Is Librarian-Professor Collaboration Worth the Time and Effort? Co-operative Strategies for Improving Undergraduate Research Skills

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RCAT
RESOURCE CENTRE *for* ACADEMIC TECHNOLOGY U*of*T

31 January 2007

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What We'll Talk About

- **Prof/Librarian collaboration**
  - The literature
  - Our experience

- **Co-operative Strategies**
  - Our approach to InfoLit
  - Our use of CMS
  - Course-embedded library instruction
    - Student achievement and comments

- **How we benefit**

- **Discussion questions interspersed throughout**

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Who We Are

The Boss

Thinks He's the Boss

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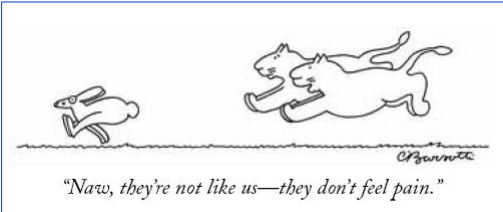
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Librarians as Predators

"Naw, they're not like us—they don't feel pain."

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The New Yorker, 2 February 2004

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Prof/Librarian Collaboration: Literature

- **Attitudes of librarians**
  - See themselves as partners in instruction
  - Profs don't like to share their classrooms
  - Profs have fragile egos

- **Attitudes of professors**
  - See librarians as support staff (not partners in instruction)

- **The challenge for librarians**
  - To have skills taken seriously
  - To be integrated into course objectives or overall curriculum
  - To "let go" of control of InfoLit

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It's QUESTION TIME!!

How much input should librarians have in curriculum development and course planning? Do they have the skills or expertise for such work?

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Prof/Librarian Collaboration: Literature

- **Features of successful collaboration**
  - Endorsement of common mission
  - Acceptance of colleague's expertise
  - Willingness to learn from differences in expertise
  - Interest in establishing common terms of reference

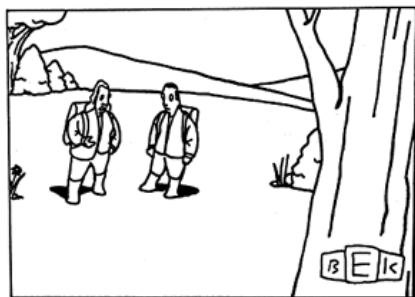- **"Communication is the key to every relationship."**

Lippincott, J. "Librarians and Cross-Sector Teamwork." *ARL Bimonthly Report* 208/209 (2000): 22-23.

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Our Working Relationship

"What about here? This looks like a good spot for an argument."

The New Yorker, 22 March 2004

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Prof/Librarian Collaboration: Literature

Brown, J. and T. Duke. "Librarian and Faculty Collaborative Instruction: A Phenomenological Self-Study." *Research Strategies* 20 (2006): 171-90.

Fain, M., P. Bates, and R. Stevens. "Promoting Collaboration with Faculty." *Integrating Information Literacy into the College Experience.* Ed. J. Nims et al. Ann Arbor, MI: Pierian Press, 2003. 205-11.

Farber, E. "Working with Faculty: Some Reflections." *College & Undergraduate Libraries* 11 (2004): 129-35.

Feldman, D. and S. Sciammarella. "Both Sides of the Looking Glass: Librarian and Teaching Faculty Perceptions of Librarianship at Six Community Colleges." *College & Research Libraries* 61 (2000): 491-98.

Given, L. and H. Julien. "Finding Common Ground: An Analysis of Librarians' Expressed Attitudes Towards Faculty." *The Reference Librarian* 89/90 (2005): 25-38.

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Prof/Librarian Collaboration: Literature

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Lindstrom, J., and D. Shonrock. "Faculty-Librarian Collaboration to Achieve Integration of Information Literacy." *Reference & User Services Quarterly* 46 (2006): 18-23.

Manuel, K., S. Beck, and M. Molloy. "An Ethnographic Study of Attitudes Influencing Faculty Collaboration in Library Instruction." *The Reference Librarian* 89/90 (2005): 139-61.

Winner, M. "Librarians as Partners in the Classroom: An Increasing Imperative." *Reference Services Review* 26 (1998): 25-29.

