

CRITICAL THINKING & THE LIBRARY

What the library is doing now

8/1/16-5/1/17		
	Participants	Sessions
Undergraduate Sessions & Tours	7907	413
Graduate Sessions & Tours	1733	90
Mixed: Grad/Undergrad	229	17
Location		
Online	43	12
Distance (off-campus)	714	14
Total for all interactions	10,449	566

Why can't we just use Google?

- From an article in Inside Higher Ed:
 - Students are not very good at using Google
 - Students do not know how to build a search that will return good results
 - "Today's college student might have grown up with the language of the information age, but they do not necessarily understand the grammar."

Inside Higher Ed News, 2011

Are you happy with your students' work?

- Are they using shady sources?
- Are they plagiarizing?
- Is Wikipedia their source of choice?
- Are they crediting their sources?

We know you know your stuff...

- Databases
- Research methods
- Source evaluation
- Your particular area of research

...but we can help!

- Librarians aren't just all about the books...we're all about INFORMATION:
 - How it's organized
 - Getting access
 - Evaluating it
 - Citing it

Framework for Information Literacy

- Association of College and Research Libraries
- Seeks to build foundational knowledge
- Less “point-and-click” and more geared toward a fundamental understanding of information

The Buckets

- "Know the Buckets"
Understand where to look
- "Use what's in the buckets"
Know how to apply what you find
- "Fill the buckets"
Awareness of how you can contribute to your field of knowledge

APPLYING THE FRAMEWORK IN CT² CLASSES

Consider letting librarians help design and even help grade some critical thinking assignments in your course.

Sample Learning Outcomes

- **Actively participate in scholarly conversation -**
Student will be able to describe the basic process of “scholarly conversations” in order to participate in them responsibly.
- Example: ENGL 1030 – Introduce the idea of the scholarly conversation as a social interaction and show a video about how students can participate appropriately. Students were then asked to reflect on their role and how they interpreted that role.

Sample Learning Outcomes

- **Know the buckets** - Student will be able to match information needs to search tools in order to select the most appropriate options.
 - Example: SOCS 3910 – Students were required to find a case law so the session focused on the databases that would help students do this. Instead of being shown how to use each database, the class was divided into thirds and each of the three groups were asked to search a different database and report back on what they were able (and not able) to find in each “bucket”.

Sample Learning Outcomes

- **Evaluating Sources** - Student will be able to use research tools and indicators of authority in order to determine the credibility of sources, understanding the elements that might temper this credibility.
 - Example: GEOG 1030 – Students were asked to find a news source for a country that had been assigned to them. This news source had to be indigenous and not news *about* the country but instead *from* the country. In order to do this, students had to look at the authority of the site and make decisions as to its relevance. This assignment was for 130 student and student responses were entered into a spreadsheet by a librarian.

Sample Learning Outcomes

- **How to create a good search** - Student will be able to construct a search using keywords and parameters in order to find resources relevant to their research.
 - Example: ENGL 3770 (Creative Inquiry) – Students were each given a database and then asked to use the help screens in the databases as well as google their database to find searching hints and tips. They were then asked to share what they learned with their classmates in relation to their assignment.

Making it Happen

- Send an email to Anne
- We'll suggest learning outcomes that fit your current syllabus/assignments
- We can provide an assignment and even help with grading/feedback

Contact Us!

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