

Extending the Teaching of Information Literacy Concepts through Chat Reference

**MILEX Spring Conference: OneShotPlus: Information Literacy Instruction Beyond
the Single-Session Model**

April 19, 2024

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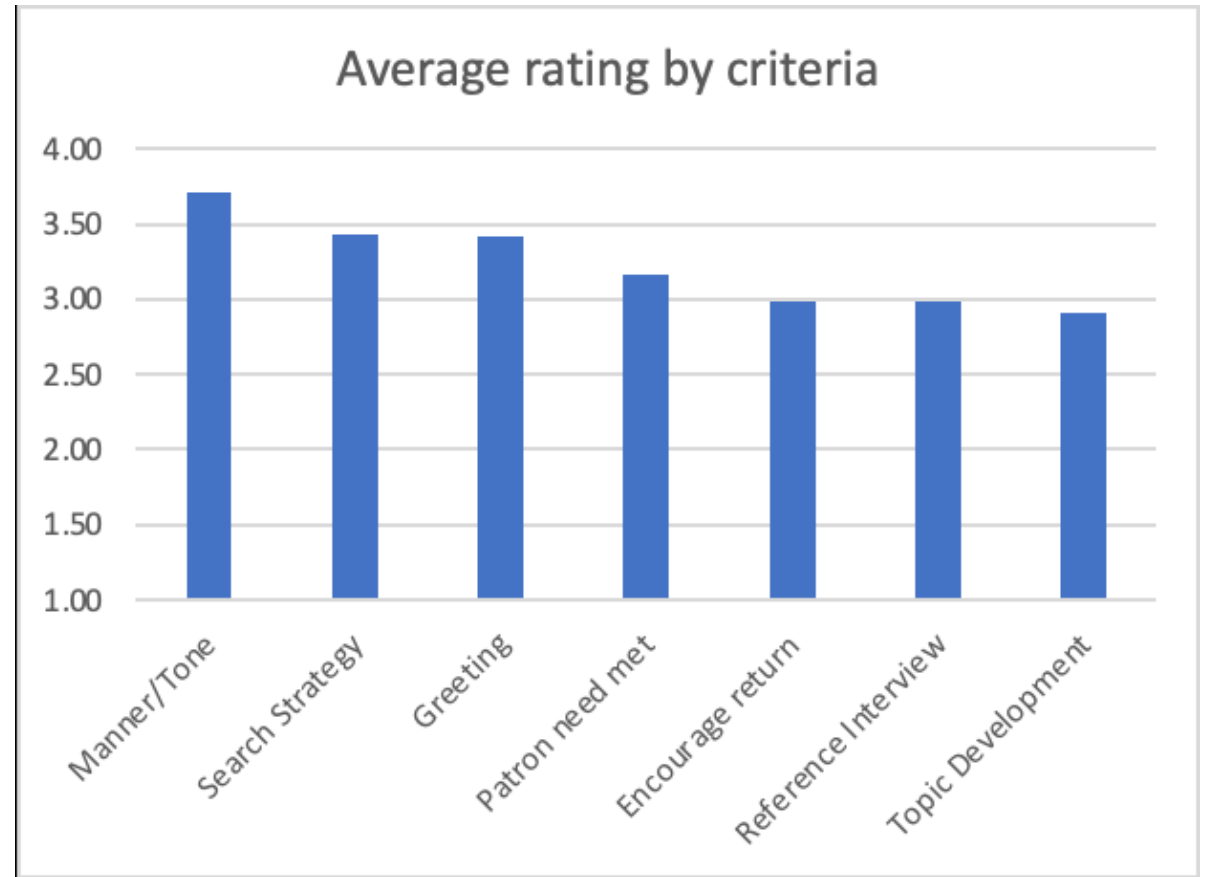
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Anne Arundel Community College

