

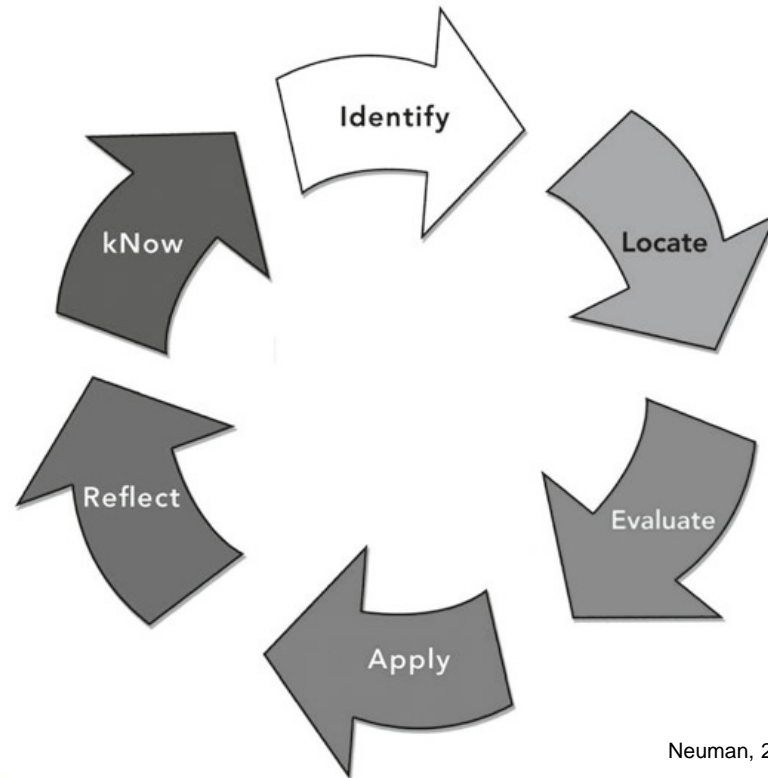
Using the I-LEARN Model to Design Information Literacy Instruction

Stacey Greenwell, Ed.D.

Outline

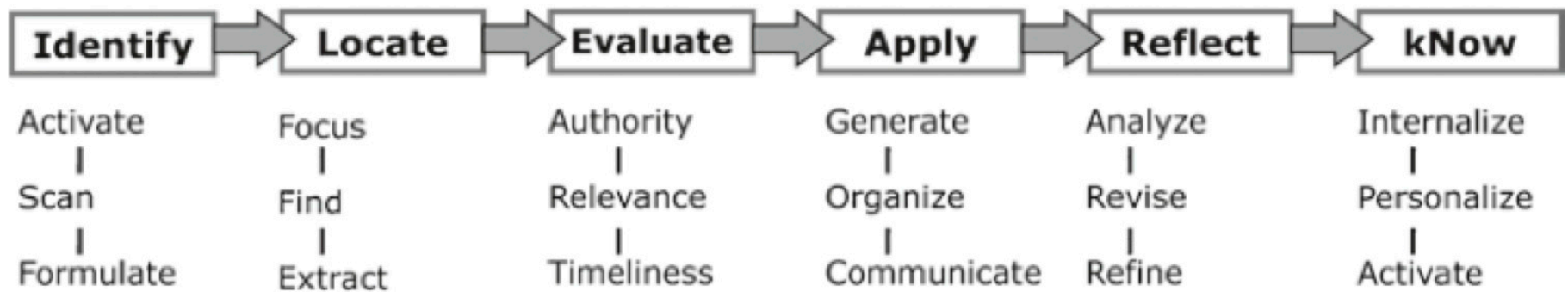
- Overview of dissertation research
- New projects using I-LEARN

What is I-LEARN?



Neuman, 2011

I-LEARN



Neuman, 2011

Research Questions

Does instruction designed with the I-LEARN model increase student understanding of the steps and procedure necessary to locate and evaluate information?

