IUPUI University Library – Peer Teaching Curriculum

2018-2019

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Week[1]	Theme	Learning Outcome(s)	Topics/Assigned Readings/Homework	Assignment(s) & Evaluation[2]
#-2	PreWeek 1	Reference Desk Training	• The Desk Interview • Research Process • Reference Interview	*Reference applicable parts of reference desk training during relevant curriculum sections. See endnotes for when those are.*
#-1	PreWeek 2	Reference Desk Training	• Finishing Reference Interview • Finding Print Materials • Finding Online Materials	

#1	Bootcamp 1
	
	IL Theory & Pedagogy
		• Formulation research question of an appropriate scope
		• Evaluate the authority of information from various sources (e.g., peer-reviewed journals, magazines, newspapers, website, etc.)
		• Cite sources correctly in a consistent style
			Topic 1 – Program Overview
			Topic 2 – The One-Shot Instruction Session
			Reading
			• Introduction to the 6 points of the Framework
			  http://www.ala.org/acrl/standards/ilframework
			Topic 3 – Designing the One-Shot Instruction Session
			Reading
			  Cook, D. B., & Klipfel, K. M. (2015) How do our students learn? *Reference & User Services Quarterly*, 55(1), 34–41.
				Attend a (mock) instruction session as a student [Evaluation: complete the Bridge worksheet]

#2	Bootcamp 2[3] IL Theory & Pedagogy	• Adapt or create a formative assessment • Modify the Bridge lesson plan for a one-shot session • Apply active learning techniques in instruction (e.g., worksheets, Q&A)	Topic 1 – Classroom Assessment Readings • Derrell, T. (2015) Formative vs. Summative Assessment: What's the Difference? American InterContinental University Blog https://www.aiuniv.edu/blog/2015/june/formative-vs-summative	• Adapt or create a formative assessment appropriate for the Bridge session • Develop a lesson plan for a Bridge/one-shot instruction session • Present a mock Bridge/one-shot instruction session using active learning techniques

#					
				IUPUI Center for Teaching and Learning. (2015) Classroom Assessment Techniques (CATs). https://ctl.iupui.edu/Resources/Assessing-Student-Learning/Classroom-Assessment-Techniques-CATs Topic 2 – Developing a Lesson Plan Reading • IUPUI Center for Teaching and Learning. (2015) Planning a Learning Session. https://ctl.iupui.edu/Resources/Preparing-to-Teach/Planning-a-Learning-Session Topic 3 – Active Learning Readings • University of Michigan Center for Research on Learning and Teaching. Introduction to Active Learning. http://www.crlt.umich.edu/active_learning_introduction • University of Michigan Center for Research on Learning and Teaching. How Can You Incorporate Active Learning Into Your Classroom? http://www.crlt.umich.edu/sites/default/files/instructor_resources/how_can_you_incorporate_active_learning.pdf	
#3	1 Research as Inquiry[4]		• Formulate a research question from a topic, narrowing and broadening the scope as necessary in order to define the scope of an information need. • Analyze complex questions in order to breakdown the question into simpler, searchable queries.	Readings • Review this research guide page on developing topics and research questions: Your Question (BRIDGE) • Yu, S. H. (2017). Just Curious: How Can Academic Libraries Incite Curiosity to Promote Science Literacy?. Partnership: The Canadian Journal of Library and Information Practice and Research, 12(1). • Read Ch. 1 (Identify) Hosier, A., Bullis, D., Bernard, D. Bobish, G., Holden, I., Hecker, J., Loney, T., & Jacobson, T. (2014). *The Information Literacy User's Guide: An Open, Online Textbook*. Albany, NY: Open SUNY Textbooks. https://textbooks.opensuny.org/the-information-literacy-users-guide-an-open-online-textbook/	• Critique research questions. • Breakdown a complex paper assignment into researchable questions. • Reflection on week's readings and exercises.