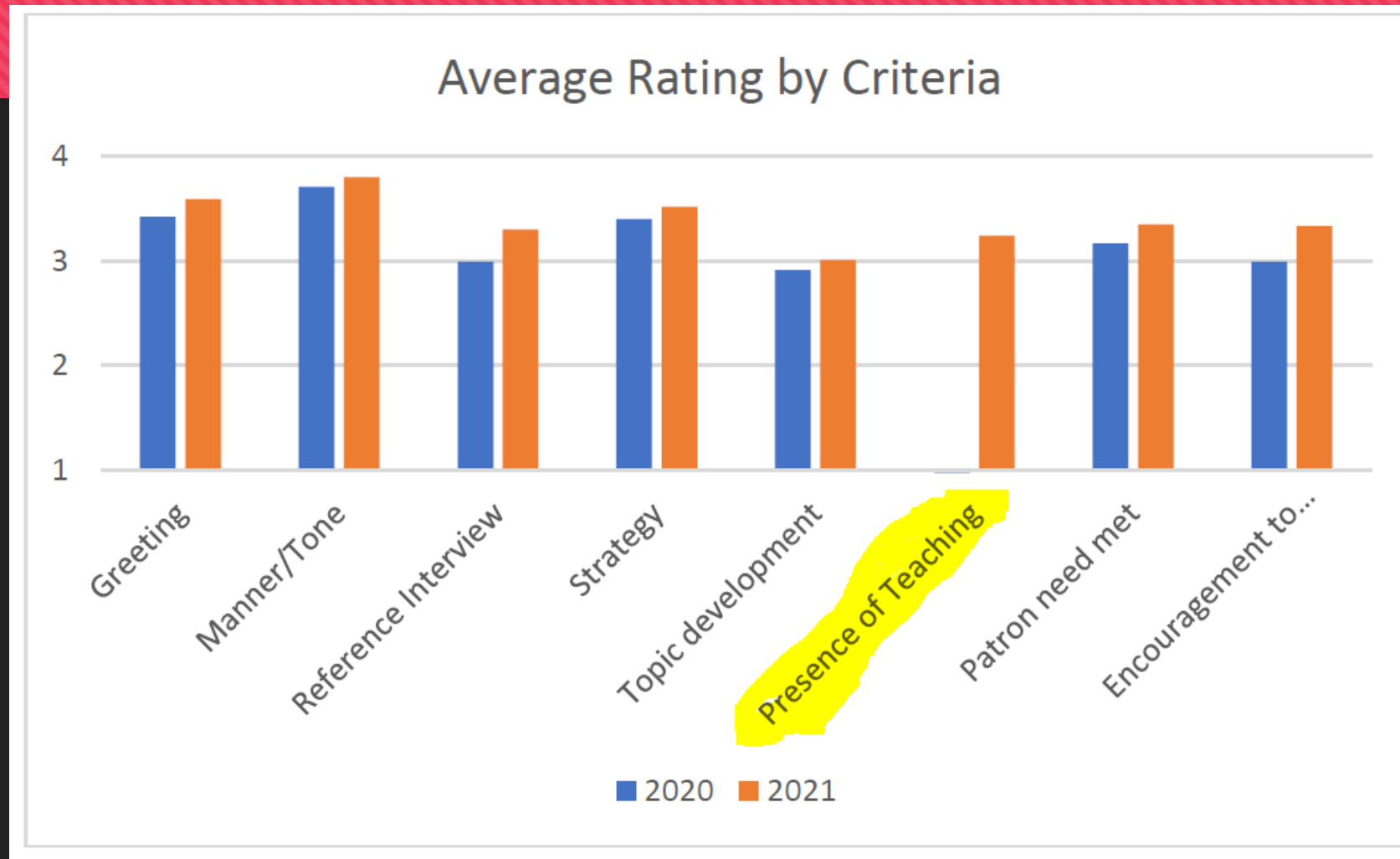
Assessment practices at Truxal Library

- Each year since 2021, AACCC's Truxal Library reference department has completed at least one chat transcript review ***team project***.
- Projects include all library staff who have any kind of connection to our chat reference service (circulation staff who sometimes monitor, staff who are planning on monitoring in the future)
- Initial projects followed a staff-developed rubric based on RUSA guidelines..

Fall 2020 Chats were assessed using a rubric of selected criteria from the “Guidelines for Behavioral Performance of Reference and Information Service Providers” from the Reference and User Services Association (RUSA).



Revised rubric to focus more on teaching...



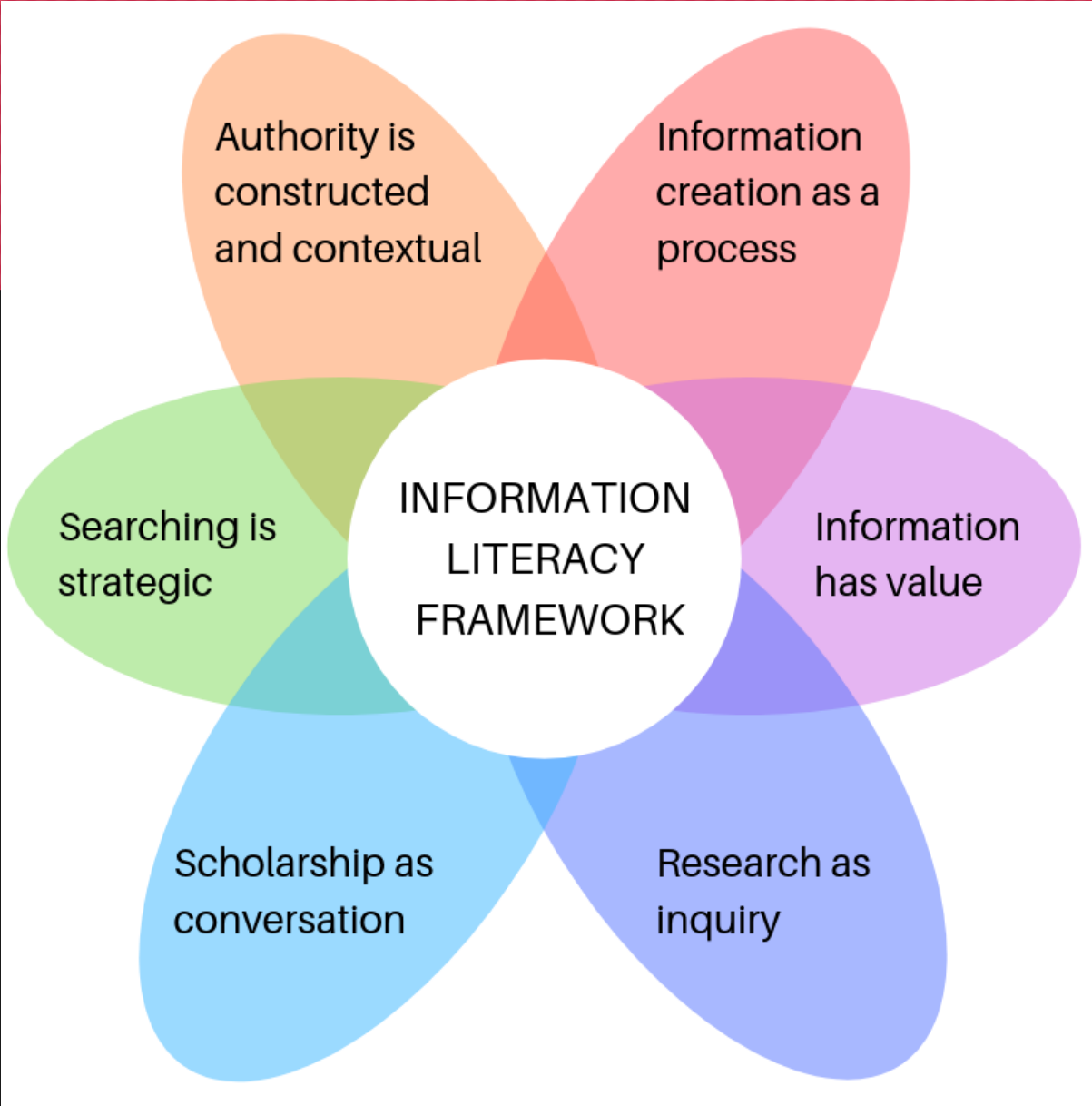
**We could see evidence that we are
teaching in chat...**

