

Faculty Development Grant
Interim Report
Dr. Sherry Feinstein & Lisa Brunick, MLS

Proposal Summary:

This project targets students in a required course for education majors, Educational Psychology and Measurement, EDUC 245. There are two sections offered for Fall 2003 with 56 students registered. The purpose of this course is for pre-service teachers to gain an understanding of the cognitive, emotional, social, and moral development of K-12 children. The intent of this collaborative project is to expose education majors to a variety of professional journals, thereby increasing their knowledge of the content and creating an awareness of current resources and best practice in the field. A foundation in the content, critical thinking skills, and reflection will be emphasized through the use of web-based resources.

Project Activities Completed as of October 1, 2003

A. Developed electronic reserve readings (see Attachment A)

Dr. Sherry Feinstein compiled a list of required readings from current articles in education journals. Lisa Brunick created an electronic reading list available from the library's website. Students are writing reflections on the selected articles and are expected to participate in class discussions. Dr. Feinstein will score the reflections based on a 5-level scale.

B. Modified and administered information literacy survey from University of Maryland, Baltimore County (see Attachment B)

Dr. Feinstein modified the information literacy survey. The survey was given to students on the second day of class. Results will be tabulated at the end of the semester.

C. Introduction to Research in Education: presentation by Lisa Brunick (see Attachment C)

Lisa Brunick met with each section for 55 minutes. The presentation began with an introduction to the electronic reserve readings including a discussion of why students are required to login to view articles and the relationship of the articles to the course.

Using active learning techniques, students were introduced to research in education. Students participated in a discussion on the differences between the library's general periodical databases and subject-specific periodical databases. Students were introduced to ERIC, InfoTrac (Kid's Edition, Junior Edition, and

Student Edition) and ProQuest (Teacher's Journals and Education Module). The scope (resources indexed and dates covered) and the audience of each database were identified. Lisa emphasized that understanding the scope and audience of a resource assists students in choosing the best information source for their information need.

Lisa provided a database comparison table, which students used to conduct searches in each database. These searches were designed to demonstrate the search techniques and hints for each database as well as highlight the significance and power of constructing an effective search to locate high quality information.

Using one of the library's electronic resources demonstrated in class, students were asked to locate an article in an education journal on a topic related to the course and write a reflection, which includes their evaluation process. Dr. Feinstein will score these reflections using a 5-level scale.

Project Activities to be completed (Dec. 2003/ Jan. 2004)

- A. Tabulation of information literacy survey results
- B. Evaluation of student reflections

Attachment A

Electronic Reserve Readings: Education 245

Sept. 12

Neelly, L. P. (2001). Developmentally appropriate music practice: Children learn what they live. *Young Children*, 56, 32-36.

Sept. 15

Hopkins, A.R. (2002). Children and grief: The role of the early childhood educator. *Young Children*, 57, 40-45.

Sept. 17

Taylor, R. (2002). Helping language grow: Clues to identifying students with language delays – and easy strategies that help. *Instructor*, 111, 24-25. (off-campus link) (To view the PDF (page image) of the article, go to the end of the article and click on page image)

Sept. 19

Pool, C. R. (1997). Up with emotional health. *Educational Leadership*, 54, 12-14. (off-campus link) (To view the PDF (page image) of the article, go to the end of the article and click on Acrobat Reader)

Sept. 22

Perry, B.D. (2002). Belonging to the group: Help students feel included, connected, and valued. *Instructor*, 111, 36-37. (off-campus link) (To view the PDF (page image) of the article, go to the end of the article and click on page image)

Oct. 10

Jensen, E. (2001). Fragile brains. *Educational Leadership*, 59, 32-36.

Oct. 22

Brandt, R. (1995). Punished by rewards? A conversation with Alfie Kohn. *Educational Leadership*, 27-30. (off-campus link) (To view the PDF (page image) of the article, go to the end of the article and click on Acrobat Reader)

Nov. 19

Jackson, C.D. & Leffingwell, R.J. (1999). The role of instructors in creating math anxiety in students from kindergarten through college. *Mathematics Teacher*, 92, 583-586. (off campus link)

Nov. 24

Scherer, M. (2001). How and why standards can improve student achievement: A conversation with Robert J. Marzano. *Educational Leadership*, 59, 14-18.

