

Post-Grant Report

Writing 1 Library Instruction and the iPod Touch Library Tour

- Mini-grant obtained, spring 2009
- Project roll-out, fall semester 2009

Context:

Library staff launched the iPod Touch Library Tour in fall 2009 and targeted this asynchronous form of instruction at freshman students taking Writing 1 to achieve the following outcome:

Upon completion of the iPod Touch Library Tour and affiliated assignment, students will have an awareness of library space, services and resources and will utilize both the physical and virtual environment in order to support their transition into university life and prepare them for academic success.

Librarians designed the tour to introduce students to the library through an active learning experience. To ensure student participation, they collaborated with Writing faculty who encouraged students, often through class credit, to complete the tour and follow-up assignment. Students came to the library and checked out an iPod Touch already loaded with the tour though it was also available for download to an individual's own device. Following the tour, students completed a short online assignment to demonstrate understanding. Library staff responded with feedback, via email, to students regarding their assignment submissions and invited them to attend an open house. To keep Writing faculty apprised of participation, library staff collated the names of the participating students with their assignment grades and sent these to Writing faculty for their records.

Assessment:

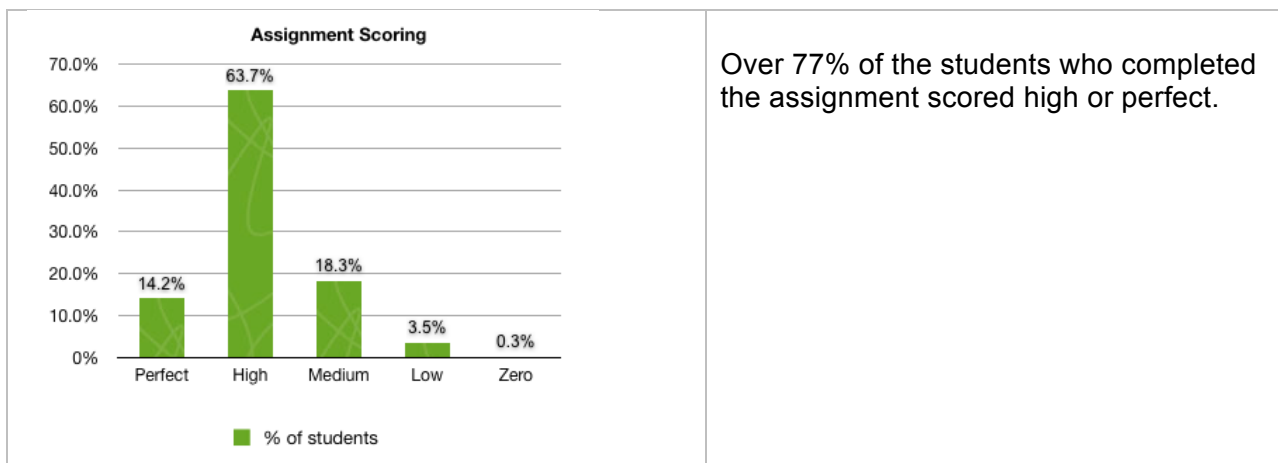
We gathered both quantitative and qualitative data from four areas.

1. Student Assignment
 - a. Level of success
 - b. Participation rates
2. Questions included in the End-of-Semester Course Evaluation for WRI 1
3. Survey to Writing Faculty
4. WRI 1 Student Comments

