Suggested Reference


Copyright

Items in ResearchSpace are protected by copyright, with all rights reserved, unless otherwise indicated. Previously published items are made available in accordance with the copyright policy of the publisher.

For more information, see [General copyright](#).
Integrating information and academic literacy into research methods courses: a collaborative approach

Claudia Adams, Neda Zdravkovic, Josta Heyligers,

EBLIP8
8 July 2015
Content

• Context

• Methodologies

• Postgraduate course - Experience

• Undergraduate course - Experience

• Outcomes
“The word research is used to cover a whole range of activities including very high level professional focused research ... right through to a quick search for references...and everything inbetween”

(Johnstone cited in Lane 2006
Research skills = Threshold concepts

- Transformative
- Irreversible
- Integrative
- Bounded
- Troublesome

Context
Intra-curriculum

Assessment integrated

Assessment for learning
*Testing skills*
Postgraduate

- Foundation course
- Online
- International cohort
- Cohort returning from workplace
- Academic integrity module
Method

Wang’s IL integration model
Wang 2011
Wang’s IL Integration Model

Who: IL curriculum working group

What: IL guidelines in the intended

How: IL contextualisation, on-going interaction with IL, collaboration and negotiation

Outcome: Information literate students

1. Defines and articulates the information need
   1.1 Explores general information sources to increase familiarity with the topic
   1.3 Re-evaluates the nature and extent of the information need

5. Applies prior and new information to construct new concepts or create new understandings

3(a) A capacity and motivation to conceptualise, design, and think
   5a) Personal development and intellectual curiosity, including respect for the research and community as an activity.
Course Assessment

1. Complete assessment 2 by formulating a research question and reviewing literature that addresses this question (30 marks).

Due on 28 August before 12mn submitted through CECIL

Click here to open the assessment 2 information in a popup window.
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 through the 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.
Outcomes

• Students achieved well

• Low level of support requested

• High use of online resource indicated engagement & usefulness

• Terminology addressed

Photo courtesy Natasha Wakefield
SpindriftCollections
http://www.spindriftcollections.com/
RESOURCES FOR INDIVIDUAL ASSIGNMENT

- Title
- How do I choose my topic and literature?
- Formatting Instructions
- COVER SHEET
- How do I write my review? (Updated.)
- WORKSHEET

INDIVIDUAL ASSIGNMENT QUERIES
## UG Competencies

<table>
<thead>
<tr>
<th>INTERPERSONAL</th>
<th>COGNITIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication &amp; Presentation</td>
<td>Thinking Modes</td>
</tr>
<tr>
<td>Project Design, Management, Intervention, Evaluation</td>
<td>Academic Argument &amp; Debate</td>
</tr>
<tr>
<td>Collaboration Team Work</td>
<td>Information &amp; Data Management</td>
</tr>
<tr>
<td>Change Management</td>
<td>Research</td>
</tr>
<tr>
<td></td>
<td>Problem Solving Skills</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INTRAPERSONAL</th>
<th>CARING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self &amp; Time Management</td>
<td>Ethics</td>
</tr>
<tr>
<td>Self-Reflection &amp; Resilience</td>
<td>Advocacy</td>
</tr>
<tr>
<td>Leadership</td>
<td>Decision Making</td>
</tr>
<tr>
<td>Problem Solving</td>
<td>Global Awareness</td>
</tr>
<tr>
<td></td>
<td>Cultural Safety</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INTERPERSONAL</th>
<th>COGNITIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication &amp; Presentation (H)</td>
<td>Thinking Modes (H)</td>
</tr>
<tr>
<td>Project Design, Management, Intervention, Evaluation</td>
<td>Academic Argument &amp; Debate (H)</td>
</tr>
<tr>
<td>Collaboration Team Work (M)</td>
<td>Information &amp; Data Management (H)</td>
</tr>
<tr>
<td>Change Management</td>
<td>Research (H)</td>
</tr>
<tr>
<td></td>
<td>Problem solving skills</td>
</tr>
<tr>
<td><strong>INTRAPERSONAL</strong></td>
<td><strong>CARING</strong></td>
</tr>
<tr>
<td>Self &amp; Time Management</td>
<td>Ethics (NC) Academic Integrity</td>
</tr>
<tr>
<td>Self-Reflection &amp; Resilience</td>
<td>Advocacy</td>
</tr>
<tr>
<td>Leadership</td>
<td>Decision Making</td>
</tr>
<tr>
<td>Problem Solving</td>
<td>Global Awareness</td>
</tr>
<tr>
<td></td>
<td>Cultural Safety</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Facet of Inquiry</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students <strong>embark on inquiry</strong> and so determine a need for knowledge/understanding</td>
<td>Students research at the level of a <strong>closed enquiry</strong> and require a <strong>high degree of structure/guidance</strong></td>
<td>Students research at the level of a <strong>closed enquiry</strong> and require some <strong>structure and guidance</strong></td>
<td>Students research <strong>independently</strong> at the level of a <strong>closed inquiry</strong></td>
</tr>
<tr>
<td>A. Students <strong>embark on inquiry</strong> and so determine a need for knowledge/understanding</td>
<td>Within the course, students are expected to work with an element of open inquiry in Assignments 1 and 3 but this is tempered by the additional information/structure provided to them as guidelines. This additional structure is intended to keep the assignments within Levels 1-3. Assignment 2 is very structured in comparison with more limited scope for individual inquiry.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Activity:</strong></td>
<td><strong>Activity:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ASST2: Students are expected to answer a series of questions about a limited number of quantitative articles, in a highly structured setting.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Students <strong>find/generate needed information/data using appropriate methodology</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Within the course, students are expected to identify gaps in the literature and identify methods to address these gaps, identifying the adequacy of different research designs and approaches. This is most strongly evident in Assignments 1 and 3.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Activity:</strong></td>
<td><strong>Activity:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ASST2: Students are provided with articles for this piece of assessment. However, extracting the information required from these papers requires some judgement/understanding on the part of</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Activities:</strong></td>
<td><strong>Activities:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ASST1: Develop a research question &amp; individual literature review.</td>
<td>ASST3: Develop research proposal, including selecting a topic and an appropriate research question. (Close to 4, but with the research left at proposal stage.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| ASST1: Students are expected to source literature from their review. Students are provided with guidance as to appropriate methodology and how to refine their approach.
Carpe Diem

