Engaging Students in Library Instruction
Library Instruction ... ?
Library instruction is …

- Flexible
- Interactive
- Collaborative
Scaffolding skills

- Recognizes what students already know
- Builds on existing experience
- Reviews as needed but is not repetitive
Engaging Beginning Researchers
First year students

- Varying skill sets
- Some have experience with research databases
- Most are dependent on Google
- Generally have used MLA with EasyBib, NoodleTools, etc.
ENL 102

- An opportunity to reach many first year students
- Scaffolds research skills throughout semester
- Tied to assignments & learning objectives
- Emphasis on group activities with limited direct instruction
Essential skills

- Challenge: students seldom look beyond the title and link to a pdf when using databases
- Activity: deconstruct library database records to identify useful criteria for selecting relevant sources
Selecting Articles...How to Choose?

Your research topic:

How do employee wages impact their job satisfaction?

What you have:
You have information about 4 different articles.

What your goal is:
Choose the article that is most relevant and useful for your research.

How to get there:
1. Look at all the different types of information you have about each article.
   (For example, one is the article’s abstract.)
2. Make notes on what other information you see, and how it helps you reach your goal.

What we’ll talk about when you’re done:
Which one did you choose, and why? What information did you use to make that decision?
ARTICLE 3

Title: Motivating people: Getting beyond money.

Authors: Dewhurst, Martin¹
         Guthridge, Matthew²
         Mohr, Elizabeth³


Abstract: The article discusses how to motivate employees. Studies indicate that strategies such as praise, individual attention, and providing employees opportunities to take leadership roles in projects can be effective ways to inspire workers who are reasonably satisfied with their salaries. Amid a period of declining corporate revenues and cost-cutting, non-financial means of increasing employee engagement should have particular appeal. However, as one human-resources executive pointed out, such initiatives require time and effort on the part of top management.

Subjects:

* Employee motivation
* Employee attitudes
* Job satisfaction
* Corporate culture
* Employee loyalty
* Employee morale
* Pharmaceutical industry
* Personnel management
* Career development
* Executives
* Work environment
  Motivation (Psychology)

Author Affiliations

¹ Director in McKinsey’s London office.
² Associate principal in McKinsey's London office
³ Consultant in McKinsey's London office

#1: Most useful & informative; author is reliable source.
#2: Not supportive enough.
#3: Too broad.
#4: Not enough information, however, most recent
Customized instruction

- Created through collaboration with faculty
- Developed to address specific knowledge gaps
Evaluation skills

- Challenge: students don’t perceive differences between online sources

- Activity: compare, contrast, and defend selection of relevant and appropriate websites
Source Evaluation Sheet

### Source # 1

**Title:** 5 Reasons to Own a Car in Boston  

Please answer the following questions about your source.

1. **Who is the author of this source?**
   - [ ] I couldn’t tell
   - [ ] The author is:

2. **What background or expertise does the author have that makes them qualified to write about this topic?**  
   (Hint: try looking for an author biography page, or Google the author’s name.)
   - [ ] I couldn’t find that information
   - [ ] The author’s background or expertise is:

3. **What kind of information does the source provide?**
   - [ ] Balanced, objective, or factual information
   - [ ] Statements of opinion from a political, ideological, cultural, religious, or personal viewpoint
   - [ ] Both facts and opinions
   - [ ] I couldn’t tell
   - [ ] Other (please explain)

4. **Does it matter, for your research purposes, if there is a bias to the source’s content? Why or why not?**
   - [ ] Yes
   - [ ] No

5. **B. Explain why all, some, or none of the information is useful.**
   - [ ] Provides some valid points on why owning a car would prove beneficial.

11. **A. Would you feel comfortable using this source for a research project?**
   - [ ] Yes
   - [ ] No

12. **A. Your source is part of a larger web site. Web sites come in many different categories. Which category does your web site belong to?**
   (Hints: look for an About page, delete the URL all the way back to the first single / mark, Google the site name, or check Wikipedia.)
   - [ ] Personal site or blog
   - [ ] Entertainment site
   - [ ] Company site
   - [ ] Scholarly or educational organization site
   - [ ] Newspaper or magazine site
   - [ ] Other (please explain)

8. **In your own words, briefly describe the purpose of the web site.**
   - Promote and provide information on the use of the SPUT parking app.
Which source would you use?

1. Now that you’ve evaluated both web sources, which one do you think is the best choice for your research?

   Source #1  Source #2  Source #3

2. Why did you choose that source as the best one? List at least two things from your source evaluation sheet that impacted your decision.

