

Back to the Whiteboard: Large Whiteboards and Group Activities in Library Instruction

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2015

MARY BALDWIN UNIVERSITY



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Pedagogical Reasons for Redesign

- To facilitate group work and active learning
- Shifting focus of instructor to learning facilitator
- Incorporating motion and handwriting
- Allowing for adaptive instruction
- Increasing student engagement and accountability

Renovation Requirements

- Collaborative student workspace
- Flexible seating/tables
- Presentation Capabilities
- Computers

Classroom Use

Library Orientations or Research
Sessions for visiting classes
(18-20 students)

Req. Information literacy Class
(Need to offer at least 250 seats)



2016

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2016

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Active Learning Activities using Large Whiteboard Walls



Information Cycle

ACRL Knowledge Practices:

Students who complete this activity should be better equipped to:

- identify interested parties, such as scholars, organizations, governments, and industries, who might produce information about a topic.
- articulate the capabilities and constraints of information developed through various creation processes
- recognize the implications of information formats that contain static or dynamic information

EVENT

Hours

Days

Weeks

Months

Years

Gone Girl
Published June
2012

- Twitter announcement of new title

- Hype
- Lacking Detail

- Makes Amazon Bestseller Lists

- Online newspaper + magazine reviews from professionals

- Spoilers

- ^(in-depth) Longer Reviews appear in Print

- Novice Reviews

- Comparisons to Previous Suspense Novels

- Academic Criticism In Journal Articles

- GG contextualized with similar moments of literature

- Newspapers Report Copycat Crimes

- Movie Adaptation Released

- Other novels marketed as

- "The next Gone Girl..."
- "If you liked Gone Girl..."

EVENT

Hours

Days

Weeks

Months

Years

Fukushima Nuclear Disaster
March 11, 2011

Sept 11, 2001
Terror Attacks

Attack on Pearl Harbor

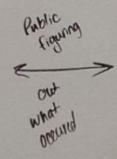
- TV, social media
- lacking detail

- TV/Media coverage
 - miss confusion
 - suspense

Burners
footage
estimate of
death/injuries
Radio

- video tribute
- News
- News paper
 - who did it?
 - News paper, internet articles
 - what is happening to America?
 - **TERRORISTS?**
 - Presidential Address
 - Native
 - Social Media - speculated story
 - News - witnesses
 - Government Response

- Magazines
- Statistic Rates
- Clean up effort
- broadcasting for extra help
 - synopsis
 - conspiracy theory
 - coverage of memorials
 - federal release
 - Official story
 - Accurate numbers (deaths/injuries)
 - Literary Journals
 - Interviews



- Science article
- Progress Reports
- Survival stories
- Speculation on why it happen
 - Increased public
 - scientific journals rebound
 - Coverage of damage in around foreign
 - Analysis/synopsis of what happened
 - Popularity begins to fade away
 - Any legal action begins to happen
- CRITICISM

- trying to finish cleaning
- up dates
- testing the effects on people
- Recovery process
- Memorial
- World Trade Center
- 9/11 written into the education system
- Documentaries
 - Documentaries
 - Information put in textbooks/information later
 - Anniversary

Source Type

Primary

Secondary

Tertiary

Science

- lab reports/journals
- Basic data
- notes

- Science Journals
- Correlations
- Analysis of previous data

- Textbooks
- School Curriculum (changed)

Literature

- Plato
- William Henry Earnest

- * CNN
- * Huffington Post

- Student Reports

History

Letter/Diary

Summary/Translation

Textbook/Encyclopedia

Publication Type

Fiction

Fanfics

Short Stories

novels

Comics

POETRY

Graphic Novels
Manga

Humor
Satire
Allegory

Length → Epic

→ Genre

→ Format
audience: YA

Epic

Painting
Sculpture

Non-Fiction

Autobiographies

pamphlets/brochures

Biographies

Memories

Humor

Diaries

Raw data

Letters

Anthology

Monographs

Reports

Speeches/lectures

Oral History

Criticism

Periodicals

Blogs • FB Posts

Journals

Magazines

Newspapers

articles

Ads

Book Reviews

Reference

Atlas

Encyclopedia

Dictionary

Almanass

Thesauri

tweets

-obits

Letters
to EA

Advice Co

lum (changed)

