

Chatlog for a discussion held on Infolit iSchool in Second Life, 29 September 2010

Information Literacy/ Information behaviour journal club. Discussing:

Kuhlthau, C. C., Heinström, J. & Todd, R. J. (2008) "The 'information search process' revisited: Is the model still useful?." Information Research [ejournal], 13(4), paper 335

The session was led by Pancha Enzyme (Edinburgh University), and the host was Sheila Yoshikawa (Information School, Sheffield University). There is a short video from the session at <http://animoto.com/play/foVBkZ3a6QsS51tPCqWSMA>

[2010/09/29 12:01] Sheila Yoshikawa: Welcome everyone

[2010/09/29 12:02] Sheila Yoshikawa: to this first meeting of the Centre for Information Literacy Research journal club

[2010/09/29 12:02] Sheila Yoshikawa: we hope that it will be a regular feature

[2010/09/29 12:02] Sheila Yoshikawa: This was Pancha Enzyme's idea

[2010/09/29 12:02] Sheila Yoshikawa: and she is starting us off

[2010/09/29 12:02] Sheila Yoshikawa: so I will now hand over to her to introduce today's subject for discussion

[2010/09/29 12:02] Pancha Enzyme: Thank you, Sheila

[2010/09/29 12:02] Sheila Yoshikawa: she'll use voice and I will text a bit to try and capture key points

[2010/09/29 12:03] Pancha Enzyme: it's lovely that you're able to host this for us

[2010/09/29 12:03] Pancha Enzyme: I also have a text hud

[2010/09/29 12:03] Sheila Yoshikawa: but obviously as you have read the article this will be obvious to you lol

[2010/09/29 12:03] Pancha Enzyme: so text will say what I'm speaking too

[2010/09/29 12:03] Sheila Yoshikawa: ok - so I don't need to text, pancha?

[2010/09/29 12:03] Pancha Enzyme: this bit isn't the hud, so that's why I'm typing

[2010/09/29 12:03] Pancha Enzyme: yep, sheila

[2010/09/29 12:03] Sheila Yoshikawa: lol

[2010/09/29 12:03] Sheila Yoshikawa: Ok then - and after that - the discussion is all in text chat

[2010/09/29 12:04] Sheila Yoshikawa: Kuhlthau, C. C., Heinström, J. & Todd, R. J. (2008) "The 'information search process' revisited: Is the model still useful?." Information Research [ejournal], 13(4), paper 335.

[2010/09/29 12:04] Sheila Yoshikawa: here we go

[2010/09/29 12:04] Pancha Enzyme: We're looking for people to lead discussions in coming months, too, so I hope you find this session fun and inspiring :-)

[2010/09/29 12:04] Pancha Enzyme: how many of you had a chance to read the paper?

[2010/09/29 12:04] Sheila Yoshikawa: me

[2010/09/29 12:04] Ilene Pratt: me

[2010/09/29 12:04] Loreena Sandalwood: I read it

[2010/09/29 12:04] Pancha Enzyme: it's ok if you haven't :-D

[2010/09/29 12:04] Beach Jupiter: I read it also

[2010/09/29 12:05] Pancha Enzyme: that's great!

[2010/09/29 12:05] Pancha Enzyme: Thank you for coming to this first meeting of the journal club!

[2010/09/29 12:05] Pancha Enzyme: Today's paper, as I hope you saw in the announcement, is

[2010/09/29 12:05] Pancha Enzyme: Kuhlthau, C. C., Heinström, J. & Todd, R. J. (2008) The information search process revisited: Is the model still useful? Information Research 13(4), paper 335.

[2010/09/29 12:05] Pancha Enzyme: Available at <http://InformationR.net/ir/13-4/paper355.html>

[2010/09/29 12:05] Pancha Enzyme: I'll start with a summary of paper, and then open for discussion.

[2010/09/29 12:06] Pancha Enzyme: The ostensible purpose of the ISP model is to facilitate mapping of feelings, thoughts and actions...

[2010/09/29 12:06] Pancha Enzyme: ... of students in the process of undertaking tasks associated with information-related scholarly work.

[2010/09/29 12:06] Pancha Enzyme: In this article, Kuhlthau et al present a case for the relevance of the model in a technologically changed information environment...

