Sustainable Information Literacy Instruction: Beyond the One-Shot

Meredith Farkas & Amy Hofer

Portland State University

OLA/WLA Conference

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Who are we?

Amy Hofer

Distance Learning Librarian

Liaison to Center for Online Learning

Meredith Farkas

Head of Instructional Services

Coordinator of General Education and Liaison to University Studies and Anthropology

The problem

"It has became [sic] clear that the 'one-off,' demonstration-style information skills classes delivered out of curriculum context do not necessarily coincide with the students' need for information, are sometimes not valued by the students, and do not necessarily prepare them for the challenges of research, problem solving and continuous learning."

Orr, D., Appleton, M., & Wallin, M. (2001). Information literacy and flexible delivery: Creating a conceptual framework and model. *The Journal of Academic Librarianship, 27*(6), 457-463. doi: 10.1016/S0099-1333(01)00263-4

Popular solutions

- Multiple class visits

- Librarians embedded in online discussion forums

- Credit courses

Bowler, Meagan and Kori Street. "Investigating the efficacy of embedment: experiments in information literacy integration." *Reference Services Review* **36.4 (2008): 438-449.**

"As the level of librarian embedment increased students' performance on the research component of the rubric increased as well."

"Although the improvement in IL among students in WMST 3305 was astounding in some ways, the resource cost is not sustainable. Unless resourcing approaches are found to permit that kind of sustained, immersed embedment, we would recommend that type with caution."

Van Epps, Amy and Megan Sapp Nelson. "One-shot or Embedded? Assessing Different Delivery Timing for Information Resources Relevant to Assignments."*Evidence-Based Library and Information Practice* 8.1 (2013): 438-449.

"The study found a statistically significant difference between groups of students, demonstrating that the
frequent, short library instruction sessions
produce an increased use of high-quality content. Similarly, the sections with
multiple library interactions
show more use of periodicals than websites, while completeness of references is not significantly different across teaching methods."

Wang, Rui (2006). "The Lasting Impact of a Library Credit Course". *Portal***, 6 (1), p. 79.**

"The lasting impact of the library credit course LIB 197 was demonstrated by the difference between the performance of two groups of students at CMU in the fall of 2004. The study results show that the group of students who previously took the library course were not only able to cite more scholarly resources and produce fewer incomplete citations, but they were also able to obtain higher grades for their papers and courses than the group of students who did not take the course."

Phelps, Sue F., Heidi E.K. Senior and Karen R. Diller. "Learning from each other: a report on information literacy programs at Orbis Cascade Alliance libraries." *Collaborative Librarianship* **3.3 (2011): 140-153.**

"Lack of adequate staffing is reported to be a contributing factor to unmet instruction goals according to the Alliance survey. Respondents complained about "demand outgrowing capacity."… Two respondents hoped to ease the teaching burden with "online interactive modules" or "scaling back our in class instruction…finding ways to remain integrated into the curriculum and courses, to offer IL instruction through other means than in person. "

Sustainable, collaborative, high-impact projects

- Lightweight embedding with a widget

- Developing materials to support instructors and peer mentors

- Train-the-trainer

- Focus on research assignment design

- Reduce, reuse, recycle for learning objects

- Just-in-time learning objects

A Reusable Content Library

ahofer@pdx.edu « Guide Admin « Dashboard « Sign Out

Home » Research Help » Research Guides & Tutorials » A Reusable Content Library

🖨 Print Guide

URL: http://guides.library.pdx.edu/reuse

| Getting Started | Finding Articles | Types of Articles | Finding and Requesting Books | Reference Works | Tool how-tos | Search Strategy |

| Evaluating sources | Developing Your Topic | Citing Sources | Reusing Content | Search Widgets |

Getting Started   🖨 Print Page

About this guide

This guide hosts boxes that are frequently reused. Right now boxes are organized by topic.

You can also search for reusable content in the Learning Objects Database.

Is there content missing from this guide that you would like to be able to easily copy and reuse from here? Please feel free to let me know!

This page has general boxes about the library.

Ask Us

email   chat   phone   text

Ask Us - Chat

○ Portland State University

Library Website Tour

Take a 2-minute tour of the Library website!

Library News

Reduce, Reuse, Recycle - part 2

Search

The Learning Objects Database

Advanced Search

Show Tips for Search

Title:

Source:

Format:

Description:
(Comma Separated)

Tags:
(Comma Separated)

Learning Outcomes:

1. Strategize

☐ 1a. Identify library services and availability of resources in order to develop a realistic overall plan for research.

☐ 1b. Use general information resources to increase familiarity with the topic and

Details for "Find it @ PSU"

The Learning Objects Database

Details

Title:	Find it @ PSU
Source:	PSU Library
Format:	Video
Length:	2:54
Description:	This 3-minute video explains how to get the full text of articles using the Find it @ PSU button.
Tags:	fulltext, articles
Web URL:	http://youtu.be/XtSdFdqRfxE
LibGuide URL:	http://guides.library.pdx.edu/content.php?pid=234810&sid=1942789#6499764

Embed Code

```
<iframe width="560" height="315" src="http://www.youtube.com
/embed/XtSdFdqRfxE" frameborder="0" allowfullscreen></iframe>
```

Accessibility Info: closed captions

Learning Outcomes:

1. Strategize

1g. Develop a strategy for persisting in information seeking despite challenges in order to overcome potential roadblocks in research.

Learning Objects: The Tools

- ✓ LibGuides
- ✓ Drupal
- ✓ Camtasia
- ✓ Guide on the Side
- ✓ YouTube
- ✓ Jing
- ✓ Qualtrics
- ✓ Anything else you can find or use

What we really want...

Photo by http://www.paulmberger.com

Library widget in the LMS

Open source code written by Mike Flakus:

http://code.google.com/p/pdx-contextually-aware-library-widget/

This project is front-loaded

flickr photo cc by tamaradulva

Results so far

- High impact, high visibility

- Students are clicking most on the links to relevant guides

- #s of widget clicks for guides as % of total use [is the widget a driver]

- Surprising finding that far more people visit the email form, from the widget and the website, than actually submit a question

Next Steps

- Analysis of automatically generated data on views and clicks

- Interviews with faculty to understand their perceptions and how they use the widget

- Improvements to the widget - increase visibility, increase click-through rate, incorporate ereserves, others?

- Building faculty and student awareness that it's on course home pages

Use of LibGuides for "flipping"

Senior Inquiry Research Guide

🖨 **Print Guide** | 🟠 SHARE 📘💙✉

| **Home** | **Choose a Topic** | **Search!** | **Themes** | **Need Help?** |

Search!   🖨 **Print Page**

What is a Library Database and Why Use It?

A Yavapai Community College student explains the benefits of using library databases for research over searching the web.


What Are Databases and Why You Need Them

▶ ◀) 0:00 / 2:34   ⊕ You Tube ⌞⌝

Selecting Articles for Your Research

This 2-minute video created by a Yavapai College student shows you what to look for in an article citation.

Brainstorming Keywords from Your Topic

This 2-minute video explains how to turn your topic into keywords that you can use to search library databases.
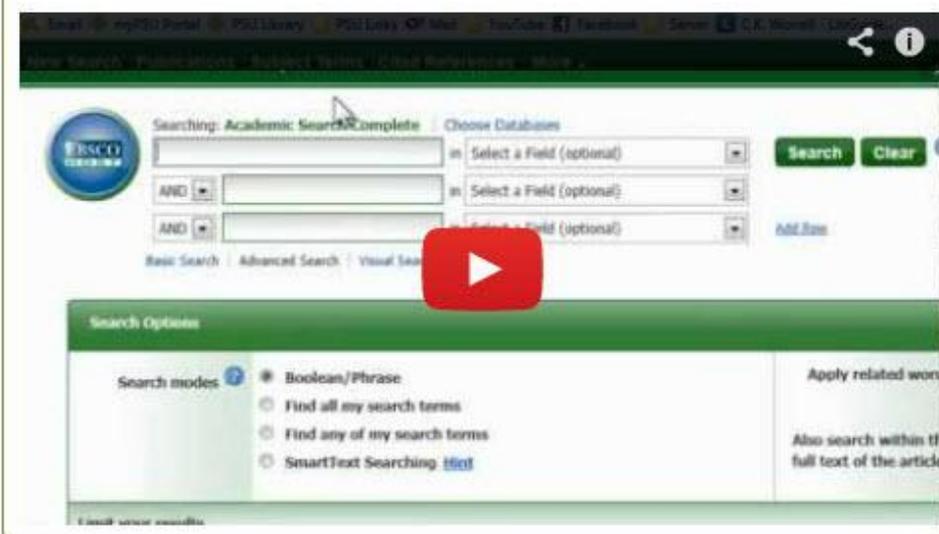
Developing Your Search

This 4-minute video explains how to develop targeted database searches using AND, OR, and NOT.

jaguar NOT car

This tutorial will help you learn to search effectively in Academic Search Complete. This is a great database to start with because it contains articles on just about any topic imaginable.

To access Academic Search Complete, click on **Databases and Articles** under "Research Tools." Then choose **Academic Search Complete** in the "Research Starting Points" box. If you're off-campus, you'll have to enter your ODIN username and password at this point.

Does your screen look like this now?
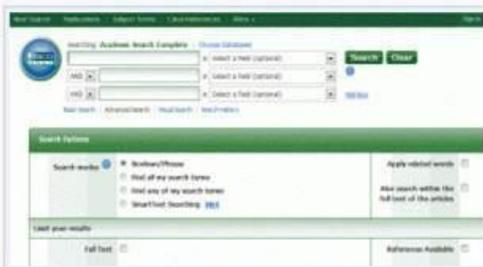
If so, click on the right-hand arrow at the bottom of this panel to continue with a guided search.

If not, here are some troubleshooting suggestions:

- Try getting here again from the library home page.
- Use the buttons in the upper right corner to chat, email, call, or text a librarian.
- If you're having trouble logging in, email help@pdx.edu.

