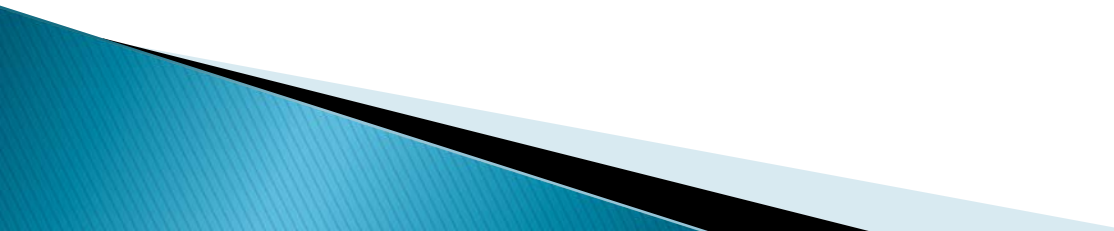


Blending the old with the new: Methods for modernizing a credit- bearing research skills class

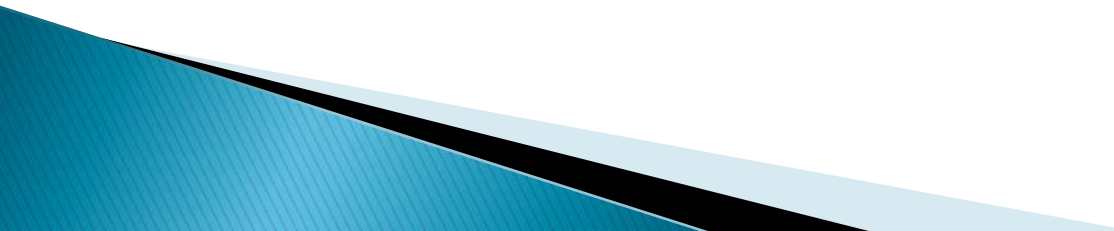
Regina Raboin regina.raboin@tufts.edu

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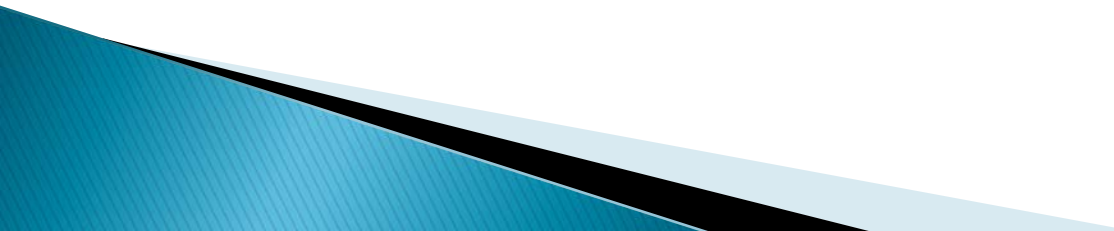
1. Does your library offer a credit-bearing information literacy class?

- A. Yes, a general class
 - B. Yes, a course-specific class
 - C. Yes, a grad-level class
 - D. Any of the above
 - E. None of the above
- 

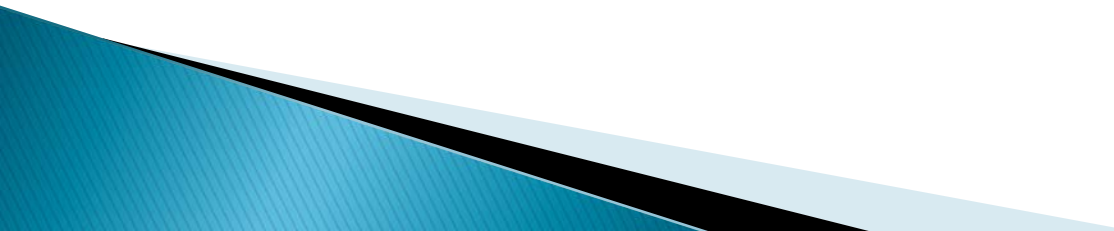
2. How do you or your colleagues deliver instruction?

- A. In person
 - B. Via a social network
 - C. Via a learning management system
 - D. Any of the above
 - E. None of the above
- 

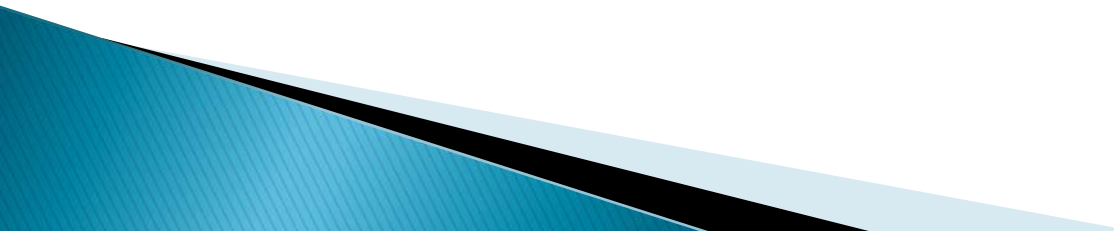
3. What methods do you or your colleagues use while teaching?

