Come together: Developing a successful cross-campus collaboration to improve the information literacy skills of novice researchers

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Come together: Developing a successful cross-campus collaboration to improve the information literacy skills of novice researchers

Presented by
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Overview

- Background Information
- Developing the program
- Thinking about collaboration
- Activity 1
- Information Literacy Instruction in the program
- Activity 2
- Wrap-up/Questions
Background of FSU Libraries

- Information Hub of FSU
- 13 Libraries: 8 Tallahassee and 5 Worldwide
- ARL, CRL, and ASERL Library
- Annual Gate Count ~1.45M in 2017/18
- 93% of Students Visit Strozier Each Semester
Background of a Campus Partner

Undergraduate Research Opportunity Program (UROP)

- 2019-2020: Over 400 1\textsuperscript{st} & 2\textsuperscript{nd} year and transfer students from all majors
- Provides high-achieving students the flexibility and funding opportunities to explore their full range of interests through research.
Background of a Campus Partner (cont.)

Undergraduate Research Opportunity Program (UROP)

- What is research, why does it matter, and how will it help you?
- The UROP assistantship functions on inquiry-based learning
- Students showcase their contributions to their Research Sponsor's projects
Developing a Pilot Program

How did this begin?

It began with a conversation!
Pilot Year 1 (2018-2019)

• 43 students

• Fall Librarian instruction across all UROP Sections (2nd class of the semester)

Student Expectations

• Fall Librarian Research Consultation
• Attend a library workshop and complete a reflection assignment
• Apply for the Library Research Excellence Award (3 components)
• Student and Research Mentor information form
• Recommendation form from UROP Research Mentor
• Research Excellence Narrative

The first annual awards honored students who demonstrated exceptional research skills and effectively utilized library resources.
“Overall it was a helpful consultation and it reinforced my confidence in my work on this project thus far.”

“I learned that research is just a conversation we can contribute to…”

“[We] had a really productive conversation...[o]ne of the coolest things she showed me was the Earth ArXiv database... I think this conversation was very beneficial to my future research endeavors.”

“I decided to go to this workshop to help me explore all it is that NVivo has to offer. It’s pretty amazing actually... and it turned out to be a lot less complicated and intimidating than I thought.”
Lessons Learned from Year 1

Librarian Instruction and consultation too early!

Need more consultations

Research mentor communication difficulties

Scale up year 2 (8 sections)
Pilot Year 2 (2019-2020)

This is our current model!

What has changed?

- Timing
- Revamped Student & Librarian Interactions
- Mentor Communication
- Librarian Communication
- Annotated Bibliography
Check out your UROP Pilot Librarians [Introduction Video Here ๒] !

2019/2020 TIMELINE

1. Complete the general UROP pre-survey using survey link sent via email - DUE by August 25 by 11:59pm
2. Watch/review the University Libraries UROP Excellence In Research Program Introduction video
3. Attend UROP Mentor Roundtables to learn about possible projects - September 6 at HSF
4. Review project list and begin reaching out to potential UROP Mentors - September 6
5. Secure assignment with UROP Project and submit Student/Mentor Contract - DUE October 7 by 11:59pm
6. Within 2 weeks of securing your UROP Mentor/Project or by October 7, please complete the [Librarian Consult 1 Quiz]
7. Complete Librarian Consultation 1 by October 21
8. Attend Colloquium the Week of October 21 for Library Instruction
9. Scan [Librarian Consultation 1 - Completed Worksheet](received during your librarian consultation) to Canvas - DUE November 17 by 11:59pm
10. After consultation with librarian, go to [FSU Libraries Workshops Calendar](for details (dates, times, topics of interest) on possible workshops to attend before March 1, 2020
11. Between November 2019 and March 2020 continue attending classes, working with your UROP Leaders and Mentors on your projects—STAY AWESOME!
12. Complete the [Workshop Reflection] - DUE March 1 by 11:59pm
13. Complete the [Librarian Consultation 2 Reflection] - DUE March 1 by 11:59pm
14. Submit [University Libraries UROP Excellence In Research Program - Award Application] - DUE March 8 by 11:59pm
15. Attend University Libraries UROP Excellence In Research Program Award Celebration - April 15 5:30-6:30pm in HSF Great Hall (free food! and fun!)
Thinking about Collaborators

• What centers/offices/organizations might want to collaborate?

• Consider holistic growth, not forced growth

• Evaluate, evaluate, evaluate!
Activity 1!

