Oct 1st, 2:00 PM - 3:30 PM

Multiple Partnerships for Student Information Literacy: Library, Writing Center, Faculty, and Administrators

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Barbara Alderman – Library

Andrew Todd – Library

Barbara Rau Kyle – Writing Center

University of Central Florida - Regional Campus System

"Integrating writing and research: A collaborative project to promote Information Fluency on a Regional Campus"

Start:
- Spring, 2007 – Grant awarded, participants chosen

Objectives:
- Contribute to UCF's vision/research for the QEP
- Address specific issues related to IF on student research & writing
- Investigate the quantitative/qualitative value of a partnership among the Writing Center, Library, and select Faculty
- Conduct the study at a Regional Campus location – UCF Cocoa

Challenges:
- Faculty participants – ever evolving
- Closure of WC 2009 summer term
- Ended up with 2 baselines

What guided the project?

Particular IF skills we wanted to address:

- Information literacy
- Technology literacy
- Critical thinking

What guided the project?

Collaboration

- Writing, research skills, & critical thinking
- WC, Lib., Teaching F., & Admin.
- Emulate team approach of students

Roles

- Administrators – initiate grant, lead in IRB process, supervise periodic reports to Grant Committee
- Faculty – general planning, IRB
- Librarians – intervention plan, Wiki, IRB, reports, planning, communications, rubric
- Writing Center – intervention plan, rubric, IRB, reports, planning, communications, set-up of space, train consultants

Intervention Plan

- Group presentation – library & WC
- Individual consultations – library & WC
- Information Literacy Test – library, WC, & Computer Lab
- Research paper assignment – faculty
- Scoring of paper via Rubric – library & WC
- Library Assignment – librarians
- Writing Center appointments – writing center

Project Timeline

- Year 1 (2007-2008)
  - Setup Writing Center in temporary location
  - Enlisted interested faculty
    - Education, Business, & Communication
  - Evaluated information testing materials
  - Developed rubric for research papers

Project Timeline

- Year 2 (2008 - 2009)
  - Move Writing Center to new location
  - Selected Information Literacy Test (ILT)
  - IRB application completed & approved
  - Summer semester & Bldg. 3 renovation
  - Summer semester & Budget – no WC
  - Baseline & intervention schedules revised
  - Surveyed faculty for continuing participation
  - Enlisted replacement faculty
    - Business, Communication, Nursing, Psychology

Project Timeline

- Year 3 (2009-2010)
  - Baseline ILT tests
  - Writing Samples
  - Surveyed faculty for continuing participation
  - Enlisted one more replacement faculty
    - Psychology baseline
  - Conducted baseline & intervention
  - Developed new rubric
  - Applied rubric to research papers
  - Administered the ILT
  - Collected & evaluated results

Tools we used

- IRB
- ACRL standards
- James Madison University Information Literacy Test (ILT): Standards 1, 2, 3, 5
- Required paper: Standard 4
- Rubric
- Library Assignment
- Writing Center appointments
- Clickers
- Computer Lab and staff

Final group of Participants
UCF Cocoa Campus Team

Writing Center
Barbara Rau Kyle

Library
Barbara Alderman
Andy Todd

Faculty
Bob Boettcher - Business
Krisann Draves - Nursing
Jim Katt - Communication
Maria Lavooy - Psychology
Erin Murdoch - Psychology
Charlotte Neubauer - Nursing
Jerry Sublette - Communication
Charlie Viggiano - Business

Administration
Lauren Miller
Denise Young

Targeted student interventions

Classroom library/writing center workshops

- Topic development and search terms
- Information source evaluation and documentation ethics
- Search strategies and database mechanics

Library assignment

One-on-one writing center /librarian/ student sessions

Original plan vs. final implementation

Writing Center involvement

Most successful promotion of information literacy comes through collaboration among librarians, faculty, administration, and staff

Collaboration of services in one location better serves students

Students start research to get big picture contextual knowledge, then to understand the jargon, then to gauge how much to focus/narrow their topics, and only finally to dig out citable information for their papers.

Student research is efficiency (rather than thoroughness) and habit driven

Not just Standard 4 (using information) for writing center involvement, because

- Writing, as a means of learning as well as communicating, is a critical aspect of research
- Ability of students to envision the need for, and understand the scope of, research
  - Begins in the classroom with conceptualization and critical thinking
  - Continues in one-on-one collaborative sessions of thinking and talking about one's writing and research, discussing questions such as: How do you know this is true? What does the opposition have to say?
  - Research ability is enhanced by working with students in stages throughout the completion of an assignment

The workshops:
Do you have any ideas yet for your paper?

A.   I know what my focus will be

B.   I'm thinking of a few different options

C.   I have no clue

Does your topic address any unsolved problems or areas of controversy in your discipline?

✔ A.   Yes
✔ B.   No

Do I have a position on this topic?

A. Yes

B. No

What is the main thing you want to get from your sources?

A. Evidence for your position

B. Background and context

C. Knowledge of opposing positions

How many rough drafts do you usually write?

✔ A. I revise four or more times before I consider it my final paper.

✔ B. Two or three before my final.

✔ C. One rough draft, and then my final.

✔ D. None. My first is usually my final.

What is the main reason you cite your sources?