Reports

encyclopedia

Source Format

Print

Books
 Hardback
 Paperback
 Pamphlets
 Chapbooks
 Newspapers
 Magazines
 Posters

Electronic

ebooks
 audiobooks
 Newspapers
 Magazines
 eJournals
 Code
 html
 Java
 doc

Publication Type

Fiction

Parody
Sculpture

Short Stories

Length → E

novels

Genre

Format audience

Comics

POETRY

Epic

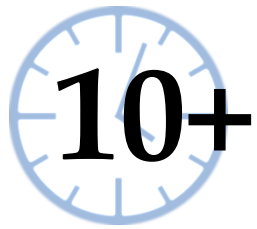
Graphic Novels

Manga

Humor

Satire

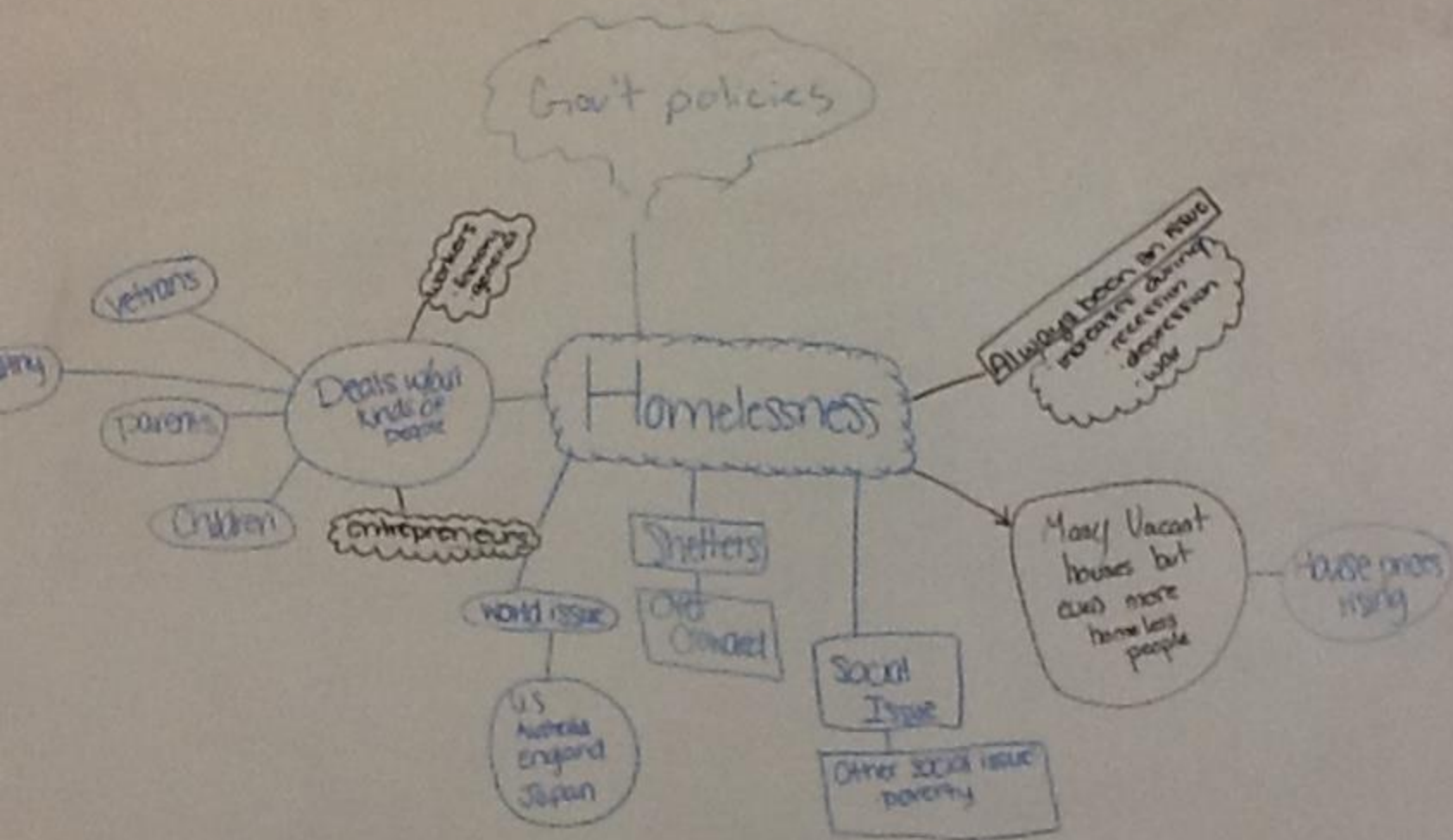
Allegory

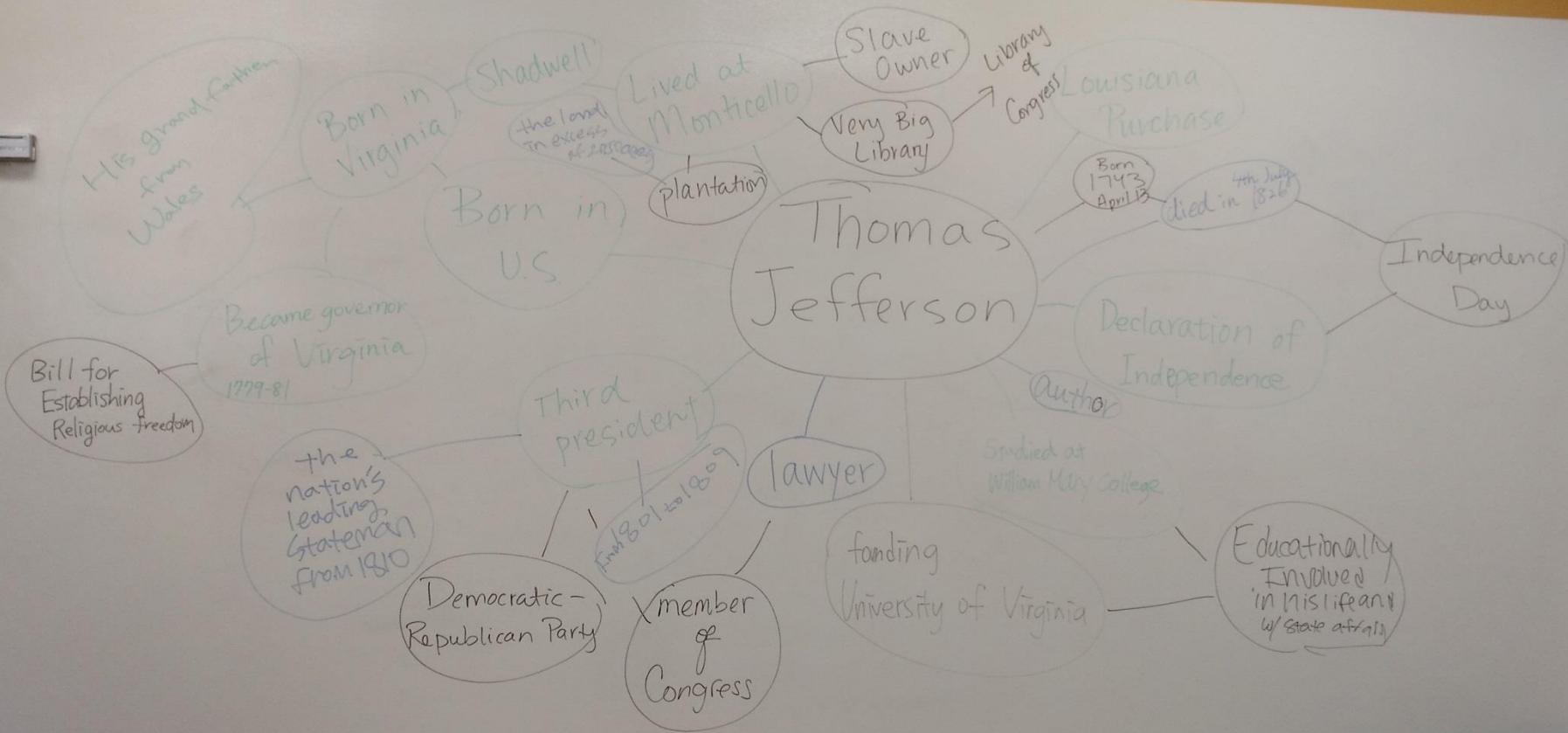


Group Concept Maps

Students who complete this activity:

- Learn one way to organize information they gather
- Show that they have been able to successfully gather information during the previous search based activity
- Practice exploring and narrowing topics







40 Brainstorming & Boolean

ACRL Knowledge Practices:

Students who complete this activity should be better equipped to:

- utilize divergent (e.g., brainstorming) thinking when searching;
- determine an appropriate scope of investigation;
- deal with complex research by breaking complex questions into simple ones, limiting the scope of investigations;

Boots

Feline

