ResearchReady:
A Tool for Teaching Information Literacy Across the Curriculum (ILAC)

Presented by

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Introduction

- 1. The Background
  - College Issues
  - Library Issues
- 2. ResearchReady Pilot Project
  - Curriculum Overview

- 3. Current State & Demo

- 4. New Customizations

College Issues
A. TAP

DESIGNATED COMPETENCY AREAS

WRITTEN COMMUNICATION IN ENGLISH

Goal: Students will be prepared to develop written texts of varying lengths and styles that communicate effectively and appropriately across a variety of settings.

HISTORICAL KNOWLEDGE/ UNDERSTANDING

Goal: Students will study the interrelatedness of various realms of human experience from multiple historical perspectives.

QUANTITATIVE REASONING

Goal: Students will learn to recognize, understand, and use the quantitative elements they encounter in various aspects of their lives. Students will develop a habit of mind that uses quantitative skills to solve problems and make informed decisions.

SOCIAL PHENOMENA KNOWLEDGE/ UNDERSTANDING

Goal: Students will develop an increased understanding of the influences that shape a person's, or group's attitudes, beliefs, emotions, symbols, and actions, and how these systems of influence are created, maintained, and altered by individual, familial, group, situational, or cultural means.

CRITICAL ANALYSIS AND LOGICAL THINKING

Goal: Students will be able to organize, interpret, and evaluate evidence and ideas within and across disciplines; draw reasoned inferences and defensible conclusions; and solve problems and make decisions based on analytical processes.

SCIENTIFIC REASONING

Goal: Students become familiar with science as a method of inquiry. Students will develop a habit of mind that uses quantitative skills to solve problems and make informed decisions.

ORAL COMMUNICATION IN ENGLISH

Goal: Students will be prepared to develop oral messages of varying lengths and styles that communicate effectively and appropriately across a variety of settings.

SCIENTIFIC KNOWLEDGE/ UNDERSTANDING

Goal: Students will gain a broad base of scientific knowledge and methodologies in the natural sciences. This will enable them to develop scientific literacy, the knowledge and understanding of scientific concepts and processes essential for personal decision making and understanding scientific issues.

AESTHETIC DIMENSIONS

Goal: Students will understand the diverse nature, meanings, and functions of creative endeavors through the study and practice of literature, music, the theatrical and visual arts, and related forms of expression.

EMBEDDED COMPETENCIES

Written Communication

1. Respond to rhetorical situations
2. Utilize and evaluate sources
3. Construct logical arguments
4. Apply language conventions/grammar and mechanics
5. Formulate effective writing strategies—including revision and proofreading

Continuing Learning/ Information Literacy

6. Effectively use relevant technologies to solve problems, complete projects, make informed decisions
7. Access, evaluate, identify information appropriate to student's needs and audience
8. Synthesize information to broaden knowledge and create independent and collaborative work
9. Evaluate economic, legal, ethical and social issues associated with the use of information technologies

Appreciation of Ethical Dimensions of Humankind

10. Respond critically to ethical issues
11. Apply appropriate and terminology to ethical problems and propose and defend solutions to them
12. Apply standards of scholarship, research, documentation to defend positions of beliefs, especially in light of new evidence
13. Recognize the value of creative, collaborative, and innovative approaches to problem solving, and acknowledging differing point of view

College Issues
B. NEASC

Shifting Emphasis and Focus

Standard	Input	Process	Outcome
7. Library and Other Information Resources	Library resources are available. (7.2, 7.5, 7.7) Appropriate and qualified staff for library and IT and IS (7.4)	Students use library resources. (7.6, 7.7, 7.8)	Students develop skills of information literacy. (7.9, 7.10)
	(the institution has…) i.e. The library's print and electronic holdings include…	*(the institution does) i.e. The librarians conduct X number of information literacy classes and workshops for students, in response to faculty requests, per semester. Workshops introduce students to available print and electronic and electronic resources, instruct students on how to use these resources, and require students to complete a research exercise to demonstrate their ability to interact with appropriately with the research tools.*	*(the institution produces…) i.e. On completion of the information literacy classes and workshops, students demonstrate their ability to locate, evaluate, embed, and document properly secondary source materials in their research assignments across the curriculum. Examples of student research projects are available in the workroom.*

GCC Library issues

Students Population

- Enrollment - 11,817 Students

- **Collection Size**
  - 50,000 print books
  - 130,000 e-books
  - 65 databases

- **No. of Instruction Librarians**
  - 6 Full-time Librarians
  - 55 EA Hours

- IL Statistics – http://gwcc.libguides.com/content.php?pid=112226&sid=845085

ResearchReady

What is ResearchReady?

- A cloud-based instructional platform

- A thorough research curriculum

- An information literacy assessment tool

- An easy-to-use supplement to research instruction

Why Research Ready?

Teaches students and assesses their ability to:

- Locate relevant information

- Avoid plagiarism and respect copyright

- Refine their research strategy

- Evaluate sources

- Correctly cite their sources

Cloud-based learning and instructional platform that includes:

- Customizable content and assessment questions

- Supplementary instructional content

- Administrative pages to track student understanding of critical research

- Reflective exercises to demonstrate real research situations

TAP Competency and *ResearchReady* Alignment

Goal: Students will be able to use traditional and digital technology to access, evaluate, and apply information to the needs or questions confronting them throughout their academic, professional, and personal lives.

BOR TAP'S Learning Outcomes	Corresponding Courses
1. Demonstrate competency in using current, relevant technologies to solve problems, complete projects, and make informed decisions.	**Sources, Sources, Sources** • **Primary & Secondary Sources**: Learn to identify the differences between OPACS, databases, and search engines. Learn to identify which one is the most efficient to use depending on what information they're looking for. • **Structure of URL and Top-Level Domains**: Breaks down the structure of a URL and implications one may decide to draw from top-level domains. **Conquer the Research Process** • Students learn to employ technologies such as Boolean operators, as well as advanced searching techniques in databases and search engines to find the most relevant information for their project(s). **Inquiring Minds Want to Know** • Learn to connect main ideas to come to conclusions about one's research to make informed decisions • Learn how to conduct the entire research process for a project from beginning to end.
2. Access, navigate, identify and evaluate information that is appropriate for their need(s) and audience(s).	**Sources, Sources, Sources** • **Finding Sources**: Learn about the differences between OPACS, databases, and search engines and which one is the most appropriate to use depending on the source. • **Primary vs. secondary sources / Popular vs. scholarly articles**: Learn differences between primary, secondary, popular, and scholarly sources and how each can be used appropriately for different audiences and at different stages of the research process. **Internet 101** • **Who Can Publish to the Web**: Learn about user-generated content and evaluate its impact on one's research. • **Wikipedia**: Understanding how Wikipedia should be appropriately used in research and what flags to look for in evaluating its relevance and validity. • **Invisible Web**: Why using resources found in the invisible web (i.e., library databases and other resources) can be a better option than the open web.

	Website Evaluation This entire course is dedicated to teaching students an evaluation rubric to apply to sources they are considering for their paper. It focuses on purpose, accuracy, authority, relevance, and currency. **Conquer the Research Process** They will learn to access and navigate search engines and databases using advanced searching techniques. This will help them identify and retrieve a variety of appropriate content and improve search results. **Inquiring Minds Want to Know** This entire course is dedicated to teaching students how to conduct research from beginning to end. This is based on the inquiry-based research process.
3. Synthesize information to broaden knowledge and experiences and produce both independent and collaborative work.	**Website Evaluation** • This entire course is dedicated to teaching students an evaluation rubric to apply to sources they are considering for their paper. It focuses on purpose, accuracy, authority, relevance, and currency. **Inquiring Minds Want to Know** • This **entire course** is dedicated to teaching students how to conduct a project from beginning to end. Teaches them to synthesize information by outlining various steps of the inquiry-based research process. • It starts with reflecting on a topic and creating a research strategy, moves on to forming a hypothesis, investigating and researching, synthesizing information, presenting the argument, and finally reflecting back on their work to come to build conclusions and new understandings about a topic.
4. Evaluate the economic, legal, ethical, and social issues surrounding the access and use of information and relevant technologies.	**Internet 101** • **Who Can Publish to the Web**: Learn about social and political, user-generated content and its impact on research. • **Wikipedia**: Understanding that Wikipedia and understanding how to appropriately use it for academic research. • **Invisible Web**: Evaluate using the open web vs. invisible web resources. **Cite it Before You Write It** • **Plagiarism & Copyright**: Talks about copyright and fair-use and the benefits of ethical research and how to avoid copyright infringement and plagiarism

