



Libraries and Learning Services

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## Suggested Reference

Zdravkovic, N., Adams, C., & Etheridge, S. (2013). Application of an Information Search Process (ISP) model in higher education curricula. In *Tertiary Libraries Special Interest Group (TELSIG) Conference*. University of Auckland, New Zealand.

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

Neda Zdravkovic, Sarah Etheridge & Claudia Adams

**28 November 2013, TELSIG Conference**

# Carol Kuhlthau's Information Search Model (ISP)

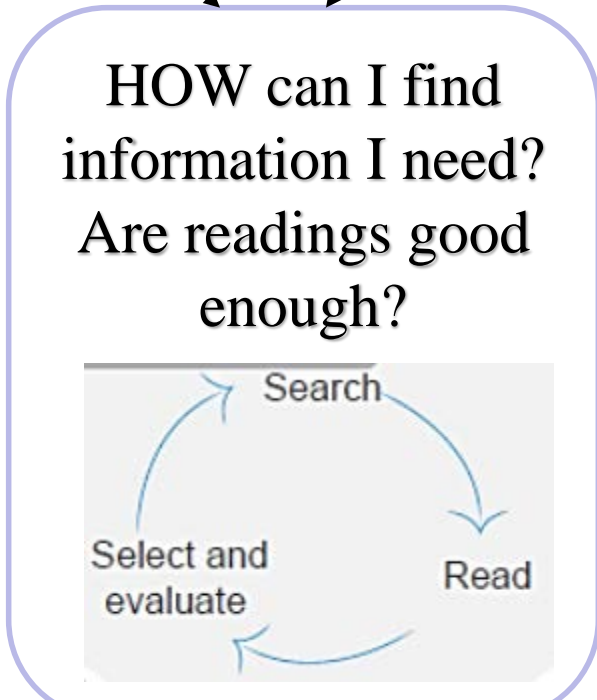
STAGES	<b>Receive</b> Assignment / Enrol in MA or PhD programme	<b>Topic</b> selection	<b>Exploration</b> Seeking focus	<b>Focus</b> formulation /is found	Information collection	<b>Present</b> Findings & Assess research process
FEELINGS	UNCERTAINTY	OPTIMISM	CONFUSION FRUSTRATION DOUBT  SEARCH-READ-REFLECT	CLARITY	CONFI- DENCE  EVALUATE	RELIEF  SATIS- FACTION
THOUGHTS	AMBIGUITY $\longrightarrow$ INCREASED INTEREST $\longrightarrow$ SPECIFICITY					
ACTIONS	SEEKING RELEVANT INFORMATION $\longrightarrow$ SEEKING PERTINENT INFORMATION					

# **Adaptation of the original ISP model**



WHAT does my research/assignment question really mean?

