

# Engaging the Classroom – Google Forms and Library Guides

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## Introduction

Information literacy in the academic library frequently involves the “one-shot” instruction section. In order to allow students to leave the classroom with increased knowledge and perhaps a good start on their research is one of our over-arching goals. The combination of library guide and Google form allows us to not only lecture to the student, but to keep them engaged and working on their projects.

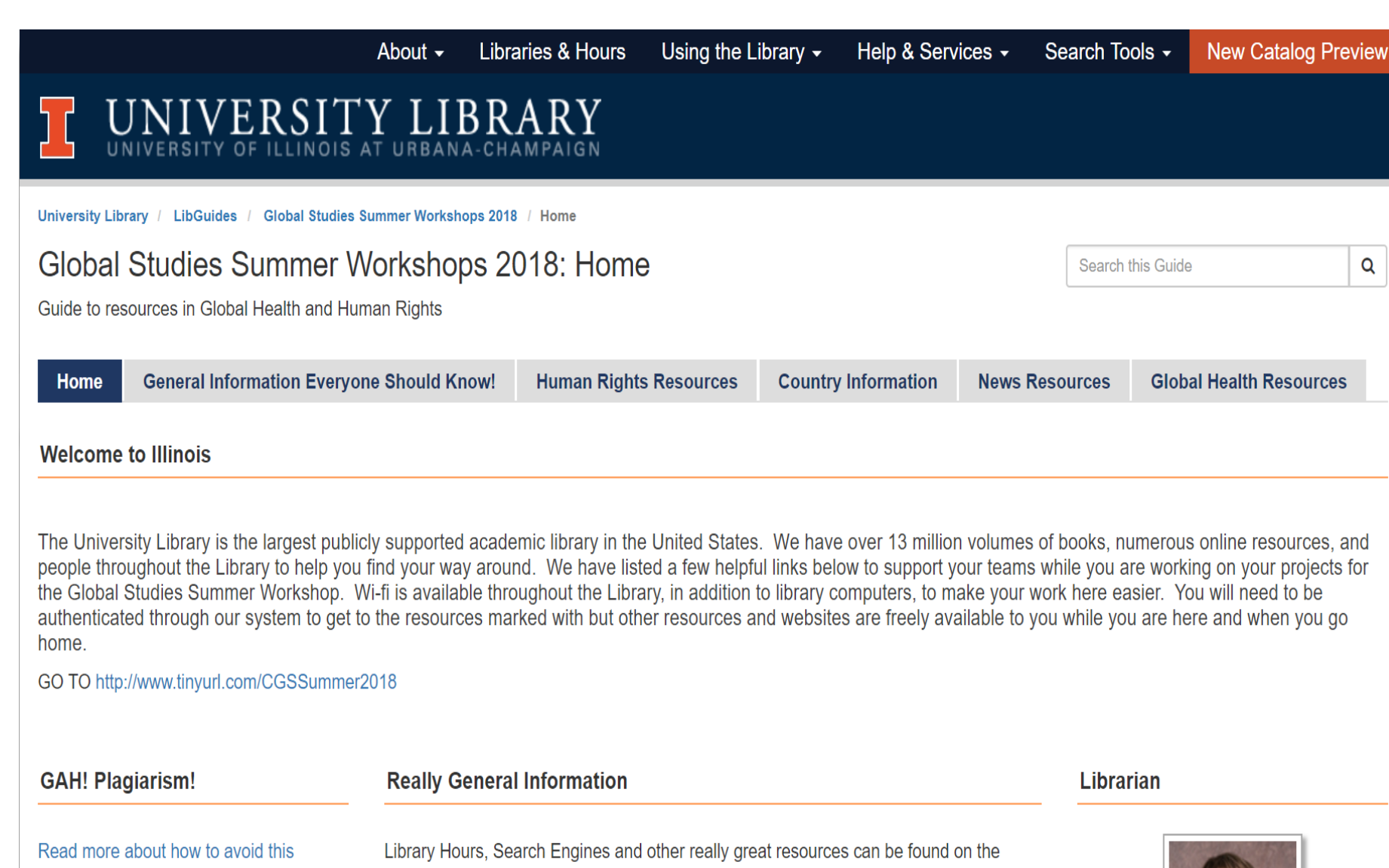
We will review the development of the guide, from the receipt of the professor’s syllabus and assignments, to the development of a Google form that allows the students real time opportunities to engage in research while the librarian is present. The form also allows for a brief evaluation of what the student has learned, what they still want to learn and what we can do to help them learn more about the academic library.

