

1-1-2010

Embedded Information Literacy: An Arts and Humanities Model

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Citation of this paper:

Harrington, Marni R.; Sich, Christy; and Gray, Fran, "Embedded Information Literacy: An Arts and Humanities Model" (2010).
Western Libraries Staff Presentations. Paper 18.

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EMBEDDED INFORMATION LITERACY: AN ARTS & HUMANITIES MODEL

Fran Gray, Marni Harrington & Christy Sich

The D.B. Weldon Library

ROADMAP

- ③ Development Process
- ③ Content & Delivery
- ③ Challenges
- ③ Evaluation & Feedback
- ③ Next Steps

PROJECT ORIGINS



*Dr. Donna Pennee,
Dean of Arts & Humanities*

- ◎ BAS program at UG
- ◎ Collaboration of Librarians and Faculty members

CLASSICAL STUDIES PROPOSAL



*Dr. Aara Suksi,
Classical Studies,
Departmental Chair*

- ◎ Exploration
- ◎ 3rd year Ancient Novel course



LIBRARY PROPOSAL

- ⊙ Objectives:
 - ⊙ Teach transferable research skills
 - ⊙ Promote lifelong learning
 - ⊙ Expand library involvement in Classical Studies
 - ⊙ Build collaborative partnerships in course development

THE TIMELINE

- ③ Began work in August
- ③ First session scheduled for September 18!



THE DETAILS

- ④ 4 mandatory class timeslots (50 min each)
- ④ Sessions strategically scheduled
- ④ Instructor in attendance
- ④ Marked assignment attached to learning outcomes (10% of final mark)
- ④ Final essay



CHRONOLOGY OF COURSE CONTENT

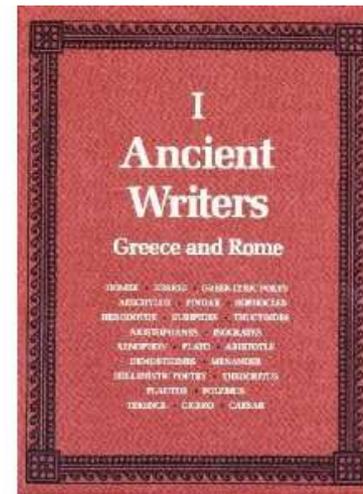
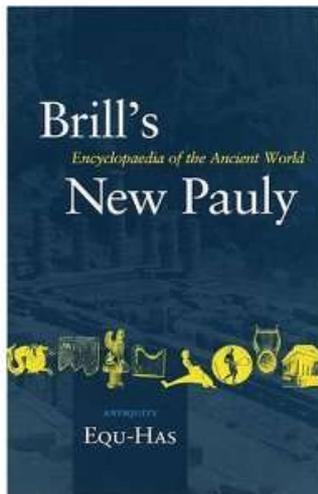
- ① Session One: The Research Process
- ② Session Two: Information Retrieval
- ③ Session Three: Advanced Information Retrieval
- ④ Session Four: How to Write an Annotated Bibliography

WHY AN ANNOTATED BIBLIOGRAPHY?

- ③ Jump starts the research process for the student
- ③ Give them an appreciation of the time involved
- ③ Requires a thorough process including:
 - Finding background information
 - Developing effective search strategies
 - Evaluating sources
 - Organizing and citing sources responsibly
 - Synthesizing information effectively

FINDING BACKGROUND INFORMATION

Online sources such as [Cambridge Ancient History](#) and a variety of print reference materials were shown to the class.





DEVELOPING A SEARCH STRATEGY

- ③ Identifying keywords
- ③ Choosing appropriate databases
- ③ Search string construction
exercise

LIBRARY CATALOGUE

Demonstrated searches in Library Catalogue using a common example:

*the use of literary allusion in the novel
Metamorphoses (The Golden Ass) by
Apuleius*



BIBLIOGRAPHIC DATABASES FOR CLASSICAL STUDIES



L'Année philologique



EVALUATING SOURCES

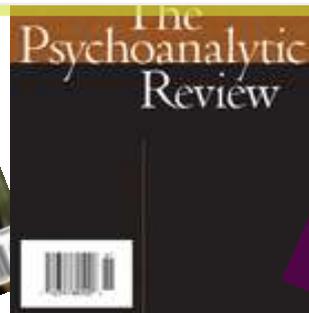
- ③ What Wikipedia is good for?
- ③ The CRAAP Test
- ③ Scholarly vs. Popular sources

[AGAVE, SALOME AND THE ENCHANTED HEADS: Mind and Body Dialectics in Euripides' and Oscar Wilde's Work](#)

Ilias Vlachos. Psychoanalytic Review. New York: Aug 2009. Vol. 96, Iss. 4; p. 685 (18 pages)

› [39 references](#)

[Citation](#) | [Full text](#) | [Full Text - PDF \(794 K\)](#)





READING A RESEARCH ARTICLE

- ◎ Students can be intimidated by scholarly articles
- ◎ Need some strategies to help them develop critical thinking skills

ORGANIZING AND CITING

- ⊙ Introduced the use of RefWorks as part of Library Catalogue searching
- ⊙ Continued to build student's skill with it through all four sessions



MLA or Chicago

ACADEMIC INTEGRITY

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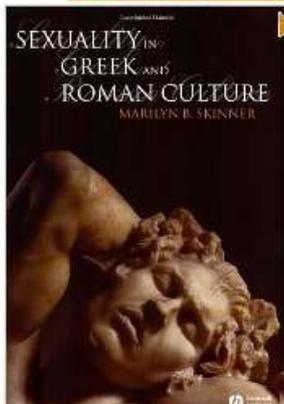
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Sexuality in Greek and Roman Culture (Ancient Cultures) [Paperback] [Get it @ Western](#)

[Marilyn B. Skinner](#) (Author)

★★★★★ (1 customer review)

List Price: ~~\$41.95~~

Price: **\$37.37** & this item ships for **FREE with Super Saver Shipping**. [Details](#)

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Want it delivered Tuesday, May 18? Order it in the next 7 hours and 8 minutes, and choose **One-Day Shipping** at checkout. [Details](#)

20 new from \$26.63 | **21 used** from \$23.63

★★★★★ **Excellent scholarship**, July 27, 2009

By [Michael Brown](#) (Cleveland, Ohio USA) - [See all my reviews](#)

REAL NAME

This review is from: Sexuality in Greek and Roman Culture (Ancient Cultures) (Paperback)

This is a well written and engaging book. Perhaps the best feature of the text is the author's great dexterity in stating and synthesizing the scholarship of others as well as formulating her own theories and speculations. Her accessibility and erudition are noteworthy. The one criticism of the text is that more than half of it deals with Greek culture and almost out of obligation continues into the Roman era, but is less successful in its depth and interest.

The great work of such scholars is showing the depth of complexity in the ancient world about which we assume to completely comprehend, simply because we have inherited much of their culture. The book also helps put aside all the contemporary doctrinaire notions as regards gender and sexuality which are often the political starting points in contemporary culture. Read and learn from an excellent scholar!

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ADDITIONAL SUPPORT

CLASSICAL STUDIES 3102F: THE ANCIENT NOVEL

COURSE-RELATED RESOURCES

Click on the links below to access the Annotated Bibliography Assignment, Handouts from the Library Sessions, and other resources to help you write a well-researched essay.

Course Materials

- [CS 3102F: The Ancient Novel \(Dr. Suksi's Course Page\)](#)
- [CS 3102F: Annotated Bibliography Assignment](#)
- [The Petronian Society Ancient Novel Page](#)
- [Diotima: Materials for the Study of Women and Gender in the Ancient World](#)

From the Library Sessions:

- 1) The Realm of Academic Research
 - 2) Searching for Secondary Sources for your Essay Topic Part I
 - 3) Searching for Secondary Sources for your Essay Topic Part II
- [Bonus Material: Google Scholar and Scholars Portal Search](#)
- 4) Annotated Bibliography: How to Get an 'A' on this Assignment

Research Tips and Handouts:

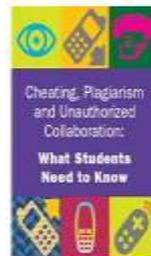
- [Search Strategy Worksheet](#)
- [RefWorks: Step-by-Step Basics \(Handout\)](#)
- [Steps in Searching l'Année Philologique \(Handout\)](#)
- [Using l'Année Philologique with RefWorks \(PowerPoint Presentation\)](#)
- [Annotated Bibliography Tips Sheet](#)

Citation Styles:

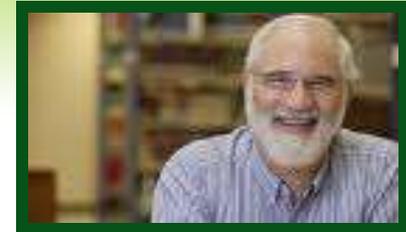
- [MLA \(Modern Languages Association\)](#)
- [Chicago](#)

Other Resources:

- [Classical Studies Browse by Program Page](#)
- [Roman Numeral Converter](#)
- [Writing an Annotated Bibliography \(From The New College Writing Centre, University of Toronto\)](#)
- [Annotated Bibliographies \(From the Owl at Purdue\)](#)



Information on Academic Integrity from the Office of the Ombudsperson, University of Western Ontario



Classical Studies Librarian



Research Help Desk

FINAL ASSIGNMENT & RUBRIC

- ◎ 6 sources (at least 1 book, 1 journal article ,1 website)
- ◎ Statement of topic
- ◎ Key Concepts
- ◎ Annotations had to address at least 3 things:
 1. author credentials
 2. show a connection to thesis
 3. relationship to one another
- ◎ Use RefShare

RESULTS

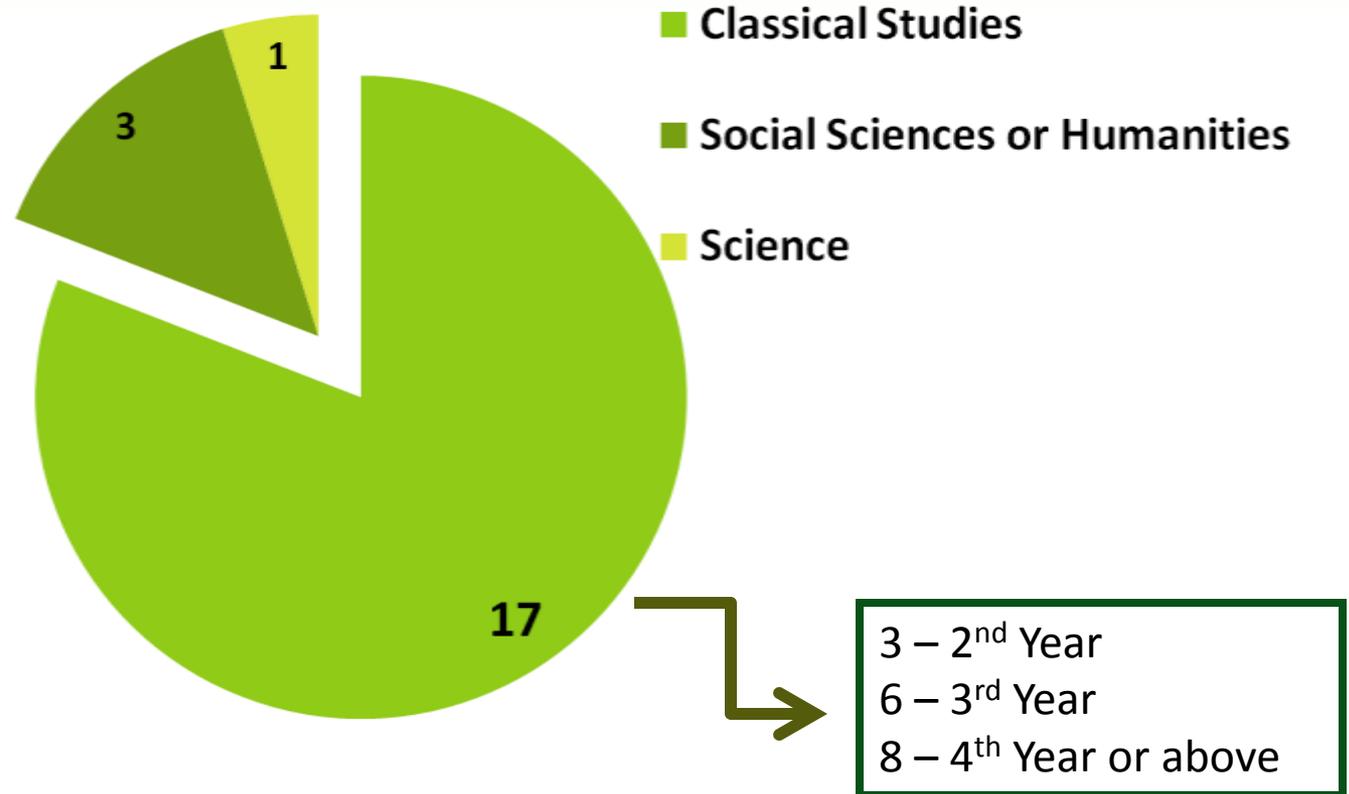
Garrison, Elise P. "Attitudes Toward Suicide in Ancient Greece." *Transactions of the American Philological Association* (1974-) 121 (1991): 1-34. Web.

