

# **Turning Students into Research Scholars: Using Library Resources**

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# Why Do We Want Students to Learn How to Do Research?

- **To develop critical thinking abilities**
- **It is a transferable skill with lifelong benefits**
- **To increase their level of subject knowledge**

# Critical Thinking Skills

- **Analysis**
- **Synthesis**
- **Problem-Solving**
- **Questioning**
- **Ability to discover new answers and new questions**

# Critical Thinking

- **Ruggiero's Stages of Critical Thinking**
  1. **Exploration**
  2. **Expression**
  3. *Investigation*
  4. **Idea Production**
  5. **Evaluation & Refinement**

# Ennis' Critical Thinking Goals

1. Focus on an issue or question
2. Analyze arguments
3. Use questions for clarification
4. Determine the credibility of a source
5. Make judgments of value
6. Define unclear terms
7. Locate and examine assumptions

# Product over Process

- **Traditional Research Paper Assignment**
  - Assigned at the beginning of the semester
  - No real class time used to discuss process or progress
  - One grade on final paper
  - Faculty assumption that students have knowledge and skills to complete research independently

# Expert vs. Novice Researcher

- **Leckie's Expert Researcher Model:**
  - In-depth knowledge of the discipline
  - Awareness of important scholars in the field
  - Heavy reliance on personal contacts and citation trails
- **Novice Researcher: None of the above**

# Faculty-Student Disconnect

- **Leckie states:**
  - Faculty have forgotten what it is like to be an undergraduate
  - Make false assumptions about students' level of understanding
  - Context is rapidly changing: more diverse student body
  - More technology and “information glut”

# Expert Model Used for Novice Assignment

- **Real-life 100-level Writing assignment:**  
“The first paper will require you to research some topic in psychology that is directly relevant to the humanities, the arts, or the social sciences. Your topic must meet the following two requirements:

# Intro. Paper Continued

- There must a substantial body of empirical research on the topic.
- Your topic must be relevant to some issue in law, society, politics, the arts, religion, philosophy, education or related fields.
- Papers that are just reviews of the scientific literature, without discussing their larger implications, will not be suitable for this topic.

# **Traditional research paper assignment won't promote critical thinking if:**

- Instructor does not integrate the research process into the class**
- Major gap exists between students' knowledge and abilities and the assignment**

# Information Literacy & Critical Thinking

- **The ability to access, evaluate, analyze, and apply information:**
  - **Bias and point of view**
  - **Reliability of sources**
  - **Checking for formal or informal fallacies**
  - **Primary vs. secondary sources**
  - **Evidence and implication**

# How the Libraries Can Help Your Students Become Information Literate

- **Instruction and online tutorials tailored to your research assignments**
  - **Directory of Subject Specialists**  
**<http://www.lib.umd.edu/UES/specialists.html>**
  - **Course related web pages**  
**<http://www.lib.umd.edu/UES/tutorials.html>**

# How the Libraries Can Help

- **TILT: Terrapin Information Literacy Tutorial**

<http://www.lib.umd.edu/UES/TILT/>

- **Creating Effective Library Assignments**

<http://www.lib.umd.edu/UES/assignment.html>

# Primary Sources

- **Great way to promote critical thinking**
  - **Students must give own interpretations**
  - **Should place author/creator in social/historical context – leads to greater understanding of underlying issues**
  - **Often much more interesting than merely reading books and journal articles**

# Primary Sources in the Libraries

- **Maryland Room**

<http://www.lib.umd.edu/mdrm/>

- **Historical Manuscripts**

<http://www.lib.umd.edu/ARCV/histmss/>

- **Literary Manuscripts**

<http://www.lib.umd.edu/ARCV/histmss/>

- **University Archives**

<http://www.lib.umd.edu/ARCV/univarch/>

- **Marylandia & Rare Books**

<http://www.lib.umd.edu/RARE/index.html>

# Primary Sources in the Libraries

- **Library of American Broadcasting**

<http://www.lib.umd.edu/LAB/>

- **National Public Broadcasting Archives**

<http://www.lib.umd.edu/NPBA/index.html>

- **National Trust for Historic Preservation**

<http://www.lib.umd.edu/NTL/>

- **Government Documents & Maps**

<http://www.lib.umd.edu/GOV/>

# Primary Sources in the Libraries

- Prange Collection

<http://www.lib.umd.edu/prange/index.jsp>

- World's Fair Collection

<http://www.lib.umd.edu/ARCH/exhibition/home.html>

- Technical Reports & Patents

<http://www.lib.umd.edu/ENGINE/techrpts.html>

- International Piano Archives

<http://www.lib.umd.edu/PAL/IPAM/>

# Faculty-Librarian Collaboration

- Gemstone

<http://www.gemstone.umd.edu/index.html>

- GVPT 309J

<http://www.lib.umd.edu/MCK/gvpt309J.html>

- LASC 423/HIST 619O

<http://www.courses.umd.edu/public/LASC423/>

# Questions?

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