Teaming Up for Information Literacy: Enhancing Student Peer Assistance with a Research Badge Program

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What: Optional, paid training on information literacy.
Who: Library and Multilingual Writing Center staff; student writing tutors and student Circulation Desk supervisors.
Why: To help the students involved become better researchers, empower them to assist their peers with research, and foster connections among librarians, writing tutors, and circulation workers.

Session 1. The Scholarly Conversation
Goal: Demonstrate concretely what scholarly conversation looks like and how to engage with it.

- **Homework:** Reflection on personal research process.
- **Active learning – Packet Activity:** Provided packet of articles that cited each other or shared authors. In small groups, students searched for the connections among the articles.

Session 2. Finding & Evaluating Sources
Goals: Familiarize students with library resources in engaging manner. Add nuance to source evaluation, beyond classing sources as "bad" or "good."

- **Homework:** Reflection on Session 1. Video on evaluating sources.
- **Active learning – Jeopardy:** Quizzed small groups on information found on library website, including the databases list, citation guide, subject research guides, Archives & Special Collections materials, and the Ask a Librarian & FAQ page.
- **Active learning – Source Continuum:** Students sorted a range of sources on continuum from "non-scholarly" to "scholarly."

Session 3, Part I. Citation
Goal: Demonstrate that citations generally provide the same information across styles, and that successful citing allows a reader to find the source even if the appearance of the citation varies.

- **Homework:** Explore citation LibGuide. Craft Challenge Citation.
- **Active Learning – Challenge Citation:** Provided an example of an unusual source type, which would not easily match the sample citations found in the style guides. Students cited the source in any style and shared how they approached the citation.

Session 3, Part II. Resource Workshop
Goal: Create information literacy resource based on student experience – what would be most useful to them?

- **Workshop:** Students split into small groups by job and developed pitches for future information literacy resources that suit their roles.
  - **At the Circulation Desk:** Handouts with citation basics.
  - **In the Writing Center:** Research process flowchart.
  - **For multilingual writers:** Guide to finding and citing sources in multiple languages.
- Library staff will draft resources based on these pitches and provide opportunities for additional student feedback in Fall 2023.

Student Survey Response

Positive Feedback
"I feel like I now know more about the resources librarians can offer, and if I need help finding more sources or am confused about how to cite something, I am more likely to go to a librarian for help."

"Learning about the different library resources and how to navigate them was great, and the back-and-forth during some of the sessions between the IL badge participants and the library staff was really informative."

To improve
- **In-class:** Less time presenting information, more time with active learning activities.
- **Homework:** More engaging homework, along the lines of the challenge citation rather than the videos and reflections.
- **Session Distribution:** Split content among more sessions – 4 instead of 3 – and go less time in between sessions in order to more effectively build on previous material.

Collaborators:
Jessica Howard, Associate Director for Research & Instructional Services, howardj@dickinson.edu
Sarah Wakefield, LGBT History Project Archivist & Information Literacy Librarian wakefies@dickinson.edu
Staff and student employees of Multilingual Writing Center
Staff and student employees of Circulation Department
Lessons adapted from ACRL's *Framing Information Literacy* series, Vol. 5.

Student Survey Response

After participating in the IL Badge Program...
Legend: Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
I would recommend the program to other tutors or supervisors.
I am more confident in my ability to help other students with information literacy topics.

I would refer to the resource(s) suggested in the final session for...
Legend: Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
Personal research
Tutor or supervisor work

Likelihood of engaging with librarians after program
Legend: Personal research, Referring other students
More likely / Less likely / Unchanged

Amount of homework and overall content
Legend: Homework, Content
Too much / About right / Too little