

Information Literacy Report

Student Survey: 167 responses

Demographics:

66% respondents female
34% male

73% Freshman
11% Sophomore
10% Junior
4% Senior
2% Graduate

College:	Percent
College of Agriculture and Life Sciences	41%
College of Arts and Sciences	38%
College of Human Ecology	15%
College of Engineering	5%
School of Industrial and Labor Relations	1%
	100

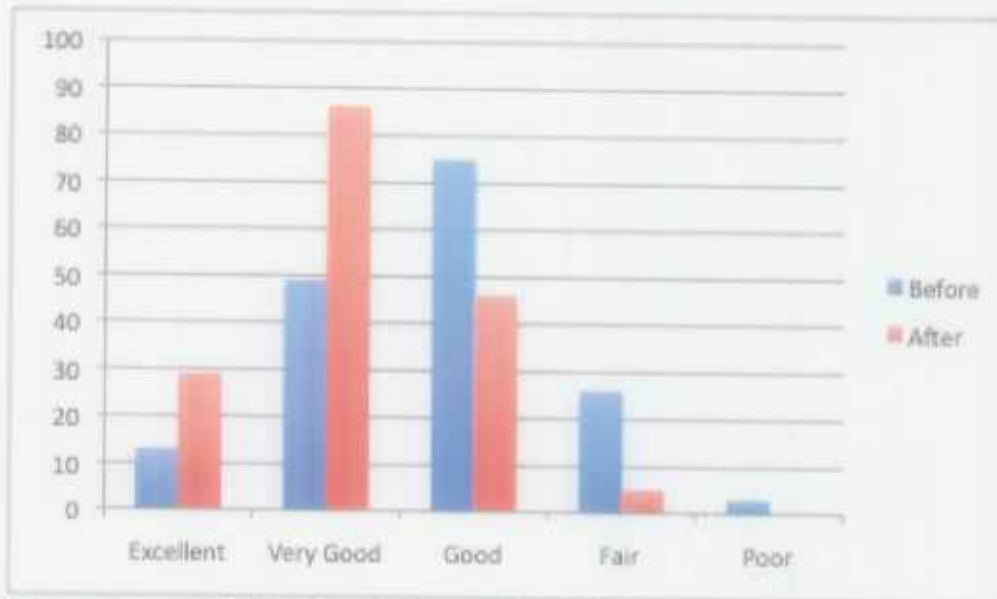
86% of respondents were enrolled in BIOG 1103
6% enrolled in Tropical Cropping Systems
4% in Food Microbiology Lab
3% in ENG 2880: Politics of the Media
1% in INFO SCI 5150

How did this impact the goals of the pilot??

Before and After the Semester.

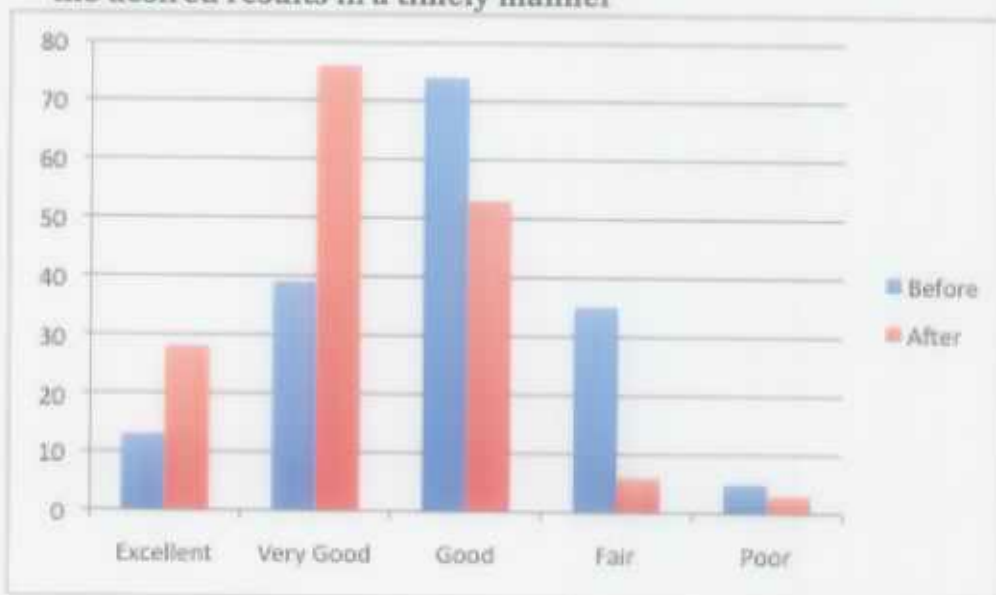
For each question, students self-reported an improvement for each area. Specifically students were asked to rate different research skills on a likert scale (Excellent, Very Good, Good, Fair, Poor)

1.) Determine the extent of information needed for a research assignment



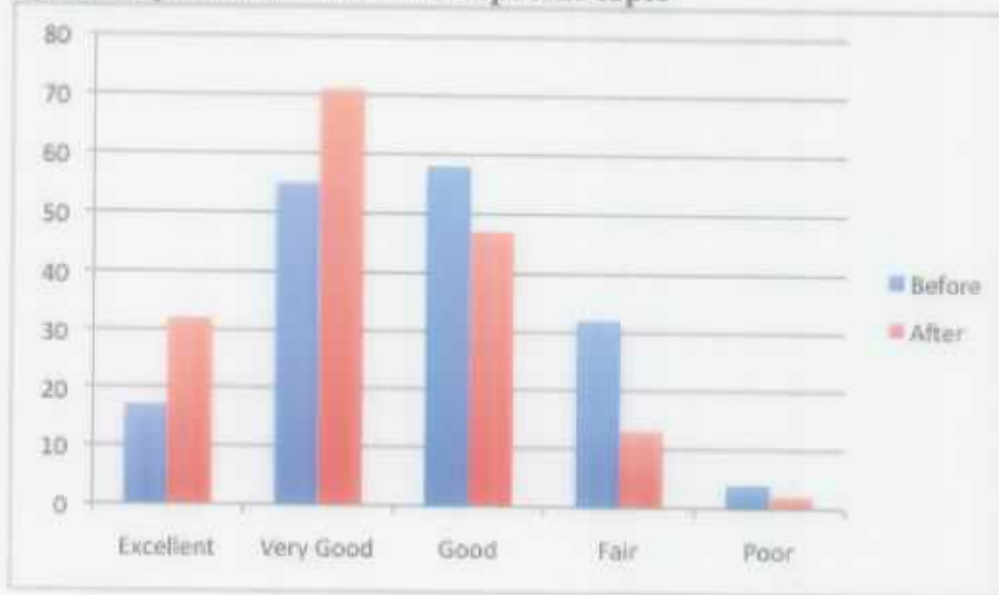
Before- Mean = 3.26 After- Mean = 3.84 [Change 0.58]

