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IMLS Sparks Ignite IL Framework Cooperative Project Teaching Materials: Scaffolded Learning Activities

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Start with the basics and build out - focus on the core issue not what is nice to know

End each session by inviting/showing/reminding students how they can contact you (online, in person).

Scaffolded Learning Activities Outline:

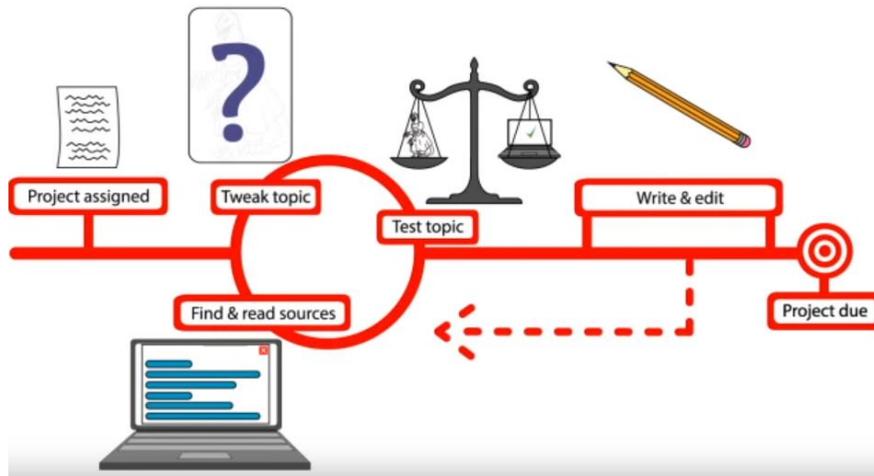
1. Pre-test
2. Research Process Depiction + Librarian Coach
3. Sources:
 - a. Timeline
 - b. Spectrum of Sources (worksheet)
 - c. Determining Relevance
4. Scholarly Articles
 - a. know it exists
 - b. know how to I.D. it
 - c. know the process for finding them
5. Results List
 - a. matching listed results (abstract) with tangible items
 - b. how to interpret a results list (looking beyond the article title)
 - c. finding info in library interface = Putting it into Practice

1. Pre-test

2. Research Process/Barriers & Librarian Coaches

A. **Anticipatory set:** On board or slips of paper at student's seats, direct students to [depict/visualize/outline the steps they take when they do a research project](#)

- a. Ask students to volunteer or call on 2-3 students to share their depictions with the class
- b. I.D. Any common themes with the group/class
- c. Show (our IMLS) research cycle / process graphic



OR watch video "[Choosing your topic IS research](#)"

- i. Students take notes on handout - following along with video
- d. **Considering the research cycle we just shared, what steps/information might you add or how would you modify your depiction.**
 - i. Students can adjust their own depictions (write where they would make adjustments) for 3-5 min
 - ii. then discuss with neighbor,
- e. **Encountering Barriers.** Ask students,
 - i. "What barriers have you encountered when doing research?"
 - ii. Look at your research process outline & I.D./mark where you encounter barriers
 - iii. "What could/should you do when you encounter barriers in the research process?"
 1. Have them discuss in small groups or as a class.

B. Enter the Librarians: Introductions

- a. **What do you think librarians do?/List Librarian Responsibilities.** Ask students to answer the following question (either in small groups or out loud): "What do librarians do?" Once they answer that question, List the various responsibilities that librarians have and how they can assist students, including helping them: Refine their research question, Develop a search strategy, Find resources, Learn tips or tricks for searching, Troubleshoot problems in searching, or Check their citations.
- b. **Reinforce Librarian as Coach.** highlight the role of librarian as a research coach (won't run the race for you but will provide guidance, support, and advice and help you improve your performance over time). We're here to help students succeed. Remind students that they can contact a librarian at any

point in the research process. List your librarians' contact information. Reiterate/remind students that librarians are research coaches at the end of the presentation.

