Bridging the Gap between Faculty Expectation and Student Experience

Teaching Students to Annotate & Synthesize Sources

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Agenda

Faculty Expectations & Student Experiences
Activities
  -- Writing Annotations
  -- Reading & Synthesizing Articles
Buzz Group & Discussion
Think / Pair / Share

What information literacy skills do faculty at your institution say students lack?

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Faculty Expectation

Faculty interviewed at the University of Rochester felt students could find information but that they struggled with evaluating and interpreting sources, a tendency to summarize rather than analyze, and plagiarism (Alvarez & Dimmock, 2007).
Student Experience

Roughly a third of college students surveyed by Project Information Literacy report **difficulty in reading, pulling together, and citing the sources** they’ve found (Head & Eisenberg, 2010).
Student Experience

Most had written only one “real research paper” in high school (p. 12) and many had never seen or read peer-reviewed journal articles before college. (Head, 2013).
What we want these assignments to do

--**teach** students the IL skills that other faculty are noticing they lack: reading academic sources, source synthesis, and annotation writing.

--**demystify** academic language and expectations and make assignment demands clearer and more transparent in their goals.

--**empower** students with assignments that reinforce practical, repeatable, no-surprises IL skills.

(See also: *Scholarship as Conversation*)
Annotated Source Sheets
Annotated Source Sheets

What is the goal?

--want students to work on annotations throughout the semester, **not wait until last minute** to write bibliographies

--want students to better understand mechanics of annotations to **help reduce plagiarism**
Source Sheet for Articles & Online Publications

Your name: ______________________________

This sheet provides the basic outline for gathering the information you'll need to properly write an evaluative annotation. Complete one of these forms for each of the online publications (news articles, PDFs, documents, and government reports) you find and use.

For more info on formatting APA citations, see: http://libguides.unco.edu/apa

Part the First: Information about the item you selected

Author or authors: _____________________________

Corporate or Government author (if applicable): _____________________________

Date the item was published: _____________________________

Title of the article, web document, or report: _____________________________

Title of the journal this article was published in, or, if this is a newspaper article, write the title of the newspaper in which it was published: _____________________________

DOI or web site retrieved from (Do not write Summon; Write the database name): _____________________________

TIPS on APA Formatting

Remember to end each section with a period.

Authors: For one author, use the author's last name and first initial. Example: Hudson, J.

For articles with two authors, follow the same format, using first initial only, separating authors with an "&" (ampersand). Example: Timberlake, J. & Lion, S.

Date: Write the date as (Year, Month Day). If there isn't a date listed, use (n.d.) for no date or just list the year. Example: (2006, March 15).

Article titles: Only capitalize the beginnings of sentences and proper nouns, not every word in the title. Examples:
The politics of "fracking": regulating natural gas drilling practices in Colorado and Texas.
Relationship between Facebook use and problematic Internet use among college students.

Newspaper titles should be capitalized and italicized. If a newspaper has a common name, include information necessary to locate the source in square brackets after the title. Examples:
The New York Times,
The Mirror [Greeley, CO], Race & Class.

Retrieved from should include the full web address for the newspaper, web document or report. If the article has a DOI (digital object identifier), use that instead. Examples:
doi:10.1080/17404622.2013.700721
http://www.nytimes.com/
Annotated Source Sheets

**Part the Second**: Describe the item in detail so your audience knows what it’s about.

Annotations are usually composed of three or more sentences about a particular source. Writing this is easier than it might appear.

Sentence #1: What is it about?

*Pro Tip:* Avoid using the first person (words like I, we, you, etc.) here. Be as **objective** as possible, and **specific** describe the studies made, the affected or interested parties, and what was revealed through the research. Use sample data and selected quotes to back up your points.

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Sentence #2: What **conclusions** are reached, and how does the author **support** them? Give an **example** from the data presented that best illustrates the value of this source.

*Pro Tip:* Be as **objective** as possible, and **specific** about its findings so that your audience understands its value.

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Sentence #3: How does this item **influence your view** of the topic?

*Pro Tip:* Here’s where you tell your reader why this item is **important to your research**. What theme does it connect to for you? **What was the most valuable part** of this item that made you want to use it?

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You've just given yourself a head start to write an entry in an annotated bibliography. The rest is mostly formatting. Congrats!
Annotated Source Sheets

How is it used?

