

# DROP-IN LIBRARY WORKSHOPS

The following are the essential minimum topics to cover for each library workshop. With rapid and continuous changes in technology that can affect the research process, library faculty and individual instructors may choose to add other subtopics or emphasize one or more of the subtopics. The information needs of the workshop attendees may also dictate how the workshop is conducted and what the specific contents are.

Workshops range from 40-50 minutes, including a hands-on exercise and Q&A. Handouts, if any, are the responsibility of the workshop instructor, who may opt to use or modify existing handouts (including slides), create new ones, or create an accompanying LibGuide. Workshop materials may be shared among librarians via LibGuides or in the Library Google Drive under the Workshops folder.

The minimum topics and titles of these workshop outlines are subject to regular review and updating. The Policies and Procedures Work Group will be working towards standardizing assessment of all workshops to align with Student Learning Outcomes (SLOs).

## GUIDELINES FOR ASSESSING WORKSHOPS

(Please use in conjunction with SLOs listed below for each workshop)

Assessment uses your feedback as instructors to allow the teaching librarians to see what we are doing right, what and where we can improve our teaching, and how we might implement changes.

- Each semester, an online Workshop Assessment form is emailed to all librarians to complete after teaching a workshop ([see sample here](#) or in Appendix). Although the form may look like a lot of work, please remember that:
  - The main goal is to track whether the workshops were successful in teaching attendees about the topic. Without a certain amount of detail, it would be hard to say whether or not we succeeded in our student learning objectives.
  - If you prefer a narrative, you are welcome to do that instead under “Notes and Comments.” Just make sure to include which SLO, criteria, and rubrics you used, as well as the results of your SLO evaluation. Please refer to the suggested SLOs, criteria, and rubrics for each workshop (which can be found below). SLOs are assessed in conjunction with the ACRL Framework for Information Literacy for Higher Education, which can be referred to here: <http://www.ala.org/acrl/standards/ilframework>.
- Please submit workshop assessments via the online form as early as the day after your workshop but before the last day of the semester.
  - The data from these assessment reports will go into the library plan, unit plan, program review, and other planning documents for the College, so it is important to be able to base these plans on sound data.
- A copy of this document and the current online Workshop Assessment form can be found in the Library Google Drive under the Workshops folder. Samples of past assessments can also be found here.

# WORKSHOP OUTLINES AND SLO ASSESSMENTS

## Find Books Fast: Using the Library Catalog

### I. Description

- a. Find out tips and strategies for using the online catalog effectively to find print books and ebooks.

### II. Outline

- a. Definition of terms (ex. library catalog, online catalog, call numbers)
- b. Purpose
- c. Simple and Advanced Searching
- d. Hands-On Exercise (Find a Book)

### III. Assessment

- a. Suggested SLOs
  - i. Given a sample topic, students will be able to search by author, title, subject, and keyword in an online library catalog and locate relevant books and ebooks.
  - ii. Appropriate ACRL Frameworks & Knowledge Practices
    1. [Information Creation as a Process](#)
      - a. articulate the capabilities and constraints of information developed through various creation processes
      - b. assess the fit between an information product's creation process and a particular information need
    2. [Research as Inquiry](#)
      - a. determine an appropriate scope of investigation
    3. [Searching as Strategic Exploration](#)
      - a. determine the initial scope of the task required to meet their information needs
      - b. design and refine needs and search strategies as necessary, based on search results
      - c. understand how information systems (i.e., collections of recorded information) are organized in order to access relevant information
      - d. use different types of searching language (e.g., controlled vocabulary, keywords, natural language) appropriately
- b. Suggested Criteria
  - i. Distinguish between search options in a library catalog (Benchmark: 90%)
- c. Suggested Rubrics
  - i. Proficient: Chooses the correct search option 80-100% of the time.
  - ii. Not Proficient: Chooses the correct search option up to 75% of the time.