2.) Pose questions when seeking information, that are more likely to get you the desired results in a timely manner



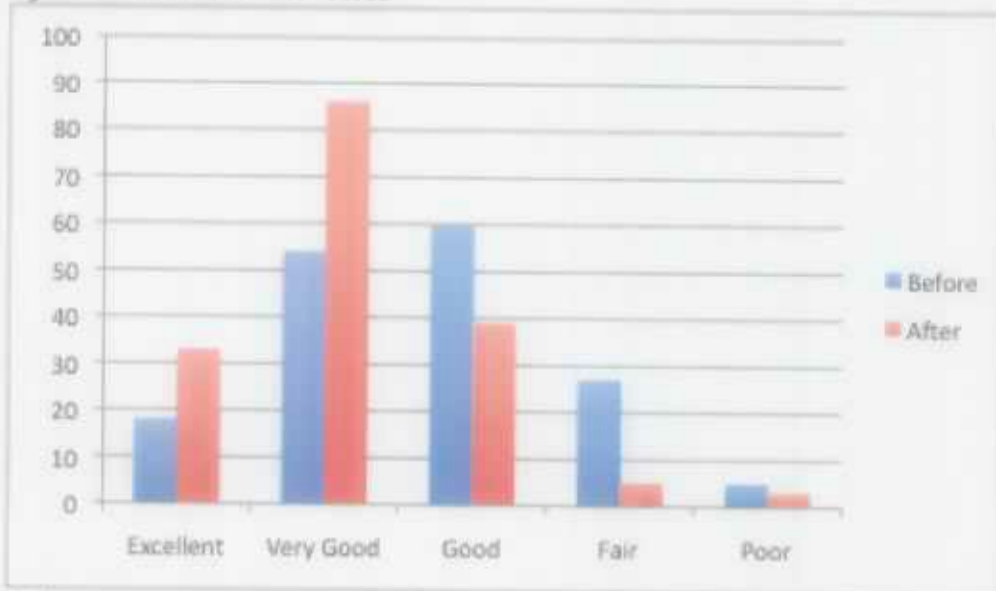
Before- Mean = 3.12 After- Mean = 3.72 [Change 0.60]

3.) Identify relevant books on a specific topic



Before- Mean = 3.30 After- Mean = 3.69 [Change 0.40]

4.) Find relevant web sites



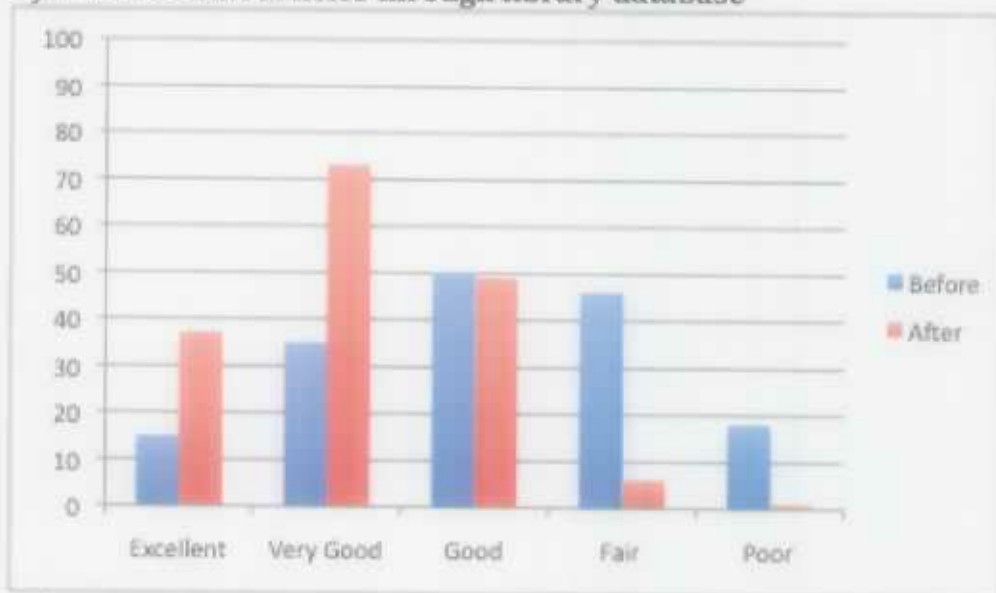
Before- Mean = 3.28 After- Mean = 3.85 [Change 0.57]

5.) Find relevant articles in scholarly journals



Before- Mean = 2.92 After- Mean = 3.83 [Change 0.90]

6.) Find relevant articles through library database



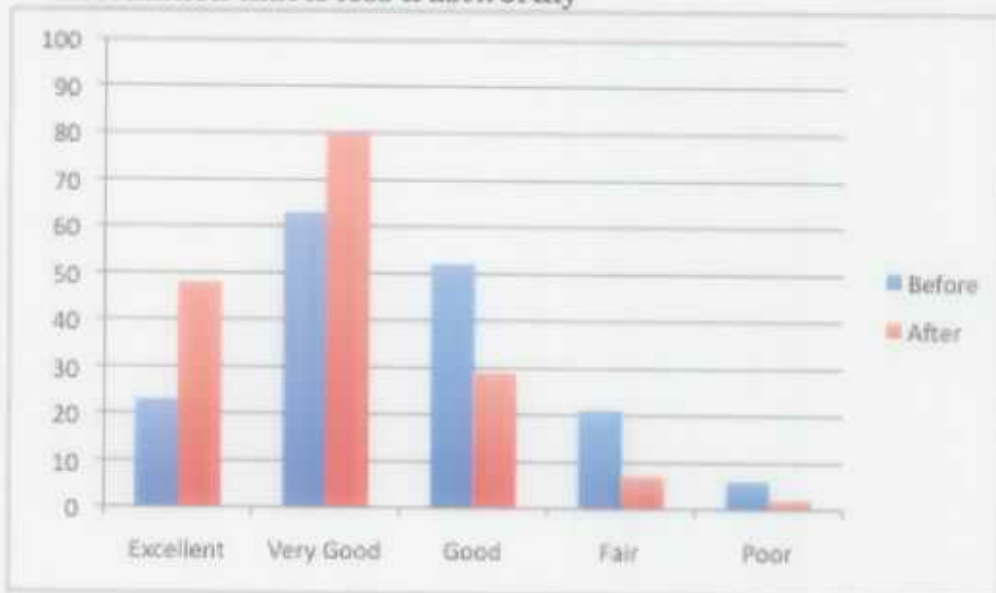
Before- Mean = 2.86 After- Mean = 3.83 [Change 0.98]