**but what are we teaching?
and can we teach more?**

A new rubric & approach sought

Hunter, J., Kannegiser, S., Kiebler, J., & Meko, D. (2019). Chat reference: Evaluating customer service and IL instruction. *Reference Services Review*, 47(2), 134-150.

“Purpose: Reflecting on the new ACRL Framework, a deficiency was observed in literature on the assessment of information literacy instruction in chat reference...The purpose of this study is to discover if and how librarians were teaching information literacy skills in chat reference transactions and identify best practices to develop training and resources.”



Code	Type of Instruction	Examples
1	Authority is constructed and contextual	Explain how to research an author's credentials Teach student to evaluate a source to determine if it is authoritative for their research purpose Discuss why authoritative sources differ depending on context
2	Information creation as a process	Explain differences in source types and discuss when each may be appropriate Discuss evolution of information Discuss or explain the peer-review process
3	Information has value	Define the purpose of limitations on information Show student how and why to properly cite sources Discuss why they have access to specific college resources
4	Research as inquiry	Help student develop a research question or choose a topic Evaluate search results and reassess search strategy Share search tips and explain how they work
5	Searching as strategic exploration	Help student narrow their research topic to appropriate scope Help identify high-quality sources by discussing why a source is appropriate or not Help formulate new search strategies
6	Scholarship as conversation	Discuss or explain how citing others' work helps build field of scholarship Discuss or explain how the peer-review process contributes to higher quality research
7	Instructional source given	Librarian points to instructional resource
8	Database access taught	Librarian instructed student how to find a specific database
9	Student disconnected	Student disconnected prematurely
10	Instruction not given when necessary	Did the chat provider miss a clear opportunity to provide instruction or an instructional resource?



Sample of 30
chat transcripts
from fall 2022



Rubric based
on professional
guidelines &
literature



12 library staff
participated in
reviewing and
coding



2-hour norming
/training session
offered

Differences in approach

Hunter project

- Rated all (369) qualifying transcripts within a semester
- Project task force normalized with common set of transcripts at outset, but further coding was undertaken individually
- Coding was at frame level

Truxal Library variation

- Rated a sample of 30 transcripts, pulled from a pool of qualifying transcripts within a semester
- Project members attended normalizing sessions at outset, then all 30 transcripts were rated by all participants
- Coding was at frame – example level, resulting in more granular and concrete data about teaching activities that are occurring in chat

	Type of Instruction	Examples
1	Authority is constructed and contextual	<ul style="list-style-type: none">• Explain how to research an author's credentials• Teach student to evaluate a source to determine if it is authoritative for their research purpose• Discuss why authoritative sources differ depending on context

Transcript 1

Launched from <https://libguides.aacc.edu/ask>
via **Widget Chat Research Assistance**

Department Truxal Library

Started Chatting

2022-10-13 16:55:14

Wait Time

4 seconds (4 seconds)

Chatting Duration

1203 seconds (20 minutes, 3 seconds)

Message Count

61

Initial Question: Are most of the resources in the data base scholarly sources?

16:55:32 Truxal Library: Hello and welcome to library's chat service

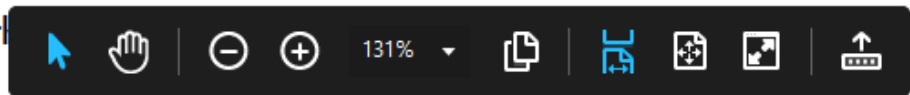
16:55:36 Truxal Library: I am **Chat Provider Name**.

16:55:42 Patron: Nice to meet you!

16:56:21 Truxal Library: In most databases, you have option where you can choose: Scholarly sources or Peer-reviewed sources.

