

Podium

Whiteboard

Introduction and Research

Abstract

We all have a classroom in our libraries that we avoid, often because the technology is unfamiliar or difficult to use. At the J. Murrey Atkins library, there are two traditional classrooms with a podium, projector, white board, and front facing desks, and one active learning classroom with circular pods, screens and white boards on each wall, and multiple screen sharing tools. This poster shows photographic evidence of how the librarian conquered the technology laden classroom to create a set of collaborative workshops with a faculty member and students in a first year writing course.

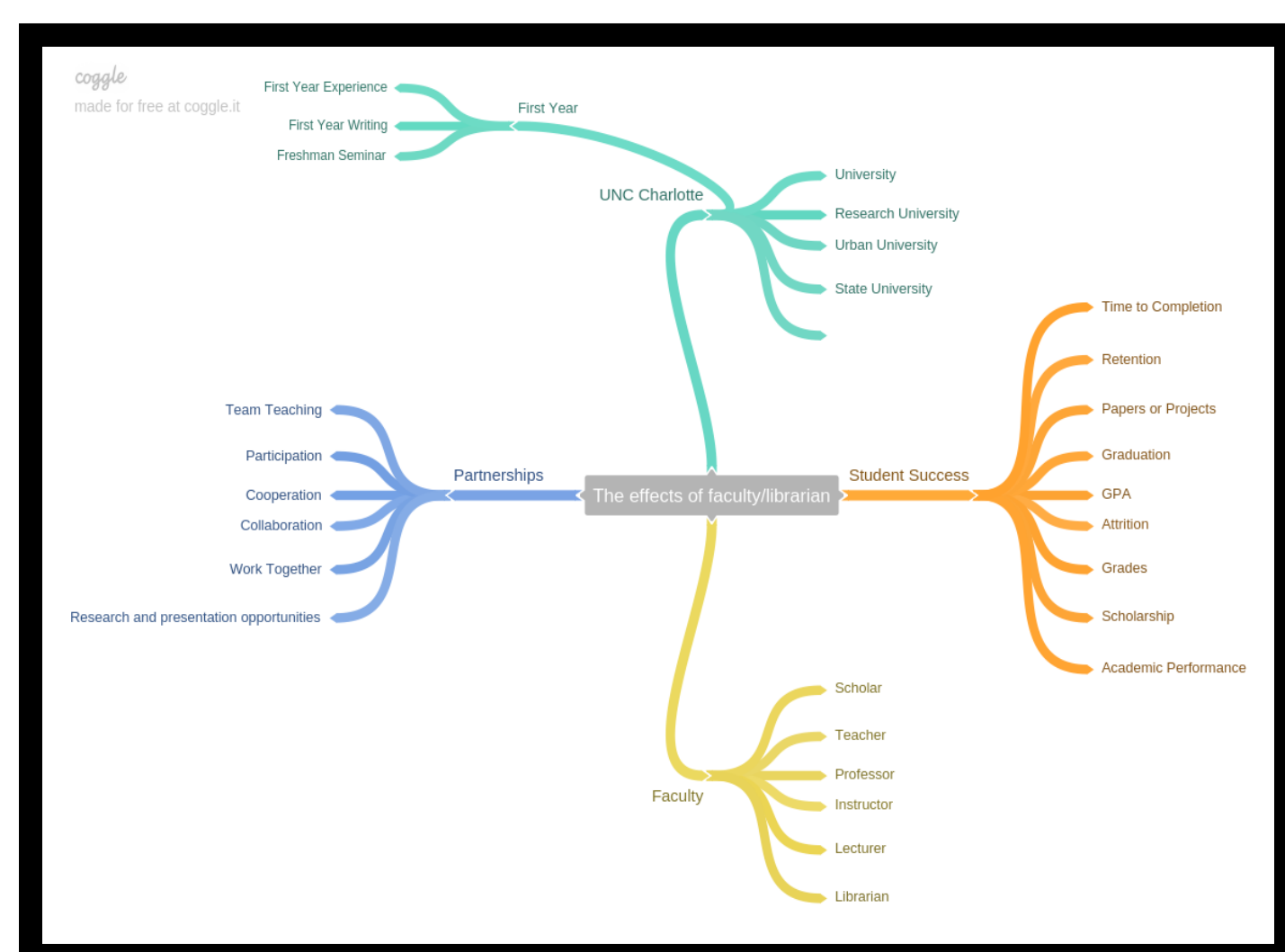


Figure 1 Coggle Showing Effects of Librarian/Faculty Collaboration

Introduction to Research

Educational technology, concept maps, and interactive group collaboration have all been used to engage students in one-shot and multi-shot library instruction sessions. Even as long as twenty years ago, librarians lamented keeping up with ever changing technology in the classroom. Now more than ever, technology is a constant component of our classrooms that requires creativity and innovation that benefits from collaboration.