- A. Lecture
 - B. Student-led discussions
 - C. Hands-on activities
 - D. Any of the above
 - E. None of the above
- 

4. Do you think ebook readers will replace print?

- A. Not over my dead body
 - B. Within 3 years
 - C. Within 5 years
 - D. Only if they give me one
 - E. The sooner the better
- 

We developed the course to address . . .

- ▶ Tufts president's emphasis on undergraduate research
 - ▶ Observed lack of library research skills on the part of thesis writers
 - ▶ Interest on the part of library staff
 - ▶ Unwavering support from library administration to offer more than the one-shot
 - ▶ Proven success of credit-bearing courses
- 

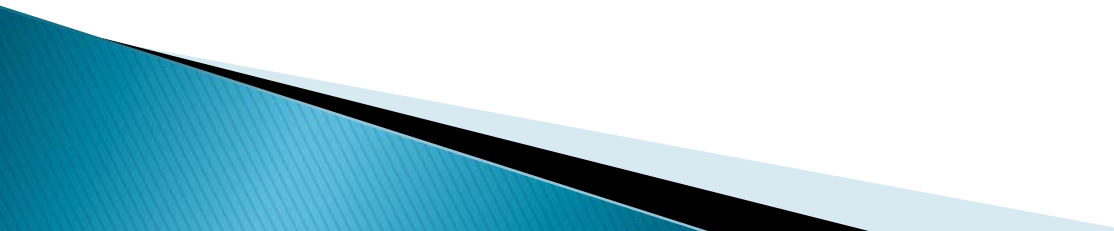
The framework of the course

- ▶ ½ credit, ½ semester, pass/fail
- ▶ Blackboard
- ▶ Intermediate to advanced search techniques and resources
- ▶ Follows a traditional path of how research is conducted, but is tailored to individual topics
 - Topic development, finding and evaluating sources
- ▶ Presentation (in PPT or poster) of research log and annotated bibliography as final project
- ▶ Assessment is a constant
 - Class discussion, assignments, presentations, etc

In with the new, out with the old, or vice versa?

- ▶ Traditional lectures have been dramatically reduced and almost always include visuals
- ▶ Self-assessment on week 1
- ▶ Hands-on exercises
 - Evaluation of resources
 - Concept map
 - Searching for resources
 - What is information
 - RefWorks
- ▶ Students as teachers
- ▶ “Fun” tools are re-characterized as resources

Faculty panel offers added value

- ▶ Students hear from faculty on
 - Formulating research questions
 - Research methods that do and don't work
 - Managing information overload
 - Resources they use
 - How to make contacts
- 

Based on library catalog searches

Subject Headings
 Inter-cultural Communication (in art)
 Visual communication
 Visual perception
 Art and society
 Art - Psychology
 Visual communication -- Social aspects
 Visual sociology
 Visual anthropology
 Indexes of Guatemala
 Culture shock
 Languages in contact
 Ethnopsychology

Cross-cultural communication
 Visual communication
 Visual anthropology
 Indexes of Guatemala
 Culture shock
 Languages in contact
 Ethnopsychology

Cultural Imperialism - Aha!

General Marketing
 "The School of the Americas of the CIA, Bolivia (1979-1982)"
 Working for Business Leaders, US-Mexico (1979-1982)

Theory
 "Theories, Issues" The Progress Dictionary of Sociology, London: Routledge, 2006
 In: Jones, David (Ed.) Working with Media & Culture, 2nd Edition: Visual Communication, London: Routledge, 2006
 In: The Cultural and Communication Design Yearbook, 18: 1-10
 University Press, 2005

Cultural and Communication/Design
 "The Cultural and Communication Design Yearbook, 18: 1-10"
 University Press, 2005

Visual Communication
 "Visual Communication Yearbook, 18: 1-10"
 University Press, 2005

General NGO, nonprofit, third sector
 "The Impact of Nonprofit Branding on Organizational Performance"
 Journal of Marketing Management, 2012, 28(10): 127-136

Refworks Folders
 Nonprofit Branding
 "The Impact of Nonprofit Branding on Organizational Performance"
 Journal of Marketing Management, 2012, 28(10): 127-136

Cultural Imperialism
 "The Impact of Cultural Imperialism on the Development of the Third World"
 Journal of International Development, 2008, 13(1): 1-10

United States
 "The Impact of Cultural Imperialism on the Development of the United States"
 Journal of International Development, 2008, 13(1): 1-10

Graphic Design
 "The Impact of Graphic Design on the Development of the Third World"
 Journal of International Development, 2008, 13(1): 1-10

