Next Level Learning: Using Pedagogically-Designed Research Guides in Information Literacy Instruction

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Next Level Learning: Using Pedagogically-Designed Research Guides in Information Literacy Instruction

Susan Wengler, MBA, MLIS

Pilot study to explore impact of pedagogically-designed research guide (PDRG) on information literacy (IL) student learning outcomes.

<table>
<thead>
<tr>
<th>Purpose</th>
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<td>To supplement instructional sessions, QCC IL faculty can create custom online research guides using LibGuides.</td>
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**Background**

Queensborough Community College (QCC)

- One of seven community colleges within City University of New York (CUNY) system
- Fall 2016 enrollment – 15,569 students
- Diverse urban campus located in Bayside, Queens, New York
- Students from 129 countries; 35% report speaking language other than English at home
- 79% of all first-time, full-time freshmen receive some form of financial aid
- 72% of incoming freshmen require at least one remedial course

**QCC General Education Outcome #4 and IL**

- QCC’s General Education Outcome #4: Use Information Management Technology Skills Effectively for Academic Research and Lifelong Learning. Scoring rubric includes four dimensions pertaining to identification, use, evaluation and citation of information.
- Library faculty contributes to campus-wide IL effort through planning and teaching of assignment-based sessions, which are requested by classroom faculty from all disciplines. Most classroom faculty opt for one IL session due to scheduling priorities and constraints.
- Table 1 maps QCC General Education Outcome #4 dimensions to potential IL session student learning outcomes. Note: Not all outcomes can be addressed in single IL meeting.

<table>
<thead>
<tr>
<th>Table 1: QCC General Education Outcome #4 - IL Session Map</th>
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<tbody>
<tr>
<td><strong>QCC General Education Outcome #4 Dimensions</strong></td>
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<tr>
<td>Identify the scope of inquiry or investigation needed for the assignment</td>
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<tr>
<td>- Develop search strategy as related to research assignment</td>
</tr>
<tr>
<td>- Create search strategy as related to research assignment</td>
</tr>
<tr>
<td>Use evidence and/or sources</td>
</tr>
<tr>
<td>- Use evidence and/or sources related to research assignment</td>
</tr>
<tr>
<td>Cite as appropriate</td>
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<tr>
<td>Evaluate information and sources critically</td>
</tr>
<tr>
<td>Use evidence effective to accomplish a specific purpose</td>
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**Methods**

- Two sections of ENGL101 – English Composition I, three-credit course included in first-year writing requirement
- Both sections taught in Spring 2016 semester by Professor John Yi of QCC English Department
- Both sections required to prepare and submit research project
- One section identified as control group, one section identified as experimental group
- IL instruction:
  - Control group: Two IL sessions taught by Principal Investigator (PI)
  - Experimental group: Two IL sessions taught by PI required engagement with PDRG over four weeks worth 12% final grade

**PDRG**

- Infographic on PDRG homepage illustrates six-steps of The Research Process
- Each step corresponds to page within PDRG
- Each PDRG page includes step-specific micro-lecture (Camtasia) and quiz (LibWizard Survey)
- Quizzes require application of The Research Process concepts to ENGL101 research assignment

**Data Collection**

**Interviews**

- Data will be collected through semi-structured interviews of 5-8 students recruited from control group and 5-8 students recruited from experimental group
- Interview questions will ask subjects to describe their experience in completing research assignment. Experiment group subjects will also be asked to describe their engagement with PDRG.
- Audio-recording of each 60-minute interview will be professionally transcribed. PI will code interview transcripts using grounded theory approach and then systematically analyze results for emergence of themes (Charmaz, 2006).

**References**


**Acknowledgements**

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The author thanks Prof. John Yi of the QCC English Department.