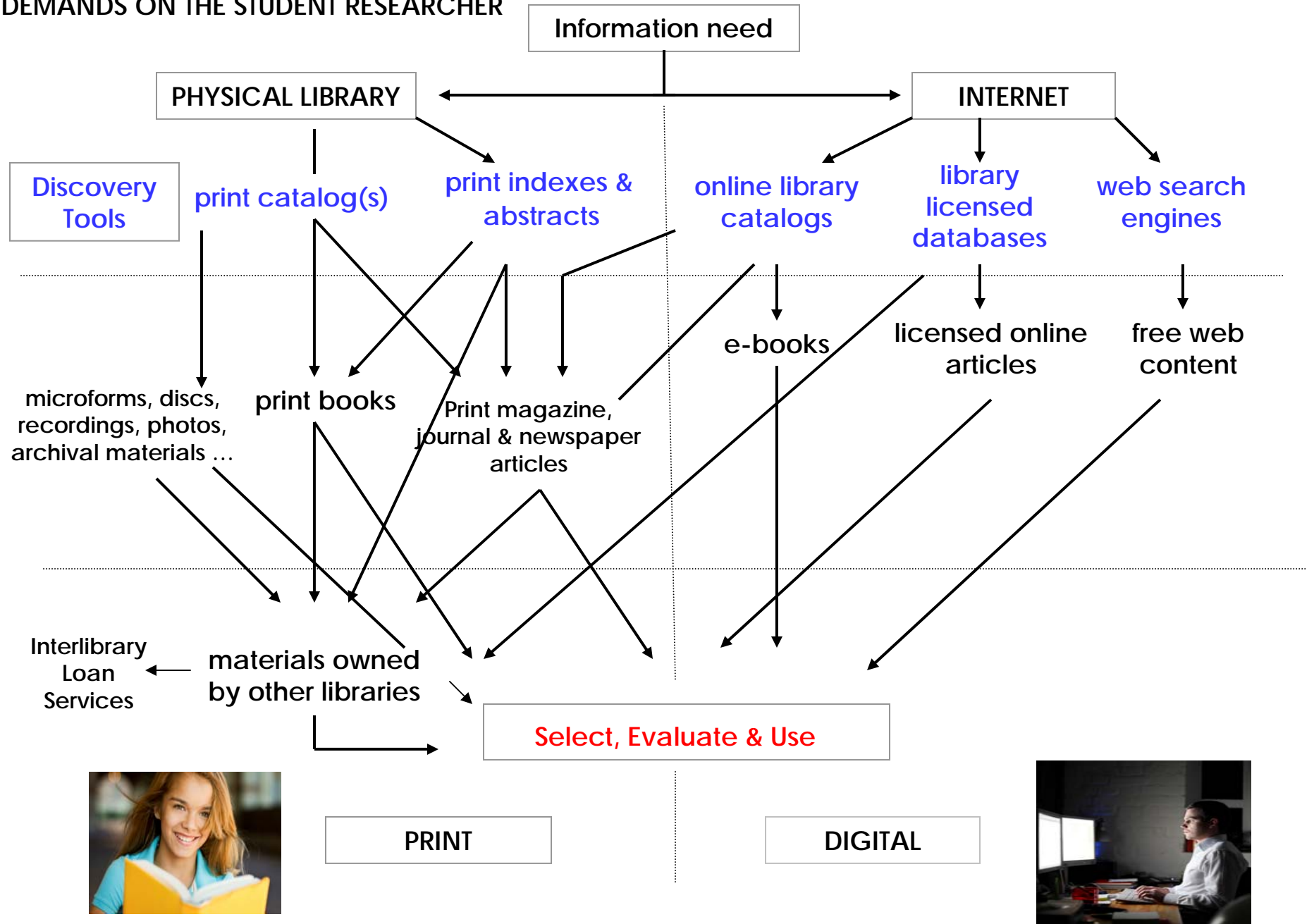


# DEMANDS ON THE STUDENT RESEARCHER



# The Research Library Information Landscape



Google Scholar

## PRINT Discovery Tools

ONLINE LIBRARY CATALOGS

OskiCat | Melvyl  
Next Gen Melvyl Pilot

PRINT INDEXES & ABSTRACTS

Disciplinary, interdisciplinary,  
multi-disciplinary, format-based,  
publication type-based . . .

BIBLIOGRAPHIES

REFERENCE BOOKS

Subject encyclopedias,  
handbooks, manuals,  
directories, timelines . . .