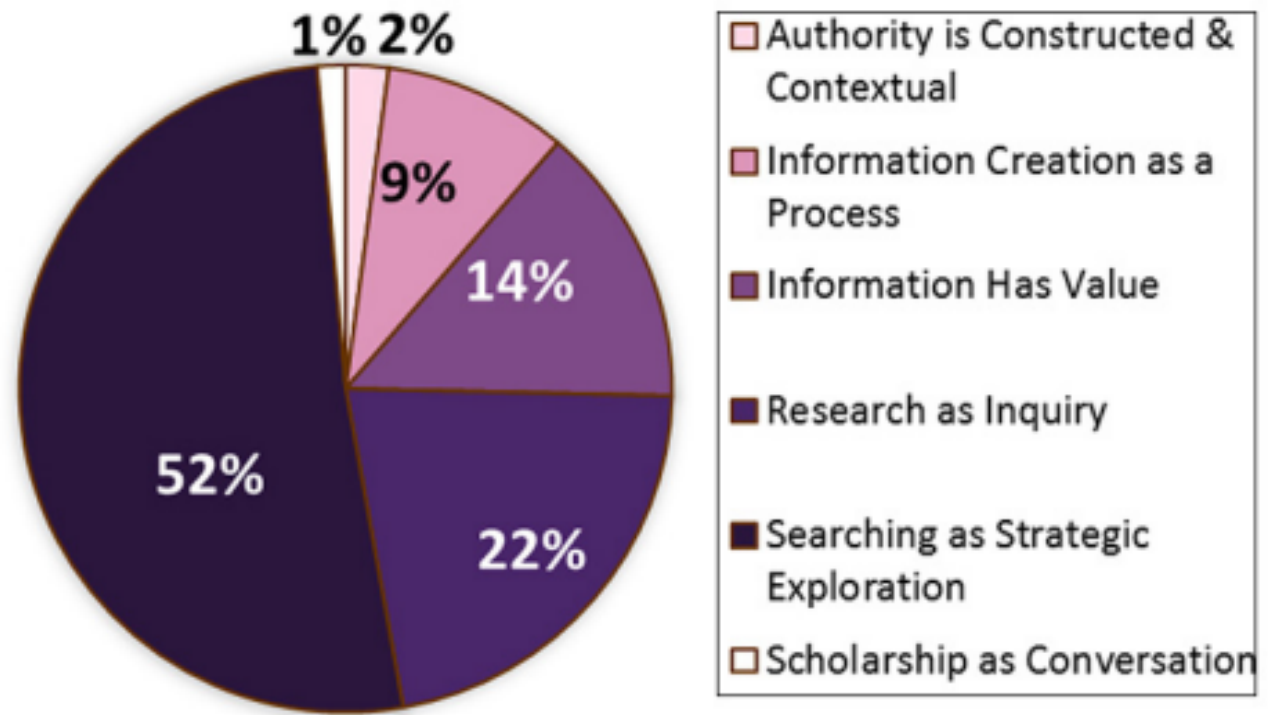
16:57:24 Truxal Library: You can get articles from general magazines also, but you will find the option for 'Full text' and Scholarly under Advanced search