✓ A. My professor insists on it

✓ B. To credit others' hard work

✓ C. To enhance my own credibility

✓ D. To give readers an easy path to more information

Plagiarism - Case Study

Original source:

"Why Braveheart is Bad," by Julie Cross

Mel Gibson's Braveheart tries to convince the audience that William Wallace, the 14th-century Scottish warrior and rebel, was actually a handsome, multi-lingual scholar who not only makes love to the Princess of Wales, but is the father of her future child. This romantic nonsense is not based on historical fact, and dooms what could have been an interesting and worthwhile film.

Source:
University Writing Center (2010). *Plagiarism: How to avoid it.* Retrieved from
http://www.uwc.ucf.edu/handouts/Avoiding_Plagiarism.pdf

Is the following plagiarism?

Case #1:

Julie Cross (2008), a film reviewer, writes that the problems of William Wallace's character in *Braveheart* dooms what could have been an interesting and worthwhile film (p. 23).
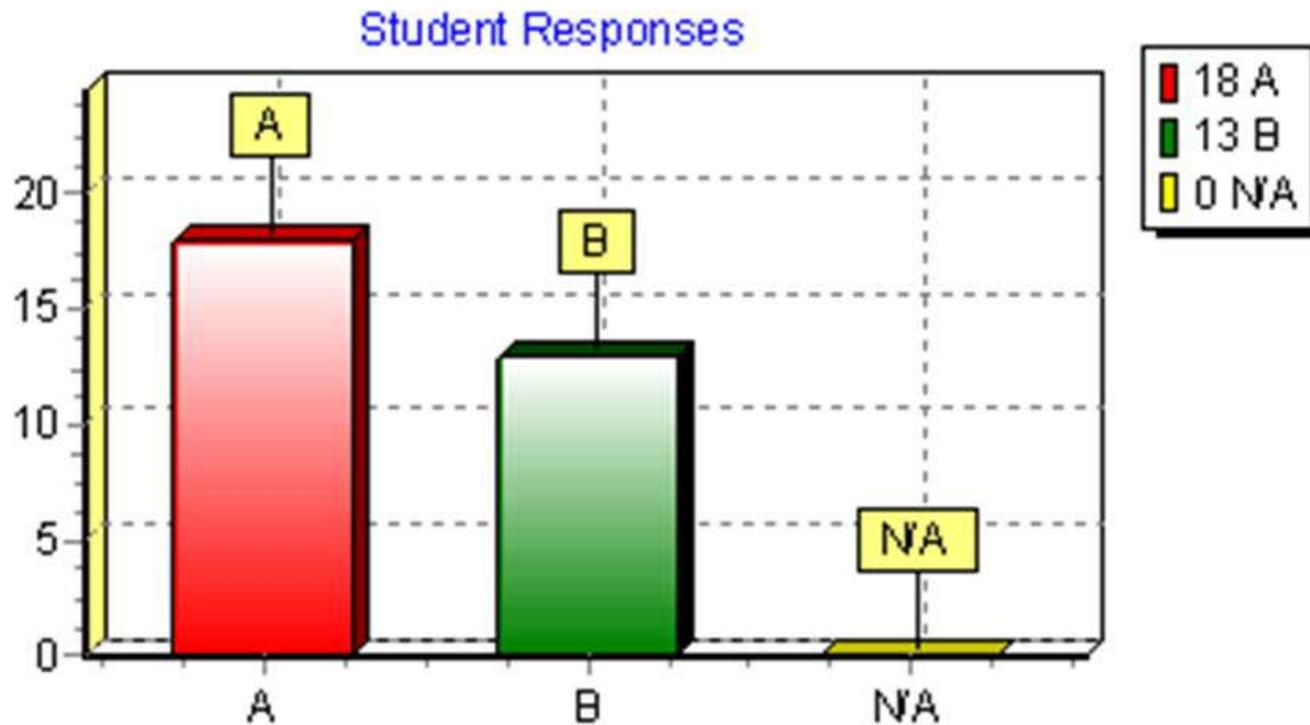
✔ A.   Yes

✘ B.   No

Is the following plagiarism?

Case #1:

Evaluating Sources

- Date, currency

- Authority, transparency

- Objectivity, accuracy

- Audience

- Purpose

Evaluating Sources: Case Study

- Topic: 'pros and cons of seatbelt use'

- Case Study:
  - http://www.monheit.com/crashworthy/Seat-Belts.asp
  - Quote: "it has been shown that a seat belt failure can even be worse than not wearing one at all"

- Book:
http://www.linccweb.org/catalog?screen=direct&query=001458946

Types of Information Sources

- **Encyclopedias, Dictionaries, General Websites** – Summary information, definitions

- **Books, eBooks** – very detailed information on a broad topic

- **Articles** – current information specific subjects; includes secondary sources like news (articles) and reviews, and primary sources like research studies

- **Government & Organizational Websites-** good source for statistics, reports, Guidelines (domain = .gov , .org)

To access eBooks, Articles and Databases, go to http://library.ucf.edu/Databases/

20 min. Library – Comm. Res. Meth.

