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### The ASE Research Model: A Lightning Talk

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The ASE Research Model: A Lightning Talk

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Portland, Oregon

Presented at

Menucha, Oregon: American Colleges & Research Libraries, ACRL Oregon

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# The ASE Research Model

Analyze - Search – Evaluate



Research led by  
[Dr. Melissa Gross](#) and [Dr. Don Latham](#)

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- Project funded by [The Institute of Museum and Library Services](#), which is the primary source of federal support for the nation's 123,000 libraries and 17,500 museums. The Institute's mission is to create strong libraries and museums that connect people to information and ideas.



GEORGIA INTERNATIONAL CONFERENCE ON  
INFORMATION LITERACY

September 20-21, 2013  
Coastal Georgia Center, Savannah, GA



GEORGIA SOUTHERN UNIVERSITY

The image features a stack of colorful books with titles like 'LITERATURE', 'PHILOSOPHY', 'COMPUTER', 'ARTS', 'HISTORY', 'MATHEMATICS', and 'SCIENCE'. In front of the books is a laptop displaying a blue 'e' icon, and an open book with a red bookmark.

# High Anxiety & Research & Libraries

- Defining “Library Anxiety” (Constance Mellon).
- The “warmth” session (Mellon).
- Creating “an environment for learner readiness” (Vidmar 82).



Photo by  
Jeffrey St. Clair (2012)

# High Anxiety - What Works?

The “warmth” session  
**and**  
The ASE Research Model





## Attaining Information Literacy

Understanding and Responding to the Needs of Students

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[Personnel](#)

[Participating Organizations](#)

[Presentations/Publications](#)

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[Information Skills Workshop  
Materials \(Available Now\)](#)

### Attaining Information Literacy

This three-year project is a partnership between the School of Library and Information Studies at Florida State University, Chipola College, and Tallahassee Community College.

This research was designed to address a gap in our understanding of information literacy education by adding student perceptions to the question of how to ensure that all students develop the information literacy skills they need as part of their educational experience.

In addition, the findings from this study provide important input for the design, development, and implementation of information resources and services, particularly those aimed at reaching students with non-proficient information literacy skills.

This study began by documenting the information literacy skill levels of incoming community college students using the Information Literacy Test (ILT), developed at James Madison University, and comparing scores earned on the test to student self assessments of their skill.

It used in-depth interviews and focus groups to explore student views of what constitutes information literacy and information seeking success, what place information literacy has in their lives, and what kinds of assistance and training they see as useful.

The collection of this data informed the development of criteria for developing information literacy interventions and the development and testing of an intervention that responds to these criteria.

AIL Workshop Materials are now available for download. Click the menu link on the left hand side of this page or [here](#) to access the documents.

All AIL workshop materials are freely available for educational use if proper attributions are made to the researchers (Melissa Gross and Don Latham) and to the Institute of Museum and Library Services (IMLS) for their support in developing these materials. Commercial use of these materials is not permitted.

If you use these materials the researchers would be happy to receive any comments or questions you have about their development and/or use. Please contact [Melissa Gross](#).

If you need to contact someone with technical questions, please contact the [webmaster](#).

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# The ASE Research Model Study

“This research was designed to address a gap in our understanding of information literacy education by adding student perceptions to the question of how to ensure that all students develop the information literacy skills they need as part of their educational experience.”

# The 3- year Research Partnership

- School of Library & Information Studies – Florida State University
- Tallahassee Community College
- Chipola College
- Funded by  
Institute of Museum and Library Services

Documented the information literacy (IL) skill levels of incoming community college students.

Information Literacy Test (ILT) scores  
**and**  
Student self assessments of their IL skills

# In-depth interviews and focus groups

“...to explore student views of what constitutes information literacy and information seeking success, what place information literacy has in their lives, and what kinds of assistance and training they see as useful.”

# Analyze

- Define / Refine your topic using keywords, descriptors, subject terms, and subject headings.
- Read entries in scholarly encyclopedias to discover the language of the discipline.



# Search

- Search for books, articles, or videos....
- What databases are you using for your search? Are you looking for books, websites?
- **List here:**



# Evaluate

- Is the resource current, reliable, authoritative, pertinent?
- Is it a primary or secondary resource?
- Is it a scholarly or peer-reviewed article?





# Analyze

- Define / Refine your topic using keywords, descriptors, subject terms, and subject headings.
- Read entries in scholarly encyclopedias to discover the language of the discipline.



# ASE – Who Benefits the Most?

- Freshman Experience
- 1<sup>st</sup> U.S. Academic Library Experience
- TESOL students
- First generation college students
- You? – Librarians and Faculty

# ASE Applied

- Handout – The ASE worksheet
- Activities for Analyze – Search - Evaluate
- LibGuides – The ASE design

## Ancient Greece - Your Research



Use this guide to find subject encyclopedias and articles for your research about ancient Greece.

**Use the tabs at the top or the links on the side** to access library resources.

(Photo: library.thinkquest.org)

## ASE Research Model



## Analyze - Find / Refine your Topic



**Find Background Information**

**Choose Your Topic**

**Brainstorm Keywords**

## Search - Gather Information



**Where Should I Search?**

**Find Books and Articles**

**Find Images and Films**

## Evaluate Sources

# Bibliography

- **Gross, Melissa, & Latham, Don. (2010). Attaining Information Literacy: Understanding and Responding to the Needs of Students. Retrieved from <http://attaininfolit.org/>**
- **Mellon, Constance. (March 1986). Library Anxiety: A Grounded Theory and its Development. *College and Research Libraries* 47, 162-163.**
- **Vidmar, Dale. (1998). Affective Change: Integrating Pre-sessions in the Students' Classroom prior to Library Instruction. *Reference Services Review*, 26.**

# **“Only Connect” – E.M. Forster**

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