16:57:44 Patron: I'm on the

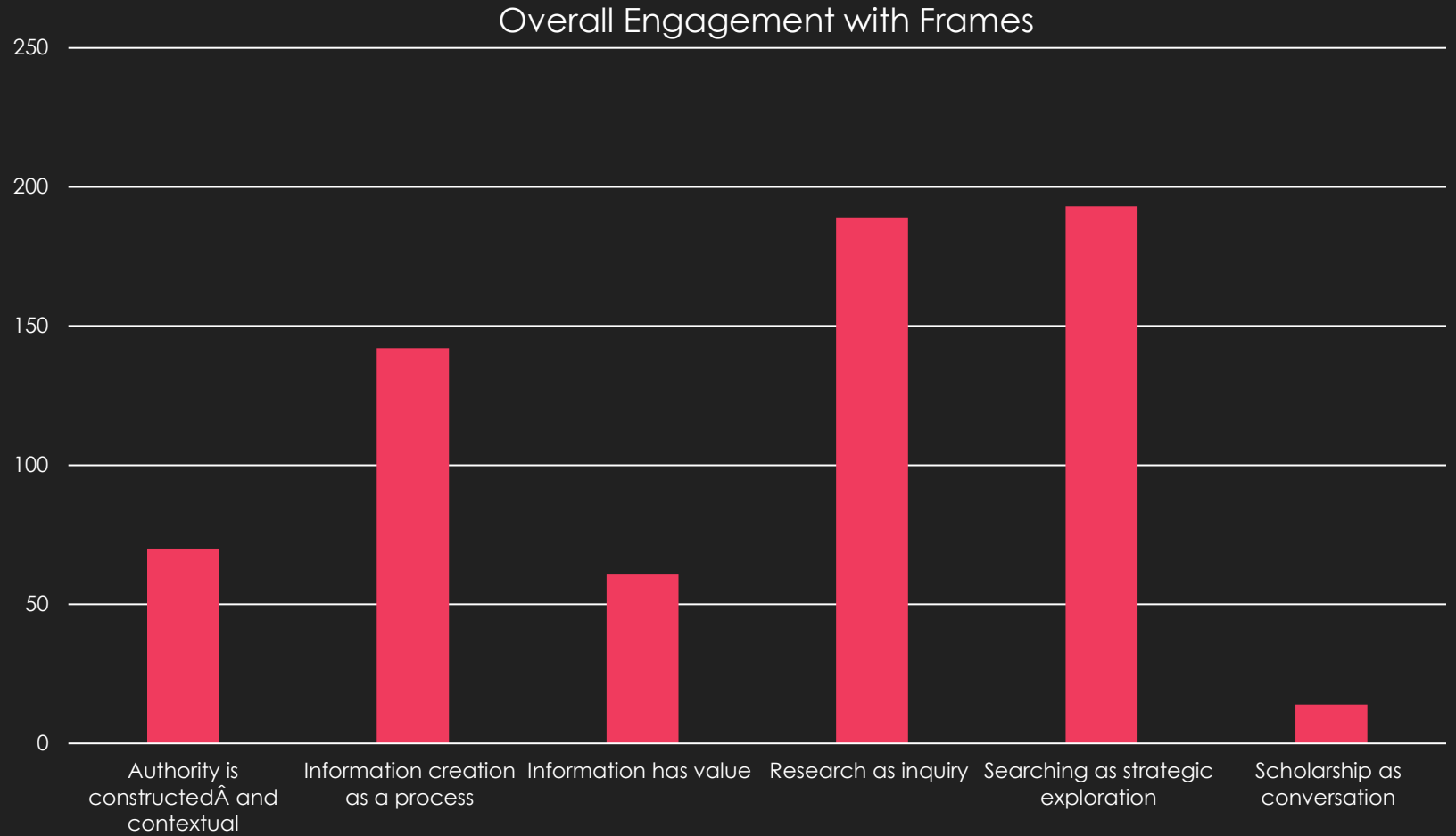


Hunter results

FRAMES TAUGHT IN CHAT FALL 2017



Truxal Library results

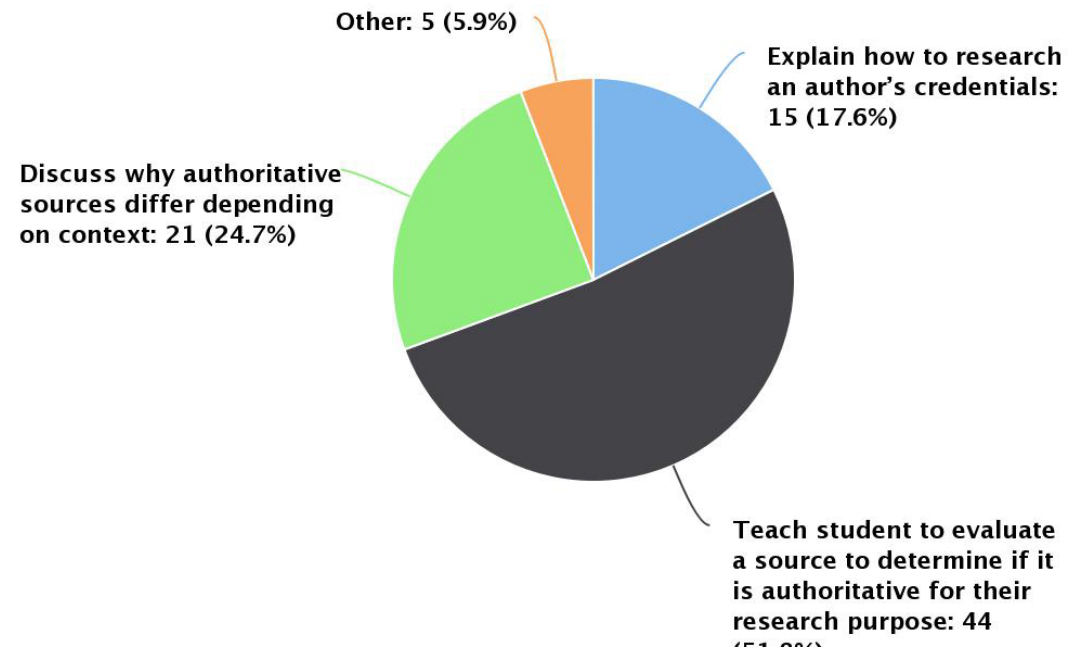


More granular approach & results

Authority is constructed and contextual

- Explain how to research an author's credentials
- Teach student to evaluate a source to determine if it is authoritative for their research purpose
- Discuss why authoritative sources differ depending on context

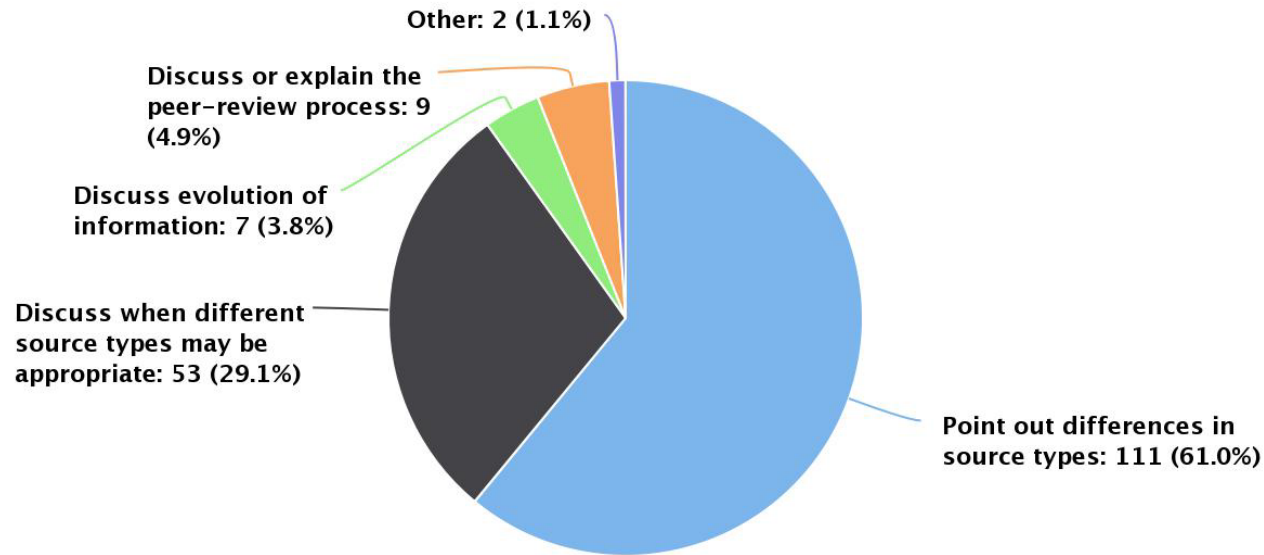
Since you selected Yes, please indicate if any of the following example behaviors are evidence that there might be instruction related to this frame.



