Teaching the Research Process: Building Partnerships Between Faculty and Librarians

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LONGWOOD UNIVERSITY

CAFE CENTER FOR FACULTY ENRICHMENT

INQUIRY Office of Student Research

GREENWOOD LIBRARY Celebrate Curiosity

Learning Goals

- Upon completion of this session, you will be able to:
  - Discuss strategies for incorporating information literacy as process as necessary for teaching research
  - Design a collaborative and interactive pedagogy workshop
  - Explain the benefits of building partnerships between the campus library and faculty development centers/programs

How Did We Get Here?

- See a need, fill a need
- Choosing campus partners
- Encouraging faculty participation

The Longwood Workshop

Research Source Identification, Evaluation, and Synthesis: Teaching the Research Process from Research Focus to Literature Review

Overview

Call for Participants

January 12, 2017, 8:30 a.m. - 4:00 p.m. in Greenwood Library 209 A & B.

The Office of Student Research (OSR), the Center for Faculty Enrichment (CAFE) and Greenwood Library will sponsor a faculty development workshop on teaching the research process.

This workshop will focus on teaching students how to find, evaluate, synthesize and use research sources to help them select research topics, design research questions/hypotheses, and develop comprehensive literature reviews. Faculty are asked to bring a current research-based assignment to revamp during the workshop. After discussing some of the challenges faculty face in teaching the research process, we will discuss effective instructional strategies and available resources. In the afternoon, faculty will have the opportunity to revise their assignments and receive feedback from other workshop participants.

