Using Research Projects to Promote Information Fluency: The Puget Sound Experience

Presented by:
Jane Carlin, Library Director
Laura Edgar, Archivist, Abby Williams Hill Collection
Elise Richman, Associate Professor of Art
The research process is a creative process.

“The last thing one discovers in composing a work is what to put first.”
- Blaise Pascal

“The future belongs to a different kind of person with a different kind of mind: artists, inventors, storytellers - creative and holistic ‘right brain’ thinkers whose abilities mark the fault line between who gets ahead and who doesn’t.”
- Daniel Pink

“Where do new ideas come from? The answer is simple: differences. Creativity comes from unlikely juxtapositions.”
- Nicholas Negroponte

“Curiosity about life in all its aspects, I think, is still the secret of great creative people.”
- Leo Burnett
Information Competencies for Students in Design Disciplines

About this Report:

Information Competencies for Students in Design Disciplines, for the first time, compiles a list of core information literacy skills for students. Divided into Basic, Intermediate, and Advanced skills in each design discipline, this set of competencies is an invaluable aid to librarians as they strive to define and deliver information literacy skills for students in design disciplines. These competencies are intended to facilitate a systematic means of integrating information literacy skills into the core curriculum of design students, as well as open lines of communication with faculty as to how competencies can be integrated into specific course goals.

The authors developed Information Competencies for Students in Design Disciplines with previously established information literacy standards at its foundation. The ACRL Information Literacy Competency Standards for Higher Education as well as specific standards in other disciplines such as Information Literacy Standards for Science and Engineering/Technology were consulted in the creation of these standards.

Written and compiled by Jeannine Brown, Jane Carlos, Thomas Caswell, Edith Crowe, Maya Gerrits, Susan Lewis, John Michaelson, Barbara Opal, and Jennifer Packer.

©2006, with revisions added in 2007
2016-2017 HEDS Research Practices Survey

The HEDS Research Practices Survey assesses the extent to which college students can apply their information literacy skills to the practice of scholarly research. It asks students about their research experiences and assesses their skills in finding, evaluating, and citing sources. Over 80 colleges and universities have used the HEDS Research Practices Survey since 2006. (Download a print version of the information about the 2016-2017 HEDS Research Practices Survey.)

The HEDS Research Practices Survey consists of two sections. The first section of the survey, "Perceptions of Research," measures students' experiences with research and the degree to which they experience difficulty in:
- Finding Sources – 7 questions. Cronbach's $\alpha = 0.80$
- Using Information from Sources – 7 questions. Cronbach's $\alpha = 0.79$
- Citing Sources – 3 questions. Cronbach's $\alpha = 0.79$

The second section of the HEDS Research Practices Survey, "Familiarity with Research Terms and Strategies," tests students' knowledge in three areas of research skills:
- Finding Sources – 3 questions
- Evaluating Sources – 12 questions
- Citing Sources – 12 questions

Depending on how institutions administer the HEDS Research Practices Survey, they can use the results to assess:
- Enrolling first-year students' research skills and precollege research experiences;
- First-year students' research skills and experiences after 1 year of college;
- Senior students' research skills and experiences after 4 years of college;
- Students' changes in research skills over the first college term, the first year of college, and over 4 years of college;
- Students' research skills and experiences compared with those of students at other institutions.
HUM 399: Library as Collaboratory

HUM 399 is an activity credit course expressly designed as an experiential learning opportunity. The course invited students to dive into the workings of a 21st-century library by researching, completing, and documenting a real world project.

Students assume the roles of:

- Metadata Creator
- Artist Book Exhibit Curator
- Zine Collection Curator
- Instructional Designer
- Digital Editor
- Digital Transcriber
Examples of student research projects from HUM 399
Examples of student research projects from HUM 399
Some of our favorite digital tools:

- Zotero/Refworks: citation software
- Social Explorer: demographic mapping tool
- TimelineJS: create interactive, media-rich timelines
- Scalar: born-digital scholarship online
- Mappio: graphical way to represent ideas and concepts
- Piktochart: create data visualizations
- ThingLink: annotate images
Collins Library Research Practices Award

DID YOU USE LIBRARY RESOURCES FOR YOUR SUMMER RESEARCH?
ARE YOU EXCITED ABOUT YOUR PROJECT?

APPLY!

This award recognizes outstanding research skills. Recipients receive a cash award of $250 and are recognized at the academic convocation held each May. In addition, this award is a great accolade to place on your resume or graduate school application.

APPLICATION DUE FRIDAY, SEPTEMBER 16TH @ 5:00PM

About the Award | 2016 winners | 2015 winners | 2014 winners | 2013 winners | 2012 winners
| 2011 winners | 2010 winners

About the Award

Purpose

The award recognizes undergraduate students who demonstrate exemplary skill and creativity in the application of library and information resources to original research and scholarship. The award is sponsored by the Collins Library.
Some steps in our process to become “Information Fluent”

- Research Practices Survey
- Faculty Library Committee
- Center for Writing, Learning, and Teaching
- Faculty Workshops on Information Literacy and the First Year
- Continuous Assessment
- Digital Humanities Coordinator
- Student/Scholar Work Experiences
- Humanities 399
- Research Practices Awards
- Library Teaching and Learning Team: Focus on Meta-Literacy
- Next steps: Capstone/Map Information Competencies to Curriculum
The Archives & Special Collections as an active learning space!
The Abby Williams Hill website has a variety of resources for researchers, such as links to the collection inventory and an image database of Hill’s artwork. Ideas for teaching and learning are also included.
Abby Hill and her children camping in Yellowstone National Park, 1905

Abby Williams Hill, Yellowstone Falls, 1905
ABBY WILLIAMS HILL, WHITE BULL, 1905

ABBY WILLIAMS HILL, CHIEF CHARLO, 1905
ARITH 294: Art History Research Methods

Horseshoe Basin, Evening 1903

Tumwater Canyon, Afternoon, 1903

Looking Down Lake Chelan, 1903
Students visited the Archives & Special Collections to view sketchbooks and diaries by Abby Williams Hill, then compared them to Hill’s paintings.
Digital images of Abby Williams Hill’s artwork are available online (CONTENTdm) and can be downloaded.

We also have about 30% of the Hill family photographs digitized and available in CONTENTdm as well, and we are slowly working on scanning the Hill papers.
The Abby Williams Hill artwork collection is also available on ARTSTOR and on DPLA (Digital Public Library of America).
Color Riddles...
How can Yellow, Green, and BLUE be white?
How can mud become gold?
How can piles of palpable goo become ineffable light?
COLOR

CONTRAST

HUE

SATURATION

VALUE
Abby Williams Hill, Horseshoe Basin, Afternoon, 1903
Abby Williams Hill, Looking Across Lake Chelan, 1903
Abby Williams Hill, Glacier Peaks During Storm, 1903
THANK YOU!

Jane Carlin    jcarlin@pugetsound.edu
Laura Edgar    archives@pugetsound.edu
Elise Richman  erichman@pugetsound.edu

For additional materials from this session, please visit:

https://www.pugetsound.edu/CICInformation