Information creation as process

- Explain differences in source types and discuss when each may be appropriate
- Discuss evolution of information
- Discuss or explain the peer-review process

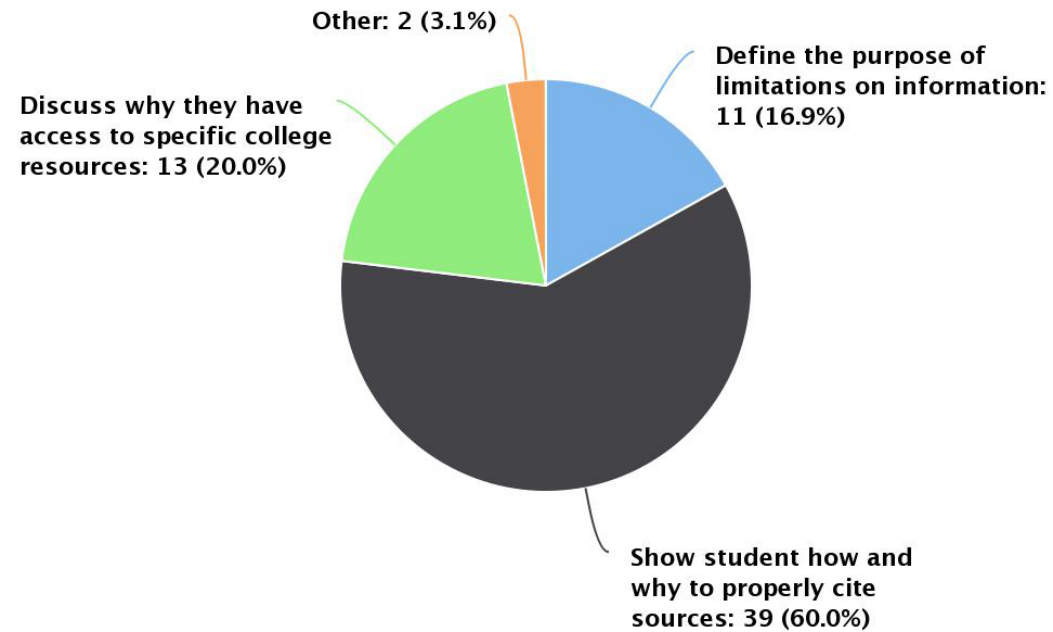
Since you selected Yes, please indicate if any of the following example behaviors are evidence that there might be instruction related to this frame.



Information has value

- Define the purpose of limitations on information
- Show student how and why to properly cite sources
- Discuss why they have access to specific college resources

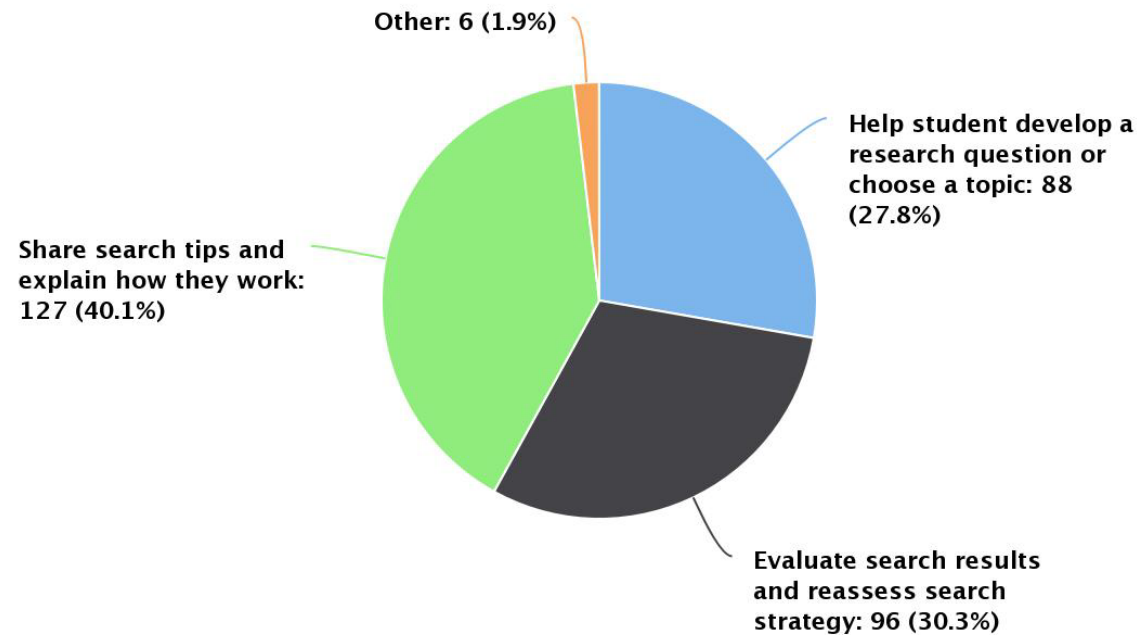
Since you selected Yes, please indicate if any of the following example behaviors are evidence that there might be instruction related to this frame.



Research as inquiry

- Help student develop a research question or choose a topic
- Evaluate search results and reassess search strategy
- Share search tips and explain how they work

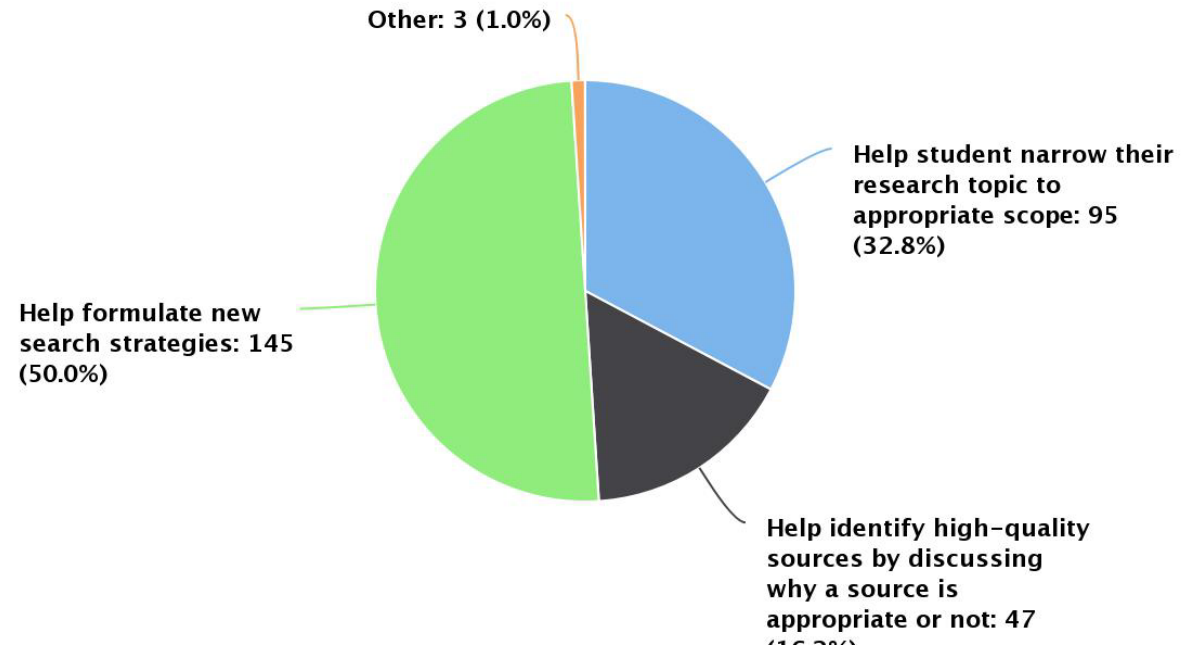
Since you selected Yes, please indicate if any of the following example behaviors are evidence that there might be instruction related to this frame.



