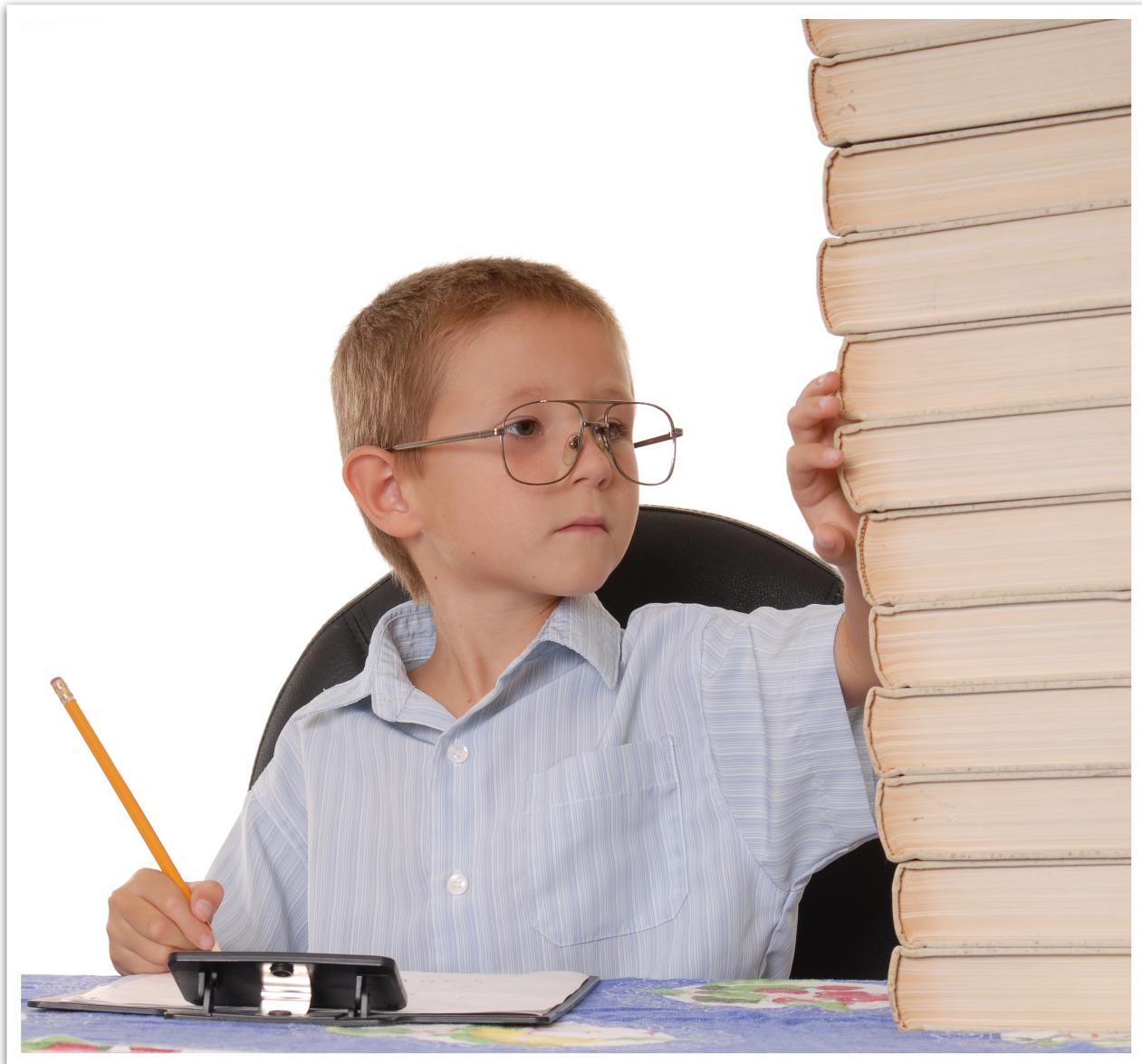


PROJECT IMPLEMENTATION

A leadership program experience

How did you learn to write a literature review?

M. Linehan:
“Can’t assert that
the sky is blue . . .
”



THE NEED

Two critical incidents in Fall 2015

Critical incident 1

LEAD 312 – Course ¾ through the curriculum

- Assignment included a brief literature review (<= 5 peer-reviewed studies)
- Provided:
 - Worksheet for Reviewing Research Articles

Worksheet of Relevant Information in Reviewing Research Articles

Author(s):

Publication:

Date:

Volume, Pages:

Problem addressed:

Theory or Concepts used:

Research Plan or design:

Sample:

Variables:

Findings:

Limitations:

Relevance to your field:

Critical incident 1

- What happened?

