

Feb 5th, 9:00 AM - 11:00 AM

Collaboration and Curriculum Integration: Presenting Shared Information Literacy Tutorials at the Point of Need

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Western Oregon University

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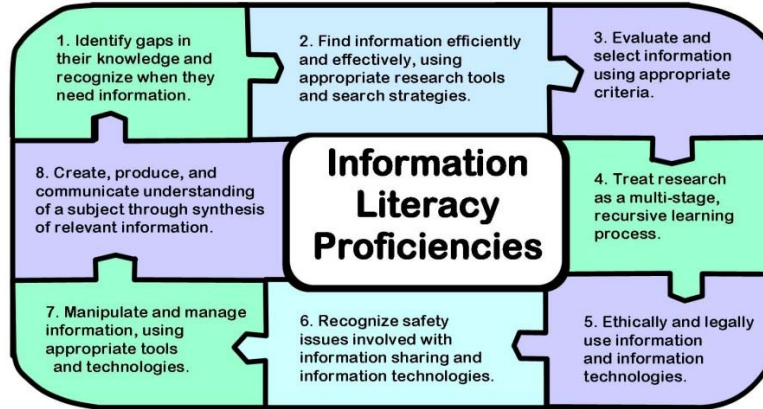
Collaboration and Curriculum Integration

**Presenting shared information literacy
tutorials at the point of need**

Jen Klaudinyi

Online Northwest 2010

College students who are ready to begin upper-level coursework:



Oregon IL Proficiencies

Being proficient means that you:

1

- Read and analyze assignments and class instructions.
- Determine the nature and extent of information needed.
- Confer with instructors, librarians, and others to focus and refine a research topic.
- Frame appropriate research questions and develop a manageable thesis statement.

2

- Understand that there are different resources available for different purposes/subjects.
- Explore general information sources to increase familiarity with a topic.
- Recognize that information sources have an organizational structure and can find and use their navigational tools and access points.
- Formulate a search to locate and retrieve information effectively and efficiently using appropriate resources.
- Understand how to follow the trail from the citation to the item.
- Use the library to obtain materials including materials that aren't available locally.

3

- Critically evaluate information based on reliability, validity, accuracy, authority, timeliness, and point of view or bias.
- Compare and select information from various sources in order to accomplish a specific task.
- Understand that informational content and physical format are independent of each other.
- Judge the relevance of materials found with respect to the specific information need.

4

- Understand that information searching requires motivation, perseverance, and practice, and that skills are developed over time.
- Identify gaps in the information retrieved and modify or revise their topic or thesis and/or develop new search strategies.
- Formulate a realistic overall plan and timeline to acquire the needed information.

5

- Cite items or ideas used and does not represent work attributable to others as his/her own, and does not distort the author's intended meaning.
- Understand that plagiarism and citation of other works or ideas are ethical issues.
- Use citations to participate in an ongoing scholarly conversation.
- Understand that different disciplines have different citation standards and habits.
- Understand that there are legal issues surrounding copyrighted information.

6

- Recognize that the use of some technologies has potential health risks.
- Recognize potential safety and privacy risks of sharing personal information online.

7

- Record and organize information resources to track the research process.
- Use tools and techniques to create and revise documents collaboratively.

8

- Recognize that existing information can be combined with original thought, experimentation, and/or analysis to produce something new.
- Analyze resources and make conscious decisions about how each resource supports the development of the topic.
- Reconsider original idea based on new understanding.



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librarian : student stats



1 librarian : 1,900 undergrads



1 librarian : 1,130 undergrads



1 librarian : 805 undergrads



1 librarian : 300 undergrads

1 librarian : 1,034 undergrads

+

IL standards

=





<http://clip-il.wetpaint.com/>



CLIP Current Content

- Developing a Topic
- What is a Library Database
- Generating Search Terms
- Incorporating Sources into Your Research Paper
- Popular and Scholarly Sources
- Primary and Secondary Sources
- Internet Searching Tips
- Why You Need to Cite Sources
- APA & MLA Style Aids
- Evaluating Internet Sources *coming soon!*

CLIP tutorials

<http://clip-il.wetpaint.com/tutorials>

Title: Developing a Topic



Learning Objective: Students will learn to develop an appropriate topic for a research paper by considering goals, approaches, topic scope and helpful resources.

Creator: Jen Klaudinyi

Date of Creation: 12/09

Last Updated: 12/09

Target Audience: Early undergraduate students

Time to Complete: 4 min

File Size: 10 MB

Copyright: [cc-by-nc-sa](#)

Keywords: topic, question, background research, thesis, narrow, broaden

URL: http://www.wou.edu/provost/library/clip/tutorials/dev_topic.htm

Source Files:

Download [Source Files](#) (see [Customizing page](#) for more info on source files)

Text Version URL: http://www.wou.edu/provost/library/clip/source/scripts/dev_topic.doc

Title: Incorporating Sources into Your Research Paper



Learning Objective: Students will learn how to incorporate sources into their college/university research papers by effectively structuring sources, including analysis and using sources to support an argument.