Does instruction designed with the I-LEARN model increase student ability to select appropriate information resources for a given assignment to write a research paper?

Treatment

Experimental Group - I-LEARN Instruction

Control Group - Standard Instruction

The I-LEARN Model

Guide which describes and provides example of a learning model to support student critical thinking and research skills

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Ask-a-Librarian



Ask a Librarian

Questions?
Email, call, visit, or chat with a librarian.

[Comments \(0\)](#)

Library Information

These links connect you to key information about using UK Libraries.

For more information, visit [UK Libraries' website](#).

- How to Use the Library Off-Campus
- How to Check Out Books and Other Materials
- Campus Library Locations
- Campus Library Hours
- Find Other Research Guides

[Comments \(0\)](#)

Use of the I-LEARN Model

This example shows how the I-LEARN model can help you work through a topic.

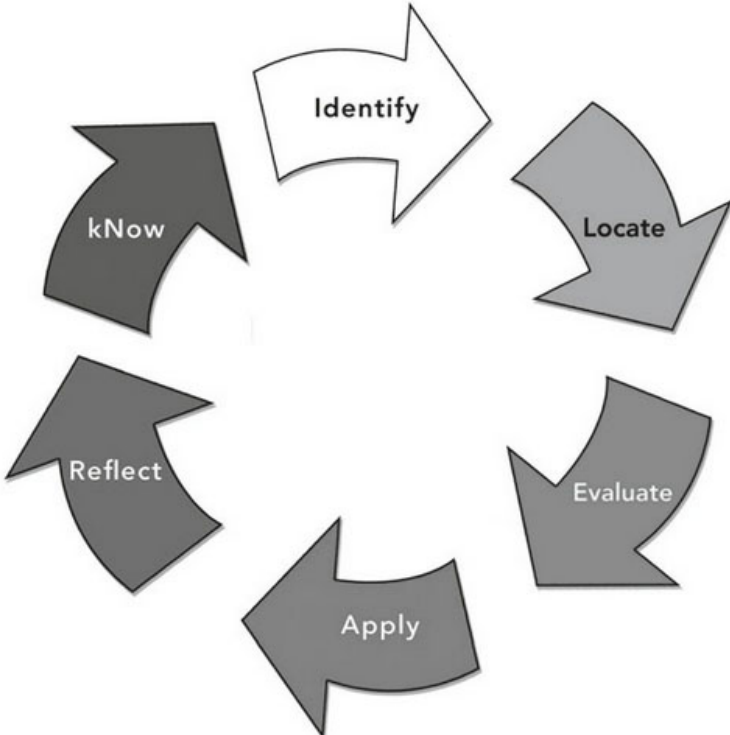
[I-LEARN Sample Worksheet](#)

Welcome

Welcome to your guide for WRD 111

This guide will connect you with resources to find journal articles, newspaper articles, books, and other sources.

This guide is structured around the I-LEARN information use and learning model (Neuman, 2011). The tabs above will take you through each step of the process of finding, evaluating, and using information.



Identify

Locate

Evaluate

Apply

Reflect


kNow

Have any questions? Just [ask me](#) or use the [ask a librarian](#) service, as we're glad to help!

Librarian



Stacey Greenwell



Contact Info
Associate Dean, Academic Affairs & Research
2-44 William T Young Library
(859) 218-1322
[Send Email](#)

About this Guide

This guide is part of dissertation research being conducted by Stacey Greenwell in Spring 2013.

Debbie Sharp created the original [WRD 110/111 guide](#).

For more information about the I-LEARN model:

Neuman, D. (2011). *Learning in information-rich environments: I-LEARN and the construction of knowledge in the 21st century*.

Getting Started

1: Develop Your Topic

2: Search Strategies

3: Credible Sources

4: Evaluation

5: About Plagiarism

Getting Started

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[This Guide](#) [Search](#)

Be a Better Researcher

Recommended books on research and presentations. Available in Young Library.