[2010/09/29 12:06] Pancha Enzyme: ... and for its use not only as a framework for investigating information behaviour...

[2010/09/29 12:07] Pancha Enzyme: ... but as a tool to guide interventions for students who are struggling with researching and assimilating information.

[2010/09/29 12:07] Pancha Enzyme: In this paper, the authors present a literature review and also aspects of findings from a new study.

[2010/09/29 12:07] Pancha Enzyme: The literature review is designed to show the use, and demonstrate the applicability, of the ISP model...

[2010/09/29 12:07] Pancha Enzyme: ... both across different contexts and over the years since its development.

[2010/09/29 12:07] Pancha Enzyme: The second portion of this paper reports on aspects of a study of school children doing information-related research for schoolwork.

[2010/09/29 12:08] Pancha Enzyme: We are presented with an examination of “the extent to which the information search process model is useful...

[2010/09/29 12:08] Pancha Enzyme: ... for explaining the interactions between knowledge construction and feelings in information seeking”.

[2010/09/29 12:08] Pancha Enzyme: The study population was 574 students in grades 6-12 (therefore aged approximately 11-18 years) in ten public schools in New Jersey.

[2010/09/29 12:08] Pancha Enzyme: The students carried out research projects, and data on their feelings and levels of knowledge development were gathered...

[2010/09/29 12:09] Pancha Enzyme: ... at three points during the research project: the start, middle and end.

[2010/09/29 12:09] Pancha Enzyme: The authors conclude that the ISP remains helpful as a “theoretical and explanatory framework” for studies of information behaviour...

[2010/09/29 12:09] Pancha Enzyme: ... and in facilitating progress through the critical stages of information-related research...

[2010/09/29 12:09] Pancha Enzyme: ... by allowing the recognition of discouraging and motivational emotions.

[2010/09/29 12:09] Pancha Enzyme: So...

[2010/09/29 12:09] Pancha Enzyme: I've left out quite a lot of detail in that summary, but if you haven't had a chance to read it, I hope that gives a flavour.

[2010/09/29 12:09] Pancha Enzyme: I sent out a few questions along with the invitation to this meeting:

[2010/09/29 12:10] Pancha Enzyme: * What strengths or weaknesses do you see in this paper?

[2010/09/29 12:10] Pancha Enzyme: * What is/are the purpose/s of the Information Search Process model according to the authors, and do the findings of the paper support the/se purpose/s?

[2010/09/29 12:10] Pancha Enzyme: * What links, if any, do you see between the ISP model and Information Literacy Standards?

[2010/09/29 12:11] Pancha Enzyme: I've got some images on this display prim

[2010/09/29 12:11] Pancha Enzyme: three models

[2010/09/29 12:11] Pancha Enzyme: 1st is Kuhlthau's

[2010/09/29 12:11] Pancha Enzyme: 2nd Sconul's 7 pillars

[2010/09/29 12:12] Pancha Enzyme: 3rd, Taylor's learning process sequence

[2010/09/29 12:12] Pancha Enzyme: I thought these might be useful models by way of comparison

[2010/09/29 12:12] Pancha Enzyme: so now I open for discussion!

[2010/09/29 12:12] Sheila Yoshikawa: ok shall we start with the first question then?

[2010/09/29 12:12] Pancha Enzyme: who'd like to start?

[2010/09/29 12:13] Sheila Yoshikawa: (strengths and weaknesses of the paper)

[2010/09/29 12:13] Sheila Yoshikawa: I had some written down ;-)

[2010/09/29 12:13] Pancha Enzyme: cool

[2010/09/29 12:13] Ilene Pratt: You talked about mapping this against the IL standards... I don't find that the IL standards have any room for emotions

[2010/09/29 12:13] Pancha Enzyme: interesting point, Ilene!

[2010/09/29 12:13] Pancha Enzyme: would you like to say more about that?

[2010/09/29 12:14] Ilene Pratt: Well, I think that users do go through an emotional process - frustration especially - and maybe we should be quicker to acknowledge that.

[2010/09/29 12:14] Ilene Pratt: Searching for info isn't always easy!