7.) Locate relevant sources from a bibliography



Before- Mean = 3.08 After- Mean = 3.73 [Change 0.65]

8.) Distinguish between reliable, authentic, scholarly information and information that is less trustworthy



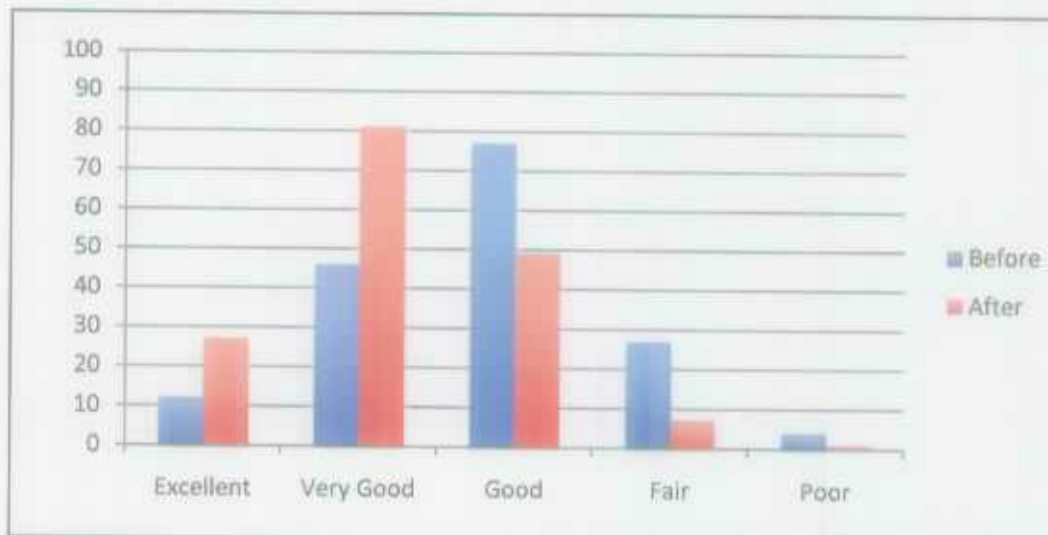
Before- Mean = 3.44 After- Mean = 3.99 [Change 0.55]

9.) Compare new knowledge with prior knowledge



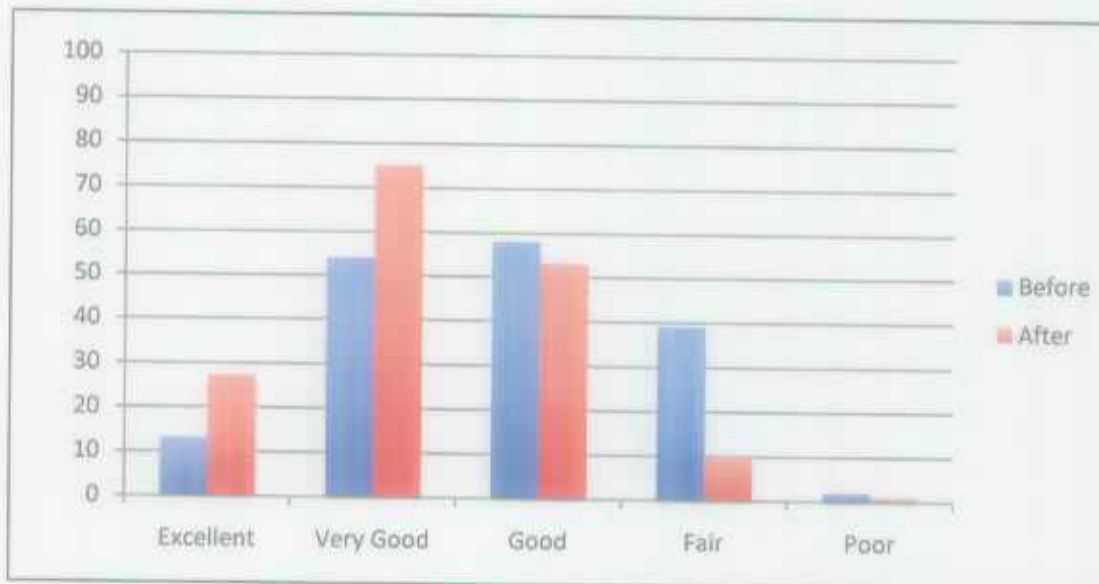
Before- Mean = 3.37 After- Mean = 3.77 [Change 0.40]

10.) Formulate research questions



Before- Mean = 3.21 After- Mean = 3.74 [Change 0.53]