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The Instructional Bottleneck

- **Symptom: poor term papers**
  - Argument/analysis
    - Vague
    - Expository, not analytical
  - Information sources
    - Inappropriate – unacquainted with specialty resources
    - Incorrect source citations
    - Students didn't see the problem

- **Diagnosis:**
  - Weak cultural analysis skills
  - Weak information literacy skills

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General Learning Strategy

- **"Learning paradigm" à la Barr and Tagg**
  - Increase learner engagement
  - Foster learner autonomy and responsibility

Barr, R. and J. Tagg. "From Teaching to Learning – A New Paradigm for Undergraduate Education." *Change* 27.6 (1995): 12-25.

- **Role of Course Management System**
  - Enable task-based learning approach
    - Design task to meet need
    - Provide feedback

Salter, D., L. Richards, T. Carey. "The T5 Design Model." *EMI* 41 (2004): 207-17.
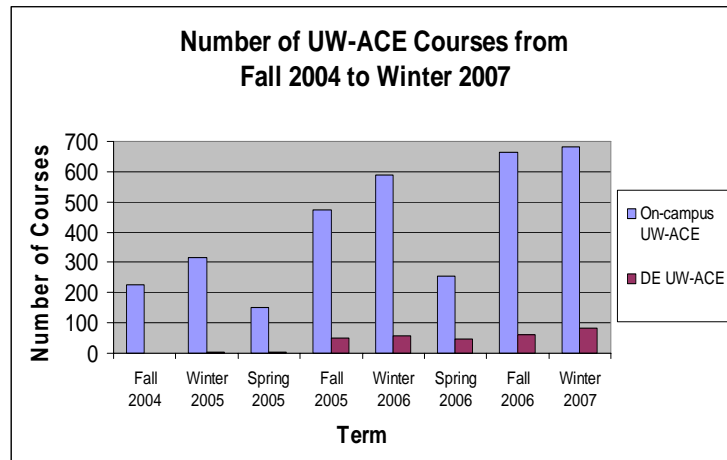
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UW-ACE

- **Push at UW to increase use of CMS**

Number of UW-ACE Courses from Fall 2004 to Winter 2007

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Information Literacy Strategy

- **Task-based model**
  – Guided tasks teach InfoLit skills

- **Scaffolded structure**
  – Break up research process into manageable parts
  – Build up skills during term

- **CMS delivery**
  – Allows students to explore the resources on their own time (outside of class time)
  – Seamless integration of InfoLit instruction into course content
  – Seamless integration of Library resources (e.g. eReserves)

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InfoLit and CMS

Cohen, D. "Course-Management Software: Where's the Library?" *EDUCAUSE Review* (May/June 2002): 12-13.

Zhang, W. "Developing Web-Enhanced Learning for Information Fluency." *Reference & User Services Quarterly* 41 (2002): 356-63.

Martin, K. and J. Lee. "Using a WebCT to Develop a Research Skills Module." *Issues in Science and Technology Librarianship* (Spring 2003).

Buehler, M. "Where is the Library in Course Management Software?" *Journal of Library Administration* 41 (2004): 75-84.

George, J. and K. Martin. "Forging the Library Courseware Link." *C&RL News* 65 (2004): 594-613.

Matthew, V. and A. Schroeder. "The Embedded Librarian Program." *Educause Quarterly* 29.4 (2006): 61-65.

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Critics of Information Literacy

- **Information literacy is about "mastering computer skills, not promoting a love of reading and books. We teach students how to maximize a database search, about successful retrieval rates. What usually gets lost in the scramble is a careful reading of the material."**

  Thomas Washington, "A Librarian's Lament: Books Are a Hard Sell," *The Washington Post*, 21 January 2007: B03.

- **Information literacy "would have librarians teach students to be more like them . . . As Roy Tenant noted, 'only librarians like to search, everyone else likes to find'."**

  Stanley Wilder, "Information Literacy Makes All the Wrong Assumptions," *The Chronicle Review* 7 January 2005.

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It's QUESTION TIME!!

Are these critics right? Can we say anything good about library instruction and information literacy?

German / Fine Arts 359

- **German Directors in Hollywood**
  - Attracts different kinds of students
    - Fall 2004: Mostly Fine Arts students
    - Winter 2007: Mostly German majors
  - Ca. 12 students per term

- **Instructional Challenges**
  - Differentiating between film criticism and film scholarship
  - Locating good film scholarship

- **One of the Course Objectives**
  - *To learn more about the sources of information that can aid us in the study of film.*

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InfoLit is embedded in the Term Project.

