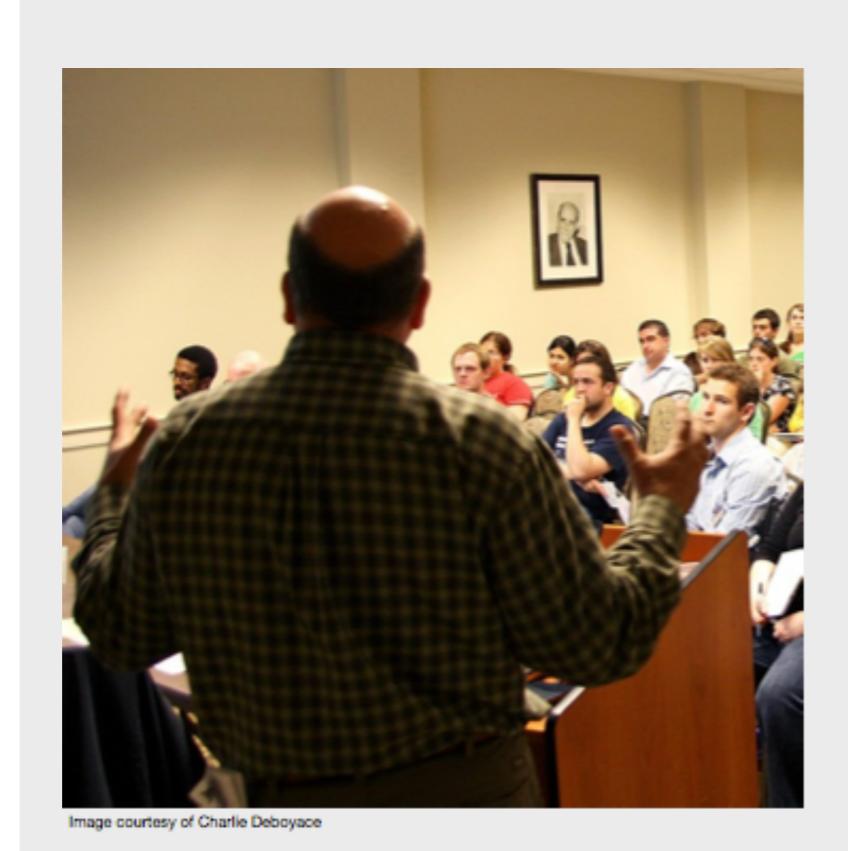 *[ACRL Standard 2]*

What's New?

Library Safari exercises have traditionally been paper-based. The library purchased eight (8) second generation iPads for UNIV 100 students to use when completing the exercises in Fall 2011. This technology has allowed the library to integrate multimedia content in its teaching programs to engage students and enhance their learning experience.

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

Part 1 (10-15 minutes)

The library instructor begins by introducing the aim of the workshop and the exercises. The instructor performs a catalog search and explains how to interpret a catalog record. Students learn how to use the floor plan of the main library to locate materials.

The students are then divided into small teams (e.g., 2-3 students), assigned an iPad, and directed to venture out of the classroom into the library to complete the assigned exercises.

Part 2 (~90 minutes)

While the library instructor remains in the classroom in case students return with questions, each team of students works to complete a set of exercises designed to familiarize them with various types of library resources. They include:

- Finding out how to get help from librarians, and
- Finding materials such as reference books, periodicals, electronic articles, and U.S. government information in the library.

Part 3 (5-10 minutes)

Once students return to the classroom, the library instructor collects the iPads from each team. Students then complete an individual assessment form before being dismissed.

The library instructor analyzes the assessments to determine if learning outcomes were successfully achieved or not.

Image courtesy of Charlie Deboyace

Assessment of Student Learning

Each student completes an assessment so that learning may be gauged.

Fall 2011 Assessment

N=453

- The ways to get help from librarians
  79% - correct answer
- The resource used to find books (i.e., the catalog)
  74% - correct answer
- The resource to find newspaper, magazine, and scholarly journal articles (i.e., periodical databases)
  74% - correct answer
- The correct shelving order for Library of Congress Classification Numbers
  64% - correct answer

Student Survey: Using iPads

Fall 2011 Survey

N=429

- **67% liked** using the iPads for this type of learning experience
- **14% disliked** using the iPads for this type of learning experience
- **17% undecided** about using the iPads for this type of learning experience

- **81% teams had someone experienced** in using an iPad
- **25% encountered problems** such as wireless connectivity, typing, or toggling.

What's Next?

Assessment results from Fall 2011 will be compared to future results to see if iPad use affected learning outcomes. Students will respond to additional survey questions to evaluate their perception of iPad technology for active learning, types of problems experienced, and any additional comments.