

FINAL NARRATIVE REPORT

TEFALS Grants

Information Literacy TAG @ Kent State University

August – December 2006



**Institute for Library and Information Literacy
Education (ILILE)**
Kent State University

January 2007

Information Literacy Grant – Final Narrative Report January, 2007		
University Name: Kent State University Department: Libraries and Media Services		
Principal Investigator: Vanessa Earp	Title: Liaison Librarian for Education	Phone: 330-672-1657
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Other Team Members: Dr. Kim Sebaly		
Grant Title: Information Literacy TAG @ Kent State University		
Track Addressed: Track 1 or Track 2		

ILILE Grant Final Report

EVALUATION COMPOSITE

Provide the Total number of Participants involved in the project:

512 Students – specify academic level and course:

178 students enrolled in Educational Technology
 122 students enrolled in Educational Psychology
 77 students enrolled in Introduction to Exceptionalities
 135 students enrolled in Education in a Democratic Society

22 Faculty – specify content area and academic discipline

5 faculty who teach Educational Technology
 3 faculty who teach Educational Psychology
 3 faculty who teach Introduction to Exceptionalities
 7 faculty who teach Education in a Democratic Society
 3 academic librarians (Liaison Librarian for Education, Head of Instructional Services, and the Associate Dean of Libraries & Media Services)
 1 Department Chair of Educational Foundations and Special Services

0 School Library Media Specialists

0 K12 Teachers

ACTIVITIES/METHODS- Dr. Sebaly and I meet numerous times to discuss the content for the workshops, we worked on revising an assignment to use as an example. The faculty had to bring a sample assignment to work on during the workshop.

OTHER RESULTS-The program started a dialog among TAG faculty and has led to regular meetings of the TAG faculty to discuss other issues related to the courses, such as sequencing. There will also be meetings once a semester to discuss the progress of incorporating information literacy into the TAG courses.

EVALUATION OUTCOMES

Describe the changes (if any) in the teacher education curriculum that resulted from this grant. – We went from having no instruction for the TAG courses to teaching information literacy skills to 26 out of 36 sections offered. We reach approximately 500 students in one semester.

Were the objectives met? I can say without hesitation our objectives were met. The faculty were informed about the importance of information literacy, they met and formed a working relationship with the Liaison Librarian for Education, and have demonstrated a commitment to incorporating information literacy into their courses.

How was the activity received by the faculty? Has it made a difference in their teaching? The workshops have been very well received by the faculty; this is demonstrated by the increase of requests for library instruction. They have also made the commitment to meeting once a semester to review how information literacy fits into the curriculum.

How was the activity received by the students? Has it made a difference in their learning? To date we have no hard data to support any conclusions we may have regarding how the activity has impacted the students. At the December workshop we talked briefly about using the education version of Project SAILS (standardized assessment of information literacy skills) to collect pre and post test information. When we meet again in April we will discuss the best way to assess the impact to students. This may prove difficult due to the fact that the students can take the TAG courses in any order. Anecdotally the students have made positive comments and the faculty reported an improvement in the quality of their sources used and overall course work.

DESCRIPTION OF RESOURCES DEVELOPED

It was agreed upon that the Liaison Librarian for Education would work on creating online modules for some of the information literacy skills. These will be available for the Fall 2007 semester.

For the spring 2007 semester instead of visiting the individual sections of the courses the Liaison Librarian for Education decided to offer 4 workshops at various times. The faculty have been

very supportive of this idea and have assigned some of the workshops to their students. The students register online for the workshops and are provided with a voucher once they have completed the workshops. The workshops are :

Navigating Education Databases – this workshop covers creating effective search strategies, using Boolean operators to narrow or broaden the search results, using appropriate resources, and locating information from citations.

Savvy Internet Searching- students learn how to use advance search features of search engines such as Google and evaluate information found on the web.

APA Citation Style- students learn the basics of APA formatting, why proper citation is important and how to improve their paraphrasing skills.

Reading & Abstracting Research Articles- students learn the different parts of research articles, what information those parts contain, what an abstract is and how to write an abstract.

ANECDOTAL INFORMATION

This has been a wonderful learning experience. I have gained valuable insight into the Department of Educational Foundations and Special Services. The faculty view me as a colleague and the students see me as a resource. A number of students who I met last semester have contacted me with questions this semester. Many students have mentioned how they wish they had learned this information sooner in their college courses. The one complaint the students had was that they may have had the library session multiple times in the fall semester because they were enrolled in more than 1 TAG course. I believe the workshop format will help to alleviate that because I have created an excel document to keep track of the students who have completed the workshops. In the future the faculty can contact me to see which of their students have already completed the sessions.