## The Process

Developing relationships with instructors is key to the development of cooperative teaching events. There are several strategies to accomplish this including:

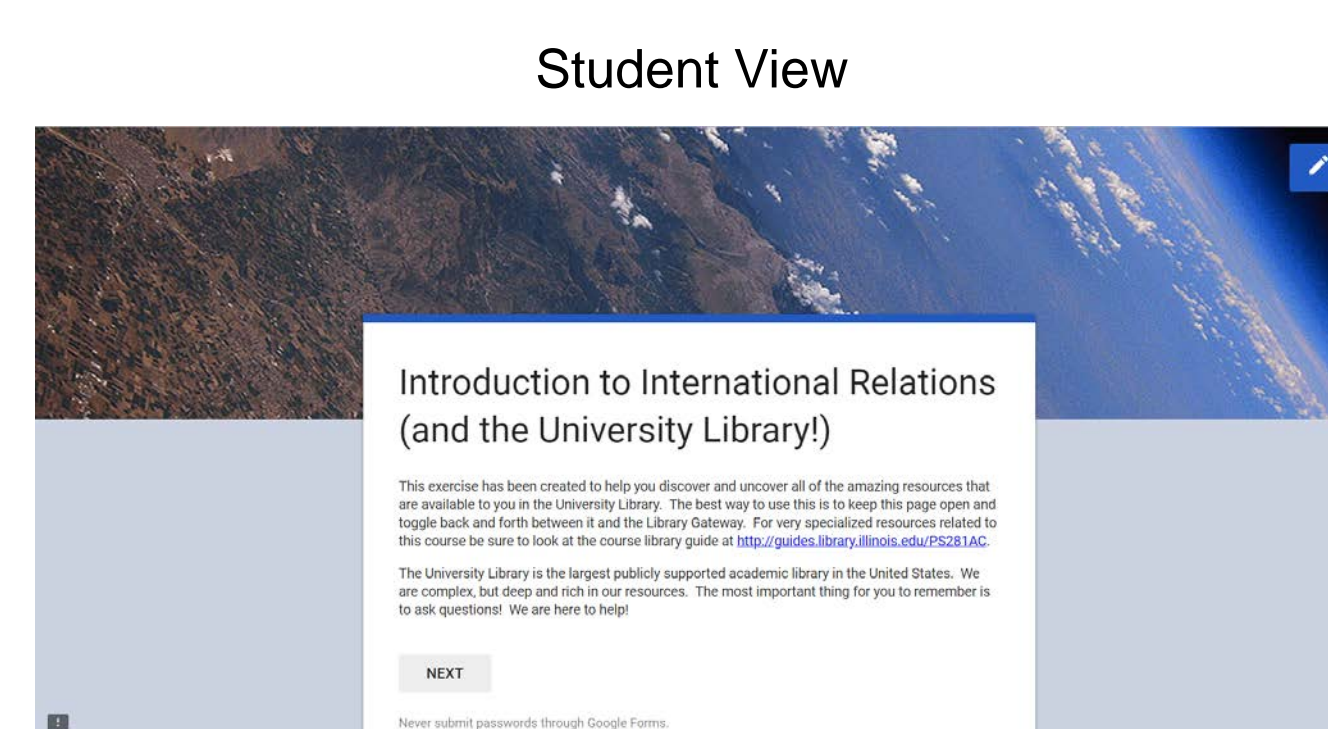
