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The LILAC Project: Learning Information Literacy across the Curriculum

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SSWC 2015

The LILAC Project

Students are…

"Desperately Seeking Citations"

Leckie, Gloria J. "Desperately Seeking Citations: Uncovering Faculty Assumptions about the Undergraduate Research Process." *Journal of Academic Librarianship* 22.3 (1996): 201-08. 9 Sept. 2005. Print.

As Marc Bousquet has said....

"To cultivate undergraduate research, we may have to prune back the surrounding kudzu called the research paper."

Bousquet, Marc. "Keep the 'Research,' Ditch the 'Paper.'" *The Chronicle of Higher Education*. 10 Feb. 2014. Web.

As Marc Bousquet has said… (Cont'd.)

The skill it [the research paper] teaches most students is little more than a smash-and-grab assault on the secondary literature. Students open a window onto a search engines or database. They punch through to the first half-dozen items. Snatching random gems that seem to support their preconceived thesis, they change a few words, cobble it all together with class notes in the form of an argument, and call it "proving a thesis." (n.p.)

Bousquet, Marc. "Keep the 'Research,' Ditch the 'Paper.'" *The Chronicle of Higher Education*. 10 Feb. 2014. Web.

Findings from the Citation Project

Page1

Summary Plagiarism CitationProject Howard Patchwriting

Quotation Jamieson

Quote-mining

Paraphrase

Jamieson, Sandra, and Howard, Rebecca Moore. "Unraveling the Citation Train." *Smart Talks*. Project Information Literacy. 2011. Web.

LILAC Research Questions

1. Where and how have students been taught information-seeking skills?
2. What are students carrying away with them from this instruction?
3. How do students actually locate, identify, and evaluate information?
4. Where (and how) can instructors intervene to help students improve their information-seeking skills (if necessary)?
5. What strengths and weaknesses exist in student information-seeking skills at different institutions?
6. What conclusions, if any, can we draw from these results

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Important: Do NOT write your name anywhere on this questionnaire. The coded number you have been given will associate the data in this questionnaire with your video, but will NOT be associated with any personally identifying information.

I am Dr. Janice R. Walker, a professor in the Department of Writing and Linguistics at Georgia Southern University, and Principal Investigator (PI) for a study titled "The LILAC Project: A Study of Students' Information-Seeking Behaviors." The purpose of this study is to determine the relationship between what students are taught about library and online research and how students actually conduct such research.

You will be asked to complete a brief questionnaire about your knowledge of library and online research practices. You will then be asked to participate in a research exercise that will record your information seeking behavior on a computer along with your spoken explanations of your choices. Only the computer screen and your spoken narrative will be captured; there will be no video recording of you or your face. This study will take approximately 30-40 minutes of your time.

By agreeing to participate in this study, you also agree to allow use of the video and questionnaire data in scholarly presentations and articles. Selected videos may also be posted to YouTube for use in scholarly presentations, articles, teaching, and future research. Videos will not include your name or face, and no identifying information will be included in either the video or data. In order to protect confidentiality, a number and not your name will appear on all of the information recorded during the experiment. All information pertaining to the study will be stored on a password-protected external hard drive and kept in a locked filing cabinet in the principal investigator's office at Georgia Southern University.

Your participation in this study is completely voluntary. The risks from participating in this study are no more than would be encountered in everyday life; however, you may stop participating at any time without any penalty. You may also choose not to answer any question(s) you do not wish to for any reason.

There are no direct benefits to you for being in this study, but what we learn from this study may help to improve how students are taught information seeking skills in the future.

If you have any questions or concerns regarding this study at any time, please feel free to contact Dr. Janice R. Walker, Department of Writing and Linguistics, at 912-478-1327, or via email to jwalker@georgiasouthern.edu.

To contact the Office of Research Services and Sponsored Programs for answers to questions about the rights of research participants please email IRB@georgiasouthern.edu or call (912) 478-0843.

By completing the attached questionnaire, you give your consent for participation in this research study. You must be 18 years of age or older to consent to participate. Please keep this copy for your records.

This project has been reviewed and approved by the GSU Institutional Review Board under tracking number H14345.

Dr. Janice R. Walker
Professor, Department of Writing and Linguistics

☐ I understand and agree to the terms of this agreement stated above and certify that I am 18 years of age or older.

☐ I do not agree.

Students complete a questionnaire telling us what they have been taught, who taught it to them, and what (they think) they know.

# Let's RAP

What Students Actually Do

- Students are looking for quick solutions to their "primary" research question: How do I satisfy the requirements of this assignment?

- They do not want books (unless books are required—which is when they WILL go to the library).

- They want articles (even if they don't always understand what an "article" is, and even if they aren't reading more than the first page or two).

- And they believe their research and evaluation skills are good.

Next Steps

- We are seeking additional partner institutions to join us in collecting data and videos.

- We will make RAP videos available as a freely available repository for use by students, instructors, researchers, or others.

- We will then code the videos and analyze the coded data and questionnaire results.

The LILAC Project: Learning Information Literacy Across the Curriculum
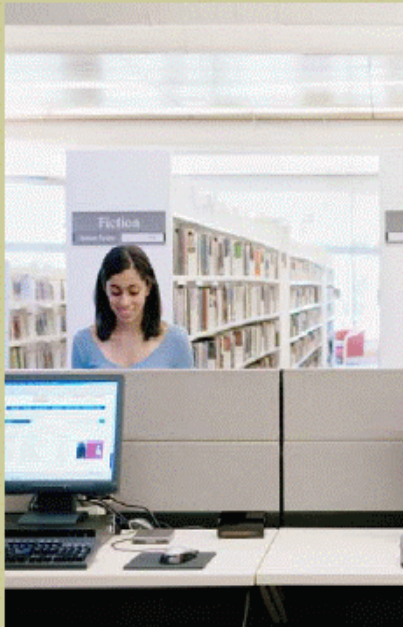
Learning Information Literacy Across the Curriculum: The LILAC Project

http://lilac-group.blogspot.com/

The LILAC Project seeks to determine where the disconnects might be between what and how we are teaching information literacy skills, and what students are actually doing when conducting research.

The American Library Association defines information literacy as knowing:

- When information is needed,
- What kind of information is needed,
- Where to go to locate that information,
- How to integrate the information with other ideas,
- And how to adequately cite information, ideas, words, pictures, and other borrowings.

LILAC subjects complete a questionnaire gathering demographic data and information about their research training and skills. Subjects also conduct a 15-minute research session using a research-aloud protocol (RAP) that captures their voice narration and screen activities as they research a topic. The questionnaires and RAPs provide valuable insight into how students conduct research, allowing us to begin identifying disconnects between pedagogy and student research habits.

Links

- Link to shared Google Drive: http://tinyurl.com/mkzzrbo

- LILAC Blog: http://lilac-group.blogspot.com/

Sample LILAC Videos (from Pilot Study)

- 1008
  - https://www.youtube.com/watch?v=p6HXXKuhOSE

- 1010
  - https://www.youtube.com/watch?v=BFoe6PuJteY

- Kami
  - https://www.youtube.com/watch?v=7E-K2u9Dy30