GER/FINE 359
German Directors in Hollywood

The Term Project

Introduction

The Term Project is a term paper that you write over the course of the semester. The preparation and writing of the paper is broken into different parts so that you can have my feedback during the whole process of writing the paper.

The Term Project consists of three modules:

1) Essay topic and research – 7% – This consists of a one-paragraph statement about your topic and what you hope to discover about it, and abstracts of three articles or chapters of books that you will be using in the writing of your essay. Due October 26th 2004.
2) Essay outline – 8% – In the essay outline of one page you state the title and thesis/argument of your paper and give details on how your essay will be structured. Due Nov. 16th 2004.
3) Essay – 25% – 2,000-2,500 words in length. Due December 2nd 2004.

Late modules receive a one-time penalty of 10%; the latest date a module can be handed in is the day before the due date for the next module. No essays are accepted after December 2nd. All modules are submitted using electronic drop boxes in the UW-ACE course management system; module 3 must also be handed in as hard copy.

Module 1 - Essay Topic and Research (due 26 October 2004)

Tasks: Module 1

1. Read "What is Film Criticism?" in order to learn about the differences between film criticism and film reviews.
2. Do this activity to see how to use UW's indexes to locate information on films.
3. Read this information sheet on Abstracts – very helpful!
4. Look at this example of Module 1 from a previous course.
5. Submit Module 1 (due 26 October 2004).

What is Film Criticism?
How do I distinguish between a film review and film criticism?

Settings Reports Utilities Delete   Print My Notes | Previous

- The following chart will help you distinguish between film reviews and (scholarly) film criticism.

	Film Reviews	Film Criticism
Written By?	• Journalists and lay people	• Academics and film scholars
Published When?	• Appear shortly before or a few weeks after the release of a film.	• May appear at any time after the film is released, even years later.
Published Where?	• Published in a variety of sources including newspapers (eg. The New York Times), magazines (eg. The New Yorker), and websites (eg. Scope: http://www.nottingham.ac.uk/film/journal/#film%20rev).	• Usually published in scholarly journals (eg. Quarterly Review of Film and Video).
Length?	• Tend to be short to medium length articles.	• Tend to be lengthy analyses.
What's Included?	Reviews typically include: • plot summary • script and cinematography comments • rating on the performance of the actors • reviewer's opinion of the film • viewing recommendation One final point: reviews contain less research (the lack of foot- or endnotes is evidence of this).	Analyses of films: • May discuss plot, script, cinematography, acting, etc. but in more depth than film reviews. • Will situate the films within larger contexts (e.g. a filmmaker's oeuvre, the history of a national cinema, a comparison with other films). • Purpose is to investigate, interpret or develop a specific aspect or element of the film. Films are discussed in terms of political, social and historical context.
Scholarly?	• Reviews are considered to be popular, not scholarly. This does not mean that they cannot be used for scholarly purposes, only that there is less research put into them.	• Generally articles are considered to be scholarly if they are published in a peer-reviewed or refereed journal. However, much film scholarship is published in journals (such as Screen) that are sort of a mix between academic and popular journals.
Sample MLA Citation	Holden, Stephen. Rev. of Enough, dir. Michael Apted. New York Times 24 May 2002. 1 October 2004 http://movies.nytimes.com/ref/movies/reviews/index.html.	Beltran, Mary C. "The Hollywood Latina Body as Site of Social Struggle: Media Constructions of Stardom and Jennifer Lopez's 'Cross-Over Butt'." Quarterly Review of Film and Video 19 (2002): 71-86.

GER/FINE 359
German Directors in Hollywood

UW Library: Electronic Indexes for Film Research

Introduction

The UW Library has first-rate resources to help you find material for your term project. Reading the information below and then doing the short activity at the right will introduce you to the materials. This should only take you about 20 to 30 minutes.

Recommended Indexes for Film Research

I recommend three electronic indexes to help you with your term papers:

1. The Arts & Humanities Citation Index
2. The Humanities Full Text Index
3. The MLA International Bibliography

You can find all three of these indexes at the Library's Journal Indexes and Databases page: http://journal-indexes.uwaterloo.

When using these indexes, it is important to remember the following:

- each index covers different journals. There may be some overlap of the journals covered, however.
- each index will index different things. For example, the MLA index does not index film reviews, while the other databases might.
- each index has different rules for how to search things. In all three you can do a simple search by typing the topic/name/title you are researching into the appropriate field, and something will come out. But if you take the time to find out how to refine your search, you might find useful information more quickly. For example, in the MLA bibliography you can change the search limits in order to look for articles in English only (useful if you can't read German, but are researching a German film).

