

IMPROVING THE QUALITY OF STUDENT RESEARCH THROUGH INFORMATION FLUENCY

AAC&U STUDENT AS SCHOLAR CONFERENCE - APRIL 21, 2007



Information Seeking



Evaluation

Integration & Citing



Michael Howser - Information Literacy/GIS Librarian
Miami University - Oxford, OH



MIAMI
UNIVERSITY
OXFORD OHIO

Students know how to research.....?

- What resources do they use to conduct their research?
- Do they use basic or advanced searching/researching techniques?
- Have they used library resources (print and/or digital)?
- Do they know where to start for your assignment/project?
- Are they familiar with what a scholarly journal and/or trade journal is?
- Can they properly cite sources?
- Are they able to determine what material a source is based on a citation?

What is Information Fluency?

- Development of skills related to searching, evaluating, integrating, citing, and ethically using information.
- Encourages development of skills across the college career and beyond.
- Integral element of developing a liberal education.
- Transferable across disciplines and courses.



Information Fluency : Student as scholar

- Fostering Information Fluency enables students to create, use, integrate and ethically utilize information.
- Enables students to contribute and participate within the academic discourse.
- Develops the individual students ability to research topics of their own choosing.
- Required to enable students to transform from basic research to guided research to self-initiated research
- Takes a holistic curriculum approach by connecting directly to liberal education principles.

Fostering Information Seeking : Searching

- Identifying what type of Information is needed
- Determining where to begin
- Develop search strategies based on format/type of information needed
- Explore terminology and define jargon/terms
- Unstructured to structured searching
- Advanced search techniques
- Failed searches are ok at first

The screenshot shows the EBSCOhost search interface. The search results for 'sleep deprivation' are displayed. A detailed view of a book is shown, including the author, title, imprint, and a table of library locations and call numbers.

Author Ruggiero, Vincent Ryan
Title A guide to sociological thinking / Vincent Ryan Ruggiero
Imprint Thousand Oaks, Calif. : Sage, c1996

● Add to RefWorks

LOCATION	CALL NO.	STATUS
King Library	HM45 .R84 1996	DUE 01-24-07OFF-CAMPUS

1
2

Descript. Note

Subject

Call #

Google

Web Images Video News Maps more »

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Critically Thinking about Information : Evaluation

- Determine the credibility of sources/authors
- Web -vs- print publishing models
- Bias/perspective of information
- Verifying statistics/information cited
- Why is the source relevant to your topic?
- Explore references cited for additional sources



Information to Knowledge: Integration & Citing

- Utilize sources to reinforce and expand upon thesis/paper
- Properly integrating information based on format
- Cite sources including images/music/websites/articles...
- Portray data/sources appropriately & verify statistics are properly calculated/represented
- Utilize information appropriately in accordance with copyright.
- Become familiar with usage restrictions on resources
- Use information to make informed decisions/arguments/statements.



How does Information Fluency Relate to my course?

- What are the goals of your course?
- Do you have assignments/activities where students need to conduct research?
- Are you looking for diverse scholarly sources being cited in assignments?
- Do assignments that include creating a video, podcast, blogging, poster and more need to include/reference additional sources?



Information Fluency – Assignment Integration

- Let's try this process!



Weaving Concepts: Collaboration

- Revise assignments with assistance of a librarian
- Integrate research instruction within the course
- Create a research questionnaire to discover students research skills
- Include multiple tiers for assignments
- Relate assignment to course goals and liberal education/major
- Develop a Faculty Learning Community (FLC) which includes faculty and librarians



2006-07 FLC participants Fall Retreat

Weaving Concepts: Faculty Learning Community Model

- Year long community with faculty and librarian members
- Focus of weaving information fluency concepts within assignments/courses
- Includes multiple disciplines
- Community includes 9-12 members
- Participants apply for the community and make the case for why they are interested in information fluency. For details see <http://www.muohio.edu/celt/>
- Helps migrate from Teaching → Learning → Discovery paradigm



2005-06 FLC participants Alan Winkler & Jenny Presnell

Information Fluency – Weaving Instruction

- Let's experiment with blending course assignment & research instruction.