- Goal: Find peer-reviewed journal articles that are studies on consumer behavior and online shopping.
- Databases
- **Communication & Mass Media Complete**
- **PsycInfo**
- From the UCF Library homepage http://library.ucf.edu
- Click on **Articles & Databases**
- (If you are off campus: Enter your 14 digit library number and password, last 4 digits of pid and click **Login**. Tip: address field should include "ucfproxy.fcla.edu")
- Click on **C** in the alphabetical line. Scroll down and click on **Communication & Mass Media**.
- Click in the box next to the database and click **Continue**.
- Tools:
- 1.) **The Thesaurus** – subject terms that define what a document is about. Helps us locate search terms to use in searching for useful articles. Think of them as "tags".
- How to use it:
- Select **Thesaurus** in the green area at the top of the screen.
- Type your word or short phrase in the **Browse For** box and click on **Browse**.
- Example: consumer behavior
- Type it in, click Browse
- Click on the term to expand it
- Click **ADD** and then Search.
-
- 2.) **Search Boxes**:
- Example: from my research goal above:
- consumer behavior = DE Descriptor
- study - Abstract
- Click in Peer-Reviewed box
- Search
- Add another term from Suggested Subjects to narrow: electronic commerce
- Look at one search result – **Shopping orientation and online clothing purchases**
- Use Choose Databases and search **PsycInfo** only (uncheck Comm. & Mass Media)
- In 3rd Search Box type = online shopping or electronic commerce
- 3.) **Features in database**:
- Narrow results, Limiters, Dropdown fields, Citation information, Folders, Search History, My EbscoHost, Persistent link, & Field Information.

Library Assignment
Example: Comm. Res. Meth.

- 1.) Using <u>Communication & Mass Media Complete</u>, find a full text, peer reviewed journal article, published after 2006, that discusses any aspect of communication research you are interested in.
- Provide the citation information in APA.
- _____
- What database is the full text in? _____
- 2.) Using the same database, locate a study which discusses drunken driving and advertising. It was published in 2009. It's peer-reviewed, lead author = Viljoen, and you can search some terms as **SU Subjects**. Think about how to narrow the search to look for a study and just use the lead author's name as verification that you have the article for this question after you have located the full text. The idea is to practice searching with key words.
- What search terms did you use? _____, _____,
- _____.
- What is the title of the article? _____
_____
- What is the name of the journal? _____
- What database is the full text located in? _____
- On p.136, **Limitations and areas of potential research** section, what needs to be done with the conclusions concerning measurement? _____
- 3.) Why do we use peer-reviewed articles in research? _____
- _____
- 4.) Use the UCF Library Catalog and locate a book that would help with your choice of research in Q#1 above.
- Provide the citation information in APA.
- _____
_____
- 5.) How can you avoid plagiarizing? _____

Baselines and assessment

Baselines

- Consistency of assignments
- Withholding treatment

ILT

- Overall .88 reliability
- Subscore (individual standards) reliability .48-.76, not used

Surveys: timing

- Long after workshop
- Before some visited the Writing Center

Paper evaluations

- Diversity in paper-evaluation team and norming process
- Rubric criteria weighted per assignment

Paper Evaluation

24 of 87 ACRL Student Outcomes folded into 11 rubric criteria

- Thesis: Standard 1
- Focus: Standard 1
- Organization: Standards 3 and 4
- Analysis: Standard 1
- Synthesis: Standard 3
- Communication: Standard 4
- Evidence: Standard 3
- Paraphrases and quotations: Standard 4
- Sources: Standard 3
- In-text citations: Standard 5
- Works Cited: Standard 5

Scoring

- 4 Excellent
- 3 Good
- 2 Adequate
- 1 Poor

Application/paper results

Paper evaluation

- Synthesis: Synthesizes information and draws reasonable conclusions. Slight but not significant difference.
- Analysis: consistently weakest category 2.08
- Sources: highest overall at 2.36
- In-text Citations: high 2.65 Nursing, course emphasis

Paper/ILT comparison: Adequate /Proficient

- Mean: all 11 criteria scored within "adequate" (2) range on our 1-4 scale

Usage and feedback

- Writing center usage: 52% of test group

Targeted courses	Baseline course visits	Test course visits, required	Test course visits, additional
COM 3311.0M70	0	30	2
MAN 4720.0070	0	22	5
NUR 3825.0070	33	0	7
SOP 3724/3742	1	23	5
TOTAL	34	75	19

- Writing consultant and faculty feedback
  - Students better prepared
  - Students asked more and better questions

Data analysis

Sample size

293 students in 8 control and experimental courses

77.1% consented participation

Statistical Package for the Social Sciences (SPSS)

- One-way analysis of variance
- Measures
  - Student survey
  - Paper evaluation
  - ILT

Performance standards on the 60-item ILT

Proficient   39 (65%)

- Describe how libraries are organized
- Define major library services
- Choose the appropriate type of reference source for a particular information need
- Identify common types of citations
- Employ basic database search strategies
- Locate a variety of sources in a library or online
- Discriminate between scholarly and popular publications
- Legally and ethically use information

Performance standards on the 60-item ILT: 2

Advanced	54 (90%)

- Modify and improve database search strategies to retrieve better results
- Employ sophisticated database search strategies
- Interpret information in a variety of sources
- Evaluate information in terms of purpose, authority and reliability
- Understand ethical, legal, and socioeconomic issues relating to information access and use

ILT Results

- Overall mean was 68.57%, with a high score of 86.66%.

- Mean corresponds with ILT standards of Proficiency (65%)

- High did not quite meet ILT standards for Advanced (90%)

ILT			
group	Mean	N	Std. Deviation
Control	66.8650	58	8.68060
	71.8481	27	8.15693
Experimental	68.6874	84	11.35088
Total	68.5669	169	10.11213

* Received additional library instruction

Perceptions Survey

14 questions about students' perception of the library/writing center workshop, library assignment, library resources, and writing center consultations

Voluntary, anonymous

Both consenting and non-consenting students could take the survey.