APPENDICES

Link to the online workshop registration pages

<http://www.library.kent.edu/tagworkshops>

Handouts for the workshops:

APA Cheat Sheet

Website Evaluation Exercise

How to Read Research

Writing Abstracts

APA Cheat Sheet!

All information taken from *Publication manual of the American Psychological Association*, which is at the Reference Desk (BF76.7 P83 2001)

Reference List basic format:

- Always double-space your reference list!
- Always indent the second and subsequent lines of a citation!
- Always arrange your reference list by the author's last name!
- Only use the first and middle initials of the author's name, do not type out the full name!
- If the article or book has multiple authors, you must list all of them up to 6!
- Use the & symbol before the last author's name, do not type out the word and!
- Always italicize the journal or magazine title and the volume number!
- Always italicize the book title.
- Only capitalize the first word, first word of a subtitle, or proper nouns in an article or book title.

ALWAYS ASK AT THE REFERENCE DESK IF YOU HAVE QUESTIONS!!!!

Books:

Author, A.A. (year). *Title of book*. Location: Publisher.

Robinson, D.N. (1992). *Social discourse and moral judgment*. San Diego, CA: Academic Press.

Book Chapter:

Author, A.A. (year). Chapter title. In author, *Book Title* (pp.xx-xx). Location: Publisher.

O'Neil, J.M., & Egan, J. (1992). Men's and women's gender role journeys: Metaphor for healing, transition, and transformation. In B.R. Wainrib (Ed.), *Gender issues across the life cycle* (pp.107-123). New York: Springer.

Article from a journal that uses continuous pagination (each issue starts on the page where the last stopped):

Author, A.A. (year). Title of article. *Title of Journal*, vol #, pp-pp.

Kernis, M.H. (1993). There's more to self-esteem than whether it is high or low: The

importance of stability of self-esteem. *Journal of Personality and Social Psychology*, 65, 1190-1204.

Article from a journal that does not use continuous pagination (each issue starts on page 1):

Author, A.A. (year). Title of article. *Title of Journal*, vol # (issue #), pp-pp.

Klimoski, R., & Palmer, S. (1993). The ADA and the hiring process in organizations. *Consulting*

Psychology Journal: Practice and Research, 45(2), 10-36.

Full text journal article from a library database :

Author, A.A. (year). Title of article. *Title of Journal*, vol#, pp-pp. Retrieved (Month day, year), from Database name.

Borman, W.C. (1993). Role of early supervisory experience in supervisor performance.

Journal of Applied Psychology, 78, 443-449. Retrieved October 23, 2003, from ERIC database.

Magazine article:

Author, A.A. (year, month, date). Title of article. *Title of Journal*, vol #, pp-pp.

Kandel, E.R., & Squire, L.R. (2000, November 10). Neuroscience: Breaking down scientific barriers to the study of brain and mind. *Science*, 290, 1113-1120.

Internet Sources:

Author, A.A. (date of last update). *Site title*. Date you accessed the information. URL

U.S. General Accounting Office. (1997, February). *Telemedicine: Federal strategy is needed to guide investments*. Retrieved September 12, 200.

http://www.access.gpo.gov/su_docs/aces/aces160.shtml?/gao/index.html

This sheet is only a sample of basic APA formatting, if you have questions please check *Publication manual of the American Psychological Association*, which is at the Reference Desk (BF 76.7 P83 2001) or ask a reference librarian.

In text citation

APA style used the author and date when citing sources in the text. If you include the author's name in the narrative you only need to include the year in parentheses. If you don't include the author's name in the narrative then you put it and the year in parentheses.

Ex. Walker (2000) compared reaction times.....

Ex. In a recent study of reaction times (Walker, 2000)

One work by multiple authors:

If your article, book or web site has 1 or 2 authors you must always use both of them in your in text citations.

Ex. as has been shown (Joreskog & Sorbom, 1989)

If your work has 3, 4, or 5 authors you must cite all the authors for the first in text citation. If you cite that work again you only list the first author and et.al.

Ex. this was found to be true (Wasserstein, Zappulla, Rosen, Gerstman, & Rock, 1994)

Ex. The testing was concluded in 1985 (Wasserstein et al., 1994)

If your work has 6 or more authors you must cite the first author and then and et al.

Ex. Davis et al. (1999) found that...

Ex. According to the study (Davis et al., 1999)

Direct quotations:

If you use a direct quotation or image in your paper you must say what page (if an article) or paragraph (if a web site) the quotation came from.