## Need Articles? Use Online Databases

- I. Description
  - a. Learn the differences between popular and scholarly articles, and discover how to find them.
- II. Outline
  - a. Definition of terms (ex. databases, pop vs. scholarly)
  - b. General introduction to the variety of online library databases
    - i. Which databases are appropriate or recommended for which purpose? For example, for persuasive speeches
  - c. Access to databases on campus and off campus
  - d. Basic and Advanced Searching (Boolean operators, quotations, truncation, filters)
  - e. Printing or E-Mailing Results
  - f. Hands-On Exercise (Comparing Popular vs. Scholarly, Find an Article)
- III. Assessment
  - a. Suggested SLOs
    - i. Students can identify a variety of types of periodical sources for information.
    - ii. Appropriate ACRL Frameworks & Knowledge Practices
      - 1. [Information Creation as a Process](#)
        - a. articulate the capabilities and constraints of information developed through various creation processes
        - b. assess the fit between an information product's creation process and a particular information need
        - c. recognize the implications of information formats that contain static or dynamic information
        - d. monitor the value that is placed upon different types of information products in varying contexts
      - 2. [Research as Inquiry](#)
        - a. determine an appropriate scope of investigation
        - b. deal with complex research by breaking complex questions into simple ones, limiting the scope of investigations
      - 3. [Searching as Strategic Exploration](#)
        - a. determine the initial scope of the task required to meet their information needs
        - b. match information needs and search strategies to appropriate search tools
        - c. design and refine needs and search strategies as necessary, based on search results
        - d. understand how information systems (i.e., collections of recorded information) are organized in order to access relevant information
        - e. use different types of searching language (e.g., controlled vocabulary, keywords, natural language) appropriately
  - b. Suggested Criteria
    - i. Differentiate between popular and scholarly sources (Benchmark: 90%)  
OR

- ii. Use a search strategy applicable to the online database including Boolean operators, quotation marks, and truncation in order to obtain appropriate periodical sources (Benchmark: 75%)
- c. Suggested Rubrics
  - i. Proficient: Correctly identifies scholarly sources 80-100% of the time.
  - ii. Not Proficient: Correctly identifies scholarly sources up to 75% of the time.

## Choosing and Refining Your Research Topic

- I. Description
  - a. Find out how to focus your research topic from a broad or specific subject to one that is more researchable.
- II. Outline
  - a. Why it is important to refine your topic
  - b. Preparing for the research assignment
  - c. Broad vs. Narrow Topics
  - d. Library Resources for Topics
    - i. Print
    - ii. Online Databases
    - iii. Websites
  - e. How to Narrow/Broaden a Topic
  - f. Hands-On Exercise
- III. Assessment
  - a. Suggested SLOs
    - i. Students identify and modify the information need in order to achieve a manageable focus.
    - ii. Students identify the key concepts and terms that describe the information need.
    - iii. Appropriate ACRL Frameworks & Knowledge Practices
      1. [Research as Inquiry](#)
        - a. formulate questions for research based on information gaps or on reexamination of existing, possibly conflicting, information
        - b. determine an appropriate scope of investigation
        - c. deal with complex research by breaking complex questions into simple ones, limiting the scope of investigations
        - d. organize information in meaningful ways
      2. [Searching as Strategic Exploration](#)
        - a. determine the initial scope of the task required to meet their information needs
  - b. Suggested Criteria
    - i. Narrow a broad subject to a more focused topic using at least two methods (Benchmark 90%)
  - c. Suggested Rubrics
    - i. Proficient: Constructs one or more focused research statements that demonstrates thoughtful analysis of key concepts and terms.
    - ii. Not Proficient: Constructs a research statement that demonstrates incomplete or lack of analysis of key concepts and terms.

## Avoiding Fake News: Evaluating Websites

### I. Description

- a. Find out how to avoid fake news by evaluating websites for credibility and trustworthiness.