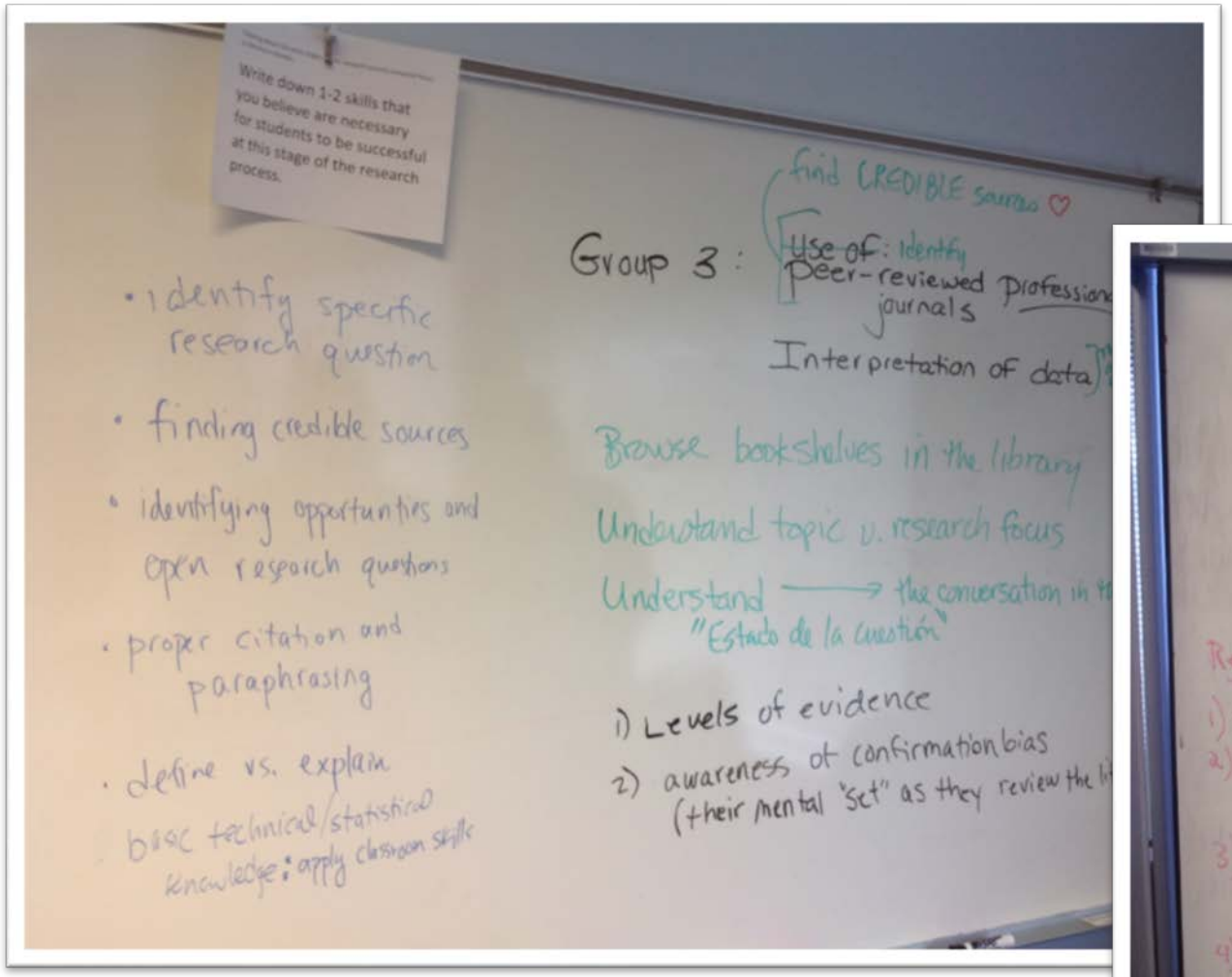
Workshop Schedule

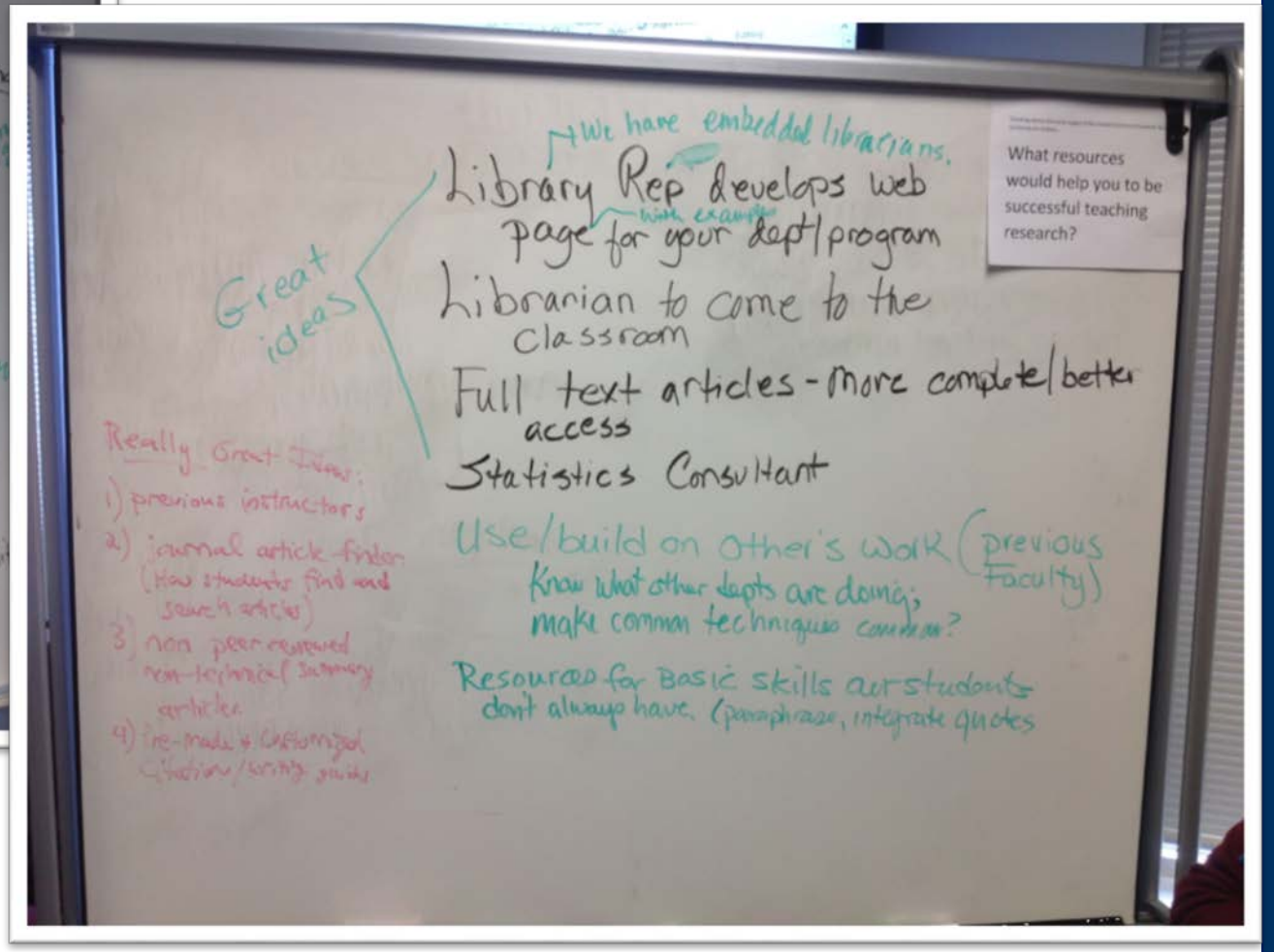
8:30	Breakfast (provided)
9:00-9:45	Gallery walk, Faculty Challenges
9:45-10:30	Information Literacy in Action
10:30-10:45	Break
10:45-12:00	Instructional Activities
12:00-1:00	Lunch (provided)
2:00-3:30	Small Group – Charrette
4:00	Wrap-up and conclude

