Going beyond a library tour: Leading one-shots using iPads and QR codes

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ECAR National Study

According to the 2011 ECAR Study of Undergraduate Students and Information Technology report, “institutions and instructors do not fully harness [technologies] to create opportunities for more varied, inspiring, and beyond-the-classroom learning experiences.”

Challenge for Libraries

How can libraries use technologies to excite and provide experiential learning for students to improve their information literacy skills?

Familiarizing students with iPads and QR codes in such a short introduction

Feeling like 50-minutes is not long enough to finish the activity and cover important topics

Finding articles on the same topic with both not available digitally but both available in print

Grabbing students’ attention right from the start with a technology they are interested in

Giving students hands-on experience with library resources and searching

Allowing students to work in groups to solve a problem

Giving the opportunity to go around and check on each group to answer any questions they may have right away

Secret to making sure that there was enough time for the entire activity: I used by phone timer.

50-Minute Session Set-Up

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>2 mins</td>
<td>Answer remaining questions</td>
</tr>
<tr>
<td>10 mins</td>
<td>Part 1 of activity: wrap up talk on the differences between popular &amp; scholarly, primary &amp; secondary</td>
</tr>
<tr>
<td>10 mins</td>
<td>Part 2 of activity: basic introduction to using the iPad (wifi, typing, “scan” app), getting students out to the periodicals stacks</td>
</tr>
<tr>
<td>8 mins</td>
<td>Part 3 of activity: scanning, answering questions</td>
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The Activity (Overview)

Problem-based learning, broken into three different parts. Each part has a:

- Scenario
- QR code to scan
- Questions to answer

The activities’ scenarios take students out into the library where they work in groups of 3-5 to identify the source.

Scenario and Parts of the Activity

You are an exercise science major and you have an essay due in 2 weeks. You've chosen to write about yoga. The assignment requires you to find at least 2 peer-reviewed articles (also known as scholarly articles).

Time

To do

8 mins

Basic introduction to using the iPad (wifi, typing, using the “scan” app) and talking about the activity and getting students out to the periodicals stacks

10 mins

Part 1 of activity

10 mins

Part 2 of activity

10 mins

Part 3 of activity

2 mins

Wrap up (talk about the differences between popular v. scholarly, primary v. secondary and searching WorldCat Local) and show students our research guides

Answer remaining questions

How do you use it?

QR Codes:

- Stands for “Quick Response”
- Similar to barcodes but with more capabilities
- Can take you to a website, send a text message, dial a phone number, etc.

Activity Objectives

- Recognize the difference between popular v. scholarly articles
- Ability to determine what are primary and secondary sources
- Become familiar with searching WorldCat Local
- Become familiar with searching primary and secondary sources

Disadvantages & Advantages

Problem-based learning, broken into three different parts. Each part has a QR code to scan, the QR code reader to scan the code, and a phone number where the students can call if they have any questions.

Secret to making sure that there was enough time for the entire activity: I used by phone timer.

Part 1

You find an article by searching Google but the full-text is not available freely online. You find a print copy at the library.

Part 2

Oops, looks like the first article is a scholarly article. Your friend recommended WorldCat Local to find scholarly articles.

Part 3

Now it’s your turn! The assignment asks for a second scholarly article. Search for the article using WorldCat Local.