One hundred two students completed the perceptions survey
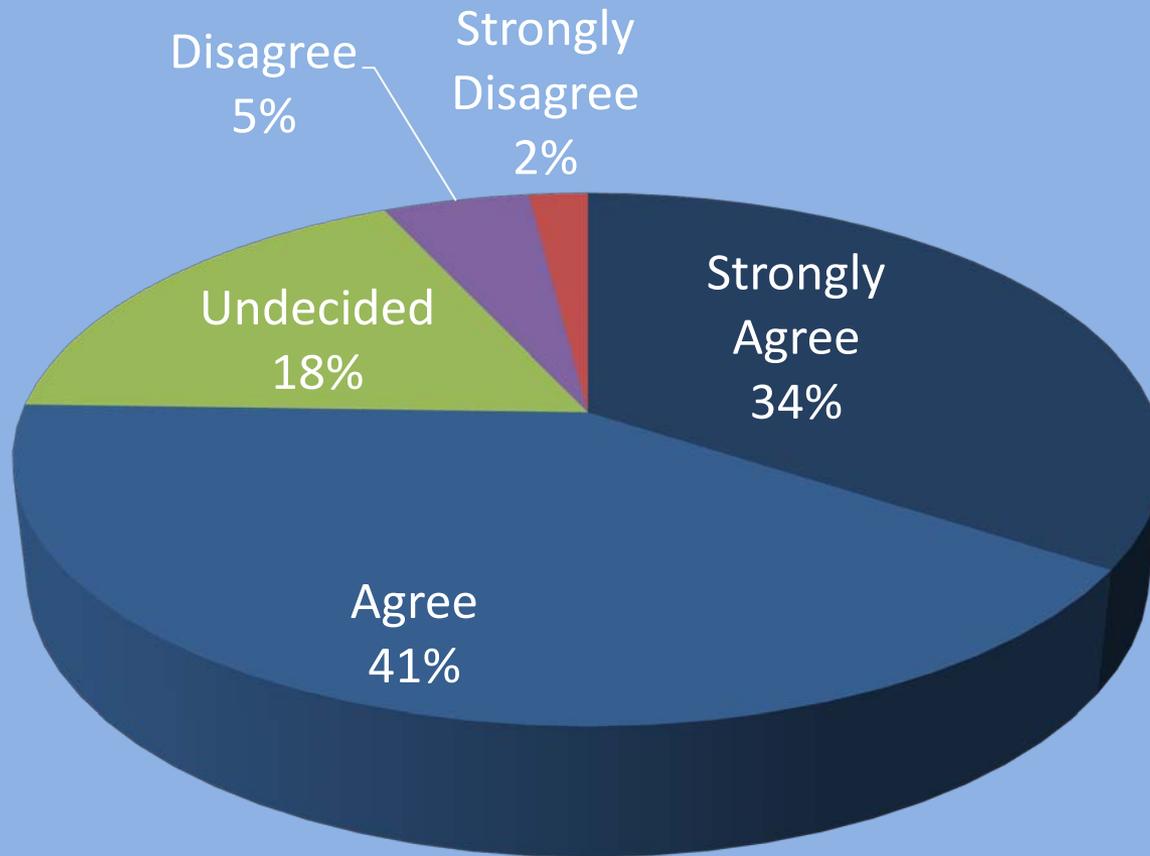- Business, n=22   - Communications, n=22
- Nursing, n=37   - Psychology

Not every respondent answered every question, as responses were voluntary.

Perceptions Survey Scope

- Library-related questions focused on
  - Confidence about research with library resources
  - Comfort with online resources
  - Library Assignment
- Writing Center questions focused on
  - Workshop presentation
  - Writing center consultation
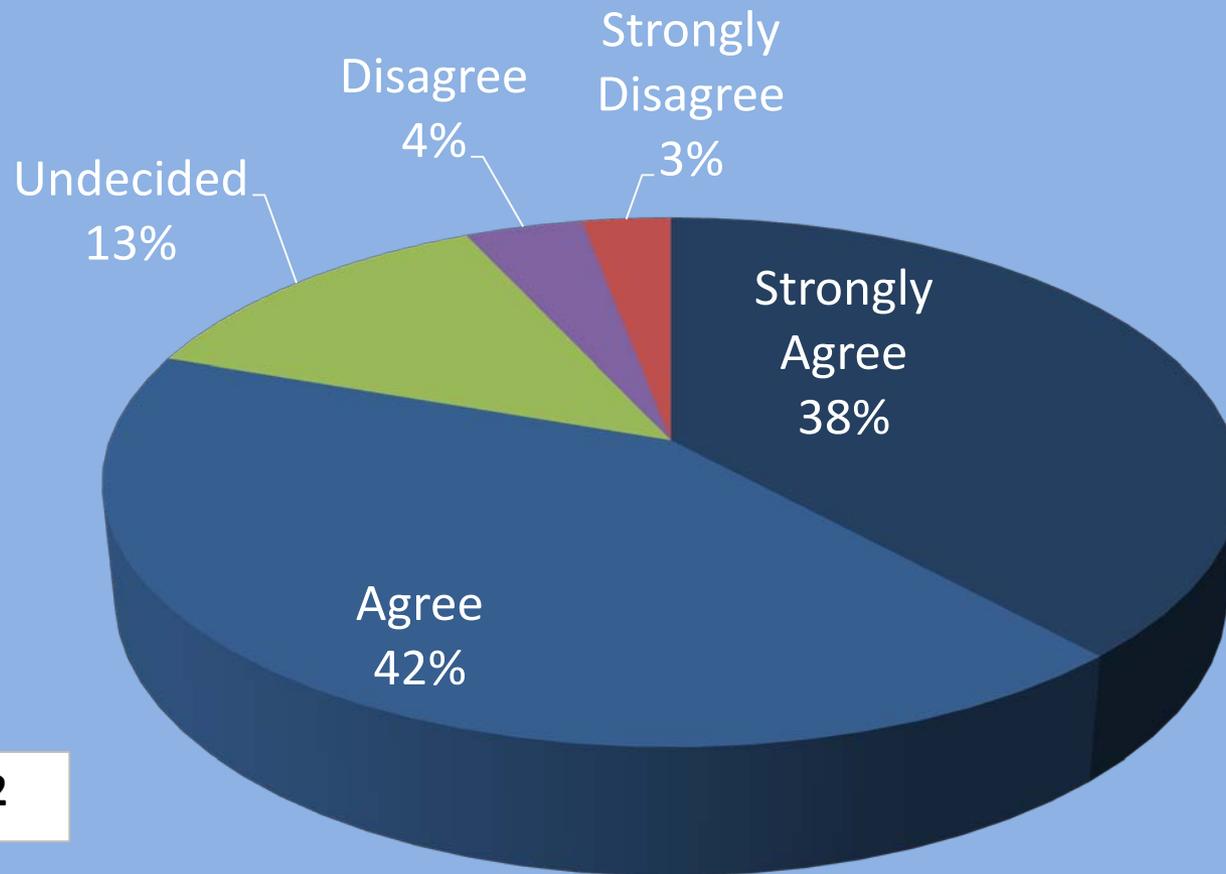
Perceptions Survey – Q4

