

ELEVATING THE DISCUSSION: **Collaborating with Faculty to re-** **envision information literacy**

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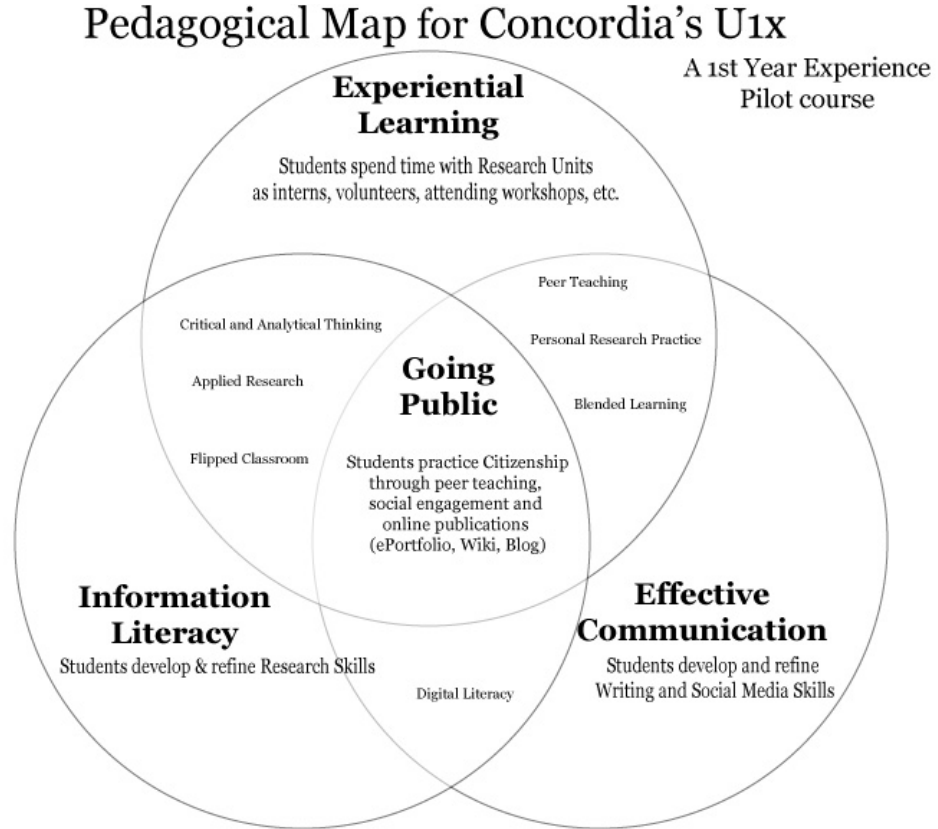


Outline

- The vision
- The outcome
- Best practices
- Discussion

1. The vision

U1x course structure



U1x learning outcomes

Students will...

- Situate their studies and interests within larger university and global contexts
- Develop an understanding of the relationship between research and citizenship
- Develop core competencies like self-knowledge, information literacy, online communication

The Information literacy component

- Show them how to search, use RefWorks, etc.
- Talk to them about Google filter bubbles

Additional Learning outcomes

- Self-direction
- Passion
- Subjectivity
- Embodiment
- Serendipity

1. The outcome

The

Research unit visits

- Technoculture Art and Gaming Lab
- Centre for Oral History and Digital Storytelling
- Centre for the Arts in Human Development
- PEFORM Centre
- Centre for Microscopy and Cellular Imaging
- Concordia Centre for Broadcasting and Journalism Studies
- Montreal Institute for Genocide Studies
- Zero Energy Building Studies

Lectures

And discussions

- The art and science of 'play' in research
- Oral history and ethics
- Arts-based inquiry and digital literacy
- Digital citizenship
- Critical disability studies: What is “normal?”
- Health and wellness, balancing work and play
- Strategies for effective communication in the 21st century
- Media and political economy: the 21st century citizen
- Sustainability and human habitation

U1x assignments

- Personal research profile
- Student-centred research unit profile
- Documentation of self-directed experiential learning
- Final project lightning talk
- Final project

The Info-lit modules

- Flipped classroom
- Independent readings and viewings
- Discussion in class
- Reflections and research tasks

Preparation for class discussion:

Viewing

- **Developing a Research Question** Steely Library NKU (4:33)
- **Developing Research Questions** Laurier Library (5:03)
- **Picking your research topic IS research!** NSCU video (3:10)
- **How to use reference sources** SFU Library (5:39)

Reading

- **Truth be Told: How College Students Evaluate and Use Information in the Digital Age** (Read Failure to Launch, pages 31-33 only!! Full report is 72 pages)

Opening and closing reflection

- What do you find challenging and what do you find enjoyable about research?
- What defines a good researcher and good research?
- What is the relationship between research and society?
- Is there a contribution you would like to make to society, through research, or the knowledge you gain through your studies?