   Source #3
   - provided balanced, objective, or factual information
   - the website is managed by real estate agents that know the Boston area very well.
   - the website link is a secured link.

3. For one of the sources you rejected, list at least two reasons from your evaluation sheet that made you decide not to use it.

   Source # 2
   - The title of the article is bias
   - The author is just a reporter and doesn’t seem to have a very strong connection to the topic

4. For the other source you rejected, list at least two reasons from your evaluation sheet that made you decide not to use it.

   Source # 1
   - No author was noted
   - The website link was not secured
   - Mainly opinion based
   - Promoting a company product
Reading research articles

- Challenge: students have little or no exposure to scholarly articles and how they’re constructed

- Activity: apply effective strategies to read and analyze the content of a research article; compare to the format and content of a popular source
Part 1:

Read a research article

1. Read the abstract at least twice. Underline or highlight the ideas you think describe what the author wanted to learn from this study. Now restate in your own words what you think the goal of the study was.

   One thing: 53.7% of respondents favor limiting devices for digital devices in classroom possibly for better clarity on when is appropriate VS. inappropriate.

2. Read the introduction thoroughly. Locate the research question or hypothesis and underline or highlight it. It may be more than one sentence long. Now explain the research question in your own words.

   The study point is to examine how college students use digital devices in classroom. Research related to classroom learning.

3. Skip to the discussion section and read it thoroughly. State briefly at least two specific things the author learned from his study.

   One thing: Answered 15 questions.

   Another thing you know:
   - They're from all grades, multiple states,
   - Different types of majors.

4. Go to the methods section and read it thoroughly. Explain briefly two things you know about the people who participated in the study.

   One thing you know about them: They are US college students.

   Another thing you know:
   - They answered 15 questions.
   - They're from all grades, multiple states, different types of majors.

5. SKIM the results section. At this point you should open the article in your MyCourses site so you can view the Question X PDF files. These show graphs of the data rather than just the text included in the article.

   Select a single Question you find interesting and carefully read the paragraph below it, then open the corresponding PDF and examine the chart. Do you learn different things from the chart than from the text? Does it change your understanding of the data? Why do you think the chart is there?

   81% times checking digital devices during class or non-class activity.

   Yes, we found how many answers were recorded if how many people skipped. No, visual representation and that helps digest data. Check for bias.
Part 2:

Compare to a news article

1. Quickly skim the article, underlining or highlighting any research study findings mentioned by the author. List at least one research finding stated within the article.
   
   "Busy daydreaming has many merits, research shows, it is an association with greater creativity," (2).

2. What do you know about the author of the article?
   
   His name is Daniel T. Willingham and he is a professor of psychology at University of Virginia and is also an author.

3. State at least three major differences between the scholarly article and the non-scholarly article:

   Difference 1:
   Not split up into sections

   Difference 2:
   This one is more general while the scholarly one is more specific.

   Difference 3:
   The language is less formal.
Engaging Developing Researchers
ARH 200

- Required for all art students
  - Most are studio art

- Usually first introduction to research within the arts

- One class period dedicated to discovering research styles
  - Shifting the balance of power = active learning
Think-Pair-Share

- Art related research so far
- Broad definition
- Acknowledging students know how to do research already
“Assignment”

- Research Judy Chicago and feminism
- Each group assigned type of resource and must find a “good” one about this topic

Balance of power

- 1 student from each group shows the class how they found this resource
  - I ask questions as they go along depending on apparent level
- Acknowledge different research approaches as valid
ARH 200: Studies in Visual Culture

Welcome!

This guide will help you think about and complete your interpretive essay assignment.

Each potential topic has its own tab above. Click on the topic you're interested in to get a jump start on your assignment.

Please feel free to ask for help if you need it. My contact information is to the right and on the Help tab.

ARH 200: Studies in Visual Culture

Theme: Appropriation in Popular Culture

The concept of "appropriation" has been described as the act of borrowing, stealing, or redeploying motifs and meanings of a cultural producer or culture and changing that meaning with new use. Where cultural appropriation is explanatory of culture uniquely identified with a particular community, by a person or group possessing a different positionality, artists appropriation is the overt and intentional lifting and redeploying of an image or other form of text, and reconceptualizing or framing it for artistic ends. Using library resources, choose an image or film clip from your assigned artist in which you believe appropriation is at work (please attach this image or reference where it can be viewed by the professor to your paper). How has the creator of this image appropriated another's meaning to suit his goals? What was the original intended meaning? In what way is the image or artifact appropriated? What is the new meaning intended through the appropriation?