C. Research Process + Librarian

- a. "Consider the information seeking process we just learned/outlined & I.D. where it might be most useful to ask a librarian for help."
 - i. Who else might you ask for assistance during the information seeking process?
- b. Make any "final" modifications to your research process depiction.
 - i. Ask/call on 2 students share one thing they changed or want to share.
 1. Focus on where they've added in librarian assistance.
 2. Stress that we'll be diving into more of the research process as we proceed through our time together. Invite their modifications to their process as we go through class.

3. Sources

A. Information Cycle - Source Evaluation

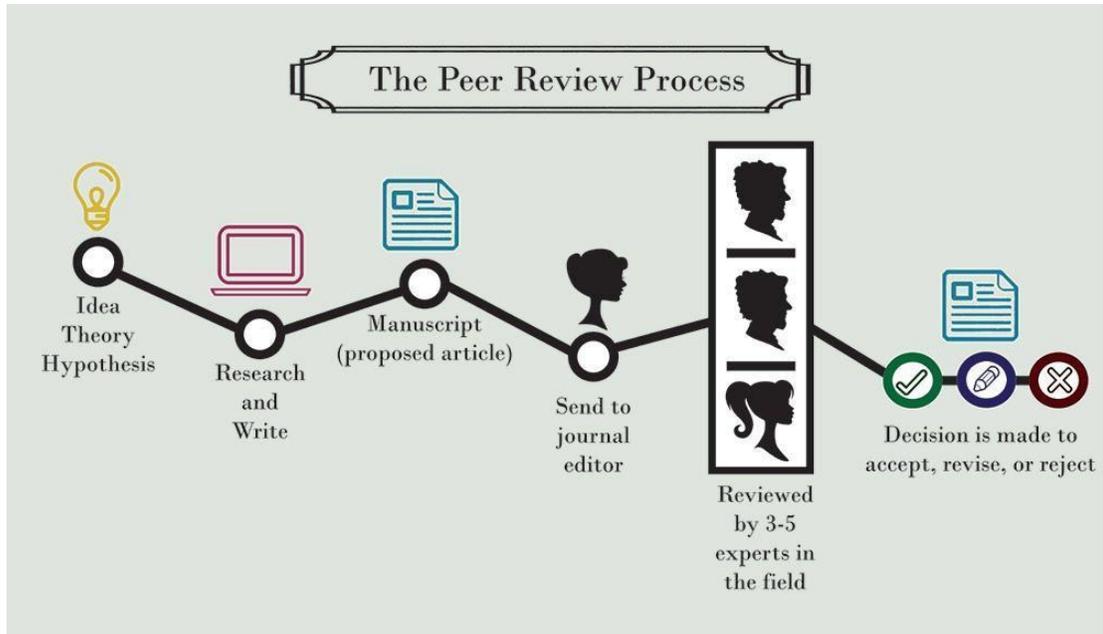
- a. **Information Cycle & How Information Makes Up a Field of Study.** Have students watch Information Cycle Video, <https://vimeo.com/171415865>.
 - i. Give students Spectrum of Sources handout & ask them to focus on the last column as they watch the video.
 - ii. Once the video is over, ask students to discuss their answers to these questions (either out loud or in groups).
 - iii. Worksheet (last column):
<https://docs.google.com/document/d/1piavjMepGrtc6tKP5FQlqs5D90J6MihxWKQVVQ3kxto/edit>

B. Spectrum of Sources / Source Evaluation.

- i. Handout a variety of search results (on a given topic) with a printout of at least the first page of the full text (peer review article, news reporting, op ed piece, fandom blog, expert blog, twitter, magazine article, book chapter...)
- ii. Present a combo chart of: Why Use Different Sources? Worksheet
<https://docs.google.com/document/d/1piavjMepGrtc6tKP5FQlqs5D90J6MihxWKQVVQ3kxto/edit>
Review criteria on worksheet with class.
 1. Split class into groups and distribute physical items for: newspaper, magazine, peer-reviewed journal, book, social media post (print), and website/blog (print 1st page).
 2. Ask students (in pairs/teams) to complete a worksheet. Each group will share their decision with the class in a brief (2-min or less) presentation. Have each group talk about where they were able to find the information (citation/search result, physical item, or neither).
 3. Stress: need to focus on multiple criteria for the whole/big picture (not just one piece of the puzzle), especially when looking at electronic representations of items. Emphasize that it's not as easy online where things often look the same.
 4. Considering the worksheet they just completed, ask students to determine if their source is scholarly or popular
 5. Reserve comment until everyone has sorted themselves
 6. Share scholarly vs. popular identification worksheet:
https://docs.google.com/document/d/1GTxxB8G5ckungPXsRZfl-NnFzklv5GThGuayD0R_1MQ/edit?usp=sharing

