Student Success in Writing Conference

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Information Literacy in the Writing Classroom: A Collaborative Approach

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Information Literacy in the Writing Classroom:
A Collaborative Approach

BOSTON UNIVERSITY

Ken Liss, Head of Liaison & Instruction Services, Mugar Memorial Library

Sarah Madsen Hardy, Senior Lecturer, CAS Writing Program

Opening questions

What does information literacy mean to you?

What do you want students to learn about research in your classes?

How do you work with librarians at your institution?

Institutional context

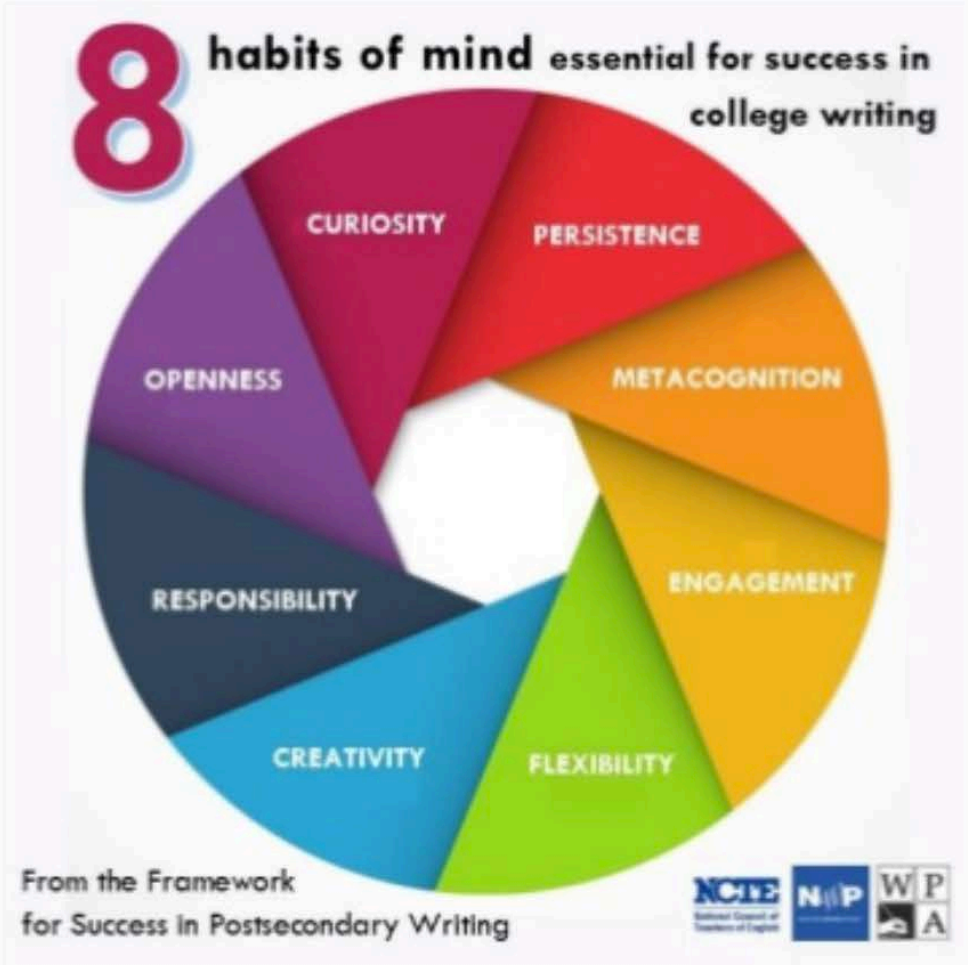**BU** Arts & Sciences Writing Program

BU Libraries

Two-semester sequence of topic-based writing seminars: WR100/150
WR 150: Research-based writing
160 sections/year
100+ instructors: Half full-time faculty; half adjunct or grad student
10-15 librarians: One assigned to each section
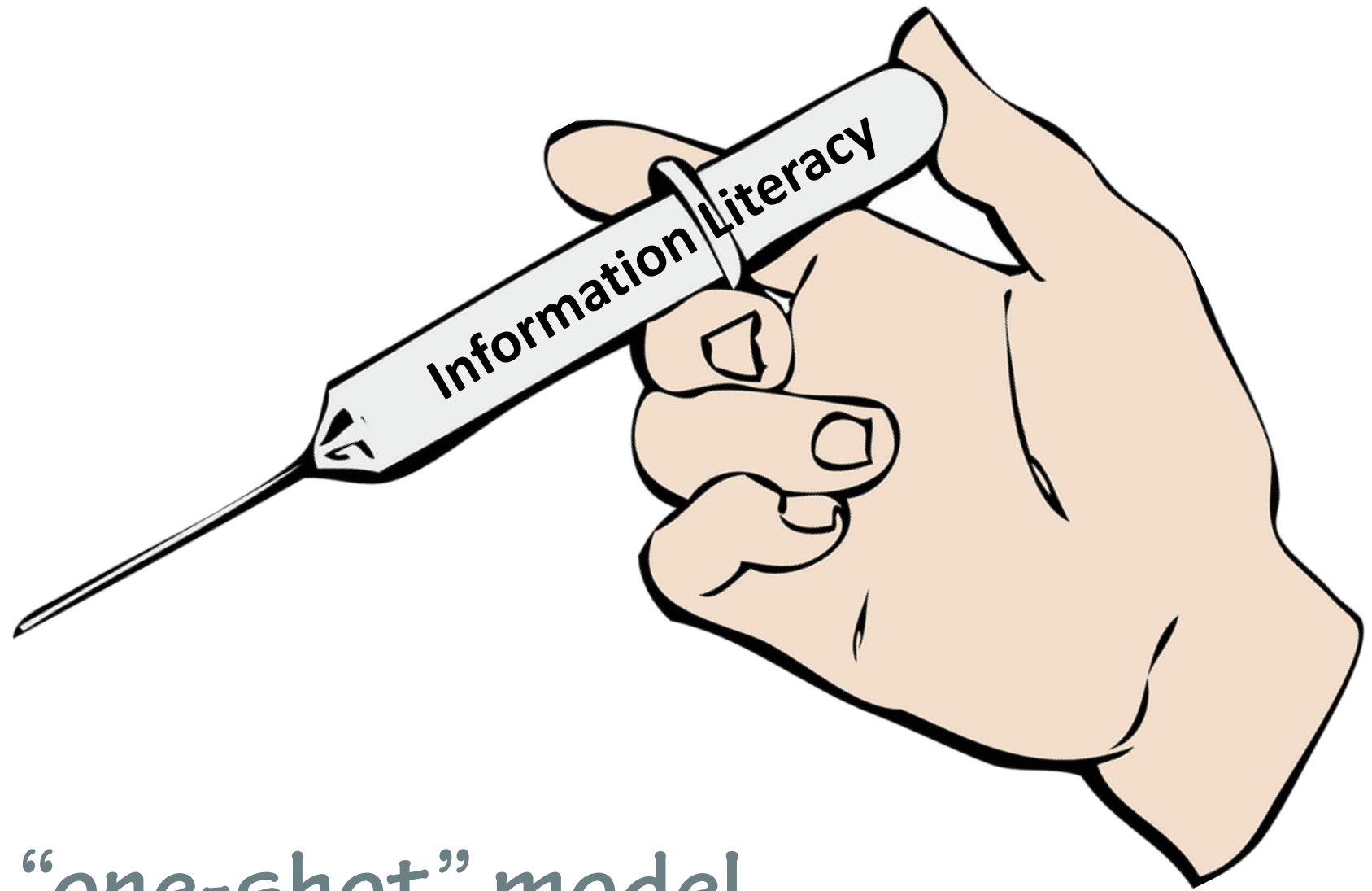
Frameworks in conversation

