Resource List

Motivating Faculty to Integrate the Library: We Can Work Together
Michigan Library Association 2010 Annual Conference, Traverse City, Michigan
Judith Arnold & Veronica Bielat, Wayne State University

Asher, A., Duke, L., & Green, D. (2010 May 17). *The ERIAL Project: Ethnographic research in Illinois academic libraries*. Academic Commons Blog.
http://www.academiccommons.org/commons/essay/erial-project
The ERIAL project was began 2 years ago by 5 Illinois Institutions, and was an ethnographic research project organized around determining what students actually due when assigned a research project and what are the expectations of stakeholders in regards to these types of assignments. Findings included that students have trouble understanding citations, do not have a repertoire of advanced search strategies, and have low skill levels in evaluating resources. Additionally, they found that "professors often pay a central role in brokering the relationship between students and librarians". For more information, see http://www.erialproject.org/

Head, A. J. & Eisenberg, M. B. (2009). *Lessons learned: How college students seek information in the digital age.* Retrieved from
http://projectinfolit.org/pdfs/PIL_Fall2009_Year1Report_12_2009.pdf. Project Information Literacy Blog Posting.
"A report of findings from 2,318 respondents to a survey carried out among college students on six campuses distributed across the U.S. in the spring of 2009, as part of Project Information Literacy. The findings suggest that students conceptualize research, especially tasks associated with seeking information, as a competency learned by rote, rather than as an opportunity to learn, develop, or expand upon an information-gathering strategy which leverages the wide range of resources available to them in the digital age."

Janes, J. (2007 January). Why Johnny can't search. *American Libraries,* 38. Retrieved from http://www.ala.org/ala/alonline/inetlibrarian/2007columns/internetjan07.cfm
Janes discusses the implications of results on the ETS ICT test, including the finding that students are unable to evaluate websites effectively.

OCLC. (2005). *Perceptions of libraries and information resources*. Retrieved from
http://www.oclc.org/reports/2005perceptions.Htm
"The findings indicate that information consumers view libraries as places to borrow print books, but they are unaware of the rich electronic content they can access through libraries."

Pew Internet & American Life Project (2002). *The Internet goes to college*. Retrieved from http://www.pewinternet.org/Reports/2002/The-Internet-Goes-to-College.aspx
The original study that reported that students were using the Internet for their research. "Nearly three-quarters (73%) of college students say they use the Internet more than the library, while only 9% said they use the library more than the Internet for information searching."

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Schwartz, B. (2004 January 23). The tyranny of choice. *The Chronicle of Higher Education*. Retrieved from http://chronicle.com/article/The-Tyranny-of-Choice/22622

In this article, Barry Schwartz, professor of Psychology at Swathmore College, discusses the concepts of "choice overload", "satisficers", choices students face in and outside the classroom environment and the anxiety and stress that too much choice can sometimes produce.

Also see his article in Scientific American: http://www.swarthmore.edu/SocSci/bschwar1/Sci.Amer.pdf

McClure, R. and Blink, K. (2008). How do you know that? An investigation of student research practices in the digital age. *portal: Libraries and the Academy, 9* (1), 115-132. 10.1353/pla.0.0033

"This study investigates the types of sources that English composition students use in their research essays. Unlike previous studies, this project pairs an examination of source citations with deeper analysis of source use, and both are discussed in relation to responses gathered in focus groups with participating students and teachers. The researchers examine how students negotiate locating and using source material, particularly online sources, in terms of timeliness, authority, and bias. The researchers report on how teachers struggle to introduce these concepts and how students fail to perceive authority and bias in their sources."

Sterngold, A. (2004) Confronting plagiarism. *Change: The Magazine of Higher Learning, 26* (3), 16.
http://www.eric.ed.gov/ERICWebPortal/search/permalinkPopup.jsp?accno=EJ704034

The author of this article contents that "producing a term paper or research report is a daunting task for students who have weak research and writing skills". In this article, the author advocates rethinking the research paper assignment, and offers learner-centered approaches that support the research and writing process, and may help to reduce plagiarism.

- Break up major research papers into smaller assignments
- Require students to write about course-specific topics
- Choose some required source material for your students
- Incorporate assignments into classroom discussions and tests
- Meet with students to discuss their research
- Require students to submit printouts of source materials