[2010/09/29 12:14] Riven Homewood: I'm really liking Taylor's model, because it seems to account for that emotional process

[2010/09/29 12:15] Sheila Yoshikawa: I'd agree that the western models or frameworks do not take the emotional or attitudinal aspects into account

[2010/09/29 12:15] Beach Jupiter: ACRL standards to not either

[2010/09/29 12:15] Pancha Enzyme: I've set the display prim so anyone can change the image - just click on it if you want to discuss one of the models)(

[2010/09/29 12:17] Sheila Yoshikawa: I see the ISP as being complementary to a framework like SCONUL in a way

[2010/09/29 12:17] Pancha Enzyme: I agree - and for me that gives the actual model a validity

[2010/09/29 12:17] Riven Homewood: Taylor's model seems to be very much about the emotional reaction to the search process

[2010/09/29 12:17] Pancha Enzyme: Taylor was writing about the experience of learning

[2010/09/29 12:17] Sheila Yoshikawa: complementary in that it is identifying just one aspect of IL and fleshing it out, and adding the emotional dimension

[2010/09/29 12:17] Pancha Enzyme: or about working with others

[2010/09/29 12:17] Riven Homewood: Yes - and it applies to learning how to search also :)

[2010/09/29 12:18] Pancha Enzyme: yes, agree, Riven :-) sorry if I sounded otherwise :-)

[2010/09/29 12:18] Pancha Enzyme: hello Adra :-)

[2010/09/29 12:18] Adra Letov: Hi pancha

[2010/09/29 12:18] Adra Letov: still rezzing

[2010/09/29 12:18] Riven Homewood: Sorry, Sheila - I didn't mean to interrupt your comments on the other model

[2010/09/29 12:19] Pancha Enzyme: thinking about the strengths and weaknesses of the paper - not necessarily the model -

[2010/09/29 12:19] Pancha Enzyme: did you have any observations about the literature search?

[2010/09/29 12:19] Loreena Sandalwood: I can't recall if the authors gave more information about the environment in terms of how much technologically rich was.

[2010/09/29 12:20] Sheila Yoshikawa: One weakness was that it didn't include literature that said the model DIDN'T apply

[2010/09/29 12:20] Sheila Yoshikawa: for example, I know that Joyce Kirk in her phd about businesspeople's information behaviour

[2010/09/29 12:20] Sheila Yoshikawa: said that they DIDN'T have the anxiety phase

[2010/09/29 12:20] Adra Letov: interesting

[2010/09/29 12:21] Sheila Yoshikawa: So that doesn't undermine the article, there is evidence of it being used, but inevitably it is biased

[2010/09/29 12:21] Pancha Enzyme: I'm used to doing systematic reviews for health, so I was a bit concerned about the lit review

[2010/09/29 12:21] Pancha Enzyme: yes

[2010/09/29 12:21] Adra Letov: was the importance of context addressed (sorry to be late)

[2010/09/29 12:22] Pancha Enzyme: Adra, in the lit review, I think they tried to show that the model has been useful in a variety of contexts

[2010/09/29 12:22] Sheila Yoshikawa: yes

[2010/09/29 12:22] Pancha Enzyme: do others agree?

[2010/09/29 12:22] Sheila Yoshikawa: and indeed it seems that it has

[2010/09/29 12:22] Pancha Enzyme: yes, I looked closely at about 15 of the papers cited

[2010/09/29 12:23] Pancha Enzyme: in them all, the model was influential...

[2010/09/29 12:23] Adra Letov: ty Pancha

[2010/09/29 12:23] Pancha Enzyme: for example in -framing research questions

[2010/09/29 12:23] Pancha Enzyme: -study design

[2010/09/29 12:23] Sheila Yoshikawa: also, just anecdotally, when I was in Sweden/Norway a couple of weeks ago, there were a group of librarians using the model to plan their information literacy teaching

[2010/09/29 12:23] Pancha Enzyme: -informing analytical methods

[2010/09/29 12:23] Pancha Enzyme: ooh cool

[2010/09/29 12:24] Adra Letov: are they using the strategies K presents for each stage?

[2010/09/29 12:24] Sheila Yoshikawa: yes, I think so

[2010/09/29 12:24] Adra Letov: interesting

[2010/09/29 12:24] Pancha Enzyme: in the papers I looked at, some used it for underpinning the whole approach

[2010/09/29 12:25] Sheila Yoshikawa: unfortunately I wasn't good enough to root out the full information about what they were doing

[2010/09/29 12:25] Adra Letov: it has become a de facto standard in the US

[2010/09/29 12:25] Pancha Enzyme: others cited K, among others, when discussing cognition and affect

[2010/09/29 12:25] Pancha Enzyme: may I ask your view on the study?

[2010/09/29 12:26] Pancha Enzyme: did you have any thoughts about the study findings and methods?

[2010/09/29 12:26] Loreena Sandalwood: I can't recall if the authors gave more information about the environment in terms of how much technologically rich was.

[2010/09/29 12:26] Sheila Yoshikawa: I think it is valuable, obviously, but it does have a linear approach I think

[2010/09/29 12:26] Sheila Yoshikawa: to the search process

[2010/09/29 12:26] Pancha Enzyme: Loreena, I may have been a bit light - I can't recall either

[2010/09/29 12:27] Sheila Yoshikawa: and I think it is useful to look at iterative models of information seeking too

[2010/09/29 12:27] Pancha Enzyme: but the sister papers by Todd and Heinstrom on the same study may give more information on the technological environment

[2010/09/29 12:27] Beach Jupiter: I agree about it being a linear process, research does not always go one step after the other

[2010/09/29 12:27] Pancha Enzyme: ditto Sheila and Beach :-)

[2010/09/29 12:27] Adra Letov: several studies have shown the linear nature is not the actual in practice, loops through the stages, backtracking

[2010/09/29 12:28] Sheila Yoshikawa: in fact it not being linear is one of the things I try to get over to students

[2010/09/29 12:28] Sheila Yoshikawa: because that is also part of learning within the search process

[2010/09/29 12:28] Adra Letov: yes

[2010/09/29 12:28] Adra Letov: students need to see the process as flexible and recursive

[2010/09/29 12:28] Pancha Enzyme: I showed the model to a group of PhD researchers

[2010/09/29 12:29] Pancha Enzyme: most felt they identified with the emotional descriptions

[2010/09/29 12:29] Riven Homewood: :)

[2010/09/29 12:29] Pancha Enzyme: but felt most of the stages were simultaneous :-)

[2010/09/29 12:29] Adra Letov: it's an emotional rollercoaster!

[2010/09/29 12:29] Pancha Enzyme: yes! lol

[2010/09/29 12:29] Adra Letov: interesting

[2010/09/29 12:29] Loreena Sandalwood: lol

[2010/09/29 12:29] Sheila Yoshikawa: I suppose it depends what the time frame is for the search too

[2010/09/29 12:30] Beach Jupiter: absolutely! and I found it interesting that the article noted the more engaged students were, their increase in negative emotions was at mid-point

[2010/09/29 12:30] Adra Letov: time pressure amplifies emotions

[2010/09/29 12:30] Pancha Enzyme: yes, Beach, I noted that too!

[2010/09/29 12:30] Pancha Enzyme: speaking of the emotions...

[2010/09/29 12:31] Pancha Enzyme: I was a bit concerned that the students weren't given choice in identifying emotions

[2010/09/29 12:31] Loreena Sandalwood: I noticed that

[2010/09/29 12:31] Beach Jupiter: I agree, Pancha, I feel like they could have codified student-generated terms instead of forcing them to choose ones they prescribed

[2010/09/29 12:31] Loreena Sandalwood: They had only a certain scale

[2010/09/29 12:31] Sheila Yoshikawa: Not quite sure what you mean by "weren't given choice"?

[2010/09/29 12:31] Sheila Yoshikawa: ah right (read the paper too quickly)

[2010/09/29 12:31] Pancha Enzyme: when the students were asked to indicate their emotions at the three stages of their research project

[2010/09/29 12:32] Pancha Enzyme: they were given rating scales for nine emotions

[2010/09/29 12:32] Adra Letov: that is typical, but asking students to report their emotions leads to many different expressions and a lot of some kinds like frustration, that's a popular one

[2010/09/29 12:32] Pancha Enzyme: These nine emotions were the same ones that had been previously identified by Kuhlthau

[2010/09/29 12:32] Pancha Enzyme: so the students were not permitted to describe any alternative emotional states or to corroborate the appropriateness of the nine emotions by describing them independently of the pre-set list