### II. Outline

- a. Rationale for evaluating websites and news sources
- b. What is criteria for a credible or trustworthy website?
- c. Characteristics of fake news
  - i. What kinds of fake news exist?
  - ii. What makes a news story fake?
  - iii. What makes real news real?
  - iv. How to avoid fake news, fact-check; what to think when thinking about news
  - v. Known fake, parodic, and misleading news sites
- d. Hands-On Exercise
  - i. Option 1: Comparing two websites. Which one is true? Why or why not?
    1. Eat This Not That: Shocking Facts About Farmed Salmon  
<http://www.eatthis.com/shocking-facts-about-farmed-salmon>
    2. Washington State Department of Health: Farmed vs. Wild Salmon  
<http://www.doh.wa.gov/CommunityandEnvironment/Food/Fish/FarmedSalmon>
    3. **NOTE:** above links are examples to use but are not required. Other websites may be used to compare
  - ii. Option 2: How to find credible newspaper articles in library databases
  - iii. Option 3: Do both if there is time
- e. Helpful resource: <http://iue.libguides.com/fakenews/index>

### III. Assessment

- a. Suggested SLOs
  - i. Students apply standard evaluation criteria to determine whether a website is appropriate for a research assignment.
  - ii. Appropriate ACRL Frameworks & Knowledge Practices
    1. [Authority Is Constructed and Contextual](#)
      - a. define different types of authority, such as subject expertise (e.g., scholarship), societal position (e.g., public office or title), or special experience (e.g., participating in a historic event)
      - b. use research tools and indicators of authority to determine the credibility of sources, understanding the elements that might temper this credibility
      - c. recognize that authoritative content may be packaged formally or informally and may include sources of all media types
    2. [Information Creation as a Process](#)
      - a. assess the fit between an information product's creation process and a particular information need
      - b. articulate the traditional and emerging processes of information creation and dissemination in a particular discipline
      - c. recognize that information may be perceived differently based on the format in which it is packaged

- d. monitor the value that is placed upon different types of information products in varying contexts
- 3. [Information Has Value](#)
  - a. decide where and how their information is published
- b. Suggested Criteria
  - i. Evaluate the content of the website using criteria including bias and accuracy.  
OR
  - ii. Evaluate the website using criteria including authority and timeliness  
(Benchmark: 75%)
- c. Suggested Rubrics
  - i. Proficient: Bases the evaluation of the website on a critical assessment of its bias, accuracy, authority, and timeliness 80-100% of the time.
  - ii. Not Proficient: Bases the evaluation of the website on a critical assessment of its bias, accuracy, authority, and timeliness up to 75% of the time.

## Cite it Right to Avoid Plagiarism

### I. Description

- a. Learn what plagiarism is (and is not) by recognizing examples and citing your sources in MLA format. *Workshops on APA/ASA formats by advance request only.*

### II. Outline

- a. Why cite?
  - i. Define plagiarism (unintentional, intentional, self-plagiarism)
  - ii. Consequences
    1. Academic
    2. Professional
  - iii. How to avoid (alternatives to copying word for word, examples of right/wrong)
    1. Direct quotations
    2. Summarize
    3. Paraphrase
    4. Follow citation format selected by instructor
- b. Why the MLA/APA/ASA format?
- c. Basic rules
- d. RHCL Citation Guide handouts and online citation generators, e.g. EasyBib and caveats
- e. Hands-On Exercise (Identifying Plagiarism, citing various sources given by librarian)

### III. Assessment

- a. Suggested SLOs
  - i. Students demonstrate an understanding of what plagiarism is and does not attribute work correctly.
  - ii. Students recognize when to cite sources to avoid plagiarism.
  - iii. Recognize the elements of citations in order to retrieve or cite sources using an appropriate style (MLA, APA, ASA) to avoid plagiarism.
  - iv. Appropriate ACRL Frameworks & Knowledge Practices
    1. [Authority Is Constructed and Contextual](#)
      - a. understand the increasingly social nature of the information ecosystem where authorities actively connect with one another and sources develop over time
    2. [Information Has Value](#)
      - a. give credit to the original ideas of others through proper attribution and citation
      - b. understand that intellectual property is a legal and social construct that varies by culture
      - c. articulate the purpose and distinguishing characteristics of copyright, fair use, open access, and the public domain
    3. [Scholarship as Conversation](#)
      - a. cite the contributing work of others in their own information production
      - b. identify the contribution that particular articles, books, and other scholarly pieces make to disciplinary knowledge
- b. Suggested Criteria
  - i. Recognize whether a particular piece of information (text, data, image, or sound) needs to be cited to avoid plagiarizing (Benchmark: 75%)



- ii. Select an appropriate documentation style and uses it consistently to cite sources (Benchmark: 75%)
- c. Suggested Rubrics
  - i. Proficient: Correctly identifies which pieces of information need to be cited 80-100% of the time. Correctly distinguishes that the source of information is a book, article, or web site, and uses the appropriate format 80-100% of the time.
  - ii. Not Proficient: Correctly identifies which pieces of information need to be cited up to 75% of the time. Correctly distinguishes that a citation comes from a book, an article, or a web site and uses the appropriate format up to 75% of the time.