Suggestions | My Library Account

Portland State University | Library

Library Home   **Resources**   **Research Help**   **Services**   **About PSU Library**   **Ask Us!** chat em

All   Books   Articles   Journal Titles   Audio/Video

Find books and more with Portland State WorldCat ...   [Search]

Advanced Search   PSU-Only Catalog

Library Hours

JAN 30   Today's Hours   7:3
Tomorrow   7:3
Full Schedule

Research Tools

- **Research Guides**
- **Databases and Articles**
- **Google Scholar**
- **Course Reserves**
- **For Faculty | For Students**

RESERVED — Reserve a Study Room!

Library News and Events

"Say We Are Here": Culture, Community and Activism Across Four Generations of Black Oregonians

Check out the Fall Exhibit of materials from the Verdell A. Burdine and Otto G. Rutherford Family Collection. The Rutherfords were leading members of the African American community in Portland for much of the twentieth century. Learn more...

Muslim Journeys @ PSU Library

In partnership with the Middle East Studies Center, the Library has received the Muslim Journeys Bookshelf, a collection of resources chosen with a view to familiarizing the American public with Islam and the cultural heritage of Islamic civilizations around the world. Learn more...

More News/Events ...

Checkout **laptops** @ the **Circulation D**

Portland State University Branford P. Millar Library | 1875 SW Park Avenue | Portland, Oregon 97201 | 503.725.5874 | Support the Library | Sit

Large-Scale Instructional Innovation: Freshman Inquiry

Meaningful Instruction in Freshman Inquiry (FRINQ)

The ultimate information literacy instructors

Our approach

- Develop learning objects and activities that address most important outcomes for Freshman Inquiry

- Provide library instruction focused on library awareness

- Custom LibGuides

- Consult with faculty and mentors to create custom lesson plans

- Train and trainer

Guide for FRINQ Instructors and Mentors

URL: http://guides.library.pdx.edu/frinq

Home | **Learn About the Library** ▾ | **Developing Your Topic** ▾ | **Searching** ▾ | **Evaluating Sources** ▾ | **Citing Sources** ▾

Home   🖶 Print Page

What is this guide?

This guide is designed to support faculty and mentors involved in FRINQ. We want to help you to prepare students for college-level research! This guide is not meant to be used with students, but to give you a sense of what we can put into a custom guide for your course. **We encourage you to work with the librarian assigned to your FRINQ theme to develop a plan for research instruction and a custom course guide that will provide tailored classroom support.**

In This Guide
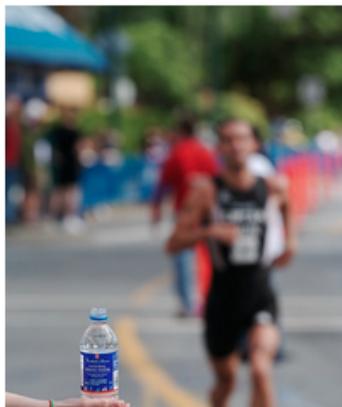
On this page, we describe some of the services we can offer to faculty and mentors to support student learning about research. The subsequent pages contain tutorials and suggested activities and assessments that you can use with your students. Many of them can either be offered during class or can be assigned, making them flexible solutions for teaching these important skills.

The librarian assigned to your class can create a

UNST Liaison

Meredith Farkas
Head of Instructional Ser

Contact Info
Office: 280G at the PSU Library
Phone: 503-725-4577
mfarkas@pdx.edu

Links:
Profile & Guides

Subjects:
Anthropology, Archaeology, UNST

Searching   🖨 Print Page

Brainstorming Keywords from Your Topic

This quick tutorial will show you how to turn your topic into keywords that you can use in searching library resources and the Web.
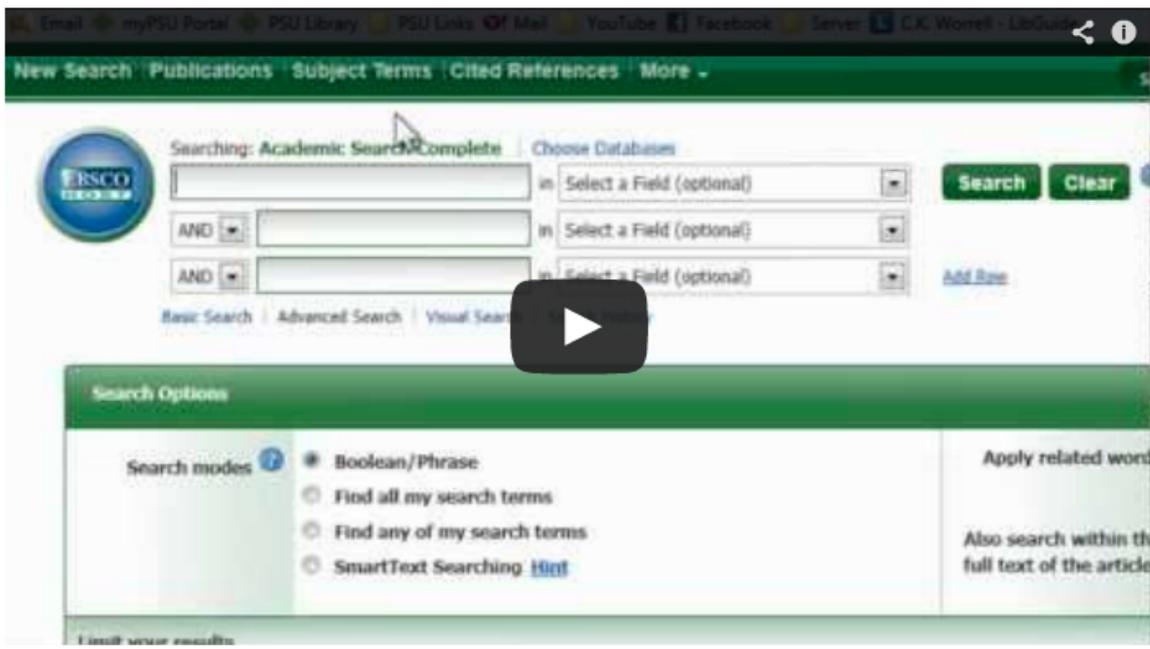
How to use these tools