Working with Indexes

In order to give you an idea of how the indexes work, I have done a simple search for information on "Das Boot" (the Pe... be watching in the course). In all indexes I typed in "Das Boot" (with quotation marks). And, for fun, I did the same se... res(lts, click here.

Doing the task at the right will help you understand some of the differences among these databases.

Tasks: Indexes
1. Do the quiz!

Connecting from Home!
Click here to find out how to connect to the library from off-campus.

1. Students read the topic.

2. Students read a sample database search (PDF).

☑ Electronic Indexes and Film Research: The Quiz

1. Why is there so little overlap among the four searches?

Answer:

2. How can you get rid of the German records in the MLA search?

3. Students provide short answers to questions that check their ability to make sense of the results of the database search.

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1. Why is there so little overlap among the four searches?

Each database (or index) indexes different journals and sources. That's why it is so important to look at more than one index when doing your research.

Points Earned: ?/1, This item will be graded later.

Correct Answer:

Your Response:

4. Automatic feedback is brief since individual feedback was provided to each student.

2. How can you get rid of the German records in the MLA search?

Change the search limits. This can help filter out the kinds of articles you don't need/want.

Points Earned: ?/1, This item will be graded later.

Correct Answer:

Your Response:

Did Students Engage with the Material?

- **Yes: material accessed often**
  - Main InfoLit resource page very popular

- **No: only 2 of 11 students completed the online databases quiz**
  - The quiz had no explicit grade

- **Does accessing the information equal understanding the concepts?**
  - The take-home final exam would provide some answers!

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InfoLit Lurked in the Final Exam

GER/FINE 359:
The Dreaded Final Exam

Questions

The exam consists of three questions, each of equal value. You should probably write about 500-750 words per question. If your answer is longer than that, be sure that it is not overly wordy or repetitive. Please note as well that you may not discuss any film more than once (e.g. if you use the film *M* question 1, you cannot use it in questions 2 or 3).

1. Select an article from the course reader and write a short abstract (100 words) of it in which you summarize the article and state its main argument(s). Then discuss the film in question by responding to the thesis of the article. You may want to argue for the thesis and supplement it, or you may wish to argue against it, or you may wish to modify it. Whatever you do, be sure that your own argument is supported by evidence from the film.
   - *This question tests your ability to write an abstract, to identify the thesis of an article, and to analyze a film in response to a specific question/issue.*

2. Using the UW library's wonderful resources, locate a scholarly article on expressionism in film. Explain what search process you undertook to locate the article, and why that article is "scholarly." Using that article, establish a definition of expressionism in film. Then take two films from the course that you think illustrate this definition, refute this definition, or do both.
   - *This question tests your information literacy skills as well as your understanding of expressionism in film. Be as accurate as possible in explaining your search strategy and why the article is scholarly.*

3. Answer **ONE** of the following questions:

Improving GER/FINE 359

- **Is a prof ever satisfied?**

- **New "What is Film Criticism?" Task**
  - Students read a film review and a scholarly film article, then fill out an empty table comparing the two
  - When students submit their version, the UW-ACE Agent Editor will release the task as completed by Laura and James

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German 272

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- **German Thought and Culture (Mid-1800s to the Present)**

- **Alternative course for Faculty of Arts language requirement (taught in English)**

- **On-campus and Distance Education**

- **Second-year students**

- **Mostly non-majors (not a priority course)**

- **Winter 2007: 120 students (60 OC, 60 DE)**

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Learning Initiatives Fund: Study

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- **GER 272 and transferable skills**
  – Student attitudes to skills (as opposed to content) acquisition
  – Impact of CMS on skills acquisition
  – Transferability of skills acquisition
  – June 2005 – May 2007

- **Data collection**
  – Questionnaires
  – Virtual and face-to-face focus groups
  – Course assignments
  – Ca. 150 participants in study over 4 terms

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GER 272: GERMAN THOUGHT AND CULTURE

Course Syllabus

Welcome!

GER 272 is an introduction to German-speaking culture from the later 19th century until the present day. This period saw Germany become a united nation, modernize and industrialize rapidly, start two world wars, implement history's most notorious genocide, divide along ideological lines, and reunite as the largest nation in western Europe. These tumultuous events caused Germany to invent and re-invent its national and cultural identity a number of times. This course will look at how the arts – i.e. art, architecture, music, literature, film – define and reflect Germany identity in the modern age.

