Holland College Libraries Learning Modules

This list of modules is the information sessions that Holland College Librarians teach students across all campuses. The outcomes for each session are based on Blooms Taxonomy as well as the Association of College & Research Libraries Framework (ACRL) for information literacy. These two types of outcomes ensure that students are receiving the highest level of understanding as well as a level of information literacy that ensures students can navigate the current information landscape.

Modules:

1. APA/Plagiarism

   Overview:

   This session stresses the importance of academic integrity at Holland College by going through the five types of plagiarism and the consequences of this offence. Examples of APA reference lists and in-text citations for paraphrasing and quoting are provided to ensure students do not plagiarize. Librarians take the opportunity to tell students that incorrect citations are equivalent to stealing an author’s intellectual property. When students cite correctly, they are acknowledging the author’s work and adding to the broader scholarly conversation by synthesizing said information.

   Note: Librarians will also conduct sessions based on the MLA citation style, but the most frequent request is regarding APA.

   Learning Outcome:

   Students will:

   - Recognize APA citation
   - Understand the consequences of Plagiarism
   - Identify different APA citations when looking at a reference list
   - Construct an APA citation with minimal assistance or know what tools can aid in APA citation creation

   ACRL Framework

   - Information has Value
   - Scholarship as Conversation
   - Holland College Plagiarism Policy
2. Research Process

Overview:

This session will equip students with the skills to use Boolean operators, create a research question, and search strategy to find specific information on Google Scholar and the Holland College Databases. Students will also understand how to manage their search results as well as make appropriate changes to search strategies depending on the results they receive from a search. The final aspect discussed in this session is the synthesizing and organizing of information after the articles have been collected.

Learning Outcome:

Students will:

- Design a research question and search strategy that will yield the best search results
- Locate academic materials for their specific research purposes
- Perform searches within academic databases effectively
- Assess articles to gauge its usefulness for their research purposes

ACRL Framework:

- Information Creation as a Process
- Searching as Strategic Exploration
- Research as Inquiry

3. Database Searching

Overview:

This session provides students valuable skills to find department-specific, relevant, and peer-reviewed information. Librarians also stress that conducting formal research is much different than using a Search Engine. This session ensures students understand how to use the functions within a database such as the citation, peer review, and date options which provide quality academic materials for their research assignments.

Learning Outcome:

Students will:

- Understand the difference between search engines and academic databases
• Locate academic materials for their specific research purposes
• Perform searches within academic databases effectively

ACRL Framework:
• Information Creation as a Process
• Searching as Strategic Exploration
• Research as Inquiry

4. Evaluation of Sources

Overview:
This session is meant to show students the need to be critical of the information they are reading, even if it comes from an academic source. Librarians provide students with techniques and questions when looking at information on databases or online. Librarians also take the opportunity to discuss peer review and how this can bring authority to a piece of writing and the lack of review or standards for information published on websites. Based on this knowledge, it allows Librarians to discuss how information is perceived differently depending on where it is published, often affecting the authority of the source.

Learning Outcome:
Students will:
• Categorize relevant and authoritative information based on criteria discussed
• Identify which sources are beneficial for their purposes
• Demonstrate critical thinking regarding how information is presented to them

ACRL Framework
• Authority is Constructed and Contextual
• Information Creation as a Process
5. How to Write Papers

Overview:
This session breaks down the writing process into manageable sections to assure students they can complete a paper with ease. This discussion allows students to understand that information creation is a process and using a variety of sources can create a well-rounded essay that discusses multiple viewpoints. This session places an importance on the skills, time, and effort it takes to create a well written piece of information as well as how to properly respect the work they are using to create said paper.

Learning Outcome:

• Understand the key mistakes that students make in their writing and how to avoid them
• Identify the sections of a paper and how it can be broken down
• Create a strategy to effectively manage their time and write papers in small sections
• Organize a paper effectively

ACRL Framework

• Information Creation as a Process
• Information has Value
• Scholarship as Conversation