On this Page: Learning Tools to Support Strong Search Skills

Additional Pages:

- **Determining Where to Search**
- **Too Many Results?**
- **Not Enough Results?**
- **Suggested Activities** (that can be used in-class or assigned as homework)

It makes sense to have students view these learnin objects (either in-class or as homework) after they've settled on a topic. Combining these learnin objects with some activity (either in-class or as homework) that allows students to practice what they've learned and demonstrate learning will help the student strengthen their skills and will let you know which students might need more support in t area.

Developing Your Search

This four-minute tutorial will show you how to develop targeted searches that will get you the information you need from library resources and the web.

jaguar NOT car

Search Tips

This page offers tips on searching, but sometimes you'll find that you end up wit too many or too few results. If that's the case visit these pages:

- **Too Many Results?**
- **Not Enough Results?**

These pages will provide you with

Just Need Scholarly Articles?

While some databases only contain scholarly peer-reviewed journals and others only contain popular sources, many databases contain a combination of scholarly, professional and popular journals.

Many databases that contain a combination of source types offer the option of limiting your search to results from scholarly peer-reviewed journals. The option will usually show up as a checkbox on the search page and/or the results page.

Limit your results

Full Text	☐
Scholarly (Peer Reviewed) Journals	☑
Publication	
Document Type	All

If the database you're using does not have limiters, you'll want to look at the key differences between popular and scholarly articles to make the determination yourself.

Be aware that editorials and other non-peer reviewed materials can be found in peer-reviewed journals, so not everything in a scholarly journal has gone through the peer-review process.

Finding Articles with Academic Search Complete

Academic Search Complete is our largest full-text database, providing articles in just about every topic area. The database contains scholarly, professional and popular journal articles.

This tutorial on using Academic Search Complete will provide you with information about its search features while you are actually using the datbase.

Finding Books in the Library Catalog

Portland State WorldCat contains books, articles, videos, theses and dissertations, archival materials and more from our library collection and the collections of libraries around the world.

This tutorial on searching Portland State WorldCat will provide you with information about its search features while you are actually using the catalog.

Searching Activities

These activities can be done in the classroom and can both help to teach search strategy skills and give you a sense of how well students understand the concepts. Please note that not all activities need to be pursued. Pick and choose the activities that best fit the needs of your class.

In-Class Activities:

- Library Resources Jigsaw Exercise
- Understanding Boolean Operators
- Developing a Search Query
- Primary Sources Vs. Secondary Sources Searching
- Natural Language Vs. Keywords in a Database Search

Online or Homework Activities:

- Worksheets to Assess Student Ability to Develop a Solid Search Strategy
- Boolean Searching Activity
- Where to Search?

Each of these activities are also available as downloadable Word documents below.

- Boolean Searching Activity
- Developing a Search Query
- Natural Language Vs. Keywords in a Database Search
- Primary Sources Vs. Secondary Sources
- Searching Library Resources Jigsaw Exercise
- Understanding Boolean Operators
- Where to Search?
- Worksheets to Assess Student Ability to Develop a Solid Search Strategy

Classroom Activities

These activities can be done in the classroom and can both help to teach search strategy skills and give you a sense of how well students understand the concepts.

Online or Homework Activities

These activities could be assigned as homework and thus could be used in an online or face-to-face class.

Worksheets to Assess Student Ability to Develop a Solid Search Strategy

These worksheets can be done in class or as homework to get students brainstorming keywords and thinking about what kinds of evidence they need and where they might need to search. The first is a pretty standard and the second is a little more whimsical.

Outcomes addressed:

- Define the research topic, question or thesis to achieve a manageable focus appropriate to the assignment criteria, available resources, and evidence needed to support thesis.
- Identify keywords, synonyms and related terms in order to flexibly search information resources.
- Identify the range of information source types available (such as peer-reviewed journals, newspaper articles, books, reference sources, etc.), their distinguishing characteristics and intended audiences, in order to select those appropriate based on the information need.
- Identify the features and content of different research tools (such as databases, catalogs and websites) in order to search those most appropriate to the information need.

Understanding Boolean Operators

Outcomes Addressed:

- Identify and use search language, controlled vocabulary or search features appropriate to the research tool in order to retrieve relevant results.

