

# Cast Your Students as Scholars

Single Session with Scholarly Process Focus

Updated 6/6/19

Time: 50-75 min

Audience: Undergraduate college students, 100-200 level

Subject: English, Communication, Social Sciences, Other

Materials:

Required:

- Computers for research

Optional:

- Digital Artifact Submission Method (online discussion board, other)
- A Method for distributing or allowing students to choose topics
- Explanatory Documentation or Slides

## Information Literacy Concepts

- Defines Information Need (ACRL, SCOUNL 1&2, ANZIL 1)
- Finds Information (ACRL 2, SCOUNL 3&4, ANZIL 2&4, ANCIL 5)
- Uses Information (ACRL 4, SCOUNL 7, ANZIL 5, ANCIL 8&9)
- Scholarship as Conversation (Frame 5)
- Searching as Strategic Exploration (Frame 6)

## Learning Objectives

- Students will be able to recognize common library database features and how those features affect their search results.
- Students will be able to identify the key terms from their research problem or topic.
- Students will be able to summarize the scholarly information process
- Students will “see themselves as contributors to scholarship rather than only consumers of it.”

### Artifact

Coordinate with instructor to ask students to bring an artifact with them to the library session to share. Prepare a few artifacts in advance, or plan to ask students who did not bring an artifact to partner with other students. If you have videos introducing students to the library website, resources or search strategies, consider including them with preparatory materials.

At the beginning of the session, introduce the session as the scholarly information production sped up. Narrate each step with the scholarly process corollary and what would be different in academic research. Ask students to switch artifacts, facilitating as needed. Give students a few minutes to read their new artifact. Ask them what about this topic interests you? Briefly explore narrowing topics. From that interest, what are the Key or important words?

### Searching

Guide students to appropriate library resources based on their new topics and what they want to know. Allow students to search in their resource. The time students have for this will depend on how much you have for the session. Ask students to look for two relevant articles and to read the abstract for those articles, the full text if they have time. Ask them to look for a new tidbit or fact to add to the information they have.

### Peer Review / Scholarship as a Conversation

When you bring students back together, ask a few students to volunteer to share what they learned. Through your observation of the class, you may have seen a student who has a good example for sharing. You might consider asking students to share what they have learned to the student next to them, and ask a few students with interesting examples to share out to the entire class. When they do, ask the student who wrote the original artifact to weigh in- did they learn something new? Does this fit with what they already knew?

Widen the conversation to the process of scholarship as a whole. How is process similar and different from the scholarly information production process? Do students see any issues with this process? How is this process more rigorous than for newspapers or magazine articles? Talk to them about who has historically been missing from this conversation, and why.