First Steps

1. Look at the theme. Consider what you need to find from the library in order to complete the assignment.
2. Jot some of these words and ideas down.
3. Consider an image or film from your artist that might involve appropriation.
4. Jot these ideas down, but if you don't have any, don't worry. Just keep thinking about #1.
5. Consider everything you have written down and try to come up with some keywords or phrases to use in your search.

Building Blocks

Ludovico Sutur, Babel the Town Building Blocks, 1943-43, painted wood, blocks: h:18; l:34; w:16; t:2.18; s:5; 4.5 x 4.5 in (4 x 4 x 1 cm); wedge: 1:18; s:2.5 x 2.5; w:2 in (6.4 x 6.4 x 5.2 cm); some: 37; 2.5 x 2.5 x 2.5 in (7.3 x 7.3 x 7.3 cm), Museum of Modern Art, New York, https://www.moma.org/collection/works/1015527.

Here are just some suggestions for resources I would use for the assignment and the approach I would take. Try it and make it your own!

Remember, researching is exploration, so be patient with the process.

- Primo
  Primo is a database that can search for books the library owns and many (but not all) of the articles the library has access to. Try searching for your artist's name. Consider adding some words you came up with in the previous column, or
ARH 390 with Dr. Uchill

- Minimal to no lecture time
- Inspired by constructive one-on-one discussions with students
- Research guides to suggest research methods and sources
  - Learning by doing
  - Me in class for support
Welcome!

This guide was created just for select students from Dr. Uchill's ARH 390 course.

Hover over the Welcome tab to navigate to your name where you can find a list of personalized resources to help research for your project.

Vincent van Gogh, Corridor in the Asylum, September 1889; oil color and charcoal on black chalk on pink laid ("Ingres") paper, 25 5/8 x 19 5/16" (65.1 x 49.1 cm), Metropolitan Museum of Art, New York, https://www.metmuseum.org/art/collection/search/338327.
ARH 390: Processing Place - Uchill

Topic:
Self-guided, nature tour of Gooseberry Island, Westport, MA.

Suggested Search Terms:
maps
cartography
walking
"gooseberry island"

Not Art-Specific Library Databases

- JSTOR
  This database of scholarly journals includes them from their first issues (some date back to the 1800s) to between two and five years prior to the present. Your topic can be seen through many disciplines and this database covers many. Be sure to select “All Content” under “Select an Access Type” to see the most results.
- ProQuest Central
  Your topic is so broad and interdisciplinary, looking at a large interdisciplinary database like this would be helpful. ProQuest Central includes newspaper and magazine articles along with scholarly journal articles.

Other Resources

Walking and Mapping: Artists as cartographers by Karen O'Rourke
Publication Date: 2013
This is technically on reserve for another course but you can still check it out for a short period of time.

Walking and Mapping is available online in PDF form until November 30th

Outside Lies Magic by John R. Stilgoe
Publication Date: 1968

On the 5th floor, books that have call numbers starting with G 3180 to G 9980 all have to do with maps and GA 1 through GA 1775 have to do with cartography. I would suggest browsing these books to see if anything jumps out at you.

- Spatial History Project
  The Spatial History Project is run by Stanford University. The projects created through this hub often have to do with mapping.
ARH 390: Materialities & Mass Culture - Uchill

Assignment Info

Choose one of the following seven artist projects to research. How do materials convey meaning in these works? This exercise in quick research and analysis should result in a 3-4 paragraph interpretive essay that cites at least two scholarly sources. After writing this essay, add a short paragraph explaining how you undertook this research. What was easy to find out? What more did you want to know? Where could you look for that information if you had a longer research timeframe?

- El Anatsui assemblages
- Michael Rakowitz, The Invisible Enemy Should Not Exist
- Teresa Margolles installation artworks
- Dana Robledo assemblages
- Cildo Meireles, Insertions into Ideological Circuits
- Ana Mendieta, Silhouette series
- Damien Hirst, For the Love of God

This in-class assignment is due by the end of the class period (8pm, Feb 22). Only students who submit this work by this deadline will receive credit for class participation and the assignment.
ARH 390: Materialities & Mass Culture - Uchill

Step 1

What artist do you want to work with?

Find examples of their work (or if the assignment calls for you to work with a specific work of theirs, find that one) to see what sparks your interest!