ARCHIVAL FINDING AIDS

Letters  
Journals  
Diaries

Manuscripts

Images

Ephemera

## Sources

Books

Videos,  
Sound  
recordings

Scholarly  
journals

Dissertations  
Theses

Newspapers

Government  
documents

Papers &  
Proceedings

Magazines

Data

## Sources

Books

Videos,  
Sound  
recordings

Scholarly  
journals

Dissertations  
Theses

Newspapers

Government  
documents

Papers &  
Proceedings

Magazines

Data

Government,  
university,  
scholars,' academic  
societies, NGOs, news-  
paper, magazine  
web sites

Letters  
Journals  
Diaries

Ephemera

Manuscripts

Images

## ONLINE Discovery Tools

ONLINE LIBRARY CATALOGS

OskiCat | Melvyl  
Next Gen Melvyl Pilot

JOURNAL ARTICLE DATABASES

Disciplinary, interdisciplinary,  
multi-disciplinary, format-based,  
publication type-based . . .

BIBLIOGRAPHIES

REFERENCE WORKS

Subject encyclopedias,  
handbooks, manuals,  
directories, timelines . . .

ARCHIVAL FINDING AIDS



**STUDENT ASSIGNMENT: IMMIGRATION TO CALIFORNIA, 1865-1990**

Choose an ethnic group and discuss its members' experience immigrating to California. Select a discrete ethnic group, a particular geography, and a time period of no more than 10-25 years. Your final paper of 7-10 pages is due the last day of class and must be based entirely on primary resources. Your citations and bibliography must list a minimum of seven primary resources following MLA.

**INSTRUCTIONS TO THE OBSERVERS**

Your job is to observe and take notes on the students' reactions, comments, and behaviors - what they say and what they do. In the left hand column, note students' words, phrases, and actions.

In the right hand column, note your ideas for improving this assignment to mitigate the students' confusion and/or frustration. Also note your suggestions for creating a better learning experience for students through this assignment.

**WHAT STUDENTS SAY | WHAT STUDENTS DO**

**RECOMMENDATIONS FOR CHANGING THE  
ASSIGNMENT TO IMPROVE STUDENTS'  
LEARNING EXPERIENCES**



HELLENIC ACADEMIC LIBRARIES LINK  
Library/Faculty Institute on Undergraduate Research

---

--	--



## ASSIGNMENT DESIGN CHECKLIST

### PURPOSE

What are the learning objectives for the assignment?

What does the assignment ask students to do?

Does what the assignment asks students to do match the instructor's purpose? Is it appropriate given the level of the students?

### CLARITY

Is the assignment clear?

Are there words or phrases that might be confusing or unclear to the students?

Is the assignment broken down into manageable steps with appropriate support provided?

Is the assignment itself separate from thought questions and/or process suggestions?

### FORMAT & ORGANIZATION

Examine the page layout.

Is there a long narrative of unbroken text?

A long series of questions?

How is it organized?

Do the layout and organization help students understand the assignment?

Can it be broken into steps or paragraphs?

If the assignment is a major research project, are there any steps or work assigned along the way that lead to the final result?

Adapted from the work of Gail Offen-Brown, College Writing Program, University of California, Berkeley  
See also <http://teaching.berkeley.edu/publications.html>



## CHARACTERISTICS STUDENTS EXPECT IN FACULTY ASSIGNMENTS

Assignments that ...

- are clearly related to the course
- are purposeful
- are clear
- give students a choice
- provide a useful breakdown of sub-assignments/tasks
- build on each other or on sub-assignments and components
- make faculty expectations clear
- are feasible to accomplish
- provide a sense of accomplishment when completed
- encourages creativity but set reasonable limits
- are returned with fair, timely, and meaningful faculty feedback
- are usefulness/relevant to real-life



## IDEAS FOR LIBRARY RESEARCH ASSIGNMENTS

The following is a list of possible research assignments you could assign to students. You will need to develop them according to the worksheet FROM COURSE OBJECTIVES TO ASSIGNMENT OUTCOMES & DESIGN.

- Generate a series of research paper topics based on a specific article.
- Write a review of a book, reference work, website, or performance.
- Write an encyclopedia or wikipedia article, complete with bibliography.
- Prepare an annotated bibliography of books, scholarly articles, websites and other sources on a topic and write descriptive or evaluative annotations.
  
- “All but the paper” research paper  
Have students perform every step in the research paper process and then write the Introductory and concluding pages, a detailed outline of the body of the article, and include a annotated bibliography
  
- Research log  
Have students keep a detailed research log of the research process addressing methodology, sources consulted, keywords, subjects/descriptors, and discipline specific terminology identified, obstacles encountered, and how they were addressed.
  
- Prepare a poster session for a conference.
- Write a research proposal.  
Include a description of the research topic, provide background information on the research area, describe the problems or unanswered questions associated with it, and the proposed research to solve the problem. Include a bibliography of primary and secondary sources consulted.
  
- Assign teams of students to research opposing points of view ON a topic and present a debate.
- Research the reception history of a work.
- Tracing scholarship: Select a present day issue and research the past literature to identify how theories or ideas have changed.
  
