

# Pedagogical v. Pathfinder:

## Reimagining Course & Research Guides for Student Success

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# POLL

In one word or short phrase, what is the purpose of research/course guides?

<https://respond.cc>

Session Key: 377971

Responses: <https://mqlicker.com/r/i8m1>

Q

Does the design  
and layout of  
course & research  
guides impact  
student learning?

# Why?



16  
APR  
2015

## LIBGUIDES: PEDAGOGY TO OPPRESS?

✍ Written by Alison Hicks / 💬 19 Comments /



# Hybrid Pedagogy

A digital journal of learning, teaching, and technology

LOOKING FOR SOMETHING?



OPEN TO CHANCE?

[VIEW RANDOM ARTICLE](#)

<http://www.digitalpedagogylab.com/hybridped/libguides-pedagogy-to-oppress/>

# Critical Pedagogy

Test:

1. When did the Pilgrims land at Plymouth Rock?



1620.

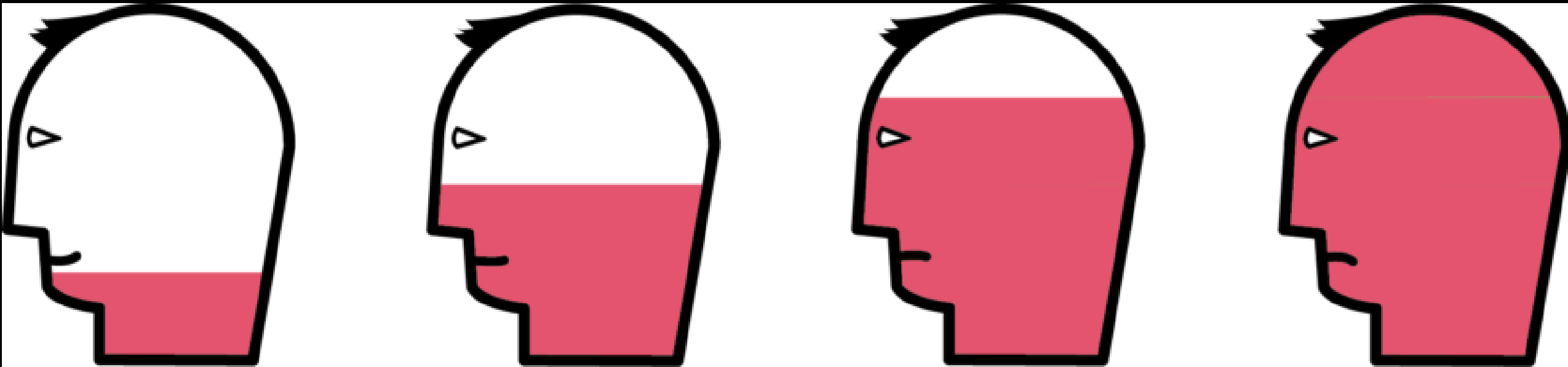


AS YOU CAN SEE, I'VE MEMORIZED THIS UTTERLY USELESS FACT LONG ENOUGH TO PASS A TEST QUESTION. I NOW INTEND TO FORGET IT FOREVER. YOU'VE TAUGHT ME NOTHING EXCEPT HOW TO CYNICALLY MANIPULATE THE SYSTEM. CONGRATULATIONS.



# Learning Theory

Cognitive  
Load



# Guide Design

## Pedagogical

## Pathfinder

### Welcome! Start Here

[The Research Process](#)

- 1: Your Question
- 2: Find Background Info
- 3: Find Materials
- 4: Read, Evaluate, Take Notes
- 5: Refine Topic
- 6: Citation Help
- 7 & 8: Think, Synthesize & Write
- End-of-class Evaluation

### The Research Process

Research is an iterative process, meaning individual steps may be repeated multiple times. The graphic below shows one way that we can do research, but it doesn't look the same for everyone. The research process is non-linear and often messy. As you go through this guide, you should feel free to jump back and forth between steps as you see fit or to come up with a process that works better for you.

**1 Your Question**  
Your Information Need aka Thesis or Topic

**2 Find Background Info**  
Wikipedia  
Textbooks  
Books  
Newspapers  
Google

**3 Find Materials**  
IUCAT  
Library Databases  
Bibliographies  
Footnotes

**4 Read, Evaluate, Take Notes**  
Take good notes from your sources!  
Don't fall victim to plagiarism when it comes time to write.

**5 Refine Topic**  
Do you have enough information? If not, return to #3.

**6 Organize Materials**

**7 Think & Synthesize**  
Are your sources the best evidence to support your argument?

**8 Write**

**The Research Process**

Is your topic too broad? (Hint: If your search gets you thousands of results, it is too broad.) Return to #1.

### Think About Your Information Need Before Searching

Before diving right into a search, stop and take a moment to consider what type of resource you want to find. Do you need a **book**? A **scholarly article**? Do you need a **blog** written by or **YouTube interview** of an expert? Do you need raw **data**? Next, think about where that type of information might be found. Will a simple internet search locate what you need, or do you need another tool? Use the chart below to think about where you might find the information you need. If you're not sure where to start, this would be a great moment for you to contact me!

### Welcome! Start Here

[Think About Your Information](#)

- 1: Your Question
- 2: Find Background Info
- 3: Find Materials

### Home

- Reference Materials
- Find Articles
- Find Books
- Citation and Writing Help
- End-of-class Evaluation

### Welcome

This guide is for students in the Dental Hygiene FYS, to help you find sources for your assignment.

### Home

- Reference Materials
- Find Articles
- Find Books
- Citation and Writing Help
- End-of-class Evaluation

### Article Databases

- **Google Scholar**  
Google Scholar provides a simple way to broadly search for scholarly literature. From one place, you can search across many disciplines and sources: peer-reviewed papers, theses, books, abstracts and articles, from academic publishers, professional societies, preprint repositories, universities and other scholarly organizations. Google Scholar helps you identify the most relevant research across the world of scholarly research.
- **Academic Search Premier (EBSCO)**  
This multi-disciplinary database provides full text for nearly 4,500 journals, including full text for more than 3,600 peer-reviewed titles. PDF backfiles to 1975 or further are available for well over one hundred journals, and searchable cited references are provided for 1,000 titles. Academic Search Premier is updated on a daily basis. This database is partially paid for by INSPIRE.