Gallery Walk

- Thinking about the early stages of the research process (research focus to literature review)…
  - What challenges do you face teaching research?
  - Reflect on a successful experience you've had teaching research?
  - Write down 1-2 skills that you believe are necessary for students to be successful at this stage of the research process.
  - What resources would help you to be successful teaching research?

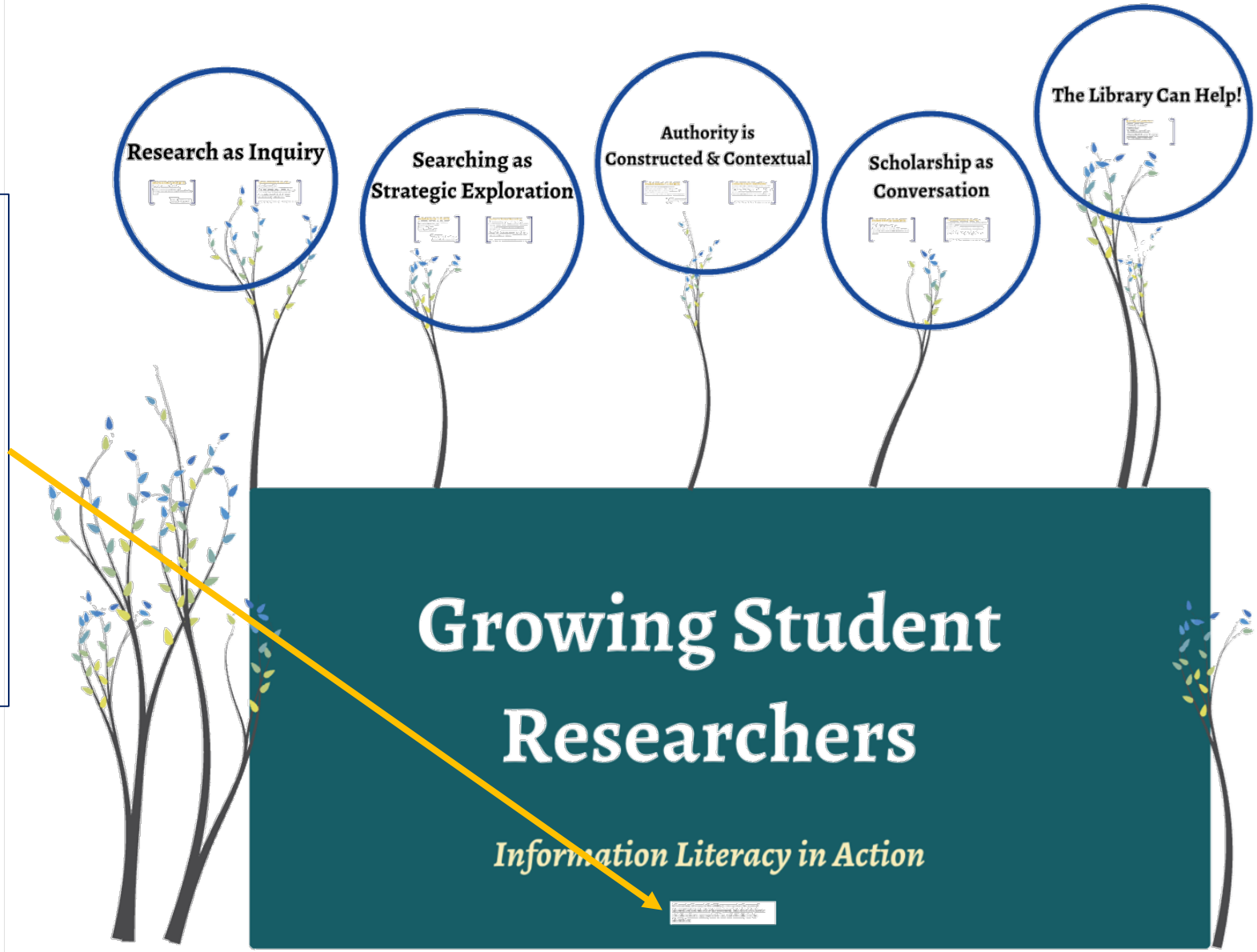
Gallery Walk





Information Literacy in Action

Information Literacy is the ability to recognize the types of information best suited to the argument, and effectively locate, critically evaluate, appropriately use, and ethically cite the information.



Research as Inquiry

Student Behavior in the Wild:

- Begin with an assumption of knowledge
- Search for information to validate assumptions
- Distrust or ignore conflicting information
- Stop researching upon finding the minimum sources that validate premises

Librarian observation:

When professors require a certain number of sources, students come looking for a few sources just to "plug-in" at the end of their paper so they meet the required amount.

Research as Inquiry

Cultivated Student Researchers:

- Begin with a question/topic
- Formulate question(s) based on information gaps
- Break complex issues into multiple, simpler questions
- Use varied research methods, based upon need
- Synthesize information from multiple sources
- Repeat as knowledge and needs evolve

(Association of College and Research Libraries (ACRL), *Framework for Information Literacy for Higher Education. www.ala. org/acrl/standards/ilframework.* January 11, 2016, 7)

The Library Can Help

Your Librarian Partner

- Liaison Librarians
- LibGuides
- Research Instruction
- Embedded Librarian Program
- Research Appointments