ASSESSMENT RUBRIC

COMPETENCY AREA: Continuing Learning, including the skills of Information Literacy

Scale Outcomes	4 Highly Competent 100 – 86%	3 Competent 85- 71%	2 Minimally Competent 70 - 56%	1 Not Competent 55% and below
1. Demonstrate competency in using current, relevant technologies to solve problems, complete projects, and make informed decisions. **Course 2 -** Learn to use current, relevant technologies. **Course 4** – Learn to employ current, relevant technologies. **Course 6** – Learn to complete projects and make informed decision.	Proficiently employs relevant technology tools and software to solve problems, complete projects and make informed decisions.	Effectively recognizes and uses relevant technology tools and software presented to them to solve problems, complete projects and make informed decisions.	Uses few of the relevant technology tools and software presented to them to solve problems, complete projects and make decisions.	Does not identify relevant technology tools or software to solve problems, complete projects and make decisions.
2. Access, navigate, identify and evaluate information that is appropriate for their need(s) and audience(s). **Course 1** – Learn to identify information type & what is appropriate for their need(s) and audience(s). **Course 2 –** Learn to identify and evaluate information on the internet. **Course 3** – Learn to evaluate information. **Course 4** – Learn to access appropriate information. *Librarian should customize courses to refer back to the college's own resources.	Proficiently uses advanced search strategies to retrieve a variety of appropriate, substantial information, critically evaluates it for validity and relevance, and uses it in a manner that closely matches his/her need and audience.	Effectively uses a search strategy to retrieve a variety of appropriate information, evaluates it for validity and relevance, and uses it in a manner that matches his/her need and/or audience.	Randomly retrieves a limited amount of appropriate information, evaluates it only somewhat for validity and relevance, and uses it regardless of his/her need or audience.	Does not retrieve appropriate information, does not evaluate it for validity or relevance, and does not use it successfully
3. Synthesize information to broaden knowledge and experiences and produce both independent and collaborative work. **Course 6** – Learn to synthesize information from credible sources and broaden knowledge.	Proficiently synthesizes information from credible sources to produce independent and/or collaborative work.	Effectively processes information from credible sources to produce independent and/or collaborative work.	Processes information from credible sources, with guidance, in order to produce independent and/or collaborative work.	Does not apply or combine information from sources to produce independent and/or collaborative work.

62%

Notice students struggling to understand the difference between paraphrasing, direct quotes and comments

66%

Feel students struggle with developing their thesis, research concept/framework

EasyBib Librarian Survey Data

Curriculum Overview

Level 2 Curriculum Overview

Course 1 – Sources, Sources, Sources

- Students learn about different types of sources and where they can access them.

Course 2 – Internet 101

 - Analyze Wikipedia articles, learn about top-level domains

Course 3 – Website Evaluation

- Evaluate five different criteria to determine source credibility

Level 2 Curriculum Overview

Course 4 – Conquer the Research Process-Construct a research strategy to efficiently find sources

Course 5 – Cite It Before You Write It- Accurately cite sources and avoiding plagiarism and copyright infringement

Course 6 – Inquiring Minds Want to Know

- Approach research as an inquiry-based process

Level 3 Curriculum Overview

Course 1 – Source Identification

- Using primary and secondary sources; using and understanding scholarly resources; finding sources using library resources

Course 2 – Open Web and Databases

 - Understanding the open web and how it differs from the invisible web; utilizing databases and their tools to access and manage relevant search results

Course 3 – Source Evaluation

- Evaluating sources for bias, research methodologies, relevance, and the authority of the author(s)

Level 3 Curriculum Overview

Course 4 – Ethical Research-Review of plagiarism; copyright and fair use; and the responsibilities that come with contributing work to the academic community.

