A green light to greatness.

UNT UNIVERSITY OF NORTH TEXAS
Mapping the Way for Information Literacy Skills in Child Development Research

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Undergraduate Class: Child Development

Goals:
1. Increase faculty and librarian collaborations
2. Increase awareness of library resources and services to students
3. Increase students’ comprehension related to research in Child Development
Transformative Instruction Initiative: Activity for DFST 3123 Child Development

Journey to the Essence of Research in Child Development

PURPOSE:
Create an activity to support student information-seeking and information-processing skills, specifically so they will be able to identify, understand and apply evidence-based research findings to Child Development.

Course Goal
1. Students will comprehend research in Child Development
   1.1 Know the goals, benefits and uses of research
   1.2 Know the significance of evidence-based research
   1.3 Apply the concepts of research to the human (child) experience
      1.3.1 Explain the data and findings of a research study in lay terms.
      1.3.2 Compare findings of research to popular practice
   1.4 Understand the research process

RESEARCH JOURNEY: Tasks
1. Consult Travel Guide
2. Team formation
3. Plan itinerary
4. Examine resources
5. Gather tools
6. JOURNEY!
7. Share artifacts and experiences

Lessons learned after one semester’s use:
- In-class time was used with more success than on-line Discussion Boards
  - Better “leading questions” needed
- Timing of library research instruction is very important
  - Needs to be done close to initial due dates, otherwise they “forget” how to research!
- Utilization of library liaison is crucial for student and faculty success!

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Instructor (Travel Guide)

• Instructor creates student learning objectives (SLOs) related on how students are to determine if articles are research-based.
• Instructor introduces students to a basic understanding of evidence-based research.
• Instructor has link to Library Class Page from Blackboard that contains required readings.
• Librarian is available in Blackboard sections.
• **Goal:** Students will understand research process.
Librarian (Tour Guide)

- Instructor contacts Librarian for Library orientation sessions.
  - Orientation occurs at a strategic time in the semester to best support student use (retention) of information.
- Librarian provides basic orientation for the “Journey to the Essence of Research in Child Development.” Electronic resources are highlighted.
- Class page featured. Class page (libguides) is where the Instructor-selected, required readings are found.
Students (Travelers)

• Students complete DFST 3123 *Journey to the Essence of Research* pre-library-orientation and research-gathering survey.

• Students are put into teams.

• Each team is assigned a topic by the instructor.

• Students each find and evaluate their own article that is related to their team’s topic and determine whether or not it is research-based.

• As a team, students synthesize the data of their collective articles. They present their findings as a panel discussion to the class. The findings are “souvenirs.”
Construction-detours

Jo:
Increase presence in Blackboard
Create and provide links to an online orientation for students who could not attend or who need a refresher.

Judi: Tweak assignment. Add research process to other human development classes

Both: Conduct a research study over the survey responses from students.
Outcomes

- Promotes the library
- Supports student success
- The skills the students learned in the library session are transferable to other classes beyond the College of Education
  - Students learn how to question [what is] research
  - Students learn how to find relevant information.
For more about our programs, collections, and initiatives, visit

www.library.unt.edu

Thank you!

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