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# 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

# INFORMATION LITERACY INSTRUCTION

## First-year students

- online Information searching course
- compulsory part of introductory 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



## DEVELOPMENT PROCESS, PHASE 2

- » 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!