



**Northern Illinois
University**

**From Rookie to Researcher:
Integrating Information Literacy into
Undergraduate Research**

CARLI UG Research Webinar Series
April 2021

Land Acknowledgement



Northern Illinois University occupies the traditional homelands of Anishinaabe peoples—*Niswimishkodewinan*, also known as the Council of the Three Fires—comprised of the Potawatomi, Ojibwe, and Odawa. Other Indigenous peoples who call this land home include the Sac and Fox, Kickapoo, Peoria, Miami, and Sioux. We acknowledge the presence and continued vitality of these and other Native communities in our state and Midwest region.

Agenda



- NIU, OSEEL, & Research Rookies
- Initial Partnership
- Reaching More Students
- A True Collaboration
- Lessons Learned / Helpful Tips

NIU and OSEEL



Research Rookies & URAD/CURE



UNIV 105 for Research Rookies



- Taught by a librarian
- Research Proposal Workshop
- 8-20 students enrolled each fall

Fall 2017 Assessment	Research Rookies who took UNIV 105	Research Rookies who did not take UNIV 105
Average score on the Info Lit Pre- Post Test	18.57/25	16.88/25

UNIV 105: Challenges



- Not required
- Low enrollments
- Reference desk scheduling



Reaching More Students



Program Workshops



Introduction to the Library

- Outline of services & resources
- HuskieSearch, Subject LibGuides, & Databases
- Subject specialist librarians

How to think like a Research

- Developing research questions
- Emphasis on evidence (defined by the discipline)
- Literature Review & Citation

Using Library Resources

- Creation of a LibGuide

CURE LibGuide



University Libraries / LibGuides / Conference on Undergraduate Research and Engagement (CURE) / Home

Conference on Undergraduate Research and Engagement (CURE): Home

Search this Guide

Search

Information and resources to help participants prepare for the Conference on Undergraduate Research

HOME

WHAT & WHY OF LITERATURE REVIEWS

FINDING "THE LITERATURE"

CITATION HELP

GET HELP

CONFERENCE RESOURCES

WELCOME

This guide provides resources and information to assist you in developing your poster for the Conference on Undergraduate Research (CURE), formally known as Undergraduate Research and Artistry Day (URAD) and the Community Engagement Showcase (CES)

The 2021 CURE will be held **virtually April 19-23, 2021**, using the Symposium by ForagerOne platform.

WHAT IS URAD?



QUESTIONS? EMAIL US!

Office of Student Engagement and Experiential Learning:

engage@niu.edu or visit the [CURE website](#)

University Libraries Ask-A-Librarian: [Chat](#) or [Email](#)

URAD/CURE Documentation



Poster Template



Judging Rubric



Information Sessions

Poster Template



Abstract:

- Short summary of your research.
- Should match what you submit with registration.
- Some disciplines **do not** put an abstract – check with your mentor.

Significance and rationale:

- Provides an overview of what your project entails.
- How your research addresses a topic.

Literature review (if applicable):

- Puts research into context.
- Offers an overview of the field.

Methods:

- Overview of how you conducted your project.
- Can be understood by an expert as well as someone with no prior experience.
- May include images/diagrams.

Analysis/results:

- Highlights what your research shows.
- May include graphs, charts, images.

Discussion/conclusion:

- Wraps up your findings.
- Provides ideas for future steps.
- Final thought you are leaving the viewer with.

References and acknowledgments:

- Reference any citations on the poster using your field-specific format.
- Acknowledge your mentor, any program sponsors, and funding sources.

Revision of the Rubric



Name of Presenter _____ Judge _____ Poster # _____

Directions: Use the rubric below to score the student's presentation and then provide written feedback in the space provided. Rubric scores will be used to calculate the winners for each category. We have included space for written feedback in an effort to enrich the student's learning experience and help them understand how they can improve.

