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Incorporating Information Literacy into Introductory Courses

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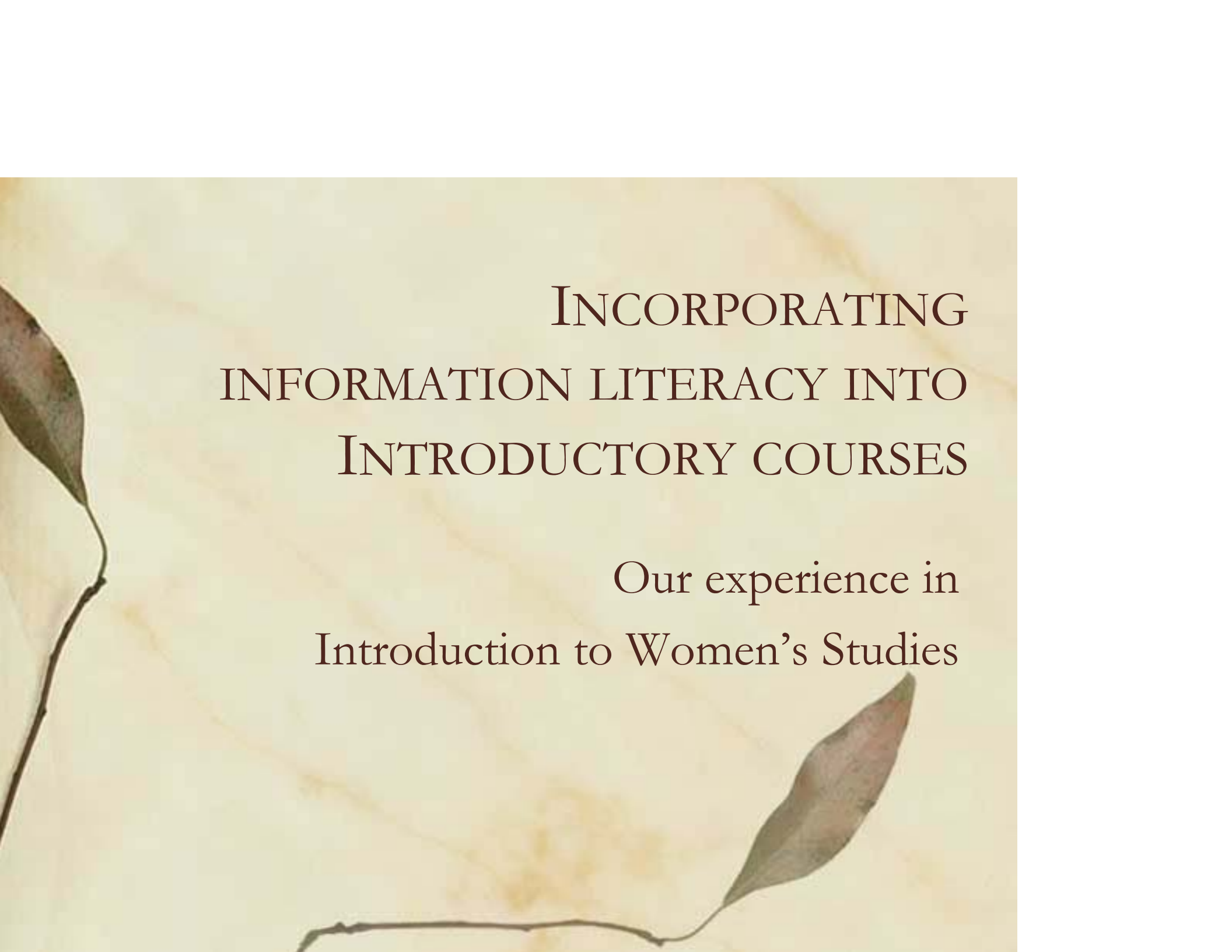
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INCORPORATING
INFORMATION LITERACY INTO
INTRODUCTORY COURSES