Teaching the Research Process from Research Focus to Literature Review

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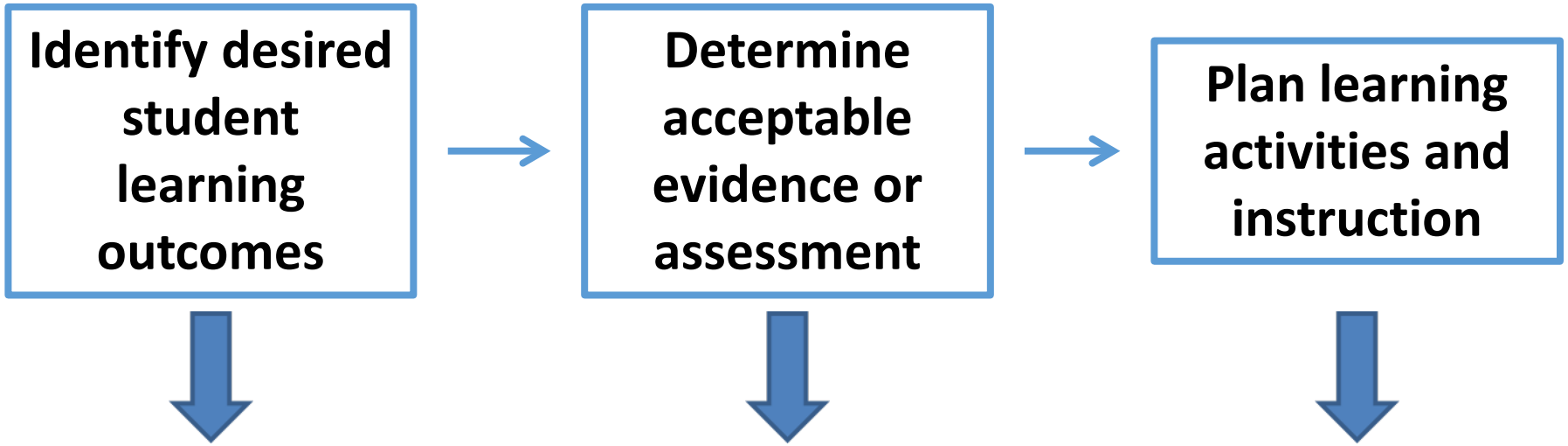
The Basics of Backward Design



What knowledge, skills and attitudes should students achieve?

How will I know if students have achieved the desired results? What will be the evidence of proficiency?

What learning experiences and instruction will be planned in order for students to be able to achieve the desired results?

https://www.edutopia.org/pdfs/resources/wiggins-mctighe-backward-design-why-backward-is-best.pdf

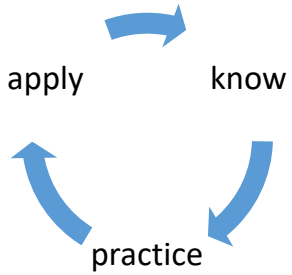
Some thoughts on learning

Organizing knowledge– making connections among important facts, concepts, procedures, and processes

- most effective when matched with how knowledge will be assessed and used.

Developing mastery

- 3 elements of mastery that students must develop



✓Acquisition of key skills—what skills are necessary to achieve the outcome?
✓Practicing in integrating them effectively—what activities/assignments will facilitate application?
✓Knowledge of when to apply what they have learned—how "near" are learning skill/practice to application?

Ambrose, S. A. (2010). How learning works: Seven research-based principles for smart teaching. San Francisco, CA: Jossey-Bass.

Course Backward Design and Alignment

Stage 1: Student Learning Outcomes	Stage 2: Evidence/Assessment	Stage 3: Learning Plan/Learning and Instructional Activities		
		Understandings/Topics	Readings/Resources	Assignments/Activities

COMM 320: Communication In A Diverse Society

Course Backward Design and Alignment

- Students will demonstrate information literacy in finding, evaluating, and using sources and considering evidence.

Stage 1: Student Learning Outcomes	Stage 2: Evidence/ Assessment	Stage 3: Learning Plan Learning Activities and Assignments		
		Understandings/Topic	Readings/Resources	Assignments/Learning Activities
Identify, evaluate and annotate peer-reviewed empirical Communication Studies articles	Identity and Representation Research Project	• How to find useful, credible empirical sources • How to write an annotation. • How to paraphrase.	• Finding sources and writing annotation: • Audio discussion "Scholarly Research and Writing Annotations" • Empirical Article examples: To Be or Not to Be—PDF College Students Racial -PDF • (Guide for Reading Empirical Communication Research)	• Database Search exercise • "Walk through" of empirical article • Paraphrasing activity: read assigned empirical article (related to course content) and write a brief summary of the article to include: purpose of study and findings. Bring to class. • In-class, small group empirical article evaluation
synthesize relevant information and sources to support claims	Identity and Representation Research Project	How to write a literature review.	Literature Review examples: To Be or Not to Be—PDF College Students Racial Attitudes-PDF	• Paraphrasing activity. • Research Project Sources submission
cite sources, both in-text and in reference list, using APA Style citation standards	Identity and Representation Research Project	How to use APA citation style in reference list and in-text	APA manual as a reference	• "Walk through" of empirical article—point out in-text and reference citations • Feedback from Identity paper and annotations