Weekly Reflections

- What does it mean to participate in the scholarly conversation?
- What are the characteristics of a good research question?
- What is your process for developing a research question? Are there ways you could improve this process?
- What skills or knowledge does one need to be effective in searching for information? Do you have the skills and knowledge that you need?
- How do you decide whether the sources you find are authoritative/reliable? What steps can you take to ensure the reliability of your own research?

2.

Working with threshold concepts

Research as an inquiry

Head, A. J., Eisenberg, M. B. (2010) *Truth be Told: How College Students Evaluate and Use Information in the Digital Age*. Project Information Literacy Progress Report. Retrieved from http://projectinfolit.org/images/pdfs/pil_fall2010_survey_fullreport1.pdf

Research is an inquiry

“One starts from ill-formed general ideas, follows initial leads amid great confusion, and finally ends with a clear and important piece of research...It does not go from question to literature review to data search to analysis to write-up. Rather it is massively parallel. Everything will seem illogical and out of order. But you must nonetheless keep control of this massively parallel endeavor and guide it to a successful final product. And that final product will, in fact, make the whole project look much simpler than it actually was.”

– A. Abbot, American Sociologist, University of Chicago

Scholarship is a conversation



What is a meaningful social
experience for
videogame players?



Mia Consalvo

Canada Research Chair in Digital Games Studies and Design

Professor
Department of Communication Studies

Associate Director
Concordia Centre for Technoculture, Art and Games



Google
Scholar



Mia Consalvo





Searching is a strategic process

Demonstrated different examples of metadata/classification (e.g. NAICS, MESH, census geographical hierarchy) used in databases, and compared to Google algorithm

Searching is a strategic process

- Asked students which organizations create different types of information
- Examples:
 - ▷ Rental costs in Canada
 - ▷ Impact of Caffeine on student performance
 - ▷ How much perfume is sold in Japan
 - ▷ The suspension of Syrian peace talks in Geneva
- grouped their answers into categories





Authority is constructed and contextual

Lam, B. (September 2015). A scientific look at bad science: What recent research says about fraud, errors, and other dismaying academic problems. *The Atlantic*. Retrieved from

<http://www.theatlantic.com/magazine/archive/2015/09/a-scientific-look-at-bad-science/399371/>

Authority is constructed and contextual

- Compared sources on *street harassment and womens' self-esteem*:
 - <http://bit.do/hollaback>
 - <http://bit.do/washpost>
 - <http://bit.do/psycinfo>
 - <http://bit.do/sexualities>
 - <http://bit.do/gallupsafe>
 - <http://bit.do/SSH-Report>
 - <http://bit.do/street89>
 - <http://bit.do/lizblog>
- Asked what criteria do you use to decide which resources are appropriate for a university paper?



Information creation is a process

Talked about process as a source of authority

Information has value



- Watched two videos:
- [Academic Integrity and what it means to your future](#)
- [Using copyrighted content licensed under Creative Commons or from the Public Domain](#)
- Talked about relationship between Academic Integrity and Copyright

Information has value

- In groups, students read and summarize articles...
- “Harper’s attack on science: No science, no evidence, no truth, no democracy”
- “Canada’s long-form census is back for 2016”
- “Yes, we were warned about Ebola”
- “Who’re ya gonna call? Not the corporate university”

Best practices

“ *Anyone who has never made
a mistake has never tried
anything new.*

Albert Einstein

What I'd do next time

- Make sure there is an assignment that lets them practice skills
- **Example:** Develop research question and annotated bibliography w/ accompanying research journal

What I'd do next time

- Keep opening discussion about research as inquiry
 - driven by curiosity
 - inherently uncertain

What I'd do next time

- Explain that **process** is the researcher's compass through the unknown

What I'd do next time

- Explain that **literature review** is how we ground our research
- Provide tips for:
 - **Reading and note-taking**
 - **searching**

What I'd do next time

- Structure workshops around skills rather than concepts
- Why? Because...
 - Concepts overlap, have different weight
 - Can seem “all over the place” otherwise

Faculty feedback

Faculty feedback

- Make it hands-on
- Make it personalized (related to their assignment)
- Provide online tutorial that students could return to for review
- Include threshold concepts as extra layer over practical stuff

Faculty feedback

- Have students wrestle with personal research question
- Have students explore interdisciplinarity

Student feedback

Student feedback

- Keep the Research Unit visits
- Make it hands-on
- Make it personalized

Student feedback

- Provide opportunity to work together from different disciplinary perspectives
- Collaborate with upper-year students on instruction

Questions

Do you think it makes sense to teach information literacy from the summit instead of the trailhead? How would you manage it?

How are you using threshold concepts in your instruction for first year students, or how would you like to use them?

Do you have any questions for me?



Thanks

Any questions?

You can find me at:

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WordPress site for U1x:

<http://u1x.concordia.ca/>

Credits

Special thanks to all the people who made and released these awesome resources for free:

- Presentation template by [SlidesCarnival](#)
- Photographs by [Unsplash](#)