Step 2

Spend some time with the work. Look at it and be with it.

Jot down some ideas you have about the materials used. Even though you have to cite at least two scholarly sources in this essay, most of the essay is coming from you, so see what you have to say.


Step 3

Find some scholarly sources that will enhance what you have to say (see the Suggested Resources tab).

Recognize that you may not find anything on that particular artist or work, so entertain the idea of finding a scholarly source that takes a non-art approach to the materials or the meaning you find.

CJS 315

- Single session, assignment preparation
- Literature review with both popular and scholarly articles
- Compare/contrast two articles
Think-Pair-Share

By Emily Tollefson
Photographs by Nina Robinson

Popular

For most of this history, the United States relied on a system of administering justice. Not anymore.

We live in the age of the plea bargain—and millions of Americans are suffering the consequences.

INNOCENCE IS IRRELEVANT

When someone gets into trouble, society, the police, the judges, and the lawyers decide who is guilty and who deserves punishment. But the truth is, we often make those decisions based on limited information.

A number of public housing, she isn’t sure whether she has the right to say no (or yes). But she is certain that if they insist, they would be able to come back. And if nothing to be said, so let them. If they get upset or go off on a tangent, she says, they’ve been known to holler, didn’t know it was her. The next day, the woman who had been held for three days. But they report says a complainant had been made about the wrong-doing from the apartment. After realizing, they began working towards a settlement for the apartment.

One officer pushed a pock-marked door to the unoccupied room, and listened, trying to avoid small bags of marijuana, cocaine, and methamphetamine, among other things, she’s not sure what he’s looking for in the apartment. When the officers showed the bags, he heard immediately knew that they had been his focus. In addition to having been on his mind, he had been on the officers’ minds.

2007, the responding number was 20,000 in 2008, the highest number of cases in the United States. Still, the United States is now incarcerating a higher percentage of its population than any country in the world. (March 2009) Following almost four decades of rising incarceration rates, the racial (Alexander 2010; Massey 2006; Pager 2007; Western 2006), economic (Koch-Hoff 2010; Schmitt, Warren, and Gupta 2010), and political (Bouch 2009; Gottschalk 2008; Mann and Uger 2004; Nicholson-Crotty and McCreary 2004; Unger, Mann, and Thompson 2008) causes of mass incarceration have become increasingly evident.

The emergence and consolidation of the United States was a major influence in American political history. The influence of the mass incarceration rate stands to drive the expansion and contraction of the welfare state in the post-

Therapy is not for everyone.

The Public’s Increasing Punishingness and Its Influence on Mass Incarceration in the United States

Peter K. Enns
Cornell University

Following more than 30 years of rising incarceration rates, the United States now impresses a higher proportion of its population than any country in the world. Building on theories of representation and organizational change, this article argues that an increasingly punitive public has become a major factor in this expansion. To test this hypothesis, I generated a new over-time measure of the public’s support for being tough on crime. The analysis suggests that the rise in support for the crime, Drug war, was, no doubt, and the party in power, since 1973 public opinion has been a fundamental determinant of changes in the incarceration rate. If the public’s punishment has sparked rising in the mid-1970s, the results imply that there would have been significantly fewer incarcerations. Additionally, an analytic approach of congressional attention to criminal justice issues shows the arguments that the public’s attitudes have less, not followed, political clout.

1972, for every 100,000 adults in the United States, 75 individuals were incarcerated in a state or federal penitentiary. By 2007, the corresponding number was 758 in 2008, nearly 400,000 in 2009, and 500,000 in 2010, while the prison population increased by 150,000. The prison population is now over 200,000.

What are the implications of mass incarceration? One implication is that we have a culture of punishment, where the punishment is not necessarily related to the crime.

The Public’s Increasing Punishingness and Its Influence on Mass Incarceration in the United States

Peter K. Enns
Cornell University

Following more than 30 years of rising incarceration rates, the United States now impresses a higher proportion of its population than any country in the world. Building on theories of representation and organizational change, this article argues that an increasingly punitive public has become a major factor in this expansion. To test this hypothesis, I generated a new over-time measure of the public’s support for being tough on crime. The analysis suggests that the rise in support for the crime, Drug war, was, no doubt, and the party in power, since 1973 public opinion has been a fundamental determinant of changes in the incarceration rate. If the public’s punishment has sparked rising in the mid-1970s, the results imply that there would have been significantly fewer incarcerations. Additionally, an analytic approach of congressional attention to criminal justice issues shows the arguments that the public’s attitudes have less, not followed, political clout.

