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FLIP Grant Final Report (Faculty/Librarian Instructional Partnerships)

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FACULTY/LIBRARIAN INSTRUCTIONAL PARTNERSHIPS

Supporting Innovative and Effective Use of Information Resources in Instructional Development

Final Report

Project Title/College: "Linking Resources to Scholarship," Macalester College (St. Paul, MN).

Team Members/Titles/Departments: Beth Severy, Assistant Professor, Classics; Jean Beccone, Outreach Librarian, Library; Terri Fishel, Library Director, Library.

Abstract

This project was initiated to improve an existing course, "Women in Classical Antiquity," by developing an improved web-based research guide specific to course topics and by applying new technologies to help monitor and assist students during their research process. The four main components were: 1) Preparation of a course-specific web-based resource guide for Classics, including JSTOR and other electronic resources; 2) Multiple presentations and hands-on instructional sessions by the librarian during the course on effective research strategies and additional technologies to be incorporated into the course; 3) Integration of the Macalester campus portal (MyInfo) into the students research process; and 4) Integration of a class research discussion list monitored by librarians and the instructor utilizing WebBoard or potential courseware that is currently under evaluation (WebCT or Blackboard) to provide interactive assistance for students as they work on their research projects for the course. Through the use of pre-course and post-course surveys the project team evaluated if the resource guide and new technologies affected student understanding of research methodologies. This project also led to the development of a model for a web-based research guide for use in other discipline specific research courses.

Project Goals:

Our objective was to collaborate to improve an existing course, "Women in Classical Antiquity" with the goal of improving the students' understanding of a wide range of research methodologies. This collaboration consisted of four main components:

1. Preparation of a course-specific web-based resource guide which identified the electronic scholarly commercial subscription resources provided by the library including JSTOR, Project Muse, and discipline-specific research resources for Classics.
2. Presentations by the librarian during the course on effective research strategies and additional technologies incorporated into the course as discussed below.
3. Integration of the use of the Macalester campus portal (MyInfo) into the students research process. MyInfo allows students the ability to locate resources, customize their web pages by adding these resources to their personal MyInfo Web page, and thus develop their own specific research resource as they explore the resources.
4. Integration of a class research discussion list monitored by librarians and the instructor utilizing WebBoard or potential courseware that is currently under evaluation (WebCT or Blackboard) to provide interactive assistance for students as they work on their research projects for the course.
5. To develop a model for library web research guides that can be used in other disciplines.

Our goals for the students:

- Improved understanding of research methodologies in their area of major interest
- Increased understanding of the variety of information resources on the Internet. Students would develop a clear understanding of the difference between scholarly resources that are provided via the library from commercial vendors versus web pages produced by interested persons and posted on the web.
- Increased use of subscription services, including JSTOR, that support research in Classics
- Establishment of a basic foundation for understanding scholarly discipline resources and subject terminology used within discipline resources
- Improved understanding of research techniques needed to use full-text resources versus discipline indexes and abstracts
- Improved sense of critical and analytic evaluation skills needed to use when navigating web sites
- Ability to apply techniques learned in this course to other courses
- Improved scholarship as evidenced in final project
- Increased use of campus portal

Our goals for Instructional Development:

- Increased integration of electronic resources into the curriculum
- A model to share with other faculty on campus and lead to additional research/resource guides with an ultimate goal to have a research methodology component for all the major disciplines
- Assess the feasibility of utilizing electronic discussion boards to improve communication and provide research assistance within individual senior seminar/research courses
- Evaluate how the library may offer services in a new environment utilizing courseware; i.e. integrating e-reserves into courseware

Our goals for Project Personnel:

- Improved understanding of library instructional needs for students in First Year seminars and advanced research seminars (what concepts needed reinforcing in advanced seminar that may have been covered in First Year seminars.)
- Improved understanding of use of courseware products both from a faculty perspective and from the library perspective
- Increased ability to apply new technologies in reference and research support to remote patrons
- Increased number of library staff with technical skills to use and teach Dreamweaver which is the campus supported software program

Project Activities

Personnel Roles

Professor Beth Severy was the faculty instructor for the course, *Women in Antiquity*. Her role, in addition to teaching the course, was to collaborate on the identification of resources to be included in the web based library research guide during the summer and direct the development of the guide in accord with research topics assigned in the course. Severy also worked with Fishel to design a pre-course and post-course student survey to learn what resources students are familiar with and their level of perceived skills in evaluating resources students feel they have before and after the course. We initially tried to work with WebCT for the course to facilitate a chat-room discussion for research needs, but migrated to using WebBoard. Professor Severy was available to moderate the WebBoard discussions. Severy participated in the poster session for the Project JSTOR workshop, *Creating Partnerships/Creating Scholarship*, October 19, 2001. Severy evaluated the final student projects to determine if there was any measurable difference based on the intensive library instruction.

Jean Beccone, Outreach Librarian. Beccone collaborated with Severy to identify resources, prepare summary descriptions of the resources, and work on the development of web pages to be used as the research/resource guide for the course. Beccone provided the library instruction component in the Fall and assisted in monitoring the WebBoard discussion. Beccone enrolled in a course for Dreamweaver training offered through the Minnesota Science Museum and became skilled in the use of Dreamweaver during the course of this project. Beccone provided research assistance in

person and via email to a limited extent. Beccone compiled the results from the post-course survey, and conducted an oral interview of class on last day of class, Dec. 13, 2001. Beccone participated in the poster session for the Project JSTOR workshop, *Creating Partnerships/Creating Scholarship*, October 19, 2001

Terri Fishel, Library Director. Fishel provided support and assistance to Beccone and Severy in web page design and production, evaluated templates designed as a model for other resource guides. Fishel set up the WebBoard discussion lists for the course and assisted Beccone in monitoring the WebBoard discussion. Fishel worked with Severy on a pre-course and post-course surveys for the students. Fishel compiled the results for the pre-course survey, and conducted an oral interview of class on last day of class, Dec. 13, 2001. Fishel participated in the poster session for the Project JSTOR workshop, *Creating Partnerships/Creating Scholarship*, October 19, 2001.

Project Outcomes

Outcomes:

One of the surprises for us was in the pre-course survey we discovered that all 20 students had prepared a research paper in high school, and had received library instruction in high school. Therefore, we felt we had a pretty firm basis with the group with from the start. We did see some improvement in student skills as in the pre-course survey only 5 students were able to select the appropriate subject heading in the example we used, and in the post-course survey, 13 were correct. One interesting turn-around was that in the pre-course survey five students felt the most difficult part of writing a paper was finding appropriate sources, and in the post-course survey the number rose to 9. On the other hand, we saw a big shift to starting with the library catalog as a place to begin research (6 in pre-course survey to 12 in post-course.) [Copies of survey questions are at the end of the report.]

We were pleased that we were able to accomplish all of our project goals, and most of the goals for the students, the instructional development and project personnel. Overall, the response by the students both at the beginning and at the end of the course were, for the most part, very positive. Our post-course survey and personal interview with students on the last day of class provided evidence that most students had a positive response to the project. As is the case with all library instruction, there were a few who felt that the project was “a waste of their time.” We began the course with 20 students, and 18 students completed the course.

Highlights of our outcomes:

Our goals for the students:

- *Improved understanding of research methodologies in their area of major interest*
On the post-course survey 17 students “agreed” or “strongly agreed” with the statement, “I feel I have a good understanding of the scholarly resources available for Classics.”
- *Increased understanding of the variety of information resources on the Internet. Students would develop a clear understanding of the difference between scholarly resources that are provided via the library from commercial vendors versus web pages produced by interested persons and posted on the web*
18 students on the post-course survey “agreed or “strongly agreed” with the statement, “I feel more confident locating and identifying scholarly articles.”
- *Improved sense of critical and analytic evaluation skills needed to use when navigating web sites*
By the end of the course all the students had a well-developed understanding of scholarly websites and the difference between commercial, subscription databases versus institutional and/or personal web pages with information on topics of interest
- *Increased use of subscription services, including JSTOR, that support research in Classics*
17 out of 18 students used JSTOR for the course.
- *Ability to apply techniques learned in this course to other courses*
Several students responded in class and in comments on the post-course survey that they were able to apply what they learned to other courses and they showed their friends as well.
- *Improved scholarship as evidenced in final project*
Severy reports that the quality and extent of the research done for the projects was far greater

than in earlier versions of the course, although this did not necessarily lead to better writing and thus far better overall papers. One student submitted her final paper to a journal for publication

- *Increased use of campus portal*

We were pleasantly surprised to find that the campus portal was a small success in this course. Many students used it to organize data collected in the course. We are currently focusing on implementing further enhancements to our campus portal.

Our goals for Instructional Development:

- *Increased integration of electronic resources into the curriculum*

The number of students using electronic materials is reflected in the post-course survey question #4. Also the high number of students using the web course bibliography and the web research guide indicate that students were actively using electronic resources for their projects. Severy also reports that several Classics student *not* in this course have mentioned their frequent and enthusiastic use of the library's web resource guide for their own research projects.

- *A model to share with other faculty on campus and lead to additional research/resource guides with an ultimate goal to have a research methodology component for all the major disciplines*

We were able to develop an effective model with our course and discipline web-based research guide. We have applied the template to developing two other discipline guides. One of our major accomplishments was by having Jean Beccone take Dreamweaver training, we were able to implement a program that all guides used for library instruction were developed and located on the library web site.

- *Assess the feasibility of utilizing electronic discussion boards to improve communication and provide research assistance within individual senior seminar/research courses*

- *Evaluate how the library may offer services in a new environment utilizing courseware; i.e. integrating e-reserves into courseware*

The nature of this course, with numerous in class discussions, meant the electronic discussion list was irrelevant and not used. We were not able to over-come the lack of time to thoroughly understand WebCT, so we used WebBoard for arranging a class discussion list. Students did email questions occasionally, but since we met with the class frequently, there was no interest in using the WebBoard discussion. Courseware was not the answer for this particular class, and as it has become less of an option on our campus, we are not exploring commercial courseware at this point in time. We are trying to incorporate some features of courseware into our campus portal development. Although we discovered that this technology was not particularly useful in our context, it was a valuable outcome, because it contributed to our knowledge of what technology is of use in our particular context.

Our goals for Project Personnel:

- *Improved understanding of library instructional needs for students in First Year seminars and advanced research seminars (what concepts needed reinforcing in advanced seminar that may have been covered in First Year seminars.)*

11 out of the 18 students were first-year or sophomores. Although all 20 students that began the course had experience in producing a research paper in high school, and had had a library instruction component in high school, we found that one of the critical comments was that someone finally learned "where to find the books." Sometimes just finding the stacks can be a challenge. Severy reports that she learned a great deal, both from her librarian colleagues and from the students about how students learn to do research. Severy will employ what she learned in other courses.

- *Improved understanding of use of courseware products both from a faculty perspective and from the library perspective*

From the library and faculty perspective, we found courseware frustrating. We had hoped to have time to learn the software, but found it was easier to work with existing tools already

available to us to post web guides on the library site, and to use a web based course guide prepared by the instructor.

- *Assess the feasibility of utilizing electronic discussion boards to improve communication and provide research assistance within individual senior seminar/research courses*
Our initial efforts using electronic discussion boards hasn't demonstrated that there is an interest for this service. We are currently exploring the use of software for a virtual reference desk assistance, and so far finding that there is a lack of interest for that type of assistance as well. However, we have been approaching this service with caution and with further experience might find that it is of use to our campus. We get occasional email requests for assistance, but as a residential campus, we find that students will seek us out at the reference desk or through personal research assistance appointments rather than take advantage of electronic structured discussion boards.
- *Increased number of library staff with technical skills to use and teach Dreamweaver which is the campus supported software program*
All the reference librarians became adept at producing bibliographies using Dreamweaver and we greatly expanded available reference guides on the library website.

As part of our pre-course survey, we asked students to write down what they hoped to learn from this course, put it in an envelope and then we returned them (unopened) to the students the last day we met with them. We asked as part of the post-course survey if they accomplished their goals. Of the 18 responding, 13 responded that they had accomplished their goals, and one additional response stated that part of his/her learning goals were met.

In addition to the written surveys, we conducted an interview with the students on Dec. 13. We had a very good and open discussion with the students. Beccone and Fishel had prepared five questions:

1. What was the most helpful feature of this project?

[Responses not in order of importance]

- Web bibliography
- Instruction on how to use specific databases
Arts & Humanities Citation Index
- How to "fine-tune" a search including subject terms
- Campus portal (MyInfo) personal web page – used for all classes
- Using the cited references within an article to find related articles

2. What is one thing we didn't cover that they wished we had covered?

- Access to our resources when not connected to our campus network (remote access) was one topic on which we should have spent more time.
- More hands on time for personal topics rather than our "canned" search examples – they wanted more time to pursue their own topics during the library instruction sessions.

3. How would you compare writing your paper for this course versus other courses that didn't have a library instruction component?

- "Immensely helpful" – didn't have library instruction in 1st year seminar
- "Able to help others" [based on what was taught in this course]
- "Had no idea how to search CLICnet, find journals" prior to course
- Apply what was learned in this course to another course paper
- "Redundant for those in first-year seminar"
- "Reinforced what I learned in first-year seminar"
- "Annotated bibliography was very helpful"

4. For students other than first-year, is there any one thing that you know now as a result of this course that you wished you had known in your first-year?

Everyone shook their head “yes” on this question, but there were few specifics:

- “Learning it’s o.k. to use bibliography of one source to find more”

5. How much did you use the campus portal – MyInfo? Did you use it for any other purposes than for this class? Weekly, daily, once and never again?

- We were pleased (and surprised) to find out not only were several students in this course active users, but they showed their friends and were some of our best promoters for our product

Utilization of the JSTOR Database

In our pre-course survey, we asked if students had used e-journals, of which 11 replied they had.. We did not specifically ask which e-journals they used. The students were introduced to JSTOR in a library session dedicated to teaching fulltext searching skills. A question on the post-course survey asked if students utilized JSTOR and 17 responded yes. So there was definitely an increase in use of JSTOR.

Evaluation

The grant allowed us to provide training for a librarian, and this training was instrumental in getting all the reference librarians involved in producing web-based bibliographies. The grant provided us with funding to cover the additional time for Beccone to work during the summer on this project. The grant also provided us with time to work during the summer with a faculty member who would normally not be on campus. The ability to collaborate and work as a team helped to create ideas, helped share the workload of developing surveys, and make adjustments as needed. Beccone and Fishel are currently working on a trial project with a first-year seminar and will incorporate some of what we learned with this course into the development of some basic skills for first-year students. The grant, therefore, was very instrumental in providing us with training, information that can be applied to other information literacy initiatives, and it generated a very productive collaborative experience with a faculty member.

Dissemination

At this point, our dissemination has been limited to preparing this report. The web-based Classics Research Guide has been used as an example and model in providing outreach to other academic departments on campus. Reference librarians are currently collaborating with several other departments to create additional web based research guides. In the next year as we continue our information literacy efforts under the auspices of a different grant, we expect to apply what we learned to future efforts.

Supporting Material

□ Articles of Interest

“Investigating the Practices of Student Researchers: Patterns of Use and Criteria for Use of Internet and Library Sources”, Vicki Tolar Burton and Scott A. Chadwick; *Computers and Composition*, vol. 17, 2000, p.309-328.

This is a very interesting (and sometimes entertaining) summary of a study that surveyed 543 college students on how they selected and evaluated materials for research purposes, and also survey of what kind of library training they had.

“Whither BI? Assess Perceptions of Research Skills over an Undergraduate Career”, Bryn Geffert and Robert Bruce; *RQ* 36, no.3, Spring 1997, p.409-417.

Study done at St. Olaf to measure the research competencies of students after four years of course-integrated library instruction.

Web Pages

Materials for this project will be found at <http://www.macalester.edu/library/FLIPgrant>

Women in Classical Antiquity Bibliography

<http://www.macalester.edu/library/FLIPgrant/classicalwomen.html>

Women in Classical Antiquity Course Web Page

<http://www.macalester.edu/courses/elas27/>

Classics Research Guide

<http://www.macalester.edu/library/FLIPgrant/Researchguides/Classicsguide.html>

PreCourse Survey

<http://www.macalester.edu/library/FLIPgrant/precoursurvey.pdf>

PostCourse Survey

<http://www.macalester.edu/library/FLIPgrant/postsurveyfinal.pdf>

MyInfo – campus portal (name and location will be changing effective September 1, 2002 – see main campus page for connecting link (www.macalester.edu))

<http://www.myinfo.macalester.edu>

Anyone can log into MyInfo and set up an account using the “Alumni, Parents, Others” connection. All the links may not work to our subscription services, but you can see the prototype and manage information, including adding your own websites in the MyWeb section.

Primary Contact

Terri Fishel, Library Director

DeWitt Wallace Library, Macalester College

1600 Grand Avenue

St. Paul, MN 55105

651-696-6343

FAX 651 –696-6782

Copies of Surveys follows

Research and Writing Experience

1. Have you had any previous assignments requiring you to do library research? (Please circle all that apply):

a. College: YES NO b. High School: YES NO

2. Have you written a research paper?

a. College: YES NO b. High School: YES NO

(If "NO" to both of the above, please proceed to #6.)

b. Did this paper include a bibliography? (list of sources you used and/or cited)

YES NO

3. What do you consider to be the hardest part of writing a research paper?

- a. Selecting a topic
- b. Creating a thesis statement
- c. Finding appropriate resources
- d. Writing the paper
- e. Preparing footnotes and bibliographies
- f. Other:

4. For your research assignment or paper, please circle the statement that best describes how or where you usually start to look for information:

- a. Encyclopedias, bibliographies, or other reference materials
- b. Library catalogs
- c. Talking with professor/teacher or other subject expert
- d. Searching the web
- e. Using citations and notes from materials already in your possession
- f. Other:

5. When completing a research project from whom do you typically request assistance? (Circle all that apply):

- a. Professor/teacher
- b. Librarian
- c. Friend/peer
- d. Parent
- e. Other (please specify)
- f. Never ask for assistance, do it on my own

Personal Background

6. Have you had any formal or informal training/introduction on how to use library resources from any of the following? (Circle all that apply):

a. The Library	College by professor by librarian by friend/peer by parents other:	High School by teacher by librarian by friend/peer by parents other:
-----------------------	--	--

b. Library Catalog

by professor
by librarian
by friend/peer
by parents
other:

by teacher
by librarian
by friend/peer
by parents
other:

Internet/World Wide Web

by professor
by librarian
by friend/peer
by parents
other:

by teacher
by librarian
by friend/peer
by parents
other:

Electronic Resources

(Online indexes, CD Rom
indexes, ejournals, ebooks,
etc.)

by professor
by librarian
by friend/peer
by parents
other:

by teacher
by librarian
by friend/peer
by parents
other:

7. Number of college years completed _____

8. Have you had formal instruction on how to do library research here at Macalester?

a. YES NO

b. If "YES", who provided the instruction? (Circle all that apply):

Professor Librarian Other (please specify) _____

9. Please identify if you have used any of the following. (Circle all that apply):

- a. Ejournal
- b. Fulltext database (Lexis/Nexis, InfoTrac [Expanded Academic Index, etc.])
- c. Article from a journal in the library
- d. Book from the library
- e. Requested a book from another CLIC library
- f. Requested a book or article from another library though interlibrary loan
- g. Internet Search Engine
What search engine do you prefer to use:
- h. MyInfo (Macalester portal)
- i. Ebook (netLibrary, Rocket Ebook, or other)

10. Please identify if you have used electronic communication for class discussion. (Circle all that apply):

- a. Email
- b. Chat Room
- c. Listserv

11. When using the Web for class or research, how do you determine if a site is worthwhile or useful?

12. How do you keep track of sites you want to revisit or come back to at a later time?

Library Knowledge

13. Listed below is an example of a record from CLICnet, our library catalog. Take a look and then please answer the questions that follow:

RECORD 1 OF 2

Author Pratt, Annis.
Title **Dancing with goddesses : archetypes, poetry, and empowerment / Annis Pratt.**
Pub info Bloomington : Indiana University Press, c1994.

LOCATION	CALL #	STATUS
MAC Stacks	PR508.A66 P73 1994	CHECK SHELVES
HAM Bush Books	PR508.A66 P73 1994	CHECK SHELVES
CSC Lower Level	PR508.A66 P73 1994	CHECK SHELVES
UST-OSF Stacks	PR508.A66 P73 1994	CHECK SHELVES

Descript xxiv, 408 p. : ill. ; 24 cm.
Notes Includes bibliographical references (p. 378-401) and index.
Subject [English poetry -- History and criticism.](#)
[Archetype \(Psychology\) in literature.](#)
[American poetry -- History and criticism.](#)
[Medusa \(Greek mythology\) in literature.](#)
[Aphrodite \(Greek deity\) in literature.](#)
[Artemis \(Greek deity\) in literature.](#)
[Authorship -- Sex differences.](#)
[Goddesses in literature.](#)
[Women in literature.](#)
[Bears in literature.](#)
ISBN 0253345863 (alk. paper)
 0253208653 (pbk. : alk. paper)
Pub number 785880

- a. When was this item published? _____
 - b. If you wanted to find other items about the same topic, which subject heading would be the most likely term(s) that would retrieve other books on the same topic?
 - c. Please write the call number for this book _____
 In general, do you feel confident locating materials by call numbers in the library? (any library)
 Highly Confident Uncertain
- | | | | | |
|---|---|---|---|---|
| 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|
- d. In locating materials using the catalog, if you go to the bookshelves/stacks for a particular book and it is **not** on the shelf, circle the statement that best identifies what you are you more likely to do:
 - i. ask for help from a staff person to locate the book
 - ii. use a different book that you did find on the shelf
 - iii. request a copy of the book you were looking for through interlibrary loan
 - iv. go to another library to find a copy
 - v. go back to the catalog and look for other books
 - vi. go look for journal articles instead
 - vii. look for an ebook version on the web
 - viii. other:

14. An “annotated bibliography” is:
- A directory of names
 - A book that provides information about individual lives
 - A book that provides a list of references with summary information
 - A book of book reviews

15. Please identify which of the following periodical titles you would consider scholarly. (Circle all that apply) :

- Sports Illustrated
- Bulletin of the Institute of Classical Studies
- Time
- Rolling Stone
- American Journal of Archaeology

16. Please identify which of these is a primary or secondary source:

	PRIMARY	SECONDARY
a. Novel	1	2
b. Piece of sculpture	1	2
c. Book review	1	2
d. Diary	1	2
e. Newspaper	1	2
f. Journal article	1	2

17. Please rate how you would describe your level of confidence (on a scale of 1 – 5) with 5 being “highly confident – I’ll almost always find what I need” to 1 being “low level of confidence – uncertain if I’ve found what I needed” in locating information when you use the following:

	HIGHLY CONFIDENT				UNCERTAIN
a. Library Catalog	5	4	3	2	1
b. Internet/World Wide Web	5	4	3	2	1
c. Bibliographic Database/Online Index	5	4	3	2	1

18. If you were looking for a book review, which of the following would you use? (Circle all that apply):

- | | | |
|---------------------|-------------------------------------|-----------------|
| a. Library catalog | d. Online database/electronic index | g. Other: _____ |
| b. Periodical index | e. Web search | |
| c. Reference book | f. Don’t know | |

19. For each of the following citations, please indicate by circling #1 if it refers to a BOOK, or #2 if it refers to a JOURNAL:

	BOOK	JOURNAL
a. Kirkwood, G.M. “The Narrative Art of Bacchylides.” In <i>The Classical Tradition</i> , edited by Luitpold Wallach. Ithaca, NY: Cornell University Press, 1966.	1	2
b. Reedy, Jeremiah, ed. <i>Apophoreta : Latin and Greek studies in honor of Grace L. Beede</i> . Chicago, IL : Bolchazy-Carducci Publishers, 1985.	1	2
c. Millender, Ellen G. 2001. “Spartan Literacy Revisted.” <i>Classical Antiquity</i> 20:121	1	2

20. Please identify what you hope to learn from this course (and also write it on a the slip of paper to put in your self-addressed envelop.) The envelop will be sealed and returned to you at the end of the course.

21. Additional comments (use backside of page if necessary):

Women in Classical Antiquity
Macalester College
Post - Course Survey
Fall 2001

Number of college years completed _____

Research and Writing

1. What do you consider to be the hardest part of writing a research paper?
 - a. Selecting a topic
 - b. Creating a thesis statement
 - c. Finding appropriate resources
 - d. Writing the paper
 - e. Preparing footnotes and bibliographies
 - f. Other:

2. For your course research assignment, please circle the statement that best describes where you **began** to look for information:
 - a. Encyclopedias, bibliographies, or other reference materials
 - b. Library catalogs
 - c. Talking with professor/teacher or other subject expert
 - d. Searching the Web
 - e. Using citations and notes from materials already in your possession
 - f. Asked for assistance from librarian
 - g. Other:

3. Please identify which of the following you used for this project: (Circle all that apply):
 - a. Ejournal
 - b. Fulltext database (Lexis/Nexis, InfoTrac [Expanded Academic Index, etc.])
 - c. Article from a journal in the library
 - d. Book from the library
 - e. Requested a book from another CLIC library
 - f. Requested a book or article from another library though interlibrary loan
 - g. Internet Search Engine
 What search engine do you prefer to use:
 - h. MyInfo (Macalester portal)
 - i. Ebook (netLibrary, Rocket Ebook, or other)
 - j. JSTOR
 - k. Project Muse
 - l. Course bibliography on the Web

4. When using the Web to find information, what do you now look for when you find a Web site that you have been referred to by a search engine? In other words, how do you tell if the site is worth using?
 - a. How do you identify if the Web page you are referred to is a scholarly resource?

5. How did you keep track of sites you want to revisit or come back to at a later time?

Library Knowledge

6. Listed below is an example of a record from CLICnet, our library catalog. Take a look and then please answer the questions that follow:

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Subject [English poetry -- History and criticism](#)
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[American poetry -- History and criticism](#)
[Medusa \(Greek mythology\) in literature](#)
[Aphrodite \(Greek deity\) in literature](#)
[Artemis \(Greek deity\) in literature](#)
[Authorship -- Sex differences](#)
[Goddesses in literature](#)
[Women in literature](#)
[Bears in literature](#)
ISBN 0253345863 (alk. paper)
 0253208653 (pbk. : alk. paper)
Pub number 785880

- e. If you wanted to find other items about the same topic, which subject heading would be the most likely term(s) that would retrieve other books on the **same topic**?
- f. In locating materials using the catalog, if you go to the bookshelves/stacks for a particular book and it is **not** on the shelf, circle the statement that best identifies what you are more likely to do:
- i. ask for help from a staff person to locate the book
 - ii. use a different book that you did find on the shelf
 - iii. request a copy of the book you were looking for through interlibrary loan
 - iv. go to another library to find a copy
 - v. go back to the catalog and look for other books
 - vi. go look for journal articles instead
 - vii. look for an ebook version on the Web
 - viii. other:
7. Please identify which of the following periodical titles you would consider scholarly. (Circle all that apply) :
- a. [Atlantic Monthly](#)
 - b. [Bulletin of the Institute of Classical Studies](#)
 - c. [Psychology Today](#)
 - d. [National Review](#)
 - e. [American Journal of Archaeology](#)

8. Please identify which of these is a primary or secondary source:

	PRIMARY	SECONDARY
a. Novel	1	2
b. Piece of sculpture	1	2
c. Book review	1	2
d. Diary	1	2
e. Newspaper	1	2
f. Journal article	1	2

9. If you were looking for a book review, which of the following would you use? (Circle all that apply):

- | | | |
|---------------------|-------------------------------------|-----------------|
| a. Library catalog | d. Online database/electronic index | g. Other: _____ |
| b. Periodical index | e. Web search | |
| c. Reference book | f. Don't know | |

10. For each of the following citations, please indicate by circling #1 if it refers to a BOOK, or #2 if it refers to a JOURNAL:

	BOOK	JOURNAL
a. Kirkwood, G.M. "The Narrative Art of Bacchylides." In <i>The Classical Tradition</i> , edited by Luitpold Wallach. Ithaca, NY: Cornell University Press, 1966; p.36-40.	1	2
b. Reedy, Jeremiah, ed. <i>Apophoreta : Latin and Greek studies in honor of Grace L. Beede</i> . Chicago, IL : Bolchazy-Carducci Publishers, 1985.	1	2
c. Millender, Ellen G. 2001. "Spartan Literacy Revisted." <i>Classical Antiquity</i> 20:121	1	2

11. Please rate the following statements by circling the response that most closely matches how you feel. I found during the course:

	Very Useful= 5	Somewhat Useful=3	Of No Use =1
In-class library instruction	5	4	3 2 1
In-class hands-on activities	5	4	3 2 1
Course bibliography Web page	5	4	3 2 1
Classics resources Web page	5	4	3 2 1
One-on-one contact with Librarians	5	4	3 2 1
Chat Room/Scheduled On-Line Discussions	5	4	3 2 1
MyInfo	5	4	3 2 1
E-mail exchanges	5	4	3 2 1
WebCT/WebBoard	5	4	3 2 1
Annotated bibliography	5	4	3 2 1

Problem proposal	5	4	3	2	1
Rough draft of paper	5	4	3	2	1
Professor's Office Hours	5	4	3	2	1

12. After taking this course, please rate how you would describe your level of confidence (on a scale of 1 – 5) with 5 being “highly confident” and 1 being “uncertain” – when you use the following:

	HIGHLY CONFIDENT				UNCERTAIN
a. Library Catalog	5	4	3	2	1
b. Internet/World Wide Web	5	4	3	2	1
c. Bibliographic Database/Online Index	5	4	3	2	1

13. Please rate the following statements by circling the response that most closely matches how you feel. After taking this course:

- a. I feel more confident locating and identifying scholarly articles
- Strongly agree Agree Neutral Disagree Strongly Disagree
- b. I feel more confident writing research papers
- Strongly agree Agree Neutral Disagree Strongly Disagree
- c. I feel I have a good understanding of the scholarly resources available for Classics
- Strongly agree Agree Neutral Disagree Strongly Disagree

14. Open your envelop with the information you wrote regarding what you hoped to learn. Please give a short statement regarding what you originally hoped to learn, and whether you accomplished that goal.

15. Please identify what you found most useful about this project:

16. Please identify what you found least useful about this project:

17. Please feel free to share any additional comments or suggestions (use additional sheet of paper if necessary):

FACULTY/LIBRARIAN INSTRUCTIONAL PARTNERSHIPS

*Supporting Innovative and Effective Use
of Information Resources in Instructional Development*

Budget Report

A. PROJECT PERSONNEL **Subtotal Budgeted \$ 5,634** **Expended \$5,634**

Individual names, hours devoted, role type (e.g., student researcher), and dollar amounts

Beth Severy, Assistant Professor, Classics - \$1,980

Hours: 165

6 weeks during the summer (60), course time and course prep in the Fall (90); Review and wrap up in Spring 2002 (15)

Jean Beccone, Outreach Librarian \$3,237

Hours: 126

4 weeks in July; class time preparation; training, web page production

Terri Fishel, Library Director

Hours: 100

Assistance with WebBoard, survey preparation, class time

\$5217

B. PROJECT EXPENSES **Subtotal Budgeted \$__417** **Expended \$ 417**

Expense items and amounts

Dreamweaver Training – Science Museum of Minnesota

TOTAL PROJECT BUDGET **Total Requested \$__5634** **Total Expended \$ 5634**

(Sections A + B = up to a maximum of \$8,000)

In-kind or other contributions:

100 Hours by Terri Fishel

