Resources

Good Research Assignments LibGuide
(St. Mary's College) http://bit.ly/1cddphY

Good Research Assignments LibGuide (OSU)
http://bit.ly/1jfVxpr

Effective Research Assignments Blog (OSU)
http://blogs.oregonstate.edu/researchassignments/

Culture is What People Do (info-fetishist)
http://bit.ly/1F49MSS

Moving Away from Teaching to the Research Paper
(Nicole Pagowsky) http://bit.ly/1ErOGNs

Teaching Format as Process in an Era of Web-Scale
Discovery (Kevin Seeber) http://bit.ly/1RfbkSu

Talking About Information Literacy (Wendy Holliday)
http://works.bepress.com/wendy_holliday/15/

Perception & Selection of Information Sources by
Undergraduate Students (Kyung-Sun Kim)
http://bit.ly/1ErOGNs
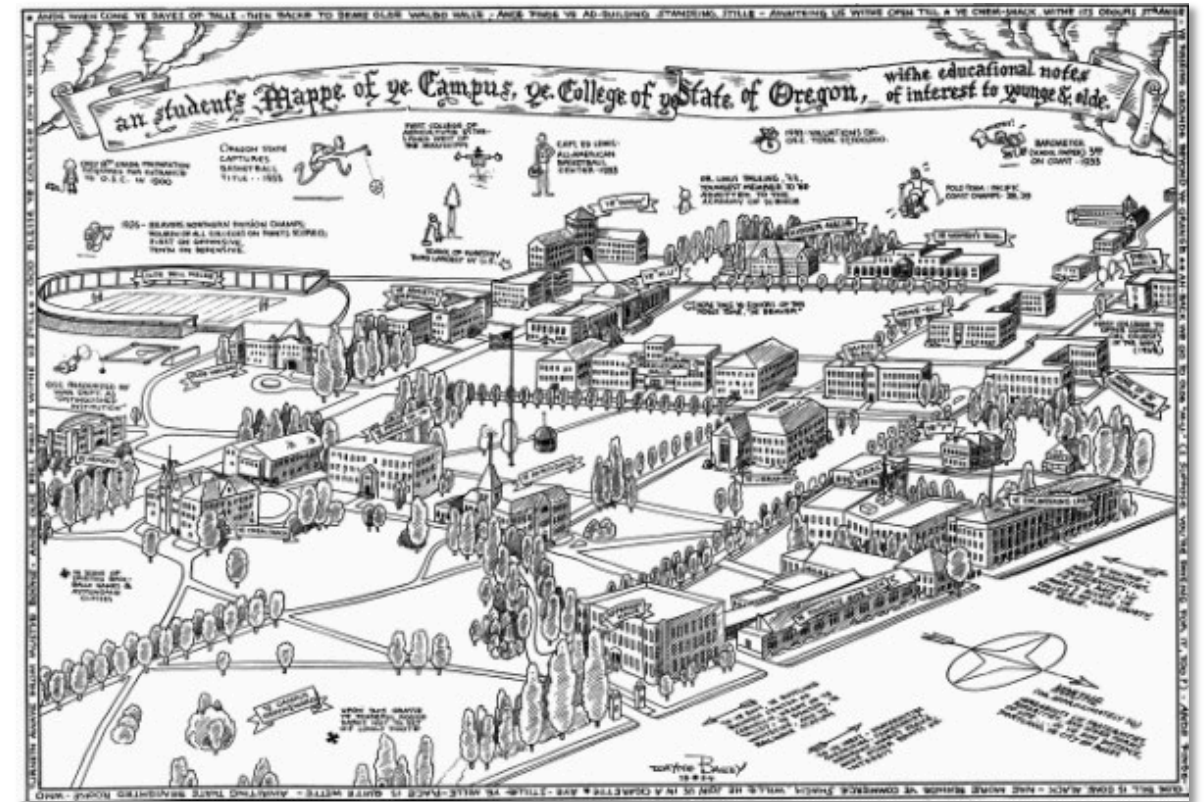
It Takes a Campus --