Course Objectives

- To learn about the cultural history of modern Germany by reading some important German literature, and to experience other forms of German culture (art, film, architecture, etc.)
- To develop skills in thinking, interpreting, and writing about cultural objects.
- To develop the independent learning skills by becoming better able to make use of the UW Library's e-reference collection and on-line scholarly indexes

> **Course objectives highlight the importance of InfoLit**

GER 272

Research - Feedback - Reflection Exercise

Topics	Tasks
Introduction The **Research-Feedback-Reflection (RFR)** is designed to give you experience in exploring cultual objects with the aid of scholarship. You will have an opportunity to reflect critically on themes covered in the course, and you will learn how to select, research, cite, and discuss pre... a specific cultural topic (that's right: information literacy!). **How it works** The excercise has three stages: **Research Stage** **Objectives:** To select a cultural object, to learn how to find information on that topic, and to learn how to formulate a discussion question. **Procedure:** After selecting a cultural object that you wish to study, you do some Information Literacy excercises that help you find useful scholarship that discusses that object. You then write 100-word summaries, or abstracts, of at least two articles, and formulate a discussion question on your topic. Submit the Research Stage, using the template provided, to your Study Team. **Feedback Stage**	Research Stage - due 28 February 2006 (12 noon) a) Select an object and formulate a discussion question. **These Guidelines** will help you! b) Complete these **information literacy tasks** on how to research a topic in UW Library's Indexes and Databases. c) Learn how to **correctly cite the article** you find using the MLA Style Guide. d) Read this page on how to write an **abstract of an article**.

> **Embedded InfoLit Tasks**

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Scaffolded InfoLit: Basic Information

The functions of the operators are depicted in the diagrams below. Note that the blue shaded areas in the diagrams depict the number of articles retrieved in the search.

Dr. Skidmore **OR** Schnitzel   Dr. Skidmore **AND** Schnitzel   Dr. Skidmore **NOT** Schnitzel
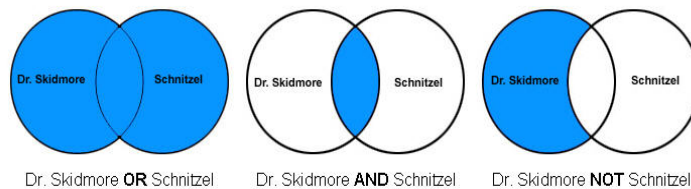
Students read up on skills needed for index searching (e.g. the omnipresent Boolean operators)

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Scaffolded InfoLit: Testing

Databases Quiz

Perform the following **keyword** search in all <u>three</u> of the databases. Do not apply any limits.

(Jew* or holocaust) and (memorial* or monument*) and (Berlin or German*)

Browse through the results from the different databases and answer the following questions.

<u>1.</u> True or False? There is significant overlap in the results from each of the databases.

<u>2.</u> In general, why can you obtain little overlap in the search results from different databases (ie. results obtained from performing the same keyword search in different databases)?

- A. Each database keeps a record of your searches and results so as not to duplicate findings.
- B. Each database indexes different journals.
- C. Databases do not always index every article in a journal.
- D. A and B
- E. B and C

Students test their index-searching abilities with a short quiz.

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Scaffolded InfoLit: Application

How it works

The excercise has three stages:

Research Stage
Objectives: To select a cultural object, to learn how to find information on that topic, and to learn how to formulate a discussion question.
Procedure: After selecting a cultural object that you wish to study, you do some Information Literacy excercises that help you find useful scholarship that discusses that object. You then write 100-word summaries, or abstracts, of at least two articles, and formulate a discussion question on your topic. Submit the Research Stage, using the template provided, to your Study Team.

Students apply what they have learned to the first stage of their term project (RFR exercise).

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Scaffolded InfoLit: The Whammy!

1. The Humanities Full Text database keyword search (memorial* or monument*) will yield the following results:

a) records containing memorials, monuments, monumental.
b) records containing memorials, monuments, monumental, memorial, monument.
c) records containing memorials or (monuments or monumental), but not both.
d) any record containing memorials, monuments, monumental, memorial, monument in the subject or descriptor field

2. Which of these resources is not useful for doing a topic search for journal articles related to German culture?

a) MLA Bibliography.
b) Web of Science.
c) Humanities Full Text.
d) TRELLIS.

