Press Record and Show What You Learned

Library faculty often teach LIS1002: Introduction to College Research, as a one-credit, blended course that meets for one eight-hour class session. Over the years, course assignments have evolved from paper worksheets to more engaging assessments. IRSC Library faculty decided to utilize equipment purchased during the College's IMLS Sparks! Ignition Grant period to create an active learning assessment that incorporates the use of mobile devices and repositions students as content creators.

Visit the Press Record LibGuide (http://irsc.libguides.com/pressrecord) for:

- Rubrics
- Student handouts
- Assignment descriptions
- Student videos
- Adobe Spark Video App Link
- Full Literature Review

Contact us (we love to share!)

Mia Tignor, Emerging Technologies Librarian, mtignor@irsc.edu 772-462-7124
Kendra Auberry, STEM Librarian, kauberry@irsc.edu 772-336-6268

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Reflections

- Groups should be 3-4 students at most, larger groups mean less individual responsibility.
- Large courses (n>30) require more than one facilitator for an in-class session.
- Assignment guidelines should be limited in scope to a single topic of video, like explaining how to search a database from a list. Providing multiple options (explaining a source, the difference between popular and scholarly sources, etc.) confuses students.
- Possible avenues for expansion include short sessions for college faculty and staff to promote curriculum and use of Adobe Spark Video for training purposes.
- Over the last two years, the quality of videos has increased as librarians streamline the assignment guidelines. A continued increase in quality means these videos can be used in the library’s social media and LibGuides pages as learning objects and could be added to a student’s portfolio as an example of work.

Results

- Press Record has reached over 200 students to date, with plans to continue the project in credit courses and other instructional sessions.
- The project created a platform for meaningful dialogue about course topics between group members and library faculty.
- Students appreciated the active nature of the assignment during the eight-hour class period for LIS1002.
- Real world implications and student interests were incorporated in each video to explain course content, spurring synthesis of information literacy topics.
- Students showed pride in their final projects and group work and some used the app for professional purposes.