

## Instructional Design Assignment: CINAHL Presentation

**Audience Description:** Third year college students who have transferred campuses and are now incoming first year nursing students, most have a searching background with non-medical databases, few have any CINAHL background specifically. Students have already had one basic library instructional session, focused on general library resources, identifying what is and is not research, and introducing the concept of evidence-based medicine. This will be their second set of sessions.

FAQs: 350 students total on campus – 15 in classroom, 10-15% non-white, 5 % returning adult and not transfer

**Context of Instruction:** In classroom for first 2/3, in computer lab for final 1/3, visiting lecture in the context of another required course, one hour, one shot instruction, class is pass/fail

### **Outcomes Overview:**

- (1) Students can identify when CINAHL is the appropriate database to use
- (2) Students can identify two different presented option functions available in CINAHL and when and when not to use them
- (3) Students can identify the difference between a controlled vocabulary search and an uncontrolled search in CINAHL
- (4) Students are able to identify and evaluate components of CINAHL search results and locate desired materials from the search results
- (5) Students are able to identify and evaluate components of CINAHL search results and locate desired materials from the search results.

### **Final Assignment:**

Students will turn in 2 correct search statements. Students will also answer written questions about how to order an ILL, identify if an in-library item available on the shelves, identify a full text item is, and explain how to download it.

## Part One: Outline

### **Section A: 20 min.**

5 min.

Introduction: Background knowledge probe via show of hands, pre-concepts handout, short 1-2 min. Powerpoint intro. lecture: "What is CINAHL?"

5 min.

Outcome #1: Students can identify when CINAHL is the appropriate database to use

Curriculum: When to use CINAHL and when to use a different source, rephrase, or pick a different topic if the assignment requires use of CINAHL

Pedagogy: Powerpoint slides (2-3 min) and guided matching exercise (2 min)

Assessment: Using a matching method, as a class, the students will correctly identify whether CINAHL, Psychinfo, or a book would best address teacher prepared search question examples

Criteria: Queries identified as well-suited to CINAHL will be related to nursing specifically, will be seeking recent information rather than established information more likely found in books, and will be related to the medical side of nursing rather than the psychological or counseling aspects. The instructor's goal is that students should be able to identify at least 4/5.

5 min.

Outcome #2: Students can identify two different presented option functions available in CINAHL and when and when not to use them

Curriculum: Introduce some different CINAHL options and what they are for, explain why one would not click options at random in the hopes that it would improve searching

Pedagogy: Live demonstration and lecture (3 min.)

Assessment: Students will be able to verbally explain, when called upon, in a single sentence, when the most appropriate time to use CINAHL options might be (2 min.)

Criteria: A sentence similar to the desired sentence would be, "Clicking lots of options in CINAHL immediately without knowing what they for will probably narrow my search down, and I want to start out with as broad a search as possible so that I don't miss good and relevant information."

5 min.

Conclusion: Wrap-up lesson & overview sections B and C

## **Section B: 20 min.**

5 min.

Introduction: Review briefly from the pre-concepts handout and lecture so far, and then transition to next point by asking if anyone remembers what the difference is between a Google search and a database search.

8 min.

Outcome #3: Students can identify the difference between a controlled vocabulary search and an uncontrolled search in CINAHL

Curriculum: What controlled vocabulary searching is, where to find it, and why one would use it

Pedagogy: Brief lecture and Powerpoint, live demonstration of controlled search in CINAHL (5 min.)

Assessment: Using a defining features matrix on a whiteboard, students, as a class, will identify features of a controlled vocabulary search, and features of an uncontrolled vocabulary search (2 min.)

Criteria: Controlled-vocabulary will come from MESH or will be matched in CINAHL with MESH terms; uncontrolled vocabulary will not match an existing

term or will display a list of terms to choose from. Students should be able to generate in the defining features matrix, at a minimum, these distinctions.

5 min.

Conclusion: Ask for the muddiest point so far, emphasize that students can ask for help at any point in the library, and let them know that the next lesson will show a few searches from start to finish

### **Section C: 20 min.**

5 min.