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



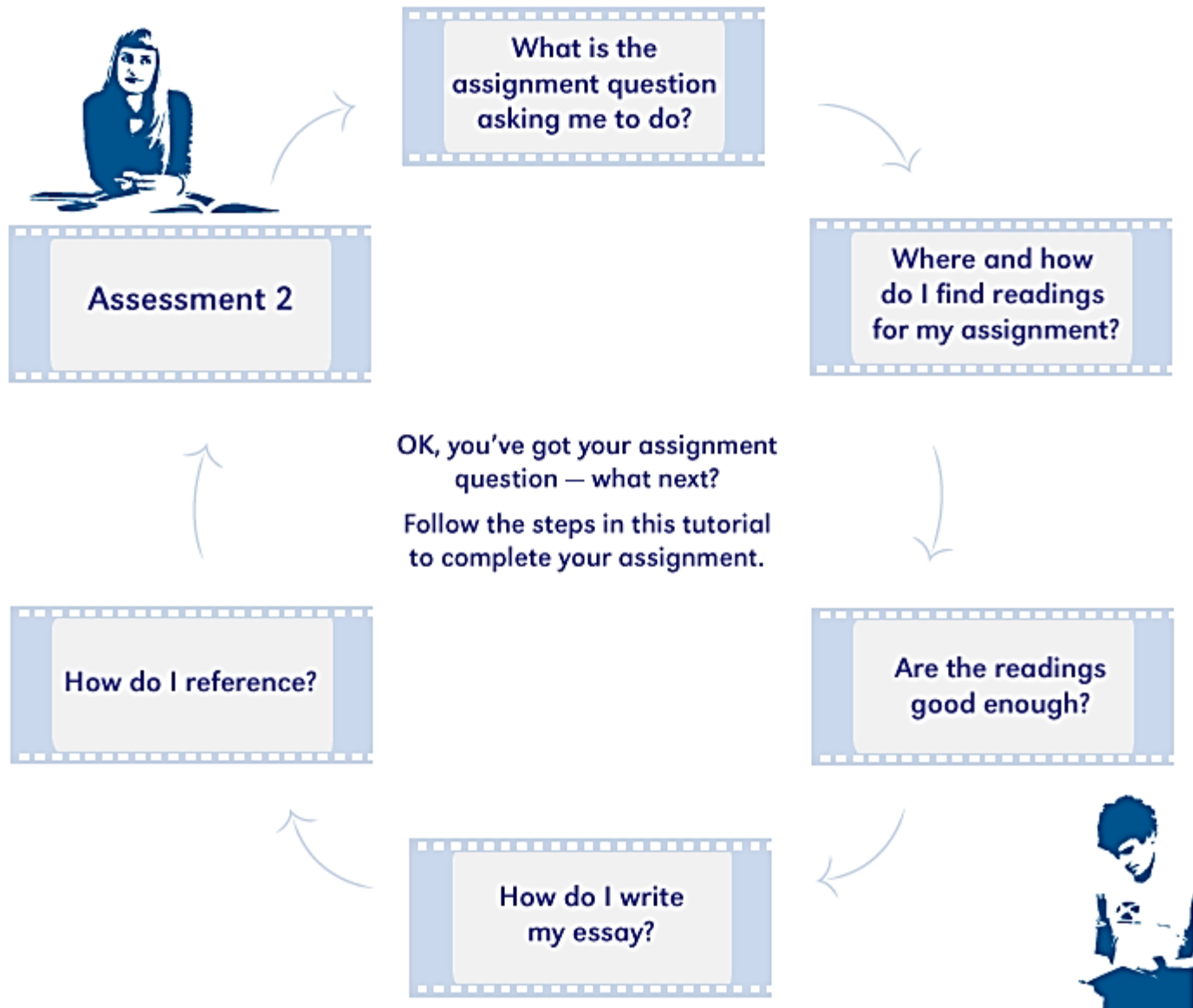
HOW do I present/write my research /assignment?