Needed Materials:

None

The Activity:

This activity should help students to understand the effect AND, OR, and NOT will have on their search. This activity should take just a few minutes and can be done after students have watched the video on Developing Your Search.

1. Instruct students to stand if they are a college student.

2. Ask the students to remain standing if they are a college student **AND** have brown hair.

3. Ask the students to remain standing if they are a college student **AND** have brown hair **AND** are male.

4. Point out that each time you add another thing with an AND between, the number of people standing gets smaller. This is what happens with AND in a search.

5. Now, ask the students to stand if they are wearing glasses

6. Ask the students to stand if they are wearing glasses **OR** contacts.

7. Ask the students to stand if they are wearing glasses **OR** contacts **OR** if they ever wear glasses or contacts to read, drive, etc.

8. Point out that every time you add another item with OR, the number of people included gets larger. This is what happens to your results list when you use OR.

9. Ask the students to stand up if they are a college student.

10. Ask the students to remain standing if they are a college student who is **NOT** male.

11. Explain that NOT helps to get rid of specific types of things that you don't want to see in your search results.

*Activity idea modified from Sittler, R., & Cook, D. (2009). *The library instruction cookbook*. Chicago: Association of College

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Search Strategy Worksheet 1
Search Strategy Worksheet 2

Where to Search Worksheet

This worksheet will get students thinking about in what subject areas scholars mig be researching their topic, discovering th value of the library's research guides, an finding good databases to search in thos subjects areas.

Outcomes addressed:

- Identify the features and content of different research tools (such as databases, catalogs and websites) in order to search those most appropria to the information need.

where_to_search

Boolean Searching Activity

Boolean Searching Tastes Great uses familiar candy bars to teach how Boolea operators work. This could be an in-class activity (maybe even with REAL CANDY) well as a worksheet to be given as homework.

Outcome addressed:

- Identify and use search language, controlled vocabulary or search features appropriate to the research tool in order to retrieve relevant results.

Boolean Searching Tastes Great

Developing a Search Query

Outcomes Addressed:

- Identify keywords, synonyms and related terms in order to flexibly search information resources.
- Identify and use search language, controlled vocabulary or search features appropriate to the research tool in order to retrieve relevant results.

Needed Materials:

- Whiteboard or flip charts.
- Instructor computer with projector.

The Activity:

This can be used in concert with the brainstorming keywords activity so that they students go from brainstorming keywords into using those keywords to create search queries (if that's the case, skip items 1-3). You can also do the Boolean operator activity before this. They should have watched the Developing Your Search video before this activity.

1.   Break students up into groups (if they're doing a group research project, have them in their project groups).

2.   Give them all a topic (the same one) to brainstorm keywords on; this can be a topic you choose or a topic that's actually being used by one of the students/groups.

3.   Have the students brainstorm synonymous and related terms for that topic.

4.   Have each group create search queries using the keywords, Boolean operators and (if needed) truncation and quotes. They should create at least three. Here's an example of a search query:

   bicycl*

   AND urban OR city

About This Guide

This guide will help you find and use sources for your paper on Portland's artisan economy. Click on the tabs above or the links on this page to access tutorials, links to useful resources and more.

Find Books and Articles

Developing Your Search

Find Scholarly Sources

Find Newspaper Articles

What is a Database and Why Should I use It?

Evaluate Sources

Determine Relevance

Evaluate Sources with the C.R.A.P. Test

Scholarly vs. Popular Sources

Find Statistics

Portland Data

State and Local Data

Other Data Sources

Learn about the Library

Use the Library Website

Get Help

Individual and Group Study Spaces

Use and Cite Sources

Cite Your Sources

Use MLA Format

Avoid Plagiarism

Use Citation Generators

Find Books and Articles   🖨 Print Page

Brainstorming Keywords from Your Topic

This quick tutorial will show you how to turn your topic into keywords that you can use in searching library resources and the Web.
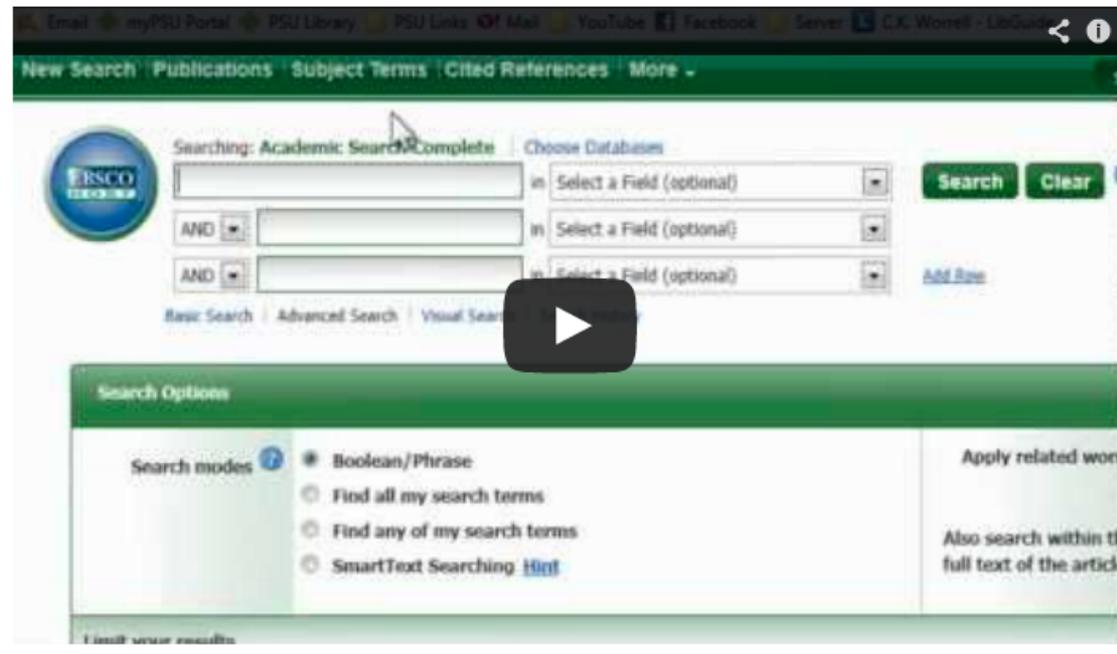
Developing Your Search