Creator: Jen Klaudinyi

Date of Creation: 11/09

Last Updated: 11/09

Target Audience: Early undergraduate students

Time to Complete: 6 min

File Size: 10 MB

Copyright: [cc-by-nc-sa](#)

Keywords: writing, research papers, sources, synthesizing, scholarly conversation, quoting

URL: http://www.wou.edu/provost/library/clip/tutorials/incorp_sources.htm

Source Files:

Download [Source Files](#) (see [Customizing page](#) for more info on source files)

Text Version URL: http://www.wou.edu/provost/library/clip/source/scripts/incorp_sources.doc

CLIP – APA Style Aid

<http://www.wou.edu/provost/library/clip/citations/apa/index.php>



APA References

[APA home](#)

Citation Format

[basic structure](#)
[multiple authors](#)

Articles from Newspapers

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Basic APA Structure

Online Article with DOI

[What is a DOI?](#)

Author1, A. A., Author2, B. B., & Author3, C. C. (Year). Title of article. *Title of Periodical*, volume number (issue number), pages. doi:xx.xxxxxxxxxx

Online Article without DOI

[No DOI?](#)

Author1, A. A., Author2, B. B., & Author3, C. C. (Year). Title of article. *Title of Periodical*, volume number (issue number), pages. Retrieved from journal home page URL

Print Article

Author1, A. A., Author2, B. B., & Author3, C. C. (Year). Title of article. *Title of Periodical*, volume number (issue number), pages.

Book

Author, A. A. (Year). *Title of book*. City, Country: Publishing Agency.



Developing a Topic



There are so many topics you could study, but what sort of topic actually makes a good paper?



CC

TOC

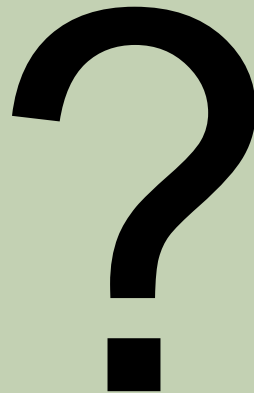


ADOBE CAPTIVATE™

CLIP – Source Files Offered



- Text version (.doc)
- Audio files of narration (.mp3)
- Image files (.jpg .gif .psd)
- Captivate Files (.cp)
- Published files created by Captivate (.swf .htm .js)
- Website-style tutorial files (.html .php .css)



Madonna University Library

<http://ww3.madonna.edu/library/researchtut.htm>



Research Tutorials

The following links will provide access to several electronic research tutorials. Each tutorial provides guidance in using a variety of resources accessible through the library.

General Tutorials

- ▶ [TIP Research Tutorial](#), Madonna University Library
- ▶ [Internet Tutorials](#), Laura B. Cohen
- ▶ [Finding Information on the Internet: A Tutorial](#), University of California at Berkeley Library
- ▶ [Texas Information Literacy Tutorial \(TILT\)](#), University of Texas Library
- ▶ [Guide to Library Research](#), Cornell University Library

Topic-Specific Tutorials Cooperative Library Instruction Project, Western Oregon University

- ▶ [Developing a Topic](#)
- ▶ [Incorporating Sources into Your Research Paper](#)
- ▶ [Popular and Scholarly Sources](#)
- ▶ [Primary and Secondary Sources](#)
- ▶ [What is a Library Database?](#)
- ▶ [Generating Search Terms](#)
- ▶ [Why You Need to Cite Sources](#)

Database-Specific Tutorials/Instructional Help

- ▶ [American National Biography](#)
- ▶ [Cochrane Library](#)
- ▶ [CQ Researcher](#)
- ▶ [EBSCOhost](#)
- ▶ [EBSCOhost Guide - MU](#)


CLIP LibGuide Example

http://research.wou.edu/clip_example

Home [Comments \(0\)](#) [Print Page](#) This Guide Go

Databases?

[What is a Library Database?](#)



[text version](#) | [more info](#)

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Academic Search Premier is a multi-disciplinary full text database containing full text for nearly 4,500 journals, including more than 3,600 peer-reviewed titles. In addition to the full text, this database offers citations and abstracts for articles found in more than 8,000 publications. Allows users to limit searches to scholarly/peer-reviewed journals only. 1984 to present; selected articles from 1975 (or earlier) to present

[JSTOR](#)
Provides online full-text access to the archives of more than 900 scholarly journals, some of which date from the 19th century.

[Comments \(0\)](#)

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These are books in our library

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These are books at other universities from Oregon and Washington. Books take 2-4 days for delivery.

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A collection of over 37,000 ebooks. Note: To print you will need to download the eBrary reader from the results page after you conduct a search. [eBrary video tutorial](#)

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WOU Google Scholar



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CLIP Librarian



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Syllabus

[HIST 202 Syllabus](#)

[Comments \(0\)](#)

Search Terms

[Generating Search Terms](#)



[text version](#) | [more info](#)

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MLA Citation Help

The [MLA Style Aid](#) provides formatting, in-text citation and works cited page assistance.

There is also a link to NoodleBib, a free works cited page generator.