[2010/09/29 12:32] Adra Letov: they have to test the same ones to relate it to K, but could have added others to the test

[2010/09/29 12:32] Sheila Yoshikawa: yes

[2010/09/29 12:33] Pancha Enzyme: yes, Adra, I think that would have been a neat approach

[2010/09/29 12:33] Pancha Enzyme: but the confidence intervals were so small

[2010/09/29 12:33] Pancha Enzyme: that that seems to support the strength of the findings for the emotional aspects

[2010/09/29 12:34] Pancha Enzyme: so I'm torn

[2010/09/29 12:34] Pancha Enzyme: lol

[2010/09/29 12:34] Adra Letov: lol

[2010/09/29 12:34] Adra Letov: research on emotional response has to be a process method

[2010/09/29 12:34] Adra Letov: emotions move, by definition

[2010/09/29 12:34] Sheila Yoshikawa: I liked the article in that it was examining "what can you use this model for"

[2010/09/29 12:35] Sheila Yoshikawa: in some ways I would have preferred to see fuller accounts for each section in the first part, and not have the very full account of the latest research

[2010/09/29 12:35] Beach Jupiter: Yes, seems like it's very important to have classes return for another instruction session after beginning their research

[2010/09/29 12:35] Riven Homewood: Yes

[2010/09/29 12:35] Adra Letov: yes

[2010/09/29 12:35] Sheila Yoshikawa: from that point of view it is research that can be used to support that strategy

[2010/09/29 12:35] Sheila Yoshikawa: especially as it is very highly cited

[2010/09/29 12:36] Pancha Enzyme: Sheila, do you mean a fuller lit review?

[2010/09/29 12:36] Sheila Yoshikawa: academics might be persuaded to take it seriously

[2010/09/29 12:36] Sheila Yoshikawa: I meant just more details about how it was used, not necessarily more articles reviewed

[2010/09/29 12:36] Pancha Enzyme: ah yes

[2010/09/29 12:37] Kali Pizzaro: were they

[2010/09/29 12:37] Pancha Enzyme: that's a good point

[2010/09/29 12:37] Adra Letov: so others could replicate or make adjustments

[2010/09/29 12:37] Pancha Enzyme: yes

[2010/09/29 12:37] Sheila Yoshikawa: were they ...? Kali?

[2010/09/29 12:37] Pancha Enzyme: structurally, it's a bit of an odd paper - the two halves.

[2010/09/29 12:37] Sheila Yoshikawa: yes

[2010/09/29 12:37] Adra Letov: it's two papers!

[2010/09/29 12:37] Kali Pizzaro: ah now I thought I got away with that

[2010/09/29 12:37] Adra Letov: word limits

[2010/09/29 12:37] Kali Pizzaro: I was going to say were they restricted by word

[2010/09/29 12:37] Kali Pizzaro: count

[2010/09/29 12:38] Kali Pizzaro: ha adra

[2010/09/29 12:38] Adra Letov: ha

[2010/09/29 12:38] Kali Pizzaro: beat me to it

[2010/09/29 12:38] Kali Pizzaro: adra

[2010/09/29 12:38] Pancha Enzyme: :-D

[2010/09/29 12:38] Pancha Enzyme: can I go back to something Sheila mentioned?

[2010/09/29 12:39] Pancha Enzyme: drat, can't find it now

[2010/09/29 12:39] Pancha Enzyme: lol

[2010/09/29 12:39] Pancha Enzyme: it was, I think, about the purpose of the model?

[2010/09/29 12:40] Sheila Yoshikawa: the last thing I said about librarians using it, as a piece of highly-cited research, as a sort of marketing tool to argue for more time with students

[2010/09/29 12:40] Pancha Enzyme: ah ok, yes

[2010/09/29 12:40] Sheila Yoshikawa: to put forward a research argument to the teachers

[2010/09/29 12:40] Beach Jupiter: oh that's excellent, as a marketing tool

[2010/09/29 12:40] Pancha Enzyme: yes

[2010/09/29 12:40] Pancha Enzyme: I think that's a great idea

[2010/09/29 12:40] Sheila Yoshikawa: which I think could be done more, I ought to think more about pre-packaging my research for purposes like that

[2010/09/29 12:41] Adra Letov: the model has high face validity, students identify with it in general