Nov. 24

Nathan, L. (2002). The human face of the high-stakes testing story. *Phi Delta Kappan*, 83, 595-600. (off-campus link)

Attachment A -- continued

Dec. 1

Prescott, J. (2001). Put to the test: Experienced teachers share their strategies for taking on standardized tests. *Instructor*, 20-24, 79. (off-campus link)
(To view the PDF (page image) of the article, go to the end of the article and click on page image)

Attachment B

Information Literacy Survey
Fall 2003

1. Where do you go to find information? Please circle all that apply.

- a. Use Internet search engine – Which one? _____
- b. Go to the library Web page.
- c. Ask a friend
- d. Ask a professor
- e. Use a faculty course Web site
- f. Go to the Library
- g. Other: _____

2. Where would you go or what would you do to find current information on the following topic? – “Terrorism on college campuses.” Please circle all that apply.

- a. Online—Internet
- b. Newspaper archives
- c. Encyclopedias
- d. Magazines
- e. Librarian
- f. Abstracts and indexes---print
- g. Abstracts and indexes (databases)----electronic
- h. Faculty/Professors
- i. Friends/colleagues
- j. Television news
- k. Radio news
- l. Television/radio transcripts
- m. Other: _____

3. This citation is from a journal reference list.

Chance, W.M.s (19926), The real challenge of multiculturalism.¹ *The Education Digest*,² 56,³ 34-6.⁴

Match the numbered items in the citation above with the correct elements below.

- a. Author of article _____
 - b. Date _____
 - c. Journal title _____
 - d. Title of article _____
 - e. Volume of Journal _____
 - f. Page numbers _____
-

Attachment B - continued

4. When would you consult a librarian for assistance? Please circle all that apply.

- a. You need advice about where to look for information
- b. You need help choosing the best information source
- c. You don't know how to use an information source
- d. All of the above
- e. None of the above
- f. You don't know when you would consult a librarian for assistance.

5. A *credible* source is defined as one that you can rely on to be accurate and one that you would use as a reference in your research. When would you consider the following examples as *credible* sources for your research?

| | Always | Sometimes | Never |
|---|--------|-----------|-------|
| National Enquirer | | | |
| Ebony | | | |
| Time or Newsweek | | | |
| New York Post | | | |
| Rolling Stone/Vibe | | | |
| Sports Illustrated | | | |
| Seventeen or Vogue | | | |
| People | | | |
| Entertainment Weekly | | | |
| New York Times/The WashingtonPost/The Los Angeles Times/The Baltimore Sun | | | |

6. A *credible* source is defined as one that you can rely on to be accurate and one that you would use as a reference in your research. When would you consider the following examples as *credible* news sources for your research? Please check all that apply.

| | Always | Sometimes | Never |
|---|--------|-----------|-------|
| Saturday Night Lives Weekend Update With Tina Fey and Jimmy Fallon | | | |
| The Oprah Winfrey Show | | | |
| The Daily Show with Jon Stewart | | | |
| CNN News/Headline News | | | |
| Cnn.com/Headlinenews.com | | | |
| Wolf Blitzer Reports | | | |
| Crossfire/Meet the Press/The McLaughlin Group | | | |
| Larry King Live | | | |
| NPR news | | | |
| World News Tonight with Peter Jennings/CBS Evening News with Dan Rather/NBC Nightly News with Tom Brokaw/Fox News/Nightline with Ted Koppel | | | |
| MSNBC.com | | | |
| Rush Limbaugh syndicated radio show/Ken Hamblin syndicated radio show/ The Howard Stern show | | | |
| 60 Minutes/Dateline NBC/Primetime | | | |
| Andy Rooney's weekly commentary | | | |
| The Today Show/Good Morning America/The Early Show | | | |
| Black Entertainment Television(BET) News/BET Tonight with Ed Gordon | | | |
| The Tonight Show with Jay Leno/The Late Show with David Letterman | | | |

Attachment B - continued

7. Plagiarism is presenting the work of others as though it were your own; it is dishonest and in some cases can be interpreted as theft. Which of the following are examples of plagiarism? Please circle all that apply.