8 habits of mind essential for success in college writing

CURIOSITY
PERSISTENCE
OPENNESS
METACOGNITION
RESPONSIBILITY
ENGAGEMENT
CREATIVITY
FLEXIBILITY

From the Framework for Success in Postsecondary Writing

NCTE NWP WPA

6 frames to cultivate information literacy dispositions in higher education

Authority is constructed and contextual
Information creation as a process
Searching is strategic
Information Literacy Framework, 2015
Information has value
Scholarship is a conversation
Research as inquiry

From the Framework for Information Literacy for Higher Education

ACRL — Association of College & Research Libraries

Information Literacy

Beyond the "one-shot" model

Faculty and librarians in conversation

Telling students to "Get lost!"
Research as Inquiry and *Searching as Strategic Exploration*
The ACRL Framework in a University Writing Program

Research Question

What impact can enhanced library engagement based on the ACRL Framework have on information literacy knowledge, skills, and habits of mind in a university writing program?

Control and Experimental Groups

Two sections each of two different Writing and Research Seminars: *The American Road* and *Representing Illness*

ROUTE 66

- **Control groups** had one-shot instruction session and optional meeting with librarian
- **Experimental groups** had instruction session, flipped classroom videos, required meeting with librarian, and librarian presence in Blackboard.

Assessment

- **Research as Inquiry**: Rubric-based assessment of change from initial student topic/question to final paper topic/question.
- **Searching as Strategic Exploration**: Evidence in student reflections of a sense of research as encompassing "inquiry, discovery, and serendipity".

PROJECT TEAM

Ken Liss, Head of Liaison & Instruction Services, BU Libraries (Team Leader)
Tom Casserly, Associate University Librarian for Undergraduate & Distance Education
Gwen Kordonowy, Instructor and Curriculum Coordinator, College of Arts & Sciences Writing Program
Sarah Madsen Hardy, Instructor and Coordinator of WRX Experimental Pedagogy group, College of Arts & Sciences Writing Program
Gillian Pierce, Director of Learning Assessment, Office of the Provost

Research as Inquiry

How women experience the trail differently due to their gender and how they use their writing to address these issues. (from *The American Road* course)

Evolution of student research questions / topics

The difference in stigmas between ADHD and depression (from *Representing Illness* course)

Scholars have shown how a woman's gender can affect many aspects of her life, including travel, but have not focused specifically on thru-hiking. In order to explore instances of sexism on the trail, which can range from condescending comments to sexual harassment, this paper examines the writings of women who have thru-hiked.

For this research paper, I will mainly focus on scholarly articles pertaining to the opinions on medicalization and in print advertisements for medications to treat ADHD and MDD. I will also establish a baseline for the stigmas of ADHD and MDD by means of television advertisements and survey results. I will then compare and contrast how the stigmas surrounding ADHD and MDD affect public opinion of their medicalization.
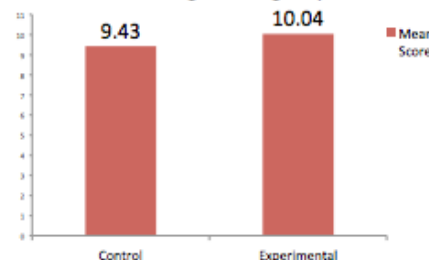
Searching as Strategic Exploration

What is the most important lesson you learned about research in this unit? What kinds of strategies will you employ in the future and what will you avoid?

"I learned that keeping an open mind is VITAL to research. I have to be willing to change directions based on evidence that I may not have expected."

"I learned that research questions are bound to change as your research takes you down new paths."
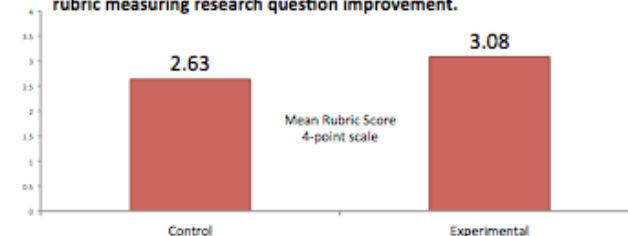
"Be open-minded and try to accept new possibilities, unexpected changes, and mind-boggling questions."

Experimental groups scored 17% higher than control groups on rubric measuring research question improvement.