Ex. (Cheek & Buss, 1981, p.332)

Ex. (Myers, 2000, ¶ 5)

References

- Borman, W.C. (1993). Role of early supervisory experience in supervisor performance. *Journal of Applied Psychology, 78*, 443-449. Retrieved October 23, 2003, from ERIC database.
- Kandel, E.R., & Squire, L.R. (2000, November 10). Neuroscience: Breaking down scientific barriers to the study of brain and mind. *Science, 290*, 1113-1120.
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- Klimoski, R., & Palmer, S. (1993). The ADA and the hiring process in organizations. *Consulting Psychology Journal: Practice and Research, 45*(2), 10-36.
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- Robinson, D.N. (1992). *Social discourse and moral judgment*. San Diego, CA: Academic Press.
- U.S. General Accounting Office. (1997, February). *Telemedicine: Federal strategy is needed to guide investments*. Retrieved September 12, 2000.
- http://www.access.gpo.gov/su_docs/aces/aces160.shtml?/gao/index.html

Web Evaluation Exercise

Instructions: Working in groups, evaluate your assigned web document in relation to the research question stated below. Consider whether or not your web source is potentially appropriate as a resource for a paper for an education class. In general, look at two major indicators: overall quality and relevancy to your topic.

Research Question:

Do students who are home schooled lack social skills?

1. Go to the following web page: <http://www.library.kent.edu/tagweb>
2. You will find six web links on this page. Your group will be examining link # _____.
3. Now consider your research question. What are the key terms or concepts?
4. Use the Evaluating Web Resources Worksheet to evaluate the quality of your web document. Complete the worksheet for your web document.
5. Now consider how relevant your web document is to the topic. Does it provide information directly related to your research question? Provide a brief explanation.
6. Finally, would you recommend this web document as a resource? Justify your decision, listing the key evaluation criteria your group used to reach this conclusion.
7. Select one member of your group to be a spokesperson and be prepared to share your findings with the rest of the class.

How to read research!

Research is reported in a variety of ways, most commonly as a published article. The purpose of the article is to indicate clearly what the research has done, why it was done, and what it means. To do this effectively, researchers use a more or less standard format. (McMillian & Schumacher, 2001, p.43).

Parts of a research article

Keep in mind that some articles will contain all the parts, and other will contain only some:

- Abstract
- Introduction
- Statement of research problem
- Review of literature
- Statement of research hypotheses or questions
- Methodology (subjects, instruments, procedure)
- Results
- Discussion, implications, conclusions
- References

Abstracts:

Generally a paragraph that summarizes the article. It follows the author's name and is usually italicized or printed in type that is smaller than the rest of the article (McMillian & Schumacher, 2001, p.44).

Introduction:

First one or two paragraphs of the article, the introduction helps to put the study into context. This is often accomplished by quoting previous research in the general topic, citing leading researchers in the area, or developing the historical context of the study (McMillian & Schumacher, 2001, p.44).

Research Problem:

The research problem is a clear and succinct statement that indicates the purpose of the study (McMillian & Schumacher, 2001, p.44). **This is not always a separate section, the research problem can be**

in different locations in the article. It could appear in the introduction, after the literature review, or just before the methodology section.

Review of Literature:

In this section the author discusses earlier studies that have been done. This section can vary greatly in length, but should give a good background to the literature already published on the topic. Normally there will be many citations in this section.

Research Hypothesis or Question:

This is where the author will predict what they think is going to happen in the study, **not all articles state a research hypothesis.**

Methodology:

In this section the author describes the actual study. They may mention the subjects (the people who participated in the study).

They may also discuss the instrument used to collect the data and how the study was carried out. This section will vary from one article to another, some author's will give lots of details with difficult to understand statistics, while others will only give brief details.

Results:

The author tells you what the study showed, what the results were. You may find statistics and percentages in this section. There may also be charts and graphs to represent the results.

Discussion, Implications, & Conclusions:

This is where the author tells you what they think the results mean. They should relate the results back the original research problem or question.

References:

The article should contain proper references for all the works cited in the article. These can be a good source of information for further readings.

Tips for Reading

- ✓ Read the abstract first, to make sure the article is really appropriate for your paper or project
- ✓ Scan the article first to determine the length and find the different sections
- ✓ Read the sections (abstract, introduction, etc.) by themselves and take notes on the different sections
- ✓ If you need to take a break for a few minutes between reading the different sections.
- ✓ Reread the entire article and compare it to your notes, make any changes necessary
- ✓ To make sure you understand what you read, write your own abstract of the article.
- ✓ LEAVE YOURSELF ENOUGH TIME TO READ THE ARTICLES! THESE ARTICLES ARE LONG AND CONTAIN A LOT OF INFORMATION, YOU CAN'T READ THEM IN 20 MINUTES!!!!