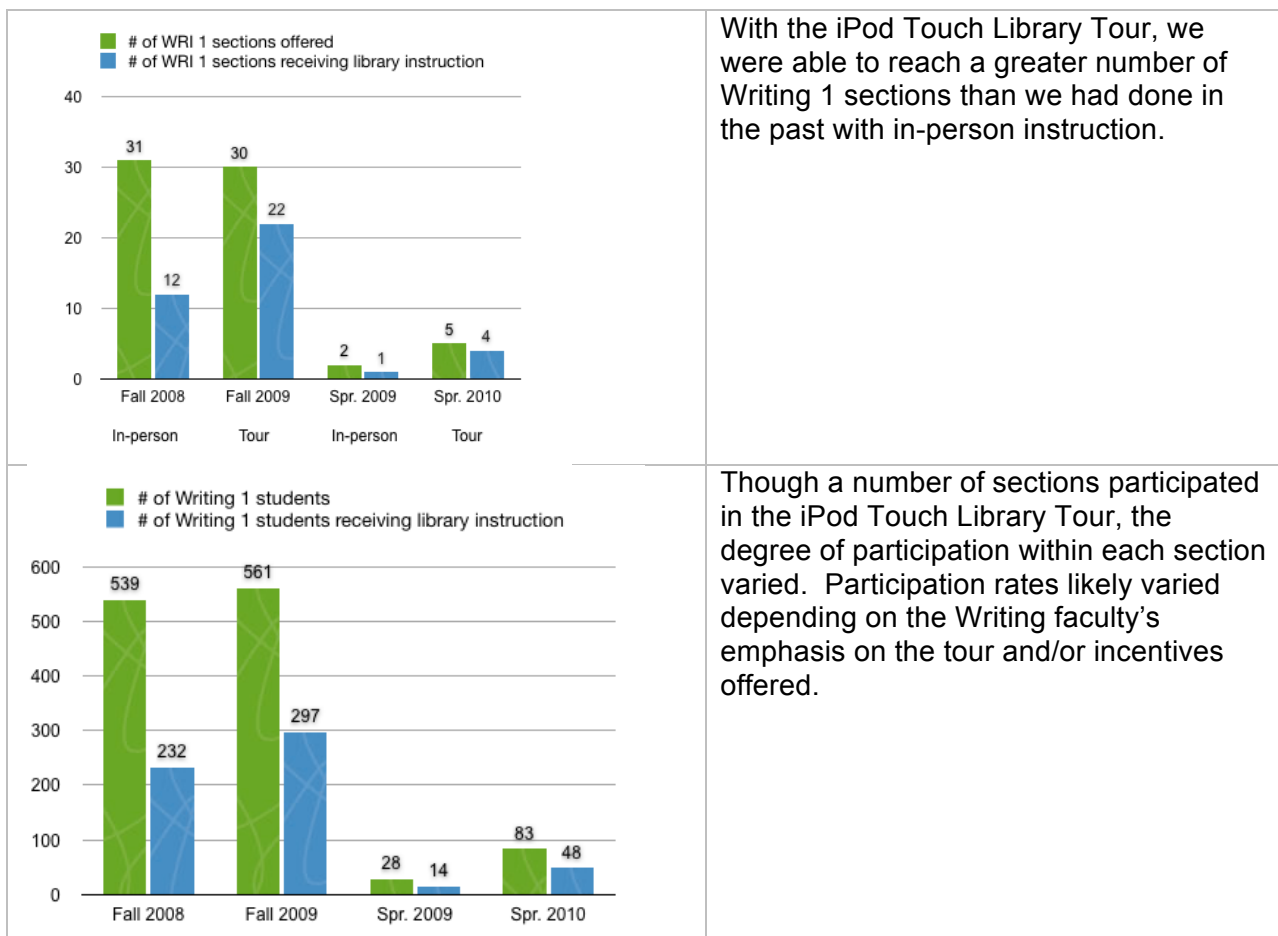
Student Assignment

We gathered assessment data primarily from the student assignment submissions. This allowed us to determine what students learned through the tour and also gave us some insight into how they preferred to contact us for additional assistance and how they used our website. As a result, some changes have been made to improve the library website's usability.

Library staff scored each submitted assignment.



Through the assignment, we were also able to determine the participation level for incoming freshman in Writing 1 both at a section level and at an individual level.



■ % of WRI 1 sections receiving library instruction

Instruction Type	Term	% of WRI 1 sections
In-person	Fall 2008	38.7%
	Spr. 2009	50.0%
Tour	Fall 2009	73.3%
	Spr. 2010	80.0%

The library staff reached a greater percentage of Writing 1 sections in 2009/2010 with the iPod Touch Library Tour than they had done in 2008/2009 with in-person instruction.

■ % of Writing 1 students receiving library instruction

Instruction Type	Term	% of Writing 1 students
In-person	Fall 2008	41.3%
	Spr. 2009	50.0%
Tour	Fall 2009	56.8%
	Spr. 2010	57.8%

Though the number of Writing 1 sections reached with library instruction via the iPod Touch Library Tour is significant, the increase in the percentage of freshman students reached is not as pronounced. We wish to increase not only the section rate participation but also overall participation rates within sections.

Questions included in the End-of-Semester Course Evaluation for WRI 1

In collaboration with the Writing Program, we were able to incorporate questions referring to freshman library use and the iPod Touch Library Tour into the end-of-semester course evaluation for Writing 1.

Quantitative

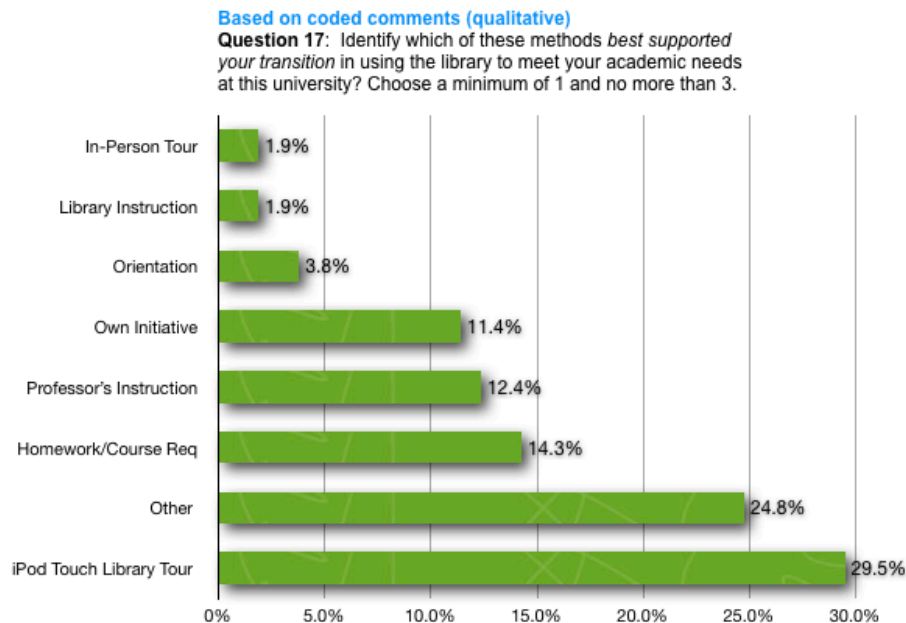
The results indicate that students did learn about the library's space, services, resources and research skills through the iPod Touch Library Tour. Interestingly, the results also seem to indicate a significant preference for learning about the library via one's own initiative (though this is not the preference for all). The majority of students in Writing 1 are required or strongly encouraged to find information beyond the resources provided in class and many indicated that they looked for information at the library and/or located information from the library to complete assignments. It appears as though approximately 55% of the respondents to the survey had completed the iPod Touch Library Tour. Of those, 17.7% indicated that it was a method which supported their transition to using the library to meet their academic needs, and 18.7% indicated that it was their most preferred way of being introduced to the library. This method was preferred over professor's instruction. The results also indicated significant use of the library in the first semester at university; however, we were unable to determine if there was a correlation between having completed the iPod Touch Library Tour and increased use of library space, services, and resources.

Qualitative

For question #17, which asked students to indicate "which of these methods best supported your transition in using the library to meet your academic needs at this university", we also asked

students to comment. After coding the 105 responses, we discovered that most referred positively to the iPod Touch Library Tour.

The comments also indicated that students learned about the library and research skills in a variety of ways including from their professors, friends, and library related instruction provided in other classes.



Method:	Selected Comment(s):
In-Person Tour	"We went on a tour."
Library Instruction	"The library instruction session helped me realize the database online that I can use."
Orientation	"Taking the summer orientation really helped."
Own Initiative	"Because I like to find stuff myself to help me remember better." / "I like the library so I found out how the library operates."
Professor's Instruction	"The professor helped develop research skills."
Homework / Course Req	"I learned mainly how to research in the library for psychology." / "I would not have gone to the library if I was not assigned to do so."
Other	"I've had upperclassmen friends help me."
iPod Touch Library Tour	"The iPod tour was very useful and helpful." / "The iPod tour went in depth and was interactive."