--First use sets **framework for expectations**

--Students **peer review** their writing & ask questions on clarity of the content and source

--Sentences combined into paragraphs; bibliographic info **formatted to APA**

--Students free to return to sheets at any point for **guidance and clarity**; allow continued use if APA citations also included
Annotated Source Sheets

Use in library one-shots & other courses

--PSCI 110 Global Issues

--ENG 123 College Research Paper

--Nutrition & Dietetics program are adopting

--LIB 150, 151, & 160
Summary Table
Summary Table

What is the goal?

--give students strategies for **making sense of peer-reviewed articles**

--introduce students to **the difference between summary and synthesis**
Summary Table

Parts of a research study

How to understand scholarly, peer-reviewed articles.
Summary Table

Strategy for Reading Journal Articles

1. Read the Abstract  
What is the article about?
2. Read the Introduction  
What is the research question?
3. Skip to the Discussion  
What are the key findings?
4. Go back to the Methods  
Who were the participants?
5. Skim the Results  
What did they do?
Teacher Responses to Classroom Incivility: Student Perceptions of Effectiveness

Guy A. Boyesn

Abstract

Incivility occurs frequently in college classrooms. However, recommendations to teachers for handling student incivility are based on anecdotal evidence. To address this gap in knowledge, students (N = 150) in the current study examined the effectiveness of several teacher responses to classroom incivility. Incivility, described in vignettes, varied in discernibility and harmfulness. Students perceived ignoring incivility as the only ineffective response. Direct confrontation of uncivil students in class or outside of class received the highest overall ratings of effectiveness, and students tended to see immediate responses to misconduct as effective in reducing incivility. These results suggest that students perceive teachers as having a responsibility to manage classroom incivility, especially when it disrupts classroom order.

Keywords
classroom management, incivility, classroom bias

Incivility in college classrooms is often characterized as a growing problem (e.g., Feldman, 2001; Price, 2011). Feldman defined the concept as “any action that interferes with a harmonious and cooperative learning atmosphere in the classroom” (2001, p. 137). However, most incivility research focuses specifically on discourtesy or disruptive student behavior. Common examples of classroom incivility include emotional outbursts, carrying on side conversations, lateness, and engaging in nonacademic activities (Bjorklund & Rehling, 2010; Boke, 1996; Bostan & Jones, 2008; Nicholls, 2006; Barlow & Bucy, 2009); thus, the effective management of classroom incivility is an important topic for teachers. Arguably, psychology teachers must be especially concerned with incivility because they often have the added pressure of handling difficult dialogues surrounding individual differences and diversity, both of which are common psychology topics (e.g., Proch et al., 2009). Suggestions for managing classroom incivility are not plentiful. However, although existing suggestions hold the limitations of being based on anecdotal rather than empirical evidence, researchers have not provided data to support claims of effectiveness. The purpose of the current study was to assess student perceptions of effectiveness in order to offer the first research-based suggestions for responding to classroom incivility.

Recent research has explored the effectiveness of common teacher responses to inappropriate classroom behavior (Boyesn, 2012; Boyesn & Vogel, 2009; Boyesn, Vogel, Copl, & Hubbard, 2009). However, that work specifically focused on prejudice, stereotypes, and discrimination. Incivility differs from these forms of bias in several respects. To begin, previous evaluations of responses to bias have focused on classroom behaviors, such as the use of racial slurs (Boyesn, 2012), that go well beyond simple discourtesy. Students tend to believe that such prejudice is plainly unacceptable and requires a response, but they have widely varying perceptions on what constitutes appropriate classroom civility (Bjorklund & Rehling, 2010). Consequently, although students uniformly believe that overt prejudice requires intervention, they may perceive incivilities such as checking text messages as none of the teacher’s concern. Another difference is the interpersonal harm posed by bias and incivility: bias is by definition impersonally harmful, but incivility varies greatly in harmfulness. For example, insulting another student would be harmful, but listening to headphones rather than the lecture is uncivil but poses little danger of interpersonal harm. Finally, unlike bias, classroom incivility is a frequent occurrence (Bjorklund & Rehling, 2010). In fact, students report noticing incivilities such as side conversations, cell phone use, and nonacademic computer use more frequently than teachers (McKown & Martin, 2010). Thus, there is a major difference in the everyday disruptiveness represented by bias and incivility. It should be noted, however, that incivility varies greatly in its...
### Reading a Scholarly Journal Article

Complete the table for the journal article you’ve been given. The first row has been completed as an example. When you are done, share your findings with your partner(s).

