EBSS VIRTUAL RESEARCH FORUM

Wednesday, May 15, 2019
1 pm – 2 pm CST

Association of College and Research Libraries
Education and Behavioral Sciences Section
EBSS Research Committee
2018-2019 EBSS Research Committee

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Thank you to the **American Psychological Association** for their continued support of EBSS...

Consider applying for the **APA Librarian Conference Travel Awards**!
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APA is providing 2 snack boxes to attendees of today’s forum!

Enter your email address via the survey at the end of today’s presentations.
College Student Perceptions of the Relevance of Information Literacy to their Academic Work
Dr. Karen F. Kaufmann, Seminole State College of Florida

Preliminary Findings: Librarians' Current Perception and Use of the ACRL Visual Literacy Competency Standards for Higher Education
Dana Statton Thompson, Murray State University

Curiouser and Curiouser: Investigating Non-Traditional Undergraduate Students’ Epistemic Curiosity During the Research Process
Michelle Keba, Palm Beach Atlantic University

Adoption of Systematic and Related Review Methods in Social Work, and Impact of Librarian Involvement on Reporting and Quality of Searches
Scott Marsalis, University of Minnesota
College Student Perceptions of the Relevance of Information Literacy to their Academic Work

Dr. Karen F. Kaufmann

ACRL - EBSS Virtual Research Forum   Wednesday, May 15, 2019   Zoom Room
Research Question

How is information literacy relevant, from a sociocognitive user view, to undergraduate student academic work?

Stage One- Online Survey identified student perceptions of the relevance of information literacy to their academic work.

Stage Two – Focus Groups identified factors that make information literacy relevant to academic work.
Information Literacy is perceived as socio-cognitively relevant – useful and meaningful when used for an academic assignment.

Students perceive information literacy to be highly relevant to their academic work.

User relevance of information literacy is not bound by:
- age
- gender
- academic status
- academic program
- student status
- required sources for an assignment
- perceptions of information literacy improvement to complete an assignment

"Relevance is timeless. Concerns about relevance will always be timely."

(Saracevic, 2007)
## Focus Group Key Findings:
Factors that make Information Literacy Relevant to College Students

### Uber Factor - Knowledge Base

<table>
<thead>
<tr>
<th>9 Key Factors</th>
<th>11 Dimensional Factors</th>
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</thead>
<tbody>
<tr>
<td>Digital Literacy</td>
<td>User Friendliness in Digital Environments</td>
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<tr>
<td>Specific Academic Discipline</td>
<td>User Experience in Digital Environments</td>
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<tr>
<td>Information Literacy Competency Awareness</td>
<td>Current Information</td>
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<tr>
<td>Acquiring New Knowledge</td>
<td>Authoritative Sources</td>
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<tr>
<td>Real World Application</td>
<td>ILC Articulated</td>
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<tr>
<td>Research Process</td>
<td>ILC Integration</td>
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<tr>
<td>Critical Thinking</td>
<td>Personal Relevance</td>
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<tr>
<td>The Scholarly Conversation</td>
<td>Professional Relevance</td>
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<tr>
<td>Curiosity/Passion/Motivation</td>
<td>Organizing Information</td>
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<td></td>
<td>Comprehension</td>
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</tbody>
</table>

(Kaufmann, 2018)
Discussion Points & Implications of Findings

Enriching Information Literacy
“The most prominent and consistent determinant of information literacy competencies is student perception.” (Poll & Payne, 2006, p. 132)

User relevance: A Pragmatic Building Block of Sociocognitive Relevance in Information Science
“The relevance of a piece of information is relevant to its user” (Van der Henst, J B, Sperber, & Politzer, 2002, p. 4)

Knowing student perceptions of the relevance of IL can Facilitate Student Success in Academic Work
“Perceptions are important because they make up or influence our internal organization of data.” (Graham, Unruh, & Jennings, 1999, p. 1).

The more meaningful Information Literacy is to the student academic experience, the greater the opportunity for student success, lifelong learning, and career success. (Li, 2007)


Thank you!
Questions, comments, more conversation? kaufmannk@seminolestate.edu
PRELIMINARY FINDINGS:

LIBRARIANS' CURRENT PERCEPTION AND USE OF THE
ACRL VISUAL LITERACY COMPETENCY STANDARDS FOR HIGHER EDUCATION

Dana Statton Thompson
Research and Instruction Librarian
Murray State University
STATEMENT OF THE RESEARCH QUESTION(S)

This project seeks to answer the following research questions:

1. What are the domains and contexts in which the ACRL Visual Literacy Competency Standards for Higher Education are used to ground research?

