“Forget Boring, Get to Exploring”: Collaboration Workshops With High School Staff & Academic Librarians

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Pair & Share

What do you think students don’t know about doing college-level research & writing when they enter their first year of college?

What would you like to see students learning before they get to college to reduce these issues?
Why This Workshop?
Possible Collaboration Ideas:

- Bringing HS librarians & teachers to academic institutions to provide professional development to pre-service teachers in collaboration with college librarians
- Connecting HS librarians & teachers to academic librarians to better prepare students for the rigors of college
- Having pre-service teachers observe HS librarians &/or academic librarians
- Having academic librarians visit high schools to talk about the resources available to college students
School Librarians’ Workshop Ideas:

- Improving student learning through inquiry
- Common Core
- Teachers, students, & librarians research projects/research partners
- Inquiry, relevance, & learning: working with your school librarian
- Research and inquiry: the foundation of engaged learning in the disciplines
- The research process....
- Making research assignments project based, inquiry based, and authentic
Academic Librarians’ Workshop Ideas:

- Important research skills students need in college
- Important research skills & how they vary in various content areas
- What should HS students read before entering college?
- College students assisting/mentoring high school students on research projects
- College students offering “Makerspace Services” to students for pre-teaching experience
- College students working with librarian to plan pre-teaching experience in the classroom or library
Ideas:

- Intro to research skills: 2-day workshops on inquiry-based research (project based)
- Student gaps in knowledge re: research: NYS requirements for writing/research
- Next step: push into pre-existing workshops

Students are weak in:

- Incorporating outside resources into a paper without just summarizing
- Writing in the sciences
- Understanding research papers & that they are not all 10 pages long, but can be rather short and still be a research paper

To-Do List:

- Identify skills that first-year students are lacking in college
- Figure out where the skills that students are lacking, and the NYS research project requirements gel and develop a 2-day workshop around these skills.
- Identify what are some targeted, or small adjustments or changes in approaches to help meet the needs for college?
Librarians Meeting

[2 Day Workshop]

- Big Data
- Standards

Inquiry Based Research

Knowledge Gap

Thesis Research Question

- How to sift for sources?

- [Annotated Bibliography]

- Skills that 1st year Ss are lacking...

- [INTO 105 - Writing course]

- Better eye

- What are the differences btw research in the content area?

- [Research laws, citations]

- Paraphrase other subject area

- Search Tools

- Analyze

- Finding sources
Research Project
Michelle
High School Project No Share
Notes From Librarian Mtg. 9/17 RT: (Cathy)

Area of Research

Outline
- Ann. Bib
- Why certain database
- How sources are used
- Pair Topic Down
- Why citing
- Formula & writing
- Searching using citations
- Public Speaking
- Broad Topics
- Intellectual Property Concept
- Types of Sources
- Research Interviews (interview)
- When do you use certain source?

What is research? < Now
What is inquiry?
- How do I teach inquiry?
  - Process
  - Avenues of Inquiry

Time Mgmt.
Rubric
GeneSEO: (Place for Training)

Goal of Workshop:

- 9-12 Focus
- All content areas
- Librarians
- Teams of TS

Content ➔ End of Feb.
  Outline to group

May 10th
FORGET BORING, GET TO EXPLORING
The Power of Student-Driven Research & Writing
Welcome
Agenda

1. Research Process
2. Inquiry
3. Developing Questions
4. Seed Texts
5. Research Skills
6. Next Steps
How do you define the research process?
Building a Bridge: First Year College Students

**Strengths:**
- Web Savvy
- Competent Writer
- Topic Formation
- Citing
- Attitude

**Weaknesses:**
- Make and support claims
- Go beyond Google
- Understand principles behind Intellectual Property (Citations)
In the NYS P-12 Common Core Standards for ELA & Literacy, research and media skills are blended into the Standards as a whole.

To be ready for college, workforce training, and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, to conduct original research in order to answer questions or solve problems, and to analyze and create a high volume and extensive range of print and nonprint texts in media forms old and new.

The need to conduct research and to produce and consume media is embedded into every aspect of today’s curriculum. In like fashion, research and media skills and understandings are embedded throughout the Standards rather than treated in a separate section.
It’s No Wonder Students Feel Confused & Lost...
What Is Research? One Model Here...
Here’s Another Model...

The Research Process

- Topic Selection
- Prefocus Exploration
- Focus Formulation
- Information Collection
- Information Refinement
- Search Closure

You Are Here
And here’s yet another model...
However...

Not all those who wander are Lost.
2 Inquiry
4E x 2 Instructional Model

Four Corners
A. The **Engage** Phase of inquiry is the most important “E” in the process.
B. The **Explore** Phase of inquiry is the most important “E” in the process.
C. The **Explain** Phase of inquiry is the most important “E” in the process.
Benefit of the Model: 3 Constructs

- Formative Assessment
- Inquiry-Based Teaching & Learning
- Meta-Cognitive Reflection
Engage
3 Developing Questions
“By tackling such questions, learners are engaged in uncovering the depth and richness of a topic that might otherwise be obscured by simply covering it.”

(McTighe & Wiggins, 2013)
When students ask questions...

1. Curiosity
2. Engagement
3. Ownership
4. Deeper Learning
Teaching Students to Ask Their Own Questions
Question Formulation Technique

A simple step-by-step, rigorous process that facilitates the asking of many questions. The process includes the following steps:

1. A Question Focus (QFocus)
2. The Rules for Producing Questions
3. Producing Questions
4. Categorizing Questions
5. Prioritizing Questions
6. Next Steps
7. Reflection
4 Seed Texts
Using a Seed Text

Issues → Drawing Questions → Refining Questions → Select & Research
INQUIRY QUESTIONS

Meant to guide an initial exploration of a topic or issue. Consider what you find interesting. What would you like to know more about?