Domestic
Cats

House cats

Siamese

Tiger

Maine Coon

Egypti
Mau

Lion

Feline

House cats

Domestic
Cats

Tiger

Lion

Maine Coon

Siamese

American
Short-hair

Egyptian
Mau

What is the relationship between domesticated cat ownership and stress levels in the elderly?

Idea 1

Domesticated cats
House cats
Feline } Pets

Broad

Narrow

American Shorthair
Maine Coon
Egyptian Mau

Idea 2

Elderly

OLD

geriatric

Idea 3

STRESS

anxiety HAPPINESS

STRESS
Hormone
Levels

(Domesticated cats
OR
House Cats)

AND

(Elderly
OR
Old)

AND

(Stress OR
Anxiety)

Idea 1

AND

Idea 2

AND

Idea 3

Domesticated cats

House cats

Feline

Pets

Elderly

Stress

anxiety HAPPINESS

OLD

geriatric

Stress
Hormone
Levels

American Shorthair

Maine Coon

Egyptian Mau

Broad

↑

OR

↓

Narrow

Citation Relay

ACRL Knowledge Practices:

Students who complete this activity should be better equipped to:

- give credit to the original ideas of others through proper attribution and citation

Modified from Cuthbertson and Ellis' 2014 LOEX activity.

References

Gibbons, A. (2007). The First Human: The race to discover our earliest ancestors. New York, NY: Anchor Books.

