

Georgia Southern University
Digital Commons@Georgia Southern

Georgia International Conference on Information
Literacy

(Formerly known as the Georgia Conference on Information Literacy)

Sep 28th, 2:45 PM - 4:00 PM

Research Resurgence: Supporting our University QEP with our Information Literacy Expertise

Amanda Hahn

Liberty University, ahahn@liberty.edu

Hannah Lowder

Liberty University, jlowder@liberty.edu

Follow this and additional works at: <https://digitalcommons.georgiasouthern.edu/gaintlit>



Part of the [Curriculum and Instruction Commons](#), and the [Information Literacy Commons](#)

Recommended Citation

Hahn, Amanda and Lowder, Hannah, "Research Resurgence: Supporting our University QEP with our Information Literacy Expertise" (2018). *Georgia International Conference on Information Literacy*. 109.
<https://digitalcommons.georgiasouthern.edu/gaintlit/2018/2018/109>

This presentation (open access) is brought to you for free and open access by the Conferences & Events at Digital Commons@Georgia Southern. It has been accepted for inclusion in Georgia International Conference on Information Literacy by an authorized administrator of Digital Commons@Georgia Southern. For more information, please contact digitalcommons@georgiasouthern.edu.

Research Resurgence: Supporting our University QEP with our Information Literacy Expertise



Amanda Hahn; Research and Instruction

Hannah Lowder; Scholarly Communications

Quality Enhancement Plan (QEP)

- Part of the most recent accreditation with SACS
- Research and Scholarship Survey
 - Students valued engaging in research and scholarship but lacked confidence in their discipline-specific skills
- Initially focused upon the undergraduate residential program



"Illuminate: Cultivating a Community of Research and Scholarship"

- *"Increase funding and allocation of University resources for the creation of additional curricular and co-curricular opportunities for undergraduate residential students' engagement in research and scholarship."*



Three Courses

Action plan to support residential undergraduate student engagement in research and scholarship:

Actions	SLOs Impacted (see Section V)	Impacted Audience	Assessment of Impact
Action 3.1: Develop <i>Inquiry 101</i>	#1	Freshman, Transfers	Pre- and Post-Evaluation
Action 3.2: Develop <i>Research 201</i>	#2	Sophomore, Transfers	Pre- and Post-Evaluation
Action 3.3: Designate <i>Research-Intensive</i> Courses in the Disciplines	#3	Juniors and Seniors, Transfers	RSD Rubric



Three Courses

- Inquiry 101
 - Demonstrate the ability to articulate the value of research and a basic understanding of the role of research and scholarship in the life of a university student
- Research 201
 - Develop the knowledge and skills required to engage in research and scholarship
- Research-Intensive courses in each discipline
 - Design a research proposal/project that is discipline specific





Inquiry 101



The Inquiry 101 Team

- Amanda Hahn; Research and Instruction Librarian
- Professor Robert Ritchie; History
- Professor Paul Randlett; Music
- Professor Nathaniel Valle; English



Inquiry 101 Themes

1. Gaining a sense of the value and relevance of research
2. Introduction to research
3. Introduction to information literacy