[2010/09/29 12:41] Kali Pizzaro: can I ask something not specifically related to the paper. Does this model fit today. Although I use this model I have recently noticed that a lot of the information or literature I find is passed to me via social networking tools

[2010/09/29 12:41] Kali Pizzaro: almost don't need to do the searching

[2010/09/29 12:41] Pancha Enzyme: ooh, nice point, Kali

[2010/09/29 12:41] Sheila Yoshikawa: I think that some acadit is a model based on SEARCHING rather than browsing or encountering

[2010/09/29 12:41] Sheila Yoshikawa: which is another issue I have with it

[2010/09/29 12:42] Sheila Yoshikawa: I mean, I see it as valid for some types of situation

[2010/09/29 12:42] Adra Letov: such as google alerts or following blogs, FB, etc.

[2010/09/29 12:42] Kali Pizzaro: yes twitter

[2010/09/29 12:42] Sheila Yoshikawa: but it doesn't take account of non-purposive acquisition of information

[2010/09/29 12:42] Kali Pizzaro: SL

[2010/09/29 12:42] Kali Pizzaro: delicious

[2010/09/29 12:42] Kali Pizzaro: etc

[2010/09/29 12:42] Pancha Enzyme: I think of the model as something that really applies when breaking into new areas, unfamiliar areas

[2010/09/29 12:42] Adra Letov: info that is pushed to the user

aaair[2010/09/29 12:42] Beach Jupiter: I agree that is the case for someone already set in their profession, but with younger kids or undergraduates, they might not be subscribing to rss feeds or specific twitter personalities yet

[2010/09/29 12:42] Ilene Pratt: Maybe if you are using info that just happens to come along, you don't get anxious (?)

[2010/09/29 12:42] Sheila Yoshikawa: yes Pancha, when you know you have to find out about something new and specific

[2010/09/29 12:43] Adra Letov: good point Beach, but they probably are doing it socially

[2010/09/29 12:43] Sheila Yoshikawa: but even then, students give accounts of encountering and browsing

[2010/09/29 12:43] Sheila Yoshikawa: along the way, which doesn't fit in neatly

[2010/09/29 12:43] Kali Pizzaro: yes I still do the traditional lit search

[2010/09/29 12:43] Beach Jupiter: very true, I was thinking though of paper topics, maybe they wouldn't encounter often information on colonial america or the civil war

[2010/09/29 12:44] Adra Letov: encountering, browsing, serendipity apply in electronic and print environments

[2010/09/29 12:44] Beach Jupiter: (as an example)

[2010/09/29 12:44] Adra Letov: would in a book store

[2010/09/29 12:44] Pancha Enzyme: Gemini, welcome

[2010/09/29 12:44] Pancha Enzyme: Fidel, welcome :-)

[2010/09/29 12:44] Pancha Enzyme: please take a seat if you would like

[2010/09/29 12:44] Sheila Yoshikawa: they do encounter via TV, radio, news bulletins, or via links

[2010/09/29 12:44] Adra Letov: greetings Gemini and Fidel

[2010/09/29 12:44] Sheila Yoshikawa: even more obscure topics might pop up

[2010/09/29 12:45] Ilene Pratt: Maybe there are different emotions if you aren't searching for info to get a grade. ;)

[2010/09/29 12:45] Adra Letov: yes Sheila

[2010/09/29 12:45] FidelQuevedo Memo: Thanks Adra. Greetings to all.

[2010/09/29 12:45] Adra Letov: channel surfing, lol

[2010/09/29 12:45] Kali Pizzaro: mmm ilene

[2010/09/29 12:45] Beach Jupiter: Ilene, excellent point!

