Geomorphology: Changing the scholarly sources landscape with geology students

Heidi Blackburn
*University of Nebraska at Omaha, hblackbu@gmail.com*

Ashlee L. Dere
*University of Nebraska at Omaha, adere@unomaha.edu*

Follow this and additional works at: [https://digitalcommons.unomaha.edu/crisslibfacproc](https://digitalcommons.unomaha.edu/crisslibfacproc)

Part of the Geology Commons, and the Library and Information Science Commons

Please take our feedback survey at: [https://unomaha.az1.qualtrics.com/jfe/form/SV_8cchtFmpDyGfBLE](https://unomaha.az1.qualtrics.com/jfe/form/SV_8cchtFmpDyGfBLE)

**Recommended Citation**
Blackburn, Heidi and Dere, Ashlee L., "Geomorphology: Changing the scholarly sources landscape with geology students" (2015). *Criss Library Faculty Proceedings & Presentations*. 111.
[https://digitalcommons.unomaha.edu/crisslibfacproc/111](https://digitalcommons.unomaha.edu/crisslibfacproc/111)

This Presentation is brought to you for free and open access by the Dr. C.C. and Mabel L. Criss Library at DigitalCommons@UNO. It has been accepted for inclusion in Criss Library Faculty Proceedings & Presentations by an authorized administrator of DigitalCommons@UNO. For more information, please contact unodigitalcommons@unomaha.edu.
Abstract

The STEM Librarian and faculty member teamed up to stage a library instruction intervention when the term paper sources students turned in at the beginning of the semester were willed Wikipedia articles and limp corporate websites. Students were asked to write a term paper explaining the geomorphic processes that shaped a landscape of their choice using scientific literature. A mix of third and fourth years, students needed to spruce up critical thinking and evaluation skills. Students needed assistance knowing what type of information they were looking for and finding discipline-specific information and evaluating sources. Armed with ACRL Information Literacy Standards for Science, a shiny new LibGuide, and a hands-on classroom activity called “Scholarly or Not,” the librarian taught students how to identify and prune away the popular sources and identify appropriate sources.

Student Learning Outcomes

- Student can name the parts of a scholarly source.
- Student can identify scholarly sources through critical thinking.
- Student can evaluate an information source for appropriateness to the assignment.

Assessment Components

- In-class: The instructor and professor gaged whether students understood the differences through verbal feedback in the discussion.
- After class: A rubric was used to assess student assignments.

Activity

The class participated in an activity called “Scholarly or Not”, which required students as a class to evaluate a source for appropriateness and building on their knowledge of the characteristics of what a “good” source might look like for this particular assignment. After each slide, there was discussion on when and where this source might be appropriate for information. Sources varied from tabloids to encyclopedias and self-published books. Screenshots of peer-reviewed items from the GeoRef Database were also included so students would know how to look for indicators of online scholarly sources.

Popular Sources Wasteland

**Topic Paper**

- Location of choice plus three landscape features
- 8-10 bullet points of facts/information about their site
- At least 5 scholarly sources (max of 3 books)

Examples of student citations:


**First Draft**

- 2-4 pages of text with the goal of getting words/ideas onto paper in an outlined form
- Description of the location, a description of the geologic history of the site and the main geomorphic features
- 10 scholarly sources

Examples of student citations:


**Garden of Scholarly Sources**

**Second Draft**

- 4-6 pages of text where geomorphic processes that created the landscape features and used solid supporting evidence from sources
- 15 scholarly sources cited correctly

Examples of student citations:


**Final Draft**

- Paper eloquently communicates an interesting story
- At least 15 scholarly sources cited correctly
- Included figures or photographs that supported the ideas presented in the paper

Examples of student citations:


Student Sources

<table>
<thead>
<tr>
<th>Source Type</th>
<th>Goal: 80%</th>
<th>% Cited Correctly</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholarly Journals</td>
<td>80%</td>
<td>65.60%</td>
<td>64%</td>
</tr>
<tr>
<td>Books</td>
<td>80%</td>
<td>83.70%</td>
<td>79.20%</td>
</tr>
<tr>
<td>Thesis/Dissertation</td>
<td>80%</td>
<td>83.70%</td>
<td>83.70%</td>
</tr>
<tr>
<td>General Websites</td>
<td>2-4 pages</td>
<td>4.50%</td>
<td>4.50%</td>
</tr>
<tr>
<td>Corporate Websites</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Results

<table>
<thead>
<tr>
<th>Topic Paper</th>
<th>Draft 1</th>
<th>Draft 2</th>
<th>Final Paper</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholarly Journals</td>
<td>6.5</td>
<td>5.5</td>
<td>3</td>
</tr>
<tr>
<td>General Websites</td>
<td>7.5</td>
<td>3</td>
<td>4.5</td>
</tr>
<tr>
<td>Corporate Websites</td>
<td>8</td>
<td>4</td>
<td>2</td>
</tr>
</tbody>
</table>

Concluding and Future Directions

What worked:

- Identifying scholarly sources with specific examples in class
- Demonstrating how to access the library’s resources
- Inviting “outside expert” to emphasize instructor’s learning outcomes helped solidify the reasons for using library resources
- Feedback on multiple drafts through out the semester

What needs work:

- More face time with librarian: office hours, consultations
- Clarifying assignment instructions for students
- Additional planning between librarian and instructor early on

Select References

University of Nebraska at Omaha, “University of Nebraska at Omaha STEM Strategic Plan,” 2013, http://www-omaha.edu/acep/STEM_Strategic_Plan.pdf [accessed November 26, 2014].


Geomorphology: Changing the scholarly sources

landscape with geology students

Heidi Blackburn, Criss Library and Ashlee Dere, Department of Geography/Geology

geomorphology: changing the scholarly sources

landscape with geology students

Heidi Blackburn, Criss Library and Ashlee Dere, Department of Geography/Geology