- ✓ Elise Garrison works in the Department of European and Classical Languages and Cultures at Texas A&M University and holds a Ph. D in Classics at Stanford University and a B.A. Summa cum laude from San Francisco State University. This article provides perspective and analysis on the act of suicide in the ancient world. This is important because often the hero of the ancient novel contemplates suicide in the face of loss and a cultural context for what this would mean at the time can be examined. It is a reconsideration of the ideas that were put forth by Robert Parker's work *Miasma*, which is heavily referenced in the text.

ASSESS & EVALUATE

- ◎ Pre-Library Sessions Survey (*students*)
- ◎ One-Minute Paper (x4) (*students*)
- ◎ Annotated Bibliography (10% of final mark) (*students*)
- ◎ Post-Library Sessions Survey (*students*)
- ◎ Post-Class Survey (*instructor*)

CLASS DEMOGRAPHICS (N=22)



PRE-LIBRARY SESSIONS SURVEY (*STUDENTS N=22*)

- ⊙ I can easily find what I'm looking for in the library
 - ⊙ Agree (86%);
- ⊙ Using the library system
 - ⊙ REQUEST ITEM (50%)
- ⊙ Reading a citation
 - ⊙ Only 45% correct



PRE-LIBRARY SESSIONS SURVEY (*STUDENTS N=22*)

What resources have you used?

- ⊙ Library Catalogue (82%)
- ⊙ JSTOR (55%)
- ⊙ L'Année philologique (18%)
- ⊙ Google Scholar (41%)
- ⊙ RefWorks (36%)



POST-SESSION ONE-MINUTE PAPERS (X4)

1. What did you learn in *today's* session?
2. What question(s) do you have about the material covered in *today's* class?
3. What unanswered question(s) do you still have about using the library?

POST-SESSION ONE-MINUTE PAPERS (X4)

Most questions asked about:

- ⊙ RefWorks
- ⊙ Finding and using resources
- ⊙ L'Année philologique
- ⊙ Catalogue
- ⊙ Services

ANNOTATED BIBLIOGRAPHY (10% OF FINAL MARK)

- ⊙ Average
 - ⊙ 87%
- ⊙ RefShare
 - ⊙ only 1 person did not share
- ⊙ Overall
 - ⊙ Well-written
 - ⊙ Needed more detail for search strategy
 - ⊙ Problem with web sources

POST-LIBRARY SESSIONS SURVEY (*STUDENTS*)

- ③ Feedback about pacing and content of each session
- ③ What resources were used?
- ③ Did the assignment help prepare students for final essay?
- ③ Will knowledge gained be used in other courses?