Creating Research Assignments that Spark
Curiosity and Collaboration

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"Bad" assignments

Curiosity Self-Assessment: http://bit.ly/1HAB9e2
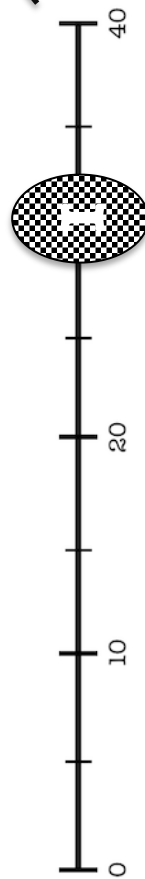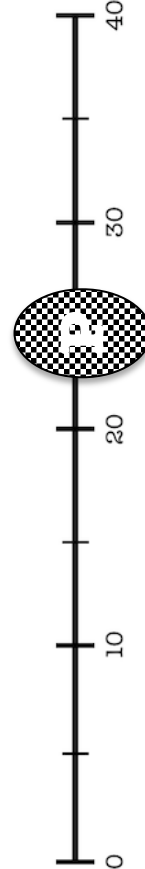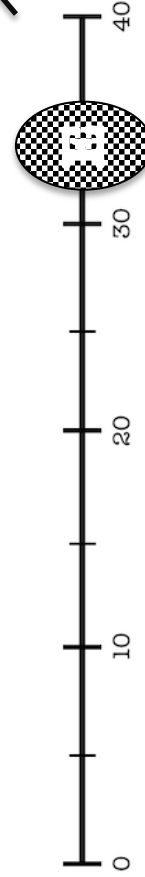**Scoring guide:** http://bit.ly/1outpwZ

EPISTEMIC
Curiosity sparked by ideas, puzzles, theory -- how things work

PERCEPTUAL
Curiosity sparked by how things look, taste, feel, smell, and sound

INTERPERSONAL
Curiosity sparked by people – how they live, how they feel, etc.

AMD's self-assessment

Students need --

Meaningful feedback on their source choices.

"just put the EBSCO sources on the top of your bibliography and your real sources below and you'll be fine"

Real feedback takes <u>time</u> – what can you meaningfully support?

The type of feedback you can give will vary depending on your <u>expertise</u>.

Feedback should reinforce the habits of mind you want to encourage. Feedback that focuses on rules & requirements teaches students that research can be reduced to a checklist.

	Authority is constructed & contextual	Information creation as a process	Information has value
dispositions	▪ Develop & maintain and open mind ▪ Motivate themselves to find authoritative sources ▪ Develop awareness of the importance of assessing content with a self-awareness of their own bias. ▪ Question traditional notions of authority. ▪ Awarenss that they need to engage in constant self-evaluation.	▪ Are inclined to figure out how /why sources were created. ▪ Aceept the ambiguity surrounding the potential value of emerging formats. ▪ Resist the tendency to equate format with creation process. ▪ Understand that there are many ways to disseminate information.	▪ Respect the original ideas of others. ▪ Value the skills, time and effort needed to produce knowledge. ▪ See themselves as contributing to the information marketplace. ▪ Are inclined to examine their own information privilege.
practices	▪ Define different types of authority ▪ Use research tools & indicators to determine authority ▪ Recognize that authoritative content comes in many packages. ▪ Acknowledge that they are developing their own authoritative voices. ▪ Understand the increasingly social nature of info & authority	▪ Articulate value of sources created in different ways. ▪ Assess fit between source and need based on creation process. ▪ Articulate how info is created in a discipline. ▪ Recognize that format affects how info is perceived. ▪ Think about their own info creation processes.	▪ Give credit to others ▪ Understand that intellectual property varies by culture. ▪ Articulate key concepts - fair use, copyright, etc. ▪ Recognize issues with access to info ▪ Decide how and where their info is published. ▪ Make informed choices regarding their online actions, considering privacy, etc.