For an example of a current pedagogical guide:  
<http://iupui.campusguides.com/bridge>

# Guide Design

Pathfinder

<b>Home</b>	<b>Welcome</b>
Reference Materials	This guide is for students in the Dental Hygiene FYS, to help you find sources for your assignment.
Find Articles	
Find Books	
Citation and Writing Help	
End-of-class Evaluation	

Home	<b>Article Databases</b>
Reference Materials	
<b>Find Articles</b>	<ul style="list-style-type: none"><li>• <a href="#">Google Scholar</a> Google Scholar provides a simple way to broadly search for scholarly literature. From one place, you can search across many disciplines and sources: peer-reviewed papers, theses, books, abstracts and articles, from academic publishers, professional societies, preprint repositories, universities and other scholarly organizations. Google Scholar helps you identify the most relevant research across the world of scholarly research.</li><li>• <a href="#">Academic Search Premier (EBSCO)</a> This multi-disciplinary database provides full text for nearly 4,500 journals, including full text for more than 3,600 peer-reviewed titles. PDF backfiles to 1975 or further are available for well over one hundred journals, and searchable cited references are provided for 1,000 titles. Academic Search Premier is updated on a daily basis. This database is partially paid for by INSPIRE.</li></ul>
Find Books	
Citation and Writing Help	
End-of-class Evaluation	



# Guide Design

## Pedagogical

Welcome! Start Here

[The Research Process](#)

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Your Information Need aka Thesis or Topic

1 Your Question

2 Find Background Info

8 Write

Wikipedia  
Textbooks  
Books  
Newspapers  
Google

Is your topic too broad? (Hint: If your

Welcome! Start Here

1: Your Question

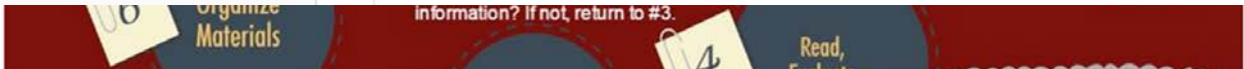
2: Find Background Info

3: Find Materials

[Think About Your Information](#)

### Think About Your Information Need Before Searching

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Organize Materials

4 Read, Evaluate, Take Notes

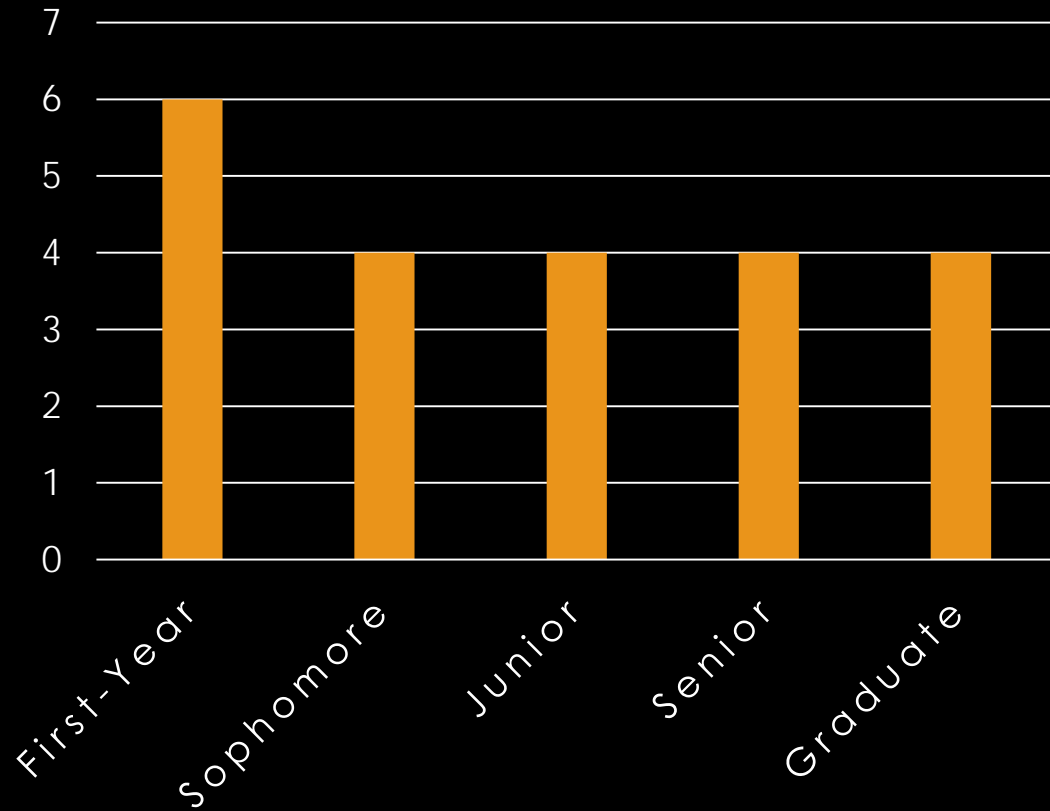
Information? If not, return to #3.

