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

Think / Pair / Share

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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).
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
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**
Annotated Source Sheets

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 (newspapers, web sites, 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(s) 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.


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 Mirror [Greley, 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:10.1080/17404622.2018.709721

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.

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.

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?

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

![Classroom and Students](image-url)
<table>
<thead>
<tr>
<th>Summary Table</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the goal?</td>
</tr>
<tr>
<td>--give students strategies for <strong>making sense of peer-reviewed articles</strong></td>
</tr>
<tr>
<td>--introduce students to <strong>the difference between summary and synthesis</strong></td>
</tr>
</tbody>
</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. Boysen

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 evaluated the effectiveness of several teacher responses to classroom incivility. Incivility, described in vignettes, varied in discomfort and harmlessness. Students perceived ignoring incivility as the only ineffective response. Direct confrontations of uncivil students in class or outside of class received the highest overall ratings of effectiveness, and students tended to see immediate responses to disruptive behavior as effective.

Keywords

classroom management, incivility, classroom bias

In civility in college classrooms is often characterized as a growing problem (e.g., Feldman, 2001; Price, 2013). Feldman defined the concept as “any action that interferes with a harmonious and cooperative learning atmosphere in the classroom” (2001, p. 117), but most incivility research focuses specifically on disruptions or disruptive student behavior. Common examples of classroom incivility include emotional outbursts, calling on side conversations, and engaging in nonacademic activities (Bjorkland & Rehling, 2010; Boke, 1996; Brantley & Jones, 2008; Nichols; Barlow, & Buc, 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. Each of these factors impact classroom effectiveness (e.g., Price, 2013; Feldman, 2001). Suggestions for managing classroom incivility are numerous and diverse (e.g., Barrett, Bjarne-Barrett, & Pelowski, 2010; Berger, 2010; Feldman, 2001; McKeachie, 2002; Price, 2011). However, all existing suggestions share the limitation 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 (Boysen, 2012; Boysen & Vogel, 2009; Boysen & Vogel, 2010, 2011). However, this work specifically focused on prejudice, stereotyping, and discrimination. Incivility differs from these forms of bias in several ways. To begin, previous evaluations of responses to bias have focused on classroom behaviors, such as the use of racial slurs (Boysen, 2012), but go well beyond simple discourtesy. Students tend to believe that such prejudice is plainly unacceptable and require a response; but they have widely varying perceptions on what constitutes appropriate classroom civility (Bjorkland & Rehling, 2010). Consequently, although students uniformly believe that overt prejudice requires intervention, they may perceive incivility such as check-ins messages as not being the teacher’s concern. Another distinction is the interpersonal harm posed by bias and incivility. Incivility, bias also refers to interpersonal harm, but also includes more severe forms of harm. 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 (Bjorkland & Rehling, 2010). In fact, students report noticing incivility such as side conversations, cell phone use, and nonacademic computer use more frequently than teachers (McKeachie & Martin, 2010). Thus, there is a major difference in the everyday disrespectfulness of students’ behaviors and incivility. It should be noted, however, that incivility varies greatly among students—depending on the situation.
## 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>
</tr>
</thead>
<tbody>
<tr>
<td>McKinne, M., &amp; Martin, B. N. (2010). 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 than students. For example, faculty view being unprepared for class as uncivil behavior while students did not. Students perceived some uncivil behaviors (grouses, 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>
<td></td>
</tr>
</tbody>
</table>
## 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>
</tr>
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<tbody>
<tr>
<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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</tbody>
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Summary Table

How can this be adopted for a one-shot?

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Buzz Groups

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

What ideas do you have?

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References


Thank you!

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