**PROCESS**

# Simplified model – POPLHLTH 701: Research Methods **PG** course



# Simplified model – FTVMS 100: Media studies *undergraduate* course



**Undergraduate 1<sup>st</sup> 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



Margaret



Neal



Neda



Sarah



Hamish

FTVMS lecturers

Libraries and Learning Services staff

# 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%**

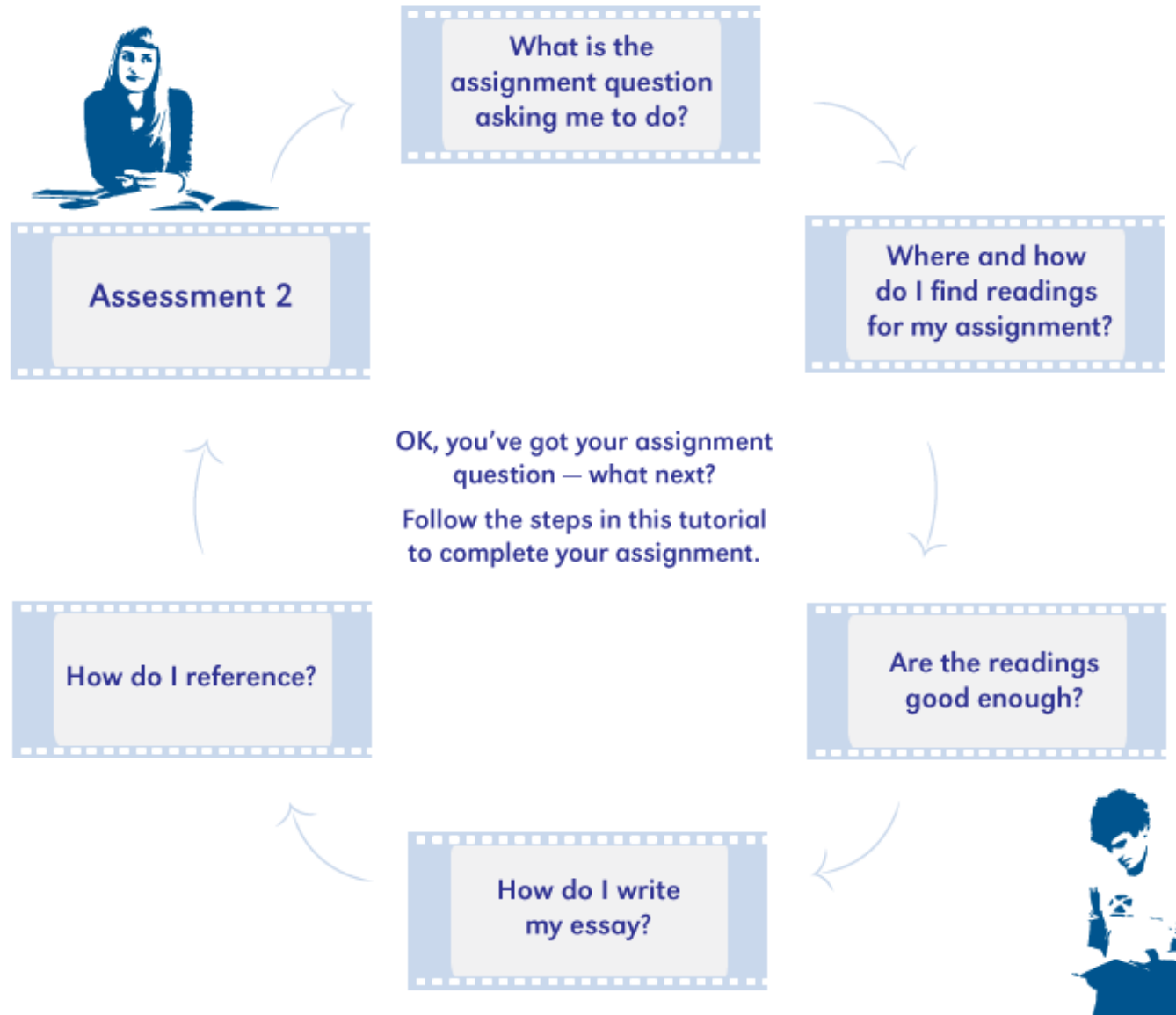
**My Assignment Research Path online tutorial & assignment**

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*



# 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:**

# Assignment tasks : Reflection

## Task 3b

Describe in 150 to 200 words (max) why have you selected these five references.

**How do these readings support my assignment question? Why are they relevant? How do they approach the topic?**

Save

Download

as



rtf or



pdf

Now you have completed **Task 3b**, have a look again at the **Task 1a** and check if your answers correspond to each other (or match). If you find that you need to re-think and edit the **Task 1a**, please do so.