2.63 (Control)   3.08 (Experimental)
Mean Rubric Score 4-point scale

Experimental groups scored 6.47% higher than control groups on demonstrated understanding of Searching as Strategic Exploration *

9.43 (Control)   10.04 (Experimental)
Mean Score

* Student responses to 11 questions in two reflections were given points (1, 0.5, or 0 points per response) for phrases demonstrating understanding of Searching as Strategic Exploration. Scores from the five coders were totaled for a composite score for each student.

Results & Impact

Students with enhanced librarian engagement (experimental groups) scored higher than those in the control groups in their demonstrated understanding of both frames. Further assessment with a larger sample could lead to more significant results. Perhaps more importantly, the project led to further librarian/faculty collaboration, including:

- **Changes in interventions and assignments** in following semester for ongoing assessment.
- Development of a co-led **seminar for librarians and writing instructors** on threshold concepts, information literacy, and collaboration.
- **Adoption of project interventions** in other BU classes and programs.
- **Engagement with broader assessment efforts** at the university.

More Info

- Background
- Lit Review
- Next steps

bit.ly/bu-aia

Questions?
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A collaborative effort

CORA Community of Online Research Assignments
an open access resource for faculty and librarians

ASSIGNMENT

Exploring the Scholarly Territory Using Library Resources

Submitted by Ken Liss on November 18th, 2017

SHARE THIS ON:

Short Description:

In this lesson students view a series of short videos about searching library resources, interspersed with exercises in which they conduct searches on their topics and reflect on what they find and on the research process. (The first two videos and accompanying activities are done outside of class; the third can be done in class.)

Attachments:

Links to videos and descriptions of accompanying searching and reflection activities   Downloaded 211 times   122.27 KB

Learning Outcomes:

• Students will learn that research is about exploring the scholarly conversation about a topic and not just about finding answers to questions.
• Students will learn that exploring library (and non-library) resources can help them develop different directions and ways of approaching their topics than they initially had in mind.
• Students will learn how to create strategies for overcoming common obstacles encountered while researching a topic.
• Students will learn how to follow paths from one scholarly source to others.

https://www.projectcora.org/assignment/exploring-scholarly-territory-using-library-resources

Activity 1: Using BU Libraries Search – the big search box to the right on the library's home page — try out several searches for *peer-reviewed scholarly sources* about your topic using any strategies you want.

After doing your searches:

a) Describe one kind of source that you hoped or expected you'd find but didn't find in this preliminary try at searching.

b) Identify one source (genre, author, and title) you didn't expect to find but that looks potentially useful or interesting anyway.

BU Libraries Search

BU LIBRARIES HOME   MY LIBRARY ACCOUNT   ASK A LIBRARIAN   DATABASES   ...

Search for library resources   🔍   ADVANCED SEARCH

Welcome to BU Libraries Search

BU Libraries Search enables you to find books available in the BU Libraries, link to journals online, and discover scholarly articles for your research.

BU Libraries Search also helps you manage your research. **Sign In** to:

- Save results in **My Favorites**
- Request articles and books via Interlibrary Loan (ILL)
- Renew books and other items on loan
- Export citations to Refworks and more
- View complete search results

What will I find here?

- Scholarly and Peer-Reviewed Articles
- Books and EBooks
- Journals
- Dissertations
- Audio Visual Materials (Music, Films, Video)
- Government Documents
- Newspaper Articles
- Reviews
- Course Reserves

Search tips

In a **Basic Search** you'll receive results that contain all of your search terms. These may match keywords in a title, author names, subjects, abstract, or other descriptions.

Use the **Advanced Search** instead to pre-limit to search only in specific fields, material types, and publication dates.

Use the **Filters** to limit to items available online or physically available in library. You can also include or exclude particular material types, dates, authors, subjects, or library locations.

The asterisk (*) character can be used as a wildcard in place of one or more characters. [Examples: recycl*, organiz*, hymn*]

Enclosing your search in quotes "" will only return results with an exact match. [Examples: "global warming", "Affordable Care Act", "mutual funds"]

Searches can also be nested in {}, combined with "" and Boolean operators

Looking for Course Reserves?