- a. Using phrases and sentences of others as if they were your own without giving credit (to the author).
- b. Using ideas of others as if they were your own without giving credit (to the author).
- c. Copying text written by someone else and using it without quotation marks.
- d. Rewording someone else’s information and using it without giving credit (to the author).
- e. Using copyrighted images from the Web without giving credit (to the creator).
- f. I don’t know.
- g. None of the above

8. My Academic status is

- a. Freshman
- b. Sophomore
- c. Junior
- d. Senior

9. How important to you is learning more about the library?

- a. Very Important
- b. Important
- c. Not Important
- d. Don’t Know

10. What do you generally use libraries for? Please circle all that apply.

- a. Check out Library books
- b. Search databases for articles
- c. Check out items on Reserve
- d. Search the Internet
- e. Read email/chat rooms/IM
- f. Use word processing/spreadsheet/database programs
- g. Sleep
- h. Meet friends
- i. Other: _____
- j. Do not use the library

11. Please indicate, in general [grade school, high school, community college, etc.], how often you have received library skills instruction and learned about library resources.

| | <u>0 Times</u> | <u>1-2 Times</u> | <u>3-4 Times</u> | <u>5-6 Times</u> | <u>7+ Times</u> |
|---|----------------|------------------|------------------|------------------|-----------------|
| a. Tour or physical orientation | | | | | |
| b. Library instruction as part of A class/course | | | | | |
| c. Intensive one-on-one instruction With librarian. | | | | | |
| d. Library instruction course for Credit | | | | | |
| e. Self-guided library tour, including Use of handouts or subject guides. | | | | | |
| f. Small group training session with Librarian | | | | | |
| g. Online tutorial sessions for electronic Resources | | | | | |

Attachment B – continued

12. Please select the items which describe your experience with computers. Please circle all that apply.

I use computers for:

- a. E-mail/chat rooms/IM
- b. Word Processing/spreadsheets
- c. Searching databases
- d. Internet/World Wide Web
- e. Games/ entertainment
- f. Work-related/telecommuting
- g. Other: _____

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Attachment C
EDUC 245
Educational Psychology and Measurement

Lisa Brunick
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Article Readings – Electronic Reserve

Go to library web page (<http://www.augie.edu/library>)

Click on Electronic Reserves OR Research by Subject

Click on EDUC 245

Click on Education

Username: erss

Click on EDUC 245

Password: ole

Username: erss

Password: ole

ON-CAMPUS

Click on the article citation

OFF-CAMPUS**

Click on “Off-campus access”

Username: librarybarcode

Password: today

**Not all articles require an off-campus log-in. If an “off-campus” access link does not follow the citation, simply click on the citation to view the article.

**If you have problems viewing the articles, please call the library (274-4921) or e-mail lisa_brunick@augie.edu

Introduction to Research for Education

Go to library web page (<http://www.augie.edu/library>)

Research by Subject

Click on Education

Library Resources

General Resources

On-campus/Off-campus Quick Links

InfoTrac, ProQuest, EBSCO Academic Search

Subject Specific

Research by Subject → Education

ERIC & Education Index

FirstSearch (authorization # 100-094-705 password: augie)

Kid’s Edition, Junior Edition, & Student Edition

InfoTrac – Off-campus via Proxy Server

(username: librarybarcode, password: today)

Teacher’s Journals & Educational Module

ProQuest -- Off-campus via Proxy Server

(username: librarybarcode, password: today)

Selected Databases for Research: Education
Helpful Hints

| | AVAILABLE FROM OFF-CAMPUS | ADVANCED SEARCH | FULL TEXT ? | TRUNCATION/ WILDCARD | LIMITING BY: PHRASE/PROXIMITY |
|---|--|--|--------------------------------------|---|---|
| ERIC (1966-present) FirstSearch | Yes Authorization # password | Limit to JIE: journals in education RIE: resources in education Limit by: Year Language | Some Format: HTML & PDF | * = any number of characters # = exactly 1 character (use within a word) + = any plural formed by s or es | Use “ ” to search for a phrase OR with (information with literacy) (information w3 literacy) Use near or n# to search for proximity (computer n5 literacy) |
| Education Index (1983-present) FirstSearch | Yes Authorization # password | Limit to: Article Book review Form Review Limit by: Year | Some Format: HTML & PDF | * = any number of characters # = exactly 1 character (use within a word) + = any plural formed by s or es | Use “ ” to search for a phrase OR with (information with literacy) (information w3 literacy) Use near or n# to search for proximity (computer n5 literacy) |
| Kid’s Edition Junior Edition Student Edition InfoTrac | Yes via Proxy Server Librarybarcode# today | Junior & Senior have an advanced search | Most Format: HTML & PDF | NO | NO |
| Teacher’s Journal Education Module ProQuest | Yes via Proxy Server Librarybarcode# today | Limit by: Date Full-text Scholarly | Most Format: HTML & PDF | * = any number of characters ? = used to replace a single character | Use “ “ to search for exact phrase 2-word searches default to phrase 3-word searches default to proximity |