3. How are descriptors used in database searches?

a) They provide a controlled vocabulary (i.e. a list of constant terminology used by a database to describe a topic).
b) They are the abstracts of the articles you find in a search.
c) They explain how the topic search will proceed.
d) Descriptors are not related to subject headings and therefore enable searches for an author's or subject's name.

A couple of questions from the multiple choice section of the final exam test basic InfoLit skills.

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How do you think students reacted to the InfoLit skills portion of the course?

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InfoLit: Comments

- "Really **I learned to research subjects a lot more than I did normally - and saw the value in it!** At first I thought it was difficult and useless, but as I got better at it, I learned where to find the information I needed quickly and efficiently."

- "It's useful and **you can apply it to all your other courses**, too. And now it's not only easier to find different articles, but you learn in a way how to analyze them a little bit better."

- "No, I'm a fourth-year student so **I have already had lots of practice** when it comes to locating scholarly sources and conducting research."

- "**I had good skills with this before**, so this course did not further those abilities."

- "The process was rather frustrating. **I would prefer to have the assistance of a real librarian**."

- "I do think it is probably easier [to] have access to **flesh-and-blood librarian** help."

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Change: Library Help! Forum

GER 272 Library Help!
Settings Reports Utilities Delete

SUBJECT	AUTHOR
ok what now	Jenny Ann Margaret
trouble...	Sarah Elizabeth
Re: trouble...	Laura Briggs (lbriggs)
Re: trouble...	Jenny Ann Margaret
Searching for Articles	Laura Briggs (lbriggs)
library angst	Jenny Ann Margaret
Re: library angst	Laura Briggs (lbriggs)
Re: Re: library angst	Jenny Ann Margaret
Re: Re: Re: library angst	Laura Briggs (lbriggs)
ringstrasse research	Tamzen Glenyce
Re: ringstrasse research	Laura Briggs (lbriggs)
Re: ringstrasse research	James Skidmore (skidmore)
Re: Re: ringstrasse research	Tamzen Glenyce
Live chat	Gail Anne
Re: Live chat	

Discussion forum gives students an opportunity to share difficulties with library research. A moderated discussion is also held.

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eReserves

eReserves for GER 272:

- Jenkins, D A triumph of the will [Electronic Version]
- Fitzgerald, N Artifacts of Uberkitsch Evoke Old East Germany [Electronic Version]
- Cohen, R Calling for 'Guiding Culture' Rekindles Political Debate in Germany [Electronic Version]
- Longman, J East German Steroid's Toll [Electronic Version]
- Schneider, P. For Germans, Guilt Isn't Enough [Electronic Version]
- Ascherson, N Goodbye to Berlin [Electronic Version]
- Diski, J It wasn't him, it was her [Electronic Version]
- Schnitzler, A Lieutenant Gustl Electronic Version]
- Skidmore, J Memorial to a Haunting Past [Electronic Version]
- Heym, S My Richard [Electronic Version]
- Heym, S Property [Electronic Version]
- Ebiri, B The Cabinet of Dr. Caligari [Electronic Version]
- Young, J. The Terrible Beauty of Nazi Aesthetics [Electronic Version]
- Brude-Firnau, G The author, feuilletonist, and renowned foreign correspondent Theodor Herzl turns toward Zionism and writes the manifesto The Jewish State [Electronic Version]
- Holloway, C The sound you hear is the soul forming [Electronic Version]
- Celan, P Todesfuge/Deathfuge [Electronic Version]
- Fitzgerald, N Turkish-German Artists Thrive in their Adopted Land [Electronic Version]
- Hirschlback, F.D. World War II ends, and eight-year-old Jurek Becker is freed from a concentration camp and begins to learn German [Electronic Version]

Electronic reserve material is easily linked to the course by means of JavaScript inserted in UW-ACE.

Holobar, J. "Electronic Reserves and Course Management Software: A Collaborative Model for Large Institutions." *Journal of Interlibrary Loan, Document Delivery & Electronic Reserve* 16 (2006): 65-71.

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Skills Transfer: Comments

- **InfoLit – students recognize transferability to other courses**

  - "**You can apply it to all your other courses**, too. And now it's not only easier to find different articles, but you learn in a way how to analyze them a little bit better."