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

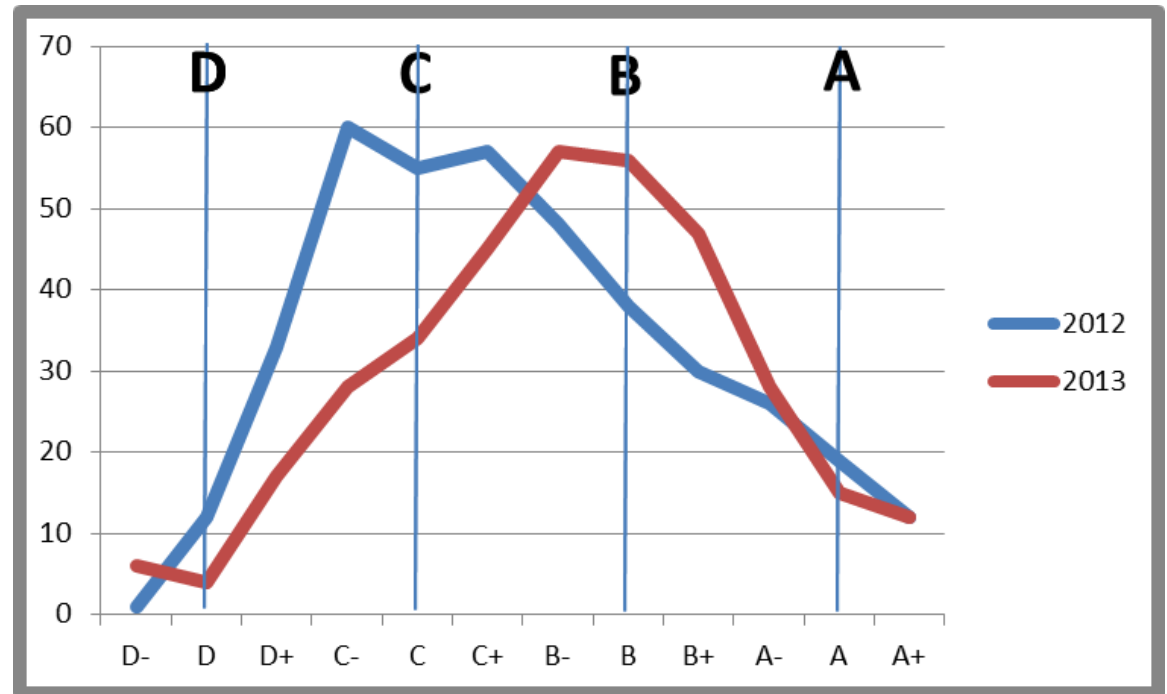
Anxiety

Focus

Reflection

# Essay assignment results 2012 v 2013

	2012	2013
A	13%	15%
B	30%	46%
C	45%	31%
D	12%	8%





## 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/>

**Postgraduate Foundation Course  
POPLHLTH 701: Research Methods in  
Health**

# Who? What? Where? How?

- 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

# Original assessment

## 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

<span style="color: red;">ANZIIL IL Standards (1-6)</span> <a href="http://www.library.unisa.edu.au/learn/infolit/Infolit-2nd-edition.pdf">http://www.library.unisa.edu.au/learn/infolit/Infolit-2nd-edition.pdf</a>	<b>Graduate profile: PG Research/ Coursework Graduate</b>	<b>Bloom's taxonomy</b>	<span style="color: blue;">POPLHLTH 701 learning activities</span>	<b>POPLHLTH 701 assessment</b>	<b>POPLHLTH 701 Learning outcomes</b>	<span style="color: green;">IL learning activities 8 x 3hr online (To be developed)</span>
<p>1. Defines and articulates the information need</p> <p>1.1 Explores general information sources to increase familiarity with the topic</p> <p>1.3 Re-evaluates the nature and extent of the information need</p> <p>5. Applies prior and new information to construct new concepts or create new understandings</p>	<p>3(a) A capacity for critical, conceptual, and reflective thinking.</p> <p>5a) Personal, professional and intellectual integrity, and respect for the ethics of research and scholarly activity.</p>	<p><b>Synthesis</b></p>		<p><b>A1 (a)</b> Describe how the students view the world and why (5 marks, up to 300 words).</p>	<p><b>Understand basic elements of the language, philosophy and ethics of research;</b> <b>Lesson: Explain and discuss key concepts such as paradigm</b></p>	

Layout of table based on model developed in the thesis by Wang, L. (2010). Integrating information literacy into higher education curricula - An information literacy curricular integration model, Unpublished PhD thesis, Queensland University of Technology, available at: <http://eprints.qut.edu.au/41747/>



# 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)

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Welcome to POPLHLTH  
701

Staff

Course description

POPLHLTH 701  
NETWORK

Lesson outline and  
learning outcomes

LESSON DIARY

KEY DATES

Course Assessment

Introduction

Conceptualising the  
research journey

Literature reviews

Quantitative study  
designs, critical  
appraisal and  
introductory statistics

Assessments Assessment 1 Assessment 2 Assessment 3 Assessment 4 Assessment 5 Assessment 6

## Course Assessment

### formulating a research question and design

30%

1. Complete assessment 2 by formulating a research question and design 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.