This four-minute tutorial will show you how to develop targeted searches that will get you the information you need from library resources and the web.

jaguar NOT car

Find Scholarly Sources

Business Source Premier ⓘ
Provides full text and citations to scholarly articles on all aspects of business, management, company profiles, and country information.

Academic Search Complete ⓘ
Contains journals from all subject areas in the humanities, social sciences, and sciences.

PSU Worldcat
Books, journals, government documents, films, etc. of PSU Library, the Summit libraries as well as public libraries in North America. Holdings of some European libraries are included as well. Includes some citations to journal articles as well.

Urban Studies, Sage Full Text ⓘ
Contains full text articles from social sciences journals in urban studies and public policy topics.

Google Scholar ⓘ
Google Scholar searches the academic, scholarly Web for peer-reviewed papers, theses, books, abstracts and articles. Searching Google Scholar from the Portland State University Library will identify full text articles available from PSU Library resources as well as open access articles from other universities and colleges.

Find Newspaper Articles

Due to cost, PSU Library will no longer be able to provide complete online access to the Oregonian articles

UNST FRINQ Guide for Student Research

URL: http://guides.library.pdx.edu/unstfrinq

Print Guide | SHARE

| Home | Get Started | Gather Information ▾ | Evaluate Sources ▾ | Use and Cite Sources ▾ | Learn about the Library |

Home   🖨 Print Page

Guides for Individual FRINQ Classes

The library may have worked with your mentor or instructor to create a guide specifically tailored to support you in completing your research assignment. Check here to see if one exists (they're organized by theme).

Globalization

- UNST 137A Globalization - Locker
- UNST 137E Globalization - Sager

Human/Nature

- UNST 117Y Human/Nature - Gamburd
- UNST 117S Human/Nature - Trimble

Life Unlimited?

- UNST 134A Life Unlimited? - Teuscher

Portland

- UNST 107 Portland FRINQ Theme
- UNST 108C&G Portland FRINQ - Batchelder and Knepler

Race and Social Justice

Get Started

Choose a Topic

Find Background Information

Brainstorm Keywords

Gather Information

Where Should I Search?

Find Books and Articles

Too Many Results?

Not Enough Results?

Evaluate Sources

Determine Relevance

Evaluate Sources with the C.R.A.P. Test

Results so far

- Many mentors and instructors have used our learning objects and activities in class

- Some faculty still want traditional IL session

- Not all mentors are responsive

- Custom LibGuides for just over half (generic FRINQ guide embedded in all other D2L classrooms)

- Content developed for FRINQ has been used in a variety of other subjects/programs

Next steps

- Assess
  - Surveys for faculty and mentors
  - Student portfolio assessment

- Repackage the content
  - Self-paced modules
  - Pre-test & post-test
  - Faculty can easily assign

Train the Trainer

Advanced Design Process

- For programs and faculty cohorts, not individuals

- Developed and led by instructional designers in the Center for Online Learning

- Faculty are primed to think about scaffolding research skills:
  - Focus on learning outcomes
  - Readings on backwards design
  - Rubric-based assessment can include IL outcomes

Focus on Assignment Design

"Assigning Inquiry: How Handouts for Research Assignments Guide Today's College Students," Alison J. Head and Michael B. Eisenberg, Project Information Literacy Progress Report, University of Washington's Information School, July 13, 2010.