Logo
 "The Impact of Logo Design on the Development of the Third World"
 Journal of International Development, 2008, 13(1): 1-10

Marketing
 "The Impact of Marketing on the Development of the Third World"
 Journal of International Development, 2008, 13(1): 1-10

Branding
 "The Impact of Branding on the Development of the Third World"
 Journal of International Development, 2008, 13(1): 1-10

Nonprofit
 "The Impact of Nonprofit on the Development of the Third World"
 Journal of International Development, 2008, 13(1): 1-10

NGO
 "The Impact of NGO on the Development of the Third World"
 Journal of International Development, 2008, 13(1): 1-10

Third Sector
 "The Impact of Third Sector on the Development of the Third World"
 Journal of International Development, 2008, 13(1): 1-10

Charity
 "The Impact of Charity on the Development of the Third World"
 Journal of International Development, 2008, 13(1): 1-10

Philanthropy
 "The Impact of Philanthropy on the Development of the Third World"
 Journal of International Development, 2008, 13(1): 1-10

Guatemala
 "The Impact of Guatemala on the Development of the Third World"
 Journal of International Development, 2008, 13(1): 1-10

AND

Cultural Imperialism

NOT brand*
 (brands, branding, branded)

1. Background on the topic
 I began research for my thesis by using around the library catalogue this spring and summer. I knew that I was interested in cross-cultural visual communication and that sometimes I had to turn that giant field into a theme. Over the course of the summer I tried out a variety of possible thesis questions, trying to find one that addressed cross-cultural visual communication in a way that I felt was meaningful and was manageable in terms of scope, available material and my own evaluative and analytical skills. I decided to look at visual material created by a nonprofit organization (NPO). NPOs tend to have clearly stated missions, so I would not have to make assumptions about what was the intention of material I was examining. I chose Habitat for Humanity because of the specific and tangible nature of its mission. Because it operates internationally and because ideas and images of appropriate shelter are preexisting and culturally specific.

2. Databases and search strategies
 I use ISI Web of Knowledge and the CSA Illumina search most frequently. It is particularly helpful to me that in CSA I can choose a number of databases ranging from Exact to Communication Studies and ARTbibliographies Modern and search across them simultaneously. This is not only been useful for finding articles but also to get a sense of how different aspects of my topic are distributed across disciplines. Using Boolean searches, I am able to search for the many different terms that describe nonprofits or charities, and in combination with a variety of keywords or phrases. I have also continued to benefit from the broad search strategy described by Dr. Reed. I have searched for "Habitat for Humanity" or branding in a number of databases that returned a huge number of results, but in culling the results I have uncovered useful articles and potential search terms.

3. Misadventures and A-ha's!
 From the beginning of this project I had an idea that there must be literature about the spreading or imposing of cultural ideas and values of the developed western world on less developed countries. I spent several weeks unsuccessful searching as I tried out different combinations of terms trying to get at what I had in mind. "Cultural colonialism" was not right, nor was "post colonial theory" or "cultural imperialism." Finally, in reading an abstract I came across the term "cultural imperialism" and that is the term for which I had been looking. Shortly thereafter I discovered that the thesaurus tool provided by CSA would have given me the correct term in a matter of minutes. Lesson learned.

4. How my research skills have changed
 The biggest change in my research skills over the past eight weeks is my increased awareness of all of the different kinds of information available. I also am beginning to develop a sense of which type of search or database is most likely to bring back relevant results for a given topic. In particular, learning how to use the Thesaurus function in databases and Boolean logic to construct searches is very useful. I have also discovered how way arbitrary loans is, especially for electronic resources. Finally, learning about the existence of refworks and then how to use it has been amazing.

5. Goals for continued research
 I hope to continue to improve my strategy for tracking my research. Using the research log has been a great improvement over keeping track of where my sources come from on all but I find it cumbersome. It assumes that all searches have the same beginning of choosing a database, but in reality I find I often follow links from databases, to journal articles, to websites and then back to databases. I am going to work on a system that allows me to track my search strategy and the databases used directly in Refworks so I have access to it at all times and do not have to maintain a separate document. Specifically for my research, I am going to work on reading out the anthropological and sociological side of my research. My bibliography is strong in information on branding and marketing for nonprofits, but I need to find more information on the interaction of nonprofits and cultural imperialism.

Based on Library catalog searches

Subject Headings

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Visual communication

Visual perception

Art and society

Art -- Psychology

Visual communication -- Social aspects

Visual sociology

Visual anthropology

Indians--languages -- Writing

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Students want . . .

- ▶ “to learn how to prioritize resources. It still seems like an overwhelming amount of information. For instance, there are so many different databases that I often don't know where to start.”
 - ▶ “a research project–specific library tour helpful, just to get a physical sense of where things are located.”
- 