Søk & Skriv,

By Solveig Kavli,
BiW Staff mobility week may 10, 2012.
Outline

- What we understand with information literacy
- Our pedagogical foundation
- Search and write
- User evaluation of the tutorial
- Presentation of our new project *Skriving og etisk kildebruk*
"An information literate person is someone who knows when and why they need information, how to find the information and how to evaluate, use and communicate the information in an ethical way." (Chartered Institute of Library and Information Professionals 2004).
Pedagogical Considerations

Considerations were twofold:
- Students
- Librarians

What learning theory would be best suited to promote learning through an online tutorial?

How could our tutorial aid librarians in their teaching of information literacy?
Learning as a social process

(Skagen et al., 2006, p.12)
The Didactic Relation Model

(Hiim og Hippe, 1998 in Skagen et al., 2008, p.86)
Welcome to Search and Write

Writing a thesis or assignment? Do you need good tips on how to find relevant literature?

With Search & Write it is easier to get started on the searching and writing process and to complete it.

www.sokogskriv.no
Meet our pedagogical "tools"

Oda

Christian

Sofie

Brainstorming
Our approach to information seeking is based on Kuhlthau’s model, the Information Search Process.

The ISP is situated in the same pedagogical landscape as our tutorial.

The ISP bring student and librarian together through the Zones of Intervention.
Exercise

- Write combinations of keywords.

Oda's Searchwords  Christian's Wildcards  Sofie Brainstorming
Writing process

- Writing is a social process and when writing the student enter a dialogue with other students, with other texts and while writing they are exploring their ideas.
Exercise

- Write a draft introduction based on the research proposal, outline and the collected materials
<table>
<thead>
<tr>
<th>Information Seeking</th>
<th>Task Initiation</th>
<th>Topic Selection</th>
<th>Prefocus Exploration</th>
<th>Focus Formulation</th>
<th>Information Collection</th>
<th>Search Closure (Start writing)</th>
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</thead>
<tbody>
<tr>
<td>Writing</td>
<td>Starting point</td>
<td>Exploration</td>
<td>Incubation</td>
<td>Writing the first draft</td>
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<td>Editing</td>
<td>Writing as Craftsmanship</td>
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<td>Quality Control</td>
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<td>Feelings</td>
<td>Uncertainty</td>
<td>Confusion</td>
<td>Optimism Confidence</td>
<td>Increased Interest</td>
<td>Sense of Relief</td>
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<td>Apprehension of work ahead</td>
<td>Doubt</td>
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<td>Elation after topic selection</td>
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How the students use the tutorial

- An online survey autumn 2010
- A danish evaluation of the tutorial autumn 2010/spring 2011

Findings from the evaluations
- The students use Søk & Skriv as a tool mainly for referencing and source evaluation
- Use small amount of time on the search part of the product
Findings from the online survey on Search & write

- 197 students participated
- Very satisfied with the module referencing
- Satisfied with the module citation and ethics
- Not so satisfied with search part
- Not so satisfied with writing section
- Divided when it comes to the student stories
206 page titles were viewed a total of 69,125 times

### Content Performance

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<th>Unique Pageviews</th>
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Development on the tutorial

- "I would like more help, that is an extended “writing tips” section, the more, the better."

- Next step is further developing on the writing section in cooperation with faculty and connecting this with the searching tip.
Writing and ethical use of sources

Writing and ethical use of sources is a collaboration between the H.E libraries at HiB, NHH, UiB, UiO. In addition the unit Academic writing at UoB also participates in the project.

Funded by the National Library of Norway
Accecity

- The technical solution on the site will be based on an open standard and the end product will be based on universal design.

- Freely available online resource in Norwegian and English

- Main target groups: Students, librarians and academic staff.
Writing and ethical use of sources

- A project that aims to further develop interactive exercises that supports the students in her searching-writing and reading processes.

- Students must be trained in understanding academic prose

- Argumentation in text (Toulmin’s model)
Toulmin’s model

Grounds, Reasons or Evidence → Qualifier → Claim

Grounds, Reasons or Evidence → Warrant → Rebuttal → Backing

http://www-rohan.sdsu.edu/~digger/305/toulmin_model.htm
Writing and ethical use of sources

- We would like to empower the student to take a stand on the sources they find and use in their assignments by guiding them through examples and interactive exercises.

- Students must learn how to use the sources in an ethical manner when writing academic texts.
### From process Approach

<table>
<thead>
<tr>
<th>Learning objects</th>
<th>Information search process (Kuhlthau, 2004)</th>
<th>Writing actions (Dysthe, Hertzberg, &amp; Hoel, 2000)</th>
<th>Other actions or strategies</th>
</tr>
</thead>
</table>
| 1. Task Initiation | Task initiation (Stage 1)  
Topic selection (Stage 2) | Brainstorming  
Mind mapping  
Think texts | Reflecting on research ethics |
| 2. Obtain an overview | Pre-focus exploration (Stage 3) | Annotated bibliography  
First outlines  
Project statement | |
| 3. Find and combine keywords | Focus formulation (Stage 4) | Listing and structuring keywords | |
| 4. Search and write | Information collection (Stage 5) | Draft writing  
Writing for the study group | Critical evaluation of sources  
Referencing |
| 5. Closure | Search closure (Stage 6) | Conclusion writing  
Final writing up | Ethical use of sources  
Presenting one’s work |
…to a student tool box/first aid kit…

<table>
<thead>
<tr>
<th>Learning objects</th>
<th>Information search process (Khulthau, Dervin, Nicholas)</th>
<th>Writing process (Dysthe, Bean, Lunsford)</th>
<th>Reading process (Foucault, Toulmin)</th>
<th>Use of sources and references</th>
<th>Actions and strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Searching</strong></td>
<td>Taking notes while searching</td>
<td>Further searching by chasing references</td>
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<td></td>
<td>Exercises</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>From theme to research Develop a research question based on your sources</td>
<td>Present your sources and why and how they matter for your work FOCUS</td>
<td></td>
<td></td>
<td>Exercises Outline brainstorming mind map Free writing</td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td>Taking notes while reading</td>
<td>The purpose of reading/ selecting sources</td>
<td></td>
<td></td>
<td>Exercises Toulmin’s model</td>
</tr>
<tr>
<td><strong>Using sources and references</strong></td>
<td></td>
<td>Take a stand</td>
<td>Evaluating sources Ethics in writing Copyright issues</td>
<td></td>
<td>Exercises on how to evaluate sources Take a stand!</td>
</tr>
<tr>
<td><strong>Examples (student stories)</strong></td>
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<td><strong>Qualitative assuassment</strong></td>
<td>Qualitative assurance PUBLISH</td>
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Articulating tacit knowledge

- The tutorial still aims to articulate tacit knowledge into explicit knowledge

- To write is to think
  - To search is to create a dynamic map with your own ideas and thoughts as point of departure.

- To search, write and read is to find the focus for your own project where searching and reading function as navigations that give the writer a clearer direction of the research question
Any questions??
Thank you for your attention!

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Skriving og etisk kildebruk : http://sosek.b.uib.no/

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References