

Information Literacy Component	<input checked="" type="checkbox"/> Framing the Research Question	<input checked="" type="checkbox"/> Accessing Sources	<input type="checkbox"/> Evaluating Sources	<input type="checkbox"/> Evaluating Content	<input type="checkbox"/> Using Information for Specific Purpose	<input type="checkbox"/> Understands Context and Ethics of Information Use
Level	<input checked="" type="checkbox"/> Foundation		<input type="checkbox"/> Intermediate		<input type="checkbox"/> Advanced	

Librarians at BGSU formed “Understanding Student Information-seeking Behaviors to Enhance Student Learning”, a faculty learning community through the campus [Center for Teaching and Learning](#). Members of this learning community are BGSU faculty from several disciplines across campus. Through the community we have explored ways to improve students’ abilities to contend with obstacles inherent in the research project. The community has also had opportunities to become more familiar with the University Libraries’ research tools and reflect on ways to enhance student learning. This guide pulls together readings on student research habits and recommendations from faculty about how to improve the student research experience.

The following assignment was created by one of the members of our learning community. It was reviewed by the community and established as meeting the above criteria. For additional sample assignments or information on creating effective research assignments, visit our LibGuide:

<http://libguides.bgsu.edu/studentresearch>

2011-2012 Understanding Student Information-seeking Behaviors to Enhance Student Learning

Learning Community Facilitators:

Vera Lux, University Libraries
Joshua Vossler, UL

Faculty Members:

Colleen Boff, UL
Catherine Cassara, Journalism/PR
Lynn Darby, Exercise Physiology
Elizabeth Fleitz Kuechenmeister, GSW
Cheryl Hoy, GSW
Nicole Kalaf-Hughes, Political Science
Cynthia Mahaffey, GSW and Women's Studies

Dr. Cynthia Mahaffey

ENG112 Actual Library Visit ☺

Finding books on your topic for Multiple Source Essay #2 (Paper #3)

Today, we're visiting our great library, Jerome Library. Your mission is to find at least **two BOOKS** on your topic. **Use this paper to write down items as you go.**

First, think about the social issue you want to tackle for this paper. Remember, the format is just like Multiple Source Essay #1, but you are picking the topic. So let's start there, with a **research question** which you will make into an **argument thesis**:

How does _____ affect _____ in _____?

(variable) (variable) (population)

Variables could be issues like: poverty, depression, heterosexuality, schooling, school funding, racial discrimination, profiling, sexual orientation, economic status (i.e. class), age, education, clean water, environmental pollution, foreign plant or animal species invasion, recreational camping, sport fishing, nutrition, prenatal care.... If you have a possibility, ask me.

[You may not choose the following topics as your old professor can't bear it: abortion, euthanasia, capital punishment, legalization of marijuana, God, the paranormal, the drinking age]

Population is the group of people on whom you will be focusing: preschool children, grade school children, high school aged persons, young adults, college students, the elderly, men, women, girls, boys, babies, middle-aged persons (like your professor), African Americans, LGBT persons, Hispanics, Asian-Americans, rural whites....

Once you've thought about a preliminary topic (you don't have to make a final decision today, but I don't want you to change your topic without checking with me), look for several books on your topic. To do that:

1. Go to www.bgsu.edu, then "libraries."
2. On left hand side, click on "BGSU Library Catalog"
3. Use your variables (above) to fill in "keywords". If at first you don't get any hits, try other synonyms (similar words) and/or ask me. Don't give up. Be sure to "limit your search" further on down on that form to more recent years, say 1998-2008. A book from 1962 isn't going to help much.
4. When you find some books, write down their "Call Numbers" and "locations" here:

Check to see if they are “available”. If they are checked out, you may still be able to get them through OhioLink. If you see a book you really want, let me know and I’ll show you how to do that.

5. Now, the fun part. Go find the book. The circulating books are on the first floor. If you get stuck, look at the end of the bookshelves. There are maps. Or ask a librarian, or me.
6. Take your ID card and go check out the books tonight. Take at least two books to check out. You can keep them for three weeks, which is plenty of time for this paper.
7. You will be required for this paper to use at least one book, in addition to two or three scholarly articles from EBSCO or some other research database.
8. Take the books back before they are due☺. Never mess with the librarians☺.