

# DEVELOPING INFORMATION LITERACY: LIBRARIANS' PERSPECTIVE ON FACULTY RESEARCH ASSIGNMENTS FOR STUDENTS

CTL Special

April 6, 2011

John Burke, Jessie Long, Beth Tumbleson

# PROJECT INFORMATION LITERACY

## ALLISON J. HEAD & MICHAEL B. EISENBERG

- ▶ Assigning Inquiry: How Handouts for Research Assignments Guide Today's College Students, July 12, 2010
- ▶ Truth Be Told: How College Students Evaluate and Use Information in the Digital Age, November, 1, 2010

# STUDENT RESEARCH BEHAVIOR

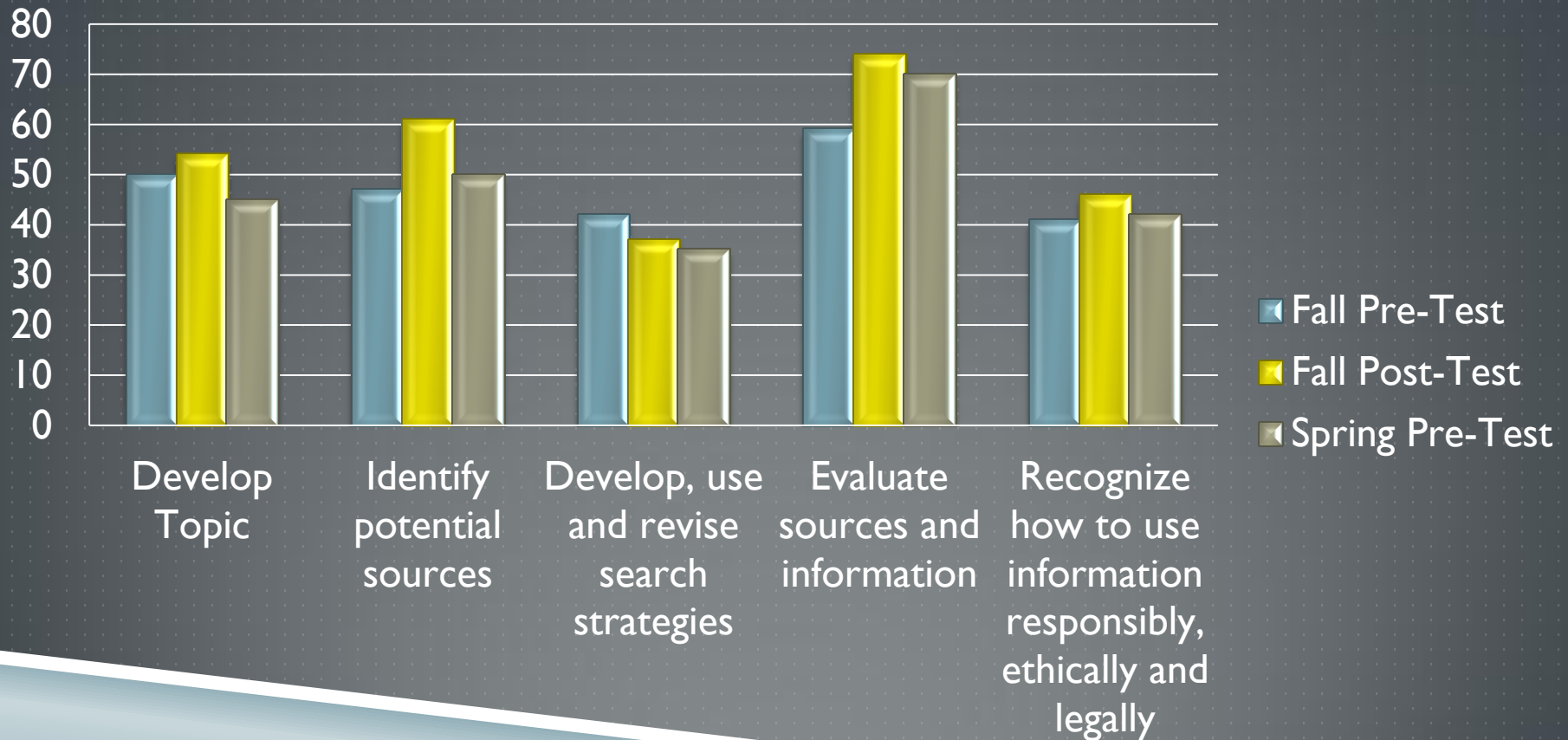
- ▶ What do you expect students to know at the beginning of the course?
- ▶ What do you wish they knew?
- ▶ How do we connect the two?

