

Faculty Development Grant
2e project Year 3
Final Report
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Proposal Summary:

One goal of an Augustana education, supported directly by the general education curriculum, is to develop liberally educated individuals who become lifelong learners. An important component, as articulated in *Augustana Educational Outcomes* (approved 5/05), is that Augustana students “will be able to think critically and be able to gather, identify, and evaluate information in support of that endeavor”. For the past six years the librarians have partnered with faculty members to develop and implement information literacy components in selected classes. These partnerships have produced innovative assignments and improved understanding of how to locate, evaluate, synthesize, and utilize information, regardless of format, skills critical to students’ success in an information rich, democratic society. The faculty/librarian partnerships, begun as Bush development projects, have continued in subsequent classes and semesters because the faculty have recognized the improvement in their students’ abilities to use and interpret information.

To further support the research needs of our faculty and students we need to ensure that the library provides access to the best information possible. Project MUSE is a unique collaboration between libraries and publishers providing full-text online access to over 300 humanities, arts, and social sciences journals from 60 scholarly publishers to support a core liberal arts curriculum at any academic institution. Every journal is heavily indexed and peer reviewed, with critically acclaimed articles by the most respected scholars in their fields. The addition of Project MUSE has the potential of enriching student assignments and meeting critical research needs of Augustana faculty.

The grant will assist the library in addressing the need for access to excellent information resources through the purchase of Project MUSE.

Project Activities

A. Introduction of Project MUSE to the faculty.

The library provided a training session for faculty on August 23, 2005 in Classroom 114. Fifteen faculty attended the session. The session discussed the scope of Project MUSE and offered searching tips and tricks. (see Attachment A for a sample handout)

The library also advertised the addition of Project MUSE in its annual faculty newsletter.

B. Introduction of Project MUSE to students

The librarians have introduced and demonstrated Project MUSE in the following courses:

SOCI 350	Social Science Research Methods, Sue Schrader	(17 students)
GOVT 275	Politics & Literature, Joel Johnson	(9 students)
MUSI 214	Music Hist/Lit of Non-West, Beverly Gibson	(8 students)
RELI 332	Religion Seminar, Anna Madsen	(7 students)
HIST 114	Western Civ I – Honors, Geoffrey Dipple	(21 students)
ENGL 200	Literary Experience – Patrick Hicks	(44 students)

C. Compilation of the faculty's anecdotal reactions to Project MUSE

Dr. Joel Johnson, Government/International Affairs

Two of the nine students cited Project MUSE in their final paper for GOVT 275. I believe most students consulted MUSE. Certainly, more people considered themselves competent with regard to MUSE after the information literacy instruction sessions.

Dr. Margaret Preston, History

I muse to my students: "Your research will be better if you use Project Muse."
And low and behold, it is!

D. Sample of student assignments

GOVT 275 - Dr. Johnson required students to research the literary and historical context of one of the assigned readings, delve into the scholarly criticism of that work, assemble an annotated bibliography of at least six reliable scholarly sources, and craft a narrowly focused research paper of 8-10 pages.

RELI 332 - Students were directed to Project Muse, among other sources, to find dependable information, book reviews, author information, and criticism.

MUSI 214 - Music History and Literature of the Non-western World, a W component course, exploring the music history and literature of nine major cultural areas of the world. Students were required to write two essays, one a position paper and the other a descriptive essay; and a major research paper which they also presented to the class. For these final paper/presentations, students were required to research the music of an ethnic American group of their choice that had not been covered in the class. Papers were to be 9-10 pages in length, and were presented in 20-minute lectures.

HIST 114 - Students were required to select an original primary document and describe its relevance (if any) in history. Project Muse assisted students in locating contextual information for this project and later research that would help illuminate the primary document.

ENGL 200 - Students selected a literary piece, searched for information about the author, and analyzed the literary criticisms available in sources like Project Muse.

E. Analysis of Project MUSE usage statistics

Number of searches by month:

Aug-2005	Sep-2005	Oct-2005	Nov-2005	Dec-2005
92	506	313	664	270

F. Addressing the Goals

#3 In what ways will we explore and apply familiar and unfamiliar enhancements of the teacher-student relationship?

The addition of Project MUSE as a library resource provided direct support to the educational enhancements that have been taking place over the past six years as a result of the information literacy partnerships between faculty and librarians to modify the curriculum and improve the educational experience of our students.

Access to MUSE broadened the range of information and increased the quality of the information that students and faculty have at their disposal to meet their information and research needs. MUSE provided faculty expanded the opportunities for faculty to expose students to the scholarly literature of their disciplines.

Respectfully submitted,
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