4. Basic explanation of peer-review

- A. know it exists: (options)
 - a. Talk class through the main points about peer review:



- i. Scholarly, academic, & peer-reviewed articles are all **research articles**.
 - ii. Research article's intended audience: academics/researchers
 - iii. Peer reviewers ask questions to **judge an article's QUALITY & SIGNIFICANCE**.
 - iv. range of time it typically takes to publish a peer reviewed article? **months-years**
 - v. Why can't I find research articles freely via Google?
Subscriptions are typically expensive
 - vi. Where do I go for help finding research articles? (to librarians!)
 - b. know that (at some point), using scholarly articles will be required
- B. How to I.D. Scholarly Articles:
- a. refer back to sources & examine the scholarly article together
 - b. what are the components (see to i.d. Components: <https://www.lib.ncsu.edu/tutorials/scholarly-articles/>.)
 - c. can you i.d. the components in ncsu article in the oreo(example) article?
- C. How to Read Scholarly Articles:
- a. Handout: (share with class for them to read/use outside of class)
https://docs.google.com/document/d/17xKZsftlCg6l6nwudW8TbU_OCXRCzyB0g-Jsqi2NUB0/edit?usp=sharing
- D. The process for finding them: covered in the next module..

5. Results List

- A. Think/Look back to the spectrum of source examples (result listing stapled to physical printout of item)

- a. Notice how the results listed in the computer look the same but the actual items are so different.
- B. how to interpret a results list (looking beyond the article title)
- a. Enter library interface
 - b. search [oreos addiction] and [sugar addiction]**
 - i. Point out the number of different results for each search: oreos vs. sugar
 - c. point out the different kinds of information (like they I.D.ed in their worksheets)
 - d. ask students “did I find “good” (credible/scholarly) results?”
 - i. how do you know?
 - ii. where is the information, telling me an article is “good” or not?
 - e. how do I figure out which is the best result? Why wouldn't I just pick the 1st result?
 - i. Ask students to imagine they're judging a brownie/pizza competition. There are 40 entries to judge. Would you say “well, it's all brownie/pizza” and just eat the first and second pan of brownies? No! You would take little samples of each, make notes about them (what you liked & didn't like), and THEN you would revisit the ones that stood out as the best.
 - ii. “Taste” the articles by reading their abstracts, titles (article & journal), and subject terms
 - f. **ask students to search the library interface for [oreos addiction] or [sugar addiction]** to answer above questions & be prepared to share findings with class
 - i. call on 2-3 students to share
- C. how do you find the stuff; not just have it handed to you by us
- a. ask students what the library interface/results screen reminded them of - something they encounter in their everyday life (possible answer: Amazon)
 - b. given what students know about searching things like amazon, and your experience searching just now, (ask) what should I do to find the best results?
 - c. Write/list class responses on board (possible answers: filters, different words, read screen)
Encourage students to write down list - all info or just new info (because human memory stinks)

6. Putting It All Together

- A. Give handout listing
 - a. goals
 - b. task
 - c. example (screenshot & response)
- B. Have students conduct an independent search outside of any library led interaction, ideally as part of a graded assignment, and ask them to:
 - a. Screenshot their results list (3-5 results) and include their search string (keywords entered)
 - b. Students will
 - i. I.D. each result as scholarly or popular
 - ii. In 2-5 sentences, describe how they decided on their search strategy and whether or not it yielded results that would be helpful
 - c. Email screenshot and evaluation to a librarian.
 - d. Librarians will review and provide feedback. Ideally professors would require students to do this so we could see all their work and if necessary we could see which students seem to really be struggling with this and provide additional one-on-one assistance.