INFORMATION LITERACY WORKSHOPS
FROM ON-SITE TO ONLINE
Lessons learned

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ABOUT LUT UNIVERSITY

- A public science university in Finland, bringing together the fields of technology, business and social sciences
- Strategic focus points: clean energy, water and air, promoting sustainable development and responsibility
- Campuses in Lappeenranta and Lahti
- 9000 students, 1200 faculty members, 98 different nationalities
- Forms LUT Universities group together with LAB University of Applied Sciences
- LUT Academic Library is a joint library serving LUT University and LAB University of Applied Sciences
**First-year students**
- online Information searching course
- compulsory part of introductionary studies
- basics of library use as well as information seeking and use

**Bachelor's seminars**
- tailored set of IL education to seminar groups
- timing is agreed with the substance teachers to fit properly in the seminar schedule

**Master's level**
- IL sessions integrated in various courses on which students engage in information searching and use
- updating IL skills on thesis writing courses

**Doctoral students and faculty**
- tailored briefings on e.g. using different information sources and managing references

**Upon faculty requests**
- IL education or short briefings in any substance course on which students search information as part of the course requirements
WHERE WE STARTED

- The bachelor’s IL workshops include
  - the principles of information searching
  - presentation of the most important databases
  - hands-on information search training

- part of the on-site course curriculum in LUT University since the early 2010s
- moved online in spring 2020
- sessions in spring 2020 were rather similar to the ones done in classroom, more emphasis on e-learning methods were needed
DEVELOPMENT PROCESS, PHASE 1

- new model was implemented in the autumn of 2020
- students got a preliminary assignment based on online learning material
  - assignment consisted of an essay where students described their information search process for their thesis and reported the results
- In the online workshops librarians gave feedback and pointers based on the essays, moving on to demonstrations using the University Library’s search portal and the Scopus database.
- After the demonstrations, students performed searches in smaller groups and reported their results at the end of the workshop.
FEEDBACK FROM STUDENTS (N=24)

- Webropol questionnaire was used to find out about their satisfaction with the workshop.
- The survey had questions:
  - on the usefulness of preliminary learning materials
  - opinions on IL skills development
  - the general experience of working in groups
- Students were quite satisfied with both the preliminary learning materials and IL skills development (scoring 3.3 at scale 1-4).
- According to grounded theory-based analysis, the group working experience was twofold:
  - some students appreciated the group work
  - others considered it not being as beneficial as the rest of the workshop.
- In addition, comments were made on the scheduling and heaviness of the session with back-to-back demonstrations.
Using the online platform tools, the preliminary assignment was split into four narrower questions covering the scope of the essay.

In the workshop, the group work was replaced by two independent search sessions, giving students an opportunity to both have a little breather and to do searches based on their thesis topic.

Other parts of the workshop remained the same.

Lastly, feedback was collected.
FEEDBACK FROM THE STUDENT (N=8)

- Webropol questionnaire was used to find out about their satisfaction with the workshop.
- Questions on preliminary learning materials and opinions on IL skills development were equal to the previous questionnaire.
  - The satisfaction with preliminary learning material and development of IL skills remained consistent (scoring 3.4 on scale 1-4).
- Group work questions were replaced by independent search sessions questions.
  - The independent searching was well received and the structure and timing of new independent search sessions were commended.
TO CONCLUDE

Like other flipped and online classroom initiatives report, students appeared to benefit from getting acquainted with the learning material in advance and from using class time for active learning activities.

According to citation analyses of preliminary assignments, students had learned the skill to find academic documents on their topics by studying the online learning material.

Students considered independent searching for information on their thesis topic very useful, and group work did not appear to support it sufficiently.
THANK YOU
Questions and comments much appreciated!