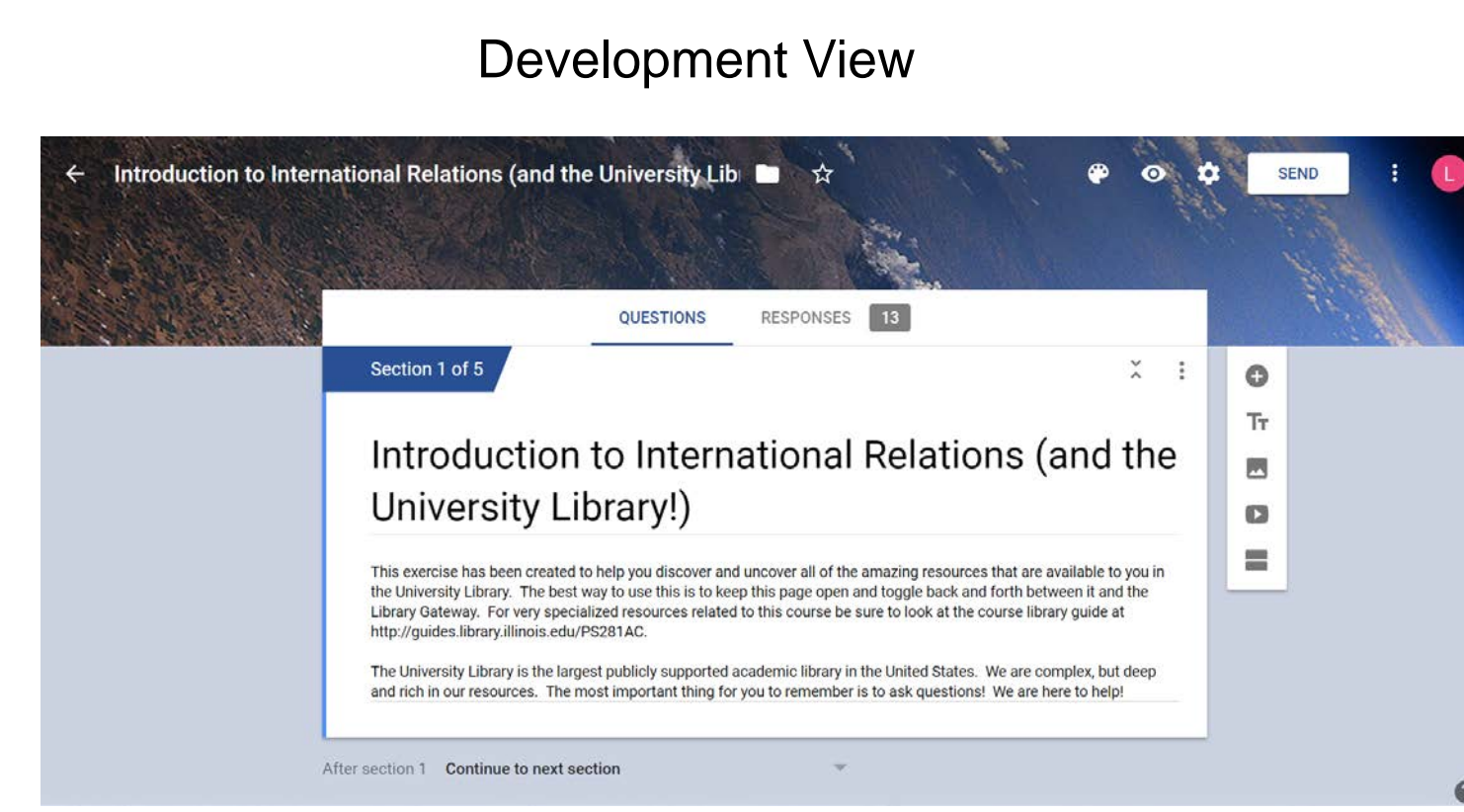
- Curriculum mapping
- New faculty introductions
- Distribution of newsletters
- Attendance at department specific events, open houses, and special lectures and presentations.

