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# Integrating Resources and Research: Faculty & Information Professional Collaboration for a Better Student Research Experience

Hoffman, Nadine

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# Integrating Resources and Research

## Faculty & Information Professional Collaboration for a Better Student Research Experience

Nadine Hoffman<sup>1</sup>; Regina Landwehr<sup>1</sup>; Jennifer Lee<sup>1</sup>; Renee Reaume<sup>1</sup>; and Rosvita Vaska<sup>1</sup>  
<sup>1</sup>Libraries and Cultural Resources, University of Calgary

### OBJECTIVE

To join forces between faculty and information professionals, in order to provide an environment where students reach their potential and become more confident learners and researchers.

### CHALLENGES

Constantly expanding quantity of information poses many challenges for students.  
Research techniques and tools can become a labyrinthine-like situation.

### COLLABORATION

*-to work jointly with others or together especially in an intellectual endeavor* (Merriam-Webster Online Dictionary)

**Collaboration between faculty and Libraries and Cultural Resources (LCR) staff** establishes a base of reference support and plays a role in courses across the University curricula.

Information fluency is integrated into the academic curriculum, often through inquiry-based learning initiatives.



For additional information please contact:

Nadine Hoffman [nadine.hoffman@ucalgary.ca](mailto:nadine.hoffman@ucalgary.ca)  
Regina Landwehr [rlandweh@ucalgary.ca](mailto:rlandweh@ucalgary.ca)  
Jennifer Lee [jelee@ucalgary.ca](mailto:jelee@ucalgary.ca)  
Renee Reaume [rreaume@ucalgary.ca](mailto:rreaume@ucalgary.ca)  
Rosvita Vaska [vaska@ucalgary.ca](mailto:vaska@ucalgary.ca)

### PARTNERING ACROSS DISCIPLINES

**Liaison relationships include:** teaching information fluency in embedded settings within or outside inquiry-based learning initiatives, formally scheduled sessions, research kits, hospital rounds, curricular review and integration, guest lectures, tutorials, facilitating access to resources, programmatic reviews, office hours / appointments, exhibitry, digital humanities, and collections development.

### Course / Program Examples



### Highlights

**ASHA (Arts and Science Honours Academy)** - a unique opportunity for bright students to grow in an multidisciplinary program.

**German 349 (Foundation for Research in German)** – mandatory for German majors, and piloted into the curriculum in 2001-2002.

**Law 703 (Legal Research & Methodology)** – a unique partnership to include scheduled tutorials for Law graduate students.

### DEFINITIONS

**Information fluency** is the ability to access, make sense of, and use information to build new understandings. ... students must not only know the skills, but also apply the skills fluently in any personal or academic learning situation. Information fluency skills make sense to students when they are engaged in a coherent process of inquiry and learning." (Stripling, 2007)

**Inquiry-based learning** "a process where students are involved in their learning, formulate questions, investigate widely and then build new understandings, meanings and knowledge. That knowledge is new to the students and may be used to answer a question, to develop a solution or to support a position or point of view." (Alberta 2004)

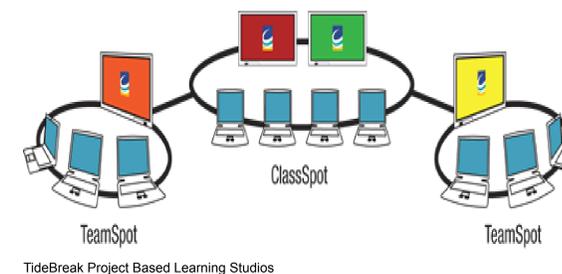
### HANDS-ON LEARNING RESOURCES

Electronic databases  
Museum objects  
Library collections  
Audio-visual resources  
Archival sources  
Educational kits  
Games

### LEARNING TECHNOLOGIES

#### Software to support small group and class collaboration

- Technology creating an environment for people to work and learn together
- Promoting integrated collaboration in the classroom



#### Tools to create, explore, manipulate, and share physical and digital objects

- **Document Camera** for use in classroom instruction
  - Allows detailed study of physical materials collaboratively or by exhibit through magnification
- **Touch and display technologies**
  - Visualization Room, touch table, digital globe
- **Digital Media Commons**

### METHODOLOGY

- Initiation of the research process
- Introducing and integrating course-related resources
- Hands-on use of techniques and tools
  - Database searching
  - Source evaluation
- Embedding oneself in the curriculum, resulting in multiple classes per semester
- Introduction/examination/investigation and use of primary sources, collections, teaching kits, government documents
- Bibliographic data management
- In-person and virtual support for student assignments and projects at library branches on all campuses and other integrated services throughout the TFDL, including:



### REFERENCES

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