Searching as strategic exploration

- Help student narrow their research topic to appropriate scope
- Help identify high-quality sources by discussing why a source is appropriate or not
- Help formulate new search strategies

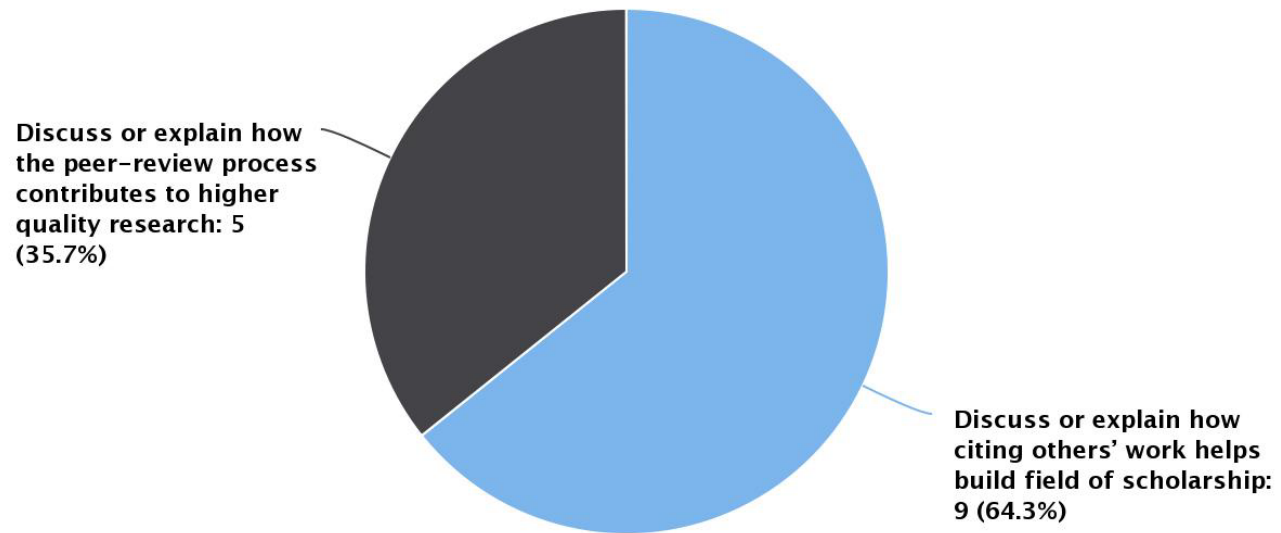
Since you selected Yes, please indicate if any of the following example behaviors are evidence that there might be instruction related to this frame.



Scholarship as conversation

- Discuss or explain how citing others' work helps build field of scholarship
- Discuss or explain how the peer-review process contributes to higher quality research

Since you selected Yes, please indicate if any of the following example behaviors are evidence that there might be instruction related to this frame.



Did the chat provider miss a clear opportunity to provide instruction or an instructional resource? *(required)*