Q4 - I expect my ability to do online research to improve as a result of the Library / Writing Center instruction class.
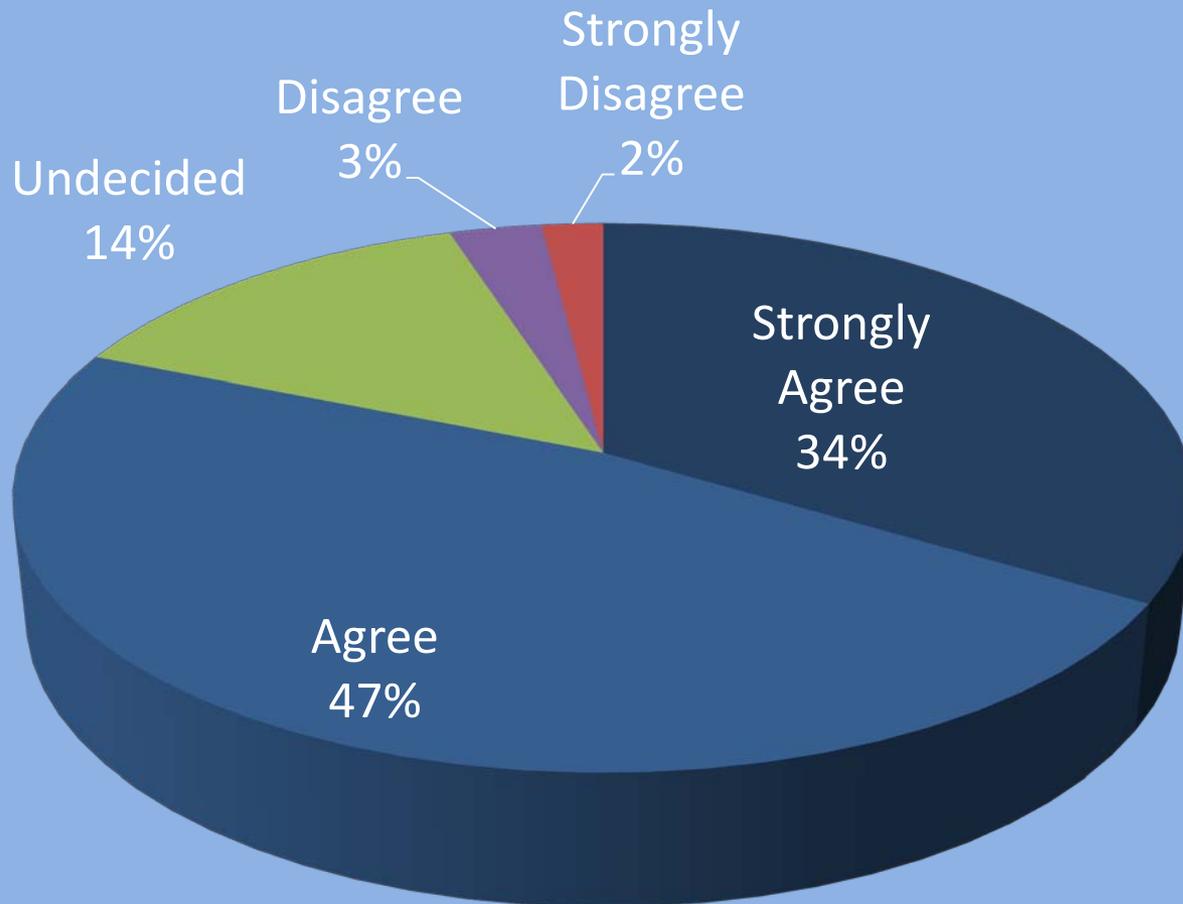

Strongly Agree 34%

Agree 41%

Undecided 18%

Disagree 5%

Strongly Disagree 2%
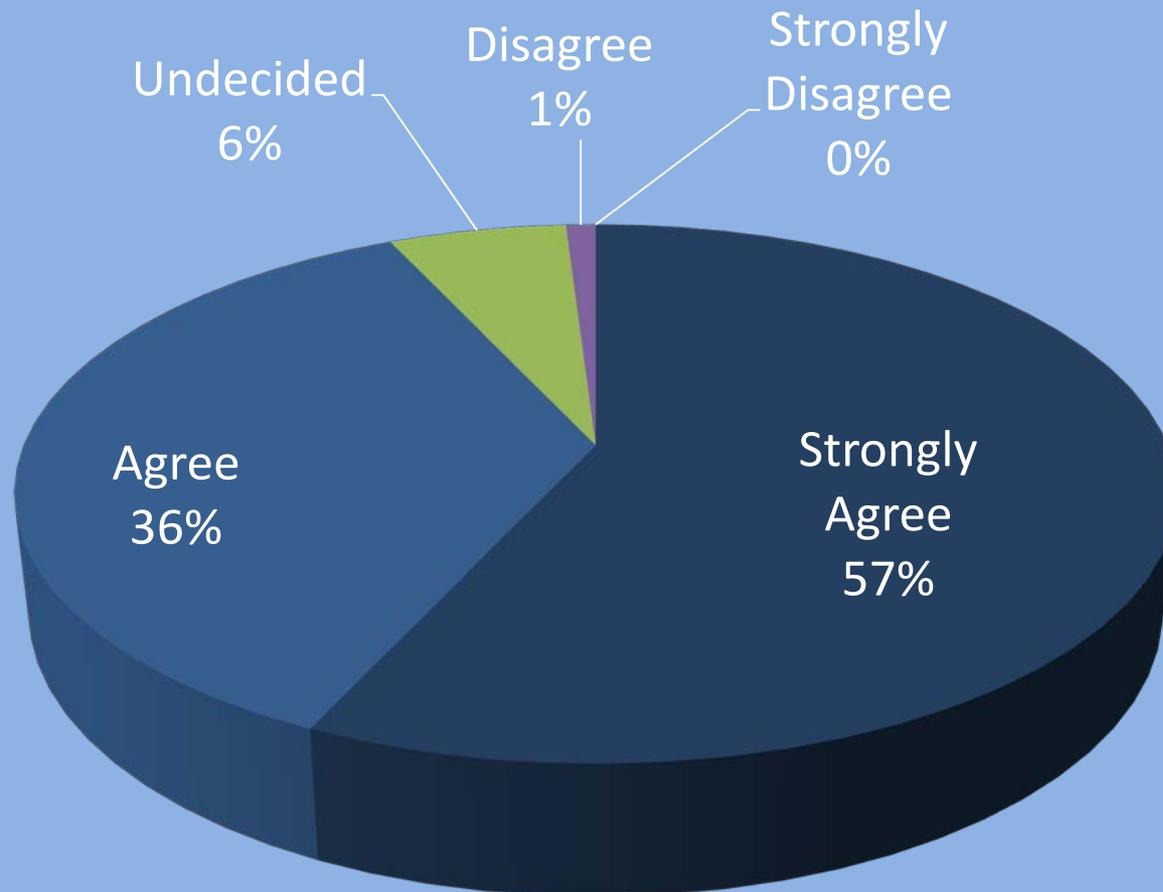
n=102

Perceptions Survey – Q7

Q7-The Library Assignment made me feel more confident about my ability to use UCF Library resources.
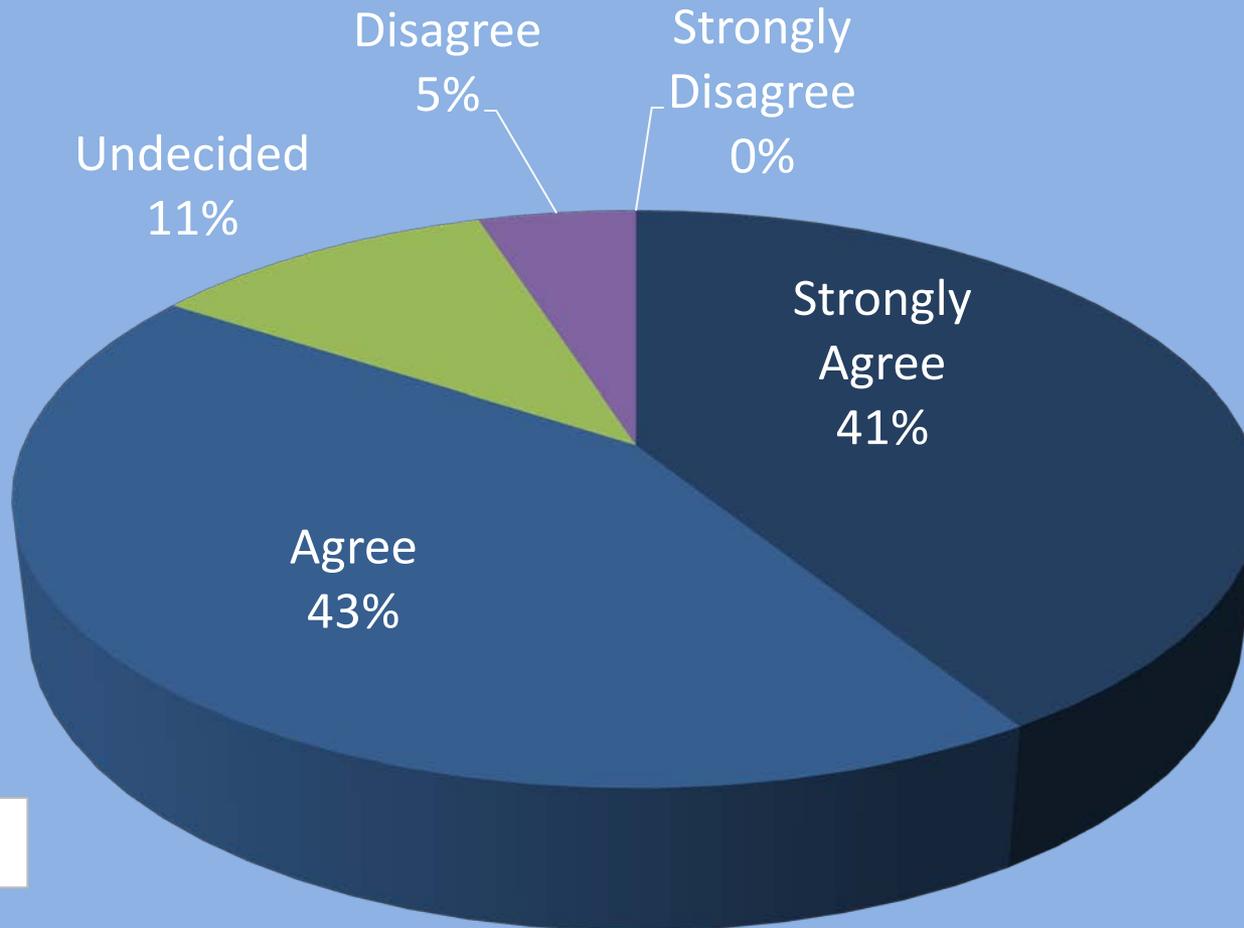

n=101

Perceptions Survey – Q8

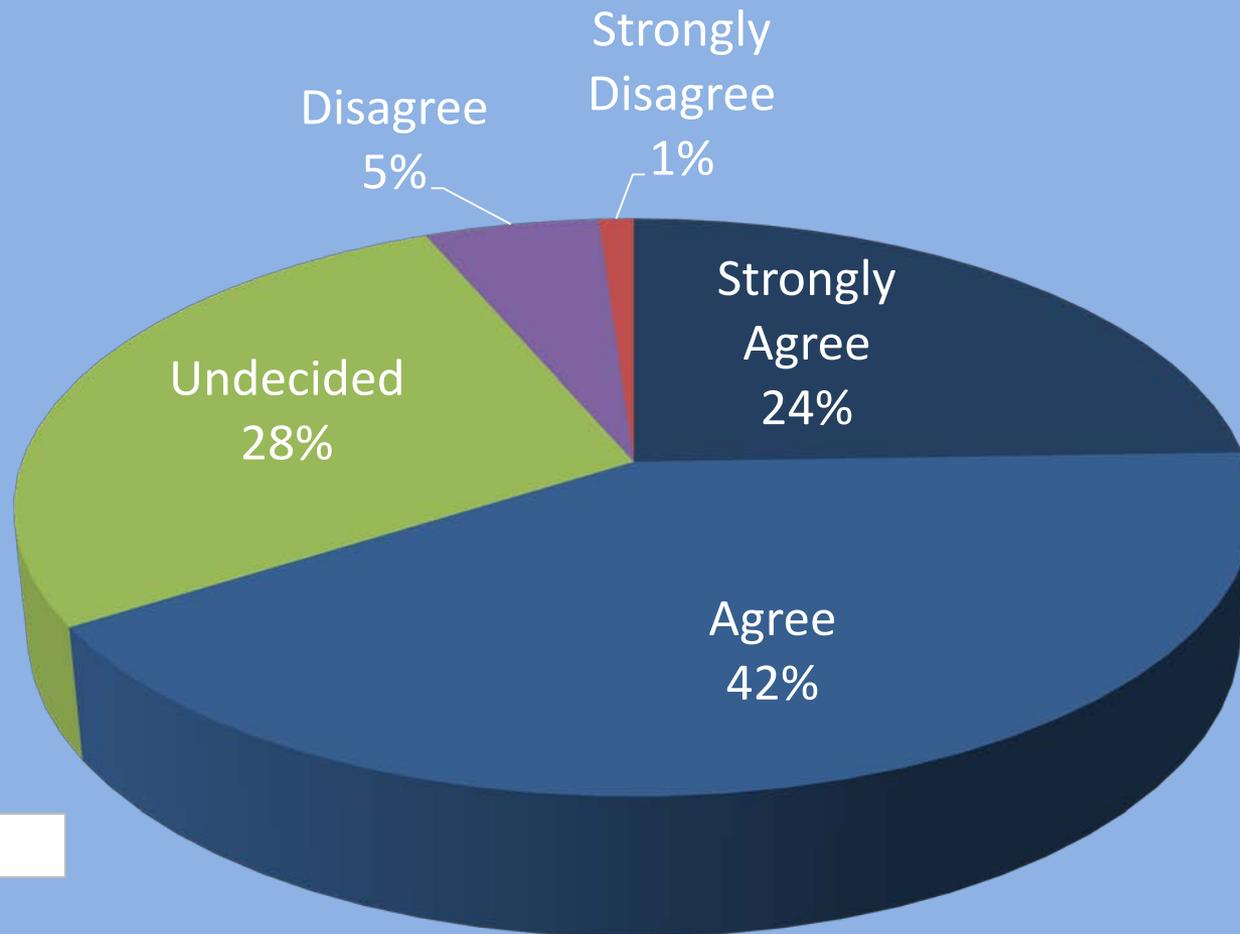## Q8-Library databases are valuable to me

n=102

Perceptions Survey – Q13

Q13-The Library Writing Center Consultation helped me find answers to my questions and concerns about my paper.