Gross, S.J. (2012). The not-so-great cat massacre: An episode in American Cattle history. Journal of Social History, 45(3), 780-808.

International Cat Care (n.d.). The social structure of cat life. Retrieved from <http://www.icatcare.org>

Peters, L. (2016, February 1). Folk art auctioned off. The News Leader, pp. 1A, 6A.

Sedgwick, E.K. (1993). Epistemology of the closet. In H. Abelove, M.A. Barale & D.M. Halperin (Eds.),

The lesbian and gay studies reader (pp. 45-61). New York, NY: Routledge

Peters, 2016 p. 1A)



Advanced Search Relay

Students who complete this activity should be better equipped to:

- utilize divergent (e.g., brainstorming) thinking when searching;
- use different types of searching language (e.g., controlled vocabulary, keywords, natural language) appropriately;

colo?r

interact*

"Cold war"

employ*

adoles*

advertis*

Attitude v/b healthcare

"human rights"

Employ*

Comput*

"Virtual reality"

Dis?

vamp?re

psych*

whisky

?nquire

Safety 113 Standards

"Civil rights"

"mental health"

18

22

"social media"

Barbe?uc

Exot*

Apolog?c

"Sunk hole"

Gene*

Catal*

Temp?

Matic K

W/om?n

"Green garage"

Psych?

"Dish quality"

"page of use"

Rise US violence

Bi?h?c

President v/b campaign

"alternative energy"

Av?

Gr?y

"Cold war"

Psych*

Advanced Search Prompts

Phrase

We were going to
discuss climate change
and voter registration...

Wildcard

Colour

Color

Proximity

Safety + Standards
in the same phrase

Truncation

Medicinal

"death penalty"

Colo?r

"mental health"

"Social media"

Yog?urt

Vampire

Wildcard

Ax?

medicin*

"Civil Rights"

Gr. * y

Interact* Comput*

"Alternative energy"

Whisk?y

Psych*

"Cold War"

Presidential Campaign

"human rights"

Behavior?r

Excite*

"first lady"

thor*

apolog.?e



Evaluating Success

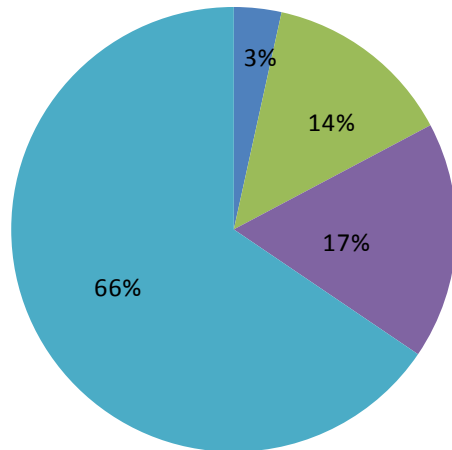
- Class Observation
- Student Evaluations
- Surveying Students
 - Fall 2016 – 3 sections, 29 responses
 - Spring 2016 – 10 sections, 70 responses

Student Survey

How enjoyable did you find writing on the walls?

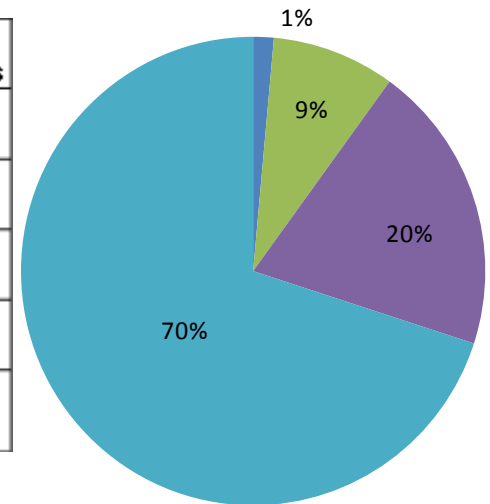
Fall 2016, 29 responses

Response	# of students
Hated it - 1	1
2	0
3	4
4	5
Loved it - 5	19



Spring 2016, 70 responses

Response	# of students
Hated it - 1	1
2	0
3	6
4	14
Loved it - 5	49

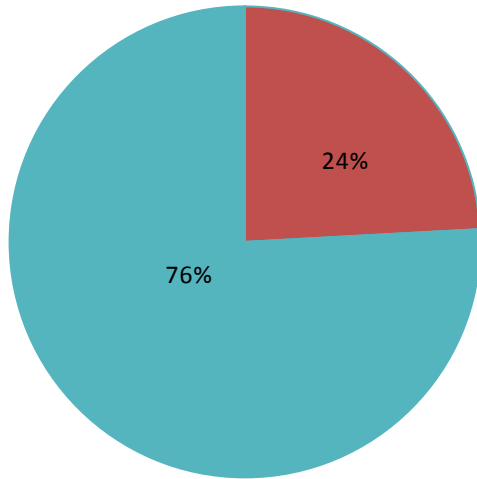


Student Survey

Did the white board wall activities help you remember the information covered during the activity?

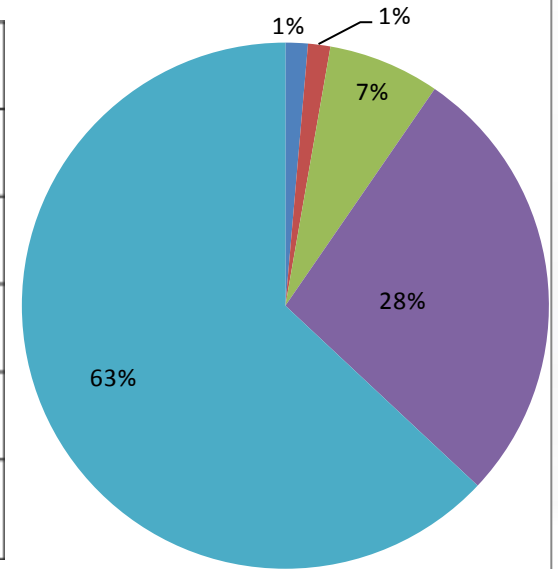
Fall 2016, 29 responses

Response	# of students
No	0
Somewhat	7
Yes	22



Spring 2016, 70 responses

Response	# of students
Not at all - 1	1
2	1
3	5
4	20
Definitely -5	46

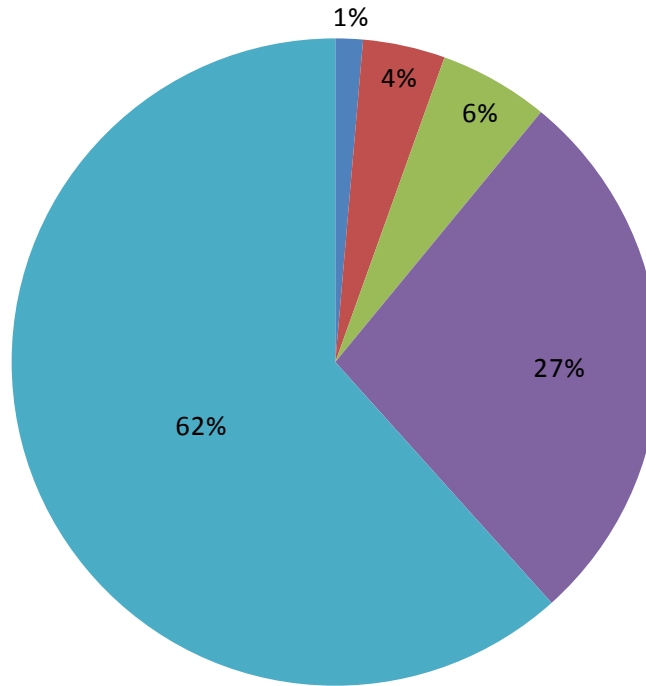


Student Survey

To what extent did writing on the walls help you organize your thoughts related to the activity?

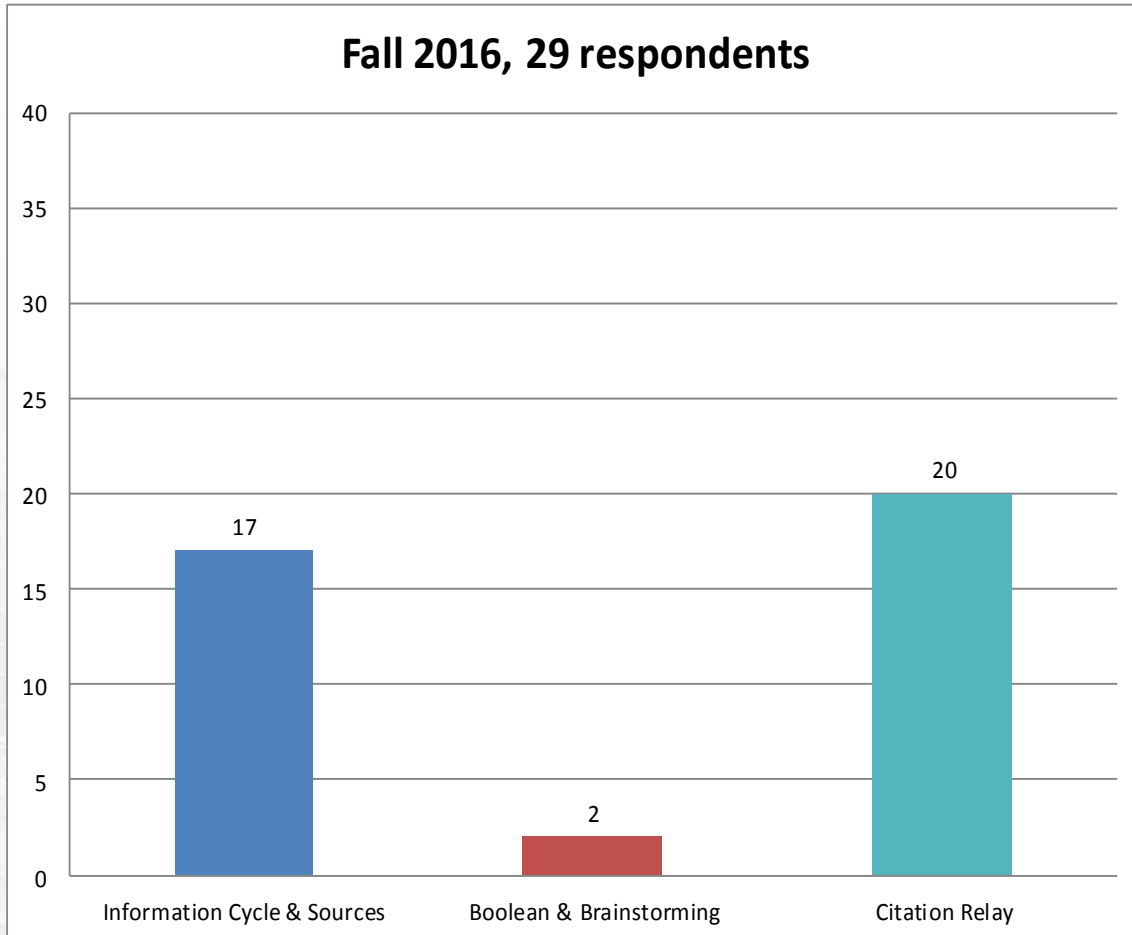
Spring 2016, 70 responses

Response	# of students
Not at all - 1	1
2	3
3	4
4	20
Definitely -5	45



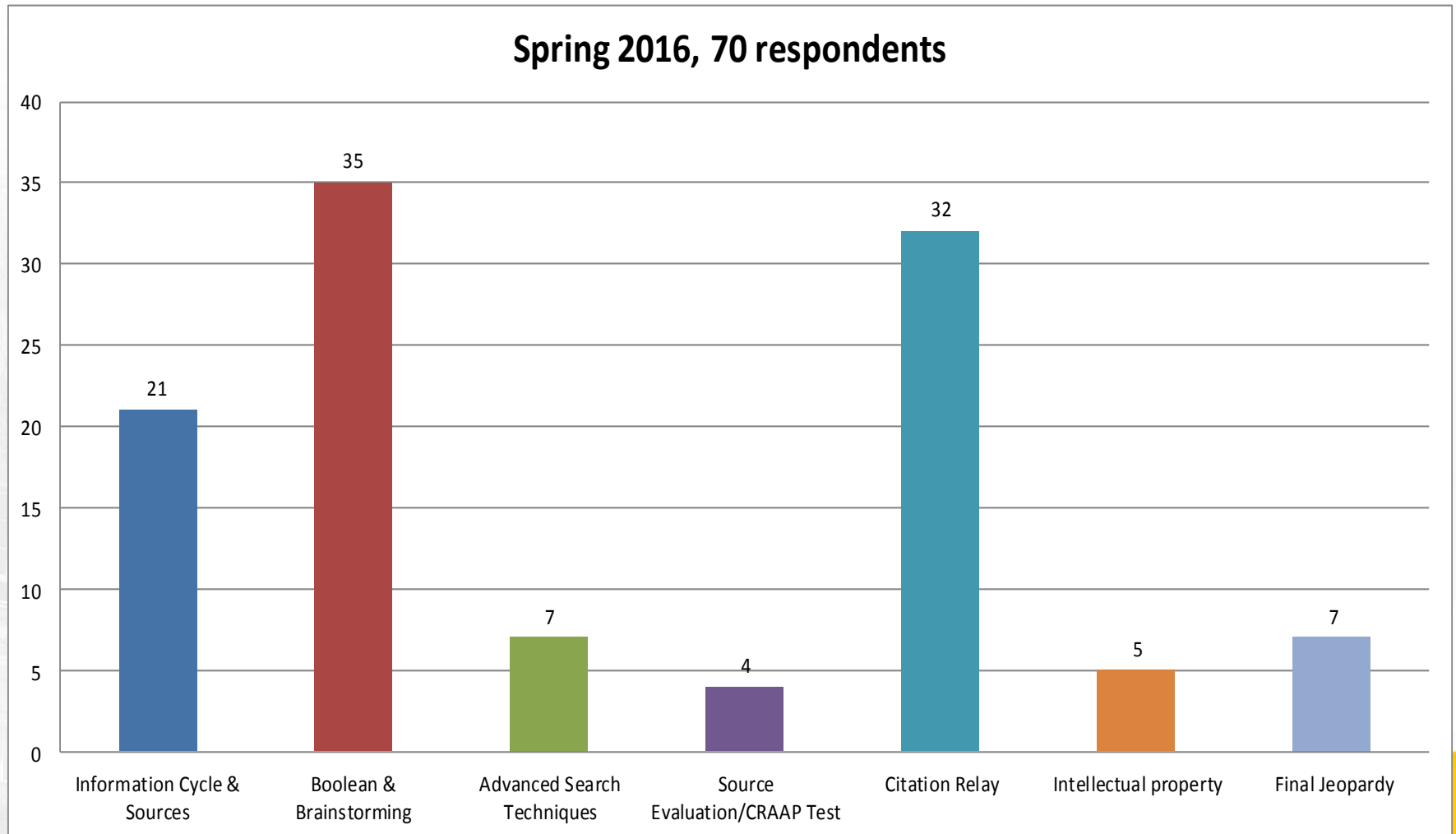
Student Survey

What activities/exercises do you remember doing on the whiteboard walls?



Student Survey

What activities/exercises do you remember doing on the whiteboard walls?



Whiteboard Options

- Traditional whiteboard: 5-10\$/sq. ft.
- Sticker whiteboard: 4\$/sq. ft.
- Whiteboard Paint...
 - Ideapaint Create (3.15-4.5\$/ sq. ft.) Pro (3.99\$ / sq. ft.)
 - Remarkable (2.55-9.50\$/sq. ft.)
 - Rustoleum (.40+\$/ sq. ft.)
 - Krylon Spray (.45+\$/sq. ft.)

Application

- Appropriate space/surfaces
- Careful application
- Scheduling

Ongoing Maintenance

- Special markers
- Cleaning
- Repainting
- Adhesive compatibility Issues
- Potential for Inappropriate Use

Advocating for Whiteboard Walls

- Need for appropriate spaces for active learning
- Ability to move instruction beyond searching databases
- Interior design to encourage openness of thought
- Wide variety of uses beyond instruction

Questions?

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I have provided my lesson plans on the slides that follow. I am happy to answer questions about them, or further discuss the resources we use with these activities. Please let me know if you choose to do one of these activities, and if you modified it, how.

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Activity	Information Cycle
Reading/ Lecture Prep	Brief verbal explanation of Information Overload and the Information Cycle.
Approximate Time	30 minutes
ACRL KP	<ul style="list-style-type: none"> • identify interested parties, such as scholars, organizations, governments, and industries, who might produce information about a topic and then determine how to access that information; • articulate the capabilities and constraints of information developed through various creation processes; • articulate the traditional and emerging processes of information creation and dissemination in a particular discipline; • recognize the implications of information formats that contain static or dynamic information;
Materials/Set up	<p>Dry Erase walls, Information Cycle Labels and clings, prepared example slide , example sources. Label wall 1 (from left) for the Information Cycle table with events horizontally across the top and information cycle time labels vertically on both sides (or reverse). Label wall 2 as a table with source types (primary, secondary, tertiary) horizontally across top and subjects (history, literature, science) vertically on the left. Label wall 3 with Publication type and publication type sub headings. Label wall 4 with source format. Pile example sources in middle of tables.</p>
