

Lesson Plan Template

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Course Level: Senior Capstone and Thesis Courses for Undergraduates: Art History Thesis and Cultural Studies Capstone.

Title:

Remember the Research Consultation? Engaging the Framework in Thesis and Capstone Level Courses

Topic:

Research consultations live somewhere in-between reference and instruction. Reference desk transactions tend to discourage in-depth interactions, and library instruction - due to time constraints - prevents personalized individual attention (Vilelle, 2014). Research consultations allow for patrons to address specific questions they are facing with their research; and allow the librarian time to investigate the topics and time to teach specific skills based on the patron's needs. Research consultations also allow for deeper engagement with the knowledge practices and dispositions that shape the frames and encourage information literacy in upper-level students.

During Fall Semester 2018, I worked with two senior-level classes preparing literature reviews for thesis or capstone projects. Students were researching in-depth topics within their field of study (Cultural Studies and Art History). Both faculty members requested a general instruction session early in the semester, followed by a required research consultation with a librarian. As I prepared to meet with the students individually I recognized the opportunity to engage the framework in our meetings. I will discuss how I addressed the Frames when meeting with students individually, and how successful students were in developing their information literate abilities.

Using the research consultation as an added component to instruction can be applied to any audience or institution.

Vilelle, L. (2014). Personalizing instruction and reference: A personal attempt to close the public service gap. *College & Undergraduate Libraries*, 21(1), 37-55. doi:10.1080/10691316.2014.877734

Materials:

N/A

Learning Objectives:

The goals of the instruction sessions and research consultations were as follows*:

Students will be able to:

- Break the keywords and key components of their thesis topics down to searchable ideas.
- Use the library resources to locate relevant books and articles related to their topics.
- Use I-Share to locate and request additional relevant books available at Illinois institutions related to their topics.
- Use the bibliography of a known book or article to locate and access additional potential sources related to their topic.
- Use Google Scholar and/or Google Advanced Search to location additional sources related to their topics.

*The instruction sessions introduced these learning objectives with the research consultation deepening and reinforcing the learning.

Activity Overview:

Research Consultations with Students from Two Thesis/Capstone Courses

Cultural Studies Capstone Course – 16 senior Cultural Studies Majors conducting literature reviews in preparation for their thesis.

Senior Seminar in Art History – 6 Senior Art History Thesis students conducting literature review in preparation for their thesis.

Assessment of Student Learning:

Surveys were sent to all Research Consultation participants (see survey attached)

Librarians were invited to attend the Capstone Presentations for Cultural Studies Students (presentations scheduled for Friday, May 11, 2018)

ACRL Framework:

All the frames are relevant and often more than one frame was addressed during a research consultation. During the presentation, I will discuss specific examples of how several frames, including knowledge practices and dispositions, were engaged.

For example:

Student Research Topic: I'm preparing a research anthology that will prepare me to write my senior thesis next semester. I'm researching art labor using a Marxist theoretical framework. I'm analyzing Jeff Koons, Takashi Murakami, and Damien Hirst who have used factory model labor to produce million-dollar works without paying their employees (who often are they ones making the work) proportionately. Marxist literature about art, about exploiting labor; Information or accounts from former employees, how they're paid, their benefits etc. ; Historical information about studio assistants and apprenticeships. Discussions of the systems that allow for these men to exploit labor and retain the majority of the profit without doing work; Discussions of the art market as a self-reproducing system with auction houses, and example I'm thinking of would Christie's and Sotheby's training art historians to produce more authorities that can value the art and garner more income for the houses; Volumes and theory on the principles of authorship; I have collected a lot of information online about Damien Hirst and Koons, but I can't find a lot of information about or from Murakami's employees. I've requested two books through I Share on Koons and Murakami both published by the MCA. I've tried reaching out the the curator in charge of the Murakami exhibit this summer, and the person that responded asked for me to produce some preliminary questions and she would try to facilitate a dialogue.

Frames identified from the submitted research summary:

Research as Inquiry: Research is iterative and depends upon asking increasingly complex or new questions whose answers in turn develop additional questions or lines of inquiry in any field.

Knowledge Practices:

- formulate questions for research based on information gaps or on reexamination of existing, possibly conflicting, information;
- determine an appropriate scope of investigation;
- deal with complex research by breaking complex questions into simple ones, limiting the scope of investigations;
- use various research methods, based on need, circumstance, and type of inquiry;
- monitor gathered information and assess for gaps or weaknesses;

Dispositions:

- consider research as open-ended exploration and engagement with information;
- value persistence, adaptability, and flexibility and recognize that ambiguity can benefit the research process;
- seek multiple perspectives during information gathering and assessment;
- seek appropriate help when needed;
- follow ethical and legal guidelines in gathering and using information;

Scholarship as Conversation: Communities of scholars, researchers, or professionals engage in sustained discourse with new insights and discoveries occurring over time as a result of varied perspectives and interpretations.

Knowledge Practices:

- cite the contributing work of others in their own information production;
- contribute to scholarly conversation at an appropriate level, such as local online community, guided discussion, undergraduate research journal, conference presentation/poster session;
- identify the contribution that particular articles, books, and other scholarly pieces make to disciplinary knowledge;
- recognize that a given scholarly work may not represent the only or even the majority perspective on the issue.

Dispositions:

- recognize they are often entering into an ongoing scholarly conversation and not a finished conversation;
- seek out conversations taking place in their research area;
- see themselves as contributors to scholarship rather than only consumers of it;

Searching as Strategic Exploration: Searching for information is often nonlinear and iterative, requiring the evaluation of a range of information sources and the mental flexibility to pursue alternate avenues as new understanding develops.

Knowledge Practices:

- determine the initial scope of the task required to meet their information needs;
- match information needs and search strategies to appropriate search tools;
- design and refine needs and search strategies as necessary, based on search results;

Dispositions:

- understand that first attempts at searching do not always produce adequate results
- seek guidance from experts, such as librarians, researchers, and professionals
- recognize the value of browsing and other serendipitous methods of information gathering

Research Consultation Evaluation

The Columbia College Chicago Library would like to know how we did. Please complete the survey below and tell us about your experience with a research consultation with a librarian.

* Required

When did your research consultation take place? *

Fall 2017

Spring 2018

Other

What best describes you: *

Undergraduate Student

Graduate Student

Faculty

Staff

Alumni

What major or department are you affiliated with? *

Your answer:

What was the purpose of the research consultation? *

Coursework / Assignment

Thesis or Capstone

General Research

Other

Think about the one-on-one meeting with a librarian you had earlier this semester and select the statement below that best describes your experience. *

The session helped me feel more confident to do research for my paper or project

The session did not help me feel more confident in my ability to do my research paper or project.

What did the research consultation help you with? Please check all that apply *

Focusing or crafting a search strategy

Improving skills with a specific resource or database

Learning how to access print or electronic resources

Mining an existing bibliography or works cited to locate further sources

Learning how to utilize Google Scholar or other freely available web resources

Requesting materials through Interlibrary Loan

Other:

Share something you learned during your one-on-one session with a librarian that you found useful as you completed your research paper or project. *

Your answer:

What, if anything, did you do differently because of your one-on-one session with a librarian? *

Your answer:

Based on your experience, how could the process of requesting or scheduling a meeting, or meeting with a librarian be improved? *

Your answer: