
Reflections on 3.093: Information Exploration, Becoming a Savvy Scholar

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Outline

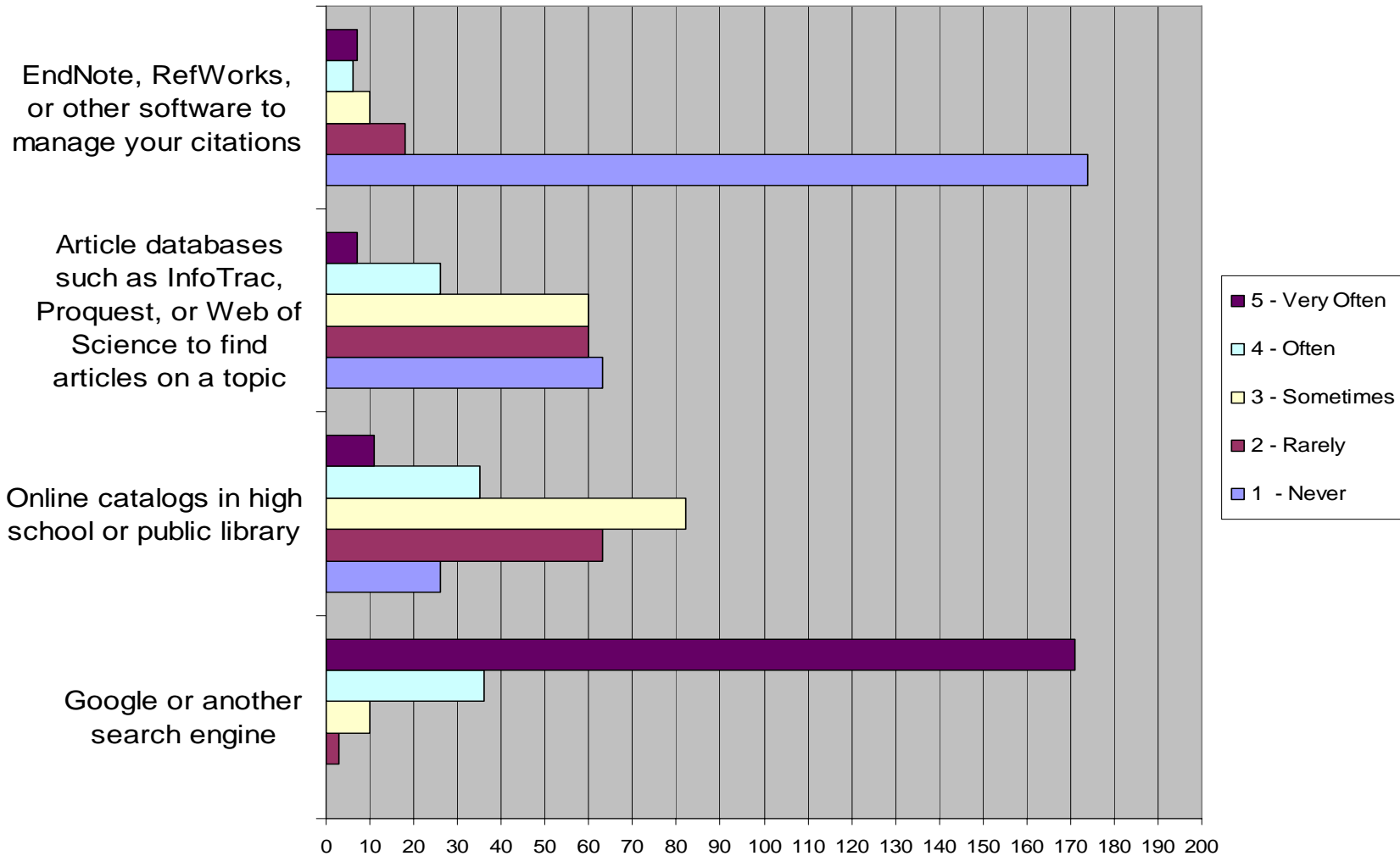
- The students – 3.091 and 3.093
- The course
- Assessment/Feedback and conclusions
- Next Steps

Self-Confidence Survey

- Administered to 3.091 and 3.093
- 3.093 – 12 responses
- 3.091 – around 220 responses
- The Survey