  - "**I think** the most valuable thing that I have learned is how to effectively search for information that would be useful to me."

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It's QUESTION TIME!!

- **Students can transfer these skills to other courses. How transferable are online exercises from one discipline to another? Can you see ways of adapting these exercises to your own needs?**

What I Learnt from James

- **The Glorious German Empire!**

- **GER 272 Prof Moments used in Biochemistry courses**

- **Structure of GER 271 tasks transferred to PDEng 15**

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Prof Moments

- **Content delivery via Flash videos of narrated PowerPoint presentations (produced with Camtasia)**

- **5-10 minutes in length; 5-10 per unit**

- **For DE students, Prof Moments simulate in-class lectures**

- **For on-campus students, Prof Moments free up class time for discussion and activities**

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Prof Moments

Wagner and Loos

A GER 272 Prof Moment

Wagner: Postsparkasse (1904-1906)

GER 272: Prof Moment

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Prof Moments

Wagner: Postsparkasse (1904-1906)

GER 272: Prof Moment

Wagner: Postsparkasse

GER 272: Prof Moment
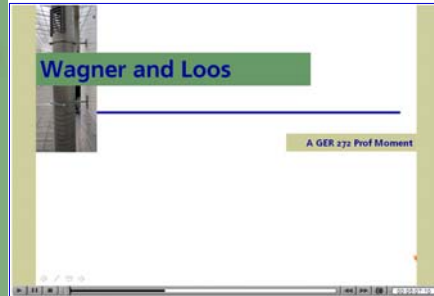
The videos are complemented with .pdf guides for the lecture. Instead of just viewing the Prof Moment, students can take notes while watching.

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Laura Steals My Good Idea

Faculty of 1000 Biology:
What is It?

CHEM 434

uw library

Laura Briggs
Librarian for Chemistry & LT3

February 9, 2006

"It was absolutely fantastic. What a great teaching tool for web-based tasks!"
(CHEM 434 prof)

What is Faculty of 1000 Biology?

- New tool that reviews interesting articles published in the biological sciences.
- Based on the recommendations of over 1000 scientists.

CHEM 434

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GER 271

- **Instructional challenge**
  - Independent background preparation – students reluctant to learn basic information (persons / terms) on their own

- **Task**
  - Three birds / one stone
    - Basic info about persons / terms
    - Identifying suitability of resources to tasks
    - Matching quantity of information to need

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Key background information that students can acquire on their own

Three resources that provide varying information on the general topic

Topic		Literary Encyclopedia	Routledge Encyclopedia of Philosophy	Grove Art Online
What are the three periods of German Romanticism?				
Outline the main contributions to German Romanticism of:	Friedrich Schiller Friedrich Schlegel Novalis Caspar David Friedrich			
Any information on European Romanticism in general? Is it different from German Romanticism?			**Fill-in Chart**	

The Students' Answers

- **Made use of resources previously unknown to them**

- **Provided too much information**
  - Cut-and-paste – didn't summarize
  - Lack confidence to know what information is important

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Students are introduced to the task – in this case, comparing online encyclopedias.

This is the actual exercise to compare the encyclopedia articles on "beer and beer production."

Exercise

Part A:

Complete the following table:

	Wikipedia	*Encyclopedia Britannica*	*Kirk-Othmer*
Who wrote the entry on beer? Is s/he an expert on the topic?			
Does the structure of the entry appear organized and logically thought out, or is it a collection of topics or facts in a random order?			
Is there a bibliography? Is it annotated?			
If the article uses charts or other diagrams, are the sources clearly cited?			
How is the entry's language? Is it too simplistic or too sophisticated?			
Does the entry provide general information, specialized technical information, or both?			

In addition to filling out this comparison chart, students answer open-ended situational questions.

Why Collaborate on InfoLit?

- **Good for students**
  - Expert library instruction
  - Learnt relevant, transferable skills
- **Good for us (the librarian/the prof)**
  - Collaboration = professional development
  - Though time-consuming, we know students are learning more
  - We found ways (e.g. with UW-ACE) to introduce InfoLit without sacrificing course content
- **Good for the library**
  - "You mean, there are information sources other than Google or Wikipedia?"
  - Library gains understanding of faculty needs

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It's QUESTION TIME!!

Why collaborate on InfoLit? Can you think of ways to encourage collaboration here at the University of Toronto?

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In the prof-librarian partnership, who really wields the club?

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