[2010/09/29 12:45] FidelQuevedo Memo: Sorry I'm late

[2010/09/29 12:45] Sheila Yoshikawa: e.g. they suddenly notice a link to a historical theme on the BBC news page

[2010/09/29 12:45] Kali Pizzaro: or is that what they want

[2010/09/29 12:45] Kali Pizzaro: ;-)

[2010/09/29 12:45] Sheila Yoshikawa: I mean, my students have described this kind of thing

[2010/09/29 12:45] Riven Homewood: Totally true, Ilene :)

[2010/09/29 12:45] Kali Pizzaro: yes Sheila

[2010/09/29 12:45] Adra Letov: exactly Ilene

[2010/09/29 12:45] Beach Jupiter: sheila, yes definitely, that is true

[2010/09/29 12:45] Pancha Enzyme: Ilene, there's a study :-D

[2010/09/29 12:45] Kali Pizzaro: I encourage it and they then share with other students

[2010/09/29 12:46] Sheila Yoshikawa: Yes, the "not searching for a grade" part - agree may be different emotions

[2010/09/29 12:46] Riven Homewood: I think a lot of students today are more comfortable with just poking around and trying things to see what happens - like they do in video games

[2010/09/29 12:46] Kali Pizzaro: (saves me) oh I mean it facilitate sharing learning etc etc

[2010/09/29 12:46] Pancha Enzyme: loool

[2010/09/29 12:46] Pancha Enzyme: thinking about how the model might be used

[2010/09/29 12:46] Sheila Yoshikawa: though e.g. I suffer immense annoyance and frustration searching e.g. for a good hotel or travel route

[2010/09/29 12:46] Adra Letov: but searching for work is similar to searching for a grade

[2010/09/29 12:46] Beach Jupiter: maybe when grades or money are not involved :)

[2010/09/29 12:47] Pancha Enzyme: can I pick up on the question of how you think the authors feel the model could be used?

[2010/09/29 12:47] Adra Letov: deadline intensive and performance oriented

[2010/09/29 12:47] Riven Homewood: and so is searching for a hotel:)

[2010/09/29 12:47] Adra Letov: lol

[2010/09/29 12:47] Pancha Enzyme: :-D

[2010/09/29 12:47] Beach Jupiter: I think they really were stressing timed librarian intervention

[2010/09/29 12:47] Pancha Enzyme: yes, as a sort of diagnostic?

[2010/09/29 12:48] Beach Jupiter: but again, since it's not always so linear, that can be tricky

[2010/09/29 12:48] Riven Homewood: I need to go - bye everybody - very interesting discussion and it was fantastic to see you again!

[2010/09/29 12:48] Beach Jupiter: yes, pancha, diagnostic

[2010/09/29 12:48] Riven Homewood is Offline

[2010/09/29 12:48] Sheila Yoshikawa: nice to see you Riven!

[2010/09/29 12:48] Adra Letov: bye Riven

[2010/09/29 12:48] Beach Jupiter: bye, riven!

[2010/09/29 12:48] Pancha Enzyme: bye Riven!

[2010/09/29 12:48] Pancha Enzyme: I felt the authors concluded that the model described successful, and therefore good, information behaviour

[2010/09/29 12:49] Kali Pizzaro: I did not get to read the papers sorry sneaked in the back door. however, it looks like a path I take

[2010/09/29 12:49] Gemini Unplugged: hi :-)

[2010/09/29 12:49] Pancha Enzyme: don't worry, Kali :-D

[2010/09/29 12:49] Pancha Enzyme: I'll do a little quote

[2010/09/29 12:49] Pancha Enzyme: from the paper

[2010/09/29 12:50] Pancha Enzyme: Not all students progressed through the construction process as described by the search process model. Those who did tended to learn the most (according to the knowledge measures) and felt most satisfied at the project conclusion, while those who skimmed through the process and skipped stages ended up frustrated and demonstrated superficial descriptive knowledge. This highlights the value of using the search process model as a diagnostic tool and guiding students to deeper knowledge development.

[2010/09/29 12:50] Zeno Silvercloud: Apologies everyone - I keep losing connection ...

[2010/09/29 12:50] Pancha Enzyme: not to worry Zeno!

[2010/09/29 12:50] Kali Pizzaro: interesting

[2010/09/29 12:50] Beach Jupiter: ah yes! true then

[2010/09/29 12:50] Sheila Yoshikawa: hmm I suppose the problem with that is that you might almost be saying "why aren't you upset and frustrated!"

[2010/09/29 12:51] Loreena Sandalwood: I am really sorry but I need to fly as well. I am on duty at the same time

[2010/09/29 12:51] Pancha Enzyme: thank you for coming Loreena!

