



Pass that Test! Creating Fun Bite-Sized “Concept Review” LibGuide Links

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Abstract

Test preparation can be stressful for students, but focusing on smaller bits of information can help. In this case study, the librarian collaborated with faculty to help students identify knowledge gaps and recommended short concept readings to review. This is a high-impact, point-of-need service that other librarians may want to try out.

ACRL Framework: Research as Inquiry

This strategy of test preparation also relates to the ACRL Framework of “Research as Inquiry,” as students “formulate questions for research based on information gaps,” and “synthesize ideas gathered from multiple sources”¹ In this example, ideas would come from the textbook, lecture notes, flashcards, and other resources. Breaking down new knowledge into bite-sized pieces, such as flash cards, may help students retain information. Furthermore, students may improve recall if they review all of the information in one session and repeat the process on another day.²

Case Study - EDG 4905 Course

For this case study, the professor of EDG 4905 (CTE Test Prep) asked the subject librarian for additional resources to help students review content to pass the Florida Teacher Certification Exam (FTCE): Engineering & Technology Education (6-12). The librarian reviewed the practice tests and the competency list and posted a set of LibGuide links to Encyclopaedia Britannica on essential concepts. Students were encouraged to take the practice test first, identify their knowledge gaps, and then click on the concept review links they still needed to learn. This test-taking strategy was paired with a live online instruction session in which the librarian demonstrated searching for information on concepts they got wrong on the practice test. Assessing the effectiveness of this strategy can be through informal feedback or comparing test performance before and after the concept review.

Bite-Sized Info Creation – Assessment Cycle

The librarian meets with the professor, reviews the test info, and creates links.



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Assessment

- **Student Feedback** – One student recommended hosting the webinar earlier in the semester and grouping links by competency, as seen on this poster.
- **Pre-test Post-test assessment** – to see if students passed the test (in Spring 2019).
- **Page Views** – FTCE certification page viewed 52 times June to August 2018.

Featured: FTCE Engineering and Technology Concept Review

Here are some sample articles from Britannica Academic to help you review. Try using the search box in Britannica to find additional articles on concepts you need to review (perhaps a specific question you got wrong on a practice test). Here are just a few suggestions!

- [Encyclopaedia Britannica Online](#) Find additional concepts to review in this database!

1: Nature and Impacts of Technology

- [Automation](#)
- [Genetic engineering](#)

2: Drafting

- [3D printing](#)

3: Engineering

- [Human-factors engineering](#)

4: Energy and Power Technologies

- [Integrated Circuit \(IC\)](#)

5: Information and Communication Technologies

- [Information and Communication Technology](#)

6: Transportation

- [Transportation](#)

7: Manufacturing

- [Just-in-time](#)
- [Mass Production](#)

8: Construction Technologies

- [Building Construction](#)
- [Hand Tools](#)
- [Machine Tools](#)

9: Laboratory Management and Safety

- [Fire Extinguisher](#)

10. Technology Education, Professional Development and Instruction

- [STEM Education](#)

Librarian demonstrates links via an online webinar, paired with a handout listing other library resources. Students select links based on competency questions they got wrong on the practice test.



References

1. Association of College & Research Libraries, *Framework for Information Literacy for Higher Education*. Chicago: ACRL, 2016. http://www.ala.org/acrl/sites/ala.org.acrl/files/content/issues/infolit/Framework_ILHE.pdf
2. Kornell, Nate. "Optimising Learning Using Flashcards: Spacing is More Effective Than Cramming." *Applied Cognitive Psychology: The Official Journal of the Society for Applied Research in Memory and Cognition* 23, no. 9 (2009): 1297-1317. DOI: 10.1002/acp.1537