See Appendix A for all questions and a brief summary of results.

Survey to Writing 1 Faculty

Eight of 11 Writing faculty whose WRI 1 sections participated in the tour responded to a short survey. Their responses and comments supported the usefulness of the iPod Touch Library Tour for their students.

How effective was the iPod Touch Library Tour ...

as an introduction to library spaces and resources?

as an introduction to library services?

- Very Effective – 4
- Effective – 3
- Not Sure - 1

- Very Effective – 3
- Effective – 4
- Not Sure - 1

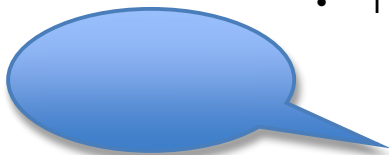
- “The tour helped students meet those student learning outcomes associated with the library and should hopefully prepare them for Writing 10 when they will be doing more research-related projects.”
- “...Many students were previously unfamiliar with how to use our library, and the tour seemed to help them. One student mentioned how useful it was in his final portfolio...”
- “...I was able to refer them to library services and resources knowing they had already heard about them and had a look-and-see tour of the library”



WRI 1 Student Comments

An additional source of comments came unexpectedly from a Writing 1 section in which a faculty member asked her students to send thank you notes to the library. Though the nature of this exercise supported positive comments, we found that students responded favorably to the iPod Touch Tour and noted what they had learned.

Here is a small sampling of the comments which point to the tour as offering information that will be useful for future research needs, raising the awareness of what the library offers students, and engaging students through the use of technology.



- “I want to thank you for spending your time on creating the iPod library tour. Not only was it interesting but it was very helpful. The part that I enjoyed the most was learning how to search for books, especially since this will be essential for me.”
 - “...got to explore the library and became aware of what it contains.”
- “The library tour was really helpful. I learned so many things about the library that I didn’t know. The use of the iPod touch was the icing on the cake☺ That technology made it that more interesting. I hope other students enjoy it as much as I did.”

Why the Tour?

Librarians pursued instruction via the iPod Touch Library tour since the content was well-suited for this form of instruction. It provides a common message for incoming freshman, and it is a scalable instruction format for a growing student body.

Suitability

The format of an independent audio-visual tour provided a suitable avenue through which to make students aware of the library’s space, services, and resources. Library instruction for Writing 1 in the past was often an overview of the library with an introduction to finding information. Much of this information is better presented through a physical tour in which students can view different areas of the library in-person.

Scaffolding & Interest

The iPod Touch Library Tour provides all participating students with the same information which can be built upon in future library instruction whether provided in Writing 10 or in other course offerings. Since it is not uncommon for instruction librarians to see students in other classes,

librarians want to provide instruction that is relevant and interesting so that students do not perceive library instruction as a repeat from other sessions.

Scalability & Time Shifting

With increasing numbers of freshman at the university and demands for library instruction, providing an independent, asynchronous form of instruction makes scarce resources (in this case, librarians and library staff with knowledge of libraries and resources) more readily available to our students. By using the iPod Touch Library Tour as an instructional tool, library staff is able to prepare library instruction in less busy summer months while providing that instruction during some of our most busy weeks at the beginning of the semester. Time shifting allows librarians to provide a valuable instructional opportunity to Writing 1 students while making them available for additional instructional opportunities and library services.

Suggestions for Future Projects:

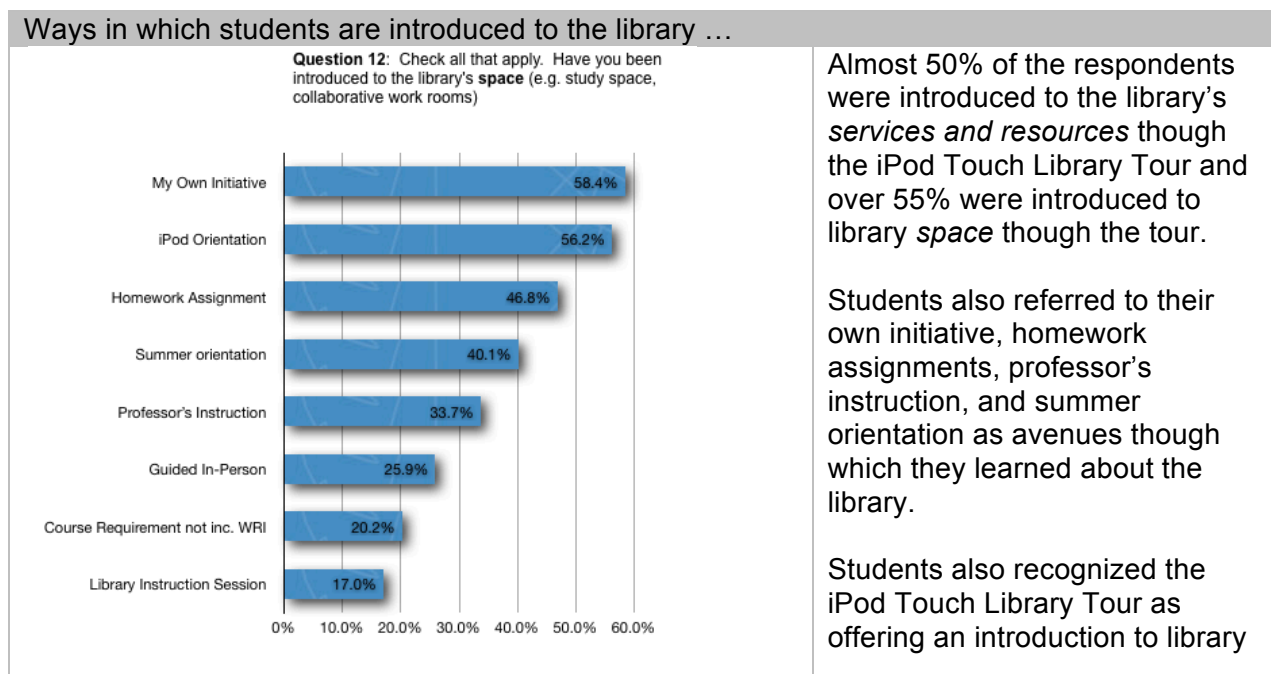
During the project, we did complete some minor revisions to the follow-up online assignment and changed it for second semester. In summer 2010, the tour is being revised with updated information and to make the research skills portion of the tour more interesting and scenario based. We would like to refine some of the questions asked in the Writing 1 end-of-class survey. In particular, we would like to see if there is a correlation between taking the iPod Touch Library Tour and library use.