Collaboration
Activity Questions to Consider

• Who are the students you serve?

• Are there needs that you aren’t meeting?

• Which offices have you not collaborated with yet? Why?

• Who is the person that can help you make a new connection?

• How can a collaboration benefit your students?
Activity 1!

COLLABORATION
Year 1 Library Instruction

• Emphasis on ACRL’s “Searching as Strategic Exploration” Frame of Info Lit:
  – Navigating the library website
  – Finding sources
Year 1 Library Instruction

• Instruction was contingent on students having research projects
• Instruction was specific to sections’ discipline
• Activities were done individually
Lessons Learned from Year 1

- Many students didn’t have research topics!
- Research topics & student backgrounds were much more interdisciplinary than expected
- Students weren’t actively participating in discussions
- Students noted that it felt similar to general library instruction they had previously received
Year 2 Library Instruction

• Emphasis on:
  – Identifying different components of scholarly articles
  – Identifying effective strategies for reading scholarly material
  – Critically evaluating topics and sources

Frames

✅ Authority Is Constructed and Contextual
✅ Information Creation as a Process
✅ Information Has Value
✅ Research as Inquiry
✅ Scholarship as Conversation
✅ Searching as Strategic Exploration
Year 2 Library Instruction

• Tied to annotated bibliography assignment
• Sample articles were provided to students
• Incorporated both group discussions and individual learning activities
• Held a training session for librarians teaching the material
Activity 2!

What Is An Annotated Bibliography?

An annotated bibliography is a list of source citations wherein each citation is followed by a brief annotation summarizing the source and its importance to the research topic at hand. Annotated bibliographies are organizational tools meant to compile research sources and conveniently provide researchers succinct synopses about each source. These synopses can be used to inform how researchers might utilize sources in their own work.

There are two main types of annotated bibliographies. Informative or descriptive annotated bibliographies provide a summary of a source and note how the source relates to a given research topic or question. Critical or analytical annotated bibliographies typically provide a summary of a source and also evaluate the source. The annotated bibliography assignment you are undertaking is descriptive in nature and does not require that you provide critical source evaluations.

Creating Your Annotated Bibliography

Below is the process you will follow when creating your annotated bibliography:

1. **Citing** - Cite the source in proper MLA format. The citations should be organized in alphabetical order by author just as in an MLA Works Cited page.

2. **Summarizing** - Follow the citation with a brief annotation that summarizes the source in 3-5 sentences. You may quote from the source, but do not copy and paste the abstract. Ideally, all of the annotation should be in your own words.

3. **Explaining** - Explain the source’s relevance and importance to your issue in 1-2 sentences.

Sample Annotated Bibliography Entry

Additional Annotated Bibliography Resources

The following resources provide more information on and examples of annotated bibliographies.

When looking at these resources, keep in mind that for this assignment, you are creating an informative or descriptive annotated bibliography as opposed to an evaluative or critical one.

- Annotated Bibliography General Information from OWL Purdue
Activity 2!

• Surface-Level Evaluation
  – Author
  – Publication Date
  – Journal/Newspaper/Website
  – Publisher

• Content-Level Evaluation
  – Purpose
  – Relevance & Scope
  – Accuracy
  – Writing Style & Structure
Year 2 Instruction Evaluation

- Some librarians reported difficulty following the instruction
- Some UROP leaders had already taught some of the material as part of their biweekly meetings

- Achieved target learning outcomes!
- Strive for more active learning was successful
Library Instruction Looking Ahead

- Use a different lesson plan format
- Hold mock instruction session earlier
- Provide ample opportunity for questions and concerns
- Allot more “freestyle” time
- Evaluate more varied source types

Learning Outcome 2: Students will demonstrate how to select a database related to their research topic/question using the Databases: By Subject feature in order to locate pertinent resources

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<tr>
<th>Teaching Strategy</th>
<th>Activity</th>
<th>Comprehension Check</th>
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<td>Selecting a Database Demo</td>
<td>Given their sample research question, groups will select a relevant database</td>
<td>Ask students what database they selected and whether it had any unique features</td>
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Questions/Comments

Any questions?
Please email Denise A. Wetzel: dwetzel@fsu.edu or Liz Dunne: edunne@fsu.edu
References

Images used:

Reciprocity - https://t4.ftcdn.net/jpg/03/03/49/240_F_303544932_yjYT6DQPrbKlczV0vObTl1ula1JP1zEp.jpg