2. How are instruction librarians using the ACRL Visual Literacy Competency Standards for Higher Education in their instruction and research?
DESIGN/METHODOLOGY

- **Content Analysis**
  - 100 articles completed out of ~150

- **Survey**
  - 196 responses total
  - 146 after ‘clean-up’

- **Interviews**
  - 10 phone interviews
**PRELIMINARY FINDINGS - CONTENT ANALYSIS**

- **Type of Article**
  - Case Study: 42%
  - Empirical: 32%
  - Perspective: 26%

- **Type of Publication**
  - Dissertation: 57%
  - Trade: 5%
  - Proceedings: 14%
  - Chapter: 16%
  - Journal: 8%

- **How Standards Used**
  - Mentions: 35%
  - Based on: 56%
  - References: 9%

- **Field**
  - Non-Library: 54%
  - Library: 47%

- **Author Location**
  - Australia: 1%
  - Bulgaria: 1%
  - China: 1%
  - Estonia: 1%
  - Ireland: 1%
  - Romania: 1%
  - Canada: 2%
  - Poland: 2%
  - Spain: 2%
  - United Kingdom: 2%
  - Finland: 3%
  - Turkey: 6%
  - United States: 77%

- **Year Published**
  - 2010: 1
  - 2011: 0
  - 2012: 2
  - 2013: 10
  - 2014: 10
  - 2015: 22
  - 2016: 15
  - 2017: 11
  - 2018: 20
  - 2019: 9
PRELIMINARY CONCLUSIONS - SURVEY

1) There is not a large awareness of the ACRL Visual Literacy standards in the academic librarian community,

2) instruction librarians who are aware of the standards don’t feel as though they have the time to incorporate lessons teaching visual literacy into their instruction sessions,

3) librarians are beginning to understand the importance of visual literacy but feel uncomfortable teaching it themselves.
THANK YOU! (AND CONTACT INFO)

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Curiouser and Curiouser: Investigating Non-Traditional Undergraduate Students’ Epistemic Curiosity During the Research Process

Michelle Keba, Associate Librarian for Reference
Palm Beach Atlantic University
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Research Questions

Quantitative
• Do students who score at a high level on the Epistemic Curiosity Questionnaire also score higher on the Information Literacy Self-Efficacy Scale?

• Do students who score at a high level on the Epistemic Curiosity Questionnaire also score higher on their annotated bibliographies as rated on the Information Literacy VALUE Rubric?

Qualitative
• How do students describe their feelings of epistemic curiosity as they relate to the research process?
Methodology

• Mixed methods study of non-traditional undergraduate students enrolled in the Fall 2018 and Spring 2019 semesters of an academic research techniques course (n=59; 97% response rate)

• Data Sources:
  • Survey comprised of two validated scales designed to measure the participants’ epistemic curiosity (Litman, 2008) and information literacy self-efficacy (Kurbanoglu, Akkoyunlu, & Umay, 2006)
  • Annotated bibliography on a research topic of the students’ choice rated on Information Literacy VALUE Rubric
  • In-depth interviews with 24 students
Quantitative Data Analysis

Multiple Linear Regression Analysis

Information Literacy Self-Efficacy vs. Epistemic Curiosity

R Square = 0.26, p=0.01
Preliminary Qualitative Data Analysis

Frequency of Top 5 Codes

- Personal Connection: 31
- Professor Guidance: 24
- Too Broad: 12
- Going Deeper: 11
- Relevant Source: 11
Adoption of systematic and related review methods in social work, and the impact of librarian involvement on reporting and quality of searches

Scott Marsalis
Social Sciences Liaison Librarian
University of Minnesota – Twin Cities
marsa001@umn.edu
(Pronouns: he/him/his)
Research questions:

1. What types of synthesizing reviews are being published in social work?
2. Do the reviews follow established guidelines for reporting the literature search?
3. Does the reported involvement of a librarian predict the quality of the search reporting?
Method

1. Identify synthesizing reviews in social work, 2010-2017 (n=1095)
2. Screen identified studies against inclusion/exclusion criteria (763 excluded)
3. Code the included studies (n=332) for type of methodology, common search errors, whether search reported in enough detail to reproduce, and whether a librarian is acknowledged (Short Form)
4. Code those studies with a reproducible search (n=157) on quality of search (Long Form)
Reported librarian involvement

- 3 co-author
- 8 designed and/or conducted search
- 42 advised on search
- 276 no acknowledged librarian involvement
Common Reporting Errors

- Boolean logic not fully included
- Database platform not specified
- Database platform & name conflated
- Databases not named
Problems with Reproducible Searches

- Are appropriate fields searched (e.g., not just title unless justified)?
- Are appropriate synonyms searched?
- Are supplementary sources (grey lit, hand search and/or experts) queried?
- Is truncation used when appropriate?
- Are there other obvious limitations (e.g., overly simplistic strategy)?
- Is the search customized to specific databases when appropriate?
- Are subject headings used when appropriate?
- Are limits / filters (e.g., age, methodology) used where available?

Yes | No
QUESTIONS?

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Adoption of Systematic and Related Review Methods in Social Work, and Impact of Librarian Involvement on Reporting and Quality of Searches
Scott Marsalis, University of Minnesota, marsa001@umn.edu
Thank you!
Enter the drawing for the snack boxes, and let us know what you think of today’s event:

https://forms.gle/2Hgzm2Pz5Z12NmjC8

Additional questions? samantha.godbey@unlv.edu