1972, for every 100,000 adults in the United States, 75 individuals were incarcerated in a state or federal penitentiary. By 2007, the corresponding number was 758 in 2008, nearly 400,000 in 2009, and 500,000 in 2010, while the prison population increased by 150,000. The prison population is now over 200,000.

What are the implications of mass incarceration? One implication is that we have a culture of punishment, where the punishment is not necessarily related to the crime.
Active learning

- Quick search demo
- Students locate and cite at least one scholarly article
- About half of class dedicated to hands-on research
Engaging Online Researchers
ENL 102

- Online components to onground classes
- Class time dedicated to “learning by doing”
- Flipped content embedded in myCourses
Research Skills

Keyword Searching: The basics of library research

Watch the playlist below (only five minutes long!) to learn the basics of searching library databases.

Keyword Searching
INFORMATION SERVICES
CLAIRE T. CARNEY LIBRARY
UMASS DARTMOUTH
Supplemental Content Aligns with Topics and Assignments

Citing in MLA Format: Advice, templates, & more

Official MLA overview of citation components using sample sources

Works Cited: A Quick Guide

1. Author.
2. Title of source.
3. Title of container.
4. Other contributors.
5. Version.
6. Number.
7. Publisher.
8. Publication date.
9. Location.

What are Scholarly Articles?

Anatomy of a Scholarly Article

The clickable image of a scholarly article gives you pop-up explanations of its different components.
Building on scaffolded ENL 102 outcomes

How do we encourage active learning but maintain flexibility of online class?

Students watch asynchronous video with same content as on-ground class
Using library databases to find scholarly articles tutorial
Research independently

- myCourses discussions
  - Students can ask questions when it is convenient for them

- Librarian availability
  - Email, chat, and phone research help
Faculty/Librarian Collaboration
Partner with librarians

- Contact your liaison librarian
- Provide sufficient lead time
- Share your syllabus, assignments, goals
- Communicate regularly
Librarians can ... 

- Develop instruction to support your learning objectives
- Design sessions emphasizing active learning
- Schedule instruction to fit your course calendar
- Customize supportive online content
Thanks!

Rachel Baum  rachel.baum@umassd.edu
Hilary Kraus  hilary.kraus@umassd.edu
Olivia Piepmeier  olivia.piepmeier@umassd.edu
ENGAGING STUDENTS IN LIBRARY INSTRUCTION

New Approaches to Teaching and Learning, January 18, 2019
Rachel Baum, Hilary Kraus, Olivia Piepmeier

WHAT IS LIBRARY INSTRUCTION?

- Flexible - designed to fit your learning outcomes, assignments, and course schedule
- Interactive - students actively engage with the research process
- Collaborative - work with your library liaison to build instruction sessions and supplemental content
- Scaffolded - recognize what students already know and build on existing experience

INSTRUCTION EMPHASIZING ACTIVE LEARNING

- Think-pair-share
- Team-based keyword brainstorming
- Compare and contrast popular and scholarly articles
- Disrupt power dynamics - student activities that lead the class

CUSTOM SUPPLEMENTAL CONTENT

- Course or assignment-specific LibGuides
- Screencasts and tutorials
- Worksheets and annotated citations/articles

NOTES/IDEAS:

See other side for library liaisons and contact information!
LIBRARY LIAISONS

- **Rachel Baum**  
  Sociology and Anthropology, Crime and Justice Studies, Political Science, Public Policy  
  rachel.baum@umassd.edu

- **Lorraine Heffernan**  
  Business, Economics, Science and Engineering (acting)  
  lheffernan@umassd.edu

- **Hilary Kraus**  
  Nursing, Psychology, Medical Laboratory Science  
  hilary.kraus@umassd.edu

- **Kari Mofford**  
  Writing, Rhetoric, Communication  
  kmofford@umassd.edu

- **Sonia Pacheco (on leave Spring 2019)**  
  History, Foreign Languages, Portuguese Studies  
  spacheco@umassd.edu

- **Olivia Piepmeier**  
  CVPA, English Literature and Criticism, Philosophy, Religious Studies  
  olivia.piepmeier@umassd.edu

- **Susan Raidy-Klein**  
  Black Studies, Liberal Arts, STEM Education, Teaching and Learning, Women's Studies  
  sraidyklein@umassd.edu

For more information about library services, visit our faculty LibGuide:  
https://guides.lib.umassd.edu/faculty