Our experience in
Introduction to Women's Studies

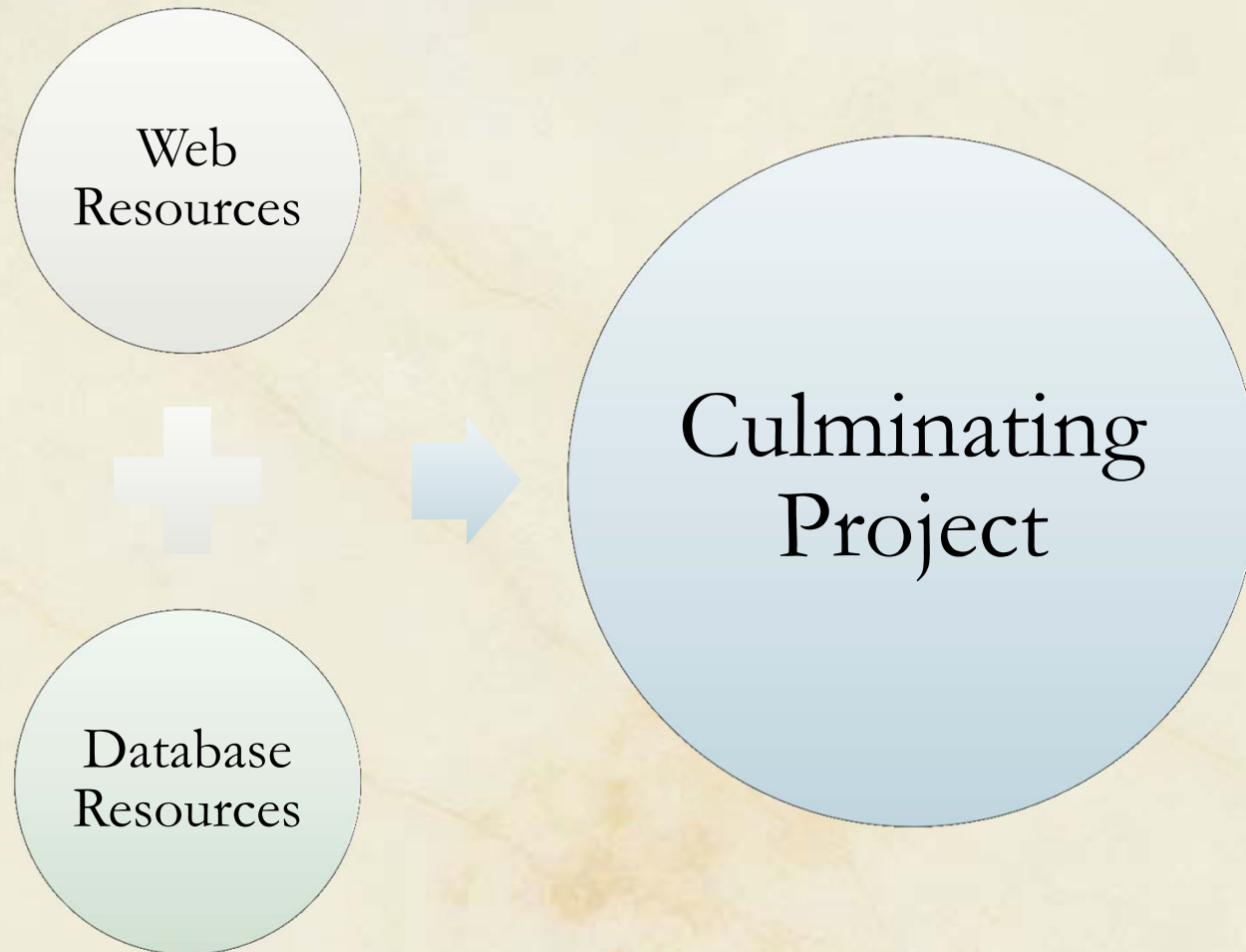
Who are we?

- Melissa Chesanko, Arnita Sitasari and Laura Trent
- West Virginia University
 - Women's Studies Department
- WMST 170 Instructors
 - Introductory course
 - Taught primarily by GTA's

What is Women's Studies?

- Topics include:
 - Privilege, oppression
 - Sex, gender, sexuality
 - Violence and abuse
 - International rights
 - Reproductive rights

Project-based learning



Culminating Project

- Goal: To develop a group media project that involves critical thinking and quality research utilizing internet and database tools
- How far do students have to go to get there?

Where are we
starting?



DVD: one culminating project explores WVU student
views on women's portrayal in the media...

Beginning with the goal:

Culminating Project

Group work

Media

Web research

Journal research



Database Analysis

Pre-assessment

Lab training

Post-assessment

Evaluative
assignment



Website Analysis

Pre-assessment

Lab training

Post-assessment

Evaluative
assignment

Themes from pre-assessments

Web sources

- Tend to use Google and Yahoo to search
- Most will trust .org and .edu sites
- Usually don't check sources, even when they admit they should
- Some just flatly refuse to use the internet

Journals

- Many don't know what a "peer-reviewed" article is
- Are not aware of all of the search resources available through the library
- Often use visible web to find articles, such as Google scholar

General

- Instructors expect students to come prepared with knowledge on how to research
- Disciplines/majors differ on preparedness
- Students who took library courses were more prepared



Students working in the White Hall interactive computer lab

Each class meets with a librarian in the computer lab for two sessions.

Evaluative assignment requirements

Sources

- Must find two sources

Citations

- Must properly cite sources

Search strategies

- Must describe the search strategy used
- Must use novel search methods

Evaluate

- Must evaluate each source utilizing the CRAAP test

Apply

- Must discuss sources in relation to topic for culminating project

Positive themes (post-assessment)

Web sources

- Checking reliability isn't as hard as it looks
- New search engines were useful

Journals

- Information on how to access new databases
- Learned more about peer-reviewed articles
- Didn't know how much was available through the library

General

- Narrowing search strategies was helpful
- Instructor was very knowledgeable
- Will help with research in other classes and outside of class
- Exercises were informative

Negative themes (post-assessment)

Web sources

- Repetitive
- May still use Google, but now realize other options
- CRAAP test was helpful but they will not use it in their future research.

Journals

- Too much work
- Tedious

General

- Would like more time to work in groups on research
- Would like more on how to focus search strategies
- CRAAP test took away from enjoyment of finding articles

Requirements for culminating project

Research paper

- Must use AT LEAST two peer-reviewed articles and reliable websites
- Integrates the research and the media creation

Media development

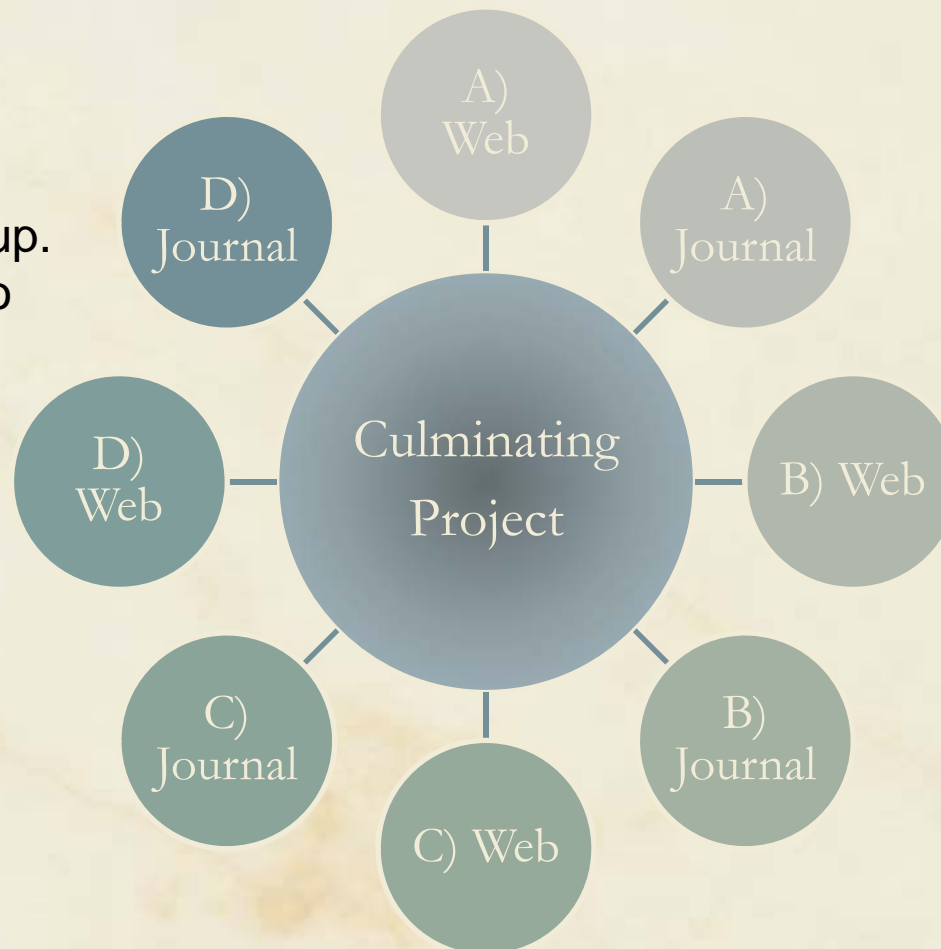
- Decide on one media type, and then use it to convey the message related to your topic
- Can be informative or persuasive
- Must have a target audience

Presentation

- Present your information and form of media
- 8-12 minutes, engaging to class

Collaboration of sources

Each student contributes their sources to the group. This allows them to learn from each others' search techniques and findings.



Discussion

- How do we engage with an interdisciplinary class?
- How can we make information literacy seem relevant to all experience levels?
- How do we overcome resistance?

Our perspective

- How has it changed our views?
- How has it changed the way we teach?

Contact information

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