

Promoting GALILEO Resources Through Scaffolded Instruction

Jean Cook

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- Degrees in Math, Physics, Computer Science, and Library Science
- Hired in 2007 to be Instruction Librarian and Science Liaison
- Recruited in 2012 to be School of Nursing Librarian
- Recruited in 2021 to be sole College of Education Librarian



Liaison Program at UWG

- Librarians chose, recruited, or appointed liaison to departments and colleges
- Duties include
 - Collection Management
 - Information Literacy
 - Research Support
 - Targeted Outreach

Early Efforts

- Update online research guides.
- Email Department Heads twice a year with a menu of services.
- Spend the collection budget.
- Try to talk to colleagues at committee meetings. Ask questions about classes.



Challenges

- Packed Curriculum
 - Students don't have the knowledge or vocabulary to understand professional literature.
 - Faculty used to teaching without me.
 - Faculty and students didn't know our materials and services.
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- "I didn't know ya'll did that. That would have been so helpful..."

Early Successes?

- Occasional requests for books
- Even more occasional requests for instruction sessions
- Bus tour class sessions
- Little to no interaction/immediate application of skills
 - Often no assignment required

Early Successes.

- Improving my instruction techniques
 - Focus on student needs and less on the library
- Developing relationships with people instead of departments
 - Chemistry
 - Sophomore Core Classes
 - Freshman Learning Communities
 - Senior Capstone
 - Biology
 - Junior Required Courses
 - Senior Capstone/Undergraduate Research

College of Nursing as of 2012

- BS Nursing
 - NURS 3400 – Nursing Research & Evidence-Based Practice
 - NURS 3297 – Nursing Research Application
- MS Nursing
- Starting Ed D in Nursing Education

Establish a relationship

- Revamp existing research support materials
- Email through the Dean of the College introducing myself and our resources
- Connected with new Doctoral program chair with specific need
 - Creation of an in-depth Summer Orientation course for new EdD students.

Meet expectations, and then exceed them.

- Original Ask: A face-to-face session
- Original Offer: A few intro videos and then a face-to-face session
- Hijinks ensue...
- Final Form: Integrated four week asynchronous course with final face-to-face session with students

Week 1

Student Orientation Activities

It may be helpful to print this page and check off items as you complete them...

- ➡ Assess your Individual Learning Style with the following Learning Style Assessment Tool. Click on [VARK](#) to take the Learning Style Assessment Tool.
- ➡ Assess your online readiness by clicking on the [online readiness assessment tool](#) to determine whether online education will be a good fit for you. Please use Username: uwg and Password: student.
- ➡ Find the current GALILEO Password ([video demonstration](#)). The GALILEO password will be in red above the library chat window located on the left-side menu of any Courseden class homepage. The GALILEO password will grant you access to all the databases available on the [Library Research Guide for Nursing Education](#). The Multi-search on the Library Homepage (and database links from other research guides like the Business or Psychology guides) may require your

Week 1

- Read chapters one and two from Creswell & Guetterman (2019).
- View the [Chapter 1](#) - "The Process of Conducting Research Using Quantitative & Qualitative Approaches" and [Chapter 2](#) - "Identifying a Research Question" PowerPoint presentations, available from these links or from the resources submodule (if you have any issues viewing the pp's - you may have to download and then open).
- All quizzes in the boot camp will be taken collaboratively with members assigned within your group. Reach out to your assigned group to take the Module 1 quiz collaboratively by the date listed on the course calendar. The Module 1 quiz is located within the Quizzes and Assignment Submission folder of Module 1.
- Search for one quantitative and one qualitative research article in nursing education within the [Library Research Guide for Nursing Education](#). Compose a response in 1 page (1-page maximum **does not include the title page or reference list**) in APA format to the following:
 - Summarize the key similarities and the differences between the quantitative and qualitative research articles you located.
 - In addition, evaluate the research problem in the quantitative and qualitative research articles you located and offer how the research problem differs between the two articles selected.
- Review the [Writing Support Guidelines](#) document, download the [THS-SON Writing Support Checklist](#) as a word document, fill it out, and include it as the last page of your assignment before submission to Dianne West (diannew@westga.edu). You will finish filling out the last column after receiving her feedback, revising as needed, and include it as the last page when submitting your assignment.
 - Please note that APA formatting will be addressed in detail in the Scholarly Writing course. Therefore, grading will not include APA formatting, although feedback will be given.