Student Impact from Collaboration

"It was helpful to speak with a librarian who could show me how to use all the databases that I have access to through the school"

"I feel more confident in my ability to find useful and credible sources, and in utilizing them in a proper way for the benefit of my paper"

"I will also be sure to reach out to the staff at the library to help me with my process if I get stuck"

"After conducting all of this research [...] I think I have a greater appreciation for the research process"

Six Workshops

Session 1: Information Timeline

Students were asked to put five types of information sources in chronological order of availability (social media, news, government information, academic journals, books) then answer questions about each source.

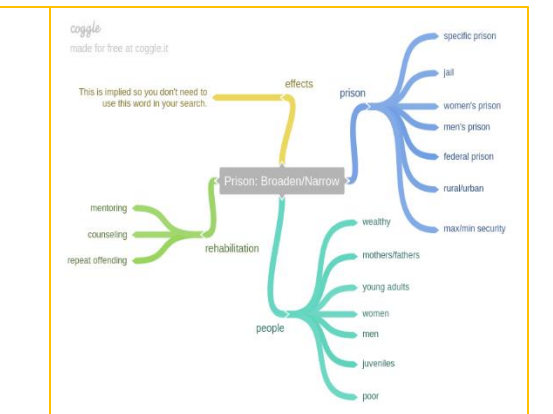


Figure 8: (Upper right) Example Coggle for Students

Figure 9: (Above) Genres for Information Timeline Activity

Session 2: Researchable Research Questions

The librarian gave a workshop on developing a researchable research question, tracing the parts of a research question and discussion of evidence.



Session 3: Broadening and Narrowing Questions

- The librarian:
- Broadened & narrowed a research question
 - Pulled keywords from the question
 - Put them in a mind mapping tool - Coggle
 - Demonstrated the library catalog
- The students:
- Repeated the activity
 - Found two sources
 - Shared them on the screens

Session 4: Research Question Peer Review and Searching

Students peer reviewed the Coggle they made of their research questions. The librarian demonstrated searching four databases. Tracking their key terms, limiters and the source to show which combinations found sources, students used a worksheet to guide their searching.

Session 5/6: One:One

Students created a research map of their sources while everyone met individually with the librarian. This allowed students to be comfortable speaking with a librarian, be the authority on their topic, and discover.

