TODAY ...

1. The uWaterloo scene

2. “Library Connections” project
   • impetuous
   • modules
   • student responses

3. Reflections & Discussion
UNIVERSITY OF WATERLOO

- Southwestern Ontario
- Founded 1957
- Now “uWaterloo”
- 28,000 fte
- 280 history majors
UW LIBRARY

- Part of “TUG”
- Dana Porter Library
  - one of 4
PROJECT IMPETUSES

• Ontario Council of Academic Vice-presidents’
  • Undergraduate Degree Level Expectations, rev. 2007
    <handout>

• History dep’t curriculum retreat, 2009
  • Focus on ... introducing ... reinforcing ... mastering

• Assistant Professor
  • Library supporter
“LIBRARY CONNECTIONS” GOAL

To introduce ...

into a 1st year history course, easy-to-grasp aspects of research that are in lockstep with provincial and departmental aims.
KEY COMPONENTS

- History 110: *History of the Western World (I)*
  - Greek foundations -- 16\textsuperscript{th} century

- 85 students

- 2 TAs

- 4 library modules with quizzes
MODES OF DELIVERY

• 1 class visit

• uW ACE (CMS)
  • History Research Guide
    <handout>
  • 4 modules
  • 4 quizzes (for marks)
  • Student feedback
September-October 2010

- September 14: Class Visit
- September 28: Library Connections
- October 12: Alternatives to Wikipedia
- October 28: Find Books & Create a Bibliography Entry
- November 28: Primary Sources
THE MODULES: #1 LIBRARY CONNECTIONS

Students’ tasks:
1. Watch the video
2. Link to the History Research Guide
3. Authenticate (proxy service)
4. Email the history librarian
5. Take the quiz
THE MODULES: #1 LIBRARY CONNECTIONS

Featuring the *History Research Guide*

Video (2:30 min):

1. Fast track to history sources
2. Librarian
3. Authenticate (proxy service)
4. Reference Works
5. Books
6. Cite Your Work
7. Primary Sources
Each quiz is worth 20 points and the grading was done by TAs.
THE MODULES: #1 LIBRARY CONNECTIONS

Student Feedback

Response #47:
Yes, ... provided us a specific place to check first if research on history needs to be conducted.

Response #59:
Yes, ...
will be extremely helpful throughout my years at Waterloo and should help to improve my grades.

Response #60:
Yes, ... will help greatly in finding information for future assignments.
Alternatives to Wikipedia

As you know from module one ... anecdotal evidence at the University of Waterloo suggests once students learn even the basics on how to use the Library they research-related assignments.

Alternatives to Wikipedia is the second of four modules to help increase your library literacy levels and get those higher marks.

Complete the steps below, then test your knowledge by taking the quiz (it's worth 20 points!).

While an entry from Wikipedia may conveniently be the top hit in your Google search, for academic-related purposes it's worth pursuing information found in reference works. Why? The entries found in these reference works have been written by acknowledged and named experts in their fields. You can identify the author on the reliability of the entries. Wikipedia entries on the other hand, can be written and edited by different and anonymous individuals who may not be core experts in the areas they are contributing to. In short, Wikipedia cannot guarantee authoritative entries.

The History Research Guide points to reference works that are authoritative. Here's how to locate alternatives, specifically: the Encyclopaedia Britannica

Step 1. Link to the History Research Guide and, if you are off campus, use the link on the "Get Started" page to authenticate now.

Step 2. Under the Reference Works tab, locate box 2, "Dictionaries, Encyclopedias, Atlases". Select Encyclopaedia Britannica Online.

Search for: quran
Student Feedback …

Response #20:
Yes, this is useful … as it is difficult sometimes to find the correct resources to use to create a bibliography.

Response #50:
No, I learned this in sixth grade.

Response #59:
Yes, … I am terrible at constructing works cited pages. This quiz gives an easy to follow explanation.
THE MODULES: #4 PRIMARY SOURCES

What are primary sources? First hand observations of a time, person or event, or material culture associated with a time, person or event.

Some types: newspapers ... magazines ... diaries ... letters ... proclamations ... speeches ... music scores ... meeting minutes ... paintings ... military, church, synagogue records ... menus ... posters.

Task: Find a primary source that relates to an event, a topic or person discussed thus far in Prof. Kroeker’s lectures.

Step 1. From the History Research Guide, navigate to the “European Primary Sources” page.

Step 2. Locate the “European Collections” box.

Step 3. Explore any of the sites in the “European Collections” box. Choose one document or image to examine.
THE MODULES: #4 PRIMARY SOURCES

Medieval Travel Writing

London Lives 1690 to 1800 ~ Crime, Poverty and Social Policy in the Metropolis

WWW Virtual Library History
European History Primary Sources

Find primary sources
- Country
- Language
- Period
- Subject
- Type of source
- Combined category search
- Free text search
Student Feedback ...

Response #14:
Yes, ...
I was unaware of where to find primary sources especially those dating back to the 15th century.

Response #28:
Yes - it expands a student’s resources beyond Google.

Response #41:
… primary sources are great resources to include in and strengthen your research …
* REFLECTIONS

* DISCUSSION

* QUESTIONS
SOURCES / FURTHER READING

References


## OCAV’s UUDLEs and their Information Literacy-related Expectations

Adapted from:

**Ontario Council of Academic Vice-Presidents (OCAV)**  
Guidelines for University Undergraduate Degree Level Expectations  
(2005, revised 2007)

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<th>Depth and Breadth of Knowledge</th>
<th>Information Literacy-related Expectations</th>
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<td></td>
<td>c) an ability to gather, review, evaluate and interpret</td>
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<td>information relevant to one or more of the major</td>
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<td>fields in a discipline.</td>
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<td>e) critical thinking and analytical skills inside and</td>
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<td>outside the discipline.</td>
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<th>Knowledge of Methodologies</th>
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| Application of Knowledge      | c) the ability to make use of scholarly reviews and PRIMARY    |
|                               | SOURCES                                                      |

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<th>Communication Skills</th>
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<th>Awareness of Limits of Knowledge</th>
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| Autonomy and Professional Capacity | c) behaviour consistent with academic integrity and   |
|------------------------------------| social responsibility.                                   |

[http://www.cou.on.ca/Issues-Resources/Student-Resources/Publications/Reports/PDFs/University-Undergraduate-Degree-Level-Expectations.aspx](http://www.cou.on.ca/Issues-Resources/Student-Resources/Publications/Reports/PDFs/University-Undergraduate-Degree-Level-Expectations.aspx)