Writing Research Papers

Call Number: Young REF LB2369 .L4 2010

Beyond the Internet: Successful Research Strategies

Call Number: Z710 .C43 2007

Better Than Bullet points: Creating Engaging E-learning with PowerPoint

Call Number: Young REF HF5549.5.T7 B6196 2008

Brainstorming Keywords Worksheet

Use the **Brainstorming Keywords Worksheet** to help you develop your research topic.



[Brainstorming Keywords Worksheet](#)

[Comments \(0\)](#)

Research Skills for WRD 110 & 111

This guide will help you hone your research skills for your WRD 110/111 assignments.



Click on either the pages above or the links below to walk through the steps of the research process.

The research process typically includes five broad steps.

Most often you complete one step before moving onto the next. However, there may be times when you will need to return to a previous step or complete multiple steps simultaneously.

Step 1. Develop Your Topic

[Select a Topic](#) | [Identify Keywords](#)

Step 2. Search Strategies

[Refine a Topic](#)

Step 3. Find Credible and Relevant Sources < Opens new page

[Find Books](#) | [Find Popular and Newspaper Articles](#) | [Find Scholarly Articles](#) | [Find Primary Sources](#) | [Find Websites, Videos and Images](#)

Step 4. Evaluate Information

[Types of Periodicals](#)

Step 5. About Plagiarism

[Citation Help](#) | [Works Cited Examples](#)

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About this Guide

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Thank you to Debbie Sharp for creating the original WRD110/111 guide:

<http://libguides.uky.edu/wrd>

[Comments \(0\)](#)

Instruments

- Information Literacy Skills Test
- Citation Analysis
- Participant Survey

Findings

- No significant difference in scores, though scores were higher for the I-LEARN group
- Positive reaction from students, particularly from the I-LEARN group in relation to research guide

Limitations

- Duration
- Assignment
- Need more qualitative data

Future opportunities

- Partnering more closely with faculty
- Duration
- Using as a research guide or tutorial template

The I-LEARN Model

Guide which describes and provides example of a learning model to support student critical thinking and research skills

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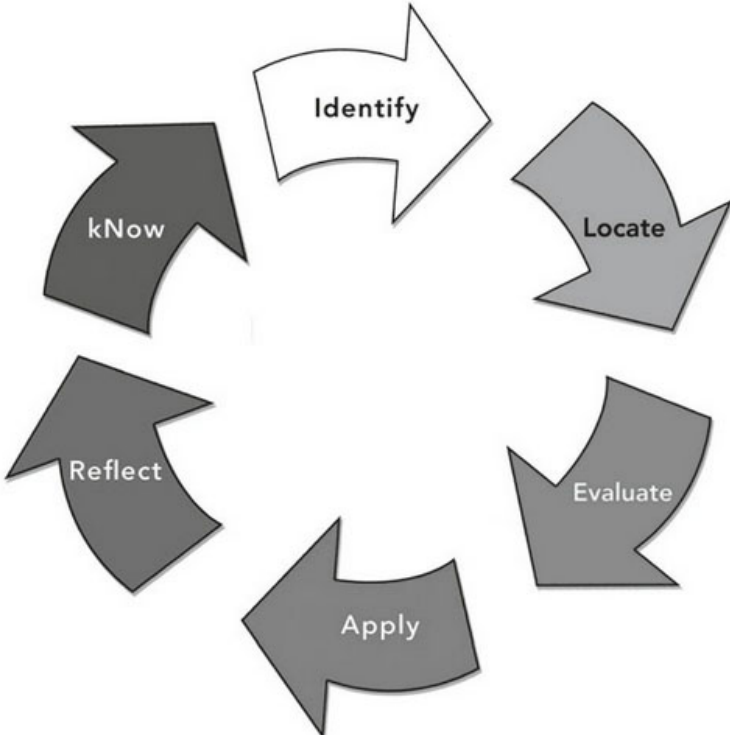
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Stacey Greenwell

[talk](#) [Twitter](#)

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Identify question

[Comments\(0\)](#)

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Developing Your Research Question



First, choose a problem or question that can be addressed using information.