## Google Tips and Tricks

### I. Description

- a. Step up your Google searches and become an advanced searcher. Includes a brief introduction to Google Scholar and Google Books.

### II. Outline

- a. Rationale for why we cannot rely on first page search results for research
- b. Explain “filter bubbles” and tailored search results based on search history and personal information
- c. Examples of search personalization
  - i. Google’s PageRank
  - ii. List of websites that tailor results by click history (Google, Netflix, Facebook, Amazon, Yahoo News, Huffington Post, Washington Post, NY Times)
- d. Introduce Google Advanced Search
  - i. site search (.com, .gov, etc.), filetype search, use of “-”, number ranges search, use of “\*” in Google vs. library databases, related search
- e. Brief Introduction to Google Scholar and Google Books
- f. Hands-On Exercise
  - i. Compare Google results with other search engines (Yahoo, Bing, DuckDuckGo)
  - ii. Find a credible online source via Google Advanced Search
- g. Helpful resource: <http://guides.library.illinois.edu/filterbubbles>

### III. Assessment

- a. Suggested SLOs
  - i. Students construct and implement effectively designed search strategies.
  - ii. Students understand how the commodification of personal information and online interactions affect information retrieval.
  - iii. Appropriate ACRL Frameworks & Knowledge Practices
    1. [Authority Is Constructed and Contextual](#)
      - a. use research tools and indicators of authority to determine the credibility of sources, understanding the elements that might temper this credibility
      - b. recognize that authoritative content may be packaged formally or informally and may include sources of all media types
    2. [Information Creation as a Process](#)
      - a. articulate the capabilities and constraints of information developed through various creation processes
      - b. assess the fit between an information product’s creation process and a particular information need
      - c. articulate the traditional and emerging processes of information creation and dissemination in a particular discipline
      - d. recognize that information may be perceived differently based on the format in which it is packaged
    3. [Information Has Value](#)
      - a. understand how and why some individuals or groups of individuals may be underrepresented or systematically marginalized within the systems that produce and disseminate information

- b. recognize issues of access or lack of access to information sources
  - c. decide where and how their information is published
  - d. understand how the commodification of their personal information and online interactions affects the information they receive and the information they produce or disseminate online
  - e. make informed choices regarding their online actions in full awareness of issues related to privacy and the commodification of personal information
- b. Suggested Criteria
- i. Use appropriate Google commands including Boolean operators, truncation, and specific search parameters, revising the strategy as needed (Benchmark: 75%)
- c. Suggested Rubrics
- i. Proficient: Correctly uses Boolean operators and at least one search parameter to narrow or expand a search 80-100% of the time.
  - ii. Not Proficient: Correctly uses Boolean operators and at least one search parameter to narrow or expand a search up to 75% of the time.

## Google Apps for College Work

### I. Description

- a. Learn about free Google Apps for creating documents, spreadsheets, presentations, and more.

### II. Outline

- a. What are Google Apps and how to access for free.
- b. Benefits
  - i. All on the cloud; access anywhere and anytime
  - ii. Sharing capabilities with teachers, classmates, etc.
    - 1. Owners of docs can control how much someone does with document; ownership can be transferred
    - 2. Shared editing, real-time contributions, chat with contributors, see revision history
    - 3. Offline availability for specific files or for everything on Drive
- c. Overview of Google Docs, Sheets, Slides
  - i. Basic features
  - ii. What you can do (similarities to Office counterparts)
  - iii. What you can't do (where Office counterparts would be a better option)
- d. Overview of Forms and/or Calendar
  - i. Basic features, what it can be used for
- e. Hands-On Exercise
  - i. Gale or EBSCO Databases and Google Drive
    - 1. Select a Gale or EBSCO database to demonstrate, students follow along
    - 2. Search a topic, select an article, demonstrate highlights and notes (if applicable), download article directly into Google Drive, export citations to Google Drive
    - 3. Students share their article or citation from Google Drive with library to verify