Technology in Library Classrooms

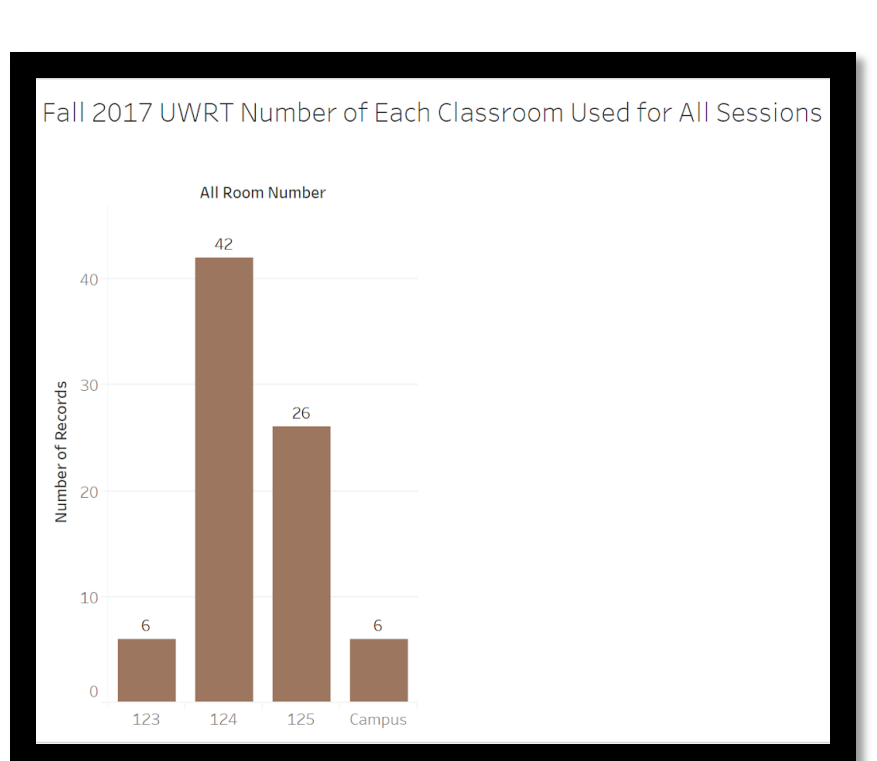


Figure 2: Graph Showing Preference of Library Classroom Use for Fall 2017

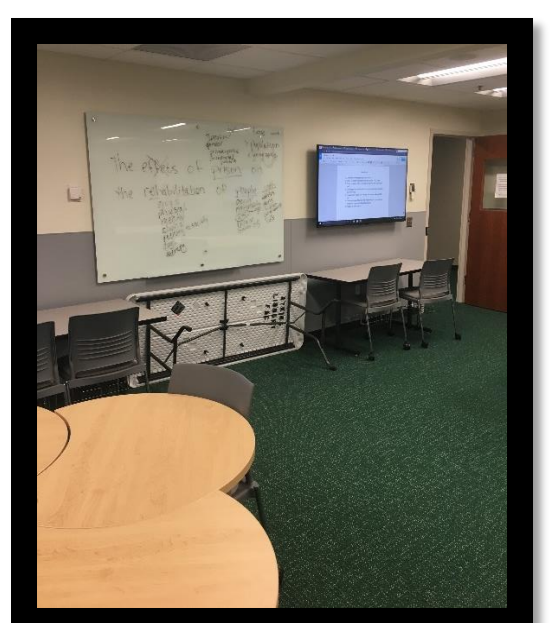


Figure 3: Atkins Library Active Learning Classroom Room 123

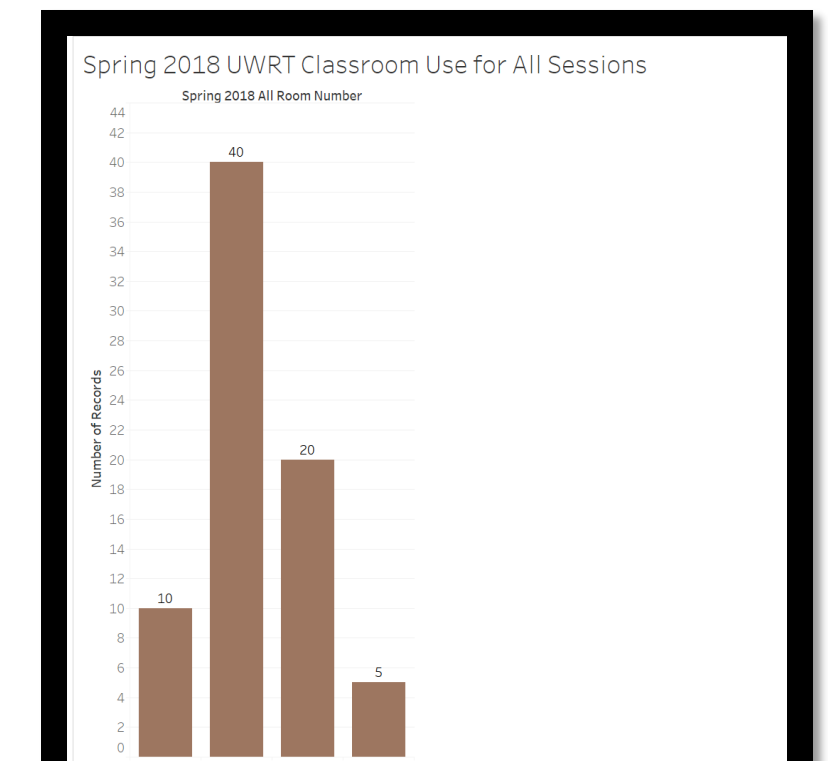


Figure 4: Graph Showing Preference of Library Classroom Use for Spring 2018

Technology in Atkins Library Classrooms

Atkins Library has three classrooms dedicated to library instruction. Two classrooms are set up like a traditional classroom with seats with laptops that all face the front podium and projector. The library installed an active learning classroom in spring of 2017. The room has four pods of desks that students face each other when sitting, rather than the front. The room has four digital screens on each wall, controlled by a central podium and laptop, so the students are always facing a screen. Each pod also has different ways for students to connect their laptops to the screens individually and share their screens with the class. On the wall by each screen is also a whiteboard for students to write on.

Conclusion and SWOT Analysis

Conclusion

Collaboration on utilizing educational technology in an active learning classroom showed positive feedback from students. Combining interactive learning between instructors, students, and librarians provides multiple options of learning and engaging with students and each other to take advantage of a technology laden classroom. Below is a SWOT Analysis (Strengths Weaknesses Opportunities Threats) to help analyze the project.

SWOT Analysis

Strengths	Opportunities
<ul style="list-style-type: none"> Collaborative learning between student and student, librarian and student, and librarian and instructor Promoted relationships between librarian, instructor, students Promoted relationship with the library 	<ul style="list-style-type: none"> Move beyond traditional one-shot instruction session Creativity in the classroom Build relationships with instructors and departments
Weaknesses	Threats
<ul style="list-style-type: none"> Desks not conducive for more than four adults with laptops Extra planning and preparation Students finish work at different paces 	<ul style="list-style-type: none"> More technology means more room for malfunction Not all technology always in working order Amount of seating in classroom