What interests you?

What is a suitable topic for your assignment?

What is a research question appropriate for the scope of your assignment?

[Comments \(0\)](#)

Identifying Keywords

The **Brainstorming Keywords** worksheet below illustrates how to start thinking about keywords to use as you search.

Make a list to keep track of keywords related to your topic. Keep it handy and revise as needed as you conduct your research.



[Brainstorming Keywords Worksheet](#)

[Comments \(0\)](#)

Find Background Information

As you identify relevant keywords related to your topic, it may be helpful to find some background information to gain a good overview and better understanding of the context of your topic.

Conducting some brief background research can help you in finding additional terminology related to your topic, as well as specific events, dates, and names related to your topic.

[Gale Virtual Reference Library](#) is a collection of full-text encyclopedias, almanacs, and specialized reference sources on many different subjects.

[Reference Universe](#) indexes the contents of the entire reference collection, both print and electronic, owned by UK Libraries.

[Oxford Reference Online](#) contains concise coverage of a broad range of subjects and is particularly good for quotations and multi-language dictionaries.

[Comments \(0\)](#)

Refine Your Research Question

If you are not finding enough information, your question may be too narrow.

Consider broadening it by exploring related issues, adding another element to the topic, or expanding the area covered.

If you are finding too much information, your question may be too broad.

Consider narrowing it by time period, geographic location, or population.

[Comments \(0\)](#)

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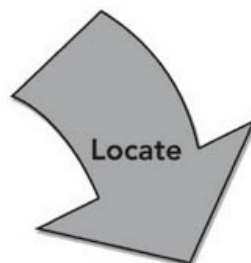
[Print Page](#)

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[Search](#)

Locating Information



Next, find information about your topic.

The links below connect you to articles and newspapers, books, websites, videos, and more

Also look for additional links that pertain directly to your class section.

Depending on what you find, you might need to [revise your topic or search strategy](#).

If you are having trouble finding information on your topic, always feel free to [ask a librarian](#)!

[Comments \(0\)](#)

Ask-a-Librarian



Questions?
Email, call, visit, or chat with a
librarian.

[Comments \(0\)](#)

Find Articles

Selected databases that contain a variety of journal and/or newspaper articles:

- [Academic Search Premier](#)
The wide variety of subject coverage makes this a good place to begin your research on virtually any topic, covering all disciplines in both popular magazines and scholarly journals.
- [Access World News](#)
Contains articles from local and regional newspapers, including several Kentucky newspapers.
- [CQ Researcher](#)
Reporting and analysis of political and social issues, including health, education, and the U.S. economy.
- [Opposing Viewpoints](#)
Includes academic journal articles, newspaper articles, essays, statistics, websites, and other sources on current topics.

[Comments \(0\)](#)

How to Get Text



When searching for journal articles, you will notice the [Get Text](#) button on many of your search results. Clicking on the [Get Text](#) button will open a menu page that will show you where you can find the full-text of the article.

If the full-text is not available, you will have the option to search [InfoKat](#) to see if we own the item in print.

[Frequently Asked Questions about Get Text](#)

Having trouble? [Ask a Librarian](#) for help.

[Comments \(0\)](#)

Find Statistics

Selected statistical sources:

- [Statistical Abstract of the United States](#)
Summary of statistics from US Census Bureau, Bureau of Labor Statistics, Bureau of Economic Analysis, and other Federal agencies and private organizations.
- [Statistical Insight](#)

[Search Google Scholar](#)

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Evaluate sources | [Comments\(0\)](#) | [Print Page](#)

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Evaluating Information



Evaluating information is a critical part of the research process and is a valuable skill that will help you in everyday use of information.