- Content analysis of 191 research assignment handouts for undergraduates on 28 U.S. college campuses

- Most assignments lacked specific details about sources and how/where to find them

Research Guidance Rubric for Assignment Design

Guidance Level (0)	Guidance Level (1)	Guidance Level (2)	Guidance Level (3)
Explanation and/or Definition of Sources and Expectations			
The assignment does not describe or explain sourcing expectations.	Some general guidelines for evaluating a source's appropriateness to the assignment are given. Inexact quantities are given for the required number of sources (e.g. "several" or "an adequate number.") Methods and tools for resource discovery are described in general terms (e.g. "Use the library.")	All relevant qualities of acceptable sources are listed (e.g. peer-reviewed /popular / trade, primary/secondary, qualitative/quantitative, recency.) The required number of sources is stated as a number or range of numbers. Methods and tools for resource discovery are described by broad type (e.g. "use a library database that includes scholarly articles.)	All relevant qualities of acceptable sources are listed and clearly defined. The required number of sources is given as a range or the assignment gives a clear expectation of how students will know when they have an adequate number of sources. Methods and tools for resource discovery are discussed and/or demonstrated in detail.
Rationale and Context for Resource Requirements			
Resource requirements are neither linked to the assignment's learning objectives nor given any context-dependence.	Resource requirements are described as having learning value (e.g., "It's important that these requirements are met.") Contextual exceptions to the resource requirements are mentioned as possible.	All resource requirements are linked to the assignment's stated learning objectives. Contextually exceptional sourcing scenarios are discussed hypothetically.	Each resource requirement is linked to the assignment's stated learning objectives for reasons that are made clear. Students are invited to discuss any unique sourcing circumstances with the professor and/or librarian.
Process Orientation			
The assignment doesn't address the process of research, only the final product.	The assignment acknowledges and perhaps even describes the research process but includes no components that require students show their engagement with the process. The assignment is graded without particular consideration given to the quality of research.	Assignment includes at least one component that requires students to make the process of research explicit and is evaluated by the professor. Examples include: * Annotated bibliography * Paper proposals * Literature reviews	Process components require students to apply information literacy skills like those delineated in the ILCCS and are: * a portion of the assignment's final grade * evaluated in advance of the

Assignment design workshops

- Originally part of advanced design process

- Focused on sharing best practices for research assignment design
  - Ways to scaffold the research paper
  - Alternatives to the research paper that teach specific research skills

- Now offered quarterly for all faculty
  - Hampered by low attendance (like most faculty development programs at the University)

- The dream future
  - Faculty stipends for participation
  - Expanded library instructional design services

Point-of-Need Online Learning Objects

Library DIY: Our Assumptions

- Many students do not like to ask for help from a reference librarian

- Students are not usually looking to learn how to do research, but to do something specific

- Students want quick answers to their questions, not a tutorial

Do students come looking for this?

Or do students come looking for this?

The Information Process

Have you ever wondered how a simple question or a single event in history becomes the focus of research and scholarly analysis?

In this tutorial, you will learn about:

- The timeline for producing scholarly information
- The resources available throughout the information cycle
- The types of information used and produced in different disciplines

KNOWLEDGE CYCLE

Information Cycle

Information Timeline

Research Cycle

Types of Sources

Scholarly Information

Quiz

INTRODUCTION TO LIBRARY RESEARCH

BEGINNING YOUR RESEARCH

This site is designed to help you learn how to conduct research using the library's resources. Click the Start button to begin or select the icons below to jump to a specific section.

Start >>

- Introduction
- Libraries & Services
- Defining Your Research Topic
- Searching for Information
- Finding Articles
- Finding Books
- Using Information
- Quiz
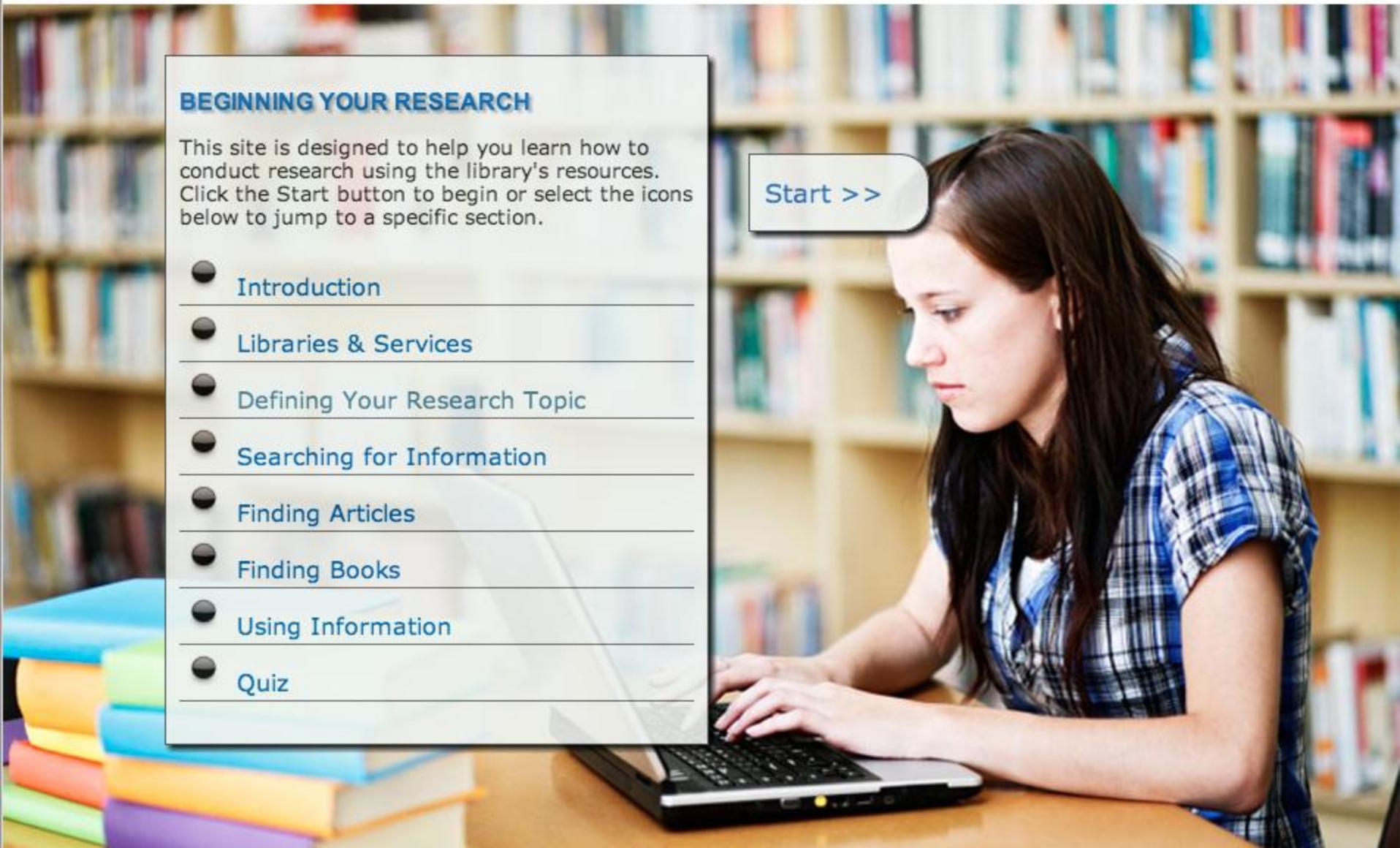
Library DIY