With the success of this project, we are interested in continuing to create and use video and mobile technologies for instructional purposes. We are currently working with University Relations to make the tour available on iTunes U. This may be another venue through which we can use to make more content easily available to our users.

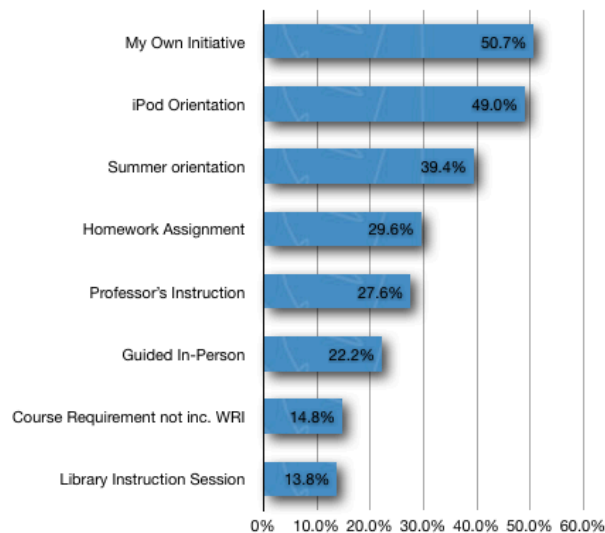
Appendix A:

Graphs for responses from all library related questions included in the end-of-class WRI 1 survey in fall 2009.

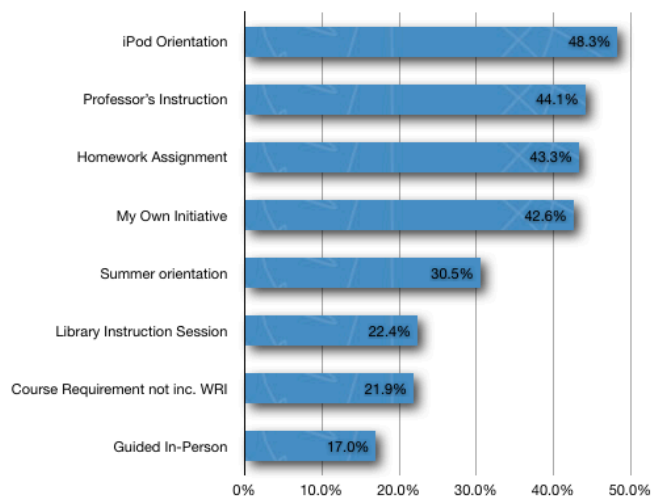
There were approximately 400 respondents and not all of those took the iPod Touch Library Tour. Please note that very few Writing 1 sections received in-person instruction in fall 2009.



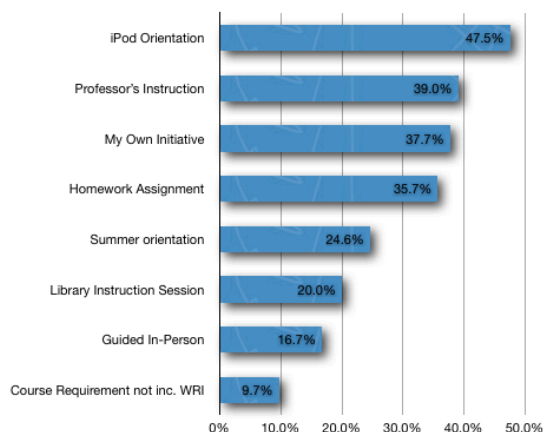
Question 13: Check all that apply. Have you been introduced to the library's **services** (e.g. laptop checkout, how to contact a librarian, Interlibrary Loan)



Question 14: Check all that apply. Have you been introduced to the library's **resources** (e.g. databases, online articles, print books)

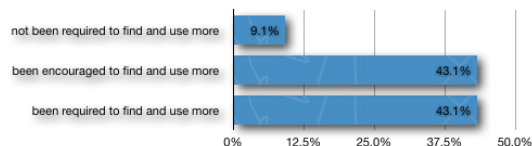


Question 15: Check all that apply. Have you been introduced to the library's **research skills** (e.g. finding articles, accessing online books, starting a search, etc.)



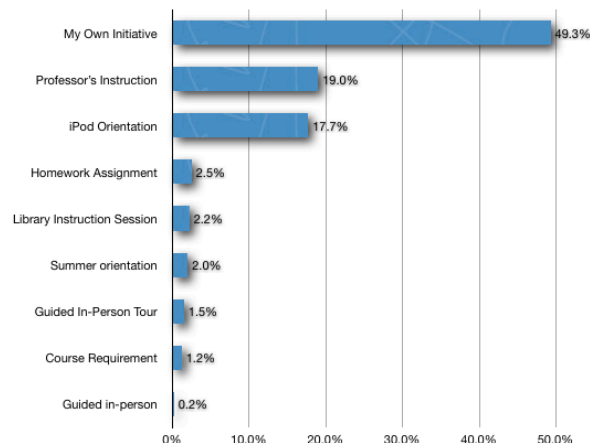
research skills. Instruction from professors is also a significant method through which students learn about research skills.

Question 16: Extent to which you have been required to find information beyond that provided in Writing 1.



