What Do They Really Think? Assessing Student and Faculty Perspectives of a Web-based Tutorial to Library Research

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Abstract

Over the past thirty years, libraries have increasingly used forms of computer-assisted instruction (CAI) in place of librarians for basic instruction tasks. This study evaluates student and faculty perceptions of the Highlander Guide, a Web-based tutorial to library research. Overall, students (particularly those required to use it) and faculty reported positive views of the guide. Correlations drawn between student confidence in using the Web or conducting library research revealed that confident students reacted more favorably toward the Highlander Guide than average students did. In contrast to previous studies, the results of this study indicated that students and faculty were not strongly in favor of using the tutorial to replace traditional library instruction.

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In the student-centered model, instructional resources can be used for tutorials, problem solving, discovery, and review. In the teacher-centered model, resources are used for presentations of supplementary or primary material in the classroom as described in some examples in Chapter 2. Information technology can also be used for communication and for information retrieval. To be of greatest value to students, the objectives of a textbook must be consistent with those of the course. Authors often try to meet particular objectives in their books, and these may differ among the choices. Student access to resource information for papers or research projects. Access to discussion groups and the latest information on particular topics. Instructors should select activities based on the level of thinking they want students to do and the learning objectives for the course or assignment. The chart below describes questions to ask in order to show that students can demonstrate different levels of critical thinking. Level of critical thinking. Skills students demonstrate. Tell students to give feedback to two of their peers on the first draft of a research paper. Use the rubric feature in Canvas to create a rubric for students to use. Show students the rubric along with the assignment instructions so that students know what they will be evaluated on and how to evaluate their peers. Discussion forums. Assessing Student and Faculty Perspectives of a Web-based Tutorial to Library Research. Evaluates student and faculty perceptions of a Web-based tutorial to library research. Overall, students and faculty reported positive views of the guide. Students confident in using the Web or conducting library research reacted more favorably toward the tutorial than average students. Students and faculty were not strongly in favor of using the tutorial to replace traditional library instruction. (Contains 70 references.) (AEF). Citation. Michel, S. (2001). What Do They Really Think? Assessing Student and Faculty Perspectives of a Web-based Tutorial to Library Research. College & Research...