Huh?!?

“What’s a literature
review?”



Critical incident 1 (cont'd)

Decision:

- Introduce literature reviews earlier in the curriculum

Critical incident 2

WU Library Information Literacy Project

- Included assignment development
- Peer support
- Instruction

Decision:

- Apply to Project
- Develop a Signature Assignment

THE EXPERIENCE

Critical incident Spring 2016

Implementing the first Information Literature Assignment

LEAD 309 – Course ½ through the curriculum

- What should they know/be able to do by now?
- Provided:
 - Detailed instructions, with links to appropriate articles
 - Worksheet to Review Research Articles
 - Detailed flowchart, in both MS Word and PowerPoint

Flow Chart for Reviewing Research Articles

Step 1 Collect this information from each of the three articles	Step 2 Complete components of an annotated bibliography for each of the three articles	Step 3 Write the literature review using all three articles
<p>A. <u>Information needed for the Citation</u></p> <ul style="list-style-type: none"> • Author(s) • Date • Title of article • Publication and Volume number • Issue number • Pages 	<p>A. <u>Citation using APA Publication Style</u></p>	<p>A. <u>Use APA Publication Style for entries in:</u></p> <ul style="list-style-type: none"> • Reference List – separate page at end • Text
<p>B. <u>Information needed for the Synopsis</u></p> <ol style="list-style-type: none"> 1. From the Introduction <ol style="list-style-type: none"> a. Problem addressed b. Theories presented 2. From the Methods <ol style="list-style-type: none"> a. Research Plan or design b. Sample c. Variables 3. From the Results and/or Discussion <ol style="list-style-type: none"> a. Key Findings 	<p>B. Synopsis</p> <ul style="list-style-type: none"> • Briefly and clearly, summarize the study; • Use bullet points or short phrases in your own words • What did the authors do • Why • What did they find, and • How did this study relate to where it was cited in the textbook? 	<p><u>B. and C. Narrative in larger literature review</u></p> <p>I. <u>Introduction:</u> Begin with an overarching introductory statement and description of the topic of Motivation;</p> <p>II. <u>Literature Review:</u> Integrate the information from all three articles into a coherent, well-organized essay;</p> <p>III. <u>Conclusion:</u> End with a summary statement about the topic, based on the three studies;</p>
<p>C. <u>Information needed for Critique</u></p> <ol style="list-style-type: none"> 4. Limitations 5. Authors' credibility 	<p><u>C. Critique</u></p>	<p>Use full sentences <i>in your own words</i>. Use proper APA Publication Style citations and references. Use past tense to describe what authors did and found. Use present tense to introduce and describe your conclusions on the topic, based on the studies.</p>

Prepare an Annotated Bibliography using information from the article

Steps and Components:

1. Gather information for the **citation**
Gather information for the **synopsis**
Gather information to **critically evaluate** the article
2. Write the literature review using the narrative from the annotated bibliography
3. Prepare the reference list from the annotated bibliography

Implementing the first Information Literature Assignment

- What happened?