Category	Excellent = 5	Very Good = 4	Good = 3	Fair = 2	Poor = 1	SCORE (out of 5)
Significance/ Originality	Research/Project is impactful and significantly advances knowledge within its intended field of study or to society.	Research/Project contributes to its intended field of study or to society.	Research/Project is sound and has ordinary content that may or may not impact its intended field of study or to society.	Research/Project is not sound and there is at least one inconsistency.	Research/Project is not sound and there are 2 or more inconsistencies.	
Organization/ Appearance	Well organized and the flow provides an understanding of the material. Easy to read. Good balance of white space.	Appropriate organization but there are too much or too little white space.	The flow and format are understandable but poor choice of colors that make it difficult to read.	Poster is unorganized or does not flow. Inappropriate font, colors, and/or sections of the poster are difficult to read.	Aesthetics prevent concepts from being understood. Poster does not comply with poster requirements.	
Knowledge	Demonstrates in-depth knowledge about the subject and project.	Demonstrates basic knowledge of the subject and basic concepts of the project.	Understands basic concepts of subject but struggles with high level concepts of the project.	Understands basic concepts of subject but struggles with project details.	Struggles with basic concepts of both subject and project.	
Methods/References	Thorough understanding of methods conveyed w/ high confidence and understanding for the topic and discipline. List of references, resources and/or literature review present.	Better than average understanding of methods spoken w/ confidence.	Basic understanding but not spoken with confidence.	Minimal understanding of methods.	Not able to adequately explain methods. Lack of references, resources and/or literature review.	
Use of Figures and Graphs	Excellent use and design of figures and graphs. Graphics (e.g., tables, figures, etc.) are engaging and enhance the text content is clearly arranged so that the viewer can understand order without narration.	Better than average use of figures and graphs with one error. Graphics (e.g. tables, figures, etc.) enhance the text content.	Appropriate use of figures and graphs.	Figures and graphs are out of proportion or not needed.	No use of data where needed. Figures and graphs do not convey what is stated.	
Virtual Presentation/ Professionalism	Maintains eye contact with camera/audience (if video). Speaks in fluid sentences. Exhibits a professional demeanor in appearance and communication.	Maintains eye contact most of the time (if video). Shows high interest in the project. Communicates effectively with confidence about the full project.	Some eye contact (if video) and shows some interest in the project. Communicates skillfully about the full project.	Some eye contact (if video) but does not show interest in the project. Does not communicate skillfully about the full project.	Student cannot be heard, does not engage, and lacks interest in project.	
Category Score (total above out of 30)						/30
Tie Breaker: In the event of a tie, please indicate on a scale from 1 (lowest) to 100 (highest) your overall rating of this poster presentation. (try not use multiples of 5, e.g., 91 is good, 90 is not)						/100



Information Sessions



**Jointly-hosted
events**



**Clarifying poster
format &
expectations**



**Building on
earlier
discussions of
literature review
& references**



**Pointing to
resources & help**

Assessment



2019

Reference Lists: 7
Lit reviews: 4
Both: 41
TOTAL: 52

IL present in
58% of posters
viewed

Sample: 70 posters of 133 total

2020

Reference Lists: 19
Lit reviews: 3
Both: 39
TOTAL: 61

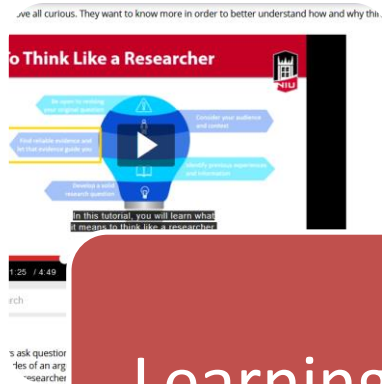
IL present in
66% of posters
viewed

Sample: 59 posters of 94 total

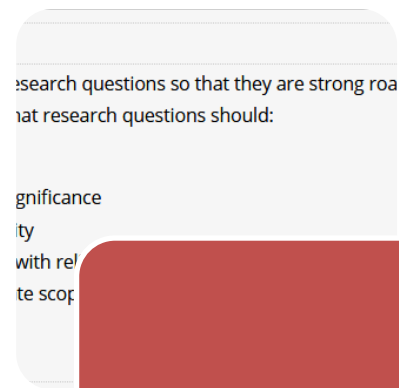
A True Collaboration



Blackboard Module Design



Learning
Objects



Activities

is Strategic Exploration

hread) a reflection on your search process thus far. Be sure to include a reflection on your search process thus far. Then answer the following questions:

What search engines and tools provided the most relevant results? How did you evaluate the results to determine relevance? How did you feel during the search process? Success, concern, frustration? How would you do differently next time you need to search for information? Respond by **Friday, November 20th, at midnight.**

I reply to at least 2 other research rookies. Your reply should include a reflection on your search process thus far. Be sure to include a reflection on your search process thus far. Then answer the following questions: How did you feel during the search process? Success, concern, frustration? How would you do differently next time you need to search for information? Respond by **Friday, November 20th, at midnight.**

Discussion

Design: Learning Objects



Researchers are above all curious. They want to know more in order to better understand how and why things work.

A video player interface for a tutorial titled "To Think Like a Researcher". The video frame shows a lightbulb graphic with a play button in the center. Six blue callout boxes surround the lightbulb, each containing a research step: "Be open to revising your original question", "Find reliable evidence and let that evidence guide you" (highlighted with a yellow box), "Consider your audience and context", "Identify previous experiences and information", "Develop a solid research question", and "In this tutorial, you will learn what it means to think like a researcher." The video player controls at the bottom show a progress bar at 1:25 / 4:49, a search bar, and a "Show transcript" link.