Course 5 – Conquering Research – Process and Product- Overview of why the research process is so important; review of the research and writing process, including a review of different methods for effectively presenting research.

GCC *ResearchReady* Pilot

- Spring 2014 Rollout

- ResearchReady is used as a platform for faculty to incorporate information literacy concepts into courses.
  - Teaches students research fundamentals
  - Access student understanding

- 12 selected faculty are provided with ResearchReady accounts and codes to provide to selected class sections. Classes range from English, Nursing Business Humanities , ESL.

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Access points

- ResearchReady at GCC can be accessed three ways.
  - [ResearchReady website](#)
  - [ResearchReady subject guide](#)
  - Instructors can also add Researchready to their existing Blackboard course shell.

Current Status

- Pilot program will be used to assess the effectiveness of *ResearchReady* in a classroom setting.

- Pilot program utilizes the current version of ResearchReady 1.0

- Any needed changes will be made for fall 2015 roll out. ResearchReady 2.0

Ethical Research

Plagiarism

Copyright and Fair Use

Contributing to the Academic Community

Quiz

Welcome / Ethical Research / Plagiarism

Common Knowledge

So, if you're using information from external sources, you need to cite them. There are exceptions to this rule, however – when information is considered **common knowledge,** you **do not need to cite it.**
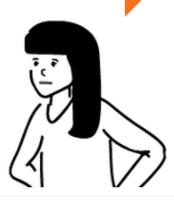
But how do you know when something is common knowledge?

Common knowledge is information generally known by most people. In a political science paper, you would not need to cite, "The 42nd President of the United States was Bill Clinton," because that is something most people know, especially the audience reading your paper.
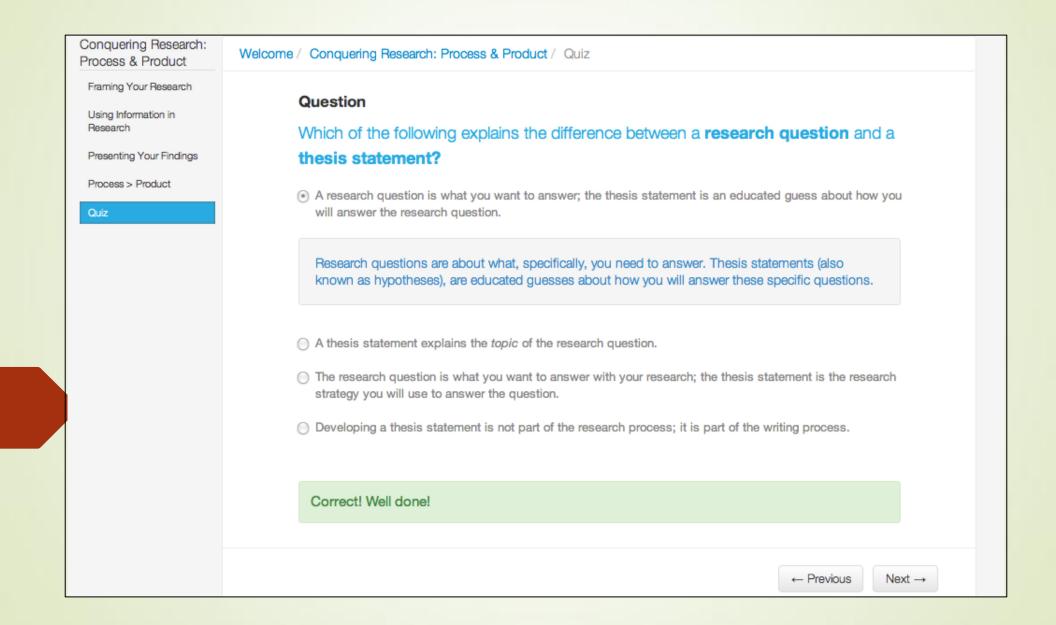
That one time my Instragram photo made it to the Popular Page? That should *definitely* be considered common knowledge.
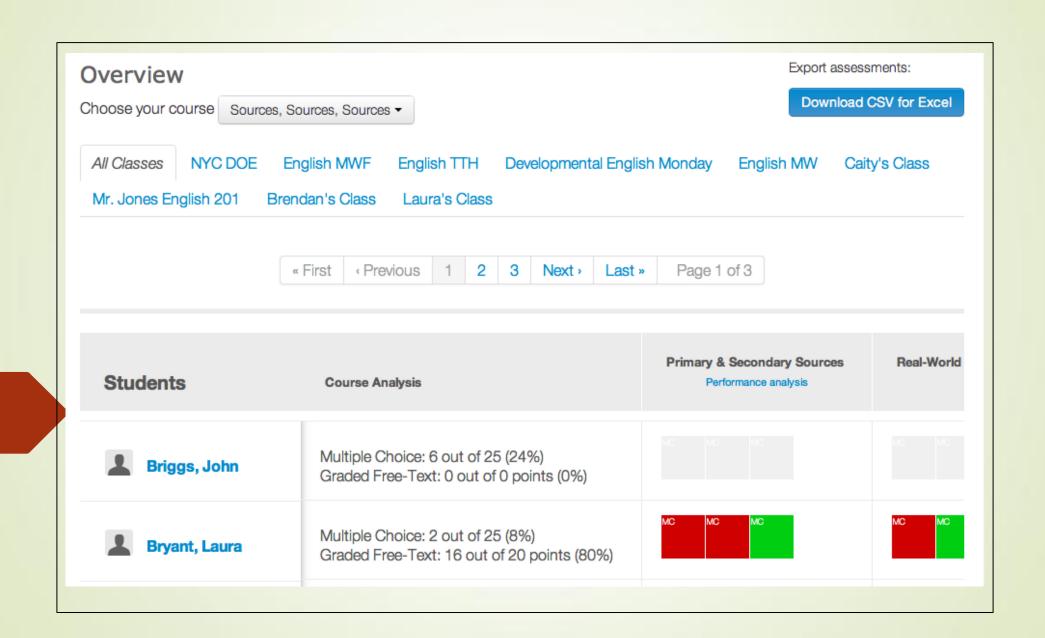
Maybe in your own world, Scott, but most people don't know or care about your Instagram.