Week 3

Student Orientation Activities

It may be helpful to print this page and check off items as you complete them...

- ➡ Watch the [Introduction to The Library](#) video.
 - ➡ Watch the [Distance Education Library Services](#) video. Interlibrary Loan and Distance Education policies and services can be found under Library, then Services, then Resource Sharing. Jean Cook, the nursing librarian, can help you use these services to receive materials from off-campus. Her contact information is in the research guide below.
 - ➡ Review the [Library Research Guide](#) for this program and save it to your bookmarks (libguides.westga.edu/EDN). You might consider linking directly to the Articles page for easy access to the databases.
 - ➡ Watch the video on accessing and searching the [Nursing Databases at UWG](#).
 - ➡ Watch the video on [Accessing a Particular Article at UWG](#).
 - ➡ Watch the video about the differences between [Scholarly vs. Popular Sources](#).
 - ➡ Read about the differences between resources from the [Internet Versus Databases](#).
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Week 3

✓ Student Assignments

- ➡ Read chapters three and four from Creswell & Gutterman (2019).
- ➡ View the [Chapter 3](#) - "Reviewing the Literature" and [Chapter 4](#) - "Specifying a Purpose and Research Questions or Hypotheses" PowerPoint presentations, available from these [links](#) or from the resources model (If you have any issues viewing the pp's - you may have to download and then open).
- ➡ All quizzes in the boot camp will be taken collaboratively with members assigned within your group. Reach out to your assigned group to take the Module 2 quiz collaboratively by the date listed on the course calendar. The Module 2 quiz is located within the Quizzes and Assignment Submission folder of Module 2.
- ➡ Complete the first three steps from Creswell in conducting a literature review, find two research articles on a topic you would be interested in completing a study on:

Step 1: Identify the key terms to use in your search for literature (step 1).

Step 2: Locate literature about your topic by consulting the [Nursing Databases at UWG](#).

Step 3: Critically evaluate and select the literature for your literature review (select two research articles).

Save this information, as you will write about these articles in your module 3 discussion.

Proceed to the next learning module, and follow the instructions.

- ➡ Tips for Success:
 - ➡ For technical assistance, see the [Technology Resources](#).
 - ➡ For writing guidance, see the [Writing Resources](#) and follow the guidelines and examples in the [Citing Sources](#) and [Reference Page Examples](#).

Success!

- Focus on advanced search techniques and citation managers at the face-to-face session
- More interactive since they had a basic understanding of our tools
- Early collaborations with faculty
- Invitation into Fall classes

And not just in the doctoral program.

- Invited into RN to BSN and MSN online orientations the next year
- MSN – online only, follow up videos for Fall Classes
- Undergraduate courses – entry into Nursing Research Courses