Key Points:

- Researchers ask questions and seek out evidence, identify previous experiences or relevant information to get context, look at all sides of an argument, and distinguish between opinion and fact.
- To think like a researcher you need to develop a strong research question, find reliable evidence and let that evidence

Design: Activities



Instructions

Revise the following research questions so that they are strong road maps for the research process. Remember that research questions should:

- Be open-ended
- Have a larger significance
- Aim for neutrality
- Be answerable with reliable evidence
- Have appropriate scope

Design: Discussion



Confirmation Bias Continued ▼

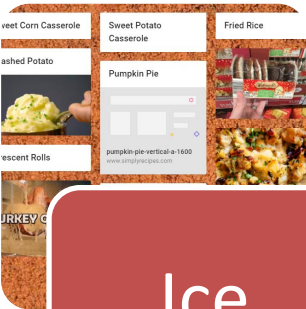
After viewing the *Defining Confirmation Bias* video, consider the questions below:

- Can you think of specific examples or scenarios in everyday life when confirmation bias makes it difficult for people to overcome what they already know or believe about another individual, group of people, or place?
- As you begin to think like researchers and participate in research with your faculty mentor, what are some strategies for overcoming confirmation bias not only in your everyday life, but in the work you will be doing with your faculty mentor?

New to Research: Post a response to questions on the discussion board by clicking on "Create Thread." Post your response by **Friday, September 18, at midnight.**

Experience with Research: Read the posts of at least two other students and respond them. Do you have any related examples of dealing with confirmation bias? Can you offer any additional advice for overcoming confirmation bias when working on research projects with faculty? Post your replies by **Sunday, September 27, at midnight.**

Cohort Meetings



Ice
Breaker

Does Canada have a better health care system than the United States?

In the United States and Canada, what has been developed a better health care system? What aspects make it better?

What are the strengths and weaknesses of the current system?

Recap

Which article do you trust more? Why? How would you use each article? Who did a scholar/faculty member do a scholarly review of?

What are the strengths and weaknesses of the current system?

Activity

Watch the videos

Identify your research problem/question or topic AND list the resources (library catalog, databases, etc.) you plan to use. Due date: **Monday, November 9 at midnight**. Submit to the Discussion Board – due date: **Monday, November 16 at midnight**.

Next
Module

Cohort Meetings



Cornish Hens

Sweet Corn Casserole

Sweet Potato
Casserole

Fried Rice

Fried turkey

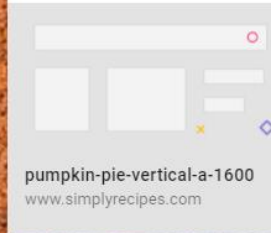
Turducken!

Mashed Potato

Pumpkin Pie

Ham

fried turkey



Crescent Rolls



Lamb Curry

Smoked Turkey!



Fruit Salad



Recap Activities



Research Questions Practice



- What effect does social media have on people?

How has **Snapchat** changed the **dating culture** of today's **teens**?

What impact do social media sites like Facebook, Instagram, and Twitter have on the **mental health** of **young teens** with **prolonged use** over time?

Activity



Authorship Activity



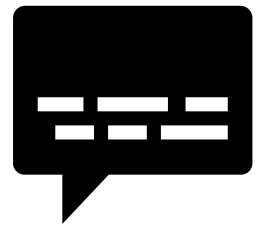
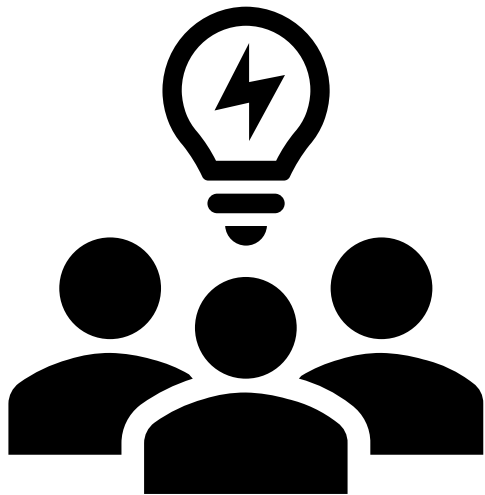
Read two articles on the same topic:

- <https://www.foodpolitics.com/2013/10/today-is-world-food-day-perspectives/>
- <https://journals.plos.org/plosmedicine/article?id=10.1371/journal.pmed.1001242>

Peer-Led Discussion



1. Which article do you trust more? Why?
2. How would you use each article?
3. Which one did a scholar/faculty member write?



Next Module



Unit 2: Homework



- ✓ Watch the videos
- ✓ Draft your research problem/question or creative concept AND list the resources (library databases) and classic/seminal studies you plan to consult.
 - Due by **Monday, November 9 at midnight**
- ✓ Post to the Discussion Board – due dates
 - New to Research: Post your response by **Friday, October 16, at midnight.**
 - Intermediate Researchers: Post your replies by **Sunday, November 1, at midnight.**

CURE 2021: Assessment Plans



- Symposium by Forager One
- References & Lit reviews
- By school/discipline
- Research Rookies vs other CURE participants

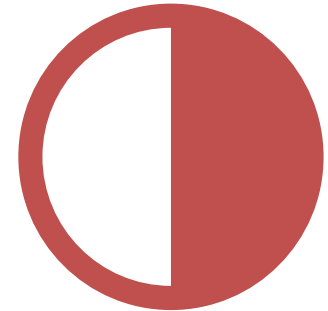
What We Learned/Helpful Tips



No library is an island



**Growth with campus
partners**



Strength of our Dual Nature

Questions? Contact Us



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