#4	2 Research as Inquiry	• Articulate how to evaluate information in order to identify gaps and weaknesses, synthesize multiple sources, and draw conclusions pertaining to the research question.	Readings • Review the following two guide pages that show different ways to evaluate sources: Read & Evaluate (BRIDGE) Evaluating Information CRAAP Test • Chapter 5 – Evaluate Hosier, A., Bullis, D., Bernard, D. Bobish, G., Holden, I., Hecker, J., Loney, T., & Jacobson, T. (2014). *The Information Literacy User's Guide: An Open, Online Textbook*. Albany, NY: Open SUNY Textbooks. Chapter 5: "Evaluate: Assessing Your Research Process and Findings," p63-77. https://textbooks.opensuny.org/the-information-literacy-users-guide-an-open-online-textbook/ • Radom, R. & Gammons, R. W. (2014) "Teaching information evaluation with the five Ws: An elementary method, an instructional scaffold, and the effect on student recall and application." *Reference & User Services Quarterly*, 53 (4), 334-47.	• Reflection paper on the two readings. As part of the reflection compare the CRAAP method with the Question Words method. • Evaluation of sources used to answer a research questions. • Pedagogical Exercise.

#5	1
	
	Searching as Strategic Exploration[5]
		• Identify information need and potential sources of information (e.g., scholars, organizations, governments, industries).
		• Design searches strategically, considering and selecting systems to search and evaluate results.
		• Refine information need and search strategies based on results.
		• Apply different searching language types (e.g.,
			Readings
			• University of Washington. "Research 101: Searching is Strategic" YouTube
			https://www.youtube.com/watch?v=4CHKYaJkuO0
			• Hosier, A., Bullis, D., Bernard, D. Bobish, G., Holden, I., Hecker, J., Loney, T., & Jacobson, T. (2014). *The Information Literacy User's Guide: An Open, Online Textbook*. Albany, NY: Open SUNY Textbooks. Chapter 3: "Plan: Developing Research Strategies," p26-46.
				• Compare the Google Advanced Search (https://www.google.com/advanced_search) with the Academic Search Premiere database. Write a short reflection on what is different and how it could impact a person doing research.
				• Start with student's research project or one or more assigned topics (e.g., something a first-year student might write about - Pro/Con research paper about gun control)
				  • Brainstorm the types and amount of resources you would need to do this research
				  • What databases or tools would be helpful? (see library website/libguides/library catalog/etc.)

		controlled vocabulary, keywords).		• What are the pros and cons of these tools? (see the readings)

#6	2 Searching as Strategic Exploration	• Identify how information systems are organized in order to access relevant information.	Readings
			• Hosier, A., Bullis, D., Bernard, D. Bobish, G., Holden, I., Hecker, J., Loney, T., & Jacobson, T. (2014). *The Information Literacy User's Guide: An Open, Online Textbook*. Albany, NY: Open SUNY Textbooks. Chapter 3: "Plan: Developing Research Strategies," p26-46.
				• Quiz on page 45-46 of the reading.
				• Continue with the student's research project or one or more assigned topics
				  • Develop an initial search strategy with keywords based on the research topic (see the grid on p35 of the reading)
				  • Search some of the likely candidates you identified as sources of information
				  • Create a search journal that outlines:
				    ○ How you searched (i.e. exactly what terms and limiters you used in which resources and how you used them)
				    ○ An evaluation of the results (Are you happy with the results? Why or why not?)
				    ○ Based on the results, how you changed or added to the search (Did the database or results help you think of a different keyword? Was something too broad or too narrow? Explain your thought and research process)
				    ○ At any point in the process, did you include advanced searching options like Boolean searching, truncation, or phrase searching?
				  • Repeat this cycle as necessary until you find suitable sources
				• Pedagogical activity: Create a less than 30 minute lesson plan teaching students how to search a database in your major.