### III. Assessment

- a. Suggested SLOs (ACRL Framework for Information Literacy for Higher Education)
  - i. Students utilize apps/programs to organize information they find and manage search results effectively.
  - ii. Appropriate ACRL Frameworks & Knowledge Practices
    - 1. [Research as Inquiry](#)
      - a. organize information in meaningful ways
    - 2. [Searching as Strategic Exploration](#)
      - a. manage searching processes and results effectively
- b. Suggested Criteria
  - i. Share a database article via Google Drive (Benchmark: 75%)
- c. Suggested Rubrics
  - i. Proficient: Successfully shares a database article via Google Drive 80-100% of the time.
  - ii. Not Proficient: Successfully shares a database article via Google Drive 75% of the time.

## Microsoft Apps for College Work

### I. Description

- a. Learn about free Microsoft Apps for creating documents, spreadsheets, presentations, and more.

### II. Outline

- a. What are Microsoft Office Apps and OneDrive, and how to access for free.
  - i. Instructions on activating Office 365 account from IT website with AccessRio
- b. Benefits
  - i. All on the cloud; access anywhere and anytime
  - ii. Sharing capabilities with teachers, classmates, etc.
    - 1. Owners of docs can control how much someone does with document; ownership can be transferred
    - 2. Shared editing, real-time contributions, chat with contributors, see revision history
- c. Overview of Office Word, Excel, PowerPoint Online and its basic features
  - i. What you can do (similarities to Google counterparts and installed versions)
  - ii. What you can't do (where installed versions would be a better option)
- d. Hands-On Exercise
  - i. Option 1: Install and use Office programs (if students have personal devices) OR use Office Online apps (if students on library computers)
    - 1. Collaborate and edit documents with students in real-time, share files, OneDrive revision history, save work immediately on cloud
    - 2. Same cloud services as Google but with premium features of MS Office.
  - iii. Option 2: Gale Databases and OneDrive
    - 1. Select a Gale database to demonstrate, students follow along
    - 2. Search a topic, select an article, demonstrate highlights and notes (if applicable), download article directly into OneDrive
    - 3. Students share article or citation from OneDrive with librarian to verify

### III. Assessment

- a. Suggested SLOs (ACRL Framework for Information Literacy for Higher Education)
  - i. Students utilize apps/programs to organize information they find and manage search results effectively.
  - ii. Appropriate ACRL Frameworks & Knowledge Practices
    - 1. [Research as Inquiry](#)
      - a. organize information in meaningful ways
    - 2. [Searching as Strategic Exploration](#)
      - a. manage searching processes and results effectively
- b. Suggested Criteria
  - i. Share a database article via OneDrive or an original file created from a MS Office program/app. (Benchmark: 75%)
- c. Suggested Rubrics
  - i. Proficient: Successfully shares a database article via OneDrive or an original file created from a MS Office program/app 80-100% of the time.
  - ii. Not Proficient: Successfully shares a database article via OneDrive or an original file created from a MS Office program/app Drive 75% of the time.

# APPENDIX

## Sample Workshop Assessment Form

### Library Workshop SLO Assessment

For Fall 2019

**\* Required**

**Librarian Name \***

Your answer \_\_\_\_\_

**Workshop Topic \***

Choose \_\_\_\_\_

**Date of Workshop \***

Date

mm/dd/yyyy \_\_\_\_\_

**Workshop Start Time \***

Choose \_\_\_\_\_

**Number of Students Attended \***

Your answer \_\_\_\_\_

**Short Description of Workshop Activity \***

Your answer \_\_\_\_\_

**SLO(s) Used \***

As Suggested

n/a (if 0 student attendance)

Other: \_\_\_\_\_

**Criteria Used \***

As Suggested

n/a (if 0 student attendance)

Other: \_\_\_\_\_

**Rubrics Used \***

As Suggested

n/a (if 0 student attendance)

Other: \_\_\_\_\_

**Notes and Comments**

Your answer \_\_\_\_\_

**SUBMIT**