- Create a website containing different types of information sources on a topic.
- Compare and contrast primary and secondary sources on a topic.



HELLENIC ACADEMIC LIBRARIES LINK  
Library/Faculty Institute on Undergraduate Research

---

- Fact sheet: prepare a short document summarizing research on a topic for a particular audience.
- Investigate how the treatment of a topic varies by audience:  
Have students compare treatment of a topic in the scholarly literature with other sources such as popular articles and the mass media.
- Have students compare two or more databases that include information on a topic and have them select the best source among them. Have students defend their selection.
- Trace a scholar's career: Explore the person's career and ideas by locating biographical information, preparing a bibliography of his/her publications, analyzing the reaction of the scholarly community to the person's work, and examining the scholarly network in which the person works.
- Read an editorial and find facts to support it. Include direct quotations to support your view and a bibliography of the sources used.
- Assign students in groups to take responsibility for a part of the course subject content. Individuals within the group can take responsibility for discovering major reference sources on the subject and its sub-topics and for identifying where current research on the topic is currently being conducted, and by whom.
- Choose an autobiography of someone related to the course content. Have the students work with one or more secondary sources which deal with an event or idea described in the autobiography, or another primary source dealing with the event (besides the original autobiography). Have the students compare and contrast the autobiographical description of the event with others' perceptions of it.
- Have students find a recent article on copyright or plagiarism, read it, and write an opinion paper about how it might affect them in some aspect of their life: school, career, consumer, author or performer.
- Generate your own ideas or refinements for your course and enjoy yourselves!





## Example: Assignment Goals and Learning Outcomes

### **Political Science 120A, Introduction to International Relations**

#### **Brief description of course characteristics**

- Enrollment 278 Students
- Freshmen: 4.4%; Sophomores: 38.4%; Juniors: 35.8%; Seniors: 21.4%.
- 70% political science and related majors
- 3 hours lecture, 1 hour discussion each week
- 7 GSIs
- Assignment replaces written exam for one of the four course units

#### **Brief description of key goals to be accomplished by the assignment**

- Introduce students to different types of scholarly sources and how to access them
- Provide students with preliminary skills to do further research in the field of international relations
- Teach students to break down a piece of writing into its component parts and analyze the arguments.
- Give students the opportunity to read in depth on a topic and understand how different pieces of scholarship are engaged in conversation with one another.

#### **Brief description of what students will be asked to produce**

Students will create an annotated bibliography: a partial list of sources on a subject related to the course with brief descriptions or evaluations of the articles. The bibliography must include 10-12 sources on the topic; no more than two may be from the course syllabus. Students should identify five sources that are in intellectual conversation with one another to annotate.

**Learning Outcomes:**

<b>RESEARCH QUESTION</b>	<ol style="list-style-type: none"> <li>1. Draw on class discussions and course readings to identify a preliminary research topic.</li> <li>2. Explore general information sources to increase familiarity with the topic and context.</li> <li>3. Use information from course readings and discussions to identify seminal sources on a topic.</li> <li>4. Modify the topic to achieve a manageable research question.</li> </ol>
<b>INFORMATION LANDSCAPE</b>	<ol style="list-style-type: none"> <li>5. Describe how scholarly information is produced, organized, and disseminated in the field of international relations.</li> <li>6. Distinguish between the various publication formats (e.g. scholarly journal articles) that are significant in the discipline.</li> <li>7. Describe relationships between free (e.g. Google Scholar) and proprietary (e.g. Worldwide Political Science Abstracts) discovery tools.</li> <li>8. From the Library home page, navigate to key discovery tools for international relations and related fields.</li> <li>9. Investigate the scope, content, and organization of key discovery tools in international relations.</li> <li>10. Develop a research plan.</li> </ol>
<b>SEARCHING</b>	<ol style="list-style-type: none"> <li>11. Identify key concepts, proper names, and other terms to begin search.</li> <li>12. Select controlled vocabulary specific to international relations and the research tool.</li> <li>13. Construct a strategy using appropriate search protocols.</li> <li>14. Describe strategies for identifying sources "in conversation" (e.g. citation patterns, literature reviews).</li> <li>15. Assess the search results for relevance; repeat and revise the search as necessary.</li> <li>16. Decode a citation or database record to identify the type of material cited (book, article, etc.) and note the information needed to determine availability.</li> </ol>
<b>ACCESSING</b>	<ol style="list-style-type: none"> <li>17. Note locations and call numbers in order to locate information resources in the library's print collections.</li> <li>18. Use UC E-Links and catalog searches to locate items in the library's online collections.</li> <li>19. Use library services (e.g. interlibrary borrowing, reference) to address research obstacles.</li> <li>20. Access licensed research tools from off campus using proxy server.</li> </ol>
<b>PRODUCT</b>	<ol style="list-style-type: none"> <li>21. Identify the purpose of an article or the question it is trying to answer.</li> <li>22. Analyze the structure and logic of supporting arguments.</li> <li>23. State the findings or the argument that the article makes.</li> <li>24. Restate concepts to write original annotations in the prescribed format.</li> <li>25. Organize citations and annotations into prescribed annotated bibliography format.</li> <li>26. Adhere consistently to the appropriate documentation style for the discipline.</li> </ol>