You can search only Course Reserves using the drop down option below or next to the search box:

In **Advanced Search**, use the button above the search box:

Activity 2: Now, using BU Libraries search, try at least two or three additional search strategies that you didn't try as part of Activity 1.

After doing your searches:

a) List 2-3 new strategies:

b) Using this range of new strategies, did you find the kind of source that you hoped or expected you'd find in your first search attempt (1a)? If so, what is it (genre, author and title), and why might it be useful? If not, why do you think you didn't and what will you do next?

c) What else did you find that sounds interesting, even if it's not exactly what you hoped or expected to find? List at two or three sources (genre, author, and title) you didn't expect to find but that look at least potentially useful or interesting some way.

d) What did you become more curious about through searching, browsing, and selecting these scholarly sources related to your topic during these two activities?

e) In several sentences, sum up anything have you learned so far about the scholarly conversation out there about your topic.

BU Libraries Search

Search for:
- BU Library Resources
- Course Reserves
- More Articles Beyond BU
- WorldCat

Any field | keywords | immigra* AND television | Material Type: All items

AND | Any field | keywords | comedy OR sitcom | Language: Any language

Limit to recent years: Any year

+ ADD A NEW LINE   CLEAR

Any field keywords immigra* AND television AND Any field keywords comedy OR sitcom   SEARCH

ARTICLE / multiple sources exist. see all
(Re)presenting: Muslims on North American television
Hussain, Amir
Contemporary Islam, 2010, Vol.4(1), pp.55-75
PEER REVIEWED

Online Access Available >

ARTICLE / multiple sources exist. see all
Did You Call in Mexican? The Racial Politics of Jay Leno Immigrant Jokes
Ana, Otto Santa
Language in Society, 1 February 2009, Vol.38(1), pp.23-45
PEER REVIEWED

Online Access Available >

Activity 3: Using one or more of the databases listed in the course guide under Literature & the Humanities, Arts, or Social Sciences, identify two or three sources (genre, author, and title) you think are most promising for your project.

a) Explain why you think those source are the most promising.

b) Select one of these sources—or a promising one you found in BU Libraries Search in Activity 1 or 2—and "mine" its Works Cited list or bibliography. (These are generally found at the end of an article, a book, or a book chapter.) Choose at least one more source that looks promising and jot down its name/author. (Often one really good source will cite several other promising sources.)

c) In several sentences, sum up how your understanding of your topic and the scholarly conversation about it has changed from Activity 1 through Activity 3.

Videos

Videos

1. **Introduction to the Libraries**
2. **Searching as Strategic Exploration**
3. **BU Libraries Search Tips & Techniques**
— Part 1 | Part 2
4. **Library Databases: Subject Searching**

Searching as strategic exploration

The more I search, the more I feel like I haven't searched enough. There are so many more resources available to me than I previously thought, and accessing each other produces more and more questions.

Before completing Activity 1 I was not efficiently able to research my topic from different lenses or perspectives. . . I thought I would only be able to collect information from one pathway; however, after completing Activity 1 through 3, I have identified various differing sources that I can use to discuss the main idea of my topic throughout different periods of time.

I have learned that I need to be patient as well as be flexible. I have had to alter my idea and topic a few times, and I'm sure that throughout the process I will continue to have to do so. I am trying to keep an open mind.

Research as inquiry

From Activity 1 through Activity 3, I have been amazed by the sheer quantity of resources at my fingertips. ... I have also learned that no source is going to exactly fit into my "territory." If it did, there would be no point in me occupying this territory!

Before, I had viewed the research process as more of a system in which you try to dig up solely evidence to back up a claim you already believe to be true. After this process, I understand that research goes further than that to explore the conversations that scholars are having surrounding the subjects within an idea. Also, researching emphasizes the aspect of the unknown I am not trying to find something to support something I already think, but instead I am trying to find sources that make me question more about my interests

1. Shifts in approaches to information literacy happen when collaboration with librarians is sustained (beyond the "one-shot")

2. Collaborations may be inspired by the ACRL Frameworks but they may take many different forms according to the faculty/ librarian vision

3. Build student reflection into information literacy activities at every step.

Frequent. Varied. Reflective.