11.) Analyze the basic element of an idea and considers its components



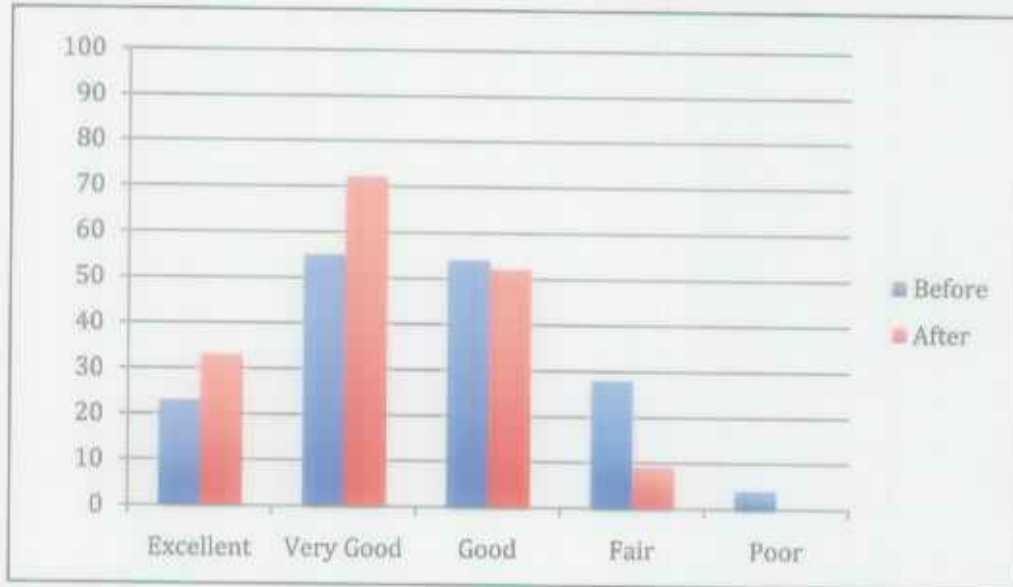
Before- Mean = 3.22 After- Mean = 3.70 [Change 0.48]

12.) Synthesize and organize information into new, more complex interpretations



Before- Mean = 3.28 After- Mean = 3.72 [Change 0.44]

13.) Develop a thesis statement



Before- Mean = 3.36 After- Mean = 3.78 [Change 0.42]

14.) Acknowledge or credit resources



Before- Mean = 3.67 After- Mean = 4.03 [Change 0.36]

Stated a Different Way:

Prior to their Information Literacy course, the majority of respondents rated themselves "Good" on all skills except one (distinguishing scholarly information from unreliable which they rated themselves "VG").











After their Information Literacy course, the majority of respondents rated themselves "Very Good" on all research skills.

However:

When asked directly if their research practices changed, respondents were split (44% "Yes" and 56% "No") with similar phenomenons on questions: Did Your Type of Resources Change (46% "Yes", 54% "No") and, Did Your View of Research Change (24% "Yes" 76% "No").









But data from open comment fields suggest students do attribute change in their behavior to what they learned as a part of Information Literacy assignments and in particular, Using Library Databases More Often.

Representative comments:

 I learned how to use new research tools so I was able to find more relevant information.
 Being forced to use journal articles
 Assistance with library research
 High expectations of the professor/assignments
 Learning about the university library's resources and scientific databases on the internet.
 the lab poster assignment
 The online tutorials provided by my instructor.
 The primary literature tutorial, which allowed me to figure out how to use the database.
 I attribute this change to more experience with and more practice in research.
 I use the library databases much more often now.

Furthermore, 72 respondents articulated ways in which their research practices improved.

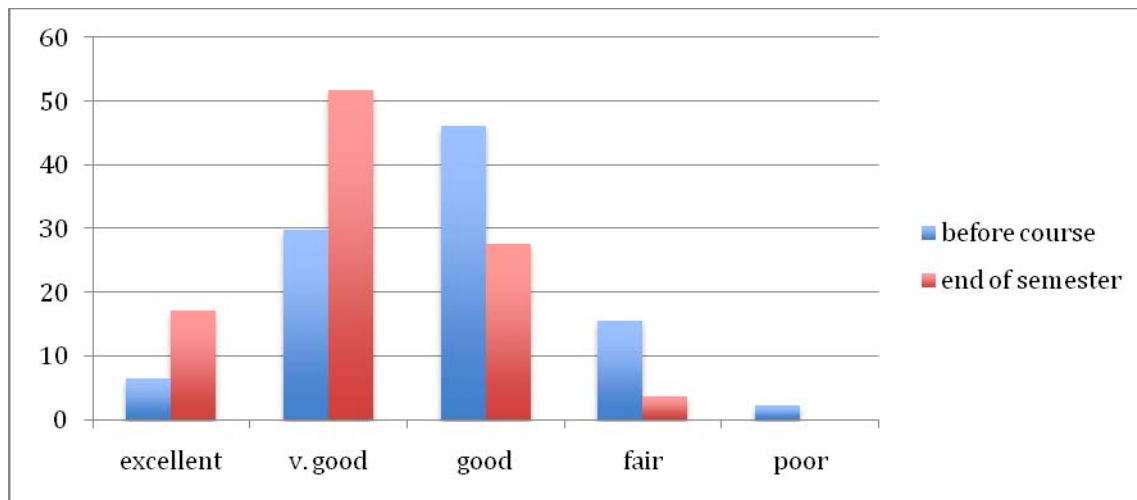
Representative comments:

	I had to use different resources than I have used before.
	I learned how to find information in a more efficient manner.
	Learned how to do broader searches
	My attention to detail was enhanced.
	I started to use databases to search for reliable sources to use rather than general search engines. Also, I used more effective, specific search terms.
	I can find more relevant sources faster.
	My thought process became clearer.
	I learned how to find scholarly articles and not just use websites from Google

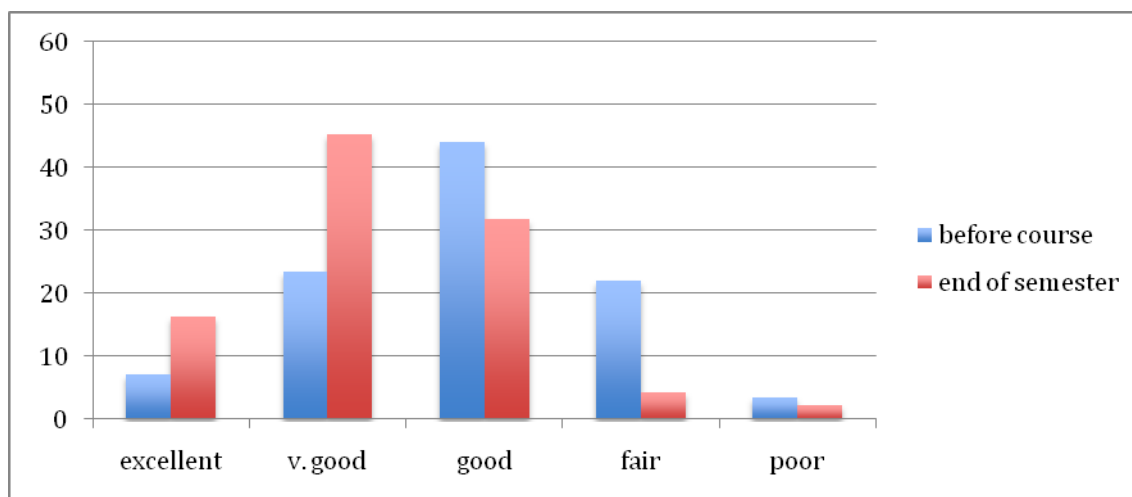
Respondents completed their surveys with additional open comments to the Information Literacy Team including *"It was fun "*, *"Library staff are extremely helpful"* and *"It was a cool experience that made me want to look into doing undergraduate research at Cornell."*