“... to enable fast, effective and fully embedded, learner-ready, future-proofed learning.”

Salmon & Wright 2014, p. 52
1. What is my research question?
2. Where and how do I find literature?
3. How do I write my literature review?
Research Question

POPLHLTH202
POPLHLTH202 2015 Literature Assignment

What is my research question?

Research skills

- Thinking modes
  (Critical thinking skills)

- Evaluation
Research skills
- Information skills
- Evaluation skills

Where and how do I find literature?

This part of the online activity will help you to locate scholarly papers, and critically evaluate and select them.

- Look at the videos and answer the questions.
  - Save to submit each answer.
- Please go to Assignment checklist.

1. What does your research question really mean? What keywords describe the key ideas?

Go to What does my research question really mean? for help & examples.

Describing your research question helps you to clarify its exact meaning and identify the key terminology you will use when searching for literature.

- a) My research question is about...
Research skills

- Thinking modes (critical thinking)
- Academic arguments & debate

See example for ideas.
2. What is my selection criteria?

Click here to view suggested criteria.

3. How do I apply the criteria?

Have a look at the sample below. Is this a good quality paper? Scroll over the image to find out.

Recently published, renowned scholarly journal

Title seems relevant to the research topic
Outcomes

• IT issues – with downloading

• Clarity around instructions & timing

• Examples of what was required was helpful

• Marking rubrics requested

• Use of resource was obligatory

Photo courtesy Natasha Wakefield
SpindriftCollections
http://www.spindriftcollections.com/
Outcomes

• Research questions - better formulated

• Literature review structure improved and consistent across group

• Quality of submission improved – having examples

• Quality of ideas (thinking skills)

• Writing improved - tighter and better summarised
Issues & risks

- Key collaborators
- Engagement with institutional policy, AIL principles & key documents
- Sustainability / staffing
- IT support
- Add to workload for students/academics
- Timeliness
What next?

Postgraduate research methods course:

Evaluate effectiveness of resource - examine knowledge, skills and attributes of learners to measure effectiveness.

- Ethics approval for pre and post test surveys
- Longitudinal study planned to collect data through focus groups to examine whether learning is retained and reused
- Include writing support
What next?

Undergraduate research methods course:

• 35% allocated to the online activity (replaces literature review)

• Use online module to generate 350-500 words for each activity
  – Compose research question,
  – Find select and critically analyse literature,
  – Compose key structure of literature review and
  – Write synthesis of one of identified key themes
Converging theory, evidence & practice

**THEORY**
- ANZIL, Blooms’ Taxonomy
- IL integration model
- RDF
- ‘Assessment for learning’ pedagogy
- E-learning - Carpe Diem method
- Threshold concepts

**EVIDENCE**
- Curriculum, gaps & needs analysis
- Curriculum review documentation, graduate attributes
- Student & academic feedback & results

**PRACTICE**
- Pophlth 701 experience
- Collaboration: Academic & Project Officer, Administrator, Learning Adviser, Librarian, Learning Support
Conclusion

AIL integration model

Assessment for learning pedagogy

Scaffolded learning

E-learning design principles & feedback
References


Acknowledgements

Assoc Prof Stephen Buetow
Megan Clark
Dale-Cormack Pearson
Dr Richard Edlin
Sue Foggin
Derryl Hayman
Wen-Chen Hol
Vanda Ivanovic
Dr Lynne Petersen
Dr Li Wang
Thank you

Questions?