Embedding Information Literacy Skills in Undergraduate Research Studies

Madalienne F. Peters  
*Department of Education, Dominican University of California, madalienne.peters@dominican.edu*

Suzanne Roybal  
*Archbishop Alemany Library, Dominican University of California, suzanne.roybal@dominican.edu*

Atria Romero  
*Dominican University of California*

Alexandra Rovira  
*Dominican University of California*

Kimberly Ann Harris  
*Dominican University of California, harriskimberly44@yahoo.com*

*See next page for additional authors*

Survey: *Let us know how this paper benefits you.*

Follow this and additional works at: [https://scholar.dominican.edu/all-faculty](https://scholar.dominican.edu/all-faculty)

Part of the [Higher Education Commons](https://scholar.dominican.edu/all-faculty)

Recommended Citation

Peters, Madalienne F.; Roybal, Suzanne; Romero, Atria; Rovira, Alexandra; Harris, Kimberly Ann; Samayoa, Heidi; Ozorio, Kristen; and Vazquez, Alejandra, "Embedding Information Literacy Skills in Undergraduate Research Studies" (2014). *Collected Faculty and Staff Scholarship*. 11.

[https://scholar.dominican.edu/all-faculty/11](https://scholar.dominican.edu/all-faculty/11)
Embedding Information Literacy Skills in Undergraduate Research Studies

Madalienne Peters, EdD and Suzanne Roybal, MLIS
Department of Education, Dominican University of California, San Rafael, California

Introduction

As the beginning of this research students worked with both the teacher and the librarian to identify an educational problem that was important personally.

The purpose of our Information Literacy classes was to engage students in scholarly work and teach them basic concepts.

1. To scaffold their thinking process using the scientific method
2. To assist them in describing their own research

Engaged Learning is both a process and a product involving students and faculty. This refers to building meaning around a researchable topic and teaching students how to develop focused research that includes academic literature, using full-text, peer-reviewed articles.

The goal is to describe the steps and have students apply each step, building their research work in stages. In this process we developed a worksheet for students.

Instructional Process

Steps in Developing a Topic into a Viable Research Focus

Building a Review of the Literature:

1. Start with a topic. Consider this topic as a starting point.
2. Look at the references at the end of the article to lead to more information.
3. Knowing how to use search terms to focus on one’s topic
4. Knowing how to identify peer reviewed/scholarly articles in your field
5. Knowing how to locate research articles in professional journals
6. Knowing how to use the university’s library website to find books
7. Practice becoming familiar and comfortable with finding articles on your topic
8. Know your limits and ask for assistance as needed
9. Create a precise bibliography using the librarian’s software

Strategies

• From a well-stated thesis statement
• Identify your topic
• Use subject headings
• Unlike wikipedia for keywords ONLY
• Use scholarly peer-reviewed articles
• Find primary sources such as studies
• Observe the content, objectivity, bias and date published
• Critically analyze and evaluate information retrieved
• Understand and look at the LibGuides produced by the library
• Know your limits and ask for assistance as needed
• Create a precise bibliography using RefWorks
• Utilize an annotated bibliography for literature review
• Understand the nuances and methods for using reliable websites
• Locate a professional organization that pertains to your topic and pursue the website, journal, professional conferences and workshops for information pertaining to the research
• Interview an Expert
• Students identify someone within their community of professionals who will offer them information from their professional perspective.
• Synthesize: Organize your research information according to categories/themes.
• Revise and Reflect on your paper developing thoughts that include key points from sources, strengths and weaknesses.

Acknowledgments

For information on continuing research.

References


For further information

Please contact Madalienne Peters at Madalienne.Peters@dominican.edu or Suzanne Roybal at Suzanne.Roybal@dominican.edu for information on obtaining research information.

Methodology

Students need to:
1. Acquire academic and information literacy skills
2. Demonstrate how to navigate the databases using keywords, subject headings and limiters
3. Cite sources accurately and avoid plagiarism
4. Observe the content, objectivity, bias and date published
5. Critically analyze and evaluate information retrieved
6. Understand and look at the LibGuides produced by the library
7. Know your limits and ask for assistance as needed
8. Create a precise bibliography using RefWorks
9. Utilize an annotated bibliography for literature review
10. Understand the nuances and methods for using reliable websites
11. Locate a professional organization that pertains to your topic and pursue the website, journal, professional conferences and workshops for information pertaining to the research
12. Interview an Expert
13. Students identify someone within their community of professionals who will offer them information from their professional perspective.
14. Synthesize: Organize your research information according to categories/themes.
15. Revise and Reflect on your paper developing thoughts that include key points from sources, strengths and weaknesses.

Basic Skill Set:

1. Knowing how to use search terms to focus on one’s topic
2. Knowing how to narrow in on findings for information
3. Knowing how to use the university’s library website to find books and databases
4. Understanding how to search the databases, such as:
   a. Knowing how to locate research articles in professional journals
   b. Knowing how to identify peer reviewed/scholarly articles in professional journals
   c. Knowing how to locate trade periodicals in popular magazines or reviews
   d. Knowing how to locate information in the primary and secondary sources
5. Learning how to evaluate the authority, credibility, and effectiveness in light of one’s research focus
6. Understanding the focus of the information one has found and read an article to understand the focus the author is trying to convey, assessing what the author is trying to say, compare the focus of one’s own research, and then thinking critically, and developing a written reflection on the information
7. Using the Internet effectively: finding reliable, objective and authoritative information
8. Understanding and applying the techniques of academic searching in order to teach others how to acquire focused and reliable information
9. Understanding and applying citation styles

Methods

Students need to:

1. Acquire academic and information literacy skills
2. Demonstrate how to navigate the databases using keywords, subject headings and limiters
3. Cite sources accurately and avoid plagiarism
4. Practice becoming familiar and comfortable with finding articles on their topic and then exploring the citations in RefWorks
5. Differentiate between the reliable, good websites and those masquerading as attempts at an authoritative website

At the conclusion of the lab students have the following: a topic, research articles, and a bibliography created from RefWorks.

Acknowledgments

Liberal Studies Students:


Master’s Students:


The city is in nice line images from various websites.