Y-axis shows percent of respondents (n=141)

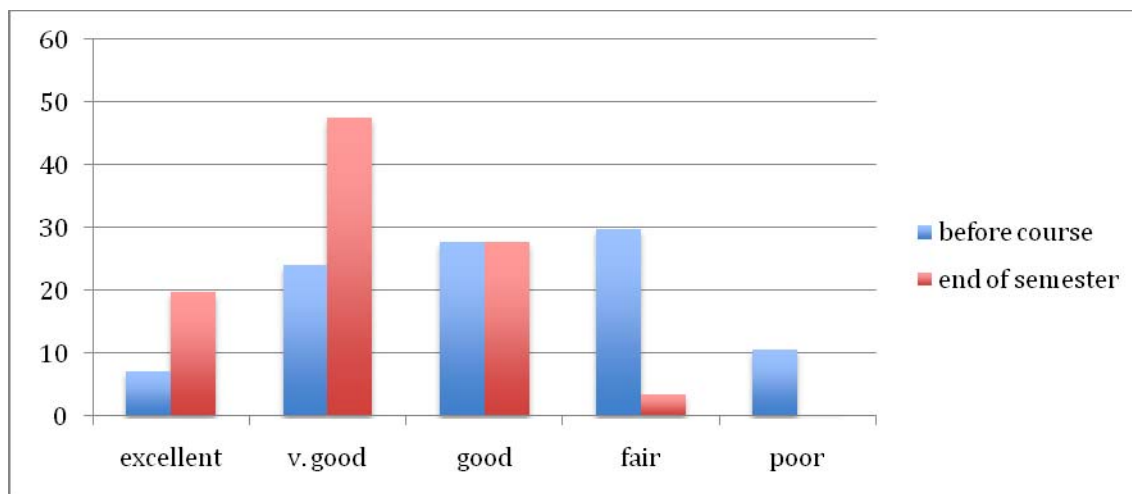
Determine the extent of information needed for a research assignment



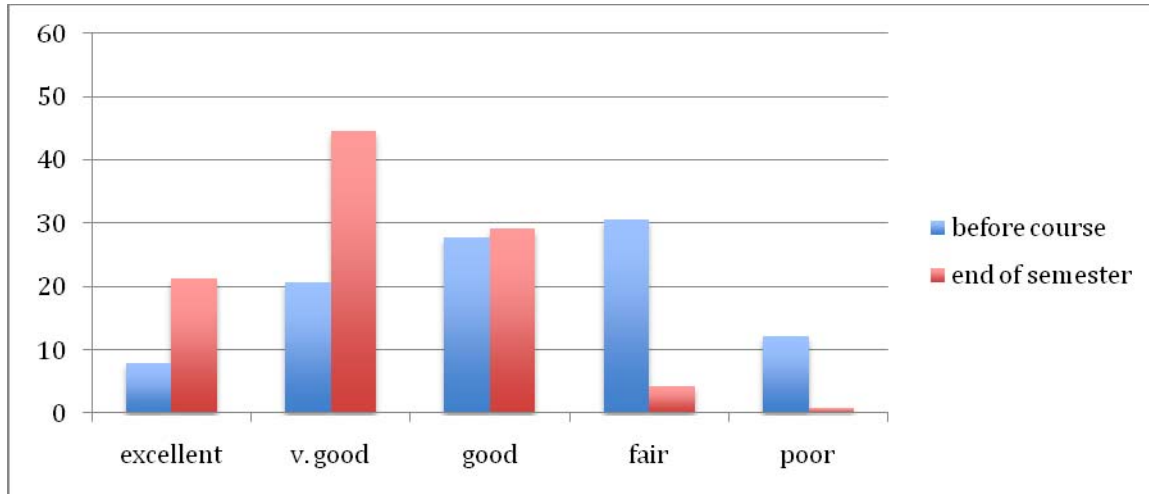
Pose questions when seeking information, that are more likely to get you the desired results in a timely manner



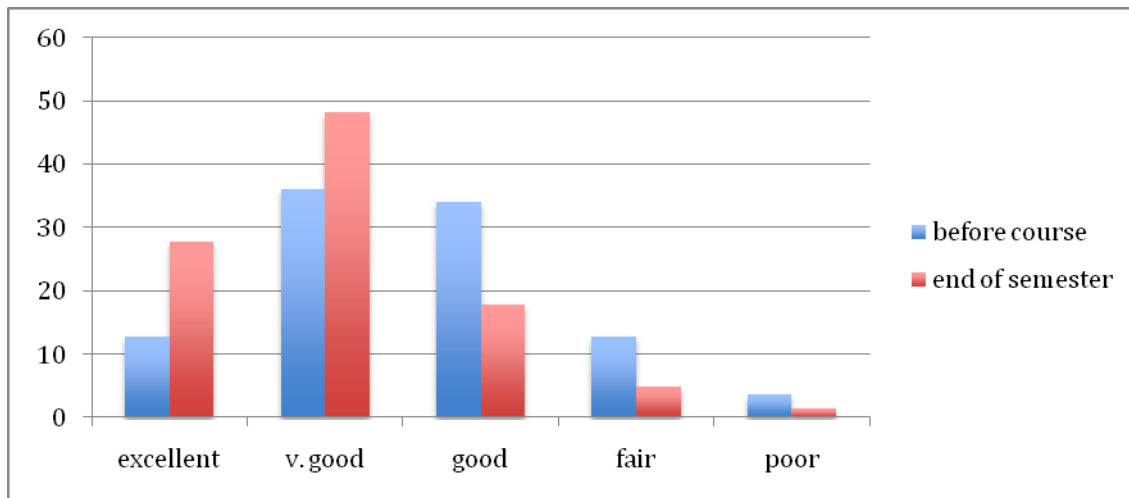
Find relevant articles in scholarly journals



