Inform, Expand, and Focus: Using the Concept of Pre-Research in Information Literacy Instruction

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What's Your Reference Strategy?
Your Presenters

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Inform, Expand, and Focus:

Using the Concept of Pre-Research in Information Literacy Instruction
Pre-Research – the preliminary research you do before you are ready to immerse yourself in a topic.
ACRL Framework for Information Literacy

• Searching as Strategic Exploration
  • “Searching for information is often nonlinear and iterative, requiring the evaluation of a range of information sources and the mental flexibility to pursue alternate avenues as new understanding develops.”

• Scholarship as a Conversation
  • “Communities of scholars, researchers, or professionals engage in sustained discourse with new insights and discoveries occurring over time as a result of varied perspectives and interpretations.”

• Research as Inquiry
  • “Research is iterative and depends upon asking increasingly complex or new questions whose answers in turn develop additional questions or lines of inquiry in any field.”

• Information Creation as a Process
  • “Information in any format is produced to convey a message and is shared via a selected delivery method. The iterative processes of researching, creating, revising, and disseminating information vary, and the resulting product reflects these differences.”
Information Literacy Program

UNIVERSITY 111
- Freshman
- 2 library sessions
- Wide range of topics from a variety of subject areas
- Independent or group projects

Introduce Threshold Concepts

ENGLISH 102
- Freshmen/Sophomore
- 1 or 2 library sessions
- Wide range of topics from a variety of subject areas
- Independent projects

Reinforce Threshold Concepts
In UNIV 111, we have students Pre-Research their topics in Credo Reference.

The goal of the Pre-Research is to:

- Bridge their knowledge gap about the topic
- Gain exposure to new ideas and scholarly language
- Identify new keywords
Students begin by creating a concept map. As they locate new information on their topic in Credo, they begin to expand their map by adding new keywords and ideas.

In ENGL 102, we expand the Pre-Research process by including popular sources.

Using Credo, we transition students from the Pre-Research phase to higher level, scholarly sources.

The goal is to:

• Engage students with the process of information creation.

• Expose students to how keywords and scholarly language can be applied.

• Support the learning of skills and concepts in a single database before transferring those skills to a larger database or discovery service.
• Searching as Strategic Exploration
  • Concept Mapping, development of keywords, identification of different source types and their contribution to research

• Scholarship as a Conversation
  • Recognizing that they are contributing to scholarship through their own assignments, citing sources

• Research as Inquiry
  • Concept Mapping, understanding assignment requirements, focusing their topic and research questions, gathering multiple source types

• Information Creation as a Process
  • Recognizing and understanding the contributions and value of various source types, transfer of research skills and concepts, understanding assignment requirements.
Links & Resources

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References


Questions?
• Support students’ exploratory search and pre-research
• Promote discovery and usage of library resources
• Simplify reference collection development
Thank you!

learnmore@credoreference.com

Join the conversation:
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