## Assessment 2

1. Formulate a research question
2. My information search journey
3. Write your review
4. Reflect on what you have learnt

### 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.*

[next page >>](#)



Supported  
by library  
workshop



- Assessment 2
- 1. Formulate a research question
- 2. My information search journey**
- 3. Write your review
- 4. Reflect on what you have learnt

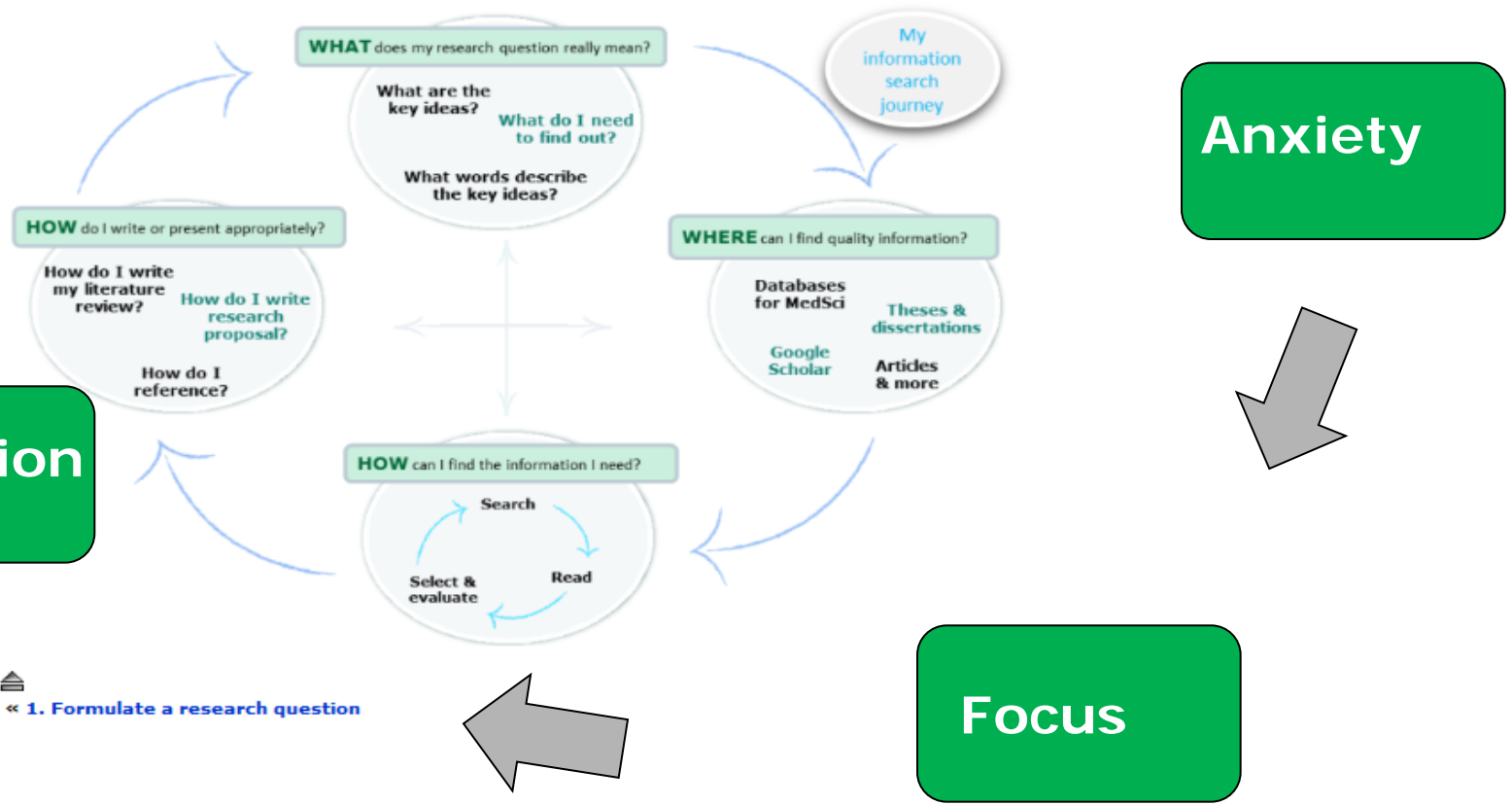
## 2. My information search journey

### 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 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.



**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**

**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...**

**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**

**Group activity – 6-7 minutes**

**How could you apply  
the ISP model to your  
work context?**

# Application...

Summer studentship resource Jump to ...

Studentship support

[The research cycle](#) [Scholarly literature](#) [Grey literature](#) [How to find information](#) [Evaluating results](#)

[Referencing](#)

### A research cycle model

• Discovery

Data Collection, Research & Analysis

Authoring

• Knowledge creation & transformation



- <http://flexiblelearning.auckland.ac.nz/my-assignment-research-path>
- <http://flexiblelearning.auckland.ac.nz/poplhth701-assignment2/index.html>