Developing this skill now will help you long after you have graduated.

Many criteria can be used to evaluate information, and we will focus on three:

Authority

Who is responsible for writing the material? What are their credentials?

Relevance

How does this information relate to my topic? Will it help me to make a point?

Timeliness

Was the information researched and written at a time appropriate to your topic?

[Comments \(0\)](#)

Types of Periodical Sources

Scholarly - Also known as academic, refereed, or peer-reviewed journals

Popular - Also known as general interest magazines

Trade Magazines - Also known as professional or industry journals, newsletters, or magazines

[More information on distinguishing among types of periodicals](#)

[Comments \(0\)](#)

Fact Checker Sites

The CRAAP Test

The CRAAP Test is a common checklist used to evaluate an information resource.

Currency: The timeliness of the web page.

- If relevant, when was the information gathered?
- When was it posted?
- When was it last revised?
- Are links functional and up-to-date?
- Is there evidence of newly added information or links?

Relevance: The uniqueness of the content and its importance for your needs.

- What is the depth and breadth of the information presented?
- Is the information unique?
- Is it available elsewhere, in print or electronic format?
- Could you find the same or better information in another source?
- Who is the intended audience? Is this easily determined?
- Does the site provide the information you need?
- Your overall assessment is important. Would you be comfortable using this source for a research paper?

Authority: The source of the web page.

- Who is the author/creator/sponsor?
- Are author's credentials listed?
- Is the author a teacher or student of the topic?
- Does the author have a reputation?
- Is there contact information, such as an e-mail address?
- Has the author published works in traditional formats?
- Is the author affiliated with an organization?
- Does this organization appear to support or sponsor the page?
- What does the domain name/URL reveal about the source of the information, if anything? Example: .com .edu .gov .org
- .net

Accuracy: The reliability, truthfulness, and correctness of the informational content.

- Where does the information come from?
- Are the original sources of information listed?
- Can you verify any of the information in independent sources or from your own knowledge?
- Has the information been reviewed or refereed?
- Does the language or tone seem biased?
- Are there spelling, grammar, or other typos?

Purpose: The presence of bias or prejudice. The reason the web site exists.

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Apply information [Comments\(0\)](#) [Print Page](#) **Search:** [This Guide ▼](#) [Search](#)

Applying Information



Now that you have found information on your topic, consider how you are going to use it.

How will you construct new meaning from this information and communicate it effectively?

It is helpful to read through all of your sources to make sure that you have the information you need. As you read through them, you may find citations to other relevant sources. Looking through the references in all of your sources can be helpful in finding these additional sources.

As you begin to use the information you found, it is critical to consider how you are using it.

[Comments \(0\)](#)

About Plagiarism

At UK, plagiarism is a serious offense with consequences ranging from receiving a zero on an assignment to expulsion.

"Plagiarism means taking the words and thoughts of others (their ideas, concepts, images, sentences, and so forth) and using them as if they were your own, without crediting the author or citing the source." (Source: [Plagiarism: What Is It](#), UK Office of Academic Ombud Services)

View this tutorial for more information on plagiarism: [Understanding Plagiarism](#)

[Comments \(0\)](#)

Citation Help

Published in March 2009, the 7th edition of the *MLA Handbook* has been expanded to cover more comprehensively the use and citing of electronic resources.

[View some examples of works cited.](#)



MLA Handbook for Writers of Research Papers
Call Number: LB2369 .G53 2009
ISBN: 1603290249

[Comments \(0\)](#)

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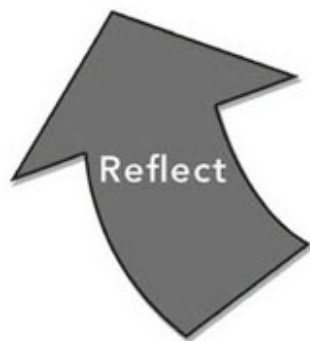
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Review, Revise, Refine



Throughout the process, it is helpful to reflect on what you have found and what you have learned so far. At this point, ask yourself some questions:

If someone else reads my paper, are they able to understand and connect the points I make?