First . . . Meltdown



Second . . . Storm the castle



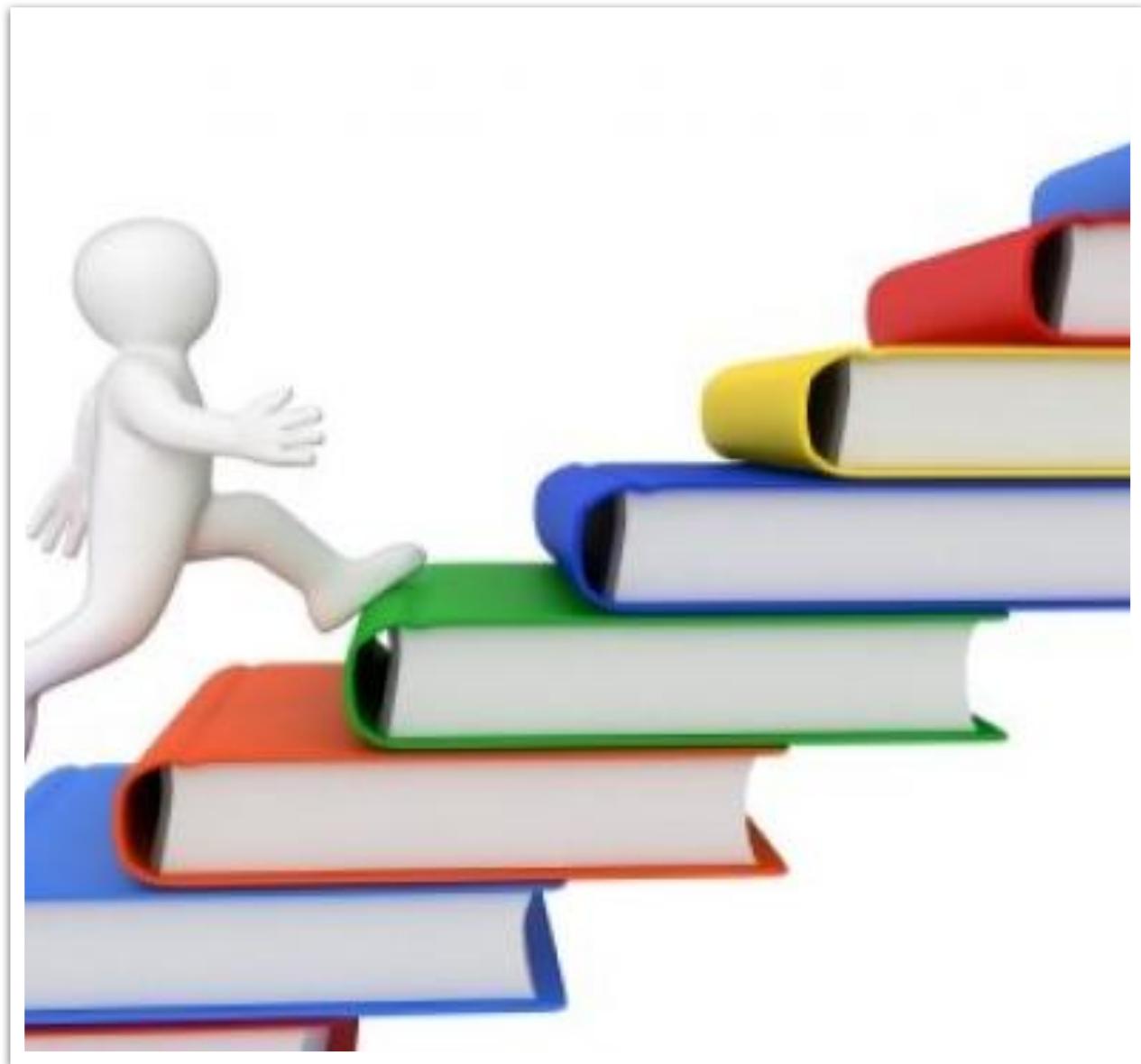
Implementing the first Information Literacy Assignment (cont'd)