<table>
<thead>
<tr>
<th>Article Citation</th>
<th>Research Question or Hypothesis</th>
<th>Key Findings (answer to research question)</th>
<th>Participants/Data Sources</th>
<th>How was the study conducted?</th>
<th>Study Concerns</th>
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<tr>
<td>McKinne, M., &amp; Martin, B. N. (2013). Higher education faculty and student perceptions of classroom incivility. <em>Journal of College and Character,</em> 11(2), 5-17.</td>
<td>Is there a difference between faculty and student perceptions of the types and frequency of classroom incivility? Is there a difference in faculty and student perceptions of the effectiveness of a teacher's interpersonal and pedagogical skills and the amount of perceived incivility?</td>
<td>Faculty perceived more behaviors as uncivil that students. For example, faculty view being unprepared for class as uncivil behavior while students did not. Students perceived some uncivil behaviors (groans, sarcasm, side conversations, and cell phones) more frequently than faculty. Both faculty and students agreed that the behavior and actions of the instructor had a greater impact on classroom incivility than student actions. The need for instructors to show respect was a recurring theme in both student and faculty responses.</td>
<td>197 students from 4 Midwestern Universities (education and psychology majors) 52 faculty from 4 Midwestern Universities</td>
<td>Complete a survey on their perceptions of classroom incivility. 10 students and 10 faculty then completed a follow-up questionnaire on the relationship between instructor behavior and incivility.</td>
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### Synthesizing Multiple Sources

Work with your partner to look for similarities and differences between the three articles. Together, write a short paragraph synthesizing the sources that addresses the following questions:

To what extent do students and faculty view classroom incivility as a problem? What can be done to address classroom incivility?

Paragraphs can be typed or (legibly) handwritten. Include both of your names on your paragraph. Don’t take text straight from the article. Write it in your own words. Don’t worry about citing sources for now; we’ll talk about that later.

**EXAMPLE:**

<table>
<thead>
<tr>
<th>SINGLE ARTICLE SUMMARY</th>
<th>MULTIPLE ARTICLE SYNTHESIS</th>
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<td>This investigation examined perceptions of undergraduate students and faculty of incidents of classroom incivility; of the perceived effectiveness of faculty in circumventing classroom incivility; and of the effectiveness of polices addressing incivility. Findings revealed there is a statistically significant difference between faculty and student perceptions of the type and frequency of incidents of classroom incivility. Findings also revealed a difference between faculty and students as to whether a teacher’s interpersonal/pedagogical skill could affect classroom incivility. Implications include a dialogue between faculty and students regarding classroom incivility, a refinement of pedagogy/interpersonal skills for the professorate, and development of policies.</td>
<td>Both students and faculty perceive classroom incivility be problematic but they have differing views on the problem. Thus there needs to be a dialogue between professors and students to define properly classroom incivility. There is strong debate and discrepancy as to what exactly constitutes acts of incivility (Hernandez &amp; Fister, 2001; Meyers, 2003; Seidman, 2005; Young, 2003). Moreover, this conversation should not be a “global” event, meaning the dialogue would not be best served in a campus-wide workshop or symposium (Twale &amp; DeLuca, 2008). These conversations need to be at the “local” level, in the classrooms of individual instructors. Bruffee (1999) underscored the importance of collaboration in higher education. Collaboration between faculty and students would be a powerful tool to address classroom incivility. Additionally, the literature supports the concept that faculty must address classroom incivility head on and not shirk from such responsibilities (Braxton &amp; Mann, 2004; Hannah, 2006).</td>
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Summary Table

How can this be adopted for a one-shot?

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What have **you** tried to **bridge the gap** between faculty expectations and student experience?

What **ideas** do you have?

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Alvarez, B., & Dimmock, N. (2007). Faculty expectations of student research. In N.F. Foster and S. Gibbons (Eds.), *Studying students: The undergraduate research project at the University of Rochester*. Chicago: ACRL.


Thank you!

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