Outside of the classroom

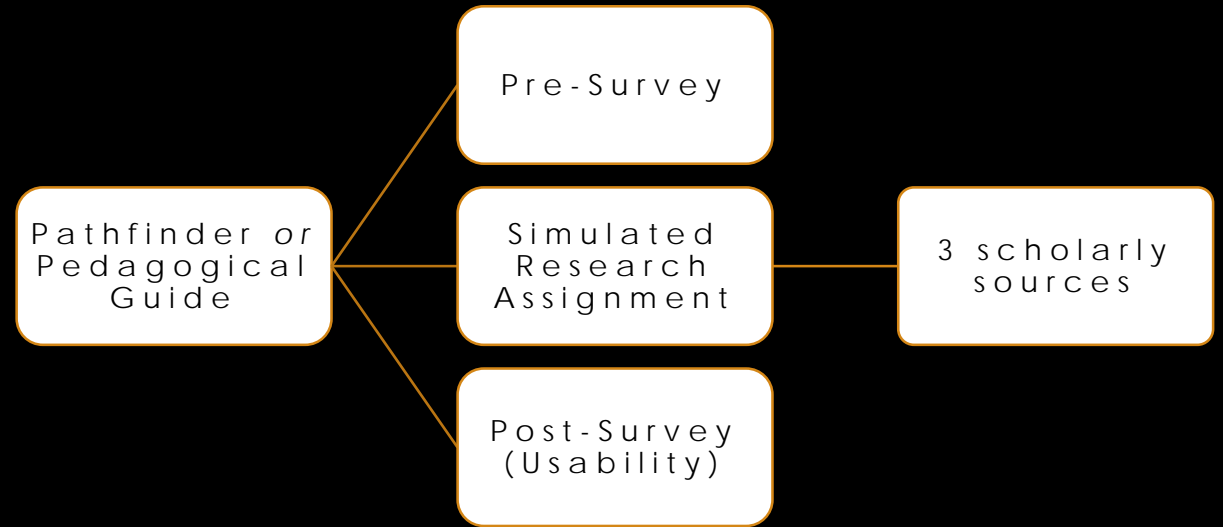
aka self-directed learning

# Methodology

n = 22



## Workflow



# Methodology

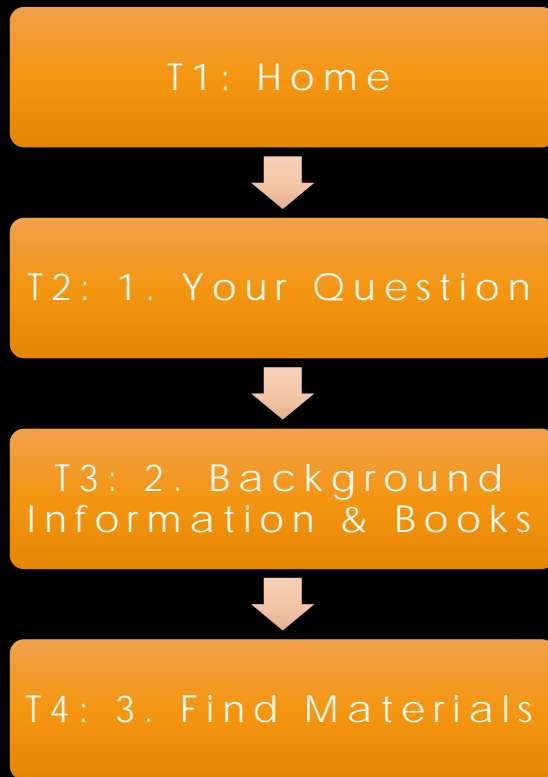
## Rubric

Learning Outcome	Level of Achievement		
	Developed 3	Emerging 2	Initial 1
Keywords & Synonyms	Sufficient keywords and synonyms <ul style="list-style-type: none"> <li>• Multiple keywords identified</li> <li>• Multiple, appropriate synonyms identified for each keyword</li> </ul>	Insufficient keywords or synonyms <ul style="list-style-type: none"> <li>• Limited identification of keywords</li> <li>• Few or improper synonyms</li> </ul>	Minimal keywords and no synonyms <ul style="list-style-type: none"> <li>• No keywords beyond those used in the original question/topic</li> <li>• No viable synonyms found for the keywords</li> </ul>
Research Question	Question is relevant to the topic	Question is kind-of relevant to the topic – containing elements of the topic but not everything (e.g., Islam in America)	Question is not relevant to the topic, very vague, OR only repeats the topic in question form
Article (Relevance)	Article content seems appropriate for the proposed question/topic	Article is only tangentially related to the proposed question/topic	Article is not related to the proposed question/topic
Article (Scholarly)	Article is from an appropriate scholarly journal	Article is from an authoritative source (e.g., NY Times) but not a scholarly journal	Article is not from an authoritative source nor a scholarly journal
Evaluation	Well thought out explanation of how the article was relevant to the topic or research question	Explanation is not completely thought out or clearly copied from article abstract	No explanation or no effort to explain (e.g., it's scholarly, I found it in a database, etc.)

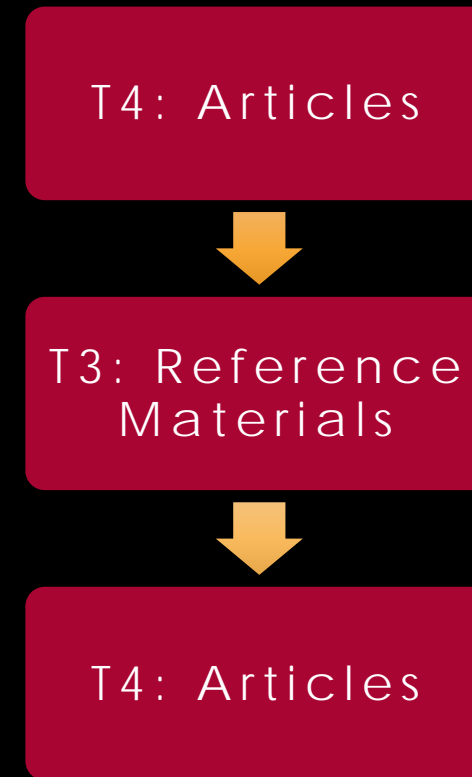
# Results

## Guide Interaction

### Pedagogical



### Pathfinder

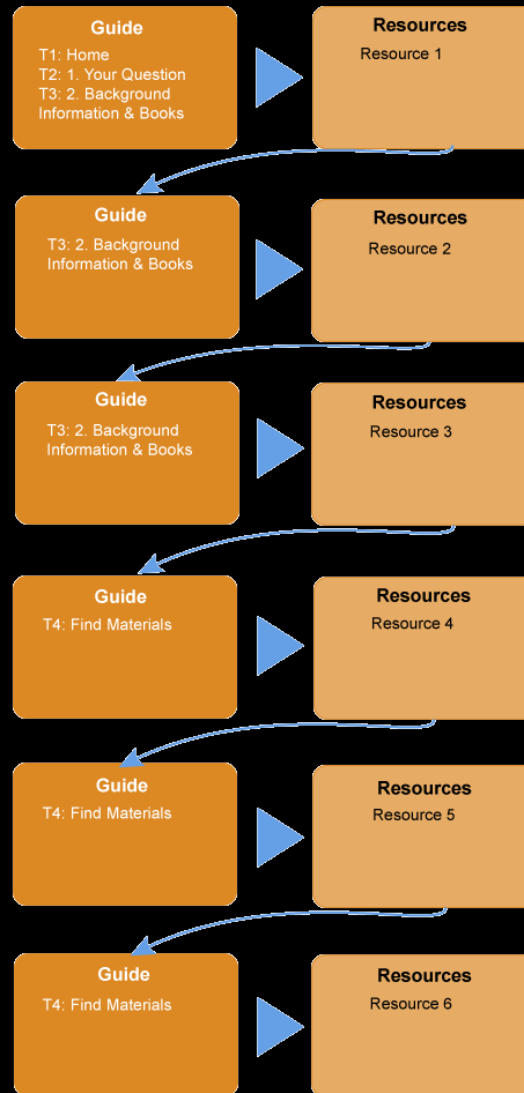


# Results

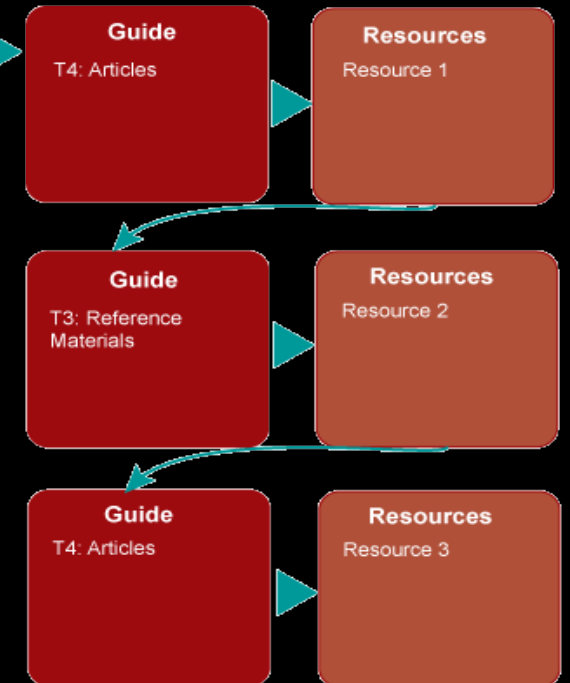
## Guide-Database Interaction

Pedagogical

Pathfinder

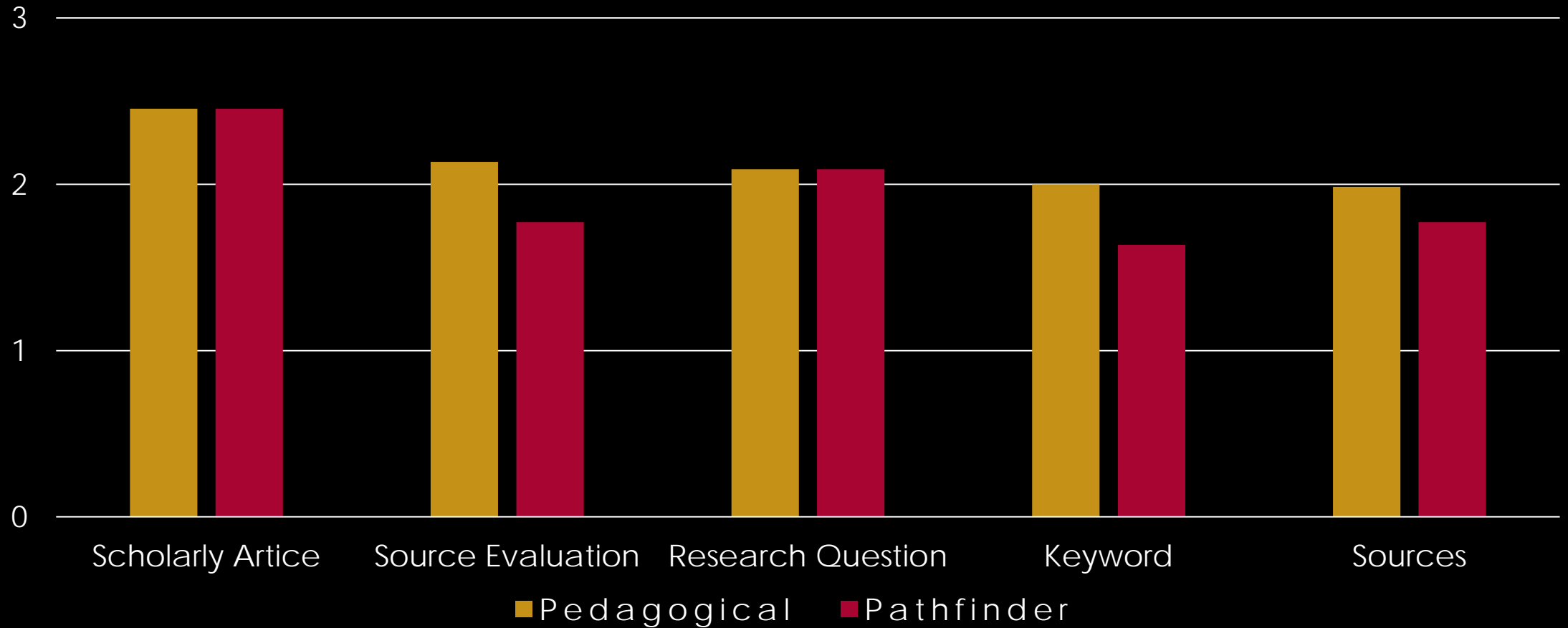


**Search Boxes**  
Without looking at guide, started using search boxes above. (Search IUCAT or Search Articles)



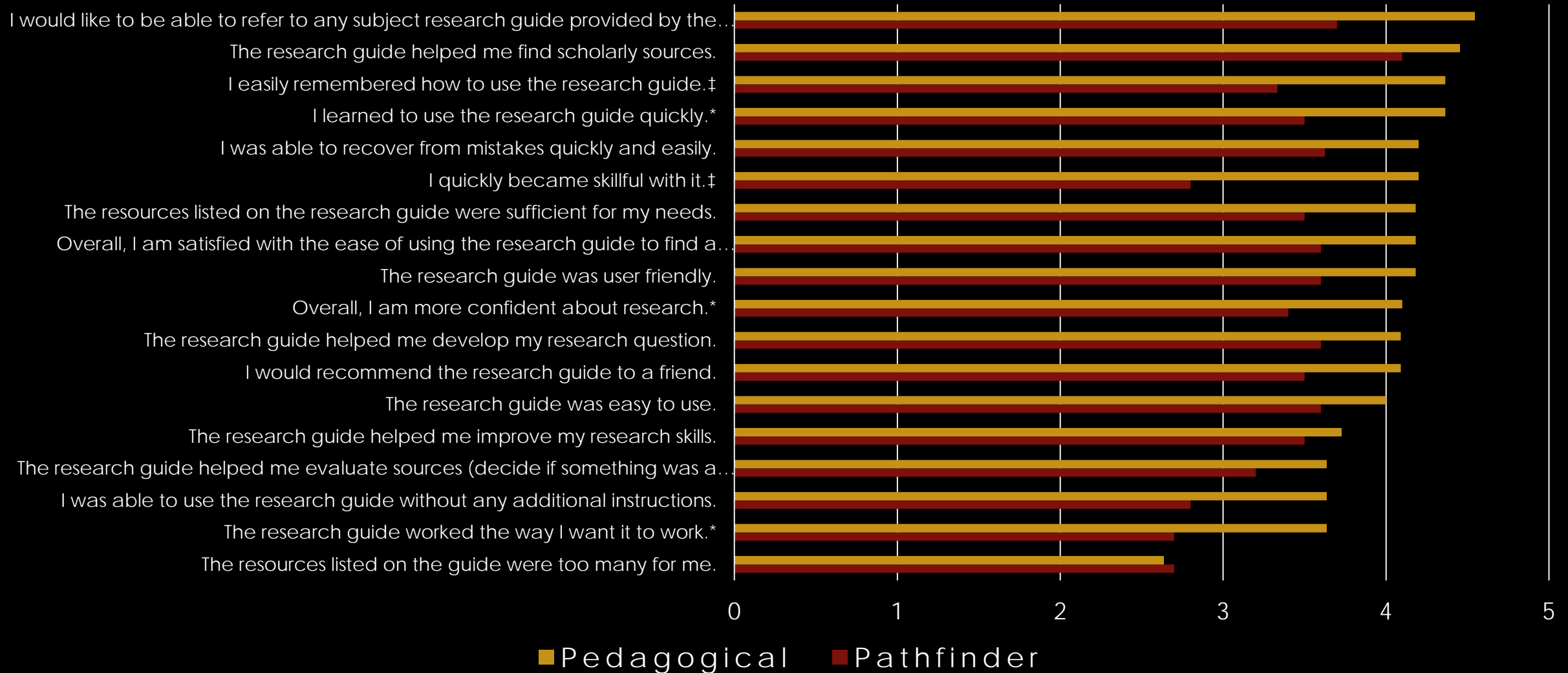
# Results

Rubric



# Results

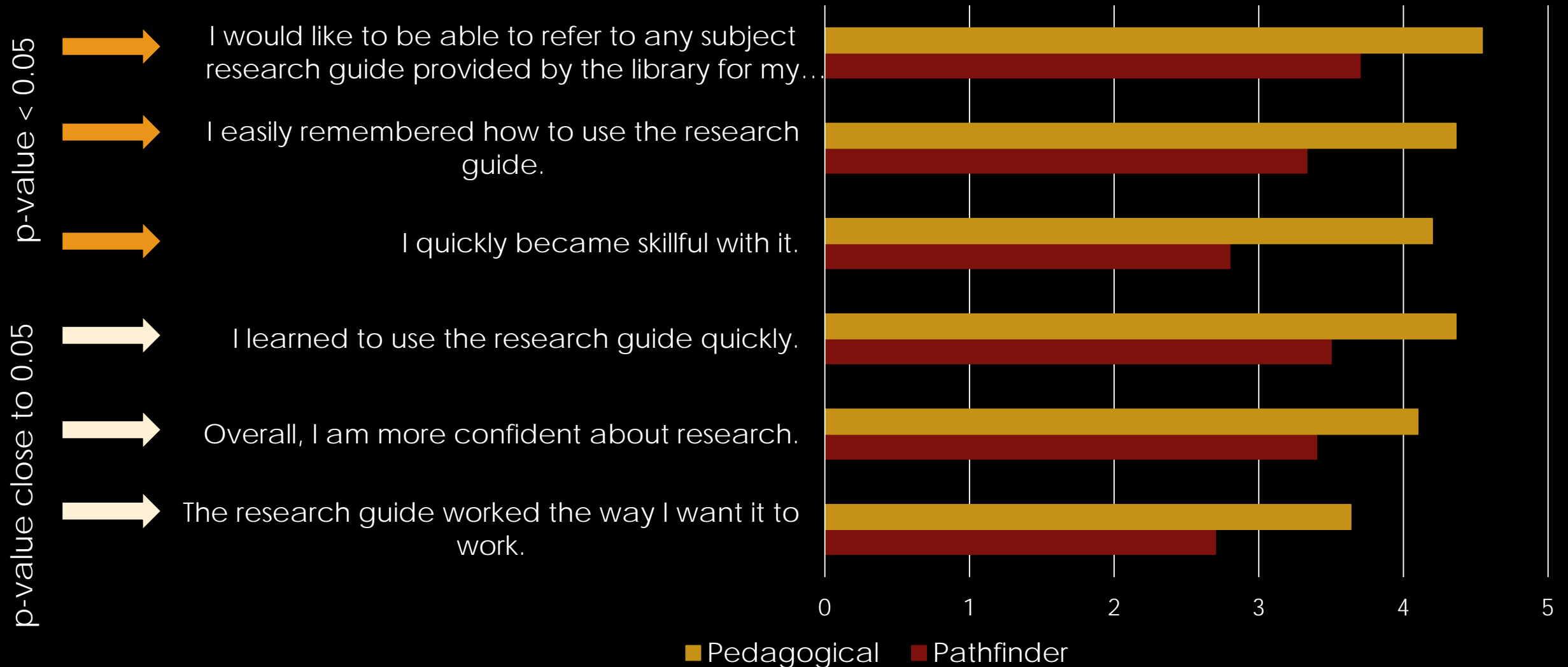
## Post-Survey





# Results

## Post-Survey



# Student Perceptions

## Pedagogical

- It is helpful to define what a scholarly article is as I didn't know what it really meant.
- This is so cool!  
[Infographic of the research process]
- I like the way the resources are organized.

## Pathfinder

- I don't know where to start.
- I don't know how to use databases and the research guide doesn't help me figure out.
- So confusing.

Inside the classroom

# Methodology



## Instruction

- Two sections of first-year seminar
- n = 40
- Same professor
- Same librarian
- Same course content

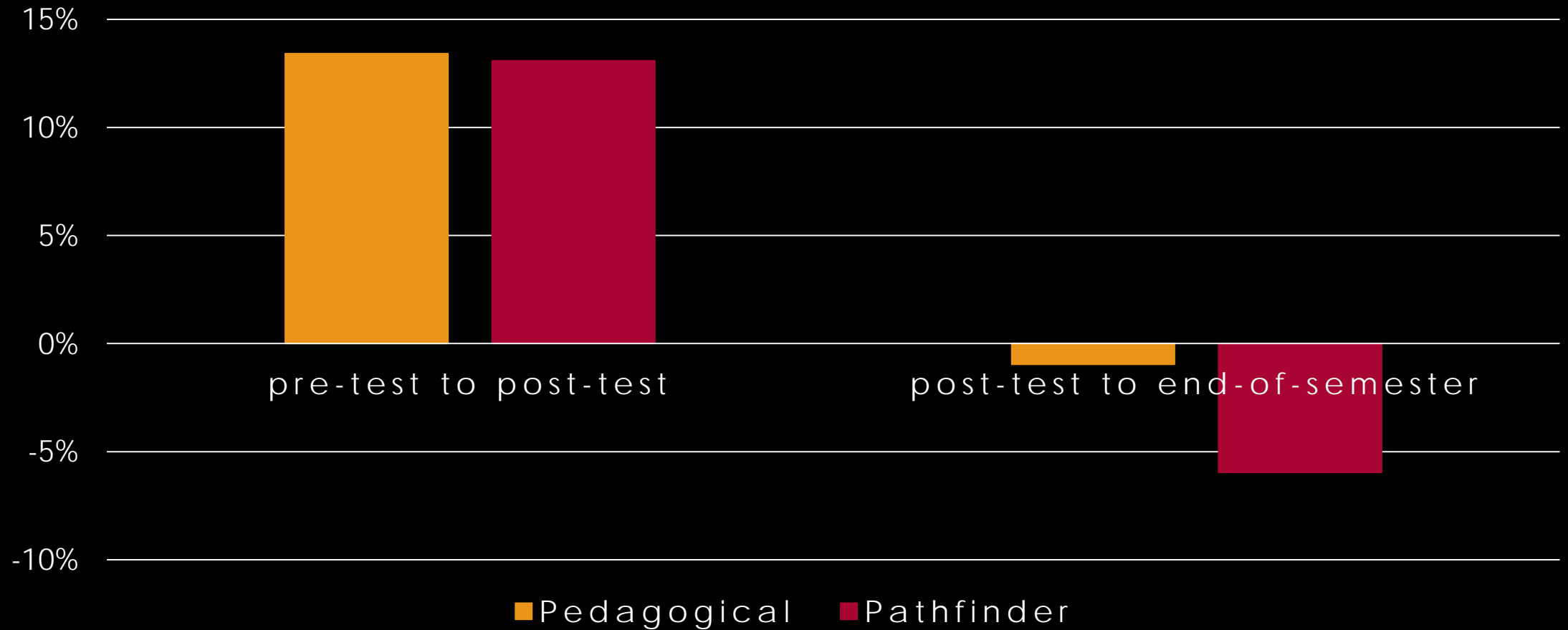


## Assessment

- Pre-Test
- Post-Test & Usability Questions
  - 2 weeks after library session
- End-of-Semester Test
- Annotated Bibliographies
  - Rubric