#7	1 Information Has Value	• Make informed choices regarding their online actions in full awareness of issues related to privacy and the	Topic 1 – Big Data Reading • Allen, Marshall. 2018. "Why Health Insurers Track When you Buy Plus-Size Clothes or Binge-Watch TV." *PBS News*	• In the database **ReferenceUSA** –Select US Consumers & Lifestyles Database. (1) Search for your name – see if you can find yourself. (2) Choose Advanced Search. Under Geography – choose City/State. Search for

		commodification of personal information AND/OR copyright, intellectual property. • Cite sources through proper attribution.	*Hour*. https://www.pbs.org/newshour/health/why-health-insurers-track-when-you-buy-plus-size-clothes-or-binge-watch-tv?93042 Topic 2 – Using Information Ethically (through citation) Readings • Gill, Alec. 2009. "There are 3,000 Ways to Cite Source Material - Why Not Make it One?" *The Times Higher Education Supplement* (1902), 24. http://ulib.iupui.edu/cgi-bin/proxy.pl?url=http://search.proquest.com/docview/761086103?accountid=7398 • Yale Center for Teaching and Learning. "Why are there Different Citation Styles?" https://ctl.yale.edu/writing/using-sources/why-are-there-different-citation-styles	Indianapolis. Add a Consumer Snapshot criteria (for example, age, ethnicity, religion) and examine the results. • Write a brief (2 pages or less) reflection on what you found in this database (does the information available seem invasive? Too personal?). What are your thoughts on the pros and cons of big data? • Pedagogical activity: Create a citation exercise. Citation generators are available in every database. Librarians often point to these generators as nice short cuts to research. However, they are notorious for getting things wrong. For example, capitalization where there shouldn't be: Kimmel, S. C. (2012). WHAT'S THE APPEAL? READER'S ADVISORY IN SCHOOL LIBRARIES. Library Media Connection, 30(5), 44-45. • Create a brief (15 minute) activity or exercise where you get students to critically look at the citation that was generated to check it for accuracy and correct any mistakes.
#8	2 Information Has Value	• Identify publication practices and their related implications for how information is accessed and valued (e.g., open movement, digital divide). • Articulate how and why some individuals or groups of individuals may be underrepresented or systematically marginalized within the systems that produce and disseminate information.	Information Privilege/Digital Divide Readings • Holiday, Ryan. 2013. "The New Digital Divide: Privilege, Misinformation and Outright B.S. in Modern Media." The Observer. http://observer.com/2013/11/the-new-digital-divide-privilege-misinformation-and-outright-b-s-in-modern-media-2/ • Rainie, Lee. 2017. "Digital divides – feeding America," Pew Research Center, http://www.pewinternet.org/2017/02/09/digital-divides-feeding-america/	• Do the skip logic activity - https://www.projectcora.org/assignment/access-power-privilege-toolkit-intersections-scholarly-communication-and-information • After completing the activity, write a brief reflection on the digital divide and the skip logic activity.

#9	1 Authority Is Constructed and Contextual	• Acknowledge their own authority in certain contexts • [Introduce through readings] Identify authoritative information sources in any form • [Introduce through readings] Evaluate the authority of information from various sources (e.g., peer-reviewed journals, magazines, newspapers, website, etc.).	Readings • University of Washington Libraries. "Research 101: Credibility is Contextual" YouTube https://youtu.be/iRlHmK8drWc • Alewine, M. C., & Canada, M. (2017). *Information literacy for students: an introduction*. West Sussex : Wiley Blackwell. Chapter 4: Explore Possible Sources • Alewine, M. C., & Canada, M. (2017). *Information literacy for students: an introduction*. West Sussex : Wiley Blackwell. Chapter 5: Evaluate Sources	• What is something you do well or consider yourself an authority on? In one page or less, explain it and why you consider yourself an authority.
#10	2 Authority Is Constructed and Contextual	• Identify authoritative information sources in any form • Evaluate the authority of information from various sources (e.g., peer-reviewed journals, magazines, newspapers, website, etc.). • Recognize that authority or credibility is contextual in relation to time, discipline, methodology, and other factors	Topic 1 – Identifying authoritative information - What makes a source authoritative? Topic 2 – Evaluating Information - How do you determine the credibility of a source? Reading • Baer, A. (2018). It's all relative? Post-truth rhetoric, relativism, and teaching on "Authority as Constructed and Contextual". College & Research Libraries News, 79(2), 72.	• You will be provided with several sources on the same topic that take very different stands. • In a report: Summarize each author's stance on the issue. Then think about all the sources and answer the following questions: How was it that the authors' came to different conclusions? Does it have to do with authority, their bias? What points of view might be missing? Whose voice does the information represent? Finally, which sources are authoritative? Why or why not?
#11	1 Information Creation as a Process	• Articulate the capabilities and constraints of various processes of information creation. • Select sources that best meet an information need based on the audience, context, and purpose of various formats.	Readings • University of Washington Libraries. "Research 101: Format Matters" YouTube https://youtu.be/xKQSQgdUAu4 • Hosier, A., Bullis, D., Bernard, D. Bobish, G., Holden, I., Hecker, J., Loney, T., & Jacobson, T. (2014). *The Information Literacy User's Guide: An Open, Online Textbook*. Albany, NY: Open SUNY Textbooks. Chapter 5: "Evaluate - Distinguishing Between Information Resources," p66-67.	• Student given a series of citations and describes the "role" of each in the research process.