Strongly
Disagree
1%

Disagree
5%

Strongly
Agree
24%

Undecided
28%

Agree
42%

n=94

Perceptions Survey – Q14

Q14-I expect my writing to improve as a result of the Individual Writing Center Consultation session.

Strongly Disagree 2%

Disagree 6%

Undecided 35%

Strongly Agree 23%

Agree 34%
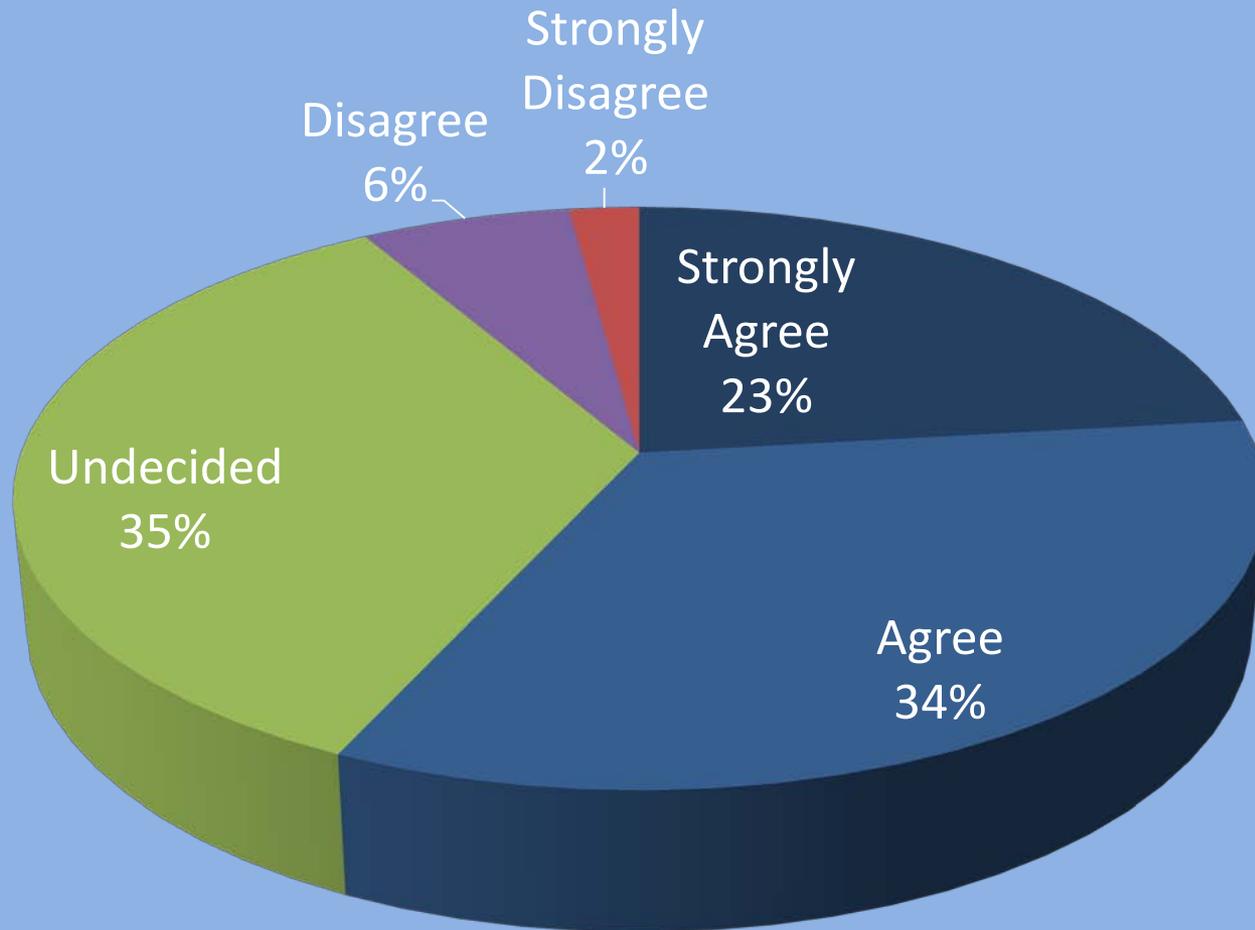
n=95

Immediate Impact

Writing Center
- Research-centered consultant training & handouts
- Consultant research checklist
- "Using the Writing Center" faculty-student handout

Library
- Continued use of classroom Response System
- Backstage pass – Reference librarian referral
- Writing Center consultant training

Awareness
- Writing Center staff more confident and attuned to student research issues
- Librarians and Writing Center more aware of limitations of their intervention
- Faculty more aware of limitations of their assignments

Future Possibilities

Writing Center/Library Collaboration

- Joint BCC/UCF collaborative interventions scheduled
- Addition of an introductory Writing Center tour to Library Instruction sessions

Expansion of Writing Across the Curriculum

- Continuation of joint Library-Writing Center workshops, open to all courses
- Faculty workshops on IL criteria, UCF and BCC
- Writing consultants embedded in courses
- Required student use of Library IL modules, spread over core courses
- Information Literacy credit course

Research

- Compare incoming with outgoing students' IL proficiency
- Repeat study with more rigorous intervention

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