[2010/09/29 12:51] Sheila Yoshikawa: right

[2010/09/29 12:51] Adra Letov: bye Loreen

[2010/09/29 12:51] Beach Jupiter: sheila lol

[2010/09/29 12:51] Loreena Sandalwood: it is a great meeting

[2010/09/29 12:51] Kali Pizzaro: bye

[2010/09/29 12:51] Sheila Yoshikawa: we only have a few more minutes anyway

[2010/09/29 12:51] Loreena Sandalwood: thank you

[2010/09/29 12:51] Beach Jupiter: bye, loreen

[2010/09/29 12:51] Astra Martian is Online

[2010/09/29 12:51] Sheila Yoshikawa: do suggest a paper ;-)))

[2010/09/29 12:51] Sheila Yoshikawa: for the future

[2010/09/29 12:51] Pancha Enzyme: yes, this paragraph concerned me - I felt the model might be becoming prescriptive

[2010/09/29 12:51] Sheila Yoshikawa: does anyone here actively use it with learners?

[2010/09/29 12:52] Pancha Enzyme: not it

[2010/09/29 12:52] Sheila Yoshikawa: I don't actually, at the moment

[2010/09/29 12:52] Pancha Enzyme: I'd like to

[2010/09/29 12:52] Pancha Enzyme: I've used it once only, with this group of phds

[2010/09/29 12:52] Pancha Enzyme: I asked them to critique it

[2010/09/29 12:52] Sheila Yoshikawa: it seemed like it was useful as a tool to discuss what they were doing/feeling

[2010/09/29 12:52] Adra Letov: used it with majors in psychology

[2010/09/29 12:53] Pancha Enzyme: but my main reason for showing it was to try to convince them that if they felt negative emotions, it was *not* a sign of failure

[2010/09/29 12:53] Adra Letov: asked them to describe how it fits their own process

[2010/09/29 12:53] Pancha Enzyme: Adra, what did they think?

[2010/09/29 12:53] Sheila Yoshikawa: actually I might ask my first years to map themselves onto it this year, I do use some models etc as tools for them to reflect on their own information behaviour

[2010/09/29 12:53] Sheila Yoshikawa: yes Adra?

[2010/09/29 12:53] Adra Letov: they were pleased to know they were supposed to feel frustrated at that stage

[2010/09/29 12:53] Pancha Enzyme: lol

[2010/09/29 12:54] Sheila Yoshikawa: lol

[2010/09/29 12:54] Adra Letov: because they did, and it validated their feelings and they saw they were not alone in that

[2010/09/29 12:54] Sheila Yoshikawa: useful then

[2010/09/29 12:54] Pancha Enzyme: that's cool - that's why I think I like the model

[2010/09/29 12:54] Adra Letov: easier to see it as a stage you pass through

[2010/09/29 12:54] Kali Pizzaro: got to go

[2010/09/29 12:54] Pancha Enzyme: thank you for coming, Kali!

[2010/09/29 12:54] Kali Pizzaro: thanks folks

[2010/09/29 12:54] Adra Letov: Bye Kali

[2010/09/29 12:54] Sheila Yoshikawa: see you Kali!

[2010/09/29 12:55] Ilene Pratt: Adra, that's great!

[2010/09/29 12:55] Beach Jupiter: bye, kali!

[2010/09/29 12:55] Adra Letov: undergraduates seem to relate to the stage model, it structures their expectations

[2010/09/29 12:55] Sheila Yoshikawa: making the model explicit to the learners, rather than using it as a secret guide for the librarians/teachers, I think that's a good idea

[2010/09/29 12:55] Adra Letov: perhaps it would help with time management in the process

[2010/09/29 12:55] Sheila Yoshikawa: certainly needed ;-)

[2010/09/29 12:55] Adra Letov: yes I agree Sheila

[2010/09/29 12:56] Pancha Enzyme: I wish it could help me with time management!

[2010/09/29 12:56] Pancha Enzyme: :-D

[2010/09/29 12:56] Pancha Enzyme: perhaps we should begin to wind up?

[2010/09/29 12:56] Sheila Yoshikawa: ok I think we should wrap up

[2010/09/29 12:56] Pancha Enzyme: lol

[2010/09/29 12:56] Sheila Yoshikawa: snap!

[2010/09/29 12:56] Ilene Pratt: Thanks, all! Good discussion!

[2010/09/29 12:56] Pancha Enzyme: Thank you all so much for coming