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Conquering Research: Process & Product

- Framing Your Research
- Using Information in Research
- Presenting Your Findings
- Process > Product
- **Quiz**

Welcome / Conquering Research: Process & Product / Quiz

Question

Which of the following explains the difference between a **research question** and a **thesis statement?**

- ⊙ A research question is what you want to answer; the thesis statement is an educated guess about how you will answer the research question.

  > Research questions are about what, specifically, you need to answer. Thesis statements (also known as hypotheses), are educated guesses about how you will answer these specific questions.

- ○ A thesis statement explains the *topic* of the research question.

- ○ The research question is what you want to answer with your research; the thesis statement is the research strategy you will use to answer the question.

- ○ Developing a thesis statement is not part of the research process; it is part of the writing process.

Correct! Well done!

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Overview

Export assessments:

Download CSV for Excel

Choose your course [Sources, Sources, Sources ▾]

All Classes	NYC DOE	English MWF	English TTH	Developmental English Monday	English MW	Caity's Class

Mr. Jones English 201   Brendan's Class   Laura's Class

« First   ‹ Previous   1   2   3   Next ›   Last »   Page 1 of 3

Students	Course Analysis	Primary & Secondary Sources Performance analysis	Real-World
👤 **Briggs, John**	Multiple Choice: 6 out of 25 (24%) Graded Free-Text: 0 out of 0 points (0%)		
👤 **Bryant, Laura**	Multiple Choice: 2 out of 25 (8%) Graded Free-Text: 16 out of 20 points (80%)		