<p>Description</p> <p>Suggested Table Config: Three circular groups of two tables.</p>	<p>Briefly explain the information cycle. Walk through an example. You can populate the example beforehand, or ask for an example event from the class.</p> <p>Student groups fill out the information cycle on wall 1 with examples of the types of sources they expect to be published after their example event based on how long each type takes to create and who would be interested in producing information. They should also identify characteristics of these sources- are they likely to be fact, summary, analysis, detailed, accurate? When all groups are finished, move on to wall 2. At wall 2 ask student volunteers to define primary, secondary, and tertiary sources. Grouped students will identify two examples for each source type in each assigned discipline. At wall 3 students work in relay teams to think of as many source publication types as they can. It can be helpful to provide “headings”, organizing words to reduce duplication.</p> <p>At wall 4 class briefly discusses format (Digital versus print), ask students to supply examples of print and electronic formats.</p> <p>Ask students to pick an example source, then identify where it falls on the information cycle, what kind of source and publication type it is, and what format it is.</p>

Unit / Activity	Preliminary Research
Reading/Lecture Prep	Information Now pp. 78-79, Searching For Reference Sources Video
Approximate Time	30 minutes
ACRL KP	<ul style="list-style-type: none"> • match information needs and search strategies to appropriate search tools; • monitor the value that is placed upon different types of information products in varying contexts; • use various research methods, based on need, circumstance, and type of inquiry;
Materials/Set up	chrome books, dry erase walls, search Worksheets.
Description	<p>Talk to students about tertiary sources and how and when they should be used for scholarly research. Touch on Wikipedia and finding alternate keywords.</p> <p>Grouped students will search Credo. You can assign topics or allow students to choose their own, but groups should search on the same topic. They will utilize at least two broad search terms and assess how successful each search was, then identify one likely source.</p> <p>They will then read/skim the source(s) they found, and work with their team members to draw and populate a topic map on idea walls.</p>