Yes

No

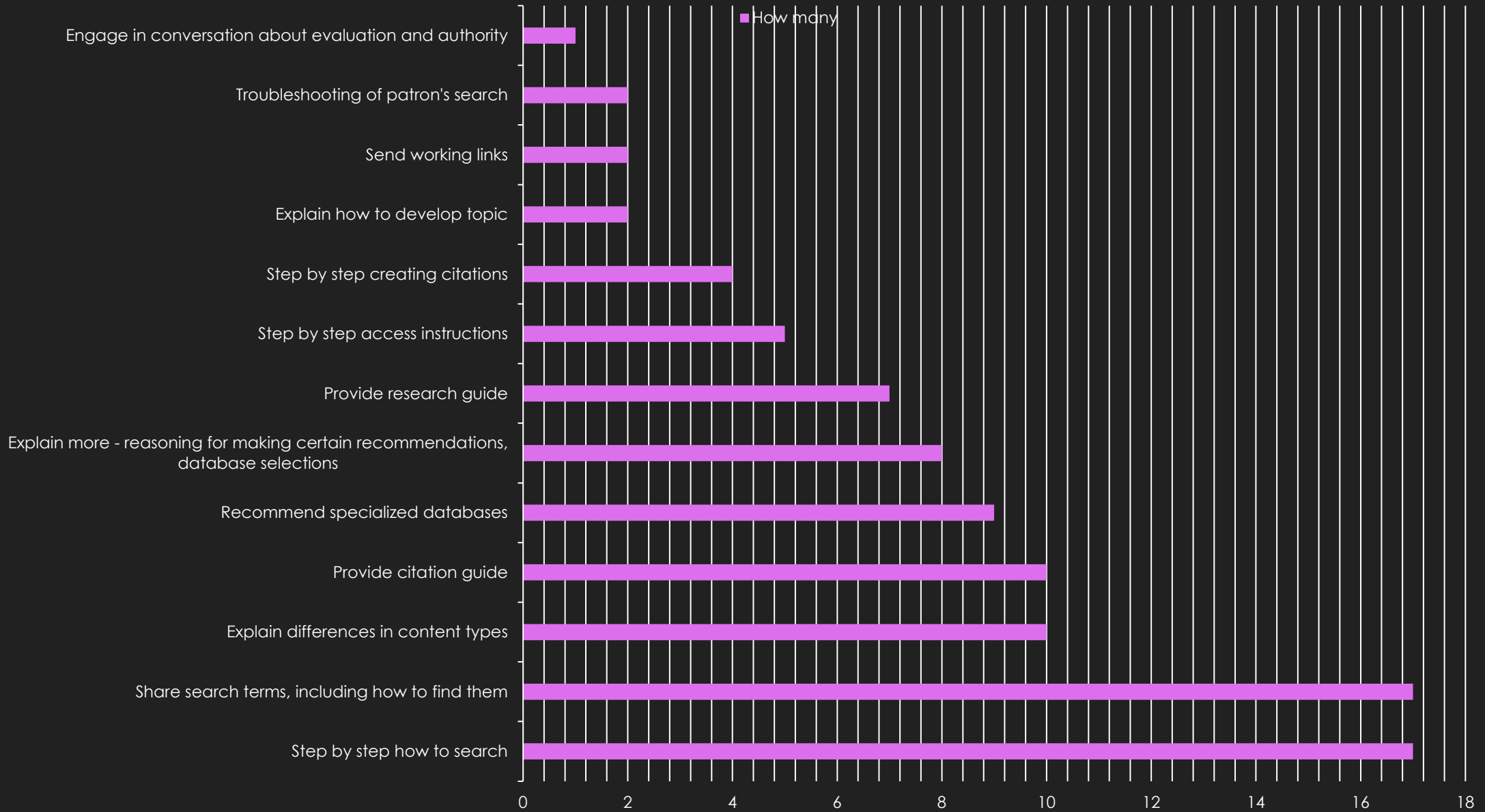
If you thought more teaching could have been incorporated into this transaction, please say more.

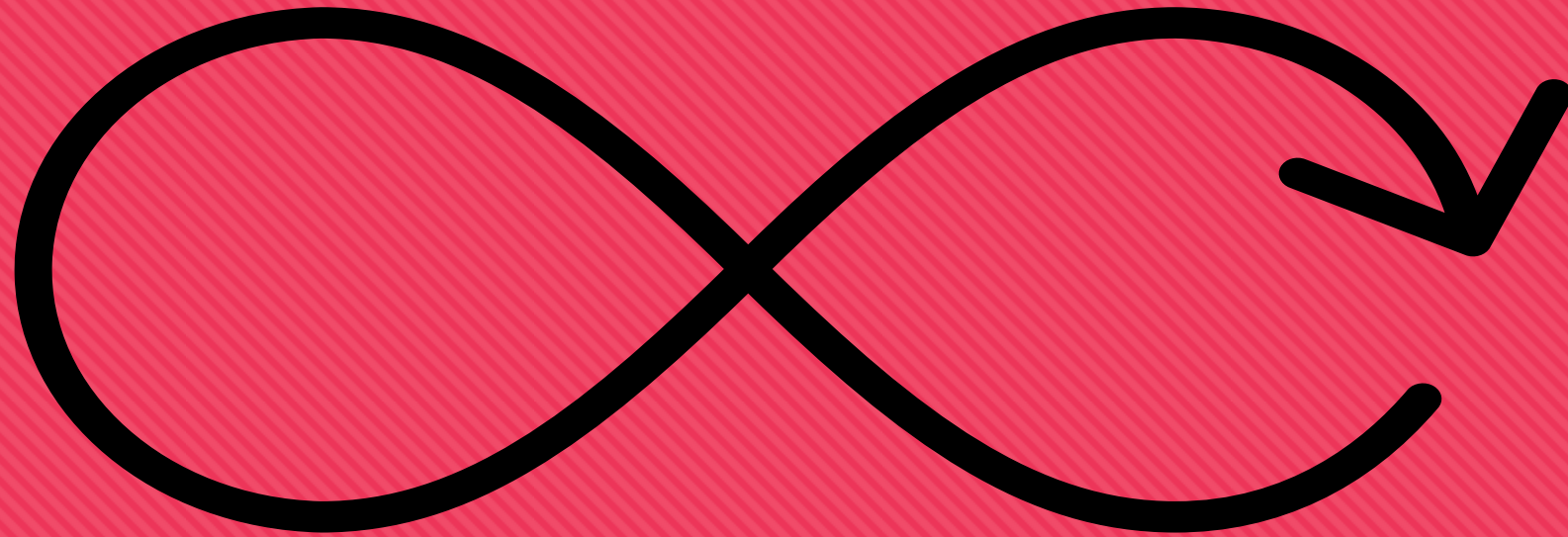
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Feedback themes





CLOSING THE LOOP

Ongoing learning & development

- Develop and provide training based on results:
- Tips for providing step by step instruction within chat
- Subject 'refreshers'
- Reviewing transcripts and rating **is itself a learning activity**



Observed benefits so far

- Strengthening connection between reference desk and instruction program
- Reference staff have increased understanding of ACRL Framework
- Reference staff see how all common reference interactions (not just chat) contribute to helping students strengthen information literacy