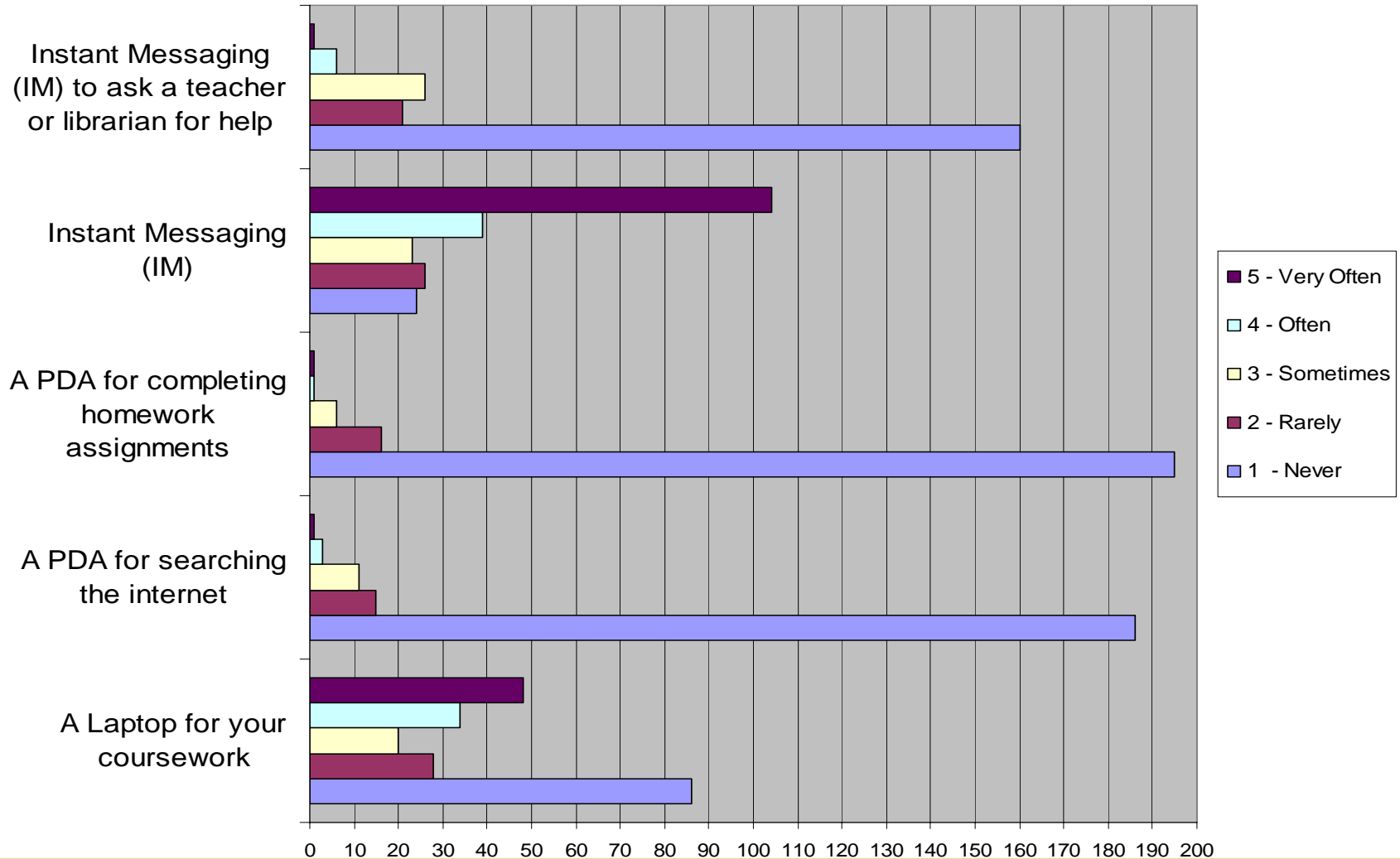
3.091/3.093 self assessment survey

During your senior year in high school, how often did you use:



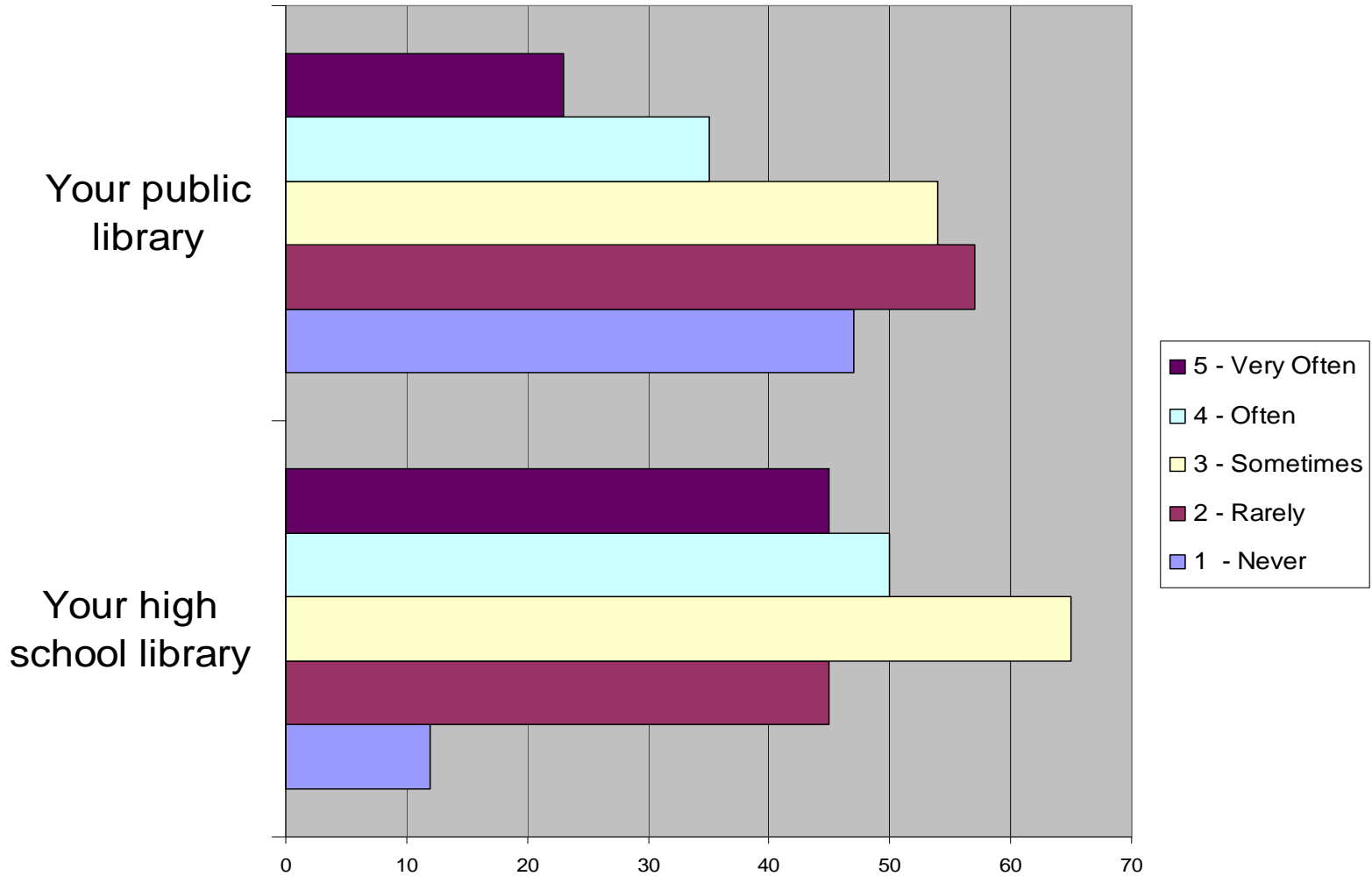
3.091/3.093 self assessment survey

During your senior year in high school, how often did you use:



3.091/3.093 self assessment survey

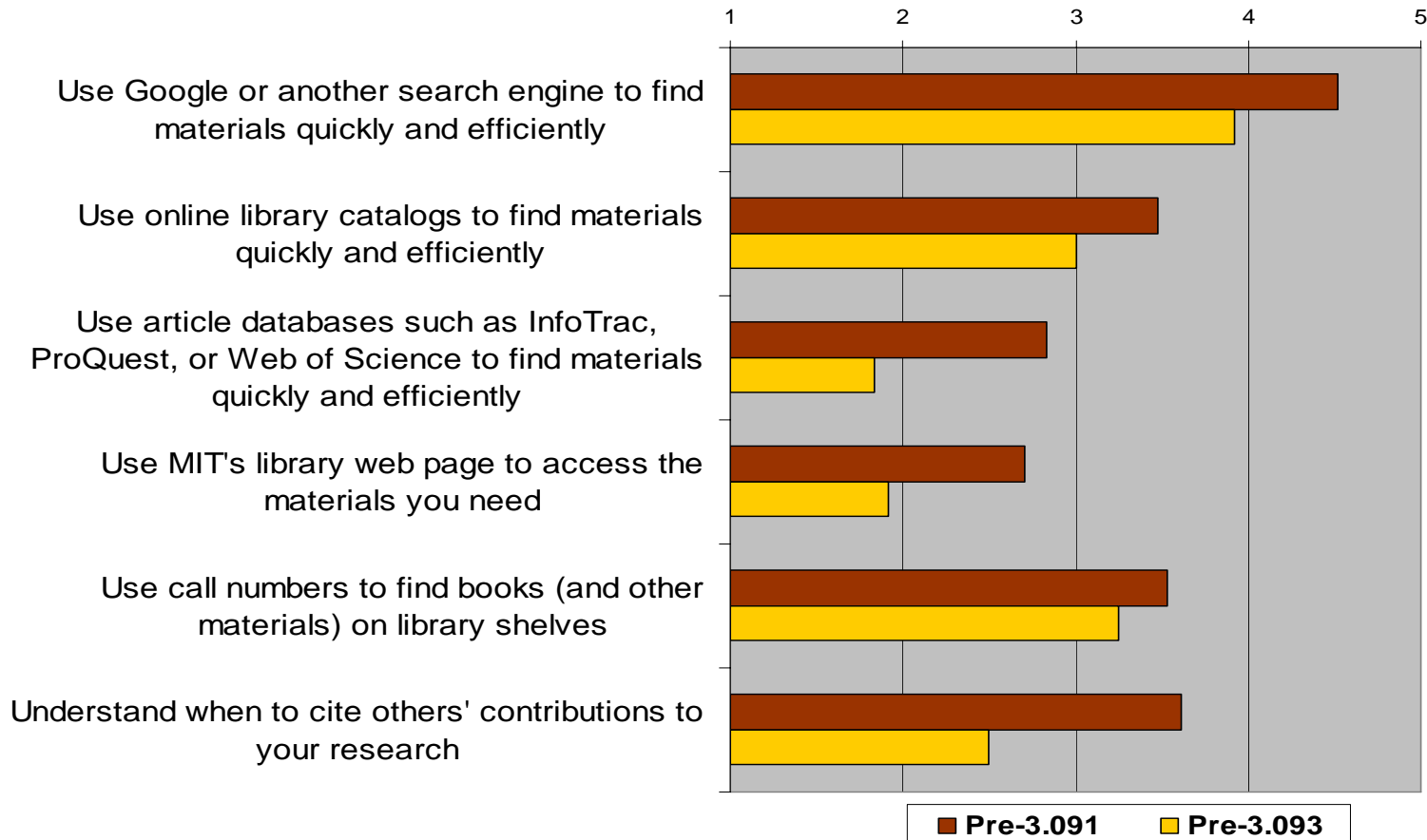
During your senior year in high school, how often did you visit:



Pre-survey: 3.091 vs. 3.093

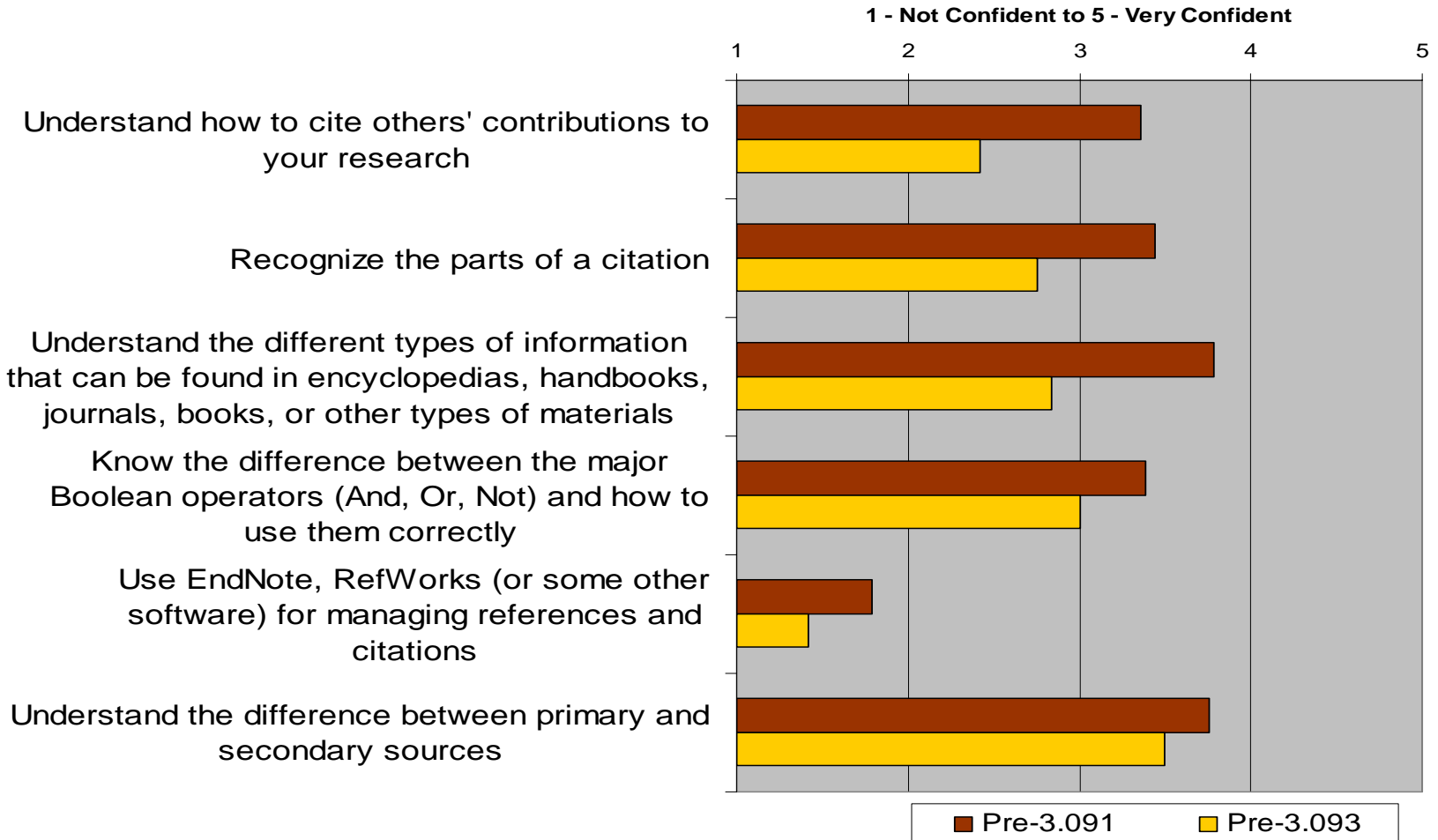
Confidence Level

1 - Not Confident to 5 - Very Confident



Pre-survey: 3.091 vs. 3.093

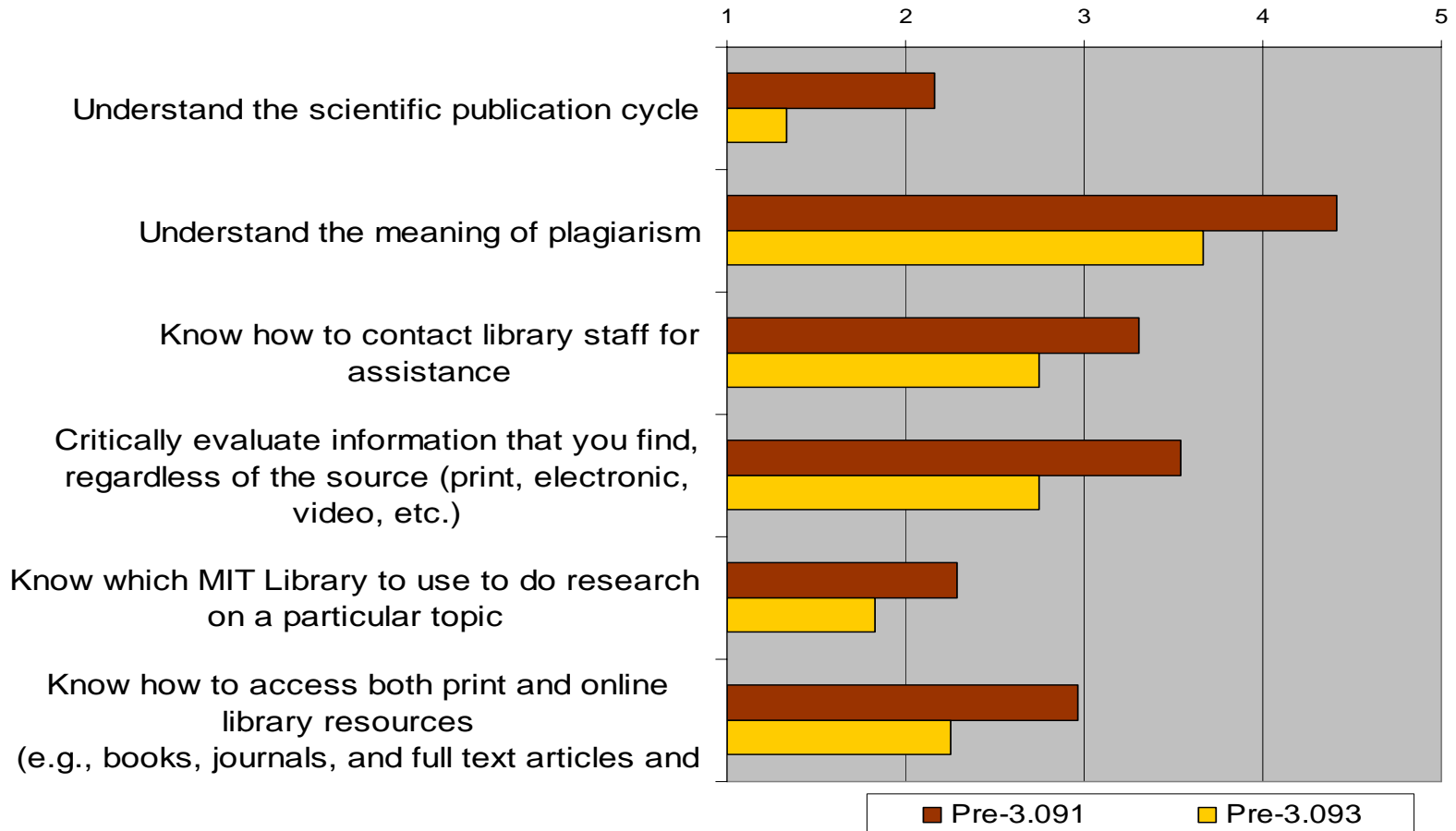
Confidence Level



Pre-survey: 3.091 vs. 3.093

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3.093 – Information Exploration: Becoming a Savvy Scholar

- The course:
 - Lecture
 - Tutorial review
 - Assignments
 - Research Logs
 - Sample 1
 - Sample 2

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■ Assignments

- Literature Review 1
- Find an expert
- Forward citation
- Secondary Sources
- Corroborating information
- Literature Review 2

3.093 – Information Exploration: Becoming a Savvy Scholar

- In Class exercises
 - Transferable skills exercises
 - Sample 1
 - Sample 2
 - Results
 - Students seemed engaged in this exercise. For the most part, they picked relevant databases for their topics.
 - Databases used: RILM, ERIC, Proquest, Gale Literary databases, LION, Wilson web, Google scholar, about.com, WorldCat, Music index, PsychArticles, PubMed, LexisNexis, Web MD.
 - Used some advanced search strategies... limiting by performance factors in ERIC, "start broad, narrow down", used subject headings (or related indexing terms), refine by publication type.