Activity	Brainstorming & Boolean												
Reading/Lecture Prep	Information Now pp. 11-17, 46-48												
Approximate Time	40 mins												
ACRL KP	<ul style="list-style-type: none"> utilize divergent (e.g., brainstorming) and convergent (e.g., selecting the best source) thinking when searching; determine an appropriate scope of investigation; deal with complex research by breaking complex questions into simple ones, limiting the scope of investigations; 												
Materials/Set up	Taxonomy cards in envelopes, research questions, slides.												
Description	<p>Break students into 3-6 groups. Grouped students are given 9 words. 8 of the words are related to each other. Students should organize their words in a rough taxonomy, classifying words based on broad, narrow, narrowest when possible. Students will need to work with other teams to retrieve the word they are missing. Classifications will include words with various specificities, and most groups have at least two words that describe the same idea with the same level of specificity.</p> <p>Once word sets are complete and categorized, students should sit for a brief discussion of appropriate scope for research assignments.</p> <p>Give student groups the research question related to their taxonomy topic. Students should identify the main ideas in their research question and brainstorm any alternate keywords for the main ideas on the white boards.</p>												
Suggested Table Config:	<table border="0"> <tr> <td></td> <td>Idea 1</td> <td>Idea 2</td> <td>Idea 2</td> </tr> <tr> <td>Broad</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Narrow</td> <td></td> <td></td> <td></td> </tr> </table>		Idea 1	Idea 2	Idea 2	Broad				Narrow			
	Idea 1	Idea 2	Idea 2										
Broad													
Narrow													

Activity	Citation Relay
Reading/Lecture Prep	Information Now: pp.90-100
Approximate Time	35 minutes
ACRL KP	<ul style="list-style-type: none"> • give credit to the original ideas of others through proper attribution and citation;
Materials/Set up	<p>White Boards with Page Header clings, sources, citation handouts, completed citations, buzzers.</p> <p>Place Clings with the page headers at the middle top of walls 2 & 3.</p>
<p>Description</p> <p>Suggested Table Config: Two groups</p>	<p>This activity is based on Cuthbertson and Ellis's LOEX 2014 presentation (http://libguides.unco.edu/citerelay). Break students into two groups. Explain the basic rules of citation: 1. Identify source type, 2. Find Example, 3. Plug information from source into example format. Explain to students that they are going to cite a group of sources using these steps with the handouts provided. They can cite individually or together as a group, but citations must be written on the board one at a time, and approved after a buzzer, before the next citation can be written. Citations should also be written in the correct order according to style (alphabetical by author's last name) and only one student can be at the board at one time. The rest of the team can help verbally from their group's table. Remind students that if they choose to cite individually, when they are finished with their citation they should help their peers—they should be checking each other's work because they win or lose as a team. Start the relay by handing out the pile of sources, usually five. You can alter the number of sources you give each team if the team numbers are uneven or you would like the activity to take less time.</p> <p>If there is time remaining, ask students to quote and paraphrase material from one of their sources and cite it correctly with in-text citation on the white board walls.</p>

Reading/Lecture Prep	Information Now 49-50
Approximate Time	40 minutes
ACRL KP	<ul style="list-style-type: none"> utilize divergent (e.g., brainstorming) and convergent (e.g., selecting the best source)-thinking when searching; use different types of searching language (e.g., controlled vocabulary, keywords, natural language) appropriately;
Materials/Set up	Slides, Whiteboard Walls, Dry erase markers, relay prompt cards, research question prompts.
Description	Review advanced search techniques with students. Cover proximity searching as it isn't covered in the reading. Remind students that advanced techniques can vary between databases.
Suggested Table Config:	<p>Then, have students divide into teams. Students will take turns pulling a prompt card from a central bucket. One student at a time should be at the board writing, but team mates should be engaged and helping the student to correctly formulate the search. When the student has written the search, they should hit their team's buzzer. If the search is correct, they pass their marker to the next student who pulls a new prompt. If it is not correct, the instructor may give a hint to why. Stumped students can discard the prompt back into the bucket to continue if they like. Scores are tallied with a pile of correctly formatted prompt cards (or remaining searches on the board, if easier).</p> <p>Prompts identify the type of search students need to write, and include a word or sentence. For wildcard searches, one spelling of a word with multiple spellings is given. Students should place the wildcard symbol so that variant spellings could be returned. For Phrase searches, students are given a sentence or part of a sentence. They need to identify the words best suited to a phrase search from the text. Truncation searches give students the entire word, and they need to remove an appropriate number of letters and append the truncation symbol. Proximity prompts give the students two words and the approximate required distance.</p> <p>If there is time left over, give students research question prompts. Ask them to write a Boolean search and identify keywords that would be improved with the use of advanced search techniques and to use those techniques in the Boolean search.</p>