Suggested Reference


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Application of an Information Search Process (ISP) model in higher education curricula

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28 November 2013, TELSIG Conference
## Carol Kuhlthau’s Information Search Model (ISP)

<table>
<thead>
<tr>
<th>STAGES</th>
<th>Receive Assignment / Enrol in MA or PhD programme</th>
<th>Topic selection</th>
<th>Exploration Seeking focus</th>
<th>Focus formulation /is found</th>
<th>Information collection</th>
<th>Present Findings &amp; Assess research process</th>
</tr>
</thead>
<tbody>
<tr>
<td>FEELINGS</td>
<td>UNCERTAINTY</td>
<td>OPTIMISM</td>
<td>CONFUSION FRUSTRATION DOUBT SEARCH-READ-REFLECT</td>
<td>CLARITY</td>
<td>CONFIDENCE EVALUATE</td>
<td>RELIEF SATISFACTION</td>
</tr>
<tr>
<td>THOUGHTS</td>
<td>AMBIGUITY</td>
<td>![Arrow] INCREASED INTEREST ![Arrow] SPECIFICITY</td>
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</tr>
<tr>
<td>ACTIONS</td>
<td>SEEKING RELEVANT INFORMATION</td>
<td>![Arrow] SEEKING PERTINENT INFORMATION</td>
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</table>
Adaptation of the original ISP model
Task initiation

- WHAT does my research/assignment question really mean?

Topic selection

- WHERE can I find quality information? /Readings for my assignment?

Prefocus exploration

- HOW can I find information I need? Are readings good enough?

Focus formulation

Information collection

Completion

- HOW do I present/write my research/assignment?

PROCESS
Simplified model – POPLHLTH 701: Research Methods PG course

WHAT does my research question really mean?
What are the key ideas?
What words describe the key ideas?
What do I need to find out?

WHERE can I find quality information?
Databases for MedSci
Theses and dissertations
Google Scholar
Articles and more

HOW do I write and present my research?
How do I write my literature review?
How do I write my research proposal?
How do I reference?

HOW can I find the information I need?
Search
Select and evaluate
Read
Simplified model –
FTVMS 100: Media studies undergraduate course

Assessment 2

What is the assignment question asking me to do?

Where and how do I find readings for my assignment?

OK, you've got your assignment question — what next?
Follow the steps in this tutorial to complete your assignment.

How do I reference?

Are the readings good enough?

How do I write my essay?
Undergraduate 1st Year - FTVMS 100: Media Studies
Make us an online “Library tutorial”

- Stage 1 Film, Television and Media Studies course
- 500+ students
- Assessment worth 10%
- Collaboration

FTVMS lecturers

Margaret
Neal

Libraries and Learning Services staff

Neda
Sarah
Hamish
Student survey

- Low response rate
- Understood requirement to reference
- 35% could find print journal article via catalogue
- 43% found searching for readings difficult or did not know where to start
Existing assignment split into 2

2012
Essay assignment worth 30%

2013
Lead-in assignment worth 10%

*My Assignment Research Path* online tutorial & assignment

Students given essay question for *essay assignment*

Assessment of research process and bibliography

Follow-on essay assignment worth 20%

Bibliography from lead-in assignment used to complete *essay assignment*
MY ASSIGNMENT RESEARCH PATH

What is the assignment question asking me to do?

Assessment 2

Where and how do I find readings for my assignment?

OK, you’ve got your assignment question — what next?

Follow the steps in this tutorial to complete your assignment.

How do I reference?

Are the readings good enough?

How do I write my essay?
Assignment tasks

Task 1a

In 2-3 sentences describe your understanding of the assignment question. This will help you formulate your answer in the essay and look for relevant readings and information. Refer to Module 1: What does my assignment question really mean?

What does my assignment question really mean and what is it asking me to do?

Task 1b

What words describe the essence of your assignment question and the key ideas? These terms may not necessarily be the same ones already present in your question.

Tip: You can use these words to search for and find relevant literature and information on your assignment topic. Related keywords for my topic are:

Task 2

Name at least three library search tools you are planning to use to find information and readings. Refer to Module 2: Where and how do I find readings? for help.

The sources I will search are:

Task 3a

Using MLA referencing style, list five readings that you will use (cite, reference) in your Assessment 2 and 3. List at least one book, one book chapter and a journal article. Module 3: Are the readings good enough? will help you select relevant readings. For help with referencing, go to Module 5: How do I reference?

My five references are:
Do the readings I have selected support my approach to the essay question?
Curriculum integration

Student attends class tutorial devoted to *My Assignment Research Path* assignment

Student invited to bring near-completed assignment to *Library Targeted Learning Session*

Student reviews, edits, and submits assignment for marking

Student receives feedback on assignment (research process and bibliography)

Bibliography used as basis for follow-on essay assignment

Model

Anxiety

Focus

Reflection
Essay assignment results
2012 v 2013

<table>
<thead>
<tr>
<th>Grade</th>
<th>2012</th>
<th>2013</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>13%</td>
<td>15%</td>
</tr>
<tr>
<td>B</td>
<td>30%</td>
<td>46%</td>
</tr>
<tr>
<td>C</td>
<td>45%</td>
<td>31%</td>
</tr>
<tr>
<td>D</td>
<td>12%</td>
<td>8%</td>
</tr>
</tbody>
</table>
Student survey #2

- Response rate 3x higher than initial survey
- 66% used all or most of My Assignment Research Path
- 64% felt the My Assignment Research Path tutorial and assignment made the essay assignment easier
- 61% felt assignment questions were easy to understand
- 87% responded positively to nature of the My Assignment Research Path assignment
Feedback: edited version