Find relevant articles through library databases



Distinguish between reliable, authentic, scholarly information and information that is less trustworthy



Final Report Rubric

Competency	Performance Level			Total Points
	Good	Intermediate	Bad	165
Spelling & Grammar	no mistakes	between 1-3 mistakes	>3 mistakes	10
1. Abstract: <u>One paragraph</u> explaining the main points of the report	Well-written paragraph which summarizes all main points of the report.	Paragraph has significant grammatical errors, or neglects to include key aspects of the report.	Paragraph has significant grammatical errors, and neglects to include key aspects of the report	10
2.INTRODUCTION	Should include: Background Info, Objectives, Significance, Hypothesis			
2.a.Background Information	Complete and organized; cites previous literature correctly; includes objectives	included but disorganized; cites previous literature but correctly; objectives not clear	Incomplete; does not cite previous literature; no objectives	20
2.b.Significance	Complete, logic and relevant	included but not too logic and/or relevant	Not included or not logic and/or relevant	10
2.c.Hypothesis	Complete, logic and relevant	included but not too logic and/or relevant	Not included or not logic and/or relevant	5
3. MATERIALS & METHODS	Complete, detailed, good planning	Included but not too detailed or poorly planned	Not included or included but very poorly planned and/or no detailed	20
4. RESULTS (also includes Tables and Figures)	Good display and description of results; clear and concise conclusions	Results are displayed but not well discussed; conclusions not too relevant	Results are vague and conclusions not relevant	20
4.a.Tables and Figures	Tables and figures are complete (numbered, titles, axis, units, etc)	Tables and figures are somehow complete	Tables and figures are incomplete	20
5. CONCLUSIONS	Explains very well what was learned through completion project	Conclusions are vague or not well thought	Final report does not include a conclusions section	15
6. SUGGESTIONS FOR FUTURE WORK	States additional questions which have resulted from the completion of the project, and states the difficult part of the project. Explains next steps, or portions which you would do differently if you were to do the project again.	Suggestions are vague or not well thought	There are no suggestions	20
7. BIBLIOGRAPHY. Mandatory to use the <i>Journal of Food Science</i> style	Includes primary literature, citation style is correct; minimum 5 sources	Some primary literature; citation style incorrect; minimum 3 sources	No primary literature; citation style incorrect	15

Oral Presentation Rubric

Name of Presenter:

Criteria	Points				Total Points
	0	1	2	3	
Nonverbal Skills					
Eye Contact	Does not attempt to look at audience at all, reads notes the entire time	Only focuses attention to one particular part of the class, does not scan audience	Occasionally looks at someone or some groups during presentation	Maintains good eye contact	
Gestures	No gestures	Too many gestures that become distracting		Natural hand gestures are demonstrated	
Posture	Sits during presentation or slumps	Occasionally slumps during presentation	Moves too much	Stands up straight with both feet on the ground.	
Vocal Skills					
Enthusiasm	Shows absolutely no interest in topic presented	Shows some negativity toward topic presented	Occasionally shows positive feelings about topic	Demonstrates a strong positive feeling about topic during entire presentation	
Vocalized Pauses (uh, well uh, um)	10 or more are noticed	6-9 are noticed	1-5 are noticed	No vocalized pauses noticed	
Professionalism of Presentation	Mumbles, audience has difficulty hearing, confusing	Thoughts don't flow, not clear, does not engage audience	Thoughts articulated clearly, though does not engage audience	Presentation is organized and the interest level of the audience is maintained	
Content of Presentation	0	1	2	3	
Time frame	Presentation is less than minimum time	Presentation is more than maximum time		Presentation falls within required time frame	
Visual Aids	Poor, distracts audience and is hard to read	Adds nothing to presentation	Thoughts articulated clearly, but not engaging	Visual aid enhances presentation, all thoughts articulated and keeps interest	
Introduction/Background	Does not prepare audience for the rest of presentation	Provides too vague or too detailed background; no citations	Provides good background but is not well organized; cites literature but not correctly	Provides complete, relevant and organized background; cites literature correctly	
Experimental Design	No Materials & Methods presented	Too many details and presenter reads off all values from slide		Provides good overall and general information about the methodologies	
Results & Conclusions	Results are vague and conclusions not relevant		Results are displayed but not well discussed; conclusions not too relevant	Good display and description of results; clear and concise conclusions	
Suggestions for Future Research	No suggestions	Suggestions are not feasible	Some suggestions are provided but are very vague	Good suggestions and alternative plans	
Completeness of Content	One or more points left out	Majority of points glossed over	Majority of points covered in depth, some points glossed over	Thoroughly explains all points	
Questions	Cannot answer questions	Answers are very vague or not to the point	Answers some questions	Answers all questions	

