

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

Colleen Boff, University Libraries (UL)
Vera Lux, UL

Faculty Members:

Catherine Cassara, Journalism/PR
Lynn Darby, Exercise Physiology
Elizabeth Fleitz Kuechenmeister, General Studies Writing (GSW)
Cheryl Hoy, GSW
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Questions about the learning community can be directed to
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Assignments designed for JOUR 4750 after December 2012 consultation with Learning Community members

Excerpt from 2013 syllabus

Blogging:

Blogging is important for this class because international news has developed a second-life on the web, particularly on blogs, where reporters share details of breaking news and also what is called the “backstory” to their reporting—their experiences on the ground, as well as the human interest and other aspects of the news that might not fit their stories.

Given the growing importance of blogging, I want you to pay attention to the blogging done in connection to international news and think and write about it yourself. Thus, I will ask that you set up your own blog and that you periodically look in on your classmates’ work.

There will be several small assignments to get us warmed up—thinking about blogs and finding topics, styles, and confidence. You must provide me with a blog address by start of the second week of classes. There are five additional small assignments—while they need to be cogent and to the point, none needs to be long: 1) find blog authored by a journalist or about journalism (an international correspondent, a war correspondent, a photographer, a videographer, the Committee to Protect Journalists all and more produce blogs) and analyze what makes the blog different from journalism itself (at least 150 words, submitted via canvas) due by Jan. 16 ; 2) identify a topic for your own blog, set up a blog and write a sample post to share with your classmates, due by Jan 28 – post a copy on canvas for me but bring several copies to share with classmates; 3) by Feb 4, you should have a report on your efforts to post on your own blog and reply to your classmates’ blog posts; 4: a progress report on your blogging activities, due March 27; 5) a final assessment of your blogging efforts, due April 26

We may decide as a class that you want to post your country reports, book reports and research reports on the blogs so that your classmates and other can read them.

We will talk in class about the specifics of assignment; but while I don’t require you to take up a new life as a blogger on international news topics, I want you pay attention to the blogging as well as the hard news coverage coming from those correspondents, etc. At three points in the semester I will review your blogging for content and writing, unless otherwise noted those points will come around Jan. 26, Feb. 23, March 24, and May 4.