“Best First assignment in a course I've ever done. Super supportive of our success in Assignment two”

“The step by step process makes it much more simplified”

“very helpful to find resources, not only FTVMS assignments, but also other courses”

“Awesome, really helped me understand what I needed to do :)”
Access

• Available only to students enrolled in FTVMS 100

• Accessed via university learning management system

• Integrated in course resources

• [http://flexiblelearning.auckland.ac.nz/my-assignment-research-path/](http://flexiblelearning.auckland.ac.nz/my-assignment-research-path/)
Postgraduate Foundation Course
POPLHLTH 701: Research Methods in Health

- Postgraduate students
- Foundation research methods paper
- School of Population Health
- 80 students: half on-campus / half distance
- Integrated interactive online assessment (worth 30%)
Collaboration

Tutor

Academic

Course Administrator

Librarians

Graphic Designer
13. Assessment
There will be four assessments that map against the learning objectives and involve 100% coursework, which is appropriate for students who may be returning to tertiary level study. The assessments are:

**Assessment 1 – formulating a research question:**
1. To describe how they view the world and why (10 marks, up to 800 words).
2. Use this world view to formulate a research question and review of literature that addresses this question (20 marks, up to 2000 words).
**Analysis**

<table>
<thead>
<tr>
<th>ANZIIL IL Standards (1-6)</th>
<th>Graduate profile: PG Research/Coursework Graduate</th>
<th>Bloom’s taxonomy</th>
<th>POPLHLTH 701 learning activities</th>
<th>POPLHLTH 701 assessment</th>
<th>POPLHLTH 701 Learning outcomes</th>
<th>IL Learning activities 8 x 3hr online (To be developed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Defines and articulates the information need</td>
<td>3(a) A capacity for critical, conceptual, and reflective thinking.</td>
<td>Synthesis</td>
<td>A1 (a) Describe how the students view the world and why (5 marks, up to 300 words).</td>
<td>Understand basic elements of the language, philosophy and ethics of research; Lesson: Explain and discuss key concepts such as paradigm shift.</td>
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<td></td>
</tr>
<tr>
<td>1.1 Explores general information sources to increase familiarity with the topic</td>
<td>5a) Personal, professional and intellectual integrity, and respect for the ethics of research and scholarly activity.</td>
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</tr>
<tr>
<td>1.3 Re-evaluates the nature and extent of the information need</td>
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<tr>
<td>5. Applies prior and new information to construct new concepts or create new understandings</td>
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</table>

Process of negotiation

- Describe, apply and evaluate quantitative and qualitative study designs to address the research question; and
- Develop a strategy to disseminate knowledge and understanding generated by the research.

13. Assessment

There will be six assessments that map against the learning objectives and involve 100% coursework, which is appropriate for students who may be returning to tertiary level study. The assessments are:

Assessment 1 – Reflecting on view of world (5):
1. Describe your own view of the world and why (5 marks, up to 300 words).

2. Assessment 2 – Formulating a research question and reviewing key literature (35 marks)
   1. Formulate a research question (5 marks).
   2. Review literature that addresses the research question. The review should include:
      a. Completion of the on-line activity that describes how the review was conducted (10 marks)
      b. Discussion of findings from the literature review (15 marks, up to 2000 words)
      c. Your personal reflection on the process of literature discovery and review (5 marks, 200 words)
Course Assessment

formulating a research question and doing a literature review (30 marks).

Due on 28 August before 12mn submitted through CECIL

Click here to open the assessment 2 information in a popup window.
**Assessment 2 - Formulating a research question and completing a literature review**

The **Assessment 2** will guide you through the process of:

- formulating a research question
- knowing where and how to find information to answer the question
- writing the literature review and referencing
- reflecting on how the process worked for you.

By writing a literature review and reflecting on the review process you will develop critical academic skills, which can be applied to your future studies. **To complete this assessment, please follow the steps:**

**Step 1**: Download and save the Assessment 2 worksheet.

**Step 2**: Complete the assessment worksheet using help provided through the links listed on the sheet.

**Step 3**: When completed, submit the assessment to CECIL POPLHLTH 701 > Activities & Marks > Assessment > Assessment 2.

**NOTE:**

- You may find it helpful to print off a copy of the worksheet while you are working through the activities online.
- It is a time consuming process to think about, search for, find and use the information you require when conducting research. Please allow yourself reasonable blocks of time to work through the assessment questions and to do the activities. It can also be a frustrating process.
2. My information search journey

2. My information search journey - Introduction

The My information search journey model shown below will help you develop ideas and gather relevant information for your literature reviews. Study it for process of finding literature.

The skills you develop in this assessment will help you for other course papers or in the future if you undertake research.

- Start your journey and follow the task instructions using templates and resources that are provided.
- Either click on the left hand menu to select What does my research question really mean? or use the link at the bottom right of the screen.

[Diagram of information search journey]

« 1. Formulate a research question

Anxiety

Reflection

Focus
Our experience of administering the assessment over two semesters during 2013 indicates that
the students engage fully with it, enjoy doing so and uniformly demonstrate a high level of achievement
... assisting me each step of the way to formulate and complete the assignment

I would recommend a continuation of the online tutorials particularly for those who .... on some days are unable to attend tutorials because an unexpected circumstance occurred

The online tutorial helps because it forms a guideline which we can understand and play and rewind if we didn’t quite understand a concept...
Group activity – 6-7 minutes

How could you apply the ISP model to your work context?
Application...
• http://flexiblelearning.auckland.ac.nz/my-assignment-research-path

• http://flexiblelearning.auckland.ac.nz/poplhlth701-assignment2/index.html