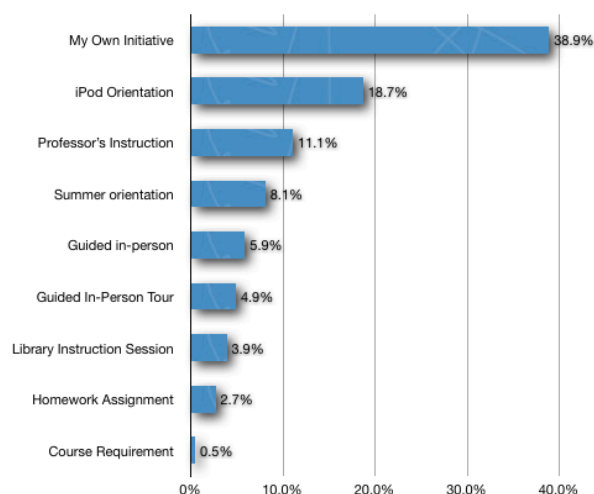
Over 86% of Writing 1 students are either required to find information beyond the materials provided in class or are encouraged to find additional information.

Question 17: Identify which of these methods *best supported your transition* in using the library to meet your academic needs at this university? Choose a minimum of 1 and no more than 3.



Students are noting that their own initiative is very important in supporting their transition to using the library to meet their academic needs. Professors' instruction and the iPod Touch Library Tour are also noted as supporting this transition.

Question 18: Identify which of these methods is your *most preferred* way of being introduced to the library's space, services, and resources? Choose one.

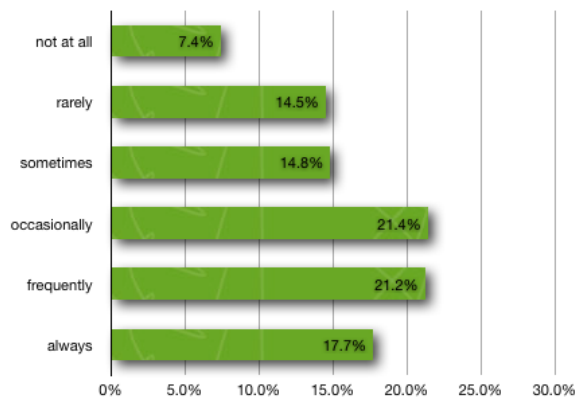


Of those who indicated that they used their own initiative to support their transition in using the library to meet their academic needs, not all indicated that this was their *preferred* method for learning about the library.

However, 38.9% of 49.3% did indicate that their own initiative was their preferred method for learning about the library's space, services, and resources. The iPod Touch Library Tour came in as the second most preferred method.

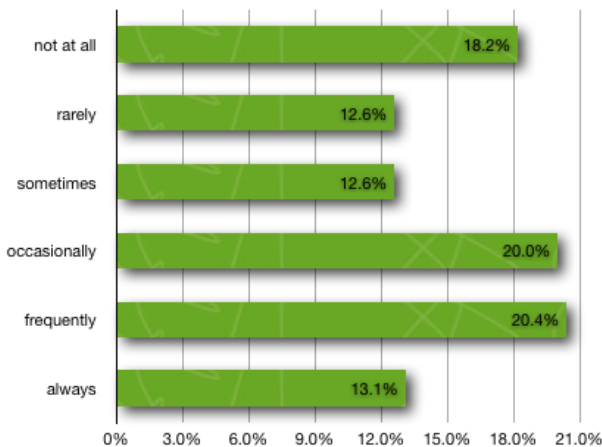
Library User – How often students did ...

Question 19a: Please rate how often you did the following - used the library space for individual study.



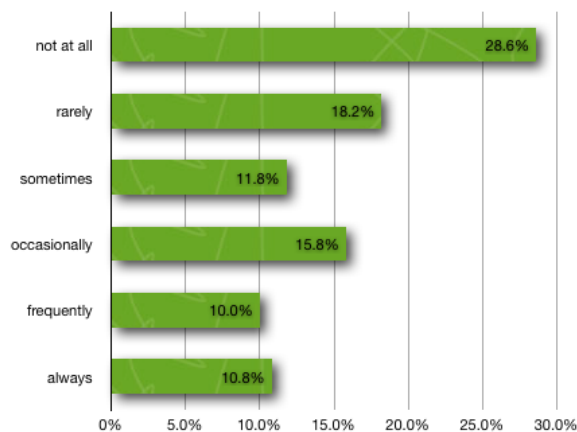
38.9% of the respondents indicated that they frequently or always used the library for individual study while only 7.4% never did.

Question 19b: Please rate how often you did the following - used the library space for group study.



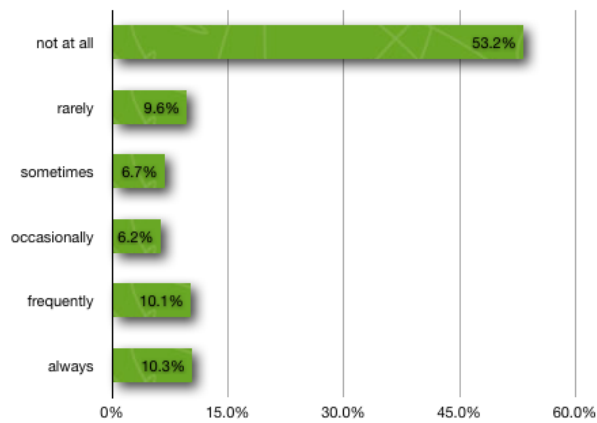
33.4% of the respondents used the library for group study which does not lag far behind the individual study numbers. However, a larger portion 18.2% never used the library for group study.

Question 19c: Please rate how often you did the following - used the library for non-academic purposes.



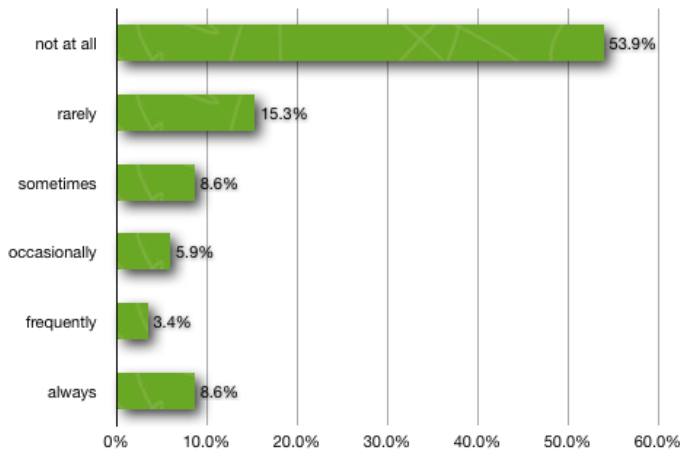
20.8% of participants noted that they used the library for non-academic purposes while 28.6% never used the library for non-academic purposes.