CONTENT OF SESSIONS

- ⊙ *The first sessions were too basic – even if you don't know how to use the library catalogue (+ by this point, we do) they can figure it out themselves*
- ⊙ *L'Aph was too fast. I did not understand how to search when I was on my own... I was very frustrated by it.*
- ⊙ *L'APh is very complicated*
- ⊙ *Don't quite get L'APh or JSTOR yet*
- ⊙ *Need to go over RefWorks a little more thoroughly*
- ⊙ *Refworks seems like a waste of time*
- ⊙ *Just as easy to create bibliography yourself!*
- ⊙ *The actual instruction could have been much faster to leave more time for hands-on practice*

COMPARISON: RESOURCES USED

Pre-Library Sessions (N=22)

- ⊙ Library Catalogue (82%)
- ⊙ JSTOR (55%)
- ⊙ L'Année philologique (18%)
- ⊙ Google Scholar (41%)
- ⊙ RefWorks (36%)

Post-Library Sessions (N=18)

- ⊙ Library Catalogue (100%)
- ⊙ JSTOR (94%)
- ⊙ L'Année philologique (83%)
- ⊙ Google Scholar (78%)
- ⊙ RefWorks (100%)

THE AB ASSIGNMENT... (N=18)

helped me prepare for the final essay

- ⊙ **YES** (83%)

was a good way to use the library skills I learned

- ⊙ **YES** (83%)

will improve the quality of my final essay

- ⊙ **YES** (53%); **NO** (29%); **UNSURE** (18%)

TRANSFERABILITY (N=18)

When thinking about how I may use the library in the future, I will use some of what I learned about library resources for:

- ⊙ Other Classics courses
 - **YES** (94%)

- ⊙ Course I take outside of Classics
 - **YES** (78%)

- ⊙ Courses I take outside of Arts & Humanities
 - **YES** (67%); **NO** (22%); **UNSURE** (11%)

COMMENTS ABOUT EXPERIENCE PREPARING AB

- ◎ *It was nice to be able to take the essay at a slower pace and hand in some references ahead of time.*
- ◎ *Created an earlier focus on my paper so I could get a better paper.*

GENERAL COMMENTS

- ③ *Third year seems a bit late to do this...I've already had to learn on my own how to use resources and have my own research method that probably will not change.*
- ③ *..... the only problem was having too short of a time to understand how l'aph works*
- ③ *Having never used a library source or web page of the library, these sessions were very helpful and made it less intimidating. Thanks!*

POST-CLASS SURVEY (*INSTRUCTOR*)

- ◎ Effectiveness of sessions to meet information needs of students, instructor and content of course
- ◎ Improvement in quality of papers submitted
- ◎ Suggestions for next time

EFFECTIVENESS OF SESSIONS

- ◎ *The information sessions exceeded my expectations in several ways: in the quality of information, in the attention to good pedagogical practices, and in the care taken with presentation of the materials.*
- ◎ *The sessions supported course content well. Here, I think that more intensively collaborative course design on a larger scale might yield even better results.*
- ◎ *... the information given was extremely useful, but the time constraint of four sessions left little time for them to practice and develop their skills.*

IMPROVEMENT IN QUALITY

- © *I certainly noticed that the sources used were more relevant and appropriate, and to some extent they were doing a better job of incorporating the scholarly discussions into their own analysis.*

NEXT TIME

- ③ *More on how to read scholarly material*
- ③ *How to analyse an argument*
- ③ *More practice sessions*



POSSIBILITIES & NEXT STEPS

- ⊙ Librarian-Department Connection
 - ⊙ Flexible, transferable structure makes it easily adaptable to other courses
 - ⊙ Identify courses that the model is best suited to
- ⊙ The Faculty Curriculum Project
- ⊙ Research-skills intensive B.A. in Humanities
 - ⊙ Created & Delivered jointly between faculty members and librarians

QUESTIONS OR COMMENTS?



FURTHER READING

- ◎ Bordonaro, K., & Richardson, G. (2004). Scaffolding and reflection in course-integrated library instruction. *The Journal of Academic Librarianship*, 30(5), 391-401.
- ◎ Gaspar, D. B., & Wetzel, K. A. (2009). A case study in collaboration: Assessing academic Librarian/Faculty partnerships. *College & Research Libraries*, 70(6), 578-590.
- ◎ Grafstein, A. (2002). A discipline-based approach to information literacy. *The Journal of Academic Librarianship*, 28(4), 197-204.
- ◎ Harrison, J., & Rourke, L. (2006). The benefits of buy-in: Integrating information literacy into each year of an academic program. *Reference Services Review*, 34(4), 599-606.
- ◎ Knapp, P. B. (1956). A suggested program of college instruction in the use of the library. *The Library Quarterly*, 26(3), 224-231.