References

- McMillan, J. H., & Schumacher, S. (2001). *Research in education: A conceptual introduction* (2nd ed.). Glenview, IL: Scott, Foresman.

Writing Abstracts

What is an abstract?

An abstract is a stand-alone statement that:

- ✓ briefly conveys the essential information of a paper article, document, or book
- ✓ presents the objective, method, results, and conclusions of a research project
- ✓ has a brief, non-repetitive style

There are two types of abstracts!

Descriptive Abstracts:

- tell readers what information the report, article, paper, or book contains
- include the purpose, methods, and scope of the report, article, paper, or book
- do **not** provide results, conclusions, or recommendations
- are always very short, usually under 100 words
- introduce the subject to readers, who must then read the report, article, paper, or book to find out the author's results, conclusions, or recommendations

Informative Abstracts:

- communicate specific information from the report, article, paper, or book
- include the purpose, methods, and scope for the report, article, paper or book
- provide the report, article, paper, or book's results, conclusions, and recommendations
- are short – from a paragraph to a page or two, depending upon the length of the original work being abstracted
- allow readers to decide whether they want to read the report, article, paper, or book

What makes a good abstract?

An effective abstract has the following qualities:

- ✓ uses one or more well developed paragraphs: these are unified, coherent, concise, and able to stand alone
- ✓ uses an introduction/body/conclusion structure which presents the article, paper, or report's purpose, results, conclusions, and recommendations in that order
- ✓ follows strictly the chronology of the article, paper, or report
- ✓ provides logical connections (or transitions) between the information included
- ✓ adds no new information, but simply summarizes the report
- ✓ is understandable to a wide audience
- ✓ oftentimes uses passive verbs to downplay the author and emphasize the information. Check with your teacher if you're unsure whether or not to use passive voice.

How do I write a good abstract?

To write an effective abstract, follow these steps:

1. Reread the article, paper, or report with the goal of abstracting in mind

- Look specifically for these main parts of the article, paper, or report: purpose, methods, scope, results, conclusions, and recommendation.
- Use the headings, outline heads, and table of contents as a guide to writing your abstract.
- If you're writing an abstract about another person's article, paper, or report, the introduction and the summary are good places to begin. These areas generally cover what the article emphasizes.

2. After you've finished rereading the article, paper, or report, write a rough draft without looking back at what you're abstracting.

- Don't merely copy key sentences from the article, paper, or report: you'll put in too much or too little information.
- Don't rely on the way material was phrased in the article, paper, or report: summarize information in a new way.

3. Revise your rough draft to

- correct weaknesses in organization.
- improve transitions from point to point.
- drop unnecessary information.
- add important information you left out.
- eliminate wordiness.
- fix errors in grammar, spelling, and punctuation.

4. Print your final copy and read it again to catch any glitches that you find.

Sample descriptive abstract:

This article discusses the benefits of parental involvement in reading instructions to children. There are certain design characteristics that home involvement programs should have, such as identifying key goals, providing ongoing training and communication, and providing authentic reading texts. These design characteristics are used to develop and refine a simple home involvement program, called Fast Start. Fast Start contains a procedure, including a daily passage being done together by parent and child.

Sample informative abstract:

We used a multiple baseline across students design to evaluate the effects of an intervention program consisting of vocabulary instruction, error

correction, and fluency building on oral reading rate and comprehension of five English-language learners who were struggling readers in a primary school. During the first intervention condition (new passage each session), the first author (a) explained the meanings of new vocabulary words from the session's passage, used each vocabulary word in a sentence, and asked the learner to use each word in a sentence; (b) corrected oral reading errors during the learner's initial oral reading of the passage; (c) asked the learner to read the passage as fast as she or he could for three consecutive trials; and (d) asked five literal comprehension questions about the passage. The same procedures were used during the second intervention condition (same passage to criterion), except the same passage was used across sessions until the learner reached a predetermined number of words read correctly per minute. During the new passage each session condition, the oral reading rate of all five learners showed marked improvements over their performance during baseline. During the same passage to criterion condition, four of five learners reached the predetermined fluency criterion of 100 correct words per minute. The mean number of comprehension questions answered correctly per session was notably higher during both intervention conditions than during baseline.

This page was originally written by Judith Kilborn for the Writing Lab at Purdue University; she revised it for LEO and the Write Place, St. Cloud State University, St. Cloud, Minnesota. It was revised for use at Kent State University by Vanessa Earp (Spring 2007) It may be copied for educational purposes only. If you copy this document, please include our copyright notice and the name of the writer; if you revise it, please add your name to the list of writers.