Introduction: Clarify muddiest point from end of sections A & B. Introduce student assignment

5 min.

Outcome #4: Students can create a search query in CINAHL

Curriculum: How to create a search query in CINAHL based on earlier concepts of choosing the correct options and using controlled vocabulary

Pedagogy: Guided lecture with 3 example queries preformed for and with the class

Assessment: Students will be given slips of paper with typical questions for CINAHL and will translate their questions into 2 search terms, and correctly combine those terms with an “and” or an “or”

Criteria: Students will turn in 2 correct search statements. One of the search statements must be correct in order to earn a pass. If neither term is correct the student must work with a reference librarian to create a correct answer.

5 min.

Outcome #5: Students are able to identify and evaluate components of CINAHL search results and locate desired materials from the search results

Curriculum: What the different components of CINAHL search results are, how to locate full text materials and in library materials, and how to use ILL

Pedagogy: Guided lecture with props, screen shots, etc.

Assessment: Students will write three short descriptions of how they would obtain materials based on screen shots. This is also part of the final assignment.

Criteria: Students must correctly explain how to order an ILL, identify an in-library item available on the shelves, and explain what a full text item is and how to identify and download it for the second part of the test. Students must correctly identify eight out of ten in order to pass.

5 min.

Conclusion: Conclude with a handout of the test questions and ask for questions.

## Part two: Narrative

The overall goal of my instructional design session is for participating students to be able to successfully form a search query and independently execute that search in CINAHL. In order to reach this goal, I created five smaller and more measurable outcomes (see above outline). To generate these outcomes for my presentation, I started with an audience analysis. I asked myself: “Who is my audience?” and, “What do they need to know about this CINAHL?” Because I chose to design a presentation for my workplace (Linfield College’s Portland Campus School of Nursing), I am exceptionally familiar with the facts about my audience. The nursing students I chose to address are traditionally aged juniors transferring to Linfield’s Portland nursing campus from Linfield’s main campus in McMinnville. Most are female and white, and because the college is private, they are used to small class sizes (15-30). At McMinnville, they receive basic general literacy instruction in their freshman year, but few have any CINAHL experience when arriving at the Portland campus as juniors.

With this knowledge in mind, I asked myself which aspects of using CINAHL most confuse the nursing students that I see on a day-to-day basis. Then I formed a list of outcomes based on these observations. My preliminary list of about 15 outcomes was far too long for the allotted one hour of instructional time. Therefore, I sought out an example of CINAHL instruction to help guide me in paring down my outcomes. However, when I compared my outcomes to the existing CINAHL curriculum for our nursing transfer campus, I was surprised to discover that my objectives and the objectives of the existing curriculum were

significantly different. The existing material focuses on differentiating research from non-research, providing definitions for evidence-based medicine, and giving a thorough tool-based guide to CINAHL options.

The first two concepts within the existing materials (teaching research and evidence-based medicine) were entirely absent from my list of desired outcomes. I now realize that this discrepancy is because I initially approached the question of which outcomes to choose in terms of what I wanted students to learn, and not what the College values: that is, training in research, diversity awareness, and evidence-based practice. At the time, it was not apparent to me that I could sacrifice any of my outcomes and still achieve my original goal, although I now think that with some additional thought and planning, this would have been possible.

It became clear to me that in a single 60-minute session I would not be able to include any of the additional outcomes suggested by the existing course material if I wanted to also address the list of outcomes that I generated from my audience analysis. Therefore, I predicated my session on a preliminary information literacy class that covered definitions of research and evidence-based practice. Then I did the difficult job of paring down my list of fifteen outcomes to only the most essential five, which would allow ten minutes for each point, and additional ten minutes for wiggle room (getting started, winding down etc.). After my outcomes were firmly in place, I began filling in my outline by assigning each one a curriculum, pedagogy, assessment, and criteria.