Information Fluency: Library Instruction

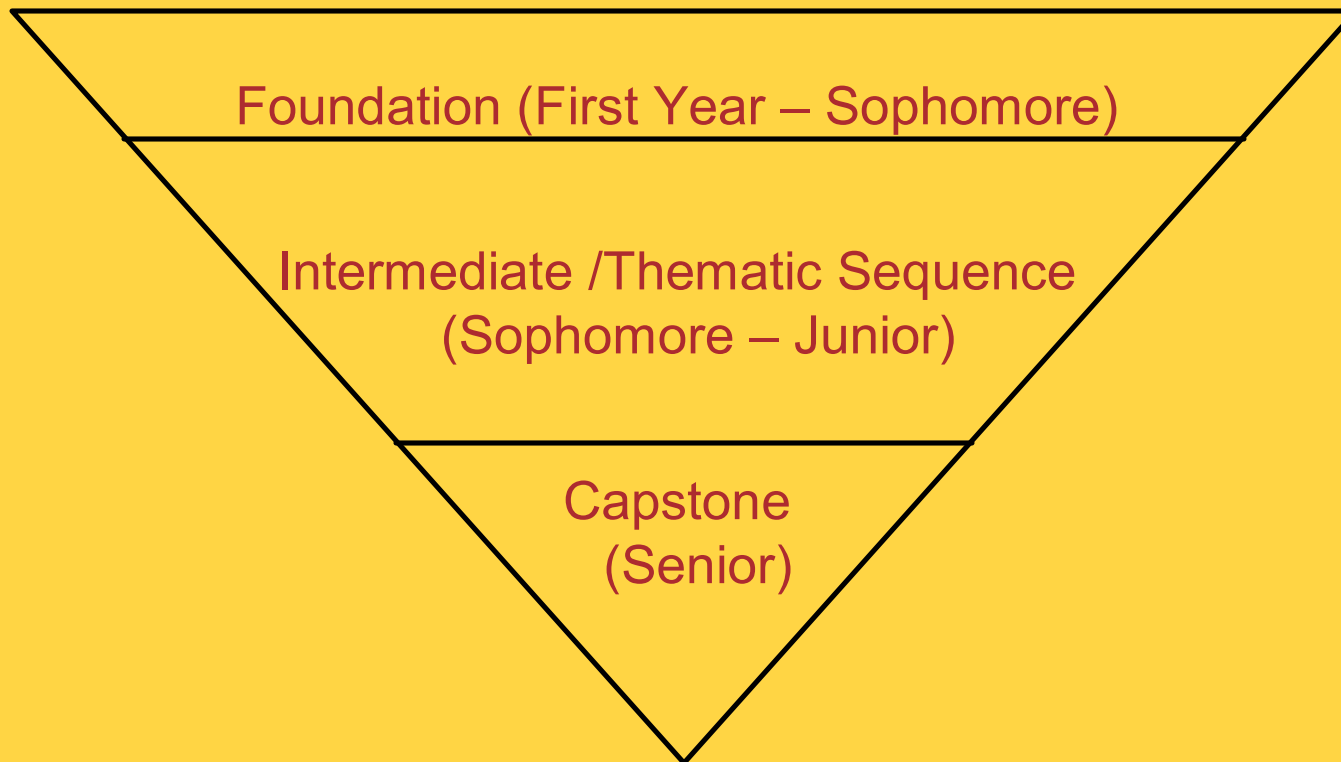
- Information fluency is best approached across the curriculum
- An “Information Fluency/Literacy Course” is **NOT** a good approach to fostering students as scholars.
- Courses should not include a “library day” but rather integrate information fluency within the course.
 - This could include 2-3 short library research sessions with hands-on experiential learning
 - Foundation (First Year) – capstone level courses must incorporate and build upon research skills to enable successful student initiated research.
 - Library Research instruction must relate to the course/assignment/project.

Information Fluency – Big Picture

- Information fluency skills are transferable across disciplines
- Required a structured approach over the 4 year college experience to increase critical thinking and researching skills.
- Directly related to liberal education goals of fostering the development of the lifelong learning.
- Creates the interconnection between courses of different topics and disciplines.
- Blends researching and course content and avoid the disconnect between “library research” and assignments.

Developing a student as scholar information fluency model

- Draft of a potential 3 tier approach



Foundation (First Year – Sophomore)

- Identify appropriate sources of information based on information need
- Cites information in proper style based on course/discipline
- Migrates to structured searching and includes Boolean logic/truncation
- Explores the perspective/bias of sources
- Utilizes general databases/indexes to locate information

At the Foundation level resources would include:

Intermediate /Thematic Sequence (Sophomore – Junior)

- Understands the difference between peer reviewed resources and popular sources
- Utilizes a citation manager to gather citation information to build research archive.
- Cites and utilizes information appropriately with usage of footnotes/in-text citations.
- Advanced search techniques are utilized including Boolean logic/truncation
- Migrates from general to discipline specific databases/indexes to locate information
- Research information is incorporated into multiple formats
- Explores the basics of copyright law to ensure information is being used appropriately
- Develops familiarity with basic statistical and/or geographic data sources

At the Intermediate/Thematic level resources would include:

Capstone (Senior)

- Uses advanced searching techniques, thesauri, and other tools to focus searching
- Utilizes citation searching resources to identify other frequently cited works
- Cites and utilizes information appropriately with usage of footnotes/in-text citations.
- Discipline specific databases/indexes are utilized to locate information
- Blends research within multiple formats to expand upon current research
- Understands copyright law and uses information ethically regardless of format
- Incorporates statistical and/or geographic data within research.

At the Capstone level resources would include:

Questions?

Michael Howser
e-mail: howserm@muohio.edu
IM: howsermr (AOL & yahoo)
(39° 30' 32.58" N, 84° 44' 15.98" W)