Question 19d: Please rate how often you did the following - checked out a laptop



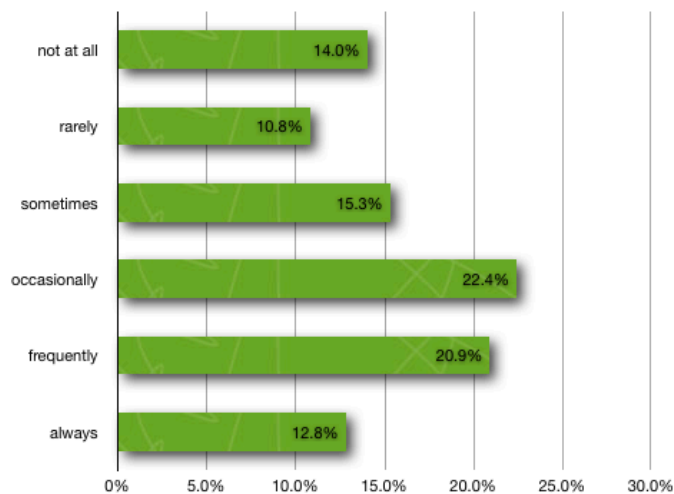
About 20% of the respondents indicated that they frequently or always checked out a library laptop.

Question 19e: Check all that apply. Contacted a librarian for assistance (e.g. through chat, email, phone, in-person research help, etc.)



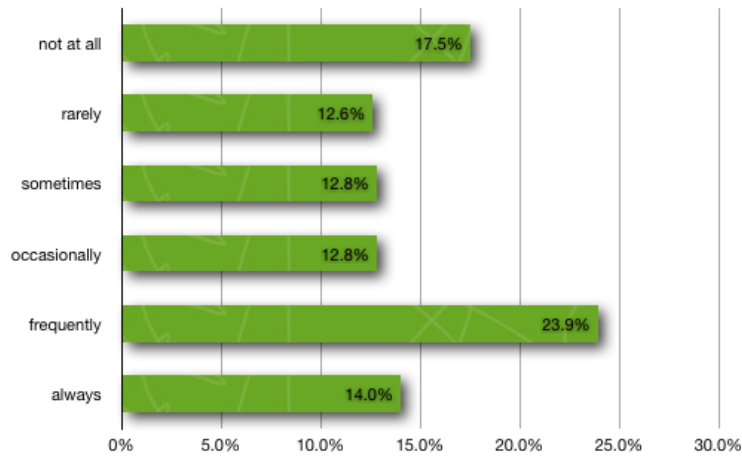
12% of participants frequently or always contacted a librarian for assistance. Over half never contacted a librarian.

Question 19f: Please rate how often you did the following - used the library's website.



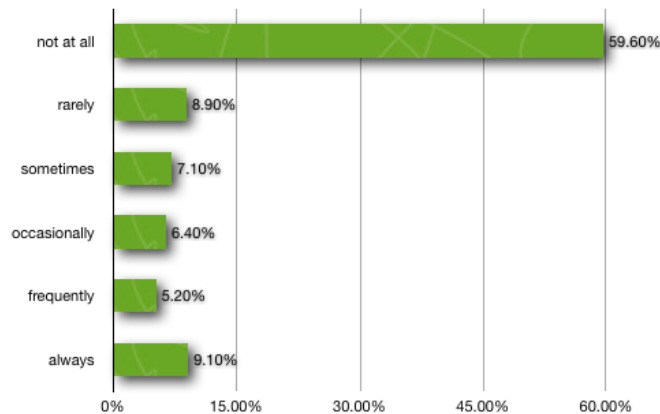
Over 33% of participants indicated that they frequently or always use the library's website. 14% reported never using it.

Question 19g: Please rate how often you did the following -
Searched for online books, articles, or databases.



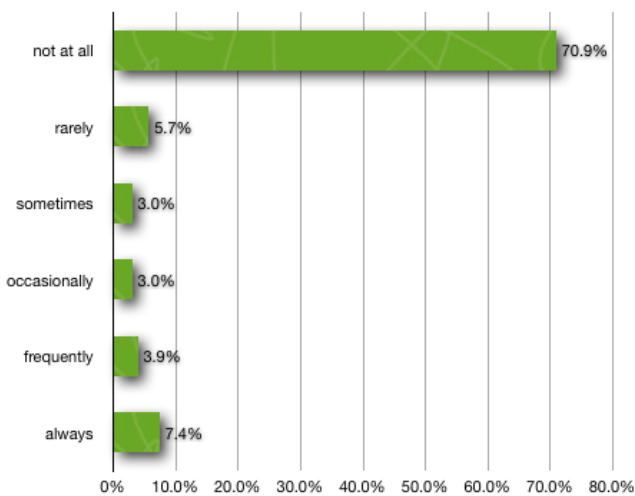
Over 37% of participants reported frequently or always looking for information such as online books, articles, and databases in their first semester.

Question 19h: Please rate how often you did the following -
checked out a print item from the stacks.



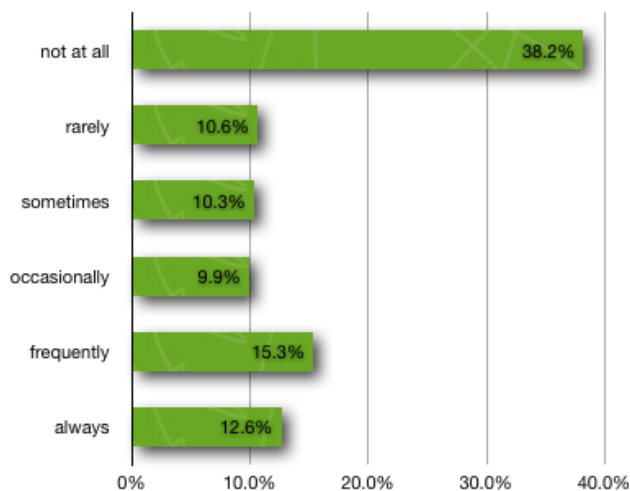
Perhaps surprisingly, over 14% of participants reported checking out a print item from the stacks.