Putting my outline together was much more difficult than I anticipated. It was a significant challenge to arrange and then rearrange the outcomes so that each one logically transitioned to the next. Because this process took some time and thought, I alternated working on my outline with researching articles and websites about CINAHL instruction. At this time I discovered that the average CINAHL training devoted the largest percentage of its lesson time to understanding controlled vocabulary. In practicing outcome number three to myself, I confirmed that it is in fact a particularly difficult point. Therefore, I adjusted outcome number three so that it could be the exclusive focus of one of the three 20-minute sessions. In making this adjustment, I had to cut the time allotted to the remaining outcomes down to a mere five minutes each. This forced me to truly focus the wording and concepts of my remaining outcomes to be as precise and as clear as possible.

After I completed a rough draft of my outline, I began to think about ways for my presentation to incorporate various CATs (Classroom Assessment Techniques) and accommodate different learning styles. I aimed to reach out to visual, auditory, and kinesthetic learners and to address the needs of both convergers and divergers (that is, big picture people and detail-oriented people). In addition to using CATs, I also created a Powerpoint presentation for visual learners and planned for my third session to be in a computer lab for kinesthetic learners. In case it might not be possible to squeeze in a lab visit in 60 minutes, I also planned to have students practice physically writing out search terms and strategies on a sheet of paper.

To find appropriate CATs to test student understanding that also incorporated a variety of learning styles, I used Thomas A. Angelo and K Patricia Cross' (1993) Classroom Assessment Techniques A Handbook for College Teachers. For my second outcome, I chose to try the single sentence summary CAT done aloud for auditory learners. I chose to adapt another Angelo and Cross CAT, the defining features matrix, for outcome three. The defining features matrix can cater to visual learners if it is done as a class exercise on a whiteboard or overhead projector. Finally, I attempted to include frequent overviews and summaries for convergers, and concrete examples and step-by-step instructions throughout for divergers.

I was surprised to realize, upon sitting down to create my Powerpoint, that I had in fact never used Powerpoint to create a presentation before. I was further challenged by the fact that my library director, Patrice O'Donovan, "wrote the book" on CINAHL Powerpoints in her 2004 article for the Journal of Hospital Librarianship, entitled, "Creating Web Tutorials for Nursing Students Using Powepoint."<sup>1</sup> I used the advice in O'Donovan's article and in Cliff Atkinson's (2005) Beyond Bullet Points, to put together an engaging and interactive presentation. In case of an emergency wherein my Powerpoint could not be used, I printed out color copies of the slides to use with the in-class projector. After doing several practice runs through with my Powerpoint for my husband and a classmate, I received feedback that I glossed over several key terms that might be unfamiliar to some. Therefore, I decided to go back and reinforce these

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<sup>1</sup> O'Donvan, P. (2004). Creating Web Tutorials for Nursing Students Using PowerPoint. Journal of Hospital Librarianship. 4(4): 99-106(8).

definitions throughout my presentation and I printed a handout to define any potentially new vocabulary.

For my final micro-presentation, I taught the first third of my hour-long CINAHL class. I am relieved that when my Powerpoint turned out to be the wrong version with blank slides that I was able to continue without too much lag time or confusion. However, if I had it to do over again, I would use a copy saved to disk rather than sent via email. Because of the Powerpoint failure, I left out the main thrust of a difficult analogy, which is that when one is searching for articles, CINAHL cannot create an ideal article to meet your specifications (like a pizza can be made to order); its articles already exist.

This class has taught me about different philosophies of teaching, about how to effectively use CATs to demonstrate student learning, and about strategies to better organize and execute my future presentations. In the future, I would like to better fit my outcomes into the overall mission of my institution. I will also try to achieve a better balance between skill-based and conceptual-based instruction. While writing this paper, I retrieved my presentation notes from my first two-minute in-class speech on bicycle safety. My notes structured the speech like a traditional five paragraph essay, and when I presented, I did not involve my audience or plan my timing well enough to finish the talk. Although my final presentation for this class had the wrong Powerpoint, and showed many areas to improve, I am proud that I was able to finish in a timely manner and that I successfully utilized many of my newly learned teaching skills.

Handouts attached

Powerpoint file: Younglove.CINAHL.ppt

Handout: Younglove.CINAHL.terms.doc