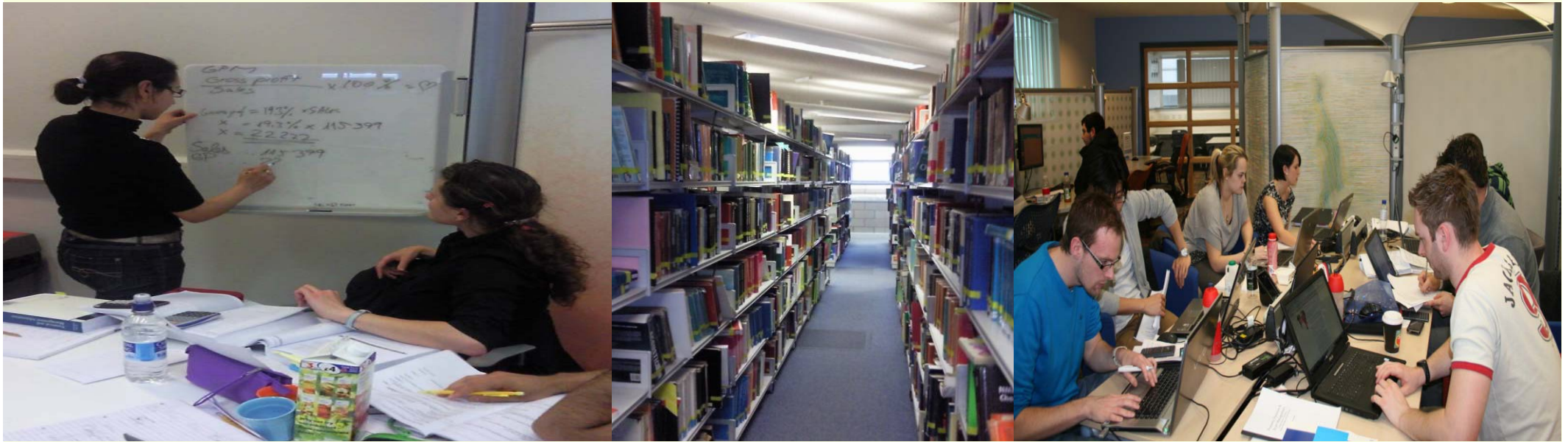


# Effective approaches to thinking like a researcher



Sheffield  
Hallam University

SHARPENS YOUR THINKING

Emma Finney and  
Deborah Harrop

# What will I get out of this workshop?

- **Identify challenges faced by learners**
- **Apply approaches you can drop into your own sessions**
- **Evaluate links between assessment and impact measurement**

# Sample sized information literacy activities

- **Select 2 research components listed below**
  - exploratory: initial stages of exploring a subject
  - analytical: analysing content and making sense to self
  - evaluative: developing a standpoint based on balance of evidence
  - interpretative: creating new content, offering a coherent response to a query
- **In groups, work through the activity pack and note your reflections on the sheets of paper**
  - Consider both the learner and practitioners perspective

# Identify the 3 most challenging aspects of measuring impact?



- We have used ‘word snakes’ in class to get instant feedback and sum up a task

# Assessment examples

## Weighing up the evidence

Written for a level 5 research module

Journal articles aim to disseminate and advance knowledge, but after reading any article you must always weigh up the evidence.

Using the reference list you created for your essay; select **one** journal article of interest and answer the questions below. Please also include a full Harvard style reference for the article and insert this at the start of the exercise. Complete the exercise in no more than 600 words.

- What is the key message of the journal article, (in no more than 15 words)?
- What are the central discussion points?
- What evidence is provided?
- Do the conclusions support the evidence and if so, how?
- What do other articles have to say on this area of research?

# Assessment examples

## Skills for Science Essay Feedback Sheet

Student: .....

Tutor: .....



	Poor	Fair	Good	Comments + mark
<b>Marking criteria</b>	√	√	√	
<b>Presentation</b> - Text in 11 or 12 point, double spaced. Good English, grammar and spelling. <i>Integrates use of information resources using an organised and logical approach.</i> Appropriate scientific style /10.				Green text indicates where we added further content explicitly relating to information literacy
<b>Structure</b> - Contains introduction, main section with subsections containing linked paragraphs, conclusion./10				
<b>Content</b> -				
<ul style="list-style-type: none"> <li><b>Introduction</b> - Defines the topic/title. <i>Demonstrates understanding of what information is required and outlines why the topic is important; includes background and context. /10</i></li> <li><b>Main section</b> <i>Demonstrates understanding of breadth and depth of information resources available on topic/title.</i></li> </ul>				

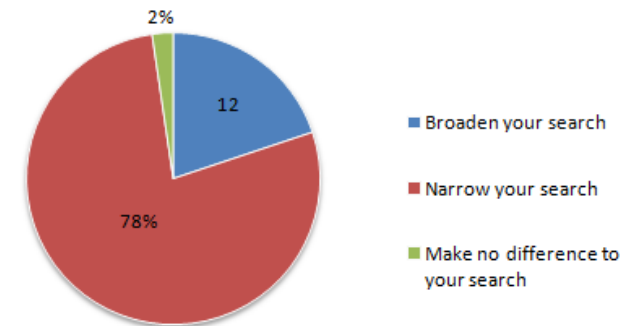
# Assessment examples



Extracts from evaluation document submitted to module leader

Figure 8: student responses in week 11

When you are looking for information: adding the term AND will...



## 4. Discussion

Overall I would assert level 4 bioscience information literacy support meets the aim and objectives outlined in the Information Literacy Framework. However, it remains challenging to demonstrate the impact of these sessions on student learning, but none the less it remains essential we still continue to try and offer evidence.

Drawing comparisons across different subject areas is also complex; however it is undeniable time spent running information literacy sessions in the bioscience subject discipline is higher than across many other subject areas. In real terms this equates to 20 minutes of information literacy support per student in semester 1. This figure is elevated as sessions 1, 2 and 4 and 5 are run as PC workshops to allow sessions to be contextualised and for students to actually work on their assignments. In previous years sessions have been run as lectures, but following evaluations with module leaders it has been agreed a workshop format was more appropriate.

# **Assessment**

**Do we feel driven to aim for summative assessment?**

**Should we collect separate formative assessment?**

**To what extent can assessment be used for impact measurement?**

# What next?

- **Write down on a post it note if and/or how you will try to assess impact next time you offer information literacy support**

We use a similar technique to encourage learners to plan the next stages of their research

- **Post session**

- Copies of all session content shared electronically, including a record of responses captured today



# References

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