Extension Activities for Facilitators

Note that this document is available to download on the Student2Scholar website.

Purpose of Facilitator's Guide

The purpose of this guide is to aid instructors, librarians, course facilitators, and faculty in the implementation of the modules into existing graduate curricula. Below is a list of additional activities that facilitators may want to incorporate into their classroom teaching to complement the online S2S modules.

Pre-Module: Collecting Citations and Creating Bibliographies

1. Discuss with your class which software tool you use and why.
2. Invite a librarian in to lead a session on a particular software option. There are also online tutorials available for the various options (see Comparison Chart).

Module 1: Thinking like a Researcher

Part A: Accessing Information and Research Support Services

1. Invite a librarian to join your class (or discussion board) to provide an overview of the information ecosystem at your institution and to answer questions.
2. Each member of the course makes contact with a resource on campus, then reports back about what services and resources would seem most helpful to graduate students.

Part B: Your Journey as a Scholar

1. Have students share any strategies they have developed for addressing / overcoming the imposter phenomenon in your course discussion board.
2. Have students ask their supervisor or another mentor about their experiences with imposter syndrome, and what they did to cope with it.
3. Read two articles about the same issue, but which take very different perspectives. Summarize the views and values that inform those perspectives.
4. Have students create a Voicethread presentation (https://voicethread.com) to share their strategies. Alternately, use your course discussion board.
5. Invite a panel of senior level graduate students to your class to share their experiences on the road to research.
6. Find an article and apply Blaikie's research design to that study.
7. Invite senior level graduate students to moderate a thread in your course discussion board on this topic.

Module 2: Defining Your Research

1. Have students post their concept maps and/or research questions for peer assessment in your course discussion board.
2. Create your elevator speech: Working in pairs, each person records a general statement of about 2-3 sentences about their research interest. Partner has opportunity to ask several questions for clarification. Using the feedback, the research description is re-written.

3. In small groups, students take one research question and practice making it into a concept map after participating in/observing demonstration on how to do this using these steps:

- Define the topic or focus question based on what you know.
- Identify the most important concepts that are associated with that topic.
- Order the concepts in the mapping field.
- Add "cross links" and linking phrases between ideas.
- Review and revise the map for completeness and accuracy.

Record any questions or feedback given by the person with whom you shared your concept map. Do you agree with the feedback you received? Why or why not? Will this in any way change your concept map?

4. After sharing your research questions with a colleague, professor, TA, or friend, reflect on the discussion. Do you agree with the feedback you received? Will this in any way change your research questions?
5. Take someone's research topic and have groups independently come up with table of keywords and concepts, using Google scholar and other databases as a means for identifying vocabulary, and compare terminology across groups.

Module 3: Introductory Search Techniques for Research

1. Have students share their reflections in your course discussion board.
2. Each person constructs a flow chart of their research process and then shares it within a small group. An overview of typical strategies and notable differences is shared with the rest of the class.
3. At the start of a class with a librarian, have students map their usual search process. At the close of the session, students make additions to the map and discuss the additions that they found most useful or illuminating.
4. Students share ideas for finding a literature review article and then test their methods using live searching to locate one review article and/or a literature review in a research handbook. Discussion on the various approaches to finding a review article follows with a librarian demonstrating possible alternate strategies

Module 4: Advanced Search Techniques for Research

1. After they view the vignettes, have students pair-up with a classmate, or select someone working in their field of study, for a brief informational interview, either in-person or via Skype, posing a series of questions related to information management. Questions will be provided, for example:
   o How do you keep up-to-date with the latest research in your area?
   o Do you have specific strategies to help you keep abreast, and/or stay organized that you would recommend?
   o What is your favourite tool or technology to help keep track of your own work and progress as a researcher?
   o Is there anything else I should know about with regard to information management and organization in 'X' field of study that I haven't asked about or should know?

