Does It Really Take 50 Minutes?

Insights from Faculty Focus Groups on Delivering Instruction in a General Education Program

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General Education at Temple University
# General Education at Temple University

## Foundation Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Requirement</th>
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</thead>
<tbody>
<tr>
<td>Analytical Reading &amp; Writing</td>
<td>1 course, 4 credits</td>
</tr>
<tr>
<td>Mosaic Humanities Seminar I &amp; II</td>
<td>2 courses, 3 credits each</td>
</tr>
<tr>
<td>Quantitative Literacy</td>
<td>1 course, 4 credits</td>
</tr>
</tbody>
</table>

## Breadth Courses

<table>
<thead>
<tr>
<th>Category</th>
<th>Requirement</th>
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</thead>
<tbody>
<tr>
<td>Arts</td>
<td>1 course, 3 or 4 credits</td>
</tr>
<tr>
<td>Human Behavior</td>
<td>1 course, 3 credits</td>
</tr>
<tr>
<td>Race &amp; Diversity</td>
<td>1 course, 3 credits</td>
</tr>
<tr>
<td>Science &amp; Technology</td>
<td>2 courses, 3 credits each</td>
</tr>
<tr>
<td>U.S. Society</td>
<td>1 course, 3 credits</td>
</tr>
<tr>
<td>World Society</td>
<td>1 course, 3 credits</td>
</tr>
</tbody>
</table>
Education Librarian

Analytical Reading & Writing

Breadth Courses

College of Ed
7 Breadth Courses

- Education for Liberation
- Youth Cultures
- Meaning of Madness
- Kids, Community and Controversy
- Tweens & Teens
- Interpersonal Communication
- Education in the Global City
5-8 sections of each course
70+ sections
27 instruction sessions
50-75 minutes
Emerging Technologies Librarian

Education Librarian
No interaction with some breadth courses/sections

Overlap with AR&W

Searching databases
Why 50 minutes?
Why the overlap?
Hello from Paley Library

Welcome to Spring 2015! With the semester beginning, I write to let you know about some of the services I can offer for your GenEd course(s).

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Library Workshops

I offer research education sessions for students at all levels. Information covered will vary depending on assignment.

Workshops can be scheduled at any point in the semester and can take many forms:

- **5 minute librarian pop-in.** Students are able to put a face with a name and learn how to contact me for one-on-one research help.
- **15-20 minute overview.** Students receive an overview of library resources relevant to their assignments or tips for topic generation, citations, etc.
- **50-75 minute in-depth resource/research strategy workshops.** Students have the opportunity to identify key library resources, test them out, and ask questions. Typically interactive.

Potential topics may include:
Tutorials

Embedded approaches

Mini-research activities
How do we make decisions?
Focus groups!
Why focus groups?
Conducting a focus group
Hello,

I invite you to participate in an upcoming feedback session(s) at Paley Library focused on library instruction in Gen Ed courses. I’ve already spoken to a few of you about the sessions, and I would like to find the best times to gather.

Please complete this Doodle poll to indicate your availability: [http://doodle.com/ds4nd7pe4grw77x5](http://doodle.com/ds4nd7pe4grw77x5) by Wednesday 11/26.

The session(s) will include 4-8 participants. I will be seeking your feedback on

- What's worked and what hasn't in our past sessions
- Your impressions of students' overall success with research and with specific library-related learning outcomes
- Changes in the format of delivery of instruction (e.g. learning objects such as brief instructional videos or research guides that could replace and or/supplement the current in-person delivery format)

Prior to the session, I will send out the location of our session along with specific questions to help you generate ideas before arrival and to avoid putting anyone on the spot.

Best,

Jackie
Recruitment & Participation

4 participants
Adjunct faculty or graduate students
Questions

1. Thinking back to either this semester, or previous ones, what worked best about our library instruction session(s)?

2. Is there anything you thought was perhaps missing from our session? Is there anything you can think of that might have improved the session — either additional content or other methods of instruction?

3. What are the ways library workshops had an impact on the quality of your students’ research assignments?

4. What areas of the research process did you notice your students struggling with? (Examples might include: Finding sources, Evaluating sources, Citing, Integrating sources with their own thoughts and ideas)

5. Are there topics I cover in our sessions that you find need to be reinforced later, or that you perhaps find yourself answering questions about later in the semester?

6. What areas of the research process have students handled well?
7. What are the key research skills that you feel are important for me to cover when I visit your class?

8. I’m going to show you an example or two of research tutorials and I’d like to hear your reactions. Don’t worry too much about the specific content of the tutorials -- these are not Temple tutorials -- perhaps think more about the format and how it could work with your students. (We’ll briefly view the tutorials together).

9. What might be some specific concepts or skills that you think could be covered outside of our class time in tutorials like these?

10. In addition to moving some of the topics outside of class time, I am also interested in hearing your ideas about other formats for in-person sessions that may be more effective. I’m going to put a few of my ideas up on the screen -- I’d like to hear your feedback on any of these or on other ideas you have.

- Short introductory librarian visit, 5-20 minutes with overview of the research guide and setting up individual consultations but with no demonstration or activities
- 2-3 mini-sessions (15-25 minutes) a semester - cover fewer concepts per session (e.g. one mini-session for pre-search and topic development, one for database searching and finding sources, one for source evaluation and citing, etc.)
- Librarian sends online learning object, such as a video or a research guide, prior to meeting and students get hands on practice with research before the visit
Facilitation

Library Conference room

Snacks!

Moderator and Note-taker

Recorded
Analysis

1. Impressions of past library workshops
2. Quality of student work
3. Format and delivery of Instruction
4. Emergent themes
Does It Really Take 50 Minutes?
Past Library Workshops

What did they like?
Past Library Workshops

- “Narrow topics down”
- “Answerable research question”
- “What’s a credible source”
- Surprising students
- Interactivity
- Having sessions in the library instruction room
Past Library Workshops

What was missing?
Past Library Workshops
Past Library Workshops

“...I have some things I would do to prepare [students] better...”
"I would have brought you in for a 5-minute introduction ... would you have time to do that earlier in the semester?"
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Potential topics may include:
Quality of Student Work
Quality of Student Work

What did students struggle with?
Quality of Student Work

Sources (use & integration)
Quality of Student Work

“students enter the research project with their answer so, they’re finding sources to support a pre-existing thing”
Quality of Student Work

“change their source once the paper is close to being done because they realize it’s not appropriate.”
How can we teach source integration?

Scholarly vs. Popular
Encyclopedias
Websites, etc

What would you DO with the source?

Does it provide background? Human perspective? Authority/ original research? (BEAM model)
Format and Delivery of Instruction

- Short introductory librarian visit, 5-20 minutes
- 2-3 mini-sessions (15-25 minutes)
- Librarian sends video or activity before in-person session
Format and Delivery of Instruction

Yes! to shorter sessions, mini-research assignments, and tutorials

But? How do we ensure students will view a tutorial?
"Doing a demo of the database probably isn’t super valuable if they could watch a video"
Format and Delivery of Instruction

**Online**
- Databases
- Citation
- Evaluation of sources

**In-person**
- Writing research questions
- “narrowing topics”
- “source credibility”
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Potential topics may include:
Emergent themes

- Skill vs. content
- Students as researchers
- Integration & using sources

This is one step towards assessing my work with the Gen Ed course.
1. Skill vs. Content

“the tension that I feel as an instructor, it’s balancing skill and content”
1. Skill vs. Content

“clearly we’re hitting the same issues, if we could consolidate some of these sources. I lead them to the APA Purdue OWL…perhaps we could have a resource list…”
“1. Skill vs. Content

I love this idea of having them do more self-check exercises around their skills or having an activity ... where they use [the LibGuide] to answer some questions”
In this guide

Welcome to the research guide for the General Education course Meaning of Madness. Here you will find resources that you can use to find information on various topics related to psychology and mental illness. For help with research, please contact your librarian at jsipes@temple.edu or schedule an appointment using the purple button below.

Meaning of Madness Research Assignments

This research guide is intended to help you find information and sources for your assignments.
- Controversy Presentation
- Mini-reflection papers: students must cite at least one source from the relevant research literature
- Stigma/awareness project

Not sure where to start? Search Summon.

Summon is a powerful, yet simple search tool that allows you to discover many different types of sources (scholarly journals, newspapers, books, magazines, and more) in Temple Libraries' collection. It's a good place to start your search.

Search

Research Databases

Use these databases to find research-based articles related to your topic.

- Academic Search Premier
  Multi-disciplinary full text database containing full text for over 3,460 scholarly publications, including full-page images as well as color embedded images. Provides full text journal coverage for nearly all academic areas of study - including social sciences, humanities, education, computer sciences, engineering, language and linguistics, arts & literature, medical sciences, and ethnic studies. Updated daily.
- Psychology and Behavioral Sciences Collection
- PsycINFO [via EBSCOhost]
- Counseling and Psychotherapy Transcripts, Client Narratives, and Reference Works

Newspapers & Magazines

Use these resources to find newspaper and magazine articles on your topic. Newspapers and Magazines are typically intended for a general audience and a little easier to understand.

- Scientific American Mind
- Psychology Today
- Psychological Science in the News
- APA Psychology Topics

Encyclopedias

- Credo Reference
- Sage Knowledge
  Note: Sage eReference has a new interface and a new name - Sage Knowledge
- Encyclopedia of Human Behavior
Your Experience with Research

Have you completed English 802/812/902 Analytical Reading and Writing
○ Yes
○ No

What year are you?
○ Freshman
○ Sophomore
○ Junior
○ Senior?

Name two things you would look for to determine if a source was credible?

What kind of source would you use if you wanted to get a personal, human perspective on your topic?
○ Scholarly article
○ Tweet
○ Encyclopedia article
○ Newspaper
2. Scholarship as conversation

“don’t think of themselves as being scholars and as contributing something real”
2. Scholarship as conversation

“It’s not whether or not I want you to use in-text citations...this is what is expected of you now... as researchers. This is universal whether your instructor asks you to or not when you’re in your professional world.”
2. Scholarship as conversation

“trying to get them away from this is part of an assignment to this just how we work”
2. Scholarship as conversation

ACRL Framework

Recognize they are often entering into an ongoing scholarly conversation and not a finished conversation
See themselves as contributors to scholarship rather than only consumers of it
Cite the contributing work of others in their own information production

Online Human Subjects Research Training
Next Steps

Redesign the email!

Short tutorials

Consolidate existing research activities

Integrate the LibGuide

Reach out to course coordinators
Second Focus Group

Explore together

Additional questions:
Using sources and students as scholars
Thank you!

Questions?
Bibliography


“[keyboard cat | ORIGINAL]” http://bit.ly/1PmSohS
“Today I am Particularly Stressed” http://bit.ly/1HQxn06
“Idea” http://bit.ly/1z3h78I
“Citation Needed” http://bit.ly/1E9ZKlU
“Graphic Conversation” http://bit.ly/1di1YXD