		• Distinguish between format and method of access.		
#12	2 Information Creation as a Process	• Critique the presentation of information within disciplines. • Articulate traditional and emerging research processes. (e.g., literature review, statistical analysis, etc.).		• Transform information.
#13	1 Scholarship as Conversation	• Summarize the changes in scholarly perspective over time on a particular topic within a specific discipline.	Readings • University of Washington Libraries. "Research 101: Scholarship is a Conversation" YouTube https://youtu.be/YGia3gNyHDM • NPR. 2018. "How To Be a Savvy Consumer of Science News." https://www.npr.org/2018/07/17/629896546/how-to-be-a-savvy-consumer-of-science-news	• Scholarship as a Conversation within a Discipline.
#14	2 Scholarship as Conversation	• Identify the contribution that information sources make within a discipline or conversation. (Developing familiarity with the sources of evidence, methods, and modes of discourse in their major.) • Contribute to the ongoing scholarly conversation at an appropriate level.	Topic 1 – Scholarly Conversation Reading Clemson Libraries. "Joining the (Scholarly) Conversation." YouTube https://youtu.be/79WmzNQvAZY. Topic 2 – Contributing to a scholarly conversation	• Identifying the Conversation in a Topic.

Exercise: Critique Research Questions

Learning Outcome: At the end of this exercise you will be able to identify whether a research question is appropriate in scope, as well as be able to guide others in how they might improve their research question.

Task:

Write a 5 page paper (double-spaced). Below are a selection of the research questions developed in the class. Evaluate those questions. Do you see any problems? How might these questions be improved?

1. How is global warming affecting the environment?
   Evaluation:
   How can this be improved:
2. Why has police brutality increased?
   Evaluation:
   How can this be improved:
3. Are standardized tests a good measure of student learning?
   Evaluation:
   How can this be improved:
4. How does addiction impact children?
   Evaluation:
   How can this be improved:
5. Is social media good for maintaining relationships?
   Evaluation:
   How can this be improved:

Exercise: Breakdown a complex research paper assignment into simpler researchable questions

Learning Outcome: At this end of this assignment you will be able to breakdown a complex research paper assignment into simpler researchable queries.

Task:

1. Choose one of the paragraphs below which describe a complex research question.
   a. Crew Car Wash desires to evaluate their social media strategy. They want to understand how effective their social media campaign is for reaching their target market (audience) and how they might improve their social media outreach to increase customer engagement. As part of this analysis it will be important to also understand what Crew's competitors are doing in regards to social media.
   b. Create an argument as to whether nuclear or natural gas energy is a better bridge energy fuel, while renewable energy solutions are developed. As part of your argument you should compare and contrast both energy sources, discussing the advantages and disadvantages. Use the PESTEL framework for analyzing both technologies.
   c. Explain the influence of the industrial revolution on three art movements: romanticism, realism, and impressionism. Your analysis should include the examination of works from at least one artist from each movement.
2. Break down this assignment into smaller researchable questions.
3. Identify keywords that may help you find this information.
4. Identify where you might find this information (e.g. scholarly journals, newspapers, blogs, etc.)

Complex research question selected:

Simple Research Query	Keywords	Where might you find this information?

Evaluation of sources

Learning Outcome: By the end of this task you will be more familiar with source evaluation and be better able to help other students evaluate sources to use for research projects.