# STUDENT RESEARCH BEHAVIOR

- ▶ “The reason why I have trouble researching people or anything is because sometimes I get frustrated or mad when I fully don’t know what I’m supposed to be researching. I just hope and wish that I can get a better understanding of how to research the right stuff very well. And this class I want my professors to help me when I need help with something or if I don’t understand it very well I’m going to ask my professor to get a better understanding about learning how to research. Another thing I learned today in Human Sexuality was other ways how to look up other people without just using Google it’s other websites that other people can go to get information about their person.”
- ▶ “Today I learned some new things about researching. I know how to evaluate websites and search engines to see if they are truthful, a good reliable resources, of if they are a waste of time and unethical. I also learned how to narrow a search on certain topics. Also, I found that it is important to know who created the source and when and where the source came from. Another thing that I learned today is what (.com) stands for. It was crazy how I have done research for all these years and never even knew that .com stands for commercial. Let me wipe that egg off my face.”

# STUDENT RESEARCH BEHAVIOR

## TRAILS 12th Grade General Assessment



# FACULTY

- ▶ Is understanding the research process a learning outcome for your students?
- ▶ How do you guide students' research for your assignments?

# FACULTY

- ▶ Scaffolding exercises/guidance on research steps
- ▶ Timing of library instructional sessions
- ▶ Student requirements (expectations):
  - ▶ Find information with a search engine - 73% (58%)
  - ▶ Use a library database – 52% (13%)
  - ▶ Determine if web site is accurate/unbiased – 58% (15%)

(Faculty Technology Survey, 2009)

# RESEARCH BEHAVIORS – PIL FINDINGS

## Undergraduates

- ▶ Like easy, predictable research
- ▶ Prefer anything online
- ▶ Use a few, familiar resources
- ▶ Rely on high school habits
- ▶ 84% Hard time starting
- ▶ 83% Use course readings, Google, research databases, faculty
- ▶ Want detailed guidance from faculty
- ▶ Want prof. to assign narrowed topic
- ▶ Don't know intellectual inquiry takes time and thought nor its value.

## Faculty

- ▶ Emphasize research paper mechanics: format, length, style
- ▶ Don't explain research process or its rationale
- ▶ Refer students to library shelves
- ▶ Only 13% of handouts suggest students consult a librarian
- ▶ Instructors with 5 or less years include fewest references to information sources from library

# 21<sup>ST</sup> CENTURY INFORMATION LITERACY SKILLS

1. Determine the extent of information needed
2. Access the needed information effectively and efficiently
3. Evaluate information and its sources critically and incorporate selected information into one's knowledge base
4. Use information effectively to accomplish a specific purpose
5. Understand the economic, legal, and social issues surrounding use of information, and access and use information ethically and legally

(Association of College and Research Libraries'  
Information Literacy Competency Standards for Higher Education)

# WE CAN HELP!

- ▶ Analyze assignments and help redesign them to include information literacy skills.
- ▶ Set up TRAILS assessment for your course.
- ▶ Highlight resources, guides and services for your students.
- ▶ Research-a-palooza on April 12<sup>th</sup> and 13<sup>th</sup> from noon – 2 PM.
- ▶ We're available for instruction sessions, research consultations for students, or as an embedded librarian.