Maximizing student learning through instructor and librarian collaboration in the time of COVID-19

First-Year Writing (FYW)

100+ First-Year English writing students

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The goal of the library research component of FYW is for the instructor & librarians to work together in order to introduce students to the research process within a writing context. During the past three years, one writing instructor and two librarians worked together in the “flipped” hybrid classroom. Then, due to COVID-19, they moved to the online classroom.

1. Library Research Instruction Session

The library instruction session is designed to help writing students create original arguments driven by:
1. teaching students why and how to do research
2. walking students through research question development and guide choices
3. guiding students through choosing research sources

The library instruction session is informed by the ACRL “Framework for Information Literacy for Higher Education.”

The traditional research instruction session is recorded, and is viewed by students outside of the classroom in a “flipped classroom” model.

The library instruction lecture is a set of seven recorded modules that students view outside of class:
• Introduction
• Why do Research?
• Why Should I Use Books?
• Characteristics of a Scholarly Journal Article
• What are Library Databases?
• Search Strategies for Databases
• Recommendations for Subject-Specific Databases

Excerpt from Module

Why do Research?

Why do Research?

Adaptation to COVID-19

Adaptation to COVID-19

Adaptation to COVID-19

Adapting to COVID-19

The advent of Covid-19 required modifying our session to switch to a fully-online format:
• Conversion of seven-module instruction session was seamless
• Recordings already online for students to access

Adapting to COVID-19

The advent of Covid-19 required modifying our session to switch to a fully-online format:
• No lecture was given; instructions and worksheet were posted as an assignment online
• Instructor conferencing consultation via Zoom

Adapting to COVID-19

The advent of Covid-19 required modifying our session to switch to a fully-online format:
• Zoom recording of the session shared with the course instructor via YouTube
• Librarian research consultation via email

2. Class Research Preparation Sheet & Guides

FYW students use an online research preparation sheet in order to organize their research question development and research guide choices. Often, instructors assign students a topic and then ask them to return to class with resources. Even though students are digital natives, they do not necessarily know what elements are inherent in a solid research question and how to navigate technology to find and organize appropriate resources.

“Not only has access to evolving technologies broadened the scope of the research field, but it has also provided availability to large amounts of data.” (Reich 410).

Online Research Preparation Sheet & Library Guide

3. Librarian Research Hour

Session format:
• Interactive lecture (PowerPoint)
• Brainstorming session
• Team conferencing (Worksheet)

Benefits:
• Efficient use of limited class time
• Increased student active learning and class engagement

“One of the primary issues that the library faculty encounters with the one-shot instruction is the limited class time to teach the students research skills and to properly access the students’ practical application of the material” (Rivera 35).

References


- Issue relating to your article that interests you:
  (For example: Issue: Privacy)
- Knowing the specific issue will help you to begin filtering your research.

**Issue** –

- Insert a search criteria for each of the areas below:
  (For example: Teenage Girls/Internet/US)
- Knowing the race, space, and place filters your research.

<table>
<thead>
<tr>
<th>Race</th>
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<tbody>
<tr>
<td>Space</td>
</tr>
<tr>
<td>Place</td>
</tr>
</tbody>
</table>

- Write a working Research Question: It should contain topic, issue, race, space, and place.
  (For example: How can teenage girls use Facebook and still be safe?)
- Writing a Research Question prepares you begin database research.

**Research Question** –

- Write keywords:
  (For example: teenage girls, Facebook, safety)
- Writing keywords helps you consistently focus your research.

**Keywords** –

- Which research guides would facilitate your research?

  Research Guide 1 (for example: Sociology)
  Research Guide 2 (for example: Economic)
  Research Guide 3 (for example: Communication)
**Objective:**

The purpose of the research prep sheet is to help you narrow your argument topic so that you can choose scholarly database sources for your Annotated Bibliography research.

**Process:**

**FILL IN AS FOLLOWS:**

- Insert the title of the article that you chose for your Summary Essay.
- Identifying your article helps you to have a starting point for your research.

<table>
<thead>
<tr>
<th>Article Title –</th>
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- Insert the genre of your article.
- (For example: strategy, simulation, shooter, or sports)
- Identifying the topic of your article helps you to categorize your research.

<table>
<thead>
<tr>
<th>Genre –</th>
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- Use the Internet to search (one-by-one) each of the resources below.
- Insert your topic into the site search.
- Take a screen shot of your findings.
- Paste the screen shot into the space provided below for each of the resources.
- Searching the resources below will help you identify a specific “issue” connected to your topic.

<table>
<thead>
<tr>
<th>Google –</th>
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<table>
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<tr>
<th>Wikipedia –</th>
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<th>News –</th>
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<table>
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<tr>
<th>Academic Search Complete/ProQuest/JSTOR –</th>
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</table>
Search Strategy for Article Databases

• **Brainstorm your topic into keywords** – What words could you use to describe your topic?

• Consider **synonyms** (similar words) for your keywords:
  - marijuana = cannabis
  - “video game” = “online game”, “internet game”, “computer game”

• Phrases in quotes: “Blue Man Group”, “attention deficit disorder”

• Truncate words with the asterisk *: teach* = teach, teaches, teaching, teacher, teachers

• Use Boolean operators **AND, OR** to craft better searches
  - Detroit **AND** bankruptcy
  - “software engineers” **OR** programmers
Determine Keywords from Research Question and/or Topic

1. What is your research question or topic area?

2. From your research question, what are some concrete terms?
   Usually the nouns, definitely any proper nouns

3. Brainstorm synonyms for each of your concrete terms. What other words could someone use for the concept?

<table>
<thead>
<tr>
<th>Concrete terms (Nouns)</th>
<th>Synonym 1</th>
<th>Synonym 2</th>
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<tbody>
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Example:
Initial research question: What are the best methods for teaching kids math?

<table>
<thead>
<tr>
<th>Keyword</th>
<th>Synonym 1</th>
<th>Synonym 2</th>
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</thead>
<tbody>
<tr>
<td>Methods</td>
<td>Curriculum</td>
<td>Techniques</td>
</tr>
<tr>
<td>Teaching</td>
<td>Learning</td>
<td></td>
</tr>
<tr>
<td>Kids</td>
<td>Children</td>
<td>{specific age range or grade level! Elementary school or Middle school</td>
</tr>
<tr>
<td>Math</td>
<td>Mathematics</td>
<td>{specific mathematical concept} Algebra or Geometry</td>
</tr>
</tbody>
</table>
2. What knowledge did you gain about library research from filling out the Research Prep Sheet?

It's nice that it allows you to lay everything out like the article title, genre and some links in an organized manner.

2. What knowledge did you gain about library research from filling out the Research Prep Sheet?

I never thought about using a non-academic search engine to gain ideas/key words.
3. What knowledge did you gain about library research from attending the librarian’s in-class workshop?

I loved the in-class "workshop". I was able to interact with her and ask questions on the spot.

3. What knowledge did you gain about library research from attending the librarian’s in-class workshop?

This was the most useful source for me because she explained things well and made the research process easy. She showed how to weed out all the other articles to find specific ones we were looking for.
1. What knowledge did you gain about library research from watching the library video in Canvas?

I learned that the library is much more capable than a simple google search.

1. What knowledge did you gain about library research from watching the library video in Canvas?

- How to find subject based databases through the library
- And how to use that information