Task:

Complete the following worksheet to evaluate authority and content of the following research assignment:

People openly share information about themselves through social media and the use of mobile devices everyday (e.g. location services, etc.). What privacy issues might this create? What are companies doing to protect information shared? Should they be doing more? At what point is protecting privacy the responsibility of the consumer versus the company. Back up arguments with sources.

The sources to evaluate are:

A. Kwok Choon, M. J. (2018). Revisiting the Privacy Paradox on Social Media: An Analysis of Privacy Practices Associated with Facebook and Twitter. Canadian Journal Of Communication, 43(2), 339-358. Retrieved from: http://www.ulib.iupui.edu/cgi-bin/proxy.pl?url=http://search.ebscohost.com/login.aspx?direct=true&db=ufh&AN=129918138&site=eds-live

B. Talbot, P. (2018). The crossroads of privacy policy and marketing strategy. *Forbes*. Accessed on July 10, 2018. Retrieved from https://www.forbes.com/sites/paultalbot/2018/06/12/the-crossroads-of-privacy-policy-and-marketing-strategy/#2aa47a1e29c2

C. Scutts, J. (2018). Big Data Is Watching You. In Opposing Viewpoints Online Collection. Detroit: Gale. (Reprinted from Big Data Is Watching You, In These Times, 2015, March 12) Retrieved from http://link.galegroup.com/apps/doc/CEIKNY899848542/OVIC?u=iulib_iupui&sid=OVIC&xid=988f4d84

Evaluate your sources.

It is important to **evaluate** your sources to make sure they are the **best evidence** for what you are doing. Ask yourself the **6 question words** to determine the credibility of these three sources. *(See **Research Guide > 4: Read & Evaluate** for evaluation questions.)*

Source A	Source B	Source C

Who is the author? *(Not just their name, but what are their credentials or qualifications?)*

What type of document is this? *(newspaper, blog, website, article?)*

Where is this published?

When was it published? *(How up-to-date is the information? Does it need to be?)*

Why was it published? *(What is the author's purpose for writing?)*

How does the source present data and evidence? *(Does it cite sources? Does it seem accurate? Does it align with other things you know about the topic?)*

Now that you've evaluated the three sources, **pick 2** that you think would be the best evidence for your paper.

1.	2.

Now evaluate content of your two sources

Source A	Source B	Source C

How does this answer the research question?

What gaps can you identify in the provided information?

What new questions do you have about your research topic that the source does not answer?

Would you still use both sources for your research paper? Please explain.

Pedagogical Exercise:

Develop a short exercise (classroom or online) to teach students to A) write better research questions and/or B) Evaluate a source. Please do your best to fill out the following template* to describe your activity. This entire deliverable should be 1-3 pages (1-2 pages to describe the activity using the template, a third page may be used for a class worksheet or other mock-up that helps explain the activity – feel free to be creative).

Description	
Lesson Title	
Online or classroom activity	
Length of Activity	
Learning Outcome	
How will you know if outcome is achieved?	
Big Picture	
Learning that transfer to life (academic or otherwise)	
Knowledge & skills needed to attain transferable learning	
Preparation	
Teacher materials	

Student materials	
Preparation for Class	
Teaching Strategy	
Describe the activity	
How would you assess learning?	

Exercise: Role of Information Sources in the Research Process

1. Newspaper: Gettleman, J. (2016). Monkey at Kenyan Power Station Is Blamed for a Blackout. New York Times, 165(57258), A8.

2. Academic Article: Palanisamy, C. P., & Ashafa, A. O. T. (2018). Analysis of Novel C-X-C Chemokine Receptor Type 4 (CXCR4) Inhibitors from Hexane Extract of Euclea crispa (Thunb.) Leaves by Chemical Fingerprint Identification and Molecular Docking Analysis. Journal of Young Pharmacists, 10(2), 173-177. doi:10.5530/jyp.2018.10.39

3. Book: Bernstein, B. (2004). Applied studies towards a sociology of language: Routledge.

4. Magazine Article: Brill, S. (2018). My Generation Was Supposed to Level America's Playing Field. Instead, We Rigged It for Ourselves. (Cover story). Time, 191(20), 32-39.