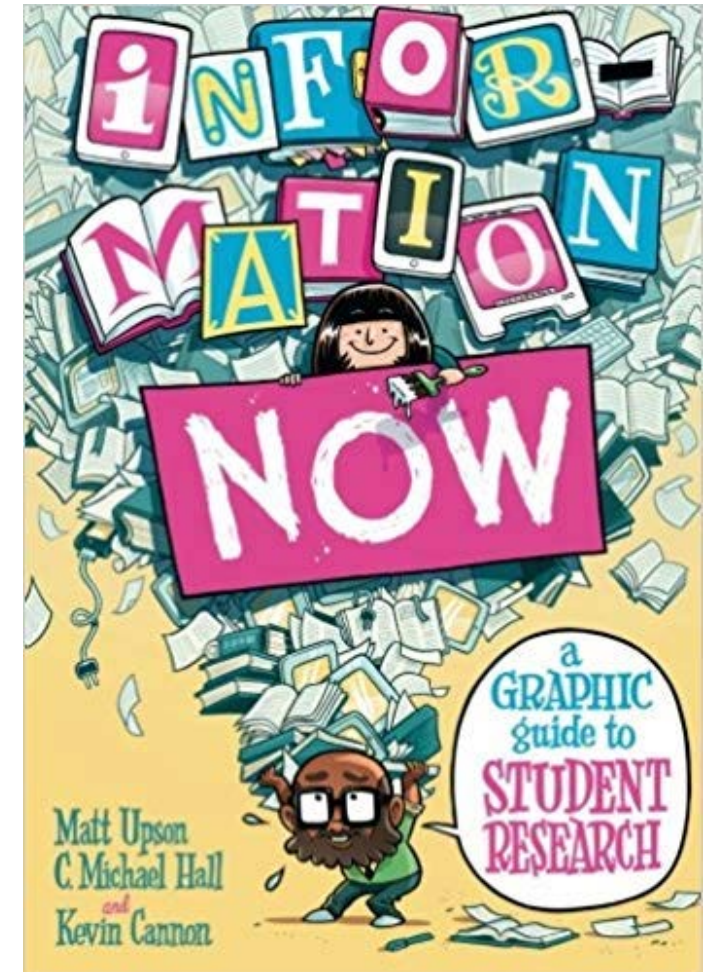
Module Overviews

1. "You are a researcher"
2. Ethics
3. Inquiry in Community
4. The Research Process
5. Information Literacy: Finding and Evaluating Sources
6. Information Literacy: Develop and Connect
7. Inquiry – Everyday Living
8. Inquiry and Scholarship: Your career of research



Inquiry 101 Development

- Course syllabus
- Assignment instructions and rubrics
- Pre/Post test
- Textbook



Inquiry 101 Assignments

- Textbook readings and quizzes
- Discussion boards
- Library seminar
- Inquiry portfolio developed over the eight weeks
 - Selection of a research topic
 - Development of a research question
 - Locating various sources for that topic
 - Final reflection



Initial Assessment

Pre-Test	
Average Score	80% or higher
81%	67.7%

Post-Test	
Average Score	80% or higher
88.2%	89.5%



The Librarian's Role

- Imposter syndrome
- Able to contribute information literacy expertise
- Familiar with common student pitfalls
- Promoted and integrated library resources and services





Research 201



The QEP and Our Role

- Pick up where INQ 101 leaves off
- Introduce students to types of research methods and discipline-specific research practices
 - Qualitative, quantitative, mixed-methods
 - Sciences, Humanities, Creative Arts



The Research 201 Team

Represented multiple disciplines

- Dr. Kristen Hark, Subject Matter Expert (SME), Creative Arts
- Dr. Lucinda Spaulding, Professor of Education, Sciences
- Dr. Matthew Towles, Professor of English, Humanities
- Dr. Greg Raner, Professor of Mathematics, Sciences
- Hannah Lowder, Librarian of Scholarly Communications, Info Lit



RSCH 201 Design

- Second year residential students
- 8 week course
- 5 weeks general research introduction
- 3 weeks discipline-focused
- Pre and Post Assessments
- Course development timeline
 - November 2016-July 2017



Dividing the Disciplines

What is a "discipline"?

