When Digital Meets Information Literacy: What We Can Learn from Following the Research Processes of Individual Students. *A roundtable discussion*

LILAC Project

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RAP Videos: Link to LILAC YouTube channel
(go to YouTube.com and search for Janice Walker LILAC)

LILAC Blog: http://lilac-group.blogspot.com/
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LILAC Research Questions

1. Where and how have students been taught information-seeking skills?
2. What are students carrying away with them from this instruction?
3. How do students actually locate, identify, and evaluate information?
4. Where (and how) can instructors intervene to help students improve their information-seeking skills (if necessary)?
5. What strengths and weaknesses exist in student information-seeking skills at different institutions?
6. What conclusions, if any, can we draw from these results

LILAC PROJECT METHODS

1. Students complete a Qualitrics survey asking about their research experience, confidence, and strategies;

2. Students create **RAPs (research aloud protocols(** using Camtasia to record their process as they conduct their initial research. This gives us a 15-20 minute video that records both what they are doing using screen-capture and records their description of what they are doing and why (a speak-aloud-protocol). Both are coded.

Project Information Literacy (PIL)

Michele Van Hoeck, *California State University Maritime* **<MVanHoeck@csum.edu>**

Ten PIL Studies, 22,000 students; 89 US campuses

focus groups	online surveys	handout analysis	technology interviews	workplace	freshmen	lifelong learning	learning spaces	news engagement
2008	2009 2010	2010	2011	2012	2013	2014-15	2016	2018
n = 86	n = 2318 n = 8353	n = 191	n = 560	n = 23 n = 33	n = 35 n = 1941	n = 60 n = 4000	n= 49	n=5844

Citation Project: Selecting Sources

Rebecca Moore Howard, *Syracuse University*
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Website: CitationProject.net

An exploration of the sources listed and used in 174 papers from the Citation Project Source-Based Writing Corpus (CPSW). Analysis of the 930 sources selected and listed on the reference page, the 1,811 citations in the papers, the frequency of use, and the pages referenced.

Citation Project: Students and their Sources

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SATS research moments in the research and writing process
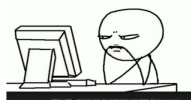
From research ──────────────▶ to finished paper

Researching: Survey, screen capture, and speak aloud protocol gathered as students begin their research (LILAC methodology)

Drafting: Screen capture, and speak aloud protocol gathered as students work on a draft using sources

Revising: Screen capture, and speak aloud protocol gathered as students revise using feedback

Final papers collected and source-use coded (Citation Project methodology)

Reflecting: Final interview once the paper is submitted (using Olsen & Diekema methodology)

RESEARCH TAKE-AWAYS

- Students struggle with "task definition" – defining and narrowing research topics (PIL found 66% struggling to define topics and 62% struggling to narrow them)

- Students are goal-driven; they look for quick solutions to their "primary" research question: How do I satisfy the requirements of this assignment?

- Students struggle to select key words and formulate search strategies

- The first go-to place for answers to research questions is Google

- Students do not have deep understanding of how to limit searches or select sources

- Students use the same few go-to sources and research path; intervention is needed at multiple points in the process to help them consider choices.

- Students need help understanding how to assess the content and relevance of sources, especially given the changing landscape of information and complexities of media literacy (over half of the students in the PIL study reported this) Filtering and sorting relevant sources (57%)

- We need to clarify and discuss what we mean by "peer reviewed"—and why we value it. We also need to explain that sources found through library-housed databases such as Proquest are not "vetted" by the library or all of equal value.

- Students are often confused by the websites of university libraries, unable to navigate through options for searching or make sense of their search results (what is an abstract? When is a full article available? Where do I find books? What is ILL?)

- Students would rather not work with books (unless books are required—which is when they WILL go to the library – or Amazon).

- They identify "articles" as the gold standard -- but don't always understand what an "article" is, and they rarely know how to read/navigate through a scholarly article.

- We need to spend more time teaching students to recognize and read the different genres of text they will encounter in their research (from multimodal to literature review and scientific report).

- Students are still often confused about appropriate ways to incorporate and cite ideas and words they take from sources; paraphrase especially is often perplexing

- And they believe their research and evaluation skills are good.

AND THE GOOD NEWS?

- Students spend a lot of time worrying about accidentally plagiarizing, even if they don't entirely understand how to avoid that.

- Students try harder and spend more time on their research than we think—and more than the final product would suggest.

- Students are better at reflection than they think they are, so building in points for reflection during the research and writing process is a useful way to understand what the students are doing.