Do you need more information?

Would it be helpful to include some statistics to make your argument stronger?

Perhaps a video could help illustrate your point?

Basically, what information do you need to help make your case?

This is also a good time to consider revising and polishing your work. This page includes some resources which may help you through that process.

[Comments \(0\)](#)

Helpful Resources

Many resources are available to you as you work through a research project.

If you have questions, you can check with your instructor, of course.

You can [Ask A Librarian](#) for help as you find and evaluate information.

The [Writing Center](#) in Young Library is another excellent resource available to you. The Writing Center provides free, scheduled consultations to assist students in the process of composing and communicating in all media.

The new [Media Depot](#) in the Hub in Young Library provides recording equipment, editing stations with software, and technical support for students' development of their academic media projects.

[Comments \(0\)](#)

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The "End" of the Research Process



The research process is an iterative process. While we may have reached "the end," you may need to go back to an earlier step in the process.

Learning itself is an ongoing process, and hopefully this learning model helped you work through the process of finding and using information.

Some things to think about:

What did you learn throughout the process?

How did you integrate this new information into what you already know?

What new questions do you have as a result of this experience?

What will you do differently next time in finding and using information resources?

[Comments \(0\)](#)

Was this guide helpful?

Was this information helpful?

☐ Yes ☐ No ☐ Don't Know

How useful is this page?
(1 = Not Useful, 5 = Very Useful!)

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Additional comments:

Your Email:

[Comments \(0\)](#)

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- Evaluate What You've Found
- Analyze and Summarize
- Reflect on the Process
- Integrate What You've Learned

Tools and Tips for Academic Library Analysis

- Build Content
- Assessments
- Tools
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Discover Content



Introduction to the Assignment



Locate Information Resources



Evaluate What You've Found



Analyze and Summarize



Reflect on the Process



Integrate What You've Learned

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Introduction to the Assignment

In this assignment, you will use the main library at the undergraduate institution you attended as an example to understand the context of the academic library within the institution as well as how the library compares to other libraries. If for some reason your undergraduate institution did not have a library, use the University of Kentucky for this assignment. You will write a 3-5 page paper which describes a general overview of the services of the library as well as summarizes the institution's and the library's profile using various education and library science statistical sources.

The purpose of the Academic Library Analysis is to help you uncover some information about an academic library and its college/university. Finding and summarizing this information can help you in better understanding the types of data collected and types of classifications assigned to colleges/universities and their libraries.

In planning for a job interview and in ultimately working at an academic library, it is helpful if you have an understanding of the size and scope of the institution as well as general statistics about its library.

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Locate Information Resources

Some information resources that will be helpful in completing this assignment:

National Center for Educational Statistics (NCES)

The NCES is a key place for finding educational data. IPEDS (Integrated Postsecondary Education Data System) offers a wide array of data sets and tables. While not directly relevant to this assignment, if you are looking for things like retention data, time to degree, diversity of doctoral students, salaries by gender, or many other specific data sets on colleges/universities, you can find that and so much more in IPEDS.

You can also find total enrollments, total budgets, and other basic information about a college/university. An advantage of using this site is that the data has been normalized. For example, when looking for an university's total enrollment, you might look at the university's website, but the number you find may include part-time students, employees taking classes, students in an international sister program, etc. whereas another university might not count those students toward total enrollment. IPEDS has specific requirements for reporting, so you can be more certain that you are comparing apples to apples when you use data from IPEDS.