Putting it all together
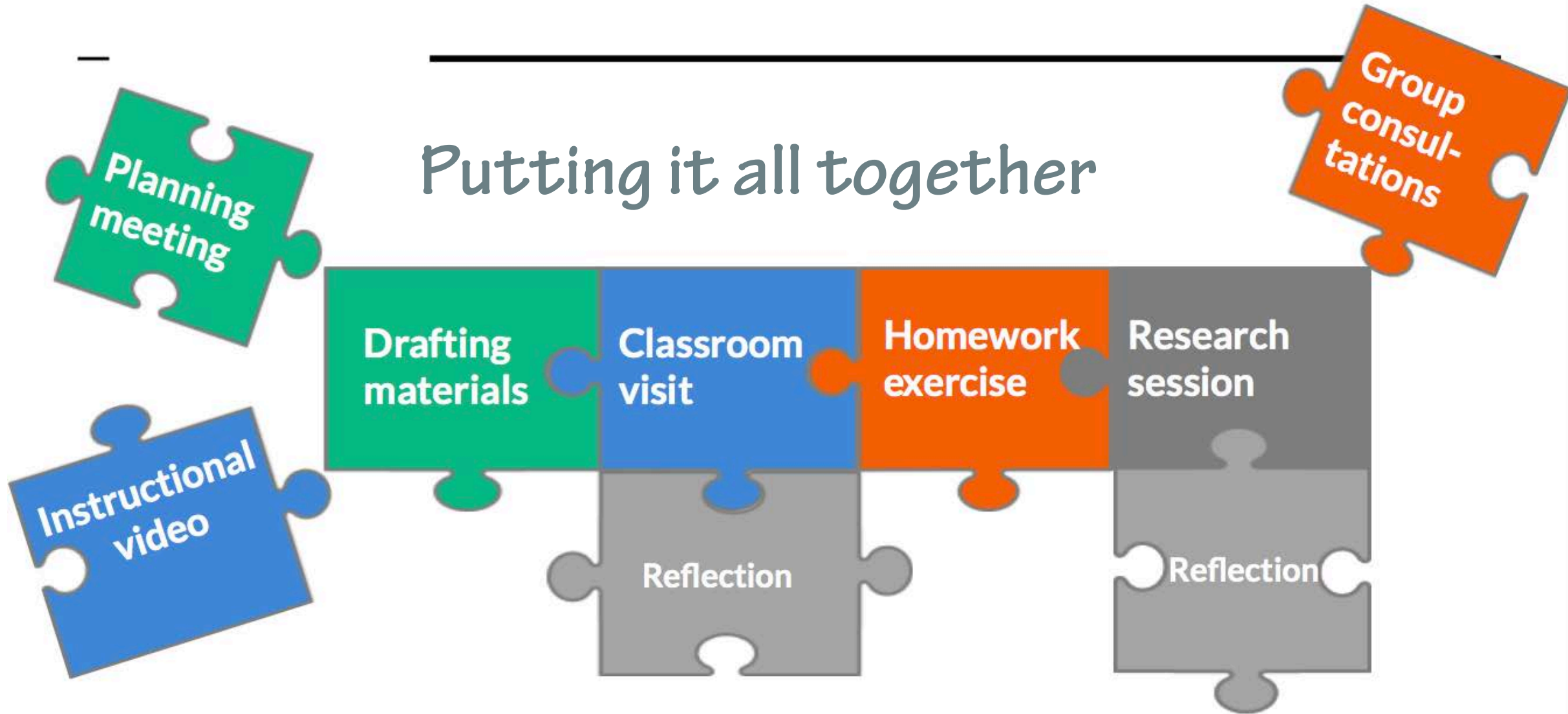
Closing questions

New ideas for working with your librarians?
New ideas for teaching research?