ResearchReady 1.0
Current Features

- Customizable Content
- Video Embedding
- Immediate Feedback on Multiple choice questions
- Robust Assessment Dashboard
- Assessment Data Export
- LTI Integration with Blackboard, Moodle, Haiku and More
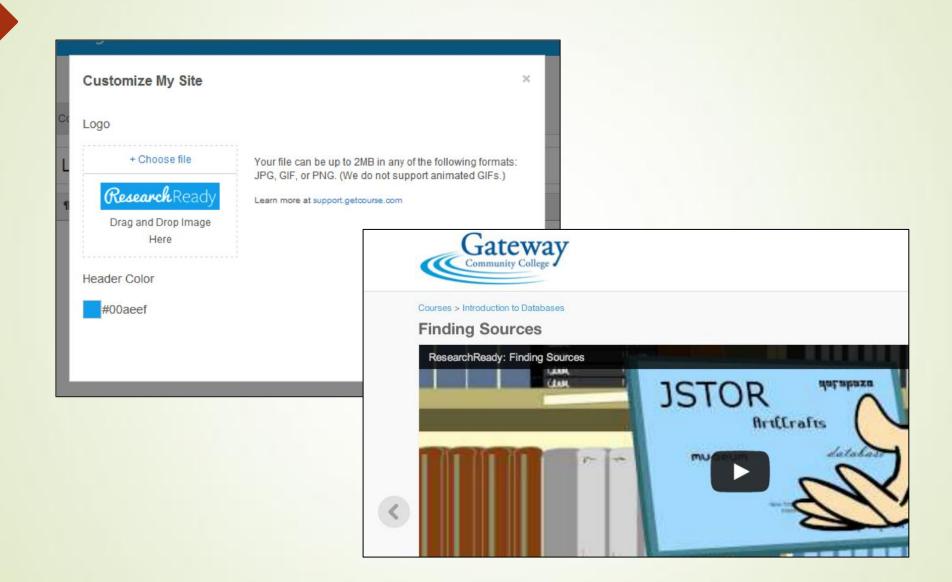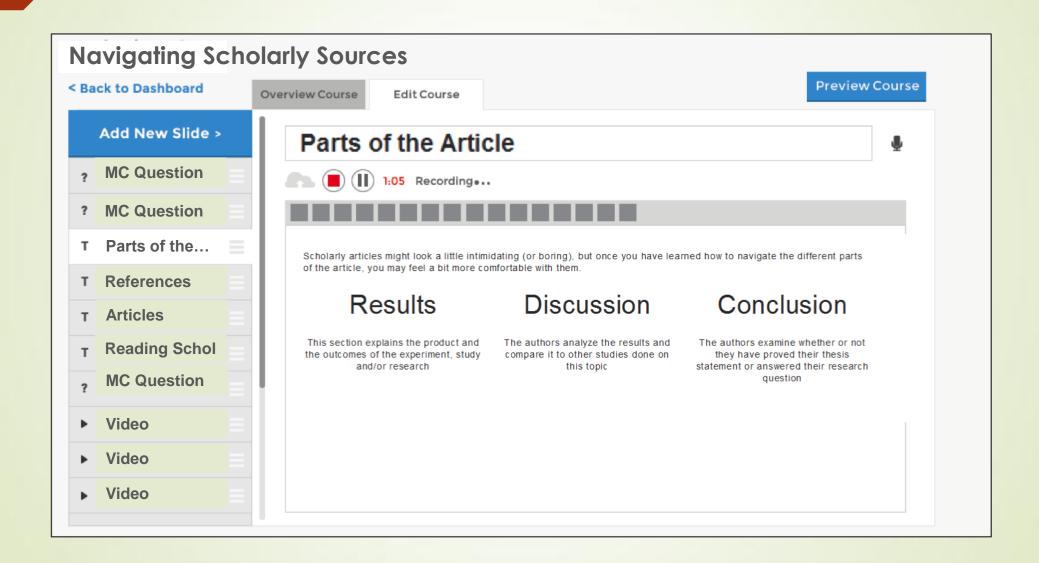- Student Account Management

