

# ACS Information Fluency Project 2001

## Student-Designed Instructional Materials for Latin

Glenda Warren Carl [carlg@southwestern.edu](mailto:carlg@southwestern.edu)  
Associate Professor of French and Latin (512) 863-1590  
Southwestern University

Carol Fonken [fonkenc@southwestern.edu](mailto:fonkenc@southwestern.edu)  
Head of Circulations (512) 863-1550  
Southwestern University

Sharon Fass McEuen [mceuens@southwestern.edu](mailto:mceuens@southwestern.edu)  
Director of Technology Support (512) 863-1642  
Services  
Southwestern University

### **Abstract**

We will develop a course module for a third-semester Latin class that focuses on information fluency and will result in a student-created online learning archive. Led by a three-person teaching team composed of a faculty member, a professional librarian, and an information technology professional, students will work in pairs to research cultural topics related to the Neronian period and keep a journal reflecting the process. They will participate in both in-class and electronic discussions to identify and discuss their topic, and to situate their work within the context of scholarly discourse. Finally, they will present their findings first in the form of a research paper and then as an interactive web site. Over time, as the course module continues to be taught, the corpus of quality student-created web resources will grow and become a valuable tool for Classicists across the consortium and indeed worldwide.

### **Rationale**

The inspiration for this project came from the report presented by Susan Fliss, Julie Boissell, Kathy Binder, and Kyra Comroe of Mount Holyoke College at the 2001 Information Fluency Symposium held at the ACS Technology Center this past February. The title of the report was, "Talking Toward Techno-Pedagogy: A Collaboration Across Colleges and Constituencies."

Like the Mount Holyoke project, our project involves and fosters collaboration among faculty, librarians, information technologists and students. The finished product will be available inter-institutionally via the web and will thus maximize resources by sharing them across the consortium. We shall also invite future participation by other ACS institutions.

This project will provide ACS students with the skills necessary to integrate technology into their activities in ways that reflect the guidelines formulated by the Information Fluency Guidelines task force and will serve as a sample module for ACS faculty and staff.

## Preliminary Description

The initial planning phase of the project will last three months during the summer. The implementation phase of the project will last one academic semester. The dissemination phase of the project will begin in the following academic semester and last for an indefinite period.

The project leaders are a Classics faculty member, a professional librarian skilled in bibliographical research, and an information technology professional experienced in teaching faculty, staff, and students. The student assistant will be recruited by the IT professional. The student participants will be those students enrolled in Latin 113 at Southwestern University for the fall semester of 2001. Subsequently, we will invite participation from other ACS institutions (faculty, staff, and students) via the Virtual Classics Department, a/k/a Sunoikisis (see "Dissemination" below).

Our target audience, first and foremost, is students of Latin at Southwestern. Our secondary focus will be on Southwestern's faculty (particularly Classics faculty), professional librarians, and ITS staff. We intend to broaden our outreach to students, faculty, professional librarians, and ITS staff at other ACS institutions and, eventually, to institutions outside our consortium and perhaps to high schools as well.

The module, broadly outlined, calls for the creation of a prototype research project by the leaders this summer. Then during the semester, two class periods will be devoted to working with the information technology professional on learning the basics of creating web sites. She will also hold special office hours for the students later in the semester, as they are creating the web version of their projects.

The project will be led by the faculty member and the professional librarian during the first half of the semester. We will help students use a variety of resources in a variety of formats, and gain an understanding of how they differ from and complement each other. We will also help students to organize and document their information appropriately. Students will situate their research within the scholarly conversation by participating in discussion and listservs.

During the second half of the semester, the faculty member and the information technology professional will lead the course. Students will transfer and transform the information in their research paper to a web-based format, with help from the IT specialist. In so doing, they will achieve an understanding of the ways in which these presentation contexts are similar and different, of the conventions and stylistics appropriate to each, and of the differences each format imposes on the resulting product.

Their work will give them exposure to the concepts of intellectual property, copyright, and fair use of copyrighted material. In accordance with Southwestern's honor code, students will affirm that the work is their own and will use an appropriate documentation style to cite sources.

All of these activities correspond to one or more of the Outcomes cited by the ACRL document

## Follow-Up and Evaluation

For the benefit of students currently enrolled, obviously, and also to guide us as we plan future iterations of the module, we have planned a variety of evaluative activities to complement our review of student projects and the usual course evaluations. All those involved should be part of the evaluation process.

- The three instructors and the students will keep a journal which will be analyzed at the end of the semester.
- Students will be asked to fill out a variety of online mid- and post-semester anonymous questionnaires, including surveys of what they know about their topic before and after completion of their project.
- We will compare student outcomes relative to previous versions of the course.
- The student project web site will have an access counter and an email link inviting comments, and relevant email correspondence during the course will be retained and analyzed.
- We will invite feedback, possibly including course observation, from faculty, library, and ITS colleagues.
- We will reprise and improve the project in subsequent academic years.

### **Dissemination of Results to the Rest of ACS and Beyond**

Early in the second semester, we will share our experiences with the project and the archived student materials with the rest of the Southwestern community in a Faculty Forum (a weekly informal gathering of faculty and staff over lunch, and a customary venue for the sharing of research projects).

We will invite faculty colleagues from other ACS institutions to use the archived material, offer feedback on it, and, if they wish, make similar assignments. Their students' work will then become a part of the archive. Eventually, students may collaborate across the consortium on these projects, in similar fashion to work currently being done in the ACS online archaeology course.

### **Preferred Time of Year**

The course will continue to be taught at Southwestern every fall semester, as in previous years. Course materials and archives will be available on the web at all times for use by ACS colleagues.