	Research as inquiry	Scholarship as conversation	Searching as strategic exploration
dispositions	• Consider research as open-ended exploration & engagement w/info. • Maintain an open mind and critical stance. • Value persistence, adaptability & flexibility. • Seek multiple perspectives. • Seek appropriate help when needed. • Follow ethical and legal guidelines. • Demonstrate intellectual humility.	• Reognize that this conversation is ongoing. • Seek out conversations in their research area. • See themselves as contributors. • Suspend judgement on a source until they understand the conversation • Recognize that systems privilege authorities and that they need to understand the discipline's systems.	• Exhibit mental flexibility & creativity. • Understand their first try may not work. • Relize that info sources vary in content, format and vlaue. • Seek guidance from experts. • Reognize the value of browsing. • Persist in the face of challenges.
practices	• Formate questions based on gaps or new information. • Determine the scope of inquiry. • Break down complex questions. • Use various methods. • Monitor what they find & adjust. • Organize info meaningfully. • Synthesize ideas from many sources. • Draw reasonable conclusions.	• Cite the contributing work of others. • Contribute to the conversation appropriately. • Identify barriers to entry. • Critically evaluate other contributions. • Identify the importance of particular sources w/i the conversation. • Recognize that experts may disagree.	• Determine the scope of the task. • Identify interested parties producing info on a topic. • Think about the topic in different ways. • Match info needs and search strategies to tools. • Design and refine needs and strategies. • Manage search processes and results.

Students need --
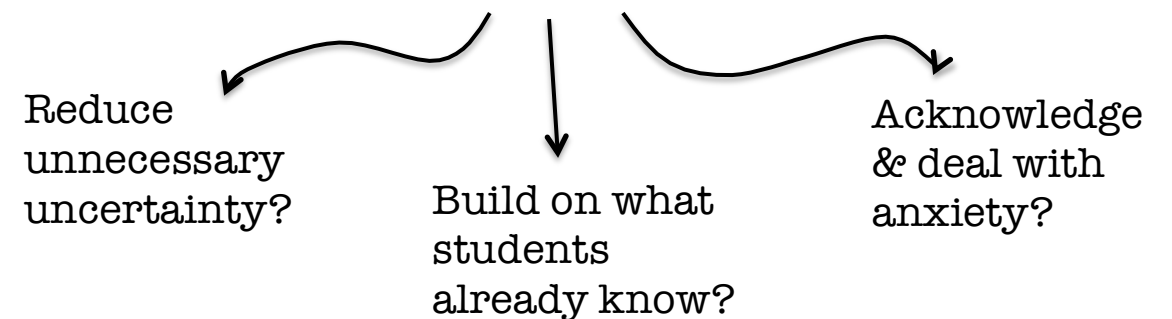to go outside their comfort zones.

... course-related research was difficult because it was more akin to gambling than completing college level work. Yes, gambling. The beginning of research is when the first bets are placed. Choosing a topic is fraught with risk ...

--*Project Information Literacy*

Research = uncertainty

There are always things we don't know. How can we:

Reduce unnecessary uncertainty?

Build on what students already know?

Acknowledge & deal with anxiety?

Thinking about your authentic task – where does it happen?

What do students need to know about *what people do* in that space?
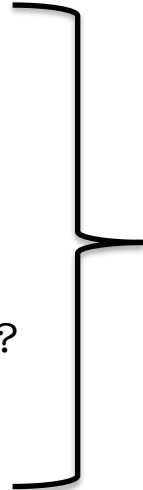
In higher education?
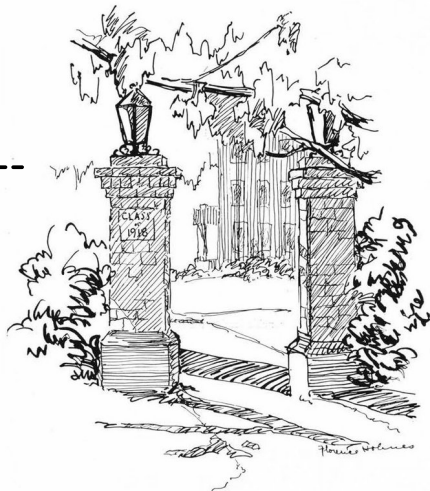
On your campus?

In their discipline?

In online communities?

In the workplace?

To be information literate?

Students need --

To navigate a new culture

Students need --

To practice doing *real* work

✓ There are no safe sandboxes – there are all kinds of sources in library databases.

✓ Using the library doesn't let students avoid thinking or evaluating.

✓ Real evaluation needs **context**.

A real task made easier by the source/ tool/ process.

A real audience

No training wheels!

Good Research Assignments!   Create your own!

Problem or learning goal:

Frame:

Dispositions: Practices:

Authenticity:

Comfort Zones:

Culture:

Feedback: