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Students and Research: Revisited

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Students & Research: Revisited

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Overview of Previous Town Meeting on Students and Research

- What research skills should students master before graduating from ISU?
- How can we insure that students master those skills before graduation?

General Observations about Student Research

- Difficulties Identifying a Research Question
 - Lack adequate background information to conduct research
- Difficulties Finding Information
 - Fail to distinguish between library and internet research
 - Often avoid the library and rely primarily on the Web
 - Unable to conduct effective research in the disciplines

General Observations about Student Research

- Difficulties Evaluating Information
 - Do not find “the best” (reliable, authoritative) sources
- Difficulties Using Information
 - Lack knowledge of citation styles
 - Lack basic mechanics of writing

What We As a Campus Community Can Do

- Develop an “attitude of research” in our students, a “culture of research” on campus
- Continue discussions with curricular committees
- Hold Milner/CAT sponsored programs
- Look at what accreditation groups require

Strategies for Enhancing Research Skills

- What Individual Instructors Can Do
 - Contact your liaison / subject specialist librarian
 - Clear expectations for research papers
 1. The number and type of citations
 2. What citations are not acceptable?
 3. Citation style
 4. Number of pages
 5. How will students be evaluated?
 - Identifying and teaching critical research skills
 - Importance of repetition and practice

Association of College & Research Libraries (ACRL)

- **5 Standards – The information literate student.....**
 - Determines the nature and extent of the information needed.
 - Accesses needed information effectively and efficiently.
 - Evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.
 - Individually or as a member of a group, uses information effectively to accomplish a specific purpose.
 - Understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

North Central Association of Colleges & Schools

- Reference to “proficiency in skills and competencies” in Criterion 3 of main handbook

-- Gratch-Lindauer, Bonnie, “Comparing the Regional Accreditation Standards: Outcomes Assessment and Other Trends,” *Journal of Academic Librarianship* (28:1/2)

- “Training in information literacy including research techniques”

-- p. 58, *Addendum to the Handbook of Accreditation, 2nd ed.*, “Best Practices for Electronically Offered Degree and Certificate Programs” – Student Support (March 2002)

Educating Illinois 2003-2010

- **Goal 2** – The national leader known for excellence in undergraduate and graduate education provides the premier undergraduate experience and demonstrates excellence in graduate education and research as evidenced by:
 - Action 4
 - “Increasing the number of courses that emphasize active learning pedagogies to enhance student learning and engagement. This will be achieved by expanding writing across the curriculum, library and information literacy instruction...” (p. 7)

Educating Illinois 2003-2010

- **Goal 2** – The national leader known for excellence in undergraduate and graduate education provides the premier undergraduate experience and demonstrates excellence in graduate education and research as evidenced by:
 - Outcome 4l
 - “Increasing the number of formal information literacy partnerships between librarians, Illinois State University, and other campus faculty, staff, and community members” (p. 8)

Educating Illinois 2003-2010

- **Goal 3** – The educational environment that fosters creativity and growth among its students, faculty, staff, and alumni creates new ideas and promotes lasting knowledge through discovery and engagement as evidenced by:
 - Action 6
 - Strong instruction, scholarship, and service activities; academic support programs; and appropriate student-to-faculty ratios contribute to student-faculty-staff interactions inside and outside of the classroom. The latter includes...library and information literacy instruction. (p. 11)

Educating Illinois 2003-2010

- **Goal 6** – The first choice of employers in recruiting students who will be successful as entrepreneurs or professionals sets high academic standards as evidenced by:
 - Instilling the value of learning as an active and life-long process. (p. iii)

Milner Library Mission Statement

- Lead in efforts to integrate information literacy into the University curriculum through teaching and collaboration.
 - 2003-2004 Annual Goals
 - Create definition of information literacy among library faculty and staff, and identify implications for instruction
 - Sustain active participation in General Education reform on campus in order to insure inclusion of information literacy
 - Conduct survey of information literacy instruction and articulate different elements across the curriculum
 - Enhance collaborative relationships between librarians and faculty that permit teaching of library and information literacy skills

Collaborative, Tiered Information Literacy

- Agreed definition of information literacy (IL)
 - Adapt national and regional standards to our needs
 - Adopt campus-wide curriculum that is evaluated during program review and accreditation
- Identify needed IL skills
 - Campus-wide discussions of overall IL goals among administrators, classroom faculty and librarians
 - Collaborative discussion of disciplinary IL goals between college/program/department and liaison librarians

Collaborative, Tiered Information Literacy

- Key IL Components
 - Tiered, incremental development of skills from freshman year through graduation
 - Course integration rather than single (if any) library research session
 - Design skills that are capable of being assessed

Information Literacy at ISU?

- General Education courses
 - Inner, Middle and Outer cores
- Introductory courses at college/program/departmental level
 - Introduction to major and/or disciplinary research / methodologies / writing
- Capstone or senior-level course(s)
 - Course where student demonstrates advanced understanding of disciplinary research

Information Literacy at ISU? cont.

- Other opportunities

- American Democracy Project

- “[P]rovide opportunities for students to understand and participate in activities that are designed to increase their commitment to civic engagement.... [and] to contribute to the development of an informed and contributing citizenry in the United States in the 21st Century”

- *American Democracy Project*, 9/4/03 Office of the Provost memo

- American Adventure of the Mind program

- Integration of Library of Congress’ digital assets into college and high school coursework

- Learning communities

- Service-based learning

How Information Literacy Might Look at ISU...

- Existing General Education Collaboration
 - Research sessions (LILAC) for each section of Language and Communication, COM 110
 - Library liaisons for each section of FOI
 - Research sessions for a number of Middle/Outer Core courses
- How might we make it better?
 - Clearly define IL goals for Inner, Middle and Upper cores
 - Focus instruction to (a) selected course(s) in each core
 - Develop online tutorial with assessment tools

How Information Literacy Might Look at ISU...

- Introductory courses at college/program/departmental level & capstone course(s)
 - Many existing collaborative relationships between librarians and college / program / departments and classroom faculty
- Possible model: Cal State Fullerton
 - Campus and Library were awarded grants to integrate IL within departmental program curricula
 - Workshops and retreats among administrators, classroom faculty and librarians to better understand IL
 - Departmental teams and liaison librarians identified at least two undergrad classes for course integration of IL
 - http://library.fullerton.edu/information_comp/CSUF%20Initiative.htm