Question 19i: Please rate how often you did the following -
requested resources through interlibrary loan.



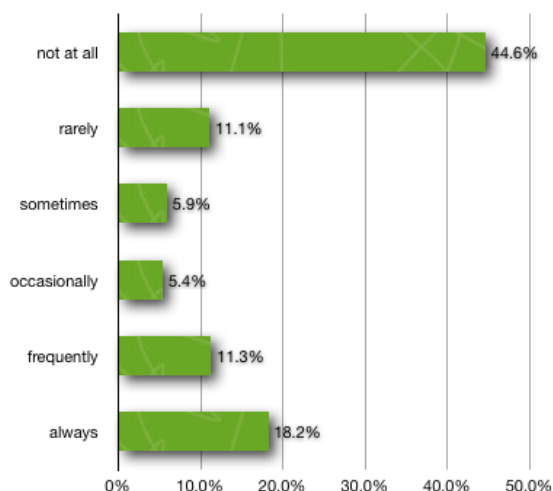
Though most participants did not use Interlibrary Loan (70.9%), there are over 11% who reported using the service frequently or always.

Question 19j: Please rate how often you did the following - used resources found in the library to complete course assignments.



Over 27% of students reported using the library's resources to complete a course assignment. [Note that a greater percentage reported *looking* for information frequently or always.]

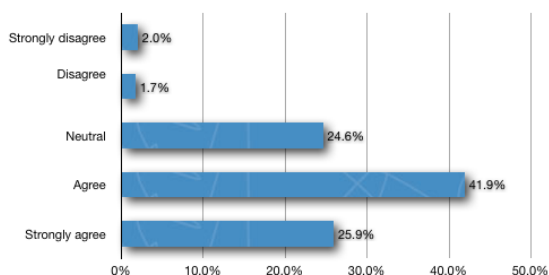
Question 19k: Please rate how often you did the following - sent documents to a printer in the library.



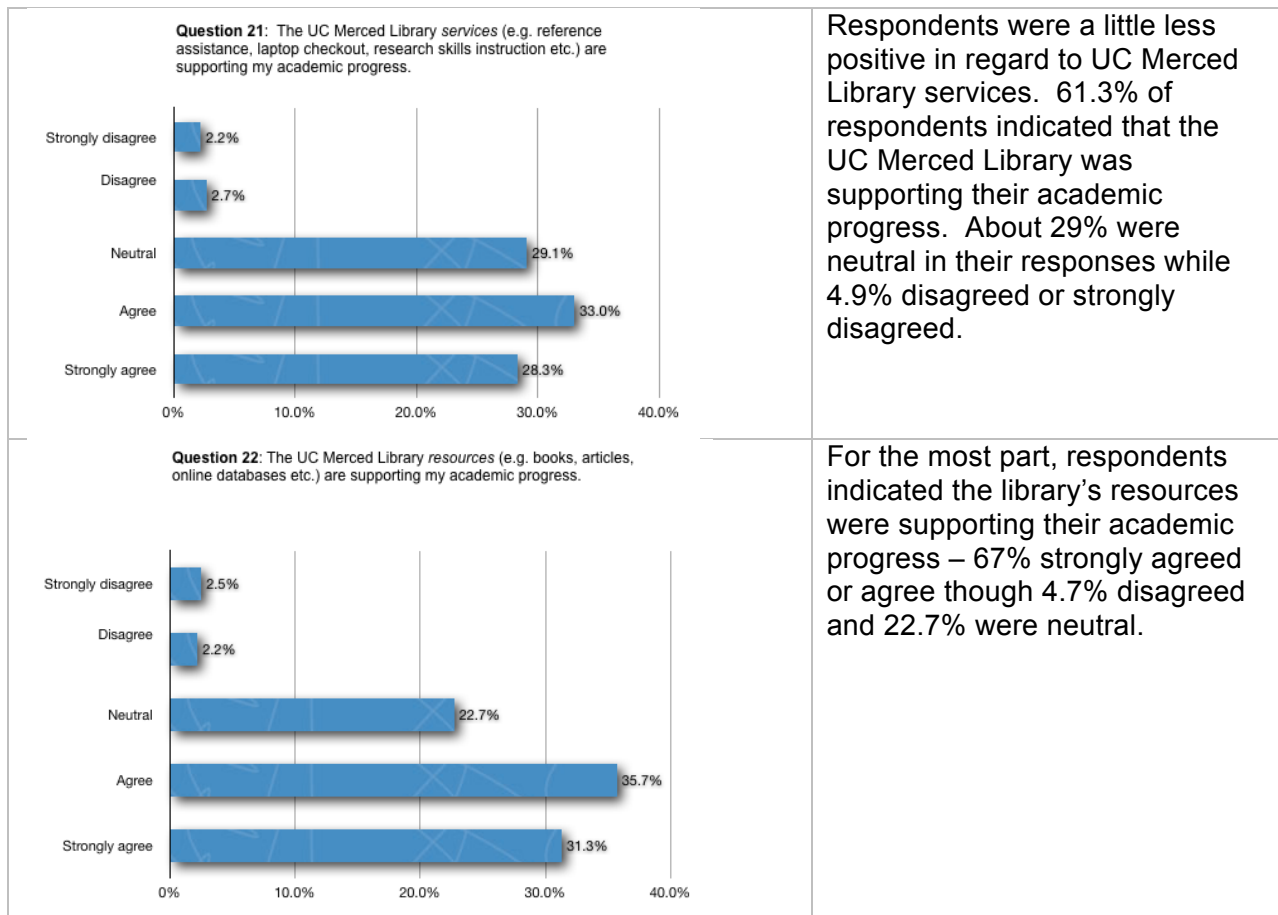
Almost 20% of participants reported using the printers in the library frequently or always but a larger portion (44.6%) never used the printers in the library.

Space, Services and Resources Supporting Student Academic Progress

Question 20: The UC Merced Library space is supporting my academic progress.



67.8% of respondents indicated that the UC Merced Library was supporting their academic progress. About a quarter were neutral in their responses while 3.7% disagreed or strongly disagreed.