Stage 1: Desired Results

Student Learning Outcomes

- Identify, evaluate, and annotate peer-reviewed empirical communication related articles

Introductory level

Stage 2: Evidence/Assessment

- Scholarly Research Annotation
  - Connect to theory paper
  - Prepares you to analyze empirical articles.
  - Provides experience with writing a bibliographic annotation.
  - You will complete 2 annotations
    - There will be 2 different empirical articles to analyze; a different one for each annotation assignment.

Scholarly Research Annotation	Empirical Article
Scholarly Research Annotation 1	*Creating and Responding to the Gen(d)eralized Other: Women Miners' Community-Constructed Identities*
Scholarly Research Annotation 2	*You select article—related to your theory paper*

Stage 3: Learning Plan

Instruction, Learning Activities and Assignments

- Finding, Reading, and Annotating Scholarly Communication Research
  - Types of Sources
  - Empirical Research Articles Structure and Organization
  - Finding Articles
  - Reading Empirical Research
  - Evaluating Articles
  - Writing the Annotation

NILOA Charrette Model

Assignment Design: Pre-Workshop

- Faculty brought a current research skills based assignment.
- Completed an assignment questionnaire to help frame their “assignment purpose” portion of the Charrette.

Teaching Research: Assignment Questions

- Briefly describe the assignment.
- What is the main purpose of this assignment? What do you hope students will learn as the result of completing this assignment?
- The context in which it is used—in what course or courses, with what students, at what point in the curriculum?
- Your experience of the assignment at this point? How have students responded? What do they do well? What do they find especially challenging?
- Questions you have about the assignment: What kinds of feedback on the assignment are you hoping for from colleagues attending the charrette?

Assignment Design

- NILOA Charrette process:
  - Introduce the process to the participants. Each person will have the opportunity to discuss their assignment purpose , answer questions, and leave with written feedback from your colleagues.
  - Assignment Purpose (5 minutes) This is your chance to highlight your questions about the assignment and/or the ways you would like to improve or alter it, inviting ideas in response.
  - Facilitated Q & A (10 minutes)
  - Written Feedback (5 minutes)
  - Brief break before next person

Hutchings, P., Jankowski, N. A., & Ewell, P. T. (2014). Catalyzing assignment design activity on your campus: Lessons from NILOA's assignment library initiative. Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment (NILOA).

Results and Reflection

Lessons Learned

- Faculty value interaction and solutions
  - Gallery Walk
  - Charrette Assignment Design
  - “I would love more “sharing” opportunities…assignments…feedback from colleagues on class ideas…sharing resources”

- Faculty value specific, context focused resources
  - Specific assignment examples
  - “Getting everyone’s feedback on my assignment”
  - “Specific advice tailored to my situation”
  - “Students in the wild” “it is critical to know what she (librarian) sees”
  - Would like “specific resource/documents for better writing and (information literacy)”
  - Would like to know how to create effective rubrics for evaluating research papers.

Moving Forward: What We Would Do Differently?

- Pre-workshop
  - Readings (e.g. Backward Design (BD), Information Literacy, etc.)
- Workshop
  - Reiterate QEP connection
  - Consider how much and which content is needed and create more time for interaction and peer-to-peer learning
  - More “how to” information on teaching information literacy
- Post-workshop
  - Create virtual space for sharing resources
  - Offer on-time small group or one-on-one consulting

Future Collaboration

- Copyright workshops (in progress)
- Professional development in the new Core Curriculum
  - Information Literacy explicit in several levels
- Additional collaboration with Office of Assessment and Institutional Research
- New faculty as teachers AND as researchers

Questions?

Evaluations: tinyurl.com/fri2017vla