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- In Class exercises
 - Card Sorting exercise
 - Team 1
 - Team 2
 - Team 3
 - Team 4

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- The tutorials
- Tutorial review
- Additional feedback from 3.091 students

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■ Tutorial Feedback

- ❑ Liked the polished feel of 3.091 modules, but they were too slow, sometimes too repetitive, sometimes too long
- ❑ Want to see more examples, more "how to"
- ❑ Quizzes were too easy and annoying in most cases
- ❑ No recording of audio clicks/beeps/taps!
- ❑ Add handouts or tip sheets for each module for students to refer to without needing to view whole module
- ❑ Make them shorter, break into more pieces
- ❑ More tips/tricks on databases that are most popular (Inspec/Compendex, Web of Sci, SciFinder Scholar)
- ❑ think about "common knowledge" topics - evaluation and citing - and how to present this

Results or what I learned

- At least 50% of assignments were turned in (assumed completed) after 10pm.
- Students used wikipedia, but not as a source itself.
- Students still aren't too comfortable with citing, even with RefWorks.
- When doing lit reviews, doubt the actual papers were read.
- Not the best at following directions?
- At beginning of semester
 - 10/12 used wikipedia or google first. Only a couple actually cited wikipedia.
 - 7/12 tried barton or vera.
- End of the semester
 - still referring to wikipedia for quick background info.
 - 10/10 used library resources (though not always the best one).
 - Still some confusion about how Vera works.

Results or what I learned

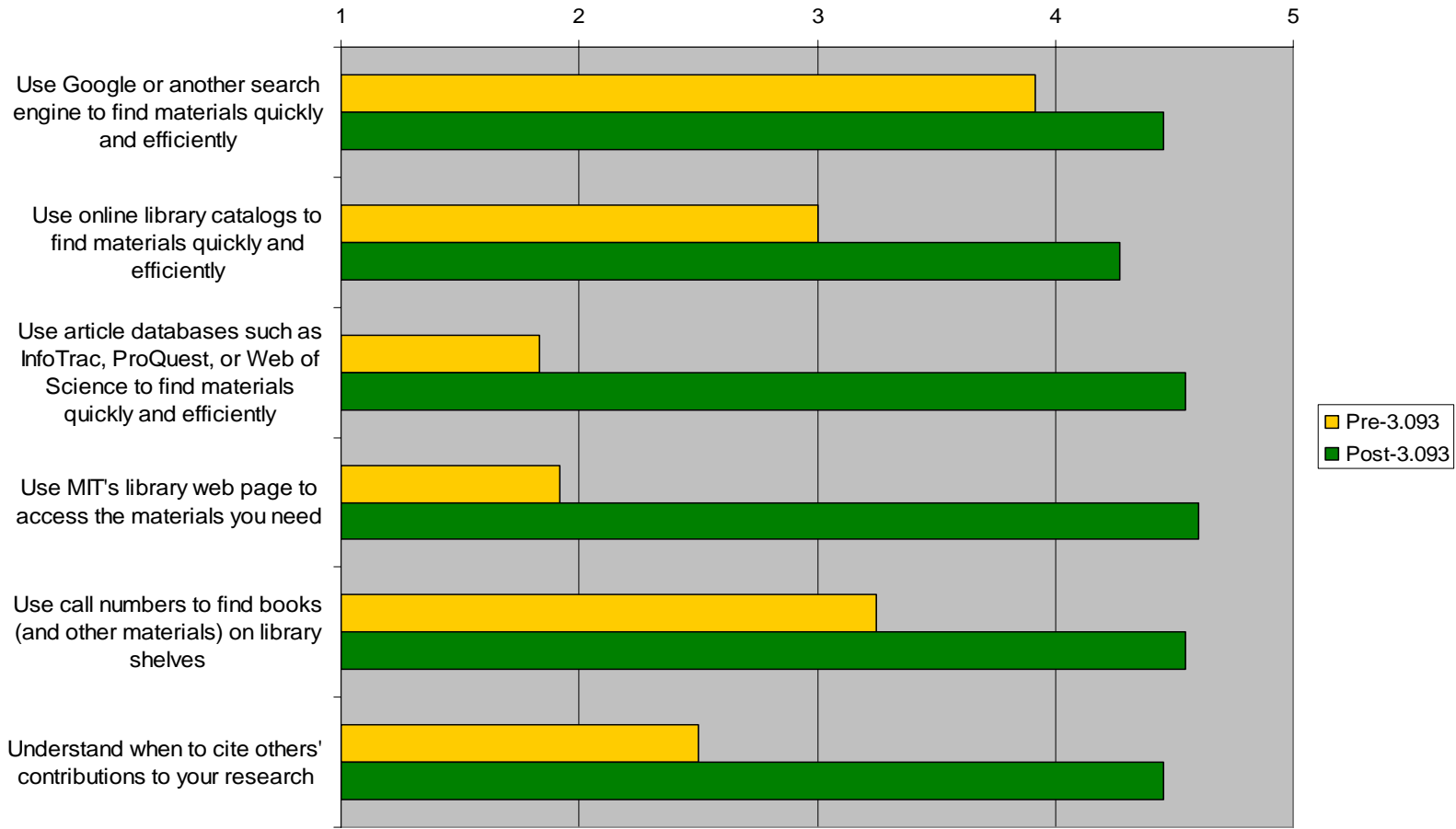
STUDENT REACTION TO CHANGING GIRs:

- Students are fresh and energized at the beginning of the semester because everything is new. The novelty wears off a few weeks into the semester.
- When asked if students become jaded - jumping through hoops by fulfilling GIRs, students responded that it's just a lack of sleep. If they seem jaded or tired or unenthusiastic, it's just because they are tired and we shouldn't read anything into it.
- School work comes in clumps - there is a lot to do one week, and not much the next
- They are also learning how to do many things on their own for the first time - find food, do laundry...
- Forcing a "common experience" for freshmen seems silly. They already have a common experience by all being freshmen at MIT!

3.093 Self-Assessment

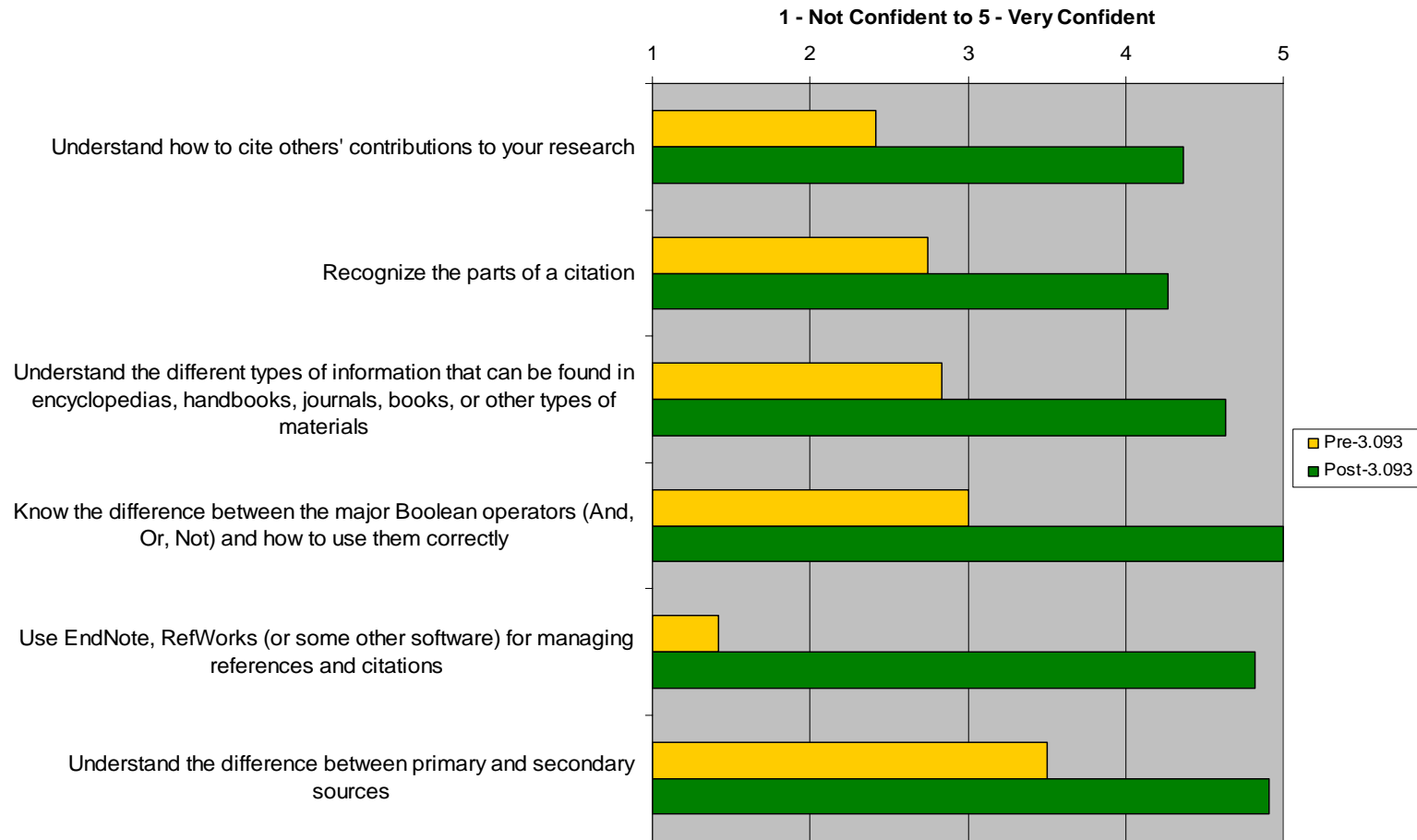
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3.093 Self-Assessment