ResearchReady 2.0
New Enhancements

- Improved Design and User Experience
- Voice Over Capability
- Embed PDFs, PowerPoints and Other Documents
- Preview Content as It's Created
- Control Deployment of Content to Students
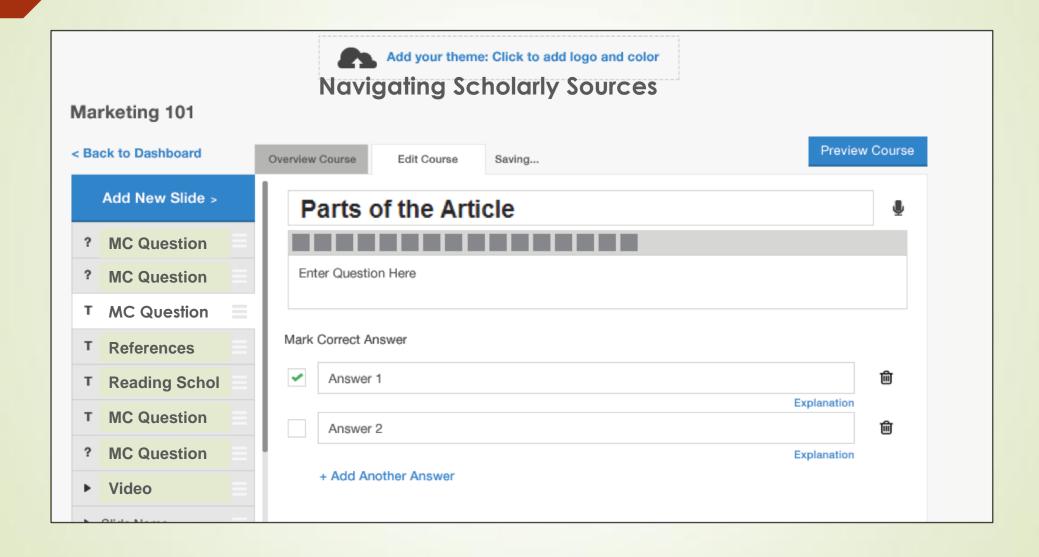- Improved Assessment Data Analysis

Embed Existing Content with Document Import

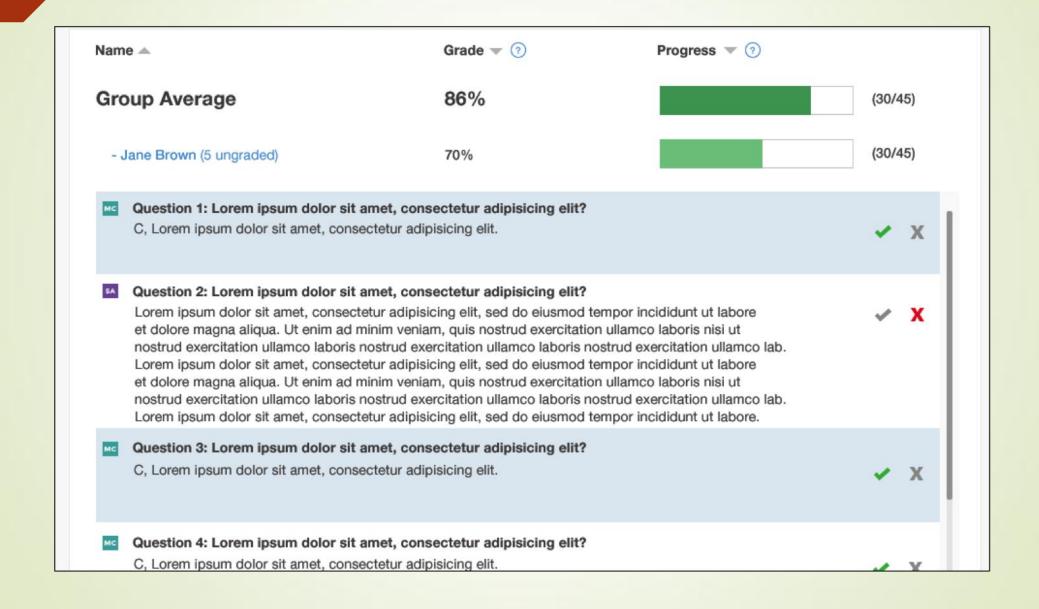**Questions and comments**

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