INTRODUCTION

Each year approximately 6,000 freshmen enroll at the University of Washington, and many will take a class that requires library research. In 2012, there were just 178 librarians and professional staff serving over 40,000 students.

Librarians help students develop information literacy skills but are overwhelmed by the number of students in need of basic research skills. Students need to understand the larger context of academic research as they find and evaluate information.

Using ACRL’s Framework for Information Literacy, we have designed an online interface with short videos, example assignments, and assessment tools. All content is easily embedded into course sites and library guides.

AUDIENCE

Instructors and professors
Librarians
College students
Community college students
High school students

WHAT MAKES A MODULE

• Introduction to the topic
• Learning goals
• 1-2 minute video and transcript
• Assignments for students
• Assessment to measure students’ learning
• Links to related modules

TOPICS

Scholarship is a Conversation
Effective researchers know that ideas are presented, discussed, and debated in scholarship over time.

Research is a Process
Research is iterative and depends on asking increasingly complex questions.

Format Matters
The way a document is presented indicates the strengths and weaknesses of a format.

Credibility is Contextual
Origin, need, and context help determine a source’s authority and potential use.

Searching is Strategic
Researchers carefully select resources and tools to locate information and evaluate relevant results.

NEXT STEPS

Research 101 will need to be promoted through the libraries to raise awareness among our intended audience.

Our white paper provides guidance for the expansion and maintenance of the site. We identify best practices and provide a guide to creating module components. We also offer suggestions for new content and key campus resources and contacts that have been invaluable to our work.

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