- Sciences
- Humanities
- Creative Arts

Aeronautics
Arts & Sciences
Center for Creation Studies
English
Family and Consumer Sciences
History
Mathematics
Modern Languages
Philosophy
Army ROTC

Behavioral Sciences
Community Care & Counseling
Counselor Education & Family Studies
Psychology
Social Work
Business
Communication & Creative Arts
Digital Media & Communication Arts
Studio & Digital Arts
Cinematic Arts
Theatre Arts

Divinity
Education
Engineering & Computational Sciences
Health Sciences
Biology/Chemistry
Health Professions
Public & Community Health
Government
Law
Music
Nursing



RSCH 201 Structure

1. Paradigms
2. Review of Literature / Artifacts / Creative Works
3. Theory and Practice
4. Ethics
5. Sciences
6. Humanities
7. Creative Arts
8. Designing the study



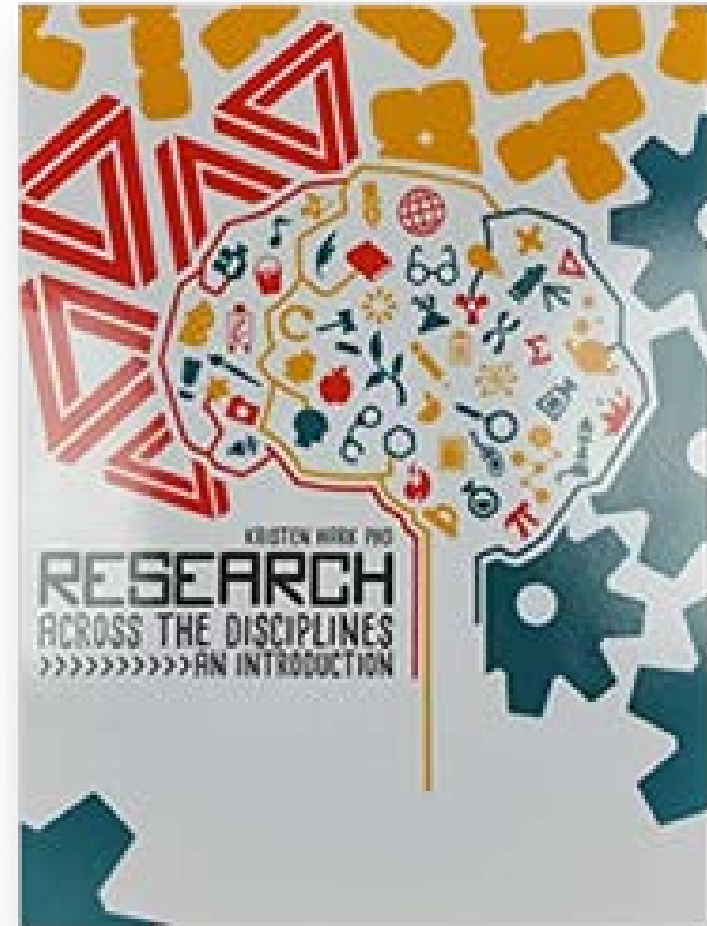
RSCH 201 Assignments

- Discussion boards
- Textbook readings
- Quizzes
- Article analysis
- Final project: identify the steps needed in order to present a research proposal



Textbook Problems

- The language was too advanced
- Focused on one discipline or the other
- OER?
- Kendall Hunt



Initial Assessment

Pre-Test	
Average Score	Percentage scored 80% or higher
54.8%	7.0%

Post-Test	
Average Score	Percentage scored 80% or higher
71.0%	34.9%

- Revising content of RSCH 201 to hit target of 75% scoring 80% or higher
- Customer textbook revisions, quiz revisions, article review revisions



The Librarian's Role (what I learned)

- Learned about research in different disciplines
- More confidence in my knowledge and abilities as a librarian
- Don't try to cover too much material
- Adjustments always need to be made (during the process and after)
- Established connections with faculty



Moving Forward

- Changes to INQ 101 and RSCH 201 are addressed by SME's and Center for Research and Scholarship (CRS)
- Upper level research-intensive courses are being developed and implemented
- The library as collaborator with continual involvement in the courses
- May change the one-shot sessions to more advanced research instruction



Questions?

- Amanda Hahn, ahahn@liberty.edu
- Hannah Lowder, jlowder@liberty.edu