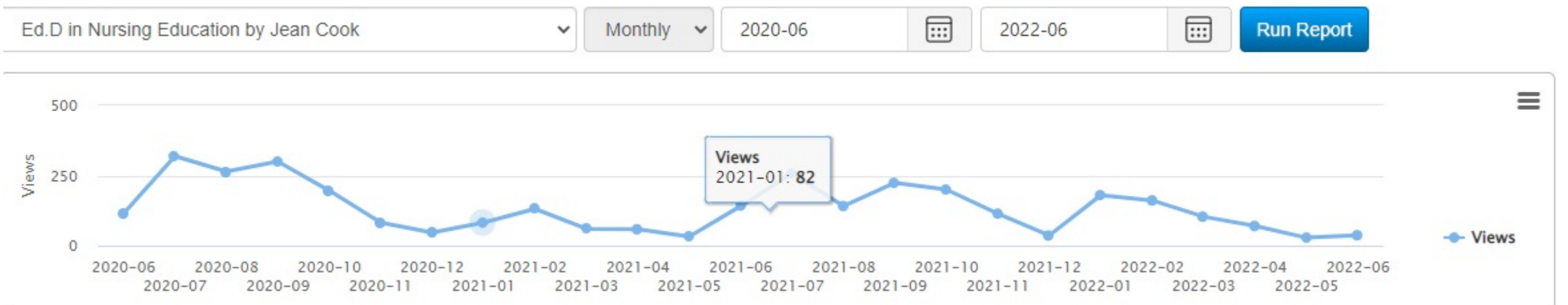
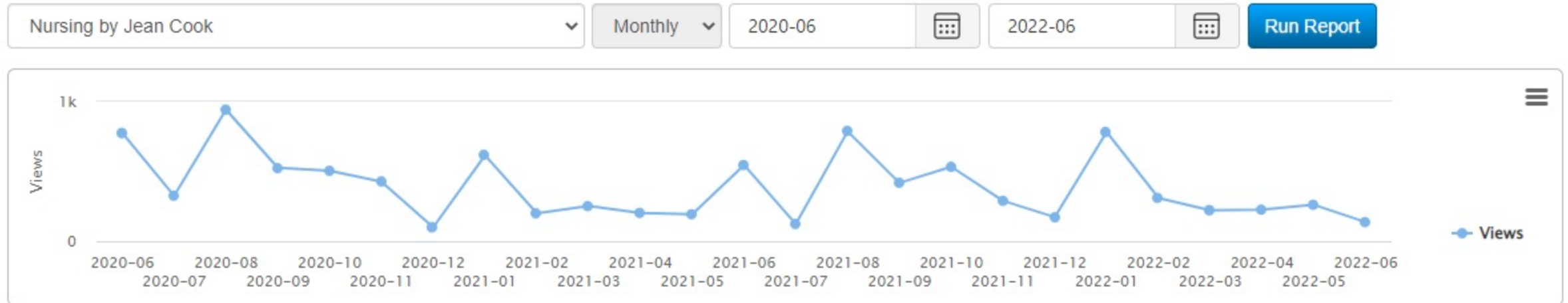
Typical Nursing Student Library Interaction

- Basic introduction to the library/liaison in an orientation program (graduate students only)
- In-depth instruction in face to face or asynchronous instruction as assignment is introduced. Focus on immediate application.
- Follow up with reference and consultations as deadline approaches.
- Unsolicited questions as they work on later projects.

Measurable Effects on Interactions

- Reference, Referral, and Consultation Questions
 - Face-to-face, Google Meets, Coffee Chats, Office Visits, Email Threads, Phone, Consultation Requests
- Regular invitations to Nursing Research Courses
- Regular professor referrals for students to consult with me
- Regular professor consultations on their own research needs

Measurable Effects on Use of Tools



Measurable Effects on Use of Resources

E-RESOURCES USAGE - FULL TEXT DOWNLOADS EXCEPT WHERE NOTED			
RESOURCE NAME	FY16	FY17*	NOTES
CINAHL	26,195	21,045	
Health Source: Nursing/Academic Edition	765	602	
MEDLINE	8,722	8,375	
PsycARTICLES	9,613	10,214	
PsycINFO	22,665	13,104	Abstracts viewed
ProQuest Psychology	3,367	2,835	
ProQuest Nursing and Allied Health	10,374	11,177	
ERIC	21,313	20,981	Records viewed
*July 2016 to May 2017			

Measurable Effects on Collection Management

- The online Doctoral Program required a suite of new Nursing Journals and an increased emphasis on Distance Education Services.
 - Online MSN Program
 - Distance Education Undergrad Programs
- Increased awareness increased use of these resources.
- Increases in those stats helped us identify and advocate for needed journals.

Justified online subscriptions to

- *American Journal of Nursing*
- *CIN: Computers, Informatics, Nursing*
- *Nurse Educator*
- *Nursing Research*
- *Nursing*
- *Nursing Management*
- *Contemporary Nurse*
- *Nursing Outlook*
- *Journal of Nursing Education*
- *Nurse Education Today*
- *International Journal of Nursing Studies*
- *Teaching and Learning in Nursing*
- *Clinical Simulation in Nursing*

Measurable impact on outreach and marketing

- Showed direct improvement of services catered to them
- Worked with them on accreditation meetings/report
- Collaboration on faculty grants and presentations
- Led faculty discussion on curriculum revamp to new accreditation standards

Lessons learned

- Target specific courses and/or people.
- Full hands are better than empty.
- Yes, and...

Next up in Education

- Collection development spreadsheets with them as well
- Citation Management training/Intro to Doctoral students
- Leveraged into follow-up Instruction Session
- Frequent doctoral student contact in April 2022
- Reached out to that collaborative faculty to Doctoral Program Orientation leaders with full hands

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