NCES: <http://nces.ed.gov/>

IPEDS: <http://nces.ed.gov/ipeds/>

Carnegie Classification

The Carnegie Classification is a framework which describes the size and scope of an institution, particularly as it relates to research. This can be helpful in making comparisons among institutions as it makes sense to compare institutions within the same classification. Applies to apples, once again.

Find the Carnegie Classification of your institution: http://classifications.carnegiefoundation.org/lookup_listings/institution.php

Academic Library Statistics

The NCES collects statics on academic libraries as well. Academic library statistics can currently be found via the Academic Library Survey. In the future, this data will be part of IPEDS. For now, this is the place to go: <http://nces.ed.gov/surveys/libraries/academic.asp>

Association of Research Libraries (ARL) Statistics and ARL Investment Index

If the institution you are researching is a member of ARL, you will find a good bit of data about your library here. The ARL compiles the annual investment index which shows which institutions spend the most on libraries (collections and salaries). Note that this is purely an expenditure index, not an index that describes level of services or service quality.

No surprise that Harvard remains number one by a landslide.

ARL data: <http://www.arl.org/focus-areas/statistics-assessment/arl-statistics-salary-survey>

The website of your college/university and its library will contain the information you should need to round out your assignment, particularly on library services offered, details about collections, special programs, etc.

While journal and magazine articles are not required for this assignment, you might find something interesting to share, particularly if your library/institution is known for something in particular. Maybe the athletics department gives funds to the library for every athletics ticket sold. That might be worth digging into, for example. Some good resources for conducting research in our field are [ERIC](#) and [Library Literature](#). [Google Scholar](#) is often worth a look as well. The guide for the final paper assignment contains additional database suggestions.

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Evaluate What You've Found

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How much information have you found? As this is a short (3-5 page) paper, you shouldn't need a great deal of information in order to summarize and analyze what you've found.

What did you find on the library and college/university website? Did you find that information to be similar or the same to what you found via NCES and other reporting agencies?

Are you still looking for something specific? Ask your instructor if you feel stuck here or have any questions.

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Analyze and Summarize

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It's helpful to read through everything you've found before starting to write. Is there anything notable you might want to comment upon?

This is a good time to work on an outline. The description of this assignment is intentionally broad to give you flexibility, so you can outline your paper in a way that works for you and best integrates the information you've found. You would likely do the same in preparing for a job interview or in providing a report for your library director/dean.

One approach might be to describe the university, describe the library, and then comment upon that library compared to one or more similarly classified libraries. If you find something particularly remarkable about your library or institution (free tuition, the largest collection of maps in the world, a campus where every student has an assigned personal librarian, etc.), you might describe those things in a section.

As you start writing, think about what you've found and if there are any gaps. Is there information you might need to go back and find in order to strengthen your summary?

Cite as you write. You might use [EndNote](#) if you don't already. Generally need help with citations? These guides offer help with [MLA](#) and [APA](#). The instructor is fine with you using either style guide so long as it is used correctly.

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Reflect on the Process

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Throughout the process of conducting any type of research and writing, it is helpful to reflect on what you have found and what you have learned so far.

At this point, ask yourself some questions: If someone else reads my paper, are they able to understand and connect the points I make? Do I need more information?

This is also a good time to consider revising and polishing your work. Anyone can benefit from the services of the [UK Writing Center](#), so consider working with them if you have time. You can make an appointment or get help online.

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Integrate What You've Learned

The research process is an iterative process. While you may have reached "the end," you may need to go back to an earlier step in the process. Learning itself is an ongoing process, and hopefully this guide helped you work through and think about your assignment.

- What did you learn in completing this assignment?
- How will you integrate this new information into what you already know?
- What new questions do you have as a result of this experience?
- What would you do differently if you completed this assignment again?

Your Academic Library Analysis is due in Blackboard on Friday, October 3 at 5 pm Eastern.

We will have a discussion thread about this assignment in mid-October so that everyone can share what they learned.

Thank you!

Stacey Greenwell, Ed.D.

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