5. Website: American Diabetes Association. Retrieved June 29, 2018, from http://www.diabetes.org/

6. Blog: Luckenbauch, M. (2018). Don't let fear harm your health. Retrieved from https://www.kevinmd.com/blog/2018/06/dont-let-fear-harm-your-health.html

7. Government Document: County government statistical report. Indianapolis, IN: Indiana Farm Bureau, Inc., Legislative Dept.

Answer the following questions for each of the references given.
1. What is the type/format of the information resource?
2. How was it created?
3. Who created it?
4. Is there a review process is? Should there be one?
5. What is the best use of the information in this format?
6. How can I locate information in this format?
7. As a student, how might you use information in this format?

(Assignment adapted from University of Washington Research 101: Information Creation is a Process Libguide, http://guides.lib.uw.edu/research/UWresearch101/research101format).

Exercise: Transform Information

Transform information you have created in one format to another format, and write a reflection on what you needed to consider as you went through the process.

- Choose a paper or project you've done for a class.
- Imagine that another student found your paper online in the course of doing research for another project on a similar topic. Think about how they would evaluate it in terms of the questions you used previously to evaluate various types of resources.
    - What is the type/format of the information resource?
    - How was it created?
    - Who created it?
    - Is there a review process is? Should there be one?
    - What is the best use of the information in this format?
    - How can I locate information in this format?
    - As a student, how might you use information in this format?
- What would you need to do to turn your paper into a blog post?
    - Rewrite your paper as a short blog post.
    - Also, write a 1-2 page reflection on the differences between your current paper and how it should look as an Academic Article and outline the steps you would take to make that happen.
    - Make sure to provide us with a copy of the original paper.

Scholarship as a Conversation within a Discipline.

Review the journal African American Review (and its previous titles Black American Literature Forum and Negro American Literature Forum) on JSTOR - https://www.jstor.org/journal/afriamerrevi.

Trace the way that the journal's field of knowledge is defined over time by studying the articles in one issue per decade for the last sixty years (at least 6 issues in total). Then, write up what you've discovered regarding the scholarly conversation in this journal.

Questions to consider:
1. How do you think the journal defines what it studies? (HINT: You can do a Google search for the journal to help with that.)
2. How has that changed over the last sixty years? Is anything the same?
3. How has the focus of the articles changed? Is anything the same?
4. Are there types of articles that appear now that wouldn't have appeared fifty years ago?
5. Are there types of articles that appeared fifty years ago that wouldn't appear now?
6. What do you need to know more about before you draw conclusions about why any of these changes has occurred?

(Based on - https://www.projectcora.org/assignment/scholarly-conversation-project)

Exercise: Identifying the Conversation in a Topic.

Choose a topic in your major, develop a research question and key terms to search with, and search Academic Search Premier to locate five sources on your topic/question.

Using the matrix below, identify the main ideas in each source. Each idea gets a new line, so, if sources present the same idea, those are all "Main Idea 1" or "2" etc. If only one source mentions an idea, it would be the only cell populated in that row.

In the final column, add your thoughts on the main ideas. What do you think of the conversations and main ideas you've highlighted? Do you agree, disagree, agree/disagree with some but not all, why or why not? From your research on this topic, are there viewpoints or ideas that are missing?

My research question:

Source 1 Citation:

Source 2 Citation:

Source 3 Citation:

Source 4 Citation:

Source 5 Citation:

	Source 1	Source 2	Source 3	Source 4	Source 5	My Thoughts
Main Idea 1						
Main Idea 2						
Main Idea 3						
Main Idea 4						
Main Idea 5						
Etc….						

[1] Note: Weekly course load assumes student is only working on the curriculum. If additional work (e.g., staffing a circulation desk) is added, then the time it takes to complete each week is doubled (to two weeks).

[2] See linked curriculum docs for detailed assignment information.

[3] Desk Training Complement: The Desk Interview.

[4] Desk Training Complement: Research Process; Reference Interview; Finishing Reference Interview.

[5] Desk Training Complement: Finding Print Materials; Finding Online Materials.