Once the contacts have been made, we emphasize the many services that are provided by the Library including the opportunity to provide in-class instruction. It is extremely helpful to meet with the classroom faculty and, also request a syllabus and list of assignments from each. We take the opportunity to identify three or four of the most important aspects of research the faculty member is interested in emphasizing to the student. We try to make this a joint venture, negotiating both library and classroom issues for importance. Once the objectives of the session have been identified we create a library guide.



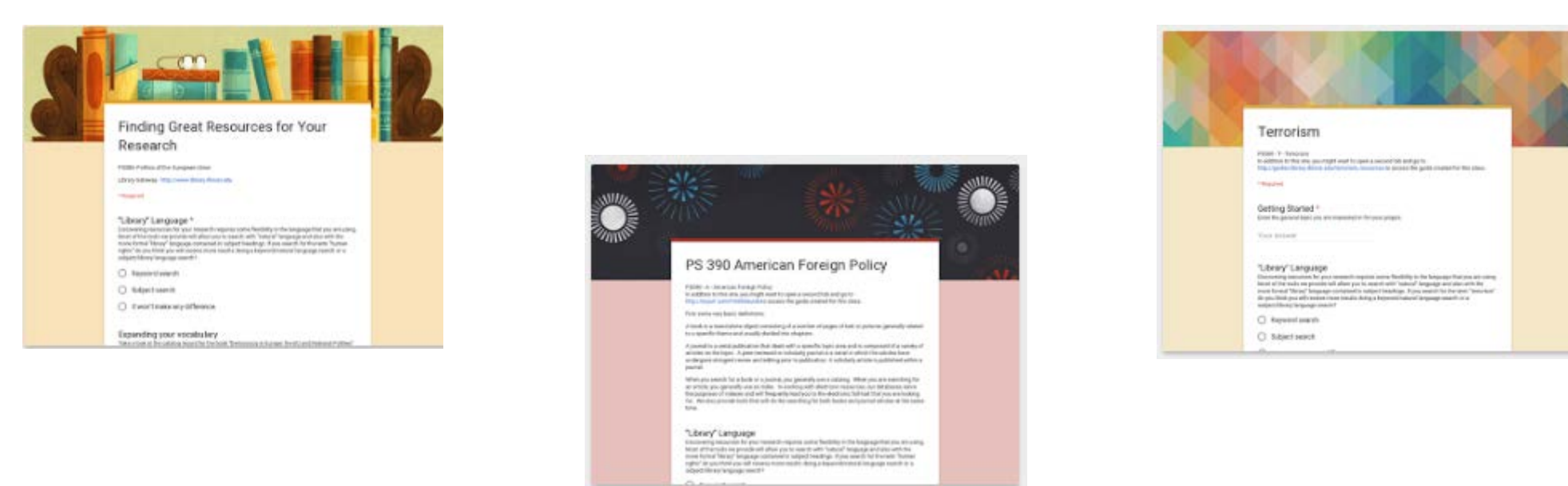
The guide emphasizes those aspects of library research that the faculty member is most interested in providing for student learning. Generally, we provide an overarching introduction to the library, direct links to the catalog, relevant databases, reference sources, news links, a few good books and information related to plagiarism, narrowing your topic and contact information for the library or librarian as well as easy access to our chat services. *Importantly, for a class guide we include the link to a Google form that is employed during the session to help get the research started.*

## Implementing New Skills



We have a collection of questions that we have developed related to searching the catalog, identifying peer reviewed journals, using citation indexes, and much more. The time and effort invested in development of these questions and ideas is absolutely worth it in time saved in future development.

There are a variety of templates you can use to enhance the visual appeal of the form, or you can create your own graphic.



Remember to provide a link between your library guide and the worksheet for a smooth transition as you are displaying the resources and also discussing the issues related to the instruction session.

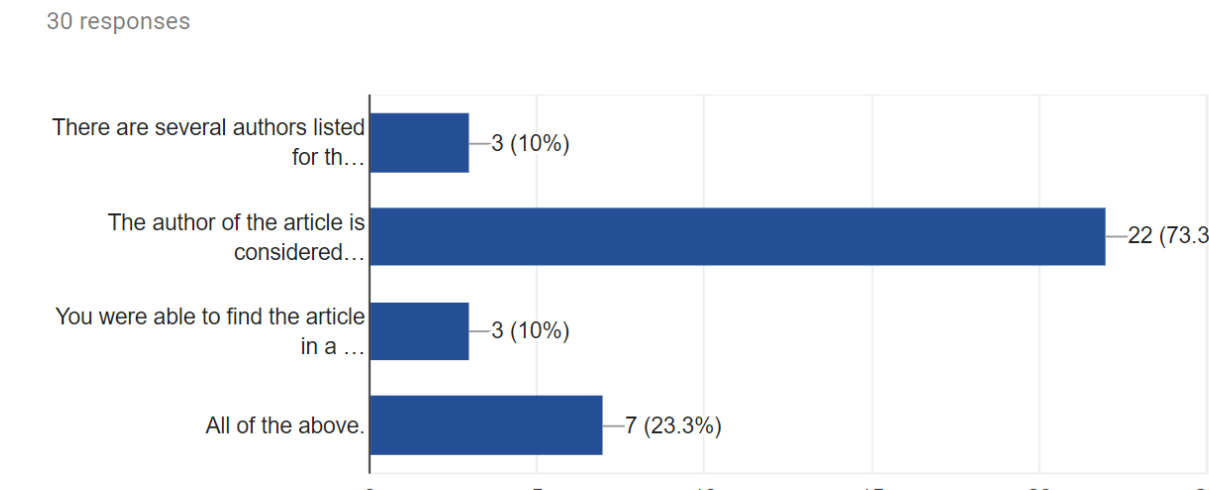
It is really helpful to have another individual in the classroom working with the students as you step through the form. Frequently we ask the instructor to work with us, or employ a graduate assistant to engage in the development and implementation of the session.