- Small pieces of instructional content
  - Based on questions we get at the reference desk
  - Each one answers just one question
  - If in-depth help needed, link out

- Information architecture that gets students to just the information they're looking for

- A reference librarian in a box

Portland State UNIVERSITY | Library

Home » Research Help » Library DIY

WELCOME TO LIBRARY DIY

Find your question
then learn how to
Do It Yourself

I need help **getting started or choosing my topic**

I need to **find sources for my research**

I'm looking for a **specific item**

I have a question **about articles**

I have a question **about books**

Are these sources **good for my research?**

I need help **citing or using sources**

I need help with **printer, login or access issues**

Library Home   Resources   Research Help   Services   About PSU Library

Ask Us!   chat   email   phone   text

Home » Research Help » Library DIY » What type of sources do you need?

What type of sources do you need?

I am looking **for articles** →

I am looking **for books** →

I am looking **for journals** →

I am looking **for data** →

I need **company or industry information** →

I am looking for a **thesis or dissertation** →

I need items **in languages other than English** →

I am looking **for maps** →

I am not sure **what types of sources I need** →

These **do not describe my need** →

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Home » Research Help » Library DIY » What best describes your need for articles?

What best describes your need for articles?

I am looking for **peer-reviewed articles**

I am looking for **newspaper articles**

I am not sure **where to search**

I need to select **terms or keywords to search with**

I need **search tips**

Nothing I found **was in full text**

I searched and **found too little or too much**

I am looking for a **specific journal**

I am only **supposed to use print or non-Internet sources**

I want to **find or browse journals by subject**

I need to find **magazines in the library**

I am not sure **what types of sources I need**

These **do not describe my need**

1. Limit your search to only peer reviewed articles

Look for a checkbox, either on the search screen or the results page, that will limit your search to scholarly (peer reviewed) articles only.

Search in a database that only contains scholarly (peer reviewed) articles.

Scholarly (Peer Reviewed) Journals ☑

2. **Find out more about the journal**

If you are in a database, check to see whether you can click on the journal title to view more information about the journal.

Google the title of the journal and look for an editorial policy page or a page for authors. This will tell you whether the journal uses a peer-review process before publishing articles.

Search for the journal title in Ulrichs (a database that the library subscribes to). If you see this icon 📖 that means that the journal is refereed (another term for peer review).

You can find out more by watching the two-minute video below.

Next steps with DIY

- Finish content development

- User testing over the summer

- Placement and marketing to make it visible at students' points of need

- Public Rollout: Fall 2013

Lessons

- Focus on faculty for increased impact

- Design learning objects with reuse and recombination in mind

- Look at what's already out there

- Develop content based on student info-seeking behavior (not how librarians conceive of the research process)

- Make it easy for faculty or mentors to use your content in classes
  - Flexibility may be somewhat overrated

Lessons

- Great to start this type of work with interdisciplinary programs

- Relationship-building with faculty and staff is key

- Don't do this alone
  - LIS interns are a great addition to a team

- This requires a major commitment on the front-end to save time in the long-term

- You can lead a horse to water…

Comments? Questions?

Amy Hofer

Distance Learning Librarian

ahofer@pdx.edu

Meredith Farkas

Head of Instructional Services

mfarkas@pdx.edu