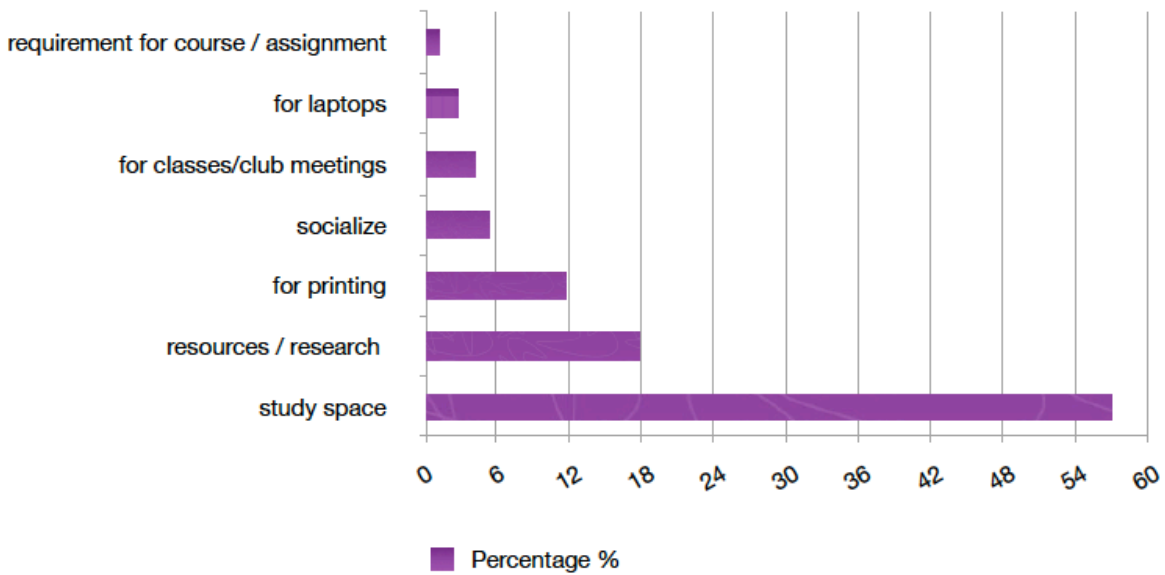


Additional Qualitative Data:

Question 20: I use the library because ... (asked to give the primary reason why they use the library)

Code	%	#	Quotation(s)
requirement for course / assignment	1.15	5	"I had to look for articles for one of my other courses."
for laptops	2.77	12	"Check out a laptop."
for classes/club meetings	4.16	18	"Meeting for clubs I'm in."
socialize	5.31	23	"To chat with friends". / "To relax." / "For fun." / "A place to wait in between classes and do homework."
for printing	11.78	51	"Print my papers." / "I don't necessarily use the library for anything other than printing."
resources / research	17.78	77	"It is a good place a find resources and to study." / "To gather information for research papers."
study space	57.04	247	"To study by myself or with friends." / "Good place to study."
		433	

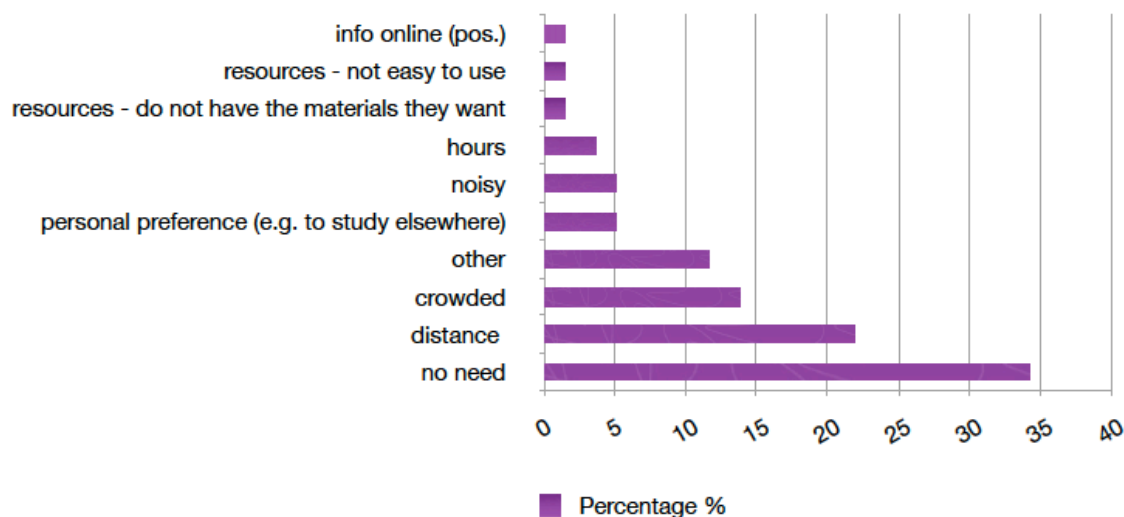
Question 20 - Primary Reasons for Using the Library



Question 21: I do not use the library because ... (asked to give the primary reason why they use the library)

Code	%	#	Quotation(s)
info online (pos.)	1.46	2	"Because we can go online for majority of info."
resources - not easy to use	1.46	2	"Complicating to use sometimes, like in acquiring a book."
resources - do not have the materials they want	1.46	2	"Because it doesn't have all the books I need."
hours	3.65	5	"Sometimes it closes too early."
noisy	5.11	7	"Too loud sometimes."
personal preference (e.g. to study elsewhere)	5.11	7	"I like to study in my room, more so than the library." / "Not appealing."
other	11.68	16	"I'm not a library kind of person."
crowded	13.87	19	"It's too small! Too crowded."
distance	21.90	30	"Too far away from housing."
no need	34.31	47	"It is not required for my current classes so I find no real need to go in."
		137	

Question 21 - Primary Reasons for Not Using the Library



Presentation & Publication Info:

Susan Mikkelsen and Sara Davidson presented at LOEX (Clearing House for Library Instruction) of the West 2010 on the iPod Touch Library Tour project

<http://library.mtroyal.ca/files/lotw2010/mikkelsendavidson.pdf> in June and are submitting an article to *Reference Services Review* titled "Outside the Classroom: Inside the iPod Touch".