*Brainstorm as many questions as possible.*
Inquiry Questions

- How is the topic defined?
- What are its major aspects?
- Where did it originate?
- What are its causes and implications?
- What is its history?
- What other topics/issues is it connected to or associated with?
- What are its important places, people, experts?
Explore & Explain
Research Skills
College Library Session Objectives

**Goal I:** Select appropriate resources by being able to differentiate between scholarly, popular, and trade materials.

**Goal II:** Access an assortment of resources available in various formats and locations.

**Goal III:** Promote the use of appropriate resources and services to satisfy student research needs.

Source: INTD105 Library Instruction. https://www.geneseo.edu/library/intd-105-library-instruction
Evaluating Sources

Aiding Students in Looking for Information
Finding & Using Information for Research

- A sample presentation on finding & using information from an INTD105 class
Writing Development and Context

The contextual view of writing development in the classroom is aptly illustrated in a model developed by Russell (1997). A basic structure in this model is the interplay between the writer (a student, student and teacher, or student, student, and teacher) and the writing environment (students, academic, and societal factors). This interplay takes place in a broader cultural context, influencing writing processes and outcomes. Writing is seen as a social activity, involving a variety of cognitive and affective processes. It is a goal-directed and self-sustained activity, requiring the management of the demands of the situation, the writer's knowledge, and skills involved in composing (Zimmerman & Bandura, 1993). Writers must juggle the competing demands of skill management, cognitive and affective processes, and the social demands of the situation. Writing is a complex activity, involving the integration of knowledge, skills, and affective processes, resulting in the production of a coherent text. Writing is not a linear process but rather an ongoing, interactive process. Writers must adapt and respond to the demands of the situation, the demands of the audience, and their own goals.
B.E.A.M. – develop a system/code

- **B** for background information
- **E** for examples or exhibits
- **A** for arguments found in your reading
- **M** for methodologies used in discovering information

A dangerous game: Olympics officials struggle to balance Brazil’s investment against the risks of spreading the Zika virus.

*The Denver Post* (Denver, CO), (June 26, 2016). News: p6D, Copyright: COPYRIGHT 2016 The Denver Post

Byline: Peter Singer

When Rio de Janeiro was awarded the 2016 Olympic Games, the Zika virus had yet to reach Brazil. Now, after billions of dollars have been invested in preparing for the Games, Rio de Janeiro state has the second highest number of suspected Zika virus infections. Should the 2016 Summer Olympic Games be postponed or moved elsewhere?

This is a difficult decision, and the facts are still not clear enough. That’s why, last month, I joined 233 scientists, bioethicists, and public health experts in signing an open letter to Margaret Chan, director-general of the World Health Organization. We are asking her to convene an independent group to advise both the WHO and the international Olympic Committee in a transparent process that would provide the evidence needed to balance public-health against disruption to a great international sporting event.

The Zika virus is not new, but the strain that entered Brazil in 2013 is more dangerous than any known variant. A study published last month in the *New England Journal of Medicine* has confirmed that when the virus infects a pregnant woman, it can impair brain development in her fetus – a rare condition known as microcephaly. In severe cases, microcephaly is incompatible with the child ever living an independent life.

The Brazilian outbreak of Zika virus has been linked with a particularly devastating form of microcephaly known as fetal brain disruption sequence. Until Zika spread to Brazil, only a handful of cases with that condition had been recorded. Recently, a study of 35 fetuses with microcephaly in Brazil found that 11 of them had fetal brain disruption sequence.

The latest research confirming the link between Zika and microcephaly builds on a study, published two months earlier, of pregnant women in Rio de Janeiro with symptomatic suggestive fetuses with a serious abnormality. None of the women in whom the infection was confirmed had an abnormality.

In adults, Zika brings a high fever and a rash; but, more worryingly, there may be an association with Guillain-Barre syndrome, a devastating and sometimes life-threatening disorder that can cause paralysis for several months or even years. The risk of developing Guillain-Barre syndrome for an adult infected with Zika remains unknown.

The WHO has declared Zika a “Public Health Emergency of International Concern,” and has advised pregnant women not to travel to Brazil. But how does staying at home help a pregnant woman if others bring the virus back from Rio? With 500,000 people expected to attend the Olympics, that is likely to happen in several countries in which Aedes aegypti, the mosquito that can transmit the virus, is present.
Citing Sources

- A sample presentation on plagiarism & citing from an INTD105 class
Plagiarism, Citations, & Citing
What’s the Big Deal?

- Ideas are the currency of academia: Scholars get credit for their contributions.
- Failing to cite violates the rights of the person who originated the idea (plagiarism...).
- Academics need to be able to trace the genealogy of ideas (i.e., citation tracking or citing forward and backward).

Source:
Plagiarism: A Form of Lying
What Do Students Need to Know About Citations?

- It’s not all MLA in college...students will need to be able to learn to use new styles (APA, Chicago, Turabian...).
- Sometimes it’s hard to find an exact example of the necessary citation...which leads to the FRANKENCITATION.
- What about citation generators? There are lots: NoodleTools, EasyBib, BibMe, Otto Bib, Zotero, Mendeley, CiteFast, KnightCite, Citation Machine, & Son of Citation Machine...
Explain & Extend
Constructing Meaningful Projects

- Constructing meaningful projects
- Constructing a thesis
- Non-traditional project ideas
6 Next Steps
Thank you for following me!