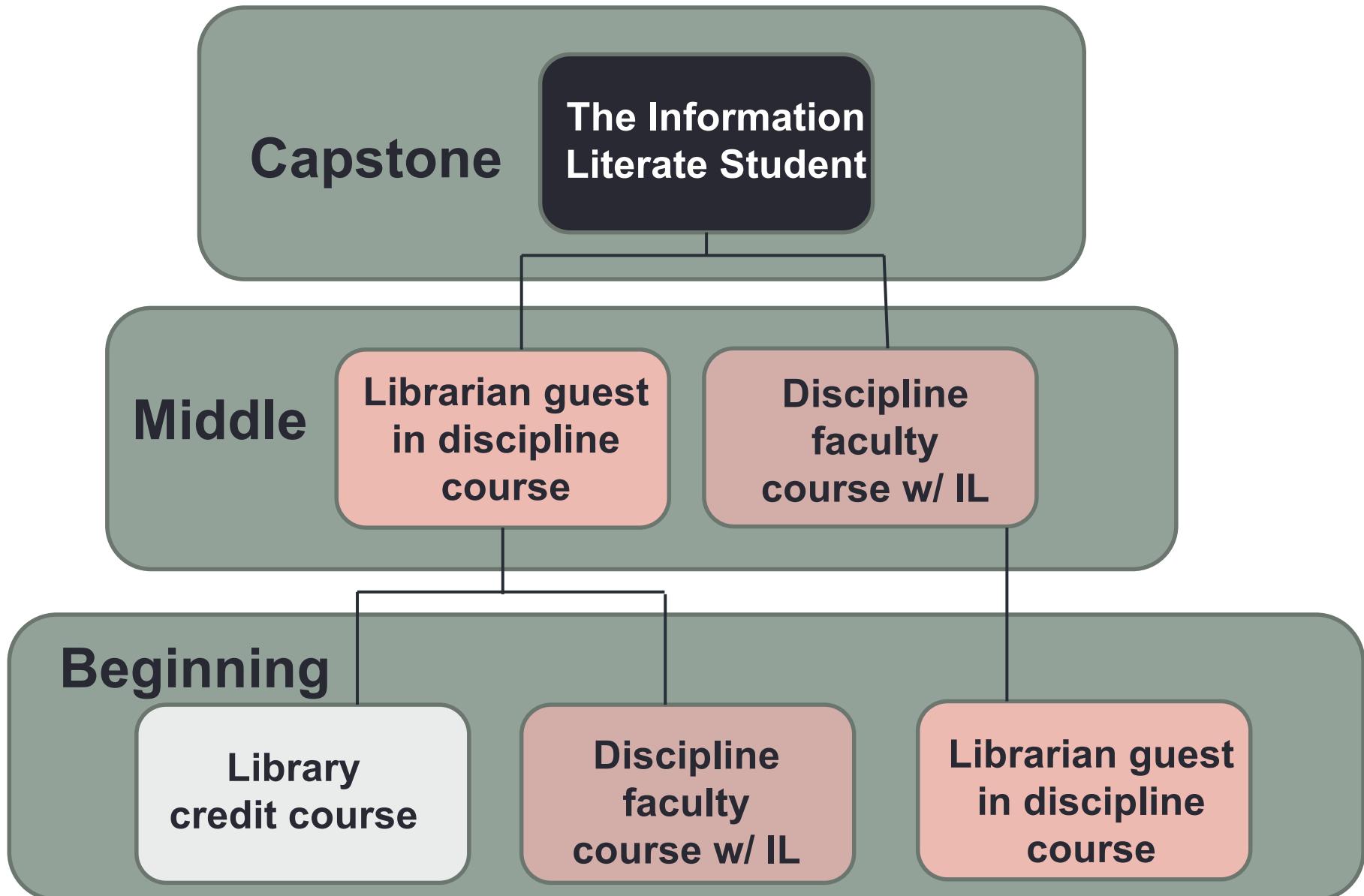
Decision:

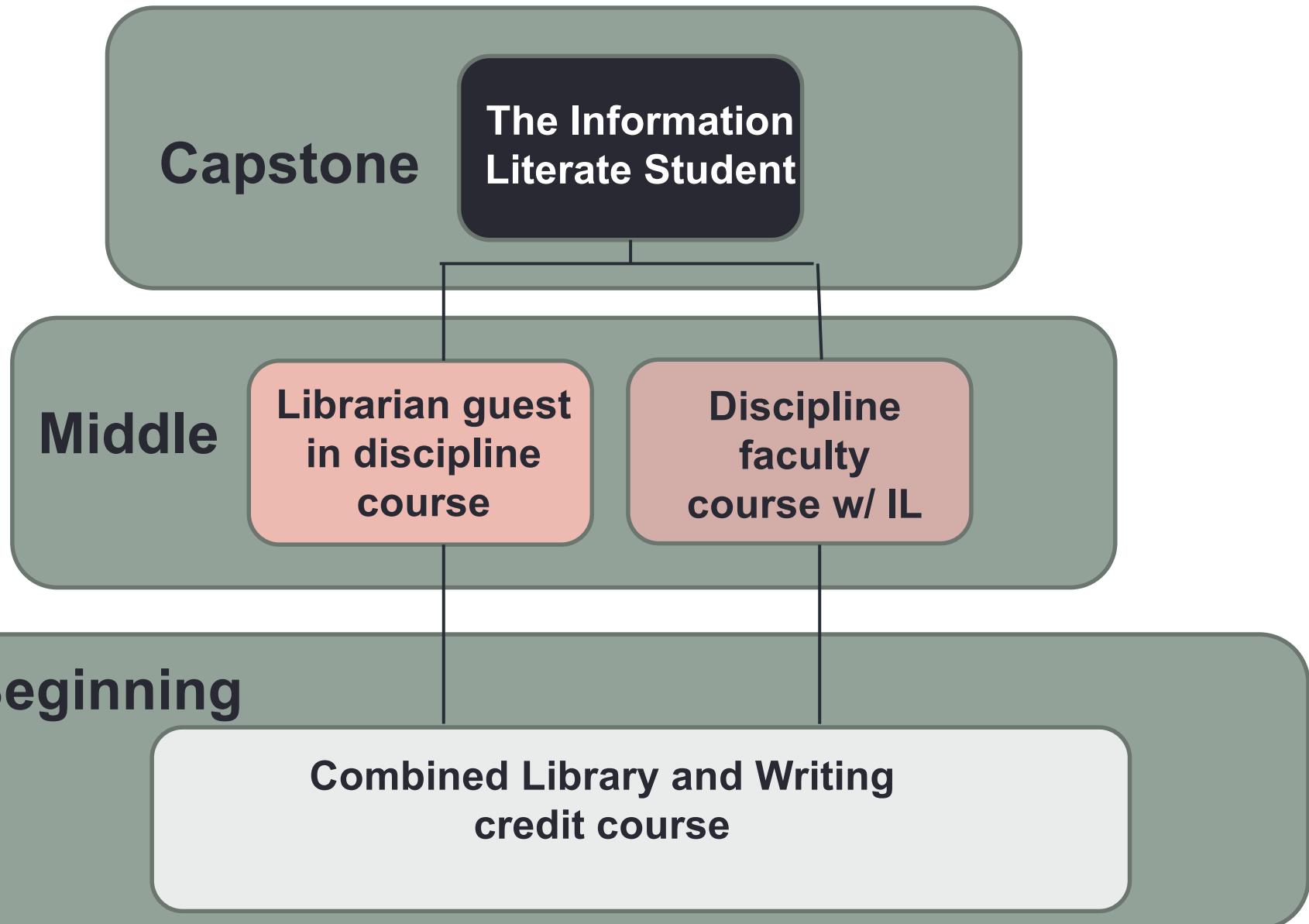
- Meet students where they are, not where they should be