AEM 4320 Poster Rubric

Category	4	3	2	1
Formulation of Research Question	Research question specifically describes the investigation. Title is in question form.	Research question describes the investigation. Title is in question form.	Research question describes the investigation. Title is not in question form.	No research question and it poorly describes the investigation. Title is not in question form.
Annotated Bibliography	See separate rubric	See separate rubric	See separate rubric	See separate rubric
Introduction	Introduction describes the investigation concisely.	Introduction describes the investigation adequately.	Introduction describes the investigation poorly.	No introduction included.
Variables	Independent and dependent variables are clearly defined.	Independent and dependent variables are adequately defined.	Independent and dependent variables are poorly defined.	Variables are not defined.
Methods	Procedures were outlined clearly such that they can be followed without additional explanations.	Procedures were outlined but not able to be followed without additional explanations.	Procedures contained gaps in the outline.	Procedures that were outlined were seriously incomplete or not sequential.
Results	Results of literature review are thoroughly reported.	Results of literature review are adequately reported.	Results of literature review are poorly reported.	Results of literature review are not reported.
Conclusions	Conclusions are thoroughly supported by literature.	Conclusions are adequately supported by literature.	Conclusions are weak and only marginally supported by literature.	Conclusions are not supported with literature.
Use of Graphics	Used well-labeled pictures, diagrams, graphs and/or charts effectively to represent information visually. There was a strong connection between the visuals and the text.	Used pictures, diagrams, graphs and/or charts adequately to represent information visually. It was not evident but the relationship between visuals and text could be inferred.	Used pictures, diagrams, graphs and/or charts but it did not convey a strong connection between the visuals and the text.	Did not use pictures, diagrams, graphs and/or charts
Aesthetics	All information on the poster is in focus and can be easily viewed and identified from 6 ft. away.	Most of the information on the poster is in focus and can be easily viewed and identified from 6 ft. away.	Most of the information on the poster is in focus and the content is easily viewed and identified from 4 ft. away.	Much of the information on the poster is unclear or too small.
Presentation	Team members demonstrated knowledge of their topic, and ability to critically analyze and communicate the results.	Team members demonstrated knowledge of their topic, and ability to critically analyze and communicate the results, but seemed nervous.	Team members demonstrated knowledge of their topic, but lacked confidence while critically analyzing and communicating the results.	Team members could not demonstrate knowledge and could not critically analyze or communicate the results.
Sources Cited (APA or MLA)	All sources (information and graphics) are accurately cited.	All sources (information and graphics) are accurately cited but there are a few formatting errors.	Did not use any specific style but made effort to cite every source.	Did not use any specific style and did not demonstrate effort to cite every source.

Poster rubric developed with materials from

a) TEAMS poster rubric at

www.francis.edu/uploadedFiles/Science_Outreach_Center/TEAMS%20Poster%20Session%20Rubric2.doc

b) Read, write, think website at http://www.readwritethink.org/lesson_images/lesson1076/rubric.pdf

CORNELL UNIVERSITY LIBRARY

Management Library (2009)

Example of assessment used for the Bloomberg Lesson Plan

1. Discussion at the end of class will ask if they feel more confident, less confident, or about the same as they did about the database than they did before the instruction session.
2. Participants will demonstrate the ability to navigate through Bloomberg database by completing the exercises in the hands-on portion of the workshop.
3. Using a short quiz followed by discussion, participants will describe two ways to get help in Bloomberg.

Cornell University
Research Strategies
Summer Six Week Session; June 22-July 31, 2009

Tuesday & Thursday; 8:30am-9:30am
Uris Library Electronic Classroom B05 (Gallery Level of Uris Library)

Tony Cosgrave
ajc5@cornell.edu
607-255-7148 (5-7148)
Office Hours:
109 Uris Library, Wed. 10-11am

Eric Acree
ea18@cornell.edu
607-255-5229
Office Hours:
Africana Library, Mon. 3-4pm

Course Description:

This course will introduce students to the research process. Special attention will be given to search strategies and methods for finding materials in various formats (print, digital, film, e.g.) using information databases such as the library catalog, print and electronic indexes, and the World Wide Web. Instructors will provide equal time for lecture and hands-on learning.

Course Objectives:

By the end of the semester each student will:

1. Formulate a research topic.
2. Analyze their information needs for a particular subject.
3. Learn basic library research strategies.
4. Navigate the CUL gateway for research on their topic.
5. Critically evaluate research materials.
6. Cite material correctly.

Written Work:

Students will be expected to complete 1 short written assignment (1 page) which may include: reflective essays on their individual search strategies, or reactions to required readings.

The final written assignment will be a 10-to-12 source annotated bibliography on a scholarly research topic of their choice. The instructors will assist students in topic development. Ideally, the research topic should require as full an array as possible of sources -- subject-specific encyclopedias, academic books, popular & scholarly journal articles and other sources (i.e. electronic/digital sources, audiovisuals, government documents, primary sources) and should also be as cross-disciplinary as possible (history, literature, political science, business, labor, sociology, law, e.g.).

Grading:

Attendance, participation, written work, and other assignments will be taken into account in determining final grades for the course. This course is graded **s** (satisfactory) or **u** (unsatisfactory). A grade of **s** will earn the student 1.0 credit. More than one unexcused absence will result in a **u**. Lateness is disruptive and disrespectful. Chronic lateness will not be tolerated. Chronic lateness will be counted as an absence. Unless you can prove there were extenuating circumstances, you will be marked absence for late arrivals to class.

Class 1: Tuesday, June 23rd

- Introductions
- Overview of course
- Introduction to the Cornell University Library and vocabulary
- Pre-Test

Class 2: Thursday, June 25th

- Formulating a topic/narrowing a topic
- Subject/Research guides
- Finding background information - Intro. to Reference Sources

Class 3: Tuesday, June 30th

- Understanding LC Subject Headings and LC Classification
- Searching the CUL online classic catalog

Class 4: Thursday, July 2nd

- Searching CUL Worldcat Local
- Important services to know (ILL, Borrow Direct, Holds, Recalls, Book Delivery)

Email: **Working topic and 1-2 encyclopedia article citations**

Class 5: Tuesday, July 7th

- More catalog searching (advanced search strategies)
- In-class exercise on catalog searching

Class 6: Thursday, July 9th

- Introduction to finding journal articles
- Distinguishing scholarly from non-scholarly journals
- Full-text vs. Index databases
- ProQuest Research Library
- Academic Search Premier

Email: 2-3 book citations

Class 7: Tuesday, July 14th

- Africana Studies resources
 - Black Studies Database
 - Ethnic NewsWatch
-

Class 8: Thursday, July 16th

- Education (ERIC)
 - History (America - History & Life)
 - Psychology (PsycArticles and PsycInfo)
 - Sociological Abstracts
-

Class 9: Tuesday, July 21st

- Lexis Nexis Academic
- Access World News

Class 10: Thursday, July 23rd [Guest lecturer: Katherine Reagan]

- Meet in the Rare & Manuscripts Collections in Kroch Library
- Primary Source research
- Special Collections

Email: 3-5 journal article citations

Class 11: Tuesday, July 28th[Guest lecturer, Lynn Thitchener]

- Introduction to statistics research (General Sources and the U.S. Census)
 - American FactFinder
-

Class 12: Thursday, July 30th

- discussion - what have we learned?
- course evaluations

Your final annotated bibliography assignment is due Monday, August 3rd by 5:00 p.m. Email this assignment to both instructors at ea18@cornell.edu and ajc5@cornell.edu. Use your Cornell netid in the filename (e.g. abc123_annotated_bib_final).

Annotated Bibliography Rubric

	√+ Exemplary	√ Accomplished	√- Developing
Content	Your sources are scholarly and appropriate. Each is clearly relevant to your topic.	Your sources are mostly scholarly and appropriate. A few may be less clearly relevant to your topic.	Your sources cover your topic, but they are less scholarly. Their relevance to this project is less clear.
Authority	You identify the author(s) of your sources and their academic credentials are excellent.	You identify most of the author(s) of your sources and their credentials are good.	You identify some of the author(s) of your sources and their credentials are fair.
Summary/Critic	You clearly summarize the main idea of each of your sources. You explicitly connect sources to your thesis and to one-another.	You clearly summarize the main idea of most of your sources. You explicitly connect most sources to your thesis and to one-another.	You clearly summarize the main idea of some of your sources. Their connection to your thesis and to one-another is less apparent.
Conventions	You correctly document the required number and type of sources using MLA documentation style.	You correctly document the required number and types of sources using MLA documentation style but there are a few errors.	You need to include additional sources or appropriate types of sources and following the MLA documentation style carefully.
a. Sequence	You correctly sequence the required information in your citations (i.e. author's name, title, etc.)	You correctly sequence the required information in your citations (i.e. author's name, title, etc.) but there are a few errors.	You need to follow the MLA documentation style more carefully regarding the sequence (i.e. author's name, title, etc.).
b. Capitalization	You correctly capitalize the required information in your citations (i.e. first word and all other principal words of the titles and subtitles).	You correctly capitalize the required information in your citations (i.e. first word and all other principal words of the titles and subtitles) but there are a few errors.	You need to follow the MLA documentation style more carefully regarding capitalization (i.e. first word and all other principal words of the titles and subtitles).
c. Punctuation	You use correct punctuation in your citations (i.e. commas between author's names, period after titles, etc.).	You use correct punctuation in your citations (i.e. commas between author's names, period after titles, etc.) but there are a few errors.	You need to follow the MLA documentation style more carefully regarding punctuation in your citations (i.e. commas between author's names, period after titles, etc.).

2009 Information Competency Institute Assessment Rubric

Outcome	Not Yet Competent (N)	Competent C	Sophisticated (S)	Self Score	Contributing Sessions
Reflect on and <u>articulate</u> student, faculty, academic support staff <u>perspectives on undergraduate research</u> techniques in their field	Have taken time to reflect on the differences in perspectives but have yet to articulate the differences in a way that can guide my assignment design.	Have reflected on the differences and have articulated the differences of two of the three perspectives.	Have fully articulated the differences between all three perspectives in a way that can guide my assignment design.	7 Cs & 2 Ss	2, 3, 4, 1, 16
Be able to <u>explain the gaps and differences</u> between their own conceptions and their students' conceptions of research	Recognize the gaps and differences but have yet to explain those differences.	Both recognize and can explain the gaps and differences.	Recognize the gap and differences such that I have new insight in how to apply that to assignment design.	7 Ss & 2 Cs	2, 3, 4, 16, already established
<u>Define learning outcomes</u> for their target assignment	Am still unclear what a learning outcome is.	Can recognize a well specified learning outcome.	Have written an exemplary learning outcome for my assignment that I am satisfied with.	6 Cs, 2 s, 1 N	6, 9, 13, 10, 8, 7, already established
<u>Formulate assignments</u> that support students through each task and skill they need to reach the desired learning outcomes	Have a vague idea for an assignment.	Have crafted an assignment but it is still in draft form.	My assignment is well thought out such that I am confident of supporting students' success in achieving the required outcome.	6 Cs, 1 N, 1 borderline N/C and 1 S	9, 10, 15, 2, 7, all, 8, will refine, 12, 13, 6
<u>Identify the tasks and skills</u> the student will need to be able to successfully complete the assignment	I am still unclear of the difference between the assignment's tasks and skills.	My assignment specifies requisite tasks and skills.	The assignment is thoroughly designed with specified tasks and skills such that I am confident students can successfully complete it.	8 Cs, 1 S	9, 10, 15, 2, all, 8, will refine, 7, 13, 6
<u>Develop teaching strategies and resources</u> to use with students <u>and identify where they could be applied</u> in the development of the assignment	Have some ideas about possible teaching strategies and resources but am unsure of where they could be applied in association with the assignment.	Have specifically chosen teaching strategies and resources and see where they apply to the assignment.	Am very confident that the teaching strategies and resources will be applied appropriately to the assignment such that the students will succeed.	5 Cs, 2 Ss, 1 N/C, 1 C/S	5, 6, 7, 19, 11, 9, 12, all, 10, will refine some tools, 8, 13
<u>Design or identify effective ongoing formative tools/guidelines</u> that assess the students' progress in achieving the learning outcomes of the assignment	Have some ideas for assessing students' progress in successfully completing the assignment.	Have a clear assignment assessment design that incorporates on-going formative tools/guidelines.	My assignment assessment provides ample opportunity to provide students with the necessary feedback & guidance for them to successfully achieve the learning outcome specified	3 S, 3 N, 2 C, 1 N/C	6, 8, 15, 17, 9, 7, all, 13, will refine some tools, 11, 3
<u>Clarify how the institute team will work with students</u> in the course in helping them complete their assignments	Have some initial ideas of how to work with the team but still have some uncertainties.	Have a clear idea of ho to collaborate with the team.	Have a specific plan of how to engage all team members between now and when my project will end.	5 C, 2 C/S, 1 S, 1 N/C	7, 15, 17, 10, all, 20, already established, 13
Monday Sessions	1: Welcome & Overview; 2: Student Panel; 3: Faculty Perspective; 4: Library Perspective; 5: E-Portfolios				
Tuesday Sessions	6: Learning Outcomes; 7: Facilitated Exercises; 8: Library Resources				
Wednesday Sessions	9: Assignment Examples; 10: Writing Assignments; 11: Tech Talk-Wikis; 12: Copyright, etc; 16: TA Panel				
Thursday sessions	13: Effective Assessment Strategies; 14: Tech Talk-Adobe Connect; 15: Cluster Assignment Design				
Friday sessions	17: Implementation Plan; 18: 5 minute team reports; 19: Tech Talk-Clickers; 20: Reflections & Wrap-Up				