[Comments \(0\)](#)



MODULES

» Start

- Research Team
- Explore Topics
- Research Notes
- Call Numbers

» Explore

- Research Process
- Information Types
- Subject Encyclopedias
- Books and e-Books
- Magazines/Journals
- Primary/Secondary
- Deep/Invisible Web
- World Wide Web

» Find

- Library Catalogs
- Google Books
- Periodical Indexes
- Web Search Tools
- Wikipedia
- Search Strategies
- Boolean Operators
- Google Search Tips

» Evaluate

- Introduction

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Google Books

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If you haven't used Google Books, you're missing out on a great information resource. Google Books has partnered with libraries and publishers to scan whole books from cover to cover. That doesn't mean that you can *see* every page (although for some books you can) but you can *search* every page.

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outcomes:

After completing the module for Google Books, you should be able to:

- Identify options for viewing books.
- Demonstrate how to locate more information about the books.
- Demonstrate how to locate books in a nearby library.

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Information Literacy Education

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Smp 101 : Sample Class A (Sandbox) - A little bit of everything Section 1

Writing with Sources

Please read the introduction below and view any available learning objects. Once you have worked through all the learning objects, complete any assignments listed below. When done with this page, use the "Go Back to Class" link at the top of the page to continue with any other content on the class page.

Introduction

Assessing a student's ability to integrate information into a larger assignment can be difficult if the assignment is not completed in its entirety within the ILE learning environment. Often collaboration results in the Writing with Sources module with a focus on plagiarism, and citing sources. In this example students are asked to complete tutorials on plagiarism, copyright and fair use, and view a quick guide on the MLA citation format. After completing these tutorials students again take a multiple choice quiz and complete a short answer component. Here students are asked to cite four sources (the minimum per the assignment). Instructors then have the opportunity of providing feedback on both the format of citations and the appropriateness of the sources selected before the final complete assignment is turned in.

Learning Objects

[WSU: Plagiarism Tutorial](#) (~15 minutes)

[UNC: Copyright and Fair Use](#) (~ 8 minutes)

[WSU: MLA Citation Style Quick Guide](#) (~3 minutes)

Assignments

[Writing with Sources Quiz For Smp 101 : Sample Class A](#)

Due on Friday, December 31, 2010 11:59 PM

[Writing with Sources Essay For Smp 101 : Sample Class A](#)

Due on Wednesday, May 04, 2016 11:59 PM

OSU – WR 121 Tutorial 1: Getting Started With Your Research

<http://ica.library.oregonstate.edu/tutorials/16-WR-121-Tutorial-1-Getting-Started-With-Your-Research>

Oregon State **OSU** Libraries

[OSU Libraries Home](#) > [Demos & Guides](#) > [Written English Tutorials](#)

Tutorial 1: Getting Started With Your Research

Start Break It Down ▼ A Conversation ▼ Login

Identify Parts Organize Start Early

Unit 1: Breaking Down the Assignment

◀ 1 2 3 ▶

Identify the parts of the assignment

Sometimes assignments seem mysterious or daunting when you first start. One way to move past these feelings is to start breaking down your assignment so that you have a handle on what is required and what you will need to do to get those pieces of the assignment done. Let's look at one of your assignment sheets for WR121 as an example to see what you need to do to both get started and get finished on time with the parts of this assignment.

Essay #2: Engaging in Exploratory Research

Assignment: Write a 5+ page researched essay that identifies and explored an important question related to a contemporary social controversy. Your paper should be followed by a Works Cited page in correct MLA style.

1. Always check to see if a particular citation style is required. This will help you know the best way to take notes as well as how you should create your bibliography.

Mechanical Requirements:

1. Your paper should include at least one source from each of the groups we discuss in class: scholarly text, scholarly journal, popular source (i.e. magazine or newspaper), and a credible internet source.
2. You should include no less than eight (8) sources in your paper.
3. Your sources should be cited according to the MLA format (see guidelines in *Easy Writer*).
4. Your paper should be grammatically correct and free of mechanical errors.

2. Look to see what types of sources are required and how many you will need.

(Example) Due Dates:

Tuesday 11/24	Context Analysis (selection and explication of your chosen format) & Argument Outline Due (rhetorical analysis of your proposed argument)
Tuesday 12/1	Workshop Draft Due
Thursday 12/3	Essay 2 Final Portfolio Due



@

CHEMEKETA
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Spring 2010 | **WR 122 Pilot**

Breakout questions:

- Do you use IL tutorials? Produced in-house or elsewhere? How?
- What sorts of IL tutorial topics lend themselves to be shared? What needs to be institution-specific?
- What costs and benefits do you perceive in offering quizzes or other methods to assess students' comprehension of tutorial content?
- What challenges do you perceive for integrating tutorials into classrooms?
 - Class structure, assignments, common syllabus between sections?
 - Faculty interest/willingness?
 - Time investment?
 - Suggestions? Approaches? Benefits?



<http://clip-il.wetpaint.com/>

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Presentation available at:

<http://www.wou.edu/~klaudinj/onlinenw10.php>