Where should we start?

What are we
assuming they
already know how
to do?







MY EXPERIENCE

Information Literacy Project

Can you say . . .



Diane & Karla .

..

Listen as well as advise;

Laugh and cry with us;

Understand;

Stay calm;

Hold our hand;

Are available to help;

Have the best ideas;

Are clever and silly;

Are respectful and sensitive

to faculty and all their

idiosyncrasies . . .



Preliminary Results . . .

Information Literacy Core Competency Assessment

- Some early evidence that students can improve
 - First cohort performed better on Capstone literacy SLOs than they did in Fall 2015

LEADERSHIP EXAMPLE

(Optional) Course and assignment details

Scaffold approach

- Academic Research and Writing
 - New course in the BL program proposal
 - Start with:
 - What is a peer-reviewed research study/article
 - How to find “
 - How to read “
 - Other parts to the course (e.g., APA style)

Scaffold approach (cont'd)

- Signature Assignments
 - Products that assess Information Literacy and Written Communication, throughout the curriculum, using a scaffold approach.

Scaffold approach: signature assignments

A. Start of the curriculum, *together in class*:

1. Read a peer-reviewed study/article
2. Complete the Worksheet for Reviewing Research Article
3. Signature Assignment 1:
The completed Worksheet

Worksheet of Relevant Information in Reviewing Research Articles

Author(s):

Publication:

Date:

Volume, Pages:

Problem addressed:

Theory or Concepts used:

Research Plan or design:

Sample:

Variables:

Findings:

Limitations:

Relevance to your field:

Scaffold approach: signature assignments

B. Early in the curriculum, 1 & 2 *on their own*, 3 *together in class first*, then, *on their own*:

1. Read a peer-reviewed study/article
2. Complete Worksheet
3. Use Worksheet to write annotated bibliography
4. Signature Assignment 2:
Annotated bibliography of one article/study.

Citation

- Place the article citation directly above the description of the study

Synopsis/Description

- Using the relevant information you collected, briefly describe what the authors did (methods), why they did it (theory and purpose for their research), what they found, and how the study relates to the information given in the textbook where the study is cited.

Scaffold approach

- C. Middle of the curriculum, *1 – 3 on their own, 4 together in class first, then on their own:*
1. Read 3 peer-reviewed study/articles
 2. Complete Worksheet on each
 3. Complete annotated bibliography on each
 4. *Signature Assignment 3: Brief literature review of 3 articles*

Scaffold approach

D. End of curriculum, *on their own*:

Capstone project

Includes extensive, but not exhaustive literature review

END

Questions?