2. Facilitate a debate (online or in-class) where one student, or group of students, defends the use of multi-disciplinary databases or 'discovery layer' products for graduate-level research, while the opposing side adopts the stance that discipline-specific resources are the information resource of choice for scholars.
3. Conduct a 'Compare and Contrast' exercise with your students. Have students compare the coverage/scope, search functionality, ease of use, etc. for at least three subject-specific research databases related to their research area.
4. Building on the concept mapping activities in Module 2, as well as the information from the Search Strategy Worksheet in Module 4, have students create their own visual thesaurus (using a freely available product of their choice, such as Snappy Words - http://www.snappywords.com/) and map of the key concepts and related terminology for their research.
5. Invite a senior graduate student/faculty member to describe an actual search, and detail what went right (or wrong).
6. Students work in teams. Each team is presented with a case study and asked to use the research log to record what search terms and Boolean Operators used to find content for the case within a specific database. Teams present one successful and one failed search live to the class.

Module 5: Exploring Grey Literature

Part A: Finding Grey Literature: Web, Databases, and Theses
1. In groups of three discuss:
   - What makes grey literature "grey"?
   - Your research topic and get feedback on the types of grey literature that would support your inquiry?
   - One piece of grey literature you have consulted and whether it changed your research perspective.
   - What is the most difficult aspect of locating grey literature?
2. Invite a subject librarian to class to demonstrate how to search for grey literature relevant to students' course of study

Part B: Finding Government Information
1. In groups of three discuss:
   - What is the hardest part of locating government documents?
   - Describe the most useful tools you've used for locating government documents.
   - How have you located government information in the library catalogue?
   - How did the use of government information change your research perspective?
2. Invite a government documents librarian to class to demonstrate how to search for government information that is relevant to students' course of study.

Part C: Finding Statistics and Data
1. Invite a data librarian to class to demonstrate how to search ODESI, how to access data sets, or how to create a data management plan.
2. Give a data set to small groups of students and ask them to experiment with the different ways in which it can be visualized.
3. Provide a workshop to introduce SPSS software.
4. Think-Pair-Share Exercise. Provide students with excerpts from recent news articles (e.g., graphs, tables, infographics) and ask them to scrutinize the numerical information (first, on their own; next, compare their findings with a classmate; and last, each pair to present one key finding to the entire class). Consider the following questions: 1) Can you

determine the source of the data or statistics; 2) Can you confirm the information in another source; 3) Do you note anything curious, or maybe even misleading about the data (i.e., can you detect, or do you suspect bias)?

5. Invite a librarian to deliver an interactive session that introduces students to the basics of describing, collecting, visualizing, and interpreting data (i.e., data literacy).

Module 6: Understanding Design and Authority in Research

1. Share any ethical questions you have about your own research design and discuss with the class.
2. Compare the pros and cons of the two student research proposals. Have your class vote on whether to accept or reject each one and summarize the reasons for the decision.
3. Have students work in small groups. Give each group the research questions from a single study. Have the students discuss and record appropriate methods that could be used to address the research questions provided. After the discussion, share the actual methods used for the study and compare these to the methods proposed by the student groups. Have each group provide a three-minute summary to the class.
4. Have students work in small groups. Give each group a paper without a theoretical framework. Have each group discuss what theoretical approaches might have been considered. Encourage students to search for ideas in library databases and on the web. Have each group provide a three-minute summary to the class.

Module 7: Publishing and Research Impact in Scholarly Communities

1. Have students work in small groups. Give each group a different publication format to work with. Ask each group to identify the purposes and characteristics of that format, as well as when that format might be used in academic work. Ask each group to put their results on chart paper and have a poster gallery session towards the end of class. Alternately, groups can share their results in an visual online format.
2. Have students identify the formats most commonly used for research in your discipline. Is your discipline open to emerging formats such as blogs or social media? Why or why not?
3. Hold a discussion/debate with your students regarding the value of established vs. emerging formats. Guiding questions might include:
   - How might your established vs. emerging resources be perceived differently by your scholarly community?
   - Do you think that the way your resources are perceived by the scholarly community will affect your research?
   - How might using emerging formats benefit and enrich your research?

