

Notes from workshop discussion on developing questions for focus groups:

English

Easy to come up with examples but not necessarily questions. Conversation will be needed; not an interview. Matrices - how to work through it by Windows or Landscapes? How much do you need to know about

Windows first: what kind of skills;

Q: What kind of info are students using to complete assignments.

Evolution and milestones

Does it work to think about final graduating student or should reflection be about milestones along the way.

Framing as a progression might help faculty see IL as a process of learning. Maybe having this conversation leads to final picture.

Situated: How do students show understanding? How do they use info to complete observable assignments? What have students told you they wished they would've learned or understood (would be good for workplace/everyday life).

Workplace: What kind of professions; what skills; etc.

What about: To what degree do you keep in mind or think about assignments as having workplace implications?

What role does info have in the think/read/write trifecta?

Hospitality:

Challenge not to ask about library and library services.
That's almost or perhaps really a separate issue.

Q's: Where are students coming from and where are they going? What do you see in your students now? Tell me about students, assignments, and how things have changed in the past five years.

Critical habits of mind: How do you define critical thinking within your disciplines? (Different for different disciplines_)

What don't students know? What are their learning gaps? To pinpoint areas in which students struggle.

What is the skill set of the successful student?

Can you give some examples of some assignments students have been able to use later in their career?

What do you see in your students prior and after internship?

How do students keep up with field after graduating?

What kind of workplace research will your students

perform?

Biology:

Started with generic skills then went off on tangents.

Began with: How do you teach citations (in academic landscape)?

How do you address “authority” in the discipline?

Issues of currency: Q’s that relate to that. DO students know how to distinguish between peer reviewed open source studies and other freely available info on websites?

Do students understand funding underlying clinical trials?

Do students understand the difference between predatory and legitimate conferences and journals?

Bias or political influence in studies? Evidence based vs. other kinds of studies?

May be useful to think about the discipline in terms of scaffolded milestones. What about research into daily medical issues? What about addressing the needs of the students who are only taking one survey course in the discipline?

How would you hope a typical graduate would go about discovering or identifying problems that need to be solved?

Interaction with community of scholars, disciplines: How do students develop a network/information network?

What resources do you hope students will use after they graduate?

Clinical:

Skipped generic; know it already.

What are the criteria for evaluating information sources you want grads to have?

Where does evidence based practice using information sources fit in?

How do practicing clinicians gather info? Research, anecdotes, colleagues?

In clinical practice how much are students themselves teachers of patients, students, etc. and what do they need to know to do this?

How do students understand the different elements of the workplace and navigate the information sources there?
How know about government trends, funding, workplace

laws, etc?

How are students expected to contribute to knowledge of the field?

What feedback from alums, employers about skills in students?

Note: Hard to keep the vocabulary free of librarian jargon.

Felt like it might be useful to start with something very specific then work out. Think about an actual scenario that a graduate might face. Like a clinical situation of confronting a child. Then think about the skills/fluencies they'll need to deal/cope with the situation. Faculty could then parse that out. Perhaps a diagram of the multilayered situation could be helpful as a method to work through the questions.

Beware of leading questions!