

UiT

THE ARCTIC
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Because you're worth it!

How to inspire academic integrity and critical thinking in students

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emtacl, Trondheim, April 20-22, 2015



Outline

- The phenomenon of student engagement
- Two elements of engagement with information literacy
- Interactions with MOOC format and platform technology
- Student evaluations
- Future perspectives

iKomp – an open online resource



Our main objective:

To enhance learning through critical thinking and academic integrity.



Familiar scene?



Kahoot.it

Which equation best fits your idea of a formula for student engagement?

- a. Engagement = Activity + Motivation
- b. Engagement = Boredom / Motivation
- c. Engagement = Activity x Motivation
- d. Engagement = Motivation - Boredom

Formula for student engagement

$$\text{Engagement} = \text{Activity} \times \text{Motivation}$$

See Barkley, E.F. (2010). *Student engagement techniques: A handbook for college faculty*. San Francisco, CA: Jossey-Bass

Activities in iKomp

- An activity early on in each module, to start students thinking
- Some activities interspersed throughout
- Brief multiple choice tests at the end of each module
- A 40-item multiple choice final exam to earn certificate

Jeg merker at jeg har problemer med å avgjøre om jeg mestrer stoffet godt nok. (Uenig) 1 2 3 4 5 (enig)

Jeg synes læringsmålene for kurs jeg tar ofte er for generelle til at de er til nytte for meg. (Uenig) 1 2 3 4 5 (enig)

Det er ofte vanskelig å vite hvilke deler av stoffet jeg bør huske. (Uenig) 1 2 3 4 5 (enig)

Din score på Dybdedimensjonen er: 1

Din score på Selvreguleringsdimensjonen: 4

Hva betyr skårene? Her er en forklaring:

- Dybdedimensjonen

Dybdedimensjonen går fra -12 til +12. En høy skåre på Dybdedimensjonen betyr at din vanlige tilnærming til å lære noe nytt ofte er preget av at du forsøker å forstå stoffet på en dypere måte.

Referansetype

Redigert bok

Referansestil

Harvard

Velg referansestil
APA 6
Harvard
Vancouver
Chicago 16A

Slik skal det skrives i teksten:

Forskning viser at du blir glad av å spise sjokolade (red. Hickey, 2011).

Slik skal det skrives i referanselisten:

Hickey, R. (red.), 2011, *Legacies of Colonial English: Studies in transported dialects*, Cambridge University Press, Cambridge.

Motivation in iKomp

- Assumptions
 - Everyone wants to be part of something bigger than themselves
 - Everyone wants to contribute
 - Everyone wants to grow and develop
- Being information literate serves a higher purpose
 - Why are we here? What is it all about?
 - What is *your* role? Your contribution has real value
- Style
 - We try do adopt a student perspective
 - Tone and pronouns: Direct, "you", "we", as if to say: We're in this together, and we all want the same

Technology as a means to encourage self-disclosure



- The MOOC platform: a barrier to communication?
- To maximally benefit from our IL courses, students must be honest in their reflection and answers.
- The fear of self-disclosure inhibits activity in the classroom

**Alone in front of the computer,
no one will judge you.**

Technology as a means to boost activity

- Leave training of technical skills entirely to the students, guided by iKomp
- The core issues of IL through the *flipped classroom* method: reduced unidirectional teaching in the classroom
- Preparation and time available: student engagement facilitated through face-to-face discussion with peers and teacher



Technology as a means to repeat the basics



- One of our jobs: to provide the students with tools that facilitate learning
- Acquisition of information literacy skills, from BA to PhD: a maturation process
- iKomp: a safe haven in chaotic times

Evaluation and comments from students

- the content

Bridging a gap

*It helps me **better understand what is higher education**. So many things are stricter and different at the university.*

*It focuses on several things I previously **never had thought about**.*

Overwhelmingly positive student feedback.

Placing IL in a bigger picture

*I liked **the approach**.*

*Gives a **nicely structured and complete picture** of what a student should know when starting university studies.*

Fostering learning

*It presented information **relevant** for my own studies.*

*I have learned many efficient methods for how to **improve my own learning**.*

*It was very **easy to learn**.*

*I **never knew** literature search was so easy.*

Evaluation and comments from students

- the technology

Sticking to the simple solution

Great that it is **accessible** online!

I am **usually very bad at mastering** technological thingies, but this was nice and very easy to follow.

Overwhelmingly positive student feedback.

Allowing revisiting

Excellent balance between video content, text, and questions, in addition to questions throughout the course

I like that you can go back and **refresh your things later.** acquire knowledge.

The reference generator **will be much used!** it was structured into **modules**.

Engaging through activities

I most appreciated the **self-tests** along the way!

The activities were useful because **I had to think.**

I like that the activities are not like an exam, where the main thing is to pass. **Here the purpose is to learn.**

Evaluation and comments from students

- taking the feedback seriously

The questions are too easy!

More tests!

DIVERSITY

Too much text!

TESTS

Activities!

More examples!

More videos!

Future perspectives



- Keep improving and expanding the content based on
 - student feedback
 - user data
 - our own ideas
- Use iKomp as a pivot for IL integration locally at UiT
- Investigate impact on student learning

Not just a myth: Student engagement through dialogue with caring and attentive teachers

What students remember from university ...

[Students] want us [= the teachers] to share with them our love of our fields, they are hungry for intellectual passion, and they are most likely to become engaged in that passion under the guidance of people whom they care about and who, they believe, care about them.

Carston, B.H. (1999). Bad news in the service of good teaching: Students remember ineffective professors. *Journal on Excellence in College Teaching*, 10, 91-105.

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Thank you!

Visit *iKomp* at:

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