Teaching College Students Information Literacy Course Using an Experiential Blended Learning Instructional Design

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ABSTRACT
This poster reports the findings of an experiential blended instructional approach to an information literacy course, designed to facilitate college students’ ability of the “Intellectual Craftsmanship” as proposed by American sociologist C. Wright Mills in the mid-20th century through scaffolding, learning by doing approach. Action research was applied and the results showed a statistically significant difference between pre- and post- tests for students’ performance. And the increasing interest of the students was identified by comparing the motivation surveys conducted in the midterm and the final. The results suggest that the approach for training “Intellectual Craftsmanship” by using experiential and blended approach is accepted by the students and thus is worthy of recommending for the future use.

BACKGROUND
“Library and Information Skills” is one of the selective liberal art courses offered by National Taiwan Normal University. The course was designed to facilitate college students’ ability of the “Intellectual Craftsmanship” as proposed by American sociologist C. Wright Mills in the mid-20th century through scaffolding, learning by doing approach. The objectives of the course include:
1. To be able to understand the digital learning environment, the diverse learning tools and resources
2. To be able to use technology to find, collect, and collate information
3. To be able to read, understand, criticize and organize information
4. To be able to write and present proposals and reports
A total of 39 students enrolled in fall 2012.

ACTION RESEARCH DESIGN
1. COURSE DESIGN
1.1 Teaching Materials
• 18 units of digital learning materials from MOE
1.2 Teaching Activities
• Experiential blended instructional approach
  1. online synchronously
  2. online asynchronously
  3. face-to-face
1.3 Platforms
Moodle
Adobe Connect

2. PERFORMANCE EVALUATION
Students’ performance
Cognition
Skills
Team projects
Pre & post-test
Attitude
Midterm and final comparisons

3. COURSE EVALUATION
Google survey
Open and closed questionnaire

RESEARCH FINDINGS
1. STUDENTS’ PERFORMANCE
1.1 Cognition: Pre-test & post-test comparison

2.1 Final course evaluation

2.2 Selective quotes from students’ feedback
1. This diverse course design is different from other courses! It’s quite the feeling of a well-designed university course. [SF02]
2. The classes are practical, especially “Easily to write reports” and “How to make a successful PowerPoint” [SF13]
3. The most impressive class is “Distance learning resources introduction” because it is my first time to try an online synchronously class. It’s interesting and awesome [SF15]
4. Incremental homework let me feel the progress of learning. It does a big favor for other courses! [SF27]

CONCLUSIONS
Our thanks go to the 39 college students who agreed to participate in this experiential action research liberal art class. Thanks also go to NSC, NTNU GLIS for making the students’ international conference travel grant available.

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REFERENCES

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