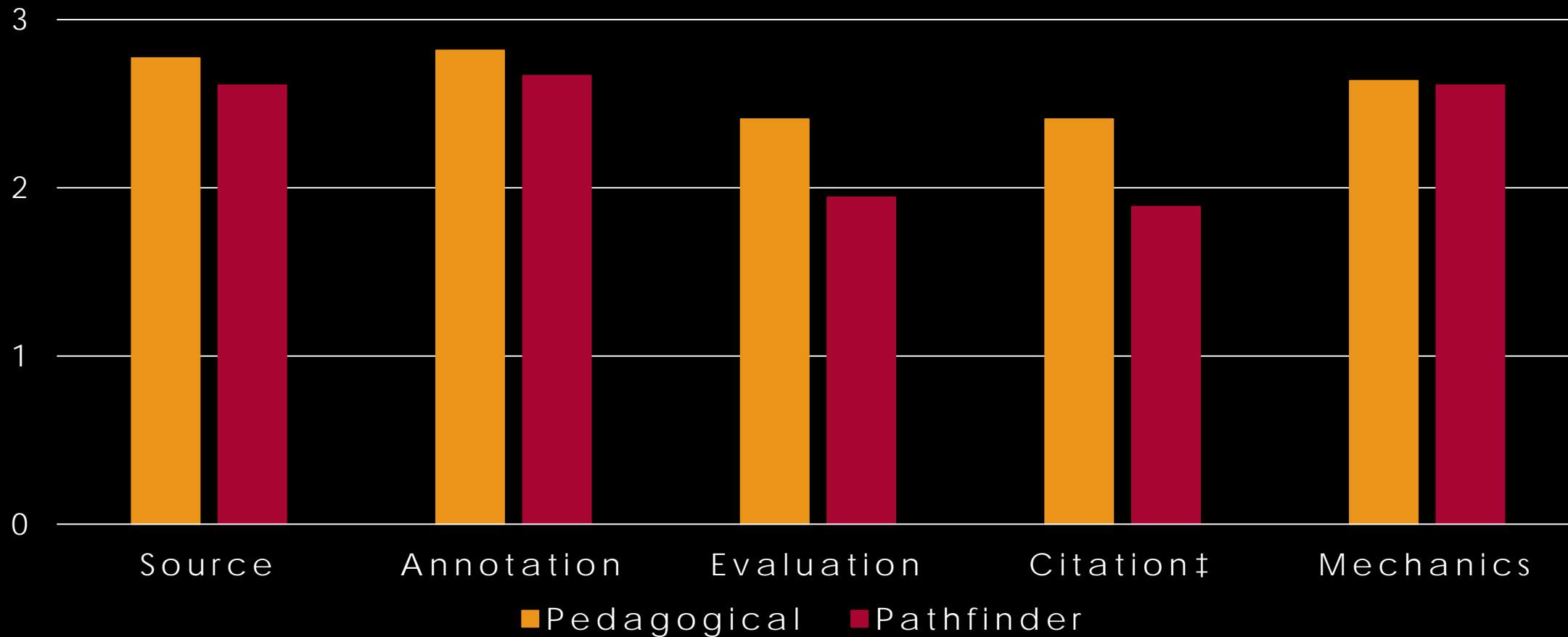
# Results

## Improvement Between Assessments

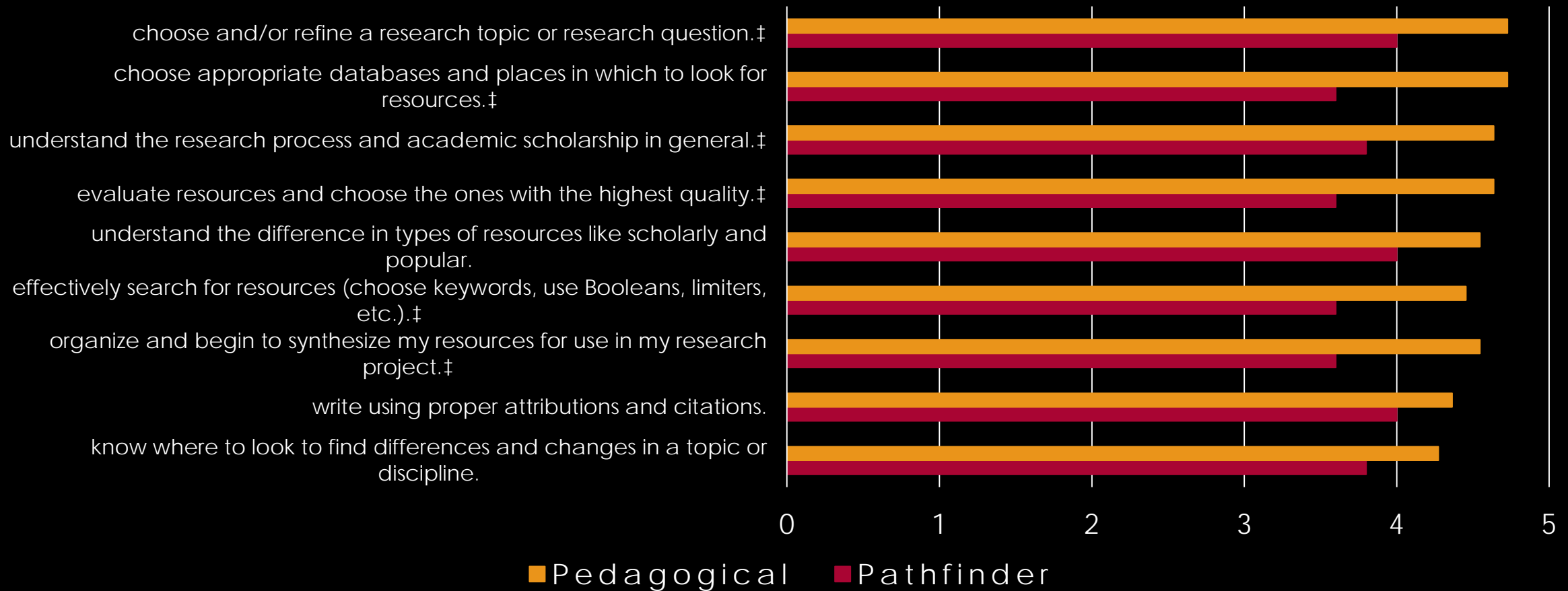


# Results

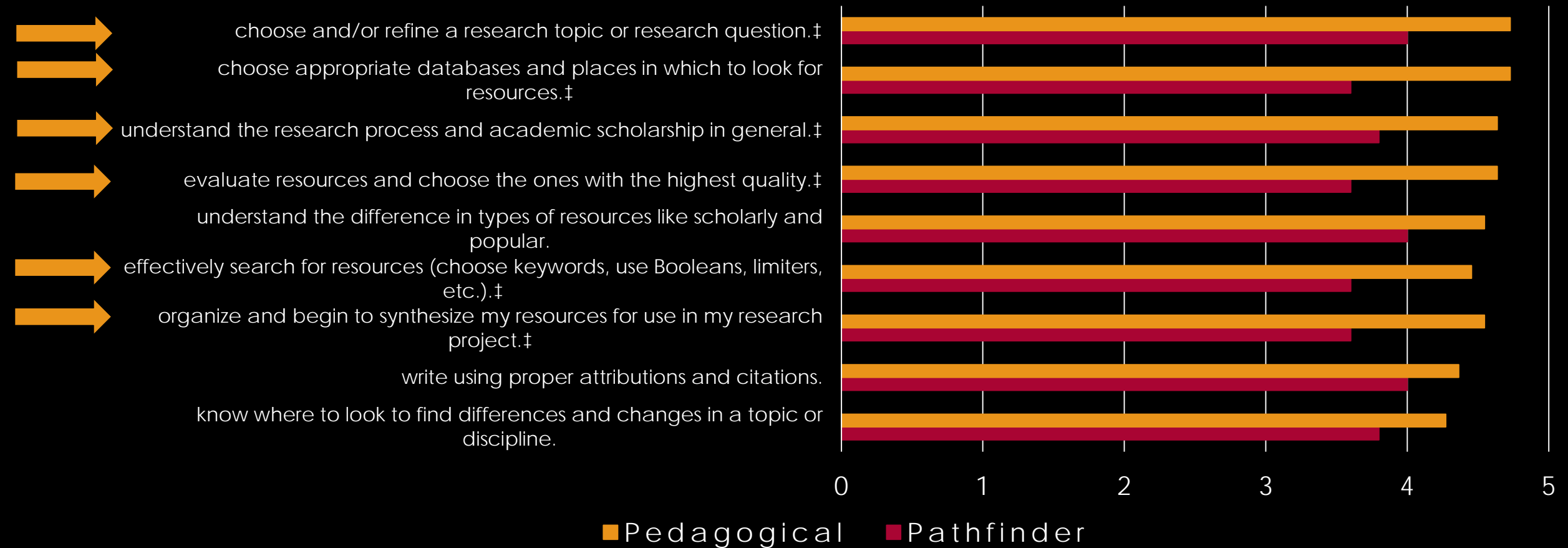
## Annotated Bibliography Rubric



# Results “The research guide helped me...”



# Results “The research guide helped me...”





Closing the Loop

# Conclusions

## Outside the classroom study

Although no statistically significant performance difference between the two, students using the pedagogical guide reported a **more positive experience** and **greater self-efficacy** not seen in students using the pathfinder guide.

## In-classroom study

Students using the pedagogical course guide demonstrated **better learning and retention of concepts** than students using the pathfinder guide.

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6 Organize Materials

7 Think & Synthesize

8 Write

The Research Process

Is your topic too broad? (Hint: If your search gets you thousands of results, it is too broad.) Return to #1.

TUCAT Library Databases  
Bibliographies  
Footnotes

Do you have enough information? If not, return to #3.

Take good notes from your sources!  
Don't fall victim to plagiarism when it comes time to write.

Wikipedia  
Textbooks  
Books  
Newspapers  
Google

Are your sources the best evidence to support your argument?

Image Information

# Actions

# Task Force

## LibGuides Best Practices

### Home

[Welcome to the LibGuides Best Practices Guide](#)

[LibGuides Task Force Members](#)

[LibGuides at IUPUI](#)

[Reuse, reuse, reuse!](#)

[Unified Presence](#)

[Best Practices](#)

[Styles](#)

[Audit](#)

[How-To](#)

[Library Research Guide in Canvas](#)

### Welcome to the LibGuides Best Practices Guide

This guide is designed to enhance the user experience with digital assets of IUPUI Libraries. This guide provides best practices, tips, resources, and examples of how to design a guide using LibGuides.



Photo credit: [cdnsba.org](https://cdn.sba.org)

- **LibGuides at IUPUI:** Explain background information on how LibGuides is used at IUPUI and the purpose of LibGuides
- **Reuse, reuse, reuse!:** Describe what to reuse such as common boxes and resources
- **Unified Presence:** Include IUPUI LibGuides design templates and information about layout design
- **Best Practices:** Provide best practices on what should be in the Home, side-menu, how to present information, contact information, and etc.
- **Styles:** Contain information about images, different box types, and content (asset) types
- **Audit:** Clarify what to do in order to make your guides up-to-date
- **How-To:** Tutorials on LibGuides design (If you need more, tell us! Contact information is below)

### LibGuides Task Force Members

The LibGuides Task Force consists of the following members:

- Dentistry Library - Sean Stone ([smstone@iu.edu](mailto:smstone@iu.edu))
- Law Library - Susan DeMaine ([sdemaine@iupui.edu](mailto:sdemaine@iupui.edu))
- Medical Library - Amy Blevins ([aeblevin@iu.edu](mailto:aeblevin@iu.edu)), Jennifer Herron ([jenherro@iu.edu](mailto:jenherro@iu.edu)), Kellie Kaneshiro ([kkaneshi@iu.edu](mailto:kkaneshi@iu.edu)), Jason Lily ([jaalilly@iu.edu](mailto:jaalilly@iu.edu))
- University Library - Yoo Young Lee ([yooylee@iupui.edu](mailto:yooylee@iupui.edu)), Sara Lowe ([mlowe@iupui.edu](mailto:mlowe@iupui.edu))

# Actions

# Heat Mapping

## ENG W131: Reading, Writing, & Inquiry

### Welcome! Start here.

Welcome to W131: Reading, Writing, & Inquiry

The Research Process Infographic

Other useful guides

1: Your Question

2: Background Information

3: Find Materials

4: Read & Evaluate

5: Organize, Write, & Cite

Additional Help

### Welcome to W131: Reading, Writing, & Inquiry

Welcome! This guide is designed to help you with the research process for English W131: Reading, Writing, & Inquiry. Although your instructor is your primary contact for your course, I invite you to contact me for questions related to research, the library resources, or choosing a topic. My name is Bronwen and my contact information is on the left. Please email or call me with your questions. You may also request a one-hour consultation for individualized and more in-depth assistance.

For quick questions, or to just get started with a research project, feel free to ask for help at the Service & Information Desk on level 2 of University Library. It's available to you whenever the building is open.

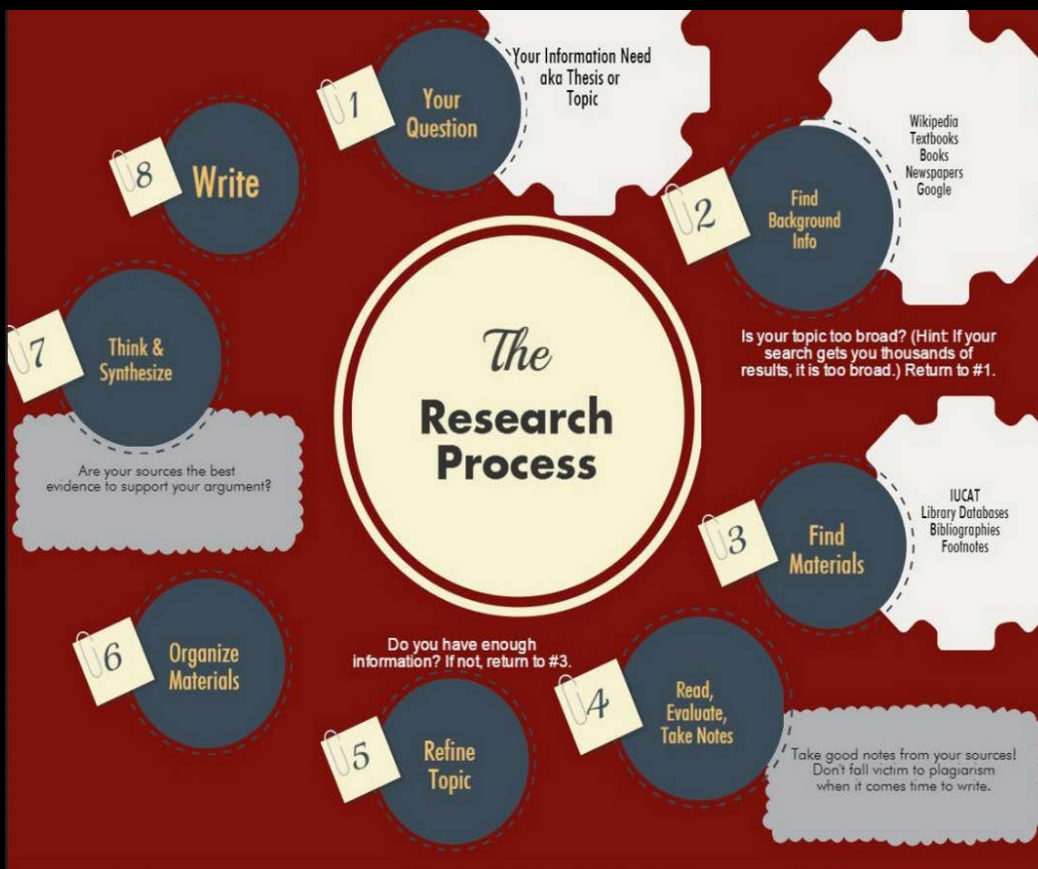
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### The Research Process Infographic

Text alternative for web accessibility infographic

# Changes

## Old



## New



# Student Perceptions

## Critical Pedagogy

*Discuss how you think your research process might differ from someone who does not have access to the resources you have because you are a student at IUPUI.*

- I think it would be fairly difficult because they would have to go search for research at a library or somewhere else. They wouldn't have the online resources we used.
- I think anyone outside of college has the exact same resources as anyone in college. Some databases just require payment and usually [the] school pays for it.
- They may have to find a different way to access the information which may be challenging if you do not live near a library or the people and resources to help you.

*Thank You!*

Yoo Young Lee

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Sean M. Stone

[smstone@iu.edu](mailto:smstone@iu.edu)

Questions?

# POLL

Will you make  
changes to your  
guides based  
on this  
presentation?

If so, how?

<https://respond.cc>

Session Key: 299976

Responses: <https://mqlicker.com/r/s8m3>