**Learning Outcomes:**

<b>RESEARCH QUESTION</b>	<ol style="list-style-type: none"> <li>1. <del>Draw on class discussions and course readings to identify a preliminary research topic.</del></li> <li>2. <del>Explore general information sources to increase familiarity with the topic and context.</del></li> <li>3. <del>Use information from course readings and discussions to identify seminal sources on a topic.</del></li> <li>4. <del>Modify the topic to achieve a manageable research question.</del></li> </ol>
<b>INFORMATION LANDSCAPE</b>	<ol style="list-style-type: none"> <li>5. Describe how scholarly information is produced, organized, and disseminated in the field of international relations.</li> <li>6. <u>Distinguish between the various publication formats (e.g. scholarly journal articles) that are significant in the discipline.</u></li> <li>7. <i>Describe relationships between free (e.g. Google Scholar) and proprietary (e.g. Worldwide Political Science Abstracts) discovery tools.</i></li> <li>8. <i>From the Library home page, navigate to key discovery tools for international relations and related fields.</i></li> <li>9. <i>Investigate the scope, content, and organization of key discovery tools in international relations.</i></li> <li>10. <del>Develop a research plan.</del></li> </ol>
<b>SEARCHING</b>	<ol style="list-style-type: none"> <li>11. <i>Identify key concepts, proper names, and other terms to begin search.</i></li> <li>12. <i>Select controlled vocabulary specific to international relations and the research tool.</i></li> <li>13. <i>Construct a strategy using appropriate search protocols.</i></li> <li>14. <u>Describe strategies for identifying sources "in conversation" (e.g. citation patterns, literature reviews).</u></li> <li>15. <i>Assess the search results for relevance; repeat and revise the search as necessary.</i></li> <li>16. <i>Decode a citation or database record to identify the type of material cited (book, article, etc.) and note the information needed to determine availability.</i></li> </ol>
<b>ACCESSING</b>	<ol style="list-style-type: none"> <li>17. <i>Note locations and call numbers in order to locate information resources in the library's print collections.</i></li> <li>18. <i>Use UC E-Links and catalog searches to locate items in the library's online collections.</i></li> <li>19. <i>Use library services (e.g. interlibrary borrowing, reference) to address research obstacles.</i></li> <li>20. <i>Access licensed research tools from off campus using proxy server.</i></li> </ol>
<b>PRODUCT</b>	<ol style="list-style-type: none"> <li>21. <u>Identify the purpose of an article or the question it is trying to answer.</u></li> <li>22. <u>Analyze the structure and logic of supporting arguments.</u></li> <li>23. <u>State the findings or the argument that the article makes.</u></li> <li>24. <u>Restate concepts to write original annotations in the prescribed format.</u></li> <li>25. <b>Organize citations and annotations into prescribed annotated bibliography format.</b></li> <li>26. <b>Adhere consistently to the appropriate documentation style for the discipline.</b></li> </ol>

**KEY:** Prioritized in assignment design

Addressed through Library Research Worksheet, session, and handout.

**Addressed through provision of models**

~~Removed from assignment design~~





4. List the activities and incremental steps that students will need to take in order to achieve the stated outcomes. Then list the skills they will need to possess to successfully undertake each of these steps.

A. Activity:

A.1 Sub-steps:

Skills needed:

1.

1.

2.

2.

3.

3.

B. Activity:

B.1 Sub-steps:

Skills needed:

1.

1.

2.

2.

3.

3.

C. Activity:

C.1 Sub-steps:

Skills needed:

1.

1.

2.

2.

3.

3.

D. Activity:

D.1 Sub-steps:

Skills needed:

1.

1.

2.

2.



- |  |    |  |    |
|--|----|--|----|
|  | 3. |  | 3. |
|--|----|--|----|
- E. Activity:
- |     |            |  |                |
|-----|------------|--|----------------|
| E.1 | Sub-steps: |  | Skills needed: |
|     | 1.         |  | 1.             |
|     | 2.         |  | 2.             |
|     | 3.         |  | 3.             |
5. Are there any activities or steps that should be broken down into smaller parts? If yes, how could this be done?
6. Are there any missing steps, especially in light of the learning outcomes described in Question 2 above?
7. List the skills for which you think students will need training.
- Who should provide the training?
  - How might the training be done?
8. Review your notes. Are all of the desired outcomes addressed through the activities and steps involved in the research assignment?