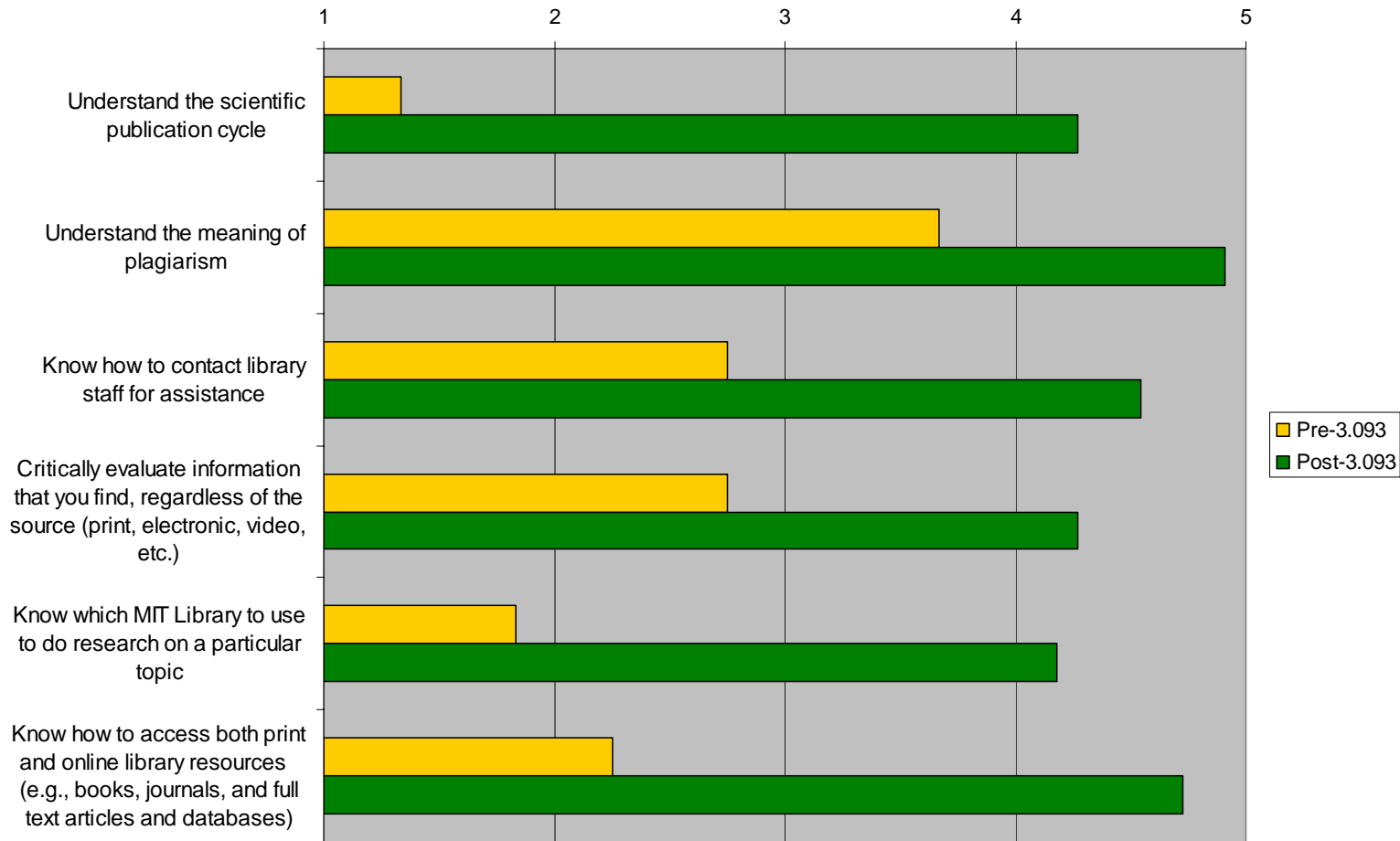
Confidence Level



3.093 Self-Assessment

Confidence Level

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Survey of 3.093 students – May 2007

- 5 of 12 students responded
- 5/5 took at least 1 course that required some library research (Communication Intensive)

2. If you answered yes to #1, please list the courses:

21L.001

22.012

21W.732

21W.732,
21L.016

24.02

Survey of 3.093 students – May 2007

4. If you answered "yes" to question #3, which skills? (select all that apply):

Using Barton	3	75%
Using Vera	4	100%
Searching an article database (indicate which database was used in the comment field)	3	75%
Basic search strategies (Boolean operators, keyword searching, truncation)	3	75%
Advanced search strategies (limiting to publication types, subject searching, searching by a particular field)	2	50%
Using SFX to get to full text	3	75%
Limiting to review articles	1	25%
Visiting the library appropriate to my topic	1	25%
Knowing which types of sources to use for my assignment (primary sources, secondary sources, etc)	2	50%
Asking library staff for help	0	0%
RefWorks or other bibliographic management software	2	50%
Other	0	0%

What's next?

- Work with course TA's to modify assignments in 3.091
- Create, modify, update tutorial modules?
- Determine assessment methods
 - Pre/post tests
 - Assignments?
 - Is this method a scalable way to reach students?

Questions and Discussion
