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One Tutorial, Many Purposes: Adapting the University of California's Begin Research Tutorial for Diverse Instructional Settings

Jeffrey M. Mortimore
Bennett College, jmortimore@georgiasouthern.edu

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ONE TUTORIAL, MANY PURPOSES:
ADAPTING THE UNIVERSITY OF CALIFORNIA’S BEGIN RESEARCH TUTORIAL FOR DIVERSE INSTRUCTIONAL SETTINGS

JEFFREY M. MORTIMORE
FORMERLY...
REFERENCE LIBRARIAN
BENNETT COLLEGE
GREENSBORO, NC
THE CONTEXT: HOLGATE LIBRARY @ BENNETT COLLEGE

- All-women’s historically black college
- ~680 FTE
- 2 librarians + 2 full-time paraprofessionals
- ~100 face-to-face instruction sessions per year
- First campus-wide CMS adopted Fall 2012
THE CONTEXT:
RESEARCH SEMINAR 200

- New Gen. Ed. Requirement starting Fall 2013
- Multiple medium-sized seminars targeted toward sophomores
- Several Intended Goals:
  - Address the “hole in the doughnut”
  - Manage the library’s instructional load
  - Support faculty IL training
  - Provide consistent message
THE STRATEGY:
UCAL’S “BEGIN RESEARCH” TUTORIAL


Six Modules:

• Begin Research
• Knowledge Cycle
• Find Books
• Find Articles
• Basic Search
• Advanced Search

Seventh “Make Citations” module added fall 2012.
THE STRATEGY:
UCAL’S “BEGIN RESEARCH” TUTORIAL

How Much Do You Already Know?

1. What makes a good topic?
   - A. It is broad enough that you can find enough information on the subject.
   - B. It is focused enough that you are not overwhelmed with too much information.
   - C. The topic is interesting to you.
   - D. All of the above.

2. How can you narrow your topic?
   - A. More specific information about your topic is needed.
   - B. You are interested in too many areas.
   - C. You are not very familiar with the subject.
   - D. It is too broad for research.

3. It is always a good idea to brainstorm ideas for similar ideas when you first begin to research your topic.
   - A. True
   - B. False

Dive Into a Sea of Resources!

Browse through general sources to get familiar with your topic. You will find many sources for locating background information. Remember our point from earlier in this tutorial: the source you select will determine what you find. Make sure you spend your time looking in the right places.

Hot Tip: An abstract is a short summary of an article. Reading the abstract saves time because an article may not be relevant to your topic.

Database Basics

The library tools that help you locate articles on a particular topic or author.
IMPLEMENTATION:
HOLGATE’S “PATHFINDER” TUTORIAL

• Version 1.0 (Summer 2012)
  • Revised language, images, & links
  • Created Pathfinder Workbook
• Version 2.0 (Fall 2012)
  • Added Qualtrics-based post-tests
• Version 3.0 (Spring 2013)
  • Converted Flash to Web Standards (HTML5)
IMPLEMENTATION: HOLGATE’S “PATHFINDER” TUTORIAL

An array of assets and assessments:
PATHFINDER IN ACTION:
WESTERN CIVILIZATION 101

• Multiple large sections; primarily freshwomen and sophomores
• Brief face-to-face instruction on reference resources early in semester
• Tutorial modules integrated into CMS
• *Pathfinder Workbook* assigned in coordination with portfolio projects
• Final portfolio due late in semester after two graded revisions
PATHFINDER IN ACTION:
SOCIAL WORK 405 CAPSTONE

• Single medium-sized seminar; all juniors or seniors
• “Flipped” instruction on discipline-specific resources (e.g., NASW publications & EBSCO SocINDEX)
• *Pathfinder Workbook* assigned early in conjunction with literature review due mid-semester
• *Pathfinder Workbook* used to guide follow-up reference consultations
PATHFINDER IN ACTION:
LITERATURE & WRITING 102-103

• Multiple medium-sized seminars; all freshwomen
• Part of QEP, which includes WAC and information literacy components
• Used by LW faculty unable to schedule face-to-face instruction during spring semester
• Provided “stop-loss” during period of reduced staffing
PATHFINDER IN ACTION:
WILLA B. PLAYER SEMINAR (FALL 2012)

• Multiple small-sized seminars; all freshwomen
• Required 20+ page capstone research paper
• Teaching duty dropped on faculty just as fall semester began (in some cases, after)!
• Used by several faculty to provide curricular structure
• Combined with I-Search assignments
OUTCOMES & OBSERVATIONS:

YEAR ONE (2012-2013)

• ~15% of FTE participated in Qualtrics quizzes
• Accounted for ~17% of total instructional contact hours
• Adopted by at least 9 courses during 2012-2013
• All courses adopted workbook; at least five received face-to-face instruction

• Provides intervention for hard-to-reach classes
• Supports “flipped instruction”
• Provides lots of assessment
• Could be used for online-only courses
LOOKING FORWARD:

TASKS FOR PATHFINDER VERSION 4.0?

• Better integration of plagiarism/citation style
• Better integration of website evaluation
• Less cumbersome / better tailored workbook

• Better integration of assessments into CMS
• Question pool for formative & summative assessments
QUESTIONS?

...AND A FEW RESOURCES

• Current UCal source files:
  https://webfiles.uci.edu/xythoswfs/webui/_xy-8130849_1

• Current Pathfinder source files:
  http://www.bennett.edu/HTML/pathfinder/pathfinder_files.zip

• Google Swiffy:
  https://www.google.com/doubleclick/studio/swiffy/

• Scirra Construct 2:
  https://www.scirra.com/

• Contact Jeff Mortimore:
  http://www.jeffmortimore.com