You will want to be able to easily toggle between the library guide and the student view of the form. As the students enter the answers you should also toggle back to the development view in order to display the answers to the questions. Students seem to really enjoy the visual aspects of this process, but you do have to remember to take your time to enable them to keep up.

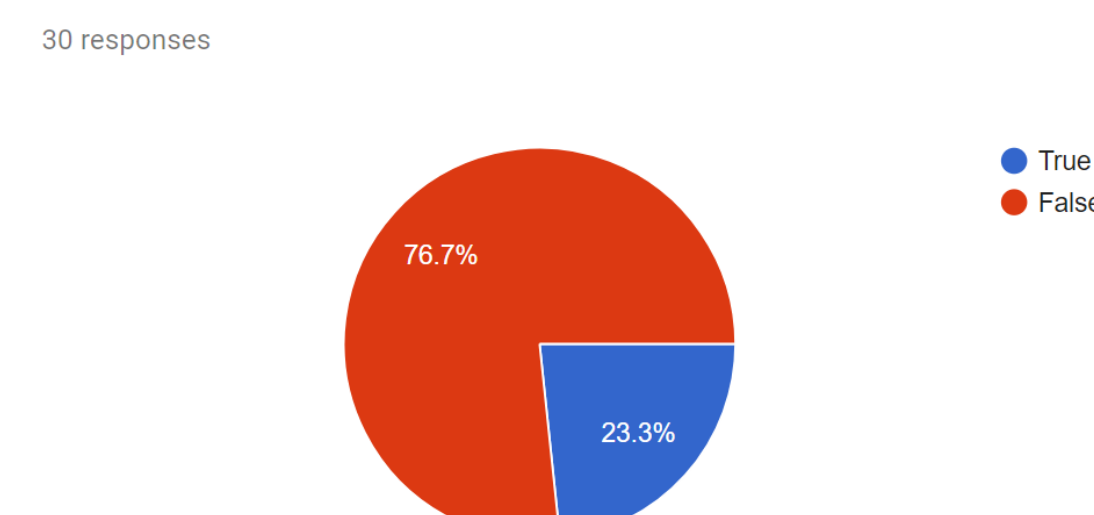
Results can be displayed in a variety of ways.



Authoritativeness indicates one of the following:



All articles are available online in full-text



## Assessment

We always include a three question assessment for the students at the end of the program.

- Did you discover anything today that you did not know before?
- Do you still have unanswered questions?
- What would you have changed about the session today?

The results are quite useful in future development of guides especially as we work with increasing complex research assignments. The students are almost invariably grateful for the opportunity to work through problems in a classroom situation to get their research started. They are happy to articulate unanswered questions in the anonymous milieu of the web form, and they frequently provide really useful suggestions for how the instruction session might be improved. We do occasionally encounter someone suggestion that more “cat emojis” be used in the library guide, but most often we learn about the thinking of the student as they engage with one of the largest academic research libraries in the United States.

“What did you learn...” Responses

Yes, how many databases were available. I like PAIS
I discovered the database archives
Yes, I learned to discover how to search for Databases vs. governmental think tanks on the library website.
Yes, I discovered that there are many more ways to search for material on the main library website than I had previously thought. I also learned that there is a good deal of electronic material available for research use.
I did not know that you can request books to be dropped off and that there are many different databases available to us.
I didn't know that you could pick up books from one library at another that you had ordered. I think this is incredibly convenient and good to know for research.
Very much so. I knew about the easy search function on the University Library's website, but was not aware of the other helpful resources that stems from this.

“What would you change...” Responses

Knowing what your topic was before hand for easier research look up.
nothing, I like this webpage given to us for sources
Not much
I wish I had my topic planned out a little more thoroughly so I could find a couple resources to start with.
It was very helpful! Maybe more information on how to cite articles would be even more helpful.

## Conclusions

The Google form provides us with an easy, anonymous way to provide practice and support to our students. Any survey type software can do the same, but in our case the Google form has been chosen for its ease of development, flexibility and openness.

If you have any questions related to the implementation of Google forms in the classroom, please do not hesitate to contact me at [rudasill@illinois.edu](mailto:rudasill@illinois.edu).

## Acknowledgments

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