4. Discuss the following quote with your students in the context of creators of information in your field or discipline: "Experts understand that value may be wielded by powerful interests that in ways that marginalize certain voices. However, value may be leveraged by individual and organizations to effect change and or civic, economic, social, or personal gains."(ACRL, 2015, p.8).

Module 8: Your Rights and Responsibilities as a Scholar

1. Have students visit your institution's website to locate information about copyright, fair dealing and public domain. Does your institution have an agreement with the licensing organization Access Copyright?

2. Have students conduct an interview with a professor/researcher: What is intellectual property to them? Why does it matter? What impact it has had on their scholarly career?
3. Invite copyright librarian/expert into your course or discussion board to discuss how it is handled at your institution.
4. Ask students to examine the copyright statement or policy at your institution. How open (or closed) is it?
5. Open access is facilitated by digital repositories – show students your institution's repository (e.g. Scholarship @ Western). If your students are required to submit their thesis to it, the class could follow the steps to gain an understanding of the process.
6. Examine the information provided about copyright & open access on your institution's library website. Does your institution encourage student OA publications?
7. Have a discussion regarding the new Tri-Council Open Access Policy. What does this mean for researchers? How will this change the publishing landscape? One reading of interest might include:

> Donaldson, M., Ryan, J., & Samman, T. (April 28, 2015). What does the new tri-agency open access policy mean for researchers? *University Affairs, Affaires universitaires*. Retrieved from http://www.universityaffairs.ca/opinion/in-my-opinion/what-does-the-new-tri-agency-open-access-policy-mean-for-researchers/

Module 9: From Student to Scholar: Joining the Conversation

Part A. Scholarly Communities and Conversations

1. Invite a researcher and/or librarian into your course to talk about their understanding of the scholarly communication & their contributions.
2. Identify and discuss with students the venues for scholarly communication, both formal and informal, relevant to your subject area.
3. Review with students the purpose of your local institution's research repository and how to search for materials within it.
4. Ask students to find examples of scholarly conversations in their specific discipline that have changed/had a fundamental effect on the discipline. Who are the players? What did they say? How has the conversation evolved to its present state? How might it evolve further?
5. Read *User-generated online content 1: overview, current state and context* http://firstmonday.org/ojs/index.php/fm/article/view/3912 to open a discussion about the value of user generated content in research. Questions for discussion might include:
   - Are blogs are emerging venues for scholarly conversations, where contributors from the academic community interact with fellow-scholars from a variety of disciplinary backgrounds and perspectives?
   - How do bloggers contribute?
   - What is the nature of blog post responses? Do these responses contribute to building scholarly communication & community?
6. Group discussion
   - Discuss venues for scholarly communication
   - Discuss "first monday" link (blog)
   - Share experiences about positive/negative personas
   - Discuss experiences of joining a scholarly conversation/hosting a panel
7. Invited speaker
   - Invite a researcher/librarian to discuss scholarly communications
   - Invite a career counsellor
8. Hands-on activity
   - Find examples of scholarly conversations that changed the discipline

- Share social media profiles for feedback
9. Apply to real scenario
   - Review institution's research repository

Part B. Managing your Professional Persona
1. Share your own experiences with students about positive and negative personas you have seen in your career.
2. Invite a member from your institution's career counselling centre to share social media tips and advice for students.
3. Have your students share their social media profiles with a friend or mentor to get feedback on the profile and how it presents them professionally.

Part C. Knowledge Mobilization
1. Discuss your own experience of joining the scholarly conversation, or host a panel of colleagues in your class. How did you all get started?
2. Invite a librarian to your class to get their expertise in how and where to search for conversations to join.
3. In groups, find research to mobilize, then create a plan/start a social media campaign to mobilize knowledge about that research
4. Make a plan to investigate how you will follow the impact of your research
5. Apply for a conference or presentation (or do a mock presentation of research in class)